

# Getting Along with People

The primary goal of this unit is to help the children to begin to decenter. The children will begin to learn to think about other people and their feelings and perspectives. It is critical to recognize the importance people, other than ourselves, play in our lives. In order to be functional, social beings, people need to be responsive to others. When children cooperate and share, they are decentering; they are thinking of more than just their own needs and desires. Children are beginning to decenter during the preschool years and teachers should build their feelings of self competence by encouraging and reinforcing their demonstration of cooperative play, turn taking, and switching roles to assume a variety of different perspectives.

## Daily Principles

Day 1: We care about (love) people in our family.

Day 2: We are proud of our families.

Day 3: Families change.

Day 4: Other families are different than mine.

Day 5: We do things with our families.

Day 6: We care about our friends at school.

Day 7: We are proud of the people in our school.

Day 8: Everyone needs friends.

Day 9: We can figure out how our friends feel.

Day 10: We cooperate with our friends.

Day 11: We communicate with our friends.

Day 12: We make new friends.

## Cognitive Functions

Decentering

Labeling/Summative

Conservation of Constancy

Comparison

Comparison

Decentering

Labeling/Summative

Decentering

Decentering

Decentering

Communication

Decentering

## Unit Principles

1. We care about our families.
2. We care about our friends.
3. We like to be with our families and friends.

# Getting Along With People

## Materials List

	Opening	Strategy Group	Brainbuster	Playgroups	Other
Day 1	Book about families	Construction paper Stickers, glue Crayons, markers Glitter A model of a completed greeting card	Pictures of animals animals and people to group into families Felt board		
Day 2	Paper stars with the children's names printed on them	Cut-outs of mom, dad, and child figures Drawing paper Story paper Glue, crayons, markers	Preschool-aged doll Doll bed		
Day 3	Book about a new baby in the family	Sequencing cards about growth	Preschooler doll Mother doll Baby doll Doll house		
Day 4	Magazine photos of families	Various sizes of inflated balloons Felt pens Egg cartons or cardboard Glue	<u>Who's In Our House</u> chart Children's names are written down the side Cut-out figures		
Day 5	Magazine photos or family photos of members at different events	Magazine photos of family activities Large paper Scissors Glue	Doll family Bear family Fish family Playground, cave, pond facsimiles		
Day 6	Book about friends	Construction paper Stickers, glitter, glue, crayons, markers A completed greeting card for a model	Doll Pictures of friends cooperating or not cooperating		
Day 7	Picture cards or magazine pictures of different children	Large piece of butcher paper Crayons or markers	Badges for people on the school staff		
Day 8	Record, tape, or song about friends	Books about friends Drawing paper Crayons	Two dolls or puppets		

Day 9	None needed	Paper dolls Emotion pictures Numeral cards	Tape of emotional sounds		
Day 10	Hap Palmer's <u>Sammy</u>	Pegs and pegboards Rubber bands and geoboards	Sand box and toys		
Day 11	None needed	Black paper Blocks in red, yellow, blue, green	Telephone Paper and pencil		
Day 12	None needed	Magazines and pictures of children playing Scissors, glue, paper	Dolls and their playground materials		

# Getting Along With People

## Playgroups

Provide daily opportunities for children to play with the materials used during the Brainbuster activity. This will allow an opportunity to manipulate the objects and practice and generalize the concept presented in the problem solving activity.

1. **Housekeeping area.** As the children play, encourage them to think about the family roles they are playing (Day 1), what makes them proud of the people in the other roles (Day 2), and how the "babies" in the group change the "family" (Day 3). As they cook for one another, discuss cooking and eating together as a fun thing to do with family and friends (Days 5, 10).
2. **Puppets.** As children play with puppets, encourage positive play and sensitivity to others' feelings (Day 2). While the puppets "interact" with one another, encourage cooperative play (Day 8, 11).
3. **Fisher Price Farm.** As children play, discuss arranging the animals into different family groups. Cows and horses live together and chicken and ducks can live together, but people don't live with either of those groups (Day 4).
4. **Play restaurant.** Discuss behavior when you go out to eat (Day 8). Encourage children to assume different roles (Day 7). The restaurant workers ask customers what they would like or not like when they order (Day 9).
5. **Play office.** Encourage cooperation during play assuming new roles (Days 5, 10) and playing with children they don't usually play with (Day 11).
6. **Make telephones with cups and strings.** As the children work, talk about people in their family (Days 1, 2) or friends (Days 6, 8) they call on the phone, and "call" someone they don't usually play with (Day 12).
7. **Make pride stars.** Help children choose a person in their family or a friend at school to make a star for after they establish how that person is special and why (Days 2, 6, 11).
8. **Chalk drawings.** Ask children to draw family members (Day 2), compare their drawing with others in class (Day 4), and draw their friends (Day 6) or the workers at school (Day 7). Make pictures to give to someone they don't know very well but who they might like to make a new friend (Day 12).
9. **Masks.** Discuss that masks display different emotions, but they make it difficult to tell how people really feel when they are wearing them. They are disguises (Day 9).
10. **Marble painting.** Put paper in the bottom of a box with blobs of paint and marbles on top of the paper. Talk with the children about what happens to the paint and how it changes when the box is moved (Day 3). Encourage the children to show people at home how to paint with marbles (Day 5), and to give their picture to someone they care for (Days 1, 6, 12).
11. **Sand table with animals.** Encourage children to bury the animals and discuss how they are unable to see anything but sand, just as you cannot see them. Talk about various perspectives. Facilitate sharing by discussing different children's perspectives and build their competence by pointing out that by sharing, they are thinking about their peers' feelings (Days 1, 6, 8, 9, 10).

12. **Blocks and cars.** Have children make plans to build roads (Days 10, 11). Discuss how drivers need to cooperate so there are not accidents. Children have rules to play with each other and adults have rules of the road (Day 6). Talk about where the roads might lead and what activities families (Day 5) can drive to on that road.
13. **Water play.** Demonstrate conservation with water. Show children that when liquid is poured from one container to another, it may look different, but it is still the same amount of water. Emphasize the changed appearance (Day 3). Have children work (Day 10) and discuss (Day 11) together as they experiment with cylinders and water.
14. **Audio tape.** Have children listen to the tape of sounds of emotions from Brainbuster. Have them make their own tapes of feelings (Day 9). They can discuss times they have felt that emotion at home (Day 5) and with friends at school (Day 11).
15. **Feely Bag.** Have children work in pairs, taking turns choosing objects from inside the bag. When it is their turn to choose, ask children to tell their buddy how the object feels before showing it to the friend (Day 11). Encourage children to choose a new friend to work with (Day 12).

# Getting Along With People

## Integrating Activities

**Books.** We Help Mommy (Day 1).

Just Shopping With My Mom by Mercer Mayer (Day 5).

My Friends by Taro Gomi (Day 6).

I Want A Friend by Elizabeth Crary (Day 8).

Discuss how people in story books feel (Day 9).

I Want It by Elizabeth Crary (Day 10).

My Friend Leslie by M. Rosenberg (Day 11).

Will I Have a Friend? by Miriam Ashen

I Love My Baby Sister by Elaine Edelman

The New Baby by Mercer Mayer

Just Me and My Dad by Mercer Mayer

Little Duck and the New Baby by Stephanie Calmenson

I Love You Mouse by John Graham

**Songs.** The Sharing Song by Raffi (Day 10). Use sign language while singing a song (Day 11). Sammy by Hap Palmer, The Color Song by Hap Palmer.

**Snack.** Discuss what snacks children eat at home and favorite foods of family members (Days 1, 2, 3). Discuss holiday foods and picnic foods and what family members like to cook (Days 4, 5, 7). Discuss that it is fun, not lonely, to share a snack with friends (Days 8, 9). Have children take turns being the teacher, distributing the foods the children ask to have for snack (Day 11).

**Cooking.** Projects during this unit focus on favorite foods of the children's families and of their friends in class. Discuss how you can tell how friends feel about the cooking project (Day 9) and communication with friends about cooking (Day 11).

**Calendar.** Discuss family holidays and the importance of families being together at these times (Days 1, 2, 3). Discuss how different friends celebrate special days in different ways (Days 6, 11, 12).

**Weather.** Discuss different perspectives on weather conditions. For example, snow is fun to play in for children, but not fun for adults to drive in (Days 1, 2). Discuss different family events in differing weather conditions (Day 5). Discuss activities the children can and can't do with friends in different types of weather (Days 6, 8). Ask your friends what kind of weather they like best (Days 9, 11, 12).

**Gross Motor.** Talk about family and friends' accomplishments in gross motor skills. Discuss sports events and feeling proud of practicing and learning from others in your family and circle of friends. Play tug-of-war and discuss the need for cooperation on the teams (Day 10).

**Self Help.** When children dress for outside, talk about who taught them to dress themselves and who helps at home (Days 1, 2). Talk about how they can't wear baby clothes any longer (Day 3). Encourage children to help their friends with dressing (Days 10, 11, 12).

**Transitions.** When the children leave for home, discuss who will be there to meet them and how it makes them feel. Discuss how different children have different people to care for them at home.

**Self Esteem.** Compliment children on their independent skills such as their ability to follow directions or to line up.

**Health and Safety.** Emphasize the need to work together to keep our families and friends safe and healthy.

**Topics for Discussion.** Talk about what might happen when family or friends don't cooperate or communicate.  
Discuss that the children can make new friends without forgetting their old ones (Day 12).

# Getting Along With People

## At Home

- Day 1. We care about people in our family.** Plan a special surprise with your child to show the other people in the family you care for them. It can be something simple like a favorite meal or objects collected by your child, but should be presented as a "surprise because we care."
- Day 2. We are proud of our families.** Today in class we made "proud stars." Talk about your child's star, that is, what makes him proud. Other family members tell what makes them proud of themselves.
- Day 3. Families change.** Usually, changes in families are new people coming to live in the family or people leaving. Change can also be adding a pet, moving, or getting something new. Talk about changes with your child.
- Day 4. Other families are different than mine.** Take a neighborhood walk and point out different families and the ways they are different from yours. Talk about differences being interesting, not right or wrong.
- Day 5. We do things with our family.** Include your child in planning an activity for the weekend. Plans might be going to visit relatives or friends, an outing, or doing something unusual together at home.
- Day 6. We care about our friends at school.** Today at school we made greeting cards for special friends. Ask your child who he/she made a card for, who is special in school. Think about what would be nice to say to the friend, what would make him/her feel special.
- Day 7. We are proud of the people in our school.** Think of community workers your child knows, like the mailperson, the grocer, or the filling station attendant. Encourage your child to thank them for their good work.
- Day 8. Everyone needs friends.** Some games can only be played if you have a friend to play with. Have your child's friend over or you be his friend while playing a simple card game such as Go Fish.
- Day 9. We can figure out how our friends feel.** Read a story or watch a show about friends. Talk about what happened to the friends and how those things made them feel.
- Day 10. We cooperate with friends.** To show how working together gets work finished more quickly, have a "race" to clean a room. Talk about how much help it is for everyone when they work with one another instead of alone.
- Day 11. We communicate with our friends.** Have your child write to, telephone, or draw a picture for a relative you don't often see.
- Day 12. We make new friends.** Talk with your child about friends you and he/she have met since school started. They are important to you now, but you didn't even know them a short time ago.

# Getting Along With People

## Day 1

<p><b>Daily Principle:</b></p> <p>Level 1. We love mom, dad, or sister.          Level 2. We love our family.          Level 3. We care about people in our family.</p>	<p><b>Rationale:</b></p> <p>Students are learning to care about people other than themselves. The first group of people that we care for is our family.</p>
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Cognitive Function: Decentering

## Daily Activities

### Opening

### Key Points

**Materials:** Book about families, such as Just Me and My Dad by Mercer Mayer, Just Me and My Little Sister by Mercer Mayer, Just Like Daddy by Frank Asch.

**Introduction:** **We have been learning about ourselves and today we are starting a new unit on other people. We will learn how we care not only about ourselves but that other people are really important to us too.**

Introduce the Daily Principle of caring about family members.

**Activity:** Present story.

**The first group of people we learn to love, or care about, is our family. We are going to listen to a story about a family!**

Read a story about a family.

Read story.

**Summary:** **The people in this story really loved the people in their family. They cared about how they felt themselves, but they could also care about other people in their family at the same time. Today at school we will learn more about how we feel towards others.**

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	We love our family.	
<b>Title:</b>	Make greeting cards.	
<b>Materials:</b>	Level 1. Construction paper folded in half, stickers and crayons. Level 2. Construction paper, stickers, crayons, glitter and glue, a model of a completed card. Level 3. Construction paper, glitter and glue, crayons or markers.	
<b>Direction:</b>	<b>Today we are going to talk about our families. We all come from different families and we love our families. One thing I like to do to tell people I care about them is to make them a card. A card can let someone know you love them. Today we are going to make cards for our families. You can take them home and give them to your families and tell them that you love them!</b>  Please be sure to be aware and sensitive to children not living with their biological parents.	Tell people in your family you care for them with a card.
<b>Model:</b>	<b>I will make a card for my family to show you how to do this. First I fold my paper in half. Now I want to make a plan. I think I'll draw a colorful design on this side and draw hearts on the inside. When I color I have to be careful to watch what I'm doing so my crayons stay on the paper and so my picture looks the way I want it.</b>	Demonstrate making a greeting card.
<b>Activity:</b>	As children work point out their ability to make cards and their ability to let others know how they feel.	Reinforce the children's ability as they make cards.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.

## Brainbuster

## Key Points

<b>Principle:</b>	We love our family.	
<b>Title:</b>	Matching individuals to family groups.	
<b>Materials:</b>	Pictures of animal families, such as stag, doe, and fawn, and people families scattered on a felt board.	
<b>Focus:</b>	<b>I have some new pictures on this board.</b>	Categorize pictures of people and animals by family group.
	Unveil board.	
<b>Identify:</b>	<b>Uh oh, these pictures got all mixed up. They are supposed to be in sets!</b>	
<b>Define:</b>	<b>The way the board is arranged now, the animals are not next to the ones that belong together.</b>	
<b>Explore:</b>	<b>What would be a better way to organize these pictures? That's right! Put them in family groups.</b>	
<b>Act:</b>	<b>Each of you can take a turn and put the animals that belong in the same family together.</b>	
<b>Look:</b>	<b>Now look at the board. They're in groups with animals that belong together. I think they're happier and safer now since a mother deer would care more about her baby doe than she would the bear cub.</b>	Evaluate the grouping and discuss the appropriateness of arranging the pictures in this way.

## Bridges

## Key Points

**Level 1:** Child Demonstration.

Present a doll and ask a child to come forward.

Ask one child to demonstrate showing affection to a baby.

**Pretend this is your baby brother or sister. How could you let them know that you love them: show me!**

Describe.

**What did she do?**

**Level 2:** Generalize.

**When do you care most about your family?**

Ask for another example of demonstrating love for family members.

C: "When they are sick or when you're away from them."

**Level 3:** Transcend.

**Why is that important?**

Discuss its importance.

C: "So you can help them and to remember them."

**When else is it important to help people?**

Discuss further application of each child's response.

C: "When they are alone or hurt."

**Examples:** **When I moved away from my family for awhile, I felt sad and missed them because they were the people I cared most about and who cared most about me.**

Teacher provides examples.

**Summary:** **We care about people in our family and that helps us think more about other people and what we can do for them.**

Summarize activity and provide rationale.

# Getting Along With People

## Day 2

<p><b>Daily Principle:</b></p> <p>Level 1. Our families are special. Level 2. We are proud of our families.</p>	<p><b>Rationale:</b></p> <p>It is important to look at individual family members and how they are different from one another and how each is special.</p>
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Cognitive Function: Labeling/Summative

## Daily Activities

### Opening

### Key Points

**Materials:** Paper stars with children's names on them.

**Introduction:** **Yesterday we started a new unit on people. We talked about how we love the people in our family. Today we will learn how we also feel proud of the special things our family does.**

Review caring for people in your family and introduce feeling proud of them.

**Activity:** Proud stars. Children name something that makes them important or special or something they are proud of. Teacher writes these statements on their stars and encourages children to wear their proud stars. Teacher models this about herself first.

Make "proud stars" for the children to wear.

**Summary:** **It's important to remember what makes us feel good about ourselves so we can stay happy. We all were able to think of something we are proud of. We can also think about what makes us proud of our families.**

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	We are proud of our families.	
<b>Title:</b>	Discussing special things about family members.	
<b>Materials:</b>	Level 1. Drawing paper, cut-outs of mom, dad, sibling figures, glue, crayons. Level 2. Drawing paper, crayons or markers. Level 3. Story paper with space above to color and space below to write a story, crayons or markers.	
<b>Direction:</b>	<b>I see by your stars that you each have something to be proud of. It feels so good to be proud of ourselves. It also feels good to feel proud of our families. I love my family and I am proud of them. That feels good. Today we are going to draw and color pictures of our family and think of something about them that makes us feel good. We can write that on our picture and people who see our pictures can read it and know what makes us feel good about our families.</b>	Discuss feeling proud of family members.
<b>Model:</b>	<b>I am going to draw a picture of my family. Here is my husband, here is me, and here is my baby. Something that I think is special about them is that they love to give hugs! I am going to write on my picture "My family loves hugs!" I think that is special and that makes me proud!</b>	Draw a picture of your family and label it with something that makes you proud.
<b>Activity:</b>	Help children draw or glue cut-outs of family members onto their paper. As they color help them to think of something special for you to write on their paper. It may be a word, a sentence, or a story. Point out their ability to draw and color and especially their ability to think about their families.	Assist children with drawing project and comment on their skill in drawing and thinking about their families.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>You drew your families and you were able to tell me something special about your families. It feels good to be proud of ourselves and proud of our families.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We are proud of our families.	
<b>Title:</b>	Doll Role Play.	
<b>Materials:</b>	Preschool aged doll, bed.	
<b>Focus:</b>	<b>I have a little boy here lying on his bed.</b>	
<b>Identify:</b>	<b>Oh no, he is feeling very sad. Let's ask him why he is feeling sad.</b>	Use a doll to model recognizing emotion in someone else.
<b>Define:</b>	<b>Why are you feeling sad, little boy? Oh, you feel bad about yourself and feel like there is nothing special about yourself.</b>	
<b>Explore:</b>	<b>Let's find out if there is something special this boy can think about to make himself feel better.</b>	
<b>Act:</b>	<b>Oh, listen! I hear his family singing "Happy Birthday!" His family will help him feel special. They are proud of him, and care about how he feels.</b>	Introduce the concept that families care for them and make them feel special.
<b>Look:</b>	<b>Look at the little boy now. How does he feel? Right! He's happy. His family helped him feel special and that cheered him up. By letting the people in our family know that we are proud of them we can help them feel good about themselves.</b>	Evaluate how families reinforce feelings of pride and well being.

## Bridges

## Key Points

<b>Level 1:</b>	<u>Child Demonstration.</u>  Choose one child to show the picture they drew during strategy group.  <b>I can tell by your picture and your face that you are proud of your family.</b>  <u>Describe.</u>  <b>What did he do?</b>	Ask one child to share the picture of his/her family.
<b>Level 2:</b>	<u>Generalize.</u>  <b>When do you feel proud of your family?</b>  C: "When they learn to do something or when they do something nice."	Ask for an example of feeling proud of family.
<b>Level 3.</b>	<u>Transcend.</u>  <b>Why is that important?</b>  C: "Because it makes you feel good about them and it helps them feel good about themselves."  <b>When else is it important to be proud of your family?</b>  C: "When you're not feeling good about yourself."	Discuss its importance.  Discuss further application of each child's response.
<b>Examples:</b>	<b>When my daughter learned to use the toilet instead of wetting her diapers, I was very proud of her and told her that, and it made her feel really good that I was proud of what she learned.</b>	Teacher provides examples.
<b>Summary:</b>	<b>When you're not feeling good about yourself, or about other people in your family, if you think about what you're proud of, it can make you feel much better.</b>	Summarize activity and provide rationale.

# Getting Along With People

## Day 3

<b>Daily Principle:</b> Level 1. Families change. Level 2. People change. Level 3. We all grow up.	<b>Rationale:</b> It is important to know that even as our families change we remain a part of that family.
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Cognitive Function: Conservation of Constancy

### Daily Activities

#### Opening

#### Key Points

**Materials:** Book about a new baby in the family, such as Elaine Edelman's I Love My Baby Sister, or The New Baby by Mercer Mayer.

**Introduction:** **We are learning about our families. Today we will learn how our families change. Just as we grow up and change, our families change. Let's read this story and learn how this family changes.**

Review previous days' principles and introduce the principle of family changes.

**Activity:** Read the story and discuss how the baby changes the family. Encourage children to discuss how their own families have changed.

Read a story about a new baby and family.

**Summary:** **We are all proud of our families. Our families change and we can be proud of that!**

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	Families change.	
<b>Title:</b>	Sequence cards.	
<b>Materials:</b>	Level 1. Before/after sequencing cards, such as baby human/adult, kitten/cat, puppy dog, and so on  Level 2. 3 sequence cards of people and animals  Level 3. 4-6 sequence cards of people and animals	
<b>Direction:</b>	<b>As we grow older we change and our families change. As we change there are new things we can do! It is fun to change and grow. Today we will look at some pictures of animals and people and put the pictures in order. We can talk about how these people or animals change.</b>	Discuss that growth is a way people and animals change.
<b>Model:</b>	<b>I am going to look at these three pictures and put them in order. First I need to study the pictures carefully. This one is an older woman, this picture shows a baby, and this picture shows a little girl. These are pictures of the same person. I think this picture of the baby comes first. First she was a baby, then she was a little girl, then she grew up to be a woman. This woman grew up and changed.</b>	Model sequencing cards, verbalizing your strategies as you complete the task.
<b>Activity:</b>	Help children sequence their cards. You may want to do several as a group before you give children individual sets of cards. Point out that they are able to put the pictures in order and that they know about how people change. Lead a discussion on how they and their families change.	Help children complete the task. Emphasize their competence in sequencing the cards and thinking about change.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>You were able to put those pictures in order. You know about how people grow and change.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	Families change.	
<b>Title:</b>	Doll Role Play.	
<b>Materials:</b>	Preschool aged doll, mother doll, and baby doll and doll house.	
<b>Focus:</b>	<b>Look at this girl; she lives in this house with her family. She is very happy!</b>	Introduce family changes.
<b>Identify:</b>	<b>Her mom comes home from the hospital with her new baby. Now look at the girl. She is not happy anymore.</b>	
<b>Define:</b>	<b>The girl was happy with the way her family was before her mother brought home the new baby.</b>	Describe that a new baby in a family changes the family, but not the older children's position.
<b>Explore:</b>	<b>The girl can realize that even though she now has a new baby brother, she still is part of the same family. Families change, but we should remember we are part of the family even though it looks different.</b>	
<b>Act:</b>	<b>Let's see whether the girl is happier now since she realizes this is still her family. Her mom is still her mom, even though she has a new baby.</b>	
<b>Look:</b>	<b>Look. She is feeling happy now. She realizes although families change, there are many things that are just the same and that makes her feel happy again.</b>	Summarize.

## Bridges

## Key Points

**Level 1:** Child Demonstration.

**Here are a set of people and animals. Who would like to make a family out of them?**

Ask one child to demonstrate grouping individual figures and families.

After choosing a child to make a set, choose another child to change the family by adding a baby or pet.

Describe.

**What did they do?**

**Level 2:** Generalize.

**When has your family changed?**

Ask for another example of changes in families.

C: "When we got a new pet."

**Level 3:** Transcend.

**Why is that important?**

Discuss its importance.

C: "Because things are different. We have new jobs."

**When else have things been different?**

Discuss further application of each child's response.

C: "When we've moved. People go away for awhile."

**Examples:** **I remember when my grandparents moved into our house and I had to move out of my bedroom into my sister's bedroom. It was different at our house, our family had changed, but my Mom and Dad and sister were still the same.**

Teacher provides examples.

**Summary:** **When families change, we can remember all the things that stay the same to help us feel secure.**

Summarize activity and provide rationale.

# Getting Along With People

## Day 4

<b>Daily Principle:</b> Level 1. Families are not the same. Level 2. Families are different. Level 3. Other families are different than mine.	<b>Rationale:</b> It is important to realize that all families are different but they serve the same function.
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Cognitive Function: Comparison

### Daily Activities

#### Opening

#### Key Points

**Materials:** Magazine photos of families.

**Introduction:** **Yesterday we talked about how families change, like when you get a new brother or sister, or if someone leaves, but you're still your family. Today we'll learn how everybody's family is different.**

Review unit and introduce that families are different from one another.

**Activity:** Children discuss the various family groups depicted in the pictures. For instance, one photo may show a mother, father, boy, and girl, while another picture depicts a grandmother and girl.

Discuss family pictures.

**Summary:** **Although these pictures each show different people in each group, they are all families. Today we'll talk more about how each of our families are different, but that in each family there are people to love us, take care of us, and be there when we need them.**

Summarize activity and provide rationale.

**Variation:** Have children bring family photos to school to share and discuss.

## Strategy Group

## Key Points

<b>Principle:</b>	Families are different.	
<b>Title:</b>	Making balloon families.	
<b>Materials:</b>	Levels 1, 2, 3. Various sizes of inflated balloons, felt pens, egg cartons or cardboard, glue.	Diagram.
<b>Direction:</b>	<b>Today we are going to make our families out of balloons. We will have different size balloons and a different number of balloons because we have different families. Even though we have different families, something is the same. Our families love us!</b>	Discuss choosing the number and size of balloons needed to make the family.
<b>Model:</b>	<b>To make my family out of balloons, I will choose this big balloon to be my husband, this medium balloon to be me and this little balloon to be our baby! Then I can color faces on them with these felt pens and glue them to the cardboard! I will have three balloons for my family. Let's see how many balloons each of you will need.</b>	Make your "family," describing the process as you work.
<b>Activity:</b>	Help children choose the balloons they will need. As they color their balloons, discuss that all of them have different numbers and sizes of balloons because they all have different families.	Assist children and emphasize the differences in their projects.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>We all have different kinds of families. What is important is that they are our families and we love them!</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	Families are different.	
<b>Title:</b>	Making "Who's in our House" chart.	
<b>Materials:</b>	Chart with children's name down one column and space next to each name to label with names of family members or to place pictures of the family members of each child.	
<b>Focus:</b>	<b>Look at this chart, I have your names and my name down this column.</b>	Explain the chart.
<b>Identify:</b>	<b>Our job is to fill out this chart with the people who belong in your family. There is only blank space now.</b>	
<b>Define:</b>	<b>Each person is separate but each person also belongs to a group called their family. Each one of us is a part of a family, but each of our families is different.</b>	Define the child's role in their family.
<b>Explore:</b>	<b>I have cut-out figures showing different types of people. We'll each take turns coming up and putting up the people who belong to our family.</b>  Show the different cut-out figures, including grandparents, parents, siblings, and pets.	Show cut-outs of family members.
<b>Act:</b>	Have children choose the appropriate family members and put them up next to their names. Model yours first.	Each child attaches appropriate figures by his/her name.
<b>Look:</b>	<b>Wow! Each of you have some people who are the same and some who are different. We can think about how our friends have different people in their families, but they still have people to love. Sometimes we don't live with all the people in our family. I don't live with my Mom and Dad or sisters anymore, but they are still part of my family.</b>	Summarize activity and provide rationale.

## Bridges

## Key Points

**Level 1:** Child Demonstration.

**We're going to play a little game. Who would like to play? Ok, I'm going to tell you who's in somebody's family and then you need to guess which of your friends it is. Look at the chart and I'll tell you who's in their family. Because they are different, you can try and figure out who it is.**

Describe one child's family and have the other children identify him.

Describe.

**What did we do?**

**Level 2:** Generalize.

**When is it important to think about how other families are different?**

Ask for an example of how families are different.

C: "When a friend lives with different people than you do."

**Level 3:** Transcend.

**Why is that important?**

Discuss its importance.

C: "So you realize that everybody is loved and taken care of even if families are all not the same."

**When else should you think about other people?**

Discuss further application of each child's response.

C: "When you're trying to understand their feelings."

**Examples:** **When I went to college and moved away from home, I really missed my family. Even through I felt different since we didn't live together anymore, I still had my family and they still loved me. That is true for other families who were split up.**

Teacher provides examples.

**Summary:** **We can think about how everybody is different to help us feel good about our own family as well as to understand other families.**

Summarize activity and provide rationale.

# Getting Along With People

## Day 5

<b>Daily Principle:</b> Level 1. We do things with our families. Level 2. We play (eat, work) with our families.	<b>Rationale:</b> It is fun to share experiences with people you like. Different families do different things. The more we do with our families, the more we are attached to them.
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Cognitive Function: Comparison

### Daily Activities

#### Opening

#### Key Points

**Materials:** Pictures or magazine photos of families at different events, or the children's family photos of events.

**Introduction:** Yesterday we talked about how each of our families is different. Some of us live with an aunt, or others live with grandparents. Today we'll learn that each of us does different things with our families. After school some of you go to the park with your family, or others go swimming, or do other things. We like to do things with people we love. It makes us even feel closer to them.

Review how families are different and introduce that they may do different things.

**Activity:** We are going to look at pictures of different families doing different things and talk about which ones you do with your family and which ones you don't do.

Discuss family pictures.

Show pictures of holidays and other family events.

**Summary:** Families do some of the same things and some different things, but they're all fun and they all make you feel closer to the people in your own family.

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	We do things with our families.	
<b>Title:</b>	Making a collage.	
<b>Materials:</b>	Level 1. Pictures of people involved in activities, large paper, glue. Level 2. Magazine pages torn out so children can easily cut out pictures of people/families involved in different activities, scissors, glue, large paper. Level 3. Magazines, glue, scissors, large paper.	
<b>Direction:</b>	<b>There are so many things I like to do with my family. We go to ball games and take walks and go to the library together. I like to do things with them because I love them. Usually we have fun and I love them even more afterwards! Today we are going to look at pictures and talk about things we like to do with our families. We can glue pictures on a large piece of paper and make a collage. When we look at the collage it kind of makes us feel good to think of all the things we like to do with our families.</b>	Discuss different family activities and making a collage about them.
<b>Model:</b>	<b>I am going to look through this magazine to find a picture of an activity I like to do with my family. Here is a bike! We like to go bike riding. I can tear this page out of the magazine to make it easier to cut out. To tear it I have to hold the magazine steady with one hand and slowly tear the page out, starting at the top! Now I have to be careful with the scissors and cut around and around the picture. Now I need a little bit of glue because I am gluing paper to paper. There! I've started my collage.</b>	Demonstrate collage techniques.
<b>Activity:</b>	Help children choose pictures of activities they like to do. Point out their abilities to cut and glue, and point out that they know the kinds of things their families do together.	Assist in selecting activity pictures and making collages.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this? What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time? What will you do the same next time? Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>We all have different families and we all do fun things with our families.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We do things with our families.	
<b>Title:</b>	Sorting mixed up families.	
<b>Materials:</b>	A human doll family and toys to depict a playground, a plastic bear family and a picture of a cave with honey, paper fish family and a picture of a lake.	
<b>Focus:</b>	<b>Look at these guys. They're all mixed up.</b>  Mix animals and people in an enclosed area.	Present toy figures.
<b>Identify:</b>	<b>There are three parties planned.</b>  Label and show children the playground, the cave, and the lake.  <b>They all need to go to their parties!</b>	Explain that animals need to go to separate parties.
<b>Define:</b>	<b>Should they all go to the same party? How will we decide which ones should go where?</b>	Discuss strategy.
<b>Explore:</b>	<b>We like to do things with our families, so let's try sorting the animals and people by family group and then decide where they should go.</b>	Sort figures.
<b>Act:</b>	Have children sort and then move the figures to their appropriate places.	
<b>Look:</b>	<b>Are they happy now? Why? What would happen if they stayed mixed up? Would a little girl have more fun with her mother or a bear?</b>	Summarize activity and evaluate.

## Bridges

## Key Points

<b>Level 1:</b>	<u>Child Demonstration.</u>  Pick a child to show a picture from the collage of something she likes to do with her family.  <u>Describe.</u>  <b>What did she do?</b>	Ask one child to share his/her collage.
<b>Level 2:</b>	<u>Generalize.</u>  <b>When do you do special things with your family?</b>  C: "On holidays and birthdays."	Ask for an example of special family events.
<b>Level 3:</b>	<u>Transcend.</u>  <b>Why is that important?</b>  C: "So you have fun or so you have things to look forward to or so you stay close to your family."  <b>When else do you have fun?</b>  C: "When I'm playing with my friends."	Discuss its importance.  Discuss further application of each child's response.
<b>Examples:</b>	<b>Every year my family gets together in the summer and goes to a cabin on the beach to spend time together having fun. We all get to talk a lot and do a lot. We take photographs of the special things we do together as a family so we can look back and remember the good times we have.</b>	Teacher provides examples.
<b>Summary:</b>	<b>When we do things with people we like, we have fun and get feeling close to those people so then we enjoy them even more.</b>	Summarize activity and provide rationale.

# Getting Along With People

## Day 6

<p><b>Daily Principle:</b></p> <p>Level 1. We care about our friends at school. Level 2. We like our friends.</p>	<p><b>Rationale:</b></p> <p>Friends are people who make us happy. Students are learning to care about people other than themselves. They learn to make friends at school.</p>
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Cognitive Function: Decentering

## Daily Activities

### Opening

### Key Points

**Materials:** Book about friends, such as Miriam Ashen's Will I Have A Friend?

**Introduction:** **We've been talking for a week about families, about how special they are and about how much we love them. Today we're going to start talking about another group of people we care about...our friends. Our family makes us feel happy and our friends make us feel happy too.**

Review unit then introduce caring about friends.

**Activity:** Read and discuss story about friends.

Read a story.

**Summary:** **The children in the story cared about each other and helped make each other happy.**

Summarize activity and provide rationale.

Choose some children to tell the group who they like and then help define them as either friends or family. People in families are relatives.

**Today we'll talk more about our friends at school and how important friends are.**

## Strategy Group

## Key Points

<b>Principle:</b>	We like our friends.	
<b>Title:</b>	Make a greeting card.	
<b>Materials:</b>	Level 1. Construction paper folded in half, stickers and crayons. Level 2. Construction paper, stickers, crayons, glitter and glue, a model of a completed card. Level 3. Construction paper, glitter and glue, crayons or markers.	
<b>Direction:</b>	<b>Today we are going to talk about our friends. Our friends are people we like and people who make us feel good. Since they are people that we like and we think they are special, we are going to make a card for a friend to let them know how much we like them!</b>	Making cards for friends lets them know they are liked.
<b>Model:</b>	<b>I am going to make a card for a very special friend of mine. We have known each other a long time and we like to do things together. I know she likes green and blue, and I know she likes fish. I am going to color green and blue fish on this paper to make a card for her. First I have to fold the paper in half. Now I can draw on the card.</b>	Model choosing materials and constructing cards.
<b>Activity:</b>	Help the children decide who they want to make a card for. Build competence by pointing out that they know how to be friends. Making a card is a nice thing to do for a friend.	Help children choose a friend and the materials needed to make a card for them.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>We have friends who make us feel good. We like to be with our friends. We can do things to make our friends feel good. That helps people keep their friends.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We like our friends.	
<b>Title:</b>	Doll Role Play.	
<b>Materials:</b>	Doll and picture cards depicting friends cooperating and friends not cooperating.	
<b>Focus:</b>	<b>See my doll. She is lonely right now and wants to find some friends to play with. When you're lonely, it helps to find friends.</b>	Present "lonely" doll.
<b>Identify:</b>	<b>Here are two different pictures showing children playing.</b>  Show one which depicts children sharing a toy and show another one of children pushing.  <b>She could feel happier if she joined one of these groups.</b>	Discuss what would be helpful. Compare pictures.
<b>Define:</b>	<b>She needs to choose one of the groups of children to play with. What is happening in each picture? What are the children doing with each other?</b>	Choose alternatives.
<b>Explore:</b>	<b>Which picture do you think she should join? Why? What would happen if she picked the one where the children are fighting?</b>	
<b>Act:</b>	Have a child "join" the doll with the children in the pictures and see whether she is happy.	
<b>Look:</b>	<b>This doll was lonely so she wanted to be with her friends. She was wise and decided to play with the friends who were getting along. We care about our friends and it's good to share and cooperate with people we like since we have more fun.</b>	Summarize activity and provide rationale.

## Bridges

## Key Points

Level 1:	<u>Child Demonstration.</u>  Choose a child to pick a friend and tell about the fun things they do together.  <u>Describe.</u>  <b>What did they do?</b>	Ask one child to tell about fun with a friend.
Level 2:	<u>Generalize.</u>  <b>When do you like to be with your friends?</b>  C: "When I'm lonely."	Ask for another example of when it is good to be with a friend.
Level 3:	<u>Transcend.</u>  <b>Why is that important?</b>  C: "It is sad to be lonely, and it's a lot more fun to be with friends."  <b>When else do you have fun?</b>  C: "When I'm with my family."	Discuss its importance.  Discuss further application of each child's response.
Examples:	<b>When I was a little child I had to start at a new school and I was lonely since I didn't have any friends. But then I made new friends by playing nicely with the other kids and after that I had a lot more fun.</b>	Teacher provides examples.
Summary:	<b>We care about our friends and family so we are nice to them and have fun with them.</b>	Summarize activity and provide rationale.

# Getting Along With People

## Day 7

<b>Daily Principle:</b> Level 1. Each person at school is special. Level 2. We are proud of the people in our school.	<b>Rationale:</b> It is important to look at individual peers and pay attention to their unique qualities.
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Cognitive Function: Labeling/Summative

### Daily Activities

#### Opening

#### Key Points

**Materials:** Picture cards of different children or magazine cut-outs.

**Introduction:** We've been talking about other people in this unit. Yesterday we learned how much we care about our friends and how important it is to make and keep friends. Today we are going to see how each one of us at school is special. We can be proud of the people at our school, just like we can be proud of ourselves. By realizing how special each person is, we can like more people and other people will be more likely to notice what's special about us.

Review unit and introduce caring about people at school.

**Activity:** Let's look at these pictures of different children and talk about what's the same and what's different about them from the other children and from ourselves. Can we figure out what each of the kids might be good at?

Discuss special characteristics of children in pictures.

**Summary:** Children are not all the same. At school each of you has something that makes you very special and something that all of us can feel proud of. Sometimes it's good to take the time and look for really good things about other people.

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	We are proud of the people in our school.	
<b>Title:</b>	Making a pride banner.	
<b>Materials:</b>	Level 1, 2, 3. Large piece of butcher paper taped in the hall, markers and crayons.	
<b>Direction:</b>	<b>Each of you is very special! I am so proud of all of you! Sometimes when we are proud we want to show people how we feel. I've taped a large piece of paper up in the hall. We will get to color a picture on that paper and write our names up there for everyone to see.</b>	Recognize special characteristics on a pride banner.
<b>Model:</b>	<b>Before we go to the hall let's think about some of the things we might want to color. You can think about what picture to draw or what colors to choose. I think I will make a design with all different color circles (draw a simple design), like this. What do you want to color on our banner?</b>	Brainstorm ideas for decorating the banner.
<b>Activity:</b>	After children discuss what they plan to do, move to the hall to decorate the banner. Point out that they are making a banner to be proud of. They can be proud of themselves and proud of their friends.	Make the banner and comment on children's competence and pride.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>You worked together and made a beautiful banner! You can be proud of yourself and proud of your friends.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We are proud of the people in our school.	
<b>Title:</b>	Giving out badges.	
<b>Materials:</b>	Premade badges for school staff such as best chef for the school cook, best driver for the bus driver, best nurse, best principal, and so on.	
<b>Focus:</b>	<b>Oh look, we have all these pretty badges.</b>	Present badges.
<b>Identify:</b>	<b>There are words on each one. They say different things. I'll read them out loud.</b>	Read them.
<b>Define:</b>	<b>Now, can we figure out who should get these? Who deserves "best chef?" That's right, Ms. _____.</b>	Match badge to appropriate person.
<b>Explore:</b>	<b>Ok. So we can be proud of Ms. _____ because she prepares such good food.</b>	
<b>Act:</b>	<b>Let's find the person who deserves each badge and give it to him or her.</b>  Have children deliver badges.	Deliver badges.
<b>Look:</b>	<b>We were able to figure out what the people in our school do well. We gave them badges to tell them how we feel. That makes us feel good and makes them feel good and proud.</b>	Summarize activity and provide rationale.

## Bridges

## Key Points

**Level 1:** Child Demonstration.

Choose a child to pick another person in the school or community that they are proud of and tell why.

Ask one child to describe a school person of whom they are proud.

Describe.

**What did he do?**

**Level 2:** Generalize.

**When do you think about what you're proud of about a friend?**

Ask for another example of when a child was proud of a friend.

C: "When you're mad at your friend."

**Level 3:** Transcend.

**Why is that important?**

Discuss its importance.

C: "So you can stop being mad and remember why he's your friend and why you like him."

**When else should you remember why you like somebody?**

Discuss further application of each child's response.

C: "When you want them to feel better or when you want to tell them something nice."

**Examples:** **When I feel a little bad about myself, I think of something that makes me proud. When I think a friend of mine is sad, I use words and tell her or him something I think is special about him or her. A friend was frustrated because she could not swim very well and I reminded her of what a good artist she was. That made her feel better.**

Teacher provides examples.

**Summary:** **When you want to feel better or want to make someone you care about feel better, you can think about what makes that person special. You can also enjoy learning to like a variety of people.**

Summarize activity and provide rationale.

# Getting Along With People

## Day 8

<b>Daily Principle:</b> Level 1. We have friends. Level 2 Everyone needs friends.	<b>Rationale:</b> Children need to learn the importance of establishing and maintaining friendships in order to have peers to play with and help them.
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Cognitive Function: Decentering

### Daily Activities

#### Opening

#### Key Points

**Materials:** Record, tape, or song about friends.

**Introduction:** We've been talking about friends. Today we'll learn that everybody in the world needs a friend. Tiny babies can only think about themselves so they can't make friends. As we get bigger, we think about other people and we learn that other people are important to us. We would be sad without friends.

Review unit and introduce that everyone needs friends.

**Activity:** We can sing a song together about friends.

Sing a friend song.

**Summary:** Singing is one of many things that is a lot more fun to do together with friends. One voice alone is not as pretty as friends singing together.

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	We have friends.	
<b>Title:</b>	Read and draw.	
<b>Materials:</b>	Level 1. Simple picture book about friends, paper and crayons or coloring pages. Level 2. Simple book about friends, paper and crayons. Level 3. Story about friends, paper and crayons.	
<b>Direction:</b>	<b>It is important to have friends. We can talk to our friends and have fun with them. We are going to read a story about friends and then we will have time to draw. You can draw a picture about a friend or draw a picture to give to your friend.</b>	Read a story about friends.
<b>Model:</b>	<b>I am going to draw a picture for my friend. I can pick the colors that she likes and draw a picture of something important to her.</b>	Draw a picture for a friend.
<b>Activity:</b>	Read a story with the children, discuss friends and help them to plan what to draw. Point out that they all know how to be friends.	As children draw, comment on their ability to be friends.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>We are learning about ourselves, our family and friends. You have friends because you know how to be a friend.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We have friends.	
<b>Title:</b>	Doll Role Play.	
<b>Materials:</b>	2 dolls or 2 puppets.	
<b>Focus:</b>	<b>Oh, look at this poor doll.</b>	Present a "sad" doll.
<b>Identify:</b>	<b>I said poor doll because look at her face and body.</b>	
<b>Define:</b>	<b>How does she feel? That's right. She feels sad.</b>	
<b>Explore:</b>	<b>What could be the problem? You think she's sick or hurt? Do you think using words would be a good way to find out why she's sad? Let's ask her. "Why are you sad?" She says she is all alone and feels lonely. What do you think would help her not feel lonely?</b>	Analyze reasons for her sadness.
<b>Act:</b>	<b>Oh, look. I have another little girl. Who would like to take her over to the lonely doll?</b>  Pick a student to approach new doll with sad doll.	Present second doll.
<b>Look:</b>	<b>Now, how does she feel? Right! She's happy. She didn't have a friend, but now she does and now she feels happy.</b>	Analyze the changes in the first doll's feelings.

## Bridges

## Key Points

<b>Level 1:</b>	<u>Child Demonstration.</u>  Choose a child to find a friend in the class and give them a hug.  <u>Describe.</u>  <b>What did she do?</b>	Ask one child to hug another.
<b>Level 2:</b>	<u>Generalize.</u>  <b>When have you not had a friend?</b>  C: "When I was somewhere new."  <b>How did that feel?</b>  C: "Sad."	Ask for an example of not having a friend.
<b>Level 3:</b>	<u>Transcend.</u>  <b>Why is it important to know how you feel?</b>  C: "Because when you're sad you can't have fun."  <b>When else are you sad?</b>  C: "I had a fight with my friend."	Discuss the importance of knowing how you feel.  Discuss further instances of sadness or loneliness.
<b>Example:</b>	<b>I once traveled to a country called France where people did not speak the English language. I felt very lonely since it was hard to make friends, but I knew I had to really try since it would be too sad not having anyone to do things with. I found someone who could help me learn a little French and we started having fun!</b>	Teacher provides examples.
<b>Summary:</b>	<b>When you don't have a friend or when you don't get along with somebody, it makes you sad because other people are important to us.</b>	Summarize activity and provide rationale.

# Getting Along With People

## Day 9

<p><b>Daily Principle:</b></p> <p>Level 1. Our friends feel...(sad, happy). Level 2. We can figure out how our friends feel.</p>	<p><b>Rationale:</b></p> <p>It's important to recognize friend's feelings so we can be responsive to their needs.</p>
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Cognitive Function: Decentering

### Daily Activities

#### Opening

#### Key Points

**Materials:** None necessary.

**Introduction:** We've been talking about how important our friends are to us, and today we're going to learn how we can figure out how our friends feel. When we know how our friends feel, we can be nicer to them and we can be a good friend.

Review unit and introduce being sensitive to friends' feelings.

**Activity:** Sing If You're Happy and You Know It. Have children take turns picking different emotions to sing and display, for example, frustration, shaking hands, fright, trembling, silliness, laughter, and so on.

Sing If You're Happy and You Know It.

**Summary:** By watching and listening to our friends we were able to figure out how they felt. Sometimes we can tell by the way they move and sometimes we listen to their words to know. We'll pay attention today to different times we can figure out how our friends feel.

Summarize activity and provide rationale.

**Variation:** Have children sing the song, but leave out the words describing their feelings. Have other children guess their emotions by observing their actions.

## Strategy Group

## Key Points

<b>Principle:</b>	We can figure out how our friends feel.	
<b>Title:</b>	Sort paper dolls, pictures or photos of children.	
<b>Materials:</b>	Level 1. Paper dolls, photos or pictures of children who are happy, sad or angry. Level 2. Paper dolls, pictures, or photos of children who are happy, sad, angry, frustrated, scared, or worried. Level 3. Numeral cards and materials listed for Level 2.	
<b>Direction:</b>	<b>One thing that helps us be a good friend is to figure out how our friends feel. If they feel bad we can try to make them feel better, and if they feel happy we can be happy with them. We like our friends to know how we feel and we should try to figure out how they feel. One way you can tell how someone feels is to look at them. Today we are going to sort pictures by how the people look like they feel. We will put all the people who look happy together. We will put all the people who look sad together. Then we can count them.</b>	Introduce being sensitive to how others feel.
<b>Model:</b>	<b>I am going to look at one picture to get us started. This little boy looks very happy! He is playing at the water table and having a good time. I'll put pictures of happy people over here!</b>	Model labeling emotions of people in photos.
<b>Activity:</b>	As children sort pictures point out that they know how to tell how someone feels. Children who are developmentally ready can count the number of children in each group. Some children may be able to label that with a numeral and tell which groups have more or less.	Assist children in labeling and sorting photos by emotion.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>Sometimes you can look at a person and know how they feel. It is good to be able to tell how our friends feel so we can help them feel better when they are sad.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We can tell how people are feeling.	
<b>Title:</b>	Listening tape.	
<b>Materials:</b>	Audio tape of a variety of emotions.	
<b>Focus:</b>	<b>I have a tape recorder. We can only hear sounds when we use a tape recorder. We do not see anything. We will turn it on in a minute and listen to different emotions.</b>	Label sounds of emotion.
<b>Identify:</b>	<b>What do you hear? That's right. It is a baby crying.</b>	
<b>Define:</b>	<b>We cannot see the baby, but we can hear it crying. Can we tell how the baby feels by listening to it? Yes, we know the baby is sad.</b>	Identify feelings.
<b>Explore:</b>	<b>We can remember how we feel when we are crying to help or recognize other people's feelings when they are crying. We cannot tell why she is sad though. She might be hungry, or cold, or lonely.</b>	
<b>Act:</b>	<b>If this was a real baby, we could try to figure out why she's sad by offering her food, a blanket, or a hug.</b>	Explore possible reasons for the emotion.
<b>Look:</b>	<b>If we did one of these three things and it worked and the crying stopped, then we would know why she was sad and crying. If she were older, then she could use words to tell us why she was crying. Babies have a harder time making it clear to people how they feel.</b>	Summarize activity and provide rationale.
	Go through IDEAL approach with other emotions on tape.	

## Bridges

## Key Points

<b>Level 1:</b>	<u>Child Demonstration.</u>  Show me how someone looks when they are happy.  <u>Describe.</u>  <b>What did she do?</b>	Ask one child to demonstrate happiness.
<b>Level 2:</b>	<u>Generalize.</u>  <b>When have you figured out how your friend feels?</b>  C: "When she fell down and cried."	Ask for another example of recognizing emotion.
<b>Level 3:</b>	<u>Transcend.</u>  <b>Why was that important?</b>  C: "Because I could help her get a band aid."  <b>When else have you figured out how a friend feels?</b>  C: "When I was playing with her and she got mad."	Discuss its importance.  Discuss further application of each child's response.
<b>Examples:</b>	<b>I went to my friend's house yesterday and she was watching T.V. and laughing. I figured out that she was watching a funny show and it made her feel good, so I wanted to watch it with her.</b>	Teacher provides examples.
<b>Summary:</b>	<b>We can figure out how our friends feel and why they feel that way. We can help them or do something, like share toys, to make them feel better.</b>	Summarize activity and provide rationale.

# Getting Along With People

## Day 10

<b>Daily Principle:</b> Level 1. We play. Level 2. We play with our friends. Level 3. We cooperate with our friends.	<b>Rationale:</b> Children learn that cooperation is a tool to help them get along with others.
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Cognitive Function: Decentering

### Daily Activities

#### Opening

#### Key Points

**Materials:** Recording of Hap Palmer's Sammy, Hap Palmer's Color Song or other music for a group game.

**Introduction:** Yesterday we talked about how to figure out how our friends feel. Today we are going to talk about playing with our friends. When we play together we cooperate. When we cooperate, we work together, share, and help each other. Friends are people we like. We want to get along with them. By cooperating we can be good friends.

Review unit and introduce the concept of cooperating with friends.

**Activity:** We are going to play a game with our friends. When we play a group game we have to cooperate so everyone has fun and has a turn.

Play a turn-taking game.

Play Sammy, The Color Song, Ring Around the Rosie, Farmer in the Dell, or another group game song.

**Summary:** You all had fun because everybody cooperated and got along during the game. If you hadn't, then our friends might have gotten hurt or not had a turn. Today we'll notice all the other times we cooperate.

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	We play with our friends.	
<b>Title:</b>	Sharing fine motor materials.	
<b>Materials:</b>	Level 1. Stubby pegs and pegboards. Level 2. Skinny pegs and pegboards. Level 3. Rubber bands and geoboards.	
<b>Direction:</b>	<b>Friends are people that like us and people we like. We learn how to share with our friends. Today we are going to share materials. You will work together to fill up, make a pattern, or make designs on a pegboard or a geoboard. Two of you will work together on one board. You will be sharing!</b>	Introduce taking turns with a friend in a fine-motor activity.
<b>Model:</b>	Choose one child to be your partner.  <b>We will show you how to share these materials. Look, we put the board right between the two of us so we can easily reach it. And here are the pegs right where we can both reach them. We can share materials and work together to make a pretty design on this board.</b>	Model turn taking.
<b>Activity:</b>	Help children pair up. As they work point out that they are sharing materials and getting along.	Assist children as they pair up and share the materials.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this?</b> <b>What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time?</b> <b>What will you do the same next time?</b> <b>Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>You were able to work together and take turns to make wonderful designs with these materials.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We play with our friends.	
<b>Title:</b>	Role Play.	
<b>Materials:</b>	Sand box and toys.	
<b>Focus:</b>	<b>Today we are going to play in the sandbox with our friends. We're going to first watch two teachers play.</b>	Model playing without sharing.
<b>Identify:</b>	Have one of the adults take all the toys.  <b>Oh look, _____ looks sad.</b>	
<b>Define:</b>	<b>She is unhappy. That's too bad, she is not having fun playing. Maybe she is sad because she does not have any toys to play with.</b>	Discuss how that feels.
<b>Explore:</b>	<b>Maybe if _____ hadn't grabbed all the toys and cooperated with _____ she could have been happy.</b>	Explore alternatives.
<b>Act:</b>	<b>Let's tell _____ to ask _____ for some of the toys. Oh look, _____ shared now. Now _____ has something to play with.</b>	Model cooperating during play.
<b>Look:</b>	<b>Now they're both having fun. They are cooperating, sharing, and trading. Cooperating helps us get along.</b>	Summarize activity.

## Bridges

## Key Points

<b>Level 1:</b>	<u>Child Demonstration.</u>  Choose two children to cooperate in the sand box together. Ask them if they are having fun.  <u>Describe.</u>  <b>What did they do?</b>	Ask one child to demonstrate cooperation in play.
<b>Level 2:</b>	<u>Generalize.</u>  <b>When have you cooperated with a friend?</b>  C: "When I took turns sliding."	Ask for another example of cooperation.
<b>Level 3:</b>	<u>Transcend.</u>  <b>Why is that important?</b>  C: "So no one got hurt."  <b>When else do you cooperate?</b>  C: "When I am building a tower with a friend."	Discuss its importance.  Discuss further application of each child's response.
<b>Examples:</b>	<b>I had a long piece of licorice the other day and my friend did not have any. At first I wanted to eat it all myself, but I thought about how my friend would feel and I care about her feelings, so I shared some licorice with her and that made me feel good.</b>	Teacher provides examples.
<b>Summary:</b>	<b>When we cooperate we stay safe and have fun, it helps us and our friends feel good.</b>	Summarize activity and provide rationale.

# Getting Along With People

## Day 11

<b>Daily Principle:</b> Level 1. We talk to our friends. Level 2. We use words to talk with our friends. Level 3. We communicate with our friends.	<b>Rationale:</b> It is important to communicate in order for others to know what we need and how we feel and so we know what others need and how they feel.
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Cognitive Function: Communication

## Daily Activities

### Opening

### Key Points

Materials: None.

Introduction: **Yesterday we learned how important it is to cooperate with our friends. When we share and help we get along really well. Today we'll see how important it is to communicate with our friends. When we communicate with our friends, they know what we need and how we feel.**

Review the unit and introduce communicating during play with friends.

Activity: Play Duck Duck Goose. Discuss how the person who taps the child's head is communicating that they are the goose and that they are supposed to choose the one who's "it." The children she says "duck" to know that they are supposed to stay sitting down.

Play Duck Duck Goose.

Summary: **You all got a turn to communicate who you wanted to chase you and that person understood what you wanted. It would not have been fun if they didn't understand.**

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	We communicate with our friends.	
<b>Title:</b>	Block and barrier.	
<b>Materials:</b>	Level 1. Black construction paper folded in half, two sets of red and blue blocks. Level 2. Black construction paper folded in half, two sets of red, blue, green, yellow blocks. Level 3. Black construction paper folded in half and two sets of a variety of colored blocks.	Possible diagram.
<b>Direction:</b>	<b>When we play and work with our friends it is important to talk with them, to communicate with them so they know what we want or how we feel. It is also important that we know what they want and how they feel. Today we will practice communicating with a partner. Two children will work together. One will build with blocks behind a screen and tell his partner exactly what he is doing. The partner has to listen carefully and try to build the same thing. Then you will trade and the other partner will direct.</b>	Present barrier game.
<b>Model:</b>	Pick one child to be your partner.  <b>I will build something behind this barrier and tell my partner how to build one just like me. I have to use words to communicate so my partner knows what to do! Ok. Pick a red block and set it down. Put a blue block on top of the red block. Look! I used words and he listened and now our buildings look the same! We communicated!</b>	Model activity with a child partner.
<b>Activity:</b>	Children with lower verbal skills may work without the barrier. Point out that the children are working together as one builds and the other copies the model. Point out that the children are communicating and cooperating.	Assist children in the barrier game and comment on their skill at the game.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this? What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time? What will you do the same next time? Why?</b>	Discuss the activity and assist children in evaluating their strategies.

**Summary:** You are able to work together and communicate with each other! Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We communicate with our friends.	
<b>Title:</b>	Sending a message.	
<b>Materials:</b>	Telephone, paper, and pencil.	
<b>Focus:</b>	<b>My friend moved away and I feel sad. I really miss her.</b>	Expand notion of communication with friends to writing notes and phoning.
<b>Identify:</b>	<b>My friend and I used to play and talk and laugh together and now she isn't here anymore.</b>	
<b>Define:</b>	<b>I miss her because I am not communicating with her. I miss sharing things with her.</b>	Discuss a friend who is no longer near by.
<b>Explore:</b>	<b>Are there ways I can communicate with her even though she's not here? Yes, I could call her on the phone or write a letter.</b>	Explore possible ways of communicating.
<b>Act:</b>	<b>Let's try doing those things.</b>  Write a note and call her up.	Plan away to communicate.
<b>Look:</b>	<b>Wow, I feel much happier now that I communicated with her. She told me she missed me too and that made me feel good.</b>	Discuss activity.

## Bridges

## Key Points

<b>Level 1:</b>	<u>Child Demonstration.</u>  Ask one of the children to communicate something to one of their friends.	Ask one child to demonstrate communication.
<b>Level 2:</b>	<u>Describe.</u>  <b>What did they do?</b>  <u>Generalize.</u>  <b>When else do you communicate?</b>  C: "When someone asks a question."	
<b>Level 3:</b>	<u>Transcend.</u>  <b>Why is that important?</b>  C: "So you can let them know what they want to know."  <b>When else do you communicate?</b>  C: "When you need to borrow something from a friend."	Ask for a reason for communication.  Discuss further application of each child's response.
<b>Examples:</b>	<b>I had a friend tell me something that hurt my feelings. I didn't say anything for awhile, but it really upset me. I finally asked her about what she said and she told me that she had not meant it and she was sorry I misunderstood her. I felt much better after I communicated how I felt and it got cleared up.</b>	Teacher provides example.
<b>Summary:</b>	<b>When someone needs something or you need something are important times to communicate.</b>	Summarize activity and provide rationale.

# Getting Along With People

## Day 12

<b>Daily Principle:</b> Level 1. We have friends. Level 2. We have new friends. Level 3. We make new friends.	<b>Rationale:</b> It is exciting to anticipate the future and the fact that everything changes. Children learn that it is important to be able to make new friends.
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Cognitive Function: Decentering

### Daily Activities

#### Opening

#### Key Points

**Materials:** None.

**Introduction:** Yesterday we learned how we need to communicate with our friends to let them know how we feel. Today we'll learn how we can make new friends. It's a lot of fun to make new friends and it feels good to know we can find friends. It would be lonely not to have friends.

Review the unit and introduce making new friends.

**Activity:** Play Farmer in the Dell and discuss how the farmer was alone to start with and he picked a wife. Each new person or animal picked someone to join him.

Play Farmer In the Dell.

**Summary:** It was fun to be picked and to pick people in this game. Wherever we are we can find friends to play with.

Summarize activity and provide rationale.

## Strategy Group

## Key Points

<b>Principle:</b>	We make new friends.	
<b>Title:</b>	Friends collage.	
<b>Materials:</b>	Level 1. Magazine pictures of children playing together cut out and ready to paste, paper and glue. Level 2. Magazine pictures of children playing together torn out and ready to cut, scissors, glue, paper. Level 3. Magazines, scissors, glue, paper.	
<b>Direction:</b>	<b>It is fun to play with our friends and it is fun to make new friends. The first day of school we met new friends. When we have new friends they can teach us new things, new games. We can teach them new things. Today we are going to look for pictures of friends to make a friends collage.</b>	Introduce friends collage.
<b>Model:</b>	<b>I am going to look through this magazine. Here are two children playing together. I think they are friends. This is a start for our friends collage!</b>  Review strategies for cutting, gluing, and making a collage.	Model choosing pictures and using them in a collage.
<b>Activity:</b>	<b>Describe children's ability to work together on their collage.</b>	Describe activity.
<b>Evaluation:</b>	Link responses to the principle. Level 1. <b>What is this? What did we just do?</b> Level 2. <b>How did you do that?</b> Level 3. <b>What will you do different next time? What will you do the same next time? Why?</b>	Discuss the activity and assist children in evaluating their strategies.
<b>Summary:</b>	<b>We made new friends at school. It is fun to make new friends and learn how to get along with other people.</b>	Summarize activity and provide rationale.

## Brainbuster

## Key Points

<b>Principle:</b>	We make new friends.	
<b>Title:</b>	Role play with dolls.	
<b>Materials:</b>	Dolls and playground toys.	
<b>Focus:</b>	<b>This little boy just started at a new school and it's time for recess.</b>	Present "new" doll.
<b>Identify:</b>	<b>The other children are playing and having fun on the outdoor equipment. He is standing alone watching.</b>	
<b>Define:</b>	<b>Why is he all alone while all the children are playing? That's right. He doesn't know anyone. He does not have friends at his new school. He is not having fun. Let's think about what he could do to have fun.</b>	Discuss how he feels in a new situation.
<b>Explore:</b>	<b>He could go up to the other children and tell them who he is and that he'd like to play.</b>	Explore how he might adapt.
<b>Act:</b>	<b>Let's see if that works.</b>  Have doll begin interacting with other dolls.	
<b>Look:</b>	<b>Oh, now look at him. He is playing and making new friends. He was able to get to know the other children and have fun.</b>	Discuss outcome.

## Bridges

## Key Points

**Level 1:**      Child Demonstration.

Choose a child to show two puppets being friends.

Ask one child to demonstrate puppets being friends.

Describe.

What did she do?

**Level 2:**      Generalize.

**When have you made new friends?**

Ask for another example of making friends.

C: "On vacation."

**Level 3:**      Transcend.

**Why is that important?**

Discuss its importance.

C: "So you're not lonely when you're away from your old friends."

**When else have you made a new friend?**

Discuss further application of each child's response.

C: "When someone new begins at our school."

**Examples:**      **When I moved I did not know any neighbors and felt lonely, so I asked some of the people I lived near over for dinner. Then I made new friends that lived close to my new house. That made me happy.**

Teacher provides examples.

**Summary:**      **When you feel lonely, or if someone else feels lonely, you can make a new friend. It is fun to meet new friends and learn all about them.**

Summarize activity and provide rationale.

