

# Pre-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.

# Who Am I?

**Purpose** To introduce the idea of the self and explain that it includes physical, intellectual, social, and emotional areas that are all affected by our actions.

**Word of the Week Positive Action:** To do or cause good things to happen.

**Materials Needed** Full water bottles, audio player, internet access

**Materials Provided** Squeak and Mimi puppets, “Philosophy” Poster 1-1-PK, *Positive Action* Theme Song “I Am a *Positive Action* Kid” music and lyrics on *Positive Action* Resources website

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Squeak** Hi, boys and girls!

**Children** *(Coached by teacher.)* Hi, Squeak and Mimi.

**Squeak** What’s up today, Mimi?

**Mimi** We are up today! Our selves.

**Squeak** MY self? Me?

**Mimi** Yes. And MY self. And THEIR selves, too.

**Squeak** Each of these children has a self? *(Addressing students)* If you have a self, raise your hand.

**Teacher** *Coach children to raise their hands. Then, resume the puppet script.*

**Squeak** *(Looking around.)* Where is it?

**Mimi** Let’s show Squeak our selves. Our selves have a body *(have Mimi pat tummy with both hands and coach children to do the same)*, a mind *(have Mimi point to head and coach children to do the same)*, and feelings *(have Mimi put paw over heart and coach children to do the same)*. Our selves include *all* of who we are.

**Squeak** *(Slowly at first, then with growing excitement)* I think I get it, Mimi. When we do positive actions, or good things, our selves *(have Squeak point to his tummy, his head and his heart)* feel good. When we do negative actions, or bad things, our selves *(have Squeak point to his tummy, his head and his heart)* feel bad.

**Teacher** *Set puppets aside. Indicate “Philosophy” Poster 1-1-PK.*

**Say** That is why it’s so important to remember what our friends are telling us, “You feel good about yourself when you do positive actions, and there, is always a positive way to do everything.” If we follow their advice, our selves will feel good about who we are and what we are doing.

When someone is doing a positive action, they are being a *Positive Action* Kid. We're all going to become *Positive Action* Kids! I want to play a song for you. We can clap and sing along.

**Teacher** *Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Resources website at <https://resources.positiveaction.net/>. Play the Positive Action Theme Song "I Am A Positive Action Kid" at least twice. The first time through, have Squeak and Mimi sing and dance while the students listen. The second time through, set Squeak and Mimi aside so that you can clap and sing along with the children. Use this song and others you will learn often to set a positive tone and remind students to do positive actions.*

*Put the puppets back on your hands and resume the script.*

**Mimi** It's time for us to go, Squeak.

**Squeak** *(Squeaking.)* It is?

**Mimi** You're squeaking, Squeak.

**Squeak** I know. My squeak is just part of my self. It's a *Positive Action* Kid squeak.

**Mimi** Bye, everyone. We'll see you next time.

**Children** *(Coached by teacher.)* Bye, Squeak and Mimi.

## Lesson 2



# I Can Do It!

**Purpose** To introduce the role actions play in determining how we think and feel about ourselves and how others regard us.

**Word of the Week Self-Concept:** How you think and feel about yourself.

**Materials Needed** Full water bottles, audio player, internet access

**Materials Provided** Squeak and Mimi puppets, “Thoughts-Actions-Feelings Circle” Poster 6-1-PK, ICU Box and Messages, “Thoughts-Actions-Feelings” music and lyrics on *Positive Action* Resources website

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Squeak** Hi, boys and girls.

**Children** *(Coached by teacher.)* Hi, Squeak and Mimi.

**Squeak** *(Clapping.)*

**Mimi** What are you doing?

**Squeak** I’m doing an action!

**Mimi** Can I do an action, too?

**Squeak** Sure. Follow me. *(Have both Squeak and Mimi clap.)*

**Mimi** This is fun. Boys and girls, do you want to do an action, too?

**Squeak** Just follow me. *(Have Squeak clap three times and coach children to do the same.)*

**Mimi** Let’s listen to our teacher.

**Teacher** *Set the Squeak and Mimi puppets aside. Display the positive (green) side of the “Thoughts-Actions-Feelings Circle” Poster 6-1-PK.*

**Say** We did an **action** with Squeak and Mimi. Actions are things we do. When we go for a walk or go outside to play with our friends, we are doing an action.

I am going to say some things. If you think it’s an action, stand up fast and yell, “That’s an action!”

- Playing with a ball. *(Stand: That’s an action!)*
- Running outside. *(Stand: That’s an action!)*
- Picking up our socks. *(Stand: That’s an action!)*
- Swimming. *(Stand: That’s an action!)*

**Teacher** *Ask children to form a circle.*

**Say** Very good, children. You are learning so fast. If we do good, or positive, actions, we feel good about ourselves, like our little friend, Bright Sider. *(Point to Bright Sider on the poster and place your hand over your heart.)* This is our Happy Circle. But *(flip the poster to the negative (red) side)*, if we do a bad, or negative, action, like call someone a name or hit someone, how do we feel about ourselves? *(Wait for responses: We feel bad about ourselves.)* That's right. Like our friend, Grumpy Grouch. *(Point to Grumpy Grouch on the poster and place your hand over your heart.)* He is in an Unhappy Circle. Do we want to be in an Unhappy Circle? *(Wait for responses: No.)* Are we all going to make Happy Circles, just like Bright Sider? *(Wait for responses: Yes.)*

Today, we get to open our ICU Box and read our ICU Messages.

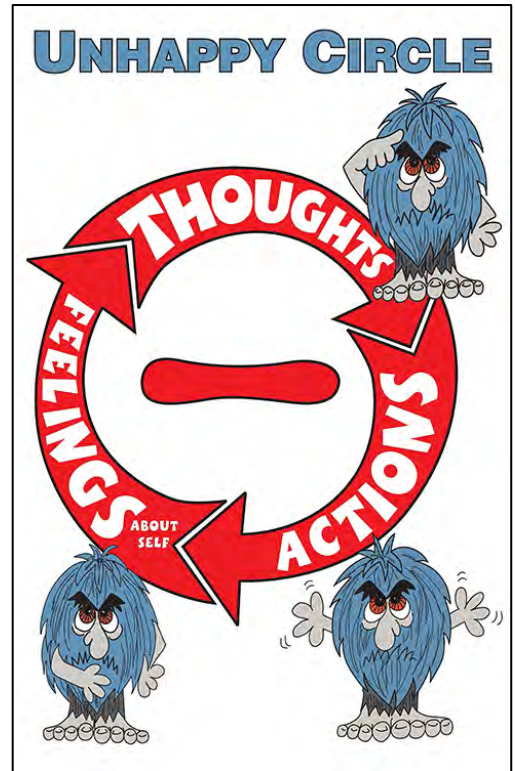
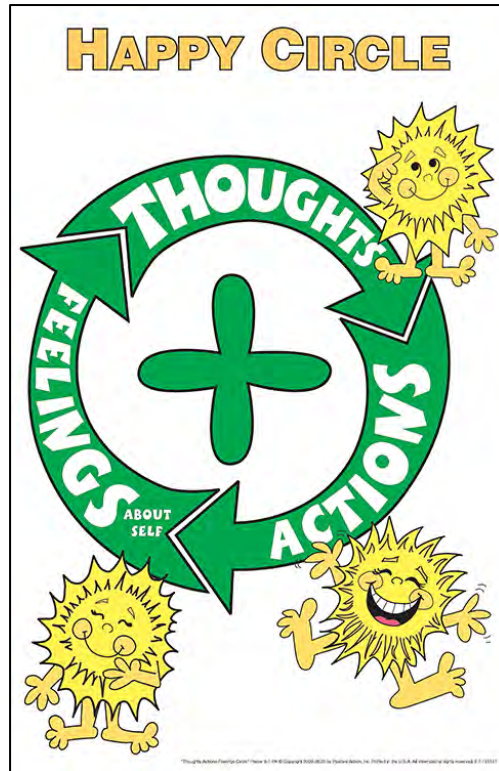
**Teacher** *Read the ICU Messages. Each child should have an ICU Message and receive recognition for their positive action. Let the children take turns drawing the ICU Messages out of the box. Encourage the children to cheer for each other when each ICU Message is read.*

**Say** Remember, watch for classmates who are making Happy Circles!

**Teacher** *Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Resources website. Play "Thoughts-Actions-Feelings" at least twice. The first time through, have Squeak and Mimi sing and dance. The second time through, set Squeak and Mimi aside so that you can clap and dance along with the children. You may repeat the chorus and verse 2, which may be easier for the children to sing along with, as many times as desired. Use this song and others you will learn often to set a positive tone and remind students to do positive actions.*



## Lesson 8



Front

Back



Copy this master as needed, then cut out the ICU Messages and keep them with the ICU Box. Encourage students to notice the positive actions of others and report them to you, then help them write the student's name and drop it in the ICU Box.

<p><b>ICU Message</b></p> <p>I Saw _____</p> <p>Doing Something Positive!</p> <p><b>Saying Something Nice</b></p>	<p><b>ICU Message</b></p> <p>I Saw _____</p> <p>Doing Something Positive!</p> <p><b>Helping</b></p>
<p><b>ICU Message</b></p> <p>I Saw _____</p> <p>Doing Something Positive!</p> <p><b>Treating Others Well</b></p>	<p><b>ICU Message</b></p> <p>I Saw _____</p> <p>Doing Something Positive!</p> <p><b>Listening</b></p>

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# Squeaky Clean, Super Healthy

**Purpose** To introduce the positive action of keeping clean.

**Word of the Week** **Healthy:** To be well or have good health.

**Materials Needed** Full water bottles, board and chalk/marker, permanent marker

**Materials Provided** Squeak and Mimi puppets, wash cloth and soap, “Dr. Doctor” Visual Aid 22-2-PK, magnets, Pre-K Positive Behavior Chart, ICU Box and Messages

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Squeak** Hi boys and girls.

**Children** *(Coached by teacher.)* Hi Squeak and Mimi.

**Squeak** I’m itchy, my skin is sticky, and I’m hot...

**Mimi** Why’s that?

**Squeak** I played in the mud yesterday. I just got down and rolled around and around in it, it felt so good. But now it’s stuck to my fur and it’s all over my skin.

**Mimi** Why don’t you take a bath?

**Squeak** Right here? In front of everybody? *(Buries his head.)*

**Mimi** Silly, you have your fur to cover you. How many baths have you had lately?

**Squeak** Umm... *(Looks up.)*

**Mimi** Have you ever had a bath?

**Squeak** Well, I get wet when I’m swimming. But I don’t know how to take a bath.

**Mimi** Boys and girls, someone has to teach Squeak how to take a bath!

**Squeak** Yow! Close your eyes!

**Teacher** *Set Mimi aside and bring out the soap and wash cloth.*

**Say** Could you teach Squeak how to take a bath, boys and girls? *(Wait for responses: Yes.)* What do we need? *(Wait for responses: Soap, water, a sponge or wash cloth.)* That’s right, we need soap, warm water, and a wash cloth. Then what do we do? *(Wait for responses: We use the soap and wash cloth to wash ourselves clean.)*

**Teacher** *Ask for two volunteers to come help you show Squeak how to take a bath. Let them pretend with the soap and wash cloth.*

**Say** Good job, children! Now Squeak will feel better about himself because he knows how to take the positive action of keeping clean! Let’s sing a song about taking a bath.

**Teacher** *Sing the following song with your class to the tune of “The Farmer and the Dell.” Indicate body parts as you sing the song.*

It's time to take a bath,  
It's time to take a bath,  
Hi Ho to bathe we go,  
It's time to take a bath.

We wash our face and head,  
We wash our hands and arms,  
Hi Ho to bathe we go,  
It's time to take a bath.

We wash our front and back,  
We wash our legs and feet,  
Hi Ho to bathe we go,  
It's time to take a bath.

We towel-dry our hair  
We towel-dry our skin,  
Hi Ho to bathe we go,  
It's time to take a bath.

How does your body feel when you take a bath or shower? (*Wait for responses: Good.*) How do you feel about yourself when you do the positive action of keeping clean? (*Wait for responses: I feel good about myself.*)

**Teacher** *Display your prepared physical Unit 2 Positive Behavior Chart.*

**Say** If you agree to keep your body clean by washing your face and bathing or showering, we can mark the “Keep clean” column beside your name.

**Teacher** *Allow time for each student to make this commitment and record it on the chart.*

**Say** We feel good about ourselves when we do the positive action of keeping clean. Let's open our ICU box and see what other positive actions we've been doing.

**Teacher** *Each child should have an ICU message and receive recognition for their positive action. Encourage children to participate by drawing the notes out to be read and by cheering for each other's positive actions.*

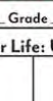


## Lesson 24



## Lesson 24

## OUR Positive Behaviors

CLASS Teacher's Name _____ Grade _____ Room # _____	
 <p><b>STUDENT'S NAMES</b></p>	<b>Positive Action<sup>®</sup> Lessons for Life: Unit _____</b>  A large grid area for recording behavior observations <div style="background-color: #f0f0f0; height: 400px;"></div>

Positive Behavior Chart © Copyright 2000-2010 by Positive Action, Inc. Printed in the U.S.A. All international rights reserved. 2.0-100000



Copy this master as needed, then cut out the ICU Messages and keep them with the ICU Box. Encourage students to notice the positive actions of others and report them to you, then help them write the student's name and drop it in the ICU Box.

 <p><b>ICU Message</b></p> <p>I Saw _____</p> <p>Doing Something Positive!</p>  <p><b>Saying Something Nice</b></p>	 <p><b>ICU Message</b></p> <p>I Saw _____</p> <p>Doing Something Positive!</p>  <p><b>Helping</b></p>
 <p><b>ICU Message</b></p> <p>I Saw _____</p> <p>Doing Something Positive!</p>  <p><b>Treating Others Well</b></p>	 <p><b>ICU Message</b></p> <p>I Saw _____</p> <p>Doing Something Positive!</p>  <p><b>Listening</b></p>

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# I Decide

**Purpose** To introduce the intellectual positive action of making decisions.

**Word of the Week** **Curious:** Eager to learn how and why things happen.

**Materials Needed** Full water bottles, permanent marker

**Materials Provided** Squeak and Mimi puppets, “Sadie the Stoplight” Poster, Pre-K Positive Behavior Chart

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Squeak** Hi boys and girls.

**Children** *(Coached by teacher.)* Hi Squeak and Mimi.

**Squeak** I can’t do it. *(Wailing.)* I have to choose...

**Mimi** Choose what?

**Squeak** I have to wear red socks or blue socks or white socks today. *(Whining.)* I have to choose. I can’t do it!

**Mimi** Squeak, of course you can choose! First, you look at your choices. Then you decide on the best one. It’s called making decisions.

**Squeak** How do you do it?

**Mimi** You ask yourself questions. You answer those questions. And then you decide.

**Squeak** So, what socks should I wear?

**Mimi** Squeak! What socks do you *choose* to wear?

**Squeak** I like the blue ones. They match my baseball cap.

**Mimi** Okay, Squeak! That’s a decision!

**Say** We all make decisions. Sometimes our decisions are not very important, like what kind of jelly we want on our toast or whether we wear red or blue socks. But sometimes our choices are very important, like whether or not we choose to learn our letters, or to treat our friends and family with respect.

You make decisions based on the choices you see. If you have a negative thought and then you act on that thought, you’ll be making a bad decision that will make you feel bad about yourself. But if you choose a positive thought and act on it, you’ll be making a good decision that will help you feel good about yourself. We learned a way to make sure we’re making positive choices. Who can tell me what that’s called? *(Wait for responses: Stop-Choose-Go.)* Let’s see how it can help us make good decisions.

**Teacher** Display the “Sadie the Stoplight” Poster.

**Say** We need to **Stop** and think about our choices. (*Point to the red light on the poster.*) Then we can ask ourselves, “What choices do I have? Which one helps me and others the most?” (*Point to the yellow light on poster.*) When we find the best choices, then we can make a decision: We can tell ourselves to **Go** do it. (*Point to the green light on the poster.*)

Let’s do an example. Pretend you’re trying to decide whether to listen to your teacher or just go and do whatever you feel like doing.

First, you **Stop**. (*Point to the red light on the poster.*) Then you ask yourself, “What are my choices?” Should I listen to my teacher? Or should I go and do whatever I want?

If I go and do whatever I want, does this hurt my teacher? Wave your arms over your head if you think the answer is yes. (*Wait for children to wave their arms.*) If I go and do whatever I want will it hurt me? Wave your arms over your head if you think the answer is yes (*Wait for children to wave their arms.*) If we hurt ourselves and our teacher, is that a positive action? (*Wait for responses: No.*) So we can **Choose** not to do it. (*Point to the yellow light on poster.*) We can choose to do a positive action instead. Wave your arms over your head if you think listening to your teacher is a positive action. (*Wait for children to wave their arms.*) Then you can **Go** ahead and do it. (*Point to the green light on the poster.*)

How do you feel about yourself when you do the positive action of making a good decision? (*Wait for responses: I feel good about myself.*)

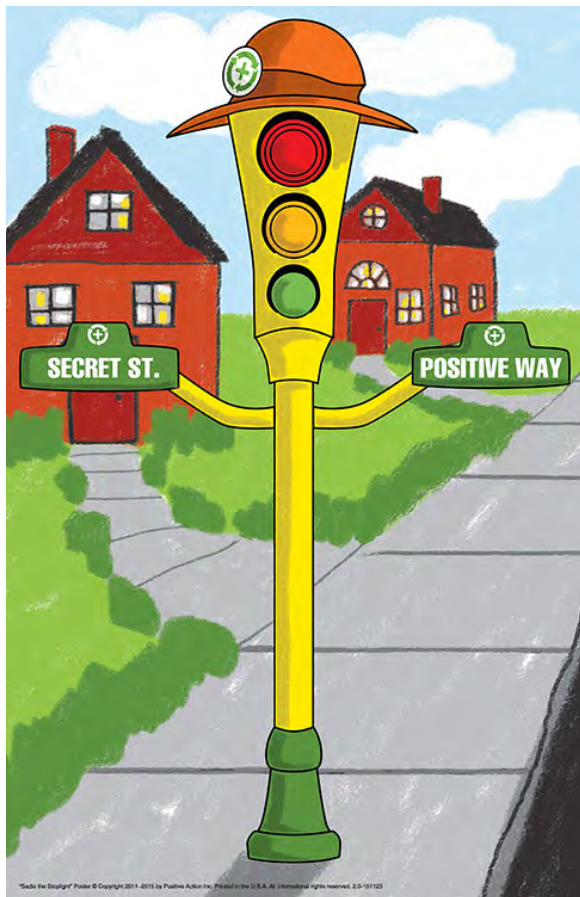
**Teacher** Display your prepared intellectual Unit 2 Positive Behavior Chart.

**Say** If you agree to use your mind to make good decisions, stand up. (*Wait for children to stand up.*) Choosing good decisions is so positive, come up and let’s mark the “Make decisions” column beside your name.

**Teacher** Allow time for each student to make this commitment and record it on the chart.



## Lesson 36

[illegible]



# I Choose It and I Do It

**Purpose** To introduce choice in using positive and negative actions.

**Word of the Week** **Time:** When something happens (a period of seconds, minutes, hours, etc.).

**Materials Needed** Full water bottles, board and chalk/marker

**Materials Provided** Squeak and Mimi puppets, “Emily” Visual Aid 3-1-PK, “Luis” Visual Aid 7-1-PK, magnets

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Mimi** I am sick of you not helping.

**Squeak** *(Pouting.)* I don’t like it when you tell me what to do.

**Mimi** I have to tell you what to do because you won’t do it if I don’t.

**Squeak** I will, too!

**Mimi** No, you won’t!

**Squeak** Will!

**Mimi** Won’t!

**Squeak** Will!

**Mimi** Won’t!

**Say** Squeak and Mimi are having a hard time today. Mimi is trying to tell Squeak what to do. She thinks that if he doesn’t do what she wants him to do, the right things won’t get done and he’ll be in trouble. But you know what? He doesn’t like it very much, does he? *(Wait for responses: No.)*

When other people try to tell us what to do or how to act we sometimes call it management or discipline. Sometimes we like it, because we don’t always know what to do or how to act. But sometimes we don’t like it very much, especially if we know what to do already. That’s why there’s a better way than having other people tell us what to do. It’s called self-management.

Self-management is when we tell ourselves what we need to do and then we do it. It’s a positive action and it makes us feel good about ourselves when we do it.

**Teacher** *Display the “Emily” Visual Aid 3-1-PK and “Luis” Visual Aid 7-1-PK on the board with magnets.*

**Say** Remember Luis and Emily? *(Wait for responses: Yes.)* Luis and Emily are kids just like you, and right now they have the challenge of making a positive choice or a negative choice. Maybe you can help them. When Luis or Emily make a positive choice, I want you to say, “That’s self-management !” Here we go.

- When it's time to clean up, Luis wants to keep playing. But he chooses to clean up fast to save time. *(That's self-management!)*
- It's nap time and Luis feels sort of wiggly, but he chooses to rest quietly during nap time. *(That's self-management!)*
- Luis got too many toys out. But he chooses to put them all away. *(That's self-management!)*
- Luis is tempted to spend his allowance on candy. But he's saving up for a bicycle. *(That's self-management!)*
- Sometimes Luis feels shy and sad. But he chooses to manage his feelings. *(That's self-management!)*

Self-management is how we manage ourselves. Let's see how Emily's doing. If she makes a positive choice, say, "That's self-management!"

- Emily likes to sleep in late and take her time getting dressed. But on school days, she chooses to get up early and get ready quickly so that she'll be on time. *(That's self-management!)*
- Emily likes watching television after bedtime, but she chooses to go to bed on time and get enough rest. *(That's self-management!)*
- Emily could throw her clothes on the floor, but she chooses to put them in the laundry. *(That's self-management!)*
- Sometimes when she is skipping, Emily trips and falls. But she chooses to keep practicing. *(That's self-management!)*
- Emily feels angry or discouraged sometimes. But she chooses to manage her feelings in a positive way. *(That's self-management!)*

Self-management is managing ourselves. We make a positive choice to think of a positive way to take care of ourselves (*point to head*) and we tell ourselves what to do and then we do it (*wiggle fingers*). When we manage ourselves, we feel good about ourselves. Why? (*Wait for responses: Because we tell ourselves what to do and then we do it.*)

Let's do the "I can manage me" cheer. When I call your name you stand up and shout, "I can manage me!" We'll cheer for you.

**Teacher** *Call on each child to say the statement and encourage other children to cheer.*

**Say** When you think of something you need to do (*point to head*) and then you do it (*wiggle fingers*), how do you feel about yourself? (*Wait for responses, hand over heart: I feel good about myself.*) How do you feel about yourself when you do the positive action of self-management? (*Wait for responses: I feel good about myself.*) It makes me feel good, too.

## Lesson 43



"Emily" Visual Aid 3-1-PK © Copyright 2009–2015



"Luis" Visual Aid 7-1-PK © Copyright 2009–2015



## Ready to Explode?

**Purpose** To introduce the positive action of managing anger.

**Word of the Week** **Thoughts:** Ideas that result from thinking.

**Materials Needed** Full water bottles, board and chalk/marker, audio player, internet access

**Materials Provided** Squeak and Mimi puppets, “Grumpy Grouch” Visual Aid 58b-3-PK, “Bright Sider” Visual Aid 58a-3-PK, magnets, “Grumpy Grouch/Bright Sider” music and lyrics on *Positive Action* Resources website

### Procedure

**Teacher** Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”

**Mimi** (Yelling.) You hurt my feelings. I’m angry.

**Squeak** What did I do?

**Mimi** You pretended I wasn’t your friend!

**Squeak** Oh, oh.

**Mimi** When you were playing with those guys, you pretended I wasn’t your friend. That made me mad.

**Squeak** I’m sorry, Mimi. I didn’t do very good, did I?

**Mimi** Thanks for saying that. That helps. But next time, tell everybody I am your friend, too.

**Squeak** (Shouting.) Everybody, Mimi and I are friends forever.

**Teacher** Display the “Grumpy Grouch” Visual Aid 58b-3-PK.

**Say** Let’s talk about what anger feels like. It makes us a Grumpy Grouch. (Indicate the visual aid.) What do you feel like when you are angry? (Wait for responses: Varied.) Some children want to yell or they want to hit somebody. Some children have a feeling that their heart hurts or their tummy boils over with feeling. Everybody gets angry sometime. It’s one of the feelings that makes us uncomfortable.

Can you tell me about a time when you were angry? (Wait for responses: Varied.) One at a time, come up in front and act out a time when you were angry. Let’s see if we can guess what you were angry about.

**Teacher** Do the activity.

**Say** When you are angry, you can turn angry feelings into good feelings. One way is to talk about why you are angry. Who can we talk about our angry feelings to? (Wait for responses: Parents, teachers, family, friends.) That’s right. Our parents, our teachers, our friends, and our family.

Another way is to do something good. If you are angry because someone is playing with a toy you want to play with, you can offer to play with that person, or with someone else. You can choose a different toy to play with. Doing something good with your anger can turn you into a Bright Sider.

**Teacher** *Display the “Bright Sider” Visual Aid 58a-3-PK.*

**Say** Remember that time when you were angry? Come up and show how you could change that anger into good feelings by doing something positive. Turn the Grumpy Grouch into a Bright Sider.

**Teacher** *Do the activity.*

*Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Resources website. Play “Grumpy Grouch/Bright Sider” at least twice. The first time through, have Squeak and Mimi sing and dance. The second time through, set Squeak and Mimi aside so that you can clap and dance along with the children. Use this song and others you will learn often to set a positive tone and remind students to do positive actions.*

**Say** Let’s jump up and down like we are very angry.

**Teacher** *Do the activity.*

**Say** Now jump like we are a little less angry.

**Teacher** *Do the activity.*

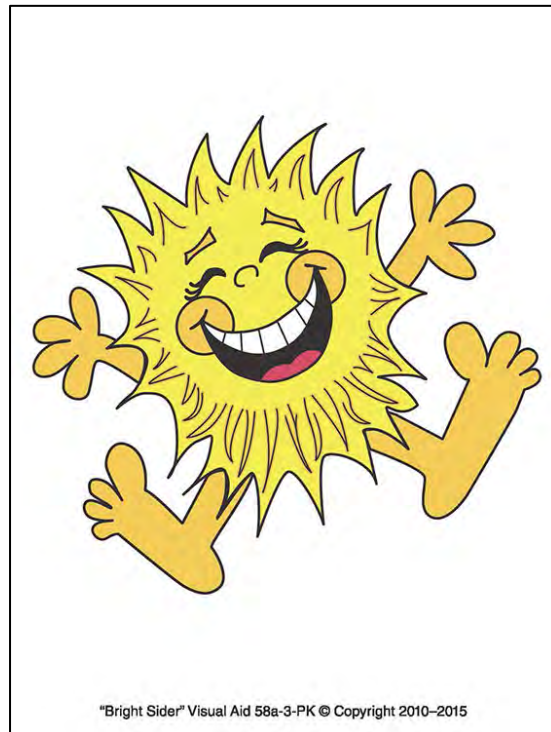
**Say** Now let’s jump like we are not angry at all. Let’s jump as if we are happy.

**Teacher** *Do the activity.*

**Say** How do we feel about yourself when you manage your feelings of anger with positive actions? *(Wait for responses: I feel good about myself.)*



## Lesson 61



# Fair Play

**Purpose** To identify the positive action of treating others the way you like to be treated by being fair.

**Word of the Week** **Empathy:** To think how others feel.

**Materials Needed** Board and chalk/marker, oranges—1 for every two students, permanent marker

**Materials Provided** “Droid” Visual Aid 71a-4-PK, “Dude” Visual Aid 71b-4-PK, “Mama Amore” Visual Aid 72-4-PK, magnets, “Code of Conduct” Poster 71-4-PK, Pre-K Positive Behavior Chart

## Procedure

**Teacher** *Display the “Droid” Visual Aid 71a-4-PK, “Dude” Visual Aid 71b-4-PK, and “Mama Amore” Visual Aid 72-4-PK on the board with magnets, and read the following story using your “Droid, Dude, and Mama Amore voices.”*

### PACKING LIGHT

Things were getting cramped in the spaceship. Dude had his sleeping bag, Droid had his computer. They filled it up with so much stuff they couldn’t see out the windows. This is not a good idea if you have to steer the spaceship by the stars.

So Droid told Dude he’d have to get rid of all his stuff.

“You can’t make me,” Dude shouted.

“Yes, I can,” yelled Droid. “It’s my spaceship.”

“It’s not fair,” wailed Dude.

They argued about it for awhile, and then they sat down on opposite sides of the spaceship and refused to talk to each other. Just then Mama Amore stopped by.

“Droid won’t let me keep my stuff in his spaceship,” said Dude.

“We can’t see out the window,” said Droid. “Some of that stuff has got to go.”

“Why don’t you haul it all out of the spaceship? See who has the most stuff, see what stuff you really need, then make equal piles of the most important stuff,” said Mama Amore. “That way it will be fair, and you’ll both feel like you have been treated fairly.”

Droid couldn’t believe it. “I could have thought of that!” he shouted.

“Yeah, me too,” said Dude.

“I bet the next time you’ll remember to be fair all by yourselves.” said Mama Amore. “Just remember to treat others the way you like to be treated.”

But the boys were already throwing stuff out of the spaceship and making big piles. Droid decided he didn’t need 13 bags of potato chips and Dude decided he didn’t need 141 comic books.

Pretty soon the piles got smaller and smaller and what was really important to both boys got put back on the spaceship. Now they could see out the windows.

**Say** It’s important that people are treated fairly. What does being fair mean to you? *(Wait for responses.)* That’s right. Fairness means we get treated the same and we get treated well. *(Point*

to fairness picture on “Code of Conduct” Poster 71-4-PK.) We all agreed to treat others the way we want to be treated by using fairness. Let’s practice.

**Teacher** *Bring in three or four oranges. Ask the children how to divide the oranges so that everybody has the same size piece. Ask them what it feels like to think about making things fair. Ask them what it feels like to figure out how to be fair. Ask them how they feel about themselves when they act in a fair way. Divide up the oranges and distribute them. Invite children to eat their portion as you discuss treating people the way you like to be treated—fairly.*

**Say** Let’s do a finger play together so we can remember what fairness is. Repeat my words and actions.

I will listen to your words. *(Point to ears.)*

I will look at you with my eyes. *(Point to eyes.)*

You are important to me. *(Point at another person, then at yourself.)*

I will treat you fairly. *(Touch the head.)*

I will make sure you get a long enough turn. *(Pat hands.)*

I will make sure you get your fair share. *(Hands by mouth like a trumpet.)*

You are important to me. *(Point at another person, then at yourself.)*

I will treat you fairly. *(Touch the heart.)*

How do you feel when you are treated fairly? *(Wait for responses: I feel good.)* How do you feel about yourself when you treat others fairly? *(Wait for responses: I feel good about myself.)*

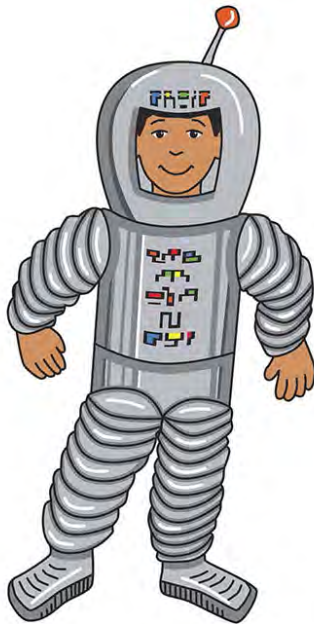
**Teacher** *Display your prepared Unit 4 Positive Behavior Chart.*

**Say** Good, since you agree to practice the positive action of fairness, come up and we’ll mark off your name in the in the “Fairness” column.

**Teacher** *Allow time for each student to make this commitment and record it on the chart.*



## Lesson 77



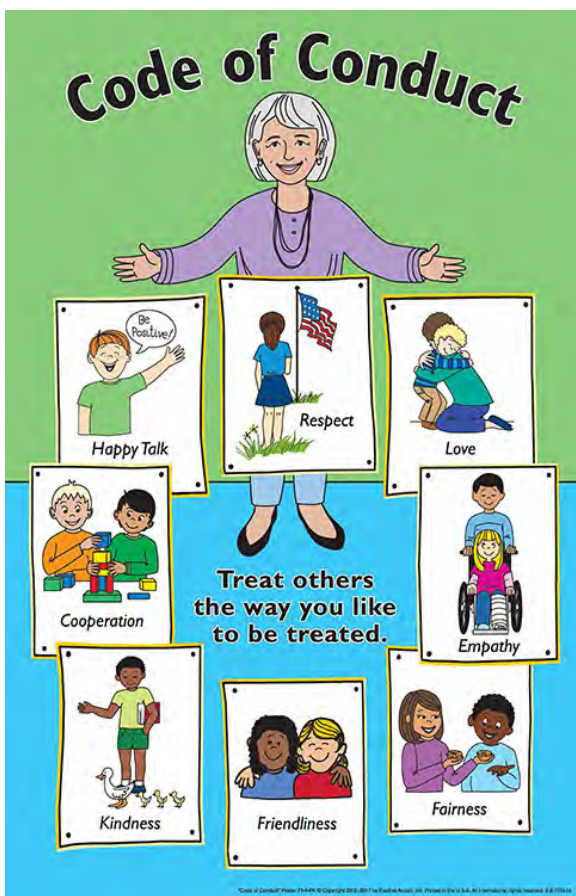
"Droid" Visual Aid 71b-4-PK © Copyright 2011–2015



"Dude" Visual Aid 71a-4-PK © Copyright 2010–2015




"Mama Amore" Visual Aid 72-4-PK © Copyright 2009-2015



# OUR Positive Behaviors

CLASS	Teacher's Name _____	Grade _____	Room # _____
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**STUDENT'S NAMES**

	<b>Positive Action® Lessons for Life: Unit _____</b>						

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# Share and Share Alike

**Purpose** To introduce the positive action of treating others the way you like to be treated by sharing.

**Word of the Week Fairness:** To treat others with justice.

**Materials Needed** Board and chalk/marker

**Materials Provided** “Droid” Visual Aid 71a-4-PK, “Dude” Visual Aid 71b-4-PK, “Mama Amore” Visual Aid 72-4-PK, magnets

## Procedure

**Teacher** *Display the “Droid” Visual Aid 71a-4-PK, “Dude” Visual Aid 71b-4-PK, and “Mama Amore” Visual Aid 72-4-PK on the board with magnets, and read the following story using your “Droid, Dude, and Mama Amore voices.”*

### LEARNING TO SHARE

One day Droid and Dude were playing with a big red ball. It had silver stars on the side and when you rolled it or threw it, the silver would spin. It was exciting. But wouldn’t you know it—both boys wanted to play with it. At the same time.

“I want it!” yelled Dude.

“I want it!” yelled Droid.

“It’s mine!” said Dude.

“It’s mine!” said Droid.

It was a pretty silly argument, and just then Mama Amore stopped by with a game the boys could play while they rocketed through space. The boys stopped fighting.

“Mama Amore,” said Droid. “We only have one ball.”

“And we both want it,” Said Dude.

“Remember what you learned about treating each other with fairness,” said Mama Amore.

“How can we be fair?” they asked. “We both want to play with it at the same time.”

“You could share it,” said Mama Amore.

“How do you share a thing that won’t divide up?” asked Droid.

“Well, you could take turns,” said Mama Amore.

“Or, we could play together,” said Dude.

“Or maybe Mama Amore would buy us another ball and we wouldn’t have to share.”

“Fat chance,” Mama Amore laughed. “You guys can learn to share, or your trip to Mars will be a really long ride.”

**Say** Learning to share is a very grown up thing to do. If you already know how to share, raise your hand. (*Wait for responses.*) Can you tell me a story about a time when you shared something with someone else? (*Wait for responses.*) What good stories!

Let's think about sharing a minute. How would you share a red ball? (*Wait for responses.*) That's right. You could take turns or you could play together. How would you share an apple? (*Wait for responses.*) That's right. You could divide it up.

Think of a way you could share something on the playground. (*Point to head.*) Then when we go outside you could do that sharing. (*Wiggle sharing.*) The positive action of sharing will make you feel good about yourself. (*Hand over heart.*) Then you will keep making your Happy Circle bigger and better.

**Say** Let's do our finger play. Repeat my words after I say them.

I will share with you my good thoughts. (*Point to head.*)

I will share with you my good words. (*Point to mouth.*)

You are important to me. (*Point at another person, then at yourself.*)

I will share with you. (*Touch the heart.*)

I will share with you my sweet things. (*Cup hands in front of heart.*)

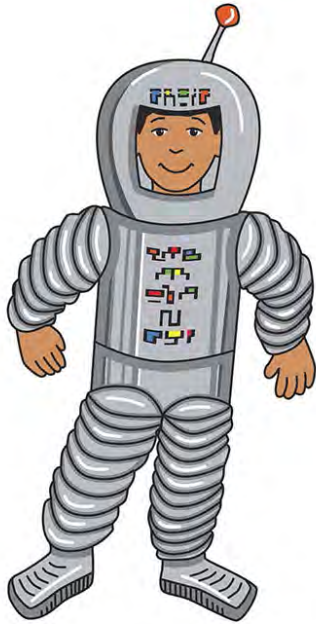
I will share with you my toys. (*Pat hands.*)

You are important to me. (*Point at another person, then at yourself.*)

I will share with you. (*Touch the heart.*)

How do you feel when other children share with you? (*Wait for responses: I feel good.*) How do you about yourself when you share with others? (*Wait for responses: I feel good about myself.*)

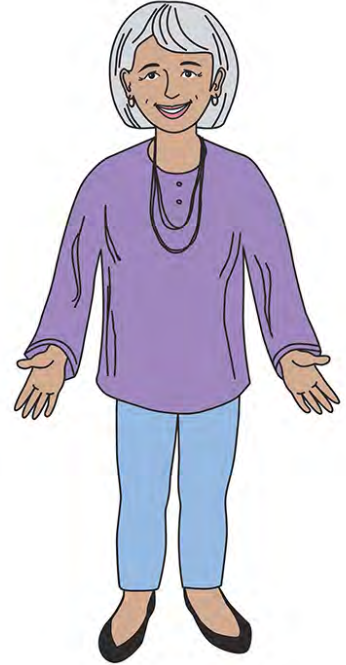
## Lesson 83



"Droid" Visual Aid 71b-4-PK © Copyright 2011–2015



"Dude" Visual Aid 71a-4-PK © Copyright 2010–2015



"Mama Amore" Visual Aid 72-4-PK © Copyright 2009–2015





# Fess Up!

**Purpose** To introduce the positive action of telling yourself the truth by admitting your mistakes.

**Word of the Week Integrity:** To do what you say you will do.

**Materials Needed** Full water bottles, permanent marker

**Materials Provided** Squeak and Mimi puppets, Pre-K Positive Behavior Chart

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Squeak** Look, I wrote my name, Mimi!

**Mimi** That's really good, Squeak. But you wrote your “S” backward again.

**Squeak** No, I didn't.

**Mimi** Yes, you did.

**Squeak** Well, you write your “M’s” upside down.

**Mimi** Not anymore, Squeak. I used to, but then I saw my mistake and I learned to do it the right way.

**Squeak** You did? You used to make a mistake with your name?

**Mimi** Yep. But I admitted my mistake. That's the only way we can fix them.

**Squeak** So if I admit that my “S” is backward, then I can learn to write my name the right way?

**Mimi** You've got it, Squeak!

**Squeak** Cool. Let's write our names some more.

Let's all think about a time when we made a mistake. I made a mistake last week when I \_\_\_\_\_  
(fill in the blank with your own story). How do you think I felt about that? (Wait for responses.)

Let's take turns admitting a mistake we made.

**Teacher** *Allow children to take turns telling stories about mistakes they've made.*

**Say** Some of our mistakes were funny, weren't they? (Wait for responses.) Were some of our mistakes sad? (Wait for responses.) Were some of our mistakes just plain silly? (Wait for responses.)

It doesn't matter what the mistake was or even how we felt about it. We need to admit it when we make mistakes. It's one of the ways we tell ourselves the truth.

Let's stand up and sing Mr. Jazzman's song.

You gotta sing your truth, you gotta walk it, talk it,  
Nobody else can help you do it.  
You gotta tell yourself, you gotta tell yourself,  
You gotta tell yourself the whole truth.

Give yourselves a big cheer. (*Cheer!*)

How do you feel when you make a mistake? (*Wait for responses: Bad.*) How do you feel about yourself when you can admit you made a mistake? (*Wait for responses: I feel good about myself.*)

**Teacher** *Display you prepared Unit 5 Positive Behavior Chart.*

**Say** If you agree to tell yourself the truth by admitting your mistakes, stand up. Then one at a time, come up so we can mark the chart beside your name in the “Admit your mistakes” column.

**Teacher** *Allow time for each student to make this commitment and record it on the chart.*

## Lesson 99

[illegible]

## Both Weak and Strong

**Purpose** To introduce the positive action of telling yourself the truth about your strengths and weaknesses—what you’re good at and what you need help with.

**Word of the Week Self-Responsibility:** To answer for your actions.

**Materials Needed** Full water bottles, audio player, internet access, upbeat music, a few simple dance moves such as the Macarena

**Materials Provided** Squeak and Mimi puppets

### Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Mimi** *(Puffing.)* I just can’t do it!

**Squeak** Can’t do what?

**Mimi** I can’t run faster than you.

**Squeak** Oh, were we racing? I thought we were just running.

**Mimi** See? Even when you don’t try, you run faster than I do. I’m not good at anything.

**Squeak** Sure you are, Mimi. You do other stuff lots better than I do.

**Mimi** Like what?

**Squeak** Well, you can hit a baseball a lot better.

**Mimi** That’s true.

**Squeak** You write better.

**Mimi** That’s true.

**Squeak** See? We all have strengths and weaknesses.

**Mimi** You mean that even though I’m not very good at running, I’m good at writing and baseball?

**Squeak** Yeah. And you pick up toys better than I do.

**Mimi** I’m not better at it. I just make myself do it.

**Squeak** Okay. It’s not that you’re better at picking up toys. I’m just not good at *wanting* to pick them up.

**Mimi** *(Sighing.)* Yep, but you can work on that. I guess everybody has stuff they’re good at, and everybody has stuff they need to work on.



**Say** Children, we are all unique and have different strengths and weaknesses. But we'll learn we can get better at our strengths and improve our weaknesses by doing positive actions.

Can you think of something you are just naturally good at doing? (*Wait for responses.*) It feels so good, and it's so easy, we want to always be doing it. Then when we're not naturally good at doing something, sometimes we shy away from it and only do the thing we're good at.

Can you remember a time when you had to learn to do something hard? (*Wait for responses.*) If it was hard, maybe you were learning something that was your weakness. Did you get better as you practiced? (*Wait for responses: Yes.*)

Sometimes, if we practice very hard, we can turn our weaknesses into strengths. Sometimes we are strong to begin with, and by practicing, we get very good.

**Teacher** *Play music and have kids follow you in the simple dance.*

**Say** Was that a little bit hard? (*Wait for responses.*)

**Teacher** *Practice a couple of times, going slowly. Repeat the dance until everybody knows it.*

**Say** See how we get better when we practice and try? Weaknesses are areas we find difficult, things we need to practice. By doing our best, we can all get better. It might never get easy. But we can do our best, and we can get better, and we can like ourselves for doing that.

Let's do a new "Clap and Say." You can dance a little while we're learning it. (*Repeat several times.*)

I'll never give up,  
I'll never give up,  
I'll never give up on me.

How do you feel when you do things that come easy for you? (*Wait for responses.*) How do you feel when you try things that are hard for you? (*Wait for responses.*) How do you feel when you know that you have trouble with something? (*Wait for responses.*) How do you feel when you're naturally good at something? (*Wait for responses.*) How do you feel about yourself when you keep working on something? (*Wait for responses.*)

## Lesson 101



# I Have It in Me

**Purpose** To introduce the positive action of continually improving yourself by believing in your potential.

**Word of the Week** **Goals:** Dreams you want to reach.

**Materials Needed** Full water bottles, board and chalk/marker, permanent marker

**Materials Provided** Squeak and Mimi puppets, “StarBoy” Visual Aid 112a-6-PK, “StarGirl” Visual Aid 112b-6-PK, magnets, Pre-K Positive Behavior Chart

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Squeak** I know what I want to be when I grow up: a paleontologist.

**Mimi** What’s a paleontologist?

**Squeak** That’s a scientist who studies dinosaurs. Can you say paleontologist, boys and girls?

**Children** *(Coached by teacher.)* Paleontologist.

**Mimi** To be a paleontologist, don’t you have to study hard and learn math and learn how to dig up bones in the dirt and learn a whole bunch of science and...

**Squeak** Yeah, but that’s okay. It’s cool to study hard and learn math and learn how to dig up bones and learn science. It’s way better than sitting around being bored.

**Mimi** Yeah, I don’t like to be bored. But paleontologist: that’s a very big word for a very big dream, Squeak.

**Squeak** Yeah, but if I believe in myself, I know I can do it.

**Say** Everybody who does something wonderful with their life dreams works hard at it. They do it by setting goals so that they can reach their potential. Michael Jordan dreamed about being a great basketball player, so he worked very hard to do it. Dr. Seuss dreamed about writing fun words for children, and then he went out and did it. Dr. Jonas Salk dreamed of keeping children from getting sick with a disease that could cripple them, and so he learned everything he could and worked hard and long to make it happen. It all begins with our dreams. Then it takes believing in your potential: your power to make those dreams real. Let’s see if StarBoy and StarGirl can help us find out about believing in our potential—in our power to reach our goals.

**Teacher** *Display the “StarBoy” Visual Aid 112a-6-PK and, “StarGirl” Visual Aid 112b-6-PK on the board and read the following script using your “StarBoy” and “StarGirl” voices.*

**StarGirl** I don’t think I’m a very good dancer. Oof! I just fell down!

**StarBoy** You might need a little work. Nobody is ever very good when they start out.

**StarGirl** You mean I’m not very good now—ouch! I hurt my ankle!—but that I can learn to do it well.

**StarBoy** You can believe you can do it well. I think we all can do good things well. If we believe we can and we learn how to do it. We can do a lot more cool stuff than we think we can. This is how you dance. Hop, hop, hop, stand.

**Teacher** *Demonstrate by hopping, then standing, stretching out, star-style.*

**StarGirl** Want to help me, boys and girls? *(Wait for responses. Lead children in hop, hop, hop, stand.)*

**Say** We can dream of doing big things like playing baseball or singing in a concert. But it's important to believe we can do things every day in a good way. If you believe you can clean up your room, raise your hand. *(Wait for responses.)* Of course, you can. If you believe you can learn how to make a sandwich, raise your hand. *(Wait for responses.)* Of course, you can. If you believe you can learn to read, raise your hand. *(Wait for responses.)* Of course, you can. We can learn to do good things every day. Let's pretend we are doing some everyday things the very best we know how.

- Let's pretend we are making a sandwich. *(Model behavior. Children repeat.)*
- Let's pretend we are running a race. *(Model behavior. Children repeat.)*
- Let's pretend we are smiling at our friends. *(Model behavior. Children repeat.)*
- Let's pretend we are learning how to read. *(Model behavior. Children repeat.)*
- Let's pretend we are dancing. *(Model behavior. Children repeat.)*
- Let's pretend we are cleaning up our rooms. *(Model behavior. Children repeat.)*

If we believe we can do things, we learn. We learn by doing what other people teach us. We pay attention and we do what they do. We ask for help. We practice. The big surprise is this: children are very, very good at this. You already know how to learn by paying attention and doing what you see others do.

Now let's do a new cheer.

I believe, I believe  
I can do good things.  
I can do great things.  
I believe, I believe, I believe!

Give yourselves a big cheer. *(Cheer!)*

**Teacher** *Display your prepared Unit 6 Positive Behavior Chart.*

**Say** We have a new Positive Behavior Chart with the positive actions for improving ourselves listed on it. You've already done a positive action today: you believed that you could do good things. We'll mark your name off in the "Believe in Your Potential" column of the Positive Behavior Chart.

**Teacher** *Allow time for each student to make this commitment and record it on the chart.*

**Say** How do you feel when you believe you can do good things? *(Wait for responses: I feel good about myself.)* How do you feel about yourself when you believe you can learn and do all kinds of things? *(Wait for responses: I feel good about myself.)*

## Lesson 116

[illegible]



# Turning Stumbling Blocks to Stepping Stones

**Purpose** To introduce the positive action of continually improving yourself by turning problems into opportunities.

**Word of the Week** **Goals:** Dreams you want to reach.

**Materials Needed** Full water bottles, permanent marker

**Materials Provided** Squeak and Mimi puppets, Pre-K Positive Behavior Chart

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your “Squeak and Mimi voices.”*

**Squeak** *(Squeaking.)* Oh no! What am I gonna do?

**Mimi** What, Squeak? What's wrong?

**Squeak** I can't go anywhere.

**Mimi** Why not? Did you get in trouble?

**Squeak** I'm in trouble now. I can't go anywhere because I can't tie my shoes and my mom isn't here to do it for me!

**Mimi** But you can learn. In fact, this is a great thing. I think it's what my dad calls an opportunity.

**Squeak** What's an opportunity?

**Mimi** Well, I'm not sure...but I think it's when there's this big problem in your way. But if you learn what you need to learn to get it out of the way, it becomes something good you've learned.

**Squeak** You mean...I'd learn to tie my own shoes?

**Mimi** Well...yeah.

**Say** Squeak just realized he can learn to tie his own shoes, just like the little girl on our poster. Her shoe came untied while she was trying to climb the slide, but she turned it into an opportunity to practice.

**Teacher** *Indicate the “Turn problems into opportunities” picture on the “Improving Myself” Poster 111-6-PK.*

**Say** We can learn to turn our problems into something good, into opportunities. Who knows what a problem is? *(Wait for responses.)* A problem is something that bothers us. It might be something that makes us uncomfortable or makes us feel like we aren't safe. *(Give examples based on their experiences.)*

Who knows what an opportunity is? *(Wait for responses.)* An opportunity is a chance to do something good. *(Give examples based on their experiences.)* But we can't always do that by

ourselves. Sometimes we need to watch what others are doing and learn from them. Sometimes we need to ask for help in solving our problems. We can talk about our problem with a teacher or our parents. Asking for help can be a good thing.

We can also practice. If we keep moving toward our goals in baby steps, we can turn our problems into something good. Let's look at the pictures you drew. You believed in your potential. You had the courage to try. Did you run into any problems? What problems did you have? (*Wait for responses.*)

**Teacher** *Ask one child to be an example.*

**Say** \_\_\_\_\_ (*child's name*) you wanted to learn to write your whole name. You had the courage to try making the letters. But the problem is, you kept making the letter upside down. How can that problem be an opportunity? (*Wait for responses. Encourage all the children to help.*) That's right! You can watch others make that letter. You can ask the teacher or your parents for help. You can keep practicing.

**Teacher** *Discuss some other examples with students.*

- **Learning to jump.** You just don't get how people lift themselves off the ground. Every time you try to do it, you just kind of bump against the floor. Watch someone else. Begin by hopping on one foot. Practice hopping higher. Then pick up the other foot at the same time.
- **Learning to read.** You know the sounds of letters, but you don't know how they make words. Sound out words. Read them aloud. Ask for help if you need it.
- **Learning to comb your own hair.** The problem is that you have snarls in your hair and it goes every which way. Begin by brushing your own hair. Then ask your mom or someone to help you learn to style it.

*Display your prepared Unit 6 Positive Behavior Chart.*

**Say** You learned a new positive action today. If you will try to continually improve yourself by turning problems into opportunities, come up and we'll mark off the "Turn problems to opportunities" column.

**Teacher** *Allow time for each student to make this commitment and record it on the chart.*

**Say** How do you feel about yourself when you turn problems into opportunities? (*Wait for responses: I feel good about myself.*)

## Lesson 118

[illegible]





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