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**ABSTRACT** This curriculum guide for kindergarten teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept, rational thinking processes, and a personal and societal value system. Teaching techniques include role playing, story telling, classroom discussion, puppet shows, skits, and use of audiovisuals. Lessons are provided on two major topics: Self-Awareness of the Physical Body and Self-Awareness of Feelings. Lesson outlines contain purpose, concepts, affective objectives, class activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For many lessons classroom stories are included. Bibliographies of additional teacher resource materials and values-related children's books are provided. Appendices include procedures for group discussion and role playing, patterns for puppets, and a curriculum-materials resource list. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

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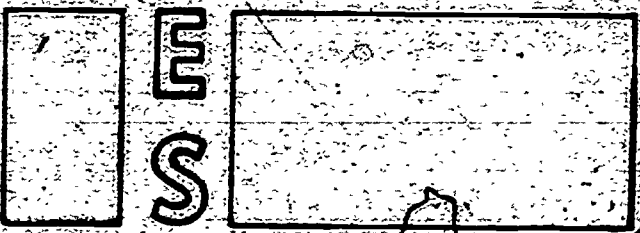
LEVEL K

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# PATTERN OF HEALTHFUL LIVING: ME AND MYSELF



EDUCATION



Harris County Department of Education  
Office of County School Superintendent

501 32

PATTERN

OF

HEALTHFUL LIVING

A Values Curriculum

Second Revision

ME AND MYSELF

LEVEL K

Juanita Bridges

HARRIS COUNTY DEPARTMENT OF EDUCATION  
Office of County School Superintendent  
Carroll Teague - Superintendent

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## PATTERN OF HEALTHFUL LIVING

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## PROGRESS AND CAUTION

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriateness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from piloting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through eight.

The focusing goal of a values-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D.  
Project Coordinator

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## PREFACE

### Rationale

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.
2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.
3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.
4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.
5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.
6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

### Goals

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alcoholism: "The ultimate aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.
3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.
4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.
5. Assist in development of a personal and societal value system, which involves:
  - A. Understanding how a value system evolves.
  - B. Appreciation of value systems operating in a multi-ethnic society.
  - C. Experiences in examination of values both personal and societal.
  - D. Experiences in resolution of value conflict and value clarification both personal and societal.

ME AND MYSELF

## KINDERGARTEN RATIONALE

This series of lessons has been prepared on the premise that building patterns of healthful living at an early age is essential for young children if we want them to become healthy, happy adults. Piaget has shown us that each mental schema is built upon the one previous to it and without adequate early schemas, the later ones can become warped and twisted. We also know that we cannot know without feeling, and we cannot have knowledge without emotions.

Bonnie Pruden has said that the body and the mind are one, and they affect each other. Gwen Verdon of the New Jersey Physical Education Department concurred, "What you think activates the muscles of the body, thus you can program the exercise of the body, she said.

With these thoughts in mind, it would seem feasible that a child who is aware of himself, his body and his emotions, their functions and how to control them should be able to participate in healthful living and decision making that will enable him to live successfully in our society.

Drugs are an integral part of our culture and have been with us for thousands of years. We use drugs to help us and to harm us. Children should understand this. We take drugs to kill germs in our body, but do we need to take them to stimulate our emotions and make us happy?

Nutrition expert Jean Mayer of Harvard says that every year preschoolers watch an average of 5,000 food ads on TV. Most of these ads deal with snacks, soda pop, and sugar saturated cereals. With all this conditioning, Mayer believes a child may come to think that what tastes sweetest may be best for him; hence, by the time he gets to school even the best nutrition program may not help.

We, as teachers, are aware that alcohol is a chemical that, when used indiscreetly, can have disastrous affects on the human body.

It is the belief of this writer that if a child experiences gratification from healthful living because he understands himself and his emotions and can make decisions which keep him out of unhappy situations, he will not become addicted to stimulants for satisfaction of his needs when he becomes a youth in our society.

It is possible to "cry" oneself sick, "eat" oneself sick and "drink" oneself sick. If one is happy, these substitutes are unnecessary.

David McCord said:

I see myself in a mirror -. the outside me from head to toe; all parts of me that move; my color of skin, of hair. The inside me is to learn about: observe the running red blood on my cut finger; feel my two lungs expand with air; hear how my heart thump-thumps when I climb like a mountain goat; suffer with measles, mumps, poison ivy, a fiery sore throat. I see, hear, smell, taste, touch as I choose. I command or hail every part of me from my brain. I'm the ship that I sail.

## A NOTE TO TEACHERS

This program has been piloted and evaluated by many teachers. One of the comments made most often by the teachers was that they did not have enough time to complete all activities for each lesson in one day. Please take as much time as you need for a lesson. Study your material, in advance, make careful plans and proceed. Good luck!

Juanita Bridges

PART I

SELF AWARENESS OF THE PHYSICAL BODY



## UNIT K

### LESSON 1 - SIGHT

Note to Teacher: The record "Reflections" by Vicki Carr can be used as a Theme Song throughout this program. You may use it each day when you are ready to call the children together to study this curriculum.

#### Purpose:

To emphasize that "sight" has an affect on the fitness and wellbeing of the pupil.

#### Concept:

Sight - emotions - fitness - dependence - learning

#### Prerequisites:

None

#### Terminal Objective:

Pupil will demonstrate during the week an act which he believes illustrates how sight affects his emotions and his body fitness.

#### Enabling Objective:

1. Pupil will discuss how "being able to see" affects him and his life.
2. Pupil will describe how he thinks it would be to be blind.

#### Learning Experiences:

1. Read poem and ask questions:

I look at my face and what do I see?  
I see two eyes looking at me.  
Eyebrows above and eyelashes below,  
To keep the dust and dirt from my eyes  
while I grow.

(Juanita Bridges).

## 2. Guiding Questions:

- A. Are our eyes a very important part of our body?  
The most important part?.
- B. Name some ways good vision helps us enjoy life.
- C. Why do some of us wear glasses? Could wearing glasses make us sad? Should it? How would you feel if you wore glasses? How do you treat others who wear glasses?
- D. What are eyelids used for? (shutters - protectors)
- E. Should you sit very close to the television screen?
- F. What happens when you get soap in your eyes?
- G. Can you use your eyes to get directions from other people?  
When a policeman holds his hand up (Teacher demonstrates STOP) what is he telling you?
- H. What sign does an umpire make that says SAFE (Teacher demonstrates)
- I. When a band leader raises his baton high, what does he want the musicians to do? (Teacher demonstrates)
- J. When people salute the flag what does it mean? (Teacher demonstrates)
- K. When people have a frown on their face, what does it tell us? (Teacher demonstrates)
- L. Stress keeping sharp objects away from the eyes.
- M. Talk about why the nurse gives eye tests.
- N. Why do we have our eyes examined by the doctor?

## Alternative Learning Experiences/Role Playing:

- A. Have children apply pressure to their eyes by holding their hands tightly against the eyelids. Then have them look at a picture, etc. (It will be blurred)  
Discuss - Key questions for teacher.

- B. Cover one eye - describe a picture - then use both eyes (open) to look and describe it. Which way is best? Why?
- C. Have children try to find something in a partially darkened room - then find something in a fully lighted room. In which room were the objects easiest to find? Why?
- D. Have each child choose a partner he trusts. Let the children walk around the room together holding hands. One child shuts his eyes and does not open them. He must depend on his partner to take him safely around the room. Change partners and repeat the act.

Let children discuss the affect it has on them to be dependent on someone else.  
(If you were blind you would have to learn to find your way around.)

#### Materials:

Objects to hunt

Pictures to view

Record: "Reflections" - Vicki Carr

#### Evaluation:

1. Hold a picture up in front of the class (get picture from magazine, etc.)
  - A. Ask children what they see? Let them tell you.
  - B. Blindfold some of the children and ask them what they see.
2. Teacher should be able to judge from response of children how much they value their eyes.
3. Children can describe how it would make them feel if they could not see. If you could not see, how would you be dependent on others?

#### Suggestions for Supplementary Materials:

Brown, Margaret Wise. The Noisy Book. Illustrated by Leonard Weisgard: New York: Scott, 1939. A dog named Muffin must wear a blindfold one day because of an eye injury. He makes a game of identifying the sounds he hears.

Brown, Margaret Wise. The Indoor Noisy Book. Illustrated by Leonard Weisgard. New York: Scott, 1942. Another story about Muffin finds him spending a day at home recuperating from a cold. Muffin finds a comfortable corner, closes his eyes, and identifies the sounds he hears throughout the house. (K-1)

Ets, Marie Hall. Talking Without Words. New York: Viking Press, 1968. A story about nonverbal communication accompanied by illustrations of such methods as waving, hugging, and pointing. (K-1)

UNIT K

LESSON 2 - LISTENING FOR LEARNING

Purpose:

To emphasize the importance of "listening" for learning.

Concept:

Listening - Brain - Thinking - Learning

Pre-requisite:

None

Terminal Objective:

Pupil will demonstrate during the week the effect "listening" has upon his ability to learn.

Enabling Objective:

1. Pupil will listen to the story Hoppy tells and explain how he uses his ears and his brain for thinking.
2. Pupil will demonstrate how to clean and care for the ears.

Learning Experiences:

1. Children listen to Hoppy tell a story and discuss what happened.

Hoppy: "Hello boys and girls." I have a poem to go with the one you heard yesterday.

"I look into the mirror  
and what do I see?"

I see two ears  
To catch the sound  
That comes from all around

The tunnels in my ears  
take the sound to my head  
Whether I'm up or in bed.

(Juanita Bridges)

The world is filled with sounds. There are all kinds and sometimes they all come through the tunnels in your ears at once. You have to use your brain to pick out the sounds you need. That means you must listen. Then when your brain picks out the sounds you need, that means you are thinking.

You listen to things that interest you, such as -

- People talking
- TV programs
- Sounds that give you a warm feeling (a cat purring)
- Talking on the telephone
- Warnings - "Be Careful"
- Instructions - on how to play a game
- Orders from grown-ups "sit on a chair"

You are thinking when you do all of these things. You must take care of your ears all of your life.

#### Questions:

1. Do you listen like Hoppy suggested? Can you think of other ways you listen? Other things you listen to?
2. Do some sounds make you sad?
3. Do some sounds frighten you?
4. Does a loud noise hurt your ears? Soft music?
5. Does a cold affect your hearing? How?

#### Role Playing:

1. Lay out a wash cloth, kleenex, pencil, bobby pin, paper clip, wooden match, stick, cue tip, and other things you might think of. Let children discuss which ones are okay to use to clean the ears.

Talk about - wax collects in the ears

2. Have children hold their hands over their ears - teacher gives directions softly - Discuss
  - Does it affect your learning when you cannot hear?
  - If you could not hear, what other (sense) (seeing) way could you use for learning?
3. Take children outside - listen - pick out certain sounds - is it easy to distinguish sounds?

Be sure to stress - it is a higher level thinking process when the child has to choose one of many sounds.

4. Read the following poem to children and let them discuss how they "listen" with their eyes even though they are not deaf.

I can hear, but sometimes I use  
my eyes to "listen." Deaf people  
always "listen" with their eyes.  
They learn to use their hands and  
fingers to make signs that spell  
words. They "speak" with their  
hands and see what others say. \*

\* About Me, Childcraft, The How and Why Library  
Volume 14, Field Enterprises Education Corporation  
1972. Chicago

#### Evaluation:

1. Teacher will determine how well the child understands "using his ears and brain - thinking" - by the child's response to questions.
2. Pupil will demonstrate how to care for his ears by drawing a picture of object chosen.

#### Materials:

Que-tips, Kleenex, pencil, paper clip, bobby pin, wooden match, stick, wash cloth, (others if desired).  
Hoppy puppet (See appendix for pattern)

#### Suggestions for Supplementary Materials:

Grifalconi, Ann, City Rhythms. New York: Bobbs-Merrill, 1965. On an afternoon in the city, several Negro boys become aware of the sounds of the city. They listen and, then reproduce the sounds on objects they find in an alley.  
(K-3)

UNIT K

LESSONS 3 and 4 - CLEANLINESS

Purpose:

To emphasize the importance "cleanliness" has to an overall feeling of well being.

Concept:

Cleanliness

Terminal Objective:

Pupil will perform during the week an act which he believes demonstrates his understanding of cleanliness.

Enabling Objective:

1. Pupil will listen to Hoppy's story about keeping clean. Each pupil will explain how he feels about keeping his body clean.
2. Pupils, in groups of four, after close analysis of the two episodes, will decide if they agree with the need for keeping clean; if they do not agree, they will propose an alternative.

Learning Experiences:

Teacher uses "Hoppy" to tell the following story:

"Hoppy": Hello, boys and girls. Today I want to talk to you about keeping your body clean.

First, I want to tell you some things about the skin that covers your body. Your skin protects you. If you cut or scratch yourself, what happens?

Children: (it bleeds) Does the cut place stay there (children: "no, it gets well) Okay, that is one way your skin protects your body.



Your skin has tiny holes in it, and they are called pores. When you get hot, drops of sweat comes through the pores. As the sweat dries, it makes you feel cool.

Then, if you are cold, the pores close up and no sweat comes out. If you stay cold, you shiver. Shivering is caused by tiny muscles moving in your skin to help warm you.

So, your skin is a protector for your body and you need to care for it. Think about that.

Guiding Questions for the teacher to ask:

1. If you let dirt and germs collect on your skin, what will happen to you?
2. What is the best way to keep your skin clean? (Take a bath -etc.)
3. How often should you take a bath?
4. If you don't have a bath tub, how can you get clean?
5. What about your hair, do you need to keep it clean? Do you need a haircut everyday? (No)
6. When your fingernails get too long what happens? (Dirt and germs get under them).
7. What can you do to keep your fingernails neat and clean? (Get your mother to cut them and wash your hands).
8. When you are dirty, does it make you feel bad? Embarrassed? Sad? Why?
9. If your clothes and your body were dirty all the time, would other children play with you? Why?
10. If you were dirty all the time, would your skin be healthy?
11. Would you be healthy?
12. If your hands are dirty and have germs on them and you handle the food you eat, what happens?

Teacher will use the two tooth puppets to illustrate a well and sick tooth. (Darken a spot on one tooth to show decay.) Ask the following questions:

Guiding Questions for the Teacher to Ask:

1. Do you brush your teeth every day?
2. How many times?

3. Do you brush them correctly?
4. Have you ever used dental floss?
5. If you do not keep your teeth clean, what happens? (They decay, your breath smells bad.)
6. If someone smiled at you and their teeth were dirty, what would you think?
7. How does your mouth taste or feel when your teeth are dirty?

#### Evaluation:

1. Let children prepare (cut and color) "good health" puppet (clean side and dirty side)  
Let children make up a story about being clean or dirty.
2. Let children use the "good health" puppet to put on a puppet show.

(How children respond in activities 1 and 2 will be an evaluation.)

3. Let each child make a healthy and sick tooth to show that they know the need for brushing their teeth. (See appendix for pattern)

(Teacher - encourage children to color decay or a cavity on the sick tooth when they make it. You may want to question the children about what makes a tooth become sick in order to guide their decision in coloring decay or a cavity on the sick tooth.)

(A higher level of thinking would be observed if a child made a third puppet - "Old Man Decay")

4. When the children divide into groups of four, they can do a puppet show using the puppets they have made. This is another evaluation

#### Materials:

"Clean" and "Dirty" puppets (See appendix for pattern)  
Tooth puppet patterns (See appendix for pattern)  
Dental Floss  
Hoppy puppet (See appendix for pattern)

Suggestions for Supplementary Materials:

Freeman, Don. Mop Top. New York: Viking Press, 1955. A boy who hates to have his hair cut is sent to the barber shop. He does not arrive until a near-sighted lady mistakes him for a mop. (K-1)

Buchheimer, Naomi. Let's Go to a Dentist. Illustrated by Ruth Van Sciver. New York: Putnam, 1959. Explains a dentist's work and the use of his tools (K-2)

## UNIT K

### LESSONS 5 and 6 - EXERCISE

#### Purpose:

The pupil demonstrates the importance of exercise as a vital part of physical and mental fitness

#### Concept:

Exercise

#### Prerequisite:

None

### LESSON 5

#### Terminal Objective:

Pupil will demonstrate during the week an act which he believes illustrates proper exercise, as a vital part of physical and mental fitness.

#### Enabling Objectives:

1. Pupil will explain how the accident described in the story made Patrick feel, and how he, the listener, felt as the story developed.
2. All pupils will participate in the exercises to demonstrate understanding of importance of exercise to good health.

#### Materials:

Transparency of Patrick in case. (See appendix for transparency masters.)

#### Learning Experiences:

Tell story to children:

My name is Patrick and I have broken my right leg. I have to wear a body cast until it mends. The

cast keeps me from using my legs for the job I want them to do. I cannot walk, skip, jump, run, stoop, or climb. I must lie on my back or my stomach all day and all night.

When I have to lie around all day, it makes me sad. I get mad because I cannot go outside to play or do the other things I want to do. It makes me have bad feelings.

The only nice thing I can think of is that I can use my arms and hands to help me. I am so thankful for the joints in my arms. You see, I can use my arms to push, pull, lift and throw.

If my thumb was broken, I could not even use my hands. Have you ever tried to pick up something without bending your thumb?

I will be so happy when I am well again. There is one special thing I plan to do every day - all the rest of my life -

Do you know what it is? Well, I am going to do special exercise everyday.

Do you know why? Because I want to be healthy and happy.

1. What happened to Patrick?
2. What is he wearing?
3. Can he move?
4. Is he happy? Why?
5. What parts of his body can he move?
6. What are the joints in your arms called? (Elbows)
7. What are the joints in your knees called? (Knees)
8. Could you walk without joints in your legs?  
Try it. Is it easy?
9. Can you walk better with joints? Why?
10. If your thumb was broken, could you pick up a ball?

#### Activities:

1. What exercise can you take to keep legs strong and

healthy. Discuss.

Let children make up exercises they like and demonstrate to the class.

2. Let half of the class sit straight in their chair for five minutes, let the other half slump over for five minutes. Let children talk about how it makes them feel.
3. Do relaxing games, exercising games, and discuss them.
4. Have students sit with feet folded under them for five minutes - then walk around five minutes. Discuss the difference.
5. Have students grip hands tightly and count to ten, then move fingers. Discuss the feelings.

#### Evaluation:

1. Each pupil must describe/demonstrate his act of proper exercise to the class.
2. If the act was not witnessed by members of the class, pupil must give the reaction of at least two people who did observe the act.
3. Pupil must explain his feeling during and after commitment of the act.
4. How does body benefit after each exercise.

(Evaluation may take place privately if pupils prefer not to discuss it openly.)

#### Suggestions for Supplementary Materials:

Borten, Helen. Do You Move As I Do? Eau Claire, Wisconsin: Hale, 1963. Describes many ways our bodies move, such as slowly, sadly, quickly, or happily. Also included is an observation of movements in the world outside our bodies, such as drifting of clouds and the waving of flags. (K-2)

#### LESSON 6

#### Learning Experience:

Pupils will participate in the following exercises:

1. (For the teacher - Gwen Verdon, New Jersey Physical Education Department says:

- a. Thinking activates the muscles, and
- b. The head can be programmed for exercise.

○ An example is given below:

Left Arm



up

down



up

down



up

down



Right Arm



up



out

down



up



out

down



These two patterns are in progress at once. Begin the left arm first, become accustomed to it - then include the right arm. Great!

2. Note to Teacher: Research shows that children's mental performance is much greater following physical exercise. Exercise improves the circulation and sends oxygen to the brain.

### Running in Place

Purpose: To improve the action of heart, lungs, and circulation. To build endurance, relieve tension, use pent up energies and relax.

Run in place to 16 counts  
Run with toes turned in for 8 counts  
Plain run again for 16  
Run with toes turned out for 8  
Plain run for 16  
Apart-together jump for 8  
Run again for 16  
Scissors jump for 8  
Run for 16  
Side-to-side jump for 8  
Plain run for 16

Do not start with all the above, but with a little at a time. It may take a few minutes for your class to quiet down after so much effort, but when they do, you will have their attention.

### 3. Waist Twist....Straight

Purpose: To increase flexibility of torso, to relieve tension in back muscles, and to slim waist and midriff.

Stand with feet apart, elbows bent at shoulder level. Twist right and left, letting the elbows lead in pulling upper body around. Try to keep hips still. Start with 10 and work up to 50.

### Exercise for the Teacher

#### Deep Knee Bends

Purpose: To strengthen knee joints and quads.  
To slim thighs.

Whatever you do not use, you lose. It would be criminal to cause stiff knees through lack of use. Weak knees and contact sports cause knee injuries, not knee bends.

Stand with feet and knees together. On count of one, rise to toes and extend arms for balance. On two, bend knees fully, on three, rise to toes. On four, lower to heels and drop arms. Start with four and work up to ten.

If you cannot do this exercise with ease, hold onto a table, desk or doorknob. Make a practice of doing five when you wash your hands. By tying an exercise to a habit, you are assured of a constant workout.



Materials:

"Preschool Physical Fitness", LeCrone - Record

Evaluation:

1. Each pupil must demonstrate his act of proper exercise to the class.
2. Pupil must explain his feeling during and after commitment of the physical exercises
3. Pupil will describe how his body benefits from the physical exercises.

Suggestions for Supplementary Materials:

Bently, William G., Learning to Move and Moving to Learn.  
New York: Citation Press, 1970.

The exercises in this book may be substituted for any of the activities given in the lesson. They may also be used as supplementary activities.

Readiness for Learning Clinic - J.B. Lippincott Company.  
Price: \$28.50

A kit providing a sequentially organized perceptual-motor skills program for kindergarten on first grade children. It is divided into four main sensory areas: 1) Body Motor (Levels 1 and 2), 2) Visual-Motor Perception, 3) Auditory Perception and 4) Verbal-Communication for each area. It also includes the following components: 6 plastic pages to provide individual practice before marking directly in the workbook; 2 sets of matching cards, 8 performance charts, and an annotated teacher's edition which includes performance objectives for the pupil, teachers objectives and teaching directions.

## UNIT K

### LESSON 7 - DIET FOR HEALTH

#### Purpose:

To emphasize the importance "diet" has on physical fitness. (Note to Teacher - Use the word that means nutritious food to your class. You may introduce this lesson by using Dairy Council poster - Eat the 1-2-3-4 Way.)

#### Concept:

Diet for health

#### Prerequisite:

Discrimination of the four basic food groups. This will be an introduction to the basic food groups.

#### Terminal Objective:

Pupil will, in a discussion on food, voluntarily relate an experience which he believes represents eating the proper food for health and physical fitness.

#### Enabling Objective:

1. Pupil will explain how "stomach", the story character, felt and how he, the listener, felt as the story developed.
2. Pupils will decide if "all sweets and snacks" really do make you sick. If they agree to this, they will offer ideas about the kinds of foods children should eat.

#### Learning Experiences:

1. Pupils will listen to what the story "stomach" has to offer, and discuss their feelings following the episode. (Teacher: You may want to put this story on tape so you will be free to concentrate on the puppet.)

(Puppet stomach tells the story)

"Children, this is a pretend story. My name is Stomach and I am inside your body. I have a problem and I want to talk to you about it.

"It is my job to take the food you send down to me, digest it, and give it to your body to help it grow, keep you warm, and make it run smoothly."

"These are the kinds of foods I need: Meat, cheese, milk, eggs, breads, cereal, fruits, and vegetables. I can take some sweets and some snacks, but when you send me only sweets and snacks, you make me sick."

"Making me, and yourself feel ill is the problem I need to talk to you about."

"You can help me run your body smoothly if you watch what you eat every day."

Questions for Stomach Story:

- A. What kind of a story is this?
- B. Can a stomach really talk?
- C. Does the food you eat make you sick sometimes?
- D. If you have ever been sick from eating food, tell us about it.
- E. Do we need to eat certain kinds of food each day?
- F. Does all of the food you eat each day make you healthy?

(Teacher: These are not all of the questions you can ask. You may think of some you wish to use, or the trend of the conversation with the children may suggest others.)

2. Pupils may cut out pictures, bring pictures from home, or draw pictures of food and properly place them on a chart, "good health" poster, a "healthy tree" bulletin board, or other form of display showing which of the 1-2-3-4 group they represent. If there are children who are not yet able to understand the concept of the 1-2-3-4 way, do not discourage showing nutritional foods appropriate for eating.

(Teacher: Use Dairy Council Eat the 1-2-3-4 Way. You may want/need to use this lesson more than once.)

3. Teacher and students can have a "tasting party" of appropriate snacks.
4. Use the story of Peter Rabbit. Talk about Peter going to Mr. MacGregor's garden and eating more than he should, his getting sick and having to take medicine when he got home.

## Evaluation:

Teacher may choose only one of the following activities.

1. Pupil will glue pictures of a balanced meal on a plate to illustrate that he is aware of the appropriate foods to eat. (Some pupils may be aware of the appropriate food to eat but their family does not supply it. This would be an interesting study.)
2. Pupil will use the Evaluation sheet and underline all of the foods that he could eat for breakfast.
3. Teacher may show pictures of the basic food groups for children to identify.

(Teacher: You may have children who eat foods that are nutritious that are not shown on the Dairy Council 1-2-3-4 Way. Do not criticize the child for eating what he has, encourage him to include the 1-2-3-4 Way food in his diet along with what he has.)

## Materials:

Puppet (See appendix for pattern)  
Pictures of food  
Paper plates  
Evaluation sheets (See appendix for master)  
Marker

## Suggestions for Supplementary Materials:

THE HUMAN BODY, Finding Out With Your Senses by Seymour Simon, illustrated by Emily McCully.

Simple experiments for primary-graders to try out and learn about the different aspects of their senses; a "Let's-Try-It-Out" book.

McGraw-Hill Book Company, Inc.  
Webster Division  
8301 Ambassador Row  
Dallas, Texas 75247 (\$4.72)

Hayes, Olive V. R.N. The True Book of Health. Illustrated by Mary Gehr. Chicago: Childrens Press, 1954. Relates good health to proper foods, sleep, exercise, and health care. (K-3)

Leaf, Munro. Health Can Be Fun. New York: Lippincott, 1943. Humorous cartoons illustrate principles of health. (K-3)

UNIT K

LESSON 8 - MEDICINE - CHEMICALS/DRUGS

Purpose:

To emphasize the importance "Medicine" and other household liquids have on healthful living.

Concept:

Medicine - chemicals/drugs

Prerequisite:

None

Terminal Objective:

Pupil will demonstrate, by giving personal experiences concerning Five Rights of Medicine, that he is aware of the importance medicine has for healthful living.

Enabling Objectives:

1. Pupil will react to questions posed by Hoppy in Potpourri.
2. Pupils will be able to properly match the "Five Rights of Medicine" when shown pictures illustrating these rights.

Learning Experience:

Hoppy will ask questions and let children react to the story, "Potpourri."

## POTPOURRI

HOPPY: Today, I have a new word for you to learn, Potpourri!

Potpourri is a French word which means many. We are going to discuss many things today.

The first thing we are going to talk about is Milk. You do drink Milk?

CHILDREN: React (Yes)

HOPPY: Most children do drink milk and eat milk products which helps our body stay healthy. Cheese, ice cream, malted milk - all of these are milk products. We have talked about milk products before, but I am talking about them again today because milk has calcium in it. (Teacher may want to explain the function of calcium to the body.)

Our body uses milk to make our teeth healthy and our bones strong.

Next, let's talk about water. You need to drink water every day. Your body has to have water for you to live and be healthy. Do you drink water every day?

CHILDREN: React (Yes)  
(Stress 8 glasses.)

HOPPY: Then, we want to talk about fruit juice. Can you name several kinds of fruit juice you drink?

CHILDREN: React (Apple, grape, pineapple, tomato, orange, Lemonade, grapefruit, cranberry, etc.)

HOPPY: Is fruit juice helpful to your body?

CHILDREN: React (yes)

HOPPY: Fruit juice has Vitamin C. (A day without orange juice is like a day without sunshine. Teachers may want to explain Vitamin C.)

Do you take vitamins?

CHILDREN: React

HOPPY: Why?

CHILDREN: React (to be healthy)

HOPPY: Does your mother give you your vitamins each day?"

CHILDREN: React (Stress that an adult should give vitamins)

HOPPY: Most all of us, children and grown people, drink Cokes, Sprite, Dr. Pepper, root beer, and other soft drinks. Some of us drink DIET DRINKS.

If you drink too many soft drinks, will you stay healthy?

CHILDREN: React (If they say Yes or No, stress - loss of appetite - harms teeth - not enough nutrition in them.)

HOPPY: Some adults drink coffee and tea? Do You?

CHILDREN: React (Stress milk is healthy for children. Adults do not need as much milk as children since their bodies are not growing like the child's body.)

HOPPY: You know you never drink any liquid unless you know what it is?

Let's talk about some liquids around your house that would be harmful to you if you drank them.

CHILDREN: React Clorox, Windex, liquid soap, Drano, pipe cleaner, gasoline, (for lawn mower) etc. They should be able to name many.

HOPPY: These kinds of liquids should always be kept on a high shelf or in a cabinet out of the reach of small children. No?

CHILDREN: React (agree)

HOPPY: Now, we need to think about medicine around your house.

Where does your mother keep medicine?

CHILDREN: React (Stress out of reach of children)

HOPPY: Do children give each other medicine?

CHILDREN: React (No)

HOPPY: Why Not?

CHILDREN: React

HOPPY:

These are some things I want you to remember  
SPECIAL!

NUMBER ONE

Medicine has chemicals and drugs in it. When you are sick, your mother takes you to the doctor and he tells her how much and what kind of medicine you need to take to make you well.

Do not let some one else give you medicine unless your mother says it is all right (Stress - adult who knows)

NUMBER TWO

Never eat or drink any thing that you are not sure about. There are many liquids around your house that have chemicals and drugs in them that you will want to make a decision about before you take them. (Stress - decision making, by the child to the best of his ability)

HOPPY:

Now, I want to talk to you about the Five Rights of Medicine.

They are:

1. The right MEDICINE (bottle)  
Please hold up a medicine bottle and stress that this particular medicine was prescribed for you (the teacher) by a doctor.
2. The right PATIENT  
Remind them that you would have to go to bed if you were very sick.
3. The right TIME  
Have a clock to show the children and stress that medicine is taken at a special time (every four hours, e.g.) not just when you want it.
4. The right MANNER  
Hold the bottle in your hand ready for pouring into the spoon.
5. The right AMOUNT  
Hold up a spoon and show the children that medicine must be measured.



Evaluation:

1. HOPPY: Your teacher is going to show you some pictures of The Five Rights of Medicine and I want you to tell her which picture to put number one on, number two, number three, number four, and number five.
2. Pupils will individually tell of experiences which they believe illustrates the Five Rights of Medicine.

(Teacher - you may also let the children pantomime The Five Rights of Medicine.)

Materials.

Transparency-5 Rights of Medicine (See appendix for master)  
Marking pencil

For Pantomime: Medicine bottle  
Sheet for child in bed  
Clock  
Spoon

Teacher: Be sure you use the pantomime materials when Hoppy tells the story. You will impress the children more and they will be able to relate to their own experiences of taking medicine.

## UNIT K

### LESSON 9 - RESPONSIBILITY

#### Purpose:

To emphasize that a child must make decisions about himself and his body for a feeling of well being.

#### Concept:

Responsibility

#### Prerequisite:

Make sure children understand "responsibility".

#### Terminal Objective:

Pupils, through an illustration, will demonstrate their ability to make a decision regarding responsibility.

#### Enabling Objective:

1. Pupil will explain how he feels about the decisions made in the story, Do I Have To?
2. Pupil will produce on paper a picture of his decision representing responsibility.

#### Learning Experience:

Note to Teacher: You should read this story yourself first then share it with the children and discuss it as indicated. Use Swinging on a Star tape for motivation throughout this lesson.

Learning Experience:

Teacher reads the story Do I Have To? and gets pupil response as she reads.

Teacher: MY PUPPY STAYS UP AS LATE AS HE LIKES. I HAVE TO GO TO BED EARLY.

Teacher: Why do you have to go to bed early?

Pupil Response: My body needs many hours of sleep each night to grow.

Teacher: Does your puppy get as many hours of sleep as you do?

Pupil Response: Yes, he can sleep any time during the day or night.

Teacher: MY PUPPY DOESN'T HAVE TO GO TO SCHOOL. AND WE ALWAYS PUT AWAY HIS TOYS.

Teacher: Why doesn't your puppy go to school like you do?

Pupil Response: He is a dog - and going to school is not one of the tasks he must do.

Teacher: you pick up his toys because you are a human being and have different tasks to do.

Teacher: I HAVE TO PICK UP MY OWN TOYS. AND I HAVE TO GO TO SCHOOL EVERY DAY.

Teacher: because we are people (human beings) and have a special mind (we make decisions for ourselves) we go to school to get special learning.

Pupil Response: (Children can discuss) Teacher should not down some responses she gets.

Teacher: SOMETIMES I WISH I WERE A PUPPY! IF I WERE A PUPPY I WOULD STAY UP AS LATE AS I LIKED AND GO TO BED WHENEVER I PLEASED. AND I WOULD PLAY OUTDOORS ALL DAY LONG AND NEVER GO TO SCHOOL! IF YOU WERE A PUPPY, WHAT WOULD YOU DO?

Pupil Response: Let each child tell what he would do if he were a puppy.

Teacher: THEN I REMEMBER THAT PUPPIES AT OUR HOUSE CAN'T DO EVERYTHING THEY WANT TO.

PUPPIES MUST NOT CHEW SLIPPERS, EVEN WHEN THEY WANT TO.

PUPPIES MUST NOT BRING BONES INTO THE LIVING ROOM EVEN WHEN THEY WANT TO.

PUPPIES MUST NOT JUMP ONTO BEDS, EVEN WHEN THEY WANT TO. AND PUPPIES AT OUR HOUSE HAVE TO EAT IN THE KITCHEN.

Teacher: What does this tell us?

Pupil Response: Everybody has to do some things whether they want to or not - whether you are a person - or a puppy.

Teacher: Why can't puppies bring bones in the living room? Jump on the bed? Chew on slippers?

Pupil Response: (Teacher should bring out the idea that what we do affects others - for this reason, we must make decisions about ourselves and others, and as a person, we are capable of doing this.)

Teacher: MY PUPPY "HAS TO." I "HAVE TO." AND WHAT'S MORE, SO DO MOTHER AND DAD.

DAD "HAS TO" GO TO WORK, EVEN WHEN HE DOESN'T WANT TO. AND HE "HAS TO" BE THERE AT THE SAME TIME EVERYDAY.

MOTHER "HAS TO" DO THE HOUSEWORK, EVEN WHEN SHE DOESN'T WANT TO. SHE MAKES OUR MEALS AT THE SAME TIME EVERYDAY.

EVERYBODY "HAS TO," I GUESS.

"DO I HAVE TO?" YES!

Teacher:

You have to make decisions about how you will treat your body, whether you will go to bed and get plenty of sleep, eat the proper food, take exercise, think - if you do not do this for yourself, you cannot live healthy and happy.

You will have to decide how you will treat yourself.

Materials:

Two pieces of drawing paper and crayons for each child.

Tape: "Swinging on a Star" - Optional.

Evaluation:

The child will be able to draw a picture illustrating the decision he has made regarding an assigned responsibility

The child's response in this evaluation will be high level thinking because he has to select a situation, draw it, and make a decision of right and wrong.

Suggestions for Supplementary Materials:

Krauss, Ruth, and Johnson, Crockett: Is This You? - New York, New York: Scholastic Book Services, 1955. 60¢

This is a book of pictures, asking, Is This You?  
The child must make decisions throughout the book.

## UNIT K

### LESSON 10 - SELF-AWARENESS

#### Purpose:

To emphasize that self-awareness is the key to an overall feeling of well-being in pupils.

#### Concept:

Self-awareness - feeling of well-being.

#### Pre-requisite:

First nine lessons of this series.

#### Terminal Objective:

Pupil will demonstrate during the week an act which he believes illustrates self-awareness as a part of Healthful Living.

#### Enabling Objective:

1. Pupil will recall, as he listens to My Body Does Wonderful Things, his personal need for proper body functions, and discuss same.
2. Pupil will identify, by making decisions, some proper body functions.

Learning Experiences:

1. Teacher will read, "My Body Does Wonderful Things."

MY BODY DOES WONDERFUL THINGS

Teacher: ALL PARTS OF ME WORK TOGETHER, HELPING EACH OTHER.

Pupil Response: Have children jump, shake, etc., using all of their body.

Teacher: MY LUNGS TAKE AIR INTO MY BODY. MY BRAIN, MUSCLES, AND BONES HELP MY LUNGS.

Pupil Response: Have children breathe deep and feel their chest expand.

Teacher: IN ORDER TO MOVE, MY BONES NEED HELP. MY MUSCLES HELP MY BONES MOVE.

Pupil Response: Have children walk with stiff legs and arms like wooden soldiers.

Teacher: MY BRAIN THINKS AND SENDS MESSAGES TO ALL PARTS OF ME. MY BRAIN NEEDS OXYGEN. IT GETS OXYGEN FROM MY BLOOD.

Pupil Response: Have children hold their breath. Explain that they breathe in oxygen and it goes into their blood stream.

Teacher: MY BONES, MUSCLES, BRAIN, LUNGS, HEART, NERVES, AND STOMACH ALL HELP EACH OTHER. I TAKE CARE OF MY BODY SO IT CAN DO ALL THESE THINGS.

Pupil Response: Let children react. Some could show how parts of the body help each other. (Pick up a pencil, etc.)

Teacher: I KEEP CLEAN. I BRUSH MY TEETH. I TAKE BATHS. I WASH MY HANDS BEFORE I EAT. I EAT THE KINDS OF FOOD MY BODY NEEDS TO GROW, TO KEEP WARM, TO WORK PROPERLY.

Pupil Response: Ask children if they do all of these things.

Teacher: I GET PLENTY OF SLEEP. I GET LOTS OF FRESH AIR. I RUN AND JUMP AND CLIMB AND PLAY GAMES. THIS HELPS MY MUSCLES GROW STRONG.

Pupil Response: Do they do all of these things or do they stay up late and watch television too much?

Teacher: I'M CAREFUL ABOUT TOUCHING SHARP THINGS. I'M CAREFUL ABOUT WHERE I SWIM. I'M CAREFUL ABOUT CROSSING STREETS.

Pupil Response: Discuss why all of these things are necessary. Also, this is discipline of one's self. Stress this.

Teacher: I'M HUMAN AND I'M MADE OF HUMAN PARTS. I DON'T HAVE A BEAR'S HAIR OR A HEN'S SKIN OR A GULL'S SKULL OR A FLY'S EYES OR A STEER'S EARS. I'M ME, AND ALL MY PARTS WORK TOGETHER TO MAKE ME WHAT I AM. TAKING CARE OF ME - THAT'S MY JOB!

Pupil Response: Let children react to this. Say, everyone is special because he is himself and there is no one else exactly like him.

2. Children will bring pictures of Healthful Living to paste in Healthful Living Book.

#### Evaluation:

Pupils will mark pictures on Evaluation Sheet that show Healthful Living.

#### Materials:

Pictures  
Book for Pasting  
"Healthful Living" Evaluation Form (See Appendix for master)

#### Suggestions for Supplementary Materials:

The Human Body. Finding Out with Your Senses by Seymour Simon, illustrated by Emily McCully (McGraw-Hill). \$4.72 (Primary). Simple experiments for primary-graders to try out and learn about the different aspects of their senses; a "Let's-Try-It-Out" book.



PART II

SELF AWARENESS OF FEELINGS

## UNIT K

### LESSON 1 - ALL KINDS OF FEELINGS

#### Purpose:

To help pupils understand that they have "outside" and "inside" feelings, physical and emotional.

#### Concept:

Feelings - outside and inside, physical and emotional.

#### Prerequisite:

Note to teacher: Preview filmstrip before using with children.

#### Terminal Objective:

Pupil will illustrate with a drawing, pantomime, or by telling, that he is aware that he has "inside" and "outside" feelings.

#### Enabling Objectives:

1. Pupils will explain how the episodes viewed on the filmstrip made them feel.
2. Pupil will analyze the episodes viewed and offer alternatives if they have feelings that are different.
3. Pupils will decide if feelings viewed are outside or inside feelings, physical or emotional.

#### Learning Experiences: (Teacher may choose not to use all experiences.)

1. Pupils and teacher will view the filmstrip All Kinds of Feelings. (Teacher will stop throughout the showing of the filmstrip and discuss the episodes with the children.)
2. Have the children stand far enough apart so that they will not touch each other. Have children close their eyes and spin around and around until they become dizzy and fall down.

Ask: Do all of you feel dizzy?

3. Put salt in one bowl and sugar in another, have the children close their eyes and feel the substance in each bowl.

Ask: Can you tell how all things feel by touching them?

Then have pupils taste each one and identify it.

4. Place a ball of cotton, pencil, coin, etc., in a paper bag. Have children identify objects by feeling them.

Ask: Can you tell what things are by looking at them just as easy as you can by feeling them?

5. Play three types of music such as a march, rock, or a lullaby. Ask the children to describe their feelings as the different types of music are played.

6. Have a child go in a dark closet and shut the door. When he comes out, let him tell the group how it made him feel. (Be sure the child chosen for this is not afraid of the dark.)

Have the same child take a friend in the closet and close the door. When he comes out, let him tell the group whether or not he had the same feelings as before? Why? Why not?

7. Teacher - "We are going to do some PRETEND games. (Note to Teacher - Be sure to stress PRETEND when you start these activities - stress love and kindness when you finish so the children will not become emotional.)"

Ask all of the children who have blond hair to move away from the group. Let them stay by themselves and not participate in the game. (Use any simple game you wish) When the game is finished, let the children return to the group. Ask them how "being left out" made them feel. Be sure to remind the children that this was only pretend.

8. Pretend again - give some of the children a piece of candy and withhold candy from some of the others. Ask the ones who received NO CANDY how it made them feel. (Be sure to give candy to everyone who did not get candy when you have finished your questioning.)

Questions: (After each question ask, "Is that an inside or outside feeling?")

1. Did you ever wear shoes that were too small for you? How did your feet feel when you took off the shoes?
2. How does your stomach feel just before dinner? When you smell a hot dog?

3. How does spaghetti feel when you are eating it? Mashed potatoes? Celery?
4. Did you ever feel so cold you thought you would never get warm again? Or so hot you almost couldn't breathe?
5. Were you ever soaking wet with all your clothes on? How did that feel?
6. Do you like to eat crunchy things? Why?
7. How does it feel to be all alone?
8. How does it feel to be left out of a game for a reason you can't do anything about?
9. How does it feel to be treated differently from others in your group?

Evaluation:

1. Pupil will be able to mark pictures on the evaluation sheet which show outside and inside feelings.
2. Pupils will "explain" the difference between his "inside" and "outside" feelings.

Materials:

Filmstrip, All Kinds of Feelings (Kindle-Scholastic)  
Two containers - salt and sugar  
Record player and records, or cassette for music  
Paper bag - objects for same  
Feelings Evaluation Form - (See appendix for master)

Note to Teacher: It is not necessary for you to use every learning experience, but use enough so that the children are aware that they have two kinds of feelings.

UNIT K

LESSON 2 - THE GRAY VELVET RABBIT

Purpose:

To emphasize the importance of "Accepting Yourself" as a part of healthful living.

Prerequisite:

None

Terminal Objective:

Pupil will demonstrate "self-acceptance" by drawing a picture of himself.

Enabling Objective:

1. Pupil will explain how The Gray Velvet Rabbit, the main character in the story developed, and how he, the listener, felt.
2. Pupils will analyze the actions of the Gray Velvet Rabbit and decide on the wisdom of his actions. Pupils will propose an alternative if they disagree with the rabbit and support their decision, if they agree with him.

Teacher: For some children this lesson is too long.  
Suggestions:

1. Ask half the questions one day and half the following day after reviewing the story.
2. Choose only selected questions from all those provided.
3. Put the story on tape and place story, tape, and puppets in library for children to use.
4. Put questions on tape and let children "listen and react" in groups.

Learning Experiences:

1. Teacher will read the story, The Gray Velvet Rabbit, using the puppets as she reads.

Teacher: Let children handle puppets in order that they may "sense" the different textures of the materials used to develop tactile responses.

2. Teacher and pupil discussion.

(Stress - it is important to be yourself)

TEACHER: Was it really wrong for the Gray Velvet Rabbit to put brown burlap on himself?

PUPILS: React

TEACHER: How do you think the Gray Velvet Rabbit felt when he had to sleep in the corner by himself?

PUPILS: React

TEACHER: Do you think his brothers and sisters should have cuddled up to him even though they did not like his rough coat?

PUPILS: React

TEACHER: Do you do things sometimes that your family does not like?

PUPILS: React

TEACHER: What happens when you do things your family doesn't like?

PUPILS: React

TEACHER: Is it more important to you to do exactly as you wish, and suffer the consequences, or would you rather do things that other people or your family like?

PUPILS: React

TEACHER: The Gray Velvet Rabbit saw a picture of a bad man wearing a red gingham shirt, does that mean that everyone who wears red gingham is bad?

PUPILS: React

TEACHER: Do you think The Gray Velvet Rabbit made a good decision? Was he thinking clearly?

PUPILS: React

TEACHER: Is a lifeguard a helper rather like a policeman?

PUPILS: React

TEACHER: Was it safe for The Gray Velvet Rabbit to accept a drink of water from him?

PUPILS: React

TEACHER: Would it be safe for The Gray Velvet Rabbit to accept a drink from a stranger that he knew nothing about?

PUPILS: React

TEACHER: Why do you suppose The Gray Velvet Rabbit's brothers and sisters would not snuggle up to him when he had on the green felt?

PUPILS: React

TEACHER: Could it have been because he was not himself?

PUPILS: React

TEACHER: Was the big, baggy purple, shiny satin suit the right kind of suit for The Gray Velvet Rabbit?

PUPILS: React

TEACHER: Do different kinds of people wear different kinds of clothes to match their work?

PUPILS: React

TEACHER: Was the policeman a friend? Helper? Stranger? Was it all right for The Gray Velvet Rabbit to take the slice of carrot from the policeman?

PUPILS: React

TEACHER: Did The Gray Velvet Rabbit learn that it is best to "Be Yourself"?

PUPILS: React

TEACHER: Do we need to learn what is best for us - and then we can be ourselves.

PUPILS: React

TEACHER: When we try to be someone else, does it make us happy?

PUPILS: React

TEACHER: Was The Gray Velvet Rabbit happiest when he was himself? Was his family?

Do you think his friends would rather he be himself?

PUPILS: React

TEACHER: Would you be happy trying to be exactly like someone else? Why? Why not?

PUPILS: React



## Materials:

### Story

Puppet (See Appendix for pattern) This story is greatly enhanced if a little suit representing each change of clothing is made and placed on the rabbits at the appropriate place in the story. The following suits are needed:

- (1) gray velvet
- (2) brown burlap
- (3) red gingham
- (4) blue denim
- (5) orange terry cloth
- (6) green felt
- (7) yellow oilcloth
- (8) purple satin

Paper  
Crayons

## Evaluation:

Pupil will draw himself and tell one characteristic about himself that he believes others will like and one characteristic others might not like. He may want to tell why. (Explain his reasoning.)

(STRESS: each of us is different. We are ourselves.)

(Some children may indicate they would like to be like someone else in the room. Stress, each person is a special individual - though he may admire, and even attempt to cultivate the characteristics of others.)

## Supplementary Materials:

Berger, Terry - I Have Feelings, 1971. Behavioral Publications, Inc.

I HAVE FEELINGS covers seventeen different feelings, both good and bad, and the situations that precipitated each one. Each feeling is represented by a situation, the results of that feeling, and finally, by an explanation of that feeling.

The treatment is geared for a young audience (4-9) and the materials is presented for the child himself to read and comprehend. Explanations of feelings are approached in a rational therapeutic manner.

Sensitive photographs enable easy identification while maintaining the tone of reality that is inherent in each encounter.

UNIT K

LESSON 3 - BIRD PIE

Purpose:

To help students appreciate the need to respect the property of others.

Concept:

Respect property of others.

Prerequisite:

None

Terminal Objective:

Pupil will demonstrate during the week an act which he believes illustrates "respect" for the property of others.

Enabling Objectives:

1. Pupil will explain how the episode made Patrick feel, and how he, the listener, felt as the story developed.
2. Pupil will decide on the wisdom of Michelle's actions.
3. Pupils will propose an alternative if they do not agree with Patrick's decision, and support his decision if they agree with him.

Learning Experience:

1. Children will listen to Hoppy tell the story: "Bird Pie"

## BIRD PIE

HOPPY: Hello boys and girls. My story today is called

### Bird Pie

Patrick and Michelle had gone to visit their grandmother. One of their favorite things to do at grandmother's house was to make bird pie.

Grandmother had containers filled with bird seeds, oats, rice, and corn meal. There were measuring spoons and cups, pans to stir in, and pans to put bird pies in when they were made.

There was a set of all the things needed for each of the children on the table in the back yard. Even the birds were waiting to be served!

Patrick measured the ingredients for his pie, put them in a pan, and stirred them well. Michelle was busy making her pie also.

Patrick decided to go in the house and ask grandmother for some water to put in his pie.

While he was gone, Michelle poured Patrick's pie into hers. When he came back his pan was empty. Patrick was very upset and began to cry.

HOPPY: Now boys and girls what do you think Patrick should do?

1. Take the pie away from Michelle?
2. Hit her?
3. Pour it out?
4. Tell Grandmother

- Did Michelle do the right thing?
- Why do you suppose she took the pie?
- Did she respect the property of others?
- Could we write a happy ending to the story?

Evaluation:

1. Pupil will describe how Patrick felt.
2. Pupil will describe how he felt about Michelle's act.
3. Pupil will draw, or paint, a picture of a happy ending to the story (Give pupil opportunity to explain his picture if he wishes.)
4. Pupils will pantomime the story.

Teacher - It is not necessary for each pupil to perform all tasks described in the evaluation. Use the ones you feel are appropriate for each child's evaluation.

Materials:

Paper and crayons

Paper and paint

Transparency - "Bird Pie" - (See appendix for transparency master)

UNIT K

LESSON 4 - SMILES DON'T JUST HAPPEN

Purpose:

To emphasize the importance of relating to the feelings of others.

Concept:

Feelings - favorite, familiar, strange

Prerequisites:

Note to teacher: Preview filmstrip before using with children.

Terminal Objective:

Pupil will demonstrate during the week an act which he believes illustrates the reflections of a feeling which was caused by the feelings of someone else.

Enabling Objective:

(Note to teacher: The song "Smile" listed under Evaluation could be used for motivation throughout the lesson.)

1. Pupil will explain how the episodes viewed on the filmstrip made him, the viewer, feel about himself, and how others might feel about him or themselves.
2. Pupil will show by role playing, drawing a picture, or a face with the appropriate expression, how he, or others might feel concerning the episode.
3. Pupil will demonstrate his concept of favorite, familiar, or strange, by selecting certain objects that have been put on display and illustrating the above concepts.

Learning Experiences:

(Teacher: - Play "Reflections" by Vicki Carr when you finish showing filmstrip. It seems effective here.)

1. Show the filmstrip, Smiles Don't Just Happen.  
(Teacher should use the enclosed guide and ask the

questions as the pictures appear and let the children discuss each picture and idea as it appears).

2. Teacher can yawn in front of the class and see if they yawn back to illustrate how one's feelings affect others.
3. Spread out an assortment of colored marbles or cards, or beads, etc. on a table and ask the children to come up one at a time and select one. Ask why they chose a particular one. Explore the concept of favorite.
4. Spread out an assortment of small objects, some familiar, some unfamiliar, some exotic. Ask the children to choose one from each of the three groups: Explore the concept of familiar and strange.
5. Ask: Did you ever make someone sad? Did you mean to? How did you know you made him or her sad?
6. Ask: Does thinking about Santa Claus make boys and girls happy? Do you know some people who make you happy?

#### Role Playing:

1. Ask the children to pretend they are clowns. Be a happy clown - or a sad clown.
2. Divide the children into two groups. Let one group be mirrors. The mirror person is to do whatever the person opposite him is doing. Give instructions to the non-mirror group. This will illustrate how feelings affect others.

#### Evaluation:

The teacher should ask children, "Why do you feel that way?" after each experience if it seems appropriate. In this way the teacher can determine to what degree a child's feelings were influenced by the emotions of another.

1. Let the children make up a happy story/sad story and relate it to one another.
2. Pass a mirror around the room. Ask the children to make faces and describe what kind they are making.
3. Let each child draw a self portrait, both happy and sad.
4. Ask: Why do people say, "I'm blue"? Is it because they are sad. Is blue a sad color? Is yellow a happy color? What do you think?

5. When you say the word "blue", do your lips form a certain expression? Do you smile when you say yellow.

Song - Tune - Auld Lang Syne

A Smile is quite a funny thing  
It wrinkles up your face  
And when it's gone  
You'll never find  
It's secret hiding place  
(Juanita Bridges)

Materials:

1. Filmstrip - Smiles Don't Just Happen (Scholastic)  
Cassette
2. Marbles, cards, or beads
3. Familiar - unfamiliar - exotic objects.
4. Mirror
5. "Reflections" by Vicki Carr

Procedure:

1. Show filmstrip to entire group. Be sure all children can see and hear. Be sure they are seated comfortably.
2. Do the learning experiences.
3. Do the role playing.
4. Do the evaluation.

UNIT K

LESSON 5 - THE RED BALL

Purpose:

To emphasize the importance Right and Wrong have to an overall feeling of well-being in pupils.

Concept:

Feelings - right and wrong

Prerequisite:

None

Terminal Objective:

Pupil will demonstrate an act which he believes illustrates right and wrong in his behavior.

Enabling Objectives:

1. Pupil will explain how Mary, the main character in the story acted and how he, the listener, felt about Mary's action.
2. Pupil will analyze the story and offer an alternative for the solution of Mary's problem if he does not agree.

Learning Experience:

Note to Teacher: This story is to be used as a moral story. Moral issues of Right and Wrong affect the emotions. Also, the child has a problem to solve which involves thinking.

1. Teacher will read the story, The Red Ball to the class.

THE RED BALL

"Mother, look what I found!" Mary ran into the house holding a red rubber ball. It was lovely and just the right



size for her to use for bouncing. Mary liked the ball the moment she saw it. Mother turned off the vacuum cleaner and stopped vacuuming the floor. "Why, Mary, where did you get that ball?"

"I found it, Mother. It was in our back yard near the fig tree. Isn't it pretty? This is my lucky day!"

Mother looked at Mary and said, "Mary, that ball isn't yours. It belongs to someone else."

"But I found it, Mother. It was in our yard, and I want to keep it."

"No, Mary, you know the boys who live behind us play ball nearly every day. One of them probably knocked it over the fence yesterday. We must find out who it belongs to."

"I don't want to. I want the ball. Please, Mother."

"Mary, do you remember when you left your doll in Susan's back yard?" Mother asked.

"Yes, Mother."

"Did Susan keep your doll?"

"No, she brought it back to me."

"How would you have felt if she had kept your doll?"

"Oh," said Mary, "I wouldn't have liked that!"

"What do you think we should do about the ball?" asked Mother.

### Questions:

1. Do you think Mary would be happy playing with the ball even if it does not belong to her?
2. Did Mary have to show her mother the ball she had found? (No, she could have hidden it.)
3. Could she have kept the ball without telling her mother? (For awhile)
4. Do you think Mary's mother helped Mary decide about the ball when she reminded Mary about her doll?
5. Is it right for us to keep other children's toys?
6. Do we need adults to help us make decisions sometimes?
7. How would you feel if you had been Mary?  
If you had been the one who lost the ball?

### Evaluation:

1. Divide the children into small groups and ask them to make a decision about how a similar situation should be solved giving their reasons. (Teacher - this will give you an opportunity to analyze the reasoning level of the child.)

Situation Example - Put some money on the floor in the classroom. Let children find it and decide if they should keep it, try to find who lost it, give it to the teacher, or what?

2. Divide children into small groups and let them role-play RIGHT and WRONG situations. (Maybe they can think of some on their own.)

### Materials:

"Red Ball Transparency" - (See appendix for master)

## UNIT K

### LESSON 6 - BIG BROTHER

#### Purpose:

To emphasize the importance of accepting your place in the family as a part of healthful living.

#### Concept:

Family relationships - younger/older.

#### Terminal Objective:

Pupil will demonstrate through discussions with teacher and other pupils that he accepts his position in the family.

#### Enabling Objective:

1. Pupil will explain how "Little Brother" in the story felt and how he, the listener, related to the story.
2. Pupils, in groups of four, will analyze "Little Brothers" feelings, and propose an alternative, if they disagree; and they will support his decision if they agree.

#### Learning Experience:

1. Teacher will read the story, Big Brother to the children, showing the pictures on each page as she reads.

#### Questions:

1. Are you a little brother? Big brother? Big sister? Little sister?
2. Do you sometimes feel that your big brother or sister gets to do more than you? Do you think this is fair?
3. If you are a little brother or sister and a new baby comes to live at your house, and you become a big brother or sister how will you feel? Act?

The same as the story indicates? Yes? No? Why?

Note to Teacher:

Stress that "growing up" is a part of healthful living, and should not have an adverse affect on the emotions.

Materials:

Book - Big Brother by Robert Kraus  
Parents' Magazine Press  
52 Vanderbilt Avenue  
New York, New York 10017  
Library Edition: 0-8193-0649-5 \$3.78

Evaluation:

Teacher should be able to evaluate the decision of the pupil as to his acceptance of his place in the family through the discussion that occurred during and after the reading of the story.

Note to Teacher: A paper and pencil, or similar evaluation, does not seem appropriate for this lesson. As you teach the lesson, should you decide to use some other form of evaluation please indicate and include the evaluation for future reference.

Supplementary Material:

Note to Teacher: This poem may be used to further stress "growing up" as a normal part of healthful living.

My mama brought a baby home,  
He's cute as he can be;  
But he won't play the way he should,  
At least he won't with me.

I always try to share my toys,  
But he just throws them down;  
And tickling doesn't make him laugh,  
It only makes him frown.

And sometimes makes him cry right out.  
As though I'd smacked him one.  
Why doesn't he grow up like me  
So we could have some fun?

My mama says to wait a while  
and he'll grow up some more.  
I guess he will, but waiting is  
an awful kind of bore.

This poem was taken from page 165 of

Learning About the World  
Teacher's Guide  
Kindergarten, Volume I  
Concepts and Inquiry: The Educational Research Council  
Social Science Program, 1970. Allyn and Bacon, Inc.  
Dallas, Texas

LESSON 7 - WILL YOU BE MY FRIEND?Purpose:

To emphasize that a Friend does not always need to be a person.

Concept:

Friend

Prerequisite:

Note to teacher: Preview filmstrip before using with children.

Terminal Objective:

Pupil will demonstrate visually through a drawing or other type of picture, his understanding of friendship.

Enabling Objective:

1. Pupil will explain, after viewing the filmstrip Will You Be My Friend, whether or not a friend must always be a person.
2. Pupils will offer alternatives for friends, such as imaginary friend, your shadow, an animal, etc.

Learning Experiences:

Show filmstrip, Will You Be My Friend, (Scholastic)

- Ask:
1. Do you have a best friend?
  2. Why did you choose him for a best friend?
  3. Do you ever get mad at your friend?
  4. What are friends for? To help you? In what way? To protect you? How?
  5. Do you ever have an animal as a best friend? Tell about it.
  6. Do you like people who make the same mistakes you do?
  7. Are your friends smaller than you, or about the same size?
  8. Do you have any grown-up friends?

9. Do best friends usually live close together?
10. Could you have a friend you have never seen?
11. Could you be friends with a monster?
12. How does it feel to be in a new school?  
(Your first time at school?) Is that a time  
when you would want to have a friend?
13. Is your shadow like a friend? Why?

#### Evaluation:

1. Set up a Friendship Center where children can talk freely with one another. Have books available which emphasize the theme of friendship with people, animals, and imaginary friends.
2. Let children make a bulletin board displaying pictures and names of children's imaginary friends.
3. Let children make a friendship book for the interest center including pictures and drawings.

#### Materials:

1. Filmstrip - Will You Be My Friend (Scholastic)
2. Drawing paper
3. Crayolas
4. Paper to paste pictures
5. Paste
6. Pictures of friends

#### Suggestion for Supplementary Material:

Heide, Florence Parry and Van Clief, Sylvia Worth,  
That's What Friends Are For.  
Scholastic Book Services; New York

(Note to teacher - You may wish to show this filmstrip more than once.)

UNIT K

LESSON 8 - "TATTLETALE"

Purpose:

To help pupils understand that actions appropriate for one set of circumstances, will not apply for every set of circumstances.

Concept:

Tattling - Tattletale

Prerequisite:

None

Terminal Objective:

Pupil will determine the appropriate action to take when confronted with adverse and converse sets of circumstances.

Enabling Objective:

1. Pupils will listen to Situation I and determine whether or not it is appropriate to tell the teacher, or play some place else. They will support their decision.
2. Pupils will listen to Situation II and decide if John should have medicine in his doctor's kit; if he should give it to Mary, if Mary should give it to Jane; if Jane should tell the teacher; and if the teacher should report the incident to John's mother. Pupils will support their decision.
3. Pupils will listen to Situation III and determine whether or not children should throw hard clods of dirt, and discuss the dangers involved. They must support their decisions.

Learning Experiences:

Teacher presents To Tattle or Not To Tattle situations and allows pupils to make decisions about each situation.



## SITUATION I

Jane and Mary were playing in the doll house - Jane had been the "mother" for quite a while and Mary had been her little girl.

Mary said, "Jane, you have to be the 'little girl' now, because it is my turn to be the mother.

Jane would not change places with Mary.

Should Mary go tell the teacher that Jane will not change and take turns or should Mary say - "Jane, if you do change and let me be the mother for a while, I am going to find another place to play?"

Let children decide - to tell or not to tell.

## SITUATION II

John, Mary, and Jane were playing doctor. John was the doctor. Mary was the mother. Jane was the baby.

Mother Mary had taken Baby Jane to Doctor John because she was sick.

Doctor John had a bottle of real pills in his doctor's kit. He gave them to Mary so she could give them to Jane.

Let's talk about these things:

- Should John have real pills in his Doctor kit? Why? Why not?
- Should he give them to Mary?
- Should Mary give them to Jane?
- Should Jane take them?

- Should Jane tell the teacher about them?
- Should the teacher tell John's mother that he has the pills?

(Be sure to stress danger of medicine.)

### SITUATION III

A group of boys are playing after school. Some of the boys pick up hard clods of dirt and throw them at the other boys.

- Should the boys throw dirt in return?
- Is throwing dirt dangerous? To the eyes? To the body?
- Should someone tell on the dirt throwers? Why? Why not?

(Stress - there are circumstances where it is appropriate to "tattle" and circumstances where children should make decisions on their own - in order not to be a Tattletale.)

#### Material:

Tattletale Evaluation Form - (See appendix for master)  
Marking Pencil

#### Evaluation:

(Teacher - this evaluation sheet has been prepared to promote decision making on the part of the pupil.)

You should print **YES** and **NO** on the chalk board for the pupils to see.

You may mark an evaluation sheet showing pupils how to vote **YES** and how to vote **NO**.

Also, remind pupils YES is in the lower left hand corner of the picture to be voted upon and NO is in the lower right hand corner.

Questions for the teacher to ask children to vote on in the Evaluation Sheet.

Situation I

Teacher asks: SHOULD MARY TELL THE TEACHER THAT JANE WILL NOT CHANGE PLACES WITH HER?

Children color  YES or  NO

Situation II

Teacher asks: SHOULD MARY TELL THE TEACHER THAT DOCTOR JOHN HAS REAL PILLS IN HIS DOCTOR'S KIT?

Children color  YES or  NO

Situation III

Teacher asks: SHOULD THE BOYS WHO GOT DIRT THROWN AT THEM TELL THEIR PARENTS THAT SOME BOYS HAD THROWN DIRT CLOUDS AT THEM AFTER SCHOOL?

Children color  YES or  NO

Supplementary Material:

Picture I - Values Series: My Family  
Lying - Value concept: Honesty

Picture II - Values Series: My Home  
Medicine Cabinet - Value Concept: Health  
Responsibility for younger children

Order from: BFA Educational Media, a division of Columbia  
Broadcasting System, Inc.  
2211 Michigan Avenue  
Santa Monica, California 90404

## UNIT K

### LESSON 9 - STICKS 'N STONES

#### Purpose:

To emphasize that it is all right to have angry feelings as long as they do not hurt other people.

#### Concept:

Feelings - anger (hate, tension, fear)

#### Prerequisite:

Note to teacher: Preview filmstrip before using with children.

#### Terminal Objective:

Pupil will describe or demonstrate an act which he believes represents anger in himself or someone else.

#### Enabling Objectives:

1. Pupil will explain how he, the viewer, felt as each episode in the filmstrip developed.
2. Pupil will demonstrate his understanding of the film by offering alternatives for the episodes viewed in the filmstrip.

#### Learning Experiences:

1. Teacher will show the filmstrip, Sticks 'N Stones. Teacher will read the dialogue that goes with each frame and let the children discuss how they feel about each situation presented. Children may offer alternatives for each situation.
2. Have the children draw monster faces on paper bags. Ask the children to wear the paper bags and ask them to react to the following:

Walk like monsters

How do monsters move?

How do you think they sound? Does your monster make a noise or is he a silent creepy monster?

Make believe you are a ferocious, scary monster.  
Make believe you want to become a nice monster.  
What kind of a face will a nice monster have?

3. Talk about enemies.

Is an animal an enemy sometimes? (Example - a bad dog - one who might bite you.)

Are you enemies when you play a game? Is the other side an enemy for awhile? (Example of game - Tug of War - use rope to pull the enemy across the line on your side.)

Are enemies always bigger than you?

Can a bug, rat, or cockroach be an enemy?

Evaluation:

Put two children back to back (be sure backs are touching). Have child #1 pantomime an act of anger for #2 to feel. #2 can evaluate #1's actions. Then #2 can pantomime, and #1 can evaluate his actions.

Note to Teacher: If some children cannot understand through pantomime, allow them to use their voices along with their actions to demonstrate "anger."

Materials:

Filmstrip - "Sticks 'N Stones (Scholastic)

Paper bags

## UNIT K

### LESSON 10 - "ME"

#### Purpose:

To help the pupil understand that there is no one else exactly like he is.

#### Concept:

Me

#### Prerequisite:

Nineteen lessons that precede this one in K - Me and Myself Section of Healthful Living.

#### Terminal Objective:

Pupil will demonstrate by making his thumb print on paper that there is no other child exactly like he is.

#### Enabling Objective:

Pupil will show by comparing his thumb print with that of other children in the class that there is no other thumb print like it.

#### Learning Experience:

Teacher will prepare tempera paint by putting a few drops of liquid soap in same. (It will wash right off when it has soap in it.)

Pupil will put his thumbs in paint and make prints on paper.

#### Evaluation:

Each child will compare his thumb prints with other children's prints to show that they are not exactly alike. (This will take several minutes as each child compares his thumb print with every other child.)

**Materials:**

Tempera paint  
Paper for prints  
Liquid soap  
Pie pan to hold tempera

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materials, designed to help children better understand social  
emotional behavior. It is designed to be used by teacher or  
counselor. The eight major themes developed in the program are:

1. Understanding Feelings
2. Understanding Others
3. Understanding and Accepting Self
4. Understanding Independence
5. Understanding Goals and Purposeful Behavior
6. Understanding Mastery, Competence and Resourcefulness
7. Understanding Emotional Maturity
8. Understanding Choices and Consequences

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Creative Learning Group, A division of Media Engineering Corporation, 145 Portland Street, Cambridge, MA 02139  
K-6 Drug Education Program

K - Sick And Well - This sixteen-page coloring book includes four stories on the following points:  
Do not go into the medicine cabinet yourself.  
Do not eat unknown plants or berries. Medicines are good for you if you are sick. Do not take candy or pills from strangers. Stories for adults to read aloud are included in the book, and blank pages are provided for free drawing.

- 1 - Drugs And You - Concepts developed are: People take some drugs when sick, others when healthy. Children should not take drugs unless given by a reliable older person. Tobacco smoking can lead to lung cancer. Alcohol, if abused, can make a person sick.

- 2 - Drugs In The Home - Topics covered: Cold medicines, tobacco, coffee, alcohol; how they are used, what they do to the body. Emphasis on guidance toward understanding of why some drugs are forbidden to children.

Guidance Associates of Pleasantville, N.Y. A subsidiary of Harcourt Brace Jovanovich, Inc. 1972

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C. Gilbert Wrenn, Shirley Schwargrock, Authors  
Teacher's Guide, filmstrips with records or cassettes.  
Each has 20, 17x22 photo boards, black and white.  
Emphasizes particular objectives in development of the child's understanding of self, others and his environment.

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\* NOTE: The Books that were used in the Lessons are not listed in this Bibliography. They are listed with the Lesson in which they are used.

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APPENDIX I

## GROUP DISCUSSION PROCEDURES

Most teachers are acquainted with the values and procedures of group discussion, but some teachers may attempt to hold the discussion to a consideration of the facts, emphasizing only cognitive elements.

Randolph, Howe, and Achterman (1968) found that we traditionally respond to messages with ineffective responses such as:

Ordering or commanding  
Admonishing  
Warning  
Advising  
Instructing

Criticizing and disagreeing  
Praising and agreeing  
Name calling or interpreting  
Reassuring and sympathizing  
Probing and questioning or diverting.

These responses deny the child the right to have a feeling and they close the channels to communication and understanding.

While we are concerned about the development of the child's cognitive concepts, in this program we wish to focus attention on the child's purposes, feelings, and values. We are attempting to assist the child in understanding self and others, and this can be achieved only through personalizing the material and getting involvement at the feeling level.

Many teachers are reluctant to engage in group discussion that is truly open; they do not see its value. Some teachers even feel guilty for wasting time in this way; others feel inadequate and afraid that they will not be able to handle this kind of discussion.

It is clear, however, from our experience in guidance and social psychology that group discussion is a most powerful influence for changing behavior, and the teacher should realize the group can seldom go beyond the skill, anticipation, and the expectations of the leader.

The following philosophy and principles should prove to be helpful.

The discussion leader should communicate that she really cares about what children say and feel. This is not a technique but a genuine attitude. It is communicated through eye contact, attentiveness to verbal communication, and nonverbal support that comes through an empathic smile. The leader listens to what is said and not said, and tries



to perceive both the feelings which are expressed and those that are hidden. The teacher is there as a person; as she is real and honest about the feelings she is experiencing, she elicits more involvement.

Group discussion requires sharing the responsibility for leadership with the group. The group helps to identify concerns, clarify thoughts and feelings, and consider alternatives. Unlike class recitation, there is no one correct answer. In contrast, the leader encourages free discussion and interaction to what is said.

The creative leader avoids sermonizing, evaluating, humiliating, and moralizing, but she is not passive, permitting the discussions to be purposeless. She is willing to deal with the actions and reactions that go on in the group. She is sensitive to social interaction, and she is willing to discuss the here-and-now event. If the story is about attention-getting, she does not need to stay with the abstract while some child who acts as a class clown in her room provides live materials for discussion. In such a situation she might ask the group: What is happening here right now? What do you think about this? How do you feel? How does the class clown feel? Why is he doing that? How can we help him? As the leader senses the children are ready for such a discussion, she discusses the purposes of behavior.

Teachers can avoid control problems when leading group discussions. When there is noise and confusion, it is advisable to talk less and act! The leader may merely lower her voice, use a hand signal, utilize proximity, control by moving to the area of disturbance, or utilize some natural consequence for failure to attend to a discussion. The leader does not censure or demand, she does not engage in a struggle for control of the group; she seeks to have the children experience the natural consequences of their behavior.

The outcomes and productivity of each session are partially dependent upon the leader's competence in the following tasks:

1. Show the group you care and are concerned with developing a relationship of mutual respect. Demonstrate your interest, concern, and kindness, but be committed to meaningful discussion and do not hesitate to be firm, showing respect for yourself as well as the children. The teacher sets an example of reflective listening by her responses.
2. Make sure children understand the purpose of the group discussion and allow them to establish their own limits.

Members must be ready to share their concerns and willing to listen closely to others. A spirit of give and take and honest, open feedback should pervade.

3. Sense the group atmosphere and be willing to discuss it. Be sensitive to the feelings of the individuals in the group and help them feel understood, i.e., I am getting a message that you are unhappy, or that you really care.
4. Link the thoughts and feelings of group members. Point out the similarities and differences in the concepts, attitudes, and feelings being discussed. The leader must be able to show the relationship between what two children are talking about in order to help them recognize common problems.
5. Encourage silent members to participate when they seem ready. This usually involves being aware of nonverbal clues as a facial gesture, glance, or halting attempt to enter the group.
6. The children are learning a new process of cooperation in contrast to competition. The leader must observe any tendencies of children to be empathic and link or supply alternative solutions to problems. These attempts should be immediately encouraged and reinforced.
7. Group discussion can take a negative turn if the leader is not perceptive. We are interested in fostering personal development. Group members should be assisted to see the strengths and assets in individuals. Emphasis is placed on positive as well as negative feedback. When there is a negative feedback, i.e., "I don't like him, he smells," the teacher may say, "You feel there is an odor there that is not pleasant."
8. The leader must be alert to detect feelings and attitudes which are implied but not expressed. She helps the group to develop tentative analyses of behavior and its purpose. She might say, "Is it possible..." "Could it be...?" and state her hunch about the purpose in a tentative manner.
9. The effective group leader is able to help the children express their thoughts, feelings, and attitudes more clearly. She does this through clarifying, restating, and summarizing.
10. The leader helps members to summarize and evaluate what they have learned. About five minutes before the close

of the session, she asks, "What do you think you learned about yourself and others today?" Helping the group consider what is happening accelerates and facilitates the group process.

Children should be encouraged to formulate their own limits for the discussion. However, the leader should help them to consider some of the following procedures which promote effective discussion:

1. The discussion goes best when we trust each other and have mutual respect. We have to be concerned enough to listen and want to help others.
2. Be honest and open. Say what you really feel. Speak whenever you feel you have something to say which will help you or the group.
3. In giving feedback, consider how it will help the others for you to say this.
4. Really listen to what others say. Are you able to state what he has said and felt when he finishes?

When certain individuals or the group become negative or pick on an individual, the mature leader can use this as an opportunity to discuss the purpose of getting special attention or power. The leader can also use puppetry and role playing to help increase sensitivity to negative remarks.

The potential in group discussion is tremendous and teachers will find it a most rewarding experience as their skills develop.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

## ROLE PLAYING PROCEDURES

Role playing is not merely information dispensing. The teacher who is skeptical of the educational purpose of role playing should consider some of the following potential values:

1. Role playing provides an opportunity for the child who does not excel academically, but who has talent in creativity and spontaneity.
2. Spectator "therapy" can occur through audience observation and empathy.
3. Role playing promotes the development of personal flexibility and social skills.
4. The enactment of the same situation several times helps the child to see alternative solutions to a problem, increasing his problem-solving and decision-making abilities.

As discussion leader, the teacher encourages the children to become more observant of the behavior of others, to look for the purposes and causes of behavior, to anticipate the results of certain behaviors, and to evaluate behavior, situations, and people.

The steps in role playing. There are four parts to any role playing situation: preparation, introduction, enactment, and discussion.

1. Preparation. The teacher's first decision involves selection of the issue or problem. Issues should be selected which ensure the security of each child involved. The child is never forced to take a role.

After reading the descriptive directions for a particular role playing situation, the teacher gathers the class. A playing area is needed.

Because each lesson is an extension of the underlying themes of the stories the teacher may briefly review some of the main ideas of the related story. Questions may be asked such as, "Who was the main character?" "What did he do?" "Why did he do that?" Unfinished stories which stop at a dilemma point are excellent for role playing.

2. Introduction. The teacher states very briefly that the class is going to do some pretending. She should state the problem in terms of specific examples with vivid details which create emotional involvement. Because young children are egocentric and most of them are eager to pretend and participate, they will probably be unwilling to patiently wait any length of time for a turn at playing. Therefore, it is wise to allow all of them to have a brief turn to participate in a warm-up exercise at the beginning of each lesson. If space does not permit the whole group to move about at the same time, break the group into two sections.

Because it is easily performed, pantomime is suggested as a warm-up activity. To begin the pantomime the teacher may give the following directions:

This is our pretending space. (Indicate play area.)

Find a standing-up place in here where you won't be too close to any other person.

Stand there absolutely quietly. (Wait for quiet.)

Good.

Show me you are ready to listen and imagine.

Today we are going to imagine we are \_\_\_\_\_  
(see specific direction).

When I say "Ready, begin," you may begin. Keep working until you hear me say "Stop."

See if you can show me by your actions your ideas about \_\_\_\_\_

Do not say anything.

Imagine there are no other children around you.

See if you can really make me believe you are a \_\_\_\_\_

Ready, begin.

Observe the pantomimes and make encouraging remarks for creative responses such as, "Oh, I see someone that is \_\_\_\_\_ (describe pantomime)," or "There is some good thinking going on over there." After at least a minute, stop the action and seat the students.

The teacher controls the length of a situation by reserving and using the right to halt the play at any point.

After making a few comments about the creative ideas observed in the pantomimes, the teacher briefly presents the actual role playing situation to the class. The description should be as simple and direct as possible.

Because students are expected to speak in character, the teacher will give them some practice by asking them to respond in the character's voice to such questions as "Mary, what did the old man say when he got knocked down? Can you sound like the old man?"

Then the teacher asks for volunteers to take various roles. The class may suggest names, but the actors must volunteer. From the volunteers, characters are selected. Usually it is advisable to begin with sociable children before choosing participants who are shy or who have more problems than others. In specific role assignments, check to determine how the child identifies with the character. Ask "What kind of person is he?" "How does he feel?" Select individuals who indicate they have identified well or who have strong feelings about a character's behavior.

3. Enactment. The teacher helps the characters set the scene, i.e., "Shall we imagine a door is here?" Do you need some chairs?" If the characters are going to sit down, they will need some chairs. Children cannot simultaneously pretend to sit, keep their balance, and play a role.

The teacher says, "Find your places and stand quietly."

At that point, she may need to review the characters and their purposes in the scene for the benefit of players and the class. Action is started by the words, "Ready, begin."

During the enactment, the teacher tries to say as little as possible. Otherwise, the teacher becomes the director, and the children lose the opportunity to express themselves freely.

Some side coaching may be necessary to assist in moving the action along. The teacher may say, "It must be time for father to come home now," "Oh, my, that brother is going to be angry." Suggestions are always directed to the character, not to the real person. The teacher avoids using real names and directs all remarks to the characters.

When the scene seems to have developed to its fullest potential, the teacher says, "Stop, come and sit down."

4. Discussion. It is usually effective to have the actors evaluate their own performance first. At the end of a scene, no matter how weak it was, the

teacher makes at least two or three positive remarks, i.e., "I liked the way the father read his newspaper," or "Wasn't the dog good? He really seemed excited."

To encourage class participation in the discussion, the teacher asks them the questions listed at the end of the role playing activity. If other more relevant questions emerge as a result of the individual play, they should, of course, be used. Discussion centers on how the characters were feeling and why they responded as they did. The teacher should attempt to guide the discussion so that the issues are related to experiences personally relevant to the children.

The younger the children, the briefer the analysis. Two or three points are sufficient for kindergarteners.

The teacher makes a summary statement of points elicited from the group and quickly selects a new group for replaying.

The teacher emphasizes that she will be looking for good, new ideas on each replay. The purpose of the reenactment is to help the children explore new insights and alternative solutions.

Encourage as many enactments as possible!

The role of the audience should be clarified just as the roles of the actors. The members of the audience may be asked to look for specific points or to identify with the feelings of a specific actor. They should have a role which maintains their interest and involvement.

Problems, pitfalls, and possibilities. Beginning role playing may bring about a variety of unexpected reactions in young students. Two of the extremes in behavior are acting up and excessive shyness or refusal to participate. The student who acts up can destroy the imaginary creations of other students. The first few times this behavior occurs, the teacher stops the whole group and calmly but firmly reexplains the ground rules. They are:

1. Play in the play space.
2. Actions - no words (for pantomime).
3. Do not disturb the play of others.

Do not be overconcerned about the student who exhibits extremely shy behavior. Instead, recognize and encourage

others for their efforts. As soon as the shy child makes any overt effort at enactment, encourage him for it.

Noise can be another classroom problem. If the teacher has properly stimulated the students to want to work on the problem, they will become excited, and often with excitement, comes noise! Do not begin a pantomime or a scene until the students have become almost totally silent. Students need a moment to quietly reflect on their task. Lack of concentration or silliness on the part of the players will produce insincere and unintelligible scenes. For the initial playing, the teacher tries to select those students who are verbal and seem enthusiastically responsive. They will set a high standard for the plays that follow. Clarity in speech and pantomime should be praised. If the characters seem to be getting off the track, the teacher says firmly, "Keep your character." Even though the students may not exactly understand the direction, they will understand a firm but kind tone of voice.

Restlessness of the group is an indication that something is too long. Perhaps the directions are too long, repeated too often, or the scene and the discussion are too long. Teachers must try to be brief and to the point. Use short sentences. Stop a scene before interest is reduced.

Unresponsiveness can be a problem among certain groups of children. They may be extremely inhibited, or they may never have engaged in any dramatic play. In this case, the teacher may need to demonstrate what is meant by pretending and pantomiming. Occasionally, as opportunities present themselves, the teacher may take a role in the playing situation. By taking part in the action, the teacher controls the direction of play from within the group and, at the same time, demonstrates the "how to" of play.

Certainly those groups of children who have had experience with dramatic play and creative dramatics will find it less difficult to role play than inexperienced ones. Do not expect perfection and depth in the beginning lessons. Each successive role playing situation should show an increase in the ability of the group to play together effectively.

Taken from Developing Understanding of Self and Others;  
Manual. Used with permission of American Guidance  
Service.



APPENDIX II

## STOMACH PUPPET

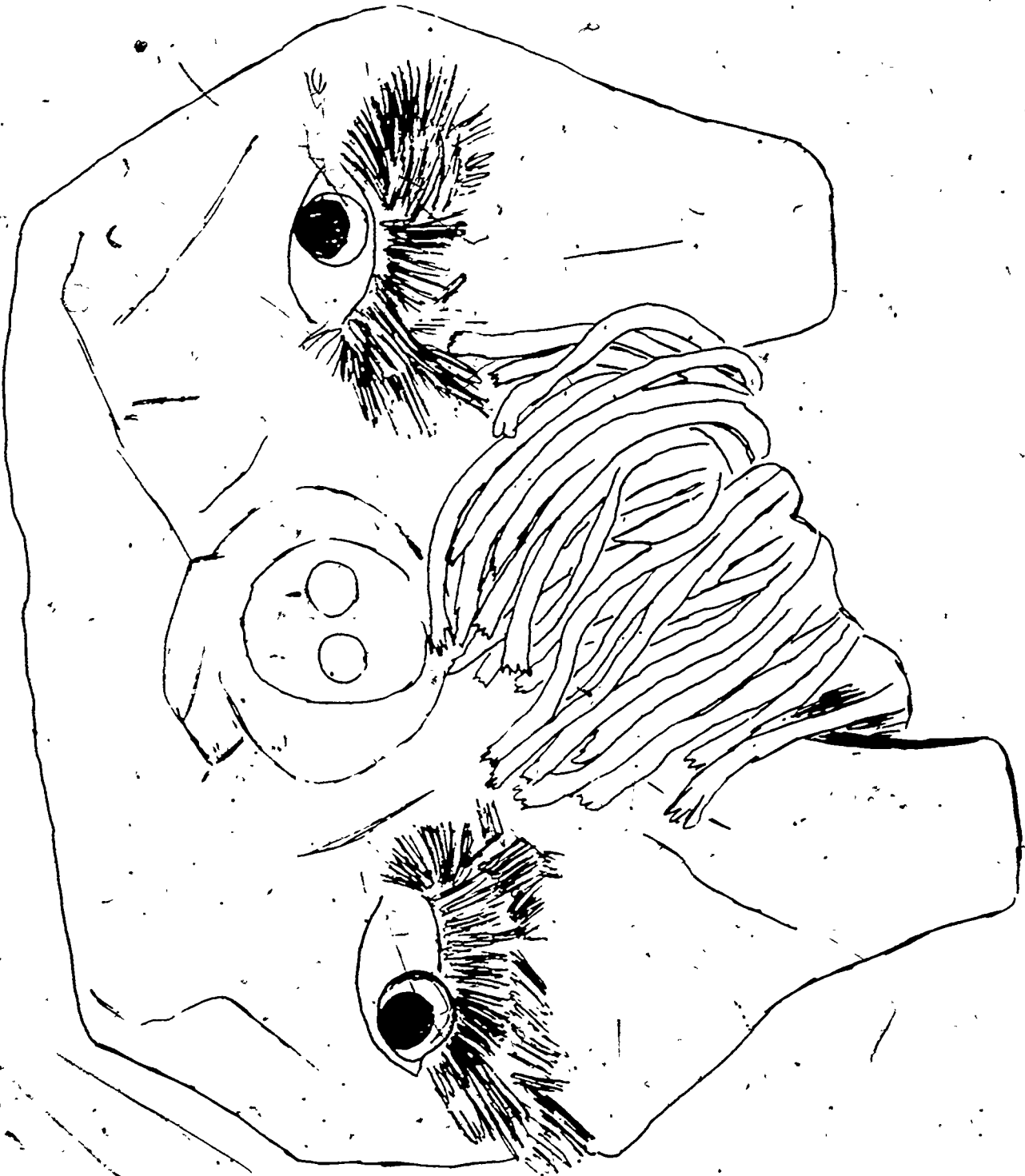
### MATERIALS NEEDED:

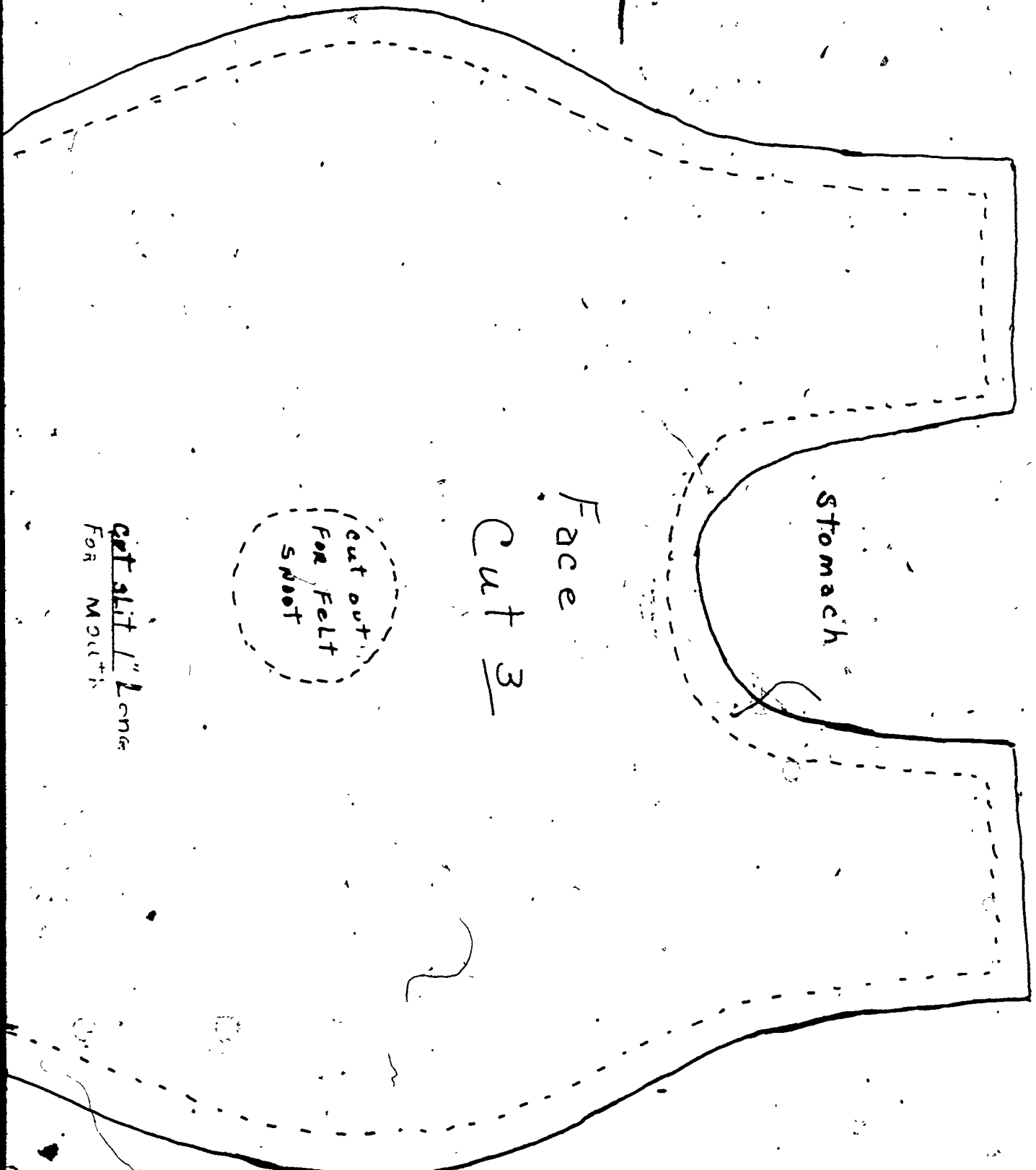
12" pink fabric  
Felt scraps - for eyes, nose and tongue  
Cotton stuffing  
Small skein of yarn for hair  
Fuzzy trim for eyebrows  
2 glue on eyes

### INSTRUCTIONS:

Cut 3 face sections. Sew 2 sections of face together leaving small opening at bottom for stuffing. Stuff with cotton or dacron. Place hair on head in proper position; pin in place and catch in seam. Now sew back of head to face. Turn right side out. Glue eyes and eyebrows in place. Cut round hole  $2\frac{1}{2}$ " to 3" from bottom hem 1" in diameter for felt nose. Cut slit 1" from bottom hem for felt tongue. Stitch nose and tongue in place. To sew tongue, sew on dotted line. Turn right side out and hand stitch to slit in face. To sew nose, stitch long piece of felt together at small end of seam, then at one end stitch circle to felt to shape a snout. Slip stitch other open end to face. Glue on nostrils.

STOMACH PUPPET SKETCH





Stomach

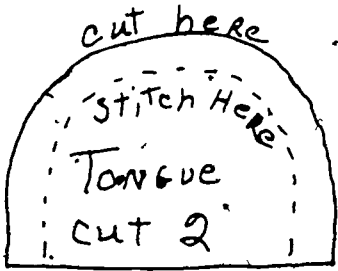
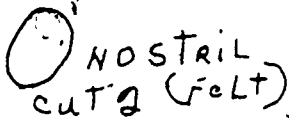
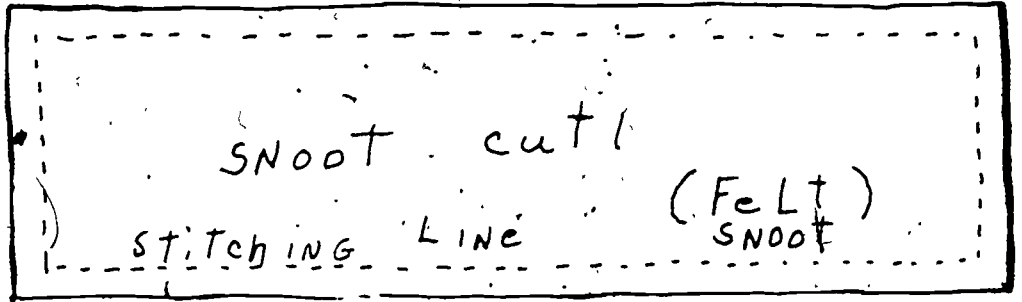
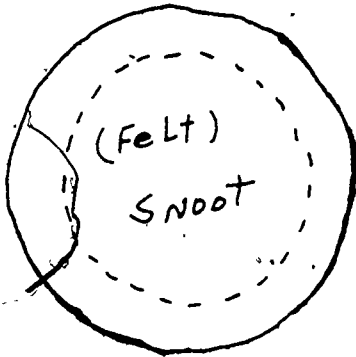
Face

Cut 3

cut out  
for Felt  
snoot

Get slit 1/2" long  
for Mouth

CUTTING LINE



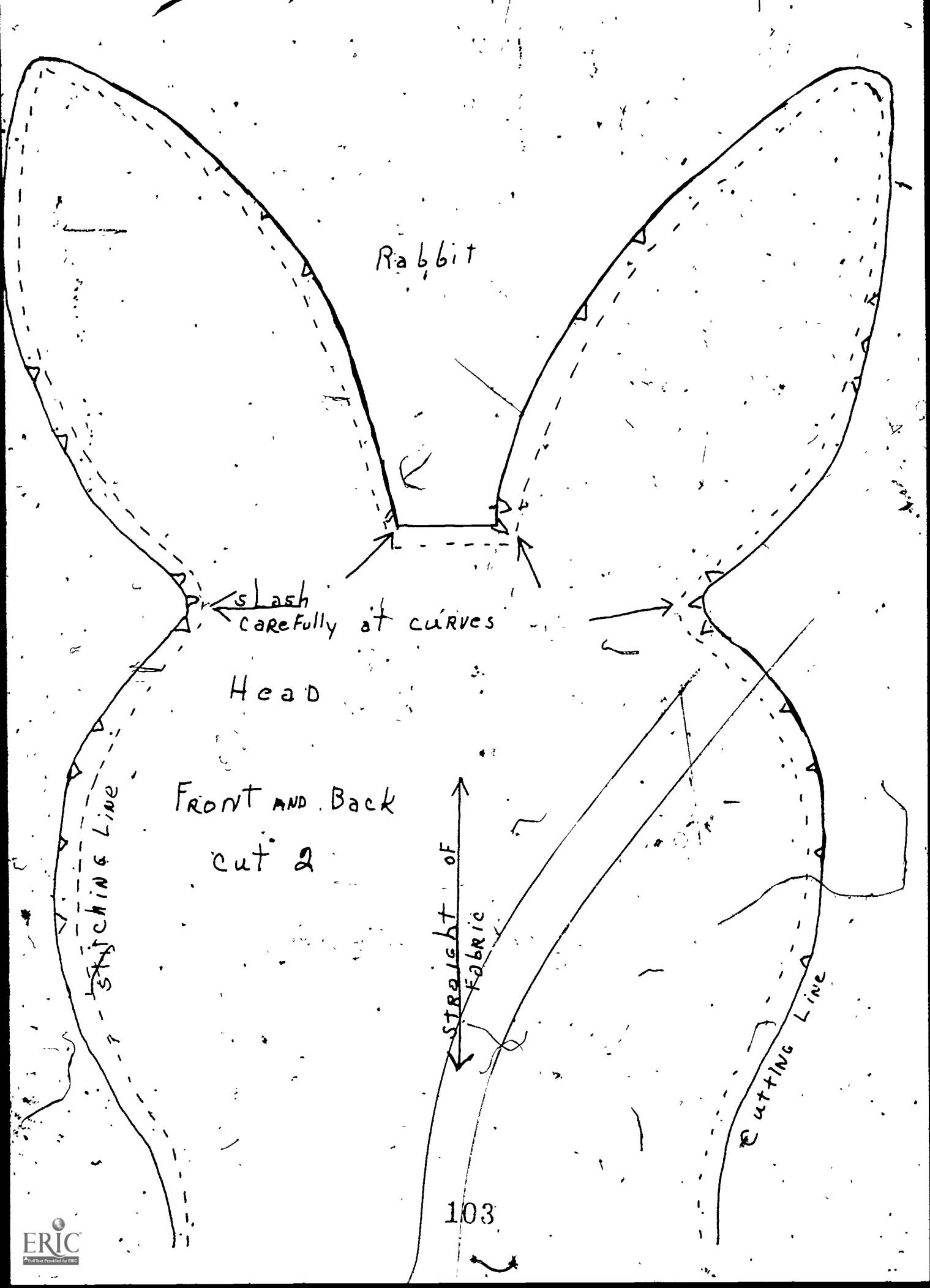
HOPPY  
RABBIT PUPPET

SUPPLIES NEEDED:

2 large buttons for eyes  
2 lengths of fuzzy trim for eyebrows 1 1/4" long  
4 pipe cleaners - 2 for whiskers and 2 to sew into ears for support  
14" fuzzy material  
6" square of felt for ears  
small pom-pom for nose

INSTRUCTIONS:

Sew felt on front of ears. Sew front and back together. Whip stitch pipe cleaners into one side of inside of ears for support. Sew eyebrows, eyes, mouth and nose in place. Make 4 small holes, 2 on each side of nose and force pipe cleaners in to form whiskers. Hem stitch bottom opening.



Rabbit

slash carefully at curves

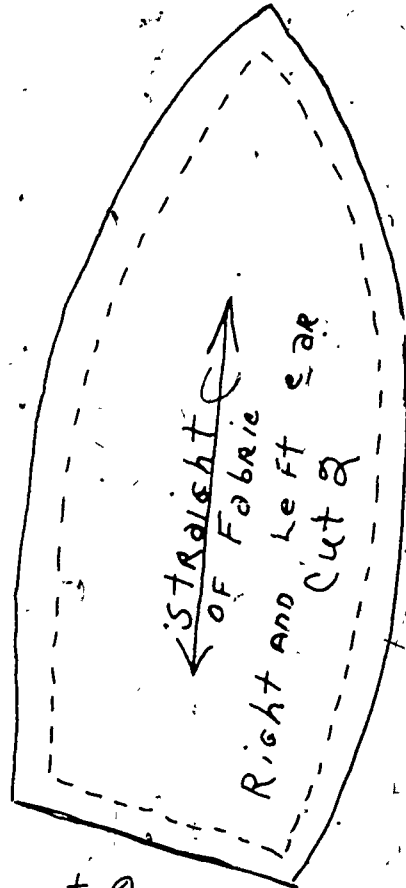
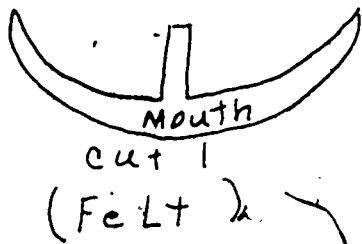
Head

Front and Back  
cut 2

stitching line

straight of fabric

cutting line



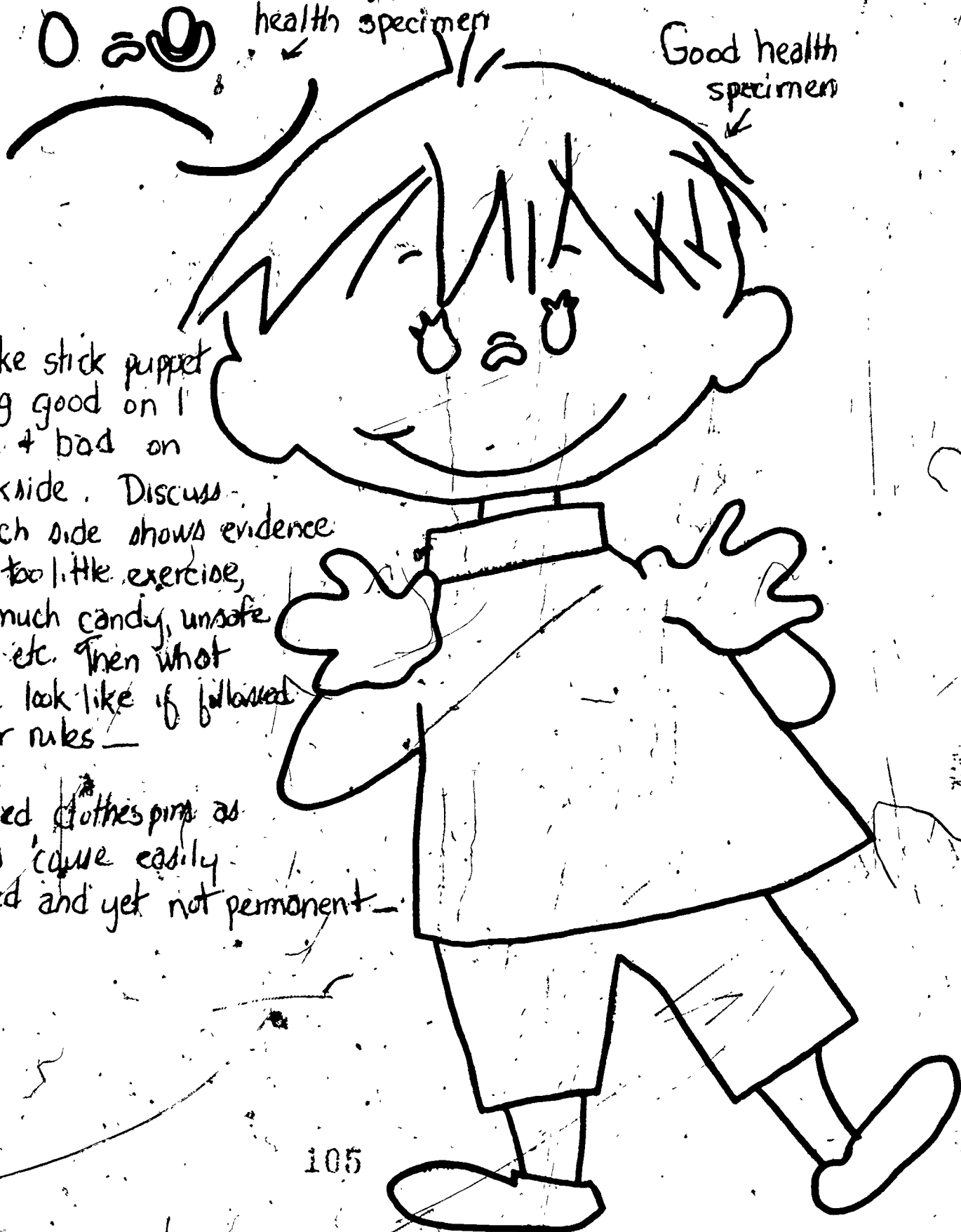
cut 2  
Top stitch to  
Front of Rabbit ears  
BEFORE sewing  
Together



# Health Puppet

Face of bad health specimen

Good health specimen



Take stick puppet using good on 1 side & bad on backside. Discuss which side shows evidence of too little exercise, too much candy, unsafe play, etc. Then what would look like if followed proper rules —

I used clothespins as sticks 'cause easily applied and yet not permanent —

TOOTH PUPPET #2



106

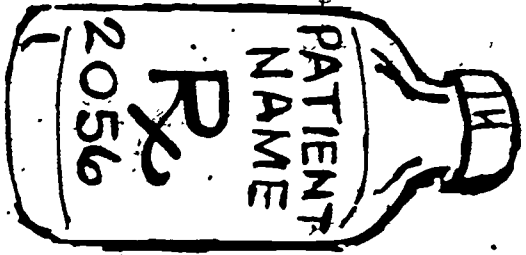


Patrick and father

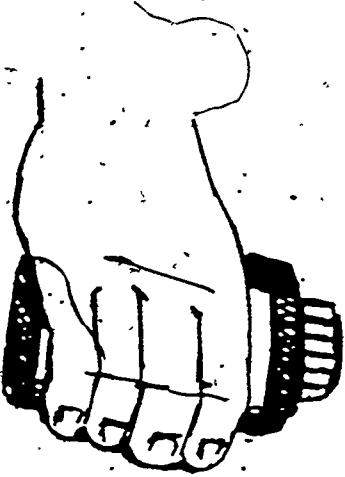


Patrick and father

THE "FIVE RIGHTS" OF GIVING MEDICINE



The right medicine



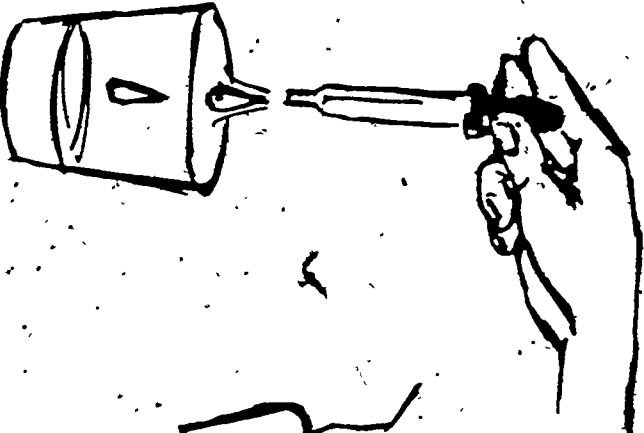
The right manner



The right patient



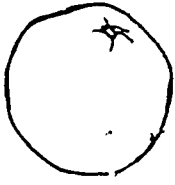
The right time



The right amount



KINDERGARTEN - Unit I  
Lesson 7 - Evaluation Sheet



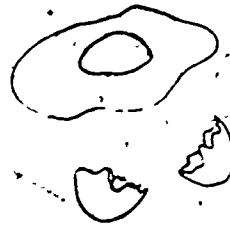
ORANGE



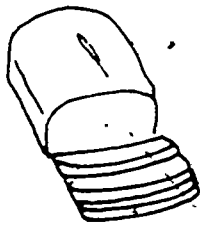
STRAWBERRY



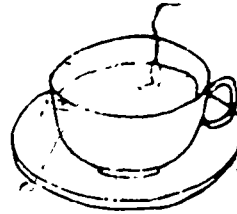
MILK



EGG



BREAD



COFFEE



COKE



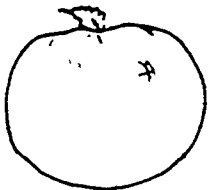
CANDY BAR



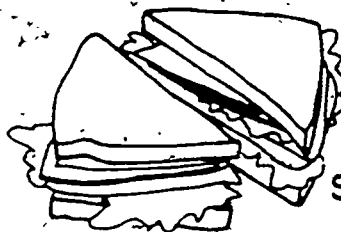
HAMBURGER



MUFFIN

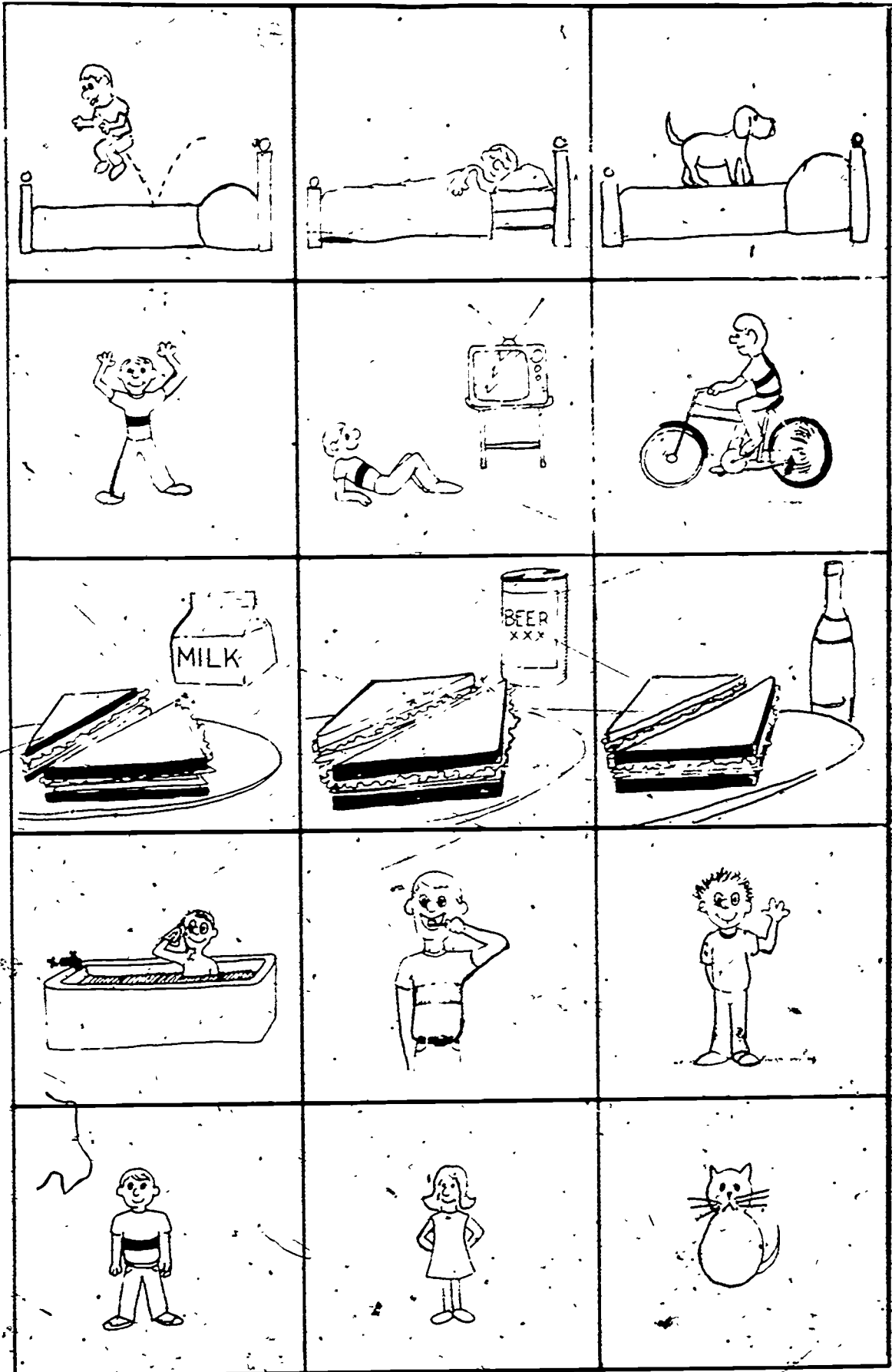


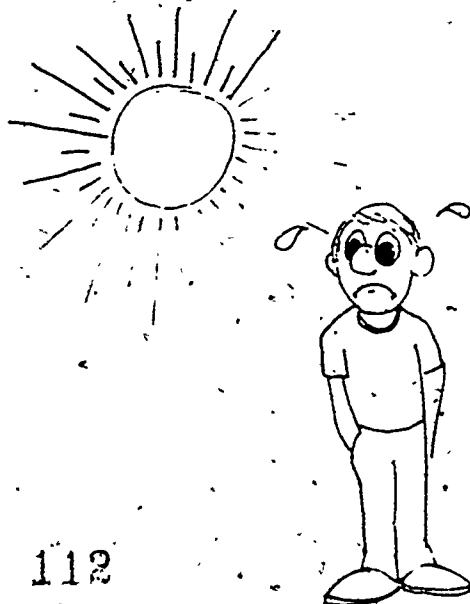
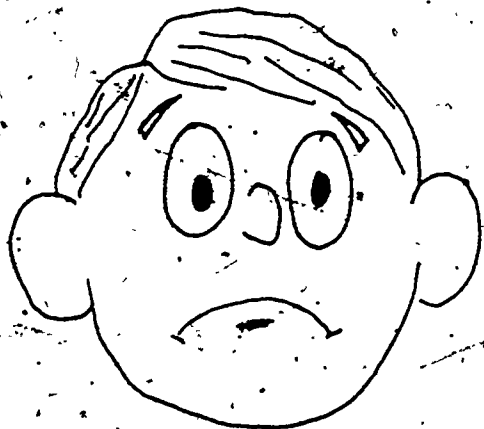
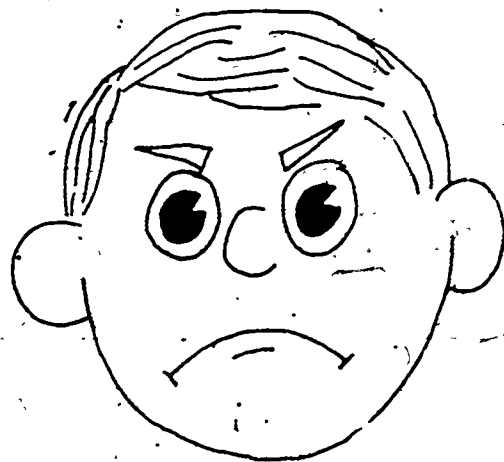
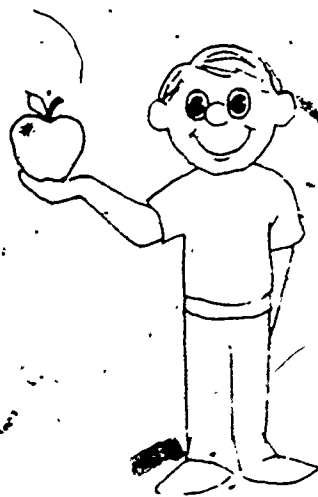
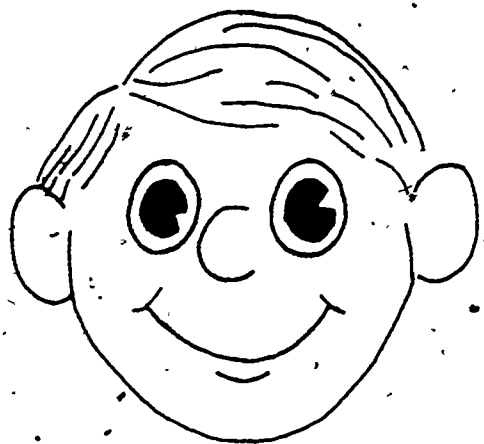
TOMATO



SANDWICH

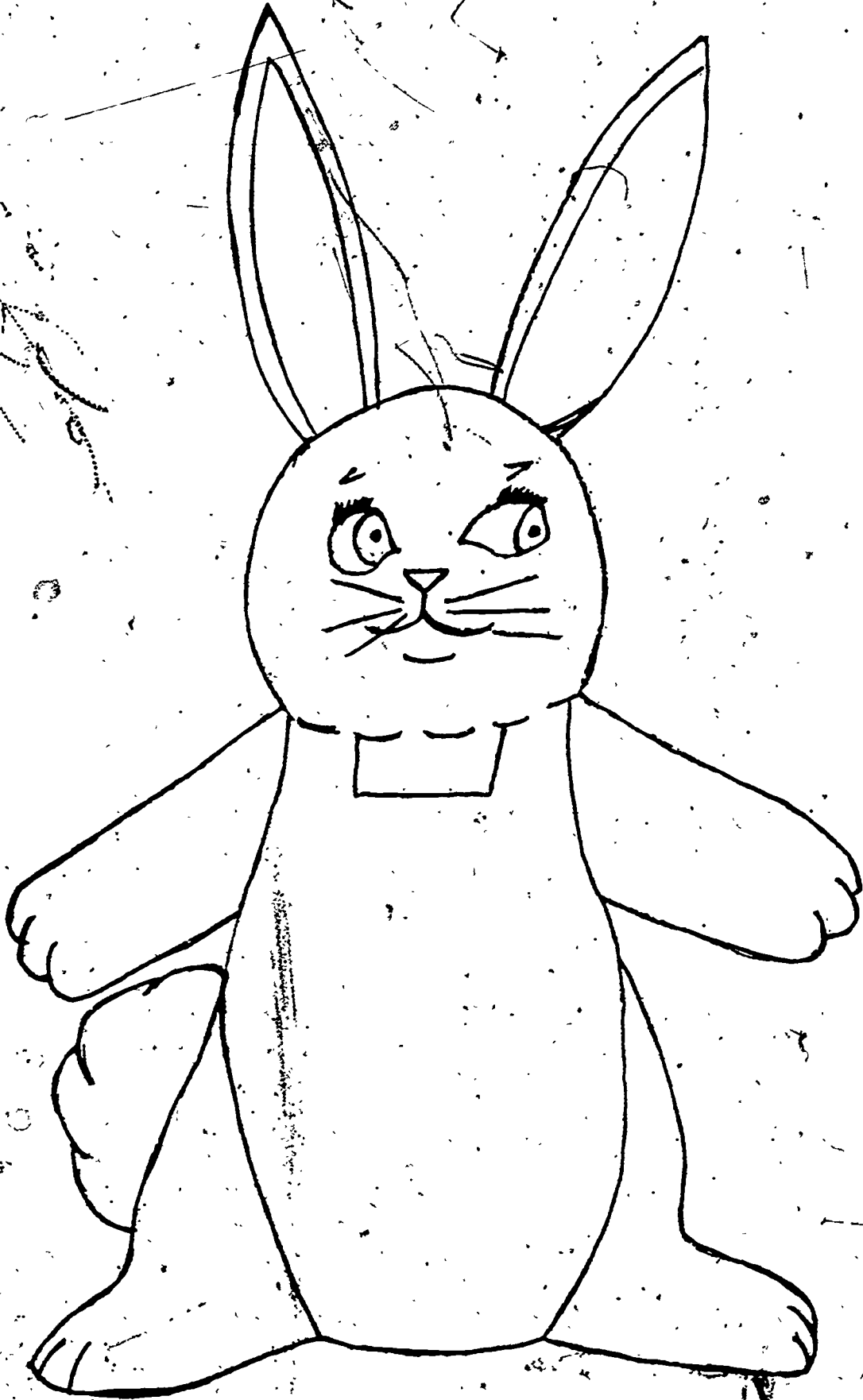
Healthful Living - Lesson 10







GRAY VELVET RABBIT



113



BIRD-PIE



115

RED BALL

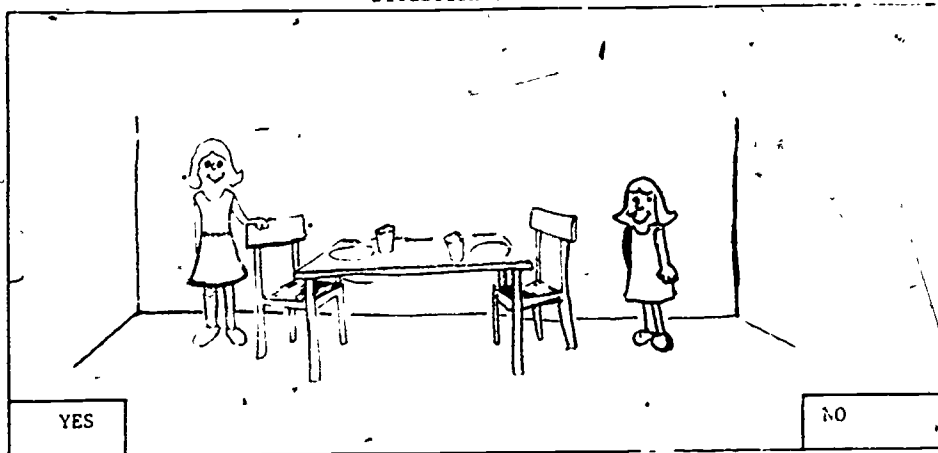
# Tattletale

K-2 - Lesson 8

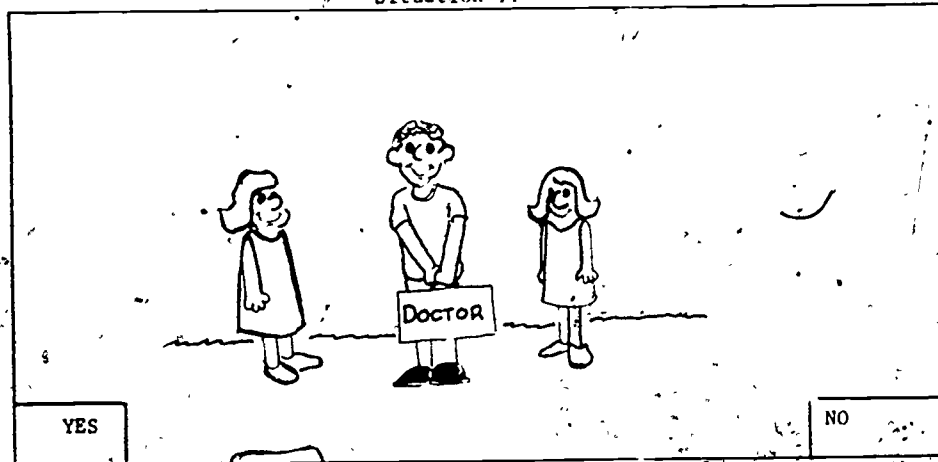
Instructions: pupil votes **Yes** or **No** by coloring the appropriate

answer

Situation I



Situation II



Situation III



MATERIALS LIST BY GRADE  
(Schedule A)  
Level K

PROJECT PRODUCED MATERIALS	COMMERCIAL
1. Clean and dirty paper puppets patterns	1. A.B. Le Crone Company Rhythm Record Company 819 N. W. 92 Street Oklahoma City, Oklahoma 73114 \$ 5.95
2. 2 paper tooth puppets	2. Record "Swinging On A Star" 1.00
3. 2 transparency masters of Patrick	3. Kindle (Scholastic) All Kinds of Feelings - Filmstrip Cassette 19.00
4. Hand stomach puppet- pattern	4. "Smiles Don't Just Happen" (Scholastic) Filmstrip/Cassette 19.00
5. Evaluation sheet	5. <u>Big Brother</u> , Robert Kraus, Parent's Magazine Press 52 Vanderbilt Avenue. New York, New York 4.59
6. Hand Puppet - Gray Rabbit	6. "Will You Be My Friend?" (Scholastic) Filmstrip/Cassette 19.00
7. Paper Rabbit	7. "Sticks 'N Stones" (Scholastic) Filmstrip/Cassette 19.00
8. Bird Pie transparency master	8. Reflections Record Vicki Carr 1.00
9. Evaluation sheet	TOTAL \$88.54
10. "Red Ball" transparency	

\*These records are difficult to obtain and are not necessary in order to complete the lessons involved.

Level I

PROJECT PRODUCED MATERIALS

COMMERCIAL

In Guide

Ernie, Skippy, Eddie Puppet  
Patterns

Tape of Skippy and Ernie  
Dialogue

Flower Pattern

"Everything is Beautiful" Record \$ 1.00

Book If I Were, Barbara Shook  
Hazen, Western Publishing Co. 5.54

The Ugly Duckling, Scholastic  
Version. .95

The Hating Book, Charlotte  
Zolotow, Scholastic Books .95

\*But It Isn't Yours - Part I 26.00  
Guidance Associates Filmstrip/  
Cassette

\*BFA Study Print 220004 My  
Class: "Teachers Away." 25.50

BFA Study Print 221007 My  
School: "Borrowing Without  
Asking"

\*"The Trouble With Truth"  
Part I, Guidance Associates  
Filmstrip/Cassette 26.00

\*"That's No Fair" - Part I  
Guidance Associates Filmstrip/  
Cassette 26.00

BFA Study Print 221008 My  
School: "Littering"

BFA Study Print 220001 My  
Class: "School Book"

(See Level II) TOTAL \$110.94

\*This package contains Part I & II. Part II is used in Level II.  
Package must be purchased as a unit.

\*Note: The BFA Study Prints used in Level I, II, and III (seventeen prints) must be ordered as a set  
from the company. The set will be known as the "Special Texas Package". \$25.50. This set  
cannot be broken.

LEVEL II

PROJECT PRODUCED MATERIALS

COMMERCIAL

In Guide

Transparency - Boy and girl  
daydreaming

Transparency - Three Faces

Transparency - Sharing Toys

Book, I Write It, Ruth Krauss  
Harper and Row \$2.57, 1970

\$ 2.50

Book, The Turtle and His Friends,  
Thomas and Patricia Gnagey, 1970  
Facilitation House, Ottawa, Ill.

2.00

\*"But It Isn't Yours" Part II  
Guidance Associates. Filmstrip/  
Cassette (\$24.50)

BFA Study Print 20008, My Class  
"Last One Chosen"

\*"That's No Fair" - Part II  
Guidance Associates - Filmstrip/  
Cassette (\$24.50)

BFA Study Print 220003 My Class:  
"Cheating On a Test"

BFA Study Print 221004 My School  
"Fight!"

BFA Study Print 221002 My School  
"Wall"

\*The Trouble With Truth Part II  
Guidance Associates Filmstrip/  
Cassette (\$24.50)

BFA Study Print 221001 My School  
"Crossing Guard"

BFA Study Print 220007 My Class  
"New Student"

(See Level I) Total

\$ 4.50

\*This Package contains Parts I &  
II. Part I is used in Level I. Package  
must be purchased as a unit.

PROJECT PRODUCED MATERIALS

COMMERCIAL

In Guide

Value Activity Sheet - "No One Else" - Student Handout

"What Person In This Group" Student Handout

"Guess Who's In A Group" Guidance Associates Filmstrip/Cassette

\$26.00

BFA Study Prints - People I Don't Know: "Discrimination (2) 219004, 219005

BFA Study Print 218004 "Cheating" - My Friends

BFA Study Print 218005 "Four Eyes" - My Friends

BFA Study Print 216008 My Home "Thirsty Dog"

"You Promised" Guidance Associates Filmstrip/Cassette

26.00

BFA Study Print 216001 My Home: "Locked House"

BFA Study Print 219007 People I Don't Know: "Lost Child"

"Hey Dad, What Are You Doing?" and "I Double Dare You To" filmstrip/cassette. Photographic Laboratories, 1926 West Gray, Houston, Texas 77019

15.00

TOTAL

\$67.00



PROJECT PRODUCED MATERIALS

COMMERCIAL

In Guide

Handouts

- Girl Scout Law
- Response to Pledge
- Law of the Camp Fire Girls
- Blue Bird Wish
- Oaths of Office
- Flag Pledges
- Hidden Word Puzzle (Rick and Lady)
- "I Am Glad"
- "Happiness"
- "Best Friend"
- Matching Quiz - Book, T.V. Monies
- Hidden Word Puzzle - "Communicating"
- "Things for Which Others Might Dislike Me"
- Song - "I Am Proud"
- Career Examples
- Career Riddles
- Weekly Budget
- Hidden Word Puzzle - Savings Account
- "Beat the Clock"
- Song - "A Timely Rhyme"
- "Individual Evaluation"
- Poem - "Song of Greatness"
- "Follow the Leader Questions"

Transparencies

- Transparencies of famous people total 8
- "Play Ball" Lesson - Transparencies Total 4

Cassettes

- Cassettes of stories
- Cassettes of songs (Optional)

\* Filmstrip/Cassette "No Place Like Home" (Westinghouse Series: Our Values) \$15.50

\* Filmstrip/Cassette "The Broken Sleds" (Westinghouse Series: Our Values) 15.50

Filmstrip/Cassette "Pam Puts It Off" Eyegate House 12.95

Filmstrip/Cassette "Reflections" Photographic Lab, 1926 West Gray, Houston, Texas 77019 20.00

\* Filmstrip/Cassette or Record, "My Best Friend" (Holt, Rinehart and Winston Series: Values in Action) 13.00

TOTAL \$76.95

\* These filmstrips are part of a package and the publisher may be reluctant to break the set.

PROJECT PRODUCED MATERIALS

COMMERCIAL

In Guide

Transparencies

- A-1
- A-2
- A-3
- C-1

Handouts

- Janet's Diary
- "What's Wrong with Jeb Miller?"
- "Kelly's Addition"
- "Mr. James Miller Speaks"
- "Why Kelly's Addition should Be Rezoned"

"Max" and "Max Is Not Alone"  
 Filmstrip/Tape, Photographic  
 Laboratories, 1962 West Gray,  
 Houston, Texas 77019

\$ 15.00

TOTAL

\$ 15.00

VENDOR LIST  
(SCHEDULE B)

FILMSTRIPS/CASSETTES

SCHOLASTIC KINDLE FILMSTRIPS  
904 Sylvan Avenue  
Englewood Cliff, New Jersey 07622 (also available in  
Spanish at a slightly higher price)

"All Kinds of Feelings" (Level K)	\$ 19.00
"Smiles Don't Just Happen" (Level K)	19.00
"Will You Be My Friend?" (Level K)	19.00
"Sticks 'N Stones" (Level K)	19.00

GUIDANCE ASSOCIATES

757 3rd Avenue  
New York, New York 10017

"But It Isn't Yours" (Levels 1 and 2)	26.00
"That's No Fair" (Levels 1 and 2)	26.00
"Guess Who's In a Group" (Level 3)	26.00
"You Promised" (Level 3)	26.00
Developing Values (Parts I & II) (Level 8)	41.50
"Shaping Identity (Parts I & II) (Level 8)	41.50

AUDIO-VISUAL SERVICES, INC. (WESTINGHOUSE LEARNING CORP.)

2310 Austin Street  
Houston, Texas 77004  
Richard Hunter, Sales Representative (223-4591)

"No Place Like Home" (Level 4)	15.50
"The Broken Sleds"	15.50
Our Values Series - "Equality: Does Equal = Same?" (Level 6)	16.50
"Life on the Rocks" (3 Filmstrips) (Level 8)	59.00

EYEGATE

7911 Lichen Lane  
Spring, Texas 77373  
Frank W. Cox, Sales Representative (376-1739)

"Pam Puts It Off" (Level 4)

PHOTOGRAPHIC LABORATORIES

1926 West Gray  
Houston, Texas 77019  
Bob Drake, Sales Representative (529-5846)

"Hey Dad, What Are You Doing" and "I Double Dare You To" (Level 3)	\$ 15.00
"Reflections" (Level 4)	20.00
"Max" and "Max Is Not Alone" (Level 5)	15.00
"Basketball Game" (Level 6)	15.00
"Wanting A Bicycle" (Level 7)	15.00
"Advertising"	15.00

WINSTON PRESS

25 Groveland Terrace  
Minneapolis, Minn. 55403  
Mr. Jack Dickerson, Sales Representative

"My Best Friend" (Level 4)	13.00
"Terry Takes A Ride" (Level 6)	15.00
"Its All Your Fault" (Level 6)	15.00

STUDY PRINTS

BFA EDUCATIONAL MEDIA  
2211 Michigan Avenue  
Santa Monica, California 90404

\* 25.50

"Teachers Away" (Level 1)  
"Borrowing Without Asking" (Level 1)  
"Littering" (Level 1)  
"School Book" (Level 1)  
"Last One Chosen" (Level 2)  
"Cheating on a Test" (Level 2)  
"Fight!" (Level 2)  
"Wall" (Level 2)  
"Crossing Guard" (Level 2)  
"New Student" (Level 2)  
"Discrimination" (2) (Level 3)  
"Cheating" (Level 3)  
"My Friends" (Level 3)  
"Thirsty Dog" (Level 3)  
"Locked House" (Level 3)  
"Lost Child" (Level 3)

\* The BFA Study Prints used in Levels 1, 2, and 3 (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package." This set cannot be broken.

BOOKS

PARENT'S MAGAZINE PRESS

52 Vanderbilt Avenue  
New York, New York

Big Brother (Level K)

\$ 4.59

WESTERN PUBLISHING COMPANY

5200 Richmond Avenue

Houston, Texas

Walter Escue, Sales Representative (686-7834)

If I Were (Level 1)

5.54

SCHOLASTIC MAGAZINES AND BOOK SERVICES

50 West 44th Street

New York, New York 10036

Mrs. Joyce Martin, Local Sales Representative (497-5650)

The Ugly Duckling (Level 1)

.95

The Hating Book (Level 1)

.95

HARPER AND ROW PUBLISHERS

49 East 33rd Street

New York, New York 10016

I Write It (Level 2)

2.50

FACILITATION HOUSE

P.O. Box 611

Ottawa, Illinois 61350

The Turtle and His Friends (Level 2)

2.00

RECORDS

A.B. LECRONE COMPANY

Rhythm Record Company

819 N.W. 92nd Street

Oklahoma City, Oklahoma 73114

Preschool Physical Fitness (Level K)

5.95

Local Record Stores

Swinging on a Star (Level K)

1.00

Reflections - Vicki Carr (Level K)

1.00

Everything is Beautiful - Ray Price (Level 1)

1.00

MATERIALS LIST - PATTERN OF HEALTHFUL LIVING

LEVEL 6

WINSTON PRESS  
25 Groveland Terrace  
Minneapolis, Minn. 55403  
Mr. Jack Dickerson, Sales Representative

Values In Action

"Terry Takes A Ride" \$ 15.00  
"Its All Your Fault" \$ 15.00

AUDIO VISUAL SERVICES, INC. (Westinghouse)  
2310 Austin Street  
Houston, Texas 77004  
Mr. Richard Hunter, Sales Representative

Our Values Series

"Equality: Does Equal = Same?" \$ 16.50

PHOTOGRAPHIC LABORATORIES  
1926 West Gray  
Houston, Texas 77019  
Mr. Bob Drake, Sales Representative

"Basketball Game" \$ 15.00

LEVEL 7

PHOTOGRAPHIC LABORATORIES  
1926 West Gray  
Houston, Texas 77019  
Mr. Bob Drake, Sales Representative

"Wanting A Bicycle" \$ 15.00  
"Advertising" \$ 15.00

LEVEL 8

AUDIO VISUAL SERVICES, INC. (Westinghouse)  
2310 Austin Street  
Houston, Texas 77004  
Mr. Richard Hunter, Sales Representative

"Life on the Rocks" (3 filmstrips) \$ 59.00

GUIDANCE ASSOCIATES  
757 3rd Avenue  
New York, New York 10017

"Developing Values (Parts I & II) \$ 41.50  
"Shaping Identity (Parts I & II) 41.50

TOTAL \$234.00