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PSJS 250: Final project

Dr. Donahue

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**LESSON #3: Feelings**

**Book Option #4: “Those Shoes” by Maribeth Boelts**

**Application Activity #4: How Full is Your Bucket?**

Directions:

1. Assemble a group of kids (About 4-5)
2. Have them sit in a circle and in the middle of this circle place a bucket
3. Take a handful of marbles and place them in the bucket so the bucket is filled a ~ 1/6 of the way.
4. Explain to the children that the marbles symbolize our feelings and the more full our bucket is the happier we are, and same for the inverse. Ask them how we must feel when our bucket is as full as it currently is.
5. Using the feelings cards; read the card to the group and show them the picture
6. One at a time go around the circle and have the individual student decide whether to place few marbles in the bucket (to symbolize making us feel good) or take several marbles out of the bucket (to symbolize making us feel bad). Have the student decide this and then perform the action of taking the marbles out or placing marbles in.
7. Do this until cards run out then discuss the result

Materials Needed:

* A Bucket
* Feelings Cards.. Examples include cards that state:
  1. Your shirt is so ugly
  2. Thank you for your help today!
  3. I really like what you did with your hair.
  4. Wow, you couldn’t get that answer correct, you’re really dumb
  5. Great job on your test! You did really well from all that studying you did!
  6. Oh I love your shoes!!
* Marbles

**LESSON #4: Empathy**

**Book Option #4: “Last Stop on Market Street “ By Matt De la Pena**

**Application Activity #4: Taking Perspectives**

Directions:

1. Gather a group of kids (4-6) in a circle
2. From a stack of premade cards that have different situations (such as an act of kindness, bullying, etc…) read the card to the kids.
3. Going in a circle, ask each kid how they would feel if they were to be in that situation, if they were the one to commit what the act described in the situation, or if they were to see someone else in that situation.
4. Discuss with them their response to each card after they respond so that they understand the way that they may feel in the given situation and placement of themselves.

Materials:

* Cards labeled with different scenarios
* Examples of cards include:
  1. You are given a cookie by Jon. How do You feel?
  2. You see Abigail get hit in the head with a basketball that Chris threw at her. How do you think Abigail feels?
  3. Nick has a snowball put down the back of his shirt when lining up from recess. How do you think Nick feels?
  4. You help Madison with a difficult homework problem. How does Madison feel?
  5. You accidently break a dish in the house. How do your parents feel?
  6. You pay for Gary’s lunch. How may Gary feel?

**LESSON #5: Goal Setting**

**Book Option #2: “Tillie and the Wall” By Leo Lionni**

**Application Activity #2: Goal Setting Matching**

Directions:

1. Gather a group of 4-6 kids into a circle
2. Lay out all the cards in the deck on the floor/desk and also place the category cards next to each other (Categories associated with goal setting)
3. Allow the kids one at a tie to pick a card that has not yet been chosen, have them read it and identify if it is an example of good goal setting or not a good method of goal setting.
   1. If it is a good example of what you should do to goal set have them give an example
   2. If it is not, have them correct the card verbally, and explain how to properly goal set.
4. Once they have done the previous step place the card into good goal setting techniques or bad goal setting techniques.
5. Go until all cards are used up, and discuss

Materials:

* Cards that have good and bad goal setting techniques on them as well as different situations in which the goal setting techniques (both good and bad) are used.
* Goal Setting Card Examples:
  1. Having an unachievable goal – bad as in order to have a smart goal it must be achievable
  2. No timeframe to achieve goal – bad as you should set a time to do your goal by, so you’re working towards that deadline
  3. Having a specific goal – good as it is good to know exactly what your goal is.
  4. I will buy a new toy by the end of the month, using the money I earn from doing chores around the house, like vacuuming and folding laundry. – Good goal as it has A what, when and how.
  5. I will become a pilot by doing well in school – Bad goal, is too broad and lacks timeframe, and many steps to getting where they want to be.

**LESSON #6: Problem Solving**

**Book Option #1: “Rattletrap Car” by Phyllis Root**

**Application Activity #1: Putting it All Together**

Directions

1. Place precut sections of pipe in front of each group (3-4 kids)
2. Instruct the group that they are to try and connect the pipe together so that it either forms a circle or any other pattern so long as the last piece and first piece are connected.
3. They must work together to complete this
4. The first group to do so using all the pieces “wins”
5. Depending on the age range you can incorporate challenges, such as only one person can talk or only one person can touch the pipe.

Materials Needed:

* Pipe of various lengths (any size really (but probably 1” or ¾”))
* Connecting joints
* (It is vital that these be put together before distributing to ensure that they go together and complete the circle in at least one way)

**LESSON #7: Persistence**

**Book Option #2: “Whistle Willie” By Ezra Jack Keats**

**Application Activity #2: Turn that Statement Upside Down**

Directions:

1. Gather a group of kids into a circle (groups of about 4-5)
2. Using the cards provided read the statement that is on the card (This statement will be either something negative or positive. Ex: “I had a rough day and as a result I don’t want to do my homework now.”
3. The goal is to have the children flip these statements into something more positive, such as “I had a rough day, and I don’t want to do my homework now, but after I destress by playing a game, I will do my homework.”
4. The point of the positive cards is to allow the child to see examples and identify these positive persistence statements.

Materials:

* Cards with different scenarios written on them.
* Examples of Cards:
  1. I had a rough day, and I have a test tomorrow, but because I’m so tired I will take a nap instead of studying!
  2. My mom won’t let me go out and play unless I do the dishes. I will go do them now so I can go outside.
  3. I have lots of work to do, and I’ve been working all day. However, I really want a break! I will take a 15 minute break, and then go back to work.
  4. I’ve been working on an outfit for some time, but my stepmom, Karen, says you’re not allowed to go out today, unless you do your chores. I don’t want to do your chores.
  5. I want my mom to pick up take out from my favorite restaurant. She said if I clean the house than she will. I decided that I would clean the house, so that she’d pick it up.
  6. I need to study for my test, but I want to watch TV. I think I will go watch TV instead of studying.