

Kindergarten

Sample Lessons



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Join us in *Positive Action*

Welcome to *Positive Action*.

In this lesson bundle, you will discover a tool that directly addresses the most pressing issue we have in education today: responding to the mental, social and emotional demands of our students and our educators. The pandemic has magnified the issue of our wellbeing almost beyond our understanding. We need help, and *Positive Action* can provide it.

For 40 years, schools have been successfully using the *Positive Action* program. This span of experience allows us to put a high sheen on the program's materials ensuring that they are of the highest quality and user-friendly. It also provides time for robust, randomized trials that take many years but ultimately establishes the program as one of the most highly evidence-based programs, which is duly recognized by many creditable groups.

Positive Action is a unique program that explains how profoundly our actions, positive or negative, affect us and our lives, one of those intuitive truths we recognize when we see it. The *Positive Action* philosophy makes it all clear: *you feel good about yourself when you do positive actions, and there is a positive way to do everything*—even in this daunting and unparalleled time.

The philosophy implies that we have a desire to feel good about ourselves, which we all do. To feel good about ourselves is a very powerful motivator. It is called intrinsic motivation, which is in all of us and one of the most influential forces to motivate us to do right.

Positive Action graphically represents the philosophy with the Thoughts-Actions-Feelings about Self Circle (TAF). It makes applying the philosophy easy to understand and, therefore, use. The TAF Circle demonstrates how thoughts lead to actions, actions lead to feelings about self (as in self-worth and *not* emotions, i.e., anger, fear, worry, etc.), and feelings about self lead back to thoughts. Whether the TAF Circle is positive or negative, it is always self-reinforcing.

The program aims to teach the philosophy, TAF Circle, and key positive actions for our whole self: physical, intellectual, social, and emotional areas.

All the components of the *Positive Action* program are organized into six units:

- Unit 1—The program foundation: Philosophy and TAF Circle
- Unit 2—Positive Actions for the physical and intellectual areas

(Units Three through Six are positive actions for the social and emotional areas)

- Unit 3—Positive Actions for Self-Management (thoughts, actions, feelings, time, energy, money, possessions, and talents)
- Unit 4—Positive Actions for Getting Along with Others
- Unit 5—Positive Actions for Honesty with Self and Others
- Unit 6—Positive Actions for Continual Self-Improvement

The program components are:

- Pre-K–12 curricula
- Supplemental curricula: Drug Education, Bullying Prevention, and Conflict Resolution

- School Climate Development
- Counselor's Kit
- Family Kit
- Family/Parenting Classes

Together, *Positive Action* is a unified but flexible system for the whole school community that provides a common language and shared goals. It is a powerful approach that generates innovative thinking that is needed, especially in overwhelmingly challenging times, as they are today.

The program has all the materials prepared for ease of use. The lessons/activities are planned and scripted, with all supporting materials assembled into a kit. You have the advantage of having an extensive amount of work done for you to assure that what you do is coherent, complete, and effective. You can quickly and easily get to the heart of the matter in just the right way with these well-developed materials.

For implementation, we suggest that you adapt the materials within the guidelines of honoring the concepts and strategies, while at the same time, considering your students—their needs, challenges, and cultures. With *Positive Action*, you are giving your students a wonderful gift: a way to view and achieve in life—by using positive actions—no matter the barriers.

The universality of the program's philosophy also works for you as a professional and personally. Your life experiences provide you with evidence of the validity of the concepts. Sharing your experiences with your students as you teach the lessons enhances their understanding of the value of positive actions even more deeply.

The end goal of *Positive Action* is to realize that when you feel good about yourself by doing positive actions, you are happy and successful. Success and happiness, as defined by *Positive Action*, is feeling good about who you are and what you are doing—this is the *Positive Action* way. It works for everyone, and it will work for you and your students too. This approach is needed now more than ever as we face these unprecedented challenges to how we think about happiness and success. There is a positive path through these dark days, and *Positive Action* is poised to help us discover it.

We warmly invite you to join us in creating a learning environment where potentials are reached and dreams achieved even in the challenging times of Covid-19 and other critical obstacles. By acting positively and working together, we, individually and collectively, can become even stronger and our wellbeing more improved than ever before.

Enclosed are sample lessons to provide you with a glimpse at what *Positive Action* has to offer. There are lessons for each of the six units. Some lessons are more appropriate for in-class use and others for hybrid/distance learning use. These lessons have been extracted from the complete instructor's manual. They have been edited to better stand alone; some have been modified omitting a few of the traditionally used materials that are provided in the complete kit. Images of posters, visual aids, activity sheets, and manipulatives can be requested through our support portal, allowing you to preview what you would receive in a complete kit.

Lesson 15

Purpose: To introduce our feelings as an important part of self-concept formation.

Materials Needed None

Materials Provided Assembled Self-Concept Signals

Say Today, we're going to start learning about our 'self-concept.' Everyone has a self-concept. Self-concept is the way we feel about ourselves. (*Ask several students how they feel about themselves right now—good or bad.*) See how easy it is to describe your self-concept! When we have bad or negative thoughts, we don't feel good. Thinking negative thoughts doesn't help us have good self-concepts, either. But when we think positive thoughts, we do feel good, and we do have good self-concepts.

Besides thoughts, sometimes we have what are called feelings. What are feelings? (*Encourage responses.*) What are some feelings you might have sometime? (*Make faces to elicit answers: happy, sad, surprised, afraid, angry. Have them name some feelings, if they can. Add some names for feelings that they might not know: jealousy, loneliness, worry.*)

Feelings is a name for the way we feel about things. Sometimes feelings are called emotions. The kinds of feelings we have determine the kinds of thoughts and actions we have. When we control our feelings so that they are positive, we will have positive thoughts and then we will do positive things. The *Positive Action* philosophy says this another way—you feel good about yourself when you do positive actions, and there is a positive way to do everything.

Teacher Display both sides of the Self-Concept Signal.

Say I'm going to read to you about some children in different situations. As I read about each child, tell me which Self-Concept Signal shows how you think these children feel.

SITUATION #1

Jill walked home from school one afternoon. She could hardly wait to get home and tell her mother about the things that had happened that day, but when she got to the house, no one was there and, worse yet, the door was locked. How do you think Jill felt? (*Allow responses—show sad face.*) That's right. She felt negative. What kinds of feelings do you think Jill had? (*negative—sad, afraid, lonely*). Yes, those are some of the feelings she had. Now, let's find out what Jill did with those feelings.

Jill told herself not to get too upset. Mom was usually home when she got there, so maybe she was just a little late. She would wait for a few minutes, and then if her mother didn't come, she would go next door to Ms. Jenson's house. How do you think Jill felt now? (*Allow responses—show happy face.*) That's right. She felt better. Even though she had been worried and afraid, she tried to have good feelings, and soon she did feel better.

SITUATION #2

Ben wanted a bicycle. He knew exactly the one he wanted. He had seen it in a store downtown. When he told his parents, they said he would have to wait until his birthday. One day soon after that, Ben went to his friend's birthday party. Guess what the friend got for his birthday?—the very bike that Ben had wanted.

Show me with your Self-Concept Signals how Ben felt. (*sad face*) What feelings did Ben have? (*negative*)

Ben lost his temper. 'That's a stupid bike,' he told his friend. 'I wouldn't want one like that.' Show me with your Self-Concept Signal how you think Ben felt about himself when he said negative things. (*sad face*)

That's right. Ben let his feelings make him act in negative ways. He hurt his friend's feelings and also caused himself to have bad feelings. What positive feelings could Ben have had?" (*Allow responses. He could be happy that his friend got a bike.*)

SITUATION #3

Mike had a favorite book. He looked at it almost every night, and he was beginning to know some of the words in it. Then one day, when he came home from school, he found that his little sister had colored on every page with a crayon.

What feelings did Mike have? (*negative*)

That's right. Most people get angry when such things happen. Let's see what Mike did.

Mike was upset for a few minutes, but as he thought about it, he knew that his sister was just a baby and didn't know any better. He also knew that he had left the book where the baby could find it, so it was partly his fault. When he showed the book to his mother, she felt badly, but she said she was very proud that Mike hadn't gotten angry with his baby sister.

If you think that Mike felt good about himself, show me your smiling face. If you think he felt bad about himself, show me your frowning face. (*smiling face*)

That's right. He felt good about himself. He had been angry at first, but he had thought something positive instead of something negative. That made him feel better.

Say It is not always easy to feel positive. When we are angry or negative, we sometimes feel like hurting someone. When we are discouraged, we might not feel like trying, but we can turn negative feelings into positive ones. When we have positive feelings, we feel good about ourselves.

Your assignment today is to try to think of something positive if you start to feel bad or negative.

Teacher *Throughout the school day, watch for situations in which students show negative feelings. Help them think through the situation and generate positive thoughts that will help them feel better about themselves.*

Lesson 15



Lesson 17

Purpose: To introduce happiness as a result of a good self-concept.

Materials Needed None

Materials Provided None

Say Let's talk about how we see ourselves. We call this our 'self-concept'. Let's repeat it. Self-concept is how we see ourselves. *(Have the class repeat it together a couple times.)*

If we have a good self-concept, how do we feel? *(good, positive, happy)* When we think positive thoughts, we will do positive things and have positive feelings about ourselves. We can control our feelings that way. Good thoughts lead to good actions, and good actions lead to good feelings. Positive people make other people feel good, and the good thoughts and feelings keep spreading.

Today we're going to learn a little poem to remind us how we feel when we think positive thoughts and have a positive self-concept. This poem is called 'Up and Down.' Sometimes when we feel happy, we say we are 'up.' When we are unhappy we say we are 'down.' This poem should make everyone feel 'up.'

Teacher *Read the poem and demonstrate the actions, and then have everyone go through the motions several times. (Students should be standing.) This would be fun for the students to memorize.*

UP AND DOWN

When I'm feeling down, down, down,
(bend down some)

I always wear a frown, frown, frown.
(everyone frowns)

I have no fun. No, no, no,
(shake heads)

How do I feel? Low, low, low.
(crouch all the way down)

When I feel up—high, high, high,
(start to come up)

I feel like I could fly, fly, fly.
(flap arms)

I don't go slow—clump, clump, clump,
(slow walking motion)

I just go fast—jump, jump, jump.
(jump three times)

Say So remember, you will feel good about yourself when you do positive actions. There is always a positive way to do everything too. This is the Positive Action philosophy. Let's repeat it: 'you feel good about yourself when you do positive actions and there is a positive way to do everything.'

Lesson 27

Purpose: To introduce the positive actions of the physical area for getting enough sleep and rest.

Materials Needed Crayons or markers

Materials Provided “My Bedtime” Activity Sheet 27-2-K, image of Mural Poster 4-K (Goodbody Shoehouse)

Say There are lots of things to do every day, aren’t there? You go to school and learn; you play with your friends; you do things with your family. When you feel strong and healthy, all those things are fun, but when you’re tired and grouchy, nothing seems very fun. If you don’t eat the right kinds of food, or if you don’t exercise, you can start to feel that way. What else can make you feel tired and grumpy? (*Not getting enough sleep.*)

That’s right. We need to get enough sleep, don’t we? Let’s meet a girl who always gets enough sleep. She also lives in the shoehouse, and her name is Suzie Sleep-Enough. (*Display image of Mural Poster 4-K, Goodbody Shoehouse.*) Let me read a story about her.

SUZIE SLEEP-ENOUGH

Suzie wasn’t always called Suzie Sleep-Enough. Suzie Grouch would have been a better name for her. She had a problem. In fact, she had two problems. She hated—absolutely hated—to go to bed at night, and even more than that, she hated to get up in the morning.

Suzie was terrible to see in the morning. Angry words came out of her mouth—like fire from a dragon’s nostrils. Her face was all pulled into frowns so ugly that she would scare a grizzly bear, and anyone who spoke to Suzie could expect to be spoken to in a growly way.

Suzie would watch television as late as she could, and then, when her mom or dad would insist she go to bed, she would go into her room and listen to the radio, or play until it was very late. Then morning would come and look out! She was as mean as a snarly old dog.

Then one night, when she had gone to bed particularly late, she had a dream. It was the worst experience of her whole life. She dreamed that she got out of bed one morning and got dressed after her mother had called her several times. When her mom came back to check on her, Suzie opened her mouth to speak and guess what happened—instead of the mean words she usually spoke, out came a stream of fire just like what comes out of a dragon’s mouth. Suzie quickly closed her mouth and the fire stopped.

Suzie was really scared. She ran down the stairs and into the kitchen where her family was waiting for breakfast. Someone said, “Good morning.” Suzie was already upset because of the stream of fire that had come out of her mouth. She opened her mouth to tell everyone to leave her alone, but when she tried to speak, the only sound that came out was a growl like a grizzly bear.

Say Can you growl like a grizzly bear? (*Allow responses.*) Oh, my that is scary!

Now Suzie was not only feeling scared, but she was feeling very unhappy. She didn't want to be a fire-breathing dragon and she certainly didn't want to be a growling grizzly bear. Suzie ran from her house all the way to school. Remember now, Suzie was only dreaming, but she didn't know that. Her dream seemed so real that her feet moved in her bed just like she was really running.

She ran to the schoolhouse and dashed into her classroom. The other children were already in their places. Suzie didn't want to see them today and she opened her mouth to tell them so but all that came out was "Arf, arf, arf." (*Make a mean barking dog sound.*) The children started to laugh and Suzie ran out of the school and raced for home as fast as her legs would carry her. As she came in sight of her house, she heard someone calling her name. Suzie stopped running and looked around. The voice got louder and louder until finally Suzie could understand the words. "Suzie, Suzie. Come on. It's time to get up." Suzie opened her eyes and looked around. She was in her own room in her own bed, and the voice was her mother calling her to get up. Suzie was so happy that she had only dreamed those horrible things and that she was safe at home that she smiled a big smile and said, "Good morning" in a very pleasant way.

Ms. Goodbody was surprised, but happy to see the change in Suzie. So was everyone in the family and at school. That night she went to bed right on time, and the next day she enjoyed her family and friends and all the things she did. She had never been so happy, and everyone liked her more than ever before. It wasn't long until everyone started calling her Suzie Sleep-Enough.

Say Why was Suzie so grouchy and mean before she had the dream? (*Talk to the children about the body's need for rest and the problems it has, both physically and mentally, when it doesn't have enough sleep.*) Why did Suzie change? (*Allow responses.*)

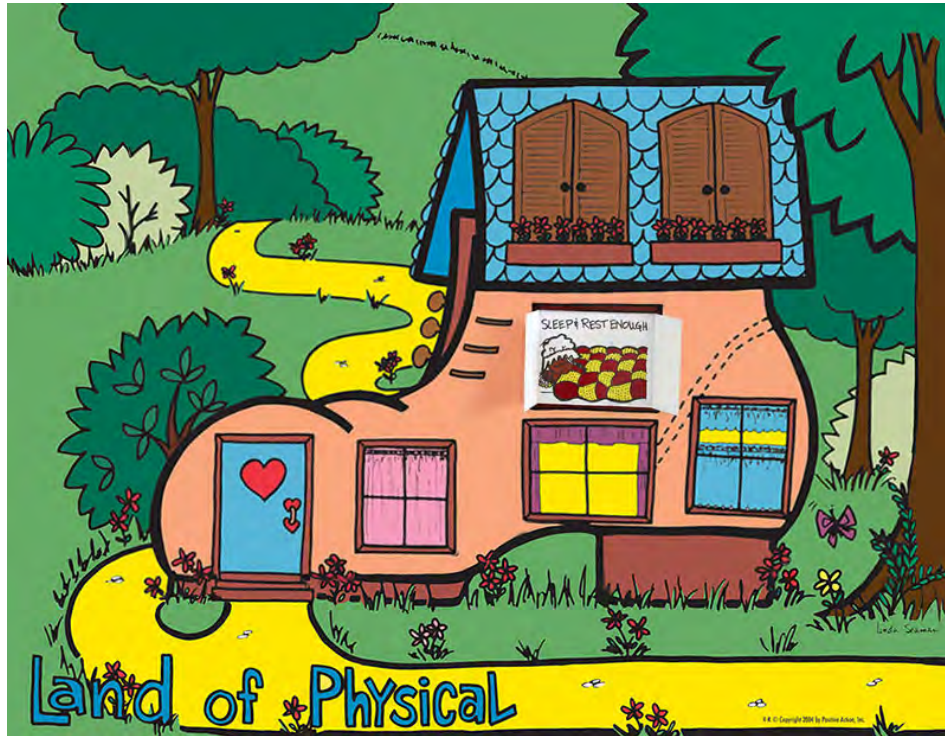
Teacher Hand out Activity Sheet 27-2-K to each student.

Say At your age, you probably should go to bed around eight or eight-thirty to get enough rest, but each family has different rules, depending on what time you have to get up and your other routines. I would like you to color your clock activity sheet, take it home and have your parents draw the hands on it to tell you what time you should be in bed—so you won't be a dragon or a grizzly bear or a snarly old dog in the morning. Hang your activity sheet in your room so you can remember what time you need to go to bed.

_____ 's Bedtime



Lesson 27



Lesson 33

Purpose: To introduce the positive actions for a good intellectual self-concept.

Materials Needed None

Materials Provided “The Great Brain” Activity Sheet 33A-2-K and “Thoughts” Activity Sheet 33B-2-K, image of flannel board and flannel board figures: Abbott Rabbit, Barney Bear, Cindy Squirrel, Annie Owl, Positron, forest tree, berry bush, Mural Poster 5-K

Say Today is going to be an exciting day! Today we are going to find out how a robot happened to be in the forest. (*Refer to Mural Poster 5-K*).

Teacher Display flannel board image.

POSITRON AND THE PLANET INTELECTIA

One night Annie Owl (*owl*) was flying over the dark forest (*forest tree*). As she looked down, she saw a strange sight. A bright flash of light suddenly made a clearing in the trees as bright as day, and then everything was dark again.

Annie wondered what was happening, but she didn’t dare try to find out by herself. It was all too strange—and scary—so she went to get her friends.

She woke Barney and Abbott and Cindy and told them to meet her at the clearing. When they arrived (*bear, rabbit, squirrel*), the animals were anxious to know what was going on.

“Why did you wake us up?” Barney said. He sounded tired, and a little grumpy.

“What’s going on anyway?”

“I saw something strange here in the clearing. We need to investigate,” answered Annie.

“Investigate?” Abbott said. “Forget it. It’s too dark. We can wait until morning.”

Just then the animals heard a strange sound: beep-beep, beep-beep and saw flashes of light coming from behind the big rock in the clearing.

“What was that?” Cindy said, sounding scared.

Abbott said, “I think I’ll be going home now.”

“No, wait,” Annie said. “Let’s all go together and see what is behind the rock.”

They were all a little frightened, so they stayed close together. As they tiptoed toward the rock, no one wanted to be first, so they all moved very slowly. The sound was getting louder—beep—beep, beep—beep, and then lights began to flash and a whirring sound began. Suddenly a very strange thing came out from behind the rock (*Positron*). The forest animals tumbled backward as they all jumped back at the same time.

“What is it?” Cindy whispered.

No one could answer, because no one knew what it was. They all hoped it wasn’t anything dangerous, though.

Then they heard a voice—like nothing they had ever heard before. “Hello, Earth creatures. My name is Positron. I am from the Planet Intellectia. You need not fear. I am not dangerous. I am a robot pilot and was on a flight from my planet to another galaxy. My spaceship lost its power crystals and I had to beam myself to the nearest planet—which happened to be yours.”

Barney was still just a little frightened, but he didn’t want the others to know it, and so he said, “Hello, Positron. We are happy to have you visit our forest.” Then he introduced himself and his friends.

All the while Positron flashed and whirled. He seemed to be listening very carefully. “Please excuse the noise and lights,” he said, “but I am programmed to gain information and to store it in my memory banks. A robot must be curious about everything. A robot must gain all information available, and use that information to think creatively and solve problems. Are you curious here on Earth?”

“We sure are,” Annie said. “We’re curious about you right now—and about your planet. Will you tell us about Intellectia?”

“Intellectia is a wonderful place,” beamed Positron. “Everyone there knows everything and everyone is always positive. It is peaceful and everyone lives a happy life because they are always thinking positive thoughts.”

“It would be nice,” Barney said, “to have so much peace—soooo pleasant and...” Barney’s eyes were closing. He wasn’t used to getting up in the middle of the night, and now he was starting to feel very sleepy.

Positron saw immediately that Barney was getting drowsy. He said, “If there is somewhere for me to stay tonight, tomorrow I can tell you about my planet. If I do that for you, maybe you can help me find a way to recharge my spaceship.”

“Well, I don’t know,” Abbott said. “You’re welcome to stay, but we don’t know anything about spaceships.”

“You know more than you realize,” Positron said. “You have very good brains. Maybe I can help you learn to use them better—and we can all help each other.”

That sounded exciting, even to Barney, who was trying very hard to keep his eyes open. Annie, who was always bright-eyed at this time of night, said, “I hope you don’t leave very soon, Positron. There is so much we can learn from you.”

Teacher *Explain that in this land the children will learn about positive actions of the mind.*

- Say**
1. Who can tell us where your mind is? (*In the brain, located in the head.*)
 2. What does your mind do? (*Thinks*)
 3. What makes it think? (*The brain*)
 4. What does the brain control? (*All our thoughts, actions and feelings.*)

Since our brain is so important, you can see why we need to learn positive actions for it as soon as we can. Our brain—our mind—can help us accomplish many good things, if we learn to use it in good ways. Positron will teach the forest animals some very useful positive actions for the mind. I'm sure they will help the animals feel good about themselves. And, we can learn along with the animals. I think we're going to have a great time learning what Positron can teach us about developing a strong, healthy mind.

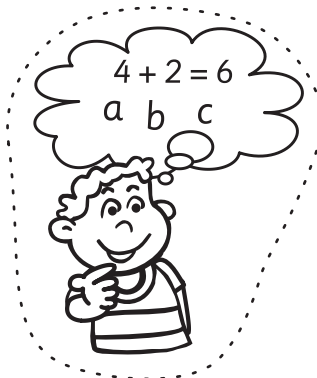
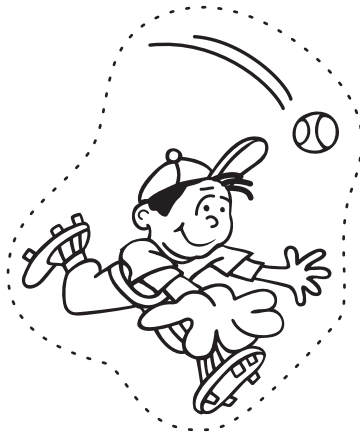
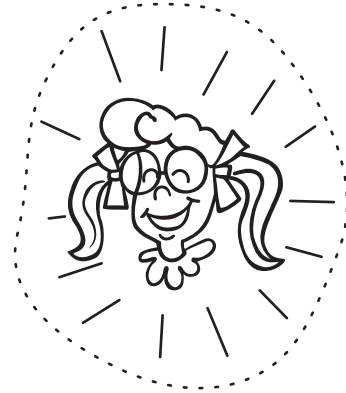
Teacher *Hand out activity sheets and have the children cut out the pictures on Activity Sheet 33B-2-K and glue them in the brain on Activity Sheet 33A-2-K. You might explain to the children that different parts of the brain help us control things we do with the different parts of our bodies and minds.*



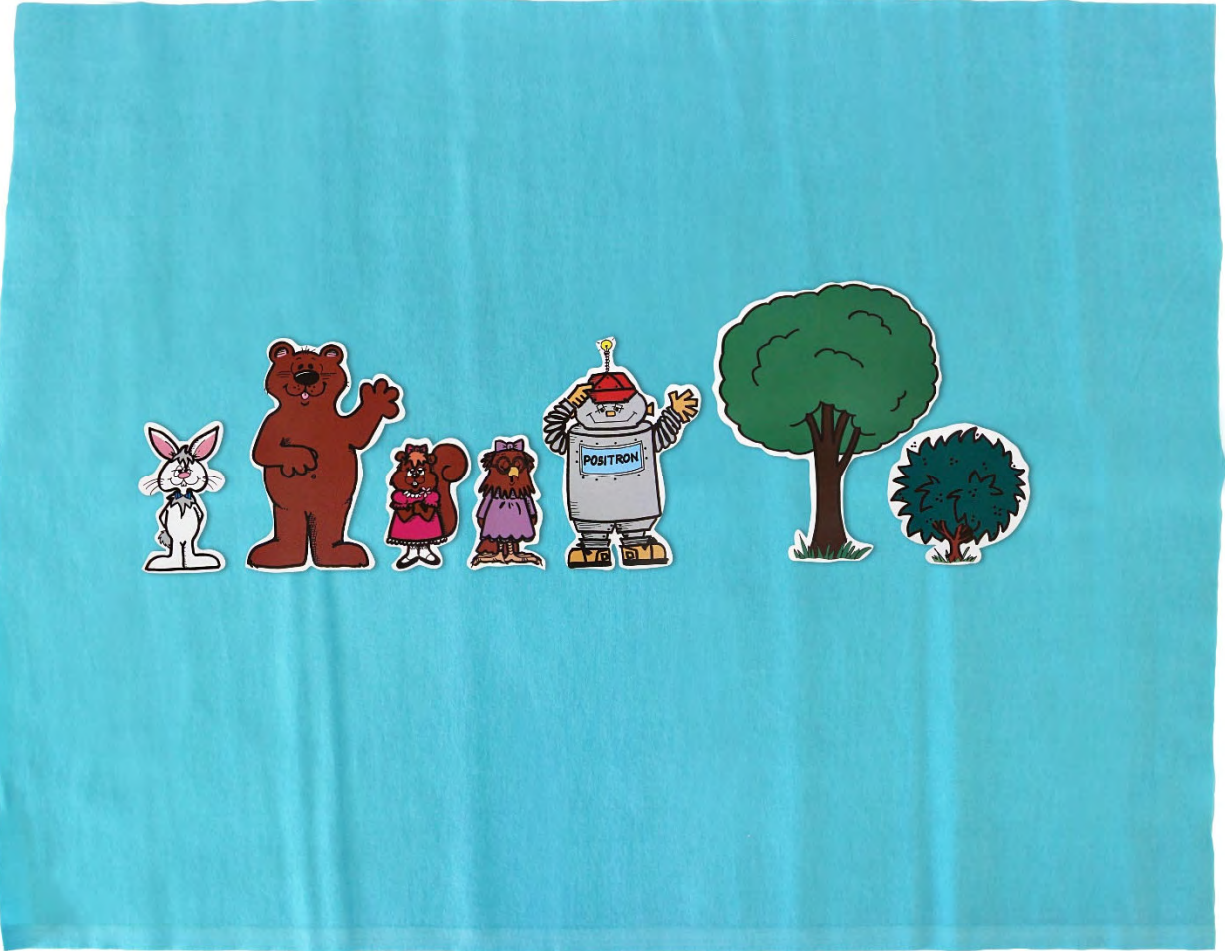
The Great Brain

The Center for _____'s
thoughts, actions, and feelings.

Thoughts



Lesson 33



Lesson 56

Purpose: To introduce the positive action of self-management by the wise use of the gift of thoughts.

Materials Needed None

Materials Provided None

Say Today, we're going to learn how to manage ourselves by managing our thoughts. The Positive Action philosophy is, "you feel good about yourself when you do positive actions, and there is a positive way to do everything." Do you think you can also feel bad about yourself when you do negative actions?

Some people make themselves feel negative just about all the time. Can you think of how they do that? (*They do bad things.*) Yes, but to do something you must first have a thought. A positive action begins with a positive thought, and a negative action begins with a negative thought. Let's play a little game that will show us the difference between positive and negative thoughts.

Teacher *You might want to review opposites now, stressing that negative and positive are opposites. Read the following negative thoughts and have the children think of a positive thought to replace it:*

1. I don't like this food. (*I do like this food.*)
2. This game's not fun. (*This game is fun.*)
3. I hate school. (*I like school.*)
4. I don't like you. (*I do like you.*)
5. I don't want to wear those shoes. (*I do want to wear those shoes.*)
6. I hate rainy days. (*I like rainy days.*)
7. I don't want to learn to read. (*I do want to learn to read.*)

Say Sometimes we can choose a positive thought instead of a negative one, and suddenly everything changes because we change the way we think about it. Many things that seem bad or boring suddenly become lots of fun—just because we change our thoughts.

On the other hand, there are times when it is not so easy to turn our thoughts around. If you really don't like taking out the garbage, it's not so easy to tell yourself that you do. What can we say instead of, 'I don't like to take out the garbage?' (*I'll do it.*) That's right. If we at least try to think positively, we will feel better about what we have to do.

Let's try the same negative statements, but this time let's think of something we could say that would help us change the way we think.

Teacher *Help the students think of the “middle ground” sentence that helps the child have a better attitude.*

1. I don't like this food. *(I'll try it.)*
2. This game's not fun. *(I'll try the game.)*
3. I hate school. *(I'll try to enjoy school.)*
4. I don't like you. *(I'll get to know you and see if I like you.)*
5. I don't want to get up. *(I'll get up and see if I start feeling more awake.)*
6. I don't want to wear those shoes. *(I'll try those shoes and see if I like them.)*
7. I hate rainy days. *(I'll try to enjoy this rainy day.)*
8. I don't want to learn to read. *(I'll try to learn to read and see if I enjoy it.)*

Say Some things we have to do whether we like them or not. If we try to have positive thoughts about those things, usually the negative thoughts go away. Soon we like something we thought we never would and we feel better about ourselves.

Who can tell me about something you have learned to like that you didn't like at all before? *(As the children respond, remind each that the change involved a change of thinking and a willingness to try.)*

Lesson 70

Purpose: To review the thoughts, actions, feelings circle as the basis for a good self-concept.

Materials Needed Crayons or markers

Materials Provided “Tom Turkey” Activity Sheet 70-3-K

Teacher *Hand out Activity Sheet 70-3-K. As you read the story, let the children color each feather the appropriate color.*

Say Today, we’re going to learn how to manage our feelings, especially negative feelings. Let’s meet Tom Turkey.

HOW TOM TURKEY GOT A COLORFUL TAIL

Once there was a little brown turkey who had a terrible time with his feelings. He let his feelings get so powerful that he often made life miserable for everyone in the farmyard.

One day he lost his temper about some little thing, and he got so Angry he went Red as a beet. The other turkeys laughed at him and said:

“YOU’RE RED, RED, RED AS A BEET;

RED FROM YOUR HEAD TO THE TIPS OF YOUR FEET!”

Tom Turkey didn’t like anyone or anything right then, so he ran away and hid. He sat and sulked for a long time. When he calmed down and came out of his hiding place, he really was red all over. His head was red and his neck was red—he was red from his head to his feet.

He hurried to the edge of the farm to visit Dr. Dan who was wise and knew all the answers to everything.

“You’ll have to use positive actions and learn to control that temper of yours,” explained Dr. Dan. “If you don’t, in time you will end up being very sorry. That’s all the advice I have for you, but come back to me in a week.”

The next morning Tom Turkey was brown again, except for one red feather in his tail. He was very glad to be brown again, but he still blamed everyone else for making him angry the day before.

Tom’s mother called him to come help with the Monday wash, but Tom got the blues as soon as he had to start working. He moaned and groaned until mother finally told him not to be Discouraged. You can guess what happened next—he got so discouraged that he went Blue in the face and Blue in the neck and finally before he knew what was happening, he was Blue all over. As he was running away to hide, the other turkeys yelled:

“YOU’RE BLUE, BLUE, FROM YOUR HEAD TO YOUR TOE.

BLUE ALL OVER WHEREVER YOU GO.”

This time Tom Turkey sat and sulked and blamed his mother. He was terribly discouraged. By morning he was brown again, but now he had a blue feather next to the red one in his tail.

You can probably guess what happened the rest of the week. On Tuesday Tom didn’t want to help clean up the yard. He said he hated cleaning up with a purple passion. He Worried all day about how he could get out of cleaning, which turned him Purple all over. The other turkeys all shouted:

“YOU’RE PURPLE, PURPLE, THAT’S ALL WE CAN SEE:

GO AWAY AND HIDE BEHIND A TREE.”

Of course, Tom Turkey sat and worried and blamed everything on everyone else.

On Wednesday morning he was a brown little turkey again, but he had a purple tail feather added to the red and blue ones. He was beginning to feel ashamed that he couldn’t control his feelings when he wanted to.

He went out for his daily walk and saw one of his turkey friends eating a big cob of corn. Tom was Jealous. He was green with envy because he didn’t have one. He thought the farmer had no right to give someone else the cob of corn. Before he knew it, he had turned Green all over. The turkeys all turned on him and yelled:

“YOU’RE GREEN, GREEN, GREEN UP AND DOWN.

RUN AWAY—GET OUT OF OUR TOWN.”

Of course, again Tom Turkey went to his hiding place to sulk and feel sorry for himself.

On Thursday morning he was brown again, but now he had a green feather among the other brightly colored tail feathers. However, something was happening to Tom Turkey. He was beginning to really want to change. He wanted to manage his feelings so he could feel good about himself. He didn’t like feeling ashamed. He was determined to try hard today.

All the turkeys liked to tease Tom, and while they were playing a game of Gobble and Waddle, someone dared Tom to fly off the turkey coop. Tom was Afraid to fly. Because he was afraid, he turned Yellow. The turkey coop wasn’t very high; all the other turkeys could do it. They all yelled:

“YOU’RE YELLOW, YELLOW, JUST LIKE WE SAID.

RUN AND HIDE UNDER YOUR BED!”

Tom Turkey had turned yellow all over because he was afraid and he had forgotten to think positively. He only had himself to blame for his fear. He was beginning to realize that he was the only one who could make things better.

Tom felt Lonely. He didn’t feel happy inside. He went down by the pond and sat in the bushes by himself. He felt so lonely his face turned Gray. Soon he was gray all over. The next morning he was brown again, but now he had both a gray feather and a yellow feather next to the others. Tom decided this was the day to really change. He just kept thinking positively. By the end of the day he was so Thankful that he hadn’t been angry, discouraged, worried, jealous, afraid or lonely that he felt warm inside and turned Orange. The next day, guess what color feather he had?

That's right, it was orange.

When Tom's mother saw how positive Tom was acting she said, "Oh, Tom, I love you. You are trying so hard to be a better turkey. Don't you feel good about yourself?"

Tom did feel good. He really Loved his mother and the other turkeys. He even loved himself. Love felt so good to him that he turned Pink and, sure enough, the next day he had a pink feather.

Tom reported back to Dr. Dan on Monday and thanked the doctor. Dr. Dan told Tom that he had earned the right to wear the brightly colored tail and that he should show it off proudly from now on.

Dr. Dan was so Proud of Tom that the doctor gave him a sparkling White feather to wear in his tail. This was the best feather of all because it reminded Tom of how hard he had tried to be positive.

When you go to the farm and see the turkey strut about with his fan-shaped tail unfolded, remember this story about the turkey who learned to manage his feelings. And, that it is important to manage our feelings, especially negative ones to turn them into positive feelings. Remember that we do this by having good thoughts which lead to good actions, and good actions lead to good, or positive, feelings.

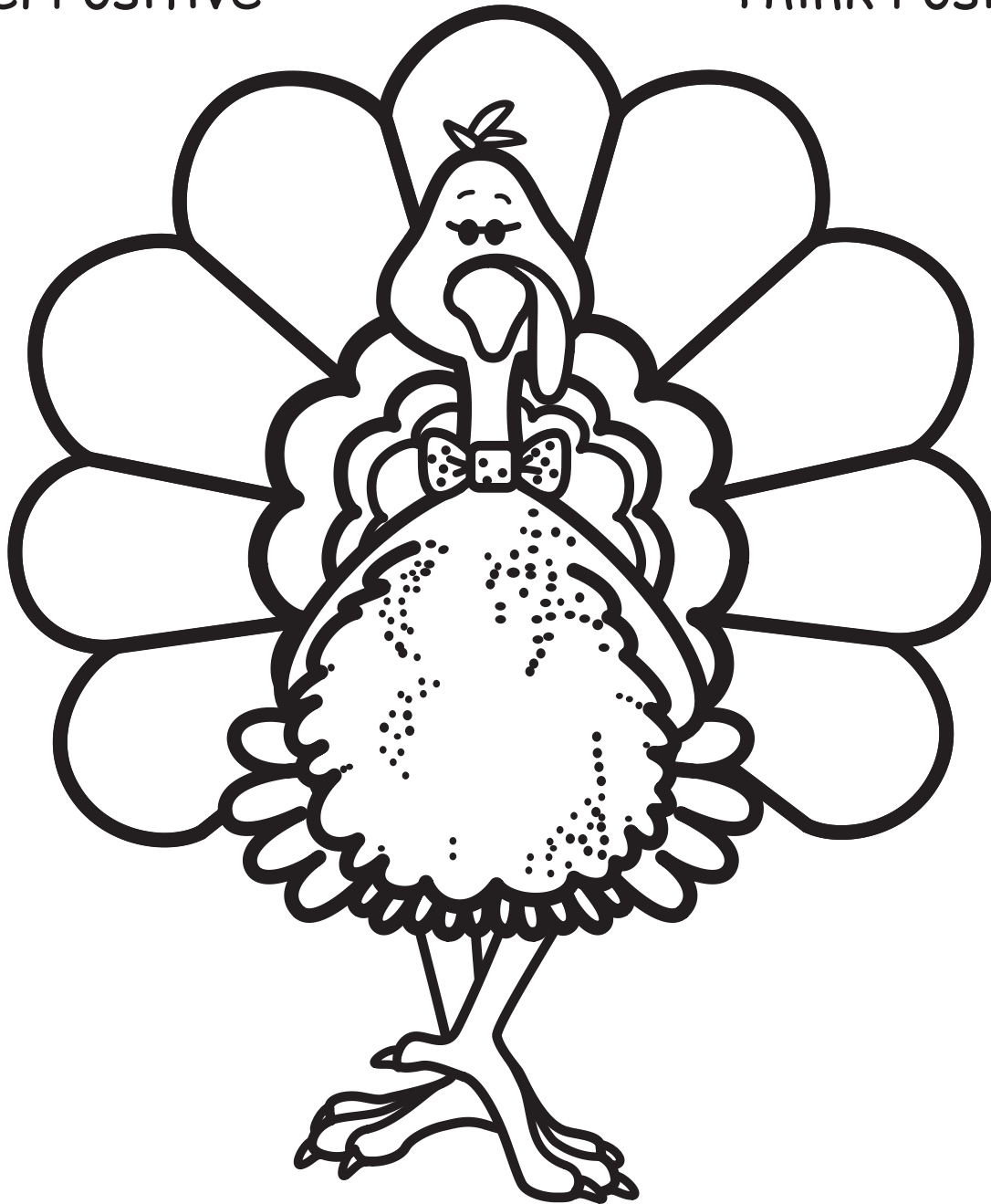
Teacher *Review with students the emotions discussed in the story, including the positive actions and how managing negative feelings makes you feel good about yourself. Collect the activity sheet for the children's "My Feelings" booklet.*

Name: _____

Tom Turkey

Feel Positive

Think Positive



Act Positive

Lesson 74

Purpose: To introduce the positive action for getting along with others by treating them the way you like to be treated.

Materials Needed Crayons or markers

Materials Provided “Code of Conduct” Visual Aid 74-4-K

Teacher *Picks-It is a wise, experienced raccoon and Nix-It is a young, innocent panda. In character voices, read the following story.*

Picks-It: Good morning, children. I hope you’re excited to be on Getting Along with Others Island. Nix-It and I certainly are! There will be a great deal that you can learn here.

Nix-It: Picks-It, don’t the boys and girls already get along with each other quite well?

Picks-It: Yes, they do, most of the time, but there is much more they can learn. Getting along with others is very important to all of us.

Nix-It: Isn’t getting along with others just trying to be nice to each other?

Picks-It: Yes, I suppose that’s right, but there are some skills that everyone can learn to get along with other people better. Skills like respect, empathy, friendliness, kindness, cooperation and positiveness.

Nix-It: Wow! Picks-It, that sounds hard. I don’t even know what some of those words mean.

Picks-It: You may not know now, but you will soon. You, too, are going to be learning many of the same things. We’d better get going so the children can also begin to learn.

Say Boys and girls, some of the words Picks-It used are probably words you don’t know either, but they are very important words to understand. If we want others to treat us well, then we have to learn to be positive in the way we treat them.

Today we’re going to create a Code of Conduct for ourselves and the classroom. What is a Code of Conduct? It is a set of rules for how we should all act. Think about how you would like to be treated by other people. If we make rules that tell how we like to be treated, we will have a set of rules that we can all live by.

Teacher *Place the Code of Conduct poster where all can see it.*

Say When you are learning or playing at school, how do you want other children to treat you?

Teacher *After receiving and discussing the first answer, ask the children: “What are some other ways you like to be treated?”*

As the children give answers, decide in which of the six categories that kind of treatment might fit. If a child mentions sharing, for instance, point to the “cooperation” picture and tell the corresponding story below. Continue to do this until all six pictures have been pointed out and all six stories have been told. Some of the answers will fit already mentioned categories. If this happens, simply say, “Very good. That’s another way we can be friendly.” Or, you may say: “Yes, that’s also a way of showing kindness.”

“Empathy” and “respect” are abstract and difficult terms for kindergarten children. They may not give an answer that seems to fit either category. In that case, use the examples below as a way of helping the children understand each term.

The following are the stories to go with each positive behavior:

Respect: Most of the children in the class didn’t pay much attention to Rick because he was very quiet, but Ronnie said, “If you talk to him, he’ll tell you interesting things about horses. He’s just shy.”

(Traits of Respect: Seeing the good in others; listening; saying “please” and “thank you.”)

Empathy: Sara was new at the school. She didn’t know anyone, and she felt frightened and lonely. Patricia went over to her and said, “Would you like me to show you where everything is?”

(Traits of Empathy: Thinking how others feel; putting yourself in someone else’s situation.)

Friendliness: Everyone liked James. He smiled a lot, and he always said hello. He knew everyone’s name, and he played with every boy and girl in the class.

(Traits of Friendliness: Smiling; saying hello; treating everyone the same.)

Kindness: Erica noticed that Blaine had dropped his crayon and couldn’t find it. “Here it is,” she said, and she picked it up for him. “That’s a good picture,” she told him.

(Traits of Kindness: Helping others; making others feel good about themselves.)

Cooperation: Blaine saw that Erica was looking for something. “What did you lose?” he asked. She said she couldn’t find her scissors. “You can use mine,” Blaine said.

(Traits of Cooperation: Sharing; working and playing well with others; not always having to get your own way.)

Positiveness: Jeff was upset because he had struck out when he tried to hit the baseball. Rachel said, “That’s okay, Jeff. You’re a good hitter. You’ll do better next time.”

(Traits of Positiveness: Feeling good about ourselves; making others feel good about themselves.)

Make sure that every picture has been pointed out and that each story has been told. Then review the concepts, repeating the word for each picture.

Say Children, remember, these are the ways you like to be treated. If you want other boys and girls to treat you according to our Code of Conduct, you must be willing to treat them in the same way.

Teacher *Help children think of ways they can treat others using their classroom Code of Conduct.*

1. *How do you feel when you are treated with our Code of Conduct? (Encourage responses: Good, happy, etc.)*
2. *Everyone deserves to be treated with a positive Code of Conduct. To help you practice the positive behaviors we learned, point at the picture on the poster of the way you want to treat another student today. (Allow responses.)*

Say Let's all try to live by this Code of Conduct. We'll refer to this poster often to remind us of our rules.

Lesson 74

Code of Conduct

Ways to Treat Others



Respect



Empathy



Positiveness



Friendliness



Cooperation



Kindness

VISUAL AID 74-4-K © 1988 POSITIVE ACTION

Lesson 79

Purpose: To introduce the positive action for getting along with others by showing empathy for them.

Materials Needed None

Materials Provided “Code of Conduct” Poster 74-4-K, “Jimmy’s Footprints” Visual Aid 79A-4-K, “Ms. Brewer’s Footprints” Visual Aid 79B-4-K, “Ms. Lee’s Footprints” Visual Aid 79C-4-K, image of flannel board and flannel board figures: small boy, mother, teacher

Say I am happy today. Have you ever been happy? (*Elicit responses—yes.*) Sometimes I’m sad, though. Have you ever been sad? (*Allow responses—yes.*) What about angry? Do you know what it’s like to be angry? (*Encourage responses—yes.*)

We have all had the same feelings, and because of that, we can know how other people feel. When someone is sad, we remember times when we have felt that way, and we can understand what the other person must be feeling. What is the word we learned for ‘trying to think how others feel?’ (*Allow responses—empathy.*)

Teacher Display the picture for empathy on the Code of Conduct poster. Have the children repeat the phrase: “Try to think how others feel.”

Say If you see someone crying, should you laugh at the boy or girl? Should you tease or make fun of that child? (*Elicit responses—no.*) What should you do? (*Allow responses—remember what it’s like to be sad, and treat the person the way you would like to be treated.*)

When we stop and say to ourselves, ‘I know how that person feels; I have felt that way,’ then we are showing empathy. Empathy leads to kindness and friendliness, and those are positive ways to treat others.

Have you ever wondered what it would be like to change places with another person and actually be that person for a time? If we could change places, we could understand that person, couldn’t we? Well, we’re going to play a game now that will help us know what it’s like to be someone else. I am going to tell you about some people. When I’m finished, we will imagine we are standing in their shoes and think what it would be like if you could change places.

Teacher Display flannel board image.

JIMMY

Jimmy’s (*boy*) mother was very sick that morning. Jimmy had never seen her so sick. She hardly moved when he spoke to her, and she only mumbled something he couldn’t understand. Jimmy’s father stayed home from work, and he told Jimmy to go catch the bus, that everything would be fine, but Jimmy was not so sure. All morning he could hardly do his work in school. He even felt sort of sick himself.

Mr. Henderson, Jimmy's teacher, seemed to know something was wrong. He noticed that Jimmy didn't want to play at recess. He came over and asked Jimmy what was bothering him. "My mom's sick," Jimmy said.

"I know how you feel," Mr. Henderson said. "My little daughter was sick last week. I was worried about her too."

Teacher *Ask children to imagine they are standing in Jimmy's shoes (display image of blue Visual Aid 79A-4-K). Ask them to name feelings that Jimmy must have felt until all Jimmy's possible feelings have been named. Make certain that the children recognize that Mr. Henderson's empathy must have made Jimmy feel better.*

MS. BREWER

Ms. Brewer (*mother*) was a busy mother. She worked at her job every morning and also had a great deal of work to do around the house. When she got home from work, she had hoped to bake a batch of cookies for her children, but she found a mess at home. Tommy hadn't cleaned his crumbs from the living room floor. Mike, the older brother, had said he would put the breakfast dishes in the dishwasher, but he hadn't even cleared the table. Mr. Brewer had even left his newspaper all over the family room couch.

Teacher *Have children take turns imagining they are standing in Ms. Brewer's shoes, (display yellow Visual Aid 79B-4-K) and ask the children to tell how they think Ms. Brewer felt. Ask questions which might bring out some of the frustrations a mother feels when work piles up, promises are broken, and work is not shared.*

MS. LEE

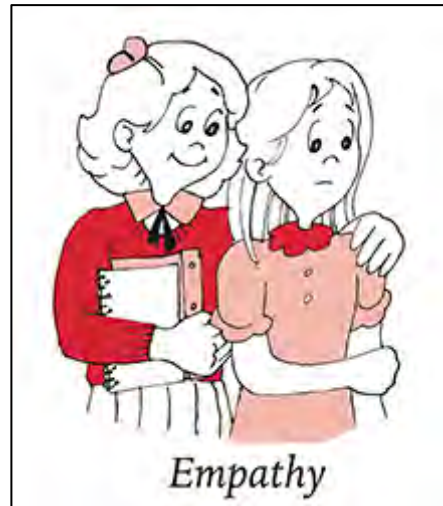
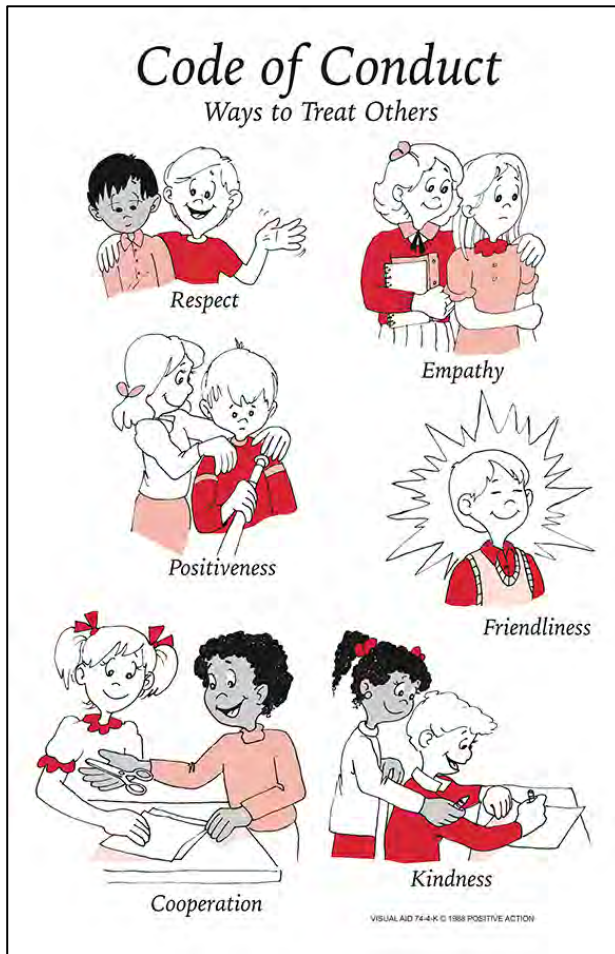
Ms. Lee (*teacher*) planned to take her kindergarten class on a special field trip to the zoo. She was just getting over a cold and didn't feel too well; her voice was weak and her throat was still a little sore. The children were happy and excited, and they were noisier than usual. When she tried to talk to them, they wouldn't stop talking, and she had to try to raise her voice. Soon, she had very little voice at all. When the class got off the bus, some ran ahead, leaving the others behind. Ms. Lee tried to yell for them to come back, but they couldn't hear her. Ms. Lee just stood and shook her head. She didn't know what to do.

Teacher *Have several children imagine standing in Ms. Lee's shoes (display pink Visual Aid 79C-4-K) and think about some of the frustrations of being a teacher.*

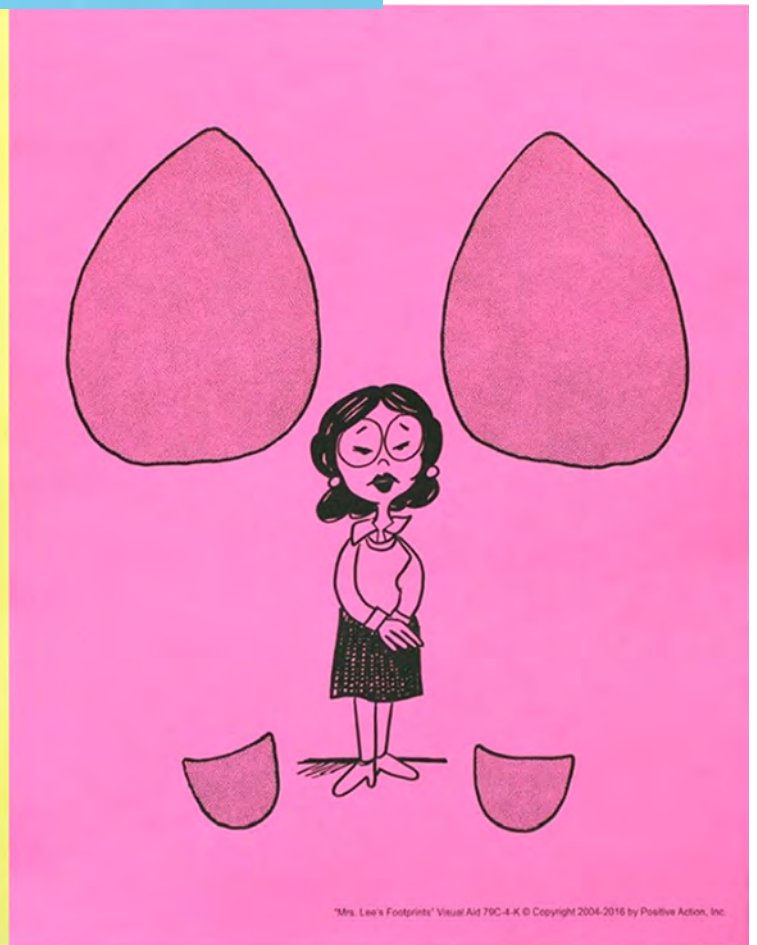
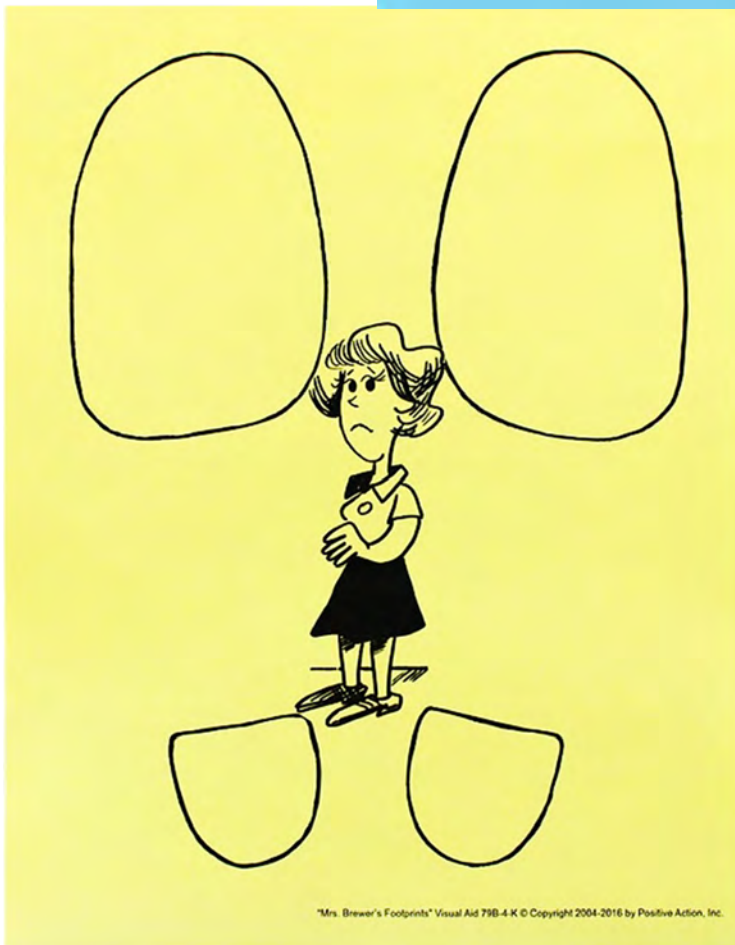
Say People usually get along best when both sides show some understanding—empathy—for the other. Always ask yourself what others are feeling, and you will find that you feel much better toward those people.

Teacher *Find opportunities to reinforce empathy: ask children, "How would you feel if you were...?" Or ask a child to imagine standing in a certain person's shoes and to think what that person's feelings must be.*

Lesson 79



Lesson 79



Lesson 79



Lesson 100

Purpose: To introduce knowing personal strengths and weaknesses as a positive action for telling yourself the truth.

Materials Needed Paper (two sheets per student), pencils, crayons or markers

Materials Provided None

Say Does anyone know a word for telling yourself the truth? (*Allow responses.*) Self-honesty. What does it mean to tell yourself the truth? (*Allow responses—to know what you can do, but also to know what you can't do.*) There are rules for being honest with yourself. One rule is to know your strengths and weaknesses.

That's what we're going to learn about today.

I would like all of you to stand up, and then jump up and touch the ceiling. (*Have them try several times.*) What's the matter? Why can't you touch the ceiling? (*We're too short; we can't jump that high.*)

All right, then do this instead. Kiss your elbow. (*Let them try for a while.*) What's the matter? Why can't you kiss your elbow? (*Our necks won't reach around that far.*)

All right, then do this instead. Flap your arms until you fly up in the air. (*Let them flap very hard for a time.*) What's the matter? Why can't you fly? (*We just can't.*)

You never will be able to fly, no matter how hard you try—at least not without some kind of flying machine. You can learn to jump quite high, but you'll never be able to jump over your house. You'll never be able to change your body so that you can kiss your elbow.

Some things we can't change, and we shouldn't try. You can't try to grow as tall as the ceiling. You don't have any control over that. You can't teach yourself to have a shorter nose or smaller ears. The first thing we have to do is accept who we are and know we can't change certain things. Those are the weaknesses you can't do anything about.

How many of you drove your own car to school today? (*Allow responses.*) What? Not any of you? Why not? (*We're too young.*)

All right, then let me ask you something else. How many of you can make an apple pie? (*Encourage responses.*) Not any of you? Why not? (*We don't know how yet.*)

All right, then let me ask you something else. How many of you know what seven times nine is? (*Elicit responses.*) What? Not any of you? Why not? (*We haven't learned that yet.*)

How many of you will some day know how to drive a car, or make an apple pie, or how to multiply seven times nine? (*All.*) That's right. Some things you can't do yet, but you will be able to do them in the future.

We must learn the difference between the things we will never be able to do and the things we will be able to do sometime. It's worth the effort to try to learn arithmetic, but it's not worth the trouble to try to change things about yourself that will always be the same.

Who can tell me some things about ourselves that we can't change? (*Height, race, etc.*)

Can you name some things you can't do now, that you will be able to do if you practice or study? (*Reading, using tools, lifting heavy weights, etc.*)

Teacher *Have all the children draw two pictures on their paper. One should be a picture of someone trying to do something that can't be done. The other should be a picture of themselves doing something they can't do now, but they hope to be able to do in the future.*

Lesson 103

Purpose: To reinforce admitting one's own mistakes as a positive action for telling yourself the truth.

Materials Needed None

Materials Provided Image of fannel board and flannel board figures: woman, small boy, teacher, girl, man

Say Does anyone know a word for telling yourself the truth? (*Allow responses.*) Self-honesty. What does it mean to tell yourself the truth? (*Allow responses – To know what you can do, but also to know what you can't do.*) There are rules for being honest with yourself. One rule is to admit your mistakes. This is not easy to do but today we will learn why it is important.

Does everyone make mistakes? (*Yes.*) Yes, we all do. I'm going to tell you about a girl who thought she never did.

FRANCINE'S BAD DAY

Francine (*girl*) was sitting on her bed, thinking. She had just had a terrible, awful, worse-than-ever-before, bad day. She was trying to remember how it all happened. She began to list all the people who had ruined things for her, and there were plenty of them.

It started with Mom (*woman*). Boy, oh boy, had she messed up. She had called Francine only two times to get out of bed that morning. She normally called three times, and on the third time, Francine usually got up. But today Mom had called only twice, and so Francine had slept too long and had been late for school.

That was bad, but her teacher, that terrible, awful Ms. Lee (*teacher*), had been even worse. She had embarrassed Francine right in front of the whole class by asking her whether she had remembered to bring her homework assignment. It was Mom's fault Francine had been late, which had caused Francine to forget her homework assignment, but Ms. Lee was the one who had made her look stupid in front of everyone.

Then at lunch, Ms. Lee kept Francine from having her favorite dessert. She spoke so softly when she told everyone to line up for lunch that Francine didn't hear, so she was practically last in line. By the time she got into the cafeteria, all the peach cobbler was gone, and Francine got stuck with lime jello.

But the worst part of all was after school. Denny Dugan (*small boy*)—that terrible, awful Denny Dugan—had teased Francine about Allen Morse. What he said was true, but he didn't have to blab it to the whole bus. And that terrible, awful Mr. Maxwell (*man*), the bus driver, didn't have to make Francine come up and sit on the front seat next to her. And she didn't have to say that Francine had been screaming, because Francine had only talked kind of loudly and told Denny Dugan he was terrible and awful and stupid. And all those terrible, awful kids on the bus didn't have to laugh at Francine. That was the worst of all.

"It's not fair," Francine said. "Everyone always does mean things to me. I think everyone's terrible and awful." Then she thought for a moment, and added, "Except me, of course."

Say

1. Does Francine know how to admit her own mistakes? *(No.)*
2. Whose fault was it that Francine didn't get up in time for school? *(Francine's—Explain this, to make sure the children understand why.)*
3. Whose fault was it that Francine was embarrassed because she didn't have her homework assignment? *(Francine's—explain)*
4. Whose fault was it that Francine was in the back of the lunch line? *(Francine's—explain)*
5. Whose fault was it that Francine had to sit in the front of the bus? *(Francine's—explain)*
6. Whose fault was it that everyone laughed at Francine? *(The laughter was unkind, but Francine was the one who was screaming.)*

Teacher

Test the children's understanding of the concept by having them volunteer to tell about times they made a mistake and blamed it on someone else.

Say

We all make mistakes. We don't have to be ashamed of that. But when we blame others for our mistakes, we refuse to admit that we are the person who did something wrong. No one ever improves that way. Positive people try to make themselves better and not blame others when something goes wrong.

Teacher

Give students the assignment to watch themselves throughout the day to see if they notice that they blame others for their own mistakes, like Francine did.

Lesson 103



Lesson 116

Purpose: To introduce setting intellectual improvement goals as a positive action to achieve self-improvement.

Materials Needed None

Materials Provided None

Say Today, we are going to learn about setting goals. A goal is something we want to try to do. It's not enough just to say we want to do it; we must try very hard to make it happen. I'm going to tell you about three children who didn't set very good goals.

SITUATION #1

A girl wanted to be the greatest piano player in the whole world. She said, 'I'm going to practice really hard every day for a whole month. Then I'll be the best.' Was that a good goal? *(Allow responses. No. It takes much longer to be a good pianist; her goal was too high. She should start with a smaller goal.)*

SITUATION #2

Another girl said, 'I want to be a great ice skater. I won't go to school anymore so that I can practice all day.' Was that a good goal? *(Encourage responses. No. We can't make one goal so important that we forget other important things we must do.)*

SITUATION #3

A boy wanted to lose weight, so he said, 'I won't eat any food at all for a week.' Was that a good goal? *(Elicit responses. No. Our bodies need food every day. We shouldn't set goals that will hurt us.)*

Say What mistakes did they make? One set a goal that was too high. *(Become the best piano player in the world by the end of a month.)* Another set a goal that would keep her from doing other important things. *(Ice skate but not go to school.)* Another set a goal that would hurt his body. *(Not eat for a week.)*

A good goal is one that is something we actually can achieve, and the best way to achieve a goal is to do a little every day. The person who practices the piano for awhile every day for many years is the one who becomes very good. The person who remembers to smile and say 'hello' to everyone will eventually do that without having to think about it, and can then move on to other goals.

Let's learn a little poem that will teach the best way to work at a goal—just a little at a time. Watch me and see if you can copy the movements that go with the words.

Set a goal that you can try
Not too low, not too high.
(Hand low and then high)

Start at first nice and slow;
Then a little faster as you go.
(Walk in place slowly and then a little faster)

Steady, steady, all the time;
Never jump, but only climb.
(Jump and then shake head; then pretend to climb)

Step by step, a steady rate,
You'll do some thing really great.
(Walk around, steadily, at an even pace)

Being curious, gathering information, being creative, solving problems, remembering—those are intellectual positive actions. Any time we learn something new, we are improving our minds, and that is a positive action. Today I want you to set a learning goal. Try to think of something you can do by the end of the day.

Teacher *Help them discover their own goals. You know the material you have been teaching in class; encourage the children to set their own goals in those learning areas. It could be to know two or three new words, to learn to count to 20, to remember certain positive action ideas, or anything else the children are studying.*

Lesson 122

Purpose: To introduce achieving goals by using the positive action of being persistent.

Materials Needed Paper (one sheet per student)

Materials Provided Image of Mural Poster 9-K (Mount Self-Improvement), “My Goals” Activity Sheet 115-6-K, image of flannel board and flannel board figures: Leonard Lion, Jareef Giraffe, Cindy Squirrel, Ellie Elephant, Barney Bear, Miska Monkey, Chupo Cheetah, Abbott Rabbit, Annie Owl

Say Today, we’re going to learn how to be persistent. Persistent means that you stay at a task and keep trying, even when it is hard to do.

Teacher *Refer to the image of Mural Poster 9-K (Mount Self-Improvement) as you review these concepts.*

Say The animals from the forest and jungle have been on an adventure to climb a mountain, Mount Self Improvement. Along the way they had to learn new skills. They had to believe in their potential. When they feared crossing a bridge, they had to learn to have the courage to try. And when they reached steep cliffs covered with vines, they learned to turn their problems into opportunities.

Those are all very important lessons. Let’s see how the animals are doing today, and see how they—and we—can learn to persist.

Teacher *Display flannel board image.*

The animals (all animals mentioned above in “Materials”) were almost to the top now. The last part of their climb was terribly steep, but the end of the journey was almost within reach. They felt sure that in just a few more hours they would be there. They rested and slept by the top of the cliffs, and the next morning set out to make the final push to the peak.

The animals were encouraged as they looked far below to where they had first gazed up at the mountain and doubted they could climb to the top. That seemed silly now. They had learned they could do many things, meet almost any difficulty, and find a way through many problems. Now they were confident.

As Leonard Lion (*lion*) looked down at the valley far below, he said, “The mountain looked much bigger from the bottom, but I guess it hasn’t gotten any smaller.”

“No,” Jareef Giraffe (*giraffe*) said, “but I think we’ve all gotten a little bigger.”

“I’m no bigger,” Cindy Squirrel (*squirrel*) said.

“Not in size,” Ellie Elephant (*elephant*) said. “But you have grown and improved—and that’s what Mount Self-Improvement is all about. We only really improve our abilities when we try to do things we haven’t done before.”

“Every time I learn something new, I feel better about myself,” Barney Bear (*bear*) said.

“And every time I do something I thought I couldn’t do, I know I’m glad I tried,” Miska Monkey (*monkey*) said.

“Now I understand why goals are important,” Chupo Cheetah (*cheetah*) said. “If we hadn’t set a high goal—to get to the very top—we would have quit a long time ago.”

“I’m glad we took our goals one step at a time—or one hop at a time, in my case,” Abbott Rabbit (*rabbit*) said. “That way, the job didn’t seem quite so big.”

Annie Owl (*owl*) said the wisest thing of all. “I enjoy lots of things, but I don’t think anything makes me happier than learning new things and realizing that I’m a better owl than I used to be. Now I don’t see the mountain as a problem. It was an opportunity for all of us.”

The animals felt great and on up the mountain they went, right into the clouds. Then rain poured from the sky, turning the trail into mud that made each step treacherous. They slipped and fell, struggled to get up, and then slipped again. Clinging to vines and tree limbs, they pulled themselves forward, and helped each other in every way possible. They had almost reached the top, but now it seemed impossible to go the rest of the way.

Teacher *Interrupt the story. Ask the children:*

1. Do you think the animals began to think they wouldn’t make it to the top after all? (*They might have begun to worry.*)
2. Why did they believe in themselves? (*Because they had already accomplished many things. They knew they had potential to meet almost any problem.*)
3. Why didn’t they quit? (*They had learned the courage to try.*)
4. What helped them to know how to make the best of things? (*They had learned to turn problems into opportunities.*)

Return to the story.

The animals struggled, but didn’t get too discouraged. They had already proved they could meet difficult problems and not fail. They knew each had strengths and could all work together.

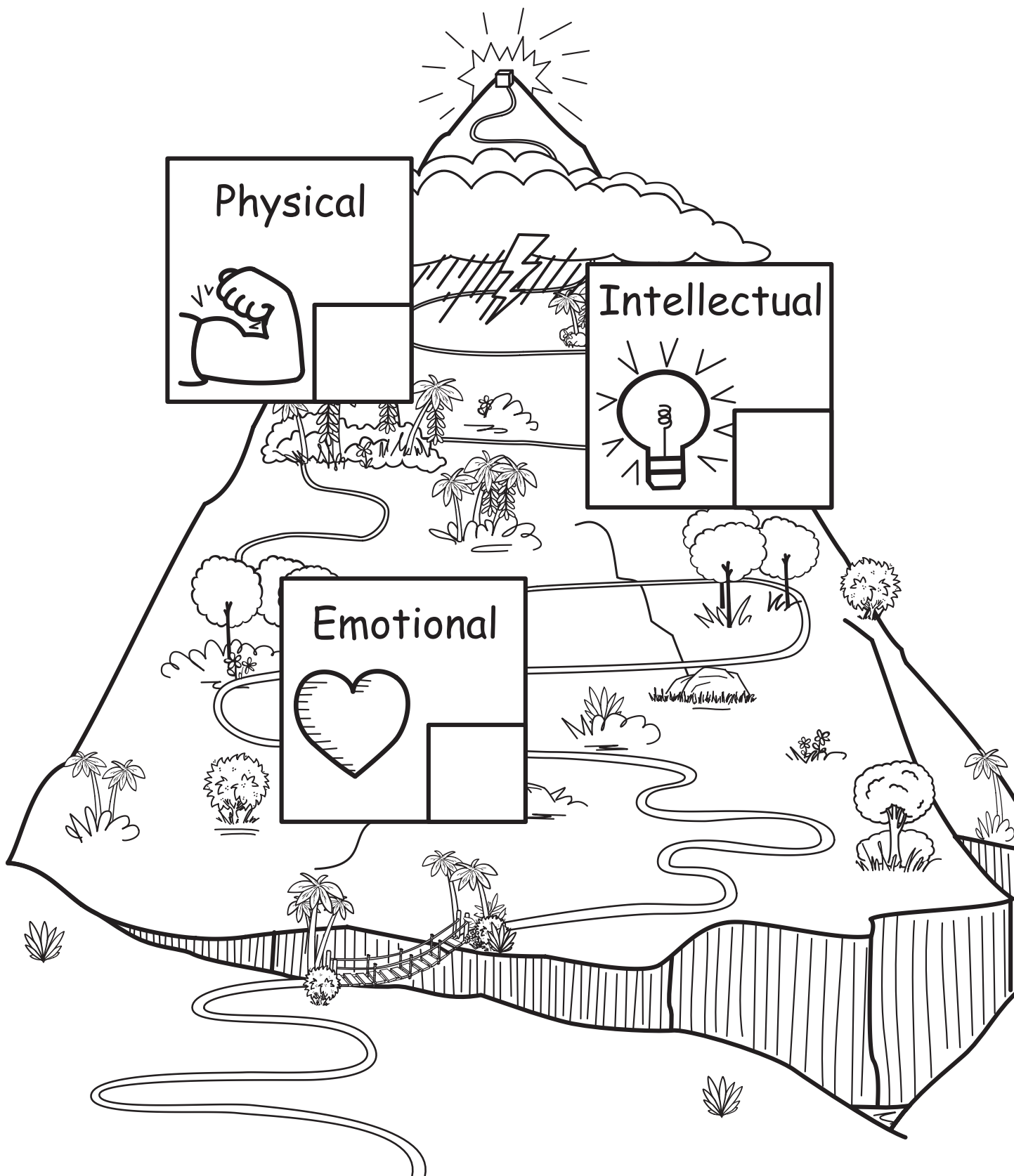
The going was terribly difficult, but the animals were persistent. Who can remember what that word means? (*Allow responses.*) That’s right. “Persistent” means that you stay at a task and keep trying, even when it is hard to do. The animals kept climbing, oh so slowly in the mud, because they knew they were inching ahead. When they finally came out of the cloud and into the beautiful sunlight, they were within sight of the peak.

The last little walk was a joyful one as they congratulated each other and felt the pleasure of having done something that was very hard to do.

Teacher *Ask the children what they would really like to be able to do that they can’t do now—perhaps something they dream of: reading big books, playing sports well, playing an instrument, knowing all the things a big brother or sister knows, etc. Have them draw a picture on a piece of paper of the difficult thing they would like to achieve, then go home and discuss this goal with their parents. Have them plan with their parents how they can take the first steps toward reaching that goal.*

Hand out Activity Sheet 115-6-K and tell students that they have completed their emotional positive action goals. Review the emotional positive actions: potential, courage to try, turning problems into opportunities, and persistence. Have each child draw a star, or a checkmark, in the emotional positive action box. Instruct students to review their activity sheets with their families at home and explain how they completed their emotional positive action goals.

's Goals



Lesson 122





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