DRAGONFLY’S TOOLKIT: AN INNOVATIVE CURRICULUM FRAMEWORK TO FACILITATE SOCIO-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS IN PRESCHOOLERS

by

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Curriculum Introduction

The goal of this Toolkit is to answer the question of my Capstone Project: \textit{How can teachers scaffold development of the social-emotional functioning of preschoolers to improve their emotional health?} By creating a high-quality preschool social-emotional and character development (SECD) curriculum, I hope to empower preschool teachers to effectively develop and support the SECD skills of their students.

As the Education Coordinator at my preschool, I am regularly confronted with distressed children who are unable to successfully navigate play situations, solve social problems, regulate emotions, or make and sustain friendships. Parents are frequently distressed in equal measure, due to the behaviors their children are exhibiting. Teachers also become overwhelmed and uncertain about how to create engaging and nurturing environments where children have healthy relationships and love learning. Teachers strive to change chaotic classrooms into communities of warmth, growth, and trust so their students can develop essential life skills and thrive. All too often, however, teachers lack the tools, resources, or programming to do this effectively. Research has outlined the importance of SECD curriculum, but I had never seen or witnessed a comprehensive SECD curriculum model in practice. To address these concerns, I developed an SECD curriculum called \textit{Dragonfly's Toolkit}.

Dragonfly's Toolkit is sufficiently comprehensive to teach SECD skills which necessitates strategies beyond simple lesson plans. According to the principles of best-practice, the curriculum, classroom relationships, behavior management, and family involvement should be collectively harnessed to teach SECD (Knitzer & Klein, 2006; MA Department of Early Education and Care, 2015; Snyder, 2014). To meet this aim, my project includes 20 lesson plans, a behavior coaching guide, and a parent guide to be used in classrooms for three to five-year-olds.

Through my professional experience and review of high-quality curriculum and SECD research for my literature review, I have identified six core qualities needed for
Dragonfly’s Toolkit to have the maximum benefit: 1) whole classroom, whole child approach, 2) parent empowerment and involvement, 3) incorporation of play, 4) curriculum flexibility, 5) empowering behavior management strategies, and 6) fostering nurturing, mutually beneficial relationships. These are explained in greater detail in the Teacher Training Guide.

To ensure the program is written with the child in mind, it will follow the fundamentals of constructivist pedagogy. Every lesson will give students the opportunity to construct their own knowledge through discussion, storytelling, and/or meaningful play. Moreover, the program is written to the standards of best-practice by following the guidelines of UbD curriculum planning, NAEYC lesson plans, and MA preschool standards for socio-emotional development. Although written to meet the needs of the preschool students at my preschool in Massachusetts, it was also designed as a curriculum that would be approachable and adaptable to diverse early childhood settings elsewhere.
Dragonfly’s Toolkit is a social-emotional curriculum that teaches social problem solving, relationship building, self-regulation, and a positive sense-of-self by teaching the virtues of kindness, patience, respect, and perseverance. This social-emotional and character development (SECD) curriculum has six core components:

1) **Whole-classroom, whole-child approach:** The relationships, activities, expectations, and materials engaged throughout the day are all integral to a child’s development of social-emotional skills. The whole child, their current reality, past experience, unique needs, and culture must be taken into consideration to optimize learning and growth.

2) **Parent involvement:** A comprehensive approach requires incorporating the child’s environments and relationships to effectively develop social emotional learning (SEL) skills. The parent empowerment guide enables the language and knowledge learned in the classroom to be extended to a child’s home.

3) **Behavior guidance:** The lessons are rich in content and need time for integration and practice to be absorbed and adopted. Resources and principles to guide student behavior are provided for teachers to employ a cohesive approach that reinforces social emotional skills and character development learned within the lessons and throughout the day.

4) **Flexibility of implementation:** Dragonfly’s Toolkit was designed with flexibility in mind to allow for the curriculum to be adapted in diverse settings and programs.

5) **The importance of play:** Preschoolers construct meaning and develop skills through play. Every unit provides children with the opportunity to construct knowledge through discussion, storytelling, and meaningful play.

6) **Fostering nurturing, responsive relationships.**
Essential Goals

Engaging, enjoyable, and systematic approaches to nurture empathy and virtue expression in children are needed in early childhood communities now more than ever. According to the Center for Child and Family Wellbeing, there has been a decrease in empathy and an increase in self-absorption among children today compared to a decade ago (as cited in Ponischil, 2014). SECD skills are vital for human development throughout our lives. SECD skill building in early childhood has repeatedly demonstrated positive long-term outcomes for well-being and economic success (Jones, Crowley, & Greenberg, 2017).

The goal of Dragonfly’s Toolkit is the development of SECD skills in preschool. Best-practice dictates that curriculum, teacher-student communication, behavior management, and family involvement should all be utilized to cultivate SECD skills. Dragonfly’s Toolkit is a comprehensive curriculum that provides strategies and resources beyond lesson plans.

Dragonfly’s Toolkit is built around the belief that two foundational SEL skill-sets should be taught to students for them to thrive: the expression of virtues and students’ ability to solve social problems with creativity and mindfulness. These two primary goals are addressed with the additional learning goals of emotional literacy, empathy, perception-taking, mindfulness and calming techniques.

The four virtues of kindness, patience, respect, and perseverance are used to teach young children how to treat others, form friendships, and foster a positive self-identity. Nurturing a positive sense of self in every child, along with teaching perseverance, kindness, patience, and respect are central aims of Dragonfly’s Toolkit.

When SECD is taught intentionally, meaningfully, and at a developmentally appropriate level, one can witness a surprisingly earnest and natural capacity for preschoolers to develop their moral framework. While children have the capacity to
learn and practice the virtues and to solve social problems, it is only appropriate to expect children to have emotions and reactions to stressful situations that can feel overwhelming. Behaviors such as possessiveness, teasing, tantrums, and knee-jerk reactions to hit or push when overwhelmed or angry, will still exist. Such reactions are developmentally appropriate and provide an opportunity for teachers to coach students on how to respond in a helpful and appropriate manner. The goal is not total prevention of unwanted or antisocial behavior, but, rather to decrease these incidents so relationships can deepen and ripen, making learning and play more meaningful and enjoyable, both in the present and into adulthood.

Social-Emotional Learning Core Areas and Standards

There are five core areas of SEL growth that the Dragonfly’s Toolkit works to develop (Collaborative for Academic, Social, and Emotional Learning, (n.d.)):

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision making

Dragonfly’s Toolkit uses a variety of activities to help children explore their own feelings, build empathy, solve social problems, and manage personal behavior. It also guides students to cultivate the virtues of kindness, respect, patience, and perseverance in order to develop inquisitive learners and foster the growth of a vibrant, healthy learning community.

Massachusetts Standards

Massachusetts SEL Standards provide a coherent set of objectives specifically for SEL curriculum. Although designed for use in Massachusetts, they are
comprehensive enough to be utilized elsewhere. In 2015, Massachusetts performed an overhaul of its Standards for Social and Emotional Learning. Previously it had some SEL standards that were embedded into other domains but lacked stand-alone socio-emotional standards. Prompted by an independent study recommendation, the Department of Early Education and Care and the Department of Elementary and Secondary Education collaborated with a team of early childhood experts to develop SEL standards for the state (The Department of Early Education and Care & The Department of Elementary and Secondary Education, 2015).

In addition to the five SEL Standards, Massachusetts has eight SEL areas outlined in the Standards for Approaches to Play and Learning (APL): Initiative, Curiosity, Persistence and Engagement, Creativity, Cooperation, Problem-solving, Organization Skills, and Memory. Given the collaboration between universities and experts, as well as input from research and evidence-based practice to create its state standards, the Massachusetts Standards for SEL and APL are sound mileposts to guide curriculum objectives (The Department of Early Education and Care & The Department of Elementary and Secondary Education, 2015).

**Curriculum Structure**

Dragonfly’s Toolkit provides four units, each centered on a virtue: kindness, patience, respect, and perseverance. While these virtues are only four out of many virtues needed to nurture life skills and healthy relationships, these have been mindfully selected as essential building blocks from which additional virtues can develop. Each virtue was identified as necessary for the creation of a vibrant, democratic learning community where students can thrive. Kindness, respect, perseverance, and patience allow for the creation of a community where trusting peer-to-peer and child-to-teacher relationships can nurture and inspire.
Timeline

Each unit has five lessons. Lesson times range between 20-45 minutes depending on the number of children and their unique needs. It is advised that lessons be taught in the sequence provided but not to incorporate a new lesson each day. It is beneficial to allow a day between lessons for emergent skills to be practiced and concepts to be integrated through play and review. The children’s enjoyment, engagement, and depth of learning should guide the time spent on this curriculum. With this in mind, no timeline is prescribed. For some settings, the curriculum can be completed in a month and half, for others it may take six months to complete.

Setting

The setting of each lesson is the classroom. Lessons can be done with the whole class or with small groups. It is best to have at least six children present to allow for conversations to develop peer-to-peer teaching.

Curriculum Flexibility

Dragonfly’s Toolkit honors creativity and ingenuity among teachers, and encourages teachers to modify the curriculum if needed. The curriculum was guided by early childhood research, best-practices, and experience to provide a formula and concept that can transform a classroom culture and spur SEL knowledge and learning. Adaptations, however, are inevitable and encouraged, to optimize the curriculum for unique classroom settings and students. Dragonfly’s Toolkit was designed to be flexible enough to fit within a classroom’s current schedule and structure and be adaptable enough to meet unique student needs.

The curriculum recognizes that every group of children has unique dynamics and needs. Teachers are encouraged to modify lesson activities as needed to meet the academic, emotional, and cultural needs of their students. To allow for greater flexibility, lessons can be conducted with small groups or the whole group and be conducted over...
a highly variable length of time. The flexibility incorporated within this curriculum framework will give teachers the structure and resources needed to be most impactful while allowing them to use their expertise to provide authentic, relevant experiences for children to construct meaning.

**Core Curriculum Components**

To adequately implement this curriculum, it is important to have a sound understanding of its core components.

**Dragonfly’s Concept and Character**

Dragonfly is a five-foot, narrow dragon puppet. He is a kind, smaller dragon (compared to the large dragons familiar in some media). Within this teacher training guide, the pronoun “he” is used for ease of writing. In the classroom however, it is suggested to make Dragonfly intentionally gender neutral to increase his relatability to all children.

Dragonfly has learned how to develop and show the virtues to solve problems, make himself happy, and to make others happy. In his “heart” (a pouch sewn in his chest), are multiple virtues, such as kindness, generosity, and patience. These virtues are small, three-inch pillows in different shapes and colors with the virtue name embroidered on the front. His introductory story shares how he learned to cultivate the virtues and why he visits children in their classrooms (to teach them the virtues.) Having tangible virtues located in Dragonfly’s heart (pouch) is important as it allows for the very abstract concept of virtues to become tangible to preschoolers.
When using the puppet Dragonfly and asking a question, pause to allow the children to answer the question. Try to ensure they raise their hands and are called on first. Act as though Dragonfly is calling on them. If you feel that your natural voice is needed to redirect behaviors, put Dragonfly’s head down and revert to your natural voice.

**Dragon Breaths**
Deep breathing can be an effective technique to calm the body and the mind by relaxing the parasympathetic nervous system. In Dragonfly’s Toolkit, Dragon Breaths are deep breathing exercises that are calming and fun for children because they mimic the breathing of a dragon. A Dragon Breath is a deep, slow breath taken through the nose to fill the lungs, and, then fully exhaled through the mouth with tongue out and an “ahhh” roaring sound. Dragon Breaths are used at the beginning of lessons to ground and settle students and can also be used as a method to help individual students calm and overcome intense feelings.

**Puppetry**
Most children adore and love puppets; they capture the imagination and make learning magical. Every unit involves the use of puppets to demonstrate and solve a social problem (e.g. grabbing toys and not sharing). Once the problem has been acted out and has been identified by students, they are asked to generate a solution (i.e. sharing, taking turns using a sand timer, or trading toys.) Once the problem is solved, students can reflect.

**Puppetry Tips:**
The goal is to make the puppet come alive, with unique movements and characteristics by moving the puppet to look at and address the audience, with the teacher engaging with the puppet as well. Moving or cocking Dragonfly’s head from side to side, making him look up or down to express himself, opening his mouth when talking and expressing
emotions - all these lead to greater believability. Consistently modify the voice to the same tone and pitch for each puppet. This makes the puppet’s voice different from the teacher’s, so when the puppet is talking, it is distinguishable from the teacher, giving it greater character and interest.

**Social Problem Solving**
The virtues are taught to improve peer-to-peer and peer-to-student relationships and to assist in developing the social problem-solving capacity of children. To assist in this endeavor, children are explicitly taught to identify when problems arise, how to generate solutions, and to solve problems by appropriately expressing the virtues. Guidance to assist teachers on coaching a classroom of social problem solvers is included in the Behaviour Guide.

**Virtues Circle**
Virtues Circle is a chance at the end of every unit to review the virtue taught and for children to share their feelings and reflections. It is a gathering time for children to reflect on a particular virtue and how they and others have shown it in the classroom. It is also an important time for children to reflect on how personally demonstrating a virtue, such as kindness, makes them feel. It is important that the Virtues Circle is explained as a special time for the class to share their thoughts and feelings and to understand that it is important for everyone to listen to each other.

**Virtue Heart Wall**
The Virtue Heart Wall is a way to reinforce positive behavior, to highlight and recognize when the virtues are demonstrated by children, and to promote a self-identity as someone who is capable of demonstrating the virtues of kindness, patience, perseverance, and respect. It is also an important summative assessment of Dragonfly’s Toolkit. The way the Virtue Heart Wall is used as summative assessment to measure transferred knowledge is included on page 12.
The Virtue Heart Wall is a place to hang paper hearts that describe when a student has demonstrated a virtue, which can be observed by teachers and students. In the first unit, the only virtue that will be included on the Virtue Heart Wall is kindness. The second unit studies patience, and the wall will then include patience and kindness. This pattern continues through the next two units.

To make a Virtue Heart Wall, the teacher can designate a section of the classroom that is visible to the students and parents. When a virtue is spotted (by a teacher or student), write what the virtue was, and how it was demonstrated, along with the date and child’s name on a paper heart. For ease of hanging, it is best if this wall is placed on a cork board. If cork board is unavailable, tape is sufficient. To make this space and activity special, it is ideal to decorate the Virtue Heart Wall with bright paper and a beautiful border. Virtue hearts should be two to three inches in diameter and can be cut out of different colored paper.

It is a good goal to share with children on a daily basis the virtues they have shared with each other. Inviting children to share the virtues they have witnessed increases the Virtue Heart Wall’s effectiveness in helping children build self-identity and incorporate the language of the virtues into their lexicon. This activity is included in several lessons, but can also be incorporated into a classroom’s daily Circle Time. Every attempt should be made to make a Virtue Heart for at least every child bi-weekly. Once the wall is full, you can have a classroom party, and the Virtue Hearts can be sent home so parents have the chance to recognize and honor the virtues within their children.

**Vocabulary**
Each unit involves explicitly teaching vocabulary words in order for children to understand incorporate new language and concepts into their daily lives. These definitions need not be complicated, nor do they need to be memorized by students, but
rather they are included in the curriculum to teach high-level concepts and create a common language, and therefore a common culture, within the classroom.

**Vocabulary words:**

- **Consent**: Getting permission from someone.
- **Emotions**: What we are feeling, such as happiness, sadness, joy, fear, and anger.
- **Empathy**: Thinking about another person and how they are feeling.
- **Kindness**: Thinking about how others are doing and being nice to them.
- **Patience**: The ability to wait without getting angry or upset.
- **Perseverance**: Working hard despite challenges because you know you can grow and get better.
- **Respect**: Knowing that everyone is equal and valuable and treating them with patience and kindness.
- **Virtues**: Good qualities we have in our hearts to help us be a good friend to others.

**Assessment**

**Summative Assessment**

All good programming must measure student growth and the ability to transfer knowledge to a novel setting to demonstrate program effectiveness. In this curriculum, students will demonstrate an enduring understanding and knowledge transfer through the use of the Virtue Heart Wall. The key enduring understanding sought after is the capacity of students to identify virtues when demonstrated. The Virtue Heart Wall is documentation of a child’s capacity to understand what the meaning of a virtue is and identify when it is being expressed.

The following is an example of a Virtue Heart that demonstrates a child’s enduring understanding of the virtue of kindness, and her ability to identify when it is expressed by another student:
By the end of the five units, each child should have identified at least two to three virtues being expressed by another child and documented these on the Virtue Heart Wall. To record this, include on the Virtue Heart the date the action was observed, the child who identified the virtue expressed, what the virtue was, and how the other child expressed it.

**Formative Assessment**

Formative assessments take place during each lesson. These assessments are done frequently through group discussion during Circle Time and are explained at the end of each lesson plan.

**Conclusion**

Classrooms are a community of learners; a place where a microculture can be created by the careful intention and guidance of the teachers. Under the right conditions, teachers are able to create a vibrant culture that embraces intellectual challenges and cultivates healthy, mutually respectful relationships. For a rigorous and nurturing culture to become solvent, a set of values is needed; values that encourage and elicit acts of kindness, patience, respect, and perseverance. It is my hope that Dragonfly’s Toolkit helps provide the components necessary for learning to flourish in a classroom and for students to develop essential social-emotional skills that will benefit them throughout their lives.
Principles of Behavior Management

The lessons of Dragonfly's Toolkit are rich in content and need time for integration and practice by children to be absorbed and adopted. Social-emotional and character development (SECD) skills, such as self-regulation, social problem-solving, and self-awareness, require opportunities to take risks, fail, receive guidance, and the ability try again for improvement to be observable and for these skills to fully develop.

Teachers and caregivers are regulatory partners with children on their path of developing SECD skills. They are guides and caring hands, providing coaching, language, and experiences to practice emergent SECD skills. As teachers and caregivers coach, model, and scaffold the learning, children's emergent skills become solidified. Without gentle and loving coaching from a regulatory partner, children are unable to adequately learn and adopt SECD skills and develop a healthy sense of self.

Resources and strategies that help teachers become coaches of healthy behaviors and beliefs are provided in this guide. The employment of this cohesive approach will create a vibrant classroom culture and promote the expression of virtues.

Guiding Principles

Growth Takes Time

SECD skills are like mental muscles. Expecting results to be observable in a child’s behavior after one or two lessons is comparable to going to the gym twice, and expecting to see observable results in strength. It would be discouraging and futile to hold such expectations. The same is true for SECD skills and emotional fitness. Self-regulation, empathy, and virtue expression are states of being that need to be repeatedly practiced for consistent behavioral gains to take place.
Be the Model

Teachers provide the emotional support and classroom structures required for children to be successful. In addition to being coaches of knowledge, teachers inspire students to fulfill their potential, and be the best version of their true selves. Healthy, supportive, and secure relationships are essential for learning and development to take place. Teachers can guide children to successfully navigate play situations, solve social problems, regulate emotions, and make and sustain friendships. Every day, every moment, teachers are the litmus test on what behaviors are acceptable and appropriate.

Teachers should purposefully model positive behaviors even if it is slightly exaggerated or theatrical. Model self-care, empathy, self-regulation, calming techniques, emotion recognition, and the expression of virtues to the children. As you model these qualities, vocalize what you are doing, how you are reacting and feeling, and why you are taking these steps. For example, when feeling angry or upset, you can say, “I am starting to feel frustrated and sad. I am going to take a few big breaths before I do anything else because I need a break to calm down.”

Being a model for children does not mean being perfect. Being an example of healthy behaviors requires self-regulation, the ability to solve-problems appropriately, and, most importantly, the ability to demonstrate how to fix mistakes when you make them. Examples include accepting accountability and showing empathy if you hurt someone’s feelings, taking a “calm down” break when overwhelmed, cleaning up after a spill, and forgiving others. Label the emotions and the virtues as you express them and help other children identify them by assisting them to label and recognize emotions as they express them. Teachers and parents are the first examples of how to behave; what they model becomes what is respected and emulated by the children.

Make expectations clear and set students up for success
For behavior to be positive and on task, expectations must be made clear and be developmentally appropriate. Behavior expectations that are obvious to adults can be a mystery to children. Remove insecurity and unknowns by explicitly spelling out expectations for every environment and scenario, such as walking in the hallway, hanging up jackets, dance parties, and washing hands.

**Focus on providing support and limiting punishment**

Make every attempt to recognize positive behavior and minimize punishment or negative redirections. To promote a positive self-identity, it is important to focus on and emphasize a student’s strengths rather than weaknesses or deficits. Praising the five children who are walking in line appropriately, and ignoring the two who are not, gives positive attention to those who are doing well, and reminds others what the expectations are, without redirecting negative feedback to them. With a positive tone, repeat expectations before transitioning to a new activity.

**Remove shame from discipline and language**

Assume all children will meet expectations in time when they are achievable and clear. If children are not fulfilling classroom expectations, presume it is because more guidance and reminders are needed and/or their needs for differentiation are not being met. Assume all children are doing their best and want to make good choices. If they are not, remove barriers preventing positive behavior. Remove methods of shame and guilt to modify or guide behavior, as these corrode resilience and a positive sense of self.

**Establish predictable known consequences and ways to restore justice**

Some behaviors are not acceptable, of course, and need to be addressed. Ignoring unacceptable behaviors informs children they are tolerable and acceptable. If a child demonstrates an unacceptable behavior, like hitting, address it immediately by
approaching the student and talking to him or her individually. You can say, “Hitting is not allowed. In our class, we do not hit anyone. It doesn’t solve the problem and it hurts others.” Whenever a child makes a mistake, help him or her to make amends and solve the problem. Solving the problem caused by hitting could include checking in with the child they have hit, potentially apologizing, and asking if they would like a hug.

Consequences

Children learn what is expected and acceptable behavior by what they observe in action around them. The behaviors a teacher recognizes or corrects will become the classroom expectations - not the list of rules that are covered during the first day of class. Therefore, effectively teaching SECD skills in a classroom will require consistently upholding principles of behavior guidance.

Recognize when SECD skills and virtues are demonstrated

Through your words and responses, show students that demonstrating virtues, such as kindness, is more important than other achievements like writing a letter or coloring a picture. Provide specific praise of behavior you are proud of or happy with. Specific praise is different than providing rewards which can remove a child’s intrinsic motivation to do well. Giving specific praise helps children identify when they are meeting expectations or demonstrating a virtue. Specific praise shares what is valued within the community and what accomplishments make you proudest. For example, when a child is waiting in line without pushing or disrupting others, say, “Wow! I love how you are waiting in line, not pushing or disturbing others. You are showing great patience. Thank you!” Praise that is specific shares exactly which behaviors are praiseworthy and also helps to make expectations clear and visible to others. The Virtue Heart Wall is an opportunity to provide specific praise and helps children build a positive self-identity and recognize virtues in others.
Teach Strategies for Sharing

The concept of sharing is challenging for children under five years of age. Teaching basic rules and guidelines will make this task more manageable to preschoolers. It also helps children accept when they need to share a toy because they understand that this is fair and they can expect the same treatment in return.

Teach different ways to share through play

During play time, when an opportunity for sharing arises, allow children to choose from the following options:

- Take turns (this can be regulated by establishing a three or five minute rule and using a sand-timer to count the time).
- Use the toy at the same time with other children.
- Give the toy to another child and find another toy to play with.

Make playing rules explicit

For example:

- If a child leaves a toy, someone else can play with it.
- Toys in the classroom belong to everyone; they must be shared with others.

Use direct language consistently

Consistent and direct language coaches children to develop and practice crucial social and emotional development skills throughout the day. Developing scripts for how to share, take turns, or enter play with others can be beneficial to children learning how to play collaboratively.

Direct language should be modeled. For example, if a child is hitting, you can say, “It is not OK to hit. This is a problem because it hurts others. I wonder what can be done to solve this problem? What do you think you can do, Jackson?” Listen to the child's response and say, “Would that fix the problem? You hit Trevor and now he is
crying. How do you think he feels?” Help the child generate solutions to fix the problem and assist them as needed to carry out the solution.

Apologizing can require a lot of courage; to be able to ask for forgiveness and to accept wrongdoing may require support and coaching. Frequently, once a child has apologized, both parties feel better because justice has been restored and the children’s feelings are validated and addressed. Although apologizing should not be forced, it can be encouraged and supported to promote empathy, accountability, and justice.

**Teach ways to solve problems and resolve conflicts**

Help children identify when a problem arises and generate solutions to solve them. Use the peer problem-solving steps outlined below.

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**Steps in Resolving Conflicts**

1. **Approach calmly, stopping any hurtful actions.**
   - Place yourself between the children, on their level.
   - Use a calm voice and gentle touch.
   - Remain neutral rather than take sides.

2. **Acknowledge children’s feelings.**
   - “You look really upset.”
   - “Let children know you need to hold any object in question.”

3. **Gather information.**
   - “What’s the problem?”

4. **Restate the problem.**
   - “So the problem is…”

5. **Ask for ideas for solutions and choose one together.**
   - “What can we do to solve this problem?”
   - “Encourage children to think of a solution.”

6. **Be prepared to give follow-up support.**
   - “You solved the problem!”
   - “Stay near the children.”

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Source: Evans, B. (2018)
Help students restore relationships when they harm others

Look for opportunities to practice restoration in relationships. For example, if a child hits another child, be very clear that they broke a classroom expectation or agreement by simply saying, “We do not hit others.” When a child hurts another, instead of simply scolding the perpetrator or consoling the victim, ask the perpetrator to identify how the other child must be feeling by pointing out concrete clues of their emotional state (crying, acting upset, etc). Ask the perpetrator why the other is upset (i.e. “because I hit her”). Once the child can identify both that the other child is upset and accept their own accountability, help him or her to think of steps they could take to restore the relationship and help the hurt child to feel better. These can be simple steps that will eventually become formulaic in your classroom:

- Say “I’m sorry” (if authentic from the child).
- Offer to give a hug (being careful to make sure it is truly welcomed).
- Give back the object that was taken.
- Attempt to repair or replace something if it was broken.

Validate and label emotions

This is especially true if they are ‘big’ emotions that are overwhelming. Remember, what does not seem to be a big deal to adults can be a legitimate concern and cause of stress for small children. Match their level of stress with your level of concern. Validate what they are feeling, label it, and help them generate solutions for solving the problem.

Establish a Calm Down Routine for sadness and anger

Initially, adult support and guidance will be required for a child to follow a Calm Down routine to redirect behavior when emotions are strong. A Calm Down routine could include:

- Deep breaths (Dragon Breaths).
- Learning how to ask for a hug when a child would like one.
• Learn to identify their emotions by provide visual cues (pictures that children can look at and identify through touching, coloring, or pointing).
• Sensory toys and simple challenges (like ball mazes) to take concentration away from overwhelming emotions.
• Drawing a picture of what is felt or what made them feel upset.
• Fixing the problem through restorative justice when appropriate (This is true if the child inflicted harm or was harmed by another.)

A calm down routine will vary depending on the source of emotions and can be individualized to meet a child’s needs.

Set up a Calm Down Corner

A Calm Down Corner is a place for children to go to calm down and center themselves. If they would like to be alone because they are upset, sad, or angry, they can go to the Calm Down Corner. The Calm Down Corner is generally open to any child if they need it. You may wish to create some timing and behavior expectations. For example, the Calm Down Corner is closed during nap time, only one person is allowed to use the Calm Down Corner at a time, and materials in the Calm Down Corner must be used appropriately.

The following are a few resources you may wish to include in a calm down corner:
• Soft rug and pillows
• A transparent “tent,” (such a net canopy, that hangs from the ceiling to give a sense of security and boundary to children sitting inside.)
• Poster or laminated cards of different emotions
• Anger thermometer
• Sadness thermometer
• Stuffed animal(s)
• Noise canceling headphones
• Sensory toy (gel pouch)
● Retractable folding ball (Teach children how they can open and close it to follow their breath. Pictured left.)

● SEL Books:
  a. *The Feelings Book* by Todd Parr
  b. *Little Monkey Calms Down* by Michael Dahl
  c. *The Mad Sad Happy Book* by George Sachs
  d. *Calm Down Time* by Elizabeth Verdick

**Incorporate the Use of Sand Timers**

Sand timers are excellent reminders for when it is time to clean up, to signal an upcoming transition or the end of nap time, saying goodbye to a parent at drop-off or taking turns sharing a toy. Sand timers make transitions easier by showing the passage of time and by being a visual reminder of an upcoming transition. Make sand timers available to children, bring them to the playground, and have them available throughout the classroom.

**Build Positive Self-Identities in Students**

Help develop a caring and kind identity (instead of a saying “That was a kind thing to do,” say, “You are such a kind person”). Look for opportunities to develop a child's sense of self-worth by confirming their identity as someone who is kind, caring, respectful, and patient.

**Create a Classroom Name**

Create a unique classroom name for which all children can be called. A unifying classroom name builds a common identity, connection and sense of belonging for all who are in the class. Names could be an affinity to an animal unique to your region or imaginary (i.e. The Eagles or The Unicorns), a specific color (i.e. Red Door Room), or an object (i.e. The Shooting Stars). This way, when you address the class you can use
the unifying classname, “Okay, Shooting Stars we have five more minutes until it’s clean up time.”

Create Classroom Mantras:

Classroom Mantras are common phrases that are repeated and build self-efficacy and identity. Adopting classroom mantras also provides positive reminders of expectations and norms. Examples include:

- “In our class, we have gentle hands, kind voices, and we try our best!”
- “As students of this class, we make good choices. What would be a good choice right now?”

Conclusion

Teaching the virtues is something that needs to be done daily, as does teaching emotional literacy and developing social-emotional skills. A teacher’s response to every behavior, reaction, and redirection is an opportunity to teach social-emotional skills.

Children can be successful in developing emerging social-emotional skills with mindful coaching and clear, direct, positive guidance from teachers. Teaching the virtues, emotional literacy, and social problem-solving skills are explicitly laid out in the lessons that follow, but they will not be fully understood until emergent skills are repeatedly practiced in action by the child. It is hoped that this guide will help teachers create a framework from which positive SECD learning can take place throughout the day.
Unit 1- Kindness

Objectives Overview:
Students will be able to define what a virtue is in their own words and identify virtues within themselves and others.

MA State Standards
Standard SEL 1: The child will be able to recognize, identify, and express his/her emotions.
Standard SEL 5: The child will display empathetic characteristics.
Lesson 1- Who is Dragonfly?

**Time:** 20-30 minutes

**Objectives:** Children will be able to define what a virtue is in their own words and identify virtues within themselves.

**Materials needed:**
- Dragonfly puppet
- Dragonfly Introductory Story (Appendix A)

**Vocabulary:**
- **Virtues:** Good qualities we have in our hearts to help us be a good friend to others.

**Lesson Steps:**

**Introduce Dragonfly**

1. Tell Dragonfly’s Introductory story.
   - a. Share what the virtues are and learn the new vocabulary word: virtue
   - b. Share the goal of this month-long curriculum

2. Ask children if they have any questions for Dragonfly.

3. Have children share with a partner:
   - a. Their own definition of a virtue
   - b. A virtue they recognize within themselves

4. Write children’s definitions of a virtue on a large sheet of paper to hang in the classroom that is visible to parents. This prompts discussion about the virtues curriculum with parents during pickup or drop-off time and they can be encouraged to continue the learning at home.

5. Dragonfly dismisses children one-by-one by giving them either a kiss on the forehead or a high-five - allow children to choose.

**Assessment:**

Each student will accurately tell another or the teacher their own definition of a virtue and share with the class a virtue they recognize demonstrating themselves.

**Outcomes:**

At the end of this lesson, children will be able to define what a virtue is in their own words and identify a virtue within themselves.
Lesson 2- What is Kindness?

Time: 30-45 minutes

Objectives: Children will be able to define 'kindness' and 'emotion' in their own words and identify ways to express kindness in the classroom.

Materials needed:
- Picture Book - *Corduroy* by Don Freeman
- Dragonfly puppet
- Paper
- Markers, crayons and/or colored pencils

Vocabulary:
- **Virtues**: Good qualities we have in our hearts to help us be a good friend to others.
- **Kindness**: Thinking about how others are feeling and being nice to them.
- **Emotions**: What we are feeling, such as happiness, sadness, joy, fear, and anger.

Lesson Steps:

Read Kindness Story: *Corduroy* by Don Freeman

1. Gather the children for Circle Time:
   a. Dragonfly says hello to children with a kiss or a high-five and shares his excitement to be with them again.
   b. Dragonfly asks children if they can remember what a virtue is. Give prompts or recite the definition if needed.
   c. Dragonfly introduces the concept of Kindness. Dragonfly asks children to share what they think it means. Provide definition: “Thinking about how others are feeling and being nice to them.”
   d. Dragonfly introduces the story of *Corduroy* by sharing the title and describes the book is about kindness.
   e. Put Dragonfly down as if he is listening to the story and read *Corduroy*.

2. Review the story:
   a. Have children share what they were feeling while listening to the story with Dragonfly. Ask:
      - How do they think Corduroy felt when he found a home?
      - How did Lisa feel?
      - Did Lisa show kindness to Corduroy?
      - How and why?
   Provide prompts/answers as needed.
b. Define ‘emotion’: “What we are feeling, such as happiness, sadness, joy, fear, and anger.” Ask:
   - Can you think of any other emotions?
   - Provide additional examples if needed

c. Have children identify emotions associated with the virtue of kindness.
   Ask:
   - How does kindness make them feel?
   - How do they feel if someone gives them a toy?
   - How do they feel when they give someone a hug?

d. Allow children to share. Ask:
   - Does it feel good and does it make them happy to have others be kind to them, and for them to be kind to others?

Drawing Activity: Drawing ourselves being kind

1. Introduce drawing activity
   a. While children are still in the circle, share that everyone will now draw a picture of themselves being kind. Inform them that all of the pictures they will draw will be collected to make a class book. Ask children to share an idea of how they can show kindness to others. Provide prompts and give ideas as needed.
   b. Pair into groups of two while seated in the circle, if this will not be too disruptive for your group. Have each child tell their partner what act of kindness they will draw. Listen to see if any children are confused or uncertain.

2. Dragonfly dismisses children one-by-one by giving them either a kiss on the forehead or a high-five - allow children to choose.

3. Distribute white paper and art supplies (crayons, markers, colored pencils) in a fashion that is routine for your classroom or have them set out beforehand.

4. Children go to tables to draw.
   a. Allow children to draw a picture of themselves being kind. Write on the picture what they have described with a dark marker to be clearly legible so others can understand when the pictures are compiled as a classbook.
   b. When most children are finished, have a few children share with the group what they drew and why.

Create Classbook

5. When every child in the class has had an opportunity to draw a picture, and the teacher has written descriptive text, compile the pictures in a class book. Include a cover page on sturdy paper with the title: Our Classroom Knows How to be
*Kind.* Read at a later date during Circle Time or in a small group, then add to the classroom library.

**Assessment:**
Each student will accurately define kindness to one another and provide an example of kindness expressed through a drawing.

**Outcomes:**
At the end of the lesson, children will be able to define what kindness means in their own words and identify ways they can demonstrate kindness to others.
Lesson 3 - How Do We Show Kindness?

Time: 30-45 minutes

Objectives: Children will be able identify ways to express kindness to others.

MA State Standard:

Standard SEL 1: The child will be able to recognize, identify, and express his/her emotions.

Materials needed:
- Dragonfly puppet
- Virtue Heart Wall: A decorated section of the classroom’s wall where paper hearts will be hung. It can be decorated or marked in whatever way the teacher decides, but enough to make it important and special to the children.
- Three-inch cut out paper hearts, ideally of various colors.
- Stock paper, cut and folded to be a card (enough for each student)
- Art materials to decorate and make cards, such as: markers, crayons, colored pencils, paint, glitter. Have materials students are familiar with, but, ideally, include something novel to the children to make the cards special.

Vocabulary (to review):
- Virtues: Good qualities we have in our hearts to help us be a good friend to others.
- Kindness: Thinking about how others are doing and being nice to them.
- Emotions: What we are feeling, such as happiness, sadness, joy, fear, and anger.

Lesson Steps:

Review vocabulary
1. Dragonfly says hello to children with a kiss or a high-five and shares his excitement to be with them again. Dragonfly asks if they remember what a virtue is. Have children share, give prompts as needed. Ask if they remember what kindness is. Have students share, give prompts as needed. Ask children to share what they think emotions are and ask if they can give any examples.

Introduce Virtue Hearts Wall
2. With or without Dragonfly, explain the concepts of the Virtue Hearts Wall. Tell students this will be a wall where Virtue Hearts will be hung. Virtue hearts will be hung throughout the day as the teachers or other children see a virtue being demonstrated. This week everyone will be looking for the virtue of kindness.
3. If you see any acts of kindness throughout the week, share them with the class and write what the act of kindness was on the Virtue Heart (i.e. Sam was kind when he shared the train with Elyana when she asked for it). Ask children if they have seen anyone in the class show kindness to others. If they have, write them on a Virtue Heart and place on the Virtue Heart Wall.

**Make Kindness Cards**

4. Ask children: “Is there anyone who shows kindness to you at school?” Have children think of who shows kindness to them. Provide prompts as needed: bus driver, kitchen staff, janitorial staff, principal, school nurse, friends, etc.

5. Have children express ways these groups of people show kindness (serve us food, drive us to school, help keep our school clean, take care of us when we are sick, etc.)

6. Ask the class if they would like to make a card for those who show kindness to them. Ask each child to share who they will make the card for and why.

7. Share what they can include on the kindness card (name, why they are giving the card). What the children will be able to complete will depend on their level of writing skills.

8. Demonstrate which art materials they will use and give any special instructions or explanations for how to use and take care of the art materials.

9. Dismiss children to go to tables to make cards. Pass out materials according to the routine of your class.

10. Give enough time for everyone to make a card. Write on cards children’s dictation of who the card is for and why they are giving them the card (i.e. “Dear Nurse, This is a Kindness card. I am giving it to you because you showed kindness to me when I was sick. Love, Trish”).

**Pass out cards**

11. When all cards are finished, pass them out to their intended recipients. This may need to happen later in the day, or at a later date due to the cards needing to dry or your classroom time commitments. Walk with your students to deliver the kindness cards (such as to the office, kitchen, nurses station, etc). Explain to the receiver:
   a. Your class is learning about kindness
   b. The children are learning ways to be kind and identify kindness in others
   c. This particular child saw kindness in you

12. Review with the class how making and giving the cards made them feel.

**Assessment:**
Each student will consider who has shown them kindness, and, using kindness, create message cards for someone in the school who has shown them kindness.

**Outcomes:**
At the end of the lesson, children will be able to demonstrate kindness to others and build their self-identity as kind people.
Lesson 4- How Do We Show Empathy?

Time: 20-30 minutes

Objectives: Children will be able to define empathy in their own words, identify ways to express empathy, and practice showing empathy.

MA State Standard:

Standard SEL 5: The child will display empathetic characteristics

Materials needed:
- Picture book - *I Walk with Vanessa* by Kerascoet
- Dramatic play materials (i.e. dress up clothes, baby dolls, kitchen area, etc.)

Vocabulary:

**Empathy**: Thinking about another person and how they are feeling.

Lesson Steps:

Review vocabulary

1. Dragonfly says hello to children with a kiss or a high-five and shares his excitement to be with them again. Have Dragonfly ask if they remember what a virtue is. Have children share, give prompts as needed. Ask if they remember what kindness is. Have students share, give prompts as needed. Ask children to share what they think emotions are and ask if they can give any examples.

Read the story *I Walk with Vanessa* by Kerascoet.

2. This is a story without words. Show pictures and use Dragonfly to narrate what is happening. Ask students to also share their perspectives on what is happening during and after the reading.

1. Ask “How did the little girl know that Vanessa needed help?” Gather some answers. Ask, “was she thinking about what the other girl was feeling?” Say, “this is called empathy. Can you say empathy?” Repeat back with the students. Say, “Empathy is thinking about another person and how they are feeling. Having empathy by thinking about what someone else is feeling helps us be kind to others and to help them. Was the little girl showing empathy to Vanessa? How?”

2. Collect answers and elaborate on the definition, proving personal examples until an understanding is reached. Ask, “How can we show empathy to others? Have you ever shown empathy?” Have children share and give prompts as needed. Finally, have children share what empathy means to them and write their examples on a large piece of paper to display in the classroom.
Introduce Dramatic Play Scenarios

3. Share with students a dramatic play scenario. Say, “Today in dramatic play, we are going to practice empathy and kindness. Let’s pretend one child is sick, and has a terrible tummy ache. The other children are her/his sisters and brothers. How can they show empathy and kindness to her to help her feel better?” Help them organize who will be the child that is sick. Allow them to take turns if they would like.

   a. If this scenario is acted out, and the group would like to do another, provide additional scenarios. Feel free to make them up to be more relatable to your students. Additional scenarios could include:
      i. One child recently lost their dog. They are very upset. What are some things their friends could do to help?
      ii. One child is new to the school and is scared and lonely. They don’t know where anything goes and don’t have any friends. How can the other children help?

   b. If dramatic play is a regular area for children to choose for center time, feel free to encourage the children to continue acting out these kinds of scenarios, which they could make up themselves or be given scenario prompts by a teacher.

Assessment:
Each student will demonstrate their understanding of the meaning of empathy through class discussion.

Outcomes:
At the end of the lesson, children will be able to define empathy and practice demonstrating empathy to others.
Lesson 5- What does Kindness Mean to Me?

Time: 20-30 minutes

Objectives: Children will deepen their understanding of this unit’s vocabulary words (virtue, kindness, and empathy) and identify examples of when these traits are expressed.

Materials needed:
- Dragonfly puppet
- Picture Book - *Corduroy* by Don Freeman

Vocabulary (to review):
- **Virtues**: Good qualities we have in our hearts to help us be a good friend to others.
- **Kindness**: Thinking about how others are doing and being nice to them.
- **Emotions**: What we are feeling, such as happiness, sadness, joy, fear, and anger.
- **Empathy**: Thinking about another person and how they are feeling.

Lesson Steps:

Start Virtues Circle with Dragonfly.

1. Introduce Virtues Circle
   a. Start with *Dragonfly’s Chant* (Appendix B)
   b. Dragonfly welcomes everyone with a kiss on the forehead or a high-five (their choice) and shares with the students his excitement for what they have learned about the virtues.
   c. Use Dragonfly to explain the purpose of the Virtues Circle: Each week, everyone will be giving the chance to think about what they have learned during the week. They will share what they have learned, how the virtues make them feel and how the virtues can help them and the community. Dragonfly shares that it is a special time and it is very important for everyone to show kindness by listening to each other.
   d. Have Dragonfly ask, “What is something that we talked about this week? Can you remember?” Give prompts for the unit’s vocabulary words: virtues, kindness, emotions, and empathy. Have Dragonfly ask if anyone can remember what they mean. Ask, “What does kindness mean to you? What does empathy mean to you? What is a virtue?” Give time for children to respond and provide examples.
Read *Corduroy* by Don Freeman

1. Read story (as yourself or Dragonfly) and reflect. Have Dragonfly ask, “What do you like about this story?” and “What virtue is Lisa showing to Corduroy?”

Reflect on what was learned this week

2. Have children reflect about whether or not they saw kindness or empathy expressed in school this week. Ask them to share which emotions they felt when they expressed kindness or empathy. Finally, have them share what they love about the virtues.

3. Have each child share what kindness means to them. Write it on a large sheet of paper and hang it somewhere visible to parents and children.

4. Share which virtue will be discussed next week: Patience (the ability to wait without getting angry or upset).

5. End with Circle of Hands activity (Responsive Classroom, 2015):
   a. Each person puts their right hand into the middle of the circle and makes a fist with their thumb extended to the left. Then, everyone connects hands: Each fist grasps the thumb of the person to the right. Holding this circle of hands, the class chants, “We are a class that helps each other!” three times, then raises their hands into the air, breaking them apart.

Assessment:

Each student will be able to demonstrate their ability to understand use new vocabulary words (virtue, kindness, empathy) through class discussion.

Outcomes:

At the end of this lesson, children will be able to define this week’s vocabulary words (virtue, kindness, empathy) in their own words and identify examples of when they are expressed.
Unit 2- Patience

Objectives Overview:
Children will be able to define patience in their own words, identify ways to express patience, and ways in which patience and kindness can help solve social problems, like the inability to share.

MA State Standards
*Standard SEL 1*: The child will be able to recognize, identify, and express his/her emotions.
*Standard SEL 4*: The child will demonstrate impulse control and stress management.
*Standard SEL 9*: The child will demonstrate the ability to manage conflict.
*Standard APL 5*: The child will cooperate with others in play and learning.
Lesson 1 - What is Patience?

Time: 20-30 minutes

Objectives: Children will be able to define the word patience in their own words and identify ways to help demonstrate patience.

Materials needed:
- Dragonfly puppet
- Picture book - The Penguin Wants a Puppy by Mo Williams

Vocabulary:
- Patience: The ability to wait without getting angry or upset.

Vocabulary to review:
- Emotions: What we are feeling, such as happiness, sadness, joy, fear, and anger.
- Kindness: Thinking about how others are doing and being nice to them.

Lesson Steps:

Introduce meaning of patience
1. Circle Time with Dragonfly
   a. Dragonfly says hello to children with a kiss or a high-five and shares with the students his joy to teach them about patience this week.
   b. Have Dragonfly ask, “Do you know what patience is?” Give prompts and clues as needed.
   c. Provide the definition: “The ability to wait without getting angry or upset.”
   d. Dragonfly says, “This week we will learn all about patience and how it can help us be happier and be a better friend!”

Read The Penguin Wants a Puppy
2. Have Dragonfly introduce the story The Penguin Wants a Puppy.
   a. After reading the title, have Dragonfly ask, “Do you think the Pigeon will show patience in this story?” Pause for answers.
3. Read the story
   a. On the page where Pigeon says, “I want a puppy! Right here! Right now!” Ask if the Pigeon was being patient.
   b. At the end of the story, ask if Pigeon should have gotten the puppy. If the Pigeon had been more patient and was willing to learn more about puppies, would he have made a better choice? Give time for students to share and provide prompts/guidance as needed.
c. Have Dragonfly ask students if they can find times during the day when it is important to be patient. Pause for answers and provide prompts and answers as needed (lining up to wash hands, waiting to go outside, taking turns with a toy, waiting for snack/lunch to be served, etc).

d. Discuss with students if and when it is hard to show patience. Ask: “What if you really want something right now!? What can we do to be more patient?” Gather responses.

Share strategies to aid with showing patience
4. Share strategies that can help us be patient:
   a. Take deep breaths called “Dragon Breaths”. These are deep breaths through the nose and then a big exhale through the mouth with tongue out. Practice a few of these with the class.
   b. Find something else do to
   c. Tell someone about your frustrations
   d. Count to 10 slowly and then count again
   e. Ask for help when you need it
   f. Go to the Calm Down Area (if you have one in your classroom)
   g. Sing a song

5. Role play with puppets ways to practice patience.
   a. Role-model for the class the strategies discussed to help someone practice patience when becoming upset or frustrated. Have Dragonfly reenact each patience strategy.
   b. Practice with the class Dragon Breaths and counting to 10 slowly.
   c. Talk about the Calm Down Area if you are just introducing it to the class (review Principles of Behavior Management section for details of the Calm Down Area).

Students share definitions of patience
6. Ask “What does showing patience mean to you?” Gather responses. If you are unable to get everyone’s responses at this time, follow up with those who have not shared. Write everyone’s definition of patience on a large sheet of paper to hang in the classroom.

Write down acts of virtues for Virtue Heart Wall
7. Before ending the circle, have students and teachers share if they have seen acts of kindness (continuing the theme from Unit 1) or patience and write these on Virtue Hearts for the Virtue Heart Wall. Explain that, this week, everyone can look for acts of kindness and patience to put up on the Virtue Heart Wall.
Assessment:
Each student will accurately tell another student or the teacher their own definition of patience during Circle Time, and share with a teacher or another student a strategy to help them express patience.

Outcomes:
At the end of this lesson, children will be able to define what patience means in their own words and identify strategies to help them practice patience.
Lesson 2- How can Patience help us Share?
Time: 25 - 40 minutes
Objectives: Children will be able to identify ways to express patience and strategies to help them share and take turns with others.
MA State Standards:
Standard SEL 4: The child will demonstrate impulse control and stress management.
Standard APL 5: The child will cooperate with others in play and learning.

Materials needed:
- Dragonfly puppet
- Three Ways to Play poster (Appendix C) and Ways for sharing and taking turns Script (below)
- Picture Story - My Turn! By Laura Rankin
- Possible additional materials needed for role-playing with puppets, such as additional puppet, book, and train.

Vocabulary:
Patience: The ability to wait without getting angry or upset.

Please note, this lesson may be too long for some groups. Feel free to separate the Book Reading and the Puppet Role Playing into two different Circle Times.

Lesson Steps:

Review the meaning of patience
1. Gather the children for Circle Time with Dragonfly to introduce the topic: Patience
   a. Dragonfly welcomes everyone to the circle with a kiss on the forehead or a high-five (their choice) and shares his joy to talk about patience again with the children.
   b. Have Dragonfly say: “Yesterday we talked about the virtue of patience. Do you remember what patience is?” Give prompts and clues as needed.
   c. Have Dragonfly provide the definition: the ability to wait without getting angry or upset.
   d. From Dragonfly’s heart take out the Virtue Pillow for patience. Have him say, “When I was younger and angry, do you think I was always patient? No! It is something I had to practice again and again. Now I can show patience much more often. And now I can play with my friends better and we have more fun. With patience, we can share and take turns. This means we do not get angry with each other or get in fights anymore!
Today we are going to learn about how patience can help us to be better friends.

Read story *My Turn!*

2. Have Dragonfly introduce the story *My Turn!*
   a. After reading the title, Dragonfly asks, "What do you think this story is about?" Pause for answers.

3. Read the story.
   a. Highlight when Pammy does not give Wyatt a turn. The first is when Wyatt wants a turn to ride in the wagon, the second is on the swing, the third is when role-playing as a teacher. Ask the class, "Is Pammy giving Wyatt a turn? Is she showing patience? Have you ever felt like that before?" Pause for answers between each question. Ask, "Do you think Wyatt will want to continue playing with her? Would you?"
   b. Later in the book, when Pammy is playing with Eddie, as Dragonfly, say "Is Eddie being fair and patient with his younger sister? Is he showing empathy?" (if needed, remind the class of the definition of empathy) and "What do you think Pammy learned from playing with her brother?" Give prompts and guidance as needed.
   c. On the last page, show that they are able to share a book. Say, "Look! Wyatt and Pammy are able to share a book! They are not fighting over it - now do you think they are able to show patience and empathy to each other?"

Teach ways to play and take turns

4. Ask the following questions:
   a. "Is it sometimes hard to take turns? What is a toy that you have a hard time sharing?" Collect answers. Share that there are some things we can do to make playing with others easier, "We can share, take turns, or trade." Show *Three Ways to Play* poster (Appendix C).
   b. Ask, "What does it mean to share?" Elaborate as needed.
   c. Ask, "What does it mean to take turns and trade?" Elaborate as needed.

5. Review the following scripts for sharing and taking turns:
Scripts for sharing and taking turns

What are the different ways we can play with someone?
1) Share
2) Trade
3) Take Turns

Learning to Take Turns
If you want to use a toy that someone else has, what can you say?
“Can I have a turn?”

What if other children say “No!” or scream?
Ask for a teacher to help you solve the problem.

If someone asks to use a toy you are using, what can you say?
You can say, “You can have it in three (or five) minutes” Flip a sand timer, when the sand is all gone, give the toy to your friend.

Explicitly teach and model how to do each of these.

6. Take out sand-timers.
   a. Share how sand-timers can be used whenever children need to take turns with a favorite toy. Share where they are located and how to use them. Say, “Sometimes, watching the timer while we have to wait can help us be patient until it is our turn.”

7. Role-play different scenarios for taking turns and sharing with Dragonfly and another puppet. Use or make up scenarios that are most relevant and pertinent for your class. While role-playing, have puppets show frustration before providing a solution. When puppets show frustration, say “They have a problem! How can we fix it?” Allow students to provide solutions to the problem (being patient, using a sand timer, expressing emotions, asking for help, taking turns, sharing, trading).

8. Scenario examples:
   a. Taking turns for a favorite train set using the sand timer
   b. Sharing a book to read
   c. Taking turns going down the slide
9. Reiterate here the importance of empathy, kindness, and patience needed to play nicely with our friends. Ask if anyone has any additional questions.

10. End Circle Time with Dragonfly telling the children they did a great job. Have them dismissed from the circle with a high-five or a kiss.

**Assessment:**
Each student will demonstrate their knowledge of ways to share by providing solutions during puppet role-playing to each other or the teacher.

**Outcomes:**
At the end of the lesson, children will be able to better share and self-regulate.
Lesson 3- How Do We Practice Patience?

Time: 20-40 minutes

Objectives:
Children will be able to identify ways to express patience and identify strategies to share, take turns, and trade toys or objects.

MA State Standards:
Standard SEL 1: The child will be able to recognize, identify, and express his/her emotions.
Standard APL 5: The child will cooperate with others in play and learning.

Vocabulary to review:
- **Patience**: The ability to wait without getting angry or upset.
- **Kindness**: Thinking about how others are doing and being nice to them.
- **Emotions**: What we are feeling, such as happiness, sadness, joy, fear, and anger.
- **Empathy**: Thinking about another person and how they are feeling.

Materials needed:
- Dragonfly puppet
- 2 minutes Sand Timer
- *The Feelings Book* by Todd Parr
- ‘Three Ways to Play’ poster from Lesson 2 of Week 2 (Appendix C)
- Enough small cars and dolls for groups of two to have one of each. For example if you have 10 children, that would be five groups of two, requiring five cars and five dolls.

Lesson Steps:

Welcome students

1. Gather child for Circle Time with Dragonfly (I don’t know how picky your instructors are, but I always had to be consistent throughout a paper with every style point and grammatical choice. For example, Circle Time or Circle Time, but not both. I think Circe Time is more clear, as is Virtue Heart, etc.
   a. Have Dragonfly greet children with kiss or high-five (their choice) and express delight for being with them. Have Dragonfly introduce today’s lesson - reviewing what they have learned and challenges to practice patience

Review Vocabulary
As Dragonfly, review the following vocabulary:
2. ‘Emotion’
   a. Ask “What is an emotion?” Gather responses and provide prompts and assistance as needed.
   b. Use images from *The Feelings Book* by Todd Parr to show drawings of different emotions.
   c. Ask the following questions:
      - What is this child feeling?
      - How do you know?
      - Can you make the same face?
      - What can we do if someone is feeling this way?
      - If someone is sad can we ask if they would like a hug and if they are okay?
      - Is there anything else we can do to help them feel better?
      - Provide prompts as needed

3. ‘Empathy’
   b. Ask “When has someone shown you empathy?” Provide prompts as needed and, possibly, a personal story.

4. ‘Kindness’
   a. Ask the following questions:
      - What is the vocabulary word we learned last week?
      - What does it mean?
      - Has anyone seen any kindness that we can add to our Virtue Heart Wall?

5. ‘Patience’
   a. Ask “What virtue are we learning this week?” After getting responses, say, “What does it mean to be patient?”

**Review Sharing Script**
6. Review scripts for sharing and taking turns and ways to play from the previous lesson.

**Patience Challenge 1**
7. Introduce Patience Challenge 1
   a. Provide a definition of the word ‘challenge’ - “A goal that is hard”. Attempt to drum up excitement for completing and achieving this challenge.
   b. The first challenge is sharing, taking turns, and trading.
c. Everyone will get a partner. They will practice different ways to play using a mini car and a doll.

d. Divide everyone into groups of two and pass out toys (one doll and one car to each group).

e. Show the two-minute sand timer and say that the first challenge is to share the car. Say, “How can you both share and use the car for two minutes without arguing?” Provide prompts and guidance to teams as needed. Turn over the sand timer and say, “Begin!”

f. After two minutes, say, “The next challenge is to take turns using the doll for two minutes. How can you take turns?” Turn over the sand timer and say, “Begin”.

g. After two minutes, say, “Our final challenge is to trade our toys! What does it mean to trade a toy?” Gather answers and provide clarity if needed. Say, “Whoever has the doll will trade it for the car. At the count of three, you will begin! One, two, three - start!” Turn over sand timer.

8. When finished, have children gather back to the circle. Give everyone a high five and comment on how well they did. Have students share what worked and what didn’t. Ask, “Was it hard to show patience when you needed to take turns? Why? What did you do to help yourself be patience?” Talk about taking big breaths, counting, or using another toy as possible solutions. Congratulate them on doing their best.

Optional Patience Challenge 2 - Cookie Challenge

*This can be done at a later time. It is not suitable for younger ages and should only be attempted if you think all children will be successful.*

1. Children sit down to an empty plate.

2. Tell everyone that they will each get one cookie. But, if they can wait to eat it until after the one minute timer is done, they will get a second cookie. If they are unable to wait, then they will only get one cookie.

3. Ask, “Who can wait one minute to get a cookie?” Try to get all the hands to go up.

4. Pass out cookies and start timer.

5. After one minute, give a second cookie to those who still have a cookie on their plate.

6. Congratulate everyone for doing their best.

7. Timer can be a sand timer or a clock watch that everyone can see. Cookie can be switched out for another snack item that is still desirable but a healthier choice.
Optional Patience Challenge 3- Dramatic Play Scenarios

This can be done at any time of the week. It is similar to the activity found in Week 1, Lesson 4.

1. Share with students a dramatic play scenario. Say, “Today in dramatic play, we are going to practice patience. Let’s pretend one child wants to play with the trains right now, but the center is full and all the trains are being used. What can that child and the others do to solve the problem? How can they show empathy and patience?” If needed, help them organize who will be the child that is impatient and wants the trains now. Allow them to take turns if they would like.
   a. If this scenario is acted out, and the group would like to do another, provide additional scenarios. Feel free to make them up to be more relatable to your students. Some of the following scenarios may need a teacher to help give ideas for solutions:
      ● The children are on a very long car ride and are bored! They want to get to their destination right now, but it will still be a long time. What can they do while they are waiting?
      ● One of the children is very cranky and upset, he keeps yelling at his friends and crying. What can his/her friends do to solve the problem?
      ● It is nap time, and everyone has to lie down on their mats. They don’t want to sleep. What can they do while they are waiting?
   b. If dramatic play is a regular area for children to choose for center time, feel free to encourage the children to continue acting out these kinds of scenarios, which they could make up themselves or be given scenario prompts by a teacher.

Assessment:
Each student will be able to demonstrate their ability to share, take turns, and trade during the Patience Challenges.

Outcomes:
At the end of this lesson, each child will be able to identify ways to express patience and ways to play with others (sharing, taking-turns, trading).
Lesson 4- How Can We Solve Problems with Empathy, Patience, and Kindness?

Time: 25-35 minutes

Objectives: The child will be able to identify ways to express patience and identify strategies to share, take-turns, and trade toys or objects.

MA State Standard:

Standard APL 5: The child will cooperate with others in play and learning.

Standard SEL 9: The child will demonstrate the ability to manage conflict.

Vocabulary to review:
- **Patience**: The ability to wait without getting angry or upset.
- **Empathy**: Thinking about another person and how they are feeling.

Materials needed:
- Dragonfly puppet
- Pen and paper
- A second puppet
- Peer Problem Solving Step (Appendix D)

Lesson Steps:

Review vocabulary words empathy, patience, and kindness

1. Dragonfly welcomes children to the circle and says hello and to each student with a high-five or kiss on the forehead (their choice).

2. Dragonfly asks children what empathy and patience mean to them, providing prompts and guidance as needed to find the answers.

3. Dragonfly asks anyone that has seen patience or kindness demonstrated to put it on the Virtue Heart Wall. Write down responses to hang later and share your own observations.

Teach problem solving strategies

4. Dragonfly introduces today's lesson: learning about how to solve difficult problems with friends.

5. Teach Problem Solving Strategies
   a. Ask, “Do friends sometimes get into a fight or argument?” Pause for answers. Say, “Of course! Even people who love each other can disagree, and sometimes we may even hurt each other's feelings.” Ask, “Have you ever been hurt by a friend or have you ever yelled at someone or hurt them?” Say, “We all make mistakes. The important thing is knowing how to fix a problem.”
   b. Introduce the concept of a problem
Say, “When someone grabs our toy, that is a problem. If we push someone, that is a problem. When we play in the sink, splash water everywhere, and make everyone behind us wait for too long, that is also a problem. Can you think of any problems that happen in our classroom sometimes?” Give prompts and gather answers from children.

Explain that problems happen every day in our class. Say, “We would like to solve problems in a helpful way so that everyone can play together, our classroom and materials stay clean and nice, and no one's feelings get hurt.”

6. Use puppets to act out problem-solving by demonstrating the virtues (empathy, kindness, and patience).
   a. Take out puppets and have them act out a scenario where one puppet grabs the toy another is playing with; when this happens, say, “Stop! It looks like we have a problem.” Ask, “What is the problem?” Gather answers and restate them.
   b. Ask, “How can they solve the problem?” Provide prompts as needed, encourage a “way to play” solution learned previously: taking turns, sharing, and trading. Enact solution. Ask, “Were we able to solve the problem?”
   c. Gather answers and explain how patience, empathy, and kindness help us to be problem solvers and good friends.
   d. Provide another solution where one puppet hurts the other by hitting them because the other cut in line. Say “Stop! It looks like we have a problem!” Ask, “What is the problem?” Once clearly stated, ask, “How can the puppet who hurt the other one solve the problem they created? We all make mistakes sometimes, but it is important that we try to fix them.” Provide prompts as needed:
      - Say I'm sorry
      - Ask if they are okay
      - Ask if they want a hug
      - Get a teacher if needed
   e. Ask how empathy, patience, and kindness help us to solve problems. Provide examples, guidance, and prompts as needed.
   f. Time permitting, have students generate a problem to act out with the puppets. Depending on the communication level of students, ask for a volunteer to act out the problem with Dragonfly.
g. Share when a student should get a teacher's help to solve a problem. For example, when another student is pushing or hitting, refusing to share or take turns, or is breaking something.

h. Have Dragonfly share how excited and happy he is with the problem solving they were able to do. Dismiss children from the circle with a kiss or high-five from Dragonfly.

**Assessment:**
Each student will demonstrate their ability to generate solutions to solve peer-to-peer social problems through class discussions following puppet role play of social problems.

**Ongoing Assessment:**
Observe student interactions during free-play or free-choice times to see if students are able to enact problem-solving skills between peers, with or without the help of an adult. See if students are able to: identify when there is a problem, generate solutions, solve problems, and use the language of sharing and problem-solving.

*Be prepared to provide support and coaching for a few months before students will be successful on their own.*

**Outcomes:**
At the end of this lesson, each child will be able to demonstrate patience and sharing.

**Steps to take after the lesson:**
Following this lesson, attempt to use the same language to identify and solve problems throughout the day and in diverse settings. Language is included in the Peer Problem-Solving Steps included in Appendix D and Appendix F. Encourage students to generate solutions as much as possible. Coach and encourage students about how to solve problems during play.
Lesson 5- What does Patience Mean to Me?

**Time:** 20-30 minutes

**Objectives:** The child will better understand the meaning of kindness, empathy, and patience.

**Materials needed:**
- Dragonfly puppet
- Picture Book - *The Pigeon Wants a Puppy* by Mo Williams

**Vocabulary to review:**
- **Patience:** The ability to wait without getting angry or upset.
- **Virtues:** Good qualities we have in our hearts to help us be a good friend to others.
- **Kindness:** Thinking about how others are doing and being nice to them.
- **Emotions:** What we are feeling, such as happiness, sadness, joy, fear, and anger.
- **Empathy:** Thinking about another person and how they are feeling.

**Lesson Steps:**

**Start Virtues Circle with Dragonfly.**
1. Introduce Virtues Circle
   a. Start with *Dragonfly’s Chant* (Appendix B)
   b. Have Dragonfly welcome everyone with a kiss on the forehead or a high-five (their choice) and share with the students his excitement for all that they have learned this week.
   c. Have Dragonfly explain the purpose of the Virtues Circle again: Every week, everyone will be given the chance to think about what they have learned during the week. They will share what they have learned, how the virtues make them feel, and how the virtues can help them. Share that this is a special time and it is very important for everyone to be patient and show kindness by listening to each other.
   d. Have Dragonfly ask, “What is something that we talked about this week? Can you remember?” Give prompts for patience, virtues, kindness, and empathy. Have Dragonfly ask if anyone can remember what they mean. Ask, “What does patience mean to you? What does empathy mean to you? What is a virtue?” Give time for children to share and provide examples.
Read the story *The Pigeon Wants a Puppy* by Mo Williams again.

2. Have Dragonfly ask, “What do you like about this story?” and “Which virtue can the Pigeon practice more of?” Would showing patience help the pigeon to make better choices? Why?”

**Reflect on what was learned this week**

3. Have students reflect on whether or not they saw kindness or patience expressed in school this week. Fill out Virtue Hearts on the Virtue Heart Wall.

4. Ask them to share which emotion(s) they felt when they expressed kindness or patience. Finally, have them share what they love about patience, and how showing patience will help their classroom be a happier place. Provide prompts and guidance as needed.

5. Have each child share what patience means to them. Write it on a large sheet of paper and hang it somewhere visible to parents and children.

6. Share ideas about how we can remember to be patient, such as “Dragon Breaths”. (These were discussed in Lesson One. These are deep breaths through the nose and then a big exhale through the mouth with tongue out.) Practice three times with the class.

7. Share which virtue will be discussed next week: Respect (Knowing that everyone is equal and worthy and showing them patience and kindness.)

8. End with Circle of Hands activity (Responsive Classroom, 2015):
   a. Each person puts their right hand into the middle of the circle and makes a fist with their thumb extended to the left. Then, everyone connects hands: Each fist grasps the thumb of the person to the right. Holding this circle of hands, the class chants, “We are a class that helps each other!” three times, then raises their hands into the air, breaking them apart.

**Assessment:**
Each student will accurately tell another student or the teacher their own definition of patience and share with the class how patience can be expressed.

**Outcomes:**
At the end of this lesson, the child will be able to define patience in their own words to a peer and identify how patience can be expressed in themselves and others.
Unit 3: Respect

An important aspect of teaching respect is teaching ‘consent’. Teaching consent can be controversial and unfamiliar for many preschool teachers. Articles about teaching consent have been included in the Teacher Resource section to provide additional information if needed.

Objectives Overview
The child will be able to define respect and consent in his/her own words and identify ways to express respect.

MA State Standards
Standard SEL 6: The child will recognize diversity and demonstrate respect for others:
  • with support, balance own needs with others’ authority needs (e.g., sharing materials, asking for a turn).
  • begin to understand that different people may have different ideas, desires, and perspectives.
  • begin to understand that different people have different abilities.

Standard SEL 12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.
Lesson 1- What is Respect?

Time: 20-30 minutes

Objectives: The child will be able to define the word respect in his/her own words.

MA State Standard:
Standard SEL 6: The child will recognize diversity and demonstrate respect for others and begin to understand that different people may have different ideas, desires, and perspectives.

Materials needed:
- Dragonfly puppet
- Picture book - *Everyone Matters* by Pat Thomas

Vocabulary:

**Respect:** Knowing that everyone is equal and valuable and treating them with patience and kindness.

Vocabulary to review:

- **Patience:** The ability to wait without getting angry or upset.
- **Virtues:** Good qualities we have in our hearts to help us be a good friend to others.
- **Kindness:** Thinking about how others are doing and being nice to them.
- **Emotions:** What we are feeling, such as happiness, sadness, joy, fear, and anger.
- **Empathy:** Thinking about another person and how they are feeling.

Lesson Steps:

**Gather the children for Circle Time with Dragonfly**

1. Have Dragonfly welcome everyone with a kiss on the forehead or a high-five (their choice) and have him share with the students his joy in teaching them about respect this week.
2. Take three “Dragon Breaths” with the class (deep breaths through the nose and then a big exhale through the mouth with tongue out).
3. Have Dragonfly take out all of his Virtue Pillows, reading the virtue of each pillow as you take it out. Have him ask the children what their favorite virtue is and pause for answers. Review which virtues have already been discussed (patience, empathy, kindness). Share that this week will be about respect while holding up the respect Virtue Pillow.
4. Have Dragonfly ask, “Do you know what respect is?” Listen to student ideas and provide a definition: knowing that everyone is equal and valuable and treating
them with patience and kindness. Have Dragonfly say: “This week we will learn all about respect and how it can help us have friends and a happier classroom.”

Read and Discuss *Everyone Matters*.

5. Dragonfly introduces the story *Everyone Matters*.
   a. After reading the title, have him ask, “What do you think this story will be about?” Pause for answers and explain the purpose of the story: to learn how we can show respect to others because we know everyone matters and is important.

6. Read story.
   a. On page eight, review what the word “value” means (how important you think something is). Ask, “Is everyone in our class important?” Pause for answers. Say, “Great, and we are all equally important. No one has more value or importance than anyone else.”
   b. On page nine, review the word “equality.” Ask what they think equality means and provide the definition: Everyone is important and has the same value.
   c. On page 13, ask “What are some of the things we feel in our hearts?” Listen to answers, provide guidance as needed. Then ask, “Do we all feel happiness, sadness, joy, and anger in our hearts? Yes! Do we all have the virtues in our hearts? Yes!”
   d. On page 15, ask, “Should anyone be called names?” If anyone says yes, ask for clarification. Make sure everyone understands that no one deserves to be called names.
   e. On page 19, ask, “What is a bully?” Provide clarification as needed.
   f. On page 23, ask, “Do we have different ideas and opinions in this class? Of course! Who likes the color red the most?” Pause to see hands raised. “Who likes the color blue most?” Pause to raise hands. “I bet that there are other colors that may be a favorite too! Is it okay to have a different favorite color? Of course! No one is more important or better because blue is their favorite color. No one is better or more important because of their ideas or opinions.”
   g. On page 25, emphasize the importance of practicing the virtues. Share that, through practice, Dragonfly became very good at showing them, but at first it was hard for him.

7. Students share definitions of respect.
   a. At the end of the story, ask “What does showing respect mean to you?” Gather responses. If you are unable to get everyone’s responses at this time, record those who do respond and follow up with those who have not
shared. Write everyone’s definition of respect on a large sheet of paper to hang in the classroom.

8. Discuss with students when it can be hard to show respect.
   a. Ask, “What if you really want something right now and you grab the toy or push someone - is that being respectful?” Gather responses and generate with the class some possible strategies to help students show respect.

Add hearts to Virtue Heart Wall
9. Before ending the circle, ask if anyone has seen any acts of kindness or patience to share to put on the Virtue Heart Wall. Have students and teachers share if they have seen acts of kindness or patience. Explain that, this week, everyone can look for acts of kindness, patience and respect to put up on the Virtue Heart Wall.

Dismiss from circle
10. Dismiss with a high-five or a kiss from Dragonfly, thanking everyone for their participation.

Assessment:
Each student will accurately tell another student their own definition of respect.

Outcomes:
At the end of this lesson, the child will be able to define what respect means in their own words.
Lesson 2- How do I show Respect?

*Time*: 20-30 minutes

*Objectives*: The child will be able to identify ways to express respect in diverse settings.

**Materials needed:**
- Dragonfly puppet
- A second puppet
- Paper
- Crayons, colored pencils, or markers

**Vocabulary:**

*Respect*: Knowing that everyone is equal and valuable and treating them with patience and kindness.

**Lesson Steps:**

**Review Respect and how it is shown**

1. Gather the children for Circle Time.
2. Have Dragonfly say hello to children with a kiss or a high-five and share his excitement to be with them again.
3. Have Dragonfly ask children if they can remember what respect is. Give prompts and the definition as needed.
4. Ask, “How do people show you respect?” “Does everyone deserve respect?”, and “How do you feel when people are respectful to you?”
5. Ask, “What are words that we can use to be respectful?” Share ideas: ‘please’, ‘thank you’, ‘excuse me’, and ‘I’m sorry’.
6. Share ideas about what respect looks like in different places: Library, classroom, hallway, church or temple, theater, playground, etc.
7. Share how respect can be shown to people and to things. Provide examples of how respect is shown in different ways in the classroom: waiting in line, taking turns, cleaning up after center time, washing our hands to prevent the spread of germs, etc.

**Use puppets to show how to demonstrate respect**

8. Use puppets to act out ways respect can be shown -
   a. Examples include:
      - Saying, “please,” “excuse me,” and “thank you”
      - Taking care of materials and cleaning up materials in the classroom
   b. It can be a good idea to use a volunteer student to act out respect with a puppet. With each example, review why it is respectful to do these things.
Drawing Activity: Drawing ourselves being respectful

9. Introduce the drawing activity.
   a. While children are still in the circle, share that everyone will now be able to
draw a picture of themselves being respectful. Share that, together, all of
the pictures they will draw will be collected to make a class book. Have a
few students share an idea of how they can show respect to others.
Provide prompts and ideas as needed.
   b. Pair into groups of two while seated in the circle if this will not be too
disruptive for your group. Have each child tell their partner what act of
respectfulness they will draw. Listen to see if any children are confused or
uncertain, provide clarity as needed.
   c. Dismiss children one-by-one by having Dragonfly give a kiss on the
forehead or a give a high-five.
   d. Children go to tables to draw. Distribute white paper and art supplies
(crayons, markers, colored pencils) in a fashion that is routine for your
classroom or have them set out beforehand.
   e. Allow children to draw a picture of themselves being respectful. Write on
the picture what they have described with a black marker to be clearly
legible so others can understand it when the pictures are compiled as a
classbook.
   f. When most children are finished, have a few children share with the group
what they drew and why.

Create Classbook

10. When every child in the class has had an opportunity to draw a picture, and the
teacher has written descriptive text, compile as a class book and include a cover
page on sturdy paper with the title: Our Classroom Knows How to be Respectful.
Read at a later date during Circle Time or in a small group, then add to the
classroom library.

Assessment:
Each student will be able to provide an example of an expression of respect through a
drawing.

Outcomes:
At the end of this lesson, the child will be able share different ways to express respect in
diverse settings.
Lesson 3- How can I ask for Respect?

Time: 20-30 minutes

Objectives:
The child will be able to define the word consent in his/her own words and ask for respect to be shown to them.

Materials needed:
- Dragonfly puppet and second puppet
- Consent Cartoon (Appendix E)
- Picture book - No Means No! by Jayneen Sanders
  
  (Please read this story in advance and decide what is appropriate and understandable to your class - omit pages if needed. If appropriate for your age group, review what is a private part before reading (i.e. the parts of ourselves we cover with underwear or swimsuits and are private)).

Vocabulary:
  Consent: Getting permission from someone before touching them or something that belongs to them.

Vocabulary to review:
  Respect: Knowing that everyone is equal and valuable and treating them patience and kindness.

Lesson Steps

Read No Means to No!
1. Gather the children for Circle Time:
   a. Have Dragonfly say hello to children with a kiss or a high-five if they want it. Have him share his excitement to be with them again.
   b. Have Dragonfly ask children if they can share what respect means to them. Give prompts and definition as needed.
   c. Introduce the book. Share that it is important to have respect for each other's bodies. Say, "Do we hit or push? No way! We also need to make sure we are touching each other in ways that are OK with the other person. To help us understand how we can ask others to respect our own bodies, we are going to read the book, No Means No!"
   d. Read the story. Provide vocabulary, clarity, and ask questions as needed. Reiterate that it is okay to say no to a hug or a touch if they do not want it.

Teach the meaning of Consent
1. While still in circle, say, “Your body belongs to you and no one else!” Should anyone hurt another person’s body? Never! We also shouldn’t touch other people without asking them. Asking them is to get consent. Can you say consent? [Have it repeated back once or twice.] When we get consent to touch someone, we are getting permission to do so. For example, we need to get permission or get consent to give a hug. If someone tries to touch us, and we don’t like it we can always say ‘no’. And no means no!

2. Read Consent Cartoon (Appendix E) with students. Ask, “Why should we ask someone if they would like a hug?” Gather their thoughts and share that some people really do not want a hug. We want to be respectful to them and we don’t want to hurt them or make them sad. So we ask first. Before we touch someone or use what belongs to them, we should get their consent.

3. Act out asking for consent to give a hug with puppets. act out getting permission or consent to take someone’s food or to wear their hat. Also act out the puppets saying ‘no’ to touching them; repeat scenarios found in book No Means No!

Conclude Circle Time Lesson

4. Ask, “What does consent mean?” Gather answers and responses from children, provide clarity and prompts as needed. Say, “Consent is getting permission from someone before touching them or touching something that belongs to them. When do we need to get consent?” Wait and gather answers. Clarify as needed. For example, saying “We need to get consent before we touch someone or take their things. We should ask if someone wants a hug before we give it to them or use their toys. We do this to be respectful.”

5. Before ending the lesson see if anyone has any questions or thoughts to share. Share that tomorrow the classroom will be lucky to have some very special visitors - babies!

Assessment:
Each student will accurately tell another or the teacher their own definition of consent.

Outcomes:
At the end of this lesson, the child will be able to ask for respect to be shown to them and define consent.
Lesson 4- How can we show virtues to babies?

Setting: The central activity of this lesson is interacting with babies (aged three to 14 months). The size of the group may depend on the number of babies present. For this lesson, it is ideal to have one baby for two-five preschoolers.

Time: 20-45 minutes

A note about timing: Inviting babies into the classroom can take additional coordination. Feel free to have this lesson take place during any time of the week, as long as it is after the first lesson.

Objectives: The child will practice showing respect, kindness, empathy, and patience.

MA State Standard:
Standard SEL 6: The child will recognize diversity and demonstrate respect for others
- begin to understand that different people may have different ideas, desires, and perspectives.
- begin to understand that different people have different abilities

Materials needed:
- Dragonfly puppet
- One or more infants (three months to 14 months), their teachers or caregivers to assist (number of babies depend on size of group)
- Items to care for and help with watching babies:
  - baby toys
  - baby bottles or baby food
  - blanket to put on floors for babies to play

Vocabulary (to review):
Patience: The ability to wait without getting angry or upset.
Virtues: Good qualities we have in our hearts to help us be a good friend to others.
Kindness: Thinking about how others are doing and being nice to them.
Emotions: What we are feeling, such as happiness, sadness, joy, fear, and anger.
Empathy: Thinking about another person and how they are feeling.
Consent: Getting permission from someone before touching them or something that belongs to them.
Respect: Knowing that everyone is equal and valuable and treating them patience and kindness.

Lesson Steps:
Introduce today's lesson
1. Gather the children for Circle Time with Dragonfly
a. Have Dragonfly welcome everyone with a kiss on the forehead or a high-five (their choice) and share with the students his joy about teaching them virtues for the past three weeks. With Dragonfly, review the vocabulary learned so far.

b. Have children share if they have seen any acts of kindness, respect, patience, or empathy to put on the Virtue Heart Wall; write down scenarios. Remember, this may still take clarifying and guidance about what acts of virtues may look like. Share and write down your own observations as well.

c. Share that babies will be joining them. Have a conversation with the class about how they think babies should be treated.
   - Ask, “Should babies be treated with kindness, respect, empathy and patience? Why?” Further the discussion with how these virtues can be shown to babies.
   - Ask what special needs or differences in care a baby will need compared to preschoolers (quieter voices to not scare them, special food, gentle hands, extra help to eat, go to the bathroom, and sleep, etc.) Ask, “Do babies deserve less respect because they can do less than you?” Gather answers and share that everyone is worthy of respect, regardless of their age or abilities.

Babies Visit Classroom

2. Welcome babies into the classroom. Introduce their ages and names. Share the sort of things babies enjoy doing, how frequently they sleep and eat, what they are learning about (hand coordination, sitting up, neck strength, rolling over, standing up. Depending on ages, these may be different.)

3. In groups of two-five, preschoolers engage with a baby. Have them share toys, hold them, show them books and feed them (when possible). If they cry, have caretakers share why the baby might cry and what they do to help them feel better. This engagement can last as long as both babies and preschoolers are comfortable and engaged (5-20 minutes). It may be wise to have a simple secondary activity set up that preschoolers can do independently for those who no longer have a desire to play with the babies.

4. Have everyone say goodbye to the babies when it is time for them to leave.

Reflect on interactions with babies

5. End the lesson with a conversation about how students showed respect, patience, and kindness to the babies. Provide prompts as needed. These could include: Was it kind for you to read or sing to them? Did you show respect by
keeping a soft voice so as not to startle them? How is showing respect to a baby
different from showing respect to an older child or an adult? How did they show
empathy to the babies? Did they think about what the babies were feeling? Did
students show patience if babies were fussy, crying, or made a mess with their
food? Was it easy or hard to show these virtues with babies? How did it make
them feel to show the virtues?

6. Have every child share a virtue they demonstrated while interacting with the
babies, either during Circle Time or individually, with the teacher. Write on a large
sheet of paper and hang in the classroom for parents to read and for possible
future reflection with children.

**Assessment:**
Each student will share with the class or the teacher a virtue they recognized while
demonstrating it to the babies during the reflection conversation.

**Outcomes:**
At the end of this lesson, children will have an increased self-identity as people who are
respectful, kind, empathetic, or patient.
Lesson 5- What does respect mean to me?

Time: 20-30 minutes

Objectives: The child will better understand the meaning of respect, kindness, empathy, and patience.

MA State Standard:
Standard SEL 12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions

Materials needed:
- Dragonfly puppet
- Picture Book - *Everyone Matters* by Pat Thomas

Vocabulary (to review):
- **Patience**: The ability to wait without getting angry or upset.
- **Virtues**: Good qualities we have in our hearts to help us be a good friend to others.
- **Kindness**: Thinking about how others are doing and being nice to them.
- **Emotions**: What we are feeling, such as happiness, sadness, joy, fear, and anger.
- **Empathy**: Thinking about another person and how they are feeling.
- **Consent**: Getting permission from someone before touching them or something that belongs to them.
- **Respect**: Knowing that everyone is equal and valuable and treating them with patience and kindness.

Lesson Steps:

**Start Virtues Circle with Dragonfly.**

1. Introduce Virtues Circle
   a. Start with *Dragonfly’s Chant* (Appendix B)
   b. Have Dragonfly welcome everyone with a kiss on the forehead or a high-five (their choice) and share with the students his excitement for all that they have learned this week.
   c. Remind them about the expectations and importance of the Virtues Circle. This is a time for everyone to think about what they have learned this week, how they and others have shown it, and how the virtue makes them feel when it is expressed.
   d. Have Dragonfly ask, “What virtue did we talk about this week? Can you remember?” Give prompts for respect and consent. Have Dragonfly ask if anyone can remember what they mean. Ask, “What does respect mean to
you? What does consent mean? When do we need to ask for consent?” Between each question, give time for children to share and provide examples.

Read *Everyone Matters* by Pat Thomas again.

2. Read story, ask questions and provide clarification as needed throughout. Have Dragonfly ask, “What do you like about this story?” and “What does it teach us about respect?”

Reflect on what was learned

3. Have students reflect on if they saw a virtue expressed in school this week. Fill out Hearts for the Virtue Heart Wall.

4. Ask them to share which emotion(s) they felt when they expressed respect. Have them share what they love about patience, and how showing patience will help their classroom be a happier place. Provide prompts and guidance as needed.

5. Have each child share what respect means to them. Write it on a large sheet of paper and hang it somewhere visible to parents and children in or outside the classroom.

6. Share which virtue will be discussed next week: perseverance. (Knowing that everyone is equal and valuable and treating them patience and kindness.)

7. End with Circle of Hands activity (*Responsive Classroom*, 2015)
   a. Each person puts their right hand into the middle of the circle and makes a fist with their thumb extended to the left. Then, everyone connects hands: Each fist grasps the thumb of the person to the right. Holding this circle of hands, the class chants, “We are a class that helps each other!” three times, then raises their hands into the air, breaking them apart.

Assessment:
Students will demonstrate their ability to define and use this unit’s vocabulary word, respect, through class discussion.

Outcomes:
At the end of this lesson, children will be able to define this week’s vocabulary word (respect) in their own words and identify when respect is demonstrated in themselves and others.
Unit 4: Perseverance

Objectives Overview:
The child will be able to define perseverance in his/her own words and identify ways to express perseverance when they experience a challenge.

The child will demonstrate greater resilience, grit, and begin to adopt a growth mindset.

MA State Standards

*Standard SEL 1:* The child will be able to recognize, identify, and express his/her emotions.

*Standard SEL 3:* The child will demonstrate self-efficacy (confidence and competence).

*Standard SEL 10:* The child will demonstrate the ability to seek help and offer help.
Lesson 1 - What is Perseverance?
Time: 20-35 minutes
Objectives: The child will be able to define perseverance in his/her own words and identify when perseverance is expressed.

Materials needed:
- Dragonfly puppet
- Picture book - The Girl Who Ran by Frances Poleti and Kristina Yee

Vocabulary:
Perseverance: Working hard despite challenges, because you know you can grow and get better.

Vocabulary to review:
Patience: The ability to wait without getting angry or upset.
Virtues: Good qualities we have in our hearts to help us be a good friend to others.
Kindness: Thinking about how others are doing and being nice to them.
Emotions: What we are feeling, such as happiness, sadness, joy, fear, and anger.
Empathy: Thinking about another person and how they are feeling.
Respect: Knowing that everyone is equal and valuable and showing them patience and kindness.

Lesson Steps:

Introduce meaning of perseverance
1. Welcome children to the circle:
   a. Gather the children for Circle Time with Dragonfly.
   b. Have Dragonfly welcome everyone with a kiss on the forehead or a high-five (their choice) and have him share with the students his joy to be learning about perseverance with them.
   c. Take three “Dragon Breaths” with the class. These are deep breaths through the nose and then a big exhale through the mouth with tongue out and a little roar.
   d. Have Dragonfly take out all of his Virtue Pillows, reading the virtue of each pillow as you take it out. Have him ask the children what their favorite virtue is, and pause for answers. Review which virtues have already been discussed (patience, empathy, kindness, respect). Share that this week,
everyone will learn and explore the meaning of perseverance while holding up the perseverance virtue pillow.

e. Have students say “perseverance” a few times as they clap out the syllables so they become more familiar and comfortable saying this long word out loud.

f. Have Dragonfly ask, “Do you know what perseverance is?” Listen to student ideas, if they have them.

g. Provide the definition: working hard despite challenges, because you know you can grow and get better. Provide examples of when you have seen perseverance in your class or daily life.

h. Have students share examples of perseverance. Ask, “When do we show perseverance? What is something that is really hard, but if we try our best and work hard, we can do it?” Gather answers and write on a poster to hang in the classroom (i.e. learning to ride a bike, learning to read, going to college, running a marathon, etc.)

i. Have Dragonfly say, “This week, I am excited that we get to learn about perseverance and how it can help us be happier children and have a happier classroom.”

**Read Story The Girl Who Ran** by Frances Poleti and Kristina Yee

2. Dragonfly introduces the story:

   a. After reading the title, have Dragonfly ask, “What do you think this story will be about?” Pause for answers.

   b. Explain the purpose of the story: to learn about Bobbi Gibb, the first woman to run the Boston Marathon. She ran even though she was told she couldn’t do it. Explain what a marathon is and how it was once thought that women and girls couldn’t run far distances, that it would hurt them more than men and boys. Highlight how silly and wrong this belief was. Share that Bobbi encouraged other women to realize they could also persevere and run long distances.

3. Read story. Ask questions and provide clarity as needed.

   a. Ask, “How did Bobbi show perseverance?” Gather answers and ask, “Do you think it would have been scary for her?” and, “Why did she run if she would be scared?” Provide prompts.

   b. Ask, “When should we persevere when something is difficult?” Provide examples, such as: completing a puzzle that is really hard, learning to cut in a straight line, learning to share and solve problems, learning to read, etc. Ask, “If we keep working really hard at these things we are not yet great at, will we become better at them?” Gather answers.
Students share definitions of perseverance
4. Ask “What does perseverance mean to you?” Gather responses. If you are unable to get everyone’s responses at this time, follow up with those who have not shared. Write everyone’s definition of perseverance on a large sheet of paper to hang in the classroom.

Gather examples for Virtue Heart Wall
5. Before ending the circle, ask if anyone has seen any acts of kindness, respect or patience to share to put on the Virtue Heart Wall. Have students and teachers share if they have seen the virtues demonstrated. Explain that this week, everyone can look for acts of kindness, patience, respect, and perseverance to put up on the Virtue Heart Wall.
6. Dismiss from the circle with a high-five or a kiss from Dragonfly (student choice).

Assessment:
Each student will accurately tell another student or the teacher their own definition of a perseverance.

Outcomes:
At the end of this lesson, the child will be able to define perseverance in their own words and the ways they can express perseverance to overcome a challenge.
Lesson 2- How do I show Perseverance?

Time: 30 minutes

Objectives: The child will be able to identify ways to express perseverance in diverse settings.

MA State Standard:

Standard SEL 1: The child will be able to recognize, identify, and express his/her emotions.

Materials needed:

- Dragonfly puppet
- A second puppet
- Paper
- Crayons, colored pencils, or markers

Vocabulary:

Perseverance: Working hard despite challenges because you know you can grow and get better.

Lesson Steps:

Review the meaning of perseverance and how it is shown

1. Review definition of perseverance
   a. Gather the children for Circle Time.
   b. Have Dragonfly say hello to children with a kiss or a high-five (student choice) and share his excitement to be with them again.
   c. Have Dragonfly ask children if they can remember what perseverance means. Give prompts and definition as needed.
   d. Ask, “When does someone persevere?” and, “Do you think it can be hard to keep trying if you are not doing very well?” Gather responses and provide prompts, examples, and clarity as needed. Examples include learning to write letters or learning to ride a bike. If you have a direct example of a skill they are developing in your class, use that.
   e. Provide reasons why we persevere. For example, to help others, to improve or develop a skill, to learn, or to achieve a dream or goal.

Use puppets to teach perseverance and develop a growth mindset

2. Use puppets to act out how perseverance can be demonstrated and how persevering can help us achieve our goals and improve. It can increase engagement to have a student volunteer to act out scenarios with a puppet. A primary goal of this activity is to develop a growth mindset by learning that when
we first try something new, we will need to put in great effort before we master it, but through effort and practice we get better.

a. Scenario examples include: Learning a new skill (riding a bike, learning to read, learning to count), sharing toys, going on a long hike. Have children provide possible scenarios to enact as well.

b. With each enactment, review why perseverance can be challenging but leads to growth.

3. Share that in order to persevere when struggling with something, we need to believe that we can get better. We will get better, if we don’t give up. Ask, “Do you think it was very hard for me to learn to read? You bet! Just like you, I had to keep trying and trying. At first, it was very hard, but now it is easy for me! Practice and trying, again and again, are what I needed to learn to read. I persevered and now I can read! Just like you one day. Often, to solve a problem, we need to persevere.”

4. Have Dragonfly share ways we can encourage others to persevere when they are having a hard time; such as, “Good job!” “I know you can do it!” “You will be so happy when you are finished!” Practice saying these phrases as a class.

**Drawing Activity: Drawing myself persevering**

1. Introduce drawing activity:

   a. While children are still in the circle, share that everyone will now be able to draw a picture of themselves persevering. Share that all of the pictures they will draw will be collected to make another class book.

   b. Have a few students share with a partner or the whole group an example of when someone needs to persevere to learn something or achieve a goal. Provide prompts and clarification as needed. This is what the students will draw.

   c. Dismiss children one-by-one by having Dragonfly give a kiss on the forehead or a give a high-five (student choice).

2. Children draw themselves persevering.

   a. Children go to tables to draw. Distribute white paper and art supplies (crayons, markers, colored pencils) in a fashion that is routine for your classroom or have materials set out beforehand.

   b. Children draw a picture of themselves persevering.

   c. When finished or nearly finished, ask children what they have drawn. Write on the picture what they have described with a black marker to be clearly legible so others can understand it when the pictures are compiled as a class book.
d. When most children are finished, have a few children share with the group what they drew and why.

Create Classbook
3. When every child in the class has had an opportunity to draw a picture, and the teacher has written descriptive text, compile as a class book. Include a cover page on sturdy paper with the title: Our Classroom Knows How to Persevere. Read at a later date during Circle Time or in a small group, then add to the classroom library.

Assessment:
Each student will identify an example of an expression of perseverance through a drawing.

Outcomes:
At the end of this lesson, the child will be able to identify times during which they can show perseverance.
Lesson 3- How Can We Practice Perseverance?

**Time:** 20-30 minutes (This lesson has a couple of activities, they can be all done at once or broken into separate mini-lessons.)

**Objectives:**
The child will practice perseverance.

**MA State Standards:**
*Standard SEL 3:* The child will demonstrate self-efficacy (confidence and competence)
*Standard SEL 10:* The child will demonstrate the ability to seek help and offer help

**Materials needed:**
- Hula Hoop
- Blocks for building (as many as possible)
- Other materials if providing variations of the challenge activities

**Vocabulary:**
Perseverance: Working hard, despite challenges, because you know you can grow and get better.

**Lesson Steps:**

**Review meaning of Perseverance**
1. Review vocabulary and introduce lesson during Circle Time:
   a. Have Dragonfly say hello to children with a kiss or a high-five and share his excitement to be with them again.
   b. To center and ground the children, have them do 3 “Dragon Breaths.”
   c. Ask if anyone has seen a virtue expressed this week and put these on the Virtue Heart Wall.
   d. Have Dragonfly ask children if they can share what perseverance is. Provide examples, prompts, and definition as needed.
   e. Provide reasons why we persevere: to help others, to improve or develop a skill, to achieve a dream or a goal.
   f. Share that, today, we will complete challenges to practice perseverance - they will be hard, but students will improve with practice and perseverance. Some challenges will be completed independently and others will be done as a team.
   g. Explain the first challenge (description below). Explain that it is okay to ask for help to complete the challenges and it is not important who completes them first or whose tower is the highest. The important thing is for everyone to try their best and to be kind and encouraging to others.
Perseverance Challenges

2. Perseverance Challenge One - Block Tower
   a. Every child gets a pile of blocks. Block piles can be 10-20 blocks, depending on the size of blocks and availability. It is also possible to do this activity in groups of two-three. This will depend on how many blocks you have and if children are old enough to play cooperatively. If doing challenges in a group, think about who to group together in advance.
   b. Ask, “Who can stack all of their blocks to make a tower?” Intensify or make easier the challenge to meet the skillset of your students.
   c. Additional challenge variations to include:
      - Make the blocks into a tunnel or bridge
      - Make a tower of 10 blocks and balance a train (or another toy) on top
      - Make a circle (and/or another shape) out of the blocks
      - Make a tower out of various loose parts
      - Make a tower out of paper and tape
   d. While children are doing challenges, walk around and provide words of encouragement. Encourage team members to do the same.

3. Reflect on challenge
   a. Once children have had a chance to make a few variations to the challenge, gather back into a circle.
   b. Ask, “Was this challenge sometimes frustrating?” Gather answers. Share that it’s okay to be frustrated sometimes.
   c. Ask if the encouraging words were helpful.
   d. If done in a group, ask if it was hard to sometimes work with others. Also, ask if they thought it was helpful to work as a group.
   e. Ask what was the best and hardest part of the challenges.

4. Perseverance Challenge Two - Hula Hoop Challenge
   a. While still in the circle, introduce the Hula Hoop Challenge:
      - Share that this is an activity that we will do as one big group. It will be hard, but if we can persevere and work together, we can do it!
   b. Give instructions to the challenge and demonstrate for the students. Check for understanding before proceeding. The video and instructions for how to do the Hula Hoop challenge can be found here: https://www.playworks.org/game-library/hula-hoop-challenge
      i. To scaffold the learning for younger students, first, have them stand individually and move a hula hoop across their body independently. Then form a circle and have students do it independently and pass it to the next person. Finally, when they can do this successfully,
have them attempt to pass the hula hoop while holding hands. Throughout this activity, walk along with the hula hoop to provide assistance and words of encouragement as needed.

ii. If they do not get it the first time, share that it is okay; and learning to do hard things takes time; you will give the class more time later to try again.

iii. Remind students that it is okay to ask for help to complete this challenge.

c. Once the class has attempted the challenges a few times, gather back into a circle.

i. Reflect on what made the challenge easier or what assisted with completing the challenge (asking for helping, words of encouragement, working as a team, staying focused, not giving up) and what didn't (becoming frustrated, people saying not nice things, not asking for help, etc.)

ii. Ask if they were able to get better with the challenges the more they tried it. Provide examples of improvement if needed.

5. Dismiss children from the circle with a high-five or a kiss from Dragonfly, thanking everyone for their participation.

Assessment:
Each student will express their ability to persevere, offer encouragement, and seek help while attempting the challenges.

Outcomes:
At the end of the lesson, children will be able to express perseverance, offer encouragement, and ask for help when needed.
Lesson 4- What does perseverance mean to me?

Time: 20-30 minutes

Objectives: Children will deepen their understanding of this unit’s vocabulary word, perseverance, and identify examples of when this virtue is expressed.

Materials needed:
- Dragonfly puppet
- Picture book - *The Girl Who Ran* by Frances Poletti and Kristina Yee

Vocabulary (to review):
- **Perseverance**: Working hard despite challenges because you know you can grow and get better.

Lesson Steps:

**Virtues Circle with Dragonfly.**
1. Introduce Virtues Circle
   a. Start with *Dragonfly’s Chant* (Appendix B)
   b. Have Dragonfly welcome everyone with a kiss on the forehead or a high-five (their choice) and share with the students his excitement for all that they have learned this week.
   c. Do a few “Dragon Breaths” to get grounded and ready for circle.
   d. Remind them about the expectations and importance of the Virtues Circle. This is a time for everyone to think about what they have learned this week, how they and others have shown perseverance, and how the virtue of perseverance makes them feel.
   e. Have students reflect on if they saw a virtue expressed in school this week. Fill out hearts for the Virtue Heart Wall.
   f. Have Dragonfly ask, “What virtue did we talk about this week? Can you remember?” Give prompts for perseverance. Have Dragonfly ask if anyone can remember what they mean. Ask, “What does perseverance mean to you?” Give time for children to share and provide examples.

Read *The Girl Who Ran* by Frances Poletti and Kristina Yee
2. Read Story. Pause and ask questions and provided clarification as needed throughout. Have Dragonfly ask, “What do you like about this story?” and, “What does it teach us about perseverance?”
Reflect on what was learned this week:

3. Ask students to share how they felt when they expressed perseverance. Have them share what they love about perseverance and how showing perseverance can help their classroom be a happier place. Provide prompts and guidance as needed.

4. Have each child share what perseverance means to them. Write it on a large sheet of paper and hang it somewhere visible to parents and children in or just outside the classroom.

5. Share that tomorrow will be the last lesson on the virtues of kindness, patience, respect and perseverance. They will do a special activity involving dramatic play to practice these virtues.

6. End with Circle of Hands Activity (Responsive Classroom, 2015)
   a. Each person puts their right hand into the middle of the circle and makes a fist with their thumb extended to the left. Then, everyone connects hands: Each fist grasps the thumb of the person to the right. Holding this circle of hands, the class chants, “We are a class that helps each other!” three times, then raises their hands into the air, breaking them apart.

Assessment:
Each student will demonstrate their ability to define and use this unit’s vocabulary word, perseverance, through class discussion.

Outcomes:
At the end of this lesson, children will be able to define this week’s vocabulary word, perseverance, in their own words and identify when it is demonstrated in themselves and others.
Lesson 5- How Can We Practice the Virtues?

Time: 30-45 minutes (This lesson includes five dramatic play scenarios. For some groups they may be completed quickly, others groups could take longer. Feel free to divide this lesson into two if needed.)

Objectives: The child will practice the four virtues learned (kindness, patience, respect, and perseverance) and the three ways to play (sharing, taking turns, and trading).

Materials needed:
- Dramatic play materials (i.e. dress up clothes, baby dolls, kitchen area, etc.) that are set up into different stations. The number of stations depends on the number of children in the group. Children will break into groups of two-four students. Each station should have: one toy, a doll, and a doctor kit.

Vocabulary (to review):
- Perseverance: Working hard despite challenges because you know you can grow and get better.
- Patience: The ability to wait without getting angry or upset.
- Virtues: Good qualities we have in our hearts to help us be a good friend to others.
- Kindness: Thinking about how others are doing and being nice to them.
- Emotions: What we are feeling, such as happiness, sadness, joy, fear, and anger.
- Empathy: Thinking about another person and how they are feeling.
- Consent: Getting permission from someone before touching them or something that belongs to them.
- Respect: Knowing that everyone is equal and valuable and treating them with patience and kindness.

Lesson Steps:

Review the four virtues learned
1. Gather the children for Circle Time:
   a. Have Dragonfly say hello to children with a kiss or a high-five and share his excitement to be with them again.
   b. To center and ground the children, have them do a few “Dragon Breaths” with Dragonfly.
   c. Ask if anyone has seen a virtue expressed this week and put it on the Virtue Heart Wall.
d. Review vocabulary words learned over the past four weeks. To do this, review the child’s definitions that were written on posters during the Virtue Circles. Provide examples and prompts as needed.

**Dramatic Play Scenarios**

2. Introduce Dramatic Play Scenarios
   a. Explain that you have set up dramatic play stations throughout the room. Each dramatic play station will be an opportunity for the groups to practice different virtues with their friends.
   b. Share with students the first dramatic play scenario (they have already done this in the first unit on kindness):
      i. Say, “Let’s pretend one child is sick and has a terrible tummy ache. The other children are her/his sisters and brothers. How can they show empathy and kindness to him/her to help him/her feel better?”
   c. Break into groups and have children go to their respective dramatic play stations.
   d. Instruct children to begin playing out the scenario.
   e. When groups are ready, provide a second scenario. This can be shared with the whole class or to individual groups depending on the flow of the activity and size of the group.
      i. Second scenario: The children all want to play with the same toy. How can they be patient and take turns?
         1. Before starting this activity, you may find it useful to review the ‘Three Ways to Play’ poster (Appendix C).
      ii. Third scenario: They are in a museum that is very quiet and has a lot of fragile sculptures. How can they be respectful?
      iii. Fourth Scenario: They all want to climb a very tall mountain. They will need to help each other and encourage each other to persevere to get to the top.

**Review as a group**

3. Once scenarios are finished, reconvene as a group.
   a. Have students share what it felt like to be kind, patient, respectful, and to persevere. What did they like the most? What was challenging?
4. With Dragonfly, have students reflect on what they have learned from meeting Dragonfly and working on these lessons.
5. Have each child share what they loved learning the most and write on a large sheet of paper to hang in the classroom, viewable to both students and parents.
6. Dismiss from circle.
a. Have Dragonfly share how happy he is for how much they have grown and learned.
b. Dismiss with a high-five or a kiss from Dragonfly, thanking everyone for their participation.

Possible extension of lesson
If the dramatic play is a regular area for children to choose for center time, feel free to encourage the children to continue acting out these kinds of scenarios, which they could make up themselves or be given scenario prompts by a teacher.

Assessment:
Each student will demonstrate their understanding of the virtues by acting them out in dramatic play scenarios.

Outcomes:
At the end of the lesson, children will be able to demonstrate kindness, patience, respect, and perseverance and have a self-identity of someone who practices these virtues, solves problems, and plays well with others.
Parent Guide Overview

The Dragonfly’s Toolkit Parent Guide includes the following resources:

- Welcome Parent Letter
- Parent Guide #1 - Teaching the Virtue of Kindness
- Parent Guide #2 - Teaching the Virtue of Patience
- Parent Guide #3 - Teaching the Virtue of Respect
- Parent Guide #4 - Teaching the Virtue of Perseverance

This guide has been designed to be shared with parents. It includes a letter to parents, and four guides - one for each Virtue Unit. The letter can be shared the week before the curriculum begins. The purpose of the letter is to introduce parents to the goals of the curriculum and to share the intention of including parents in the learning processes so they can deepen and extend the learning at home with the child’s primary caretakers. Each parent unit guide can be sent home with children after the first lesson of a new unit begins.
Parent Letter

Dear Parent(s) and/or Caretaker(s),

We are so grateful to share a new social emotional curriculum we have started in our class called Dragonfly’s Toolkit! In this letter, we will share why it is crucial for your son or daughter to be engaged in social emotional learning (SEL) and the learning goals we hope to achieve over the next few months. Next, we will outline how you can support your child’s learning and development in very important ways.

According to the Center for Child and Family Well-Being, there has been a decrease in empathy and an increase in self-absorption among children today compared to a decade ago (Ponischil, 2014). Social Emotional and Character Development (SECD) skills are vital for human development. Children who develop SEL skills in preschool benefit from this learning throughout their lifespan. Social emotional skill building in early childhood has repeatedly demonstrated positive long-term outcomes for well-being and economic success (Jones, Crowley, & Greenberg, 2017).

We believe two foundational SEL skill-sets should be explicitly taught to students for them to thrive:

1) the expression of virtues

2) the ability to solve social problems with creativity and mindfulness

These two primary goals are bolstered by the additional learning goals of emotional literacy, empathy, self-regulation, and calming techniques.

Over the next few months, we will be covering the four units of Dragonfly’s Toolkit. Each unit is five lessons long and will focus on one virtue. The four virtues of kindness, patience, respect, and perseverance are used in Dragonfly’s Toolkit to teach young children how to treat others, form friendships, and foster a positive self-identity. Nurturing a positive sense of self in every child and developing an identity as someone
who perseveres despite challenges, and who is kind, patient, and respectful are the central aims of Dragonfly’s Toolkit.

The first step in your child’s SECD development is for the adults in their life to model the virtues. The second step is for adults to meaningfully coach them in supportive and loving ways to adopt positive habits and skills to solve problems, express virtues to others, and manage big emotions.

When SEL is taught meaningfully at an appropriate learning level, we can witness a surprisingly earnest and natural capacity in young children to mature and develop core social emotional competencies. Nevertheless, we must remain mindful that it is appropriate for young children to be egocentric and self-involved. They are only just beginning to develop the skills of perception-taking and haven’t yet mastered how to navigate relationships and play situations. For children to develop SEL skills and an understanding of respect, patience, kindness, and perseverance, the adults in their lives must honor the child’s current skill level without shaming or belittling them. Expect them to make mistakes along the way, such as hitting, fighting, being unwilling to share, and throwing tantrums. With meaningful adult coaching, a child’s “mistakes” become an essential learning opportunity to expand their development, learn alternative ways to get their needs met, and solve problems.

With each unit of learning, you will receive a parent guide to help you extend the learning at home. Next week, we will start learning about the virtue of kindness and your child will bring home the first parent guide. Below are three components of Dragonfly’s Toolkit that may be of interest.

**Dragonfly Puppet**

Dragonfly is a five-foot, dragon puppet. He is kind and small. Dragonfly has learned to develop the virtues to make
himself and others happy and he can solve problems. In his “heart” (a pouch sewn in his chest), are virtues such as kindness, generosity, and patience. The virtues are small, three-inch pillows in different shapes and colors with the virtue name embroidered on the front. Feel free to ask your child if Dragonfly visited the classroom today, and, if so, what he taught them in order to begin a conversation with your child.

Virtue Heart Wall

The Virtue Heart Wall is a way to reinforce positive behavior, to highlight and recognize when the virtues are demonstrated by children, and to promote a self-identity as someone who is capable of demonstrating the virtues of kindness, patience, perseverance, and respect. It is used throughout the curriculum. Take a look at the Wall in your child's classroom to see when your child has demonstrated a virtue. Feel free to create your own Virtue Heart Wall to positively reinforce the same behaviors at home.

Dragon Breaths

Deep breathing can be an effective technique to calm the body and the mind by relaxing the parasympathetic nervous system. In Dragonfly’s Toolkit, “Dragon Breaths” is a deep breathing exercise that is calming and fun for children because it mimics the breathing of a dragon. A Dragon Breath is a deep, slow breath taken through the nose to fill the lungs and then is fully exhaled through the mouth with tongue out and an “ahhh” roaring sound. Dragon Breaths are used at the beginning of lessons to ground and settle students, and they can also be used as a method to help individual students calm down and overcome big feelings.

We are excited to be embarking on the journey of social emotional awareness and empowerment with your child!! As your child’s teachers, we are delighted to partner with you. As always, please let us know if you have any questions or concerns.

Sincerely,

[Enter Teacher’s Name]
Parent Guide #1 -Teaching the Virtue of Kindness

Goals:

Your child will be able to define what ‘virtue’ means in their own words and identify virtues within themselves and others.

Your child will be able to define ‘kindness’ and ‘empathy’ in their own words, identify ways to express kindness and empathy, and begin to show kindness to others.

Vocabulary to use:

In this unit, we will teach the following vocabulary:

- **Virtues**: Good qualities we have in our hearts to help us be a good friend to others.
- **Kindness**: Thinking about how others are feeling and being nice to them.
- **Empathy**: Thinking about another person and how they are feeling.
- **Emotions**: What we are feeling, such as happiness, sadness, joy, fear, and anger.

We suggest intentionally using these words in your conversations with your child and asking your child if they can provide a definition using their own words.

Five ways to extend learning at home:

Model and recognize kindness, empathy, and emotions

Over the next few weeks, while the class is learning about the virtues and kindness, be especially intentional to model kindness to others and to your child. Label and identify when you and others, including your child, express kindness. As simple as this sounds, this is a primary and crucial way to teach this essential skill. Provide specific praise when your child shows kindness, such as, “Wow, I was really impressed when you shared your cookie with your brother. That was very kind.” Avoid threatening to remove privileges when not expressing kindness or empathy or providing rewards for showing kindness and empathy. This can corrode a child’s intrinsic motivation to express the virtues.

When your child is showing emotions, help them learn to identify what they may be feeling by labeling the emotion. If they are crying because they lost a favorite toy, you could say, “I am so sorry you lost your toy. It looks like you are feeling very sad.”
Validating emotions shows that it is acceptable to feel all kinds of emotions, removing a sense of shame from feeling negative emotions. It also demonstrates empathy and understanding.

It is meaningful to identify all kinds of emotions; the uncomfortable or painful emotions, like anger, fear, and sadness, as well as positive emotions, like joy, happiness, and excitement. When you are feeling an emotion, such as joy, pride or frustration, share what you are feeling with your child. For example, if you are becoming frustrated, say, “I am feeling frustrated right now because I feel like you are not listening to my directions...."

**Ask questions and engage in conversations**

Engaging in meaningful conversation with your child about what they are learning in school deepens their ability to construct meaning and transfer their new knowledge to diverse environments. It also shows that you find what they are learning to be important and interesting, elevating their interests and sense of importance. Example questions to ask your child as a conversation prompt include:

- “I heard you are learning about virtues. What is a virtue?”
- “I think empathy is so important. What does empathy mean to you?”
- “I am so excited you are learning about kindness! What an important virtue. Did you see any kindness today?”
- “How does expressing kindness make you feel?”
- “Can you guess how I am feeling when I make this face?” Express an emotion, such as happy, sad, scared, or surprised. See if they can do the same.

**Engage in an act of kindness together**

Together with your child and potentially, their sibling or your partner, brainstorm acts of kindness you can do together. These acts can be novel and complex or supremely simple. In class, your child will make ‘Kindness Cards’ to give to others to express thanks for having shown kindness. You could co the same or make cards to give out to show kindness. Other acts of kindness could be:

- Collecting toys or books to give to charity
- Sharing a dessert or treat with someone
- Cooking someone’s favorite food for them
- Volunteering at an animal shelter or collecting food to donate to a food pantry.
Read books about kindness to your child

There are many incredible children’s books that teach social emotional skills. Here is a list of books (among others) that teach kindness:

- *Love* by Matt de la Pena
- *Last Stop on Market Street* by Matt de la Pena
- *Be Kind* by Pat Miller
- *A Chair for My Mother* by Vera B Williams
- *Frederick* by Leo Lionni
- *Corduroy* by Don Freeman *(Read in class)*
- *Something Else* by Kathryn Cave
- *Nico and Lola* by Meggan Hill
- *A Walk with Vanessa* by Kerascoet *(Read in class)*

Engage in kindness play

Through toys (such as dolls, train sets, or with costumes and dramatic play materials), create scenarios in which you and your child are showing kindness through play. Examples include pretending someone is sick or being teased by a classmate and expressing kindness to them.
Parent Guide #2 - Teaching the Virtue of Patience

Unit Goals:

Your child will be able to define patience in his/her own words and identify ways to express patience.

Your child will be able to identify strategies to help them share, take turns, and solve social problems.

Your child will increase his/her capacity to self-regulate emotions and manage reactions to peers and transitions.

Vocabulary to teach and use:

Patience: the ability to wait without getting angry or upset.

We suggest intentionally using the words ‘patient’ and ‘patience’ in conversations with your child and see if they can define patience using their own words. It is also advisable to continue to use the vocabulary words from the previous unit: virtue, empathy, kindness, and emotion.

Seven ways to extend learning at home:

In Unit Two, self-regulation strategies and ways to play and share are explicitly taught to help children better demonstrate patience with others and improve their capacity to sustain meaningful friendships. The following suggestions can be utilized to increase a child’s ability to self-regulate, be patient, and play well with others.

Model patience and recognize when it is shown

Like in Unit One, intentionally model patience to others and your child. Label and identify when you and others are patient to help the child learn the meaning of patience in context and the different ways this virtue can be expressed. Provide specific praise when your child shows patience, such as, “You waited very patiently for me to finish what I was doing. You were able to wait for me without getting upset or whining. Thank you! Now we can read your book.” Provide specific praise to highlight the importance of being patient, your pleasure when they show patience, and to build their self-identity as someone who is patient. Refrain from punishment to force the demonstration of a virtue or providing rewards. It is ideal when the motivation to demonstrate patience, or any virtue, is intrinsic and not cultivated by external motivations.
Ask questions and engage in conversations

Continue to show interest in your child’s exploration and demonstration of patience and self-regulation by asking questions and having conversations with them. Examples of questions to ask include:

- “I heard you are learning about patience. What does it mean to be patient?”
- “I am so excited you are learning about patience! What an important virtue. Did you see anyone be patient today?”
- “What is something you had to be patient for today?”
- “How does sharing toys with others make you feel?”
- “What is the hardest toy at school to share with others? Why is it hard to share it?”

Use sand timers

Establish the use of sand timers to help your child practice patience and self-regulation, and ease disturbance during transitions. Give a five-minute warning for any transition, such as clean-up, using the potty, going to bed, etc. Say that there are five minutes before the transition and then turn a large five-minute sand timer. Sand timers can be used for turn taking on play dates or between siblings. Sand timers establish a sense of security, time awareness, and fairness in young children. Watching the sand move through the hourglass is soothing, directs attention, and establishes a consistency of routine that feels just and fair, making self regulation and patience easier for children to demonstrate.

Review the following ‘Sharing and Turn Taking Script’

The following scripts are being practiced at school to assist with sharing and playing with others. Practice them at home, modeling the language and the actions when you play with your child. Encourage the same practice and language when your child plays with others.
Scripts for sharing and taking turns

What are the different ways we can play with someone?

1. Share
2. Trade
3. Take Turns

Learning to Take Turns

If you want to use a toy that someone else has, what can you say?

“Can I have a turn?”

What if other children say “No!” or scream?

Ask for a teacher to help you solve the problem.

If someone asks to use a toy that you have, what can you say?

You say, “You can have it in three (or five) minutes” Flip a sand timer, when the sand is all gone, give the toy to your friend.

Explicitly teach and model how to do each of these.

Engage in acts of patience together

Together with your child, and potentially their sibling or your partner, practice being patient together. These moments of patience can be common and simple, including:

- Waiting for a light to change
- Waiting for food at a restaurant
- Waiting for a turn with a toy

While waiting, share strategies you do to help yourself be patient. Examples of patience and self-regulation strategies taught in class include: taking deep breaths (in class deep breaths are called ‘Dragon Breaths’), going to a ‘calm down corner’, using a sand timer, thinking about something else, counting up to ten, doing something else, sharing your frustration, or singing a song. You can make some of these strategies fun by making them into a game. For example, always sing the same silly song when you are forced to wait for something.
Practice patience during play

Through play, create scenarios in which you and your child are showing patience. Utilize the script above to share, trade, and take turns with toys. Use the sand timer to help with gauging time during turn taking with toys.

Read books about patience and self-regulation to your child

There are many incredible children’s books that teach social emotional skills. Here are a few books that teach patience:

- *Train your Angry Dragon* by Steve Herman
- *Waiting Is Not Easy!* by Mo Williams
- *The Penguin Wants a Puppy* by Mo Williams (read in class)
- *My Turn!* by Laura Rankin (read in class)
**Parent Guide #3 - Teaching the Virtue of Respect**

**Unit Goals:**

Your child will be able to define respect and consent in his/her own words and identify ways to express respect and consent.

Your child will recognize diversity and demonstrate respect for others and begin to understand that different people may have different ideas, desires, and perspectives.

**Vocabulary to use:**

- **Respect**: Knowing that everyone is equal and valuable and treating them with patience and kindness.
- **Consent**: Getting permission from someone before touching them or using something that belongs to them.

**6 ways to extend learning at home:**

**Teach consent**

An important aspect of teaching respect is teaching consent. Teaching consent can be unfamiliar for many parents. To become more familiar with teaching consent to your child, we recommend reading or review following articles and resources:

*It’s never too early to teach children about consent and boundaries:*


*No Means No -- Especially When it Comes from a Child:*

https://www.huffpost.com/entry/no-means-no-especially-when-it-comes-from-a-child_b_6616288

*Consent, For Kids: Cute Video Aims to Explain and Empower:*

Ask questions

Extend the learning by having conversations at home. Prompt discussions by asking the following questions:

- "What does respect mean to you?"
- "What does consent mean to you?"
- "How do people show you respect?"
- "Does everyone deserve respect?"
- "How do you feel when people are respectful to you?"
- "What are words that we can use to be respectful?" Share ideas: ‘please’, ‘thank you’, ‘excuse me’, and ‘I’m sorry’.
- "When do we need to get consent?"
- "Why do we get consent?"

Practice being respectful

Share ideas with your child about what respect looks like in different places, such as the library, classroom, church or temple, theater, playground, etc. When you visit these places, discuss beforehand how you can show respect in these different places.

Share how respect can be shown to people and to things. Provide examples of how respect is shown in your household: cleaning up toys, taking turns, washing our hands to prevent the spread of germs, saying please and thank you, waiting patiently, etc.

Use puppets or dramatic play to show ways to demonstrate respect

Use puppets to act out how respect can be shown, such as and saying “please” and “thank you” at the dinner table. Other examples include: saying “excuse me” when bumping into someone by accident, and cleaning up toys in the house, etc. With each pretend scenario, review why it is respectful to do these things.

Read Consent Cartoon

Read the cartoon on the right with your child. Ask, "Why should we ask someone if they would like a hug?" Gather their thoughts and
share that some people really do not want a hug! We want to be respectful to them and we don’t want to hurt them or make them sad. So, we ask first. Before we touch someone or use what belongs to them, we should get their consent.


Read books that teach respect

The following books can be read to teach your child to respect and consent. Ask clarifying questions to extend the learning.

- *No Means No!* by Jayneen Sanders *(read in class)*
- *Everyone Matters* by Pat Thomas *(read in class)*
- *The Way I Act* by Steve Metzger
- *Do unto Otters* by Laurie Keller
- *We’re Different, We’re the Same* by by Bobbie Kates
- *Stand Tall, Molly Lou Melon* by by Patty Lovel
Parent Guide #4 -Teaching the Virtue of Perseverance

Unit Goals:

Your child will be able to define perseverance in his/her own words and identify ways to express perseverance when they experience a challenge.

Your child will demonstrate greater resilience and grit and begin to adopt a growth mindset.

Vocabulary to use
Perseverance: Working hard despite challenges because you know you can grow and get better.

Five ways to extend learning at home:

In Unit Four, the virtue of perseverance is explicitly taught to nurture resilience and develop a growth mindset. A growth mindset is the understanding that we are not born with the innate capacity to master skills. Skill mastery and knowledge is achieved through effort and practice. Through effort, we get better. It is often believed by children that, through talent we become great at math, art, or basketball. A growth mindset instills the belief that practice and effort develops these skills. The following suggestions can be utilized to your child increase their ability to persevere.

Model perseverance and recognize when it is shown

Modeling is a primary way to teach character qualities. Be intentional to model perseverance and a growth mindset to your child. Label and identify when you and others persevere and develop skills to help your child learn the meaning of perseverance in context and the different ways this virtue can be expressed.

As with the other virtues, provide specific praise when your child shows perseverance, such as, “You worked very hard to learn how to zip up your jacket! Well done! That showed a lot of perseverance.” Providing specific praise demonstrates the importance you place on perseverance and your pleasure and pride when they show perseverance. Conveying this message will help build their self-identity as someone who perseveres.

Ask questions and engage in conversations

Share that in order to persevere when struggling with something, we need to believe that we can get better. We will get better if we don’t give up. Ask the following questions to start a conversation:
● “Do you think it was very hard for me to learn to read [or another skill that was hard for you but is now easy]?” Follow up that you had to persevere and practice to get better.
● “What is the hardest thing you had to do today?” Follow up with, “Why was it hard? What did you do when it got hard?”
● “What is something you are trying to learn?”
● “What is something you have to persevere at, or try really hard, to achieve?”
● “Can you guess something that I had to do today that was really hard for me?”

**Engage in acts of perseverance to solve a problem or achieve a goal**

Often, to learn a new skill or to solve a problem, we need to persevere. Identify a problem that involves both of you; this could be a challenging bedtime routine or cleaning up toys. Identify the problem with your child. State why it is a problem and the consequences that the problem is having on you and the child.

For example: “I see we have a big problem. You do not want to clean up your toys after you play with them. Do you know why this is a problem?” Have your child share ideas and give prompts as needed: “We can lose the toys, or break them if they are out and then you won’t be able to play with them anymore.” Emphasize that cleaning up can be challenging and difficult, but we need to persevere to get what we want: the ability to play with toys and not lose or break them.

In addition to problem-solving, set a goal for your child in which they will need to persevere to achieve a goal. This could be going on a hike together up a hill, learning to bike, or write their name. Provide support and praise each time they achieve a step in their goal. This models for them how to be encouraging, as well as giving them the support they may need to persevere. Completing a challenging task gives them confidence in their ability to persevere and develops their growth mindset.

**Use puppets to teach perseverance and develop a growth mindset**

Use puppets to act out how perseverance can be demonstrated and how persevering can help us achieve our goals. A primary goal of this activity is to develop a growth mindset in children by having them learn that when we first try something new, we will need to put in great effort before we master a new skill, but through effort and practice we get better.

Scenario examples include: learning a new skill (riding a bike, learning to read, learning to count), sharing toys, and going on a long hike. Have children provide possible scenarios to enact as well. With each enactment, share why perseverance can be hard but that it leads to growth.
Read books that teach perseverance

The following books can be read at home to teach your child perseverance. Ask meaningful and reflective questions to extend their learning and have them vocalize their understanding.

- *No, David* by David Shannon
- *Swimmy* by Leo Lionni
- *Mike Mulligan and his Steam Shovel* by Virginia Lee Burton
- *Giraffes Can’t Dance* by Giles Andreae
- *I Believe in Myself (Mindful Mantras Book 6)* by Laurie Wright
- *The Girl Who Ran* by Frances Poleti and Kristina Yee *(read in class)*
Teacher Resources

Books that Teach the Virtues

**Kindness**
- Love by Matt de la Pena
- Last Stop on Market Street by Matt de la Pena
- Be Kind by Pat Miller
- A Chair for My Mother by Vera B Williams
- Frederick by Leo Lionni
- Corduroy by Don Freeman (part of curriculum)
- Something Else by Kathryn Cave
- Nico and Lola by Meggan Hill
- A Walk with Vanessa by Kerascoet (part of curriculum)

**Patience**
- Train your Angry Dragon by Steve Herman
- Waiting is Not Easy! by Mo Williams
- The Penguin Wants a Puppy by Mo Williams (part of curriculum)
- My Turn! by Laura Rankin (part of curriculum)

**Respect**
- No Means No! by Jayneen Sanders (part of curriculum)
- Everyone Matters by Pat Thomas (part of curriculum)
- The Way I Act by Steve Metzger
- Do Unto Otters by Laurie Keller
- We’re Different. We’re the Same by Bobbie Kates
- Stand Tall, Molly Lou Melon by Patty Lovel

**Perseverance**
- No, David by David Shannon
- Swimmy by Leo Lionni
- Mike Mulligan and his Steam Shovel by Virginia Lee Burton
- Giraffes Can’t Dance by Giles Andreae
- I Believe in Myself (Mindful Mantras Book 6) by Laurie Wright
- The Girl Who Ran by Frances Poleti and Kristina Yee (part of the curriculum)
Articles on teaching consent

“It’s never too early to teach children about consent and boundaries” from:

“No Means No -- Especially When it Comes From a Child” from:
https://www.huffpost.com/entry/no-means-no-especially-when-it-comes-from-a-child_b_6616288
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APPENDIX A

Dragonfly’s Introductory Story

Purpose: Introduce Dragonfly’s story to the class and learn about the concept of the virtues.

Please note: this story should not be read. Rather, the story should be memorized enough by the teacher to be told using the Dragonfly puppet as if he is recalling personal memories. If, during the telling, the script changes slightly, that is okay. The actions Dragonfly should take are noted throughout the story in brackets.

Story:

Hello [Name of Classroom]! I am Dragonfly. Can you guess why my name is Dragonfly? [Pause and call on one-two children to guess]. Because I am a dragon and I can fly! So everyone calls me Dragonfly. I am so happy to be here! I would like to get to know you, can you share with me your names? [Have Dragonfly ask each child their name, then offer to give them a kiss on the forehead, or a high-five with his tail, or both - children decide. Children generally love this initial interaction with Dragonfly].

Would you like to know why I have decided to move into your classroom? Yes? Great! I travel to classrooms all over to teach children about kindness, respect,
patience, and perseverance. These are all different kinds of virtues. But, before I tell you more about what the virtues are, let me first tell you a little bit about myself.

Can anyone guess how old I am? [Let different children guess.] Well I am older than your parents, and grandparents, or even the oldest person on this planet! I am 3,000 years old, which is very, very old. Dragons live for a very, very long time. Well, when I was a little dragon and still very young, the other dragons picked on me and teased me all the time. Do you know why they teased me? Because I was so small! [Extend Dragonfly to full length]. Do I look very small? [Pause, gather reactions] No!?

Well compared to other dragons I am very small. Most dragons could hardly fit into this room they are so big! All of the teasing made me feel very sad and also a little angry. I felt like I had no friends and I was mad that they were being mean to me. So I started to do not-very-nice-things to others. Because I was angry, I would light their toys on fire! Can you believe it! Dragons, as you know, can blow fire from their mouth. [Show flame tongue]. Do you think lighting toys on fire fixed anything or made the other dragons nicer? [Let children share their ideas]. You are right - of course not! It only made all of the other dragons, even those who were not mean, stop being my friend. Now, I was really lonely. I decided that being mean back would never fix the problem. If I wanted to make friends and to solve problems, I would have to try something else. I decided to be kind to everyone and to share with them how I was feeling. I even made it so my flame was no longer hot! Feel my flame - it is cold! [Pass Dragonfly around to have children touch his flame if they would like.] Along the way, I learned that talking with others to solve problems worked much better. I also learned that if you are kind, others will also be kind to you!

So over the past 3,000 years, I have learned a lot of things. One of the most important is that we all have virtues in our hearts. Do you know what virtues are? [Let children share their ideas, allow time for ideas to build]. Have you ever heard of love or kindness? Well, those are virtues. Virtues are good qualities we have in our hearts. They help us to treat others well and to be a good friend. Like you, in my heart, I have many virtues. Where is your heart? Can you show me? [Pause to have children put their
hands on their hearts] Yes! We all have hearts. Mine is right here, and I can show you my virtues. [With Dragonfly’s head, indicated where his “heart” is, by indicating towards his zipper. Open zipper with his mouth and pull out virtues with your free hand one-by-one and briefly discuss them and see if the children know them].

[Once all virtues are out and briefly discussed, begin story again.] I am very excited to be here. Over the next few weeks, we will be talking and learning about the virtues to help us solve problems, be happy and make friends. Can anyone remember what a virtue is? [Give prompts as needed] Can you find a virtue that is in your heart? [Give every student an opportunity to try as you go around the circle.] Tomorrow will be the first day of our adventures together and we will be learning one of my favorite virtues: kindness!

Today, all of you showed kindness to me as you sat and listened so nicely to my story. Thank you!
Dragonfly’s Chant
To the tune of "If you're Happy and You know it Clap your Hands"

When we circle up with kindness he'll be there!
DRAGONFLY (all children make swooshing motions to fly to the circle)

When we circle up with patience we will will see
DRAGONFLY! (As children come to the circle they hold one another's hands up over their heads)

Our patience and respect and kindness bring our guest!

And learning with our dragon is the best!
DRAGONFLY!
(High fives all around)
APPENDIX C

Three Ways To Play

3 Ways to Play

1. Share

2. Trade

3. Take Turns
APPENDIX D

Peer Problem-Solving Steps

STOP?

“Stop. What’s the problem?”

“So what you’re saying is that...”

“Talk

“What can you do to solve this problem?”

“Is this problem solved?”

www.KidsandConflict.com

Used with Permission: Evans, B. (2018a)
Steps in Resolving Conflicts

1. Approach calmly, stopping any hurtful actions.
   - Place yourself between the children, on their level.
   - Use a calm voice and gentle touch.
   - Remain neutral rather than take sides.

2. Acknowledge children’s feelings.
   - “You look really upset.”
   - Let children know you need to hold any object in question.

3. Gather information.
   - “What’s the problem?”

4. Restate the problem.
   - “So the problem is . . .”

5. Ask for ideas for solutions and choose one together.
   - “What can we do to solve this problem?”
   - Encourage children to think of a solution.

6. Be prepared to give follow-up support.
   - “You solved the problem!”
   - Stay near the children.

Used with permission: Evans, B. (2018)
APPENDIX F

CONSENT
EXPLAINED TO KIDS AND THEIR GROWNUPS

Your body belongs to you. Nobody should touch it in ways that you don’t like.

You have a right to like hugs and kisses…

It’s the same for everyone else.

… or not.

Hugs make me uncomfortable.

I love hugs!

You might like hugs, but that doesn’t mean that everyone likes them.

Feel like hugging someone? Ask them first.

You want a hug?

Yes!

No. I prefer to shake hands, OK?

OK.

If the other person doesn’t say yes, don’t hug them. They may be too shy to say no. They might think it will hurt your feelings or make you angry. It doesn’t mean they want a hug.

No "yes" = no hug.

It’s pretty simple.

If the other person says no, don’t give them a hug.

It’s the same for:

- Kisses
- Snuggles
- Holding hands

And this rule also applies to grownups.

Your body belongs to you, and nobody should touch it without your consent. Other people’s bodies belong to them and you shouldn’t touch them without their consent.

Adults shouldn’t hug you or kiss you without your consent, either.

Source: Gravel, E. (2018)