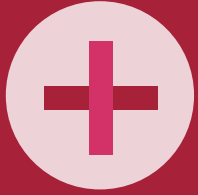


Sanford Harmony

2nd Grade Lessons





Diversity and Inclusion

Unit 1



OVERVIEW

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

GOALS

This unit is designed to help children:

- ▶ Get to know one another
- ▶ Discover and appreciate commonalities
- ▶ Appreciate and learn from diversity
- ▶ Develop an attitude of inclusion
- ▶ Embrace a common classroom identity
- ▶ Feel valued as an individual and as a member of the group

ACTIVITIES

1.1 Getting to Know Each Other

Children discuss the value of getting to know all of their classmates and play a game in which they share about themselves with their peers.

1.2 Discovering Commonalities

Children discuss how talking and spending time with their peers can help them find things in common with one another and have an opportunity to find things that they have in common with a buddy.

1.3 Learning from Diversity

Children discuss how everyone is different and unique, how diversity allows everyone to learn with and from one another, and have an opportunity to share things about themselves with their peers.

1.4 Building Community

Children discuss what it means to belong to a community and then work together to create a representation of their classroom community.

1.1 Getting to Know Each Other

Suggested information to share with families in the classroom newsletter:

Our class is talking about what it is like to start something new and meet new people and the different feelings you might have about that. We are discussing why it is important to get to know all of our classmates, and we are doing some activities that give everyone a chance to share about themselves and learn about each other.

You may want to ask your child:

- ▶ How they felt when they got to school, how they felt at the end of the day, and/or what they are looking forward to at school tomorrow
- ▶ If they talked to anyone new or learned something that they didn't know about a classmate

1.2 Discovering Commonalities

Suggested information to share with families in the classroom newsletter:

Our class is talking about the many things that we might have *in common* with one another and how some things on the outside are easy to see; however, we have to get to know each other better so we can discover some of the ways that we are the same on the inside.

You may wish to:

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

Cleaning your room
Taking a walk
Going to bed

Eating (choose a food)
Reading a book
Riding a bike

1.3 Learning from Diversity

Suggested information to share with families in the classroom newsletter:

Our class is talking about the many ways that each person in our class has unique characteristics and strengths and how we can learn from and try many new things with one another.

You may wish to:

- ▶ Ask your child what *diversity* means
- ▶ Ask your child what they are good at doing or makes them proud
- ▶ Ask your child something new they learned or tried at school this week and if they did it with someone else

1.4 Building Community

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

- ▶ Ask your child what it means to *belong*.
- ▶ Ask your child what it means to be a *community*.
- ▶ Talk with your child about some of the communities or groups to which your family belongs.

OVERVIEW

Read and Discuss: *The First Day of School*

Explore and Practice: *Mix It Up*

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

Friends are important!

Getting to know one another helps us understand each other and get along.

MATERIALS

- ▶ *The First Day of School* storybook
 - ▶ *Get to Know Me* cards
 - ▶ *Mix It Up* cards (cut one card for each child)
-

RESEARCH AND RELEVANCE

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

Think about this...

Do unfamiliar social situations make you feel excited, comfortable, or anxious?

How do you typically approach new people?

Are there certain kinds of children in your classroom that are easier or more challenging for you to get to know?

Try this today...

Today (and every day), try to make a personal connection with as many children in your classroom as possible: Greet each child individually and ask them how they are feeling or what they are looking forward to that day, notice what a child is doing and ask them a specific question about it, or remember and follow up on something shared earlier.

READ AND DISCUSS: *THE FIRST DAY OF SCHOOL*

Children listen to the story and discuss what it is like to start new things and get to know new friends, and then practice greeting one another.

Before Reading

How did you feel about starting this new school year?

There may be times when you are in a new situation, such as a new class, joining a new team, or moving to a new neighborhood. You may have to try things you have never done or spend time with people you don't very well. It's okay to have a lot of different ideas and feelings about doing or starting something new.

In this story, a group of children are beginning their first day of school, and they each have different feelings about seeing each other again and starting a new grade. As you listen to the story, pay attention to the different feelings that the characters experience and express.

Why do you think Gabriel felt nervous about seeing his friends after the summer? *(He was feeling shy; he thought his friends might have changed; he didn't know what they would say to each other)*

Why do you think Kayla and Kenny were worried that their friends may not want to hang out with them? *(They had been gone for a long time; their friends might have made new friends)*

How was Annie feeling about the first day of school? *(Excited; eager; happy)*

In what ways did Gabriel think that school would be different because they were older? *(Schoolwork could be harder; they would have different routines and be in new places, they might not be with the same friends)*

After Reading

How do you think school will be different this year compared to last year? *(New classroom/playground; different books and materials; get to do more things because they are older; new classmates)*

Annie thought that it was going to be fun to meet new kids at school. How might you feel when you first spend time with new people? (*Nervous; shy; excited*)

What is something you can do today to get to know a new classmate or someone whom you may not know very well? (*Say hello; tell them your name; ask them to play*)

Extension: Have children turn to their buddy and practice saying a greeting (e.g., *hi, hello, good morning*) in a friendly voice.

EXPLORE AND PRACTICE: MIX IT UP

Children share information about themselves with classmates in a game.

Set the Stage

Challenge the children to guess something interesting that they might not know about you (e.g., favorite dessert, number of siblings, whether you speak more than one language) and share your response after several guesses. Allow the class to ask one to two questions and then ask if they learned something new about you. Discuss why it is important for everyone in the class to learn more about one another.

We want everyone in our class to feel welcomed and to feel good about being together. Getting to know one another is important because it helps us understand each other better and get along. Many times we know people at school really well, but there are others whom we don't know as well. We will be doing a lot of things together so that we can get to know each and every person in our class.

Facilitate the Activity

Explain that in this activity, everyone will have a chance to get to know one another better by sharing something about themselves with classmates and then listening to what their classmates say. Give each child a *Mix It Up* card, announce a category (e.g., food), and have children walk around and find the classmates who match that category (e.g., all children with pizza on their cards). Have them sit down with their group and announce one to two questions from the *Get to Know Me* cards to discuss with one another. Choose a new category and have them regroup themselves and provide one to two more questions. Repeat as time allows.

Variation: Have each group draw a *Get to Know You* card to discuss.

Mix It Up card categories:

- ▶ Feelings: *angry, bored, happy sad, scared, surprised*
- ▶ Food: *apple, cake, ice cream, pizza, popcorn, sandwich*
- ▶ Letters: A, B, C, D, E, F
- ▶ Things to Ride: *airplane, car, bike, bus, train, horse*

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

Wrap It Up

How did you feel when your classmates listened to you share about yourself? (*Happy; important; good*)

Why do you think it is helpful to get to know your classmates and for them to get to know you? (*To understand one another; to make new friends; to find things in common*)

What is something new that you learned about a classmate today?

SUPPLEMENTAL ACTIVITIES

Ask Me a Question: Gather the children in a circle. Announce a question that they will be invited to answer about themselves. Roll a ball to a child and ask the question (e.g., *Jaden, what is your favorite television show?*). After the child answers, instruct them to pass the ball, addressing the peer by name, and asking the same question. Continue this process with several children, and then announce a new question before continuing again.

Getting to Know Someone New: Ask the children to think of someone new they would like to talk to or play with that week and have them journal about what they would say or what they could do together. Encourage them to put their plans into action.

Greetings Brainstorm: As a class, create a mind map of different ways to greet someone, including cultural variations.

Personal Treasure Days: Ahead of time, ask families to help their child choose a small item that has special meaning to them—a personal “treasure,” such as a photo, drawing, or a short description—and have them bring it to share with the class. With the entire group (perhaps across several days), invite them to share their treasures one at a time and allow time for a few questions from classmates. Extend the idea by holding “Personal Treasure Days” at different times throughout the year, suggesting particular types of items at various times (e.g., *Bring a favorite item from your bedroom ~ Wear your favorite t-shirt ~ Bring a special item from a family holiday celebration ~ Bring your favorite book*).

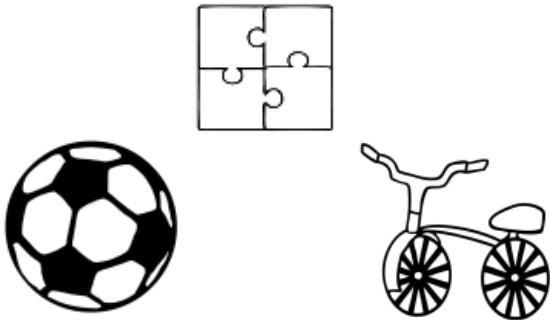
My favorite animal



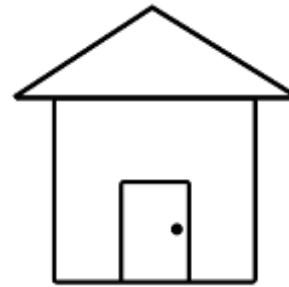
My favorite movie



My favorite belonging



My favorite place to be



My favorite after-school activity



My favorite book



My favorite food



My favorite color



Mix It Up Card Categories

Feelings: *angry, bored, happy, sad, scared, surprised*

Food: *apple, cake, ice cream, pizza, popcorn, sandwich*

Letters: *A, B, C, D, E, F*

Things to Ride: *airplane, bus, bike, car, horse, train*



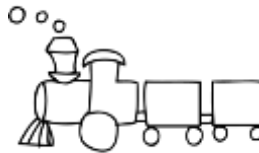
B



C



D



E



F

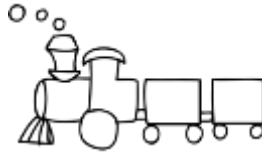




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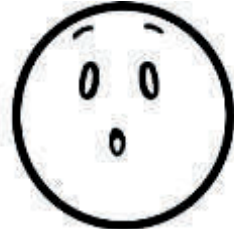
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E



A



F



D





A



C



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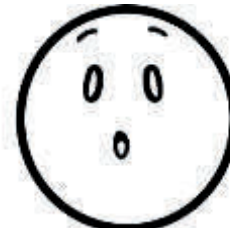
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F



D



A



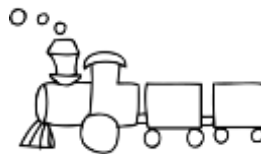
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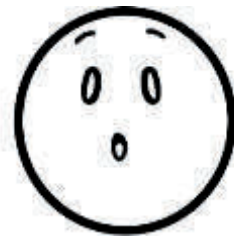
C



B



A



OVERVIEW

Read and Discuss: *The Other Path to School*

Explore and Practice: Buddy Venn Diagrams

GOALS

This set of activities is designed to:

- ▶ Promote an awareness of commonalities with others
- ▶ Encourage comfort in sharing about oneself
- ▶ Foster openness toward learning about others

LEARNING OBJECTIVES

Children will be able to:

- ▶ Identify things they have in common with peers

KEY CONCEPTS AND VOCABULARY

Having things *in common* means that there are things that are the same about you and me.

Getting to know one another helps us discover things that we have in common.

MATERIALS

- ▶ *The Other Path To School* storybook
- ▶ *Commonalities Questions* (optional: one copy per buddy pair)
- ▶ *Buddy Venn Diagrams* (one per buddy pair)

RESEARCH AND RELEVANCE

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

Think about this...

In thinking about your own close relationships, what qualities do you feel are important or are you attracted to in others? Are these similar, different, and/or complementary to your own characteristics?

What are some benefits of having friends with whom you share things in common?

What kinds of similarities or differences do you think are most important or most prevalent in children’s close friendships—interests, temperaments, gender, social skills; other qualities?

Try this today...

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

READ AND DISCUSS: *THE OTHER PATH TO SCHOOL*

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

Before Reading

What does it mean to have something *in common* with someone else? What do you have *in common* with someone here?

Sometimes when you don't know someone or you don't know them very well, it can be hard to imagine what you might have in common. Talking and spending time together can help you get to know one another and discover the ways in which you are similar.

In this story, two friends are reluctant to talk to some new kids from school, but when they do they discover that they have some things in common. As you listen to the story, pay attention to what the characters figure out that they have in common.

During Reading

What are some things that Jordan and Mia have in common? *(They went to the same school; they walked to school together from the same direction; they both loved the monkey bars; they were in the same class)*

How did Mia and Jordan feel about talking to the new kids, Max and Maddie? *(Nervous; shy; uncomfortable; thought it would be weird)* Why? *(They didn't know the kids very well; they didn't know what to say to them or talk about)*

What happened after Jordan, Mia, Max, and Maddie spent some time talking to each other? *(They found things to talk about; they discovered things they had in common; they had fun spending time together)* How did they feel? *(Happy, comfortable; glad to have someone to talk to)*

What were some of the things that the group of kids discovered that they had in common? *(Jordan, Max, and Maddie had noisy pets; Mia, Jordan, and Max liked to climb; they all liked the bird nest; they all liked to explore in the park)*

After Reading

Do you think the kids in the story will keep talking to each other after this day? Why? *(They got to know each other; they feel comfortable around each other, they found things in common)*

If you wanted to get to know someone new, what could you say to start talking to them? *(Say hello; ask them what they like to do; tell them what I like)*

Tip: Have the children turn to their buddy and practice asking what they like to play (e.g., *What do you like to play at recess?*); listen to determine if their answers are the same or different.

EXPLORE AND PRACTICE: BUDDY VENN DIAGRAMS

Children talk with their buddy and record what they have in common.

Set the Stage

Review what it means to have something *in common* (there are things that are the same or similar about you both). Ask the children to look around at their classmates and notice one thing that they have in common with another person, and invite them to share what they observed.

Next, have the children look around again at their classmates while you ask some questions that they may not be able to answer (e.g., *Do you know who really likes dinosaurs? Do you know who doesn't like to be tickled?*). Discuss the importance of getting to know others.

Sometimes it's easy to see that you are the same on the outside, but you don't always know what you might have in common with another person on the inside. You can get to know more about each other by talking and spending time together. This can help you discover things you both have in common, or ways in which you are the same.

Facilitate the Activity

Have the children sit with their buddies and explain that they will be doing an activity that will challenge them to figure out what they have in common. Draw a Venn diagram on the board and invite two volunteers to respond to several questions (e.g., *What do you like to eat for breakfast? How do you usually get to school?*). Demonstrate how to sort and write the responses onto the diagram.

Give a *Buddy Venn Diagram* to each buddy pair. Read a *Commonalities Question* (or pass out copies of the questions to buddy pairs), challenge buddies to talk with each other, try to find an answer that they share in common, and record their responses on the diagram. Emphasize that not all buddy pairs may be able to find something in common for every question, and that's okay! Repeat with additional questions.

Tip: Remind children that they do not have to have a lot in common to be friends with someone, and that people can be similar and different in many ways.

Gather the class and invite each buddy pair to share something they had in common or something that was different about each.

Wrap It Up

What are some things that you learned about your buddy? Did you learn anything that you didn't know?

Why is it important to get to know more about each person in our class? *(To find things in common; to understand each other; to show that you care)*

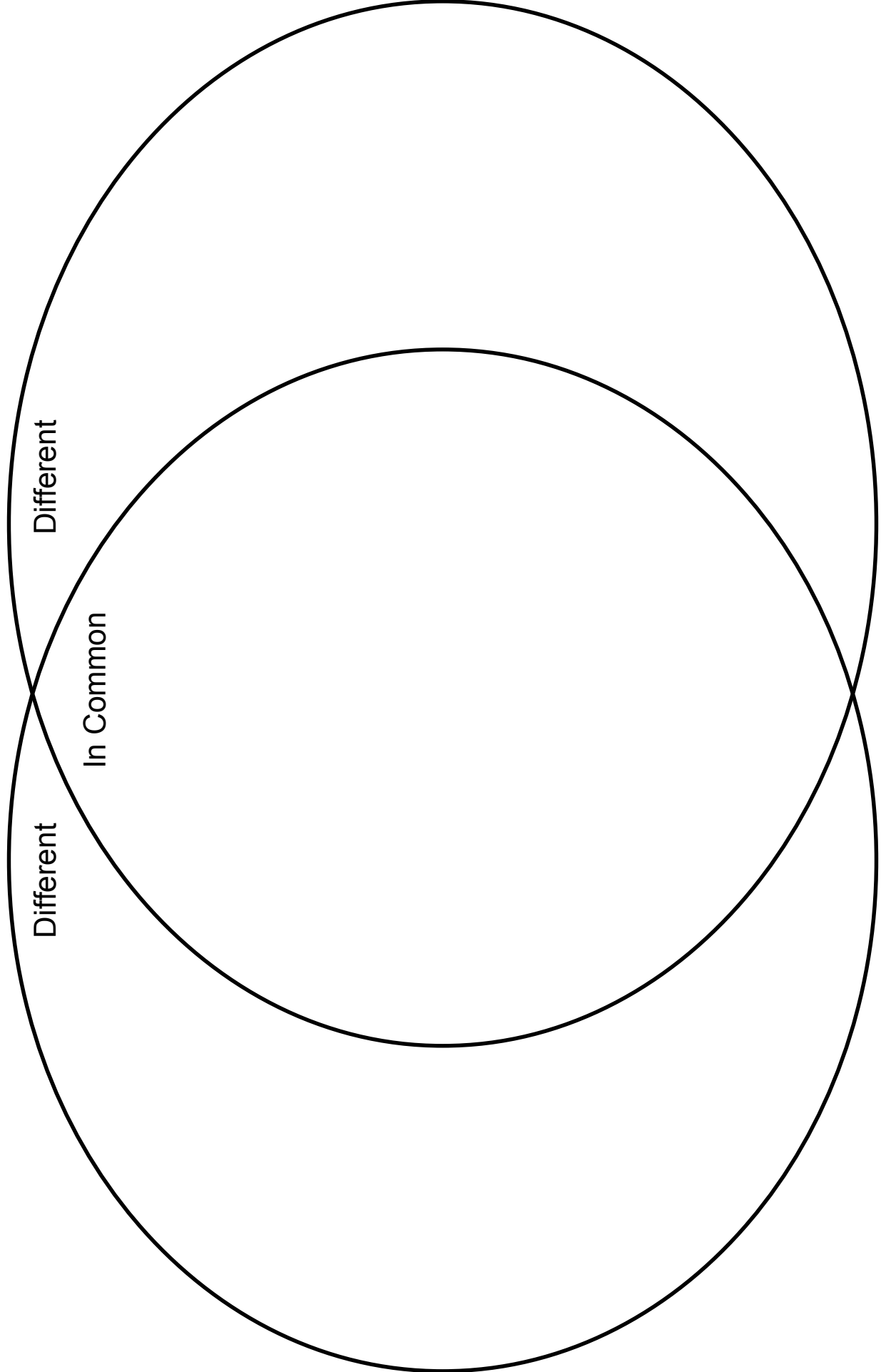
Extension: Have children draw/write to complete a prompt: "My buddy and I both _____. One day we could _____."

SUPPLEMENTAL ACTIVITIES

Commonalities Graphing: Ask a get-to-know-you question and have the children sort themselves physically in the room according to their answers. Point out which children share something in common, noting that all answers are equally valued. Or, post characteristics (e.g., *I have siblings.*) around the room and have children place a sticky note with their name under the answers that apply to them.

| | |
|---|--|
| <p>What do you like to do on the weekends?</p> | <p>What is hard for you to do?</p> |
| <p>What kind of sandwich do you like to eat?</p> | <p>What subject at school do you really like?</p> |
| <p>What are you are good at?</p> | <p>What game do you like to play?</p> |
| <p>Where would you like to visit?</p> | <p>What would like to learn how to do?</p> |

Name _____
Name _____



OVERVIEW

Read and Discuss: *The Telescope*

Explore and Practice: What Makes Me Awesome

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

- ▶ Name benefits of diversity
- ▶ Share something unique about themselves

KEY CONCEPTS AND VOCABULARY

Diversity means that everyone is a little bit different, and no one is exactly the same.

Diversity makes everyone unique and interesting.

You can learn new things from each other.

Having *respect* for someone means that you think good things about them and treat them kindly.

MATERIALS

- ▶ *The Telescope* storybook
- ▶ *What Makes Me Awesome* activity sheet (may be completed ahead of time)

RESEARCH AND RELEVANCE

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

Think about this...

What kinds of people do you tend to befriend first at your workplace, in your neighborhood, or at social gatherings?

In your classroom, do you find yourself drawn more to children with certain kinds of characteristics than to others? Are these similar, different, and/or complementary to your own characteristics?

What are some benefits of having friends with whom you differ (e.g., differ in ability, age, race, gender, life history, etc.)?

Try this today...

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

That's a good question that you have about how crops are harvested. Sarah has said that she visits her grandparents' farm a lot—why don't we ask her what her family has told her about harvesting?

READ AND DISCUSS: *THE TELESCOPE*

Children listen to the story and discuss the value of diversity and the importance of respecting and learning from those that are different from you in some ways.

Before Reading

Why is it nice to have friends who have things in common with you? Why is it also nice to have friends who are different in some ways?

People can be the same or different in many ways—how they look, feel, or what they like to do. Being a little bit different than one another—or having *diversity*—is what makes everyone unique and interesting! You can learn a lot from people who are different than you.

In this story, one child doesn't understand why his classmate likes something that he thinks is boring and strange, so he doesn't really talk to her. When he finally takes the time to get to know her, he learns some really interesting things about her.

As you listen to the story, pay attention to how the characters react to each other's differences.

During Reading

How do you think Maddie felt when Kenny didn't want to look at her new telescope?
(Sad; disappointed)

When Kenny told Maddie about the new video game he played, how did she respond?
(She asked questions about it; she showed interest; she said it sounded like fun; she showed respect)

How do you think that made Kenny feel? *(Happy; Maddie cared about what he was saying; excited to talk about the game)*

Why do you think Kenny didn't want to see Maddie's telescope or have lunch or look at the moon with her? *(He thought what she liked was boring and strange; he liked to talk about other things; he didn't know her very well)*

What new or interesting things did Kenny learn from Maddie? *(He learned about the Asteroid Belt and constellations; she helped him figure out how to get to Level 5 in his game)*

After Reading

If Kenny hadn't decided to start talking to Maddie at her house, what would he have missed? (*Getting to know her better; learning new things; making new friends, having fun together*)

Having *respect* for someone means that you think good things about them and treat them kindly. Can you respect someone who likes or does different things than you? How could you show them respect? (*Talk to them; listen and show interest in what they do*)

Extension: Have the children turn and tell their buddies something different that they each like to play. Then challenge them to think of ways to combine their interests into a new activity.

EXPLORE AND PRACTICE: WHAT MAKES ME AWESOME

Children discuss the value of diversity, share what makes them unique, and learn what makes their classmates unique.

Set the Stage

Discuss the meaning of *diversity* and although people can have some things in common, no one is exactly the same.

Raise your hand if you have blue eyes. Brown eyes. Green eyes. Black eyes. What does it mean to say that there are *diverse* eye colors in our class? Now let's have everyone with brown eyes raise their hands again. Do their brown eyes look *exactly* the same? What differences do you see? (*Point out ways the eyes differs in shade, size, and lashes.*) So even when people are similar in some way, we still have a lot of diversity and everyone is unique.

Facilitate the Activity

Explain that the children will be learning about what makes their class diverse and each person unique.

Have children complete the What Makes Me Awesome activity sheets. After they are completed, collect the sheets. Gather the class back together and read some of the sheets, inviting the class to guess which classmate is being described. After revealing the classmate, allow one to three children to ask that person a question about what they shared. Help them identify similarities and differences among peers, and model positive responses that emphasize what children can learn from one another (e.g., *It sounds like Henry knows a lot about gymnastics. He might have some good ideas to share the next time you're practicing your cartwheels outside.*).

Tip: You may wish to complete this sharing across several days.

Wrap it Up

Why is diversity a good thing? (*It makes things interesting, you can learn from each other, everyone can feel unique*)

Everyone in the class shared a lot of interesting things about themselves. If you heard something that you would like to try or talk about or learn more about, what could you do? (*Talk to a classmate who knows about it; spend time with that classmate*)

Tip: Use the sheets to create a display or book to keep in the classroom.

.....

SUPPLEMENTAL ACTIVITIES

Diversity Displays: Choose a topic (e.g., favorite after-school activity, what their bed looks like) for the children to illustrate. As a group, compare their illustrations and discuss similarities and differences. Create a display and emphasize how it shows all of their diversity.

I Know a Lot About: Have the children write/draw to complete the prompt: *I know a lot about _____.* *I could help my friends learn how to _____.* Use this work to create a class “directory” to encourage peer helping.

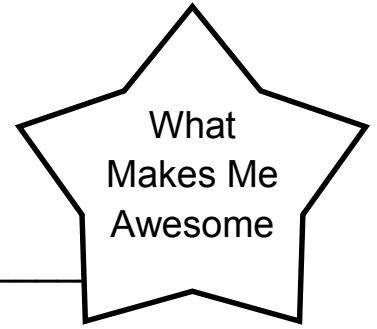
I Want to Learn About: Have children write/draw to complete the prompt: *I want to learn about _____* and list one to two specific questions that they have. Use this work as a springboard for group discussions, encouraging classmates to share their “expertise,” or use this to connect children with similar interests.

Mind Map: Have buddies work together to create a mind map of “What’s Good about Diversity” or “Things We Can Learn from Each Other.”

What Makes Me Proud: Gather the class into a circle and ask them to think of something that makes them feel proud or good about themselves (provide examples). Go around the circle and invite each to share with the class. End with a “hooray” cheer for the entire class.

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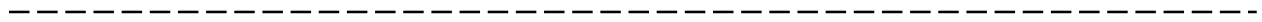
Name _____



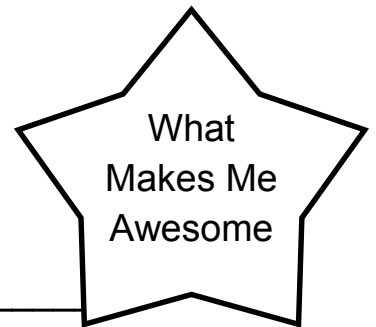
I know a lot about _____

I am really good
at _____.

One time I went
to _____.



Name _____



I know a lot about _____

I am really good
at _____.

One time I went
to _____.

OVERVIEW

Read and Discuss: *The Thunderstorm*

Explore and Practice: *Our Classroom Community*

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

A *community* is a group of people who have something in common or do things with one another.

When you *belong*, you are a part of a group with other people.

Everyone in the class belongs to the classroom community.

MATERIALS

- ▶ *The Thunderstorm* storybook
- ▶ Butcher paper and art supplies
- ▶ Photos of children (optional)

If you have not already done so, consider a name to establish for your classroom community (e.g., the Leap Frogs, the 1B Room Kids, etc.).

RESEARCH AND RELEVANCE

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

Think about this...

To what groups or communities do you belong?

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

Try this today...

Use positive reinforcement to build a sense of connection and community responsibility by pointing out how children's actions can benefit the group.

The Super Stars really worked together to clean up the classroom very quickly! Now we will all have time to play a few math games together before lunch.

Johnny, it was really kind of you to let Olivia have a turn using the magnifying glass. Sharing with each other helps everyone have a chance to work at the center.

READ AND DISCUSS: THE THUNDERSTORM

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

Before Reading

What is a community?

A *community* is a group of people who share something in common, such as living near one another or doing the same activity. People who belong to a community care for one another and work together to accomplish their goals.

What kinds of groups or communities do you belong to?

In this story, some kids have to work together with many others to do something to help their community.

As you listen to this story, pay attention to what the characters do that show that they are a community together.

Tip: Provide examples and ask children to raise their hand if they belong to that group, making sure to include their class as a group to which they all belong.

During Reading

Who came to clean up the park? (*Kids, parents; neighbors; teachers*) Why do you think so many different people came to help? (*They were a community; they all used the park; they wanted the park to look nice; they wanted to help*)

What would have happened if only a few people had come to clean up the park, or if they had only cleaned up the areas they used? (*It would have taken a long time to clean up; the whole park wouldn't have gotten clean*) What needed to happen to make sure that the whole park was clean for everyone again? (*Everyone needed to help; everyone needed to work together*)

What did the kids at the tree house and everyone at the park do to show that they were a community? (*They worked together; helped one another; celebrated what they accomplished together*)

After Reading

When you are part of a community, how do you think you should treat one another? (*Do things together; care about one another; respect one another; help each other*)

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

EXPLORE AND PRACTICE: OUR CLASSROOM COMMUNITY

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

Set the Stage

Ask the children to raise their hand if they belong to the *(class name)* community. Have them look around at their classmates and remind them that everyone who belongs is an important part of the community. Invite them to share some things that they like about being part of their class community, and record these ideas on the board.

Facilitate the Activity

Discuss the meaning of a *symbol*.

A *symbol* is something that represents or stands for something else. Symbols are meant to tell us something about what they represent. Symbols can also be used to represent people or communities. What the symbol looks like or how it is made can tell something important about that community.

Explain that the children will be creating a symbol of their classroom community together.

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

Have the children work together to make a banner or other representation of the classroom community (add photos if desired). Encourage cooperation by having them share materials and work with buddies or in small groups on different aspects of the project. (If working on a common paper, state the expectation that no one will cover another person's work.)

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

Wrap It Up

Why was it important for everyone to work on this together? (*Everyone is part of the class; everyone cooperates and does things together*)

What are some ways that we worked together like a community to make this? (*Helped each other; cooperated, contributed ideas*)

Tip: Provide a few examples of symbols, such as a sports team logo or school mascot.

Variation: Have children write what they like about their class community on paper strips and form into a chain.

How do you feel when you think about how we worked together and look at what we made? (*Happy, like we belong, proud, included*)

What does this symbol show about our classroom community? (*What we're like; how we work together*)

Tip: Frequently using the class name can reinforce the common identity children share and foster a sense of connection with classmates (e.g., *Okay, Super Stars, it's time to line up!*).

SUPPLEMENTAL ACTIVITIES

Classroom Community Helper Pledges: Have children write/draw what they can do that week to help the classroom community.

Classroom News: Have one child be the reporter every week and write up the classroom news. Other children may want to contribute and the “reporter” can put these notes together every week. E-mail or send copies of the class newsletter home each week, and compile the newsletters throughout the year into a class yearbook so that classmates can autograph them.

Classroom Ad: Have children work with a buddy or small group to create an ad for their classroom community, using language and illustrations to convey what is great about being in their class.

Community Recipe: Have children work with a



Empathy and Critical Thinking



Unit 2

OVERVIEW

Unit 2 focuses on promoting emotion understanding and empathy and helping children become flexible thinkers by becoming aware and thinking critically about their own ideas and about the messages they receive from others.

GOALS

This unit is designed to help children:

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

ACTIVITIES

2.1 Recognizing Feelings

Children discuss how various emotions look, sound, and feel, and then illustrate and discuss the internal and external physical cues of different emotions.

2.2 Predicting and Explaining Feelings

Children discuss how to think ahead and predict someone's feelings, how to think back or look for clues to explain someone's feelings, and practice predicting feelings from situations while playing a game.

2.3 Relating Thoughts, Feelings, & Behaviors

Children discuss the relations among thoughts, feelings, and behaviors and practice creating their own Think-Feel-Do chains for a given situation.

2.4 Having Empathy

Children discuss what it means to have empathy for someone and brainstorm ways to show empathy and caring to someone in different situations.

2.5 Understanding Stereotypes about People

Children discuss the problems and limitations of stereotypes about groups of people and practice ways to respond to them.

2.6 Understanding Stereotypes about Objects, Activities, and Roles

Children discuss the problems and limitations of stereotypes about toys, activities, and roles and how these things can be for everyone, and challenge biases present in advertisements for children's products.

2.7 Understanding That People Can Change

Children discuss the potential for growth, learning, and change in each person and practice turning entity (fixed) thinking versus incremental (change) thinking.

2.1 Recognizing Feelings

Suggested information to share with families in the classroom newsletter:

Our class is learning about how emotions can be weak or strong and can change the way your body looks and sounds on the outside and feels on the inside.

You may wish to:

- ▶ Use a wide range of emotion labels to help your child describe how they are feeling and to rate the intensity of their emotional reactions (e.g., happy with a pizza party; happier with a birthday cake; happiest with a new pet).
- ▶ When watching a television show or movie, mute the volume and try to identify how the characters are feeling. Talk with your child about the physical or situational cues that will help them figure out each person's emotions.

2.2 Predicting and Explaining Feelings

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

- ▶ While reading books together, pause throughout the story and invite your child to think ahead and predict how the character might feel next, or to think back about what events or thoughts might explain some of the character's feelings
- ▶ Talk with your child about ways that people react emotionally to different situations. For example, discuss how each of you (or other family members) would feel in scenarios such as the following scenarios, and why your feelings might be the same or different
 - You are about to read something that you wrote in front of a big group of people
 - You are about to take off the runway in an airplane
 - You have nothing to do for the next hour
 - You just finished a really hard puzzle
 - A neighbor's cat climbs onto your lap
 - Someone tells you that you did a great job
- ▶ Help your child notice clues about why someone feels a certain way by pointing someone out (e.g., *That child is standing all alone at the edge of the playground, but there are a lot of kids playing on the swing set. Why do you think she might look so sad?*).

2.3 Relating Thoughts, Feelings, and Behaviors

Suggested information to share with families in the classroom newsletter:

Our class is “thinking about our thinking” and talking about the ways in which our thoughts about people or situations can influence how we feel and what we do. Recognizing that people have different thoughts or perspectives that cause them to behave in certain ways can help us understand one another better.

You may wish to:

- ▶ Help your child be mindful of their thinking, or recognize their own thoughts about a person or situation and how these thoughts affect their feelings and choices (e.g., *It sounds like you really don't want to go to your friend's house this afternoon. Is there a reason why? Is there something you'd like to share?*)
- ▶ Help your child understand other people's behavior by exploring the kinds of thoughts that could be causing it (e.g., *You said that you don't like when your sister tags along with you and your friends to the park and that it annoys you. What could she be thinking when she follows you there? Could she think that it would be fun to hang out with you? What if she's bored at home without you? Why don't we talk to her and see what she thinks?*).

2.4 Having Empathy

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

- ▶ Model empathy by showing an awareness and understanding of your child's feelings—even if you don't share or agree with them (e.g., *I can see that you're angry, but it's time to turn off the computer and get ready for dinner.*).
- ▶ Explain your own feelings (both positive and negative) to your child to help them understand how others feel and why (e.g., *It makes me so happy when I see you being kind to your brother by reading a story to him.*).
- ▶ Talk with your child about the consequences of his or her actions (both positive and negative) toward others (e.g., *How do you think your friend felt when you said you had asked someone else over to play instead? That probably hurt his feelings and made him feel left out.*).

2.5 Understanding Stereotypes about People

Suggested information to share with families in the classroom newsletter:

Our class is talking about the problems with stereotypes and how making those kinds of assumptions can prevent us from getting to know what other people are really like.

You may wish to:

- ▶ Discuss with your child what a *stereotype* is and why it is a problem.
- ▶ Discuss with your child what they can do instead of making assumptions about what someone is like or what they like to do.

2.6 Understanding Stereotypes about Objects Activities, and Roles

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

- ▶ Discuss with your child why people choose or have the jobs that they have.
- ▶ Encourage their involvement in a diverse range of activities based on their personal preferences, strengths, or areas where they can learn and grow.
- ▶ Describe different kinds of activities and occupations with similarly positive terms to demonstrate that they are equally valued.

2.7 Understanding That People Can Change

Suggested information to share with families in the classroom newsletter:

Our class is talking about how everyone can change, and that means we will have lots of opportunities to grow, learn and try new things. Focusing on our ability to grow, learn, and change can help us persist in trying new things.

You may wish to:

- ▶ Ask your child for one example that they have changed this year.
- ▶ Focus on “process rather than product”—praise your child for their efforts rather than what they accomplish (e.g., *I see that you are working really hard at trying to tie your own shoes!*).

OVERVIEW

Read and Discuss: *The Bouncy Ball*

Explore and Practice: Feeling Figures

GOALS

This set of activities is designed to:

- ▶ Foster awareness that emotions have external and internal cues
- ▶ Foster awareness that emotions can vary in intensity
- ▶ Promote recognition of own and others' emotions

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

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

- ▶ Look and sound on the outside
- ▶ Feel on the inside

Emotions can be weak or strong.

MATERIALS

- ▶ *The Bouncy Ball* storybook
- ▶ Whiteboard
- ▶ *Emotion Cues* chart (teacher reference)
- ▶ *Feeling Figure* (one per child)
- ▶ *Feeling Faces* cards (cut into cards; one per buddy pair)

RESEARCH AND RELEVANCE

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

Think about this...

How do you physically experience different feelings with your body? Do you tend to have low or high intensity reactions, or does this differ according to feeling?

Are there any types of feelings that are especially familiar or particularly uncomfortable for you to experience?

Try this today...

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

READ AND DISCUSS: *THE BOUNCY BALL*

Children listen to the story and discuss how everyone has many emotions, which can change how they look and sound on the outside and how they feel on the inside.

Before Reading

How do you *feel* right now? Close your eyes—can you describe how your body feels on the inside? If someone looked at you right now, would they be able to tell how you feel on the inside by how you look on the outside?

Emotions are the feelings that happen when you react to something. Emotions can change how you look and sound on the outside and how you feel on the inside of your body. Everyone has many emotions, all day long. Some emotions are strong, and some are weak. Some emotions feel good, and some can feel uncomfortable.

In this story, a child experiences many different emotions—before he even gets to school.

As you listen to this story, pay attention to the different emotions the main character has and how they change the way he looks and sounds on the outside and feels on the inside.

During Reading

Did Gabriel really mean that he was having a great start to his day? What clues showed how he really felt? (*Frowned, slammed the door; grumbled*)

When Gabriel saw that he had overslept and his stomach was twisting up in knots, how was he feeling? (*Worried; nervous, anxious*) **When you are nervous or worried, what other things might happen to your body?** (*Stomach shaking; heart racing/pounding; hands sweating; eyebrows furrowed*)

When Gabriel's dad offered to drive him to the park so he wouldn't be late, how did his feelings change? (*He felt relieved and relaxed*) **What changes happened to his body?** (*Breath exhaled; body relaxed; mouth smiled*)

How did Gabriel's feelings change as he kept talking to his dad about the Fall Farm Festival? Did they grow stronger or weaker? (*Got stronger; more excited; felt more tingly inside*)

Tip: Ask the children how they would have reacted to the various story situations, emphasizing that people can react to the same things differently or can show their feelings in different ways.

How can taking deep breaths be helpful when you are having strong emotions, like when Gabriel thought the festival might be cancelled? (*Calms you down; relaxes your body; helps you focus on something else; makes you breathe more slowly*)

What else could you do to calm down? (*Count to five; tell someone how you*

Extension: Have the children practice taking a few deep breaths and letting their body relax

After Reading

What feelings did Gabriel experience in the hour before he left for school? (*Frustration/anger, surprise, worry/nervousness; relief; happiness; excitement; disappointment/sadness*)

Why is it important to pay attention to the feelings that you are having and how your body feels? (*I can think about what is making you feel that way; I can understand your feelings and stay in control*)

How can you figure out how someone else is feeling? (*Look at their face and body; listen to their voice; ask them how they feel*)

EXPLORE AND PRACTICE: FEELING FIGURES

Children illustrate and write about how they feel, look, and sound when they experience emotions.

Set the Stage

Have the class imagine feeling tired and sleepy and describe how they would feel on the inside and look and sound on the outside. Encourage very specific and physical descriptions (e.g., *How do your legs and arms feel? Your eyes? Your head? How do your eyes look? Are you doing anything with your mouth or your arms or your hands? If you said goodnight when you were very sleepy, how would you say it—what would you sound like?*), and have the children turn to their buddy and demonstrate being tired. Summarize by stating that feeling sleepy can make them look and sound different on the outside and feel different on the inside.

Facilitate the Activity

Review the concept of emotions.

Emotions are the ways that we react to things, and they can change how we feel on the inside and how we look and sound on the outside. Everyone can feel and show their emotions in different ways.

Hang (or draw) a *Feeling Figure* on the board and choose a basic emotion. Challenge the class to describe how someone with that emotion might *look* (on the outside), *sound* (on the outside), and *feel* (on the inside). Encourage very specific and physical descriptions, and write or draw the cues on the feeling figure.

Have children sit with their buddy, distribute *Feeling Figures*, and give each buddy pair a *Feeling Faces* card. Using the *Feeling Figure*, have each child illustrate and write what they feel, look, and sound like when they experience that emotion. As they are working, guide them in thinking of how they could represent certain descriptions more vividly (e.g., burning cheeks could be colored red; knots in stomach could be represented with a drawing of a knot; clenched hands or folded arms could be written or drawn onto the figure). Ask buddies to share their pictures with each other and compare how they are similar or different. Gather the group to share their work and discuss.

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

Wrap It Up

Why is it important to pay attention to your body when different things happen? *(You will know how you feel, you can understand how someone else might feel when those things happen, you can ask for help if your feelings are uncomfortable)*

When something happens, like if we just found out that our class was going on a field trip, why might people in our class look and sound differently than one another? *(People can have different feelings about the same thing, people show their emotions differently, people might have stronger or weaker feelings than one another)*

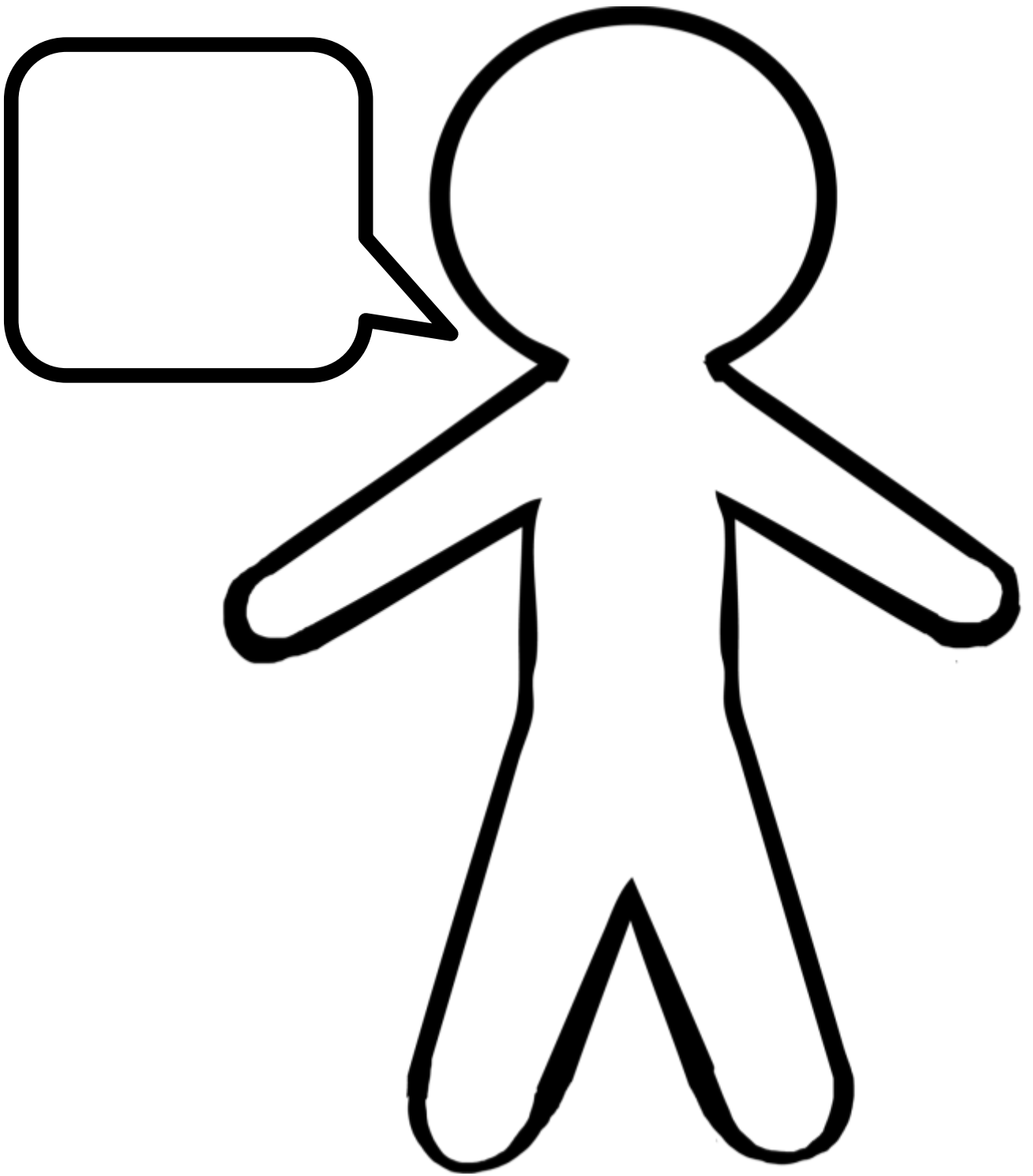
SUPPLEMENTAL ACTIVITIES

Follow the Leader's Feelings: Have children role-play emotions with their whole body by having them line up behind you and play follow the leader, matching their manner of walking to the emotion that you have announced and are demonstrating. For example, have children follow you in "excited walking."

What's My Feeling Temperature?: Demonstrate how you feel by making the appropriate facial expression and then lowering or raising your body like a thermometer to indicate how strongly you feel (e.g., scrunching down on the ground to show feelings that are just a little strong, standing up straighter to show feelings that are somewhat strong, and reaching up to the ceiling to show the strongest possible feelings). Announce a scenario (e.g., *How would you feel if you forgot your lunch at home?*) and have the children indicate how they would feel by demonstrating the emotion face and raising or lowering like a thermometer. After several scenarios, add challenges by having them face their buddy and close their eyes. After they respond to the next scenario, have them open their eyes and look at how their buddy has responded to see how similar or different they would feel in that situation. Remind children that people often feel differently about the same situation.

Some Emotion Cues

| Emotion | Can look like | Can sound like | Can feel like |
|---------------|--|--|---|
| Anger | Lowered inner eyebrows Bulging eyes Squinting eyes Tightly pressed lips Crossed arms Clenched fists Stiff body | Yelling Shouting Stomping | Hot Boiling Bubbling Tight |
| Disgust | Crinkled nose Puckered mouth Furrowed brow Squinting eyes | Gagging | Tight Shaky Sick |
| Embarrassment | Eyes down Red cheeks Hands over face Biting lip "Nervous" shaky smile | Shaking voice Quivering voice Quiet voice Silence | Hot Shaky Racing, pounding heart |
| Fear | Raised eyebrows Opened eyes Opened mouth Pulled back corners of the mouth Limbs pulled into body Shaking body | Shaking voice Quivering voice Whimpering | Dry mouth Tight Stiff Sweating Racing, pounding heart |
| Frustration | Furrowed brow Squinting eyes Tight lips Stiff body | Grunting Growling Stomping | Stuck Tight |
| Happiness | Raised corners of the mouth Crinkled eyes | Clapping Cheerful voice Squealing Laughing | Bubbling Jumping Relaxed |
| Sadness | Raised inner eyebrows Lowered eyelids Lowered corners of the mouth Trembling lip Slumped, drooping body | Crying Sobbing Moaning Whining | Weak Weepy Droopy |
| Surprise | Arched eyebrows Widely opened eyes Dropped jaw Palms raised Sudden backward movement | Gasping Screaming Cheering | Racing, pounding heart Jumpy |



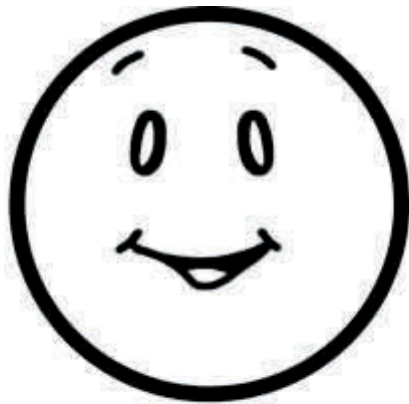
When I am _____, I FEEL, LOOK, and SOUND like this.



Afraid



Embarrassed



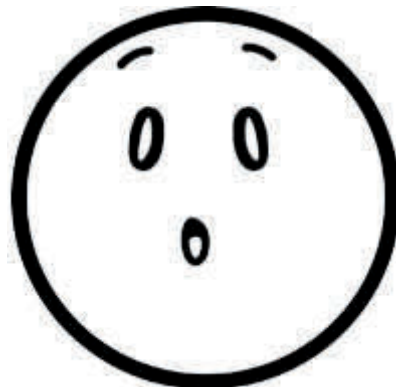
Happy



Mad



Sad



Surprised

OVERVIEW

Read and Discuss: *The Loose Tooth*

Explore and Practice: Emotion Matchup

GOALS

This set of activities is designed to:

- ▶ Increase understanding of emotional consequences of situations
- ▶ Increase understanding of causes of emotions
- ▶ Promote an awareness of situational cues in understanding emotions

LEARNING OBJECTIVES

Children will be able to:

- ▶ Identify potential causes of various emotions

KEY CONCEPTS AND VOCABULARY

To *predict* means to make a guess about what might happen next.

You can *think ahead* and try to predict how someone might feel after something happens.

You can *think back* to what happened first to try and understand how someone is feeling.

You can pay attention to what is happening to find clues about why someone feels the way they do.

MATERIALS

- ▶ *The Loose Tooth* storybook
- ▶ *Reasons for Feelings* picture scenarios
- ▶ *Emotion Faces* chart
- ▶ *Emotion Matchup* scenario cards (copy and cut four to six scenarios for each buddy pair)

RESEARCH AND RELEVANCE

Social-emotional learning includes emotion understanding skills such as the ability to predict what feelings would likely result from a particular experience (feelings as consequences) and understanding and generating potential experiences that may result in a given feeling (causes of feelings). Children with greater emotional understanding tend to do better in school, both socially and academically.

Think about this...

Do you find that it is easier to predict the feelings of some adults or children more than others? Does that impact the way you interact with those people in any way?

Have you ever been in a situation in which your emotional response differed greatly from someone else's who was involved in the same situation? What was that like for you?

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

Try this today...

While reading books aloud, pause after story events occur and invite the children to *think ahead* and predict how the character might feel next. If characters react in a surprising way, discuss why. Alternatively, have children *think back* to identify events or thoughts that explain why characters feel a certain way.

READ AND DISCUSS: *THE LOOSE TOOTH*

Children listen to the story and discuss how to use physical and situational clues to understand someone's feelings.

Before Reading

Have you ever seen a friend feeling happy or sad or angry and had to figure out why they felt that way? What can you do to try and understand someone's feelings?

Everyone has different feelings or emotions, and understanding each other's feelings can help people get along. Looking for clues, thinking back to what happened first, and talking to each other can help you understand how someone else is feeling and why they feel that way.

In this story, a group of friends has to figure out why they are each feeling the way they do.

As you listen to the story, pay attention for times when the characters have different feelings and think about what may be causing those emotions.

During Reading

Why do you think that Kayla was surprised when she looked at the *Show and Tell* Board? (*She didn't know it was her turn*) When her friends found out that she was worried about *Show and Tell*, what did they do? (*Offered to help her think of something to share*)

What do you think Mia and Jeremy were excited to tell Kayla at lunch? (*An idea for Show and Tell*)

Why do you think Mia and Jeremy were surprised when they saw Kayla laughing? (*She looked different; she lost her tooth*)

How do you think Kayla will feel when she gets a tooth necklace? (*Excited; happy, proud*) Why do you think Kayla looked sad when she returned to the classroom? (*She didn't get a tooth necklace*) What clues did you use to figure that out? (*She had gone to the office to get a tooth necklace; she wasn't wearing a necklace; she was holding an envelope instead*)

Why do you think Kayla was suddenly excited about going to the carpet for Show and Tell? (*She had an idea for Show and Tell*) What do you think she was going to tell the class? (*She was going to talk about her tooth*)

Tip: As the characters express different emotions, have the children think about why they might be feeling that way before continuing the story.

After Reading

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

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

EXPLORE AND PRACTICE: EMOTION MATCHUP

Children play a game to practice matching scenarios with emotions.

Set the Stage

Choose a situation likely to elicit a strong emotional reaction in the children, and ask them to imagine how they would feel in that situation (e.g., *How do you think you would feel if our class was chosen to perform a dance in front of the rest of the school?*). Have the children share their reactions with their buddies, and then invite a few to share with the class. Ask if buddies felt the same way, and if anyone thinks they would have a different feeling, emphasizing that *sometimes people feel differently about the same thing*. Summarize how the situation would make children feel (e.g., *So our class was going to perform a dance in front of the whole school, most of you would be really excited and a couple of you would feel a little nervous.*).

Emotions, or feelings, are one way that you react to things and situations. When you know the situation, you can *think ahead* in order to try and predict, or guess, how someone might feel next. You might be able to guess based on how you think you would feel or how you've seen other people react when that happens.

Show the class the first *Reasons for Feelings* picture.

Sometimes you already know how someone is feeling and you want to figure out the reason why. Let's look at this picture. If you saw a child standing in the lunchroom looking just like this, how do you think he would be feeling? (*Sad, disappointed, scared*) How would you know that he feels that way? (*Frowning, crying*)

What are some reasons that someone might be feeling sad in the lunchroom? (*He forgot his lunch; someone wasn't nice to him; he forgot his homework*).

There can be many reasons why people have certain feelings. If you know how someone is feeling; you can look for clues in the situation or *think back* about things that happened first in order to figure out why that person feels the way they do.

Show the second *Reasons for Feelings* picture.

Let's look at another picture of this child who is sitting in his desk feeling sad. Now why do you think he is sad? (*He didn't do well on a test*) What clue did you see that helped you figure out the reason why he is sad? (*There is a paper on this desk with a big red X*)

Show the third *Reasons for Feelings* picture.

Sometimes you might not see any clues about why someone has a certain feeling, but you can *think back* and try to remember what happened first. Let's look at a different picture and notice what this child's classmate is thinking and remembering about him. Now why do you think he is sad? (*He fell off the swing*)

Facilitate the Activity

Have children sit with their buddies and pass out a four to six *Emotion Matchup* cards to each pair. Ask children to read the scenarios on their cards quietly.

Now we're going to play a game called *Emotion Matchup* that will help us think about different reasons for different feelings. I'm going to name an emotion and you and your buddy are going to look at your cards to see if any of the situations on your cards could be reasons for having that feeling. If you have a situation that results in feeling that way, you can place the card in front of you. If you have more than one matching situation, just choose one. When you and your buddy put down your last card, you can say "Matchup" together!

Call out various feelings from the *Emotion Faces* chart one at a time. After each emotion, allow the children time to look over their cards and place a match in front of them. Invite several buddy pairs to share the situations they have identified as reasons for the feeling. When relevant, try to find a few times to have the children brainstorm clues they see if their situation was the cause of the feeling (e.g., *How would you know that the reason someone was scared was because they heard a loud noise? What clues would you see? Hands covering their ears.*).

Continue playing as time allows (you may wish to mix up and redistribute the cards once or twice).

Tip: You may wish to cut the *Emotion Faces* into cards to draw from a cup.

Wrap It Up

In this game, you had to think about what kinds of situations could cause a person to feel a certain way. What if you don't know how a person feels but you already know what happened—what can you do to determine how they might be feeling? (*Think ahead and predict their feeling; think of how I would feel in that situation*)

How can understanding another person's feelings in a situation help you to be a better friend? (*You will know how to respond to them, you might discover that you have similar feelings*)

SUPPLEMENTAL ACTIVITIES

Emotion Bingo: Copy and cut the *Emotion Faces* chart into cards and give each buddy pair three to four emotion faces. Read the *Emotion Matchup* scenario cards one at a time, and have the children predict how someone might feel in that situation, and put down the emotion face that matches the scenario. Buddies say “Bingo!” when they have matched all of their emotion faces.

My Feelings: Have the children draw and write to complete the prompt: *I feel _____ when _____*. Gather the class and invite them to share their feelings and reasons.

Reasons for Feelings: Give small groups an emotion word and have them make a list or mind map of at least five reasons why a person might feel that way.




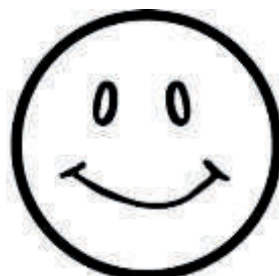





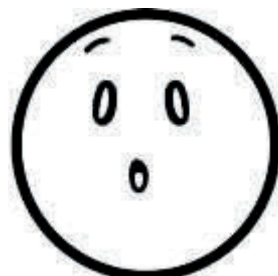
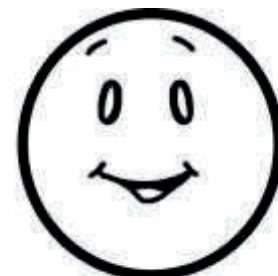


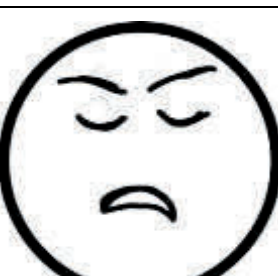
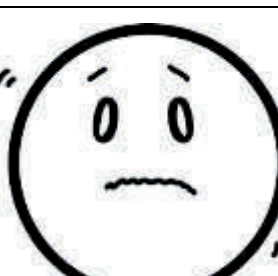
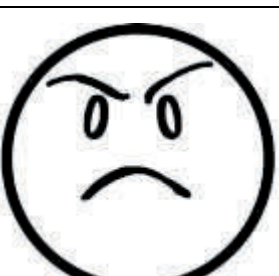
What's the Story? Give individuals or small groups of children magazine photos of people expressing emotions. Have them create a story about what emotion their character is experiencing, and why.







Emotion Faces

| | | | |
|---|---|--|--|
|  <p>Angry</p> |  <p>Worried</p> |  <p>Disappointed</p> |  <p>Glad</p> |
|  <p>Shy</p> |  <p>Afraid</p> |  <p>Excited</p> |  <p>Sad</p> |
|  <p>Bored</p> |  <p>Surprised</p> |  <p>Happy</p> |  <p>Embarrassed</p> |
|  <p>Scared</p> |  <p>Frustrated</p> |  <p>Nervous</p> |  <p>Mad</p> |

| | | |
|--|--|---|
| <p>You forgot to bring your homework to school.</p> | <p>You were asked to read the story you wrote to the class.</p> | <p>You said something that hurt your friend's feelings.</p> |
| <p>You heard that one of your classmates was sick and in the hospital.</p> | <p>The other team laughed when you missed the ball.</p> | <p>Your team came in first place for the Field Day relay race.</p> |
| <p>A classmate showed you a big, hairy bug on the ground.</p> | <p>You couldn't join the soccer game because it had already started.</p> | <p>At lunchtime, your friends were talking about a book you had never read.</p> |
| <p>You had to work with someone you didn't really know.</p> | <p>You helped a classmate and they didn't say thank you.</p> | <p>You heard a loud crash right outside the classroom door.</p> |

| | | |
|--|--|---|
| <p>You left your lunch money at home.</p> | <p>You were asked to sing in front of the music class.</p> | <p>You stepped on a classmate's foot and they started crying.</p> |
| <p>A classmate said that she liked your drawing.</p> | <p>Some kids laughed because you spilled paint all over your shirt.</p> | <p>Your class won a pizza party.</p> |
| <p>A classmate showed you a big scrape on her knee.</p> | <p>You asked to join the soccer game but the kids said it was too late.</p> | <p>Someone came up behind you and yelled, "Boo!"</p> |
| <p>Your new buddy was someone you didn't know very well yet.</p> | <p>You found a friend's hat and gave it to him, and he didn't say thank you.</p> | <p>A friend waved and smiled at you when you got to school.</p> |

| | | |
|---|--|---|
| <p>Your friend didn't want to try your new idea about how to play a game.</p> | <p>You answered your door and it was a friend who wanted to play with you.</p> | <p>Someone stepped on your new shoes and got them dirty.</p> |
| <p>You helped a classmate find his lost watch.</p> | <p>Your friend shared cookies with you.</p> | <p>You didn't like the video you were watching in class.</p> |
| <p>You finally solved a hard math problem.</p> | <p>A classmate let you borrow a pencil when yours broke.</p> | <p>You found out your friend was moving to another state.</p> |
| <p>Recess ended before you got a turn in the game you were playing.</p> | <p>You didn't see your ride waiting for you after school.</p> | <p>You tripped and fell in front of the whole class.</p> |

| | | |
|--|--|--|
| <p>Your math group wasn't listening to your idea about how to solve the problem.</p> | <p>A friend invited you to play after school.</p> | <p>A classmate bumped into you and you dropped your project, and it broke.</p> |
| <p>Someone laughed at your new haircut.</p> | <p>Your friend shared some stickers with you.</p> | <p>There was nothing you wanted to do outside during recess.</p> |
| <p>You were asked to answer a math problem out loud in front of the class.</p> | <p>You couldn't start the computer game, and then a classmate showed you what to do.</p> | <p>You found out that one of your friends was moving to a different class.</p> |
| <p>Someone took the last spot at the computers even though it was your turn.</p> | <p>You couldn't find your glasses anywhere in your backpack.</p> | <p>When you swung the bat really hard, you missed the ball and fell down in front of the whole team.</p> |

OVERVIEW

Read and Discuss: *The School Dance – Part 1*

Explore and Practice: I Think, I Feel, I Do

GOALS

This set of activities is designed to:

- ▶ Promote understanding of the relations among thoughts, feelings, and behaviors

LEARNING OBJECTIVES

Children will be able to:

- ▶ Describe different thoughts, emotions, and behaviors that may occur in response to a situation
- ▶ Describe how thoughts about a situation can lead to particular feelings and behaviors

KEY CONCEPTS AND VOCABULARY

What you think about a situation can influence how you feel and what you do.

People can *think, feel, and act* differently in the same situation.

MATERIALS

- ▶ *The School Dance – Part 1* storybook
- ▶ Whiteboard
- ▶ *Think, Feel, Do* figures
- ▶ *Think, Feel, Do* examples
- ▶ *Think, Feel, Do* activity sheets (one two-page set per buddy pair)
- ▶ Scissors and glue

RESEARCH AND RELEVANCE

Emotion understanding skills include the recognition that people can have different thoughts (beliefs and ideas) and feelings about the same situation. Understanding this variability in cognitive and emotional reactions allows children to begin to understand the perspectives of others, an important relationship skill. Also important is the understanding of how thoughts influence feelings and behaviors, and the recognition that because thoughts about a situation can vary across people, they might react and behave differently.

Think about this...

How mindful are you of your own thoughts? Do you often take time to intentionally reflect on your beliefs about the people and the issues in your life and your work?

Have you ever tried to intentionally change your thoughts about someone, even though you didn't really want to do so (e.g., gave someone the benefit of the doubt)? Did you find that your feelings or behaviors toward that person changed at all?

Try this today...

Help children make connections between what people do and the thoughts that may be motivating their behavior (e.g., *When Martin Luther King, Jr. gave his "I Have a Dream speech," did he think that things could change, or that they would always stay the same? If he thought that things would never change, what kind of speech do you think he would have given instead?*).

READ AND DISCUSS: *THE SCHOOL DANCE* — PART 1

Children listen to the story and discuss the different thoughts and feelings that might be associated with each character's behaviors.

Before Reading

Have you and a friend ever had very different feelings about the same thing? Have you ever been surprised by the way someone else reacted to something?

Sometimes we have different ideas and feelings than other people, and that can make us react to things in different ways. When we know what others are thinking and feeling, it helps us understand why they do the things they do.

In this story, two friends have a hard time getting along because they each react in different ways to a task they are supposed to work on together.

As you listen to this story, pay attention to what happens when the characters don't understand one another's behaviors, and think about what they could do to clear up the misunderstanding.

During Reading

When it was time to go onstage to practice; what did Annie think about being in the school dance? (*It was going to be fun; she loved to dance; she couldn't wait for the performance*)

What did Kenny think would happen during the dance? (*He didn't want to dance; he thought he might bump into people*)

As Kenny was thinking about how he didn't want to dance; how did that make him feel about practicing the dance onstage? (*Nervous; worried; anxious; didn't want to dance*) What clues showed you that he felt this way? (*He sighed; frowned; slouched (walked in a droopy way) toward the stage; his stomach felt tight*)

Did Annie and Kenny understand how each other felt? How did this misunderstanding cause problems for them? (*Annie was frustrated that Kenny wouldn't practice with the team and didn't understand why; Kenny felt badly for letting down his team*)

What did Annie think about Kenny that made her frustrated with him? (*Thought that he didn't care about being a part of the team; thought that he didn't want to practice*)

Tip: Ask the children how they would have reacted to the various story situations, emphasizing that people can react to the same things differently or can show their feelings in different ways.

After Reading

If Annie had known Kenny’s real thoughts and feelings about the dance, do you think she would still be angry at him? What should she have done instead?
(Encouraged him; understood him; helped him practice; listened to his feelings)

Is it okay for people to think differently about the same thing? Why do you think Kenny didn’t tell Annie how he really felt? *(He might have been worried that she wouldn’t understand; he didn’t want to let her down; he didn’t want to disagree; he didn’t want her to worry about him)*

EXPLORE AND PRACTICE: I THINK, I FEEL, I DO

Children discuss the links among thoughts, feelings, and behaviors and predict behaviors that might result from having different thoughts and feelings.

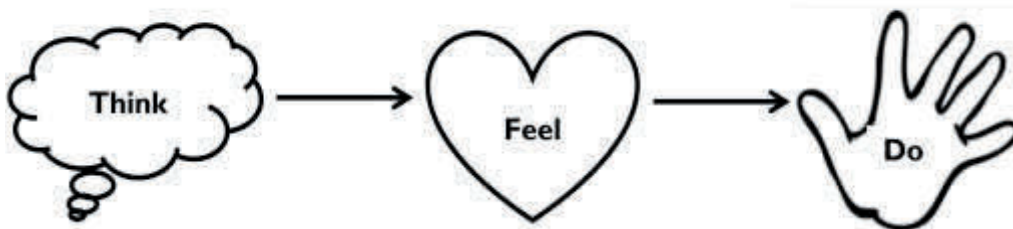
Set the Stage

Pretend that you are thinking very hard about something, and ask the class if they know what you are thinking, and why *(because only you know, you are thinking inside of your head, you are not saying your thoughts)*. Then ask the class what it means to “think about something” or to “have a thought,” and discuss their answers.

Thoughts are your ideas, or things that you might say to yourself inside of your head. Most people are thinking about something almost all the time. What you think can change how you feel about it or what you do next.

Facilitate the Activity

Hang (or draw) the three *Think, Feel, and Do* figures and draw arrows between them, as shown below.



Tip: If the children talk first about their feelings, guide them in considering the source of those feelings (e.g., *If you would feel sad about not going on a field trip, what might you be thinking, or saying to yourself about it?*).

Using the *Think, Feel, Do* examples as a guide, discuss the scenario as you demonstrate the links between the thoughts, feelings, and behaviors that people have in a given situation.

- ▶ Write the situation underneath and to the left of the figures. Have the children think about a time when they have been in that situation or if they can imagine it (e.g., *What would you think if you found out that our class field trip had been cancelled?*).
- ▶ Invite one child to share what they would think, and write it under the *Think* figure.
- ▶ Draw an arrow to the right, and ask the children how having that thought might make someone feel about the situation, and write the emotion under the *Feel* figure.
- ▶ Draw an arrow to the right, and ask them what they might do next if they felt that way about the situation (e.g. *If you thought about how much you had wanted to go on the field trip and then you felt sad about not being able to go, how might you act? What would you do?*), and write the behavior under the *Do* figure.

Repeat the process with another example, listing a new situation and guiding the children in discussing a resulting thought, feeling, and behavior.

Review the *thought, feeling, behavior* diagram with the children.

What you think about a situation can change the way you feel and what you do next. When we know how someone thinks about a situation, we can understand why they feel and behave in the ways that they do.

Pair the class with buddies and pass out the *Think, Feel, Do* activity sheets (one two-page set per pair). Guide them in cutting out the *Feel* and *Do* pieces and gluing them next to the corresponding thoughts on the first page. When completed, gather them together to share their work with the class.

Wrap it Up

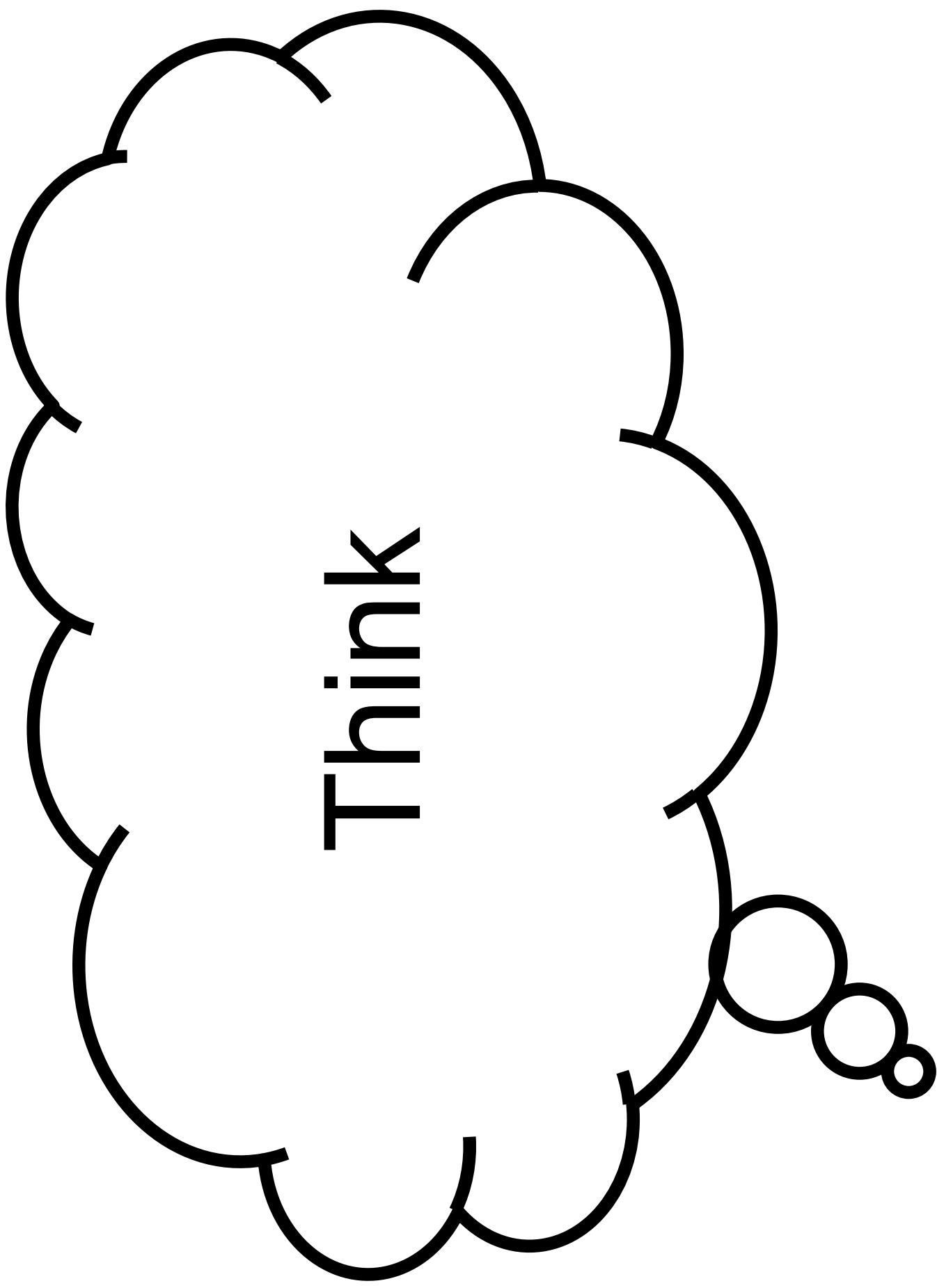
Why is it important to pay attention to what you are thinking? (*Because our thoughts can make us feel and act in certain ways so that we can understand our feelings*)

If you were upset or angry about a situation, what could you do to try and change how you feel? (*Try to think differently about it, talk to other people and see what they think and feel about it*)

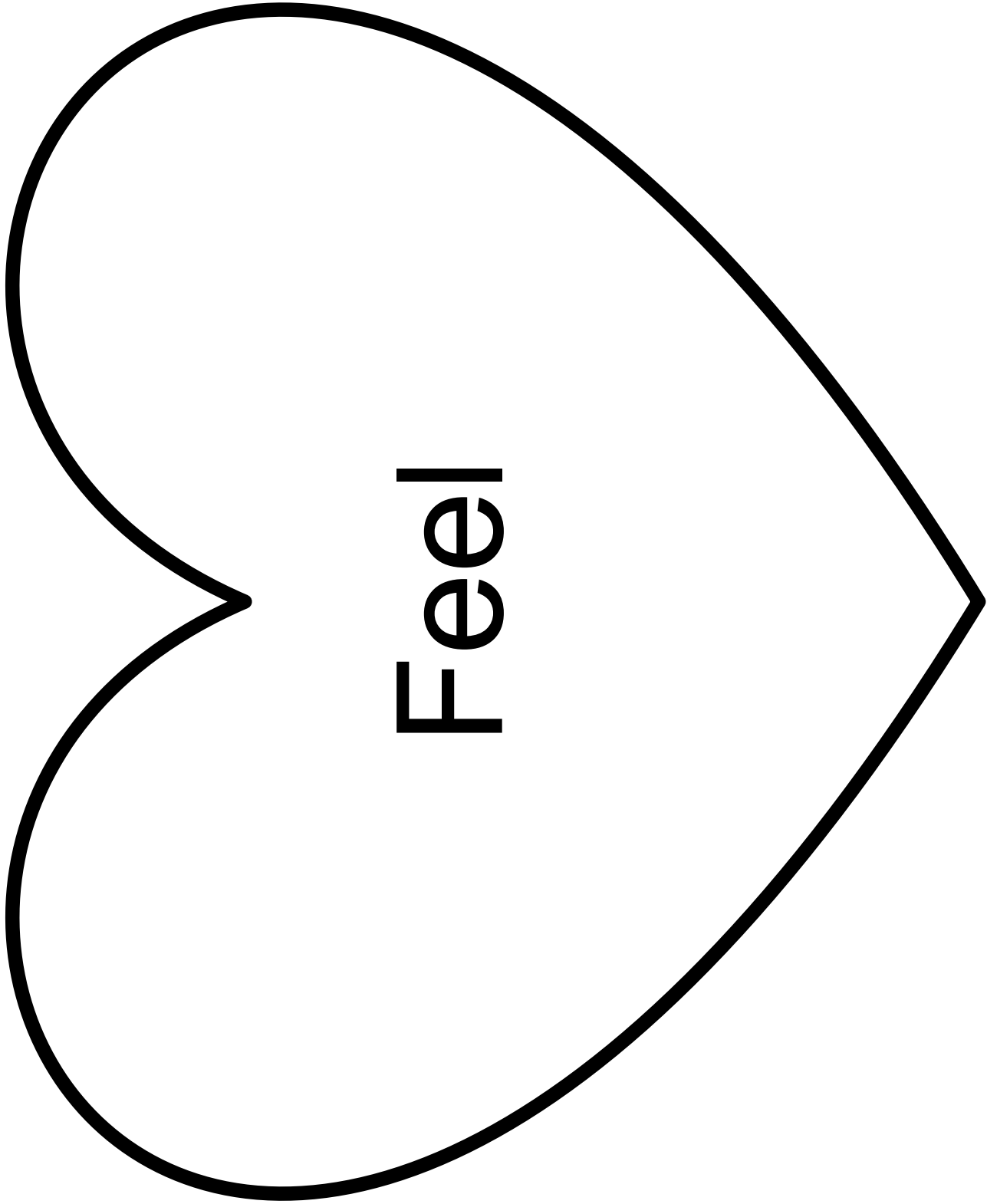
Extension: Use blank *Think, Feel, Do* activity sheets to have children practice generating thoughts, feelings, and/or behaviors using new situations.

SUPPLEMENTAL ACTIVITIES

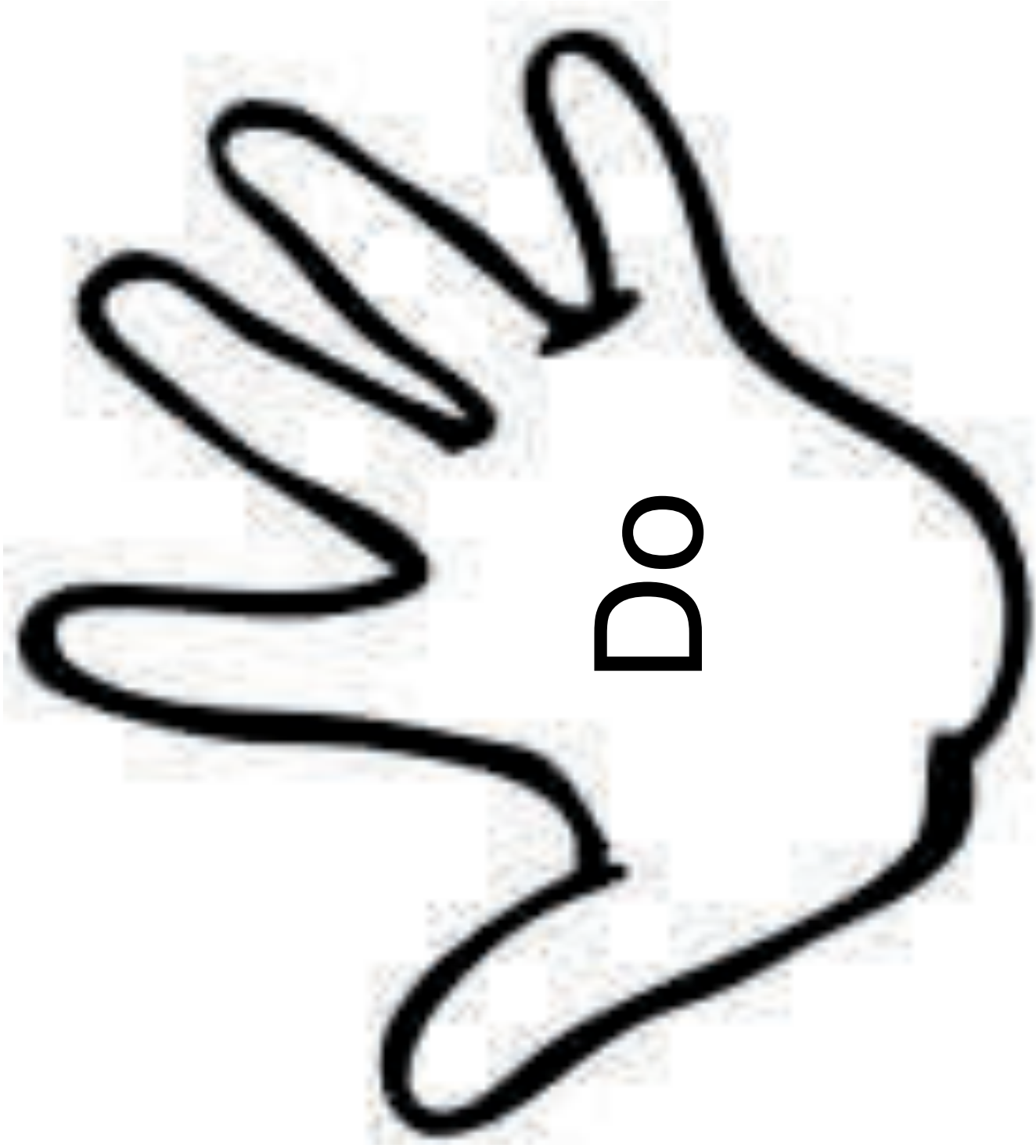
Penny for Your Thoughts: Occasionally, signal that it is time to take a break (e.g., ring a bell) and have the children stop what they are doing, close their eyes, and sit quietly for a minute or two. At the end of this time, invite a few children to share their last thoughts.



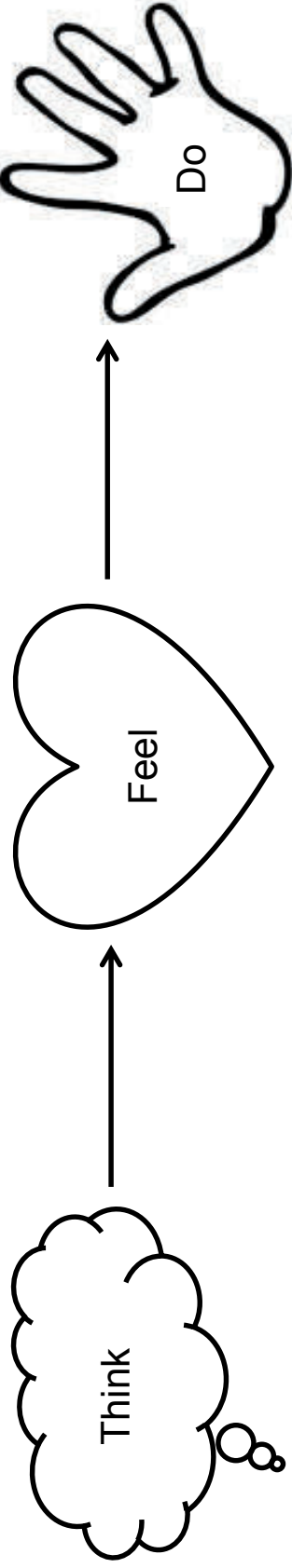
2.3 Think, Feel, Do figures (Grade 2)



Do



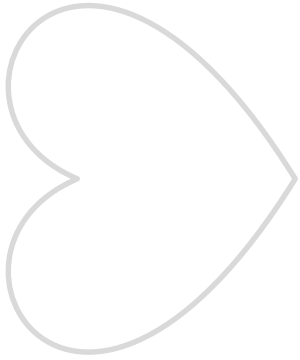

SITUATION: We're going on a field trip to the zoo!



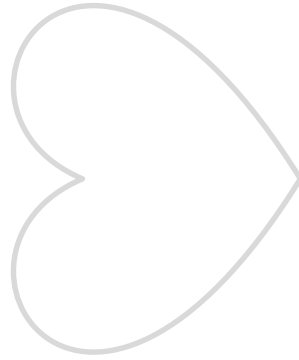

I once got lost at the zoo. ———> Nervous ———> Walk over to your friend and hold their hand.

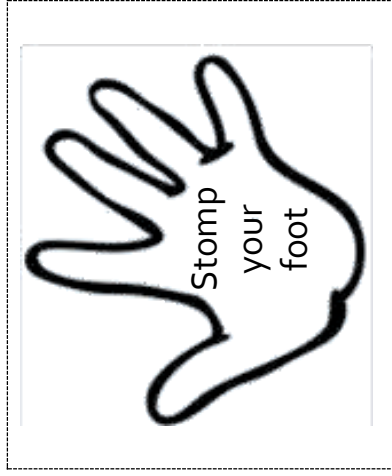
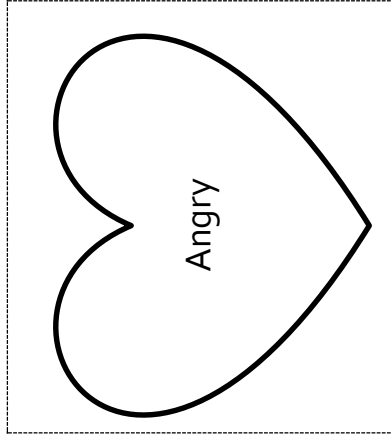
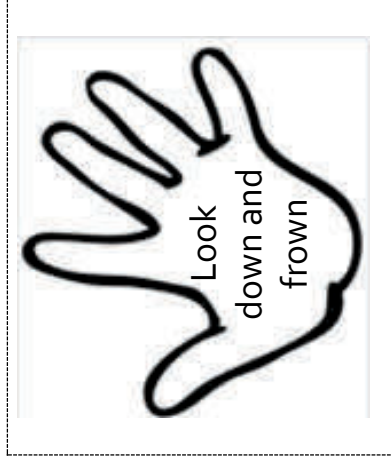
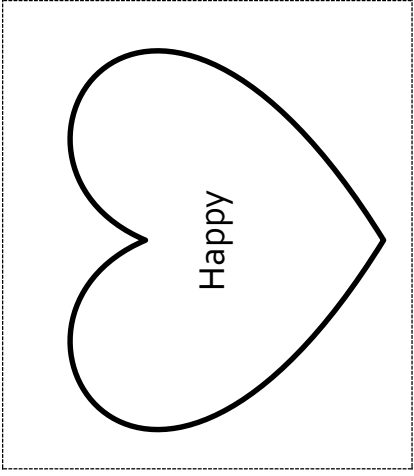
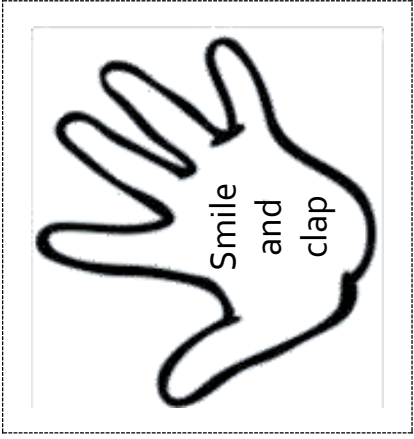
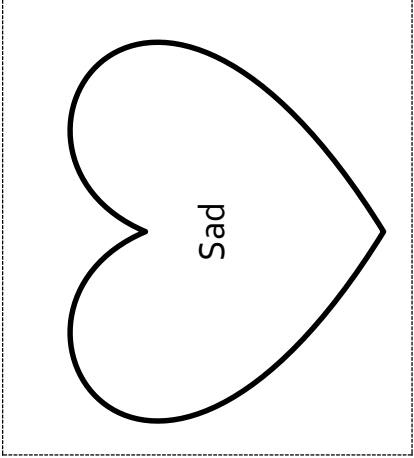
Field trips are awesome! ———> Excited ———> Cheer and clap.

Animals smell funny. ———> Disappointed ———> Say, "I don't want to go!"

| | | | |
|--|----------------------------------|--|---|
| <p>Situation</p> <p>You learned how to spell a new word.</p> | <p>Think</p> <p>I did great!</p> | <p>Feel</p>  | <p>Do</p>  |
|--|----------------------------------|--|---|

| | | | |
|---|----------------------------------|--|---|
| <p>Situation</p> <p>You have no one to play with at recess.</p> | <p>Think</p> <p>I am lonely.</p> | <p>Feel</p>  | <p>Do</p>  |
|---|----------------------------------|--|---|

| | | | |
|---|--------------------------------------|--|---|
| <p>Situation</p> <p>You have to stop playing early.</p> | <p>Think</p> <p>That's not fair!</p> | <p>Feel</p>  | <p>Do</p>  |
|---|--------------------------------------|--|---|



Situation



I Think



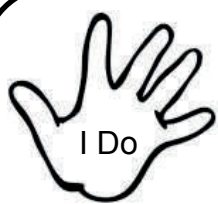
I Think



I Feel



I Feel



I Do



I Do



OVERVIEW

Read and Discuss: *The School Dance –Part 2*

Explore and Practice: I Know Just How You Feel

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

Having *empathy* means that you feel and understand how someone else feels.

Understanding how someone feels can help you be a good friend to them.

MATERIALS

- ▶ *The School Dance –Part 2* storybook
- ▶ *I Know Just How You Feel* cards

RESEARCH AND RELEVANCE

Empathy is the ability to identify with and understand another person's emotions—to feel what they feel. To have empathy, children must have some awareness and recognition of their own and others' emotions. In order to act upon empathy and show caring for another's feelings, children must be able to consider those feelings and determine what actions or responses would be appropriate in a given situation. Children with greater empathy behave more prosocially toward others.

Think about this...

Have you ever experienced being misunderstood because someone did not share or understand your feelings in a given situation?

Have you ever hidden your feelings (e.g., told someone that you were fine when you actually weren't) because you didn't think they would understand?

What factors can make it hard to respond empathically to someone?

Try this today...

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

READ AND DISCUSS: *THE SCHOOL DANCE* — *PART 2*

Children listen to the story and discuss how having empathy and understanding how someone feels can help them respond to them in caring ways.

Before Reading

Has there ever been a time when you felt happy or sad or scared, and you had a friend who knew just how you felt? Have you ever known how a friend was feeling because you had felt that way before too?

Having *empathy* means that you feel and understand the way that someone else feels, and that can help you be a good and caring friend to them.

In this story, two friends discover that they each have things that are hard for them to do, and that they both feel the same way when they have to do those things.

As you listen to this story, pay attention to what happens when the characters realize that they each have had very similar experiences and can really understand how the other person is feeling.

During Reading

What did Kenny think when Annie told him that he should do all the talking in the poster presentation? How did he respond? *(He thought he was going to have to do all the work; he said that she should talk too)*

How do you think Kenny and Annie felt when they discovered that they both had something that was hard for them to do and made them nervous? *(Relieved; understood)*

Once Annie knew how Kenny felt; what did she think about Kenny not wanting to practice? *(She had felt the same way; she understood)* What did she do to help Kenny? *(She offered to help him learn the dance; encouraged him)*

Once Kenny knew how Annie felt about talking in front of the class; what did he think about Annie not wanting to talk about the poster? *(He had felt the same way; he understood)* What did he do to help Annie? *(He offered to help her practice for the presentation; encouraged her)*

When it was finally time to give their presentation and perform at Family Night; they were each still a little nervous. How did they show empathy and caring for one another during those events? *(They encouraged each other; showed support for each other)*

How did Kenny's feelings about dancing and Annie's feelings about talking in front of people change? Why? *(They felt more comfortable because they had helped one another practice; they felt as if others knew how they felt; they had encouraged one another)*

After Reading

What can you do to understand someone else's feelings? *(Put myself in their shoes; imagine how I would feel in the same situation; think about a time when I felt the same way; ask them to tell me about how they feel)*

How do you think understanding how other people feel can help you be a good friend? *(You can understand why they say and do certain things; you will know how to respond to them and help them)*

EXPLORE AND PRACTICE: I KNOW JUST HOW YOU FEEL

Children identify the feelings of characters in scenarios, think about their own similar experiences, and describe ways to show empathy and caring to someone in those situations.

Set the Stage

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

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

Being aware of how other people are feeling can help them be more caring. When something happens, how you might feel in that situation can give you an idea about how someone else might feel. When you have *empathy* and understand how someone is feeling, you can figure out what to say or do that shows that you care about them.

Facilitate the Activity

Read a scenario from the *I Know Just How You Feel* cards and discuss with the class:

- ▶ If they have ever been in a similar situation and how they felt
- ▶ How the character might feel
- ▶ Ways to show empathy and concern to someone in that situation

Guide the children in considering the different ways in which someone might react (encouraging them to think of at least two ways, if possible), and thinking of ways to respond that would be most appropriate and helpful when people have different reactions.

Discuss several more scenarios as a group, or divide children into buddies or small groups and give them each a scenario card to discuss, encouraging each child in the group to share their similar experiences. Gather them together to share their ideas with the group.

Wrap It Up

Why is it important to show that we care about how others feel? *(It is kind; it makes them feel good; they know that someone cares about them)*

What could you do if you don't know how someone is feeling to help them feel better? *(Ask them; ask an adult for help)*

Extension: Have children role play the scenario and their caring responses. Guide children in trying different emotional reactions and caring responses for the same scenario.

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SUPPLEMENTAL ACTIVITIES

How I'm Feeling: Create a set of cards with feeling faces or words (multiples of the same feeling). Keep these in an accessible area and establish a system so that children can use the cards to communicate their feelings to others if they are not able to with words (e.g., they are too upset; they don't know whom to talk to). You might encourage children to choose and display cards on their desk or a student chart, or they could hand the card to a friend or an adult. When you introduce the system to children, have a discussion about ways to respond to others' feelings.

The person in front of you in the cafeteria trips and drops his lunch tray all over the floor.

Has anything like that ever happened to you?

How might that person feel?

What could you do to be caring?

A friend tells you that her family is moving to another city next month.

Has anything like that ever happened to you?

How might your friend feel?

What could you do to be caring?

During the last few seconds of your soccer game, your goalie misses a shot so your team loses the game.

Has anything like that ever happened to you?

How might your goalie feel?

What could you do to be caring?

You hear a classmate tell the teacher that his dog ran away last night.

Has anything like that ever happened to you?

How might your classmate feel?

What could you do to be caring?

You see a group of kids laughing at a classmate on the playground, and then she walks away with her head down.

Has anything like that ever happened to you?

How might your classmate feel?

What could you do to be caring?

A classmate tells you that she is going to a really fun carnival this weekend.

Has anything like that ever happened to you?

How might your classmate feel?

What could you do to be caring?

A classmate tells your class that she made it into the finals of a citywide horseback riding competition.

Has anything like that ever happened to you?

How might your classmate feel?

What could you do to be caring?

A very quiet classmate is called to read out aloud in front of the class. You see her hands shaking and her lips trembling as she stands up.

Has anything like that ever happened to you?

How might your classmate feel?

What could you do to be caring?

You see a classmate waiting in front of the school building, long after school has ended. He is frowning and keeps looking up and down the street.

Has anything like that ever happened to you?

How might your classmate feel?

What could you do to be caring?

You see a classmate crumple up his drawing, throw it down on the desk, and then sit back with a big scowl on his face.

Has anything like that ever happened to you?

How might your classmate feel?

What could you do to be caring?

As teams are being chosen for a game at recess, you see the last child waiting with his head down but no one wants to choose him for their team.

Has anything like that ever happened to you?

How might that child feel?

What could you do to be caring?

You see a classmate searching through his backpack after school, and he tells you that he can't find his glasses.

Has anything like that ever happened to you?

How might your classmate feel?

What could you do to be caring?

OVERVIEW

Read and Discuss: *The Soccer Game*

Explore and Practice: Don't Judge a Book by Its Cover

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

- ▶ Define *stereotype*
- ▶ Describe limitations and problems associated with stereotypes and overgeneralizations
- ▶ Demonstrate ways to challenge stereotypes

KEY CONCEPTS AND VOCABULARY

When you make an *assumption*, you believe something without knowing if it is really true.

Having a *stereotype* means assuming that everyone in a group is just the same.

Stereotypes are unfair and they aren't true about all people.

You have to get to know people to know what they are really like.

Overgeneralizing words to avoid: All, every, none, only, always, never.

MATERIALS

- ▶ *The Soccer Game* storybook
- ▶ Books with a variety of covers
- ▶ Whiteboard
- ▶ Overgeneralization Words signs
- ▶ Write Your Own Story activity sheets (folded in half, one per buddy pair)
- ▶ Drawing materials

RESEARCH AND RELEVANCE

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

Advantages of Categorization

- ▶ Organizes a large body of complex information
- ▶ Allows for the use of inferences (e.g., can better predict behavior or motives by merely knowing group membership)

Disadvantages of Categorization

Results in tendencies to:

- ▶ View members of the same group as much more similar than they actually are
- ▶ Exaggerate differences among members of different groups
- ▶ Use essentialist thinking, or the belief that an underlying “essence” (e.g., “boyness”) exists that ties all members of a group together and makes them similar
- ▶ Form stereotypes about individuals
- ▶ Make inaccurate assumptions about individuals based on group membership

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

Think about this...

Have you ever felt that someone made an assumption about you based on your membership in a particular social category (e.g., age, race, gender, religion, economic class) or community? How did that make you feel?

Have you ever found yourself making assumptions about others based on their social group before you had a chance to really get to know them? What strategies have you used to avoid doing this?

Have you ever found yourself making overgeneralized statements about the interests, temperaments, or abilities of children who belong to a particular social group? What strategies have you used to avoid doing this?

Try this today...

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

READ AND DISCUSS: THE SOCCER GAME

Children listen to the story and discuss how stereotypes and overgeneralizations can cause people to make incorrect guesses about others and miss out on opportunities with one another.

Before Reading

Has anyone ever thought they knew what you liked or what you wanted to do, without ever asking you?

Having a *stereotype* means assuming or thinking that you know what someone is like or what they like to do just based on how old they are, or whether they are a boy or girl, or how they look. Stereotypes are unfair and they are often wrong. It is only by getting to know people that you can find out what they are really like.

In this story, a group of kids face several situations in which people assume or think they know what others are like without ever asking them.

As you listen to this story, pay attention to the assumptions or stereotypes

Tip: To avoid introducing and reinforcing stereotypes, allow children themselves to bring up any stereotypes that they have encountered, and then address them accordingly.

During Reading

What do you think his classmates were assuming or thinking when they didn't invite Max to join their dance? *(That only girls would want to play together; that only girls would want to dance; that they didn't want to play with someone new)*

How would it feel to be left out of something that you actually wanted to do? *(Disappointed; sad; angry; lonely)*

Why did one of the kids think that Max must be good at soccer? *(Thought he must be just like his sister)* Was that assumption true?

Do you think you can know what someone is like on the inside by only looking at the outside—what they wear or how they look? What is it called when you make

After Reading

Has anyone ever thought that you were just like other kids who dress the same way, or just like other kids from our school, or just like the other kids in your family? Do you think that because people are in a group and have something in common that they have to be just the same in other ways too?

How could believing stereotypes about people keep you from getting to know them? *(I might think you already know what they are like; I might not try to find out what we have in common)*

EXPLORE AND PRACTICE: DON'T JUDGE A BOOK BY ITS COVER

Children discuss why people use stereotypes, why they are problematic, and write their own counter-stereotypical story about a person.

Set the Stage

Show children several books with plain or ambiguous covers and ask them what they think the stories are about. Next, show them books with clear, unambiguous pictures on the covers and ask the same question. Ask children if it was easier to guess with the second set, and why *(I could see the pictures; the cover probably describes the story on the inside).*

Explain that guessing what people and things are like can be a problem, and that getting to know others is how we can find out what they are really like.

Sometimes we think about people the same way we think about books—we look at the outside and guess what’s on the inside. There are some things we might be able to tell about other people by looking on the outside (e.g., *how old they are, whether they are wearing a soccer uniform*). But there are many things about people that are on the inside and that we won’t know unless we ask them or they tell us. Sometimes we might *think* we know something about a person because of how they look or who they are (e.g., *that someone does not like to swing because she is an adult.*). But those guesses aren’t always true. Everyone is different, and we can’t *really* know what other people are like until we get to know them.

Facilitate the Activity

Pass out a *Write Your Own Story* sheet to each buddy pair and give them time to talk about what they think their character is like (e.g., what they look like, what they like to do, etc.).

Write a character name on the board and ask the class how they think the person could be described (e.g., *What do you think is _____ like?*), and write these ideas under the name. After children have generated several adjectives or phrases, repeat with one or more other characters.

Discuss why they have made those choices describing their characters (e.g., *What do you know about toddlers? Do you know any artists? Have you read any books about superstars?*). Ask if they know about, for example, rock stars, or if their answers are guesses about what they are like. When you establish that they were guesses, draw large thought bubbles around the lists.

A *stereotype* is an assumption about what someone is like based on things such as age, gender, appearance, or job. When you use a stereotype, you look at the outside of a person and assume they are just like other people in that group on the inside. So, you think that all people of that age or gender or who wear clothes like that or who have that job are the same as one another on the inside too.

Acknowledge that it is true that people in a group do have some things in common (e.g., most basketball players like to play that sport), but not everything. Guide the children in thinking of examples that do not fit the stereotypes on the board and discuss how no one is exactly the same, emphasizing “some are, some aren’t” or “some do, some don’t” (e.g., *There might be some very cool superstars out there, but do you think ALL superstars are cool? Probably some are and some aren’t.*).

Explain that when people do not know another person, they often use stereotypes to guess what the person is like. Discuss some of the problems that can happen.

Understanding Stereotypes about People

2.5

Grade 2

Why can stereotypes be unfair? *(They aren't always true; not everyone in a group is the same; they are only guesses)*

Your thoughts about someone can change how you feel and act toward them. If you use a stereotype and think that someone is unfriendly; without really knowing them; what could happen? *(You wouldn't try to talk to them; you wouldn't get to know them)* What if the person wasn't like that stereotype at all? *(You would miss out on making a friend; you could hurt their feelings)*

Explain that the children will have a chance to write their own story about their character. Emphasize that they get to name and draw their character and choose what goes inside their story. Remind them because stereotypes are not true about all people and that everyone is different, they can make their character however they want. Give buddies time to work together and then gather the class to discuss their work.

Tip: Provide story prompts as needed (e.g., *Write about things the character likes to do; family; other talents, etc.*).

Wrap It Up

What does it mean to say “don't judge a book by its cover”? *(You can't know what's on the inside by just looking at what's on the outside)*

How can you find out what people are really like; such as what they think or what they like to do? *(Talk to them; spend time with them)*

If stereotypes are just thoughts; can you change a stereotype that you might have? How? *(Think something different; find out what the person is really like)*

What could you do if you hear someone using a stereotype? *(Tell them that “some do, some don't;” remind them that stereotypes aren't true about all people and are unfair; suggest they get to know the person to find out what they are like)*

SUPPLEMENTAL ACTIVITIES

All About Me: Have children create a list or mind map of words and phrases describing themselves (e.g., likes/dislikes, common activities, physical attributes, personal characteristics, talents, history, etc). Provide prompts and encourage children to generate as many different descriptors as possible. As a class, discuss the many ways in which people are unique.

Understanding Stereotypes about People

2.5

Grade 2

Stereotype Rewrite: Write a simple story using stereotypes. Have children circle the overgeneralizations in the story and then rewrite the story without stereotypes.

Stop Stereotypes! Signs: Give buddy pairs a stop sign and a green light cut from construction paper. Using these, have buddies think of a message about the problems with stereotypes (e.g., Stereotypes aren't fair!) and a message about positive ways to think about and treat others (e.g., Get to know people!) and work together to make a poster.







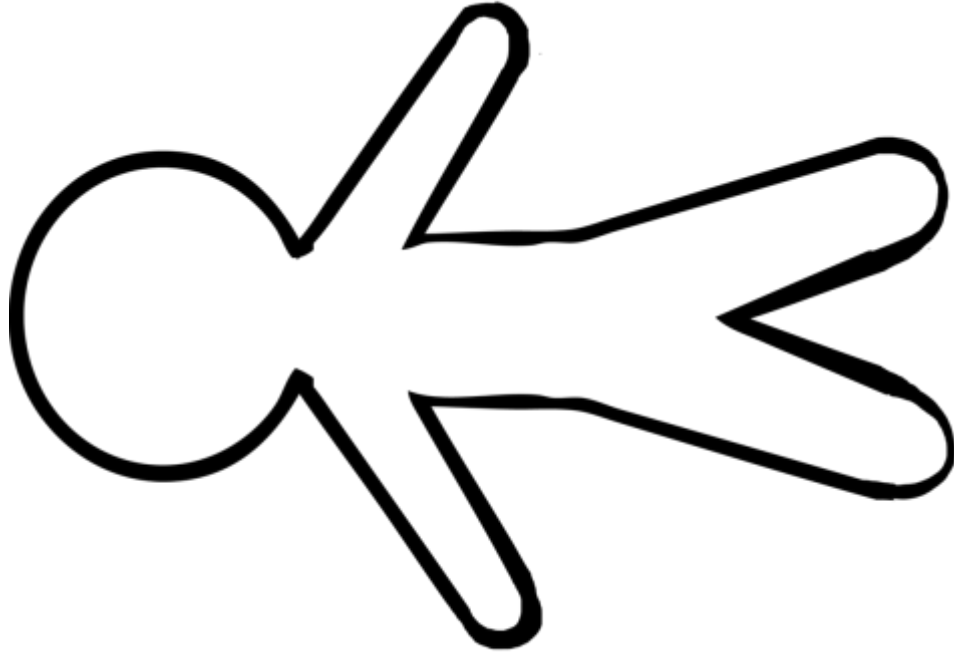




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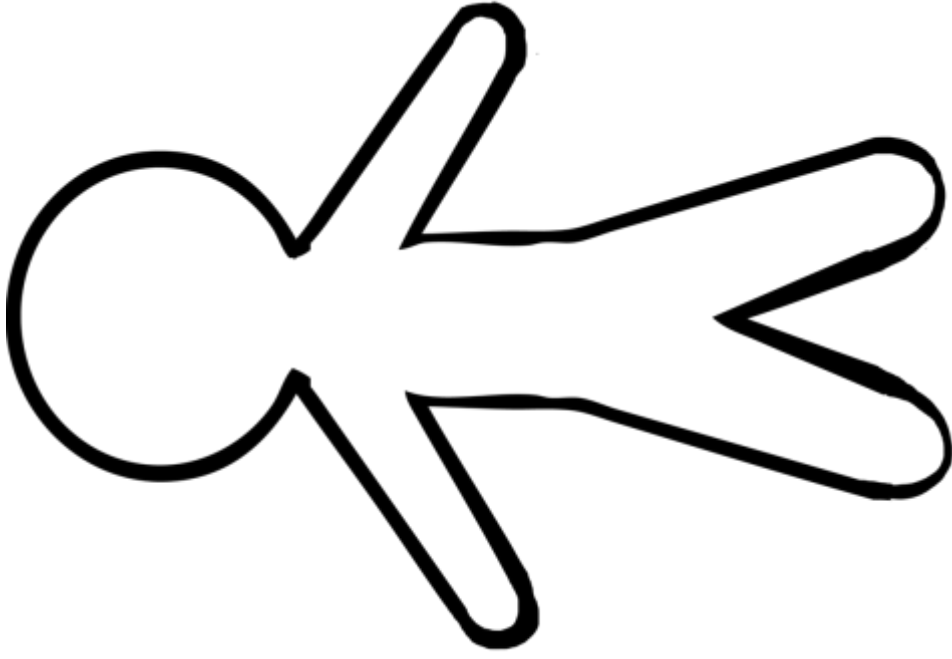
THE ARTIST



BY:

(Fold)

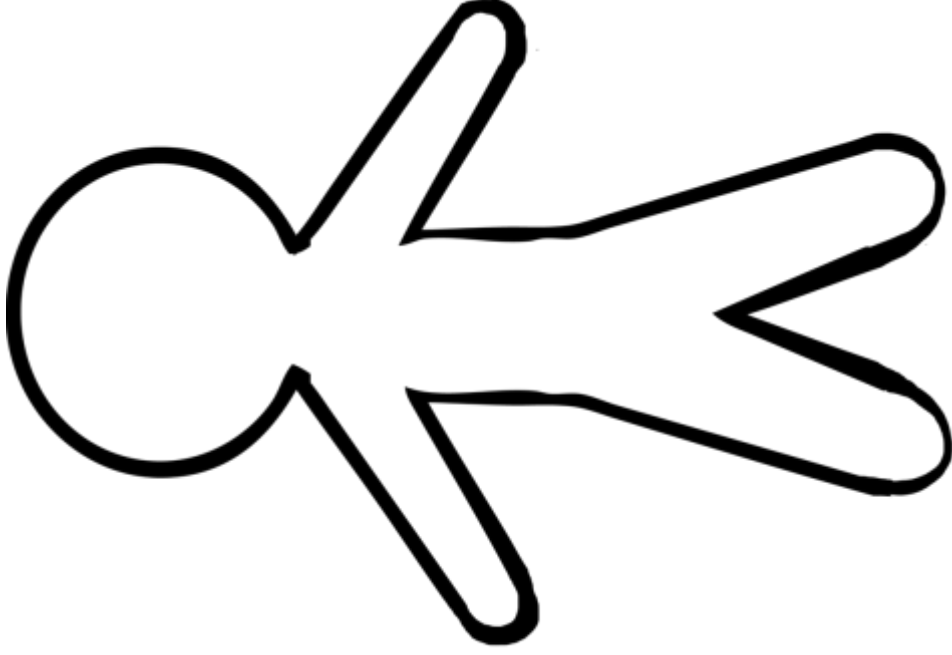
THE BASKETBALL PLAYER



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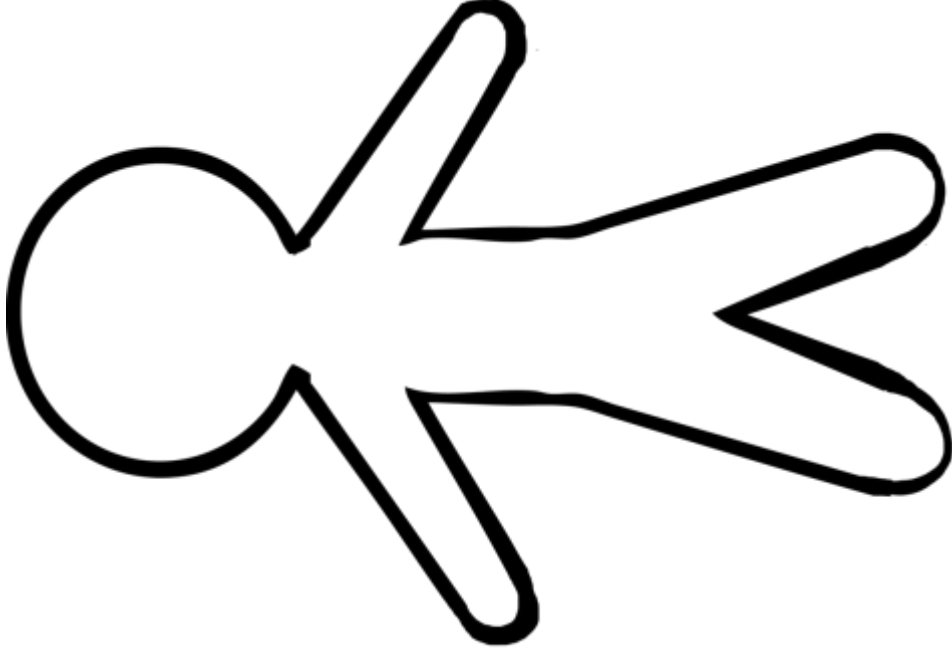
THE CHEMIST



BY:

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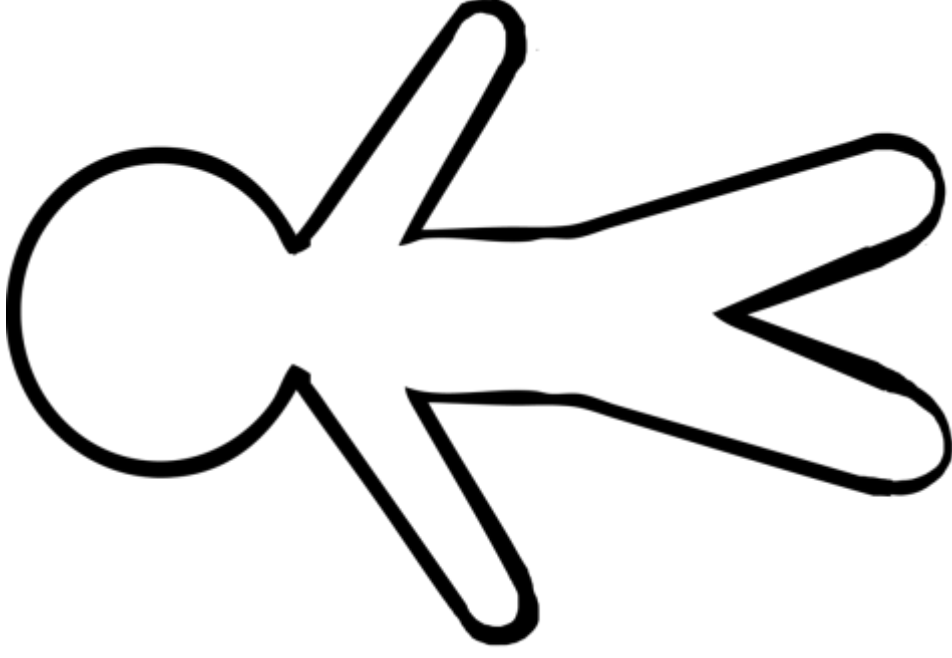
THE GRANDMOTHER



BY:

(Fold)

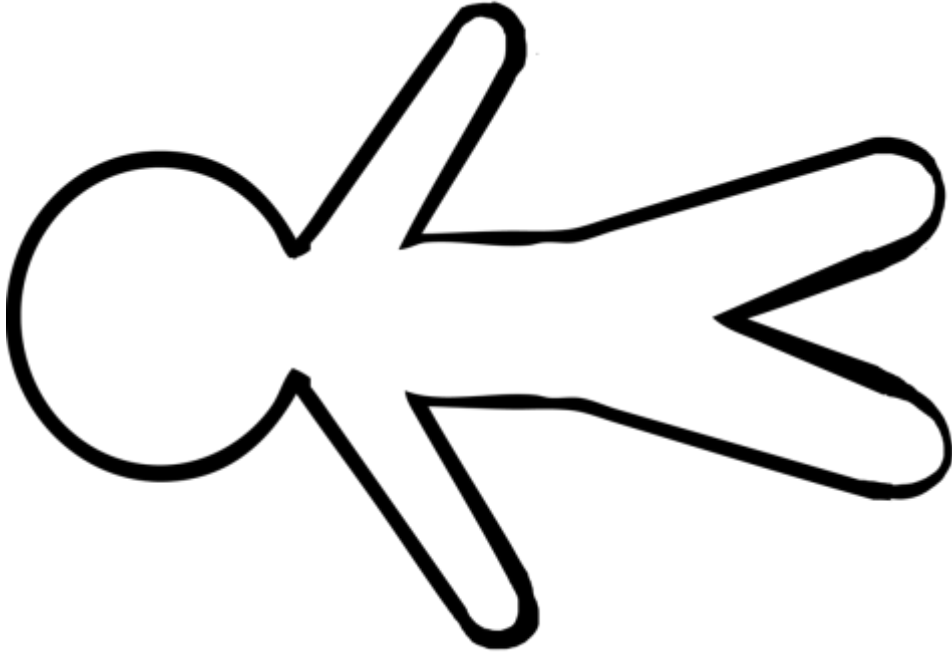
THE TODDLER



BY:

(Fold)

THE SUPERSTAR



(Fold)

BY:

OVERVIEW

Read and Discuss: *The Relay Race*

Explore and Practice: *A Box for Everyone*

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

Things can be for everyone.

It wouldn't be fair if things were only for some people.

It is important to respect people's choices.

MATERIALS

- ▶ *The Relay Race* storybook

Paired examples of gender-stereotyped advertising showing young children with toys or clothing designed (possibly even labeled) “for boys” versus “for girls.” (e.g., ads with boys playing with race cars and girls playing with a dollhouse).

Products/activities might include:

- ▶ Toys
- ▶ Bedding
- ▶ Shoes/shirts/socks backpacks
- ▶ Bikes
- ▶ Birthday party supplies
- ▶ Costume
- ▶ Paper and writing materials

PREPARATION

At least an hour prior to the activity, make a point to label and physically organize children according to a random grouping strategy (e.g., desk side of the room, folder color, alphabetical name groups; e.g., Okay, Reds, let's have you sit on the left side of the carpet.). Avoid grouping by a personal characteristic or social category.

RESEARCH AND RELEVANCE

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

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

Pink is for girls—you can't wear that.

We're playing knights and warriors. If you want to play with us, you can be the princess we have to save.

Girls are supposed to wear dresses. Why don't you ever wear dresses?

You look like a boy.

Encouraging children's engagement in a variety of activities and roles—including those traditionally gender-typed for their own as well as the other sex—will support the development of a broad range of interests and skills that increase successful learning. This doesn't mean that they should avoid things that are “stereotyped” for their own sex if they enjoy those activities. It also doesn't mean that every child *should* like or do everything... but they should feel that they *can* if they want.

Think about this...

What influenced your interest in different activities as a child, or now as an adult? What factors influenced your eventual career?

Do you or have you ever crossed typical “gender norms” in your chosen hobbies or social activities? How does that feel? What kind of response have you received from others? Have you ever been reluctant or discouraged to engage in activities that cross “gender norms?”

Try this today...

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

- ▶ Describe gender-typed activities and occupations with similarly positive terms to demonstrate that they are equally valued.
- ▶ Encourage children’s involvement in all types of activities, based on their personal preferences, strengths, or areas where they can learn and grow.
- ▶ Refrain from inviting or assigning children classroom jobs based on gender.
- ▶ Review classroom literature, posters, and other materials for biased gender messaging.

Set clear classroom expectations about stereotyping and teasing, and do not allow these behaviors based on gender or any other social category (or, for any reason).

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

READ AND DISCUSS: *THE RELAY RACE*

Children listen to the story and discuss fairness and the limitations that result from stereotypes about things and activities.

Before Reading

What are some activities that you really enjoy doing now or that you would like to do someday? Have you ever heard someone say that certain activities are only for some kids but not for other kids?

Thinking that activities or things should only be for some groups of people and not for others can happen because of *stereotypes* or assumptions about what people are like. Everyone has different interests and abilities, and it is fair for people to be able to choose for themselves what they like and what they want to do.

In this story, a group of kids face a situation in which people have used stereotypes to plan activities that are only meant for some kids and not for others.

As you listen to the story, think about how it would feel if you were told that you shouldn’t or couldn’t do some of the fun activities you mentioned earlier.

During Reading

How did Annie feel about not being able to do the scooter challenge and having to do the braiding challenge instead? (*Disappointed; frustrated; thought it wasn't fair; thought she would rather scooter than braid*)

Which child was actually really good at braiding? (*Max*) Did that surprise you? Why or why not?

How did the kids feel about having separate relay races? (*Disappointed; excluded or left out of some challenges; thought it wasn't fair; wanted to be on a team with their friends*)

What are some of the advantages of being on a relay race team instead of just doing a race by yourself? (*Everyone gets to participate; everyone on the team can contribute in different ways; it is fun to work toward something together*).

Would having separate relay races really allow all the kids to work together as a team? What are some reasons that having separate races would have been problematic? (*Kids didn't get to do what they wanted to do or what they were good at; kids were separated from their friends; they didn't have someone on their team that was really good at some of the challenges; it wasn't fair that some things were only for some kids*)

After Reading

Have you ever heard someone say that something was only for some kids and not for others? How could you respond to someone who makes this kind of a stereotyped statement? (*Tell them that things can be for everyone, ask them why they think that; tell them about all kinds of kids who like to do those things*)

What are some examples of things that aren't for all kids? (*Things that are dangerous for kids; things that are someone else's personal belongings*)

Tip: Emphasize how thinking “things can be for everyone” also means that those things must be safe and fair for everyone.

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EXPLORE AND PRACTICE: A BOX FOR EVERYONE

Children identify bias and stereotyping present in marketing and products and create an advertisement challenging stereotypes.

Set the Stage

After you have been using your chosen grouping strategy to label and organize the children, give one last reminder by gathering them using their grouping names. Next, describe a scenario in which one group will be excluded from a fun activity (e.g., *Now we're going to be doing some brain teasers, but I only have enough copies for half the class. So, the Blues can work on these with a partner and the Reds can read quietly.*)

Prompt the class if they do not protest the situation (e.g., *What do you think about that? Do you think that would be fair? How does everyone feel about that?*). After they share their feelings, explain that the situation is not real and assure them that the everyone will be treated fairly. Explain that this was a demonstration of what it is like to be left out because each is in a particular group.

Facilitate the Activity

Sometimes we might come across toys or activities that seem to be only for some people and not for us, like if we see things that are supposed to be "for boys" and other things that are supposed to be "for girls." But it wouldn't be fair if some things were only for some people. Things can be for everyone, and we can each make our own choices about how we look and what we like and do.

Write the headings "boys" and "girls" on the board and show children several examples of gender-biased advertising that you have collected. As you discuss each example, have them think about and describe the elements portrayed in the ads.

Here is an example of something you might see in stores or on television. What do you see these boys doing this picture? What are they playing with? What are they wearing? Now let's compare that picture to the next one. What are the girls doing and wearing? What words would you use to describe what you see in each picture?

Write the words under the appropriate heading, making lists such as the one below.

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

Understanding Stereotypes about Objects, Activities, and Roles

2.6

Grade 2

| Boys | Girls |
|--------------------------|------------------------------|
| Dark | Sparkly |
| Hard | Soft |
| Red, blue, black | Pink, purple |
| Fast | Quiet |
| Exciting | Pretty |
| Running, racing | Singing, dancing |
| Skulls, monsters, sports | Flowers, princesses, jewelry |

After several examples, draw a box around each list of words. Have the children look at each list and ask if they like *every* single word in “their” box and if there is *nothing* at all in the “other” box they would like. Have them compare answers with their buddies before sharing with the class.

Do you like EVERY single thing on “your” list, all the time? What would it be like if you could ONLY have or do things on your list? (It would get boring; you would want to try other things; you wouldn’t want to only have the same things all the time; you might not like everything on the list)

Are there things on the “other” list that you like? What would it be like if you could NEVER have or do anything on the other list? *(Left out; frustrated; would think it was unfair)*

Guide the class that there are not things (e.g., toys, colors, activities) for only some people but that “things can be for everyone.” Generate and discuss counterexamples, being sensitive to those who may have preferences or interests that are counter-stereotypical.

In the advertisements we looked at, we saw a lot of baseballs, soccer balls, and footballs that were supposed to be for boys. Let’s think about that idea. Do you think ONLY boys like sports? Do you think that girls like sports? Do you know any girls who play sports? It sounds like sports aren’t just for girls, but that sports can be for anyone. What do you think about that idea?

Review what it feels like to be excluded.

Think about how it felt earlier when you or your classmates were going to be left out of something based on being in a certain group. How does it feel to see these stereotypes based on whether you are a boy or a girl? *(Frustrated; it isn’t fair; left out)*

Do you think these should stay in their boxes or not? What should we do with these boxes?

“Break the boxes” by erasing the boxes and the list headings.

Tip: If children make stereotyped comments, turn the discussion back toward the class with a general example before continuing, in order to avoid singling out or shaming any individual children.

Variation: Have buddies create “Break the Boxes” posters that challenge stereotypes.

Now think about these lists and some of the advertisements that we just saw. How would you change the ads so that things could be for everyone? Next, you're going to work with your buddies and write a letter to advertisers, advising them how they could do things differently to ensure their ads are fair and that things can be for everyone.

Have the children work with their buddies to write a letter that shares concerns and solutions regarding stereotypes they have encountered. Gather them together to share their work.

Wrap It Up

Why is it important for people to know that things can be for everyone? *(They don't feel excluded or left out; they want to try new things; they don't feel badly about what they like and do)*

What if someone told you that _____ was for boys/girls? What could you say? *(Things can be for everyone; you get to choose what to play with and do; you could tell the person an example of a boy/girl who has or likes that object or activity)*

SUPPLEMENTAL ACTIVITIES

Break the Biases: After a whole group discussion about biases, have the children:

- ▶ Create and describe a new book or television character that is non-stereotypical and has a mix of characteristics and interests
- ▶ Modify and describe an existing book or television character to be nonstereotypical, with a mix of characteristics and interests
- ▶ Create a new advertisement for a toy or activity that is typically portrayed in a stereotyped manner

Challenging Stereotypes: Model and then have the children practice responses that challenge stereotyped statements, using examples such as the following:

What if you heard someone say...

The monkey bars are only for third graders to play on.

That's not true—things on the playground can be for everyone, so everyone can play on the monkey bars.

We're going to use beads and string today, so the girls can make bracelets and the boys can make key chains.

Everyone can choose what they like because things can be for everyone.

Why are you wearing that hat? That's for girls!

There aren't boys' hats or girls' hats—everything is for everyone.

Teachers can't wear neon glasses!

Neon glasses can be for everyone who wants to wear them

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

Someday I'd like to: Have a class discussion about various activities or occupations, emphasizing that things can be for everyone. Have children illustrate and write about something that they would like to learn or do someday. Gather the class back together to share their work. As they share, ask if any classmates have similar interests.

OVERVIEW

Read and Discuss: *The Celebration of Authors*

Explore and Practice: Thinking Like a Caterpillar

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

- ▶ Identify statements that reflect entity (fixed) thinking and change them into incremental (change) thoughts instead.

KEY CONCEPTS AND VOCABULARY

People can change.

It is important to work hard and keep trying to learn new things.

Incremental (Change) Thinking Vocabulary to Use:

Grow
Learn
Change
Sometimes

Entity (Fixed) Thinking Vocabulary to Avoid:

Always
Never

MATERIALS

- ▶ *Celebration of Authors* storybook
- ▶ *Worm Thought and Caterpillar Thought* figures
- ▶ *Worm Thoughts* cards

RESEARCH AND RELEVANCE

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

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

Think about this...

Has there ever been a time when your feelings or opinions about a matter of importance to you changed over time? Do you think that you would have been able to predict this change earlier?

What are your thoughts on the nature of such traits as emotionality, activity level, sociability, self-regulation, social competence, academic abilities, and creative abilities—do you think they are generally “hard-wired” and fixed or that they are more learned/socialized and malleable? How do your views on these characteristics impact your beliefs, expectations, and interactions with the children in your classroom?

Try this today...

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

When children succeed:

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

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

When children struggle:

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

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

READ AND DISCUSS: *THE CELEBRATION OF AUTHORS*

Children listen to the story and discuss the reasons why people can grow and change in what they like, feel, and do, including the importance of persistence and effort toward learning something new.

Before Reading

Has anyone ever surprised you by doing something unexpectedly or doing something differently from what they usually do?

Sometimes it can be easy to think that people act or feel or think in certain ways all the time because that is just the way they are, but it is important to remember that everyone can change in many ways.

In this story, a child thinks that he is not very good at something and that he will never be able to do it well. With the help of a friend, he discovers that it is possible for people to learn new things and grow and change.

As you listen to the story, pay attention to when the characters change by learning something new or doing something differently than usual.

During Reading

Why do you think Jordan expected that he would write the worst story ever before he even gave it a try? *(He had a hard time writing before; he thought he wasn't good at writing; he didn't think he could write any better)*

What advice or help did Annie offer Jordan about the writing project? *(Keep trying; try it a different way; she offered to help him by listening to his ideas)*

Why did Jordan expect Annie to be nervous about talking in front of the group at the Celebration of Authors? *(She usually gets nervous doing this)* Did she get nervous this time? Why not?

Why were Jordan and Annie surprised when the kid in the red hat said *hi* and smiled at him? *(They thought he wasn't very nice; he hadn't been nice to them in the cafeteria; he was often grumpy)* Does it seem like he was *always* a not-very-nice or grumpy kid; or just sometimes?

After Reading

When Jordan decided to give the writing project a try; was it easy right away? What did Jordan have to do? (*He had to try a few different ideas; write a few poems; keep practicing*)

What do you think might have happened if Jordan had continued to think that he was just not a good writer and that this would never change? (*He might not have tried to write a poem; he would have felt badly*)

Are people *always* “just the way they are” or can they sometimes change how they feel or what they do? Instead of thinking that people are always the same; what can you do to find out what they are really like? (*Spend time together; talk to them; ask them questions*)

EXPLORE AND PRACTICE: THINK LIKE A CATERPILLAR

Children discuss how “worm” thoughts (reflecting entity or fixed trait-thinking) can negatively impact feelings and behaviors, and practice changing them into “caterpillar” thoughts (reflecting incremental or change thinking).

Set the Stage

Brainstorm ways in which children have changed over time.

Thinking back to when you were a baby, have you changed or have you stayed the same? In what ways? (*Learned how to talk and walk, started school*)

How have you changed since last year in school? (*Started playing soccer, made new friends*)

How have you changed since yesterday? (*Learned a new math concept, tried something new for dinner*)

Explain that people can change in many ways.

Every person has the ability to change in many ways—in their abilities, interests, feelings, or behaviors. Sometimes you might change how you feel or what you do because you are in a different situation. Other times you might change because of things that you do to learn or to grow, like trying something new or practicing something.

Tip: Provide some examples of situational change (e.g., *Annie not feeling nervous speaking in front of a small group; feeling nervous on a roller coaster by yourself, but feeling excited riding it with a friend*).

Facilitate the Activity

Show the *Worm Thought* and *Caterpillar Thought* pictures.

Which of these creatures stays the same and will never be anything different? (*The worm*) Which one is able to change into something else? (*A caterpillar turns into a butterfly*)

Write the following two statements on the board:

I will always be bad at math.

He never wants to play with anyone at recess.

Ask children whether the statements are about people staying the same or being able to change, and circle the words that provided the clues (i.e., *always*, *never*).

Hang the *Worm Thought* above the sentences.

These are “worm” thoughts because they don’t leave any possibility that a person can change. Let’s think about how these kinds of thoughts could change how we feel and behave.

How would you feel if you thought that the first statement was true? (*Badly; disappointed; frustrated*) What might you do if you felt that way about spelling? (*Wouldn’t want to try at spelling anymore; might start to think I am bad at other things*)

How would you feel or what would you think about this person if you thought that the second statement was true? (*Wouldn’t want to talk to her; might think she was unfriendly*) What might you do if you felt that way? (*Might not try to talk to her or ask her to play; might ignore her*)

Hang the caterpillar sign in an open space on the board; next to the “worm” thoughts.

“Caterpillar” thoughts are those that are open to the possibility that people can change; just like caterpillars change into butterflies. We are going to work together to change these “worm” thoughts into “caterpillar” thoughts that show how a person can change.

Brainstorm with the class and write “caterpillar” thoughts on the board for the first example (*I learned how to add bigger numbers than I could do last year. I can practice more and do better on the next math test.*) and the second example (*He must not feel like playing today. Maybe he feels shy at recess.*). Discuss how the new thoughts would change how they felt and behaved in that situation.

Tip: Refer to the *Think, Feel, Do* figures and activities from 2.3.

Have the children sit with buddies and pass out a *Worm Thought* card to each pair. Challenge buddies to think of caterpillar thoughts to replace the worm thoughts (e.g., *Instead of thinking the worm thought, what could you say to yourself instead to think like a caterpillar?*).

As a group, have them share how they changed their worm thoughts into caterpillar thoughts and what they would do to retain this type of thinking.

Wrap It Up

Why do you think it's important to remember that people can change? What would happen if you thought you could never change or learn anything new? (*Wouldn't try anything new; wouldn't try to learn things*)

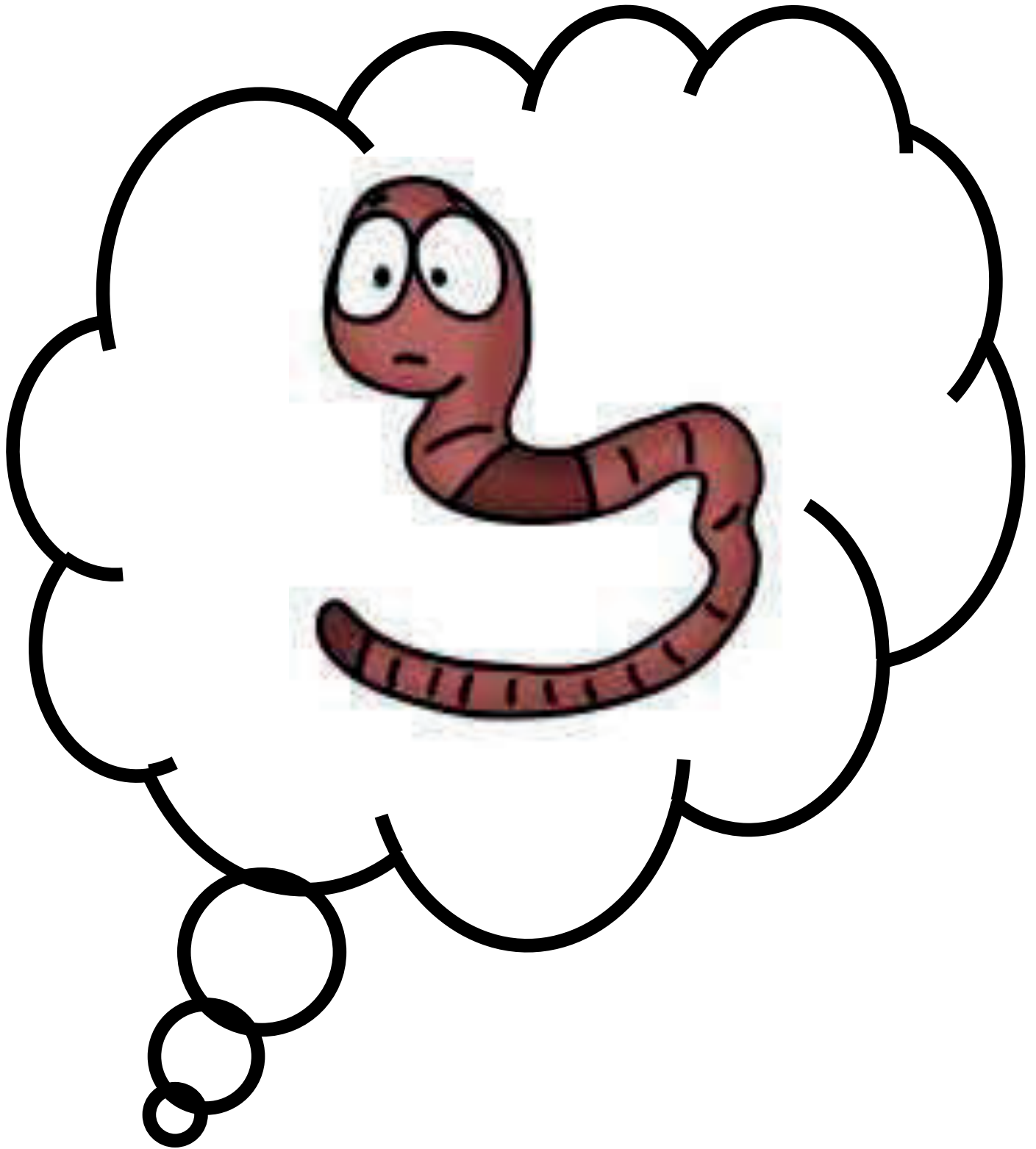
When you have a worm thought, what can you think to help turn it into a caterpillar thought? (*Think about a time when I learned something new; think about how I can do things differently*)

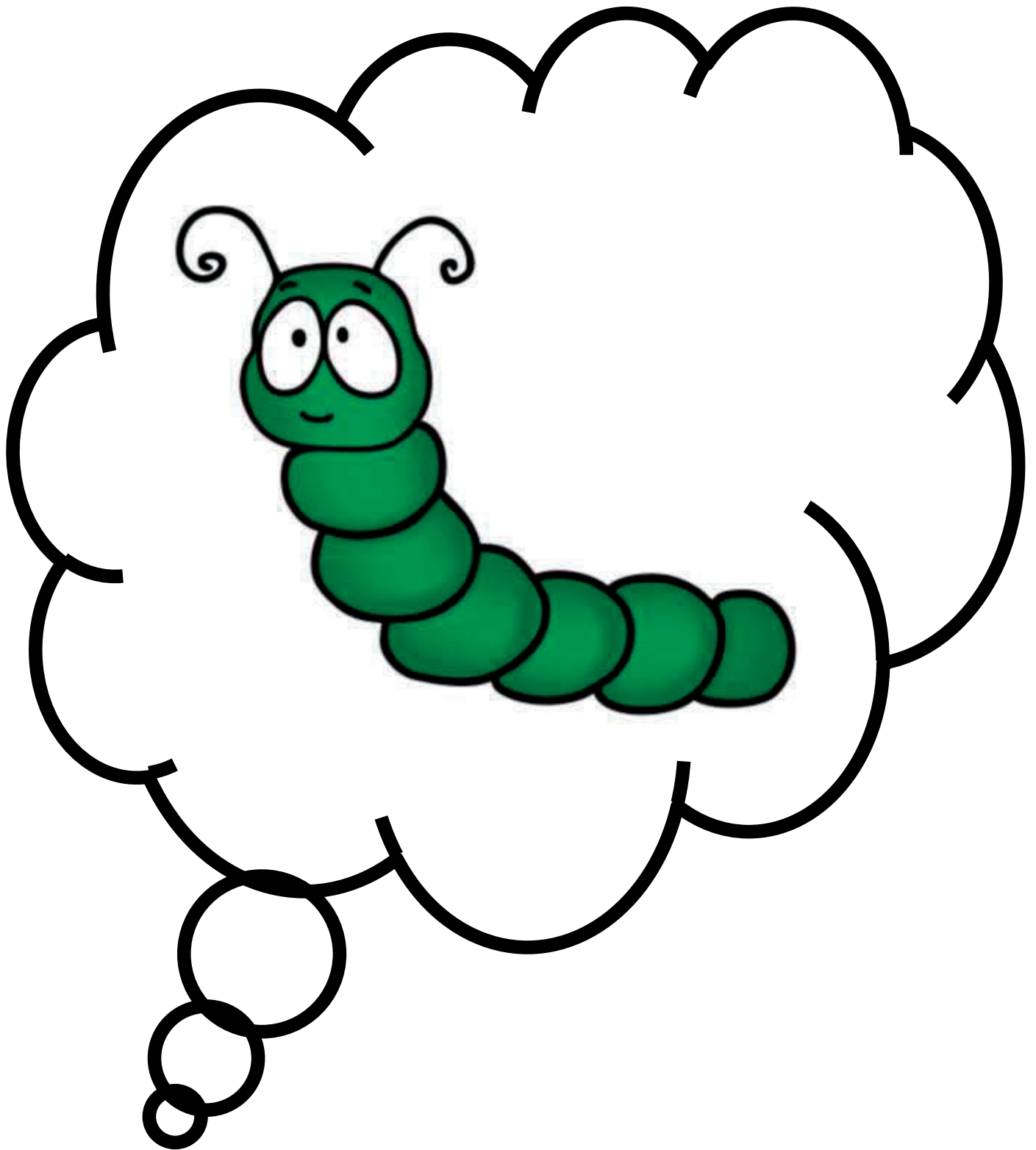
SUPPLEMENTAL ACTIVITIES

How I Change: Have children draw and write about one of the following (perhaps on butterfly cutouts), and then share about their reflections with the class.

- ▶ One way that they have changed during this school year (e.g., *became a big brother, learned to skate, cut their hair short*). Provide a prompt such as *I used to _____ but now I _____*.
- ▶ One way that they want to change during the rest of the school year. Provide a prompt such as, *Right now I _____ but soon I will _____*.

Process and Progress Journal: Have children keep a journal in which they can record their efforts at learning (e.g., what is challenging, successful strategies, what they have mastered, examples of how their work has changed over time, etc.).





You need another soccer player and see a classmate standing near the field.

Too bad she doesn't like to play sports.



You trip and drop your books all over the ground.

I'm such a klutz!



You look at all of the red X's on your spelling test.

I'm never going to be good at spelling!



You sit down next to your new reading partner.

She's so quiet—she never talks.



You say hello to a classmate and she doesn't answer you.

She's not friendly.



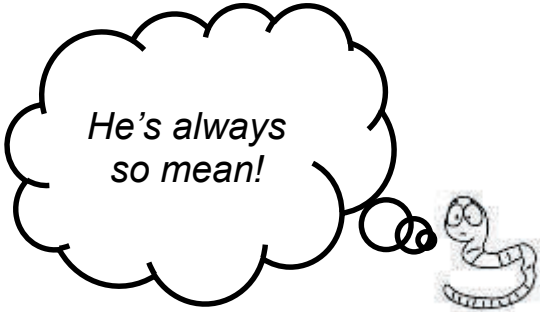
You see a classmate by himself on the playground.

He never wants to play with anyone.



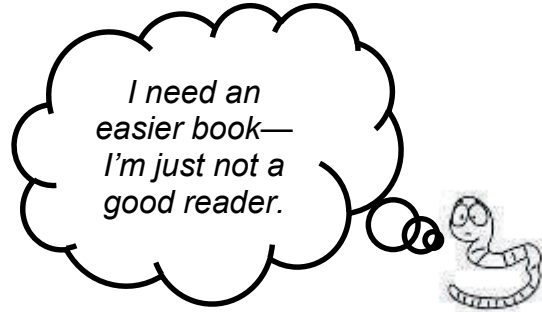
A classmate bumps into you and doesn't apologize.

He's always so mean!



You can't read some words in your new book.

I need an easier book—I'm just not a good reader.



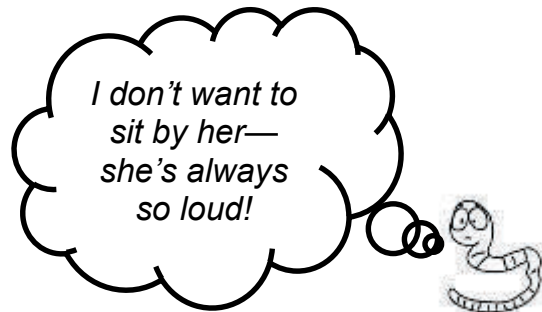
Your P.E. teacher tells you about a fitness challenge next week.

I'm always in last place for everything.



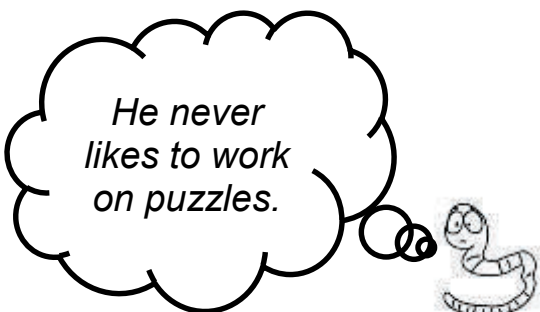
A classmate asks to sit with you in the lunchroom.

I don't want to sit by her—she's always so loud!



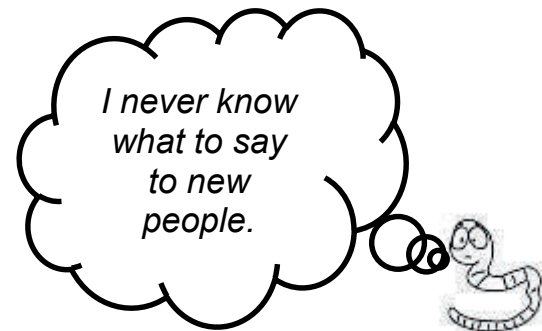
You need some help finishing a puzzle, and a classmate sits down next to you.

He never likes to work on puzzles.



You see a new student in the classroom.

I never know what to say to new people.





Communication



Unit 3

OVERVIEW

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

GOALS

This unit is designed to help children:

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

ACTIVITIES

3.1 Listening and Responding to Others

Children discuss effective and ineffective communication behaviors and practice listening, responding, and taking turns while talking with a peer.

3.2 Engaging in Conversation

Children discuss behaviors that are “conversation makers” or “conversation breakers” and participate in a whole-group conversation game.

3.3 Being Assertive

Children discuss situations in which it is important to speak up, and practice assertive speaking by “speaking up and speaking kindly.”

3.1 Listening and Responding Others

Suggested information to share with families in the classroom newsletter:

Our class is discussing careful listening (listen–think–respond) and how good communication skills can help them show respect, learn information, prevent misunderstandings, and resolve conflicts.

You may wish to:

- ▶ Share your own experiences in which poor communication resulted in difficulties and how good listening would have resulted in more positive results
- ▶ Talk with your child about situations that make it harder to listen and discuss possible solutions
- ▶ Brainstorm with your child to create a special signal to remind or reinforce family members of good listening skills
- ▶ Tell your child when you notice him/her listening carefully and point out specifically how you knew that s/he was listening

3.2 Engaging in Conversation

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

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

3.3 Being Assertive

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

- ▶ Encourage your child to be comfortable when speaking up by purposefully asking for her/his opinions and ideas.
- ▶ Tell your child when you notice him/her using a strong, respectful voice and kind words to speak up.

OVERVIEW

Read and Discuss: *The Mixed-Up Day*

Explore and Practice: Buddy Interviews

GOALS

This set of activities is designed to:

- ▶ Promote attentive listening skills
- ▶ Promote reciprocal communication skills
- ▶ Foster self-regulation

LEARNING OBJECTIVES

Children will be able to:

- ▶ Name examples of effective and ineffective communication
- ▶ Demonstrate attentive listening, appropriate responding, and turn-taking with a partner

KEY CONCEPTS AND VOCABULARY

Listening to others is important because:

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

Responding to others is important because:

- ▶ It lets them know that we listened to them
- ▶ It is respectful

It is important to *listen* carefully, *think* about what the person has said, and then *respond*.

It is fair to take turns speaking and listening.

MATERIALS

- ▶ *The Mixed-Up Day* storybook
- ▶ *Communication Do's and Don'ts* cards
- ▶ Objects to use as microphones (1 per buddy pair)

RESEARCH AND RELEVANCE

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

Responding to others can be an often overlooked communication skill. In addition to listening attentively, it is important for children to learn that it is appropriate and respectful to acknowledge that someone has spoken to you by responding verbally or behaviorally. Engaging in reciprocal “back and forth” communication is critical for being able to maintain conversations with others.

Think about this...

Have you ever found yourself not listening to a child, or colleague? In what situations do you notice this happening?

Have you ever found yourself listening carefully to a child or colleague, but not explicitly acknowledging (verbally or non-verbally) that you have heard them? In what situations do you notice this happening?

How do you model appropriate listening and responding with the children in your classroom?

Try this today...

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

We can talk about your question as soon as I finish writing the agenda on the board so that I can give you my full attention.

READ AND DISCUSS: *THE MIXED UP DAY*

Children listen to the story, discuss the importance of listening carefully and responding to others, and identify and explain examples of effective and ineffective communication.

Before Reading

Has there ever been a time when someone was talking to you, but you didn't understand what they said? Has there ever been a time when someone misunderstood what you were trying to say?

Good communication includes speaking clearly, listening carefully, and responding or asking questions about what was said. These help you communicate with others and avoid misunderstandings.

In this story, a group of children are making a lot of communication mistakes with one another, and their plans for the afternoon become very mixed up!

As you listen to the story, pay attention for times when the characters could communicate better.

Tip: Occasionally during the discussion, call "instant replay" as you stop and ask children to repeat what was just said.

During Reading

Why didn't Mia get a chance to tell Jordan that she was nervous? (*He was talking all the way to school; she didn't speak up*) How would you feel if you wanted to share your feelings or ideas with someone; but you didn't get a chance or they weren't really listening to you? (*Frustrated; sad; disappointed*)

Why didn't Jordan know how Mia was feeling when they got to school? (*He wasn't looking at her; he didn't see the clues*) Why is it important to look at someone who is speaking? (*So I can see their facial expression; to see where they might be looking or pointing; to show them that I am listening*)

Did Kim understand what Jordan wanted her to bring to the tree house after school? What could she have said to find out? (*I didn't hear you. What did you mean? Can you please repeat that? Can I ask you a question about that? What did you say?*)

When Jordan tried to tell Gabriel about the plans after school; what did Gabriel do? (*Interrupted; didn't listen*) Why do you think he did that? (*He might have been excited to say something back; was in a hurry; thought he already knew what Jordan was going to say*)

Tip: Be sensitive to cultural differences in beliefs about appropriate eye contact when speaking to someone.

How could you tell that Gabriel didn't really hear Mia ask him about coming to the tree house after school? (*He didn't respond to her question*) Why is it important to respond when someone speaks to you? (*To let them know I heard them; to show that I thought about what they said*).

After Reading

Why is it important to listen carefully to others? (*It shows that I care about what they are saying; I will know what is happening or what to do next; I will know how someone thinks or feels; I will learn about them*)

Have you ever had a hard time listening to or understanding someone? What can make it hard to pay attention and listen? (*It's noisy; there are other things going on to listen to or watch; I am doing other things at the same time; I want to do something else; I want to talk*)

Tip: Remind the children that some kids and adults use their eyes, ears, mouths, and bodies in different ways to listen and communicate (e.g., some people communicate with gestures).

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EXPLORE AND PRACTICE: BUDDY INTERVIEWS

Children practice speaking and listening attentively, responding appropriately, and turn-taking while interviewing a buddy.

Set the Stage

Discuss what it means to *communicate*.

To *communicate* means to exchange ideas, feelings, or information with someone else. Communication includes speaking, listening, responding, or asking questions. Good communication skills are important in order to share ideas with one another and avoid misunderstandings.

Brainstorm effective and ineffective ways to communicate (refer to the list of *Communication Do's and Don'ts*) and write ideas on the board in a T-chart.

Facilitate the Activity

Discuss how successful communication involves listening, thinking about what the speaker has said, and responding appropriately, and why these are important.

Discuss how successful communication involves listening, thinking about what the speaker has said, and responding appropriately, and why these are important.

Listening to others shows that you care about what they are saying and helps you learn and understand things. When you are listening carefully to someone, you pay attention with your eyes, ears, and entire body and think about what they are saying. Then you can *respond* to or answer them. Responding lets the speaker know you heard them and that you have thought about what they said.

With a volunteer, model several examples of attentive listening and responding. Have the class identify appropriate communication behaviors and note the different ways to respond (e.g., *repeat what the person said; comment on what the person said; nod; ask a question*).

What are you going to do tomorrow?

I have a soccer game, and then I'll play with a friend.

That sounds like fun.

Do you like the story we are reading this week?

Yes—I really like mysteries.

I do too.

I like the picture you're drawing.

Thanks. It's a picture of my dog.

What's your dog's name?

Ask children what it would be like if they were talking to a friend and one did all the listening and the other person did all the talking (*boring; wouldn't get a chance to say anything; not fair*). Emphasize the importance of taking turns listening and speaking.

When you are talking with someone; it is important to go back and forth and to take turns speaking and listening. That is fair because everyone has a chance to say things and to listen to what others have to say.

Explain that children will be acting as reporters and interviewing a buddy, and that this will require good communication skills. Write an interview topic on the board (e.g., *favorite summertime activity; favorite vacation spot; an ideal birthday*) and have the class brainstorm possible questions that they could ask someone relating to the topic. Encourage children to think of questions not limited to yes/no answers.

Explain that the first reporter will ask their buddy three questions they must answer on the topic, and that you will signal the class when to switch roles so that the next child has a chance to ask three questions. Have buddies face each other. Remind them when being interviewed to listen, think, and respond to the questions, and remind the interviewers to listen to the answer, think, and respond to what was said before they ask the next question. Encourage them to use the microphone and pass it back and forth while speaking to help them remember to take turns talking and listening.

Gather the children into a circle and invite them to share what they learned about their buddy.

Extension: Have the children draw or write what they learned about their buddy and share it with the class.

Wrap It Up

What were some things that were important to do when you were the reporter who was asking the questions? (*Listen carefully; think about what was said so you could respond; speak clearly*)

What was important to do when you were being interviewed? (*Listen to the question; speak clearly*)

How does it help our class when everyone uses good communication behaviors with one another? (*It shows respect; we can hear and know what to do; it helps us to learn*)

SUPPLEMENTAL ACTIVITIES

Back and Forth Chants: Split the class into two groups facing one another and lead children in a familiar chant, having half the class begin the chant and then the other half 1) repeat the words, or 2) say the next part of the chant.

Communication Checklist: Create a checklist of good communication behaviors (e.g., *Did I look at the person talking?*) and have the children rate themselves (*yes, no, sometimes*) on each behavior after a partner activity or group work. As a class, discuss which communication behaviors can be challenging, and how to work on improving in these areas.

Communication Do's and Don'ts: Cut the *Communication Do's and Don'ts* sheet into cards. Read or have the children select a card and decide whether or not the behavior is an example of good communication. Or, have them complete the sheet with a buddy by putting a circle around effective communication behaviors and an X through poor communication behaviors.

Listening Challenge: Before reading a story, give children one to three pieces of information to pay attention to during the story (it may help to have a related prop or a visual). After the story, discuss what the children heard.

Communication Do's and Don'ts

| | |
|---|--|
| Look at the person speaking | Sing, hum, or make noise |
| Ask the speaker to repeat what was said if I didn't hear it | Make sure that I can hear the speaker |
| Interrupt the person speaking | Keep my body still |
| Keep talking without giving others a turn to talk | Nod my head to show that I hear what is said |
| Wait quietly for my turn to speak | Think about what I want to say |
| Listen to other noises in the room | Wiggle my fingers or tap my feet |
| Think about what the speaker is saying | Look away from the speaker |
| Ask questions if I don't understand | Respond when the speaker is finished talking |
| Talk to someone else who isn't the speaker | Give each person a turn to talk |
| Think about what the speaker is saying | Ignore the person speaking |

OVERVIEW

Read and Discuss: *The Dog from Outer Space*

Explore and Practice: Conversation Can

GOALS

This set of activities is designed to:

- ▶ Promote conversational skills

LEARNING OBJECTIVES

Children will be able to:

- ▶ Identify behaviors that can maintain or disrupt conversations
- ▶ Identify on-topic and off-topic responses that are appropriate in maintaining a conversation
- ▶ Demonstrate listening and making relevant comments and questions during a conversation game
- ▶

KEY CONCEPTS AND VOCABULARY

Good conversation skills include:

- ▶ Speaking clearly
- ▶ Listening thoughtfully
- ▶ Making on-topic comments
- ▶ Asking on-topic questions
- ▶ Taking turns speaking and listening

Be a *conversation maker*, not a *conversation breaker*!

MATERIALS

- ▶ *The Dog from Outer Space* storybook
- ▶ Whiteboard
- ▶ *Conversation Mind Map* example
- ▶ *Question/Comment* cards

RESEARCH AND RELEVANCE

The ability to participate in conversations with others helps children build relationships, exposes them to new and diverse ideas, and promotes oral language skills. Engaging in conversation requires a number of complex skills, including careful listening, attending to nonverbal cues, speaking, turn-taking, and perspective-taking (often with multiple others). Children need ongoing practice in all these skills to be able to listen thoughtfully, contribute appropriately, and make sense of their exchanges with others.

Think about this...

Have you ever found yourself having a hard time really listening to someone, because you were thinking about the next thing you wanted to say? What strategies do you use to help yourself focus on your partner's words when you are eager for your turn to speak?

What communication "blunders" do you frequently observe in your classroom, or among your colleagues? What would remedy these?

Try this today...

Be explicit in reinforcing children when they use effective conversational skills such as making thoughtful comments or questions and talking turns.

I noticed that when Sam told you about her soccer game last night, you asked her some questions about it. I'll bet that made her feel good that you answered her right back and were interested in what she was telling you.

READ AND DISCUSS: *THE DOG FROM OUTER SPACE*

Children listen to the story and discuss effective and ineffective ways of maintaining a conversation with someone.

Before Reading

What does it mean to have a *conversation* with someone?

A *conversation* is when people talk and listen to one another to exchange their ideas, thoughts, or feelings. Everyone participates in the conversation together by listening thoughtfully and making comments or asking questions about the topic.

In this story, a group of kids has a conversation about something funny that happened to one of them. During the conversation, sometimes the kids do things that help make the conversation continue, and sometimes they do things that break the conversation.

As you listen to the story, pay attention for examples of “conversation makers” and “conversation breakers.”

During Reading

When Jeremy asked Kenny if he was worried about Sammy; was this a *conversation maker* or a *conversation breaker*? Why is it helpful to ask how people feel about things? (*Everyone has different feelings; it helps me understand the person’s feelings and have empathy for them; it lets them know that I care about what they are saying*)

When Kayla said that she remembered how loud Sammy barked; was this a *conversation maker* or a *conversation breaker*? Why is it helpful to share similar experiences or memories that you might have had? (*It helps me feel connected to one another; I can understand how each other feels; I can remember things that I have done or experienced together*)

When Jeremy asked if the kids had ever tried Fruity Krunchies; was this a *conversation maker* or a *conversation breaker*? If you were having a conversation and someone said something “off topic;” how would you feel? (*Frustrated; ignored; might think they weren’t listening or didn’t care about what I was saying*)

When Kayla was looking out the window and thinking about what she wanted to say next; was this a *conversation maker* or a *conversation breaker*? What could happen if you start thinking about other things while someone is talking? (*I won’t know what they said; I won’t know how to respond; they might think I don’t care about what they’re saying*)

After Reading

Why is it important for everyone to have opportunities to speak and listen in a conversation? (*Everyone can contribute their ideas and feelings, everyone feels included; I can learn things from everyone*)

What is something that you think you could have a conversation about for a really long time?

Tip: Emphasize commonalities by asking classmates if they would like to join in a conversation about that topic.

.....

EXPLORE AND PRACTICE: “CONVERSATION CAN”

Children practice making appropriate comments and questions and using listening and speaking skills during a group conversation game.

Set the Stage

Review the idea of *conversation makers* and *conversation breakers*.

Conversation makers are behaviors that help conversations between people to continue, like listening carefully and taking turns speaking. *Conversation breakers* are behaviors that can end conversations or make them difficult to continue, like interrupting, not paying attention, or saying things that are off-topic, or unrelated to the conversation.

Discuss how you can keep a conversation going by listening and making comments or asking questions about the topic. Write a specific conversation starter on the board (e.g., *I got a new puppy.*). Brainstorm appropriate responses with children (e.g., *Pretend that someone said this to you. How could you respond to keep the conversation going?*) and make a mind map or chart (refer to the *Conversation Mind Map* example). Be explicit in labeling the type of response (e.g., *ask for more information*). When children offer (or you provide) off-topic suggestions, write them in a separate list labeled “conversation breakers” and discuss why the comment would not help maintain the conversation.

Tip: Acknowledge that it is okay for conversations to gradually go in a different direction sometimes, but that abruptly changing the topic to yourself or to something else is not appropriate.

Facilitate the Activity

Sit in a circle so that children can see one another. Explain that the class will be playing Conversation Can together to see how long they can continue a conversation (set a specific time to end). Pass out *Question and Comment* cards (one of each to each child) and explain the game:

- ▶ After the conversation has started, the children should raise the appropriate card to indicate that they have a comment or question to add
- ▶ When they make a comment or question, they should place the appropriate card down in front of them
- ▶ The children may only use each card one time at the most (children do not need to use a card to answer a question directed to them)
- ▶ Everyone is encouraged to contribute if they want to say something
- ▶ Everyone should listen thoughtfully to one another

Choose a conversation topic and invite the children to begin talking. Facilitate the conversation, designating who will speak next, when necessary. Provide reinforcement and support throughout the conversation, and redirect children as appropriate if off-topic comments are made. End at the specified time or when there are no more comments or questions (if desired, choose a new topic and challenge the class to have an even longer conversation).

Tip: To encourage a group conversation rather than simply teacher-directed comments, remind speakers to look around at the group or to the person that has asked them a question.

Wrap It Up

What things were easy or challenging about continuing a conversation? (*Easy: It was fun and interesting; there were a lot of things to talk about. Hard: Waiting for a turn; remembering to look at everyone*)

What could you do if you notice that someone isn't really included in a conversation? (*Ask them what they think or feel; make sure that people are taking turns and giving everyone a chance to speak*)

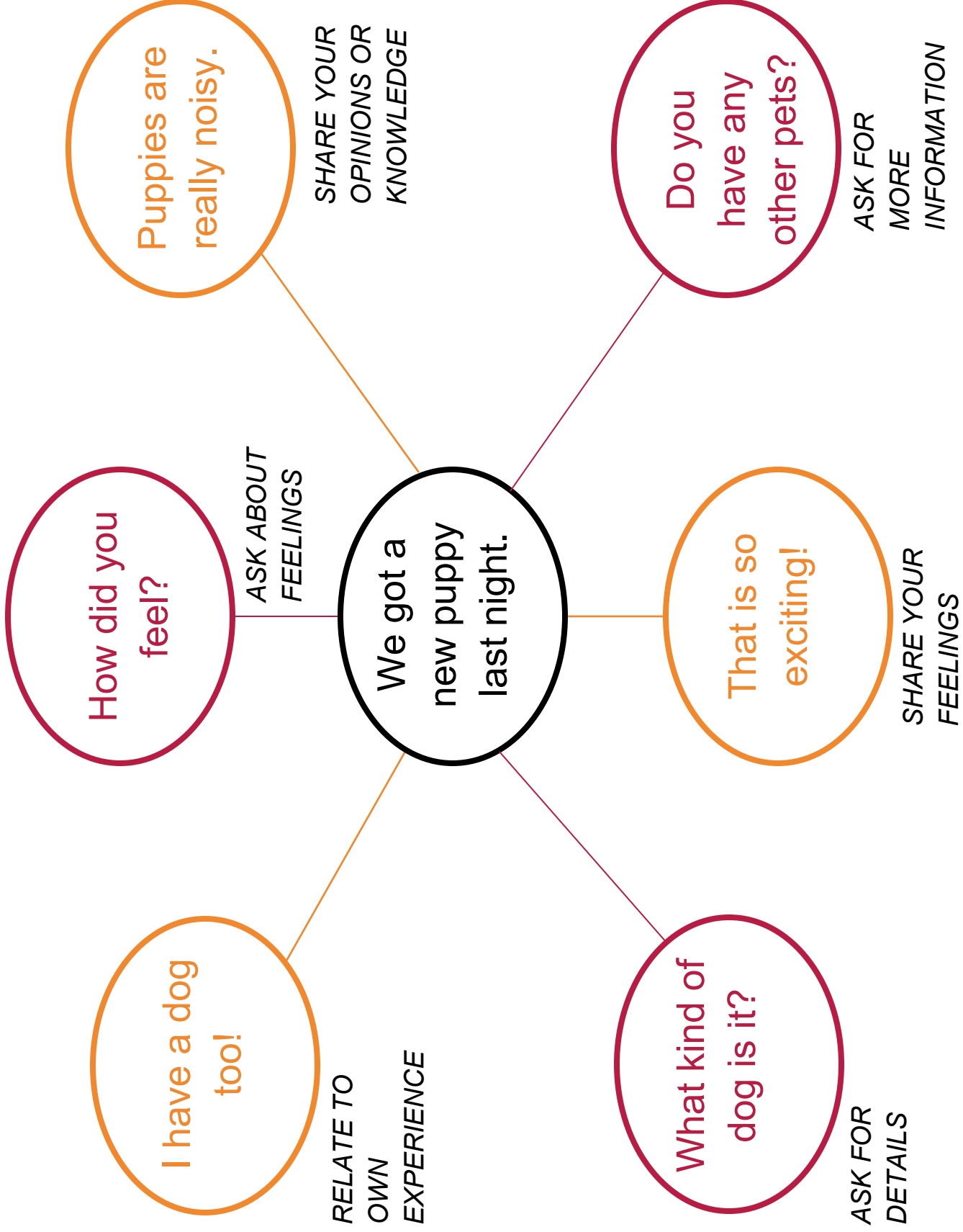
SUPPLEMENTAL ACTIVITIES

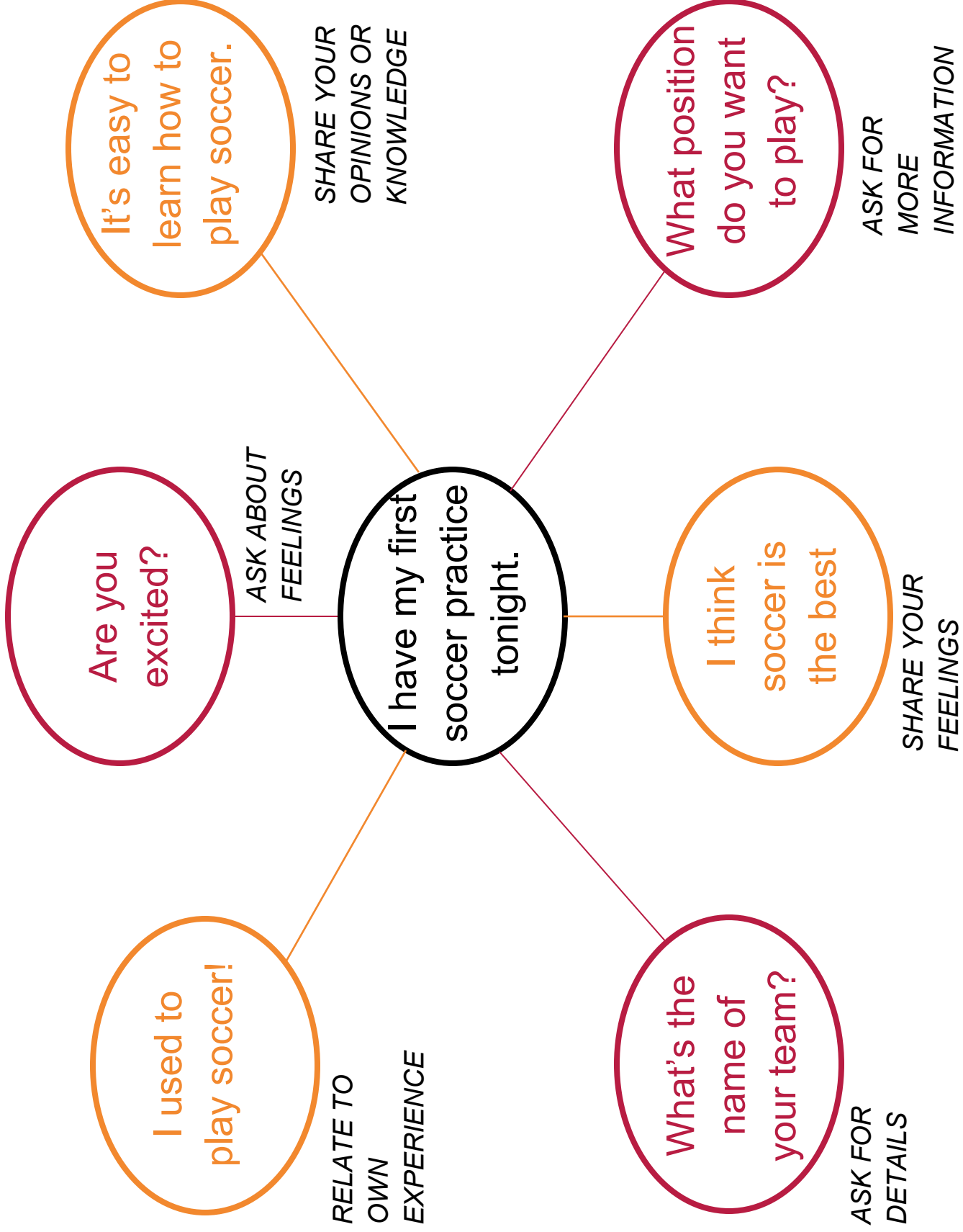
Small Group Conversation Can: Break children into groups of three to four and give each child a Question and a Comment card. Assign or allow groups choose a topic and have them play Conversation Can together, explaining that they should hold up the appropriate card when they have something to say and that they may use their cards repeatedly during the conversation. Remind them that they will need to figure out how to take turns speaking and listening, ensuring that everyone is participating, and maintaining the conversation within their own group. Monitor groups and provide reinforcement and support as needed. After a designated time has passed, end the game and gather the group together to discuss the experience.

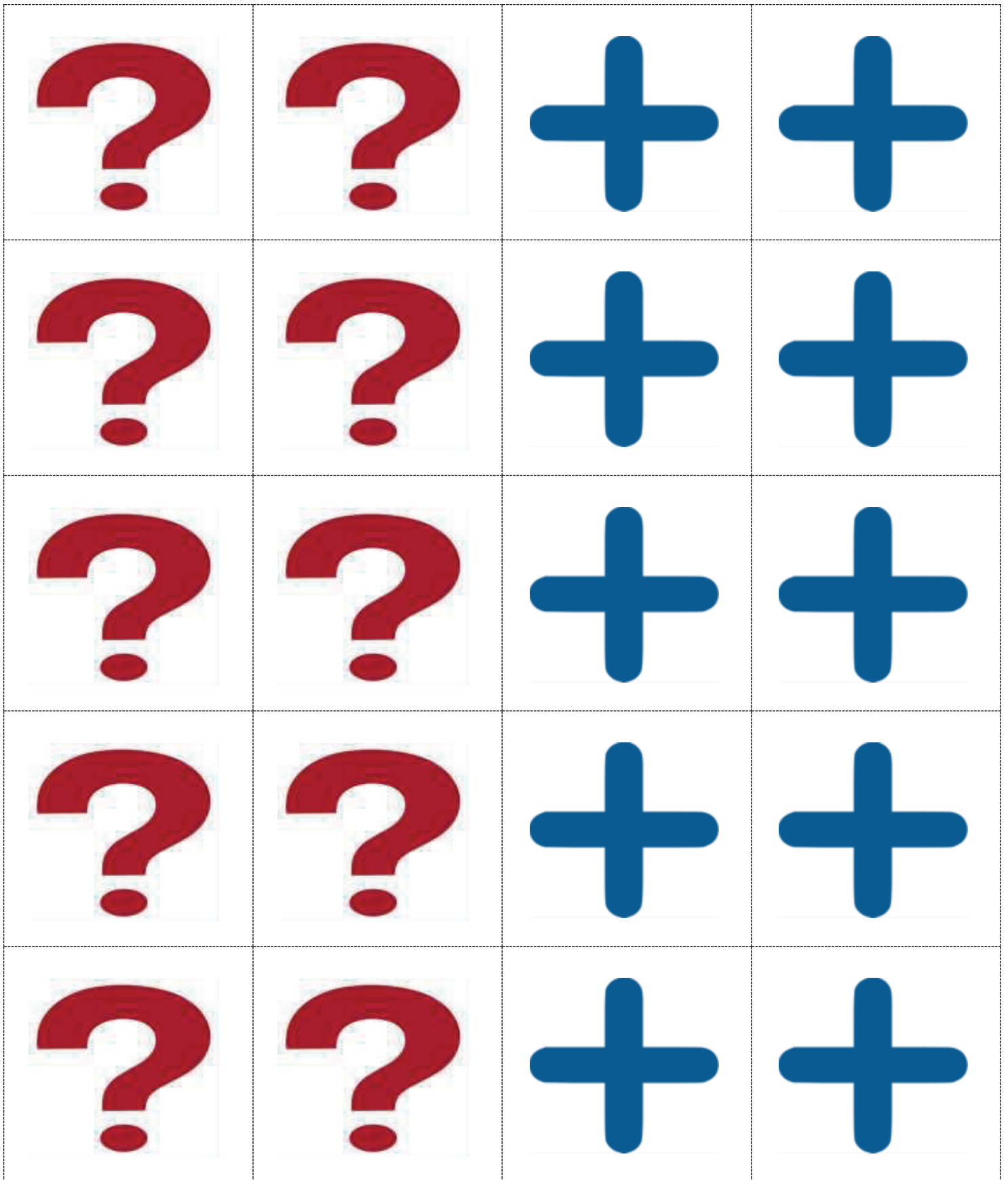
- What things were easy or challenging about continuing a conversation?*
- Did anyone ever want to talk at the same time? What did your group do?*
- Were there times when no one had anything to say? What did your group do?*
- How did you make sure that everyone was included in the conversation?*
- Did you talk about the same topic the entire time, or more topics?*

Conversation Maker/Breaker Poster: Brainstorm “conversation makers and breakers” and create a chart such as the one below. Have the children work with a buddy to create a poster or flyer titled “Be a Conversation Maker, Not a Conversation Breaker!” that describes how to be an effective communicator and why it is important.

| Conversation Makers | Conversation Breakers |
|--|--|
| Taking turns speaking and listening | Interrupting |
| Asking questions related to the topic | Not giving others a chance to speak |
| Making comments related to the topic | Asking unrelated, off-topic questions |
| Answering questions that are asked | Making unrelated, off-topic comments |
| Listening thoughtfully to the speaker | Not speaking or responding |
| Showing interest in what the speaker is saying | Looking bored, uninterested |
| Speaking clearly | Thinking about what you want to say instead of listening |
| Coming and staying close to one another | Speaking too quietly or quickly, mumbling |
| | Wandering away |







OVERVIEW

Read and Discuss: *The Sailboat*

Explore and Practice: Speak Up, Speak Kindly

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

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

When you *speaks up and speak kindly*:

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

MATERIALS

- ▶ *The Sailboat* storybook
- ▶ Paper
- ▶ *Speak Up, Speak Kindly* cards (copy and cut into one card per buddy pair)

RESEARCH AND RELEVANCE

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

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

Think about this...

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

Try this today...

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

You all have some good ideas about how to solve this problem. Let's make sure you hear from everyone—what do you think, Liam?

You look like you might have an idea, Christina. Would you like to share what you're thinking?

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

READ AND DISCUSS: *THE SAILBOAT*

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

Before Reading

Have you ever wanted to share your ideas about something, but felt like it was difficult to speak up?

Sometimes it can be difficult to tell your thoughts or feelings to others, or you might not be sure if it is okay to speak up. Everyone has important things to say and share. As long as you are speaking kindly, it's okay to speak up.

In this story, a child feels uncomfortable sharing her ideas with her friends, but when she finally does; her ideas are really helpful to them.

As you listen to the story, pay attention for times when it would be helpful if a character spoke up.

During Reading

Do you think it's okay to speak up and ask for something; even if the answer might be no? When is it okay or not okay? (*Okay if the request is kind, acceptable, and fair; no if the request is unkind, unrealistic, or unfair [e.g., Can I have your lunch?]*)

Why didn't Kim want to share her idea about making the boxes into a sailboat? (*She was worried her friends wouldn't like it or would say it was a bad idea*)

What could happen if you only spoke up when you were sure that you were right or that you had a good idea? (*I would miss opportunities to share ideas and problem-solve; trying ideas that don't work can help me learn*)

Why didn't Kim speak up when Annie called the stick a "rudder" even though she knew it was a mast? (*She didn't want to tell her she was wrong or hurt her feelings*) Is it okay to disagree with what others say or do? What kind of voice and words should you use to speak up and disagree? (*Clear; strong; respectful; kind*)

What do you think would have happened if Kim hadn't spoken up about her idea to use ropes to hold up the mast? (*The kids wouldn't know how to make the mast stand up; they might have gotten frustrated; the stick might have fallen on someone*)

Tip: Emphasize that children can *Speak Up, Speak Kindly*.

After Reading

What can make it hard to speak up with our ideas and feelings? *(We aren't sure if our idea is good; someone might disagree; we are nervous to talk to people we don't know or to a group of people)*

When is it really important to speak up? *(In an emergency; when I and others need something; when I know something others need to know)* What could happen if you didn't speak up in one of those situations? *(I or someone else could be hurt; things could go wrong)*

EXPLORE AND PRACTICE: SPEAK UP, SPEAK KINDLY

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

Set the Stage

Have the children sit with their buddies. Give each pair a piece of paper and have them draw a line to divide it in half. Tell them you are going to draw a picture on the board that they must copy on their whole paper; however, they may only draw on their own half of the paper and they may not speak during the activity. Make a simple line drawing on the board (e.g., cat face, house, hot air balloon) and have them begin. If they have questions for you, redirect them to their paper and remind them that they may not speak during the activity.

After the children have completed their drawings (end early if you sense a great deal of frustration), have them turn their paper over and divide it again. Draw another picture on the board and ask them to copy it in the same manner, but tell them that they may talk to one another while they are working.

Invite the children to share their drawings and discuss the process of the activity.

What was it like to draw the first picture with the instructions that I gave? *(Hard; confusing)* How were you feeling? *(Frustrated; wanting to say something)*

How was it different while you were drawing your second picture and allowed to speak? *(Easier; could make the picture)* Why was it easier or better? *(Could talk to each other; could help each other)*

Facilitate the Activity

Explain why it is important to feel comfortable speaking up and using kind words.

There are many reasons why you might need or want to speak up, whether it is to ask a question, to share an idea, or to ask for help. It is important for everyone to feel that they can speak up and tell others what they think, feel, or need. When you speak up, it is also important to use kind words. That way, you not only share your thoughts and feelings but also respect their thoughts and feelings.

Write the four elements of *speaking up and speaking kindly* on the board, and brainstorm what each looks or sounds like. Invite several volunteers to demonstrate the various skills with a buddy.

- ▶ Stand tall
- ▶ Look at the person
- ▶ Use a strong, friendly voice
- ▶ Use kind words

Pass out a *Speak Up, Speak Kindly* card to each buddy pair and have the children think whether it would be okay to speak up in that situation and, if so, what they might say (and if not, why not). Gather the group to discuss the scenarios, and have the buddy pairs role-play the situations using friendly, assertive speaking. Ask the class to repeat what was said for each scenario so that all children have an opportunity to practice speaking up.

Wrap It Up

What do you do with your eyes when you speak up and speak kindly? (*Look at the person*) What kind of voice do you use? (*Strong; clear; friendly; respectful*) What kind of words do you use? (*Kind; friendly; respectful*)

How does it help others when you speak up and speak kindly? (*I can share my ideas and feelings with them; I can help them; I can say nice things to them*)

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

SUPPLEMENTAL ACTIVITIES

Say It Loud, Say It Proud: Gather the children in a circle and pass around a “microphone,” giving each child an opportunity to briefly share a topic (e.g., something they would like to do this weekend) and practice assertive speaking.

What’s on My Mind: Have the children think about an issue in the classroom or on the playground that is a concern or for which they have an idea and have them draw, dictate, or write about what they could say to speak up about the issue, and to whom. Encourage them to try *speaking up* and *speaking kindly* about this issue with their classmates or the classroom community at school this week.

You can't unsnap your bike helmet by yourself.

Is it okay to say that you need help?

You think that your friend's new haircut looks kind of funny.

Is it okay to say that you don't like how someone looks or what they are wearing?

You and your friends are building with magnetic tiles, and you have an idea to build a bridge, but you aren't sure if your friends will want to do that.

Is it okay to say when you have an idea?

You see that a classmate is spinning really fast on the merry-go-round and can't stop it.

Is it okay to say when someone might be in danger or need help?

A classmate tells you how to play a new game, but you don't understand what he said.

Is it okay to say that you don't understand or if you need ask a question?

Your friend is scared to climb the jungle gym, and you think that is really silly.

Is it okay to say that you think someone else's feelings are silly or wrong?

| | |
|--|--|
| <p>You think that you got the best grade on the math test.</p> <p><i>Is it okay to say that you did something better than someone else?</i></p> | <p>Your friend has been using the magnifying glass for a long time in the science center, and you want to use it to look at some fossils.</p> <p><i>Is it okay to say that you want someone to share or that you want something?</i></p> |
| <p>Your friend asks you to help him figure out a math problem, but you have to finish your reading and don't have enough time.</p> <p><i>Is it okay to say no to someone if you aren't able to do something?</i></p> | <p>You are watching a group of friends who are already playing soccer, and you want to play with them, too.</p> <p><i>Is it okay to say that you want to play with someone?</i></p> |
| <p>You hear a classmate say something mean to another child.</p> <p><i>Is it okay to say that what someone says or does isn't kind or fair?</i></p> | <p>You really like the poem your classmate wrote.</p> <p><i>Is it okay to say something nice about someone or about something they did?</i></p> |



Problem Solving



Unit 4

OVERVIEW

Unit 4 focuses on fostering children's ability to resolve conflicts and working cooperatively and compatibly with others.

GOALS

This unit is designed to help children:

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

ACTIVITIES

4.1 Identifying Problems

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

4.2 Solving Problems

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

4.3 Cooperating

Children discuss teamwork skills and work together on a collaborative activity.

4.4 Recognizing How Behaviors Affect Others

Children discuss how their behaviors affect others and learn how to compromise in order to be considerate and fair to others.

4.1 Identifying Problems

Suggested information to share with families in the classroom newsletter:

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

When you have a problem or disagreement, you can:

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

You may wish to:

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

4.2 Solving Problems

Suggested information to share with families in the classroom newsletter:

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

When you have a problem or disagreement, you can:

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

You may wish to:

- ▶ Talk with your child about the last two steps to solving a problem (**Think, Try**)
- ▶ Ask your child what it means to *compromise*
- ▶ Take opportunities while reading stories or watching videos that involve a conflict or difference of opinion, to pause and ask your child to think of as many possible solutions to the problem as they can (e.g., *What if...?*). Guide your child in thinking about the consequences of these possibilities for each person involved (e.g., *If they decided that the playground field should be for the kids who want to play soccer, those kids would be happy, but what about the kids who don't play soccer but still want to have room to play other games? What would they do?*)

4.3 Cooperating

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

- ▶ Ask your child of things that are important to do when working together (e.g., include everyone; listen and cooperate; use kind words)
- ▶ Talk with your child about the ways your family cooperates with one another (e.g., making dinner; washing the car; putting together a puzzle, etc.), and discuss how much fun it can be to work together and that everyone helps to get the job completed.
- ▶ Tell your child when you notice him/her using teamwork skills and point out how it is helpful (e.g., *I saw how you made sure to give your little sister a turn to mix the dough too—she is really excited to help; these cookies we're making together are really going to be delicious!*).

4.4 Recognizing How Behaviors Affect Others

Suggested information to share with families in the classroom newsletter:

Our class is discussing how everyone has unique preferences and tendencies, and we are learning ways to compromise and change our behavior when necessary so that we can respect and get along with others around us.

You may wish to:

- ▶ Ask your child what it means to “make it work for everyone”
- ▶ Brainstorm with your child to create a special signal (e.g., palms facing up/down to indicate “turn it up” or “turn it down”) that provides them with a gentle reminder to adjust their behavior as needed (e.g., “pump it up” or calm down), and help them practice doing this.
- ▶ Role-play with your child that you are going to do work on a project together. Talk with your child about each of your preferences or styles of doing things, and brainstorm ways you could compromise and work together:
 - ▶ Light on vs. off
 - ▶ Music on vs. off
 - ▶ Humming, singing, tapping versus being quiet
 - ▶ Moving around versus being still
 - ▶ Sitting vs. standing
 - ▶ Talking a lot vs. thinking quietly
 - ▶ Messy versus neat workplace

OVERVIEW

Read and Discuss: *The Sleep Under*

Explore and Practice: Spot the Problem

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

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

When you have a problem or disagreement, you can:

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

MATERIALS

- ▶ *The Sleep Under* storybook
- ▶ *Spot the Buddy Problem* activity sheet

RESEARCH AND RELEVANCE

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

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

What You Can Do to Problem Solve

| Children can: | Adults can: |
|--|---|
| <i>STOP and calm down</i> | Remain calm, acknowledge and label how children feel, help them use calming strategies |
| TALK about the situation and state the problem | <i>Gather information by asking children’s perspectives on the situation, guide children in stating the problem</i> |

Think about this...

Have you ever ended up in a conflict because of missing or misunderstanding someone else’s feelings or perspective?

When a friend or colleague does not share the same opinion on a matter of importance to you, how likely are you to feel that this person is “wrong?” How hard do you try to accept or understand their opinion and/or to explain or convince them of the “right” perspective?

What strategies do you find effective in working with people whose ideas or feelings differ from your own?

Try this today...

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

How did this character feel when her baby brother ripped up her homework? Why? Do you think he meant to ruin her homework and make her angry? Why do you think he ripped it up? How do you think he felt when she yelled at him? So it sounds like the problem is that when she leaves her homework on the table, her brother can get it and ruin it.

READ AND DISCUSS: *THE SLEEP UNDER*

Children listen to the story and discuss the importance of speaking up about their feelings, even when they disagree with others, so that they can understand a problem and work together to find a solution.

Before Reading

Have you ever disagreed with your friends about what you wanted to do together? What did you do about this problem?

It's okay to feel differently than someone else, but it's important to talk to each other so that you understand the problem and find a solution together.

In this story, one child doesn't want to do what her friends want to do, but she is afraid to tell them and ruin their plans. When she finally shares her feelings, they are able to figure out a new plan that works for everyone.

As you listen to the story, pay attention for the problem that arises when the characters feel differently about the same thing and what they do to resolve it.

During Reading

Why didn't Maddie want to tell her friends how she felt at first? *(She knew they were excited to have the sleep under there; she didn't want them to be upset; she didn't want to ruin their plans)*

Why did Maddie take a deep breath before she told her friends how she felt? *(She was nervous/worried; she was trying to calm down)* What else can you do to calm down? *(Count to 10; take a walk; think of something that makes me happy)*

If Maddie had gone up to the tree house with her friends; what could have happened? How would she have felt? *(She could have been very scared; she wouldn't have had fun; she could have felt sad or angry; she could have been too afraid to climb up or back down the ladder)*

When Maddie finally stopped and talked to her friends about how she felt; what was the problem they finally realized they had? *(They didn't all like to be high or want to be in the tree house; they needed to change where the sleep-under was so Maddie could be included)*

Tip: Have children practice taking a deep breath and letting their body relax.

After Reading

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

How can talking about how each person feels help you find a fair solution to a problem? (*I know what each person wants or needs; I will understand the problem better; I will know if each person is okay with the solution*)

Extension Have the children turn to their buddies and practice disagreeing in a strong, respectful voice (e.g., *I disagree; I have a different idea; I feel differently*).

.....

EXPLORE AND PRACTICE: SPOT THE PROBLEM

Children discuss the first two steps in solving problems (Stop, Talk), practice identifying different perspectives, and state problems in given scenarios as a group and with a buddy.

Set the Stage

Share a real class scenario and ask the children if they think this would be a problem (e.g., *We only have one set of astronomy cards in the science center. What if two children both want to use them at the same time? Would this be a problem?*).

Discuss the first two steps in solving a problem:

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

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

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

Facilitate the Activity

Explain that the class will talk about different situations that might happen among children and try to "spot the problem."

Guide the children in discussing the *Spot the Problem Scenarios*. Have them share answers with their buddies before inviting a few to share with the class.

Read or role-play each scenario and:

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

Have the children sit with buddies and choose a method to assign each as Buddy 1 or Buddy 2. Distribute a *Spot the Buddy Problem* activity sheet to each pair and read the scenario to the class. Have buddies draw (on the face) how their character feels and write (in the thought bubble) what their character wants to do. Next, have buddies decide what the problem is and write it in words. Gather the class to share their work, brainstorming a few solutions to the problem.

Wrap It Up

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

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

Why is it important to say the problem out loud in words? (*We will both know what the problem is; we will be able to think of solutions*)

SUPPLEMENTAL ACTIVITIES

Agree/Disagree Game: Make a statement and have the children indicate whether they agree or disagree by giving a thumbs up, thumbs down, or flat hand (for “not sure”). Or, place signs in different parts of the room (Agree, Disagree, Not Sure) and have the children respond by standing under the appropriate sign. Begin with statements that are more concrete (e.g., *I love chocolate ice cream. Dogs are my favorite animals.*) and continue with statements that become increasingly more abstract and/or controversial (e.g., *Children should be able to vote for the President. Children should be able to have sleepovers on school nights.*). Each time, ask for a volunteer from each group (agree, disagree, or not sure) to talk about their opinion, reminding them to use respectful and positive statements (e.g., *I like strawberry ice cream best!* rather than *Chocolate ice cream is disgusting!*). Discuss the experience by asking the class if the game was difficult (e.g., *Was it difficult to have a different opinion than your friends? Did you want to change your opinion after you heard other kids' opinions?*). Emphasize that sometimes everyone has different opinions and it is important to express their opinions and differences respectfully.

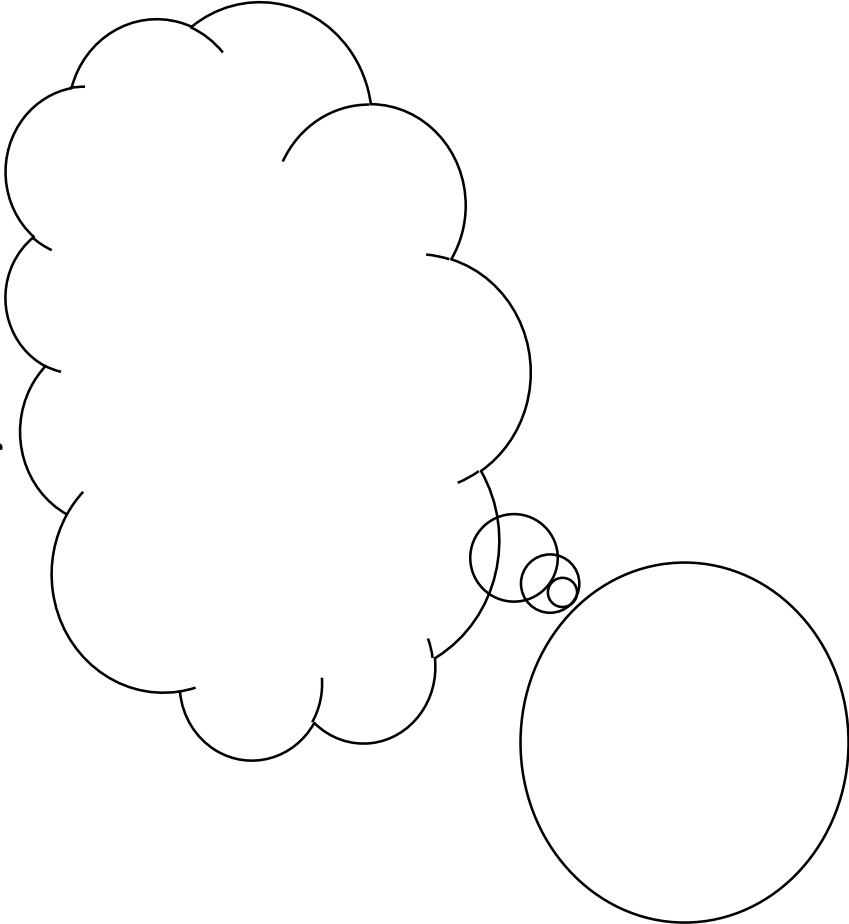
- ▶ **Disagree Respectfully Role-Play:** Discuss some conflict scenarios and invite children to role-play the scenario and demonstrate respectful and assertive ways to disagree using a strong voice, kind words, and respecting the other person's feelings or ideas.
 - ▶ *You and a friend are building a clay volcano together. Your friend wants to add more water to the clay, but you don't think it's a good idea.*
 - ▶ *Your friend shows you his new card game and says, "This is the best game ever!" You don't think it looks like fun at all.*
 - ▶ *You and a friend are building a spaceship with connectors. Your friend wants to start making a Ferris wheel instead, but you want to finish the spaceship.*

What's the Problem Role-Play: Have the children role-play brief problem-solving situations. Guide them in identifying how each of the characters feel, how to calm down, and what each of them want. Have them state the problem in words and then brainstorm possible solutions..

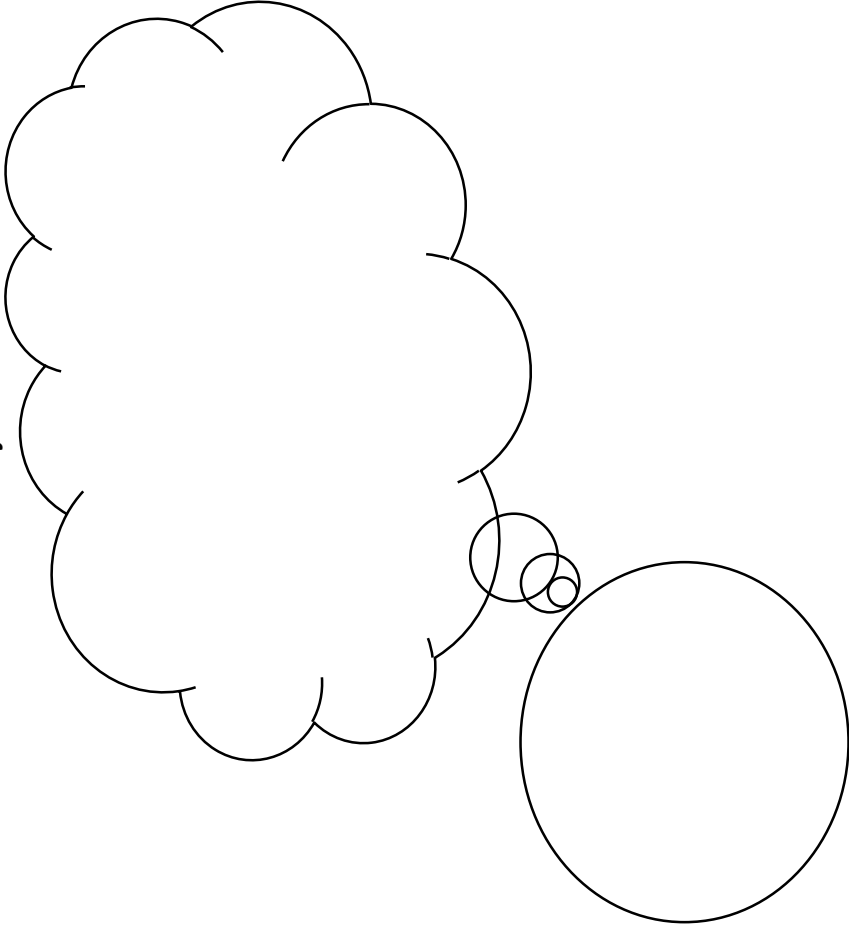
- ▶ *Two children reach for the same soccer ball at the same time.*
- ▶ *One child accidentally trips a classmate on the playground.*
- ▶ *One child wants to put stickers on their shared paper, but their buddy wants to use markers.*
- ▶ *One child accidentally spills water all over another child's homework.*

Situation: Two buddies are having fun playing chase at recess. Buddy 1 chases Buddy 2, and then grabs his hat and giggles. Buddy 2 just got that new hat and doesn't think it's funny, so he yells, "Stop!"

Buddy 1



Buddy 2



Problem: _____



4.1 Spot the Problem scenarios p. 1 (Grade 2)

Mia has been looking forward to having some cookies all morning long. Mia finally comes to get her snack, but Jeremy is already eating the cookies and there is only one left.

STOP

How do you think Mia might feel? (*Upset; disappointed; sad*)

What should Mia do first so they can solve the problem? (*Stop and calm down*)

What could she do to calm down? (*Take a deep breath, count to ten*)

TALK

Once Mia stops and calms down, she and Jeremy can talk about the problem.

What do you think Mia wants? (*The cookies*)

What do you think Jeremy wants? (*The cookies*)

What is the problem that Mia and Jeremy have? (*They both want to eat the cookies*)

THINK, TRY

Mia and Jeremy both want to eat the cookies. What could they do to solve this problem? (*Jeremy could give the last cookie to Mia because he already had some; they could split the last cookie; they could find another snack*)



Kayla is pulling Gabriel in a wagon but he wants to slow down. When Kayla finally stops the wagon to turn it around, she says, "That was fun—let's go faster next time!"

STOP

How do you think Gabriel might feel? (*Scared; angry*)

What should Gabriel do first so they can solve the problem? (*Stop and calm down*)

What could he do to calm down? (*Take a deep breath; take a break for a minute*)

TALK

Once Gabriel stops and calms down, he and Kayla can talk about the problem.

What do you think Gabriel wants? (*To go slow*)

What do you think Kayla wants? (*To go fast*)

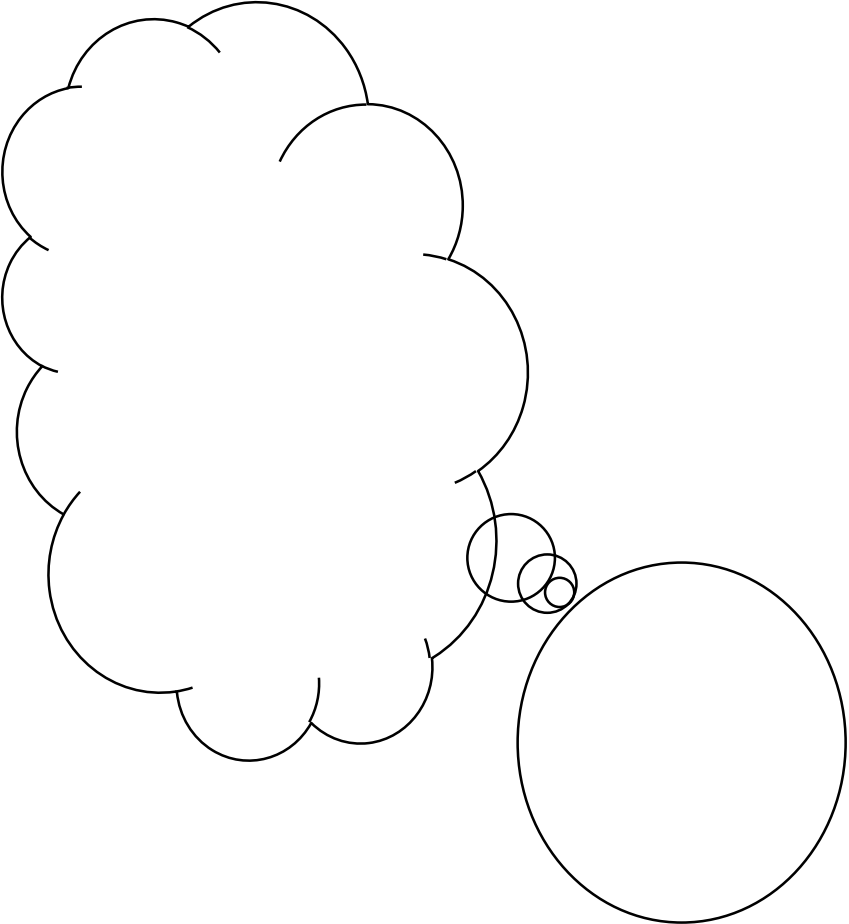
What is the problem that Gabriel and Kayla have? (*They like to go at different speeds*)

THINK, TRY

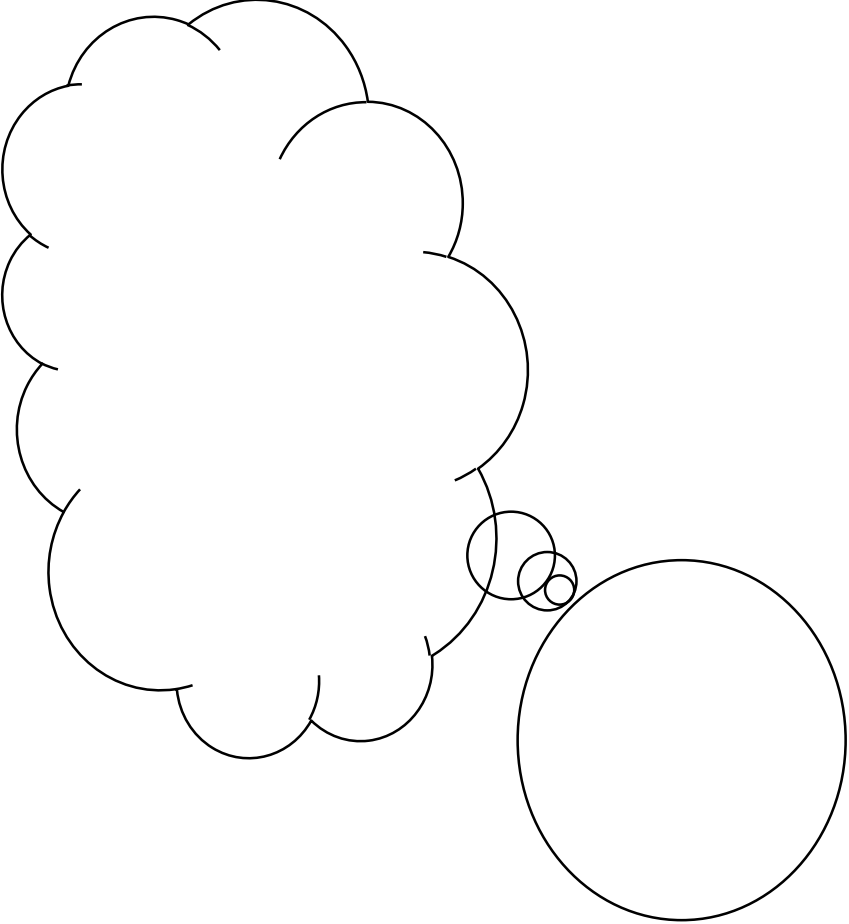
Kayla wants to go fast but Gabriel doesn't like that. What could they do to solve this problem? (*Kayla could go more slowly; Gabriel could pull Kayla instead; they could play something different that they both like*)

Situation:

Buddy 1



Buddy 2



Problem:

OVERVIEW

Read and Discuss: *The Ball Situation*

Explore and Practice: Plan It Together

MATERIALS

- ▶ *The Ball Situation* storybook
- ▶ *Plan It Together* activity sheet

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

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

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

A *compromise* is when each person gives up a little of what they want so everyone can agree on a solution.

A good solution makes everyone feel okay.

When you have a problem or disagreement, you can:

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

RESEARCH AND RELEVANCE

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

What You Can Do to Problem-Solve

| Children can: | Adults can: |
|---|---|
| THINK of possible solutions | <i>Encourage children to think of multiple solutions, remind them to listen to one another's ideas, suggest additional solutions by prompting</i> |
| TRY a solution and see how it works for everyone | <i>Guide children in choosing a solution (let children decide as long as it is reasonable), provide support in carrying out and evaluating the solution</i> |

Think about this...

How do you tend to approach disagreements or conflicts with other adults—do you take charge, go along with the opinions of others, try to smooth over angry feelings, focus on solutions, etc.?

Do you find compromising with others easy or challenging? Are there particular areas or situations that are more difficult for you to compromise?

Try this today...

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

READ AND DISCUSS: *THE BALL*

Children listen to the story and discuss the importance of solving a problem by listening to everyone's ideas and working together to find a compromise that makes everyone feel okay.

Before Reading

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

There can be many different ways to solve a problem, so it's important to decide together and to choose a solution that works for everyone. Sometimes you might have to compromise and each give up a little of what you want in order to find a solution that is fair.

In this story, there is a problem on the playground, so a group of friends has to figure out what to do.

As you listen to the story, pay attention to the different ideas that the kids have for solving the problem and how they finally reach a compromise.

During Reading

Were Annie's ideas—taking a ball from the fourth graders or having their class get all of the balls—a fair solution? How would the kids in the other classes have felt if they had to do things Annie's way instead of deciding together? (*Sad; angry; like they didn't get to help decide; like no one asked for their ideas*)

Sometimes you have to *compromise* to solve a problem, so each person has to give up a little of what they want agree to come to a solution that makes everyone feel okay. How was the kids' solution of each class taking turns using the balls on different days a *compromise*? (*Each class didn't get to use the balls every day like they wanted but everyone got to use them sometimes; they all agreed on the solution and felt okay about it*)

After the kids thought of taking turns with the balls; what did they do to make sure that everyone felt okay with that solution? (*They talked to the principal and the fourth graders to see what they thought about the idea*)

What did the kids have to do when taking turns with the balls didn't work? (*Think of another solution; talk to the fourth graders again*) What happened at the end of the story because they kept thinking of more solutions? (*They thought of a new way to play; they were all able to play together; more kids joined the games*)

After Reading

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

How does it help to think of many different ideas to solve a problem? (*Not everyone feels the same way; I can hear many good ideas; I can choose the solution*)

Tip: You may wish to brainstorm what the children would do if they did not have enough playground equipment, highlighting the many solutions.

.....

EXPLORE AND PRACTICE: PLAN IT TOGETHER

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

Set the Stage

Review the first two steps in problem-solving and introduce the last two steps.

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

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

Remind the children that finding a solution that makes everyone feel okay may involve *compromise*, or giving up a little and not doing exactly what they want, so that they can all agree on one solution that works for everyone.

[TRY] After you have thought of some different ways to solve the problem, the last step is to choose one and try it out. You can ask yourself three questions to decide what would be a good solution to try. You can ask: *Is it safe? Is it fair? Will everyone feel okay?* If your solution doesn't work, you can THINK and try another solution.

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

- ▶ State the problem in words
- ▶ Discuss two to four possible solutions (including poor solutions)
- ▶ Predict the consequences of one to two of these solutions for each of the characters to determine if the solution could be a good one

Suggested Scenarios

- ▶ *A classmate said that she would hang out with you after school, but you see her walking home with someone else*
- ▶ *You and a friend are playing a board game. You reach for the spinner but your classmate says, "It's my turn!"*
- ▶ *You and a classmate are working with the base 10 blocks, but when the teacher says that it's time to clean up, she walks away and leaves you with the mess.*

Facilitate the Activity

Have the children sit with their buddies. Explain that they will practice being good problem-solvers as they work on a project with their buddy. Distribute one *Plan It Together* activity sheet to each pair, and provide support to them as they decide fairly how to plan their activity together. As they work, provide support and positive reinforcement for any problem-solving efforts, repeating the relevant steps (e.g., *You and your buddy had a problem because you both wanted to choose different things to do. You came up with a good solution and found something that you both like!*). When necessary, remind them that if the solution doesn't work for everyone, they can think of more ways to solve the problem and try another one; guide them in as they work.

Tip: Support buddies in deciding how to "share" their project (e.g., leave it for a classroom display, make a second one, etc.).

Wrap It Up

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

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

Why is it important to be able to say the problem out loud in words? (*We will both know what the problem is; we will be able to think of solutions*)

SUPPLEMENTAL ACTIVITIES

Choose Your Own Solution: Read a story in which the characters face a conflict or problem that requires resolution. Have children work with a buddy to write and illustrate an alternate ending.

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

Problem-Solving Comic Strip: Provide a conflict scenario. Have children illustrate and provide captions for (1) the problem; (2) one possible (fair or unfair) solution; (3) the outcome of that solution for the characters involved.

A Party with My Buddy

You and your buddy are going to have a party and will have to decide together:

| | |
|--------------------------------------|--|
| <p>Where we will have the party:</p> | <p>What kind of cake we will have:</p> |
| <p>What game we will play:</p> | <p>What color balloons we will have:</p> |

OVERVIEW

Read and Discuss: *The Rain Forest*

Explore and Practice: Teamwork in Action – Collaborative Creations

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

When you work together with someone else, you can think of new ideas and do things that you can't do alone.

Cooperation means that you listen to each other's ideas, share, and help one another.

MATERIALS

- ▶ *The Rainforest* storybook
- ▶ Containers of recyclables or craft materials (one per small group)
- ▶ Glue

RESEARCH AND RELEVANCE

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

Think about this...

Do you tend to prefer to work alone or with others? Does that differ at home compared to at work? What do you find challenging and/or helpful about working alone or together?

How often do you plan activities in which the children in your class can work with a partner or small group? What do you find challenging and/or helpful about facilitating group work with children?

Have you considered how you might use the physical space in your classroom to promote teamwork? Are areas and materials set up to bring children into close proximity and encourage cooperation? What changes could you make to achieve those goals while maintaining necessary classroom structures?

Try this today...

Promote cooperation, turn-taking, and teamwork by setting up small group activities and centers with limited materials. For example, if four children are able to examine the rocks at the science center, provide only two magnifying glasses, or have children work in pairs to complete a science worksheet as they examine them together. Be mindful of children’s individual developmental levels and their capacity to adapt to this challenge without creating extensive conflict, and be prepared to provide additional support for children’s waiting, asking, and sharing with one another. Notice and specifically acknowledge their cooperative behaviors.

I see that you have figured out how to share the magnifying glasses with one another—having two children look through the same glass at one time lets more of you examine the rocks and gives you a chance to talk about them together!

READ AND DISCUSS: *THE RAINFOREST*

Children discuss why it can be helpful to work together rather than alone and how to do so fairly and cooperatively.

Before Reading

What is something that you enjoy doing alone? What is something that is harder or less fun to do alone? When you play or work together with other people, what are some things you do to make sure that you are working as a team?

In this story, a group of friends have to figure out how to work as team to make a school project. When you work together, it is important that everyone participates and that everyone respects and cooperates with one another.

As you listen to the story, listen for times when the characters are not cooperating and what they have to do differently to work as a team.

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

During Reading

What did Jeremy do that prevented the kids from working together as a team?
(Planned the project by himself; made all the decisions; told the other kids what to do; didn't listen to their ideas)

Do you think that Jeremy was trying to be unfair or that he didn't want to work with Kenny and Mia? Why do you think that he planned the project without them?
(He was excited; he started planning it at home with his dad; he thought he had some really good ideas)

If Mia and Kenny hadn't spoken up and told Jeremy that they had some ideas too; how do you think that their rainforest project might have turned out differently?
(They wouldn't have used Mia's bugs; wouldn't have been able to fit the tall trees; wouldn't have had fuzzy monkeys)

Was Mia's idea to make the trees out of clay successful? Why was it a good thing for the other kids to try Mia's idea; even though they didn't think it would work?
(It showed respect for her idea; it might have actually worked; they learned that they couldn't make big things with clay)

Is it okay if people don't do things perfectly or make mistakes when they work together? How did Jeremy show teamwork and respect when Gabriel was having a hard time making the clay monkeys?
(He encouraged him to try his best; suggested that he try to make them another way)

After Reading

How is it helpful to work as a team instead of by yourself? (*I can do things you might not be able to do by myself; I can help one another; I can think of a lot of good ideas together; it can be fun*)

When do you cooperate and work together with your classmates here at school? (*Work on puzzles; play games; clean up*)

EXPLORE AND PRACTICE: TEAMWORK IN ACTION – COLLABORATIVE CREATION

Children work together on a collaborative art activity.

Set the Stage

As a group, brainstorm ways to show teamwork skills when working together on a project (*Listen to each other's ideas and decide what to do together, share, take turns, include everyone, help each other, encourage each other*) and write children's ideas on the board.

Explain that children will be working together on an activity that requires teamwork skills.

Today you are going to have a chance to collaborate with some of your classmates and work as a team to create a picture together. It's important that you decide what your picture will be together, so you'll need to listen to each other's ideas. If you have an idea, share it with the others and ask them what they think. They might have some good ideas, too. Remember to cooperate with one another by sharing, taking turns, and helping one another. And because you'll be part of a team, it's important that every person gets to participate and contribute to the project.

Facilitate the Activity

Have children sit with buddies or in small groups and distribute containers of materials. As they work together, provide support and positive reinforcement for their cooperative efforts (*I can see you cooperating and figuring out that pattern together!*). If some are not participating or working separately, guide teams in collaborating (*It looks like you are each working on a different part of the picture. How will you connect them? Good idea to talk about that before you keep going!*).

Tip: If supplies are limited, or for additional monitoring, have pairs or small groups of children take turns working at a "team center."

Variation: Give children craft supplies and a large paper bag and have them create a puppet.

Tip: Take photos of each team in action.

After teams have had a chance to work together, direct their attention back to the teamwork skills listed on the board. Ask children to think about how they and their teammates did in each area—what they did well and what they could do better next time—and give them a moment to discuss this with their teammates. Gather the class to discuss the experience.

Wrap It Up

Did you have different ideas about what to make? How did you decide together?
(Listened to everyone's ideas; asked each other what to make)

Was there anything that was difficult about working together? *(Having different ideas; wanting to work on the same thing; everyone wanting to talk)* What would you do differently next time?

What was the best part about working together? *(Had a lot of ideas; got to talk about what we were doing; helped each other)* What did you do really well as a team?

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

SUPPLEMENTAL ACTIVITIES

Paper airplanes: Have buddy pairs make a paper airplane together with only one hand each (have them hold their other hands together or keep them behind their backs).

Collaborative Stories: Give pairs of children two to three random objects and have them think of a short story that incorporates the objects. Have them either write a short summary of the story or create a book cover for the story.

Team Projects: Occasionally throughout the year, set up activities that foster teamwork among the class or small groups of children. You might gather large boxes and other recyclable or building materials and encourage them to decide as a group what to create together, set up a simple meal preparation, or involve the entire class in choosing and developing a special activity or display for a Family Night. Breaking up some projects into smaller tasks assigned to “committees” can support teamwork practice in more manageable groups.

OVERVIEW

Read and Discuss: *The T-shirts*

Explore and Practice: Making It Work for Everyone

GOALS

This set of activities is designed to:

- ▶ Promote understanding that everyone has different behavioral dispositions
- ▶ Foster awareness of the impact of one's behaviors on others
- ▶ Foster self-regulation

LEARNING OBJECTIVES

Children will be able to:

- ▶ Predict how having different behavioral styles will impact the ability to work together
- ▶ Generate considerate and fair ways to compromise when working with others

KEY CONCEPTS AND VOCABULARY

Everyone is unique in what they prefer and how they like to do things.

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

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

When you are with others, you might need to *compromise* by changing what you are doing a little bit so you can "make it work for everyone."

MATERIALS

- ▶ *The T-shirts* storybook
- ▶ *Making It Work* scenarios (copy and cut one scenario for each buddy pair)

RESEARCH AND RELEVANCE

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

Think about this...

How would you characterize your own behavioral tendencies in areas such as “talkativeness” or activity level? How quickly or slowly are you able to change these tendencies in a given situation?

What strategies do you find effective in working with adults or children whose communication or behavioral styles differ from your own?

Try this today...

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

READ AND DISCUSS: *THE T-SHIRTS*

Children listen to the story and discuss that it is okay to do things differently, but that it is important to respect the others around them and be willing to compromise.

Before Reading

When is it fun to run around or make a lot of noise? When is it nice to be calm and quiet? Has there ever been a time when you wanted it to be calm, but people around you were being really active or noisy? What was it like?

It's okay to do things differently, but it's important to make sure that what you're doing works for everyone. Sometimes, you will have to compromise and change what you're doing a little bit. That way, everyone can feel respected and good about being together.

In this story, a group of friends is working on a project together, and they each like doing things very differently.

As you listen to the story, pay attention to how one child is affected by his friend's behaviors and what they do to compromise and make it work for everyone.

Tip: Discuss scenarios such as playing at the playground, cheering at a baseball game, or being in a bounce house versus reading a book, going to sleep, or talking to a friend.

During Reading

What was the problem when the kids were mixing the paints? (*Jordan wanted to follow the directions but Kayla didn't want to bother with that*). What do you think might have happened if Kayla had decided not to measure the paint? How would Jordan have felt? (*She might have ruined it; Jordan could have been worried/angry/upset; Jordan could have felt that Kayla didn't listen to him or that his ideas weren't important*)

Being *considerate* means showing that you care about others' feelings. Were Gabriel and Kayla being considerate of Jordan when they started chasing each other? How did their chasing game affect Jordan? (*It made it hard for Jordan to concentrate; he was worried that his shirt might get ruined*)

What do you think might have happened if Kayla and Gabriel had continued to play near Jordan? (*They might have ruined Jordan's shirt; Jordan might have felt angry/upset/disappointed/that his friends didn't care; Jordan might not have been able to finish his shirt*)

What compromise did Kayla and Gabriel make in order to "make it work for everyone"? (*They decided to play chase on the other side of the tree*) Why was that a good compromise? (*Kayla and Gabriel still got to play; Jordan had a quiet space to work; they showed respect for Jordan; it worked for everyone*)

What could Jordan have done earlier in the story to help the kids work together better? *(Told his friends how he felt, suggested a compromise)*

After Reading

If you and another person have different ways of doing things, should you avoid playing or working together? What are some reasons that it might be good to work with people who don't do things just the same as you do? *(You could learn or try a new way of doing something; you learn how to compromise; it's interesting to work with all different kinds of people)*

What could you do or say if what is going on with others isn't working for you? *(Say how you feel; suggest a compromise)* What could you do to be considerate if you notice that someone seems bothered by what is going on around them? *(Ask how they feel; think of ways to compromise)*

EXPLORE AND PRACTICE: MAKING IT WORK FOR EVERYONE

Children work with buddies to discuss scenarios of working together when you have different styles of doing things and role-play ways to compromise.

Set the Stage

Ask the children to raise their hand to indicate their own preferences for a variety of behaviors.

When you're doing homework, do you like to be around the rest of your family or alone in a quiet place?

When you're inside, do you like to be barefoot or have shoes on?

Would you rather have a hot dessert or a cold dessert?

Would you rather be at the top of the jungle gym or on the ground?

Do you like to touch gooey/slimy things or not?

Explain that it is okay to like different things or do things differently, but sometimes it is necessary to compromise.

It is okay to have our own ways of doing things, and one way is not better than another. In fact, we can learn from people who have different styles and preferences. However, what we do affects those around us, so there may be times when doing things very differently could cause difficulties when working together. It's important to be *considerate* of others, so sometimes you may need to compromise in order to get along and work together well.

Facilitate the Activity

Have the children sit with buddies and explain that they will be thinking of ways to be considerate and to compromise when they are together. Ask them if they mind if you turned off the lights (or turned on music) during this activity. Discuss their reactions to this idea and what it would be like for if you did it. Brainstorm ways to compromise and make the situation work for everyone.

Pass out a scenario to each buddy pair and have them identify the problem and think of a compromise that would be *considerate* and *fair* to each person involved.

Gather the class and invite a buddy pair to role-play their scenario. Stop the role-play (“Cut!”) and ask the class how each child is feeling. Have buddies continue to role-play their compromise, and ask the class to rate the fairness of the compromise and suggest any additional solutions. Repeat with additional scenarios as time allows.

Tip: You may wish to have buddies reflect on their experience and whether they had to compromise to do so successfully.

Wrap It Up

Why is it important to pay attention to the people around you and make sure that you are not making things hard for them? (*We can play and learn; I am being considerate*)

What does it mean to compromise? (*Giving up a little of what I want in order to make it work for everyone*) Should only one person compromise or could both people compromise? (*Sometimes only one person changes what they are doing; sometimes both people have to change a little*)

SUPPLEMENTAL ACTIVITIES

Compromise Comic Strip: For a given conflict situation, have buddies work together to write and illustrate what each character feels/wants and propose a fair compromise.

- ▶ *Two children are walking home from school together. One child is hurrying because he is eager to get a snack, but his friend likes to relax and stroll home at the end of the day.*
- ▶ *Two buddies are supposed to be telling each other about the last book that they read, but one child is so quiet that his buddy can't really understand what he's saying.*
- ▶ *Two buddies are looking through a book together. The one holding the book is quickly flipping through the pages, but his buddy wants to carefully look at each page.*

Fast/Slow and Loud/Quiet Counting: To practice self-regulation skills, establish a counting pattern (e.g., count by 5's slowly to 50 and then quickly to 100, then reverse the pattern) and have the children practice adjusting their speed or volume of speaking as they count.

Fast and Slow Movement: To practice self-regulation skills, have children alternately do jumping jacks, march, etc. quickly and then slowly according to the speed of your counting. After practice, have buddies do this activity with a partner and have the buddy adjust the counting rate.

How I Make It Work for Everyone: Have the children think about a specific time when they work or play with others at school (e.g., partner reading, games on the playground) and discuss some of the things that can make it hard to work together. Have them draw or write a plan for one to two things they can do to make sure they are being respectful of their partner or group. Provide a prompt, such as, *Sometimes I _____, so I will try to _____*. Encourage children to remember to try these strategies the next time they are in that situation.

Scenario 1: Two buddies are painting a clay volcano together. One isn't being very careful and her buddy is afraid she's going to get paint on his new shirt.

Problem:

Compromise:

Scenario 2: Two buddies are writing a story together. One likes to have space when he works, but his buddy keeps hanging over his shoulder to see what he is writing.

Problem:

Compromise:

Scenario 3: Two buddies are working on a math worksheet together. One likes it to be quiet as she works, but her buddy is tapping the end of his pencil on the desk because it helps him count in his head.

Problem:

Compromise:

OVERVIEW

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

GOALS

This unit is designed to help children:

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

ACTIVITIES

5.1 Caring for Others

Children discuss the importance of being caring toward others, practice doing something kind, and give compliments to peers.

5.2 Being Inclusive

Children discuss the importance of making sure that everyone feels welcomed and included, consider the causes and consequences of exclusionary behaviors in scenarios, and brainstorm ways to help

5.3 Making Amends and Forgiving

Children discuss the importance of being honest and taking responsibility for one's mistakes, and practice describing and demonstrating ways to do so in peer conflict scenarios.

5.4 Reflecting and Connecting

Children discuss feelings and memories at the end of the school year and create a yearbook of their favorite class memories.



Peer Relationships



5.1 Caring for Others

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

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

5.2 Being Inclusive

Suggested information to share with families in the classroom newsletter:

Our class is discussing the reasons why we sometimes have a hard time including one another and the ways we can welcome and include others when we play to make sure that no one feels left out.

You may wish to:

- ▶ Ask your child about a time when someone invited them to play, and how that made them feel
- ▶ Ask your child if they invited anyone to play with them this week, and what they did together

5.3 Making Amends and Forgiving

Suggested information to share with families in the classroom newsletter:

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

You may wish to:

- ▶ Ask your child how they make an apology in action
- ▶ Help your child think about how to “fix what's been broken apart”—how to take action in making things better with a family member or friend when your child has been hurtful to them in some way (e.g., give a hug, draw a picture or write a note to them, do something kind for them, fix something they have ruined)

5.4 Reflecting and Connecting

Suggested information to share with families in the classroom newsletter:

Our class is remembering special times and events this past year to reflect on how everyone has grown as an individual and as a classroom community and creating some hopes and goals for the future.

You may wish to:

Ask your child to share with you some of their favorite memories:

- ▶ Something they accomplished that makes them proud
- ▶ Something they learned from their classmates
- ▶ Something they helped their classmates learn
- ▶ Their favorite part of the day at school this year
- ▶ Something that happened at school this year that they will never forget
- ▶ Friendships they would like to continue

OVERVIEW

Read and Discuss: *The Very Good Day*

Explore and Practice: Compliment Collages

GOALS

This set of activities is designed to:

- ▶ Promote a caring, prosocial orientation toward others
- ▶ Foster gratitude for others' kindnesses

LEARNING OBJECTIVES

Children will be able to:

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

KEY CONCEPTS AND VOCABULARY

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

You can show caring toward others by:

- ▶ Helping
- ▶ Being generous with your time, talent, or treasures
- ▶ Giving compliments, affection, and encouragement

Gratitude means appreciation or thankfulness.

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

A *compliment* is something kind or affectionate that you say about someone.

MATERIALS

- ▶ *The Very Good Day* storybook
- ▶ A paper for each child with the words "(Name) is..."
- ▶ Art supplies

RESEARCH AND RELEVANCE

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

Think about this...

How easy or challenging is it for you to think about and find time to intentionally do kind things for others? Do you tend to do so spontaneously, or in response to a need or request?

Is it easier to do kind things for some people and not others? What are some things that can make it difficult?

How easy or challenging is it for you to show gratitude when others do kind things for you or give you compliments?

Try this today...

Rather than exclusively focusing on children’s prosocial actions (e.g., *That was really nice sharing!*), reinforce the child’s prosocial disposition (e.g., *You are really someone who likes to help others!*) or on the positive consequences of their actions (e.g., *When you gave Katie a turn with the tetherball, it made her really happy.*). If possible, invite the other child to share their feelings (e.g., *Marissa, I noticed that Kendall shared the rest of his stickers with you. Why don’t you tell him how that made you feel?*).

READ AND DISCUSS: *THE VERY GOOD DAY*

Children listen to the story and discuss how doing kind acts and showing caring and understanding can really impact another person's day and mood.

Before Reading

What is something kind that a friend did for you unexpectedly? How did it make you feel?

There are many ways to show kindness and caring for others, such as sharing, helping, or saying something nice or encouraging. Knowing that you have made others feel cared for and special can make you feel good too.

In this story, a group of friends discover that doing something kind for someone else can help them have a good day and can encourage them to do kind things for others.

As you listen to the story, pay attention to how the characters feel when their friends show kindness toward them.

During Reading

Why did Gabriel bring Kayla a cinnamon roll? (*His dad had made rolls; he thought she might like one*) How did that unexpected kindness make Kayla feel? (*Happy; surprised; special because he was thinking about her; grateful*)

What did Gabriel and Kayla do to show Kim they cared about what she was trying to do? (*Cheered for her; encouraged her*) How did that make Kim feel? (*Less nervous; she could do it; her friends cared*)

Why didn't Kim feel annoyed when Jeremy cut in front of her? (*She was in a good mood; she was happy*)

How did Jeremy's friends show him kindness and caring after he cut in front of them? (*They gave him a break; they let him stay at the front so he could get to class faster; they showed empathy when he said he hadn't finished his work*)

Having *gratitude* means showing that you are thankful to someone who has been kind to you. How did Jeremy show gratitude to his friends for being understanding? (*Said thanks; made them cards*) Why is it important to show gratitude to others? (*It makes them feel appreciated; it lets them know that what they did helped me or made me feel good; it shows that this was special to me and that I don't take their kindness for granted*)

Tip: Have buddies turn and say something nice to one another (e.g., *I think you are_____.*) and then reply *thank you.*

After Reading

Why can doing something kind for someone else make you feel good? (*I see them happy; I know that I helped someone*)

How might feeling happy help you treat other people kindly? (*I might want others to feel happy too; it's easier to pay attention to others; I might not get annoyed or upset as easily*)

What are some ways that you could change someone's day for the better? (*Say something kind to them; ask how they feel and listen to them; invite them to talk or play; do something unexpectedly nice for them*)

EXPLORE AND PRACTICE: COMPLIMENT

Children work in groups to write compliments to their classmates.

Set the Stage

Explain that the children will be practicing being kind and caring by giving compliments to one another.

Say something kind about the class (e.g., *I love how everyone in our class helped one another at centers today!*) and explain that this was a compliment.

A *compliment* is something kind or affectionate you say about someone. You might compliment someone about the kind of person that they are or about something they do.

Emphasize that it makes people feel very special when they notice what kind of person they are or what they have done (rather than their appearance or belongings), and provide a few examples (e.g., *I like how Joey always says hello to everyone. Priscilla is always willing to help her classmates in her reading group. Erika is a good friend because she tries to include everyone in games on the playground.*).

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

Facilitate the Activity

Have the children sit in small groups and explain that they will be making Compliment Collages for their classmates. Encourage children to be specific, try to look past the obvious, and perhaps even surprise the person with what they have noticed about them.

Hand out the collage papers to the children randomly and have them finish the prompt and write a compliment about the child named. Encourage children to add decorations to the collage as well. After a designated time, children should pass the collage around the table to the next person in their small group so that another compliment and decorations can be added. Repeat until everyone in the group has written a compliment on each card.

Gather the cards and distribute them to the appropriate children. As you are distributing the cards, have groups brainstorm one thing that they could say or do to be kind to each of the classmates for whom they made cards and encourage them to follow through with their ideas that week.

made cards. and encourage children to follow through with their ideas that week.

Wrap It Up

How did you feel when your classmate gave you a compliment? (*Happy; special; grateful*)

How does it help our class when people show kindness toward one another? (*Everyone has a good day; everyone feels happy; everyone cares about each other; we get along*)

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

- ▶ Compliment cards to express something kind to one another.
 - ▶ Thank you notes to express appreciation to those who have been kind to them.
-

SUPPLEMENTAL ACTIVITIES

Caring Catchers: Encourage the class to “catch” one another being kind and caring. For a week, have them keep a journal of the kind things that classmates have done or said to them and have them share with the class. Or, invite them to write some of these caring acts on paper cutouts and create an ongoing classroom display with them (e.g., paper petals forming flowers in a garden). Discuss how their kind acts benefit one another and the classroom community.

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

What If We Could: Have a group discussion, or have children work with buddies or small groups to write an idea or create a poster that completes one of the following prompts. Encourage them to explain how their ideas would benefit others.

What if you had \$1000 to do something caring for others...what would you do?

What if you had a week off school to do something caring for others...what would you do?

What if you could change or create a school rule that was fair and would help others...what would be the rule?

What if you could change a law or create a new law that was fair and would help others...what would be the law?

What if you could write a letter to encourage a person or group of people to stop doing unkind things and to do something caring instead...who would you write to and what would you say?

OVERVIEW

Read and Discuss: *The Game of Tag*

Explore and Practice: Being Welcoming and Inclusive

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

- ▶ Describe how it feels to be excluded
- ▶ Identify ways to include others in peer experiences

KEY CONCEPTS AND VOCABULARY

Being welcomed and included feels good.

Feeling left out is hurtful.

It is important to find ways to make sure that everyone feels welcomed and included.

MATERIALS

- ▶ *The Game of Tag* storybook
- ▶ Inclusion Scenarios (copy and cut into cards for buddy work)

RESEARCH AND RELEVANCE

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

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

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

Think about this...

As a child or an adult, have you ever been excluded from a group or activity? How did that make you feel?

Have you ever felt uncomfortable or unable to join in a conversation or activity with others? Is there something that someone else could have done to make it easier for you?

Try this today...

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

I heard you say hello to the new student in our class. I think that must have made him feel very welcome!

I saw that you changed the rules for your kickball game at recess to include more players—that must have been a lot of fun to play in a different way!

It looks like Ronnie really appreciated that you made room for him to sit with you at lunchtime.

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

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

READ AND DISCUSS: THE GAME OF TAG

Children discuss what it is like to be included and excluded, and the importance of figuring out ways to make sure that everyone feels welcome.

Before Reading

Has there ever been a time when you were left out of something? How did you feel?

Being left out hurts. Although everyone can't play together all of the time, it is important to be kind and try your best to help everyone feel included.

In this story, a child does not want to invite someone else to play, but he and his friends later discover what it feels like to be excluded by others.

As you listen to the story, think about what the characters might be thinking and feeling when they are the ones left out and also when they are the ones who are excluding others.

During Reading

Why didn't Jordan want to ask Kenny to join him and Annie? *(He thought that Kenny was just waiting for a friend; he wanted to just play with Annie alone; he didn't know Kenny was lonely).* How would Kenny have felt if they hadn't included him? *(Lonely; sad; others didn't want to include him)* How did he feel when they invited him to play? *(Happy; relieved; included)*

What were reasons that the red-haired kid did not want Jordan and his friends to play at the playground? *(She and her friends had already started a game; she didn't know them; they were from a different school)*

After the red-haired kid agreed to let Annie, Jordan and Kenny join the game of tag; why did the kids still feel "unwelcomed?" *(She didn't try to chase them at all)* When children are playing or working together; what can they sometimes do that makes other kids feel unwelcomed? *(Not look at them; not talk or listen to them; not let them participate in the whole activity)*

After all the kids were playing together for a while; what did they find out about each other? *(They had a lot in common; it was fun to play together)*

At the end of the story; why was Jordan just going to watch the other kids play the new game? *(Because it wasn't possible for him to play; he wouldn't be able to hear).* How was he able to be included in the new game? *(They thought of a way to change the game to include him; the red-haired kid was his buddy)*

Tip: Emphasize that even though kids might have a legitimate reason for not including a peer, that child's feelings can still be hurt.

After Reading

Is it okay to sometimes want to play alone or with just one or two friends? What are some times when it might seem impossible for everyone to be included in an activity? (*Not enough room at a table; not enough materials for the activity; someone doesn't know how to play a game*) In those situations; what can you do so that other kids don't feel left out? (*Explain that you want some time alone; ask them to play later; think of something else to play*)

What things can you do to make other kids feel welcomed when you play or work with them? (*Look at them; smile; talk and listen to them; make sure they can join in*)

Tip: Emphasize that it is kind to include others when possible, and encourage children to ask an adult for help in figuring out how to do this (or how to say *no* kindly when it is not possible).

EXPLORE AND PRACTICE: BEING WELCOMING AND INCLUSIVE

Children discuss peer exclusion scenarios, consider the perspectives of those who are excluding and those being excluded, and generate alternative inclusionary scenarios.

Set the Stage

Have children sit in a circle and play a brief game of “Hands In” (or, Hot Potato), repeating until all children have been excluded from the game. Invite children to share how it felt to be excluded from the game and only watch, or to remain in the game when classmates were no longer able to play.

Facilitate the Activity

Explain that you will be discussing different situations that might happen among children and ways to be welcoming and inclusive. Read one of the *Inclusion Scenarios* and, as a group, discuss the following concepts:

- ▶ **Behavior:** Is the behavior an example of exclusion or leaving someone out? (*All scenarios are examples of these, no matter the reason*)
- ▶ **Reason:** What is the perspective of the person who is excluding the other child? Is their reason for wanting to exclude legitimate? (*Sometimes the person has legitimate concerns or reasons*)
- ▶ **Consequences:** Even if the reason is legitimate, how would the excluded child feel? How could this affect the children's relationship with one another?
- ▶ **Alternatives:** What could be done instead to show more acceptance, welcoming, or inclusiveness toward the child? Would this be a fair alternative for everyone?

Variation: Have the children mill around the room as you call a number. Have them get into a group and put a hand together in the middle. Children without a group must sit down. At the end, call out a number larger than the number of children remaining in order to exclude them as well.

Continue discussing one to two additional scenarios as an entire group. Or, give each pair of buddies a scenario card and have them discuss what they could do to be more inclusive. Then, gather them to discuss the scenarios in the same manner as above, and invite buddies to share or role play their ideas for inclusive alternatives.

Wrap It Up

Why is it important to think of ways you could try to include others or find another fair way to play? *(Everyone deserves to be treated fairly and kindly; I could think of ways to do things differently; they will know that I care enough to try and include them)*

What could you do if you see or hear someone excluding another child? *(Remind them that it hurts to feel left out; help them think of other ways to play together; offer to play with the excluded child)*

SUPPLEMENTAL ACTIVITIES

Opposite Musical Chairs: Using a circle of chairs (or carpet squares) that is equal to the number of children, play music and have the children march around the circle until the music stops, at which time they are each to sit on a chair. Have them stand again, remove one chair, and repeat the process. Continue in this manner for as long as possible. Because no child can be excluded from the game, they will need to figure out creative ways to share chairs as the number of chairs decreases.

| | |
|--|---|
| <p>Someone asks if she can meet you and some of your classmates at the park. She is from a different class so you tell her no because you think it might be weird.</p> <p><i>How can you help everyone feel included?</i></p> | <p>Someone asks to walk home from school with you today. He isn't usually very nice to other kids so you tell him that you won't walk with him.</p> <p><i>How can you help everyone feel included?</i></p> |
| <p>Someone asks if she can join in your game. You would like her to play but your friend tells her no. You want to keep playing with your friends so you tell her no, too.</p> <p><i>How can you help everyone feel included?</i></p> | <p>Someone wants to be your partner for a computer game. He doesn't really know how to play and you want to get a good score, so you decide to ask another partner.</p> <p><i>How can you help everyone feel included?</i></p> |
| <p>You see someone sitting alone in the cafeteria but you decide not to invite him to your table. He is quiet and shy, and he probably wouldn't want to talk to you anyway.</p> <p><i>How can you help everyone feel included?</i></p> | <p>Someone comes to your house and asks you to play. You and some friends are getting ready to ride your bikes to the park, and she doesn't have a bike, so you tell her you can't play.</p> <p><i>How can you help everyone feel included?</i></p> |

OVERVIEW

Read and Discuss: *The Lima Bean Plant*

Explore and Practice: Taking Responsibility

GOALS

This set of activities is designed to:

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

LEARNING OBJECTIVES

Children will be able to:

- ▶ Describe why it is important to take responsibility for one's own actions
- ▶ Describe and demonstrate ways to take responsibility in various conflict situations

KEY CONCEPTS AND VOCABULARY

To *make amends* means to accept responsibility for doing something that hurts someone else and try to make things better.

When you *make amends*, you:

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

To *forgive* means to let go of your angry feelings at someone who has hurt you.

Being a fast forgiver can help everyone feel better and focus on making the situation better.

MATERIALS

- ▶ *The Lima Bean Plant* storybook
- ▶ *Say Your Part* cards (copy and cut one per pair or small group)

RESEARCH AND RELEVANCE

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

Making Amends

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

Forgiving

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

Think about this...

When you are upset or in a conflict with someone, what strategies do you use to stay calm?

How easy or challenging is it for you to admit to others when you have made mistakes or poor choices, or when you have hurt someone?

Are you a “fast forgiver” or do you tend to stay angry or upset at others?

Try this today...

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

READ AND DISCUSS: *THE LIMA BEAN PLANT*

Children listen to the story and discuss the importance of taking responsibility for causing hurt or harm to others, learning ways to repair a situation, and the reasons why it is helpful to be forgiving.

Before Reading

Have your feelings ever been hurt by something someone did? What would have made the situation better for you? Have you ever done something that was hurtful to a friend? What did you do to fix your friendship?

Sometimes friends don't get along or do things that are hurtful to one another. When that happens, it is important to stay calm and talk about what happened so you can figure out how to make things better for both of you.

In this story, one child makes a mistake that is hurtful to her friend, and they have to figure out a way to forgive and fix their friendship.

As you listen to the story, think about what each of the characters might be thinking and feeling and what would make the situation better for each of them.

During Reading

Why did Kayla blame Kenny instead of taking responsibility and admitting that she forgot to take care of the plant? *(She didn't want Kenny to be mad at her; she didn't do it on purpose; she felt bad about what happened)*

Why did Kayla eventually take responsibility and explain what happened? *(She wanted Kenny to know what happened; she knew that she had made a mistake; she felt guilty; she wanted him to feel better)*

How do you think Kenny felt after Kayla explained her mistake and showed that she cared about what happened? *(Relieved; less upset; less angry; understood what happened)*

To *forgive* someone means that you stop being angry at what they have done to hurt you. When you forgive someone; it doesn't mean that what they did was okay. It means you let go of your angry feelings so that you can work on making things better. What did Kenny do or think to help him become a fast forgiver? *(Stayed calm; thought about how Kayla was probably feeling; had empathy for Kayla; remembered that she didn't do it on purpose)*

Extension: Have children turn to their buddies and practice saying words of forgiveness (e.g., *I forgive you; I'm still your friend; I'm not angry at you anymore.*)

What could have happened if Kenny had gotten very angry and hadn't forgiven Kayla? *(They would have both been upset; they may not have stayed friends; they would not have worked together to make a new gift for Kenny's dad)*

To *make amends* means to take responsibility for what you did and to try to make the situation better. What did Kayla do to fix the situation with Kenny? *(Helped Kenny make a new gift; gave him something that was important to her)* After you hurt someone—even if it is an accident—why is it important to do something that will make the situation better? *(It is fair to try and fix or replace what was damaged; it will help the other person feel better; it shows that you care)*

After Reading

If you have done something that has hurt someone; is it okay to blame other people; make excuses; or try and cover up what happened? Why is it important to take responsibility and say your part in what happened? *(It is honest; it is fair; it helps the other person understand what happened; it lets them know that you care about what happened)*

Why do you think it can be helpful to be a fast forgiver? *(I start feeling better; sometimes it is hard to think of solutions when I am angry; the person who has hurt me can start feeling better)*

EXPLORE AND PRACTICE: TAKING RESPONSIBILITY

Children discuss the elements of making amends and the differences among ignoring, blaming, and being honest in various conflict scenarios.

Set the Stage

Discuss to the class that everyone makes mistakes sometimes.

Do you think that there has ever been a “perfect” person? Someone who ALWAYS says and does kind things to others and NEVER, EVER does anything hurtful? Do you think that there has EVER been a person who has NEVER made a mistake? Do you think that everyone makes mistakes sometimes, even if they don't mean to?

Once you have established that everyone makes mistakes, ask children to clasp their hands together in their laps.

I want you to close your eyes while I talk about some mistakes people make that can hurt their friends' feelings or make them angry. If you think that children sometimes make that mistake, squeeze your hands together once. If you have ever made that mistake, squeeze your hands together twice.

Discuss several examples of common mistakes (e.g., *knocking over what someone else is building; forgetting to take turns; saying things that aren't nice to others*) and have the class decide whether they have ever made a mistake. You may wish to admit to making mistakes yourself.

Tip: Make sure that children keep their eyes closed and respond silently, so that they feel comfortable thinking about their own mistakes.

Facilitate the Activity

Explain that it is important to find ways to continue having caring relationships even when mistakes or conflicts occur.

Even when people are good and kind, they can sometimes make mistakes, hurt someone's feelings, or ruin their belongings. Probably everyone in the class did a double-squeeze for one of the mistakes I described, because everyone makes mistakes. When that happens, it is important to make things better with those you have hurt, even if it was an accident. Taking responsibility for what happened and *making amends* shows that you care about the person and want to make things better.

Explain each of the elements of making amends.

Say your part

To *make amends*, you first *say your part* and explain what happened. If you borrowed a friend's favorite book and then lost it, what could you say to your friend to *say your part*? (*I lost it; I can't find it; I forgot to bring it back to you*)

Speak from the heart

To *speak from the heart* means that you say something kind to let the other person know that you care about what happened. What could you say to *speak from the heart* to the friend whose book you lost? (*I wish your book wasn't lost, I wish you weren't sad*)

Fix what's been broken apart

To *fix what's broken apart* means that you find a way to make things better and help that person feel good again. When you have disagreements or make mistakes; things could get broken or ruined; such as spilling paint on someone's homework; or someone's feelings have been hurt or damaged. You can make things better by helping to fix something that is ruined or clean up a mess; or you can make someone feel good again. If you lost someone's book, what could you do to *fix what's broken apart*? (*Help them look for it; offer to share one of my books; write a kind note to them*)

Explain that sometimes the hardest part of making amends can be admitting a mistake.

Even though everyone makes mistakes, sometimes it can be difficult to take responsibility and admit what you did. It is important to not ignore what happened or make excuses and blame someone else. Staying calm and being honest about what you did helps the other person understand what happened, and that can make them feel better.

Share a conflict situation and ask children if it is an example of ignoring the situation, blaming someone or something else, or being honest and taking responsibility.

Imagine that you borrowed a friend's jacket during recess, and you got dirt all over it while you were playing. If you just put the jacket back in your friend's cubby without saying anything, would that be an example of ignoring what happened, blaming someone else, or being honest? (*Ignoring; pretending that it didn't happen*)

Now imagine that your friend found her jacket and got really upset when she saw how dirty it was. If you said, "The other kids were playing rough and got dirt on me!" Would that be an example of ignoring what happened, blaming someone else, or being honest? (*Blaming someone else*)

What could you say to be honest and take responsibility for what happened—how could you *Say Your Part*? (*I got your jacket dirty while I was playing; I wasn't being careful with your jacket; I didn't realize that I was getting it dirty*)

Give pairs or small groups of children a *Say Your Part* card and have them discuss the scenario, decide whether it is an example of ignoring or blaming, and then think of a way to be honest and say their part. Gather them together to share their ideas with the group and role-play how to take responsibility in that situation. Emphasize that taking responsibility should begin with "I" (e.g., *I forgot that I had already invited someone else over to play this afternoon. I didn't see your glass there.*). As a class, brainstorm some actions they could take to make amends in that situation.

Tip: Also mention some "honest" expressions that would not be sincere or caring (e.g., using a sarcastic voice, rolling your eyes, acting as if the person is overreacting, etc.).

Wrap It Up

Why is it important to take responsibility for things you do that hurt others, even if you think you haven't really done anything wrong or if it was an accident? (*It is honest; it helps the other person understand what happened and forgive me; we both feel better*)

What can you do if someone takes responsibility for something they have done and tries to make amends to you? (*Listen; forgive; let them try to do something to make the situation better*)

SUPPLEMENTAL ACTIVITIES

Calming Down: Teach children a calming activity such as taking deep breaths, counting slowly, or picturing something beautiful. Guide them in practicing this activity when they are physically alert (e.g., after coming in from recess) and encourage them to try it when they are feeling upset at someone.

Making Amends Comic Strip: Choose a conflict scenario and have them write and illustrate a comic strip showing the three elements of making amends.

Making Amends Role-Play: Discuss some mistake scenarios and invite children to think about how the person could feel, role-play the scenario, and demonstrate each part of making amends. Have other children respond by role-playing forgiveness.

- ▶ *You accidentally spill your drink on your classmate's drawing*
- ▶ *You have been waiting a really long time to play with the jump rope, so you take it away from your friend*
- ▶ *You tell your classmate that his clay volcano looks silly*

You laugh when you see a classmate's neon orange shoes, and he looks embarrassed. Later, you say hi to him as if nothing happened.

Ignoring? Blaming?

How could you be honest and say your part?

You borrow your friend's colored pencils that are on his desk, and he gets angry at you for not asking him first. You say, "You shouldn't get mad—you weren't even using them!"

Ignoring? Blaming?

How could you be honest and say your part?

You and a classmate are running on the playground and bump into one another. You yell, "You should watch where you're going!"

Ignoring? Blaming?

How could you be honest and say your part?

You tell someone that she can't join your game, and later you see her sitting alone and looking sad. You walk by and pretend not to see her.

Ignoring? Blaming?

How could you be honest and say your part?

You walk by a classmate's desk and your backpack swings and knocks over his water bottle. You say, "Why did you have that there?"

Ignoring? Blaming?

How could you be honest and say your part?

A classmate has to miss the beginning of recess to clean up the big mess at the science table. You were the one who left the mess, but you don't say anything and just get ready to go outside.

Ignoring? Blaming?

How could you be honest and say your part?

When you see a friend sitting alone on the playground, you remember that you had promised to play with her today. You are already playing with other friends, so you pretend not to see her.

Ignoring? Blaming?

How could you be honest and say your part?

You borrow a new video game from a friend, but your little sister breaks it. Your friend is angry so you say, "It's all my sister's fault!"

Ignoring? Blaming?

How could you be honest and say your part?

You are climbing on the jungle gym and step on another child's hand. You say, "You shouldn't have been so close!"

Ignoring? Blaming?

How could you be honest and say your part?

You yell at your friend for losing your keychain so he feels bad, but later you find the keychain in your desk. The next time you see your friend, you don't tell him that you found it.

Ignoring? Blaming?

How could you be honest and say your part?

You borrow your friend's magnifying glass during recess and lose it on the playground. Your friend is upset at you so you say, "Someone else probably took it!"

Ignoring? Blaming?

How could you be honest and say your part?

Your friend lets you use his new markers, and you forget to put the lids on and they dry out. He is upset, so you say, "You shouldn't have brought your new stuff to school!"

Ignoring? Blaming?

How could you be honest and say your part?

OVERVIEW

Read and Discuss: *The Last Day of School*

Explore and Practice: Classroom Yearbook

GOALS

This set of activities is designed to:

- ▶ Provide a review of what children have learned and experienced throughout the year
- ▶ Provide an opportunity for children to consider how they have grown and changed
- ▶ Encourage thinking and planning for the future

LEARNING OBJECTIVES

Children will be able to:

- ▶ Recall memories from the school year
- ▶ Identify ways that they have changed and grown
- ▶ Describe their feelings about the school year coming to an end

KEY CONCEPTS AND VOCABULARY

This year we have learned about:

- ▶ Ourselves
- ▶ Each other
- ▶ How to be a community

We have grown and changed in many ways.

We will keep learning and growing.

MATERIALS

- ▶ *The Last Day of School* storybook
- ▶ Construction paper and art supplies

RESEARCH AND RELEVANCE

The end of the school year can bring a mix of emotions as children (and adults) prepare to transition away from familiar routines and structures and say goodbye to many of those with whom they have developed relationships throughout the year. Taking time at the end of the school year to reflect upon significant events, accomplishments, relationships, and growth can provide opportunities to:

- ▶ Feel a sense of belonging and connection as they remember shared experiences
- ▶ Feel valued as they recognize their importance and contributions to the class
- ▶ Feel a sense of pride as they celebrate the accomplishments of individuals and the class as a whole
- ▶ Gain a deeper understanding of themselves as they consider how they have grown, learned, and changed
- ▶ Take ownership of their learning and growth as they make plans for the future

Think about this...

What is something that was particularly frustrating, challenging, or stressful for you this year? What are you proud of accomplishing with your class this year?

How have you grown professionally this year? How has this impacted your work this year and in the future?

What will you remember most about the group of children in your class this year? What is something that you hope they remember about you or about their experiences in your classroom?

Try this today...

Take time to individually share some specific messages with each child of how you have seen them grow, what you will remember about them, or how they have made a positive impact on you, their classmates, or the classroom community.

READ AND DISCUSS: *THE LAST DAY OF SCHOOL*

Children listen to the story and discuss how it can feel to come to the end of an important part of their lives, why it is important to remember time spent together, and think about how they have changed and grown.

Before Reading

How do you think you are going to feel when the school year comes to an end?

There are a lot of things that come to an end, such as a vacation, a team season, or a school year. You may have to say goodbye to friends, leave familiar places, or be unsure of what will happen in the future. It's okay to have different kinds of feelings about this, and it's important to take some time and think about the memories you have and the ways you have grown.

In this story, a group of kids just like you have just finished their last day of school and are remembering some things that have happened throughout the year.

As you listen to the story, pay attention to how the characters feel while thinking back on their time together.

During Reading

How did Mia and Jeremy each feel at the beginning of the school year? (*Nervous; shy; excited; eager*) How did you feel when you started school and met your classmates this year?

What were some of the happy memories the kids had together? (*Making new friends; having sleep unders; making a rainforest project; Kayla's Show and Tell*) Why is it nice to think about things that you did together with friends? (*Makes me happy; remember the fun we had together; see how we have changed since then*)

What were some of the not-so-happy memories? (*When two friends were angry at one another; when the park was ruined by a thunderstorm*) How can remembering when things haven't gone so well help you in the future? (*I can think about how you have gotten through difficulties; think about how I will do things differently now; try not to make the same mistakes*)

Tip: Have children share their feelings with their buddy and compare whether they felt the same for different.

After Reading

How have your feelings stayed the same or changed since the beginning of the year? Why? (*Got to know classmates; learned and had fun; got used to classroom activities; learned where things are and what to do; made friends*)

Why is it nice to think about things you did together with friends? (*Makes me happy; I remember the fun we had together; see how we have changed since then*)

How can thinking about what has happened in the past help you get ready for the future? (*I can see how I have been in similar situations or had similar feelings in the past; I see how I have changed and how I will keep changing*)

EXPLORE AND PRACTICE: CLASSROOM YEARBOOK

Children reflect on memories from the past year and work cooperatively to create a representation of those memories.

Set the Stage

Explain that the children will be creating a yearbook that represents some of the memories they share from their time together as a classroom community, and discuss the importance of reflecting on the past and thinking about the future.

Today we are going to create a classroom yearbook that shows the things we remember about being part of (class name). When you come to the end of an important part of your life, like this school year, it is important to take some time to remember the experiences that you have had together. This gives you a chance to talk about your memories as a class, to recognize how each of you and our classroom community has grown and changed over the year, and to think about how these things will matter for you in the future as you continue to learn and grow.

Guide the children in building a narrative of their school year by inviting them to share some of their favorite memories, providing prompts as necessary (e.g., *things that we learned, classroom events or trips, people who visited*). Write the memories on a timeline and encourage classmates to express similar or differing feelings, ideas, and memories. Point out when they share similar experiences (e.g., *It sounds like many of you remember things that were hard for you at the beginning of the year but became easier over time.*).

Facilitate the Activity

Have children work in small groups and give each group a different memory topic to discuss. After they have come up with a variety of memories, have each child write and illustrate one of them.

Possible Memory Topics

- Best Part of the School Day*
- Games We Played*
- Class Surprises*
- Team Projects*
- Things That Were Hard*
- Things We Learned*
- Ways We Were a Community*

Gather the class to discuss their memories. Create a classroom yearbook (or a set of memory books) with the children's work.

Variation: Give each group a set of photos taken throughout the school year and have them write captions.

Wrap It Up

What are some memories your classmates shared that you remember as well?

How does sharing memories make you feel about being part of this class? (*Happy; included; sad to say goodbye*)

Tip: Make copies of the yearbook to send home with each child at the end of the year.

SUPPLEMENTAL ACTIVITIES

Classmate Appreciation: For each classmate, have the children complete a prompt, writing these in each classmate's personal journal or on a slip of paper that is placed into a personal "mailbox" for each child.

What I liked about having you as a classmate was _____.

This year, thank you for _____.

What I will miss about you is _____.

Cross-Grade Scramble-Up: Arrange a day when the class can spend a lunch period with those from the next grade (e.g., buddy children with an older peer, or partner small groups of children with small groups of children from the upper grade). Prior to the lunch, help them prepare by brainstorming as a class some things they could talk about or would like to ask the older students (e.g., *How did you feel on the first day of school? What is the best part of being in your grade? What was the coolest thing you learned this year?*).

My Future Me: Have children create a short letter to their future self that describes at least two hopes or goals for themselves during the next school year. Encourage children to think about what they might like to continue or what they might like to do differently next year. Review a model letter (e.g., one you have written to your future self) or provide a written prompt (e.g., *Dear (own name), Next year, I hope that _____*). Invite several children to share their hopes and goals with the class, and mail the letters to them at home prior to the beginning of the next school year.

School Year Reflections, Hopes, and Goals: Throughout the last weeks of school, take time to guide the children in reflecting on memories of the past school year and hopes and goals for the future.

- ▶ *What is something that you/our class accomplished this year that makes you proud?*
- ▶ *What will you miss most about being in our class?*
- ▶ *What was hard about this year?*
- ▶ *What is the nicest thing a classmate did for you this year?*
- ▶ *What is one way you have become a kinder person or a better friend this year?*
- ▶ *What is something you are looking forward to about next year?*
- ▶ *What is one thing you hope doesn't change next year?*
- ▶ *What is one thing you think will be harder/easier next year?*
- ▶ *What is something you would like to teach your new class next year?*
- ▶ *What is something you want to do over the break that will help you get ready for next year?*

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