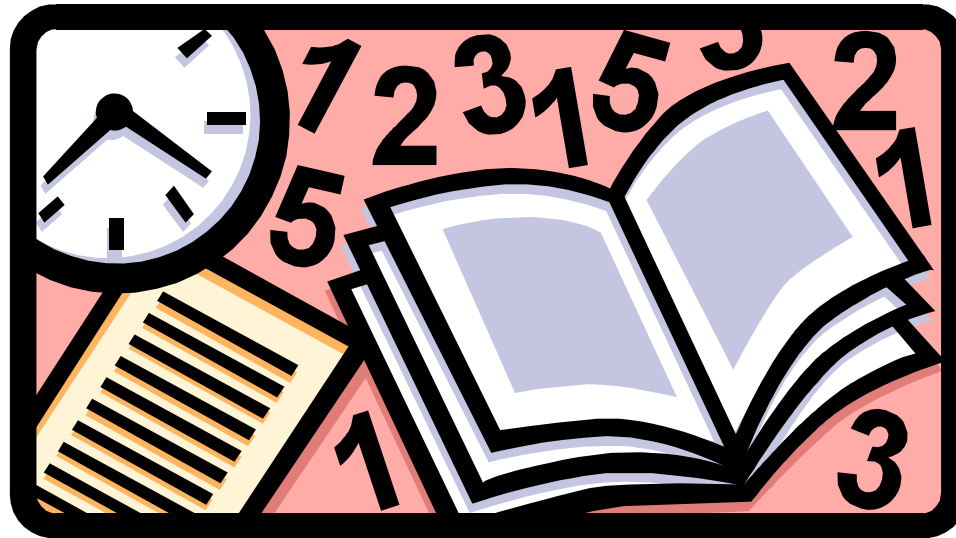


THANK YOU FOR DOWNLOADING THE TEACHER'S GUIDE!

This document was built as a booklet.

For best results, print it out back to back, fold in half and staple it down the middle.



You are welcome to make as many copies as you like.

Contact the publisher about bulk discounts on large orders of the book.

BIBLIOGRAPHY

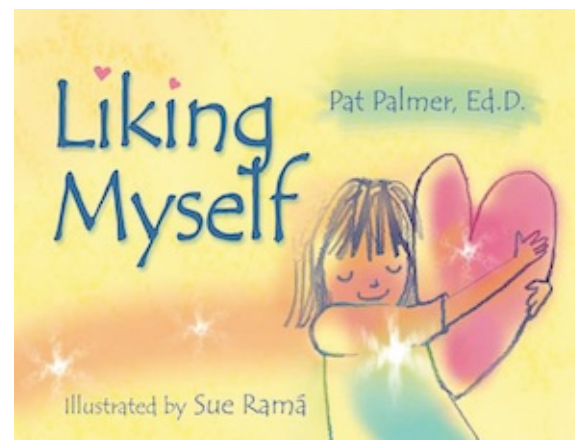
- Alberti, R.E. and Emmons, M.L. *Your Perfect Right: A Guide to Assertive Living*. San Luis Obispo, CA: Impact Publishers, Inc., 1970, 1974, 1978, 1982, 1986, 1990.
- American Civil Liberties Union, Juvenile Rights Project. *Children's Rights Report* (Bi-Monthly).
- Bartz, W.R. and Rasor, R.A. *Surviving With Kids: A Lifeline For Overwhelmed Parents*. San Luis Obispo, CA: Impact Publishers, Inc. 1978.
- De Mille, R. *Put Your Mother on the Ceiling: Children's Imagination Games*. New York: Penguin Books, 1976.
- Gordon, T.E. *Parent Effectiveness Training*. New York: New American Library, 1975.
- Hart, L. *The Winning Family*. Oakland, CA: Celestial Arts, 1990.
- Hendricks, G. and Wills, R. *The Centering Book: Awareness Activities for Children, Parents and Teachers*. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Lange, A.J. and Jakubowski, P. *Responsible Assertive Behavior*. Champaign, IL: Research Press. 1976.
- Patterson, G. and Gullion, E. *Living With Children*. Champaign, IL: Research Press. 1968.
- Phelps, S. and Austin, N. *The Assertive Woman: A New Look*. San Luis Obispo, CA: Impact Publishers, Inc., 1975, 1987.
- Rogers, C.R. *Freedom To Learn*. Columbus, OH: Charles E. Merrill, 1982. Rogers, C.R. *On Becoming A Person*. Boston: Houghton Mifflin Co., 1972.
- Satir, V. *The New Peoplemaking*. Palo Alto, CA: Science & Behavior Books, 1988.



295 Lenox #105
Oakland, CA 94602

www.upliftpress.com

Teacher's Guide



(Ages 5-9)

by Pat Palmer, Ed.D.

A therapist and former director of the Assertiveness Training Institute of Denver, Pat Palmer is a clinical psychologist who has written many books for children, teens, and adults. She lectured throughout the U.S. on assertiveness and personal development. In addition to raising two daughters of her own, she worked professionally in a wide variety of children's programs, including the New Jersey Youth Employment Services, the YMCA and the YWCA.



www.upliftpress.com

PART ONE

“Liking Yourself”

Part One is designed to encourage positive thinking and thereby increase self-esteem and self-confidence in each child. Concentration on positive thoughts about themselves and not allowing them to think negative thoughts about themselves can help each child be his/her own best friend.

Behavioral Objectives:

The student will master the following:

- Nourishing oneself
- Stopping negative thinking
- Focusing on positive qualities
- Exercises for good mental health
- Relating to others and yourself
- The student practices affirmative sentences to raise self-esteem.

Lesson One — Favorite Things

1. *Read* pages 1-9 together as a class.
2. *Listen* to the song “My Favorite Things.”
3. *Activity:* Have each child draw, cut out a picture, or act out his/her favorite activity. Some students may wish to make a collage or mobile of their favorite things/activities.
4. *Activity:* Use a camera to catch each child acting out his/her favorite activity. Post on bulletin board, slideshow, or add to folders.
5. *Activity:* In small groups of 5 or 6 ask children to share the list of things they like to do. Tape record each child talking, if possible.
6. *Discussion:* Can you be a good friend to yourself? How? Is it o.k. to not like everybody? Do you have to have everyone like you?

Lesson Two — Liking Yourself

1. *Read* pages 10-11 together as a class.
2. *Activity:* Ask each child to list the nice things about him/herself.
Caution: Possibly as many as half the children may need help with this. Be prepared to help each child think positively!
**Make sure each child has several items on his/her list.*

Lesson Three — Allow yourself to change your mind

1. *Read* pages 51-54 to the class.
2. *Discussion:*
 - Does someone get hurt if you change your mind?
 - What kinds of things can you change your mind about without bothering others?
 - Can you stop doing things you don't like to do?
3. *Activity:* (See page 52) Ask students, “Would you like to change one thing about yourself?” Ask them to write down or draw the change they would like to make.
4. *Discussion:* Making excuses or giving reasons
 - Do you always have to say why you did something?
 - When you know someone is just making excuses, how do you feel? Do you like to hear other people's reasons? Why?
 - Does it change anything to hear why?

Lesson Four — Review

1. *Discussion:* In what ways can you plan to use your different qualities to make you happy? How can you show your appreciation for the differentness of others?
2. *Activity:* Ask the children to write a story, or tell a story, about how they are going to use their differences, such as talents, skills and unique qualities to make themselves happier.

Lesson Five — The Ha-Ha Game

To play this game you will need a large floor space so that students have room to lie down.

1. Have the first child lie down on the floor.
2. Have another child lie down with his or her head on the first child's stomach.
3. Have the next child lie down with his or her head on the second child's stomach, and so on until everyone is lying down.
4. Ask the first child to say, “Ha,” using his/her stomach muscles to help make the sound. Then ask the second child to say, “Ha-Ha,” the third to say, “Ha-Ha-Ha,” etc.

The idea is to bounce the head of the other person on your stomach. Each student should discover it is fun to give and receive happy and unusual sensations... allow yourself to have fun!

PART FOUR “Allowing”

A large part of enhancing self-image and self-confidence is helping students accept parts of themselves that are different or unique. This part is designed to encourage students to allow themselves to be human and feel good about being “one of a kind.”

Behavioral Objectives:

The student will learn to accept his/her differences and those of others, to view mistakes as a way of learning, to allow him/herself to change his/her mind, and discover excuses and reasons are not always necessary.

Lesson One — Allowing Differences

1. *Read* pages 45-47 to the class.
2. *Activity:* Ask each child to write down or draw some of the things about him/herself that are special and unique (see page 47).
3. *Discussion:* The Difference Game: Instructions on page 48
 - o How are you different from your best friend in appearance? Taller? Shorter? Likes? Dislikes? Hair Color? Heavier or lighter?
 - o How are you different from your parents?
 - o How is your mother different from your best friend's mother?
 - o How do people learn to dislike people who are different from them? What kind of people do you dislike? Why?
 - o Who or how did you learn to dislike them?
 - o Do you think it is fair to dislike someone just because they are different from you?
4. *Activity:* Ask the children to draw, paint or write a story about what they like about being human and different.

Lesson Two — Allowing Yourself to Make Mistakes

1. *Read* pages 49 and 50 to the class.
2. *Discussion:*
 - o What are some mistakes you made that you still feel bad about? What happens to you when you make a mistake? What do you feel? Is it different when no one is watching?
 - o Are some mistakes funny?
 - o What can you learn from a mistake?
3. *Activity:* Ask students to list mistakes that taught them something. (Each mistake is an opportunity to learn.)
4. *Activity:* Ask each child to list things he/she can do. (Examples: Straighten their rooms, dress themselves, etc.)

3. *Role Play:* Ask children to act out the things they can do.

4. *Exercise:* “Happy Talk”

Note: This exercise requires moveable chairs, floor space or places where children can sit together in pairs with some degree of privacy.

- a) Ask children to find a partner.
- b) Ask them to sit facing their partner.
- c) Ask them to decide who wants to be “first talker” and “second talker.”
- d) Instruct them to take turns talking for 1 minute about things they like about themselves and things they like to do.
- e) Ask them to switch after 1 minute.
- f) *Discussion:* How did it feel to talk about yourself?

Embarrassed? (Help children to see the difference between:

- 1) Liking and saying positive things about yourself.
- 2) “Bragging” excessively.)

Lesson Three — Stop Negative Thoughts

1. *Read* pages 12-14 to the class.
2. *Exercise:* “Positive Talk”
 - a) Divide the class into groups of no more than 4 people.
 - b) Each person in the group takes a turn describing self in positive terms (1 minute or 30 seconds).
 - c) Group members say, “Stop!” when a negative quality or term has been used by the speaker. Ask the speaker to replace the negative thought with a positive one.
 - d) *Discussion:* Is it hard for you to talk about yourself this way? How can you stop yourself from thinking negative thoughts? Can you learn to think nice thoughts about yourself?

Note: For the rest of this unit encourage children to stop each other when a negative thought is expressed. Teacher or parent may ask a child who looks depressed, “What negative thoughts are you thinking right now to make you have such a long (sad, blue, etc.) face?”

PART THREE “Feeling Talk”

Feeling talk is a skill. Most of this chapter provides opportunities for the young person to practice using feeling talk in different kinds of situations. Young people like to role-play and this is an excellent time to use it extensively.

Behavioral Objectives:

The student learns the use of feeling talk is appropriate in a number of different situations.

The student learns to feel comfortable expressing feelings.

Lesson One — An Introduction

1. *Read* pages 33-35 to the class.
2. *Demonstrate* “Feeling Talk” by role-playing a situation with one of your students.
3. *Explain* that, in reality, we make ourselves mad, scared, hurt, angry, etc. No one else can make anyone feel anything. We do it to ourselves. Saying “I feel...” is taking responsibility for our feelings. It is being honest. Saying, “You make me...” is trying to blame someone else and therefore deny our responsibility for the feeling.
4. *Discussion:*
 - o What happens to you when I say, “I am angry at you”?
 - o Do you get mad? Scared?
 - o Do you prefer “I am angry” or “You make me mad”?
 - o Is it more honest to say, “I feel angry” or “I am angry”?
 - o “I think, I feel, I want” *game*: Instructions on page 35.
5. *Discussion:*
 - o How does it feel to start sentences with “I”?
 - o Which one was the hardest to say, “I think,” “I feel,” or “I want”?

Lesson Two

1. *Read* pages 36-38 to the class.
2. *Discussion:* Name-calling
 - o How do you feel when someone calls you a name?
 - o How do you feel when you call someone a name?
 - o What happens when you and another person keep calling each other names? How would feeling talk help do away with name-calling?

PART TWO “Feelings”

This part is designed to help children attach words to feelings and to raise the level of awareness about the inner world of emotions. The goal is to encourage expressions of feelings, openness and honesty.

Behavioral Objectives:

The student will learn to value and understand feelings, and how to pay attention to the feelings of others.

The student will feel comfortable with strong feelings or at least understand that everyone has them occasionally.

The student discovers that hurt feelings, pain and grief can be managed. The student learns that expressing feelings helps.

The student is introduced to sexual stereotyping of the male/female.

The student explores feelings that are not often discussed, such as anger.

The student discovers that anger can be a useful emotion and how it can affect him/her if not expressed.

Lesson One — Introduction

1. *Read* pages 19-21 to the class.
2. *Exercise:* Ask children to suggest feeling words to be written on the blackboard on the categories “Good Feelings” and “Bad Feelings.” Ask them to suggest those feelings that they themselves have had. (Copy this list down for future use.)
3. *Exercise:* Prepare sentences to pass out to each child: such as,
The time I was *most* scared was _____
I get lonely when _____
The funniest thing I ever saw or did was _____
I get mad when _____
Ask them to write a story or event that completes the sentence.
Share the stories in small groups or as a class.

Lesson Two — Bad Feelings

1. *Read* pages 23 and 24 to the class.
2. *Discussion:* When do you cry? Why? Is it o.k. to cry? Has there ever been a time you wanted to cry and didn't? Sometimes does it feel “good” to cry?
3. *Activity:* Ask the children to draw a picture or write a story about a time when they felt bad. Share the pictures and stories with the whole class or in small groups.

Lesson Three — Boys and Girls

1. *Read* page 25 to the class.
2. *Activity:* Ask the children to suggest characteristics of boys and girls to be listed on the blackboard under “Boys” and “Girls.”
3. *Discussion* of List:
 - Which one has to be strong?
 - Can both boys and girls cry?
 - Is it o.k. for men to be tender and caring?
 - How many of the characteristics listed could be under either category?
4. *Activity:* Ask children to draw a picture or list on the blackboard their heroes and heroines. Give examples such as:

Beyoncé Knowles	President Obama, Bush, Lincoln
Martin Luther King	Hillary Rodham Clinton
Eleanor Roosevelt	Nelson Mandela
Van Jones	Cesar Chavez
Michel Phelps	Angelina Jolie
Jane Goodall	Bill Cosby
Harry Potter	John Elway
Christa McAuliffe	Michael Jordan
Whoopi Goldberg	Miley Cyrus

A favorite teacher, principal, physician, neighbor, relativ
5. *Discussion* of list:
 - What are the words to describe your favorite hero or heroine? How does he or she act?
 - Does he or she cry? Get mad? Hit people? Love people?

Lesson Four — Getting in Touch

1. *Read* pages 26 and 27 to the class.
2. *Exercises:* “How do you feel right now?” Prepare long strips of paper. Each day, stop the class at odd times and ask students to write down one word, which describes how they feel at the moment. Younger children can draw a picture of how they feel. Save these lists for review.
3. *Activity:* Ask to list feelings they try to hide, hold in or not show.
4. *Discussion:*
 - Why do people not talk about anger?
 - What things do you not talk about? Not show?

- What feelings are you “supposed to” hide?
 - How would it feel to let them out? What would happen then?
5. *Activity:* Prepare a list of feeling words and ask the children to put a color with each word (example: anger red). Ask them to color how they feel right now.

Lesson Five — Anger

1. *Read* pages 28 and 29 to the class.
2. *Activity:* Ask the children to write down or draw the things that make them angry.
3. *Examples:* Someone kicking your seat in class or at the theater. Someone breaks or steals your favorite toy. Someone bumps into you on purpose. Having to babysit your brothers or sisters too often.
4. *Discussion:*
 - It is o.k. to show anger if you are being treated unfairly?
 - How does it feel to let the anger out?
 - How does it feel to have someone angry at you? Are you sorry?
 - Does their anger make you want to change what you did to make them angry?
5. *Discussion:* Saved anger
 - Does it hurt to hold anger in when you feel it?
 - Does it solve the problem if you never show your anger?
 - How can you let your anger out without hitting, kicking, or hurting others?Discuss good ways of expressing anger.
6. *Role Play:* Ask for student volunteers to act out telling someone they are angry and why, assertively.

Lesson Six — Review

1. Bring out all the long strips of feelings (see Lesson Four, exercise #2). Ask each student to see which emotions appear most frequently.
2. *Discussion:*
 - What have you learned about yourself?
 - How can you stay in touch with your feelings?
 - Do you like being aware of feelings? Why?