

Pre-K: Session #1

Dealing With Anger: Helping Hands

Objective: After listening to a puppet talk about non-hurtful ways to use your hands, each child will demonstrate something helpful he or she can do with his or her hands.

Rationale: Primary prevention, like sound developmental teaching practices, requires not just teaching about unwanted behaviors like hitting or kicking, but also redirecting children to more positive behaviors. Thus, this lesson does not simply teach children hurtful things not to do with their hands, but also the helpful things that they can do.

Supplies Needed: Girl Puppet

Introduction: The teacher will introduce himself or herself as a teacher from the Family Resource Center. Then, he or she will explain that the Family Resource Center helps people who have been hurt by other people. We also try to keep people from getting hurt by teaching children how to have helping hands. Ask the children, "How many of you have helping hands?" Then say, "Show me those hands. Those hands look like helping hands to me. Let's play a game using those helping hands."

Pre-test: Using the following chant, each child will demonstrate something helpful she or he can do with her or his hands. For the sake of pre-testing and post-testing, we will count only those who demonstrate something appropriate without prompting. However, if children need prompting to demonstrate an action, the teacher will provide it.

Have the children sit in a circle and direct the children to clap and chant the following:

Helping hands, helping hands
_____ 's got helping hands
(child's name)
Show us what your hands can do:

(child who was named shows the group something helpful he or she can do with his or her hands)

Continue the chant until each child has a chance to play. If the group is larger than 12, let students go in pairs, so that the activity is short enough for the children's attention spans.

Transitional Activity: At the end, have the group say the chant one more time and insert "Everyone" instead of particular child's name. Then, instruct children to do the following things with their "Helping Hands":

- Give a friend a high-five.
- Clap 4 times.
- Wave hello.
- Pretend they are patting a cat or a dog.
- Pretend to hold a baby.
- Put a finger to their lips to say "shhhhh", the baby's sleeping.

Have the children sit down quietly to hear the puppet show.

Puppet Show: Hands Are For Helping¹

Teacher: Hi, my name is _____, and I'm a teacher at the Family Resource Center. Do you know what the Family Resource Center is?

Cindy: It's nice to meet you. My name is Cindy and I'm four years old going on five. I go to school here. I never heard of the Family Resource Center.

Teacher: The Family Resource Center is a place that helps people who have been hurt by other people.

Cindy: Like when someone hits you?

Teacher: Yes. We work with a lot of people who have been hurt by people who have used their hands to hit them or hurt them in other ways. This

¹ Puppet show adapted from RPE curriculum by Project Horizon.

makes us sad, and so we try to teach people things to do with their hands that aren't hurtful. Cindy, what do you use your hands for?

Cindy: I use my hands to color pretty pictures, dress myself, and hold my daddy's hand when I cross the street.

Teacher: These are good ways to use your hands. Sometimes, when people get angry, they forget to use their hands in good ways, and they push a friend, or kick someone, or fight over a toy and throw it.

Cindy: Uh-oh.

Teacher: What Cindy?

Cindy: Yesterday I think I forgot to use my hands in a good way. Jaime took my toy away and I pushed.

Teacher: Why did you do that?

Cindy: Because I got mad at him for taking my toy without asking.

Teacher: We all get mad sometimes, and it's okay to feel mad. But, it is never okay to hurt someone.

Cindy: But it was my favorite toy.

Teacher: I know it was your favorite toy, but that doesn't make it all right to hurt Jaime. What else could you do besides pushing Jaime?

Cindy: I guess I could have asked him nicely to give my toy back, or told a teacher that he took it without asking.

Teacher: Could you have let him play with it for a little while and you could play with a different toy? Or maybe draw a picture?

Cindy: I think so.

Teacher: Cindy, what do you do when you get mad?

Cindy: Sometimes I yell, or when my little sister makes me mad I hit her.

Teacher: Everyone gets mad sometimes, but we have to remember that hurting other people doesn't make it better.

Cindy: I feel really sad. I want to say I'm sorry to Jaime now for pushing him.

Teacher: I am really proud of you. You are acting like a big girl. You have learned a really good lesson today. It is always good to say you're sorry when you hurt your friends.

Cindy: Next time somebody makes me mad I'm going to do something nice with my hands.

Teacher: Maybe the kids out there can tell us some more nice things you can do with your hands. They've been practicing having helping hands. Kids, what nice things can you do with your hands?

(Ask several children to give responses. After each response, have the children practice doing the action with their hands)

Transitional Activity: Song (to the tune of Pop Goes the Weasel)

Have the children squat down for the first three lines of the song and then jump up and wiggle their fingers (like a jack-in-the box) on the last line.

Here are the words:

All around the classroom I go-

My hands are always busy.

I never use my hands to hit.

(jump up) Hands are for helping.

Repeat several times so that the children have a chance to learn the words. For extra fun, sing the song faster each time.

Closure Activity/Post-Test: Have the children sit or stand in a circle again and do the "Helping Hands" chant. Record the number of children able to demonstrate a "helping hands" activity without prompting.

Pre-K: Session #2

Identifying Feelings

Objective: Students will name a variety of feelings and practice expressing them in both verbal and non-verbal ways.

Rationale: Developing good communication skills is a part of building healthy relationships. Young children often struggle to use words and appropriate actions to express their emotions because emotions are abstract rather than concrete. The activities in this lesson will help children identify concrete and appropriate expression of feelings.

Supplies Needed: Boy Puppet

Introductory Activity/Pre-test: Ask the children the following questions:

1. Who knows what feelings are?
2. Can you name some feelings?

See if the group can name any feelings and record the number of feelings the group can name (if any). Then, help the group think of some more to make sure you've covered the basics: happy, sad, scared, mad, excited, or worried. Explain that it's important to learn to figure out how we are feeling so that we can let others know how we feel.

Activity #1: Non-Verbal Communication of Feelings

Explain that there are 2 ways of letting people know how you are feeling. One way is by using words, and another way is by using your body. We're going to practice both.

Tell the students that you are going to say different feelings, and when you say them, you want them to use their body to show that feeling. Do this by asking the following questions:

1. How do you look when you are sad? What does a sad face look like? What do sad arms look like?
2. What do you look like when you're excited? What does an excited face look like?
3. What do you look like when you're afraid? Do you stand up or sit down? What does a scared face look like?
4. What do you look like when you're mad? Can you show me a mad face? What do you look like when you are mad?

Transitional Activity: Ask the children to respond to the following questions: What do you look like when you're ready to see a puppet show? Are you sitting criss-cross applesauce so that the people behind you can see? Do you have your voice quiet so that you can listen? When everyone is ready, start the puppet show.

Puppet Show: Identifying Feelings²

Teacher: Hi, my name is _____ and I am a teacher at the Family Resource Center. Do you know what the Family Resource Center is?

Andy: Hi, my name is Andy. I am four years old and I go to school here. I have heard of the Family Resource Center. The Family Resource Center helps people who have been hurt by other people. Like when someone hits you.

Teacher: Yes. We work with a lot of people who have been hurt by other people. Like if someone hits them or touches them in ways they don't like. We also work with people whose feelings have been hurt.

Andy: What do you mean hurt feelings? I didn't think you could hit someone's feelings.

² Puppet show adapted from RPE curriculum by Project Horizon.

Teacher: You're right Andy. Feelings are not a part of you that you can touch with your hands. But, people can have a lot of different feelings. We can be happy, sad, mad or scared. If someone hurts our feelings, it means that they did something that made us sad or upset.

Andy: Yesterday something made me sad.

Teacher: What made you sad, Andy?

Andy: I tried to build a tower with blocks, but it fell down. Then people laughed at me. (looks down and starts to cry)

Teacher: Oh, I'm sorry that people laughed at you. That must have hurt your feelings.

Andy: Yes, it did. Hey- how did you know I had hurt feelings?

Teacher: Well, you did two very important things.

Andy: I did something important?

Teacher: Yes, Andy, you let me know about your feelings by using your words and your face.

Andy: What words did I say?

Teacher: You said that you were sad yesterday, and then you told me that the people laughing at you is what made you feel sad.

Andy: Why is that important?

Teacher: Because it helps hurt feelings if you use your words to tell someone that you are sad and tell them about what made you sad. You also did some other things that let me know that you were sad.

Andy: You mean because I started crying?

Teacher: Yes, Andy, that does help me know that you're sad. I looked at your face and you were crying and looking at the ground. So your words and your face let me know that you were feeling sad about what happened yesterday.

Andy: I am sad about what happened yesterday. I don't like it when people laugh at me. I don't think I want to build towers anymore.

Teacher: Well, it is important to remember that it is okay to mess up. Everybody messes up sometimes. It is not okay to make fun of people or to be mean to them when they mess up. It hurts people's feelings and makes them feel sad. I know it made you sad yesterday when the building fell, but doesn't building a tower with blocks make you happy sometimes too?

Andy: Yeah! One time I built one that was so tall I had to stand on tippytoes to put the top on!

Teacher: I bet you could do that again? What do you think?

Andy: I know I can. Just wait here and I'll show you when I'm finished building. Bye!

Teacher: Goodbye Andy!

Transitional Activity: Ask the children to follow the directions in each statement.

If you feel happy, stand up and smile really big.

If you feel disappointed, make a disappointed noise (demonstrate sigh for children).

If you feel mad, show a mad face.

If you feel silly, make a silly noise (teacher can demonstrate one).

If you feel sad, look at the ground.

If you feel excited, look up.

If you feel worried, walk around in a circle.

If you feel grouchy, roar like a lion.

If you feel afraid, make your teeth chatter.

If you feel safe, hug yourself.

Activity #2: Using Words to Express Feelings

Have the children sit in a circle. Have Andy ask each person in the circle how they are feeling today. Let children take turns using words to tell Andy the puppet how they feel. Get them to name at least one feeling: happy, silly, sad, etc.

Closure/Post-Test: Sing the following song (inserting the correct day of the week) with the children. It goes to the tune of "Are You Sleeping?" At the end of the song, ask children to name a feeling. See how many different feelings the children can name.

Today is _____, Today is _____
(day of the week) (day of the week)

How do we feel? How do we feel?

Today is _____, Today is _____
(day of the week) (day of the week)

How do we feel? How do we feel?

Raise your hand and tell me, Raise your hand and tell me,

Name a feeling. Name a feeling.

Pre-K: Session #3

I Am Unique

Objective: Children will practice communicating things that they are good at doing using both verbal and non-verbal methods.

Rationale: Young children often feel that they are good at many things. It would not be unusual to have many children respond that they are good at doing everything when asked. But, young children can also be easily discouraged by failures. This lesson seeks to teach the skill of focusing on the positive aspects of self rather than the negative.

Supplies Needed: Girl Puppet, "I Am A Star" copies for each child, crayons, glue sticks, picture of things children are good at doing from magazines

Pre-Test: Ask each child to say something that he or she is good at doing.

Introductory Activity: Who is Good At.....?³

Have the children respond to the following directions:

Stand up if you're good at....

1. singing
2. running
3. coloring
4. brushing your hair
5. picking up your toys
6. painting
7. riding a tricycle or bicycle
8. sliding down a slide
9. feeding a pet
10. throwing a ball
11. sharing your toys
12. building with blocks
13. jumping really high

³ This activity adapted from RPE Curriculum by Project Horizon.

14. waiting

Transitional Activity: Tell the children: "If you're good at listening, and I know everyone can be- sit down and find a quiet spot and we'll have our puppet show.

Puppet Show: Self-Esteem⁴

Teacher: Hello. My name is _____, and I'm a teacher from the Family Resource Center. This is my friend Cindy.

Cindy: Hi teacher.

Teacher: Say hello to the children Cindy.

Cindy: Hi kids!

Teacher: Cindy, do you remember what the Family Resource Center is?

Cindy: Oh no! I forgot!

Teacher: Maybe the children can help you. Children, do you remember what the Family Resource Center is?

(Let some children respond.)

Teacher: That's right the Family Resource Center is a place that helps people who get hurt by others. The Family Resource Center helps people with hurt feelings.

Cindy: That's right, like if you're sad or upset, they help you find things that make you feel better.

Teacher: Good job, Cindy! See, you remember more than you think you do.

Cindy: Sometimes I do. But sometimes I'm not very good at remembering things. Yesterday I forgot to let my dog Roxie outside to go to the bathroom. And last week I forgot to pick up my toys. And today I forgot to

⁴ Puppet show adapted from RPE curriculum by Project Horizon.

check that my socks match and I went to school and I have on one green sock and one red sock and everybody laughed at me. I'm not good at doing anything! (starts to cry)

Teacher: Cindy, everyone forgets things sometimes. Everyone wishes they were better at doing some things. But, every person is good at doing some things too. Whenever we're sad about something we can't do, it's important to think about the things that we're good at doing.

Cindy: I can't think of anything I'm good at doing.

Teacher: Didn't you tell me that you like to color pretty pictures?

Cindy: Oh- I'm really good at coloring! I can make ponies and flowers and fairies with earrings.

Teacher: That's great Cindy. What else are you good at doing?

Cindy: Oh, yeah- I can make up stories about the pictures I draw. I can make up funny ones, or scary ones, and stories where I have magic powers and I can help people.

Teacher: Those are wonderful things to be good at doing, Cindy. Does it make you feel better to think about those things?

Cindy: Yes, I'm going to go write a story right now!

Teacher: That's great, Cindy! I can't wait to hear your story!

Cindy: Thanks! Bye!

Transitional Activity: Dismiss children in groups by using the following instructions:

- If you are wearing green, go find a seat at the table.
- If you are wearing yellow, go find a seat at the table
- If you are wearing blue, go find a seat at the table.
- If you are wearing black, go find a seat at the table.

Activity: Give each child a copy of the "I am a Star!" coloring page and let them draw a picture of themselves in the star. Have the following types of pictures already cut out of magazines or printed from clip art:⁵

- playing sports
- singing
- drawing or painting
- reading
- swimming
- rocking a baby
- playing with a pet
- picking up toys
- dancing

Let the children use glue sticks to glue on pictures of things they are good at doing.

Post-Test/Closure: As the children are coloring, walk around and ask each child to tell you something he or she is good at doing. Write what they say in the blank at the bottom of each page that says "I am good at _____."

⁵ This activity adapted from RPE Curriculum by Project Horizon.

Pre-K: Session #4

Accepting Differences

Objective: The children will identify ways in which people are the same and different.

Rationale: Learning to accept differences helps to alleviate prejudice and aids in building healthy conflict resolution skills. The kinds of differences young children can grasp most easily are concrete differences. Therefore, most of the examples in this lesson are based on visual differences.

Supplies Needed: Boy puppet and girl puppet, Differences chart

Introductory Activity/Pre-Test: Hold up the boy puppet and the girl puppet and ask the children "How are these people the same?" and "How are these people different from each other?" Record how many different responses you get. Then, explain that there are lots of ways that people are the same and different. Name a few that the children have not named. For example, people can have the same or different eye color, hair color, be tall or short, men or women. Some people like the same foods and some people like to watch different shows on TV. Even if someone is different than we are, it doesn't mean that we should make fun of them or that they can't be our friend.

Activity #1: Same and Different Charts

Tell the class that they are going to make a chart about things that are the same and different. Write everyone's name on the chart. There are 2 columns on the chart. One is for hair color, and one is for each child's favorite color. Write their hair colors and favorite colors on the chart. When the chart is done, point out the ways that the children in the class are the same and different. Emphasize again that differences are good.

Transitional Activity: Fingerplay: Say the following rhyme as you do the motions indicated.

I see the robin (point to eyes)
And the robin sees me (make a beak with thumb and index finger)
We are different as can be
The robin eats worms (wiggle index finger)
And lives in a nest (point up)
Eating pizza is what I like best (rub stomach)
The robin flies around (flap arms)
When she wants to play
I use my legs to run all day (run in place)
But I like the robin (point to self)
And the robin likes me (make a beak again)
Even if we're different as can be

Puppet Show: Accepting Differences⁶

Teacher: Hi! My name is _____. I'm a teacher from the Family Resource Center. Do you know what the Family Resource Center is?

Andy: I'm Andy. You probably remember me. I remember you. And I remember about the Family Resource Center. You help people who got hurt by other people. It's kind of like the doctor.

Teacher: Well, it's sort of like the doctor, only we help people with their feelings when someone hurts them.

Andy: Like if someone hits you?

Teacher: Yes. We work with a lot of people who have been hurt by people hitting them or hurting them in other ways.

Andy: Oh, I remember. What are we going to talk about today?

Teacher: We're going to talk about differences. Andy, what are some ways that people are different from each other?

⁶ Puppet show adapted from RPE curriculum by Project Horizon.

Andy: Bobby wears glasses, I have red hair, Sara has different colored skin than I do, and Matt uses a wheelchair.

Teacher: Very good. Those are all ways that we are different from each other. How do you think being different feels?

Andy: I feel special because not everyone has red hair and my mommy says I'm special for having red hair.

Teacher: That's great! Your differences make you special. Sometimes people don't feel special because of their differences.

Andy: How come?

Teacher: Because other people are mean to them by calling them names and hurting their feelings. Have you ever made fun of somebody because they were different from you?

Andy: Yes. I made fun of my little brother because he was missing some teeth.

Teacher: How did that make your brother feel?

Andy: He cried and told daddy and daddy gave me a time out for being mean. And when my brother smiled he wouldn't show his teeth anymore.

Teacher: Your brother must have felt like he was bad because he didn't have some of his teeth and so he thought if he didn't let anyone know he was missing some, he wouldn't be made fun of anymore.

Andy: I think I made him feel really bad.

Teacher: It's important to never make fun of someone because of his or her differences. Their differences make them special, just like your differences make you special. If you took away all the differences in the world, we would all be the same and that would not be any fun.

Andy: I like my brother and don't want to hurt his feelings. I'm glad we're not exactly the same- that'd be bor---ing.

Teacher: I'm so glad that you don't want to hurt your brother's feelings, and that you're glad you're not exactly the same.

Andy: I like it too.

Teacher: Remember our differences make us special and are nothing to hide. Maybe the children out there can tell us some more about their differences. What makes you different and special? What about you is the same as someone else?

Post-Test: Let children respond to the questions "What about you is the same as someone else?" and "What about you makes you different and special?"

Closure: Repeat the fingerplay:

I see the robin (point to eyes)
And the robin sees me (make a beak with thumb and index finger)
We are different as can be
The robin eats worms (wiggle index finger)
And lives in a nest (point up)
Eating pizza is what I like best (rub stomach)
The robin flies around (flap arms)
When she wants to play
I use my legs to run all day (run in place)
But I like the robin (point to self)
And the robin likes me (make a beak again)
Even if we're different as can be.

Pre-K: Session 5

Recap Session

Objective: Students will participate in four activities that allow them to practice the following skills: using their hands in positive ways, identifying their own feelings, naming positive aspects of self and recognizing concrete differences.

Rationale: Reviewing material covered increases the dosage, or number of times participants are exposed to the material. Reviewing increases the likelihood that the information will move from the short-term memory to the long-term memory. Repetition aids young children in the learning process and repetitive songs, games and stories are often fun ways to review and reinforce prior learning.

Supplies Needed: Girl puppet, helping hands booklet for each child, star stickers, washable ink pads, wet wipes

Introductory Activity: Ask the children if they can remember some of the things you have learned in previous sessions. You may wish to sing one of the songs or do a fingerplay from a previous session in order to review.

Puppet Show

Teacher: Hi, my name is _____, and I'm a teacher from the

Cindy: I know where you're from! I know where you're from!

Teacher: You remember! That's great!

Cindy: You're from the Family Horse Center!

Teacher: Well, that's almost right, Cindy. It's the Family Resource Center.

Cindy: Oh yea, that's what I meant.

Teacher: Do you remember who we help at the Family Resource Center?

Cindy: Ummm.....

Teacher: Maybe the class can help you remember. Children, do you remember who the Family Resource Center helps?

(let children respond)

Cindy: That's right- the Family Resource Center help people who have been hurt by others!

Teacher: That's right, Cindy. That's exactly what we do!

Cindy: Does the Family Resource Center give you a surprise when you remember things?

Teacher: (laughs) Cindy, how did you know we were going to play some games today?

Cindy: I see surprises in your bag!

Teacher: I do have surprises. We're going to do a few activities today and give everyone a chance to get a surprise!

Cindy: Oh, goody, I can't wait!

(Teacher passes out a Helping Hands booklet to each child.)

Closure Activity: Helping Hands Booklets

Show the children a booklet and explain what to do on each page.

Helping Hands Page: Have the children color their hands and write their names on their hands if they know how (or a teacher can help). Encourage them to draw something they can do with their helping hands.

I Feel O Page: Review the different kinds of feelings. Ask the children to draw a face in the circle that shows how they feel. Explain what a happy, mad, sad and silly face would look like.

I Am A Star Page: Let the children put star stickers on this page.

I Am Special Page: Ask the children if they can remember some ways that people can be different. (skin color, hair color, we can be girls or boys, short or tall, etc.) Then, explain that one way everyone is different is our fingerprints. Every single person in the world has different fingerprints. Help each child use a stamp pad to put his or her fingerprints on the last page of the booklet. Help them use wipes to clean their hands.

After you explain the booklet, dismiss the children to their seats and ask teachers to help you and the children complete the booklets. When students are finished, fold the paper in half and then in half again to make a book.

Pre-K: Session 6

Feelings: Helping Words, Hurting Words

Objective: Students will differentiate between ways that use words to help and ways that use words to hurt. As students watch a puppet show, they will identify ways to use helping words instead of hurting words.

Rationale: Building on the concept of "helping hands" addressed in session one, this session seeks to extend the idea of teaching positive physical behaviors to teaching positive verbal behaviors as well. Primary prevention, like sound developmental teaching practices, requires not just teaching about unwanted behaviors like yelling or name-calling, but also redirecting children to more positive behaviors. Thus, this lesson does not simply teach children not to say hurtful things, but also to say helpful things in helpful ways.

Supplies Needed: Warm fuzzy, cold prickly, colored cotton balls, glue, copies of warm fuzzy outline

Introductory Activity/Pre-Test: Explain that words are also something we should use to help each other. Some words can hurt others and some words can help. Give the children the following examples and ask them if they think they are helping words or hurting words. Make note of responses and explain the correct answers as you go.

- * saying please when you ask for something
- * yelling at someone
- * calling someone a mean name
- * telling someone they are a good friend
- * saying "thank you" when someone helps you

Transitional Activity: Review the "Helping Hands" song from session one.

(To the tune of Pop Goes the Weasel)

All around the classroom I go-
My hands are always busy.
I never use my hands to hit (CLAP)-
(jump up) Hands are for helping.

Then, teach them a new verse:

All around the house I go
My mouth is always busy
I never use my words to hurt (CLAP)-
Words are for kindness

For extra fun, sing the song faster each time.

Puppet Show⁷

Note: The cold prickly puppet is made out of a Styrofoam cup with toothpicks stuck into it so that it looks like a porcupine and angry facial features drawn on with a marker.

Teacher: I want to introduce you to someone.

Cold Prickly: Hi! (in an angry voice) I'm a cold prickly.

Teacher: What's a cold prickly?

Cold Prickly: (proudly) I say mean things to people that make them feel yucky inside!

Teacher: Like what?

Cold Prickly: Sometimes I make fun of people or yell at them. Yesterday I called my sister a mean name.

Teacher: Boys and girls, is the cold prickly using helping words or hurting words? (let children respond) Cold prickly, why do you use hurting words?

⁷ www.islandnet.com/my/playscripts/fuzzies.html

Cold Prickly: Because I'm a cold prickly. That's what I do. I say things that make people feel cold and prickly on the inside. I don't know any other way to act.

Teacher: Children, do you think we could help the Cold Prickly think of some other things to say so that he can use helping words instead of hurting words? (let children say yes)

Cold Prickly: But then I wouldn't be a Cold Prickly anymore.

Teacher: No, you wouldn't. But you don't have to a cold prickly. We can help you.

Cold Prickly: You can?

Teacher: Yes. But first, you have to stop using hurting words.

Cold Prickly: (The teacher removes toothpicks from the Cold Prickly as he talks.) You mean I can't yell at people anymore when I'm angry?

Teacher: Yes, that's right.

Cold Prickly: Can I call somebody a name if I don't like them?

Teacher: No, those aren't helping words either.

Cold Prickly: What about making fun of someone because they're different? Can I do that?

Teacher: That's off limits too.

Cold Prickly: Well then, what kinds of words can I use?

Teacher: Well, let's get some help from the children, okay?

Cold Prickly: Okay.

(Let children come up with different kinds of helping words, and glue cotton balls on the Cold Prickly as you come up with different ideas.)

Cold Prickly: Wow! Those are great ideas! I don't feel like a "Cold Prickly" anymore! Thank you children!

Teacher: I don't think you are a Cold Prickly anymore. Did you boys and girls hear all those helping words he just used?

Cold Prickly: I think I'm going to have to change my name!

Teacher: I think you're right! Boys and girls, I think we're going to have to call him Warm Fuzzy now, because he's using helping words and that's how helping words make us feel!

Cold Prickly: That's a good idea! You know what?

Teacher: What?

Cold Prickly: When I used hurting words, it made me feel cold and prickly on the inside. But now that I'm using helping words, they do make me feel warm and fuzzy on the inside! Thank you boys and girls!

Teacher: Thank you Warm Fuzzy!

Warm Fuzzy: Bye!

Post-Test: Give the children the following examples and ask them if they think they are helping words or hurting words. Make note of responses and explain the correct answers as you go.

saying please when you ask for something

- * yelling at someone
- * calling someone a mean name
- * telling someone they are a good friend
- * saying "thank you" when someone helps you

Closure Activity: Make Warm Fuzzies

Give each child a glue stick, some cotton balls and a paper with the outline of a warm fuzzy on it. Let them draw eyes, a nose and a mouth on the warm

fuzzy and then glue cotton balls on its body. The following sentence should be at the bottom of the "warm fuzzy" page, "My favorite helping word is _____." Have the teachers go around and ask each child to name a helping word and write it in the blank.

Pre-K: Session 7

Feelings: Dealing With Anger

Objective: Students will identify positive ways of dealing with being angry.

Rationale: This lesson builds on the lesson about feelings, focusing specifically on anger. Young children often struggle to use words and appropriate actions to express their emotions because emotions are abstract rather than concrete. The activities in this lesson will help children identify concrete ways to express anger appropriately.

Supplies Needed: 5 frogs finger puppet glove, chart of ways to express anger, small frog die cut for each child

Introductory Activity/Pre-Test: Explain that today you will be talking about how to deal with being angry and teach the children the following song:

(To the tune of "The Farmer and the Dell")

I'm angry and I'm mad
I'm angry and I'm mad
I don't want to hurt anyone
So I do this instead....

Sing the song through and then give 2-3 children a chance to say something they do when they're angry. Then repeat the song until everyone has a chance to say something they do when they're angry that doesn't hurt others. Redirect children who give a suggestion that involves hurting others.

Transitional Activity: Ask the children to follow your directions.

If you can take a nap when you're angry, pretend you lying on your pillow.
If you can take a deep breath when you're angry, take a big breath.
If you can count to ten backwards when you're angry, count with me.
If you can sing a song when you're angry, sing with me. (You may want to sing the Farmer and the Dell or Helping Hands song here).

Puppet Show: Use a glove puppet with five frogs to do this puppet show fingerplay. Let children join in as they learn the words. (You may wish to do it a few times.)

5 little frogs were croaking a song
1 frog said, "I'm mad at my Mom!"
She wanted to yell
And her face turned red
But that little frog went to bed instead. (remove frog from glove)

4 little frogs were croaking a song
1 frog said, "I'm so mad at my Mom!"
He wanted to yell
And his face turned red
But that little frog sang a song instead. (remove frog from glove)

3 little frogs were croaking a song
1 frog said, "I'm so mad at my Mom!"
she wanted to yell
And her face turned red
But that little frog counted backwards instead. (remove frog from glove)

2 little frogs were croaking a song
1 frog said, "I'm so mad at my Mom!"
she wanted to yell
And her face turned red
But that little frog took a breath instead. (remove frog from glove)

1 little frog was croaking a song
1 frog said, "I'm so mad at my Mom!"
He wanted to yell
And his face turned red
But that little frog swam away instead. (remove frog from glove)

Activity: Tape up a chart with 6 boxes. 1 box should be blank and the other 5 should have pictures that depict the following: taking a nap, taking a deep breath, counting to ten, singing, and being alone. Give each child a die cut of a frog. If time allows, let each child decorate his or her frog. Let the

children name something he or she can do when they are angry and tape their frog in the box that matches. The blank box is for appropriate answers that are not in other boxes.

Closure/Post-Test: Use the song to review positive ways of dealing with anger.

(To the tune of "The Farmer and the Dell")

I'm angry and I'm mad
I'm angry and I'm mad
I don't want to hurt anyone
So I do this instead....

Sing the song through and then give 2-3 children a chance to say something they do when they're angry. Then repeat the song until everyone has a chance to say something they do when they're angry that doesn't hurt others. Redirect children who give a suggestion that involves hurting others.

Pre-K: Session 8

Feelings: When I Am Worried/Afraid

Objective: Students will name something that makes them feel worried or afraid. Students will observe and talk about positive ways of dealing with being worried by participating in a finger play and watching a puppet show.

Rationale: This lesson continues to explore challenging feelings, focusing specifically on worry. Worry or anxiety is something young children often experience, but words like worry or anxiety are not generally a part of pre-school vocabulary. Therefore, this lesson uses words like afraid or scared to get at the emotion of worry, but the examples are more clearly about worried fear than fear in general. Learning to deal appropriately with worry and anxiety helps young children build coping skills and resiliency. By using words to talk about what makes them worried or afraid, students will practice important skills for coping with anxiety and developing resiliency.

Supplies Needed: Girl Puppet, Finger Puppet, 5 Bugs, Worry Wart

Pre-Test/Introductory Activity: Review the first verse of this song about anger:

(To the tune of "The Farmer and the Dell")

I'm angry and I'm mad
I'm angry and I'm mad
But I don't want to hurt anyone
So I do this instead....

Let children name ways to deal with anger.

Explain that today you will be talking about how to deal with being worried and afraid. Explain that one of the things that can help us when we are worried or scared is to use our words to tell someone what worries us. Then, teach the children a second verse:

I'm worried and I'm scared
I'm worried and I'm scared

But I don't have to stay that way
So I will use my words....

Then, ask each child to name something that makes him or her worried or afraid.

Transitional Activity: Use a glove puppet with five bugs to do this fingerplay. Let children join in as they learn the words.

5 little bugs were playing at school
A Worry Wart said, "What if no one plays with you?"
The little bug worried
And the little cried
But that little bug played with friends outside. (remove a bug from glove)

4 little bugs were playing at school
A Worry Wart said "What if someone picks on you?"
The little bug worried
And the little bug cried
But that little bug talked to the teacher outside (remove a bug from glove)

3 little bugs were playing at school
A Worry Wart said "What if you forget the rules?"
The little bug worried
And the little bug cried
But that little bug followed the rules outside (remove a bug from glove)

2 little bugs were playing at school
A Worry Wart said "What if Mom misses you?"
The little bug worried
And the little bug cried
But that little bug drew her a picture outside (remove a bug from glove)

1 little bug was playing at school
A Worry Wart said "I don't want to play with you"
The little bug worried
And the little bug cried
But that little bug played with someone else outside.
(remove frog from glove)

Puppet Show:

Teacher: Hi boys and girls! This is my friend Stacy.

Stacy: (looking down) Hi.

Teacher: What's wrong Stacy?

Stacy: I'm worried.

Teacher: What does worried mean?

Stacy: It means I'm scared that something will happen that I don't like.

Teacher: What are you afraid will happen that you don't like?

Stacy: Well, today is my first day at a new school, and I'm afraid my teacher will be mean to me.

Teacher: Did you meet the teacher yet Stacy?

Stacy: Yes.

Teachers: Was your teacher nice?

Stacy: Yes, she did seem like a nice teacher. She gave me a sticker.

Teacher: It sounds like she is a nice teacher, Stacy. Can you tell me anything else you liked about her?

Stacy: She had a picture of her little girl on her desk, and she looked like she was my age. And she had some fun toys in her classroom.

Teacher: Those are good things to think about before you go to your new school. Think more about what you're excited about and you won't be so worried and afraid.

Stacy: I can try, but I'm still worried and afraid because what if the kids in my class are mean to me?

Teacher: Do you know any of the kids in your class?

Stacy: No.

Teacher: Maybe they'll be really nice to you. Maybe you'll find some new friends to play with. What's your favorite toy to play with?

Stacy: I like to play house with dolls and dishes!

Teacher: What if you make some new friends to play house with, wouldn't that be fun?

Stacy: Oh, that would be lots of fun! And maybe my new friends will come to my birthday party next week! And we can play dolls at my house and we can play tea party and have a campout, and lots of things.

Teacher: You look happy now, Stacy. Do you still feel worried and scared?

Stacy: No, I'm too busy thinking of all the fun things I'm going to do at my new school! Thanks for you help! I have to get on the bus now! Bye!

Closure/Post-Test: Sing the following song again and let each child say something that makes him or her afraid.

I'm worried and I'm scared
I'm worried and I'm scared
But I don't have to stay that way
So I can use my words....

Pre-K: Session 9

Happy and Sad

Objective: Students will practice using words to talk about things that make them sad and happy.

Rationale: This lesson continues to explore challenging feelings, focusing specifically on sadness. Learning to deal appropriately with difficult emotions helps young children build coping skills and resiliency. By using words to talk about what makes them sad and happy, students will practice important skills for coping with sadness and developing resiliency.

Supplies Needed: Feelings Puppet (This puppet has several interchangeable heads that show different feelings.)

Pre-Test: Ask each child to say something that makes him or her sad and/or happy. (You may wish to write down their responses to use in the song later.)

Introductory Activity: Explain that today you will be talking about how to deal with being sad and happy. Then, teach the children the following song:

Verse 1

If you're happy and you know it clap your hands- *clap, clap* (x3)
If you're happy and you know it then your face will surely show it
If you're happy and you know it clap your hands- *clap, clap*

Verse 2

If you're sad and you know it use your words (x3)
If you're sad and you know it then your face will surely show it
If you're sad and you know it use your words

Verse 3

If you're sad and you know it you can cry (x3)
If you're sad and you know it then your face will surely show it
If you're sad and you know it you can cry

Verses 4-however many you would like to add

If you're sad and you know it _____ (insert some of the things that the children say make them happy, like riding a bike, swimming, playing in my room, etc. Add motions as appropriate.)

Explain to the children that one of the things that can help us when we are sad is to do something that makes us happy. End the song by singing verse 1 again.

Transitional Activity: Ask the children to follow your directions.

If you can talk to someone when you're sad, point to your mouth.

If you can cry when you're sad, point to your eyes.

If you like to get a hug when you're sad, hug yourself.

If you like to take a nap when you're sad, pretend you're sleeping.

If you like to play outside when you're sad, pretend you're running outside.

If you like to draw a picture when you're sad, pretend to draw.

Puppet Show: (Use Jeremy, the feelings puppet. He has different faces that show different feelings. This lesson requires the sad face and the happy face.)

Teacher: Hi boys and girls! This is my friend Jeremy.

Jeremy: (wearing sad face and looking down) Hi.

Teacher: What's wrong Jeremy?

Jeremy: I'm sad today.

Teacher: What makes you sad Jeremy?

Jeremy: It's raining and I can't go outside and play. I never get to have any fun!

Teacher: Jeremy, I'm sorry that you're sad that it's raining. You know, the boys and girls were just talking with me about things that make them sad. But I bet we can think of something that you can do to have fun even if it's raining. What do you think boys and girls?

Let children answer.

Jeremy: Well, I do like to play with trucks, and I guess I could play with trucks inside.

Teacher: How does playing with trucks make you feel, Jeremy?

Jeremy: (change to happy face) I love to play with trucks! That makes me feel happy!

Teachers: Well, good Jeremy. Sometimes when we're sad, it helps for us to do something that makes us happy.

Jeremy: (changes back to sad face) I still feel sad, though.

Teacher: What else makes you sad, Jeremy?

Jeremy: Whenever I saw the rain outside this morning, I started to cry and my big brother called me a "crybaby". I don't like it when he calls me names! That's mean and it makes me sad.

Teacher: That is something that makes us sad, Jeremy. No one likes to be called names, and everyone cries sometimes when they're sad. Boys and girls, do you cry when you get sad? *(Let children respond.)* Crying can make us feel better when we feel sad. So it's okay to cry if you need to.

Jeremy: It does make me feel better to cry sometimes. Last week I lost my favorite truck and I cried and cried.

Teacher: Are you still sad about that Jeremy?

Jeremy: (changes to happy face) No, not anymore. I used my words to tell my Grampa I was sad about my truck, and he walked all over the house with me and found it! Then we played trucks together and ate ice cream!

Teacher: Wow Jeremy! It sounds like you have a lot of things to be happy about!

Jeremy: I do! My trucks make me happy and eating ice cream makes me happy and playing with my Grampa makes me happy too!

Teacher: So you feel happy now, even if you can't play outside?

Jeremy: Yes, now I'm gonna ask Gramps to play trucks with me again! Bye!

Teacher: Bye Jeremy!

Post-Test: Ask each child to name something that makes him or her feel sad and/or happy.

Closure: Use the song to review ways the children can deal with sadness.⁸

Verse 1

If you're happy and you know it clap your hands- *clap, clap* (x3)

If you're happy and you know it then your face will surely show it

If you're happy and you know it clap your hands- *clap, clap*

Verse 2

If you're sad and you know it use your words (x3)

If you're sad and you know it then your face will surely show it

If you're sad and you know it use your words

Verse 3

If you're sad and you know it you can cry (x3)

If you're sad and you know it then your face will surely show it

If you're sad and you know it you can cry

Verses 4-however many you would like to add

If you're sad and you know it _____ (insert some of the things that the children say make them happy, like riding a bike, swimming, playing in my room, etc. Add motions as appropriate.)

⁸ www.niehs.nih.gov/kids/lyrics/happyand.htm

Pre-K: Session 10

Recap

Objective: Students will review appropriate ways of expressing and dealing with emotions by reviewing previously learned songs and fingerplays and participating in a feeling hike.

Rationale: Reviewing material covered increases the dosage, or number of times participants are exposed to the material. Reviewing increases the likelihood that the information will move from the short-term memory to the long-term memory. Young children enjoy repetitive stories and games. Repetition aids young children in the learning process and repetitive songs, games and stories are often fun ways to review and reinforce prior learning.

Supplies Needed: Fingerplay Glove, 5 Frogs, 5 Bugs, Worry Wart

Introductory Activity: Explain that today we're going to go over some of the things we have learned about feelings. Teach the children the following song:

(To the tune of "The Wheels on the Bus")

Verse 1:

The happy's on the bus go up and down (moves arms up and down)
Up and down (move arms up and down)
Up and down (move arms up and down)
The happy's on the bus go up and down (move arms up and down)
All through the town

Verse 2: The sad's on the bus say (make crying noise)

Verse 3: The worried's on the bus say "That's a big dog!" (point)

Verse 4: The silly's on the bus say (make silly noises with your mouth)

Verse 5: The mad's on the bus say "I am Mad!" (hands on hips)

Verse 6: The happy's on the bus go up and down (move arms up and down)

Activity #1: Go on a Feeling Hike

This activity works like the rhyme "Going on a Bear Hunt".⁹ The children and the teacher tap their legs like they're walking while the teacher says phrases that the children echo. Motions are indicated in parenthesis.

(NOTE: Children echo each line after the teacher.)

Going on a Feeling Hike.

Coming to some hurting words

We can't say them.

We don't want to hear them.

Have to run past them. (tap legs quickly, then slow down)

Coming to some helping words.

Can't go around them.

Can't go under them.

Guess we'll have to say them. (say please, thank you, I love you, etc.)

Coming to an angry mountain

We can't hit it

We can't kick it

Guess we'll have to calm down (take a deep breath, count to 5)

Coming to a happy forest

Can't go over it

Can't go around it

Have to skip through it (pat legs quickly like skipping)

Coming to a sad valley

We can't shove in it

We can't tease in it

Guess we'll have to cry a minute (make crying sounds)

Coming to a worry rock

We can't kick it

We can't yell at it

⁹ www.teacherexchange.mde.k12.ms.us/teachnett/hernandez.htm

Guess we'll have to talk about it (point to mouth)
Coming to a silly tree
Can't go over it
Can't go under it
Oh no! It's going to tickle us! Run! (Laugh and pat legs quickly like you're running)

Stop echoing at this point and just narrate as the kids do motions quickly to get away from the silly tree.

Oh it's the Worry Rock, we have to talk to somebody (point to mouth)
And now we're in the Sad Valley, so we need to sit and cry (crying noises)
We're coming to the Happy Forest, can everyone skip (pat legs)
And now it's the Angry Mountain, can everyone take a deep breath?
(breathe)
And here's those helping words, should we take those?
(say yes and pretend to grab them)
And here are the hurting words, are we gonna take those? (say no and run quickly)
(Sigh) I think we're safe. Did the silly tree get anyone?

THE END

Activity #2: Review the following song.

(To the tune of "The Farmer and the Dell")

I'm angry and I'm mad
I'm angry and I'm mad
I don't want to hurt anyone
So I do this instead....

Let the children say things they can do to calm down when they're angry.
Redirect children who give a suggestion that involves hurting others.

Then, sing the next verse:

I'm worried and I'm scared
I'm worried and I'm scared
But I don't want to stay that way, so I will use my words.

Let the children say things that make them worried or scared.

Activity #3: Review the Anger and Worry Fingerplays:

THE ANGRY FROGS:

5 little frogs were croaking a song

1 frog said, "I'm mad at my Mom!"

She wanted to yell

And her face turned red

But that little frog went to bed instead. (remove frog from glove)

4 little frogs were croaking a song

1 frog said, "I'm so mad at my Mom!"

He wanted to yell

And his face turned red

But that little frog sang a song instead. (remove frog from glove)

3 little frogs were croaking a song

1 frog said, "I'm so mad at my Mom!"

she wanted to yell

And her face turned red

But that little frog counted backwards instead. (remove frog from glove)

2 little frogs were croaking a song

1 frog said, "I'm so mad at my Mom!"

she wanted to yell

And her face turned red

But that little frog took a breath instead. (remove frog from glove)

1 little frog was croaking a song

1 frog said, "I'm so mad at my Mom!"

He wanted to yell

And his face turned red

But that little frog swam away instead. (remove frog from glove)

THE WORRIED BUGS

5 little bugs were playing at school

A Worry Wart said, "What if no one plays with you?"
The little bug worried
And the little cried
But that little bug played with friends outside. (remove a bug from glove)

4 little bugs were playing at school
A Worry Wart said "What if someone picks on you?"
The little bug worried
And the little bug cried
But that little bug talked to the teacher outside (remove a bug from glove)

3 little bugs were playing at school
A Worry Wart said "What if you forget the rules?"
The little bug worried
And the little bug cried
But that little bug followed the rules outside (remove a bug from glove)

2 little bugs were playing at school
A Worry Wart said "What if Mom misses you?"
The little bug worried
And the little bug cried
But that little bug drew her a picture outside (remove a bug from glove)

1 little bug was playing at school
A Worry Wart said "I don't want to play with you"
The little bug worried
And the little bug cried
But that little bug played with someone else outside.
(remove frog from glove)

Closure: Sing the following song to the tune of "Are You Sleeping?"

Today is _____. (insert the day of the week) Today is _____.
How do you feel? How do you feel?
Today is _____. Today is _____.
How do you feel? How do you feel?
Raise you hand and tell me, raise you hand and tell me,
How do you feel? How do you feel?

Let each child tell you how he or she feels.