

## NOVEMBER

# Caring People

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- Creating a Support System
  - Asking for Help
  - Friendship
  - Appreciation
- 

It is essential that adults recognize and take seriously the stress in our children's lives. Children worry about family issues, friends, being accepted for who they are, fitting in, peer pressure, and much more. The best way to teach children how to cope and make good choices is by modeling healthy ways of dealing with stress. Create a support system in which children can practice asking for help appropriately and giving help to others.

### SAFE & CARING WORDS

Safe      People  
Trust      Help  
Support

### MONTHLY OBJECTIVES

Students will:

- discuss the qualities of friendship and how good friends can be an important part of their support system
- learn the importance of a support system and how to ask for help from people they know and trust at home, at school, and in the community

### TEACHING TIPS

- Actions speak louder than words, and young children learn by example. Model desirable behaviors on a daily basis, such as the use of good manners, asking for help, giving compliments, or including everyone in a special activity.
- Look for as many opportunities as possible during each day to use as teachable moments. Teachable moments are when a real-life situation gives you the opportunity to teach a lesson, explain an issue, or explore a positive solution to a problem with help from your students.
- Integrate teaching of social and emotional skills into your day. Notice the positive things children do or say, recognize them for their efforts, and encourage them to continue making good choices.

## NOVEMBER 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 *Help! A Story of Friendship* by Holly Keller. Because Mouse has heard that snakes are dangerous, he hides from his friend Snake but gets stuck in a hole. None of his friends can help him except Snake.
- Read *Rolling Along: The Story of Taylor and His Wheelchair* by Jamee Riggio. A glimpse into the life of a young boy with cerebral palsy. Taylor describes his condition, aspects of his daily activities at home and at school, and his desire for independence.
- Read *Jennie's Hat* by Ezra Jack Keats. Jennie gets a new hat as a gift from her aunt but she is disappointed because it's very plain. The little girl learns about appreciation with help from some friends.
- Read *Alejandro's Gift* by Richard Albert. Alejandro, a man in his 60s, lives in a small adobe house beside an isolated desert road. He decides to dig a water hole for the animals. They appreciate his gift and he appreciates their company.

### SOCIAL STUDIES

- Read *Me on the Map* by Joan Sweeney. A girl explains maps, beginning with her bedroom and expanding to a map of the world.
- Read *Scoop* by Julia Cook, a book about personal safety.
- Read *The Giant Hug* by Sandra Horning. When Owen the pig decides to send a hug to his grandmother, a mere drawing of one just won't do. At the post office, he gives the clerk Granny's address along with an affectionate embrace. This book shows how the postal service works.

### SCIENCE

- Read *Farfallina & Marcel* by Holly Keller, a gentle story about sustaining friendship in the face of change. This is a lesson on metamorphosis, explained in a pleasant manner.

### MATH

- Read *A House for Birdie (MathStart 1)* by Stuart J. Murphy. Murphy uses a simple friendship story and clear, colorful art to explore the concept of "capacity." As the weather becomes cold and wet, small Birdie needs shelter, and he asks his friends to help him find a house.
- Create a Venn diagram to show similarities and differences between frogs and toads (see Heartfelt Thanks activity, page 62).

### ART

- Use a template for a mitten and cut out a pair of mittens for each student. After reading the story *The Mitten Tree* (Helping Others activity, page 59) have each child write on their mittens one or two ways they can help someone. Connect the mittens together and hang them on a tree made of construction paper. (Optional: Take a nature walk and find a broken branch, secure it in a pot, and use it for the rest of the year to display the Safe and Caring Hearts or any artwork the children complete from the Monthly Themes.)
- Children can create stick puppets to represent the characters of books about friendship. Help them retell the stories in their own words using their puppets.
- Children can draw a picture of themselves and their best friends. Display the pictures or create an Our Book of Friends. Take photos of the children doing great things together and add them to the book.

### MUSIC

- Listen to the song "The Magic Word" 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.
- Sing "Make New Friends." Words: Make new friends, but keep the old. One is silver and the other gold.

## Safe & Caring Word Find and Vocabulary

### LEARNING OBJECTIVES

Students will:

- be introduced to the vocabulary words about finding support within their families, at school, or in their community
- practice using the vocabulary to ask for help, make friends, and reach out to others in need

### MATERIALS NEEDED

The book *The Biggest and Brightest Light: A True Story of the Heart* by Marilyn Perlyn, copies of "Safe & Caring Words" activity sheet (page 65), and pencils

### LESSON PLAN

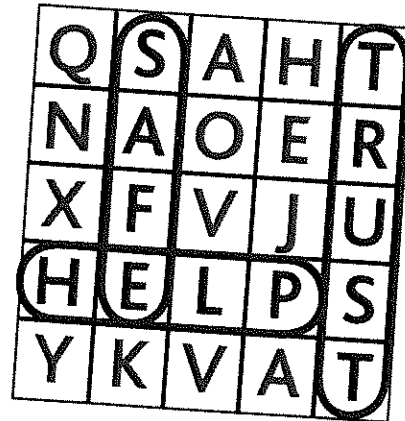
**CIRCLE TIME** Introduce and define the new vocabulary words. Ask children to help you make a list of the different ways we can get or give help—from our families, from our friends, and from other people at school or in our communities. (*I can help my mom clean my room, I help my dad set the table, I help feed the pets in our classroom, I ask a teacher when I need help with schoolwork, I talk to my family when I am sad, I talk to my friend when she is sad.*) Remind children that everyone needs help at times, and explain the importance of asking for help from people we know and trust.

**STORY TIME** Read *The Biggest and Brightest Light: A True Story of the Heart*. Filled with splendid illustrations and inspirational ideas for children, this heartwarming true story gives children a real understanding of the feelings that come from giving. Children will delight in seeing the school photo of Amanda and her teacher at the end of the story. The realization that Amanda is a real person leaves children looking for opportunities to follow her shining example.

**SHARING TIME** Ask the children if they have ever felt so good about something they have done that they felt warm and glowing inside. Can they understand and relate to how Amanda was feeling? How can they help others feel that same feeling? What can small children do that can make a difference in the life of another person?

**PRACTICE TIME** Collect personal items such as toothpaste, soap, shampoo, combs and brushes, and so on, and with help from the children, place them in paper bags along with a drawing and or special message. Deliver the bags to a shelter or community center in your neighborhood.

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** Model ways how everyone including young children can reach out to help others. Throughout the month, read stories about helping, making a difference, and friendship. Discover new words in the stories and add them to your word wall.

## I Can Ask for Help

### LEARNING OBJECTIVES

Students will:

- learn to identify their personal support system
- learn they can ask for help when needed

### MATERIALS NEEDED

The book *Be Careful and Stay Safe* by Cheri J. Meiners and one transparency of the "I Can Ask for Help" activity sheet (page 66)

### LESSON PLAN

**CIRCLE TIME** Review with children the importance of having people who care about them. Tell them that all people, even grown-ups, need and ask for help at times. Explain that people we know and trust can help us, especially when we are not sure what to do in tough situations (*being approached by strangers, being bullied, or missing the school bus*).

**STORY TIME** Read *Be Careful and Stay Safe*. Children will learn how to deal with dangerous situations, ask for help from people who care about them, follow directions, and plan ahead.

Optional story for shared reading: *It's Time to Call 911: What to Do in an Emergency* by Penton Overseas Inc. This book teaches children how to dial 911 and what to say to get help in an emergency.

**SHARING TIME** Going back through the book, review the difference between an emergency and a nonemergency situation. Review different dangerous situations (*fire, traffic, and swimming without supervision*) and where children can go for help. Share the steps of how children get help from others. Identify grown-ups who can help them. Talk about how the children can also help each other.

**PRACTICE TIME** Go over the "I Can Ask for Help" transparency as a group, naming each of the faces on the sheet. Discuss 911 as well, so kids understand what it is and how to use it.

**CLOSURE** Introduce the feelings mailbox (page 10) and demonstrate how to use it.

## We Can Be Safe

### LEARNING OBJECTIVES

Students will:

- learn safety tips
- learn how to ask for help when they need it

### MATERIALS NEEDED

The book *Dinosaurs Beware! A Safety Guide* by Stephen Krensky and puppets

### LESSON PLAN

**CIRCLE TIME** Use puppets to demonstrate and review the words *safe, emergency, and help*.

**SHARING TIME** Read *Dinosaurs Beware! A Safety Guide*. Friendly dinosaurs demonstrate safety tips in situations at home, during meals, camping, in the car, and other familiar places.

Optional story for shared reading: *No Dragons for Tea: Fire Safety for Kids (and Dragons)* by Jean Pendziwol. This rhyming picture book takes a low-key but effective approach to the serious topic of fire safety.

**SHARING TIME** Going through the book, review different situations where children might need to ask for help. Explain the difference between emergency and nonemergency situations. Discuss how and where they can go for help. Explain

that part of staying safe is being a good listener, following the rules, and knowing how to ask for help.

**PRACTICE TIME** With help from the children, use the puppets to demonstrate appropriate safety tips mentioned in the story. Puppets role-play the safety tips. (For example, when children cross the street, they look both ways; when they are in public with Mom and Dad, they hold hands.)

**CLOSURE** Remind children that there are people who care and want them to be safe. It is smart to tell an adult they trust when something is wrong and ask for help if they need it.

## Helping Others

### LEARNING OBJECTIVES

Students will:

- learn the importance of caring about and helping others
- learn that friendship has no age limits

### MATERIALS NEEDED

The book *Wilfrid Gordon McDonald Partridge* by Mem Fox, copies of "Helping Others" activity sheet (page 67), and pencils

### LESSON PLAN

**CIRCLE TIME** Good friends help one another no matter how old they are. Ask the children if they have good friends who are older, like their grandparents or an older sibling or cousin? Have children think of a time when they helped a friend or received help from a friend, either young or old. How did they feel? Why is it important to help each other?

**STORY TIME** Read *Wilfrid Gordon McDonald Partridge*. A small boy knows and likes all of the old folks in the home next door, but his favorite is Miss Nancy Alison Delacourt Cooper. She has four names, too.

Optional story for shared reading: *The Mitten Tree* by Candace Christiansen and Elaine Greenstein. Old Sarah knits mittens for all the children waiting for the school bus and hangs them on the blue spruce tree at the bus stop.

**SHARING TIME** Good friends help one another. Helping is part of getting along. Discuss with children ways that we can be helpful to one another at home, in our neighborhood, and at school.

**PRACTICE TIME** Complete the "Helping Others" activity sheet. On the top half, children find and circle who is being a good helper. On the bottom, children draw a picture and write a word or sentence describing a time they were a friendly helper.

**CLOSURE** During circle time, discuss who is helping whom in the pictures. Explain to children that there is a helper inside of everyone. In our safe and caring school, we are there for each other when we need help.

## Good Friends Care

### LEARNING OBJECTIVES

Students will:

- learn how to identify good qualities in a friend
- practice using their skills of getting along in small groups

### MATERIALS NEEDED

The book *How to Be a Friend* by Laurie Krasny Brown and Marc Brown, puppets, drawing paper, and crayons

### LESSON PLAN

**CIRCLE TIME** Discuss how the children know when someone is a good friend. Brainstorm a list of the qualities of a good friend. Explain that good friends do their best to be kind and not hurt each other.

Optional story for shared reading: *Best Friends* by Charlotte Labaronne. Shy Alexander the alligator doesn't have any friends, so he's lonely. When he hears that a new kid is coming to school, he wants her to be his new friend.

**STORY TIME** Read *How to Be a Friend*. This picture book offers kids practical suggestions for resolving arguments, getting over being shy, handling bossy children and bullies, and more.

**SHARING TIME** Review qualities that are important in a friend. What do they like in a friend? What do they like to do with friends? In what ways can friends help each other?

**PRACTICE TIME** With puppets, role-play how to resolve arguments, how not to be bossy, how to include each other, and other things good friends do. Have the students draw a picture of themselves with one of their friends.

**CLOSURE** Each child takes a turn presenting his or her picture to the rest of the group, naming their friend, and something they like in that friend.

## Best of Friends

### LEARNING OBJECTIVES

Students will:

- gain a better understanding of how to treat friends in respectful ways
- learn that even the best of friends have arguments

### MATERIALS NEEDED

The book *Best, Best Friends* by Margaret Chodos-Irvine, copies of "Best of Friends" activity sheet (page 68), and pencils

### LESSON PLAN

**CIRCLE TIME** What does it mean to have a best friend? Does it mean no one else can be that person's friend? Explain that it is okay to have more than one best friend and that we can share our friends with others.

**STORY TIME** Read *Best, Best Friends*. Mary and Clare spend their days at preschool together. They hug when they meet, hold hands, and all is well until one day they get into an argument and end up shouting, "You are not my friend!"

Optional story for shared reading: *Chester's Way* by Kevin Henkes. Lilly has her own way of doing things, and Chester and Wilson, who are best friends, don't know what to make of her until one day she comes to their rescue.

**SHARING TIME** Explain to children that it is not always easy to be a friend. Even the best of friends have tough days, and sometimes they argue and hurt each other's feelings. Good friends help each other make things right, especially when feelings are hurt.

**PRACTICE TIME** Complete the "Best of Friends" activity sheet. Children follow a simple maze finding the friendly things along the way. Help the children fill in the correct letter to complete each friendly word.

**CLOSURE** Review with children that even good friends forget how to get along sometimes. Encourage them to remind each other how to be good friends.

## Rainbow of Friends

### LEARNING OBJECTIVE

Students will:

- learn to appreciate and accept the uniqueness of others regardless of their differences

### MATERIALS NEEDED

The book *A Rainbow of Friends* by P. K. Hallinan, copies of "Rainbow of Friends" activity sheet (page 69), crayons, one pre-drawn and colored rainbow on butcher paper

### LESSON PLAN

**CIRCLE TIME** Introduce the idea of diversity among our classroom community friends. Have children look around their circle of friends and point out ways some of them are the same and ways they are all different. Try not to focus only on physical characteristics, but also on things the children like to eat, their favorite colors, games they like to play, and so on. Encourage kids to celebrate and respect every child's background, family, culture, race, abilities, and so on.

**STORY TIME** Read *A Rainbow of Friends*, a story about how all friends are special and valuable, regardless of differences or abilities.

Optional story for shared reading: *Friends at School* by Rochelle Bunnett. This story emphasizes that even though some children may look different and have different abilities, all children like to do the same things.

**SHARING TIME** Friends come in all shapes and sizes. Friends have all kinds of moods and ways of doing things, and they each have special talents. Ask children to share things they appreciate about each other. (Examples: Andrew is funny. José is a good helper. Maria is a good friend. Jessica makes pretty pictures.)

**PRACTICE TIME** Distribute the "Rainbow of Friends" activity sheet. Have children color and decorate the outlined person to look like themselves and color the rainbow in different colors, then cut the picture out and label it with their names. Point out to the kids how the rainbow is beautiful because it has many colors. Discuss how this is like people—diversity is beautiful.

**CLOSURE** Gather children around the pre-created rainbow. Point out that even though everyone is unique and special, they all have a place in their classroom rainbow of friends. Have children share one thing they can do to be a good friend in their safe and caring classroom. Attach the cutouts to the rainbow, creating a Rainbow of Friends.

## Friendship Bracelets

### LEARNING OBJECTIVES

Students will:

- notice the good things taking place in their school community every day
- create a token of friendship representing the good deeds that take place in their safe and caring classroom

### MATERIALS NEEDED

The book *A Splendid Friend, Indeed* by Suzanne Bloom, pipe cleaners, multi-colored beads, empty baby food jar, and a basket with each student's name written on a slip of paper

### LESSON PLAN

**CIRCLE TIME** Give every child two beads. Ask children to think of kind things one friend can do for another. Each time a child names a good deed, he or she adds a colorful bead to the jar. When the children run out of ideas, they may repeat ideas or you may help them come up with new ones until all beads are in the jar. Now the beads will be used to make friendship bracelets.

**STORY TIME** Read *A Splendid Friend, Indeed* by Suzanne Bloom. Bear practices quiet activities, such as reading, writing, and thinking. Each time, Goose interrupts by asking what he is doing and then taking over the activity. When Goose makes a snack and reads a note he's written to Bear describing him as "my splendid friend," Bear is touched by the friendship note and responds by giving Goose a big bear hug.

Optional story for shared reading: *Absolutely Not* by Matthew McElligott. Gloria is brave, but Frieda is not. Gloria wants to go for a walk, but Frieda does not. Everything is scary from Frieda's point of view, but not for Gloria.

**SHARING TIME** Review all the good manners that friends need to use (*sharing, taking turns, saying please and thank you*). Explain that it is important for friends to say and do kind things for each other. How many kind things mentioned before the story were good manners?

**PRACTICE TIME** Have children draw the name of a classmate from the basket of names. Have them make friendship bracelets by stringing five or six beads onto a pipe cleaner.

**CLOSURE** Students gather together and give the friendship bracelets they made to the classmate whose name they drew. Help children twist their friendship bracelets around their wrists.

Continue to fill the jar with beads throughout the school year to encourage and reinforce kids to be kind and respectful. Count them at the end of each day or week to find out and celebrate how many great things happened in your class.

## Heartfelt Thanks

### LEARNING OBJECTIVES

Students will:

- learn about empathy and the importance of giving from the heart
- discover different ways people care for one another

### MATERIALS NEEDED

The book *Frog and Toad Are Friends* by Arnold Lobel, copies of the "Thank You!" card template activity sheet (page 70) copied on colored paper, scissors, and crayons

### LESSON PLAN

**CIRCLE TIME** Introduce the word *empathy* (*understanding and caring how others feel*). Ask children to share how they know when someone cares about them.

**STORY TIME** Read the story "The Lost Button" from *Frog and Toad Are Friends* (pages 28–39). Frog helps Toad find the button he lost.

Optional story for shared reading: *Jack and Jim* by Kitty Crowther. Diversity looms large in this understated, provocative look at the friendship between a blackbird and a seagull.

**SHARING TIME** How do you know that Frog and Toad are good friends? What did these friends do to help each other? How did Toad thank Frog for his help? What do you do to help your friends? How does it make you feel when a friend helps you?

**PRACTICE TIME** Distribute "Thank You!" card templates. Have children complete the thank-you cards by drawing pictures, signing their names, cutting them out, and folding them along the horizontal line. They can give their cards to someone in their family or someone who has helped them at school.

**CLOSURE** Review specific things for which the children are thankful. Conclude with ways they can show they care for others and how they can help make their school a safe and caring place.

## Sometimes I Worry

### LEARNING OBJECTIVES

Students will:

- learn how to deal with stress in positive ways
- learn to ask for help when they worry

### MATERIALS NEEDED

The book *A Boy and a Bear* by Lori Lite, puppets (optional), and supplies to create a quiet place, such as a pillow, stuffed animals, and music on headphones (if you have not created a quiet spot already—see page 8)

### LESSON PLAN

**CIRCLE TIME** Introduce the word *worry*. Ask children what they worry about. Explain what happens to our bodies when we worry. Our tummies might hurt, we might not feel like eating, or it might be hard to sleep. There are things we can do to help us feel better when we are worried.

**STORY TIME** Read *A Boy and a Bear*. This book reminds us of the importance of creating a loving environment for our children and preparing them for stress management in the future.

Optional story for shared reading: *Will I Have a Friend?* by Miriam Cohen. Jim's anxieties on his first day of school are happily forgotten when he makes a new friend.

**SHARING TIME** What did the boy find up in the mountain? What did the boy learn from the bear? Can you think of a time when you felt like the boy in the story? What did you do? When you worry about things who can you talk to?

**PRACTICE TIME** Teach the children, with or without puppets, how to take deep belly breaths in order to calm down.

**CLOSURE** Show the children the quiet place you created in the classroom where children can go when they feel the need to calm down. Tell the children to ask for permission to use the quiet place when they need it.

## Including Everybody

### LEARNING OBJECTIVES

Students will:

- learn the difference between inclusion and exclusion
- learn how to stand up for a friend by including them in their activities

### MATERIALS NEEDED

The book *Horace and Morris but Mostly Dolores* by James Howe

### LESSON PLAN

**CIRCLE TIME** Ask the children if they have ever been left out when their friends were doing something fun. How did they feel about it? What did they do?

**STORY TIME** Read *Horace and Morris but Mostly Dolores*. Dolores is being excluded because she is a girl. The boys learn about inclusion and change the way they treat Dolores so they can all be friends.

Optional story for shared reading: *Fritz and the Beautiful Horses* by Jan Brett. Fritz, a pony excluded from the group of beautiful horses within the walled city, becomes a hero when he rescues the children of the city.

**SHARING TIME** Why did Horace and Morris refuse to play with Dolores? How did Dolores feel when the boys didn't include her? How did the three kids solve their problem?

**PRACTICE TIME** Practice through role play how children can include each other. What can they do to help a friend who feels excluded?

**CLOSURE** Remind children that no one wants to be excluded. When they choose to be good helpers, they need to make sure to include their friends.



***"In our Safe & Caring School we reach out to our children emotionally, so they feel they're in a safe, caring, nurturing environment where they're able to learn. They are encouraged to tell you their problems, so we can get past that hurdle and continue in the academic process."***

**TEACHER—ARLINGTON SCHOOL**

# SAFE & CARING WORDS

Word Find  
Find and circle  
these words:

SAFE

HELP

TRUST

(HINT: Words can  
go across or down)



At our  
Safe & Caring School we have

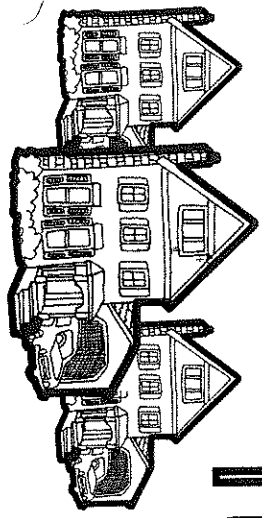
people I can trust.

Support is another

word for help.



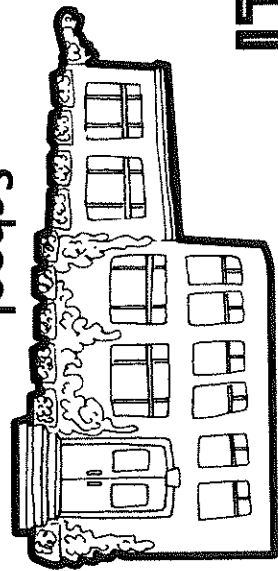
we are  
a safe  
& CARING  
SCHOOL.



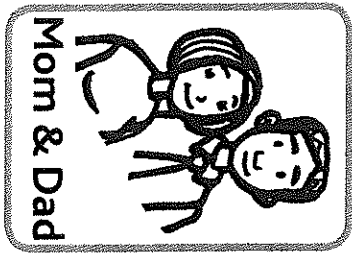
Home & Neighborhood

# I CAN ASK FOR HELP

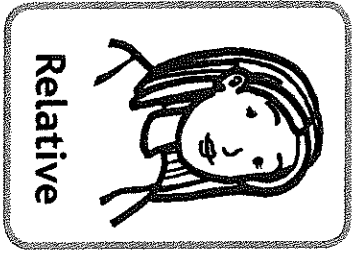
Circle the people who can help.



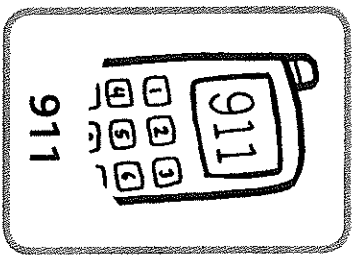
School



Mom & Dad



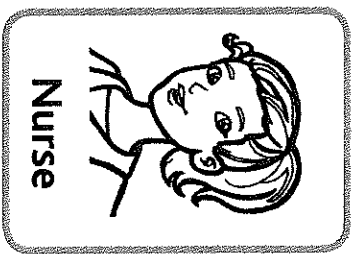
Relative



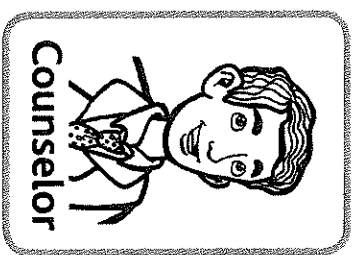
911



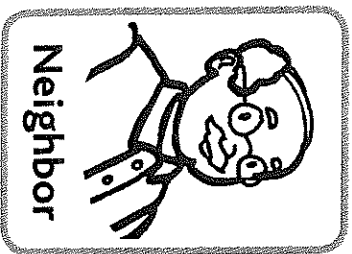
Teacher



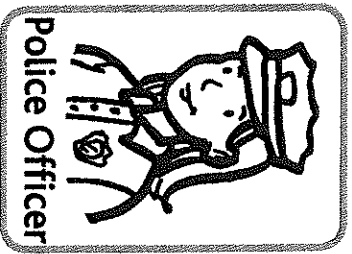
Nurse



Counselor



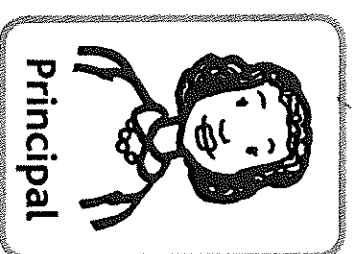
Neighbor



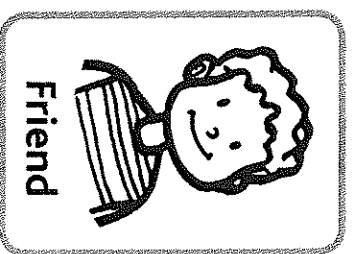
Police Officer



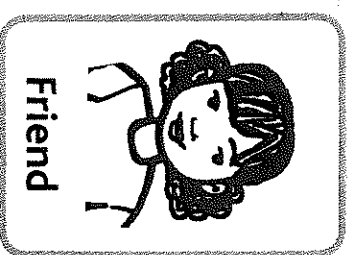
Firefighter



Principal



Friend

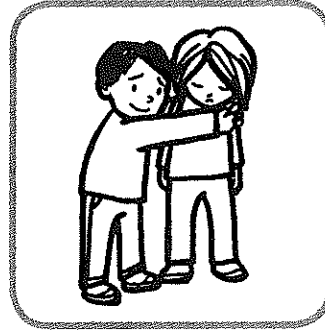
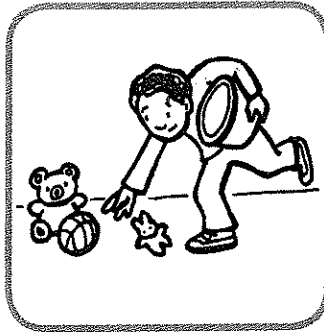
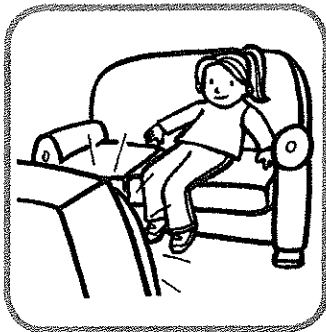


Friend

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

# HELPING OTHERS

Circle the children who are being good helpers.



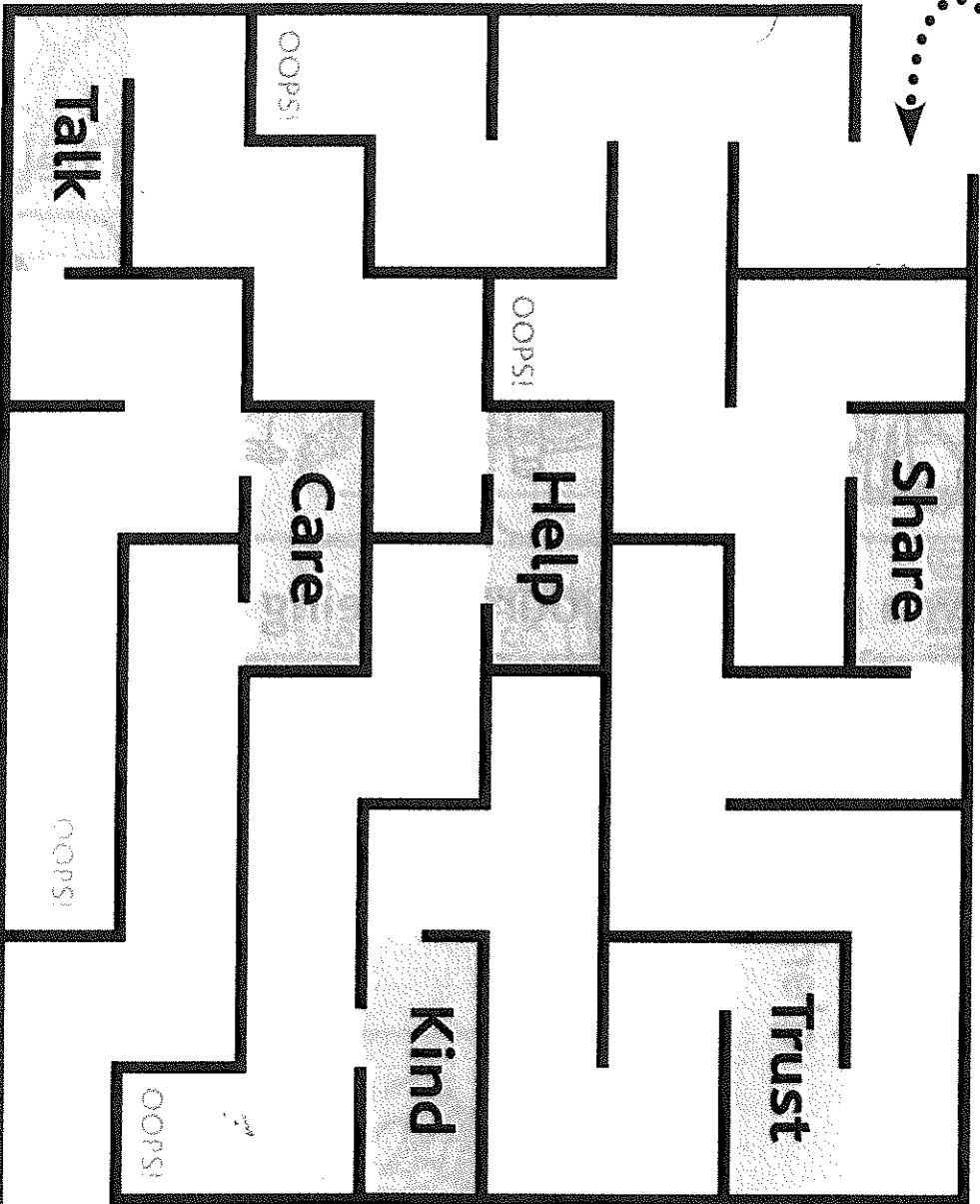
Draw a picture of yourself being a good helper.

 A large, empty rectangular box with a rounded border, intended for a child to draw a picture of themselves being a good helper.

we are  
a safe  
& CaRING  
SCHOOL.

Start here

# BEST OF FRIENDS



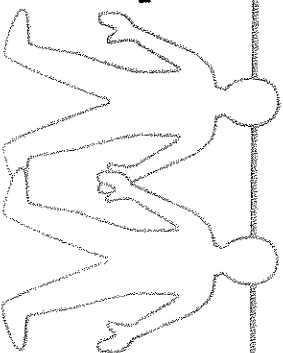
Use these letters  
u e i a  
to fill in these words:

f \_ n

h \_ lp

k \_ nd

c \_ re

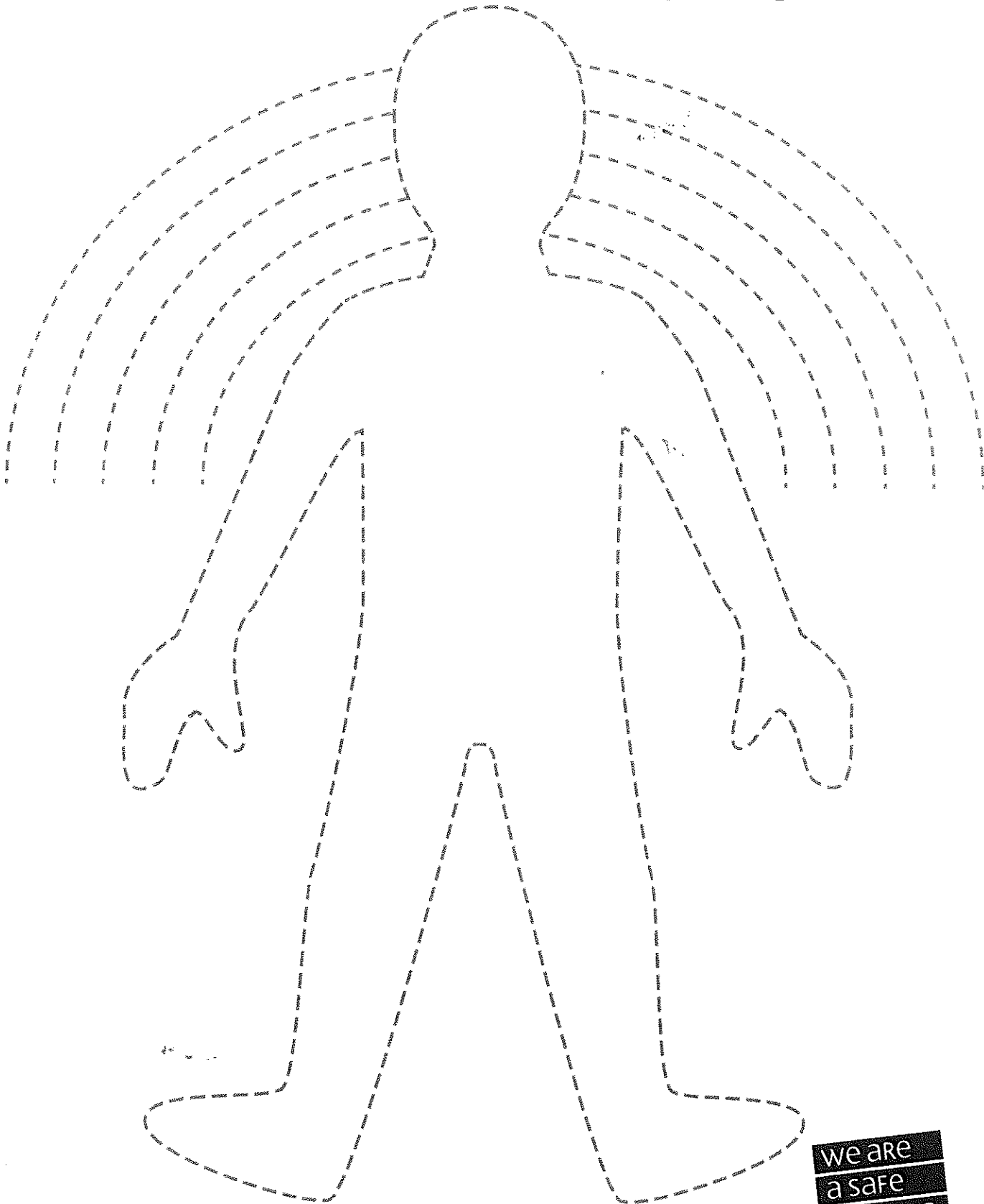


we are  
a safe  
& caring  
SCHOOL.

NOVEMBER

# RAINBOW OF FRIENDS

NOVEMBER



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

NOVEMBER

Your name

Thank you for...

THANK YOU!

To:

Safe & CaRING SCHOOLS

we are a safe & CaRING SCHOOL.