

# Time and Place

<b>TOPIC</b>	Behavior awareness
<b>RATIONALE</b>	Very young children can often get confused as to why some behaviors are appropriate in one situation but not in another. The purpose of this intervention is to clarify this confusion and give them practice making appropriate choices in various settings.
<b>MATERIALS</b>	Six Action Sticks and Six Time and Place Sticks Copies of the Time and Place Song lyrics (song appears on the CD) A puppet
<b>PREPARATIONS</b>	Create the Action Sticks by writing various actions on craft sticks—for example, hugging, running, jumping, taking turns, singing, and laughing. Create the Time and Place Sticks by writing various times and places—for instance, lunchroom, recess, hallway, music class, dinner table, and friend's house.
<b>PROCEDURE</b>	<ol style="list-style-type: none"><li>1. To begin, introduce Mr. Chuckles (the puppet) to the group and ask them to be respectful listeners as he sings his favorite song for them. Sing only verse 1 of the Time and Place Song, and at the end comment on any good listening behaviors you noticed (eye contact, quiet hands, etc.). Then ask if it is always appropriate to be a good listener. Give an example of when it is not appropriate to be a good listener, such as listening to another person's private conversation. Discuss other examples.</li><li>2. Have Mr. Chuckles share that he got his name because he likes to be silly and make people laugh. However, he has learned that it is not always the right time to joke and be silly. He knows a song about this that he would like to teach them.</li><li>3. Sing the entire song to the students and then discuss the meaning of the italicized lyrics in the song, asking them how they can tell whether something they do is done at the "best time" or not.<ul style="list-style-type: none"><li>• How can they tell whether they are doing it in the "best place" or not?</li></ul></li></ol>

- How can they tell whether their behavior helps them or others do their jobs?
  - How do they know whether their behavior is kind and safe for themselves and others?
4. Divide the class into four groups and assign each group a verse for which they are responsible. Have Mr. Chuckles draw an Action Stick and a Time and Place Stick and then go to each group and sing the question for their group's verse. For example, if someone draws *jumping* (Action Stick) *at the dinner table* (Time and Place Stick), you would ask each group the following:  
**Group for verse 1:** Is it the best time and place to jump at the dinner table?  
**Group for verse 2:** Does it help you and others do your job at dinner, when you jump at the table?  
**Group for verse 3:** Are you being kind to others and to yourself when you jump at the dinner table?  
**Group for verse 4:** Is it safe for yourself and others when you jump at the dinner table?
  5. Encourage each group to sing a response, such as "Yes, it is" or "No, it's not." Briefly discuss their answers, ascertaining that they understand why it would or would not be a good response.
  6. Continue drawing sticks as time permits and then discuss what they learned about appropriate times and places for certain behaviors. End the lesson by singing the song again.

# Time and Place Song

*Sing to the tune of "Row, Row, Row Your Boat."*

## **Verse 1**

There's a time and place  
For everything you do!  
*Stop and ask, is this the best time?  
And the best place, too?*

## **Verse 2**

There's a time and place  
For everything you do!  
*Does it help me do my job?  
And does it help others, too?*

## **Verse 3**

There's a time and place  
For everything you do!  
*Is it kind to myself  
And kind to others, too?*

## **Verse 4**

There's a time and place  
For everything you do!  
*Is it safe for myself,  
And safe for others, too?*