

SOCIO-EMOTIONAL DEVELOPMENT

How is “Socio-Emotional Development” seen in *The Berenstain Bears*?

A key educational goal of *The Berenstain Bears* is to promote socio-emotional competence through helping children navigate the complex developmental issues of their personal and social lives. Each episode features at least one socio-emotional issue (such as peer pressure, diversity, fear, or friendship). And resolution of these conflicts provides clear, tangible payoffs for both the series characters—and viewers at home.

Why is “Socio-Emotional Development” Important?

Educators agree that getting children to learn specific academic content (i.e., math and science) is of paramount importance to their development, but so too is learning to deal flexibly with personal and interpersonal challenges that getting older brings. Research also shows that motivation and regulation of emotions early on can be associated with greater academic success in later years (since the focus can be placed on learning and exploring instead of dealing with emotional extremes and outbursts).

Social and emotional competence go hand-in-hand for young children as they learn and grow from their expanding web of relationships and interactions. To support their socio-emotional development, kids need access to people and situations that model: effective behavior, healthy expressing of emotions, and positive social interactions. To experience these concepts first-hand, children need scenarios in which they can think about and experiment with their own ways of dealing with everyday life challenges.

The following activities provide opportunities for children to practice making their own choices and decisions. Note that learning areas and themes can be strengthened by first taping and showing the associated *The Berenstain Bears* episode (listed at the top of each page), reading and discussing any associated story or book – and then conducting the hands-on activity or lesson with children. Be sure to tie together the common themes of the show, book and activity with plenty of discussion and analysis!

SOCIO-EMOTIONAL DEVELOPMENT

A HANDFUL OF UNIQUE CHILDREN

Exploring the concepts of diversity and individuality.

Learning Area(s): Individuality, Diversity, Peer Pressure

Episode: *“The In Crowd”* **Synopsis:** A fashionable, new bear cub convinces Sister and all her friends that they should think, dress and act alike. Sister quickly realizes that, while fads are fun, being true to yourself is more important.

Objectives:

Children will:

- * Listen to a story about individuality and peer pressure.
- * Discuss peer pressure and individuality.
- * Make hand trace pictures and identify three things that make them unique.
- * Compare and contrast the differences and similarities between one another.

Grades: K-2

McRel Standard(s): Behavioral Studies - Standard 1.1, Understands that people are alike in many ways and different in many ways.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: book about individuality and peer pressure, wall space or display chart, marker, stapler or tape, white paper, colored construction paper, crayons, writing utensils, scissors, glue

Think & Do Activity Preparation:

Prepare and title a space on the wall (or display chart), “A Handful of Unique Children.”

Think & Do Activity Description:

1. Read a book to children about individuality and peer pressure.
2. Discuss peer pressure with them: Ask if they’ve ever been pressured into doing or saying or wearing something that they didn’t want to. What happened? How did they handle it? What would they do if someone tried to pressure them into doing something?
3. Explain that one reason not to let someone talk you into doing something their way, is that we’re all different, and that’s okay. If we weren’t all different, we wouldn’t get to learn from each other! Ask students if they think we all need to be the same to get along. Why or why not? Ask what it would be like if everyone were the same: thought the same way, wore the same clothes and hair styles, had the same skin color, etc.
4. Have students make hand-pictures by tracing an outline of their hand onto white paper, cutting it out, and pasting it toward the top of a piece of colored construction paper.
5. After this is done, ask children to write their name at the top of the page. Then, underneath their hand-print, they should either write or draw three things that make them unique. (Explain the concept of “unique” as necessary.) Offer suggestions such as a special interest, skill, hobby or talent, etc.

#6 Continued on next page

Suggested Reading

“A Bad Case of the Stripes” by David Shannon
“The Practically Perfect Pajamas” by Erik Brooks
“Mr. Pine’s Purple House” by Leonard P. Kessler
“Odd Velvet” by Mary E. Whitcomb

Home Connections

Encourage parents and caregivers to talk with children about their skills, interests and talents. How did they develop? How are they the same or different from those of other family members?

Teacher Tips

Think & Do Activity Description: Cont'd

6. Staple or tape these onto the wall or display chart. Then encourage individual students to discuss what they wrote and/or drew as making them special. Allow children to examine the display and look for similarities and differences between classmates' hands, interests, and unique qualities, etc.



A SHOW OF TALENT

Identifying interests and talents.

Learning Area(s): Self-Esteem, Sense of Self, Identification

Episode: *"The Talent Show"* **Synopsis:** When Brother is made the "scout" for a school talent show, he discovers that everyone has their own special gifts and contributions.

Objectives:

Children will:

- * Discuss what it means to have interests and talents.
- * Identify personal interests and talents.
- * Contribute to a "Show of Talent" Bulletin Board.
- * Decorate the board with magazine pictures that depict their talents and interests.
- * Choose a personal talent to share with the class.
- * Act-out or discuss a personal talent, skill or interest.

Grades: K-2

McRel Standard(s): Life Skills - Self-Regulation, Standard 5.2, Uses techniques to remind self of strengths.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: large bulletin board, board lettering, small strips of paper, camera and film, stapler, push pins, marker, magazines, scissors, glue

Think & Do Activity Preparation:

1. Set up an area for a large bulletin board and title it, "A Show of Talent."
2. Write students' names onto small strips of paper and staple them on the board in horizontal rows. Leave enough space above and in-between names for photographs.
3. Gather magazines featuring young children "in action" (preferably in school and at play).

Think & Do Activity Description:

1. Tell children that "interests" are things people like to do. They might be hobbies or sports; "talents" are skills that might grow when people practice these interests. For example: If someone likes to sing, they could rehearse and practice. Eventually (s)he might develop their talent and become a great stage performer or recording artist.
2. Explain that everyone has special interests, skills and talents. Direct children to think about some of their own. (Give personal examples to get them started.)
3. Dedicate a certain time each day for the next week for students to identify personal skills, interests, and talents. Document their responses on paper strips and staple them to the bulletin board, below each child's name (creating a column of interests under each name).

#4-6 Continued on next page

Suggested Reading

"Amazing Grace" by Mary Hoffman
"Annie's Gifts" by Anna Rich
"Joshua's Masai Mask" by Dakari Hru

Home Connections

After taking down the board, encourage children to share this project with their families by pasting their interest strips, magazine pictures and photo onto a sheet of paper titled "My Talents and Interests," then taking it home.

The Berenstain Bears SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

SOCIO-EMOTIONAL DEVELOPMENT

Think & Do Activity Description:

4. At the end of the week, ask children to find and cut out magazine pictures representing their talents and interests. Decorate the board's border with these pictures.
5. Ask the children to identify one skill, interest, or talent to share (perform or discuss) with classmates. Create a sign-up sheet so that the sharing order and times can be determined.
6. As each child performs or discusses their talent or interest, take a picture of them. Post the photograph above his or her name on the bulletin board.



SOCIO-EMOTIONAL DEVELOPMENT

FRIENDSHIP PARTNERS

Discussing friendship and exploring how to make a new friend.

Learning Area(s): Emotional Development, Getting Along With and Appreciating Others

Episode: "Ferdie Factual" Synopsis: Brother learns how to be a friend to someone who's initially perceived as "different." He teaches his new friend Ferdie that his differences can also make him interesting to other children.

Objectives:

Children will:

- * Define the concept of friendship.
- * Listen to and discuss a story about making a new friend.
- * Identify friendly and unfriendly behaviors.
- * Identify strategies for making a new friend and appreciating their special qualities.
- * Interview a "friendship partner" and discuss both common and different interests.
- * Share new knowledge about their "friendship partner."

Grades: K-2

McRel Standard(s): Life Skills - Working With Others Standard 4.2, Displays friendliness with others. Standard 4.15, Acknowledges the strengths of others.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: book involving new friendships or making a new friend, paper, crayons

Think & Do Activity Description:

1. Discuss the word "friendship" with the children: What makes a good friend? What are the qualities of a good friend? What things do they like about their closest friends? How did they meet their good friends? What sorts of things do they do together?
2. Read a story to the class about making friends. Identify problems the characters experience and the steps they take to make new friends.
3. Identify "friendly" vs. "unfriendly behavior." Discuss strategies for making new friends.
4. Ask: "Should new friends always be like us: Look the same? Talk the same way? Wear the same type of clothes? Why or why not? Can friends teach us new things?"
5. Explain that when we always pick friends who are the same as us, we often miss out on learning new ideas and new interests. For example: a new buddy may treat us to a tasty new kind of food, have us listen to a great singer we've never heard before, show us new kinds of clothes or get us interested in a new sport or hobby!
6. Tell children that today they will get to learn more about a classmate. They'll be paired with someone outside of their regular group of friends.
7. Pair students up and ask them to interview each other and write down (or have the teacher write) some of their partner's interests: music/TV/movies, school subjects, hobbies, sports, food, etc. (Provide interview questions specific to your students.)
8. Encourage pairs of children to come before the class and describe what they learned about each other. The partners should identify interests that they hold in common and any new interests that they learned about.

Suggested Reading

"The Rainbow Fish" by Marcus Pfister
 "Will I Have a Friend?" by Miriam Cohen
 "Why is John Special?" by Roz Grace

Home Connections

Parents can extend this activity by talking with children about their friends: how they first met, interests that they have in common and that are different, their diverse cultures and backgrounds, etc.

Teacher Tips

Children could also make a drawing of one of their "friendship partner's" interests and share the meaning of the picture with the class.

SOCIO-EMOTIONAL DEVELOPMENT

HELPING HEARTS

Practicing the art of assisting and caring for others.

Learning Area(s): Empathy, Caring for Others

Episode: "Lend a Helping Hand" Synopsis: Although first bothered by a neighbor's requests for help, Brother and Sister learn that assisting others is its own reward.

Objectives:

Children will:

- * Discuss the idea of helping and being helped.
- * Pick a "Helping Hearts" (HH) buddy to secretly assist for a week.
- * Secretly perform caring assistance for their HH buddy.
- * At the end of the week, guess and reveal HH buddies.
- * Write or draw thank-you notes to caring buddies.

Grades: PreK-2

McRel Standard(s): Life Skills - Working With Others, Standard 4.1, Displays empathy with others.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: old shoe or gift box, paper, scissors, pen, box decorations such as: [construction paper, glue, colored markers, ribbon, crayons, stickers, etc.] chart paper and marker or chalkboard and chalk, card-making materials

Think & Do Activity Preparation:

1. Prior to the lesson, cut paper into small pieces and write students' names on them.
2. Cut a large hole (large enough for a small hand to reach in) on top of the shoe or gift box and label the front of it, "Helpful Hearts." Decorate the box with colorfully drawn or pasted-on hearts.

Think & Do Activity Description:

1. Talk with children about the idea of helping and being helped when you really need it. How do they help their parents, family, teacher, and friends? How have they been helped and cared for by the same people?
2. Tell children that for the next week, they'll work on having a "helpful heart"—being a person who cares about and helps others. To do this, they'll pick a name from the Helpful Hearts Box to secretly help and do nice things for. (Teachers should tell secret HH names to children who cannot read.)
3. Talk with the class about some of the things that could be done for their buddy, such as: make a gift; draw a picture; write a nice note; ask if they need help with a puzzle, problem or activity; talk with them if they seem unhappy; or just say something nice at any time! (Write these ideas down the chart paper or board.)
4. Encourage children to secretly perform caring, helpful acts for each other for the entire week.

#5-6 Continued on next page

Suggested Reading

Teacher Tips

"Kids' Random Acts of Kindness" by Dawna Markova, "What Newt Could Do For Turtle" by Jonathan London, "Herman the Helper" by Robert Kraus, "The Mitten Tree" by Candace Christiansen "Spot Helps Out" by Eric Hill

Be sure to prepare children for the fact that they probably will not get the name of a best friend. Stress that it's easy to be kind to best friends and a little harder to be kind to someone you don't know as well.

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SOCIO-EMOTIONAL DEVELOPMENT

Think & Do Activity Description: Cont'd

5. At week's end, have a circle time in which HH buddies are revealed. First ask each student who they think their buddy is. If incorrect, ask the buddy to stand and reveal their identity.
6. Encourage students to write thank-you cards to their secret, caring buddy!



The Berenstain Bears SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

SOCIO-EMOTIONAL DEVELOPMENT

LET'S COLLABORATE!

Learning to value our abilities and use them to work with others.

Learning Area(s): Self-Esteem, Collaboration

Episode: "The Haunted Lighthouse" Synopsis:. While visiting an old lighthouse, the Bears meet its former caretaker, Captain Salt. The cubs help him realize that his knowledge and experience are still valuable. With the family's support, Capt. Salt becomes the new Lighthouse Museum curator!

Objectives:

Children will:

- * Listen to stories and identify the authors and illustrators.
- * Discuss the roles (and interdependence of) authors and illustrators.
- * Analyze a puppet story about valuing skills and abilities.

Grades: K-1

McRel Standard(s): Life Skills Standards: Working With Others - 5.14, Acknowledges the strengths of others. Self Regulation - 2.3 Identifies personal strengths and weaknesses.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: storybooks, [puppets, stuffed toys or persona dolls]

Think & Do Activity Description:

1. Read different stories to the class over the next several days. Point out the books' authors and illustrators. (Make sure ahead of time that the book selections have both authors and illustrators!)
2. Discuss what an "author" is and what an "illustrator" is. (While reading books, show what these people do by tying them to the language and pictures.) Ask: "Is one more important than the other? Why/why not? How do they work together?"
3. Explore the idea with children that we all have special talents, skills and abilities. When we combine what we know with the strengths of others, sometimes together we can make or do even better things!
4. Tell the class that they are about to explore this idea even further by analyzing a story.
5. Present a problem for two puppets, stuffed toys or persona dolls involving how we can help our friends feel good about their abilities, both individually and collaboratively. For example:
 - a) Mouse feels bad that he can't write stories like Bird.
 - b) Bird always gets to read her stories to the class.
 - c) Bird says, "Don't feel bad, Mouse. I wish I could draw pictures like you. Your pictures are always hanging up in the room."
6. Discuss how Mouse and Bird really like each other's work.
7. Talk with children about Bird and Mouse's problem. Ask: "With what we've learned about book authors and illustrators, how can we help Mouse and Bird feel good about their own work? How can they work together?"

Suggested Reading

"I Want Your Moo: A Story for Children about Self Esteem" by Marcella Bakur Weiner, "I Can Do It" (Step Into Reading, Step 1, paper) by Sarah Albee

Home Connections

Ask parents to help with this activity by identifying some of their children's skills and abilities. How might these be used to work with other people on a special project (like composing a song, story, play, art project, etc.)?

SOCIO-EMOTIONAL DEVELOPMENT

MANY THANKS GIVINGS

Using creative art projects to express thanks.

Learning Area(s): Appreciation, Gratitude, Traditional Holiday Celebrations

Episode: "The Prize Pumpkin" Synopsis: After Papa is overly-concerned with his entry in a pumpkin growing contest, the Bear family learns that the true meaning of Thanksgiving is about giving thanks, not winning competitions.

Objectives:

Children will:

- * Listen to a story about Thanksgiving.
- * Talk about Thanksgiving and some of the things they are thankful for.
- * Create a Thankful Turkey or Thankful Pumpkin Patch.

Grades: Pre-K-1

McRel Standard(s): Language Arts Standards: Listening and Speaking - 8.1, Makes contributions in class discussions
Writing - 1.6, Uses writing and other methods to describe familiar persons, places, objects or experiences.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: paper, markers, crayons, construction paper, bulletin board, stapler, turkeys—paper plates, brown tempera paint, paint brushes, turkey cut-outs: [face, beak, feet, wattle, 3 feathers], wiggle eyes, scissors, glue, pumpkins—paper bags (small or regular-sized), orange tempera paint, paint brushes, stem and leaf cut-outs, scissors, glue

Think & Do Activity Preparation:

1. Turkeys: draw turkey parts: face/beak/feet/wattle + 3 feathers, each. Copy onto construction paper for students to cut out. If children are very young, then pre-cut the shapes for them.
2. Pumpkins: cut the tops of paper bags into being rounded (like the top of a pumpkin). Draw pumpkin shapes: 2 large green leaves/each and stems (for children to cut out and paste on top). Photocopy onto construction paper (or cut the shapes out for younger children.)

Think & Do Activity Description:

1. Read a book to the class about Thanksgiving. Then discuss the meaning of the holiday, what it is to be "thankful" and things that children are thankful for.
2. Tell children that they can now make Thankful Turkeys or Thankful Pumpkin Patches!
3. For Thankful Turkeys, have students paint paper plates brown. As they are drying, have them cut out the turkey face, beak, wattle, feet and 3 feathers.
4. Have children paste the turkey face, beak, wattle feet and wiggle eyes on. Ask that they write three things they're thankful for onto the three feathers, then paste these on as well.
5. Label a bulletin board, Thankful Turkeys, then staple all the turkeys onto it for display.
6. For Thankful Pumpkin Patches, have students paint bags orange and let dry.

#7-10 Continued on next page

Suggested Reading

"Nickommoh: A Thanksgiving Celebration" by Jackie French Koller,
"Thanksgiving Day" by Gail Gibbons, "Gracias, the Thanksgiving Turkey" by Joy Cowley, "Thanksgiving Day" by Anne Rockwell

Home Connections

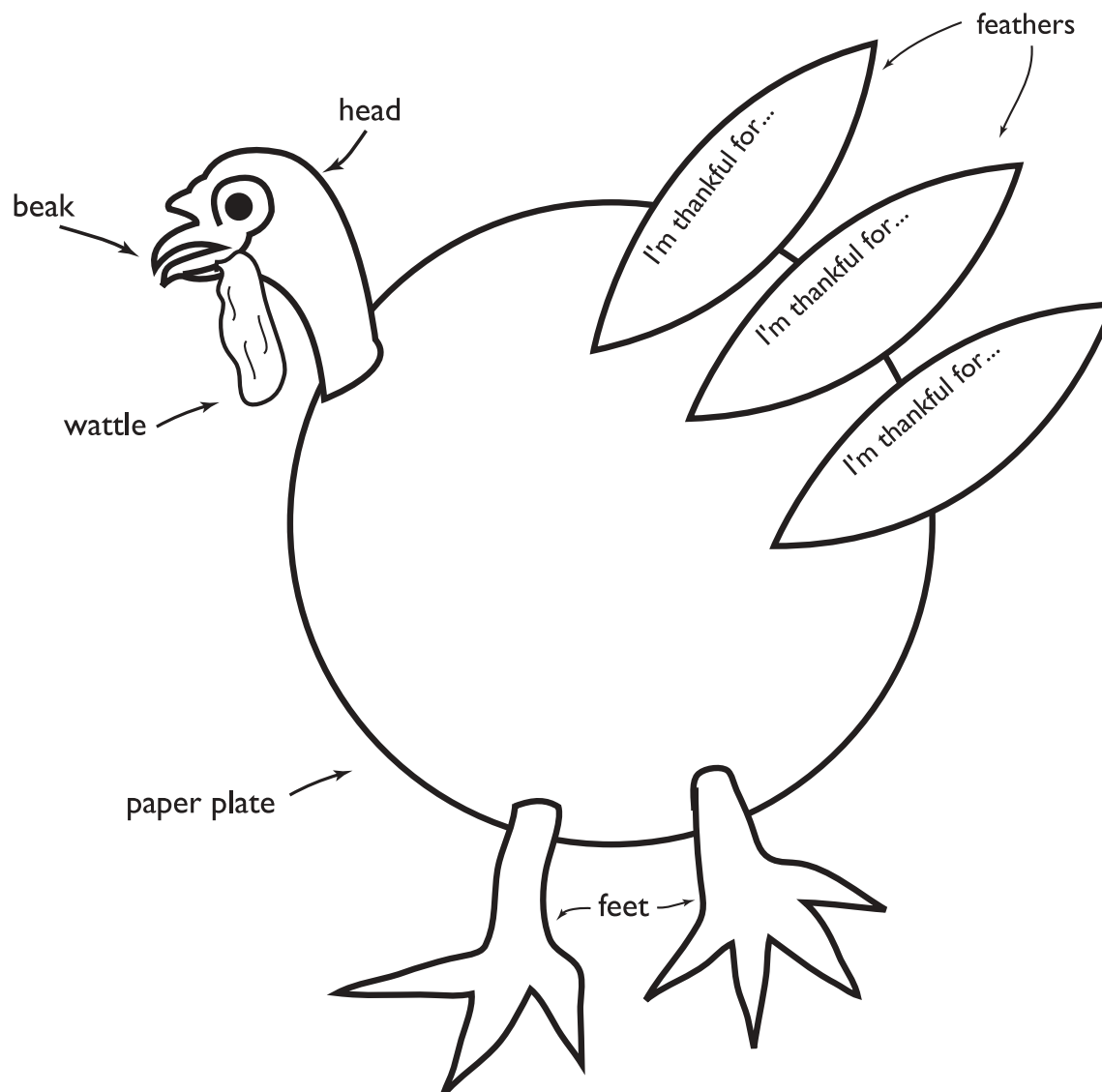
After the displays are taken down, allow each child to bring their Thankful Turkey or Pumpkin home to help start a discussion about things their family is grateful for.

The Berenstain Bears SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

SOCIO-EMOTIONAL DEVELOPMENT

Think & Do Activity Description:

7. Allow children to cut the pumpkin leaves and stem. Have them paste the stem on the inside of the top of the bag—and on the leaves, write two things they are thankful for.
8. Attach leaves to the top, outside of pumpkins (next to stems so that writing can be seen).
9. Label a bulletin board, Our Thankful Pumpkin Patch, then staple all pumpkins onto it.
10. Encourage children to look at and discuss the different things their classmates are thankful for.



THANKSGIVING ADDRESS

Learning to appreciate the things that we have and the world that we live in.

Learning Area(s): Gratitude, Appreciation, Thankfulness

Episode: "Count Your Blessings," Synopsis: After first taking them for granted, Brother and Sister come to appreciate the things that they have. The cubs realize how fortunate they are and learn to count their many blessings.

Objectives:

Children will:

- * Discuss what it means to be thankful.
- * Listen to and discuss the story, "Giving Thanks."
- * Make a class Thanksgiving Address Poster.

Grades: K-2

McRel Standard(s): Language Arts - Listening and Speaking Standards: 8.1, Makes contributions in class discussions. 8.2, Asks and responds to questions.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: "Giving Thanks" by Chief Jake Swamp, poster board, marker, paper, crayons

Think & Do Activity Preparation:

1. At the top of a large piece of poster board, write the title, "Our Class Thanksgiving Address."

Think & Do Activity Description:

1. Talk with the children about what they think it means to be a thankful person and to appreciate the things that we have.
2. Explain that Native American tribes such as the Iroquois have a very special tradition of giving thanks called the Thanksgiving Address. It is words said at the beginning and end of certain ceremonies as a "thank you" for all living things.
3. Read "Giving Thanks" to the class and discuss the different elements given thanks for in the book.
4. Ask children if they'd like to work together on their own Thanksgiving Address. This would be a list of things that they, as a class, are thankful for. Encourage them to think not only of material possessions—but also of people and things in nature, the environment, and world, etc.
5. As a group, come up with approximately ten things. Write these as a vertical list on the poster board (leaving lots of space in between each item for children's drawings).
6. Ask students to now draw these ten things. Then make a collage spread of the pictures underneath each item as illustration.

Suggested Reading

"Feeling Thankful" by Shelley Rotner
 "Old Winter" by Judith Benet Richardson

Home Connections

Extend the activity by encouraging children to talk with parents, guardians, siblings, and care providers about the things they're thankful for as a family.

Teacher Tips

OUTWARD APPEARANCES

Exploring what it is to judge someone based on their outward appearance.

Learning Area(s): Responsibility, Honesty, Dealing with Challenges and Adversity

Episode: "Trick or Treat" Synopsis: On Halloween, Brother and Sister are scared of a neighbor who "looks and acts" like a witch. They learn that she's actually a kind, fun-loving lady and not to judge others by appearances or preconceptions.

Objectives:

Children will:

- * Discuss the concept of different outward appearances.
- * Dress up in different pretend-play clothes and evaluate how the costumes/outfits change the wearee's appearance.

Grades: K-2

McRel Standard(s): Behavioral Studies - Standard 1.1, Understands that people are alike in many ways, and different in many ways.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: multicolored M&M candy (without peanuts), bowl, different costumes or "dress-up" play clothes, full-length mirror

Think & Do Activity Preparation:

1. Bring to class, a bag of multi-colored M&M candy (non-peanut) and pour into a small bowl.
2. Make sure that there are enough "dress-up" clothes so that each child may wear an outfit. (If not, then this part of the activity should be broken into two groups: outfit wearers and an audience – then the groups can reverse roles.)
3. Note: This activity should take place after lunch since it involves eating candy! Also be sure that no child has an allergy to chocolate.

Think & Do Activity Description:

1. Show the bowl of M&M's to the class and ask them which colors they see on the outside of each candy. Ask if they have a favorite colored M&M and why? Ask what they think is inside each colored candy shell—is it the same or different underneath each color?
2. Allow children to eat some of the candy as you explain that just as these candies seem to be different on the outside, but are the same on the inside—the same can also be true of people. You might not be able to tell if someone thinks, acts or feels differently from you just by what they look like (or wear) on the outside.
3. Brainstorm about different things that can make people look different from each other: skin and eye color, clothes, height, weight, hair style, make-up, etc. (Provide hints to children if they have difficulty generating ideas.)
4. Tell children that they can dress up in a "pretend-play" outfit of their choice. And encourage them to look at themselves in the full-length mirror (if available).

#4-6 Continued on next page

Suggested Reading

"Big Al" by Andrew Clements
 "The Rainbow Fish" by Marcus Pfister

Teacher Tips

This is a great activity to do with your class on or near Halloween!

The Berenstain Bears **SEE, THINK & DO** ACTIVITY GUIDE *The Berenstain Bears*
SOCIO-EMOTIONAL DEVELOPMENT

Think & Do Activity Description:

5. As a group, look at each child's outfit in terms of how it changes their appearance. Do they now look: nice, mean, fun, business-like, scary, funny, etc? Then discuss whether clothes really changed the person wearing them. Are the people underneath the clothes the same as they were before they put them on? Why or why not? How are they the same? How are they different?
6. Allow children to continue dramatic play in their "dress-up" outfits!



SOCIO-EMOTIONAL DEVELOPMENT

TOY-MAKING

Learning to appreciate toy diversity and hand craftsmanship.

Learning Area(s): Individuality, Creativity, Diversity, Acceptance

Episode: "The Big Red Kite" Synopsis: The cubs learn that just because a kite is store-bought, it is not necessarily better than one crafted by hand, especially by someone who loves you. They realize that making their own toys can be just as much fun as choosing them from off of a shelf!

Objectives:

Children will:

- * Brainstorm about toys that can be made or bought.
- * Discuss the diversity of toy choices and preferences.
- * Create their own toy kites, fly them, then compare each other's designs.

Grades: PreK-1

McRel Standard(s): Language Arts - Listening and Speaking-Standard 8.1, Makes contributions in class and group discussions.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: plastic bags w/ handles, full-sized paper plates, glue, stapler, yarn or string, hole punch, craft sticks, decorations such as: crayons, ribbon, streamers, cloth strips, paint/brushes, markers, stickers, glitter

Think & Do Activity Preparation:

1. Gather plastic bags with handles (i.e., from the grocery store).
2. Pre-cut colorful streamers, cloth strips and/or ribbon into 14 inch pieces.
3. Punch a hole in paper plates – about two inches from the edge.

Think & Do Activity Description:

1. Talk with children about the difference between handmade and store-bought toys. Ask if they ever made something for someone they cared for?
2. Ask: "Which toys do you think are better if they're made by hand? Which are better if they come from the store? Do you think your toys need to come from the same place as your friends'? Why or Why not? If your friend has a store-bought kite, is it okay for you to make your own? Would one kite be better than the other? Why or why not?"
3. Explore the ideas that:
 - a) We all like different toys, clothes, food, etc. but just because we like something different from our friends, doesn't mean that it is better or worse.
 - b) When we make our own toys, they are very special because they're one-of-a-kind and are designed just the way we want.
4. Explain that one handmade toy children can make today is a kite! They will each have the choice of making a plastic bag or paper plate kite. (Show examples of each.)

#5-8 Continued on next page

Suggested Reading

Home Connections

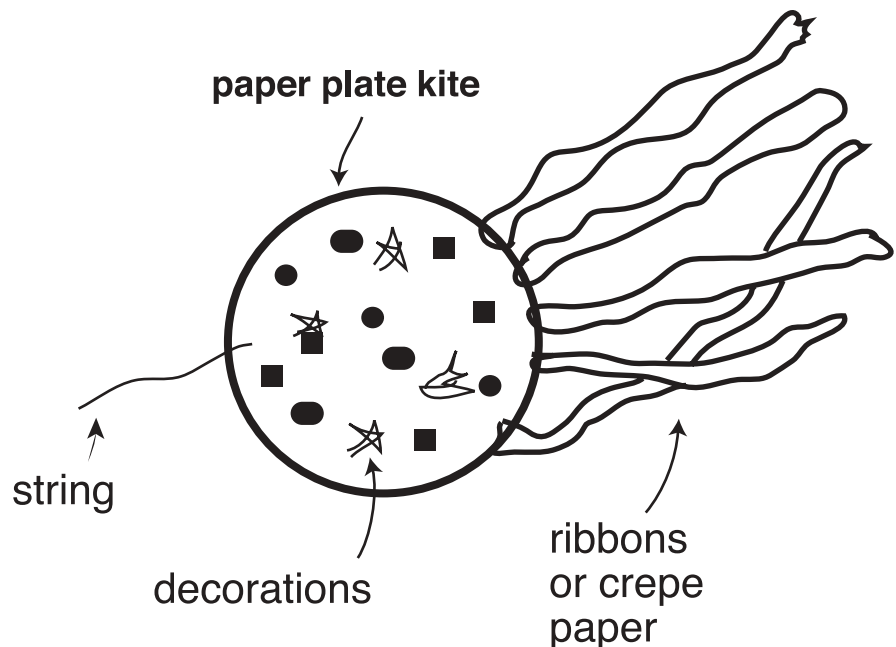
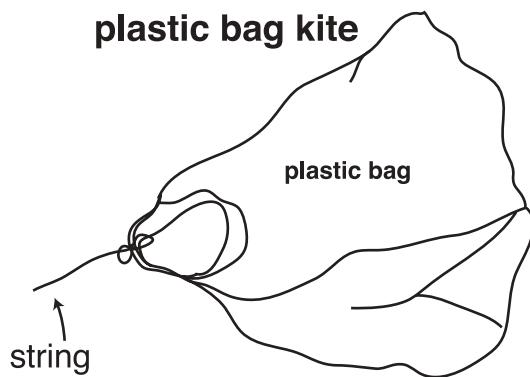
Teacher Tips

"Galimoto" by Karen Lynn Williams
 "Hands" by Lois Ehlert
 "Kite Flying" by Grace Lin

Encourage children to talk with elder family members about toys that were made when they were a child. How are they different from toys of today? How are they the similar?

Think & Do Activity Description: Cont'd

5. Plastic Bag Kites: Allow children to decorate bags with stickers and staple their "tail" choice of ribbons or streamers onto the edges. Tie the handles together with string or yarn. Tape the other end of the string onto craft sticks and wrap any excess length around the stick.
6. Paper Plate Kites: Encourage children to decorate plates any way that they'd like. Help them staple or glue streamers or ribbons onto the edges. Slide a piece of yarn or string through the hole and tie a large enough knot that it won't slip out (or staple it to the plate). Tape the other end of the string onto craft sticks and wrap any excess length around the stick.
7. When the kites are finished, allow children to have fun playing with them outside.
8. Back inside the classroom, encourage the class to compare the similarities and differences of their designs – and how they feel about being toy-makers!



SOCIO-EMOTIONAL DEVELOPMENT

PET PARTICULARS

Learning about pet ownership and making a pet care collage.

Learning Area(s): Responsibility, New and Challenging Situations

Episode: "Trouble with Pets" Synopsis: When brother and sister get a new dog, they learn to take on the challenging responsibilities that go along with pet ownership.

Objectives:

Children will:

- * Discuss the responsibilities associated with owning a pet.
- * Find a family pet photo (or cut one out from a magazine).
- * Talk about how they (do or would) care for the animal.
- * Collectively Create a "How I care for my pet" collage display.

Grades: PreK-2

McRel Standard(s): Life Skills - Self Regulation, Standard 1.6, Identifies resources (and care) needed to complete a goal. Life Science 5.1 Knows the basic needs of plants and animals.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: an animal picture book, tape, stapler, construction paper, marker, classroom display board or poster sized sheet of paper, photos or pictures of pets, note to parents

Think & Do Activity Preparation:

1. At the top of a classroom display board or poster-sized sheet of construction paper, write the title, "Taking Care of Our Pets." Tape or staple this to the wall
2. Write a short note to parents and guardians explaining this activity and the need for children to bring in family pet pictures (if available).

Think & Do Activity Description:

1. Present pictures of different animals to the children (from a fiction or non-fiction book) and discuss whether or not they'd make good pets and why.
2. Have the class come up with a list of care that's needed for pets (such as feeding, walking, bathing, cleaning up after, spending time, playing with them, etc.).
3. Have children take home the parent note and ask that they bring in a photo of a family pet (or cut/tear out a magazine picture of a pet that they would like to have). They should be prepared to talk about the care they provide or would provide for the animal.
4. After the pictures have been brought in, gather the children for a circle time and encourage them to talk about their individual pet photos and care responsibilities.
5. After each presentation, have students hand you the photos or pictures to be taped onto the display area. Under each picture, write the child's name, pet's name and one or two things that (s)he does to care for it. (Ex: "Marsha cares for Spot by walking and petting him every day.")

Suggested Reading

"Each Living Thing" by Joanne Ryder, "Mr. Putter and Tabby Walk the Dog" by Cynthia Rylant, "My First Pet: A Storybook to Touch and Feel" by Peggy Tagel, "Animal Action ABC" by Karen Pandell, "Puppies are Like That" by Jan Pfloog

Home Connections

In the note to parents and guardians, ask them to talk with children about the different things that need to be done for their pet. If they do not have one, ask that they discuss the type of animal they'd like to have as a family (and what they would do to care for it.)

PUT UPS AND PUT DOWNS

Exploring the use of encouraging words to offset “put downs.”

Learning Area(s): Problem-Solving, Feelings, Respect

Episode: “Mighty Milton” Synopsis: When a classmate is picked on, Brother learns that teasing is finding and exploiting someone’s weaknesses. He then discovers that being a friend means finding and supporting someone’s strengths. Brother decides to be a friend.

Objectives:

Children will:

- * Analyze a puppet story involving name-calling.
- * Brainstorm about “put-ups” that can offset “put-downs.”

Grades: PreK-1

McRel Standard(s): Life Skills - Thinking and Reasoning-Standard 1.1, Identifies simple problems and possible solutions.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: two hand puppets or Persona dolls (dolls with established personalities based on the particular make-up of the class) or two stuffed animals named generically (i.e., Cat and Dog)

Think & Do Activity Description:

1. Gather the children for a circle time and tell them that today they will listen to and discuss a story about name-calling.
2. Use two puppets, persona dolls or stuffed animals to represent participants in a common classroom problem—name calling. Enact the following script:

Cat: (Cat is crying.)

Teacher: Asks Cat why she is crying.

Cat: Answers that Dog called her “dumb.”

Teacher: Tells class that “dumb” is a “put-down word.”

Teacher: Ask dog if he said this.

Dog: Admits having said it.

Teacher: Asks Dog to look at Cat crying. Asks Dog how (s)he thinks Cat feels? (Look at children to answer for Dog.)

Children: (Children should answer for Dog.)

Teacher: Asks Dog why (s)he would call Cat “dumb?”

Dog: Says, “Because Cat won’t play ball with me!”

Teacher: Says, “I think I understand how you feel. It sounds like you (Dog) were angry and disappointed. You really wanted to play ball with Cat.”

Teacher: Asks class if they can think of what Dog might have done differently when Cat said that she didn’t want to play ball with him.

3. Encourage children to problem-solve different possibilities.
4. After open discussion, ask children to give “put-ups” to Cat to help her feel better. Some put-ups might be: “I think you are very kind, smart, and fun to play with,” etc.

Suggested Reading

“Andrew’s Angry Words” by Dorothea Lachner, “Sometimes I’m a Bombaloo” by Rachel Vail, “When Sophie Gets Angry – Really, Really Angry” by Jolly Garrett Bang, “The Grouchy Ladybug” by Eric Carle
“Mary Louise Loses Her Manners” by Diane Cuneo

Teacher Tips

Younger children can identify with these puppets and feel safe because their own names are not used. They may be more likely to problem-solve about name-calling under these circumstances.

SOCIO-EMOTIONAL DEVELOPMENT

PRESSURE POINTS

Exploring strategies for responding to peer pressure.

Learning Area(s): Peer Pressure, Self Esteem, Self Reliance, Individuality

Episode: "Double Dare" Synopsis: After being dared and "double dared" by Too-Tall and his gang, Brother learns the importance of thinking for himself versus following others.

Objectives:

Children will:

- * Listen to and discuss a story involving peer pressure.
- * Identify effective strategies for responding to peer pressure.
- * Play a Peer Pressure Game.

Grades: 2

McRel Standard(s): Life Skills - Working With Others - Standard 2.12, Identifies individual vs. group or organizational interests in conflicts.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: two large "YES" and "NO" signs, storybook depicting peer pressure, "Pressure Points" brainstorm chart (see handout)

Think & Do Activity Preparation:

Create large "Yes " and "No" signs and display them prominently on opposite sides of the room.

Think & Do Activity Description:

1. Present the brainstorm chart and ask children: "What comes to your mind when you think about the words, PEER PRESSURE?" (Suggest words such as: friends, push, force, dare, etc.) Write responses onto the lines extending out from the circle.
2. Read a story to students involving peer pressure. Ask: "Who was being pressured in this story and in what ways? How did (s)he respond? Are there other ways (s)he could have handled the pressure?"
3. Ask: "Who has ever experienced peer pressure?" (Provide examples such as being pressured into wearing "cool" clothes or acting certain ways).
4. Ask children: "Why do you think kids try to pressure other kids into doing what they do or believing what they believe? How have you ever responded to peer pressure? Who has ever resisted such pressure?" (Explain "resisted," as necessary.)
5. Suggest different ways to resist peer pressure. Encourage children to "stand firm" and to trust their family values and their own opinion about what's right and wrong.
6. Encourage children to play a "Peer Pressure Game." Ask them to look at the two signs on opposite sides of the room. Explain that one child at a time will be presented with a peer pressure problem. The child will then be asked a question to which (s)he will answer "YES," or "NO." (S)he will indicate the answer by moving to the chosen "Yes" or "No" sign.

#7-9 Continued on next page

Suggested Reading

Home Connections

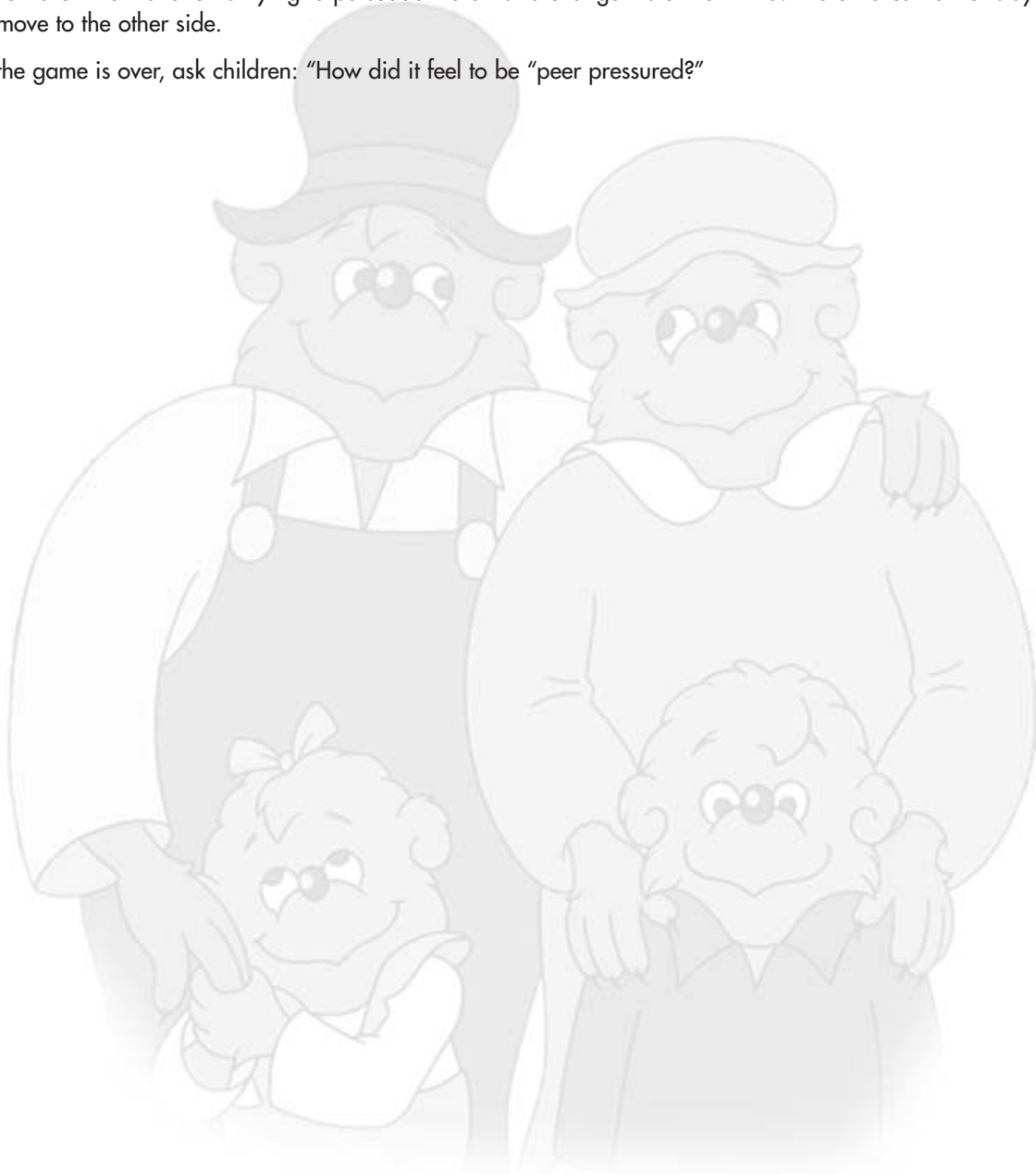
Teacher Tips

"The Practically Perfect Pajamas" by Erik Brooks
 "Hana's Year" by Carol Talley
 "The Heart of Cool" by James McEwan
 "Riding the Tiger" by Eve Bunting

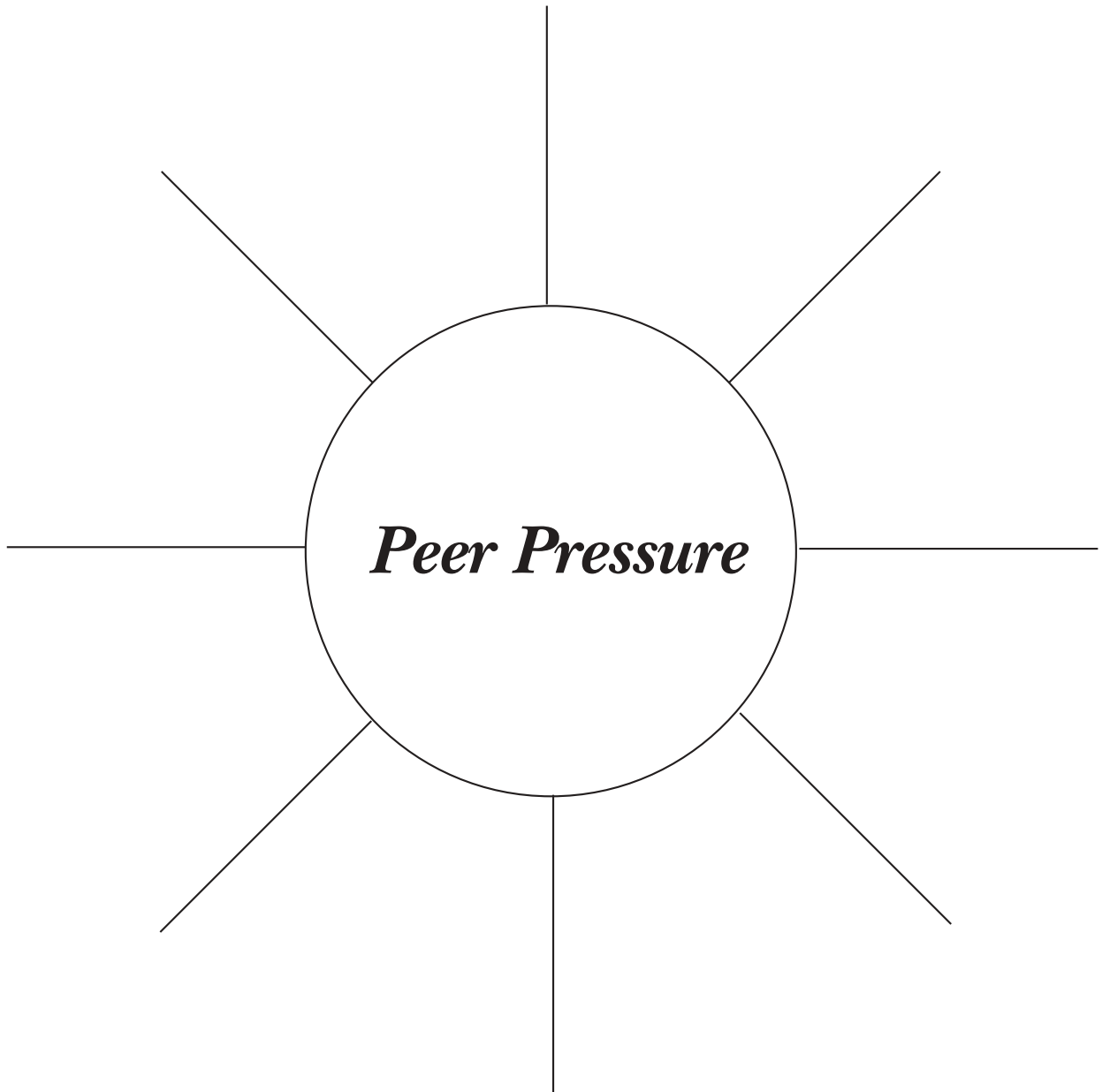
Create alternate peer pressure scenarios for children to respond to based on problems you observe them struggling with in the classroom and on the schoolyard.

Think & Do Activity Description: Cont'd

7. Sample scenarios include:
 - a) You have a big class project due tomorrow but your friends are having a slumber party. Should you go or stay home and work on it? YES or NO?
 - b) Two of your friends have new backpacks with a picture of their favorite singer on the front. Your backpack isn't old, but your friends say you have to get one like theirs. Should you buy it? YES or NO?
8. Other children then take turns trying to persuade the child to change his or her mind. The child can either stay where (s)he is or decide to move to the other side.
9. After the game is over, ask children: "How did it feel to be "peer pressured?"



REPRODUCIBLE PAGE
PRESSURE POINTS



The Berenstain Bears SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

SOCIO-EMOTIONAL DEVELOPMENT

MY MISTAKE

Learning to acknowledge and admit mistakes.

Learning Area(s): Responsibility, Integrity

Episode: "Stinky Milk Mystery" Synopsis: After a mishap occurs while visiting a local farm, Brother and Sister are hesitant to admit their mistake. However, they soon learn that "coming clean" is the best thing to do.

Objectives:

Children will:

- * Discuss the concept of "making a mistake."
- * Discuss different mistakes they have made.
- * Generate strategies for admitting mistakes.
- * Practice suggested strategies through dramatic role-play.

Grades: K-2

McRel Standard(s): Life Skills - Self Regulation, Standard 5.1, Understands that everyone makes mistakes.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: a small paper bag, marker, slips of paper, writing utensils

Think & Do Activity Preparation:

1. Find a small paper bag and write "Mistake Bag" on the outside.
2. Cut slips of paper small enough for a stack to fit inside the paper bag.

Think & Do Activity Description:

1. Discuss "mistakes." Explain that they are a natural part of life and that it is best to admit a mistake rather than trying to hide it.
2. Share an example from Berenstain Bears: While visiting a farm, a brother and sister accidentally let some cows loose out of their fenced-in area (and don't tell anyone what happened)! Later, the cows get sick from having eaten onion grass. The vet figures out what's wrong. But he could have helped them a lot faster and easier if the children had admitted what happened right away instead of waiting. This is an example of how problems can actually get worse when we wait to tell about mistakes we've made!
3. Ask children: "What kind of mistakes have you made? Did you ever try to cover one up? Was it scary to admit to the mistake? What happened? What could have been done differently to better solve the problem?"
4. Tell students that today they are going to practice admitting mistakes.
5. Ask individual children to talk about a past mistake. (Tell them about a mistake of your own to get the ball rolling.) Ask the group to verbally give advice about how that child might have admitted the problem. Write a description of each mistake and problem onto slips of paper and deposit them into the "Mistake Bag."
6. Shake the bag up. Have each child reach in and pull out one mistake scenario. Provide opportunities for the child to choose other "players." Together, they should role-play the mistake, a strategy for admitting it and how to solve the problem.

Suggested Reading

"Big Moon Tortilla" by Joy Cowley
"A Big Fat Enormous Lie" by Marjorie Weinman Sharmat, "Regina's Big Mistake" by Marissa Moss

Home Connections

Teacher Tips

1. Provide opportunities for the children to act out a storyline from one of the suggested readings.
2. Provide ongoing chances for sharing and role-playing whenever a child makes a mistake.

SOCIO-EMOTIONAL DEVELOPMENT

DENTAL DILEMMAS

Exploring and role-playing different dental practices.

Learning Area(s): Health Care, Community Providers, Critical Thinking

Episode: "Visit the Dentist" Synopsis: When Sister has a loose tooth and Brother a cavity, they're both afraid to see the dentist. They soon find out that their initial fears were far worse than the actual appointment.

Objectives:

Children will:

- * Discuss reasons for brushing teeth and different foods and drinks that are helpful or hurtful to teeth.
- * Evaluate the effects of choosing different drinks.
- * Explore what it's like to visit the dentist through role-play.

Grades: PreK-2

McRel Standard(s): Health Standards:1.1-Knows community health service providers and their roles. 7.1-Knows basic personal hygiene habits required to maintain health.

Core Curriculum Area(s): Language Arts, Health

Materials Needed: hard boiled eggs, milk, water, cola, glasses, "dental" play props, toothpaste, old toothbrushes

Think & Do Activity Preparation:

Boil several eggs until hard. After they've cooled, bring them to class.

Think & Do Activity Description:

1. Talk with students about why they have to brush their teeth every day. How long do they think it takes for teeth to become dirty and need cleaning? What sort of foods and drinks do they think are good and bad for teeth: fruits and vegetables vs. candies and sweets, milk vs. soda, etc.
2. Explain that today they will do an experiment to see what happens to teeth when we choose different types of drinks.
3. Pour the liquids into separate glasses. Place one hard-boiled egg into each glass and let them sit for a day or two.
4. Explain that the egg shells are like the hard, protective, white enamel we have on our teeth (smile and point to tooth enamel). Ask students what they think will happen to each of the egg shells and why.
5. After a day or two, examine the eggs and discuss what happened. Explain how certain drinks like milk are good for our teeth. Others like cola and sodas can be harmful and staining. Ask how they think the stained eggs can be cleaned?
6. Give each child a turn putting toothpaste on a brush and cleaning the stained eggs. Ask them what they now think brushing their own teeth does?
7. Talk about how dentists help our teeth stay healthy through cleanings and fillings, etc. Then encourage children to "play dentist" by letting them set up a dentist's office in the dramatic play area. Suggest that they take turns as dentist and patient.

Suggested Reading

"Open Wide: Tooth School Inside" by Laurie Keller, "Doctor De Soto" by William Steig "Barney Goes to the Dentist," by Linda Cress Dowdy, "Just Going to the Dentist: Golden Look-Look Book" by Mercer Mayer

Teacher Tips

If stains do not brush off for some children, explain that sometimes our teeth become so dirty that we need a dentist to clean them for us! (But brushing every day can help keep teeth clean in between dentist check-ups!)

SOCIO-EMOTIONAL DEVELOPMENT

FACING FEARS

Making and using sock-puppets to explore real and imaginary fears.

Learning Area(s): Facing Fears, Emotional Development

Episode: "Lost in a Cave" Synopsis: Cousin Fred is hesitant about going on a cave exploration outing. But with help from Papa, Brother and Sister he faces his fears, learns that there was little to be scared of and winds up having a great time!

Objectives:

Children will:

- * Make "brave" sock puppets of themselves.
- * Listen to and discuss a story involving positive resolution of a fearful situation.
- * Identify feelings of fear and what it means to be brave.
- * Use "brave sock" puppets to role-play dealing with different fears.

Grades: PreK-1

McRel Standard(s): Health - Standard 4.1, Identifies and shares feelings in appropriate ways.

Core Curriculum Area(s): Social Studies, Language Arts

Materials Needed: book about facing a fearful situation, old (arm-length) socks, different colored yarn, small pieces of colored felt material, wiggle eyes, scissors, white glue, colored markers, small pieces of cardboard or plastic

Think & Do Activity Description:

1. Help the children make colorful sock puppets of themselves. Children should: a) Place their hands inside the socks then lightly mark areas on them for a mouth, eyes, lips and tongue. b) Remove their hands and insert pieces of cardboard/plastic. (This will ensure that markers don't stain through to the opposite side). c) Glue on wiggle eyes. d) Use markers to make lips, a nose, a mouth and other facial features. e) Glue small pieces of red felt inside the mouths to make tongues. f) Cut pieces of yarn into desired hair length and glue them on the top of the puppets' "heads." g) Draw (and glue additional pieces of colored felt) on the puppets' bodies to make decorative clothing.
2. Allow puppets to dry overnight.
3. The following day, read a story involving characters who feel and face fears. Then ask: "What was the character afraid of? Why do you think he/she was scared? How did the character show his or her fear? Did the character act bravely? What did (s)he do that was brave?" (Explain "brave" as necessary.)
4. Explain that everyone gets scared sometimes. We just have to figure out things we can do when we feel this way. Generate a list of situations that have made the children fearful. To get started, ask: "Have you ever been scared of a loud noise? An animal? Beginning a new school or class? Things you've seen or heard on TV or radio?"
5. Discuss some strategies that can help us feel better and act bravely when we're scared. Ask children for ideas. Be sure to suggest: talking to a parent, teacher or friend; using a night light; keeping a special toy or stuffed animal nearby; using imagination to turn a scary thought or monster into something funny.
6. Provide opportunities for students to use their "brave sock-puppets" either to talk with each other about different fears and how to bravely deal with them or to act out fearful situations and brave behaviors.

Suggested Reading

Home Connections

Teacher Tips

<p>"No Such Thing" by Jackie French Koller "Go Away, Big Green Monster" by Ed Emberley "Franklin in the Dark" by Paulette Bourgeois "Lizzy and Skunk" by Mary-Louise Fitzpatrick "Moon in My Room" by Ila Wallen</p>		<p>When children are working with puppets you might want to provide them with "talking starters" such as "I feel scared when..." or "I act bravely by..." Two children can model what this looks and sounds like.</p>
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