

Are You Listening to Me?

PURPOSE

To show children the importance of listening and responding to what someone else is saying

MATERIALS

Any two hand puppets (for example, Ellie the Elephant and Rudy the Rooster)

TEACHER SCRIPT

Teacher: This is Ellie the Elephant. And this is Rudy the Rooster. They are talking to each other. Listen.

Ellie: My knee is bleeding.

Rudy: I like french fries.

Teacher: What's wrong about the way Rudy answered Ellie? Did Rudy listen to Ellie? What MIGHT Rudy say if he really listened to Ellie when Ellie said her knee was bleeding? (*Let the children respond.*) Let's try another one.

Ellie: I got a new racing car for my birthday.

Rudy: I wonder whether it will rain today. (*Pauses.*) Oops! I mean, that's nice. I like cars.

Have two children come up and each pretend to be a puppet.

(To the children) Ellie, say something to Rudy.

Rudy, say something that shows you did NOT listen to Ellie.

Ellie, say what you said BEFORE.

Rudy, this time say something that shows you did listen to Ellie.

Continue with new children as time and interest permit.

OK, now listen carefully. Rudy and Ellie are going to talk to each other again.

When Rudy says something that you think shows he IS listening to Ellie, raise your hand.

If you think Rudy says something that shows he is NOT listening to Ellie, just sit still.

Ellie: My knee is bleeding.

Rudy: I like strawberries.

Ellie: I need a bandage.

Rudy: Today's my birthday.

Ellie: My knee really hurts.

Rudy: Why does your knee hurt? (*Children raise hands.*)

Ellie: Because I fell.

Rudy: Oh, you fell. (*Children raise hands.*)

If a child answers inappropriately, ask why he or she thinks that way.

What did we learn from this? (*If needed: If you're going to talk with someone, it is important to hear with your ears what they say. IF you do NOT really listen and hear what they say, THEN you MIGHT sound very silly.*)

Uh-Oh, They're Fighting

PURPOSE

To help children understand the reasons behind a particular event.

MATERIALS

Illustration 33

Chalkboard or easel

TEACHER SCRIPT

Show children Illustration 33.

Uh-oh. These boys are fighting.

I wonder WHY they're fighting.

Can you tell me WHY? (*Let children respond.*)

That's *one* BECAUSE (reason).

Let's think of lots of BECAUSES (reasons).

I'll write all your reasons on the chalkboard.

Encourage children to come up with as many reasons as they can, writing each one on the board. Continue until no more reasons are given, then pick one—for example, one boy broke the other's airplane.

Let's go back even BEFORE this boy (*point*) broke the other boy's (*point*) airplane.

What MIGHT have happened BEFORE he did that?

You know, WHY did one boy break the other boy's plane?

RESPONSE: BECAUSE he laughed at him.

OK. This boy (*point*) MIGHT have laughed at the other boy (*point*).

And WHY did this boy laugh?

RESPONSE: BECAUSE the other boy spilled paint on his pants.

OK. Let's start with that.

How MIGHT he have spilled paint on his pants?

Then how MIGHT the boy have felt?

And how MIGHT his mother have felt?

OK, then the other boy laughed at him.

Was that a good idea?

What happened AFTER the other boy laughed at him?

He broke the other boy's airplane.

Generate alternative solutions to the problem in the usual way, writing children's suggestions on the board.



Dealing With Fighting

MINI-DIALOGUE

Situation: Raymond and Tony are fighting.

Teacher: *(To both)* What happened? What's the matter?¹

Raymond: Tony hit me.

Tony: He hit me first.

Raymond: I did not.

Teacher: Do you two see what happened the SAME way or a DIFFERENT way?

Raymond: A DIFFERENT way.

Teacher: *(To Tony)* What happened BEFORE you two started fighting?²

Tony: He called me stupid!

Teacher: *(To Raymond)* Is that WHY Tony hit you?³

Raymond: Yeah.

Teacher: *(To Raymond, in a nonthreatening voice)* WHY did you call Tony stupid?

Raymond: I don't know.

Teacher: *(To both)* Fighting is one thing you can do. Can you think of something to do that is DIFFERENT from fighting?⁴

Tony: *(To Raymond)* Don't call me stupid.

Raymond: *(Shakes Tony's hand.)*

NOTES

¹ The teacher elicits the children's view of the problem.

² The teacher does not focus on finding out who really hit whom first. (He'll never know anyway.) Instead, he guides children to think of the sequence of events in preparation for consequential thinking.

³ The real problem begins to be identified.

⁴ The teacher helps the children solve the problem for themselves.