

DECEMBER

Respect Yourself and Others

-
- Acceptance
 - Respect
 - Manners
 - Communication Skills
 - Helping Others
 - Inclusion
-

Belonging to a community means getting along with others, having a special place, and knowing what others expect of you. It is important children understand that as active participants of their school or childcare community they help create a safe and caring environment. The more we teach children to get along, the better and more productive citizens they will become.

SAFE & CARING WORDS

respect	blame
manners	honest
share	fair

MONTHLY OBJECTIVES

Students will:

- learn specific ways they can be responsible members of their school community
- practice using good manners to show respect

TEACHING TIPS

- Teaching the golden rule is a priority in a safe and caring environment. To teach children to care about others, we must first teach them to care for and value themselves.
- Talk with children about empathy—*the ability to understand, predict, and relate to someone's feelings*. Without empathy, children will have a difficult time resolving problems in peaceful ways. If we cultivate empathy while our children are young, it becomes natural for them.
- Model empathy and the golden rule as often as you can.

DECEMBER INTEGRATED ACTIVITIES

In addition to the specific lesson plans for this month, you can use these optional ideas to integrate and extend the Safe & Caring themes into daily routines and across the curricular areas.

LITERATURE

- Read *Pinky Promise* by Vanita Braver. When Madison accidentally breaks her mom's camera, she lies to protect herself from punishment. With help from her teddy bear, she tells the truth and apologizes.
- Read *It's Not My Fault* by Nancy L. Carlson. When he is called to the principal's office, George hurries to explain that other people were to blame for the many things that went wrong during the day, from his late arrival to the escape of some mice.
- Read *But It's True! Lying* by Heather Gemmen. With the help of his dad and his schoolteacher, Ben explores and learns the difference between telling deliciously creative stories and telling the truth.

SOCIAL STUDIES

- Read stories from *Small World Celebrations: Around-the-World Holidays to Celebrate with Young Children* by Jean Warren and Elizabeth McKinnon.
- Read *Kids Around the World Celebrate! The Best Feasts and Festivals from Many Lands* by Lynda Jones.
- Read *You Can't Rush a Cat* by Karleen Bradford and Leslie Elizabeth Watts. Jessica and her grandpa find a stray cat and they try to befriend her. The cat hides and it takes patience and a plan from Jessica to get the cat to come out of hiding. Discuss why patience is an important skill to have. Ask the children to share their own stories about times they need to be patient.

ART

- Create bookmarks describing different good manners and give them to students to reinforce and remind them to use their good manners on a regular basis.

MUSIC

- Listen to the song "Diplodocus" from *Ready to Rock Kids, Volume 1* by Dr. Mac & Friends. Discuss the lyrics, which are included in the activity book, or do the related activities.

Safe & Caring Word Find and Vocabulary

LEARNING OBJECTIVES

Students will:

- be introduced to the meaning of being considerate and sharing with others
- learn about how good manners can help them get along with one another

MATERIALS NEEDED

The book *Stone Soup* by Heather Forest, copies of the "Safe & Caring Words" activity sheet (page 79), and pencils

LESSON PLAN

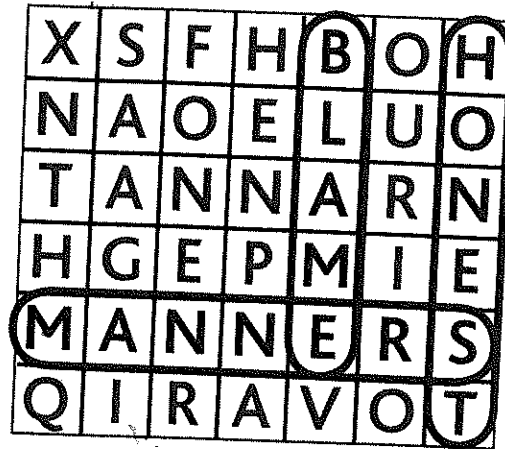
CIRCLE TIME Introduce and define the new vocabulary words. Ask children if they know what good manners are, and share some examples. Explain that when we use our good manners we show respect to one another, and that helps us get along.

STORY TIME Read *Stone Soup*. Two hungry travelers, denied food by the inhabitants of a mountain village, publicly declare that they can make soup from a stone. Only they need a carrot . . . and a potato . . . and a few more ingredients to make it taste really good. Everyone in the town contributes something, pronounces the soup delicious, and learns the magic behind it: sharing.

SHARING TIME Ask the children to describe why the people added food to the soup. This is called *sharing*. Do they see how much better things can be when people share with one another? What can we do to make our classroom a better, friendlier place? What kinds of good manners can we use in our classroom? (*Be fair, listen, share, put things back where they belong, help each other.*)

PRACTICE TIME Use construction paper to make a cutout of a big pot. Brainstorm with children and make a list of all the things they can share at school or at home, like books, toys, treats, computer time, and music. Write down each idea on a piece of paper and tape or glue it on the pot. Add the new vocabulary words along with the pot on your word wall. Use the vocabulary activities to introduce the concepts and common language associated with this month's theme.

Do the "Safe & Caring Words" activity sheet. Depending on your group's age, have children work in pairs to help each other or make a transparency and do it on the overhead as a group activity. Discuss what the words mean after completing the page.



CLOSURE Explain to the children that part of good manners is being fair to our friends and family and learning how to share and help each other. Remind them that they will receive caring hearts (page 55) when they use their good manners.

Respect Is the Right Thing to Do

LEARNING OBJECTIVES

Students will:

- learn about respect and how respect is part of using good manners
- be recognized for using good manners on a daily basis

MATERIALS NEEDED

The book *Be Polite and Kind* by Cheri J. Meiners, copies of the "Safe & Caring Hearts" activity sheet (page 55) with the hearts cut out

LESSON PLAN

CIRCLE TIME Ask the children to explain how they feel when someone says "please" and "thank you." Help children make the connection between using good manners and showing respect to one another. Being rude says you don't care about how the other person feels.

STORY TIME Read *Be Polite and Kind*. A boy talks about showing, through his words and actions, how others are important to him. He concludes with, "I want others to treat me with respect, so that's how I treat them."

Optional story for shared reading: *Respect and Take Care of Things* by Cheri J. Meiners. This story encourages children to put things back where they belong, ask permission to use things that don't belong to them, and be respectful of their environment.

SHARING TIME Begin by reviewing the meaning of the golden rule (*treat others the way you want to be treated*). Explain that when we use good manners, we are choosing to treat others with respect. Ask children to give you examples of how people show respect to each other (*by paying attention when someone is speaking and by not interrupting, pushing, or using unkind words*).

PRACTICE TIME Begin by giving each child a cutout of the Safe & Caring hearts. Brainstorm with children different ways they can show respect to others. Write down each idea on a smiling heart and place it on the Caring Tree (see yearlong activities on page 9).

CLOSURE Remind children that using good manners means using kind words and actions to show respect to everyone around them. Ask the class to practice using their good manners every day.

Practice Helps Us Get Along

LEARNING OBJECTIVE

Students will:

- practice using polite and respectful words and actions

MATERIALS NEEDED

The book *Oops! Sorry! A First Book of Manners* by Richard Morgan, one copy of "Practice Helps Us Get Along" activity sheet (page 80) cut into cards and placed in a bowl or bucket, and pencils

LESSON PLAN

CIRCLE TIME Part of getting along with our friends is knowing when and where to use our good manners. Sometimes it is the friendly way we say something and other times it is what we choose to do that helps a friend. Ask the class if anyone can remember a time when a friend helped by saying something kind or doing something nice.

STORY TIME Read *Oops! Sorry! A First Book of Manners*. This book clearly shows children how to use their good manners.

Optional story for shared reading: *Franklin Is Messy* by Paulette Bourgeois. Franklin's room is so messy he can't even find his favorite toys until his parents propose a solution.

SHARING TIME Define good manners (*polite ways to say and do things*). Saying please, thank you, and excuse me, and sharing and helping with cleanup are some of the ways we can show people that we care.

PRACTICE TIME Have a child pull out one "Practice Helps Us Get Along" slip from the bucket and role-play with a partner how they would behave in that situation.

CLOSURE Review with students how they can use their good manners with their friends. Remind students that every time they get caught using good manners a caring heart will be added to the Caring Heart Tree (page 9).

Using Good Manners

LEARNING OBJECTIVE

Students will:

- review the difference between good and bad manners

MATERIALS NEEDED

The book *Mouse Mess* by Linnea Asplind Riley, copies and transparency of "Using Good Manners" activity sheet (page 81), and pencils

LESSON PLAN

CIRCLE TIME Review the difference between good manners and bad manners. Brainstorm the kinds of good manners we need to use in a safe and caring classroom.

STORY TIME Read *Mouse Mess*. A mouse turns a kitchen upside down while having a snack and does not clean up his mess.

Optional story for shared reading: *Pigsty* by Mark Teague. When Wendell's mother takes a look at his messy room, throws up her hands in resignation, and tells him he can live in a pigsty if he wants to, he is delighted. Only he knows that two pigs have found his room so agreeable that they have moved in.

SHARING TIME Ask the children if the mouse used good manners in the kitchen. What did he do after he was done eating? How do you think the people felt when they saw their kitchen the next morning? What do you think the mouse needs to do to make things better?

PRACTICE TIME Distribute the "Using Good Manners" activity sheet and go through it as a class. Use the transparency and read each line aloud. Have children make their choices by coloring the appropriate face.

CLOSURE In circle time, review the completed activity sheets. Close by reviewing the Safe & Caring Promise (page 28). Add practicing good manners as part of the promise.

Being Responsible Is Good Manners

LEARNING OBJECTIVES

Students will:

- learn the importance of taking responsibility for their own actions
- learn to be honest when they do something wrong and to apologize

MATERIALS NEEDED

The book *I Am Sorry* by Kelly Doudna, "Kind Words Help Us Get Along" miniposter (page 54), "Stop, Think, Choose" miniposter (page 53), and puppets

LESSON PLAN

CIRCLE TIME Saying "I am sorry" is not always easy. Discuss why it is important to apologize. Ask children to think of situations in which they need to apologize. How do they feel when they have to apologize, and how do they feel when someone gives them an apology?

STORY TIME Read *I Am Sorry*. Children learn the steps of apologizing and forgiving.

Optional story for shared reading: *Pinky Promise* by Vanita Braver. Five-year-old Madison didn't mean to break the camera, but she didn't want to get in trouble either. So when her mom asked what happened, Madison lied. With the help of her parents, Madison learns the importance of telling the truth.

SHARING TIME Review from the story the steps of apologizing and discuss real-life situations when the children might need to apologize.

PRACTICE TIME Use puppets to role-play the different situations. Review the "Kind Words Help Us Get Along" and the "Stop, Think, Choose" miniposters, reminding children to solve problems in a positive way. Repetition and practice are needed to help children internalize new information and skills.

CLOSURE Remind children how sometimes we hurt people's feelings by the things we say and do. Explain that if we hurt people's feelings they won't want to be our friends. Help children understand the importance of taking responsibility for the things they say and do.

I Can Wait for My Turn

LEARNING OBJECTIVE

Students will:

- learn how to listen and wait without interrupting while others speak

MATERIALS NEEDED

The book *My Mouth Is a Volcano* by Julia Cook, the "Safe & Caring Rules" miniposter (page 29), and puppets

LESSON PLAN

CIRCLE TIME Review the "Safe & Caring Rules" miniposter, focusing on the rule about listening. Explain that listening means not interrupting, raising your hand before you speak, saying excuse me, and waiting quietly for your turn to speak.

STORY TIME Read *My Mouth Is a Volcano*. Louis has a habit of interrupting. The story teaches children how to capture their thoughts and words for expression at an appropriate time.

Optional story for shared reading: *Howard B. Wigglebottom Learns to Listen* by Howard Binkow. Howard B. Wigglebottom, a curious rabbit who just can't sit still, learns that listening makes life a lot easier.

SHARING TIME Review the story and discuss reasons why it's important to listen without interrupting. Sometimes we have so much to say it's hard to wait for our turn. Can you think of a time when you could not keep your words inside or sit still and listen? That's called "interrupting" and today we will practice waiting our turn to share our words.

PRACTICE TIME Have a puppet say "excuse me" repeatedly because the other puppet is busy doing something else. Then, have the puppet raise a hand saying "me, me, me."

Ask children to show the puppet a better way to get attention and how to wait for a turn without interrupting. Continue role playing with puppets using different scenarios (*interrupting, cutting in line, barging in, yelling*) and explore alternative ways to get attention.

CLOSURE In circle time, review all the kind words and actions children can use every day. Help children understand they have a part in creating and maintaining their safe and caring school.

Good Manners Garland

LEARNING OBJECTIVE

Students will:

- learn to use respect and good manners on a daily basis

MATERIALS NEEDED

The book *Pass the Peas, Please* by Dina Anastasio, a transparent jar, beads in many colors, and string

LESSON PLAN

CIRCLE TIME Discuss how important it is for the children to use their good manners at all times, whether at home, at school, or any places they visit.

STORY TIME Read *Pass the Peas, Please*. Each page is a different situation in which appropriate and kind actions are explained and modeled. The animals may want to do something else, but they are learning how to be kind and use their good manners.

Optional story for shared reading: *The Tiger Who Came to Tea* by Judith Kerr. While Sophie and her mother are sitting down to tea one afternoon, the doorbell rings. A big, furry, stripy tiger has come for tea . . . and sandwiches, and buns, and biscuits, and all the food in the house until there's nothing left to cook for Daddy's dinner.

SHARING TIME Ask children what can happen when they forget to use good manners. What did they learn from the animals in the story about using their good manners?

PRACTICE TIME To reinforce the use of good manners—and to give children the opportunity to practice good manners over a period of time—keep a Friendship Bead Jar in the classroom. Explain that every day, as children are caught using good manners, they will receive an individual bead, which they can then add to the jar. Give the kids a few specific examples of behaviors or language that will earn them a bead, such when they say “please” or “thank you,” when they share, and when they take turns.

CLOSURE At the end of each week, count the beads in the jar as a group. Have the kids help you string the beads and hang up the string. As the weeks pass, keep adding to

the string. As the garland grows, talk with the kids about how long it's getting. How many good manners and good deeds will it take to go all the way across the chalkboard? How about across a whole wall? How about around the whole room?

Giving a Helping Hand

LEARNING OBJECTIVE

Students will:

- learn different ways they can help others who are having a problem

MATERIALS NEEDED

The book *The Snail and the Whale* by Julia Donaldson, white construction paper, pencils, and crayons

LESSON PLAN

CIRCLE TIME Review different kind things children can do. Ask the children if they can think of ways they can help make their school a safe and caring place (*being a good helper or good listener, keeping their hands to themselves, and using their kind words*).

STORY TIME Read *The Snail and the Whale*. A tiny snail that longs to see the world hitches a ride aboard a humpback whale. After many adventures, the whale is beached in a harbor and the snail saves the day by writing a note on the chalkboard of a nearby school to summon help.

Optional story for shared reading: *The Berenstain Bears Lend a Helping Hand* by Stan Berenstain and Jan Berenstain. Mama Bear hopes to teach the cubs to think of others instead of only themselves by having them help an elderly neighbor clean out her attic.

SHARING TIME Discuss how the tiny snail, although very small, was able to help the big whale when she was in trouble. Have children relate ways they have helped at home, their friends, or at school.

PRACTICE TIME Have children trace one of their hands on the white construction paper. In the center of the handprint, children can draw one kind thing they can do to help someone. Attach hands together, creating a wreath or helping hand tree, to decorate your classroom door or a bulletin board. (If you are using a Caring Hearts Tree, hang each hand on the tree branches among the hearts.)

CLOSURE Review some of the caring actions on the handprints and discuss what it means for the students to be responsible for their own actions. Emphasize to students

how important it is to know they can depend on each other all year long.

It's Not My Fault!

LEARNING OBJECTIVES

Students will:

- learn how important it is to be responsible for their own actions
- discuss how it feels to be blamed for something they did not do

MATERIALS NEEDED

The book *Deep in the Forest* by Brinton Turkle, copies of "It's Not My Fault!" activity sheet (page 82), scissors, and glue

LESSON PLAN

CIRCLE TIME Ask the children if they have ever been blamed for something they did not do. Did they ever blame someone else for something that they did? How did it make them feel?

STORY TIME Read *Deep in the Forest*. A baby bear invades a cabin while its human inhabitants are away.

Optional story for shared reading: *It's Not My Fault* by Nancy L. Carlson. When he is called to the principal's office, George hurries to explain that other people were to blame for the many things that went wrong during the day, from his late arrival to the escape of some mice.

SHARING TIME Review what happened in the story. Discuss what it means to be responsible for our own actions. Did Baby Bear use his good manners? Why? Why not? How did the people feel when Baby Bear went into their house without permission? Ask children, "Who is responsible for the things you say and do?" Common answers might be "my parents" and "my teacher." Help them understand that their actions are a result of their own choices.

PRACTICE TIME Distribute the "It's Not My Fault!" activity sheet and complete it as a class. Have children cut out the four pictures on the bottom. Read them the following story and then ask them to glue the four pictures on the top half of the sheet in the correct sequence so they tell the story. Read the story several times, as needed, for children to get the correct sequence of events. Here's the story: A boy was

playing with blocks when another child knocked them all over. This made the boy cry. The child who knocked them over pointed to another child and said she did it.

CLOSURE Discuss how it feels to be blamed for something you did not do, or how friends might feel if they get blamed for something they did not do. Review the concept of being responsible for your own actions, and close with the promise that everyone will try their best not to blame or point fingers at each other.

Not Fair!

LEARNING OBJECTIVES

Students will:

- learn the meaning of playing fair
- review and practice using the steps of playing fair

MATERIALS NEEDED

The book *Join In and Play* by Cheri J. Meiners

LESSON PLAN

CIRCLE TIME Explain the meaning of playing fair. Do you follow the rules when you play a game? Do you take turns? Do you share? Do you use your kind words? Ask children if they always choose to play fair with their friends. How do they feel when others don't play fair with them?

STORY TIME Read *Join In and Play*. Students learn to play with each other in respectful ways.

Optional story for shared reading: *That's Not Fair* by Stephanie Roehe, the story of Fia and Fabi, a brother and sister who always fight.

SHARING TIME Have the class review how the children in the story chose to play in respectful ways.

PRACTICE TIME Using the different scenarios in the story, have children practice by acting out how to share during play, how to include one another, how to use their good manners, and other fair-playing scenarios.

CLOSURE Review with the class what they learned about fair play. Remind them that they all need to get along while at school and they should remember to always play fair with one another.

The Honest Truth

LEARNING OBJECTIVES

Students will:

- learn the meaning of honesty
- learn how honesty can help us get along with our friends

MATERIALS NEEDED

The book *Franklin Fibs* by Paulette Bourgeois and puppets

LESSON PLAN

CIRCLE TIME Introduce the word *honesty* and discuss why it is important to tell the truth. What is the difference between a lie and a fib?

STORY TIME Read *Franklin Fibs* by Paulette Bourgeois. Franklin tells a fib and finds himself in an embarrassing situation. With help from his parents he finds a way to make things better.

Optional story for shared reading: *Be Honest and Tell the Truth* by Cheri J. Meiners. It's never too soon to learn the difference between what's true and what isn't. Words and pictures help young children discover that being honest in words and actions builds trust and self-confidence. They also learn that telling the truth sometimes takes courage and tact.

SHARING TIME Ask children: What is a fib? (*Making up a story.*) Why was Franklin making up a story? Was Franklin happy after he made up a story for his friends? How did his parents help him make the right choice? How did Franklin feel after he told the truth? (Help children make the connection between feelings, actions, and choices.) Discuss the consequences of not telling the truth.

PRACTICE TIME Ask children if they ever made up a story or were afraid to tell the truth about something they did. Use puppets to help the children practice how to tell the truth and ask for help from people who care about them.

CLOSURE Students will share what they have learned about fibbing and telling the truth.

Thanks for Sharing

LEARNING OBJECTIVES

Students will:

- learn the different ways we share with others including sharing things, ideas, and time
- understand how to share with others

MATERIALS NEEDED

The book *Share and Take Turns* by Cheri J. Meiners and puppets

LESSON PLAN

CIRCLE TIME Review what sharing is and why it is important in the group. Ask children for examples of how they have shared with people around them. Explain that taking turns is also part of knowing how to share.

STORY TIME Read *Share and Take Turns*. Concrete examples and reinforcing illustrations help children practice sharing, understand how and why to share, and realize the benefits of sharing.

Optional story for shared reading: *Sharing Is Fun* by Joanna Cole. Andrew has a play date. What happens when he has to share?

SHARING TIME Ask children to talk about times when it is easy or hard for them to share (for example, it may be hard to share a favorite toy; it may be easier to share a game that two can play at once). Discuss how when we share with others we are choosing to be respectful and generous.

PRACTICE TIME Use puppets to model and demonstrate specific ways to ask someone to share (a toy, treat, a book, a friend, an adult's time, etc.). Today's book also contains suggestions for discussion starters and games that reinforce the theme.

CLOSURE Help children identify the different ways they can choose to share and how to use their good manners, even when they decide that they do not want to share with someone.

SAFE & CARING WORDS

Word Find
Find and circle
these words:

- BLAME
- HONEST
- MANNERS

(HINT: Words can go across or down)

X	S	F	H	B	O	H
N	A	O	E	L	U	O
T	A	N	N	A	R	N
H	G	E	P	M	I	E
M	A	N	N	E	R	S
Q	I	R	A	V	O	T

When we share we
are fair. Respect
is part of practicing the

GOLDEN RULE!

Color the words: 1= yellow and 2 = red

We are
a safe
& CARING
SCHOOL.

PRACTICE HELPS US GET ALONG

DECEMBER

Show what you
would do if...

someone gives
you something
you like a lot.

Show what you
would do if...

you want
to play with
a friend.

Show what you
would do if...

you
need
help.

Show what you
would do if...

someone
gives you
something you
don't want.

Show what you
would do if...

you want
to help
a friend.

Show what you
would do if...

you
sneeze!

Show what you
would do if...

you want to
ask a question
while someone
is speaking.

Show what you
would do if...

you bump
into someone
by accident.

Show what you
would do if...

you need
to apologize
for something.



we are
a safe
& CARING
SCHOOL.

USING GOOD MANNERS



GOOD Manners



BAD Manners



1) Saying "hello" when you meet someone.



2) Tattling to get someone in trouble.



3) Saying "please" and "thank you."



4) Using unkind words.



5) Waiting your turn.



6) Interrupting.



7) Caring about people's feelings.



8) Hitting or pushing when angry.



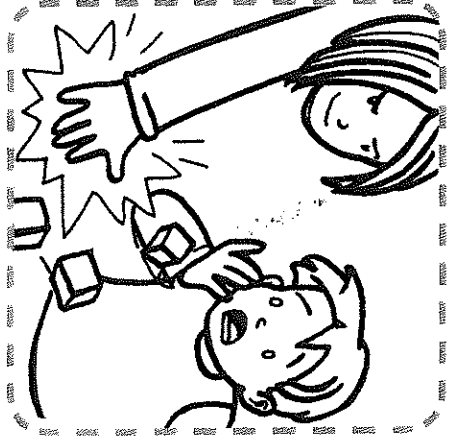
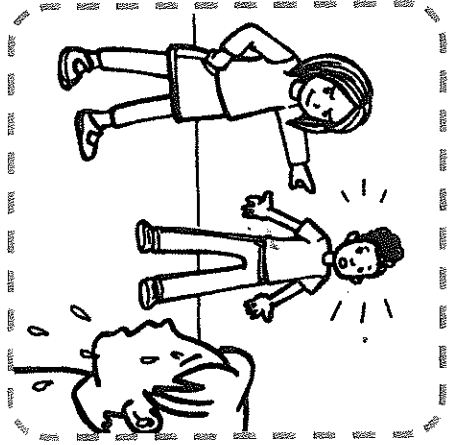
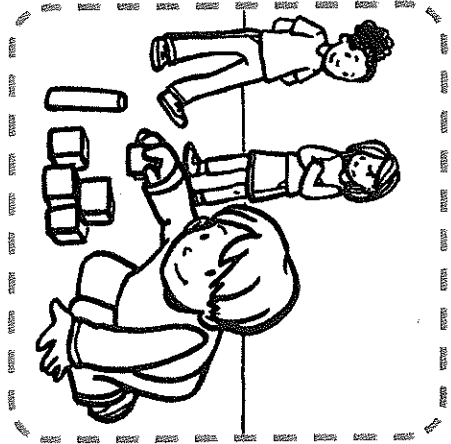
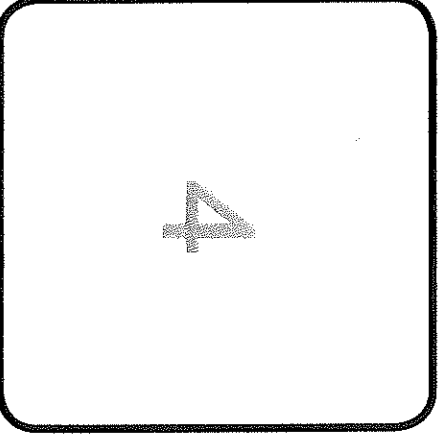
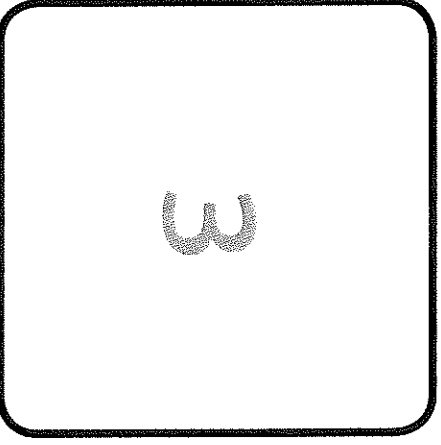
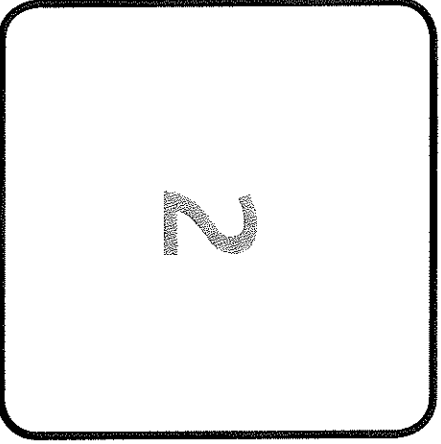
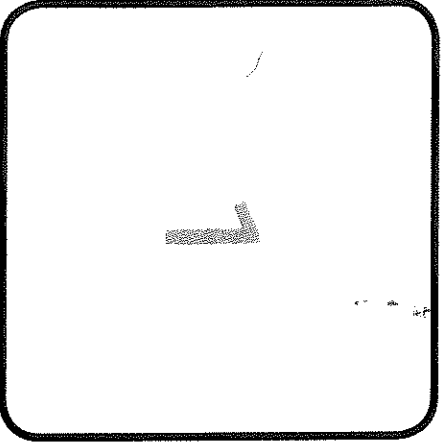
9) Helping with chores.



10) Helping a friend.

We are
a safe
& CARING
SCHOOL

IT'S NOT MY FAULT!



Cut out and place in the correct order to tell a story about blaming.

