

## MARCH

# Getting Along with Others

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- Conflict Resolution
  - Self-Control
  - Respectful Communication
  - Active Listening
- 

Because conflict is a part of everyday life, students must recognize anger signals and learn how to deal with their differences in nonviolent ways. To do this, students must practice their listening skills and develop the ability to talk things out and make wise choices.

### SAFE & CARING WORDS

Listen      Get Along  
Talk        Conflict  
Friends

### MONTHLY OBJECTIVES

Students will:

- learn what conflict is, how it escalates, and how to respond to it assertively
- learn to use Stop, Think, Choose to resolve conflict peacefully

### TEACHING TIPS

- Model active listening in your daily interaction with students.
- When we listen with our hearts, we are better able to understand the subtle yet important messages children are trying to give us.
- Reinforce respectful communication by praising children.
- Recognize children by pointing out specific good choices they make.

## MARCH 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 *Andrew's Angry Words* by Dorothea Lachner. Andrew's bad mood has a ripple effect on the people around him when his words sour his sister first, then a poet, then a princess, and so on. Draw an outline of a child's head, cut it out, and hang it on the wall. Then cut out several comic strip-style word bubbles. Every time you hear a kind word in the classroom, write it in a word bubble and hang it near the head.
- Read *A Porcupine Named Fluffy* by Helen Lester. Fluffy's unsuccessful quest for fluffiness is a spine-tickling way for young readers to learn that there are things about each of us that we cannot change no matter how hard we try.
- Read *I Won't Get Lost* by Martha Lambert. At school, Horatio Horndragon likes dragon practice, eating charcoal sandwiches for lunch, and playing capture-the-princess. But when Horatio doesn't like something he doesn't always listen, and Horatio doesn't like having to memorize his home address and phone number.
- Read *What Does Peace Feel Like?* by Vladimir Radunsky. The author explains through pictures and descriptions from children how peace looks, sounds, tastes, and feels.

### MATH

- Read *One Rainy Day* by Valeri Gorbachev. Pig explains how he tried to dodge a rainstorm under a tree, only to find himself beset by other animals hoping to keep dry, too: a mouse, two porcupines, three buffaloes, four leopards, five lions, and more, all the way up to 10.
  - As a classroom activity, use a flannelboard to show the creatures that join pig under the tree.
  - Make individual books that show the creatures from one to 10.

### SOCIAL STUDIES

- Read *What Does Peace Feel Like?* by Vladimir Radunsky. As much a celebration of the five senses as an antiwar message, this bright picture book combines Radunsky's playful gouache double-page scenarios with quotes from grade-schoolers at an international school in Rome.

### MUSIC

- Listen to the song "Go Away Bad Thoughts" 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 vocabulary that supports learning how to be safe and caring
- use the vocabulary throughout the month and year

### MATERIALS NEEDED

The book *Hedgehog Bakes a Cake* by Maryann Macdonald, copies of the "Safe & Caring Words" activity sheet (page 115), and pencils

### LESSON PLAN

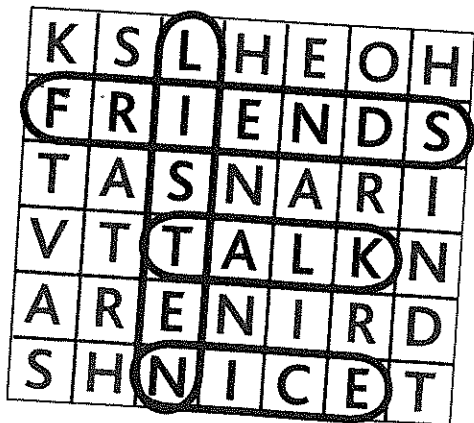
**CIRCLE TIME** Introduce and define the new vocabulary words. Ask children if they know what *conflict* means. Explain that even the best of friends disagree sometimes. It's important to learn how to solve problems using our kind words and actions.

**STORY TIME** Read *Hedgehog Bakes a Cake*. Hedgehog wants to bake a cake. Rabbit wants to help. So do Squirrel and Owl. What a mess! Hedgehog finds a way to solve the problem of too many cooks in the kitchen.

**SHARING TIME** Who wanted to help Hedgehog bake a cake? How did everyone do? How did Hedgehog try to solve the problem?

**PRACTICE TIME** Use the vocabulary activities to introduce the concepts and common language associated with this month's theme. Throughout the month, use the words in storytelling and in dealing with conflict situations. Add the words to your word wall.

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** Review the ideas that promote getting along with others. What does one need to do to get along with others? Does being bossy help? How do the children like to be treated? How should they treat others?

## Listen Up!

### LEARNING OBJECTIVES

Students will:

- learn the skills of active listening
- demonstrate active listening

### MATERIALS NEEDED

The book *Listen Buddy* by Helen Lester, copies of "Listen Up!" activity sheet (page 116), and crayons

### LESSON PLAN

**CIRCLE TIME** Why is listening important? Why is it important to sit quietly when others speak? Why do we need to listen to directions before we do something? How do you feel when no one listens when you speak?

**STORY TIME** Read *Listen Buddy*. Buddy has a hard time listening and learns the importance of doing a better job of paying attention.

Optional story for shared reading: *Won't You Ever Listen?* by Carol Cummings. This social skills book written in rhyme for young children teaches the skill of active listening. The book can be read aloud or used for guided reading.

**SHARING TIME** Listening helps us learn new things, solve problems, and share what we are thinking and feeling with our friends. Review the following points from the story. Was Buddy a good listener? Why did he get lost on his first long hop? How did he get himself out of trouble?

**PRACTICE TIME** Ask "what if" questions to help children predict what might happen if they choose not to listen. For example, what if we all run in the halls instead of walk? What if no one wants to share in our class? What if nobody wants to listen when you have something important to say?

Complete the "Listen Up!" activity sheet. Read the statements aloud. Have children mark their answers by coloring a smiley face if the answer is yes or a sad face if the answer is no.

**CLOSURE** Review "Listen Up!" activity sheets in circle time and discuss ways the students can use their active listening skills every day.

## Simon Says

### LEARNING OBJECTIVES

Students will:

- practice following directions
- learn about and practice concentration skills

### MATERIALS NEEDED

The book *Simon Says* by Shen Roddie

### LESSON PLAN

**CIRCLE TIME** How do you feel when people listen to what you have to say? How do your family members and friends feel when you are being a good listener? Listening can help us follow directions, get things done, and stay safe. Can you think of things we do every day when it is important to know how to follow directions?

**STORY TIME** Read *Simon Says*. Simon Pig has the perfect plan to make Sally Goose do all his work: "Let's play Simon Says!" But Sally thinks of a great way to get back at Simon.

Optional story for shared reading: *Very Boring Alligator* by Jean Gralley. A little girl has a big problem: A very boring alligator comes to play one day and simply won't leave.

**SHARING TIME** Why did Simon Pig want to play the game Simon Says? How did Sally feel about the game? What did she do to teach Simon a lesson?

**PRACTICE TIME** Play Simon Says to give the children an opportunity to practice their listening skills.

**CLOSURE** Review the reasons why it is so important to pay attention (discussed in Circle time). Remind the children that it is not only important to listen to others but to be a good listener.

## What Makes Me Angry?

### LEARNING OBJECTIVES

Students will:

- learn that everyone gets angry from time to time
- learn how to share their angry feelings without hurting themselves or others

### MATERIALS NEEDED

The book *When I Feel Angry* by Cornelia Maude Spelman, copies of the "What Makes Me Angry?" activity sheet (page 117), and crayons

### LESSON PLAN

**CIRCLE TIME** Ask children if they have ever felt angry. What kinds of things make them angry? (*When people don't share things, when no one wants to play with me.*) Remind them that it is never okay to hurt someone's feelings or body when we get angry.

**STORY TIME** Read *When I Feel Angry*. A young rabbit relates the things that make her angry and the positive ways in which she can deal with her emotions.

Optional story for shared reading: *Peter's Chair* by Ezra Jack Keats. When Peter discovers his blue furniture is being painted pink for a new baby sister, he rescues the last unpainted item, a chair, and runs away.

**SHARING TIME** Discuss that we all get upset and angry sometimes. By understanding what upsets others, we can use our kind words to make them feel better. When we are teased or hurt it is important to tell our friends so they know how to treat us with respect.

**PRACTICE TIME** Distribute the "What Makes Me Angry?" activity sheet. Explain to children that what makes one person angry does not necessarily make someone else angry. Read aloud the list of different situations. The children choose how they respond to each situation by coloring the face that matches their feelings.

**CLOSURE** Review completed activity sheets pointing out that not everyone felt the same way about each situation. Explain to children that they have to pay attention to each other's feelings. Use the golden rule to review the concept of treating others the way they want to be treated.

## A Better Way to Say It

### LEARNING OBJECTIVES

Students will:

- learn that unkind words can hurt others' feelings
- learn to choose how to say things in a respectful way

### MATERIALS NEEDED

The book *My Name Is Not Dummy* by Elizabeth Crary, puppets, multiple copies of Caring Hearts (page 55) cut out to distribute, copies of the "A Better Way to Say It" activity sheet (page 118) cut into cards, a basket, and poster board cut into strips with kind words and phrases written on them (suitable for hanging in the room)

### LESSON PLAN

**CIRCLE TIME** Review the words *kind* and *unkind*. Brainstorm with children ways we can use our kind words to help solve problems.

**STORY TIME** Read *My Name Is Not Dummy*, a book with tips and ideas for how children can resolve conflicts in a positive way.

Optional story for shared reading: *I Want It* by Elizabeth Crary. Megan and Amy want to play with the same truck. What will happen? This book helps preschool and elementary school-age children begin to learn problem-solving skills.

**SHARING TIME** Review the different ways children in the book behaved. Talk about the difference between hurtful and respectful words. Ask children how they feel when someone uses unkind words with them.

**PRACTICE TIME** Put children in a circle and have them take turns pulling "A Better Way to Say It" cards from the basket. Read each statement for the children and ask them to rephrase the card in a positive way. You can use the blank cards to add realistic phrases that reflect situations from your own class (but don't use anyone's name or exact words). Optional: Use puppets to demonstrate kind words and a respectful way of sharing their feelings.

**CLOSURE** Have the children brainstorm respectful actions and words they can use in their class, many of which you have posted on the poster board strips on the wall. Tell the kids that every time they use respectful words and actions, they will receive a Caring Heart (page 9).

## Choosing to Get Along

### LEARNING OBJECTIVES

Students will:

- review the definition of conflict
- learn strategies to deal with conflict in a positive way

### MATERIALS NEEDED

The book *Tacky the Penguin* by Helen Lester and the "Stop, Think, Choose" miniposter (page 53)

### LESSON PLAN

**CIRCLE TIME** Introduce the word *conflict*. Tell students it is another word for *argument* or *fight*. Brainstorm a list of things children argue about. How does it feel when they get into an argument with a friend? How do they feel when people fight with them?

**STORY TIME** Read *Tacky the Penguin*. Tacky's friends don't like being around him because he is so loud. But when some hunters threaten the group, Tacky's friends change their attitude when Tacky saves the day.

Optional story for shared reading: *One Rainy Day* by Valeri Gorbachev. Pig explains how he tried to dodge a rainstorm under a tree, only to find himself beset by other animals hoping to keep dry, too: a mouse, two porcupines, three buffaloes, four leopards, five lions, etc., all the way up to 10.

**SHARING TIME** Ask the class what the problem was in the story. What is a good solution to the problem? Why did Tacky's friends choose not to be around him? Why did they change their mind about Tacky? How did Tacky save the day?

**PRACTICE TIME** Review the "Stop, Think, Choose" miniposter. Take the situation from the story and have children practice the Stop, Think, Choose steps to solve the conflict in the story in a positive way. Practice solving other conflicts that occur with the children.

**CLOSURE** Discuss how we all find ourselves in tough situations during the year. Encourage children to talk and work things out with the Stop, Think, Choose method on their own first, and if that doesn't solve the problem, they should ask for help from an adult.

## Solving Problems in Caring Ways

### LEARNING OBJECTIVES

Students will:

- learn how to find solutions to problems that are acceptable to both parties
- practice conflict resolution skills (Stop, Think, Choose)

### MATERIALS NEEDED

The book *I Want to Play* by Elizabeth Crary and the “Stop, Think, Choose” miniposter (page 53)

### LESSON PLAN

**CIRCLE TIME** Solving problems in a caring way is not always easy but the more we practice the better we will get at using our caring words to solve problems.

**STORYTIME** Read *I Want to Play*. Danny wants to join the kids to play. During the book, children help Danny choose the best way to ask to join the others.

Optional story for shared reading: *Is It My Turn Now?* by Catherine Lukas. Little Bill encourages children to value their family and friends, to feel good about themselves, and to learn to solve problems creatively.

**SHARING TIME** Ask children if they ever had an argument with a friend because their friend was not being considerate. How did they feel about it and what did they choose to do?

**PRACTICE TIME** Ask for volunteers to retell the story in their own words by using the steps on the “Stop, Think, Choose” miniposter.

**CLOSURE** Remind children that if they have a hard time solving a problem on their own, they can always ask for help from a friend or an adult they know and trust.

## Work It Out

### LEARNING OBJECTIVES

Students will:

- identify healthy ways to resolve conflicts
- learn that they can choose how they respond to conflict

### MATERIALS NEEDED

The book *Talk and Work It Out* by Cheri J. Meiners and puppets (optional)

### LESSON PLAN

**CIRCLE TIME** Share with children that today they are going to learn how to work out problems in a caring and respectful way. From what they have already learned, ask the class to tell what that means.

**STORYTIME** Read *Talk and Work It Out*. Children learn the process of peaceful conflict resolution.

Optional story for shared reading: *Julius, The Baby of the World* by Kevin Henkes. This is a twist on the familiar theme of a new baby in the family.

**SHARING TIME** Review the problem-solving steps from the story and ask children to share the different ways they can solve problems to help get along with their friends.

**PRACTICE TIME** Role-play with children or use puppets to practice the Stop, Think, Choose problem-solving steps:

- Stop, calm down, and name the problem.
- Think about how you feel, listen to each other, and talk about it.
- Choose the best solution.

**CLOSURE** Support children in their use of the power to choose how to respond to conflicts. Remind children to try their best every day to make good choices.

## Choosing to Do the Right Thing

### LEARNING OBJECTIVES

Students will:

- learn to talk things out to solve problems with friends
- understand that they have the power to make good choices during arguments

### MATERIALS NEEDED

The book *Duck and Goose* by Tad Hills

### LESSON PLAN

**CIRCLE TIME** How many of the children argue sometimes with their friends, brothers or sisters, and others they care about? What do they argue about? How do they feel when people around them argue? Brainstorm with children a list of things that people usually do when they have arguments and disagreements, both helpful and not.

**STORY TIME** Read *Duck and Goose*. Duck and Goose mistake a big ball for an egg and they fight over who will take care of it. In the end, they realize that it is not an egg and they solve their problem.

Optional story for shared reading: *What Are You Doing in My Bed?* by David Bedford. Kip the kitten has nowhere to sleep on a cold winter's night. So he creeps into a house and curls up in a snug, cozy bed. But this bed belongs to someone else.

**SHARING TIME** Ask these questions about the story: Why were Duck and Goose angry with each other? What were they fighting over, and how did they solve their problem?

**PRACTICE TIME** Have children give a thumbs-up (good choice) or thumbs-down (bad choice) after you read the following scenarios. Ask the students to then tell you what they could do differently if it is a bad choice.

- Your brother calls you a mean name and you choose to ignore him and go on with what you are doing.
- Your teacher says you have to redo your work because it is too messy, and you tear up your paper.
- You want to play with a group using the blocks so you ask if you can join them.
- You and a friend are playing with the puppets when a third person asks to join you. Your friend says, "No way—go away."

**CLOSURE** Review with children what they learned about solving problems using Stop, Think, Choose to make the right choice and do the right thing.

# SAFE & CARING WORDS

MARCH

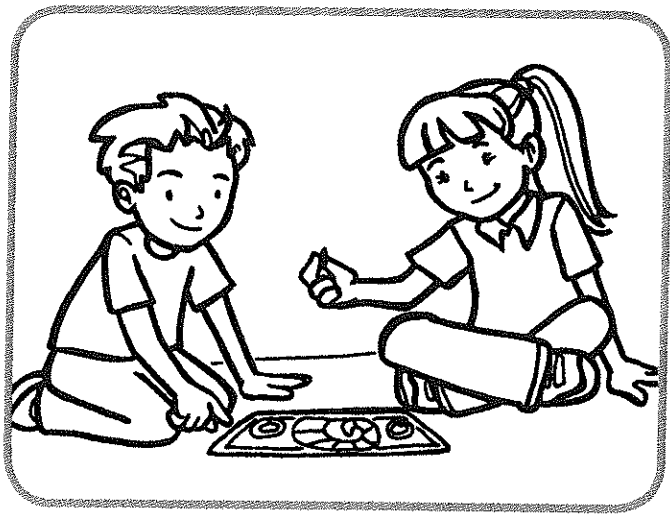
Word Find  
Find and circle  
these words:

- LISTEN
- FRIENDS
- TALK
- NICE

(HINT: Words can go across or down)

K	S	L	H	E	O	H
F	R	I	E	N	D	S
T	A	S	N	A	R	I
V	T	T	A	L	K	N
A	R	E	N	I	R	D
S	H	N	I	C	E	T

Circle what each picture shows.



Get Along or Conflict



Get Along or Conflict

we are  
a safe  
& CARING  
SCHOOL.



# LISTEN UP!

Yes

No

I pay attention when someone is talking.



I look at the person who is speaking.



I ask questions if I don't understand.



I don't care how the speaker feels.



I sit quietly and do not interrupt.



Waiting for my turn is not important.



Good listening is good manners.

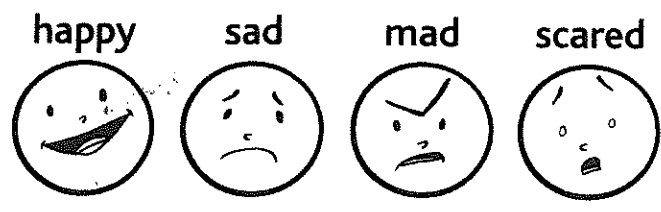


**We are  
a safe  
& CARING  
SCHOOL.**

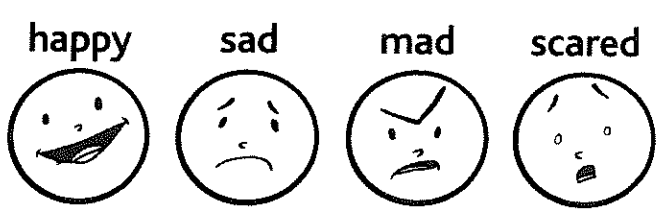
# WHAT makes me ANGRY?

MARCH

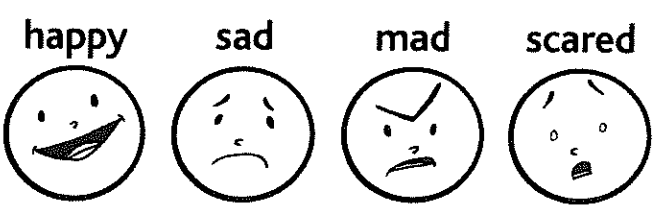
When I'm teased,  
I feel...



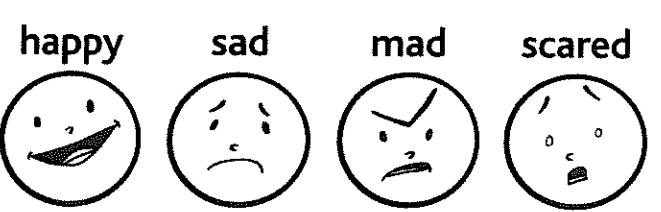
When someone  
is being bossy,  
I feel...



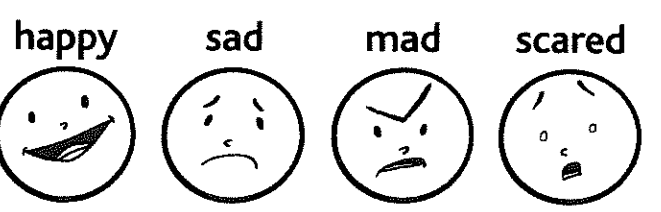
When my friends  
share with me,  
I feel...



When someone  
makes fun of me,  
I feel...

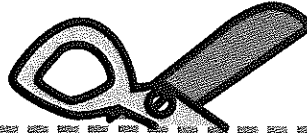


When someone  
takes my things  
without asking,  
I feel...



we are  
a safe  
& caring  
SCHOOL.

# A BETTER WAY TO SAY IT



**Stop it!**

**Go away!  
I don't want  
to play  
with you!**

**Give me  
that!**

**I don't  
want you  
to sit  
by me.**

**That's  
mine!**

**Go away!  
I got here  
first!**

**We are  
a safe  
& CARING  
SCHOOL.**