



Character Development

for Pre-K and Kindergarten

Starfall Character Development is a supplementary program to implement throughout the school year in order to foster positive social interactions and create a warm and welcoming learning environment.





Character Development

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Read Me First

Starfall's Pre K and Kindergarten Character Development program blends together life skills, social skills, cooperation and problem solving skills, and more into a comprehensive, developmentally-appropriate program.

This program was created to assist young children in dealing with the complexities of society both at home and at school by helping them develop positive self-concepts, understand their own feelings and the feelings of those around them, learn respect, appreciate differences in others, and take responsibility for their own actions.

The program is organized into six modules that include:

- I Am Special
- Feelings
- Kindness & Caring
- Respect & Responsibility
- Anti-Bullying & Teasing
- Cooperation & Problem Solving



Not a Monthly-Themed Curriculum

The Starfall Character Development program provides activities and suggestions that can be used throughout the school year, rather than assigning a specific module to each month.

Activities include year-long, seasonal, and monthly projects, as well as lessons that may be completed in a class period or over the course of two or three days. Teachers are encouraged to browse the activities in each module early in the school year in order to identify and implement year-long activities they find appropriate for their children's home or school settings.

The organization of the program allows teachers the freedom to implement various selected activities as appropriate, understanding that opportunities to reinforce needed concepts will present themselves from time to time.

Teachers are, however, encouraged to complete the first several Feelings Module activities in order since they introduce the children to a variety of specific feelings that are referenced in later activities.

Products & Materials

Here is a list of all Starfall materials needed for the Starfall Character Development program.

If you are currently using the complete Starfall Pre K 2nd Edition program, you have all of the products necessary to implement these modules. If you are currently using the Starfall Kindergarten ELA program, you already have *The Little Red Hen and other Folk Tales*, *Goldilocks and the Three Bears*, and *The Three Little Pigs*.

If you are not using one of Starfall's instructional kits, please go to store.starfall.com to locate the products below.

- **Anchor Chart Cards**— (Available as a free download on teach.Starfall.com.) Consider displaying all 6 Anchor Chart Cards. As you complete an activity, place a marker or star next to the corresponding card.
- **Starfall Dragon**—The plush dragon is used to help introduce and/or facilitate many lessons. (NA501)
- **Emotion Cards**—A set of 17 individual Emotion Cards using Backpack Bear (C152)
- **Emotions Poster**—This poster depicts all 17 individual emotions. (NXP14)
- **Literature Books**—Throughout the curriculum activities were created based on specific books. While you may already have these books in your library, you are encouraged to use the Starfall versions, since they have been revised to include child-friendly endings. Note: All books are included in the Starfall Pre-K Instructional Kit.

The Cobbler and the Elves (SB1438)

The Gingerbread Boy (SB1438)

Goldilocks and the Three Bears (SB1438)

The Little Red Hen and other Folk Tales (SB1438)

Stone Soup (SB1438)

A Tale of Two Little Engines (SB1438)

The Three Little Pigs (SB1438)

The Ugly Duckling (SB1438)



- **Writing and Observation Journals**—These journals are used throughout the program for children to illustrate and document their own diagrams, kid writings, and observations. The journals have blank pages that provide children with opportunities to be creative. (NM603)



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Character Development Standards

Social/Emotional Development

Building and Maintaining Relationships with Adults and Peers

- Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution
- Takes the perspective of others and responds appropriately
- Demonstrates willingness to be flexible if routines must change
- Engages in associative play and begins to play cooperatively with friends
- Persists at individual planned experiences, caregiver-directed experiences and planned group activities
- Plays with peers in a coordinated manner including assigning roles, materials and actions
- Recognizes preferences of others
- Expresses concern for the needs of others
- Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults
- Uses words to communicate personal characteristics, preferences, thoughts and feelings
- Responds appropriately to bullying, teasing, or unkind behavior
- Responds to or uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)
- Identifies self as a unique member of a group (e.g., class, school, family or larger community)
- Recognizes and accepts responsibilities
- Begins to understand that actions have consequences
- Engages in and maintains positive relationships and interactions with trusted adults and children such as cooperating, compromising and turn-taking
- Expresses common courtesy and respects the rights of others (Says please, thank you, helps a friend, shares, etc.)
- Shows kindness to others

Emotional Development and Functioning

- Recognizes the emotions of peers and responds with empathy and compassion
- Recognizes and identifies feelings and emotions of characters in stories or real life situations
- Demonstrates confidence in own abilities and expresses positive feelings about self
- Demonstrates understanding and acceptance of similarities and differences in others
- Recognizes self as unique having own abilities, characteristics, emotions, and interests

Managing Emotions/Self-Regulation

- Increases attention to preferred activities and begins to attend to non-preferred activities
- Recognizes and names own emotions
- Manages and exhibits behavioral control with or without adult support
- Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Character Development Standards (Continued)

Approaches to Learning

Engagement and Persistence

- Attends to tasks for a brief period of time

Reflection and Problem Solving

- Uses self-talk as a strategy

Initiative and Curiosity

- Demonstrates increasing independence and willingness to try new challenges

Health, Safety, and Environment

Environment

- Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Safety

- Consistently follows basic safety rules independently
- Identifies consequences of not following safety rules

I Am Special

Self Awareness, What Makes Me Special, My Family

Preschool and kindergarten children are growing quickly and developing in a variety of ways. They are busy learning new concepts and skills, and mastering old ones. How they feel about themselves, or their self-concept, begins to develop early in life and is one of the greatest responsibilities of parents, caregivers, and educators.

Since a positive sense of self is formed in large part through meaningful achievements, the preschool and kindergarten years are a crucial time for children to participate in such experiences. The early childhood educator must therefore provide activities and tasks in which the children can find meaningful success. Suggestions for developing children's self-esteem are particularly important if you work with disabled children. Remember to provide as many opportunities as you can in order for all children to experience success. Be sure to notice and acknowledge their successes with honest positive feedback.

The activities in this module are included to assist in helping the children feel special and unique, and to experience success. Included is an ongoing year long activity called "My Special Week." For this activity, you will assign each child a week in which he or she may bring his or her favorite toys, books, pictures, awards, a special snack, and so on to share with the class. You will trace the child on bulletin board paper, cut it out, and ask classmates to provide compliments for you to add to the cut out.

Other activities in this module focus on the children's unique qualities and characteristics, and reflect on their growth and new abilities. The development of a good self-concept early in life helps children feel competent and willing to accept new challenges and seek success.

Book Suggestions

- *A Pocket for Corduroy* by Don Freeman
- *Corduroy* by Don Freeman
- *Happy in Our Skin* by Fran Manushkin
- *Hooray For Me!* by Remy Charlip, Lilian Moore
- *I Can Do It Myself* by Emily Perl
- *I Know What I Like* by Norma Simon
- *I Love You More* by Laura Duksta
- *Love You Forever* by Robert Munsch
- *I Love You to the Moon and Back* by Tim Warnes
- *I'm Glad to be Me* by P.K. Hallinan
- *The Wonderful Things You Will Be* by Emily Winfield Martin

Starfall Online Activities

- *Starfall.com*: It's Fun to Read, "All About Me"
- *Starfall.com*: Motion Songs, "Happy and You Know It" and "Head, Shoulders, Knees and Toes"
- *Starfall.com*: Nursery Rhymes, "Mulberry Bush" (Track 8)
- *Starfall.com*: Who Am I?

Starfall Books & Media

- Writing & Observation Journals

Lessons

Year Long Activity: My Special Week

Step One

Assign a week to each child. It is recommended that the week assigned does not include the child's birthday nor be a week shortened due to a major holiday. Be sure to assign yourself a week early in the school year so you can model the process, and include other adults who assist in your classroom. Optional: Special Weeks may take the place of "Show and Tell."

Step Two

Create an **Information Sheet** to be sent home prior to each child's assigned week. Information sheets should be completed by parents or guardians with their child's help and returned to school by your assigned due date. The information sheets should be posted on the Special Week bulletin board during each child's Special Week. Sample questions may include:

- My name is _____.
- My eyes are _____.
- My hair is _____.
- My favorite story is _____.
- My favorite dessert is _____.
- I like to _____.
- I have a pet _____. My pet's name is _____.
- I do not have a pet because _____.
- I like _____.
- I do not like _____.
- I am afraid of _____.
- I am not afraid of _____.
- When I grow up I want to be _____.



Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Identifies self as a unique member of a group (e.g., class, school, family or larger community)

Recognizes self as unique having own abilities, characteristics, emotions, and interests

Uses words to communicate personal characteristics, preferences, thoughts and feelings

Uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)



Step Three**Special Week letter** to parents/guardians: Sample Letter

Your child will be assigned a special week during which he or she may bring his or her favorite toys, books, pictures, awards, special snack, and so on to school. You will receive a reminder the week before your child's special week.

Step Four

Designate a **My Special Week** bulletin board on which to display the child's information sheet, photos, and other treasures. If possible provide a table or large basket to hold items the child brings to share during his or her special week.

Step Five

At least a week before each child's special week, place a **class list** with spaces for individual comments on a clipboard. As children are playing, circulate and ask each child to say something nice about the special week child. It may be necessary to provide leading questions in the beginning of the year. Write the children's comments on the class list next to their names.

Step Six

Trace the special child on large butcher or bulletin board paper, then cut it out. Have the child add his or her face and hair. Use a marker to transfer the quotes from classmates in sentence form onto the cut out and include their names. For example: Timmy said, "He is fun to play with. I like him." Add the completed cut out to the special week display. Send it home at the end of the week as a keepsake for the child.

Step Seven

If your school allows **special treats**, arrange for the special week child to bring a special treat or snack during his or her special week.

Step Eight

Designate a time each day for the special week child to present his or her items. You might designate that on Monday you will read the information sheet, on Tuesday the child shares his or her photos, on Wednesday the child shares a special book or story, on Thursday the child shares his or her toys and/or other keepsakes, and on Friday the child answers questions from his or her classmates.

Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children such as cooperating, compromising and turn-taking

Demonstrates confidence in own abilities and expresses positive feelings about self

Identifies self as a unique member of a group (e.g., class, school, family or larger community)

Recognizes self as unique having own abilities, characteristics, emotions, and interests

Uses words to communicate personal characteristics, preferences, thoughts and feelings

Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Recognizes self as unique having own abilities, characteristics, emotions, and interests

Uses words to communicate personal characteristics, preferences, thoughts and feelings

I Am Me!

Teach the children the poem "I Am Unique" and have them recite it with you several times. Volunteers take turns to share their thoughts about the meaning of the poem.

Partner the children and partners sit knee-to-knee. Tap one child in each pair on the head, and tell that child he or she will be Partner #1. Explain that when you ring the bell (or other signal) Partner #1 will tell his or her partner one thing that makes him or her special. Provide suggestions such as hair color, eye color, they speak another language, they can dance, have a pet, and so on. Ring the bell and Partner #1 in each pair shares.

Ring the bell again and Partner #2 shares something special about him or herself. Continue with partners taking turns several times. If appropriate, the children share what they learned about their partners.

Distribute Writing & Observation Journals. The children illustrate themselves and write their names, ages, and/or something that makes them special, using kid or inventive spelling. As children work, circulate and provide "adult writing."

The children sit in a special chair ("or Share Chair") and share their illustrations. Others share positive comments or things they noticed, such as *I noticed you colored nicely*, etc.

Optional: Demonstrate *Starfall.com*: Who Am I? so the children may play it independently.

"I Can" Chart

Discuss some of the many things the children can do, such as sing, count, dance, sleep, run, and so on. Each child then identifies one thing he or she knows how to do that no one else has identified. Classmates may assist as necessary.

List each child's response on a sheet of chart paper followed by his or her name. Example: I can ride a bike. (Amelia) I can set the table. (Samuel) I can do a somersault. (Ashley)

When the chart is complete, read each response and the class gives a "round of applause" (clapping in a large circle) after each. Conclude by explaining that there are many qualities that make each of us special!

Materials

- ☐ Writing & Observation Journals
- ☐ Pencils, crayons
- ☐ Bell or other signal
- ☐ Share Chair
- ☐ **Optional:** Classroom computer

I Am Unique

*All around the room I see
Lots of people, including me!
But there is no one I can see
That is just the same as me!*



Materials

- ☐ Writing & Observation Journals
- ☐ Pencils, crayons
- ☐ Chart paper, marker

I can speak French. (Peggy)
I can dance. (Sam)
I can help my dad. (Tim)

Distribute pencils, crayons, and Writing & Observation Journals. The children illustrate and write about some of the things they can do. At a convenient time, have the children partner and share their illustrations and writings with each other.



Eye Color Graph

Play "Head, Shoulders, Knees, and Toes" and the children indicate the parts of their bodies as they are named in the song. Explain that in many ways people are the same, but in some ways they are different.

Discuss ways people are the same and ways we are different. Lead the children to understand that one way people may differ is the color of their eyes.

Indicate the graph on a poster or chart paper. Explain the purpose of graphs and how this graph will be used to learn about the eye colors of the children in the class.

The children take turns looking into a mirror to identify their eye colors. They then locate their names on the graph and color a square under the corresponding eye color. When each child has had a turn, record the number of children who have each eye color and discuss the results.

Use the results to lead the children in a discussion about how people can be different on the outside, but we are very much alike on the inside.

Materials

- ☐ Starfall.com: Motion Songs, "Head, Shoulders, Knees, and Toes"
- ☐ Prepared eye color graph
- ☐ Hand-held mirror

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Responds to or uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)

	Brown	Blue	Green	Hazel
Sue				
Izzy				
Kim				



Approaches to Learning

Uses positive self-talk as a strategy

Social/Emotional Development

Identifies self as a unique member of a group (e.g., class, school, family or larger community)

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Responds to or uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Recognizes and accepts responsibilities



Names, Addresses, and Phone Numbers

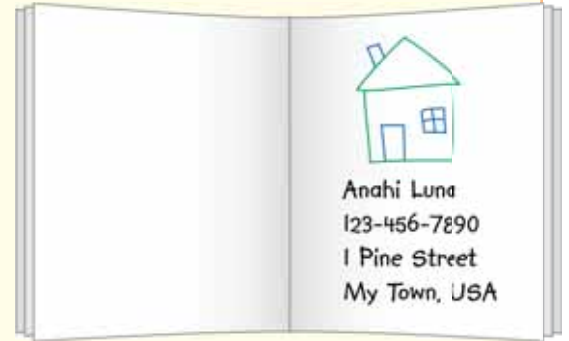
Create a label for each child that includes the child's name, address, and phone number. The children illustrate their own houses in their Writing & Observation Journals then place the prepared address labels beneath them. They illustrate additional houses to create a neighborhood, and add environment as time allows.

Explain that sometimes when we have work or jobs to do we may get frustrated and want to give up. If we have that feeling we can say to ourselves, "I can do this! I am doing a great job!"

Provide support and encouragement by circulating and encouraging children who have difficulty or may want to give up. Consider partnering children who are resistant with other children for support.

Materials

- ☐ Prepared label with name, address, and phone number for each child
- ☐ Writing & Observation Journals
- ☐ Crayons



Helping Your Family

Explain that being part of a family or any group requires people to help each other. The children share ways they help their families.

Discuss what would happen if no one did anything around the house, like cook, wash dishes or clothes, or clean the floor. The children should understand that every member of the family shares in the responsibility of caring for his or her house.

Play "What if?" Ask questions such as the following to help children realize the consequences of not doing their part.

- What if no one washed the dirty clothes?
- What if you never put away your toys?
- What if the floor was dirty and no one swept it?
- What if your mom or dad asked you to help and you just wanted to play?
- What if your mom and dad had to do all the work at home by themselves?

Play *Starfall.com*, Nursery Rhymes Track 8. The children make up and perform actions for each verse as they sing "Here We Go Round the Mulberry Bush."

Discuss additional ways the children can help their families. Challenge the children to help out at home today after school and report back to the class.

Materials

- ☐ *Starfall.com*: Nursery Rhymes, "Mulberry Bush" (Track 8)

Here We Go Round the Mulberry Bush

Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
So early in the morning.

This is the way we wash our clothes...
So early Monday morning.

This is the way we iron our clothes...
So early Tuesday morning.

This is the way we mend our clothes...
So early Wednesday morning.

This is the way we sweep the floor...
So early Thursday morning.

This is the way we scrub the floor...
So early Friday morning.

This is the way we bake our bread...
So early Saturday morning.

Look How I've Grown

Note: This activity should be done at the beginning of the year and repeated at the end of the year.

Discuss how people are alike in many ways, but we are also each different in other ways. Some people are shorter, some are taller, some have black hair, some have brown.

Explain that as we grow, we change. Tell the children that you will measure each of them and provide them each with a paper strip that indicates how tall they are. The children print their names on their strips and decorate them using crayons.

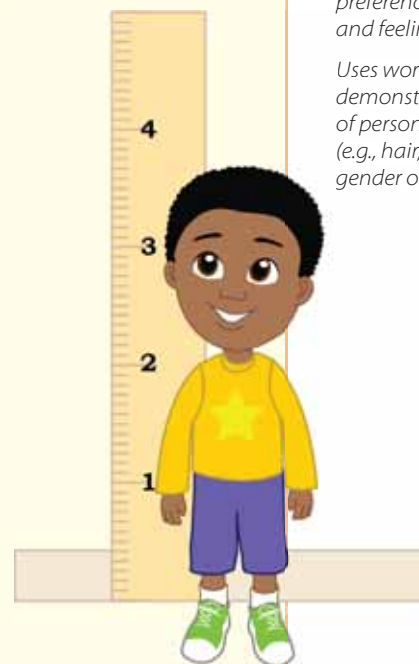
When the strips have been decorated, gather the children together. Invite each child to sit in the Share Chair, show how tall they are, and describe other characteristics such as their hair color, color of their eyes, and one additional characteristic that makes them special.

Model this procedure for the children with your own paper strip.

You can display these strips or "tuck" them away. You should repeat this activity at the end of the school year. You will then provide the original paper strips for the children to compare with their strips at the end of the year. You will then also discuss other ways in which the children have changed and grown.

Materials

- ☐ Measuring chart
- ☐ Long, thin (2") paper strip for each child
- ☐ Crayons
- ☐ Share Chair



Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Uses words to communicate personal characteristics, preferences, thoughts and feelings

Uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)

I Am Special, Past and Future

Prior to this lesson, send notes home to parents requesting that they send a baby photo of their child in an envelope. They should write their child's name on the back of the photo.

Remind the children that everyone is special and that we are all alike in some ways. Discuss the ways in which all of the children are alike, such as they all have two eyes and two ears, they all need to eat and sleep, and so on.

Explain that even though the children are alike in some ways, they are also very different in many ways. Discuss how they don't all look the same, and they each have their own set of special fingerprints and talents.

Explain that the children will play a game. Place all of their name cards on the right side of the pocket chart.

Materials

- ☐ Writing & Observation Journals
- ☐ Baby photo of each child
- ☐ Name card for each child
- ☐ Crayons, pencils
- ☐ Pocket chart



Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Uses words to communicate personal characteristics, preferences, thoughts and feelings

Identifies self as a unique member of a group (e.g., class, school, family or larger community)

Indicate one baby photo. Partner the children, or they share with their neighbors who they think is pictured in the baby photo. Volunteers share who they think it is. The child who is identified finds his or her name card and places it under or next to his or her baby photo.

Continue until all of the photos have been matched to a child, and discuss how each baby has grown into a very special and unique person.

Distribute the Writing & Observation Journals. The children illustrate how they imagine they will look when they are older, such as when they are in high school. They write something special they might be able to do when they are older.

The children share their illustrations and writings with each other.

Who is it?

Gather the children in a circle on a rug or the floor. Select one child to come with you while covering his or her eyes. Select another child to hide somewhere in the classroom.

When the child has hidden, have the child covering his or her eyes uncover them and try to identify which child is hiding by asking his or her classmates for clues. Classmates provide hints such as the child hiding has long hair, brown hair, blue shoes and so on, that help the child determine who is hiding.

Social/Emotional Development

Uses words to communicate personal characteristics, preferences, thoughts and feelings



Feelings

Since feelings are related directly to young children's behavior, children must first learn to understand and identify their feelings in order to control their behavior. It is also important for children to understand that it is normal for their bodies to feel differently as they experience various emotions.

The activities included in this module focus on teaching the children to be able to identify their own feelings and learn that they have many more feelings besides happy and sad. With the help of Emotion Cards and an Emotions Poster, the children will discuss emotions they have most likely experienced but have not been able to previously identify such as sorrow, excitement, disappointment, surprise, and pride.

It's important to remember that children between the ages of 3 and 7 find it very difficult to see things from another person's point of view. These activities provide opportunities for them to consider the fact that others may have different perspectives or feelings, and to practice responding appropriately. For this reason, recognizing facial expressions that may accompany various emotions is important because it can help young children identify the emotions others are experiencing.

Young children often require adult assistance in expressing feelings such as frustration and anger. Remind them that they have choices in dealing with their emotions, and provide them with positive responses they can use in these situations such as walking away, counting, self talk, and always using calm voices and kind words.

Note: The lessons in this module should be implemented in order, since several frequently occurring emotions are introduced in a sequence the children will easily understand.

Book Suggestions

- *Cool Down and Work Through Anger* by Cheri J. Meiners
- *Find Your Happy!: A Kid's Self Love Book* by Patricia May
- *In My Heart: A Book About Feelings* by Jo Witek
- *Lots of Feelings* by Shelley Rotner
- *Owl Moon* by Jane Yolen
- *The Way I Feel* by Janan Cain
- *Visiting Feelings* by Lauren Rubenstein
- *What Are You Feeling, Dragon?* by Sujatha Lalgudi
- *When I Feel Afraid* by Cheri J. Meiners

Starfall Online Activities

- *Starfall.com*: Sing-Along Volume 2, Track 15, "Happy and You Know It"
- *Starfall.com*: Talking Library, "The Three Little Pigs" and "Goldilocks and the Three Bears"
- *Starfall.com*: I'm Reading, Folk Tales, "The Little Red Hen"

Starfall Books & Media

- Emotions Poster
- Emotion Cards
- Plush Dragon
- *The Three Little Pigs* as told by Brandi Chase
- *Goldilocks and the Three Bears* as told by Marc Buchanan
- *The Little Red Hen and other Folk Tales*

Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions



Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions



Lessons

We're Happy Class Book

Gather the children in a semicircle and play *Sing-Along Volume 2*, Track 15, "If You're Happy and You Know It" or project *Starfall.com*: Motion Songs, "If You're Happy and You Know It." The children sing along. Discuss how they felt as they sang. (happy) They show you their happy faces.

Explain that how we feel when things happen to us are our *feelings* and that happy is a feeling. Another word for feelings is *emotions*. People have many different emotions.

Indicate the *happy* Emotion Card and introduce Backpack Bear. Choose a volunteer to locate the happy emotion on the Emotions Poster.

The children discuss what might have happened to make Backpack Bear feel happy, using the word *happy* in their answers. (*Backpack Bear might feel happy because a friend shared a toy with him. He might feel happy because he got to go to the park to play.*) They then share the kinds of things that make them feel happy.

The children take turns looking into a mirror and making happy faces. They illustrate their happy faces and write their names under their illustrations. They take turns sharing their illustrations with the class. Gather the completed illustrations, slide each one into a plastic sleeve, and place them in a three-ring binder. Add a cover page titled "We're Happy!" to create a class book. Place the book in a convenient location for the children to enjoy.

Materials

- ☐ *Starfall.com*: Sing-Along Volume 2, Track 15, "Happy and You Know It"
- ☐ Happy Emotion Card
- ☐ Emotions Poster
- ☐ Drawing paper
- ☐ Hand-held mirror
- ☐ Pencils, crayons

Emotions: Excited and Silly

Gather the children in a semicircle and play *Sing-Along Volume 2*, Track 15, "Happy and You Know It" or project *Starfall.com*: Motion Songs, "If You're Happy and You Know It." The children sing along. Indicate the *happy* Emotion Card and the children discuss how it feels to be happy.

Explain that we have many other feelings or emotions besides happy. Show the *excited* Emotion Card and discuss why Backpack Bear might feel excited. They share times they have felt excited. Repeat for the *silly* Emotion Card.

Children show how they look when they feel excited. Repeat for silly.

Volunteers take turns to show their *happy*, *excited*, or *silly* faces and the class guesses the emotions.

Materials

- ☐ *Starfall.com*: Sing-Along Volume 2, Track 15, "Happy and You Know It"
- ☐ Emotion Cards: *happy*, *excited*, *silly*

Emotions: Sad, Angry, and Afraid

Review the feelings *happy*, *excited* and *silly* and volunteers identify the corresponding emotions on the Emotions Poster.

Discuss how the children feel when their friends invite them to their birthday parties and ask how they might feel if they weren't invited. (sad) A volunteer locates the *sad* Emotion Card and tells what may have happened to make Backpack Bear feel sad. Volunteers share times when they have felt sad. The children show you their sad faces.

Ask the children if they remember times when someone they know felt sad and explain how it made them feel. Discuss what they did (or could have done) to try to help the person feel better.

Introduce the *Angry* and *Afraid* Emotion Cards. Children discuss times they have experienced these emotions and make faces to show how they may have looked. Choose volunteers to indicate the corresponding emotions on the Emotions Poster.

Play your choice of music and the children dance. When the music stops they freeze. Indicate the Emotion Cards one by one and the children identify them and show faces to match.

Materials

- ☐ Emotion Cards: *happy, excited, silly, sad, angry, afraid*
- ☐ Teacher's choice of music
- ☐ Emotions Poster

FEELINGS

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and names own emotions

Recognizes the emotions of peers and responds with empathy and compassion



Ways People Feel

Indicate the *surprised* Emotion Card and assist the children to identify the emotion *surprised*. Explain that we are surprised when something happens that we don't expect. Choose volunteers to share times they have felt surprised and show how they may have looked.

Individually indicate the *excited, curious, embarrassed, disappointed, lonely, proud* and *sad* Emotion Cards and place them in a pocket chart. The children imitate each of the emotions with facial expressions and body language.

Read the following statements. The children describe how they would feel, identify the corresponding emotion on the Emotions Poster, and remove the matching Emotion Card from the pocket chart.

- Sad—Your dog is sick and doesn't want to play. You have to give him medicine.
- Excited—It's the day of your birthday party. You can't wait for your friends to arrive!
- Curious—You got a package in the mail and you wonder what is inside.
- Disappointed—You waited all day to go to the park. Just as you got there it started to rain and you had to go right back home.
- Proud—You worked very hard drawing a picture for your friend. Your friend really liked the picture and you felt good about it.

Materials

- ☐ Emotion Cards: *surprised, excited, curious, embarrassed, disappointed, lonely, proud, sad*
- ☐ Emotions Poster
- ☐ Pocket chart

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and names own emotions



Approaches to Learning

Uses positive self-talk as a strategy

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Manages and exhibits behavioral control with or without adult support

- Lonely—You are in a wheelchair with a broken leg. You can't play the game the other children are playing, so you are sitting all alone.
- Embarrassed—Someone called you a silly name in front of your friends.
- Shy—You would like to teach a new song to your class but you don't like to sing in front of other people.

Positive Self-Talk

During this lesson you will introduce the strategy of using positive self-talk. Begin by "talking to yourself" out loud saying, for example: *I think I can do this. I might be nervous but if I try I can do it. I'm ready to try something new today!*

Dragon whispers: "What are you doing?" Tell the children that Dragon asked what you were doing, and explain that you wanted to sing the ABCs, but you were afraid to try, and you were thinking positively and telling yourself that you could do it! Ask the children to tell you what they think about whether or not you should try. They will most likely offer positive encouragement. Discuss how we can give ourselves the same kind of positive encouragement we get from others. It is called "self-talk."

Discuss different situations that children might be hesitant to try such as finger painting, sliding down a slide for the first time, asking friends to play with them, etc.

Indicate the Emotions Poster. Assist the children to identify the positive emotions on the poster and explain that these are the feelings we would like to keep.

Display a sheet of chart paper. The children help you create a list of positive self-talk words. Begin the list with a few examples such as:

1. I can do it!
2. I can always ask for help if I need to!
3. I am safe, I can try!
4. I am nice to play with.
5. I can be brave.
6. I think I can!

Post the positive self-talk list in the classroom for easy reference. Remind the children to use positive self-talk when they feel frustrated or afraid to try. Explain that positive self-talk is something they can do all by themselves! Encourage them to remind each other to use positive self-talk frequently.

Materials

- ☐ Chart paper, marker
- ☐ Emotions Poster
- ☐ Dragon



How Does the Little Red Hen Feel?

Optional: *Starfall.com*: I'm Reading, Folk Tales, "The Little Red Hen"

Indicate "The Little Red Hen" and explain that this story is a folk tale. A folk tale is a very old story that teaches an important lesson. Read and discuss the story.

Indicate the *happy*, *sad*, and *excited* Emotion Cards and briefly review the emotions.

Discuss that when you do something wrong you may feel *sorry* you did it. Indicate the *sorry* Emotion Card and ask if the children have ever felt *sorry* for something they did. They show their *sorry* faces.

Ask the children to share how their parents felt if they were ever supposed to clean up their rooms and chose not to. Explain that their parents may have felt *disappointed*.

Indicate the *disappointed* Emotion Card. Explain that we feel *disappointed* when we want something to happen and it doesn't. Volunteers share their experiences. The children show disappointment through their facial expressions.

Ask the following questions. Volunteers choose the appropriate Emotion Cards and indicate the corresponding emotions on the Emotions Poster. They explain their choices.

- How did the little red hen feel when she found a big bag of corn?
- How did the little red hen feel when she asked for help and the duck said "No"?
- How did the little red hen feel when she had to do all of the work herself?
- How did she feel when all the animals wanted to eat the muffins she made?
- How do you think the animals felt when the little red hen told them they could not eat the muffins?
- What lesson did the animals learn?
- Do you think they will help next time? Why or why not?
- How would the story be different if all the animals had agreed to help the little red hen with the work?

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Emotion Cards: <i>happy</i> , <i>sad</i> ,
<i>excited</i> , <i>sorry</i> , <i>disappointed</i> |
| <input type="checkbox"/> | <i>The Little Red Hen</i> and other
Folk Tales, "The Little Red Hen" |

FEELINGS

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions

Takes the perspective of others and responds appropriately



Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions

Takes the perspective of others and responds appropriately

Did the Little Red Hen Do the Right Thing?

Prior to this lesson, create a graph on chart paper titled "Did the Little Red Hen Do the Right Thing?" List the children's names in a column on the left, and create two additional columns, one with the heading Yes and the other with the heading No. The children will vote whether they agree or disagree with the little red hen's decision not to share her muffins.

Indicate "The Little Red Hen" and children retell the story as you picture walk through the book. Discuss whether they think any of the animals were sorry they didn't help the little red hen. Do they think the little red hen should have shared her muffins anyway?

Explain that people have different ideas about the right way to act.

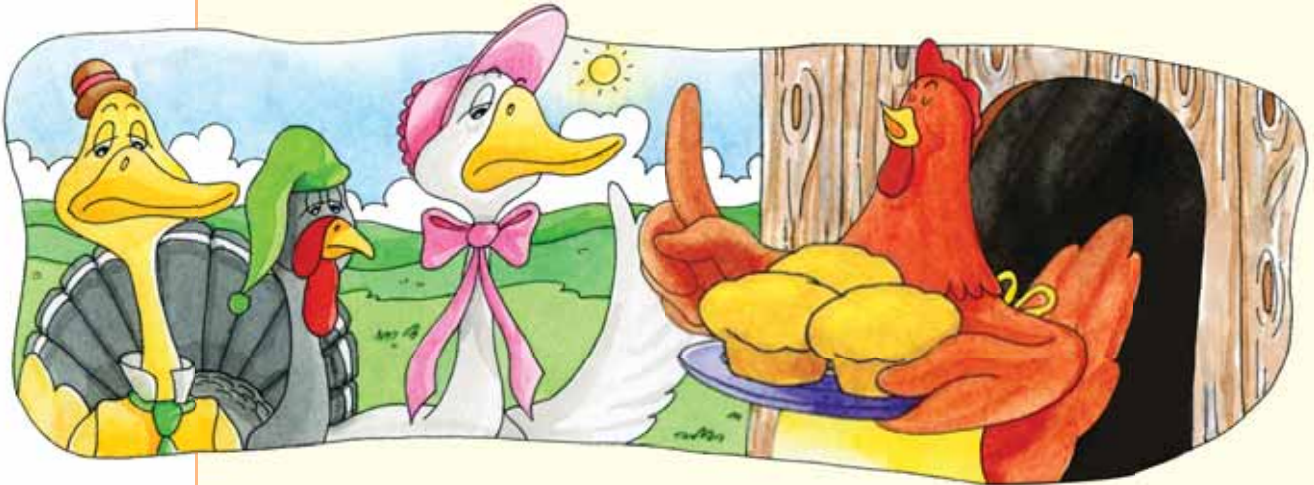
Encourage the children to think about the decision the little red hen made.

Indicate the graph and read the title. Explain that there is no right or wrong answer. The children are each to make their own decisions. They will make tally marks to indicate their choices. (Demonstrate)

Children make tally marks in the "Yes" column if they agree with the little red hen's decision or in the "No" column if they disagree. Volunteers share reasons for their choices. Interpret the results. Discuss the lesson that might have been learned if the little red hen had invited the animals to eat the muffins even though they weren't willing to help.

Materials

- ☐ The Little Red Hen and other Folk Tales, "The Little Red Hen"
- ☐ Prepared chart paper graph titled "Did Little Red Hen Do the Right Thing?"
- ☐ Markers



Feelings Bowling

Suggested feelings for this activity:

- Surprised
- Happy
- Sorry
- Disappointed
- Sad
- Angry
- Proud
- Afraid

Read *The Three Little Pigs* retold by Brandi Chase. Discuss the feelings of the characters throughout the story as you read.

Set up a modified “bowling alley” with three bottles side-by-side and spaces between them. Review the emotion named on each bottle. Read the situations below and volunteers take turns using the soft ball to “bowl the feeling” the character was experiencing. Consider changing the bottles to include a variety of emotions, and help the children understand that we can have more than one feeling or emotion at a time in a situation. For example you can feel both sad AND worried.

Situations:

- How did the pigs feel when their parents gave them money to buy their own homes?
- How did the first pig feel about building his house with straw?
- How did the second pig feel about building his house with sticks?
- How did the third pig feel about building his house with bricks?
- How did the first pig feel when he saw the wolf? (Repeat for all three pigs.)
- How did the wolf feel when he was telling the pigs to let him in?
- How did the wolf feel when he blew the house down?
- How did the three pigs feel in the house built with bricks?
- How did the wolf feel when he couldn’t blow the brick house down?
- How did the pigs feel when they were making a plan?
- How did the wolf feel when the pigs opened the door?
- How did the wolf feel at the end of the story?
- How did the pigs feel at the end of the story?
- How would you have felt if you were the wolf?



Materials

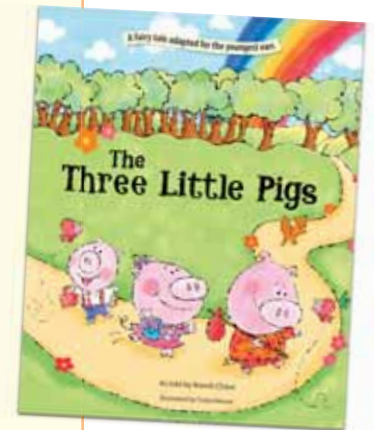
- ☐ Six to eight plastic cups or two-liter bottles, each labeled with a different feeling. Tape drawn faces or Emotion Cards to the bottles to help children identify the emotions.
- ☐ *The Three Little Pigs* as told by Brandi Chase
- ☐ Soft ball

FEELINGS

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations



Optional: Repeat this activity using scenarios that apply to your classroom or school situation.

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Takes the perspective of others and responds appropriately

Goldilocks Story Emotions

Read *Goldilocks and the Three Bears*, pausing to discuss the story as you read. Explain that Goldilocks and the bears must have felt many different feelings or emotions throughout the story. Indicate the Emotions Poster and Cards and explain that they show many of the emotions we all experience.

Volunteers answer the following questions. Assist them to use the names of the emotions in their responses. They choose additional volunteers to locate the corresponding emotions on the Emotions Poster, with assistance from classmates as needed.

- *Happy*—When did the bears feel happy? How do you know they were happy?
- *Curious*—Which character was very curious? What did she do that showed she was curious?
- *Sad*—When were the bears sad? Why do you think they were sad?
- *Disappointed*—Which character was the most disappointed? Why?
- *Afraid*—Was Goldilocks afraid when she woke up? Would you be afraid if there was someone in your house that you didn't know? Why?

Discuss the appropriateness of Goldilocks' actions in the story using questions such as:

- Should Goldilocks have gone into the bear's house?
- Is it ever okay for you to go into a stranger's house?
- How would you have felt if you found Goldilocks had broken your toys?
- Is it ever okay to use other people's things without their permission?
- Can you think of a time someone asked permission and you shared a toy with them?

Materials

- ☐ *Goldilocks and the Three Bears* as told by Marc Buchanan
- ☐ Emotions Poster
- ☐ Emotion Cards



Differentiating Feelings

Indicate an Emotion Card and a volunteer or group of children acts out the emotion using the appropriate facial expressions. Place the Emotion Card in the pocket chart.

Choose two volunteers to come forward. Assign one of the emotions from the pairs below to each volunteer. The volunteers take turns to act out the emotions:

- Happy and excited
- Surprised and happy
- Lonely and embarrassed
- Sad and afraid
- Disappointed and sad
- Shy and lonely
- Angry and sad

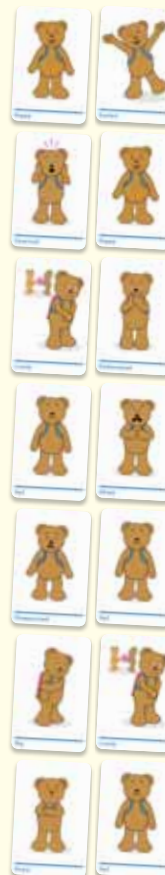
Discuss how the two emotions in each pair differ from each other.

Read the following situations. A volunteer selects the Emotion Card that identifies the feeling and explains why he or she chose that feeling.

- Your cat ran away from home.
- It's your birthday!
- You put a puzzle together all by yourself!
- Your friend comes over to play.
- Someone took your favorite toy away from you.
- You made a mistake and someone laughed at you.
- You want to sing a song in front of the class but you are afraid.
- You wanted to play with blocks, but there was no more room for you to play.

Materials

- ☐ Emotion Cards: *excited, happy, surprised, embarrassed, lonely, shy, angry, disappointed, sad, afraid*
- ☐ Pocket chart



Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions

Uses words to communicate personal characteristics, preferences, thoughts and feelings

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Expresses concern for the needs of others

Recognizes the emotions of peers and responds with empathy and compassion

Takes the perspective of others and responds appropriately

How Would YOU Feel?

Note: Seeing the perspective of others in preschool is a difficult developmental task. Young children have difficulty putting themselves in “someone else’s shoes,” while children of kindergarten age are developmentally beginning to be able to see other people’s perspectives. These activities were created to provide opportunities to practice understanding the perspective of others.

Activity #1: Feelings and Emotions (Preschoolers)

Share the following situations while displaying the associated Emotion Cards, then discuss with the children what they could do to help that friend or person. Provide ideas as needed. Dragon can whisper some ideas to you to pass along to the children.

- Sad—Jose is sad because he wanted to play with the blocks but the children playing with the blocks wouldn’t let him. What could you do to help Jose feel better?
- Lonely—A group of children is playing with the farm. Another group is painting and another group is in the book center. Laura wants to play, but no one wants to play with her. What could you do to help Laura feel better?
- Angry—You and Thomas want the same block. Thomas grabs the block away from you. That makes you very angry. What could Thomas do to make you feel better?
- Afraid—The class is going to play a game in which someone is blindfolded. Kim is afraid to put a blindfold on. What could you do to help keep Kim from being afraid to try something new?

Materials

- ☐ Emotion Cards: *sorry, sad, lonely, angry, afraid*
- ☐ Pocket chart
- ☐ Dragon



Activity #2: Feelings and Emotions (Kindergartners)

Display the Emotion Cards in a pocket chart. After discussing each situation, the children identify the feeling they think the child in the situation experienced.

Carlos' fish died. How do you think Carlos might feel? How would you feel if your fish died?

You notice Sally walking around by herself. Everyone else is playing, laughing, and having fun. What do you think Sally is feeling? What could you do to help Sally feel better? How would you feel if no one wanted to play with you?

Janet was putting a puzzle together. Davey came by and on purpose messed up her puzzle. How do you think Janet felt? How would you feel if you were working hard on a puzzle and someone came and messed it up? Do you think Janet feels the same way? How can you help Janet feel better?

Your teacher wants you to try a new activity. Brody doesn't want to try the new activity because he might not be able to do it the right way. How do you think Brody feels? How would you feel? What could you do to help Brody?

Role Playing Feelings

The children use puppets or dolls to role play a scene in which three volunteers are playing in a circle. A fourth volunteer, who seems sad, is sitting alone.

Then discuss the following questions:

- How do you think the puppet or doll feels?
- What do you think the problem was that caused the feeling(s)?
- How do you think they might solve their problem peacefully?
- What do you think will happen if they tried this? Is it safe? Is it fair?
- Did this work or do you think they need to try a new solution?

Materials

- ☐ Puppets or dolls

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Plays with peers in a coordinated manner including assigning roles, materials and actions

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Takes the perspective of others and responds appropriately

Social/Emotional Development

Begins to understand that actions have consequences

Expresses concern for the needs of others

Manages and exhibits behavioral control with or without adult support

Responds appropriately to bullying, teasing, or unkind behavior

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Responds appropriately to bullying, teasing, or unkind behavior

Uses words to communicate personal characteristics, preferences, thoughts and feelings

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Recognizes and identifies feelings and emotions of characters in stories or real life situations

It's Your Choice

During a class meeting, explain to the children that everything that happens in the class is their choice. Discuss the following situations and scenarios. When possible, the children may role play to provide models for the class. Add situations or scenarios that are specific to your classroom dynamic.

Situations/Scenarios:

- Children who play nicely get to choose their play areas. A child who does not play nicely has his or her play area chosen by the teacher. During center time or free play, visit with the child and discuss why he or she was unable to choose his or her own play area. Be sure the child is able to articulate the reason.
- A child hits a classmate. Provide a safe place for both children to "calm down." If the child who hits apologizes to the other child, explain that he or she must also ask, "How can I help you feel better?" He or she must listen to what the other child needs. The most important objective is to provide a safe environment for both children to share their feelings and reasons for their physical responses.
- A child "plays" or is disruptive during rest time. Institute the rule, Children who play during rest time can rest during play time. Then during play time, provide a safe place for the child to rest. Explain that when you make a choice you also choose the consequence.
- A child is verbally disrespectful to another child. Seek out an opportunity for both children to "conference" with you. Discuss the rule, "Use your words." Most often children have difficulty coming up with words when they are upset. Use this opportunity to discuss how things make us feel and appropriate ways to respond.

Materials

☐ None

Cheer Up Game

Place the Emotion Cards in a basket. Volunteers take turns choosing cards and depicting the emotions through their facial expressions. Their classmates help them "feel better." For example, a child may ask, "Why are you sad? (or other emotion represented on the card) How can I help?"

The child holding the Emotion Card thinks of ways someone can help him or her. Or the teacher might ask, How can we help (child's name) feel better?

Materials

☐ Emotion Cards: *sad, angry, afraid, disappointed, confused, embarrassed, lonely*

☐ Basket

What Feeling Am I?

Gather the children around the Emotions Poster. Explain that you will play a game called "What feeling am I?" Choose a volunteer to look at the Emotions Poster, indicate an emotion, and act out that emotion. The class tries to guess the emotion. The volunteer selects the next volunteer and the game continues as time allows.

Materials

☐ Emotions Poster

Feelings Jump

Note: This activity may be repeated frequently over time, limiting the number of Emotion Cards used each time. If children express that they do not want to participate in this activity, allow them to sit out and encourage them often to join in.

Gather the children to sit in two lines facing each other with space between the lines.

The children identify emotions they recall like silly or worried, etc. As the children identify emotions, place the corresponding Emotion Cards in the space between the two lines of children.

Read a situation and choose volunteers to “jump” on the card that corresponds to the feeling they would experience. The volunteer identifies the emotion and explains his or her response.

Situation Suggestions: (Children may assign different emotions to these situations.)

- You and your family are having ice cream for dessert. (Happy)
- You just took a very long car ride to visit your grandmother. (Tired)
- Your sister gave you a wrapped present. (Surprised)
- You accidentally broke one of your brother’s toys. (Sorry)
- You are playing a funny game with your friends. (Silly)
- Your friends want you to be in a play, but you don’t want to get up in front of everyone. (Shy)
- You want to play outside, but it’s raining. (Sad)
- You worked really hard on a puzzle and finished it! (Proud)
- It’s raining outside and you curl up and get comfy with your favorite book. (Peaceful)
- No one wants to play with you. You are sitting all by yourself. (Lonely)
- You just found out you will be going on a trip to Disney World. (Excited)
- You fell and some children laughed at you. (Embarrassed)
- You were planning to go to the park, but it started raining and storming. (Disappointed)
- You see a new toy and wonder how to use it. (Curious)
- Your aunt is giving you directions, but you don’t understand her. (Confused)
- A friend takes your favorite toy away from you. (Angry)
- You want to jump off the high diving board, but it’s really high! (Afraid)

Children may assign different emotions to each situation. Use this opportunity to review the concept that people may feel more than one emotion at any given time.

Materials

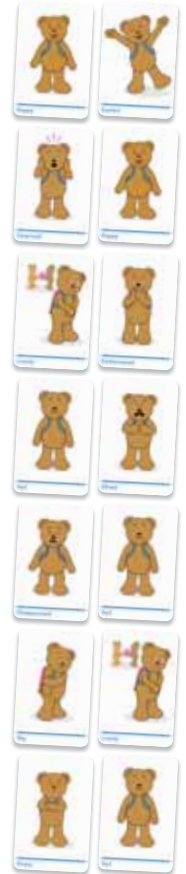
☐ Emotion Cards

FEELINGS

Social/Emotional Development

Increases attention to preferred activities and begins to attend to non-preferred activities

Recognizes and names own emotions



Approaches to Learning

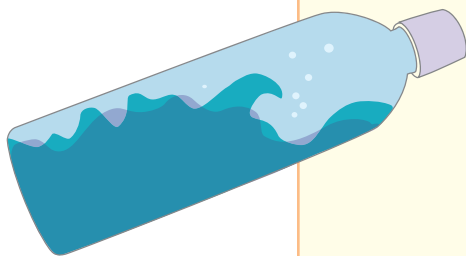
Uses positive self talk

Social/Emotional Development

Responds appropriately to bullying, teasing, or unkind behavior

Social/Emotional Development

Manages and exhibits behavioral control with or without adult support



Social/Emotional Development

Manages and exhibits behavioral control with or without adult support

I Have a Problem. Now What?

Review and discuss the following coping strategies the children might use to deal with their feelings or social problems. Role play situations in which the children may use the strategies as time allows.

- Get a teacher to help you.
- Ignore someone who is being mean to you.
- Say, "Please stop."
- Ask to go to the Calming Station. (See Anti-Bullying and Teasing Module.)
- Walk away.

Materials

☐ None

"Ocean in a Bottle" Calming Technique

Prior to introducing this technique with the class, fill half of a clear plastic bottle with rubbing alcohol. Add two or three drops of blue food coloring into the bottle, replace the cap, and shake it. Fill the remainder of the bottle with mineral oil. Place the top back on and secure it with masking tape. Optional: Use hot glue to seal the lid.

Demonstrate holding the bottle horizontally until clear, then raise and lower the ends to create waves, like in an ocean. Have the children describe how watching the waves is calming, and explain that if they ever need to feel calm they can get the "Ocean in a Bottle" and create and watch the waves.

Materials

- ☐ Clear plastic bottle with cap
- ☐ Rubbing alcohol
- ☐ Mineral oil
- ☐ Blue food coloring
- ☐ Masking tape

Coping Balls

Fill several resealable plastic bags with play dough balls about half the size of the bags. These become "coping balls." Reinforce the bags with masking tape, and place them in a basket.

If a child demonstrates anger or frustration, he or she gets a coping ball bag and squeezes it while taking in deep breaths, until the anger or frustration subsides.

Materials

- ☐ Store bought play dough (or make your own)
- ☐ Resealable plastic bags
- ☐ Masking tape
- ☐ Basket

Kindness & Caring

Thinking of Others, Random Acts of Kindness, Sharing, Empathy, Compassion

Although young children may be gentle and loving by nature, developmentally it is normal for them to be basically egocentric. Therefore, they require assistance in learning to recognize the needs of others. The activities in the Kindness & Caring module were developed to assist children in becoming more aware that they should consider the feelings of others, share, perform acts of kindness, and show empathy and compassion.

Scientific studies show that kindness has both physical and emotional benefits, and that children need the positive feelings demonstrating and receiving kindness bring in order to thrive as happy and healthy individuals. Encouraging children to be kind can also have positive effects on their self-esteem.

Young children learn by example, so be sure to find frequent opportunities to demonstrate how to show kindness to others. Teaching kindness and compassion fosters the kinds of positive behaviors that lead to warm and welcoming environments. Effects of bullying can also be reduced significantly by focusing on integrating kindness.

Book Suggestions

- *Be Polite and Kind* by Cheri J. Meiners
- *Be Kind* by Pat Zeitlow Miller
- *Children's Book on Kindness and Manners: "Little Dino Says Please"* by Kate Melton
- *I Share* by Cheri J. Meiners
- *Kindness is Cooler, Mrs. Ruler!* by Margery Cuyler
- *Ordinary Mary's Extraordinary Deed* by Emily Pearson
- *Strictly No Elephants* by Lisa Mantchev
- *The Kindness Quilt* by Nancy Elizabeth Wallace
- *What Does It Mean to Be Kind?* by Rana DiOrio

Starfall Online Activities

- *Starfall.com*: Sing-Along Volume 2, "The More We Get Together"
- *Starfall.com*: Talking Library,
 - "Stone Soup"
 - "The Cobbler and the Elves"
- *Starfall.com*: I'm Reading, Chinese Fables,
 - "One Rice Thousand Gold"
- *Starfall.com*: I'm Reading, Folk Tales,
 - "The Four Friends"
 - "Mr. Bunny's Carrot Soup"

Starfall Books & Media

- Writing & Observation Journals
- *Stone Soup* as told by Brandi Chase
- *The Cobbler and the Elves* as told by Brandi Chase
- Dragon
- Emotions Poster

**Social/Emotional
Development**

*Expresses concern for
the needs of others*

*Persists at individual
planned experiences,
caregiver-directed
experiences and planned
group activities*

Shows kindness to others

Lessons

Community Outreach Acts of Kindness (Monthly Activities)

Materials

☐ Items

Plan a monthly community outreach project with the children and their parents. Each month, decide on a way the children can show kindness and caring for people in their community.

Suggestions:

- **September**—Talk about giving and how sometimes we give something to someone even though we want to keep it for ourselves. Ask children to make a list of toys and books from their classroom that they would like to give to a younger class in the school. From that list, the children choose one toy and one book to present as a “Welcome to School” gift to a younger class.
- **October**—Invite firefighters to your school. Prepare cupcakes or other treats, and a large thank you card for the firefighters to post in their fire station. Wrap up the treats and present them to the firefighters as a thank you for their service.
- **November**—Make a list of community helpers for whom you are grateful, such as police officers, doctors, nurses, postal workers, veterinarians, bus drivers, dentists, etc. Have children work in pairs to create thank you cards for them. If possible, take a field trip to the post office to mail their cards.
- **December**—Plan a small party for another class in your school. Decide on and prepare a snack, sing songs, or lead age-appropriate games for a younger class.
- **January**—Discuss people who have no homes and have to live outside. Ask parents to help the children find old blankets or jackets at home that they can bring to school to donate to a homeless shelter.
- **February**—Choose a nursing home near your school. Discuss how important these homes are in taking care of older people who need extra help. Invite the children to make valentines for the residents. If possible, plan a field trip to the nursing home to deliver the cards and sing songs to the residents.
- **March**—Contact an organization that collects and distributes food to poor people in the community, and organize a food drive. Partner your children with older children at your school to create posters promoting a canned and dried food drive in the school, and post them throughout the school or center.

It is advised to do this during a month other than November and December since traditionally many people donate food during these months.

- **April**—"Build a Sock" Make a list of things that homeless people might need such as toothbrushes, toothpaste, combs, deodorant, soap, shampoo, etc. Send a list of these items and a note home with the children asking parents/guardians to create jobs for children in order for them to earn money to buy a few of these items. Include one pair of tube socks for men. Once the donations have come in, children sort the items into groups. "Ball" one sock and stuff it inside the other sock in the pair, and fill the sock with one item from each category. Children may create illustrations to add to the socks. Tie the socks together with ribbon and deliver them to a homeless shelter or ministry.
- **May**—Plan a surprise unbirthday or thank you party for your principal or director. The children can create cards or flowers, or they may cook or prepare a special snack. You may also prepare a shared writing on chart paper thanking your director or principal for a great school year. Invite him or her to your classroom to share a snack. Have the children present cards and sing songs.

Let's Be Kind

Instruct the children to close their eyes and listen to the following story.

- Once there was a group of children who came to school. They said hello to each other, played together, had snack together, and had lots of fun together. One day, two new children joined the class. They were from another country and didn't speak English. Their names were Angelo and Nadia.

Pretend Angelo and Nadia came to our class. Think of some kind things we could do for them to help them feel welcome and included as part of our class. Indicate the chart paper and tell the children you will write their ideas.

If the children have difficulty thinking of acts of kindness, have Dragon whisper one to you, share it with the class, then write it on the chart paper.

Explain to the children that these are called "Acts of Kindness" because they are kind things we can do to help our new friends feel welcome.

Materials

- ☐ Dragon
- ☐ Chart paper
- ☐ Marker

Social/Emotional Development

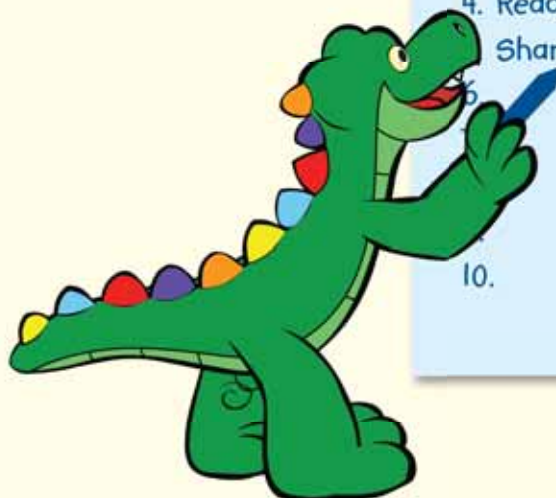
Expresses common courtesy and respects the rights of others (Says please, thank you, helps a friend, shares, etc.)

Expresses concern for the needs of others

Shows kindness to others

Ways to show kindness

1. Sit next to them.
2. Share a toy with them.
3. Help them clean up.
4. Read a book with them.
- Share a snack.



**Social/Emotional
Development**

Expresses common courtesy and respects the rights of others (Says please, thank you, helps a friend, shares, etc.)

Expresses concern for the needs of others

Takes the perspective of others and responds appropriately

Shows kindness to others

Kindness Chain

Engage the children in creating a list of acts of kindness they can perform for each other (or use the list from the previous "Let's Be Kind" activity). Dragon may make some suggestions to get the list started or contribute to the list at any time.

Suggestions:

- Hold the door for someone.
- Compliment someone or their drawing.
- Play with someone who is alone.
- Let someone in front of you in line.
- Draw a picture for someone who is sad.
- Offer to clean up for someone.
- Push in someone's chair.
- Offer to give someone a hug. (Be sure you ask first!)
- Give someone a nice pat on the back gently.

Ongoing Activity

Explain that when you or a classmate notices someone performing an act of kindness, that child will get a "kindness strip." He or she will write his or her name and decorate the strip.

As children decorate strips, they loop them to the other strips. Dragon and/or an assistant can do acts of kindness as an example, and demonstrate how to decorate strips and attach them to begin a chain. Find a low place in your classroom to display the chain for easy access.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Strips of lightly colored paper about 1 inch wide and 10 inches long (as many as possible) |
| <input type="checkbox"/> | Large resealable plastic bags to hold the strips |
| <input type="checkbox"/> | Container of pencils, crayons, markers |
| <input type="checkbox"/> | Chart paper, markers |
| <input type="checkbox"/> | Dragon |



"One Rice Thousand Gold"

Navigate to *Starfall.com: I'm Reading, Chinese Fables, "One Rice Thousand Gold."* Explain that the story you will read takes place in a country far away called China. Locate China on a map or globe. Children share what they know about Chinese people and their culture.

Read and discuss "One Rice Thousand Gold." Volunteers share times they were really hungry and how they felt when someone gave them something to eat. Review how in the story the old woman gave Han-Shin something to eat because he was hungry and what Han-Shin did to thank her.

Lead the children in a discussion about being more aware of the needs of those around us and ways we can thank people for doing kind things for us.

Challenge them to think of something nice their mom, dad, brother, or sister has done for them, such as having washed their clothes, prepared dinner, played with them, taught them something, etc.

The children think of someone they would like to thank for being kind or for doing something nice. They illustrate and think of a special message they would like to share with that person. Write their messages under their illustrations. The children take them home to give to the special person.

Materials

- ☐ *Starfall.com: I'm Reading, Chinese Fables, "One Rice Thousand Gold"*

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Expresses common courtesy and respects the rights of others (Says please, thank you, helps a friend, shares, etc.)

Expresses concern for the needs of others

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes the emotions of peers and responds with empathy and compassion



Words Are Like a Tube of Toothpaste

Partner the children carefully and provide each pair of children with one paper plate and one small tube of toothpaste. Tell the partners to take turns using the toothpaste to create a beautiful picture on the paper plate. Some children may be hesitant to participate. Encourage them to try something new and have their partners assist in getting them to participate.

After an appropriate amount of time, signal the children to put down the tube of toothpaste. Volunteers share what they created. Explain that you have a problem for them to solve. The partners will need to work together to put ALL of the toothpaste BACK into the tubes. Give the children some time to try to do this.

Materials

- ☐ One small tube of colorful toothpaste for every two children
- ☐ One paper plate for every two children
- ☐ Two sheets of chart paper, marker
- ☐ Paper towels or baby wipes

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Begins to understand that actions have consequences

Takes the perspective of others and responds appropriately

Signal the children to stop, and volunteers share their experiences. Help the children understand that the lesson they can learn from this activity is that words are like toothpaste. Assist the children in understanding the importance of not letting unkind words come out of their mouths because they are hurtful to others and can never be taken back.

- Words come out of our mouths easily, but what if those words were mean?
- Would we want those words to stay out?
- How do you think the other person feels when they hear those words?
- Discuss how we would want to take those words back or wish we never said them. But just like putting the toothpaste back into the tube was very hard, once our words come out, we can never really take them back.

The children assist to clean up the toothpaste experiment.

Indicate a sheet of chart paper, and volunteers offer hurtful words they would want to take back or that could hurt others and you list their responses. Indicate a second sheet of chart paper and list the children's responses as they think of kind words they should use instead.

When the lists are complete, ask the children which list they would prefer to keep. Display the list of kind words and have the children help crumple up the hurtful words list and place it in the recycle bin as a way of getting these words out of their classroom.

"Stone Soup" and the Talking Stone

Indicate a large stone and tell the children it is a special stone called a Talking Stone! Explain that long ago Native Americans used a Talking Stick or Talking Stone when they shared stories or ideas as a group. It helped people listen more carefully to each other. Here's how it works. When someone is talking, he or she holds the stone. The person holding the stone shares and the rest of the group will be quiet listeners until the person is finished. When the person is finished, he or she hands the stone to someone else to share.

Ask if the children think it is okay to throw the stone. Explain that it is not okay to throw the stone because it could hurt someone. The children practice passing the stone gently to each other.

Indicate *Stone Soup* while holding the stone, and explain that the title of the book is *Stone Soup* and the story was retold by Brandi Chase. Discuss the cover and ask the children what they notice about how the people are dressed. They should understand that the illustration on the cover is a clue that the story took place a long time ago in a little village or neighborhood. People who lived in villages were called villagers.

Read *Stone Soup*, pausing to discuss the story. When you are finished reading, volunteers share something they remember from the story, holding the stone as they share.

Materials

- ☐ *Stone Soup* as told by Brandi Chase
- ☐ One large stone

Health, Safety & Environment

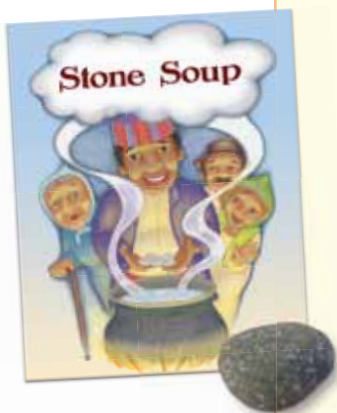
Consistently follows basic safety rules independently

Identifies consequences of not following safety rules

Social/Emotional Development

Manages and exhibits behavioral control with or without adult support

Shows kindness to others



Take back the stone and tell the children that as you read the story, you asked yourself how the visitor could make soup from stones. Then you realized that he wanted to trick the villagers into sharing their food by pretending to be able to make soup from stones. Explain that you will read the story again and they should listen to hear if anything good came from his trick.

Read *Stone Soup* again, then ask the following questions. Pass the Talking Stone to children who wish to share.

- Why didn't the villagers want to share their food?
- What made them change their minds?
- What good thing happened to the villagers when they shared their food?

Allow time for the children to ask questions about the story and discuss times they shared, even if reluctantly, with their friends and families and how it made them feel.

The Cobbler and the Elves (2 Day Plan)

Day 1

Read *The Cobbler and the Elves* as retold by Brandi Chase, and discuss the following questions with the children:

- How do you think the cobbler and his wife felt when they realized they didn't have any more leather to make shoes?
- How might the cobbler and his wife have felt that first morning when they saw the shoes were finished?
- How do you think the elves felt helping the cobbler and his wife?
- How might the elves have felt when they saw their new clothes?
- How do you feel when someone does something nice for you?

Indicate the chart paper. Explain that volunteers will think of kind things they can do for each other at school or things they can do for their families at home, and you will list them on the chart paper. Have Dragon offer the first few suggestions and write them on the chart paper.

Note: If you have already created a list of kind things the children can do for each other or their families, consider adding to your list instead of creating another one.

Suggestions:

- Clean up litter on the playground.
- Help a friend clean up or organize supplies.
- Let someone go in front of you in line

Materials

- ☐ Slips of paper with Acts of Kindness printed on them
- ☐ *The Cobbler and the Elves* as told by Brandi Chase
- ☐ Writing & Observation Journals
- ☐ Chart paper, marker
- ☐ Pencils, crayons
- ☐ Kindness Jar
- ☐ Dragon

Social/Emotional Development

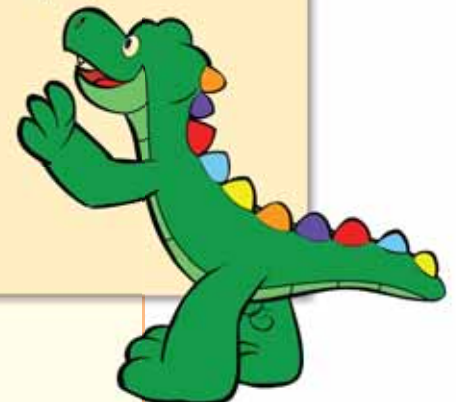
Recognizes and identifies feelings and emotions of characters in stories or real life situations

Shows kindness to others

Takes the perspective of others and responds appropriately

How can I help out at home?

1. Set the table
2. Clean up my room
3. Help to cook dinner
4. Pick up toys
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.





**Social/Emotional
Development**

Expresses common courtesy and respects the rights of others (Says please, thank you, helps a friend, shares, etc.)

Shows kindness to others

- Do what you are asked to do at home the first time.
- Hold the door open for the person behind you.
- Say please and thank you.
- Let a friend borrow your crayons.
- Be a helper to your teacher.
- Draw a picture for your mom or dad or grandparent.
- Ask someone to play with you.

Day 2

Transfer the acts of kindness, plus additional children's acts of kindness ideas from Day 1, onto individual strips of paper and place them in a "Kindness Jar."

Indicate the Kindness Jar and explain that there are ideas for doing kind things for each other in the jar. Each day you will choose a volunteer to draw an act of kindness from the jar. Encourage the children to perform that act of kindness for a classmate or someone at home.

Distribute the Writing & Observation Journals, pencils, and crayons. The children each choose an act of kindness from the chart paper list, illustrate, and write about that act of kindness.

Encourage the children to share their entries and illustrations with each other.

Change the World

Discuss how people like Martin Luther King, Jr. and many others worked very hard to make the world a peace-filled place to live. He taught us how to love each other, get along with one another, and to work together.

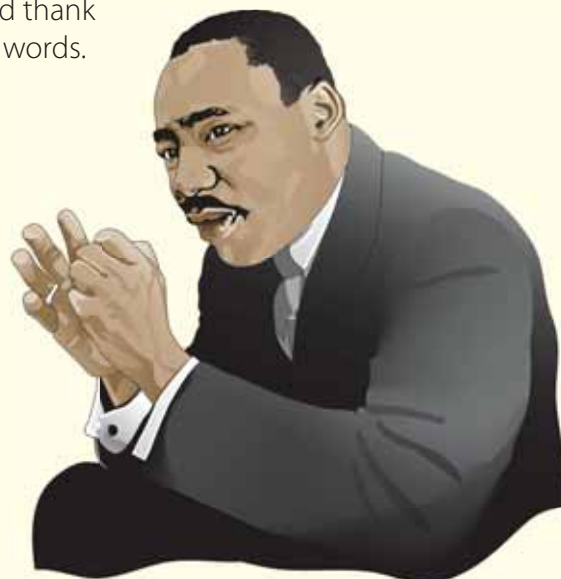
Volunteers suggest behaviors that help make the classroom a peaceful, loving place to learn, like smiling, holding doors for others, saying please and thank you, giving a hug, sharing, and using kind words.

Distribute Writing & Observation Journals, pencils, and crayons and the children illustrate people demonstrating peaceful behaviors. They use scribble writing or inventive spelling to write about their illustrations. Circulate to do adult writing and compliment them on their efforts.

Encourage the children to practice using kind words and actions today. Use this opportunity to also discuss bullying and proper responses.

Materials

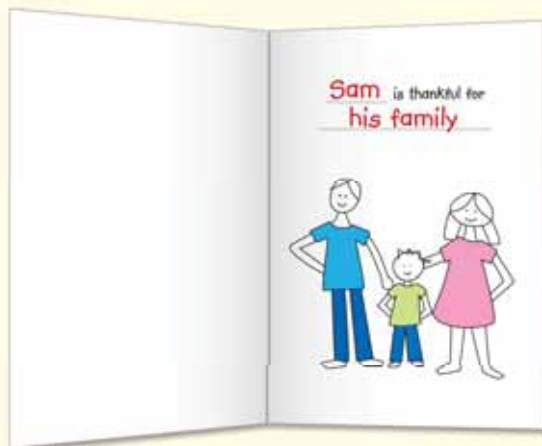
- ☐ Photos of Martin Luther King, Jr. and other people who have worked to promote peace
- ☐ Writing & Observation Journals
- ☐ Pencils, crayons



"Giving Thanks" Class Book

The children think of people and things they are thankful for, and illustrate them. Each child's page might read: "_____ is thankful for _____." Example: "Jeffrey is thankful for friends."

Insert each paper into a plastic sleeve and place them in a binder to form a class book. The children take turns to read their pages to the class and share their illustrations. The children compliment each presenter after he or she has shared.



Materials

- ☐ Drawing paper
- ☐ Plastic sleeves
- ☐ Crayons
- ☐ Binder

Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes preferences of others

The Kindness Circle

Gather the children to sit in a circle on a rug or the floor. Explain that one way of being kind is to notice people around us and to compliment them on their good behavior or how nice they look.

Roll the ball gently to the child on your right and compliment that child, saying something like, I like the way you are sitting quietly or I like the way your hair looks today, etc. That child rolls the ball to the person on his or her right and pays him or her a compliment. Encourage the children to think of a variety of qualities they could compliment and to respond to the compliments by saying "thank you." Repeat until each of the children has a turn to give and receive a compliment.

Repeat the game when time allows, and encourage the children to compliment something different each time.

Materials

- ☐ Ball

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Shows kindness to others

Book Hospital

Discuss the proper way to handle books and why it's important to handle books carefully and gently.

Indicate a damaged book and demonstrate how to locate the damage. Ask the children what they might do to repair the book or why they should not just throw the book away. Explain that we are all responsible for taking care of our things.

Encourage the children to put any damaged books into the "Book Hospital." Then ask them for suggestions as to how the books might be repaired. If possible, repair the books. The children then place the books back on the shelf or wherever they are stored.

Materials

- ☐ Basket labeled "Book Hospital"
- ☐ Damaged books from home or the classroom

Health, Safety & Environment

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Social/Emotional Development

Recognizes and accepts responsibilities

**Social/Emotional
Development**

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Expresses concern for the needs of others

Shows kindness to others

**Approaches to
Learning**

Demonstrates increasing independence and willingness to try new challenges

**Social/Emotional
Development**

Shows kindness to others

Thanksgiving Cards and Food Donation

Discuss with the children that there are many people who aren't able to celebrate Thanksgiving in the traditional way for a variety of reasons (illness, living alone, lack of money). Ask them to think about what they could do to solve this problem for some people like these in your community.

List their ideas on chart paper. Assist the children to reflect on the appropriateness of their suggestions. Lead them to conclude that they can create cards to help cheer people up. Consider sending their cards along with food donations to local soup kitchens or food banks.

Materials

☐ Chart paper, marker

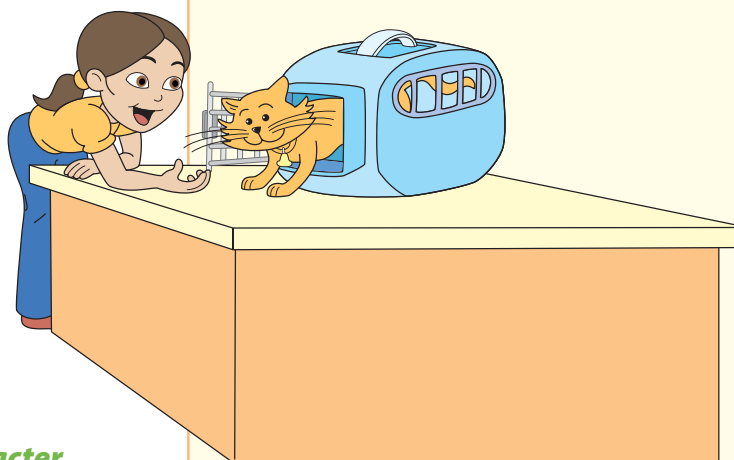
Home and Community Kindness Suggestions

Provide a list of home/community activities that promote kindness and caring for the children and their parents or caregivers.

- Volunteer at an animal shelter.
- Volunteer at a food bank or soup kitchen.
- Create an outside bird feeder.
- Visit an elderly relative, neighbor or nursing home.
- Make a family kindness jar.
- Write letters to service members and/or veterans.
- Donate gently-used toys and blankets to those in need.
- Bake treats for local firefighters.
- Greet the mail carrier.
- Sweep a neighbor's driveway.
- Hold the door for the person behind you.
- Compliment a friend, neighbor or family member.

Materials

☐ None



Respect & Responsibility

Respecting Self and Others, Respecting Differences, Respecting the Environment, Rules and Consequences

When children are able to treat others with respect and respond positively, they are more likely to succeed in school. The activities and lessons in the Respect & Responsibility module were formulated to help the children develop respect for themselves and others, respect and celebrate differences in others, respect the environments of their classroom, school, and planet, create their own classroom rules, and explore the consequences of not following these rules.

Responsibility is developed by the children's participation in daily routines, classroom jobs, caring for classroom materials and their own belongings, and by recognizing and becoming accountable for their words and actions. This is sometimes easier said than done since young children's brains are still developing, often making it difficult for them to control their emotions. In addition, children frequently lack the proper vocabulary to articulate what they are feeling. Of course, the most effective way to teach children respect and responsibility is for adults to model it.

An essential part of developing respect and responsibility in young children is teaching them that when we make mistakes, we take responsibility for them and say we are sorry. Doing so not only shows that we care about the people we disrespected, but that we also take responsibility for our mistakes. Frequently point out your own mistakes, and apologize for them when appropriate. You might even make extra mistakes on purpose to provide the children with additional examples!

Young children are quick to notice when people around them or in print look differently from those they are more familiar with, whether it is their style of dress, skin tone, or body type, etc. The lessons in this module acknowledge that we are not all the same, and they are meant to take advantage of the children's curiosity to teach them to appreciate diversity and respect differences in others.

Book Suggestions

- *Accept and Value Each Person* by Cheri J. Meiners
- *Everyone Matters: A First Look at Respect for Others* by Pat Thomas
- *Know and Follow Rules* by Cheri J. Meiners
- *Respect and Take Care of Things* by Cheri J. Meiners
- *We're Different, We're the Same* by Bobbi Kates
- *Whoever You Are* by Mem Fox

Starfall Books & Media

- *The Gingerbread Boy* as told by Brandi Chase
- Emotions Poster
- Writing & Observation Journals

Starfall Online Activities

- *Starfall.com*: I'm Reading, Fiction, "It's Earth Day, Dear Dragon"
- *Starfall.com*: The Talking Library, Fiction, "The Gingerbread Boy"
- *Starfall.com*: The Talking Library, Nonfiction, "I Am Your Flag"
- *Starfall.com*: The Talking Library, Nonfiction, "Backpack Bear Learns the Rules"
- *Starfall.com*: Holidays, "Every Day is Earth Day"

Lessons

Classroom Ownership (Jobs)

Materials

- ☐ Responsibility or Job Chart
- ☐ Name cards

Social/Emotional Development

*Recognizes and accepts
responsibilities*

Young children need to learn the importance of caring for their classroom. Create a job for each child in your class. One job may even be assigned to two children to share.

At the beginning of the year, assign jobs to ensure that the children are able to experience all of the different responsibilities. As children become more adept, they can mentor their peers. You may wish to have children change jobs by the week or by the day.

As the year progresses, children choose their own jobs. Randomly flash children's name cards. When their names are revealed, the children choose jobs. Children may be disappointed when the job they would like is taken by a classmate. Help them realize that the jobs change frequently and that sooner or later they will get the job they would like.

Create a job chart and a procedure that works best for you.

Suggested Job Titles:

- Soap Manager (waterless soap dispensers, if allowed)
- Gardener (water plants)
- Electrician (light helper)
- Equipment Manager
- Schedule Manager
- Chair Manager
- Floor Manager
- Zoo Keepers
- Door Holder
- Greeter
- Duster
- Librarian
- Line Leader
- Meteorologist
- Snack Helpers
- Area Managers
- Calendar Helper
- Classroom Book Helper
- Flag Bearer(s) (state and US flag)



Class Rules (Lesson for early in the school year)

Explain to the children that rules help us make good choices and keep us safe and happy. Discuss times children and adults need to follow rules and the consequences of not following them. Stress that safety rules should always be followed in the classroom as well as on the playground.

Assist the children in understanding consequences of not following rules by playing "What If?" Ask the following questions and others specific to your class, and the children discuss.

- What if we never clean up toys when we finish playing?
- What if everyone runs around the room really fast and we knock each other down?
- What if everyone throws food on the floor at snack time?
- What if everyone in our class takes a toy home in his or her pocket every day?
- What if everyone talks at the same time?

Indicate the chart paper and explain that you will write a list of class rules so everyone will remember them. Repeat the "What If?" questions and assist the children to create rules that will prevent each situation. (Example: What if we never clean up toys when we finish playing? Rule suggestion: Always clean up when we finish playing.)

Indicate the Emotions Poster and explain that when we follow rules we feel *peaceful*. A volunteer identifies the picture that shows the *peaceful* emotion.

Discuss how else you might feel when you follow the rules, and indicate those emotions on the poster. The children then discuss how they feel when they do something wrong and indicate those emotions on the poster.

Print the class rules on chart paper, and take digital photos of children following the rules to attach.

Materials

- ☐ Chart paper, marker
- ☐ Emotions Poster

RESPECT & RESPONSIBILITY

Health, Safety & Environment

Consistently follows basic safety rules independently

Identifies consequences of not following safety rules

Social/Emotional Development

Begins to understand that actions have consequences

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and accepts responsibilities



**Health, Safety, &
Environment**

*Identifies consequences
of not following
safety rules*

**Social/Emotional
Development**

*Begins to understand
that actions have
consequences*

*Recognizes and identifies
feelings and emotions
of characters in stories
or real life situations*



The Gingerbread Boy

Read *The Gingerbread Boy*, pausing on page 17.

The children discuss answers to the following questions:

- What do you think happens next to the Gingerbread Boy?
- Was it safe for the Gingerbread Boy to run away? Why? Why not?
- Would it be safe for you to leave your house or school without an adult? Why? Why not?

Go back to the beginning of the story and picture-walk through the book. The children look for and identify when and where they see the Old Woman in the illustrations. Again, pause at page 17.

The children discuss answers to the following questions:

- Why do you think the Old Woman followed the Gingerbread Boy?
- How do you think the Old Woman felt when she realized the Gingerbread Boy ran away?

Remind the children how they predicted the story would end. Begin reading on page 17 and finish the story. Discuss the fact that when we make a choice like the Gingerbread Boy, there are consequences. Consequences mean that something happens because of a choice.

The children discuss answers to the following questions:

- What might have happened if the Old Woman had not been watching the Gingerbread Boy? (The fox might have eaten the Gingerbread Boy.)
- How do you think the Gingerbread Boy felt when the fox tricked him to get on his back?
- Have you ever felt afraid? When?
- When the Old Woman and the Gingerbread Boy got home, what do you think they talked about?

Explain that when you are young it's not safe to leave your house alone. The children share why they think it is not safe.

Materials

- ☐ *The Gingerbread Boy* as told
by Brandi Chase



Alike and Different

Display both rainbows and the children take turns to describe them. Discuss which rainbow they like better and volunteers explain why.

Ask the children if they would like to look up into the sky and see a blank rainbow or a colorful rainbow. Repeat for the bag of red crayons versus the box of multicolored crayons. The children discuss whether they would rather color a picture with just a red crayon or with many different colored crayons.

Explain that the more colors we have, the better the rainbow looks. Discuss how this is like people who are different. What if everyone looked the same? Talked the same? Played the same? It's okay to be different. It makes for a more colorful world and a more beautiful place to live!

Materials

- ☐ Rainbow outline, colored in
- ☐ Rainbow outline, not colored
- ☐ Box of multicolored crayons
- ☐ Bag of red crayons

RESPECT & RESPONSIBILITY

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Takes the perspective of others and responds appropriately



Say "Please" and "Thank You"

Review your classroom rules and explain how following rules helps make a classroom a safe and peaceful place to learn. Elicit rules not already on the list that you would like to include, and add them.

Introduce *Sing-Along Volume 1*, Track 34, "Teddy Bear says, 'Thank You.'" The children assist in creating simple actions to accompany the song. Play the song again and the children pretend they are 'Teddy Bear' as they sing the song and perform the actions as the song plays.

Discuss the following questions:

- Did you hear some of our rules in Teddy Bear's song?
- What rules did Teddy Bear follow?
- Did Teddy Bear have good manners?

Create situations for children to practice saying "please" and "thank you" such as:

- Ask a child to find a block and bring it back to you. When the child returns, say: Thank you, (child's name)! Repeat, asking different children to collect objects from the classroom. Thank them by name each time.
- Partner the children to take turns asking each other to find objects using the word "please" and thanking each other by name when the object is presented.

Challenge the children to always remember to say "please" and "thank you" like Teddy Bear.

Materials

- ☐ *Starfall.com*: Sing-Along
Volume 1, "Teddy Bear says,
'Thank You'"
- ☐ Class rules, marker

Teddy Bear says, "Thank You"

*Teddy Bear, Teddy Bear
Say "Thank you"
Teddy Bear, Teddy Bear
Say "Please" too*

*Teddy Bear, Teddy Bear
Share your ball
Teddy Bear, Teddy Bear
Be nice to all*

*Teddy Bear, Teddy Bear
Raise your hand
Teddy Bear, Teddy Bear
Quietly stand*

*Teddy Bear, Teddy Bear
Walk, don't run
Teddy Bear, Teddy Bear
Have some fun!*

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Expresses common courtesy and respects the rights of others (Says please, thank you, helps a friend, shares, etc.)



Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Expresses concern for the needs of others

Responds appropriately to bullying, teasing, or unkind behavior

Takes the perspective of others and responds appropriately

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Engages in and maintains positive relationships and interactions with trusted adults and children such as cooperating, compromising and turn-taking

Responds to or uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)

Respect Cards

Place all of the index cards in a basket. Volunteers take turns selecting cards. Read the situation and ask the children to stand if the situation shows respect or to sit if it doesn't. Discuss each situation. For those that do NOT show respect, ask children what a respectful way to act would be.

Suggestions:

- Let anyone who wants to play a game with you.
- The teacher is reading a story and children are crawling around during the story.
- I want to play with a toy but someone else wants it. I give the toy to that person.
- I share my picture and someone laughs at it.
- I am running in a race and someone calls me a name.
- I am having trouble putting a puzzle together and someone offers to help me.
- I ask a classmate to be my friend and they say they don't want to be my friend.
- I'm walking in line and someone pushes me.
- No one wants to play with me, then someone comes up and asks me to play with them.

Materials

- ☐ Create index cards with suggested situations printed on them
- ☐ Basket to hold index cards

Diversity Sheet

Fill several plastic spray bottles with different colors of tempera paint that have been diluted with water. The children use the bottles to spray paint on a white bed sheet. They watch as the colors run and blend together to create a beautiful design.

Discuss the different colors and what happened when they mixed together. The children take turns to describe personal characteristics such as eye color, hair color, short, tall, etc. Lead the children in a conversation about how the colors are like people, because people have skin that may be different colors, but they blend together in work and play to make the world a wonderful place!

Optional: This activity may be moved outside.

Materials

- ☐ Several plastic spray bottles filled with water
- ☐ Diluted tempera paint
- ☐ White bed sheet

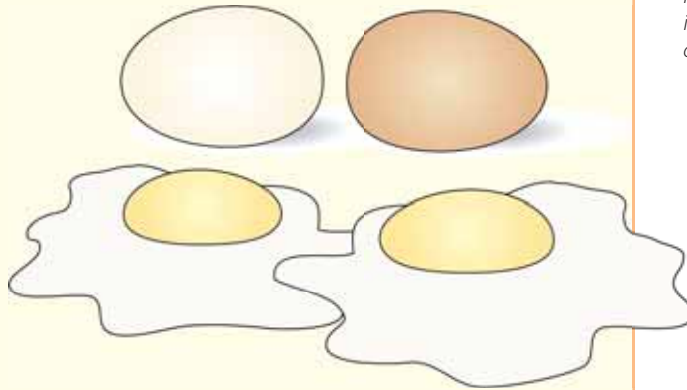
Different Eggs

Indicate the white and brown eggs. Volunteers describe the eggs, noting how they are alike and how they are different.

Children assist to crack open the eggs into a large bowl. Stir the eggs together and ask the children if they can tell which of the eggs in the bowl came from which shell. Discuss the fact that even though the eggs may be different on the outside, all of the eggs are the same on the inside. Lead the children in a discussion to help them realize that even though their classmates may be different on the outside (hair color, eye color, tall, short, etc.), they are alike on the inside.

Use questions such as, *How many of you like to play outside? How many of you like to eat ice cream? How many of you love your parents and grandparents?*

Consider having scrambled eggs for snack.



Materials

- ☐ 1 dozen white eggs
- ☐ 1 dozen brown eggs
- ☐ Large bowl

RESPECT & RESPONSIBILITY

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Responds to or uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)

Coffee Filter Planet Earth

The children flatten coffee filters on paper plates. They use blue and green markers to color the coffee filters to represent planet Earth, using the globe as a reference.

The children spray the colored filters a time or two with water, and watch as the colors flow. Allow the filters to dry.

Engage the children in a discussion about ways they can care for the earth. Challenge them to reduce, reuse, and recycle, both in the classroom and at home.



Materials

- ☐ Blue and green washable markers
- ☐ Coffee filter and paper plate for each child
- ☐ Spray bottle of water
- ☐ Globe

Approaches to Learning

Attends to tasks for brief periods of time

Health, Safety, & Environment

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Approaches to Learning

Attends to tasks for brief periods of time

Health, Safety & Environment

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Be Kind to the Earth
(Two-day plan - use after discussing conservation)

Day 1

View *Starfall.com*: Holidays, "Every Day Is Earth Day" and I'm Reading, Fiction, "It's Earth Day, Dear Dragon" and Review how and why it is important to take good care of the planet we all live on, Earth. Volunteers share activities they have participated in to help care for the planet such as picking up litter, reusing objects, recycling, and so on.

Explain that as a reminder to always take care of our planet, the children will create a "Be Kind to the Earth" bulletin board. Then anyone who enters their classroom will be reminded to do his or her part to help.

Each child dips his or her hand in either green or blue finger paint and places it on the circle as you discuss Earth's various landforms. When the paint has dried, cut out the circle and mount it on your bulletin board. Label the board, "Be Kind to the Earth."

Discuss conservation measures as a way of being kind to Earth and various ways the children can help. Use a reduce, reuse, recycle policy in your classroom, and challenge the children to educate their families about ways everyone can take part in caring for our planet.

Day 2

Review the discussion of ways we can be kind to the Earth. Distribute Writing & Observation Journals, pencils, and crayons.

The children illustrate and write a way they can be kind to the Earth. Partner the children to share their journal entries. On your signal, the children find new partners, and they share with their new partners. Continue as time allows in order for the children to each share with multiple partners.

Materials

- ☐ *Starfall.com*: I'm Reading, Fiction, "It's Earth Day, Dear Dragon"
- ☐ *Starfall.com*: Holidays, "Every Day Is Earth Day"
- ☐ Poster board with a large circle drawn on it
- ☐ Green and blue finger paint
- ☐ Writing & Observation Journals
- ☐ Pencils, crayons



Litter Bags

The children decorate white lunch bags with stickers and markers or crayons. They take the bags outside and collect litter to help keep the environment clean.

Discuss why it is harmful to the environment for people to litter. Dispose of the litter appropriately and the children take their bags home to use with their families. Challenge them to continue to educate their families about the importance of keeping the environment clean, and teach them ways they can do so.



Materials

- ☐ White lunch bag for each child
- ☐ Markers, crayons, stickers

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Health, Safety & Environment

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Leprechaun Activity (3 Day Plan)

Day 1

A week prior to St. Patrick's Day, begin discussing leprechauns and how mischievous they are!

Three days before St. Patrick's Day, mess up the classroom before the children arrive. Suggestions include making little "footprints" with tempera paint on the tables, placing toys on the floor and books all over the classroom, etc. As the children arrive, discuss their ideas about how the classroom got messed up like this. Lead them to conclude that leprechauns must have been there and discuss ways they can tell.

Indicate a sheet of chart paper. Explain that the children will write a note to the leprechauns explaining that this is the children's classroom, and it is disrespectful for leprechauns to come into the classroom, play, and not clean up. Volunteers may also give suggestions regarding how to clean up after they finish playing. The children work together to clean up the classroom.

Day 2

The leprechauns mess up the classroom again! As a class, the children write a letter specifically asking them to stop messing up their classroom. They work together to clean up the classroom again.

Day 3

Bring a treat, such as shamrock cookies, along with an apology note from the leprechauns for the children to discover. Read the note to the children explaining that the leprechauns are very sorry they were disrespectful and messed up the classroom. They want to apologize and say they are sorry by leaving a special treat for the children.

Discuss the lesson the children taught the leprechauns, and the children enjoy the special treat.

Materials

- ☐ Chart paper, marker
- ☐ Apology note from the leprechauns
- ☐ Cookies or other treats

Social/Emotional Development

Demonstrates willingness to be flexible if routines must change

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

**Health, Safety &
Environment**

*Consistently follows
basic safety rules
independently*

*Identifies consequences
of not following
safety rules*

"Safe or Unsafe" Game

Play the game "Safe or Unsafe." Discuss the following scenarios and create additional situations of your own. The children respond either "Safe" or "Unsafe" depending on the situation. If the situation is unsafe, select volunteers to demonstrate a safe outcome.

- My friend and I are walking outside and it's time to cross the street. We just cross the street without looking. (safe or unsafe?)
- I am working on an art project and need the scissors. I get up and get the scissors and then run back to finish my art project. (safe or unsafe?)
- I'm outside on the playground and someone is swinging. I look and then carefully walk around the swing but not in front of it. (safe or unsafe?)
- I am angry, but I don't hit anyone, I use my words! (safe or unsafe?)

Review the importance of following safety rules and consequences that may result if the safety rules are not followed.

Materials

☐ None

**Health, Safety &
Environment**

*Consistently follows
basic safety rules
independently*

*Identifies consequences
of not following
safety rules*

Following Traffic Rules

Display the photos of traffic lights, traffic signs, and crosswalks and discuss how following traffic rules shows that we are making good choices. Volunteers identify traffic rules they know such as crossing at the crosswalk, stopping at a red light and stop sign and wearing seat belts. Explain that it's part of our responsibility to follow the rules so we keep ourselves and others safe.

Set up a road and crosswalk with signs and lights in the classroom. The children take turns being drivers, pedestrians, and police officers. Give directions such as, "Drive to the store to get some marshmallows" and so on.

Police officers can ask to see drivers' licenses and write them tickets if they don't follow the safety rules! Discuss some of the things that might happen if we do NOT follow the safety rules.

Materials

☐ Photos of traffic lights, traffic signs, and crosswalks



Whose Job Is It?

Prior to the children's arrival "mess up" the classroom. Place chairs in wrong places, toys all over the floor, pencils and markers everywhere, and so on, in order to create a real mess! Leave an area of the classroom clear in which to gather the children, and place several books there. As the children arrive, explain that since the room is a mess, they should sit in the cleared area and read books as the others arrive.

When all of the children have arrived, discuss what is wrong with the classroom and tell them you are not sure why. Volunteers share what they think caused the mess.

Discuss with the children what should be done and whose responsibility it is to put things away and clean up the classroom. Lead the children to understand that it is everyone's responsibility to help clean up since this is the children's classroom. The children work together, with your assistance, to clean the room.

Materials

☐ Messed up classroom

"Dragon Says"

Lead a game of "Dragon Says." See suggested directions and add others as needed.

Dragon says:

- Everyone with brown hair stand up.
- Everyone who has or had a dog as a pet, put your hand on your head.
- Everyone who goes to this school stand up and turn around.
- Everyone who can speak Spanish put your hand on top of your head.
- Everyone who likes pizza kneel.

At the end of the game, gather the children in a circle. Ask volunteers to share one way all of the children in the class are alike. Each child then shares a way that they might be different from another classmate such as, *I speak English and Juan speaks Spanish and English. I have black hair and Susan has red hair.* The children should understand that there is no right or wrong way to be. We have many similar qualities, but we are all unique in many ways.

Materials

☐ Dragon

RESPECT & RESPONSIBILITY

Social/Emotional Development

Demonstrates willingness to be flexible if routines must change

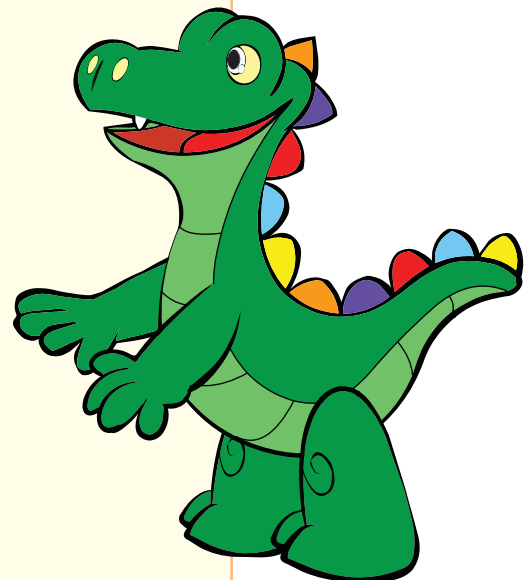
Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Responds to or uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)



A large, blank, cream-colored rectangular area with rounded corners, framed by a thin orange border, occupying the right two-thirds of the page. This area is intended for students to write or draw their responses to the character development questions.

Anti-Bullying and Teasing

Statistics show that the majority of children suffer harassment in the forms of teasing and/or bullying by their classmates, either actively or as witnesses. Teaching young children respect, what it means to be a good friend, and how to stand up for themselves can have a positive effect against harassment.

There is a difference between normal social experimentation and emergent bullying behavior. While some degree of punching, pinching, or being “mean” is part of social experimentation, when this behavior becomes deliberate, repeated, and power imbalanced, it becomes bullying behavior. This can take the form of physical bullying (pinching, hitting), verbal bullying (name-calling, mean words), and relational bullying (getting others to hurt someone, refusing to play with someone). Most often, serious bullying does not take place in preschool or kindergarten. However, teachers should be alert and intervene if they notice signs of children showing disrespect to others.

Model how to treat other people in your classroom, and be sure the children understand what may be considered hurtful to others. Discuss with the children that they should treat others the way they would like to be treated, and explain your expectations. Enforce your classroom rules consistently so the children know their limits, and address situations such as *everyone should be included and keep your hands to yourself* before they arise.

Teach the children to ask politely when they would like to join groups of children who are already playing, rather than forcing themselves on the group. Also, teach the children how to politely accept children into their groups unless there are limits on materials such as game pieces and so on. In those situations they may decline politely with a simple, “No, thank you.”

Often we tell children not to “tattle.” Be sure the children in your class understand the difference between tattling and reporting or they may not know when to seek help from an adult. Teaching children to stand up for others encourages them to also stand up for themselves. They are less likely to become targets of teasing and bullying if they do so, and they will grow to form caring friendships during their years in school and beyond.

Often children who have had even minor confrontations with others need time to deal with their feelings, calm or center themselves, and time to regain their composure. Included in this module are techniques the children can use to do this, such as providing them with a “Safe Calming Station,” an activity called “Smell the Flowers, Blow out the Candles,” and several coping strategies in an activity titled “I Have a Problem, Now What?” Be sure to give children the time and space they need, and allow them to re-enter the group when they are ready.

Book Suggestions

- *A Children's Book About Tattling* by Joy Wilt Berry
- *Adventures at Walnut Grove: A Lesson About Teasing* by Dana Lehman
- *Chrysanthemum* by Kevin Henkes
- *Leo the Late Bloomer* by Jack Krauss
- *Making Friends* by Fred Rogers
- *Miles McHale, Tattletale* by Christianne C. Jones
- *My Mouth is a Volcano* by Julia Cook
- *Short or Tall Doesn't Matter At All* by Asaf Rozanes
- *Swimmy* by Leo Lionni
- *The Brand New Kid* by Katie Couric
- *The Grouchy Ladybug* by Eric Carle
- *We are All Alike...We are All Different* by Laura Dwight
- *Will I Have a Friend?* by Miriam Cohen
- *YoKo* by Rosemary Wells

Starfall Books & Media

- Dragon
- *The Ugly Duckling* retold by Brandi Chase

Lessons

Alert Forms

Materials

☐ Items

Frequently, situations occur and parents or caregivers do not realize the possible effects they can have on their children. It would be most helpful for a child's teacher to be made aware if any of the situations or events listed below occur, in order to best help a child handle his or her feelings or to be more sensitive to potential behavior changes.

Often children act out in behaviors that are hurtful to others if they are experiencing changes in their home situations. Behaviors are much easier to handle in a classroom if the cause of the behavior is known.

Situations or events that might cause a change in behavior include:

- Parent change of job/change in work schedule
- Moving
- New baby
- Illness of a family member
- Vacations
- Death of a relative/friend/pet
- Getting a new pet
- Parents not speaking/arguing
- Staying up too late
- Visitors from out of town
- Change in family routine
- Parents out of town
- Sudden fear
- Taking a new medication

Prepare Parent/Guardian Alert forms similar to the example below. Send them to the children's parents or guardians at the beginning of the school year so they can notify you of any potential changes in their children's behavior.

Parent/Guardian Alert Form

This is to let you know that _____ may be experiencing changes in behavior.

_____ I prefer not to discuss the situation but want you to be aware of some changes at home.

_____ Below is a brief explanation of the situation which may have an effect on our child.

Parent/Guardian Signature _____ Date _____

Tattle or Report? Part 1

Discuss the difference between “tattling” and “reporting.” Explain that reporting involves “B Emergencies” and it is acceptable. “B Emergencies” include:

- Bathroom
- “Barf”
- Blood
- Bullying

Everything else is probably tattling. If children begin to tattle, ask whether they are tattling or reporting. Explain that you listen to reporting.

If children continue, ask them what they think about it. Generally the child is caught off guard and will just look at you! Tell the child to go and solve his or her problem and let you know how it goes.

It is important for children to learn that they need to work toward solving their own problems and that you are there to support them.

Indicate the chart paper. Divide it in half down the middle to create two columns. In the first column write the heading Reporting and in the second column write the heading Tattling. Discuss how tattling is often used to get another child in trouble and that is unkind behavior.

Choose volunteers to offer situations and explain whether they should be listed under Reporting or Tattling. The class confirms or corrects the potential placement. Dragon may whisper suggestions as well. Be sure to add your suggestions so you have a good list to use throughout the year. Post the list and refer to it when needed.

Materials

- ☐ Chart paper
- ☐ Marker
- ☐ Dragon

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution]

Responds appropriately to bullying, teasing, or unkind behavior

“B” Emergencies

- Bathroom
- Barf
- Blood
- Bullying



Tattle or Report? Part 2

Gather the children in a circle on the floor or a rug. Recall that you have discussed (or discuss) the difference between tattling and reporting. Explain to the children that tattling means you are trying to get someone into trouble, while reporting is letting the teacher or other adult know that something is happening.

Practice several times having the children stand when you say report and sit when you say tattle.

Explain to the children that you will describe a situation. They should remain seated if the situation is a “tattling situation” and stand if the situation is a “reporting situation.”

Read the following situations and pause to allow the children to respond. Discuss the proper response to each situation and the reasons for it. Create additional situations to best match the dynamics of your class.

- Ryan cut himself and he is bleeding.
- Michael pushed Melissa down on the playground, and Melissa is crying.

Materials

- ☐ None

Social/Emotional Development

Begins to understand that actions have consequences

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Responds appropriately to bullying, teasing, or unkind behavior

Takes the perspective of others and responds appropriately

Social/Emotional Development

*Engages independently
in simple social problem
solving including
offering potential
solutions and reflecting
on the appropriateness
of the solution]*

*Responds appropriately
to bullying, teasing,
or unkind behavior*

Social/Emotional Development

*Engages independently
in simple social problem
solving including
offering potential
solutions and reflecting
on the appropriateness
of the solution*

*Responds appropriately
to bullying, teasing,
or unkind behavior*

- Susi took your paper and ripped it up into little pieces.
- Alex won't eat his snack.
- Juan won't let you play with a toy you want.
- You have to use the bathroom.
- Tina wants the same toy as Shellie. Tina gets angry and runs to tell the teacher that Shellie won't share.
- Julie punches her friend Claire on the playground and she runs to tell the teacher.

By Accident or On Purpose?

Discuss with the children the difference between something happening "by accident" or something done "on purpose." They should understand that an accident happens without someone meaning for it to happen, while someone has control over something done on purpose. Provide examples as needed.

Read the following situations and the children stand if it happened "on purpose" and remain seated if it happened "by accident." Add additional situations that relate to your classroom situation.

- Priscilla steps on Tommy's toe because she wasn't looking and she says, "I'm sorry."
- Alex is mad at Tony so he steps really hard on his foot.
- Sarah and Amelia are drawing together and Sarah doesn't like Amelia so she scribbles all over her picture.
- Juan drops his backpack on the floor and Annie trips over the backpack.

Volunteers explain how they know when something was done by accident or by mistake and how they can tell if something hurtful or mean was done on purpose. Review with the children that we should never do something hurtful or mean to anyone on purpose, and discuss the reasons why.

Materials

☐ None

Using Your Words

Discuss with the children how at times we might feel angry, frustrated, or afraid. Explain that it's okay to have those feelings, but it's never okay to do things that hurt others because we have those feelings.

Volunteers respond to the following questions:

- How would you feel if you saw someone being bullied or treated unkindly?
- What would you do if you felt someone was bullying you or not treating you kindly?
- How would you feel if you bullied someone?

Materials

☐ Dragon

Explain that sometimes we want our own way but our friends may not want to do things our way. That can make you feel angry or mad. You might want to hit that person or say mean things. Dragon whispers in your ear, "Maybe it would be better to use your words." Share what Dragon whispered to you with the children.

Practice how the children might use their words. Read or have children role play each bullying or teasing situation, and volunteers explain how they might use kind words instead of hitting or saying something mean. Assist the children with ways they can use their words to stop the bullying or teasing situation.

- Someone tells you that you are stupid.
- A girl pulled your hair.
- Someone says they aren't going to invite you to his or her birthday party.
- No one will play with you outside.
- Someone hit you.
- Someone called you a name.
- You see someone being mean to someone else.

Smell the Flowers, Blow Out the Candles

Explain to the children that there are often times we may want to feel calm and safe. There are techniques we can use to help ourselves feel that way.

Teach the children a breathing technique called "Smell the Flowers; Blow Out the Candles." This technique requires children to take a deep breath in from the diaphragm, then slowly exhale. Practice with the children pretending to hold flowers in your hand and taking in a deep breath as you say: "Smell the flowers," then say: "Blow out the candles" and exhale.

Possible situations:

- You are upset because you have to say goodbye to your mom or grandma.
- You don't want to or are afraid to try a new activity.
- Someone is being mean to you.
- Someone hurts your feelings.
- You are having a hard time calming down after a fun activity.
- You were expecting to be able to play outside, but it's raining and you can't go outside.

Materials	
<input type="checkbox"/>	None



Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Demonstrates willingness to be flexible if routines must change

Manages and exhibits behavioral control with or without adult support

Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults

**Social/Emotional
Development**

*Engages independently
in simple social problem
solving including
offering potential
solutions and reflecting
on the appropriateness
of the solution*

*Recognizes and identifies
feeling and emotions
of characters in stories
or real life situations*

*Responds appropriately
to bullying behavior*

Bullied? What Should I Do?

Scenarios:

- Stick figure with the words “Walk Away”
- Two stick figures together with the words “Get Help”
- One stick figure facing forward with the words “Stand Up For Yourself”

Review the discussion about bullying, and the children’s responses on the chart paper you created during the “Tattle or Report” activity.

Ask children if they know what a “problem” is and discuss. Remind the children that when there is a problem, it means you need to do something about it, or solve the problem.

Provide the following scenarios or create your own specific to your classroom situations. Distribute a set of 3 index cards with stick figures to each child and discuss each of them.

Explain that you will tell a story and then they are to pick the stick figure they think shows what they should do and hold it up.

Lead a discussion about the choices they make.

Suggested scenarios:

- Tommy and Mary like to pretend to be monsters. They always sneak up behind Juan and make loud noises to scare him. It happens almost every day. What should Juan do?
- Billy likes to play dress up in the dramatic play area and wear dresses. The other children tell him, “That’s not for boys, that’s for girls.” They laugh at him. What should Billy do?
- Andy and Jessica are in the same class. Jessica calls Andy a baby and says he’s too little to be in this school. Andy gets very hurt and upset. Jessica says, “You’re a baby” and some of the other children laugh. What should Andy do?
- David and Philip are playing with the blocks. David always wants his own way and hits Philip when he doesn’t get his own way. What should Philip do?

Materials

- ☐ Three scenarios (see below)
on index cards attached to
craft sticks (1 set per child)



The Ugly Duckling: Our Words

Ask the children if they are the same as their brothers, sisters, and friends, and discuss what makes them all different.

Indicate the white and brown eggs, and volunteers list ways the eggs are different. (**Note:** If you have completed the "Different Eggs" activity you may choose to reference it here rather than repeating it for this lesson.)

Crack the eggs open into a bowl. Explain that even though the eggs looked different on the outside they are the same on the inside. Ask how we know that the eggs are the same on the inside. Help the children understand that these eggs are like people! Even though people are different on the outside, they are alike in many ways on the inside. We can't crack people open like eggs, but we get to know what's on the inside of people by listening to them and playing with them.

Indicate *The Ugly Duckling* and explain that the Ugly Duckling did his best to fit in and be a good little duck. Still, the other animals called him names and said very unkind things to him which hurt him, so he finally ran away.

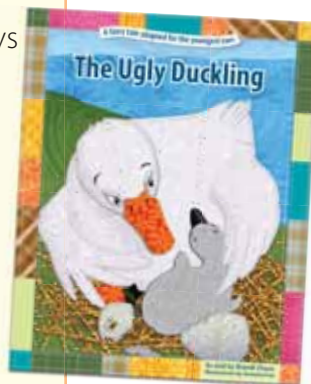
The children should understand that being mean to someone and saying nasty things just because that person looks or acts differently isn't right, and it is very hurtful to the person. The poor little duckling spent his early days being bullied and insulted because he was different. Finally he grew into the beautiful swan he was always meant to be.

Read the story. Answer the children's questions and ask questions such as:

- What did you feel when you heard the animals make fun of the Ugly Duckling?
- Why did the other animals call the Ugly Duckling ugly?
- Does looking different make someone ugly?
- Why do you think the other animals made fun of the Ugly Duckling?
- Has anyone made fun of you?
- How did you feel?
- What would you do if you had been one of the animals in the story?

Materials

- ☐ *The Ugly Duckling* retold by Brandi Chase
- ☐ White egg and brown egg
- ☐ Bowl



Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Recognizes and identifies feeling and emotions of characters in stories or real life situations

I'm Being Bullied or Teased. What Should I Do?

Review the following coping strategies the children might use to deal with bullying or teasing situations.

- Get a teacher to help you.
- Ignore someone who is being mean to you.
- Say, "Please stop."
- Walk away.
- Avoid the bully during free times.
- Don't get angry.
- Take deep breaths.
- Choose a buddy to play with and stay away from the bully.
- Ask your teacher to suggest a good friend to play with.

Materials

- ☐ None

Approaches to Learning

Uses positive self talk

Social/Emotional Development

Responds appropriately to bullying, teasing, or unkind behavior

**Social/Emotional
Development**

*Engages independently
in simple social problem
solving including
offering potential
solutions and reflecting
on the appropriateness
of the solution*

*Plays with peers in a
coordinated manner
including assigning roles,
materials and actions*

*Recognizes and identifies
feelings and emotions
of characters in stories
or real life situations*

*Responds appropriately
to bullying, teasing,
or unkind behavior*

*Takes the perspective
of others and responds
appropriately*

Role Playing Response to Bullying**Part 1**

The children use puppets or dolls to role play a scene in which one child pushes another and a third child watches. The child who was pushed does not respond. The first child then pushes the second child again and the third child watches.

Then discuss the following questions:

- How do you think the puppet or doll feels?
- What do you think the problem was that caused the feeling(s)?
- How do you think they might solve their problem peacefully?
- What do you think will happen if they tried this? Is it safe? Is it fair?
- Did this work or do you think they need to try a new solution?

Part 2

The children use puppets or dolls to role play a scene in which four children are using blocks to build a tower. Another child comes along and kicks the blocks down.

Then discuss the following questions:

- How do you think the puppet or doll feels?
- What do you think the problem was that caused the feeling(s)?
- How do you think they might solve their problem peacefully?
- What do you think will happen if they tried this? Is it safe? Is it fair?
- Did this work or do you think they need to try a new solution?

Materials☐ Puppets or dolls

Create a "Safe Calming Station"

Provide a space in the classroom where children can go to reduce feelings of tension or anger, and remove themselves from a teasing or other stressful situation. Explain that this "Safe Calming Station" is a place children can go if they are feeling angry or need some time away from others.

Explain that if the children feel someone is teasing or bullying them, or using unkind words, they should tell an adult and ask to spend some time in the "Safe Calming Station." Encourage children to independently go to the "Safe Calming Station" when needed without the assistance of an adult.

Suggestions for the Safe Calming Station:

- Soft pillows
- Blanket
- Stuffed animals
- Posters of calming scenes (nature)
- Rocking chair
- Books

Ask the children for their suggestions for additional items to include in this space.

Consider creating a list of Safe Calming Station Rules using photos or illustrations and including a timer to provide a timeframe for children so they know how long they may stay before re-entering the class activity.

Have children work together to create situations that could lead to needing some time in the Safe Calming Station. Write these situations on chart paper and post it in the space.

Materials

- ☐ Chart paper
- ☐ Marker



Social/Emotional Development

Manages and exhibits behavioral control with or without adult support

Recognizes and names own emotions

Responds appropriately to bullying, teasing, or unkind behavior

Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults

Bubbles

Demonstrate breathing techniques (and the value of breathing techniques) by discussing the following:

- When you are worried or angry you breathe differently.
- If you want to calm yourself, you need to take in nice long breaths and blow air out slowly.

Slowly blow some bubbles and tell the children to watch all of your worries floating away!

Demonstrate blowing really quickly versus really slowly, and discuss the difference in the bubbles. Allow the children to take turns blowing bubbles. Volunteers identify feelings or emotions that make them feel upset. Explain to the children that if they feel worried, angry, or other emotions they identified they can blow pretend bubbles to help themselves feel better!

Materials

- ☐ Bottle of bubbles (or bubble mixture created with liquid detergent)
- ☐ Fly swatters

Social/Emotional Development

Manages and exhibits behavioral control with or without adult support

Recognizes and names own emotions

Recognizes self as unique having own abilities, characteristics, emotions, and interests

Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Engages in associative play and begins to play cooperatively with friends

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Plays with peers in a coordinated manner including assigning roles, materials and actions

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Responds appropriately to bullying, teasing, or unkind behavior

Takes the perspective of others and responds appropriately

That's Not Funny

Part 1

Work together with the children in small groups to each create a puppet by doing the following:

- Draw a face on the paper bag.
- Stuff the bag with newspaper.
- Insert a craft stick or paint stick in the opening.
- Use the rubber band to close the paper bag around the bag and stick. Add hair if desired.
- Print each child's name with a permanent marker on the stick.

Part 2

Tell the children the following story:

- Jenny and Rick are both four years old. They are in the same class. Every day Jenny calls Rick a baby. Rick feels sad and upset when Jenny calls him a baby. Some of the other children in the class hear Jenny call Rick a baby and they laugh.

Discuss the fact that when you watch or hear someone being teased or being called a name, it is called being a bystander.

Explain that the puppets the children created will pretend they are bystanders while your two puppets act out the story of Jenny and Rick.

Choose 4 volunteers to be the bystanders using their puppets. Help them decide how they will act as bystanders. Will they do nothing, will they laugh, or repeat "baby?" Role play using your puppets as Jenny and Rick, and the bystanders react.

After the role play the children discuss how it feels to be a bystander or someone watching someone else being mean. Discuss how they would feel if someone was watching while they were being teased. Ask them if it would be hurtful and have them explain why.

Choose 4 new volunteers to use their puppets to act as bystanders. Together they decide on a different response to the story. Read the story again and the children use the puppets to role play again demonstrating the response they chose.

Create additional situations and repeat this activity as time allows.

Materials

- ☐ Small brown lunch bags
- ☐ Crumpled newspaper for stuffing
- ☐ Craft sticks or paint sticks
- ☐ Rubber bands
- ☐ Crayons, markers
- ☐ Yarn for hair (optional)
- ☐ Glue or glue stick
- ☐ Two teacher-created or purchased puppets



Cooperation & Problem Solving

Learning to cooperate involves thinking about the wants and needs of others, and to a certain degree, letting go of your own wants and needs in order to formulate a compromise upon which both parties can agree. Cooperation is a skill that must be taught to young children, but they must first be developmentally ready. For example, while four-year-olds may enjoy working on activities and tasks cooperatively, three-year-olds will most likely not yet understand why they should take turns or share materials.

The activities included in this module have been created to address friendship, classroom behavior and management, sharing, problem solving, decision-making, and self-control. As you present the lessons and activities, encourage the children to work together and assist each other. Ask questions to focus their awareness on others and how they may assist, such as Susie can't find her crayons, what can we do to help her find them? Provide toys that require cooperation, and most importantly, model cooperative behavior by working together with children and discussing their actions and yours as you are doing them.

Problem solving skills are needed in order for children to learn to solve their own problems, and help build self confidence. Possessing problem solving skills contributes to success in school and can often be the difference between success and failure.

As with many other character development skills, problem solving skills are best learned by watching adults. Provide assistance by first helping the children identify that there is a problem and by presenting all sides of the issue at hand. Help the children to then work together to determine realistic and workable solutions.

It's important to remember that children between the ages of 3 and 7 find it very difficult to see things from another person's point of view. The activities included provide opportunities for young children to consider the fact that others may have different perspectives and to practice looking at issues from different points of view.

Book Suggestions

- *Bat's Big Game* by Margaret Read MacDonald
- *David Gets in Trouble* by David Shannon
- *Duck and Goose* by Tad Hills
- *Franklin Plays the Game* by Paulette Bourgeois
- *Hands Are Not for Hitting* by Martine Agassi
- *I Play: A Book about discovery and cooperation* by Cheri J. Meiners
- *Join In and Play* by Cheri J. Meiners
- *Share and Take Turns* by Cheri J. Meiners
- *Swimmy* by Leo Lionni
- *Talk and Work It Out (Learning to Get Along)* by Cheri J. Meiners
- *The Crayon Box that Talked* by Michael Letzig
- *The Most Magnificent Thing* by Ashley Spires
- *Voices Are Not for Yelling* by Elizabeth Verdick
- *What If Everybody Did That?* by Ellen Javernick
- *Words Are Not for Hurting* by Elizabeth Verdick

Starfall Books & Media

- *A Tale of Two Little Engines* as retold by Marc Buchanan
- *Goldilocks and the Three Bears* as retold by Marc Buchanan
- *The Little Red Hen and other Folk Tales*, "The Little Red Hen," "Mr. Bunny's Carrot Soup," and "Chicken Little"
- Writing & Observation Journals

Lessons

Joy Jar

Health, Safety & Environment

Identifies consequences of not following safety rules

Social/Emotional Development

Begins to understand that actions have consequences

Demonstrates willingness to be flexible if routines must change

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Recognizes and accepts responsibilities

Review the classroom rules, and discuss how following the rules the class decided upon creates peaceful and joy-filled classroom.

Remind the children that when others don't follow the rules people can get hurt, and the class can't do fun activities if children don't cooperate.

Introduce the Class Joy Jar. Explain that when the teacher or others notice that everyone is following the rules you will put a (marshmallow or other object) in the jar. When the jar is filled, the class can vote on an appropriate reward.

Ask the children to determine if the following situations (or other situations you create) are examples of following the rules or not following the rules.

State the situation. If it is an example of following a rule, the class stands and says, joy jar! If it doesn't follow the rules, a volunteer explains why. Remind the children that very often, the purpose of a rule is to keep us safe.

- Everyone lines up quietly to go outside. (Joy Jar!)
- It's time to clean up and all the children work together to clean up. (Joy Jar!)
- It's time for children to come to the rug and all the children run to the rug. (Safety problem—someone could get hurt.)
- We have to change our schedule and can't have outside time. Everyone cooperates. (Joy Jar!)
- Children are fighting over who gets to be first. (Safety problem—we need to find a peaceful solution.)
- Snack is over and everyone cleans up. (Joy Jar!)

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | List of classroom rules
(See Respect & Responsibility for Classroom Rules activity) |
| <input type="checkbox"/> | Large plastic jar or see through container labeled "Our Joy Jar" |
| <input type="checkbox"/> | Small edible objects such as marshmallows, cubes, jelly beans (depending on the season or size of the jar - objects may change throughout the year) |



Friendship Quilt

Discuss friendships the children have made in school, and explain that friends help each other and try to understand each other's feelings. Volunteers share times they have tried to help or understand their friends and their feelings, or times their friends have helped and understood them.

Explain that children in a class become friends and they help each other and try to understand each other's feelings. Today they will create a Friendship Quilt. Indicate the quilt (or photo of a quilt) and discuss.

The children illustrate themselves and print their names on their illustrations, then you place the illustrations together to form a Friendship Quilt to demonstrate they are all friends.

Encourage the children to use realistic representations of their personal attributes such as hair and eye color. Assist those who have difficulty. When the illustrations are complete, display them together on a wall as a quilt.

Materials

- ☐ One 8" x 8" drawing paper square for each child
- ☐ Pencils, markers, crayons, colored pencils
- ☐ **Optional:** Quilt or photo of a quilt



COOPERATION & PROBLEM SOLVING

Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children such as cooperating, compromising and turn-taking

Recognizes the emotions of peers and responds with empathy and compassion

Responds to or uses words to demonstrate knowledge of personal information (e.g., hair, color, age, gender or size)

Handprints Mural

Play *Starfall.com*: Sing-Along Volume 2, Track 14, "Happy and You Know It."

The children sing along and perform appropriate actions. They think of the many things they can do with their hands. Lead them to understand that there are things they can do with their hands that help other people and there are also things they can do with their hands that hurt others. Volunteers identify ways their hands can hurt others and ways they can help. Assist them to conclude that hands should be used to help, not to hurt.

Explain that when we use our hands to help others, it makes them feel happy and it makes us feel happy too. They closely examine their hands.

The children create handprints on mural paper using finger paint or large washable ink pads. They write their names near their handprints. Discuss how the individual handprints together form a beautiful mural, just as individual children are all part of one beautiful class.

Materials

- ☐ Finger paint or large washable ink pads
- ☐ *Starfall.com*: Sing-Along Volume 2, Track 14
- ☐ Water, paper towels
- ☐ White mural paper
- ☐ Crayons

Health, Safety & Environment

Identifies consequences of not following safety rules

Identifies self as a unique member of a group (e.g., class, school, family or larger community)



Approaches to Learning

Attends to tasks for brief periods of time

Demonstrates increasing independence and willingness to try new challenge

Social/Emotional Development

Demonstrates willingness to be flexible if routines much change

Engages in associative play and begins to play cooperatively with friends

Increases attention to preferred activities and begins to attend to non-preferred activities

Plays with peers in a coordinated manner including assigning roles, materials and actions

Social/Emotional Development

Demonstrates willingness to be flexible if routines must change

Engages in associative play and begins to play cooperatively with friends

Plays with peers in a coordinated manner including assigning roles, materials and actions

Let's Play!

Surprise the children and explain that today you will change the way you do things. Today the children get to play! Choose six or so different play areas or materials such as play dough, a play farm, doll house, art, construction, table toys, puzzles, etc.

Indicate the photos of these play areas across the top row of a pocket chart. Draw (or allow volunteers to draw) names from a basket and randomly arrange them under the play area photo headings.

The children play in their assigned areas for a period of time. Notice children who work cooperatively and those who still choose to play alone. Encourage the children who seem unwilling to play with others in their play areas, and assist in their integration into the group.

While the children play, rearrange the names on the chart.

It is important that prior to your signal to stop playing and begin cleaning up, that you ring a bell and give a "five minute warning" letting children know they need to begin to disengage from their areas and prepare to change activities.

Ring a bell to signal clean up time and gather the children together to determine their next play areas. Continue as time allows.

Materials

- ☐ Basket with children's names
- ☐ Pocket chart
- ☐ Photos of "Play Areas"
- ☐ Bell

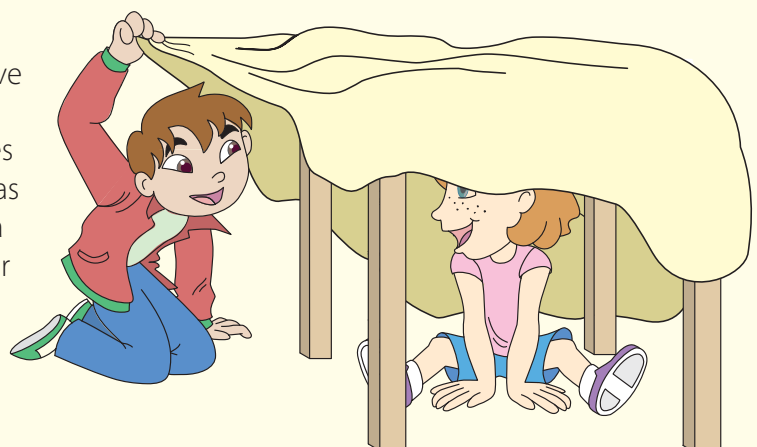


No Toys Free Play

Explain to the children that they will have free play, but all of the toys are off limits! They aren't allowed to play in any of the learning centers or with any toys. The children will have to use their imaginations and work together. They may use the chairs, tables, towels, blankets, and/or sheets.

Questions to address before the children play:

- What happens if you can't think of anything to do? (Think of activities you've done before, like songs we have sung or games we have played.)
- What happens if your friends don't want to play with you? (Find someone else to play with.)
- What happens if you have a problem during your play time? (Use strategies to solve problems such as stop and discuss or ask a teacher or other adult for suggestions, etc.)



Materials

- ☐ Towels
- ☐ Blankets
- ☐ Sheets

Goldilocks and the Three Bears

Read *Goldilocks and the Three Bears*, pausing occasionally to ask what the children think will happen next and explain why.

When you have finished reading tell the children that they will help the bears solve their problem and indicate a sheet of chart paper.

Partner the children to discuss each of the following questions one at a time. After a reasonable amount of time partners share their responses with the class. Decide which responses to add to the chart paper.

Ask:

- What was the bears' problem? (List on the chart paper what children identify as the problem.)
- What could the bears do to solve the problem? (Write responses.)
- What might the bears do to make their cottage safer?

Divide the class into two groups. Each group works together to plan how they will act out the story. The children should work together to assign parts and decide what they would like to use for props. Assist when necessary.

The groups alternate between acting out the story and being the audience. Remind the children that when they are the audience group they should sit quietly, pay attention to the acting group, and use good listening skills.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
by Marc Buchanan |
| <input type="checkbox"/> | Chart paper |
| <input type="checkbox"/> | Markers |

COOPERATION & PROBLEM SOLVING

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Plays with peers in a coordinated manner including assigning roles, materials and actions

Takes the perspective of others and responds appropriately

Uses words to communicate personal characteristics, preferences, thoughts and feelings



Little Red Hen Story (2-Day Plan)

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Increases attention to preferred activities and begins to attend to non-preferred activities

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Plays with peers in a coordinated manner including assigning roles, materials and actions

Recognizes preferences of others

Part 1

Read and discuss *The Little Red Hen*.

The children recall the characters in the story as you write the character names side-by-side on a sheet of chart paper (hen, duck, turkey, goose). Volunteers take turns to retell the story in their own words.

Reread the story and ask the children to “chime in” on familiar phrases.

Ask:

- How do you think the little red hen felt?
- How would you feel if no one would help you when you needed help?
- What might you have done to solve the problem of no one helping make the muffins?
- How would the story have been different if the duck, turkey, and goose helped the little red hen?

Save the chart paper for Part 2.

Part 2

Indicate the chart paper from Part 1.

Explain that the children will sign up to be characters in the story, and they will work together to act out one of the two stories: the original story or a story in which they will help the little red hen.

The children write their names under the characters they would like to portray and identify which story they would prefer to act out, Story #1 (the original story) or Story #2 (the revised story). Place a #1 next to children acting out the original story and a #2 for the revised story.

Note: Be sure to give those children who have a difficult time attending to non-preferred activities or need support a chance to sign up first so they can choose between the original story or the revised story.

Group the children so that there are at least one hen, duck, turkey, and goose in each group.

Each group works together to create their own play. When the children are ready they perform their version of the story for the class. Assist the groups that are not performing to practice appropriate audience skills as the group performs.

Celebrate by having muffins!

Materials

- ☐ *The Little Red Hen and other Folk Tales*
- ☐ Paper strips about 2 inches wide to create headbands for each child
- ☐ Pencils, crayons
- ☐ Chart paper, marker
- ☐ A muffin for each child



Keep It or Let It Go

Indicate the pot with water, the large strainer and the uncooked pasta as you discuss the need to strain pasta after it has been cooked and before you eat it. Discuss the reasons why. Demonstrate straining the pasta and ask what happened to the water when you put the pasta in the strainer.

Explain that our brains or minds are like the strainer. Lots of different thoughts go into our brains. Some of them are helpful and good, but some are sad and we don't want them there. Lots of times the sad thoughts will drain out of our brains like the water without us having to do anything to let them go. Some thoughts come and go. But sometimes thoughts get "stuck" in our brains.

Discuss thoughts that are good to be stuck in our brains such as happy thoughts, remembering a birthday, playing with a friend, a visit from grandparents, and so on. Explain that these are thoughts we want to keep!

Distribute Writing & Observation Journals, pencils, and crayons. Instruct the children to think of a happy time that is stuck in their brains, illustrate it, and use inventive spelling or kid writing to write about it. Circulate and ask the children to share their writing. Do "adult" writing beneath their attempts.

Materials

- ☐ Pot with water
- ☐ Large strainer
- ☐ Uncooked pasta
- ☐ Writing & Observation Journals
- ☐ Pencils, crayons

COOPERATION & PROBLEM SOLVING

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and names own emotions



Peace Quilt

Each child illustrates his or her face and writes his or her name on a muslin cloth square. The squares will be used to create a quilt by sewing them together and adding a layer of batting and a cloth backing.

Gather the children to share their quilt squares while sitting in a special chair. Remind the children observing that it is important to be respectful while others are sharing, and to give compliments.

Note: Some children may have difficulty transitioning to this part of the activity. Invite these children to present their quilt squares with classmates.

Explain that these squares will become the class peace quilt. Someone will take all of the individual squares and sew them together. Show the quilt sample or photo. Compare the individual squares forming a quilt to the individual children forming a class.

Discuss how all of the children are special and together they are a classroom family. If one of them has a problem with someone, gets in an argument, or someone hurts his or her feelings, he or she will get the peace quilt, sit on it, and the two of them will talk out the problem together. When they are finished they will work together to put the peace quilt away. Provide a special basket or area in the classroom to place the peace quilt.

Materials

- ☐ 12"x12" muslin cloth square for each child
- ☐ Fabric markers
- ☐ Person who can sew
- ☐ Quilt sample or photo

Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Increases attention to preferred activities and begins to attend to non-preferred activities



**Social/Emotional
Development**

Engages in and maintains positive relationships and interactions with trusted adults and children such as cooperating, compromising and turn-taking

Shows kindness to others

Uses words to communicate personal characteristics, preferences, thoughts and feelings

**Social/Emotional
Development**

Engages in and maintains positive relationships and interactions with trusted adults and children such as cooperating, compromising and turn-taking

Expresses common courtesy and respects the rights of others (Says please, thank you, helps a friend, shares, etc.)

Identifies self as a unique member of a group (e.g., class, school, family or larger community)

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

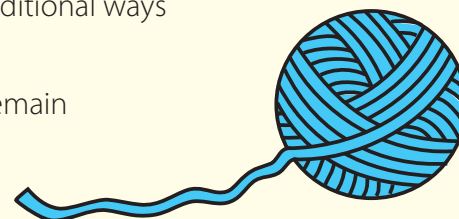
Yarn Friendship Circle

Gather the children in a large circle and sit with them. Hold one end of the ball of yarn and pass it to the child next to you. As you pass the yarn say something nice to or about the child, such as you are sitting so quietly, you are so kind to others, I like how you play with your friends, or I hope you have a great day today.

The child holds a piece of the yarn and passes the yarn ball to the next child, saying something nice to or about the child. Continue until all of the children have had a turn and the yarn ball comes back to you.

Explain that the class is like a family. The children are connected because they are all part of one class. Discuss additional ways a class is like a family.

Sing "The More We Get Together." The children remain seated and sway back and forth as they sing.



Materials

- ☐ Starfall.com: Sing Along
- Volume 2, Track 45, "The More We Get Together"
- ☐ Ball of yarn

Pair and Share

This lesson may be used as a one- or two-day activity.

Pair children you feel might be able to work well together. Write the partners' names on an index card and the number 1 or 2 next to the each child's name. The number will indicate the order in which they will share.

Briefly discuss the children's family members. Distribute the Writing & Observation Journals, pencils, and crayons. The children illustrate their families. As they work, play soft music and circulate to write the family members' names under the illustrations.

When the children are finished, introduce or review the meaning of pairs. For children who may not be familiar with the term, use the example of a pair of socks or shoes. Explain that the children will work in pairs to share their family illustrations.

Rules for partners:

- Each child says hello to his or her partner.
- The partners take turns sharing family illustrations beginning with the child in the pair with a #1.
- Encourage the children to ask their partners questions and to compliment them on their illustrations.

Materials

- ☐ Writing & Observation Journals
- ☐ Prepared index cards
- ☐ Pencils, crayons

Build a Box Design

Partner the children and explain that they will be working on a creative project. Together the partners will decorate a box in any way they would like. Some children may need encouragement and support to engage in this activity and may find it difficult to work with others to complete this project. Provide support if needed.

Note: If you have larger boxes, divide children into groups of 3 or 4.

Indicate the boxes and art materials the children will use. Explain that this is a project that will require cooperation and discuss what that means. The children must decide together how they would like to decorate the boxes. Explain that partners will meet first to discuss their ideas. After an appropriate amount of time, stop them and ask:

What if your partner or a person in your group would like to decorate the box one way and you don't agree. How will you solve the problem? (Discuss acceptable ways to compromise.)

What will happen if you get frustrated and want to give up? (You need to keep going, or persevere, to get the job done.) Remind the children to use positive self-talk strategies like saying I can do this, This will be fun! or I can always ask for help.

Remind the children that if they need help they can raise their hands and an adult will help.

Partners work on their projects. Circulate to assist when needed.

When all of the children are finished, partners take turns sharing their completed projects. Classmates ask questions and give compliments.

Materials

- ☐ One box for every two children
- ☐ Crayons, markers, construction paper, glue

COOPERATION & PROBLEM SOLVING

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Uses positive self-talk as a strategy

Social/Emotional Development

Engages in associative play and begins to play cooperatively with friends

Plays with peers in a coordinated manner including assigning roles, materials and actions

Recognizes preferences of others

Approaches to Learning

Uses positive self-talk as a strategy

Social/Emotional Development

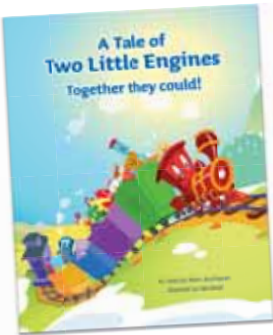
Begins to understand that actions have consequences

Demonstrates confidence in own abilities and expresses positive feelings about self

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Plays with peers in a coordinated manner including assigning roles, materials, actions

Recognizes preferences of others



A Tale of Two Little Engines (Two Part Plan)

Part 1

Read *A Tale of Two Little Engines* and discuss answers to the following questions:

- How do you think the little red engine felt when it couldn't make it up the mountain?
- How do you think the little red engine felt when the shiny new engine and grand old engine would not help?
- How do you think the little red engine felt when the little blue engine said it would help?
- Do you think the little red engine was scared or do you think it was brave?
- Did the little red engine ever give up? Why not?
- Why do you think the little blue engine stopped to help?
- What did the two little engines chant together as they were climbing the mountain?
- Why do you think the two little engines were able to get to the other side of the mountain?
- How would the story be different if the little red engine had just decided to give up?

Explain that the red and blue engines used "self-talk." Remind the children that self-talk is telling yourself positive things that help you believe you can do things. Review or introduce examples of self-talk such as *I think I can. I can do this. I'm strong. I can learn this.*

Lead the children in a discussion about things they could not do when they were babies but CAN do now, such as *I couldn't sing my ABCs* or *I couldn't walk or run.*

Indicate a sheet of chart paper. Each child thinks of something he or she couldn't do as a baby but can do now. Include the child's name next to his or her comment.

Materials

- ☐ *A Tale of Two Little Engines*
retold by Marc Buchanan
- ☐ Chart paper
- ☐ Markers
- ☐ One toy for each child (part 2)
- ☐ Engineer hat (part 2)

Part 2

Divide the children into two groups. One group will be the actors and the other group will be the audience. The groups will switch for a second dramatization.

Indicate *A Tale of Two Little Engines: Together they could!* Discuss the story's setting and look through the story to locate the characters needed in order to do a dramatization.

Assist the children to determine what else is needed in order to act out or dramatize the story.

The children should realize that you need actors to be the little red engine, the little blue engine, several cars with toys, a shiny new engine, and a grand old engine. The remaining children will be the audience and will help with the chants, "I think we can! I think we can!" and "I knew we could! I knew we could!" Practice the chants with the audience prior to the dramatization.

Read the story as children dramatize. The groups switch roles and repeat.

Mr. Bunny's Carrot Soup

Indicate "Mr. Bunny's Carrot Soup." Read the story, pausing to discuss as you read. Make sure the children understand the characteristics of a good friend and allow them to ask questions. Explain that good friends are kind to each other and they try to understand how their friends are feeling and respond as necessary.

Discuss how Mr. Bunny was a good friend and that his friends were very kind to him. Ask the children to identify what nice thing they did for him.

The children think of kind things they could do for their friends and you list them on chart paper. Write responses followed by the children's names to encourage them all to share. For repeated responses add only the children's names. Read the responses aloud.

Encourage the children to notice how their friends are feeling and to practice doing kind deeds for each other today. Explain that when we do kind things for others it shows that we care about them. Doing kind things for others helps us feel good too!

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>The Little Red Hen and other Folk Tales, "Mr. Bunny's Carrot Soup"</i> |
| <input type="checkbox"/> | Chart paper, marker |

Social/Emotional Development

Expresses common courtesy and respects the rights of others (Says please, thank you, helps a friend, shares, etc.)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes the emotions of peers and responds with empathy and compassion

Shows kindness to others



**Social/Emotional
Development**

*Begins to understand
that actions have
consequences*

*Engages independently
in simple social problem
solving including
offering potential
solutions and reflecting
on the appropriateness
of the solution*

**Social/Emotional
Development**

*Engages in and
maintains positive
relationships and
interactions with trusted
adults and children
such as cooperating,
compromising
and turn-taking*

*Identifies self as a unique
member of a group (e.g.,
class, school, family or
larger community)*

*Recognizes preferences
of others*

What Would You Do?

Read and discuss “Chicken Little” then have the children take turns to retell the story in their own words. Remind them that when Henny Penny thought the sky was falling, all of her friends believed her. Foxy Loxy asked some very good questions.

Volunteers recall what Foxy Loxy asked:

- Do you see the sky falling?
- Do you hear the sky falling?
- Do you feel the sky falling?

Lead the children to discuss what would have happened if Chicken Little had just looked around to see what really struck him on the head. Chicken Little used his sense of touch when he felt the leaf. What other senses could he have used to check if the sky was falling?

Partner the children to use their problem solving skills to think of solutions to the following examples, and/or create other examples that apply to your classroom situation. Partners take turns to discuss their solutions with the class.

- Let’s pretend your crayons are missing. Before you look for them, you tell the teacher that someone took them. Then you find that your crayons rolled off the table and they are on the floor under your chair. What should you do? What have you learned?
- Your mother finds your new pants torn and she blames you for playing too roughly and tearing them even though you weren’t playing roughly. You have to stay in your room and can’t play. How do you feel?
- You can’t find your toy car and you blame your brother. You run to your mom and tell her what your brother has done. Your mom tells you she put it away so that no one would trip over it. How do you feel?

Discuss how Chicken Little didn’t use his senses to learn if the sky was really falling.

How would the story be different if Chicken Little used his senses and looked around to see what happened?

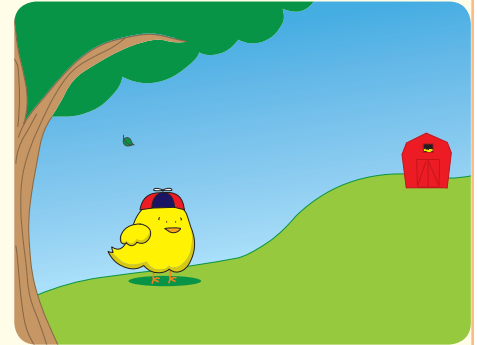
The Friendship Ball Game

Gather the children in a circle on a rug or the floor. Introduce a ball as the Friendship Ball. Explain that the Friendship Ball will help the children get to know each other better.

The children take turns saying their names and the names of their favorite learning centers, then they roll the ball to a friend. Model the procedure then roll the ball to a child. Continue until all of the children have had a turn.

Materials

- ☐ The Little Red Hen and other Folk Tales, “Chicken Little”



Materials

- ☐ Soft ball

Working Together

Indicate a teacher-created structure, and explain that you will divide the children into groups of three who will work together as teams to recreate structures that look exactly like it.

Create groups of children who don't usually play together so the children have to adapt to and compromise with others. Provide each group with a set of building materials or blocks. Explain that they should look closely at your structure, and they must work together to create their own that looks just like it. You and your assistant(s) should be available to help the children through this process.

When the groups are finished building, they share their structures with the class. Have groups discuss how they felt during the process.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Teacher-created structure
built with blocks or other
building material |
| <input type="checkbox"/> | Enough blocks for groups to
recreate the structure |

Problem Solving Techniques for Teachers and Parents

Young children need to be taught how to solve their problems peacefully. Introduce them to these five steps which will help identify their problems then solve them peacefully.

- How do you feel? If a child is frustrated or angry, engage the child in deep breathing techniques to help him or her calm down.
- What is the problem? If the child cannot identify the problem ask why he or she feels angry or upset.
- What are possible solutions? Ask the child to identify ways he or she might solve the problem. Assist with additional possible suggestions if necessary.
- What would happen if you tried this? Discuss with the child what might happen if he or she tried to solve his or her problem in a specific way. Discuss whether it is a safe way to solve the problem and/or if it is a fair way to solve it.

Try the solution. Ask the child to try the chosen solution. Then ask the child if that solution solved the problem. If it does not, discuss another solution for the child to try.

Materials

- | | |
|--------------------------|------|
| <input type="checkbox"/> | None |
|--------------------------|------|

COOPERATION & PROBLEM SOLVING

Approaches to Learning

Attends to tasks for brief periods of time

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Engages in associative play and begins to play cooperatively with friends

Persists at individual planned experiences, caregiver-directed experiences and planned group activities

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Manages and exhibits behavioral control with or without adult support

**Social/Emotional
Development**

*Engages independently
in simple social problem
solving including
offering potential
solutions and reflecting
on the appropriateness
of the solution*

*Recognizes and identifies
feelings and emotions
of characters in stories
or real life situations*

*Plays with peers in a
coordinated manner
including assigning roles,
materials and actions*

*Takes the perspective
of others and responds
appropriately*

**Approaches to
Learning**

*Attends to tasks for
brief periods of time*

*Demonstrates increasing
independence and
willingness to try
new challenge*

**Social/Emotional
Development**

*Persists at individual
planned experiences,
caregiver-directed
experiences and planned
group activities*

Role Playing Problem Solving

The children role play a scene in which one puppet or doll does not share his or her toys with others.

Then discuss the following questions:

- How do you think the puppet or doll feels?
- What might the problem that caused that feeling (s) be?
- How do you think they might solve their problem peacefully?
- What do you think will happen if they tried this? Is it safe? Is it fair?
- Did this work or do you think they need to try a new solution?

Materials

☐ Puppets or dolls

Balloon Game

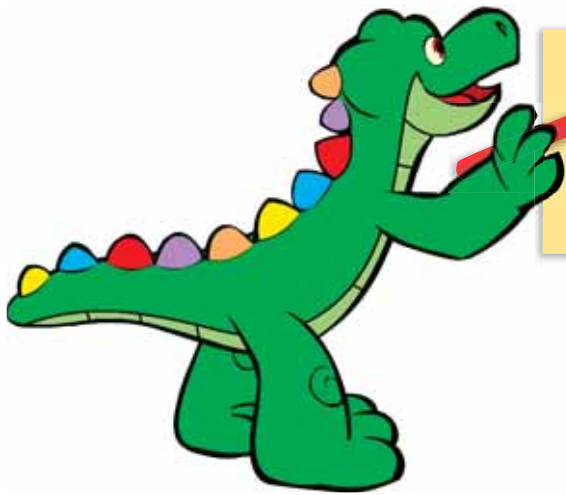
Partner the children and distribute one balloon to each pair. When you say "go" the partners use their hands, elbows, feet, knees, heads, and so on, or they blow on the balloon to keep it from hitting the floor. Explain that it is important for partners to cooperate with each other in order to keep the balloon in the air.

You may time each pair to determine who can keep the balloon in the air longest.

Note: If you only have one balloon, children partner and take turns playing in the center of the group.

Materials

- ☐ Large inflated balloon for each two children (may also be played with 1 balloon)
- ☐ Optional: Timer



Be a Friend
NOT a Bully!

Anti-Bullying and Teasing

Character Development Anchor Chart

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Cooperation and Problem Solving

Character Development Anchor Chart

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Respect and Responsibility



Character Development Anchor Chart

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Kindness and Caring



Character Development Anchor Charts

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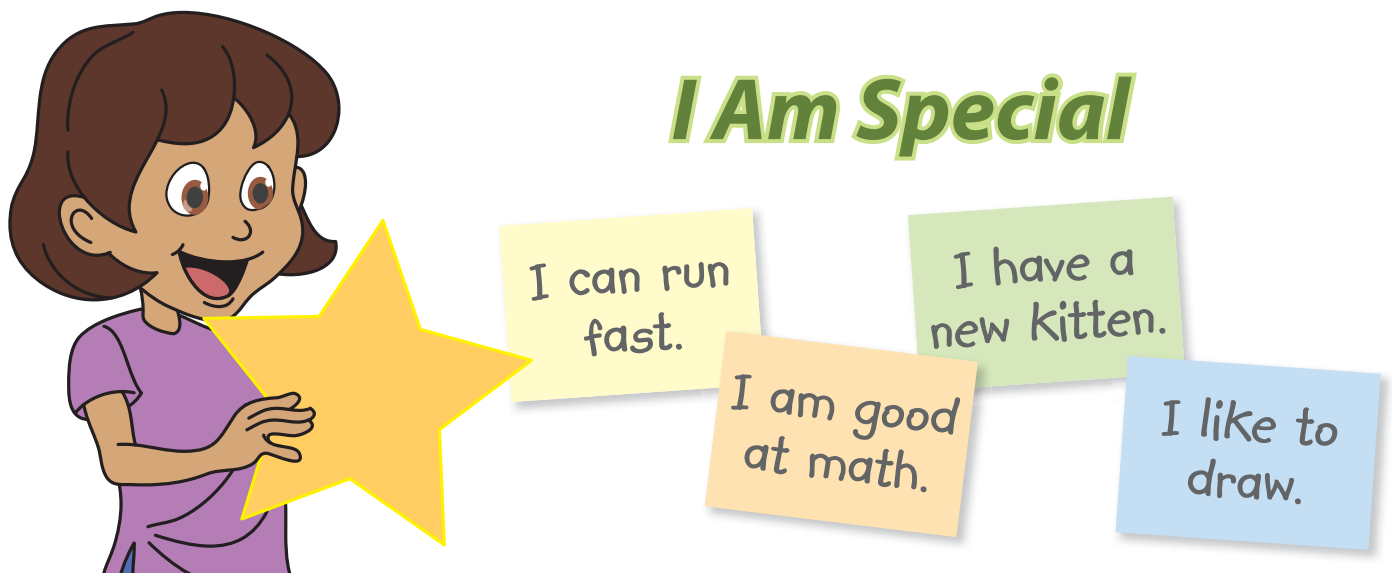
Feelings



Character Development Anchor Charts

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I Am Special



Character Development Anchor Charts

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