

Teacher's Guide to

The **Heartwood** Ethics Program
for **Pre-Kindergarten**
or **Kindergarten**

The Heartwood Institute

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Dedication

*To all who nurture and care for
our children, to all who address
the heart as well as the head,
we thank you for initiating their
journey as we connect the children
to their expanding world.*

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Child psychiatrist Joseph Strayhorn, M.D., has been an advocate, counselor, and friend to thousands of children. We thank him for his guidance, his foreword, and his brilliant use of mini-dialogues to teach simple life lessons to children.

Pilot sites

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Heartwood Institute's Mission

Hearthwood Institute promotes the understanding and practice of seven universal ethical attributes: Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love. We believe these attributes constitute the foundations of community among all people. Heartwood offers literature-based ethics education resources to children, schools, and families.

Preface

Dear Educator,

Thank you for nurturing our future. Working together with families, you provide the motivation, skills, strategies, and tools that enable our children to become an integral part of the world around them. As a role model, you possess a key to the future. Our young children continually observe your reactions and responses within their learning community. With your guidance, they learn to develop and implement ideas. As you establish guidelines for expected behaviors, our children learn responsibility; they develop respect for one another.

Heartwood challenges each of us to make the world a better, kinder place by encouraging our youth to become more caring citizens of the ever-increasing world around them. As they hear award-winning children's literature read aloud, they are exposed to the universal attributes of Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love. Our hope is that with your guidance, they take this understanding and move forward to action. Beginning with simple acts of kindness—please, thank you—we hope to move them forward to realizing dreams for the earth and its people. As their world expands, we want them to know that they are not alone, nor are you.

In the pages that follow, we have provided background information, curricular suggestions, and strategies that will assist you in addressing this challenge. We also offer guidelines that will help you begin this journey. Coupled with your love for children and your energy and creativity, we know that you will touch their hearts as well as their minds. As former classroom teachers and one criminal attorney for juveniles, we recognize that each journey will be unique. Each child arrives in your care with different background knowledge and experiences. Heartwood is a living curriculum; make it your own.

Please keep us involved by sharing your ideas and your questions. For this and other information about training and supplemental materials, please contact Heartwood Institute.

Sincerely,

The Heartwood Team

The Seven Heartwood Attributes

Courage

Loyalty

Justice

Respect

Hope

Honesty

Love

Definitions of Terms

Ethics

Standards of moral obligation that determine the difference between right and wrong; being ethical involves doing what one believes to be right.

Values

Concepts and beliefs that direct an individual's behavior; and when held in common with others, shape a culture's ideals, customs, and institutions.

Character education

Helping the young learn how to live cooperatively, caringly, and civilly. (Kevin Ryan, 1986)

Public morality

A common core of universal concepts.

Private morality

Religion; concepts that are learned through the family and the church.

Getting Started with Heartwood

It's easy to get started with Heartwood. With a little preparation you'll be ready to begin the program and within a very short time you'll be infusing the Heartwood attributes into your daily curriculum.

I. Preparing

- Read "Heartwood Lesson Design" in the Teacher's Guide.
- Read about the Prop Boxes and Mini-Manners Plays.
- Read the introductory book, *What a Wonderful World*, and the accompanying lesson card.
- Set up a Heartwood area with a listening space, bulletin board for the attribute poster and children's responses, a map of the world or globe, Heartwood book display, and storage for Heartwood Journals.
- Assemble items in a Prop Box for the story *What a Wonderful World*.

II. Beginning

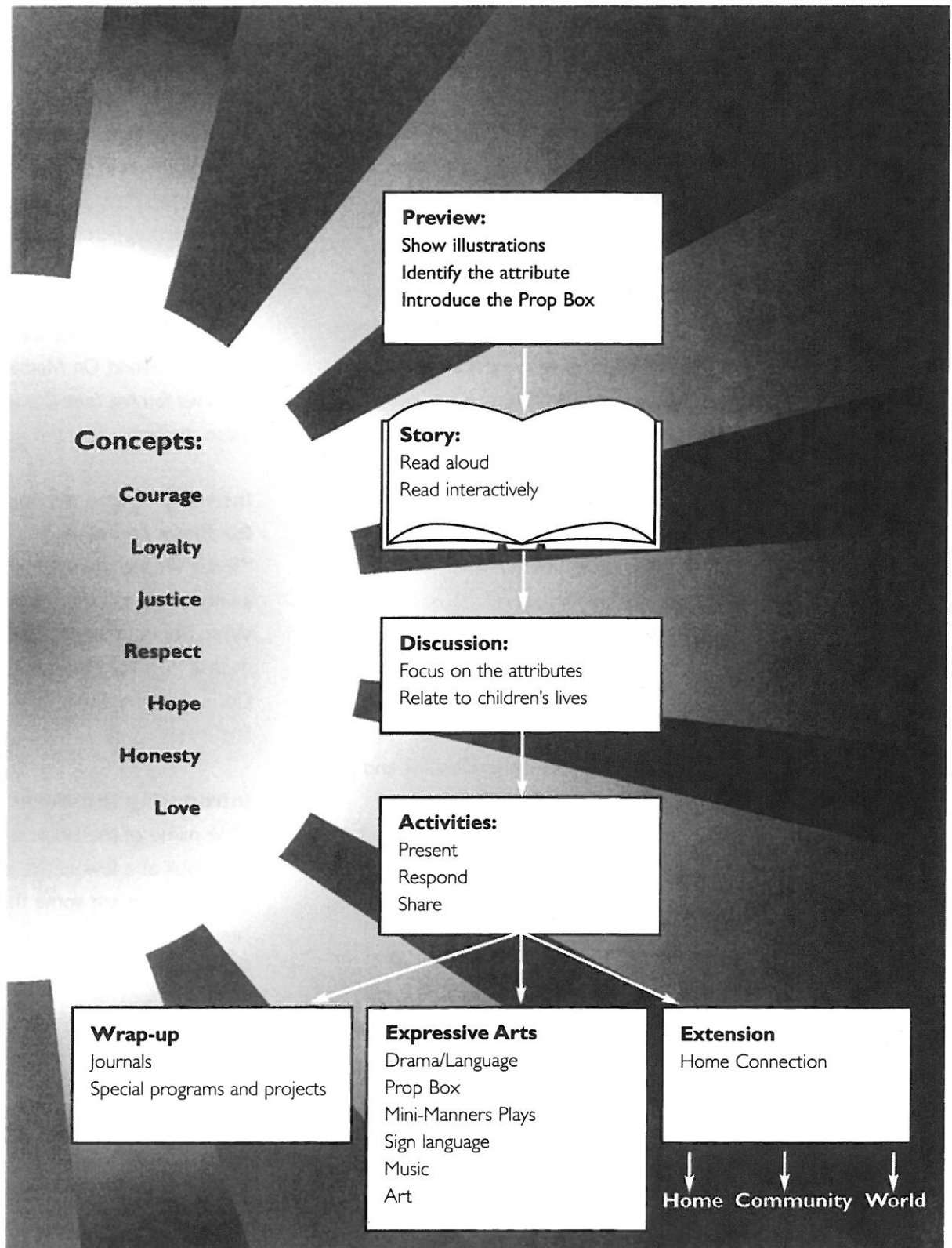
- Beginning with circle time in the Heartwood corner, follow the lesson design on the *What a Wonderful World* lesson card through Preview, Reading, and Discussion.
- Over the next two weeks, try out other components of the Heartwood program with your class.
 - Introduce the **Heartwood Map Mat**.
 - Use the **Prop Box** as a center (Teaching Heartwood, p. 7).
 - Play **Globalullabies**.

- Perform **Mini-Manners Plays** (Teaching Heartwood, p. 9).
- Teach the sign language suggestion on the lesson card.
- Have children do a page for their **Heartwood journals**.
- Send the first **Home Connection Page** to families (Introductory Lesson, p. 6).

III. Continuing

- Reread the story to your class.
- Refer to the Heartwood attributes during the day as teachable moments arise.
- Share your own attribute stories.
- Read other books related to the attribute. A good source for more children's literature is the BridgeBuilders Library, which can be found at www.heartwoodethics.org under Resources, Libraries.
- Look over the supplemental information and activities found on the website under Resources, Pre-K/K.

Heartwood Lesson Design for Pre-Kindergarten or Kindergarten



Lesson Design for Pre-Kindergarten or Kindergarten (cont.)

The Heartwood program can easily be infused into the daily classroom environment throughout the school year. The core of this program consists of seven attributes presented through excellent literature. Each attribute is featured through:

- Stories
- Discussion
- Cooperative Play
- Art, Music, and Drama Experiences
- Journals
- Literacy/Language Activities
- Home Connections

The objective of Heartwood is to lay the moral foundation for development of literacy and provide reference points for promoting ethical behavior.

Specific Pre-K/K Objectives are:

- To introduce the attributes of Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love
- To promote understanding and practice of the attributes
- To establish models who reflect the attributes
- To support families as the primary moral educators.

Step-by-step instructions for use of the Heartwood materials are provided below and on the lesson cards for each story. Please feel free to contribute your own ideas and teaching style to make Heartwood your own.

Preview

The Heartwood lessons for Pre-K/K begin with an introduction at Circle Time. Children are motivated to listen to the story as the teacher builds excitement by showing the cover, a few illustrations, and items in the Prop Box (see the next article in this section, "Prop Boxes"). The main attribute is identified on a Heartwood attribute poster. The Heartwood Map Mat is used in the preview for *What a Wonderful World*, *On Mother's Lap*, and *Whoever You Are* (see the lesson cards for these stories).

Introducing the attribute (example for *Brave Martha*):

"Today we are going to hear a story about a very brave girl. She shows Courage. What do you think the word Courage means? On the Heartwood poster Courage is in the red box. Can someone find it for us?"

Introducing the story:

"The name of the book is _____ . Let's look at a few of the pictures. Inside this Prop Box are some things you can use later to act out the story. What do you think might be in the Prop Box? Let's look."

Lesson Design for Pre-Kindergarten or Kindergarten (cont.)

Story

Each Heartwood book has been carefully selected to clearly illustrate an aspect of the attribute. The stories “touch the heart” and are rich in imagery, with captivating illustrations. They have a positive tone rather than focusing on negative consequences or poor choices.

The teacher reads the story aloud, pausing to show the illustrations. Although the stories are short, they may take some time to read as children interact with questions and/or comments. Young children enjoy repeated readings of the story. They often join in spontaneously when lines are repetitive or predictable.

Discussion

After the story is read by the teacher, a brief discussion follows. Its focus is the attribute as shown by the characters or plot of the story. The lesson card includes a few questions recommended for discussion. The aim is to draw out aspects of the attribute and relate them to the children’s own lives.

Activities

Here the attribute is developed and given practical meaning through “hands-on” creative activities, firsthand experiences, cooperative learning, and family discussions. Again, a variety of activities exploring and highlighting aspects of the attribute are recommended on the lesson card for each book. When teachers add their own ideas and creativity, there is no limit to the possi-

bilities! The best activities give children real opportunities to practice the attributes by helping others.

Wrap-Up

Children are asked for their personal responses to the story and/or attribute. A good method is for each child to keep a Heartwood Journal throughout the year, collecting their drawings and dictated responses to the attributes in the stories. Journal suggestions are given on the lesson cards. Children should take their Heartwood Journals home at the end of the school year.

Wrap-Up activities may also include special programs for parents, grandparents, or other classes, and community service projects such as donating food or toys.

Expressive Arts

Each story’s lesson card suggests cooperative activities for drama and language. Mini-Manners Plays reinforce the Heartwood attributes and provide models for good behavior. Prop Boxes encourage creative play and positive connections with books (see the next article in this section, “Prop Boxes”). Music, Art, and Journal activities make it easy for the teacher to infuse the attributes into the broader curriculum. As the teacher gains familiarity with using the attributes, she will see frequent “teachable moments,” or opportunities to highlight them throughout the day.

Lesson Design for Pre-Kindergarten or Kindergarten (cont.)

Extension

Home Connection pages facilitate family involvement with the Heartwood program. Children share Heartwood stories with their drawings and dictated responses on one side of the page. On the reverse side parents read background information about the attributes, summaries of the stories, and suggestions for parent-child discussions and/or activities.

Note: A parent letter about Heartwood is included in the first Home Connection page for the Introductory Lesson, *What a Wonderful World*.

Prop Boxes

Prop Boxes are created by teachers or parents to enrich each Heartwood unit. They are not included with the Heartwood materials, but are highly recommended as a supplemental teaching tool because they encourage children to connect with the stories in many positive ways.

Objectives

Literacy: To help children make positive connections to good literature through creative play with books and related props.
Ethics: To encourage cooperative play related to ethical concepts such as Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love.

What are they?

A Prop Box is a container holding items related to the story to be used for creative play. The “box” can be a basket, book bag, shelf in a bookcase, cloth bag, or cardboard box. Teachers can collect items for the boxes from the classroom or homes (send home a note requesting items to be donated). Teachers may also ask parents to read the books and make the Prop Boxes for the classroom. Suggested items for Prop Boxes are listed on lesson cards and at the end of this article. Make sure to include a copy of the book.

Where are they?

Prop Boxes may be placed in the Heartwood Corner or another area used during free play or center time. They provide a ready-made center for two to four children. Make sure everyone has a chance to play in this area.

Why use Prop Boxes?

Children are free to express themselves when they engage in creative play. Acting out stories offers children the opportunity to play different roles and experience differing viewpoints. Dramatic play stimulates children’s creative thinking, enhances self-image, and promotes social skills in a cooperative setting. Last but not least, Prop Box play is fun!

When are they used?

Introduce the items in the Prop Box while previewing the story (see Lesson Design). The boxes may then be used by two to four children during any free playtime such as center time, before and after school, and during indoor recess.

How are they used?

Children engage in small group creative play. They may choose to act out the story, create their own stories, or simply play with items in the box. When a new story is introduced, new items may be placed in the box or another Prop Box may be added to the classroom. Together make ground rules for sharing items, roles, and cleanup.

Prop Boxes (cont.)

Suggestions for Prop Boxes

Props for *What a Wonderful World*: artificial flowers and greenery, people and animal puppets, toy horn, dolls

Props for *Brave Martha*: stuffed cat, stuffed owl, blanket, pillow, coonskin cap, umbrella, flashlight

Props for *Margaret and Margarita*: stuffed toy animals, hair bows, and adult dress-up clothes, handbags

Props for *Miss Tizzy*: purple hat, white feather, musical instruments, paper and crayons, teacups, tablecloth, stuffed cat, artificial flowers, sleeping bag, adult dress-up clothes

Props for *Con Mi Hermano/With My Brother*: small toys, bat, ball, glove, and picture books, newspapers, cloth bag for newspapers

Props for *Cleversticks*: paint brushes, poster paint, paper, crayons, disposable camera, jacket with buttons, tennis shoes, paint smock, chopsticks

Props for *Whoever You Are*: globe, dolls from different cultures, set of blocks or Legos, Heartwood Map Mat

Props for *On Mother's Lap*: doll, boat, blanket, stuffed dog

Props for *The Doorbell Rang*: bell, mop, bucket, large plastic or paper plate, small plates, checkered tablecloth, stuffed cat, teddy bear, paper "cookies"

Props for *The Carrot Seed*: overalls, seeds, watering can, gardening tools, and plastic vegetables, covers from seed packs, sticks, modeling clay

Props for *I Am*: colored scarves, dance costumes, artificial flowers

Props for *Jamaica's Find*: stuffed dog, hat, adult dress-up clothes or a dollhouse with furniture, playground equipment, family figures

Props for *Flora the Frog*: costumes, shopping bag, handbag, backpack, overalls ball, blue cloth or mat, sparkles, box of tissues

Props for *Full, Full, Full of Love*: dress-up clothes, pillows, dolls or family play figures, tablecloth, play food, dishes, cups, plastic spoons and forks, slippers, oven mitts

Prop Box for *The Night You Were Born*: blanket, toy car, baby doll, flashlight, two stuffed cats, a shell or nightlight

Mini-Manners Plays

Mini-manners plays provide teachers with another way to model pro-social behavior. Examples of these quick role plays are found in the Drama/Language section of each lesson card.

Objectives:

1. To model respectful communication and good manners.
2. To provide opportunities for children to practice showing Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love.

Time: one or two minutes

Materials:

- Any two puppets you have in the classroom, or two finger puppets made from construction paper tubes with faces that fit on your index fingers (for a pattern, visit www.heartwoodethics.org and choose Resources, Pre-K/K).

- Sample vignettes on lesson cards, or dialogue you create appropriate for your students

Mini-Manners Plays appear under Drama/Language on the lesson cards. Sample vignettes relate to specific books. However, once you and your students are familiar with these plays you may choose to use to them to:

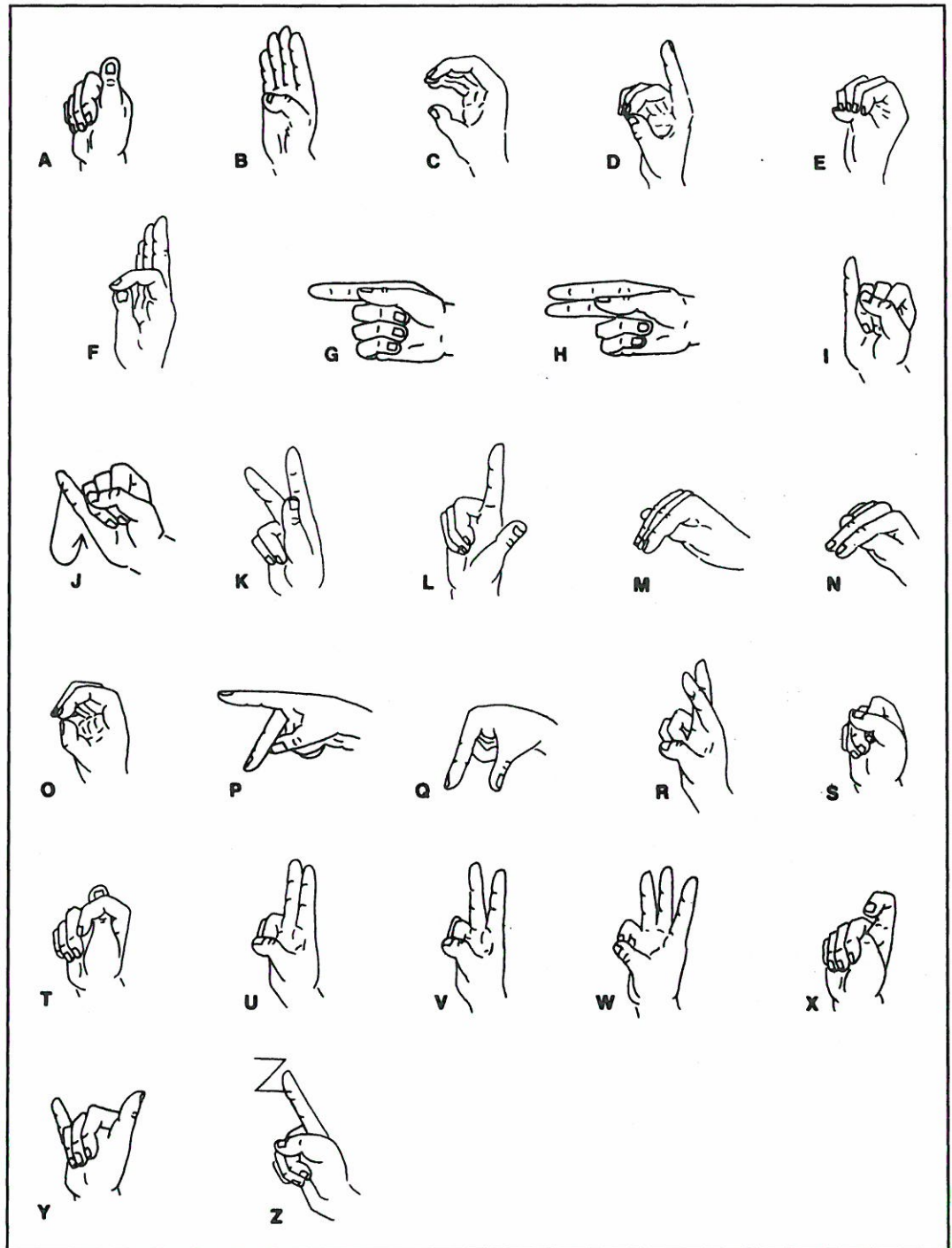
- Introduce the story
- Reinforce understanding of the attribute
- Model good manners at other times during the school day
- Help children to resolve conflicts.

"The more positive examples are stored in the child's memory bank, the more those positive patterns will be available when the child makes choices about what to do."

- Joseph M. Strayhorn, Jr., M.D.

Sign Language

Sign Language Alphabet



Sign Language (cont.)

American Sign Language (ASL) is widely used in pre-kindergarten and kindergarten classes across the United States. Research shows literacy benefits for children who learn sign language, such as higher scores on vocabulary and language tests.* However the main reason for including ASL in Heartwood lessons is to develop respect and appreciation for differences.

The Heartwood Pre-K/K lesson cards include 24 words and phrases to be taught in ASL. Children enjoy learning to sign, beginning with a new form of applause in the introductory lesson, *What a Wonderful World*. A note on applause—one form of applause widely taught in schools is to raise both hands slightly above the head, palms facing each other, and rotate the hands back and forth.

To learn the signs used in this kit, refer to the diagrams and text below. All signs and directions are from *The Joy of Signing*, 2nd edition, Gospel Publishing House, Springfield, MO, 1987 (reprinted by permission).

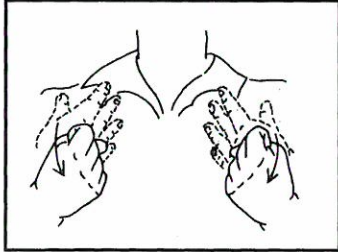
For short videos of many of the words on the following list use your favorite search engine and enter the keyword "ASL browser." For moving hand images of the ASL alphabet visit <http://where.com/scott.net/asl/abc.html>.

*See *Sign with Your Baby* by Burton White and Joseph Garcia, 1999 (Northlight Communications: Seattle, WA); *Dancing with Words* by Marilyn Daniels, 2001 (Bergin and Garvey: Westport, CT); and www.sign2me.com.

Sign Language Words in Pre-K/K Lessons

Bravery	Justice
Brother	Love
Courage	Loyalty
Fox	Rabbit
Friends	Respect
Frog	Sharing
Heart	Sister
Honesty	Smile
Hope	Squirrel
I Am	Thank You
I Love You	What a Wonderful World
I Hope	

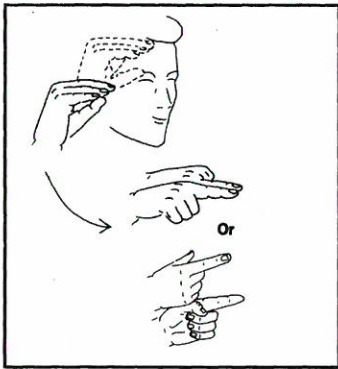
Sign Language (cont.)



Brave, Courageous

Place the fingertips of the open hands high on the chest near the shoulders and bring them forward into the "S" positions.

Usage: He has the *courage* to stand up for his beliefs; the land of the free, and the home of the *brave*



Brother

Sign "MALE" (grasp the imaginary brim of a hat with four fingers and thumb) and "SAME" (place both index fingers side by side, pointing to the front). This sign is often made by placing the hands, in index finger positions, one above the other, right hand facing left and left hand facing right.

Origin: male in the same family

Usage: older *brother*

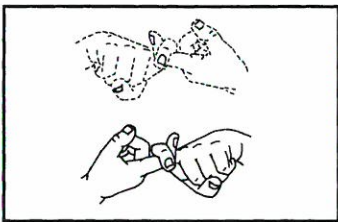


Fox

Place the right "F" over the nose and twist slightly.

Origin: the pointed muzzle of the fox

Usage: a sly *fox*

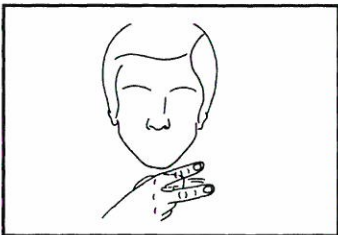


Friend

Hook the right index over the left which is palm up and repeat in reverse.

Origin: representing a close-knit relationship

Usage: my best *friend*



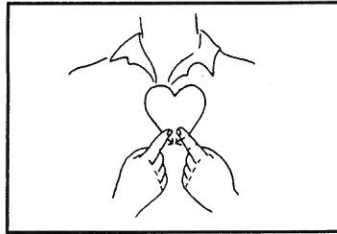
Frog

Place the "S" hand at the throat and then snap out the index and middle fingers, ending in a "V" position that is pointing left.

Origin: showing both the croaking and the leaping of the frog

Usage: The little green *frog* sat there looking at me

Sign Language (cont.)



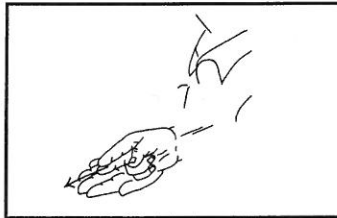
Heart

Trace a heart on the chest with index fingers.

(The middle fingers may also be used.)

Origin: natural sign

Usage: from the bottom of my *heart*

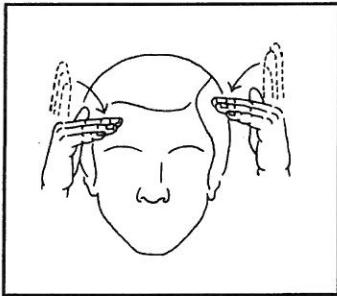


Honesty

Place the middle finger of the right "H" on the left palm near the wrist and move it forward toward the fingertips.

Origin: dividing in half honestly

Usage: an *honest* man, tell the *truth*

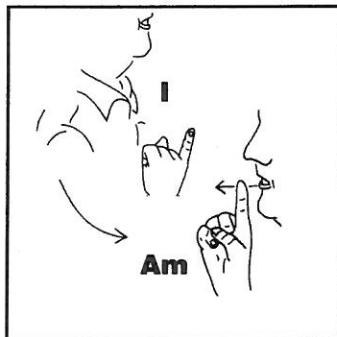


Hope

Touch the forehead with the index finger; then raise the open palms so they face each other, the right hand near the right forehead and the left hand at the left. Both hands bend to a right angle and unbend simultaneously.

Origin: thinking and beckoning for something to come

Usage: *Hope* for the best; expect changes.



I Am

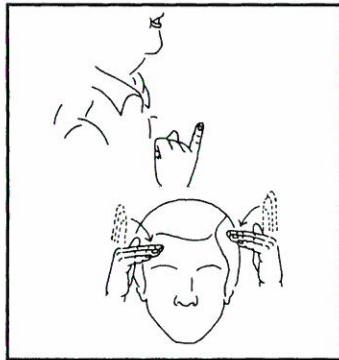
Sign "I" (the "I" hand is placed on the chest) and "AM" (place the tip of the index finger at the mouth; move it forward, still upright).

Origin: "I" – using the initial letter while indicating self; "Am" – this sign represents the verb "to be" and indicates the breath is still there

Usage: Yes, *I am* angry.

Note: Another way to sign "I" is the right index finger (if right-handed) pointing at own chest.

Sign Language (cont.)



I Hope

The "I" is placed on/pointed to the chest, then touch the forehead with the index finger; then raise the open palms so they face each other, the right hand near the right forehead and the left hand at the left. Both hands bend to a right angle and unbend simultaneously.

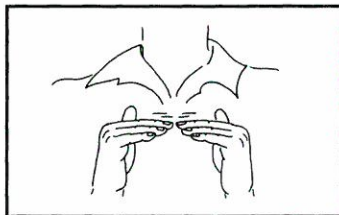
Origin: "I" – using the initial letter while indicating self; "Hope" –thinking and beckoning for something to come
Usage: *I hope I can see you again.*



I Love You

Form a combination of "I," "L," and "Y" (thumb, index, and little finger extended) and direct the palm forward or toward the intended person.

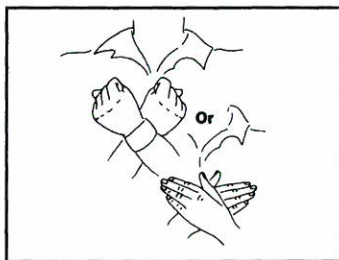
Usage: I saw the little girl say, "I love you."



Justice

Place bent hands in front of you, palm sides down; bring tips together several times.

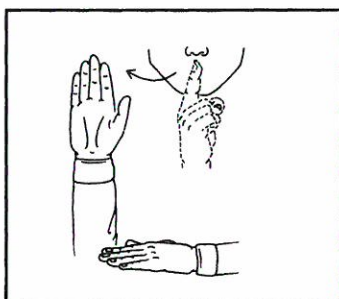
Origin: One is on the same level with the other.
Usage: *equal work, equal pay; the judge was fair*



Love

The "S" hands are crossed at the wrist and pressed to the heart. (Or use the open hands.)

Origin: pressing to one's heart
Usage: *my first love, our dear friend*

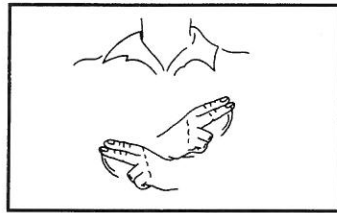


Loyalty

Place the index finger at the mouth and then raise the right hand, palm facing forward, while the fingertips of the left hand (palm facing down) touch the right elbow.

Origin: raising the right hand as if taking an oath
Usage: *made a vow, I swear to tell the truth, president's oath of office, loyal to his party*

Sign Language (cont.)

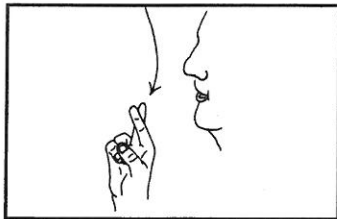


Rabbit

Place the right "H" on the left "H" crosswise; move the "H" fingers back and forth several times.

Origin: representing the ears of the rabbit.

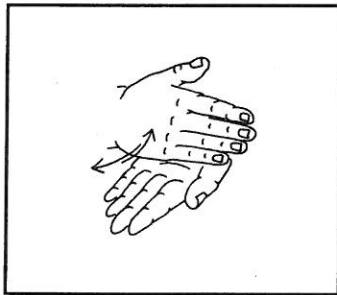
Usage: a white *rabbit* with pink eyes



Respect

Bring the "R" hand toward the face and down, ending with the "R" fingers pointing up.

Usage: We show *respect* for the American flag.

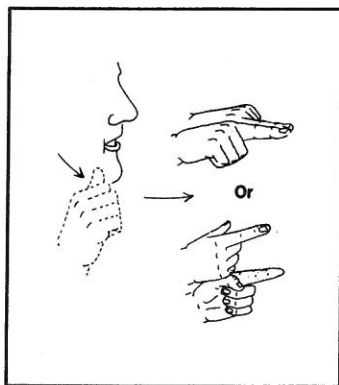


Sharing

Place the little-finger side of the right open hand crosswise on the left palm and move it back and forth between the left wrist and fingertips.

Origin: as if dividing something that is in the hand and saying, "Some for you and some for me."

Usage: Let's *share* the lunch

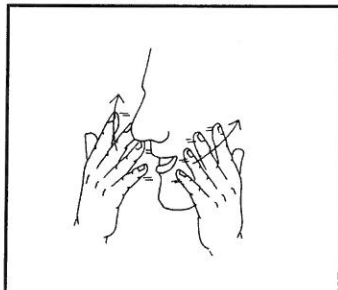


Sister

Sign "FEMALE" (move the inside of the thumb of the right "A" down the right cheek toward the chin) and "SAME" (place both index fingers side by side, pointing to the front). This sign is often made by placing the hands, in index finger positions, one above the other, right hand facing left and left hand facing right.

Origin: female in the same family

Usage: youngest *sister*



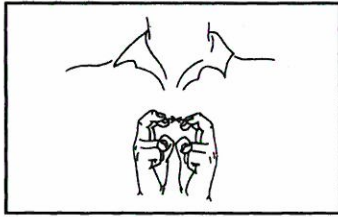
Smile

Place the fingertips of the open hands near the sides of the mouth; wiggle the fingers as the hands are moved outward and upward toward the ear.

Origin: smiling from ear to ear

Usage: beautiful *smile*, *cheerful* bus driver, *pleasant* people, *friendly* people

Sign Language (cont.)



Squirrel

Strike the tips of the bent "V" hands together on front of you several times.

Origin: indicates a sitting squirrel with front paws up

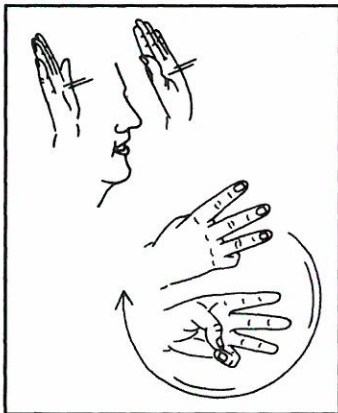
Usage: *Squirrels* can do damage in the house



Thank You

Place the tips of the open hands against the mouth and throw them forward, similar to throwing a kiss. (May be made with one hand.)

Usage: Esther *thanked* Will for the flowers; *thank you* for the birthday card



Wonderful World

Throw both open hands up, palms facing forward, then circle the the right "W" forward-down-up around the left "W" and place it on the thumb side of the left hand.

Origin: "Wonderful" – Hands are thrown up in wonder; "World" – the world going around

Usage: What a *wonderful world*

Getting Started with Heartwood

It's easy to get started with Heartwood. With a little preparation you'll be ready to begin the program and within a very short time you'll be infusing the Heartwood attributes into your daily curriculum.

I. Preparing

- Read "Heartwood Lesson Design" in the Teacher's Guide.
- Read about the Prop Boxes and Mini-Manners Plays.
- Read the introductory book, *What a Wonderful World*, and the accompanying lesson card.
- Set up a Heartwood area with a listening space, bulletin board for the attribute poster and children's responses, a map of the world or globe, Heartwood book display, and storage for Heartwood Journals.
- Assemble items in a Prop Box for the story, *What a Wonderful World*.

II. Beginning

- Beginning with circle time in the Heartwood corner, follow the lesson design on the *What a Wonderful World* lesson card through Preview, Reading, and Discussion.
- Over the next two weeks, try out other components of the Heartwood program with your class.
 - Introduce the **Heartwood Map Mat**.
 - Use the **Prop Box** as a center (Teaching Heartwood, p. 7).
 - Play **Globalullabies**.

- Perform **Mini-Manners Plays** (Teaching Heartwood, p. 9).
- Teach the sign language suggestion on the lesson card.
- Have children do a page for their **Heartwood journals**.
- Send the first **Home Connection Page** to families (Introductory Lesson, p. 6).

III. Continuing

- Reread the story to your class.
- Refer to the Heartwood attributes during the day as teachable moments arise.
- Share your own attribute stories.
- Read other books related to the attribute. A good source for more children's literature is the BridgeBuilders Library, which can be found at www.heartwoodethics.org under Resources, Libraries.
- Look over the supplemental information and activities found on the website under Resources, Pre-K/K.

What a Wonderful World

George David Weiss and Bob Thiele
1995
New York, Atheneum Press

LOVE

CONCEPTS

Love
Kindness
Caring
Cooperation

SUMMARY

The lyrics of this song paired with joyous illustrations by artist Ashley Bryant create a world of harmony, peace, and friendship. Love shines from each page as Bryant depicts Louis Armstrong joining children of many backgrounds on a world puppet stage.

OBJECTIVE

Children will become aware that love is shown through kindness, caring, and cooperation. They will be introduced to all the Heartwood attributes.

Circle Time (in the Heartwood Circle)

What a Wonderful World

PREVIEW

1. Show pages of the book and ask children to find matching colors on the Heartwood attribute poster. Name the attribute words for each color.
2. Introduce the Prop Box for this first Heartwood story and show items inside such as artificial flowers and greenery, people and animal puppets, toy horn, dolls, Heartwood Map Mat and a copy of *What a Wonderful World*.

READING

1. Read the story and have children say the line "What a Wonderful World" with you.
2. Play the tape or CD *What a Wonderful World* by Louis Armstrong and/or sing the lyrics, as you turn pages of the book.

After the Story

DISCUSSION

What makes a wonderful world in our classroom? What can you do to make a wonderful world here? In your neighborhood? What do other people do to make the world a better place?

After the Story (cont.)

ACTIVITIES

1. Ask children to tell how they show kindness or caring to a family member, a classmate, or a neighbor. Provide your own examples to help them respond, if necessary. A real or "pretend" microphone may be used here.
2. Display the Heartwood Map Mat. Explain that there are different ways to show our world and this is one way. Locate where you live. Name all the continents.

WRAP-UP

1. Present a "What a Wonderful World" play to another class or to parents.
2. In *My Heartwood Journal* have children draw pictures of people and things they love. Whenever possible, record children's thoughts about their drawings.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use the items in the box for retelling and acting out the story, or for creative play.
2. Mini-Manners Plays*: With finger puppets, model kindness and cooperation. For example:
Puppet 1: Boo hoo.
Puppet 2: What's wrong?
Puppet 1: I can't find my crayons.
Puppet 2: I'll share mine.
Puppet 1: Thank you!
3. Teach children how to sign the title, *What a Wonderful World*. Practice with the tape, *What a Wonderful World* or sing along. Share the song with another group. Teach the audience how to applaud in sign language.* (See "Sign Language" in *Teaching Heartwood*, p. 11.)
4. In pairs, have children act out being kind to one another. °Take pictures of these kind acts and post the photographs around a drawing of the world on a bulletin board in the Heartwood corner. Keep a disposable or digital camera handy to reenact and capture "Heartwood Moments."

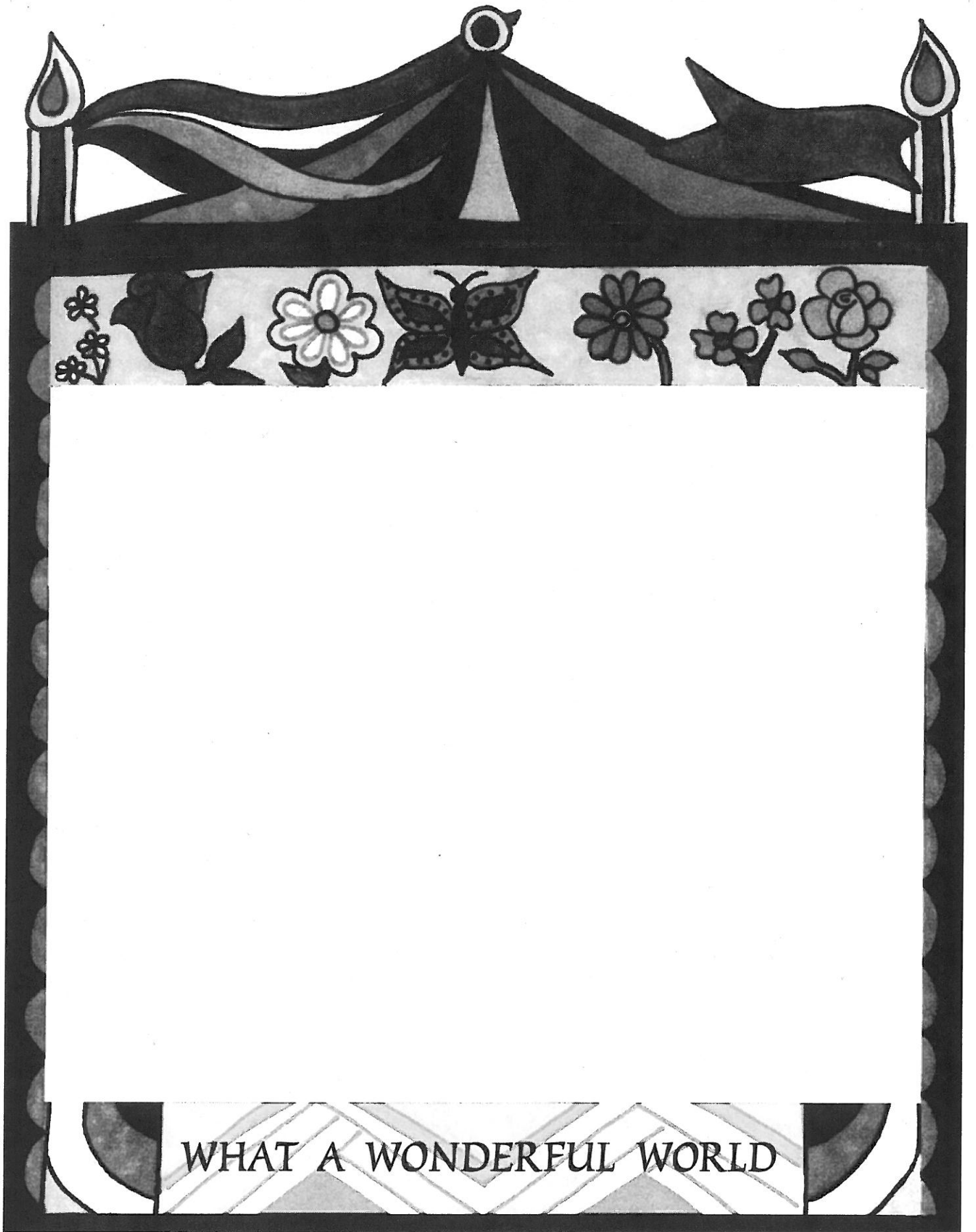
ART

1. Play the tape or CD *What a Wonderful World* while children color the covers of their Heartwood journals.
2. With the class, build a durable puppet stage out of a large cardboard box to use for plays throughout the school year. For mini-plays make individual puppet stages.*
3. Make puppets for a "What a Wonderful World" play. Children choose items from the story to draw, color, cut out, and tape to straws. These might include flowers, trees, animals, people, moon, sun, stars, sky, and clouds. Children may use these items for a group presentation, individual plays, or during a re-reading of the story.
4. Make a Heartwood weaving. Use plastic netting as a canvas and weave colored ribbon, crepe paper, or cloth in Heartwood colors. Children work cooperatively with a partner to push and pull the ribbon through the holes to create a striped Heartwood weaving.

MUSIC/MOVEMENT

1. Give each child a piece of fabric to wave around while moving to the song "What a Wonderful World."
2. Listen to *Globalullabies* by Freyda during rest time.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, sign language, and other activities.



WHAT A WONDERFUL WORLD

Dear Family,

Your child is being introduced to the Heartwood Ethics Program for Pre-K/K. It is designed to have a positive impact on his/her ability to cooperate with and care for others. Through beautifully illustrated books and related activities he/she will learn about ethical themes of Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love.

As your child's finest role model and teacher you are a very important part of this program. Each time a Heartwood story is read in class you will receive a Heartwood Home Connection similar to this one. *What a Wonderful World* is the introductory book for Pre-K/K.* Please ask your child about his/her response to the story, share your own experiences related to the attributes, and if possible, do an activity listed under "Suggestions." Together we can "nurture the future" and help our children become caring, responsible adults.

Sincerely,

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Heartwood Home Connection

What a Wonderful World by George David Weiss and Bob Thiele

What a Wonderful World is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Love as shown through kindness, caring, and cooperation. Perhaps you would enjoy sharing the story with your child.

Summary: The lyrics of this song paired with joyous illustrations by artist Ashley Bryant create a world of harmony, peace, and friendship. Love shines from each page as Bryant depicts Louis Armstrong joining children of many backgrounds on a world puppet stage.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Love.

Suggestions:

Have your child talk about his/her drawing in response to the story.
Tell your child why you think the world is wonderful.
Together create a drawing of something wonderful in your world.

Understanding the Attribute: Courage

Courage – the state or quality of mind that enables one to face danger or fear with self-possession, confidence, and resolution; bravery, valor

Synonyms: fearlessness, fortitude, pluck, spirit, boldness, valor, bravery

Courage gives one strength, power, and endurance to overcome or surmount obstacles, weaknesses, hardships, and crises. The types of courage fall into three categories: physical, mental, and spiritual. Courage is associated with bravery, valor, and heroism. Bravery implies fearlessness in the face of danger, but courage may be shown in spite of fear. Valor defies danger. Heroism signifies self-denial and self-sacrifice in the face of danger.

Age-Appropriate Understanding:	Examples:
Attempting a new skill	Dressing myself Pouring a glass of milk
Overcoming fear in a new setting or situation	Separating from my family when I go to school
Encountering the unknown	Trying new foods Meeting new friends
Displaying independence—doing something by myself without an adult	Getting on the school bus

Flower Girl Butterflies

Elizabeth Fitzgerald Howard
2004
Harper Collins, Greenwillow Books

COURAGE

CONCEPTS

Courage
Love

SUMMARY

Sarah is excited about being a flower girl in her Aunt Robin's wedding, but she's also worried. What if she trips or gets sick or forgets to throw the flowers? When Sarah shares her feelings with her mother and other family members, she is reassured and gains courage to walk down the aisle. Sarah then helps her young cousin, who is nervous about being a ring bearer. Christine Kromer's rich watercolor and colored pencil illustrations capture Sarah's anxiety and joy, and complement this story of love and celebration of family.

OBJECTIVE

Children will recognize courage as overcoming fears. They will learn about family love related to parents, grandparents, and extended families.

Circle Time (in the Heartwood Circle)

Flower Girl Butterflies

PREVIEW

1. Read the title, and explain what it means to have "butterflies in your stomach."
2. Read the first page ("Something Special"), show the illustration, and ask children why Sarah is scared.
3. Ask children to find **COURAGE** on the Heartwood attribute poster.
4. Show contents of the Prop Box, such as a white dress, veil, bouquets of artificial flowers, artificial flower petals, basket, pillow, ring, costume jewelry, men's hats, small toys, and a copy of *Flower Girl Butterflies*.

READING

1. Read the story uninterrupted or in two parts (up to "The Rehearsal" and from "The Rehearsal" to the end).
2. Choose sections of the story to read as a play. Have children take parts such as Sarah, Aunt Robin, Mommy, Willie, Uncle Joey, and Cousin Chaz. Read as a narrator and cue children to say dialogue in their own words.

After the Story

DISCUSSION

1. Why do people get married? What does it mean for the people getting married? For their families?
2. Discuss Sarah's feelings about being a flower girl. Who helps her to be brave? How does Sarah help Willie? Who helps you to have courage? How do family members show love to each other? How do you show love to your relatives?

After the Story (cont.)

ACTIVITIES

1. Re-read the first paragraph of "Guests Are Coming." Together make a list of things you can do to make relatives feel welcome when they visit.
2. Play the game, "You Can Do It." Sit in a circle and brainstorm times you get "butterflies" and need to have courage, such as performing in a play, going to the dentist, or batting in a baseball game. Take turns finishing this sentence, "I get butterflies in my stomach when..." Have all the children say "But you can do it, yes you can!" after each turn.

WRAP-UP

1. Have children display courage by having "show and tell" with their favorite doll or toy animal on a stage in a large auditorium or other place where presentations are held.
2. In *My Heartwood Journal* have children draw a picture and dictate a sentence about situations where they get butterflies and show courage (see Activity #2). Write titles for the drawings with the word "butterflies," for example, "Baseball Butterflies."

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: With finger puppets, model courage. For example:
Puppet 1: I'm scared.
Puppet 2: Why?
Puppet 1: I'm in a play. I might mess up.
Puppet 2: You can do it, even if you're scared.
Puppet 1: O.K. I'll try.
3. Teach children to sign emotions such as "happy," "excited," and "scared." (Keyword: ASL browser)

ART

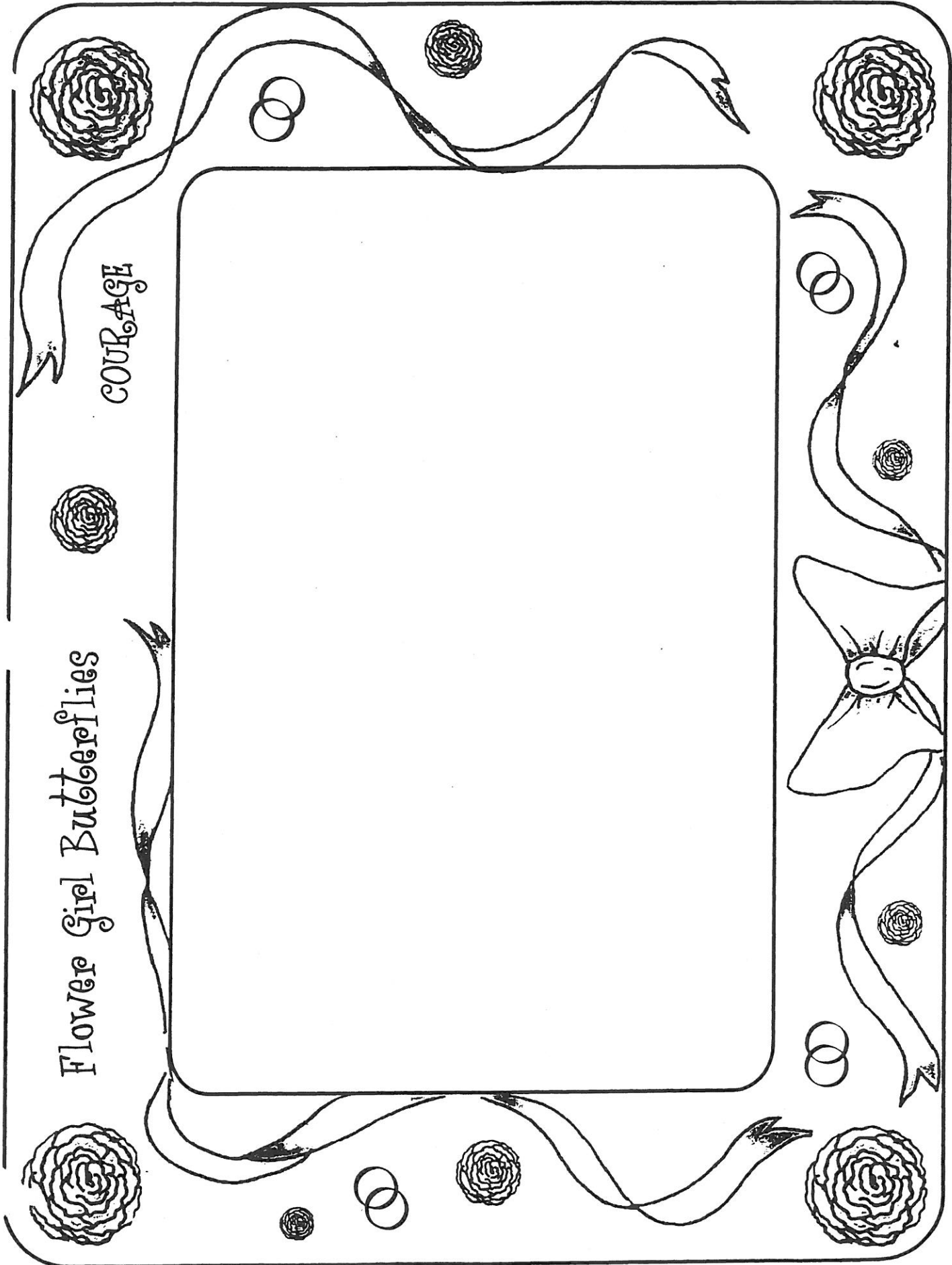
1. Together make a scrapbook of family celebrations. Have each child decorate a page with photographs or drawings of family members celebrating an event such as a birthday, wedding, or picnic. Encourage children to glue or tape candles, party hats, napkins or other mementos to their pages. Have children "read" their pages to the class.
2. Make butterfly cookies. Roll out refrigerator sugar cookie dough, cut cookies with a butterfly cookie cutter, bake, and have children decorate cookies with colored icing.

MUSIC/MOVEMENT

1. Play wedding music, such as "Here Comes the Bride," and march down a pretend aisle.
2. Use yoga to teach children relaxation techniques. (Keyword: yoga kids)
3. Give children scarves and have them whirl and twirl to dance music.

Flower Girl Butterflies

COURAGE



Dear Family,

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As your child's finest role model and teacher you are a very important part of this program. Each time a Heartwood story is read in class you will receive a Heartwood Home Connection similar to this one. *Flower Girl Butterflies* is the introductory book for Pre-K/K.* Please ask your child about his/her response to the story, share your own experiences related to the attributes, and if possible, do an activity listed under "Suggestions." Together we can "nurture the future" and help our children become caring, responsible adults.

Sincerely,

Heartwood Home Connection

Flower Girl Butterflies by Elizabeth Fitzgerald Howard

Flower Girl Butterflies is a story from the Heartwood Ethics Program for Pre K/K.* This book focuses on the attribute of Courage as overcoming fears. Perhaps you would enjoy sharing the story with your child.

Summary: Sarah is excited about being a flower girl in her Aunt Robin's wedding, but she's also worried. What if she trips or gets sick or forgets to throw the flowers? When Sarah shares her feelings with her mother and other family members, she is reassured and gains courage to walk down the aisle. Sarah then helps her young cousin, who is nervous about being a ring bearer. Christine Kromer's rich watercolor and colored pencil illustrations capture Sarah's anxiety and joy, and complement this story of love and celebration of family.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Courage.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time you or someone you know showed courage.

* find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Margaret and Margarita

Lynn Reiser
1993
New York, Mulberry Books

COURAGE

CONCEPTS

Courage
Respect

SUMMARY

Two young girls, Margaret and Margarita, meet in the park. One speaks English and the other Spanish. Both show courage by introducing themselves to each other with “Hello!” and “Hola!” Playing together while communicating in both languages, they quickly become friends. With bright watercolors and bilingual dialogue printed in pink and blue, the author/illustrator has created a joyous story of friendship. “Ole!” and “Hurrah!” for Margaret and Margarita.

OBJECTIVE

Children will learn that courage can be shown in everyday situations such as making new friends. They will be encouraged to respect similarities as well as differences in others.

Circle Time (in the Heartwood Circle)

Margaret and Margarita

PREVIEW

1. Teach children to say “hello,” “good-bye,” and “friends” in Spanish. If friends are girls, say “amigas,” boys or boys and girls, say “amigos.”
2. Ask children to find COURAGE on the Heartwood attribute poster.
3. Show pages of the book and explain that one girl speaks English and the other speaks Spanish. Ask children why they think the two girls can still be friends.

4. Show items in the Prop Box, such as stuffed toy animals, hair bows, adult dress-up clothes, handbags, and a copy of *Margaret and Margarita*.

READING

1. Read interactively, with children repeating some of the Spanish words after you pronounce them.
2. Ask children to bring stuffed toy animals to school to use during interactive rereading of parts of the story.

After the Story

DISCUSSION

How are Margaret and Margarita alike and different? Why do you think it took courage for them to say hello to each other? How do you make a new friend? How do you show courage?

After the Story (cont.)

ACTIVITIES

1. Teach "hello" in different languages.*
 2. Prepare a "Welcome Bag" to have ready for new children who might join your class. Encourage your class to contribute items they think would help a new child feel welcome, such as a box of crayons, Heartwood Journal, and a name card. Role-play actions they might take to welcome a new classmate. If and when a new child arrives, present the "Welcome Bag" and make a new one. Keep a camera handy to take a class photograph including the new classmate.
 3. Locate Spanish-speaking countries on the Heartwood Map Mat. (Keyword: Spanish-speaking countries)
 1. Invite children from another class for a "Make a New Friend" activity period. In pairs, have children play get acquainted games* and then have a snack together.
 2. In *My Heartwood Journal*, ask children to draw pictures of themselves and a new friend. Record children's thoughts about what they drew.
- Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

EXTENSION

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: With finger puppets, model making introductions and/or giving compliments. For example:

Puppet 1: Hi!
Puppet 2: Hi!
Puppet 1: My name is Jon.
Puppet 2: My name is Brandon.
Puppet 1: I'm glad to meet you.
Puppet 2: Glad to meet you too!

Note: Perform mini-plays using Spanish words. For example:
Puppet 1: Hola!
Puppet 2: Hola!
Puppet 1: Me llamo Carla.
Puppet 2: Me llamo Thomas.
Puppet 1: Me gustan tus zapatos.
Puppet 2: Gracias!

ART

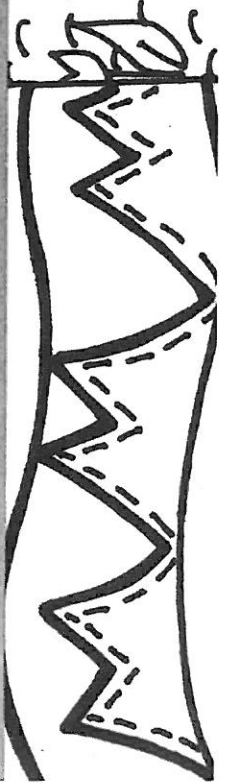
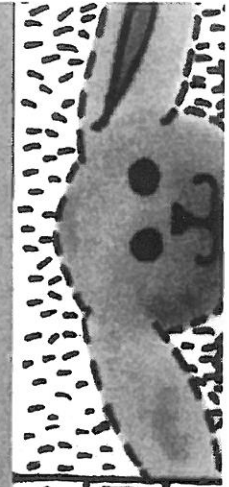
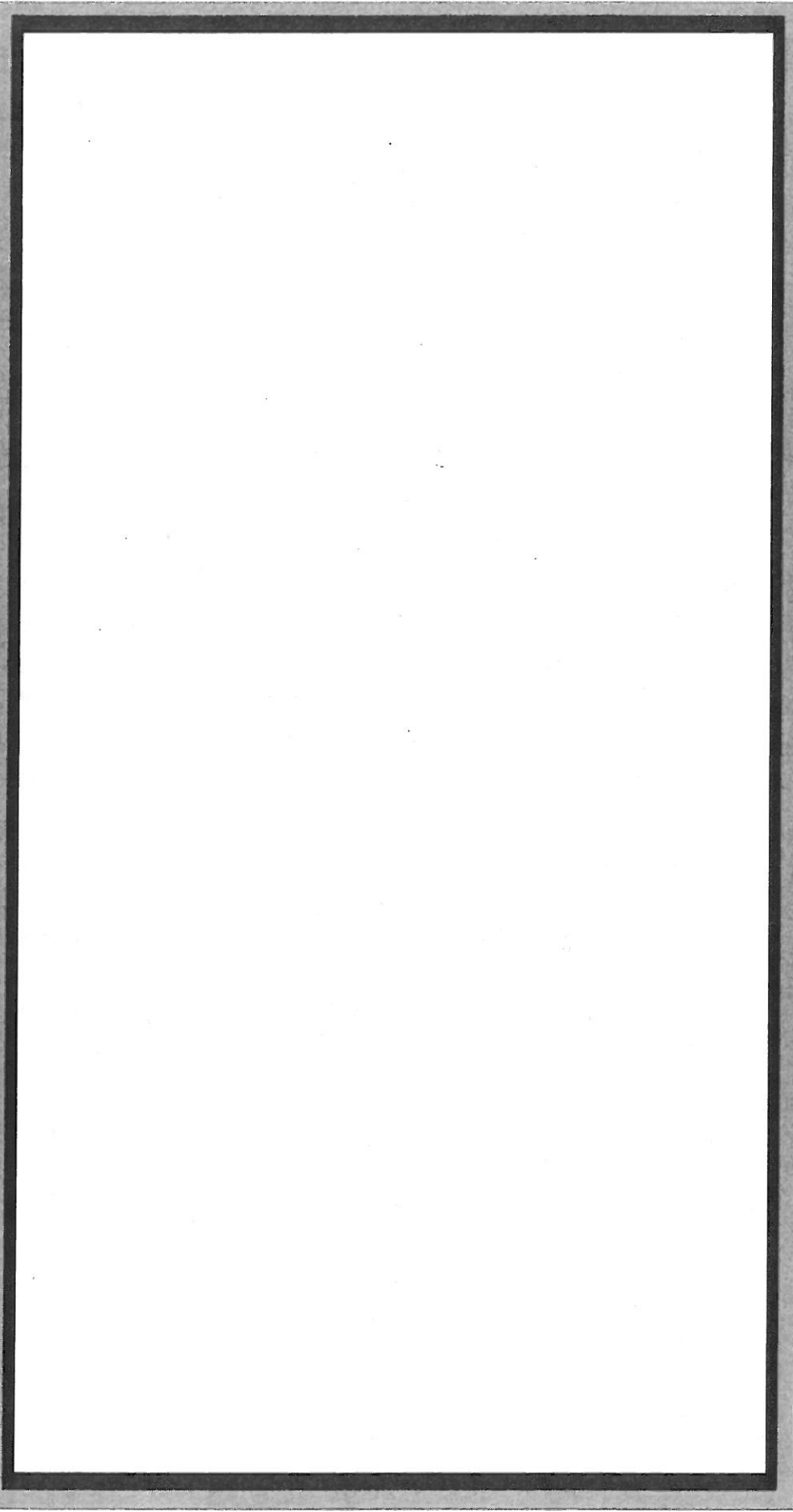
3. Teach children to sign the word "friends."
1. Work together to make a friendship bulletin board similar to the picture at the beginning of the book. Give each child a paper doll to color and place around a paper "world."
2. Make "friendship collages" using a variety of materials such as ribbon, yarn, cloth or paper scraps, buttons, lace, and pipe cleaners. Directions: "With a partner choose 10 objects from the basket of materials. Glue objects onto a square of cardboard." Write partners' names on the collages. Display and provide opportunities for children to talk about their cooperative art.

MUSIC/MOVEMENT

1. Children sing "get acquainted" songs you create or find online. (Keyword: friendship songs, kids)
 2. Listen to *Globalilldabies* by Freyda during rest time.
- *Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadable paper doll pattern, "hello" in many languages, sign language, and links to other "get acquainted" songs and games.

MARGARET AND MARGARITA

COURAGE



Heartwood Home Connection

Margaret and Margarita by Lynn Reiser

Margaret and Margarita is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Courage as bravely confronting fears. Perhaps you would enjoy sharing the story with your child.

Summary: Two young girls, Margaret and Margarita, meet in the park. One speaks English and the other Spanish. Both show courage by introducing themselves to each other with "Hello!" and "Hola!" Playing together while communicating in both languages, they quickly become friends. With bright watercolors and bilingual dialogue, the author/illustrator has created a joyous story of friendship. "Ole!" and "Hurrah!" for Margaret and Margarita.

Class Activity: After listening to the story your child drew a picture related to the book and/or to the attribute, Courage.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know showed courage.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Understanding the Attribute: Loyalty

Loyalty — the state or quality of being faithful to a person, ideal, or group.

Synonyms: fidelity, allegiance, duty, commitment, community, steadfastness

The respected Rabbi Hillel questioned, "If I am not for myself, who is for me? But if I am only for myself, what am I?" (*Mishveh: Ethics for the Fathers*, 1:14). Loyalty, at the center of human values, cements social bonds between people, families, communities, and nations. It requires that we recognize a relationship to our fellow human beings; it must be cultivated and taught, because it is rarely instinctive. Loyalty involves duty, a sense of commitment and community, a knowledge that each of us is a part of something greater than ourselves. It makes us aware of the duties and obligations we therefore have toward each other.

Age-Appropriate Understanding:	Examples:
Doing jobs for home and family	Dressing myself Setting the table
Helping friends	Building a block structure together Sharing toys and snacks
Supporting friends and family in times of need	Getting help for a friend who is hurt Playing with a classmate who is lonely

Miss Tizzy

Libba Moore Gray
1998
New York, Simon and Schuster

LOYALTY

CONCEPTS

Loyalty
Respect
Love
Caring

SUMMARY

Miss Tizzy is the kind of neighbor and friend children love. In this delightful book Miss Tizzy and the children have fun baking cookies, marching in a musical band, making pictures, and performing puppet shows. When Miss Tizzy becomes ill the children stay by her side to give love and joy to their special friend. Jada Rowland's line drawings over soft pastel watercolors enhance the text.

OBJECTIVE

Children will become aware of loyalty as standing by friends in times of need. They will learn about ways to show love and caring through actions.

Circle Time (in the Heartwood Circle)

Miss Tizzy

PREVIEW

1. Show children the cover of the book and the two opening pages. Ask them how Miss Tizzy's yard is different from the other yards in the neighborhood and what they can tell about Miss Tizzy by looking at the pictures.
2. Ask children to find LOYALTY on the Heartwood attribute poster.
3. Display items in the Prop Box, such as a purple hat, white feather, musical instruments, paper and crayons, teacups, tablecloth, stuffed cat, artificial flowers, sleeping bag, dress-up clothing, and a copy of *Miss Tizzy*.

READING

1. Read interactively, eliciting responses about what the children are doing and how they are helping Miss Tizzy and other people in the neighborhood.
2. Have children take turns dressing up as Miss Tizzy or Mr. Tizzy while you read parts of the story. Children may pantomime actions.

After the Story

DISCUSSION

What makes Miss Tizzy a special friend? When Miss Tizzy gets sick the children are loyal to her and stay with her. What do they do to help her feel better? How are you loyal to your friends? Your family?

After the Story (cont.)

ACTIVITIES

1. Have a "Miss Tizzy time" where children make or do something to share with their family, classmates, or neighbors, such as decorating cookies, making puppets or musical instruments, drawing pictures, or having a tea party.
2. Together make "Thinking of You" cards to give to special older friends.

WRAP-UP

1. Visit a senior citizens home, sing friendship songs, and present "Thinking of You" cards.
2. In *My Heartwood Journal* have children draw pictures of special older friends. Record children's thoughts about what they drew.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: With finger puppets, model a "get well" phone call. For example:

Puppet 1: Hi!
Puppet 2: Hi!

Puppet 1: How are you feeling?

Puppet 2: I still have a cold.

Puppet 1: I hope you feel better!

Puppet 2: Thank you!

3. Teach children to sign "Thank you."

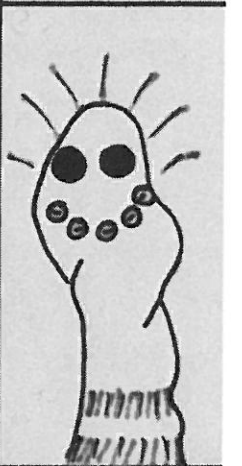
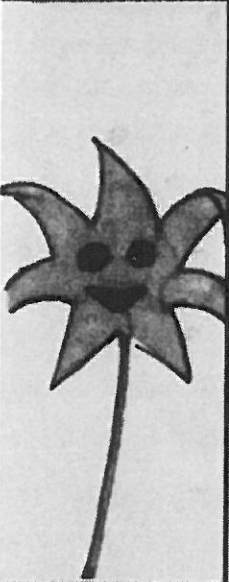
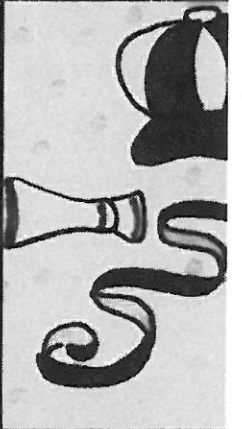
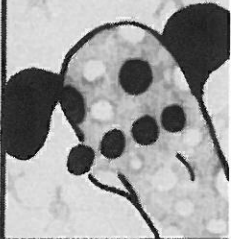
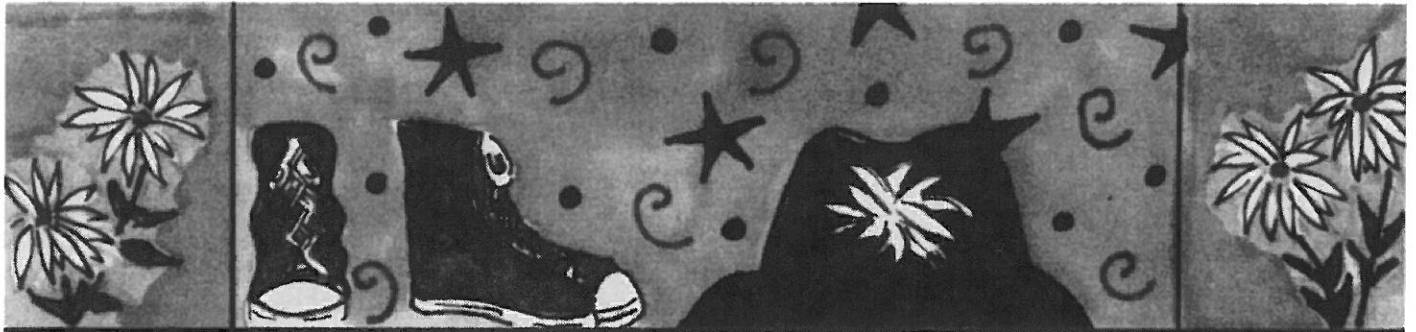
ART

1. Make puppets out of old socks. Children can draw faces with markers and glue yarn for hair and pieces of fabric for clothes. Have children put on a puppet show for grandparents or favorite older adults.
2. Make or buy plain cookies and have children decorate the cookies with colored icing.

MUSIC/MOVEMENT

1. Have a parade with a marching band. Children march to music while playing their homemade "instruments," such as foil pie pans for cymbals, film canisters filled with dried beans or rice for maracas, and empty oatmeal boxes for drums.
2. Listen to *Globalullabies* by Freyda during rest time.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.



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Miss Tizzy
LOYALTY



Heartwood Home Connection

Miss Tizzy by Libba Moore Gray

Miss Tizzy is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Loyalty as it shows friends supporting each other in times of need. Perhaps you would enjoy sharing the story with your child.

Summary: Miss Tizzy is the kind of neighbor and friend children love. In this delightful book she and the children have fun baking cookies, marching in a musical band, making pictures, and performing puppet shows. When Miss Tizzy becomes ill the children stay by her side to give love and joy to their special friend. Jada Rowland's line drawings over soft pastel watercolors enhance the text.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attribute, Loyalty.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know showed loyalty.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Con Mi Hermano/With My Brother

Eileen Roe
1994
New York, Macmillan Publishing

LOYALTY

CONCEPTS

**Loyalty
Love**

SUMMARY

Loyalty, love, and admiration are evident in this story of two brothers, one older, one younger. They enjoy each other's company playing at the park, reading, wrestling, and working puzzles together. This bilingual story is told in the voice of the younger brother who wants to be like his older brother. Robert Castilla's warm watercolor illustrations complement the text.

OBJECTIVE

Children will become aware of family loyalty related to siblings. They will learn ways to show appreciation to family members.

Circle Time (in the Heartwood Circle)

Con Mi Hermano/With My Brother

PREVIEW

1. Read the title and explain that it is written in two languages, English and Spanish.
2. Show illustrations on each page, and have children respond by telling what they think is happening in the story.
3. Together find LOYALTY on the Heartwood attribute poster.
4. Show contents of the Prop Box such as small toys, bat, ball, glove, picture books, newspapers, cloth bag for newspapers, and a copy of *Con Mi Hermano/With My Brother*.

READING

1. Read the story uninterrupted in English or Spanish.
2. Read the English text alternating with another adult reading the Spanish text.

After the Story

DISCUSSION

How do the brothers have fun together? How do they show loyalty by helping each other? How do you show loyalty to people in your family?

After the Story (cont.)

ACTIVITIES

1. Plan a "Families Day." Invite siblings, cousins, or older children in your school to pair with children in your class in various cooperative activities such as working puzzles, playing ball, or reading together.
2. Ask parents for family photographs to display on a bulletin board under the title "Loyalty and Love."

WRAP-UP

1. Read the book *Big Sister and Little Sister* by Charlotte Zolotow.
2. In *My Heartwood Journal* have children draw pictures of themselves with loyal family members. Write a title on each page, such as "With My Brother," "With My Sister," or "With My Grandmother."

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story, or for small group creative play.
2. Mini-Manners Plays*: With finger puppets, model loyalty. For example:
Puppet 1: Will you take me to the playground? Please!
Puppet 2: Sure! I'll take you when I get home from school.
Puppet 1: I'll wait for you.
Puppet 2: Thank you!
Puppet 1: Bye!
3. Teach children English and Spanish words for family members such as brother/el hermano, sister/la hermana, mother/la mama, and father/el papa
4. Teach children to sign the words "brother," "sister," and "loyalty."

ART

1. Download older/younger outlines* for children to color and name. Post on a bulletin board.
2. Make popsicle stick puppets and paper-plate puppet stages. Have children bring photographs of themselves to paste on the sticks. Fold paper plates in half and cut slits for puppets across folds. Have children color the top half for the sky and the bottom half for grass, insert stick puppets, and perform short plays.

MUSIC/MOVEMENT

1. Listen to the song "Sisters and Brothers" from the CD or album *Free to Be You and Me*.
2. Together sing and act out motions to "Two by Two." In pairs, have children pantomime a play activity that takes two participants, such as throwing and catching a ball, riding on a seesaw, or clapping hands together.

"Two by Two" (to the tune of "Skip to My Lou").

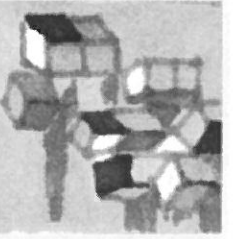
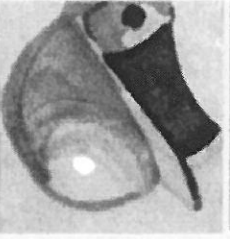
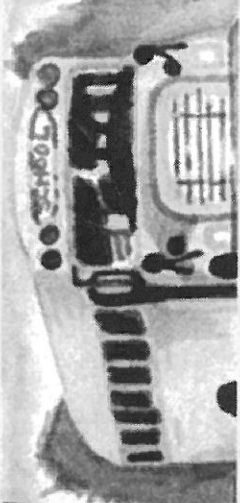
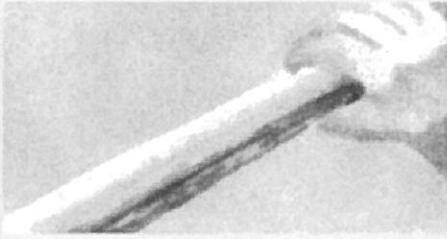
We can do a motion two by two (repeat three times).

We have fun together.

Together do the same activity, with children pantomiming helping activities such as setting the table, sweeping the floor using a broom and dustpan, or putting toys away. Sing the same lyrics changing the last line to "We can help each other."

3. Listen to *Globalullabies* by Freyda during rest time.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.



Con Mi Hermano
With My Brother
LOYALTY

Heartwood Home Connection

Con Mi Hermano/With My Brother by Eileen Roe

Con Mi Hermano is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Loyalty as being loyal to family members. Perhaps you would enjoy sharing the story with your child.

Summary: Loyalty, love, and admiration are evident in this story of two brothers, one older, one younger. They enjoy each other's company playing at the park, reading, wrestling, and working puzzles together. This bilingual story is told in the voice of the younger brother who wants to be like his older brother. Robert Castilla's warm watercolor illustrations complement the text.

Class Activity: After listening to the story your child drew a picture related to the book and/or to the attribute, Loyalty.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know showed loyalty.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Understanding the Attribute: Justice

Justice — moral rightness, equity; honor, fairness; fair handling; due reward or treatment.

Synonyms: fairness, equity, right

Justice is the quality of being guided by truth, reason, and fairness. It keeps a society, nation, family, or relationship functioning in an orderly, fair manner. The mind and logical thinking play paramount roles in determining justice.

Justice encompasses respect and understanding; it resists unjust or unlawful control by one group or person over another.

Age-Appropriate Understanding:	Examples:
Accepting the consequences of one's actions	Talking with an adult when I've done something wrong
Considering what's fair to self and others	Playing games according to the rules and discussing disagreements
Doing my part to help the group	Sharing resources Helping to keep the classroom clean

On Mother's Lap

Ann Herbert Scott
1992
New York, Clarion Books

JUSTICE

CONCEPTS

Justice
Love

SUMMARY

Michael, a young Inuit boy, enjoys rocking back and forth on Mother's lap. He snuggles with dolly, boat, and puppy under his reindeer blanket, but resists sharing Mother's lap with his baby sister. Michael soon discovers that Mother's lap and love can expand to include everyone. The artist's warm luminous illustrations enhance this universal childhood experience

OBJECTIVE

Children will learn about justice in sharing parents with siblings. They will become aware of the expansive quality of love.

Circle Time (in the Heartwood Circle)

On Mother's Lap

(If possible, sit in a rocking chair as you read the story in the Heartwood corner.)

PREVIEW

1. Read the title, show the cover and first page of the book, and explain that the story takes place in Alaska. Locate Alaska on the Heartwood Map Mat.
2. Together find JUSTICE on the Heartwood attribute poster.
3. Show contents of the Prop Box, such as a doll, boat, blanket, stuffed dog, Heartwood Map Mat, and a copy of *On Mother's Lap*.

READING

1. Read the story uninterrupted.
2. Have children hold and rock a favorite doll or stuffed toy as they listen to the story and together say the lines "Back and forth, back and forth, they rocked."
3. Read the story replacing "Father" for "Mother" and changing the words as needed.

After the Story

DISCUSSION

At the beginning of the story Michael shares his lap with many others. Who or what are they? Why do you think he doesn't want to share his mother's lap with his baby sister? What does Michael learn about sharing and being fair?

After the Story (cont.)

ACTIVITIES

1. Play "Reverse Musical Chairs." Each time the music stops, children share the remaining chairs. When just a few chairs are remaining, children crowd around them. Everyone stays in the game.
2. Set up "Sharing Centers," such as an art center with two pairs of scissors for four children or a music center with a variety of instruments. Encourage children to find fair ways to share materials and afterwards tell the group about them.
3. Invite a grandparent to read stories to children in the rocking chair.

WRAP-UP

1. Play "Room for One More." Wearing a cape or shawl ask how many children would fit under it. Then one at a time ask children to join you until everyone is covered.
2. In *My Heartwood Journal* have children draw themselves on a chair or sofa with a favorite adult, siblings, and prized possessions.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: With finger puppets, model sharing and fairness. For example:
Puppet 1: Your cookie looks good!
Puppet 2: Would you like half?
Puppet 1: Thank you!
Puppet 2: You're welcome!
3. Teach children to sign the word "justice."

ART

1. Make Inuit paper dolls. Download pattern*, make copies for your class, have children draw and color faces, parkas, and boots. Glue cotton balls around hoods of parkas.
2. Together make "I love you this much"* cards for parents.
3. Make a parent/child collage to post in your classroom. Have children cut out magazine pictures of mothers and children from diverse cultures and paste on a sheet of poster board, overlapping the edges.

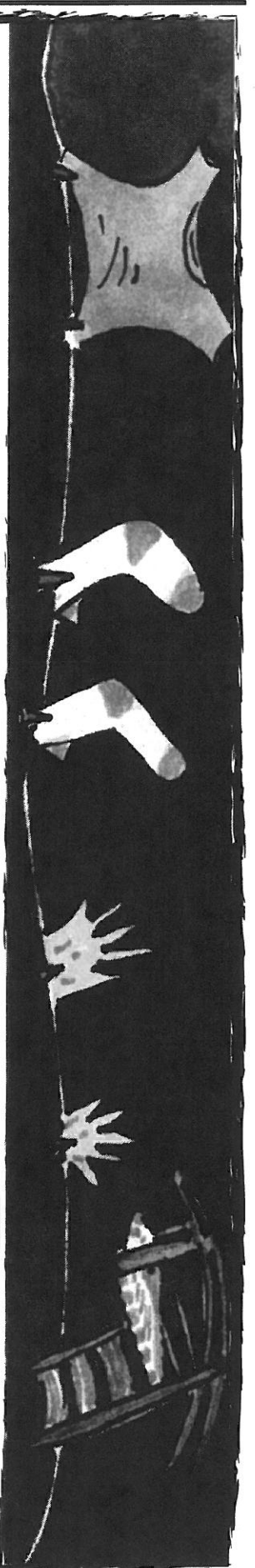
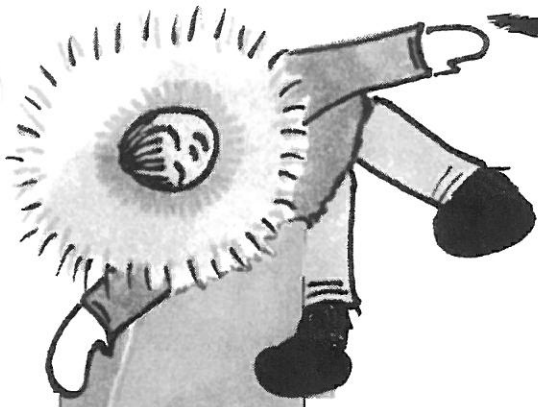
MUSIC/MOVEMENT

1. Listen to *Globalullabies* by Freyda during rest time.
2. Children sit facing each other in pairs, legs spread and feet touching. Hold hands and rock gently back and forth.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.

ON MOTHER'S LAP

JUSTICE



Heartwood Home Connection

On Mother's Lap by Ann Herbert Scott

On Mother's Lap is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Justice related to sharing parents' time with siblings. Perhaps you would enjoy sharing the story with your child.

Summary: Michael, a young Inuit boy, enjoys rocking back and forth on Mother's lap. He snuggles with dolly, boat, and puppy under his reindeer blanket, but resists sharing Mother's lap with his baby sister. Michael soon discovers that Mother's lap and love can expand to include everyone. The artist's warm, luminous illustrations enhance this universal childhood experience.

Class Activity: After listening to the story your child drew a picture related to the book and/or to the attribute, Justice.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know, showed justice.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

The Doorbell Rang

Pat Hutchins
1986
New York, Greenwillow Books

JUSTICE

CONCEPTS

**Justice
Sharing
Hospitality**

SUMMARY

As Sam and Victoria are dividing a plateful of freshly baked cookies, the doorbell rings again and again. Each ring brings more friends and cousins to share the cookies. Though disappointed when each person's share dwindles to one cookie, Sam continues sharing. Everyone is surprised and delighted when the final ring of the doorbell brings Grandma with another plate of delicious cookies. Hospitality abounds in this story and bright ink and watercolor paintings make the family's kitchen an inviting place to visit.

OBJECTIVE

Children will be aware of how justice relates to sharing. They will be encouraged to practice hospitality.

Circle Time (in the Heartwood Circle)

The Doorbell Rang

PREVIEW

1. Show the pictures of the book page by page. Ask children to tell what they think is happening in the story.
2. Ask children to find JUSTICE on the Heartwood attribute poster.
3. Show items inside the Prop Box, such as a bell, mop, bucket, large plastic or paper plate, small plates, checkered tablecloth, stuffed cat, teddy bear, paper "cookies," and a copy of *The Doorbell Rang*.

READING

1. Have children participate by saying the repetitive lines with you.
2. Sit at a large table and read the story as children act it out. Have children ring a bell, join the group, and divide cookies.

After the Story

DISCUSSION

What happens every time the doorbell rings? What does Sam do? What would you do if you were Sam? If each person got the same number of cookies and there was one cookie left over, what would you do with it? What might make it fair? Why do you think the children like to visit Sam?

After the Story

ACTIVITIES

1. Talk about, then model, a fair way to divide a cupcake between two children: Using a plastic knife, one person cuts it in half and the other person chooses the first piece. Ask for other ways to share fairly and try out some of the ways.
2. Give pairs of children a paper bag containing an assortment of stickers to divide among themselves.

WRAP-UP

1. Invite another group of children to share a snack. Make sure everyone is served before the children begin eating.
2. In *My Heartwood Journal* have children draw a picture of sharing. Record children's thoughts about what they drew.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to families.

DRAMA/LANGUAGE

1. Prop Box: Use the items in the box for retelling and acting out the story or for creative play.
2. Mini-Manners Plays*: With finger puppets, model sharing with a friend. For example:
Puppet 1: I have two apples. Do you want one?
Puppet 2: Sure!
Puppet 1: Here—one for me and one for you.
Puppet 2: Thank you!
3. Teach children to sign "sharing."

ART

1. Together make pretend "cookies" with homemade play dough.* Have cookie cutters and rolling pins available.
2. Make a footprint mural. Have children step into a tray of poster paint mixed with a little liquid soap and then walk onto a long piece of butcher paper. Write names beside the footprints. Wash feet afterwards.

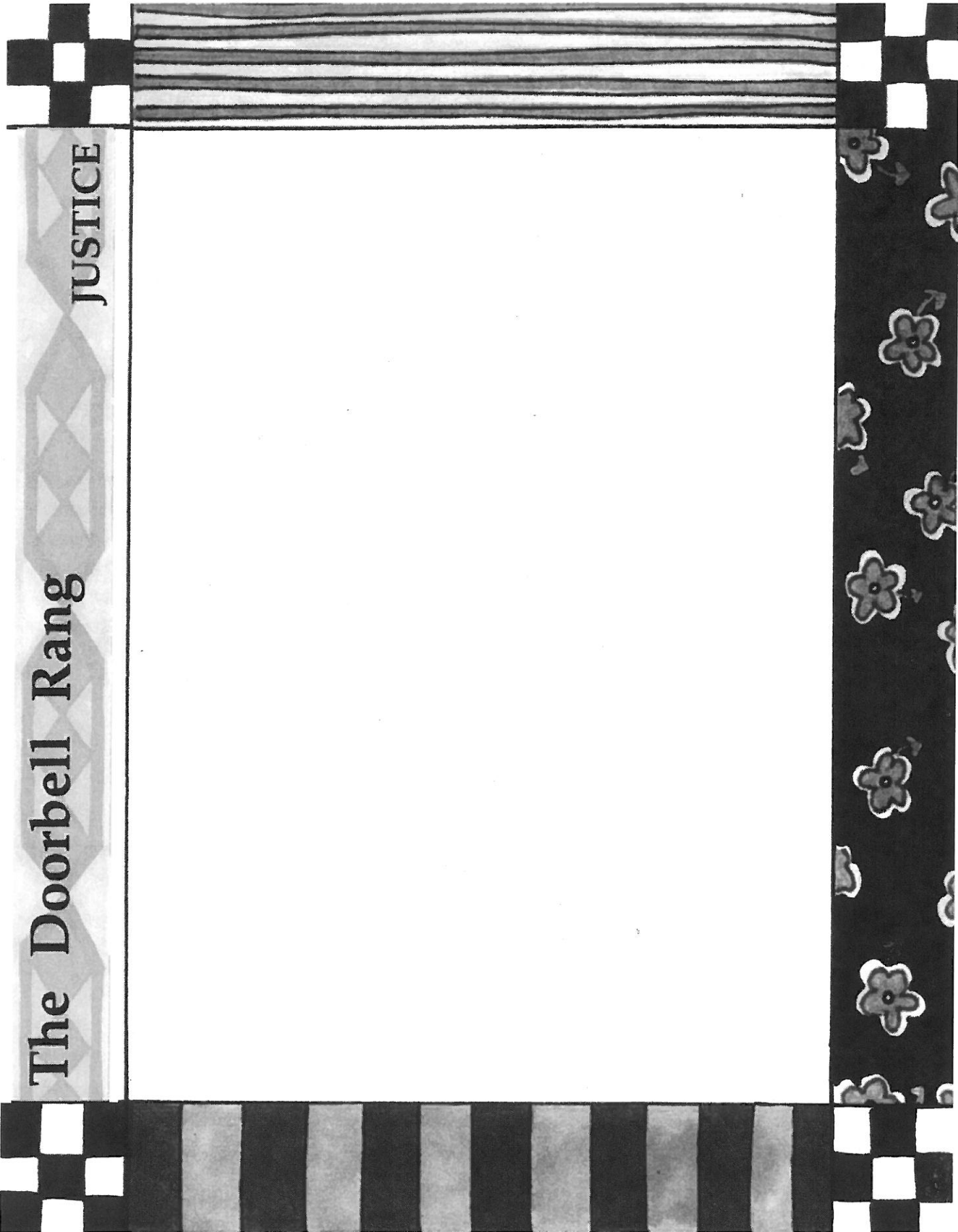
MUSIC/MOVEMENT

1. Play a different version of musical chairs. Begin with one child circling one chair to the music. Every time the music stops, add a chair and another child. Play until all children participate.
2. Listen to *Globallullabies* by Freyda during rest time.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.

The Doorbell Rang

JUSTICE



Heartwood Home Connection

The Doorbell Rang by Pat Hutchins

The Doorbell Rang is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Justice as it considers what is fair to yourself and others. Perhaps you would enjoy sharing the story with your child.

Summary: As Sam and Victoria are dividing a plateful of freshly baked cookies, the doorbell rings again and again. Each ring brings more friends and cousins to share the cookies. Though disappointed when each person's share dwindles to one cookie, Sam continues sharing. Everyone is surprised and delighted when the final ring of the doorbell brings Grandma with another plate of delicious cookies. Hospitality abounds in this story and bright ink and watercolor paintings make the family's kitchen an inviting place to visit.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attribute, Justice.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know showed justice.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Understanding the Attribute: Respect

Respect — esteem for, or sense of worth of, a person, personal quality, or trait; honor, willingness to show consideration or appreciation.

Synonyms: regard, consideration, courtesy, attention, deference, admiration, tolerance, reverence, veneration

Respect involves patience, openmindedness, and deference for traditions, differences, age, race, religion, the earth, the self, and others. It means a fair and open-minded attitude toward opinions and practices that differ from one's own. We show respect by listening carefully to others' viewpoints and acknowledging their validity.

Age-Appropriate Understanding:	Examples:
Recognizing the similarities and celebrating differences among us	Learning sign language Studying other cultures
Showing consideration for others' feelings	Taking turns on the swings Listening to others share their ideas
Caring for one's belongings	Returning books to the shelf Hanging up my coat
Caring for others' belongings	Not taking things from my brother or sister without asking

Cleversticks

Bernard Ashley
1991
New York, Crown Publishers

RESPECT

CONCEPTS

**Respect
Kindness
Cooperation**

SUMMARY

Ling Sung has a difficult time adjusting to school because he has trouble writing his name, tying his shoes, and buttoning his sweater correctly. When classmates discover Ling Sung using paintbrushes as chopsticks to eat cookie pieces, they want to learn his special skill. He earns their respect as he teaches them how to use chopsticks and makes friends who reciprocate by helping him learn new tasks. Brightly colored realistic illustrations complement the text.

OBJECTIVE

Children learn about respect in becoming aware of each other's talents. They will experience kindness and cooperation in helping each other.

Circle Time (in the Heartwood Circle)

Cleversticks

PREVIEW

1. Show a few pages of the book and explain that everyone can do something well. Ask children to tell something they can do well at home or at school.
2. Display items in the Prop Box such as paint brushes, poster paint, paper, crayons, disposable camera, jacket with buttons, tennis shoes, paint smock, chopsticks, and a copy of *Cleversticks*.
3. Together find RESPECT on the Heartwood attribute poster.

READING

1. Read interactively, with children responding to the text and illustrations.
2. Assign actions such as tying shoes, painting, writing names, and putting on an apron for children to pantomime while you read the story.

After the Story

DISCUSSION

How did Ling Sung show respect to his classmates? How did they help Ling Sung? How are you kind and respectful?

After the Story

ACTIVITIES

1. Take photographs of children performing tasks they can do well and helping each other learn new tasks. Post on a bulletin board with the title "Respecting Each Other."
2. During snack time have children try using chopsticks to eat broken cookies or crackers.
3. At sharing time have children explain how to do or make something.

WRAP-UP

1. Set up Cleversticks Centers. Use chopsticks activities at the back of the book for two centers. Add other centers related to the illustrations in the book, such as working on a computer, painting on an easel, drawing with markers, building with blocks, looking at books, and listening to tapes. Find out which center each child prefers.
2. In *My Heartwood Journal* have children draw pictures of things they do well. Under the title "I can" on each page, record children's thoughts about what they drew.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: With finger puppets model respect and kindness. For example:
Puppet 1: My shoe's untied!
Puppet 2: I'll help you. Watch me!
Puppet 1: I still can't do it.
Puppet 2: Keep trying! You'll learn.
3. Have children create their own Mini-Manners Plays.
4. Teach children to sign the word "respect."

ART

1. Together practice painting Chinese numbers 1 to 5.* (Keyword: Chinese numbers kids)
2. Have children paint their names and a picture of themselves on a large sheet of paper.
3. Together make sewing cards. With markers have children draw and color objects on cardboard squares, punch holes at one-inch intervals on the cards, and "sew" them with shoelaces.

MUSIC/MOVEMENT

1. With chairs, tables, and indoor play equipment, set up an obstacle course for children to complete. Make sure to include "spotters" to help children complete the course safely.
2. Listen to *Globalullabies* by Freyda during rest time.

*Visit www.heartwoodehics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.

CLEVERSTICKS

respect



Heartwood Home Connection

Cleversticks by Bernard Ashley

Cleversticks is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Respect related to appreciating talents each person possesses. Perhaps you would enjoy sharing the story with your child.

Summary: Ling Sung has a difficult time adjusting to school because he has trouble writing his name, tying his shoes, and buttoning his sweater correctly. When classmates discover Ling Sung using paintbrushes as chopsticks to eat cookie pieces, they want to learn his special skill. He earns their respect as he teaches them how to use "chopsticks" and makes friends who reciprocate by helping him learn new tasks. Brightly colored realistic illustrations complement the text.

Class Activity: After listening to the story your child drew a picture related to the book and/or to the attribute, Respect.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know, showed respect.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Whoever You Are

Mem Fox
2001
New York, Voyager Books

RESPECT

CONCEPTS

Respect
Love
Tolerance

SUMMARY

This beautiful book acknowledges our common humanity and celebrates the diversity of people all over the world. Written in the simplest terms, it tells children that whoever you are and wherever you live there are people just like you. They may live in different homes and go to different schools, but their hearts and their smiles are the same. This message is made clear through the artist's rich folk art paintings of different people in identical wood cut frames.

OBJECTIVE

Children will be aware of respect as accepting and appreciating differences and similarities among people all over the world.

Circle Time (in the Heartwood Circle)

Whoever You Are

PREVIEW

1. Introduce the book by asking children if they would like to take a pretend trip around the world and then come back. Ask children to imagine traveling with someone in their family on this pretend trip. Show the cover of the book, explaining that a storyteller is telling the story to the children, and taking the children with him on a make-believe visit to different countries.
2. Ask children to find RESPECT on the Heartwood attribute poster.
3. Display items inside the Prop Box, such as a globe, dolls from different cultures, a set of blocks or Legos, Heartwood Map Mat, and a copy of *Whoever You Are*.

READING

1. Read interactively, with children responding to the pictures and text.
2. Together "echo read" lines of the story. The teacher reads one sentence and the children repeat the line.
3. Have a choral reading of the story. Children may choose phrases such as "different from yours," "just like yours," and "the same" and read these lines with you.

After the Story

DISCUSSION

If you could visit one of the places in the story, which one would you choose? Why? How are the homes different from yours? How are they the same? What makes a house a home? What is the storyteller doing with the hearts? If you were the storyteller, what message would you give to children all over the world?

After the Story (cont.)

ACTIVITIES

Pair children for "We Are the Same and Different" activity. Allow a few minutes for children to talk with their partners about how they are alike and different in their choices, such as favorite foods and toys. Together share responses and record on a chart under the titles "Same" and "Different." Have children draw, color, and cut out pictures of their choices to tape to the charts.

WRAP-UP

In *My Heartwood Journal*, have children respond to the story with a drawing of the world and its children. Record children's thoughts about their drawings.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to families.

DRAMA/LANGUAGE

1. Prop Box: Use the items in the box for retelling and acting out the story or for creative play.
2. Mini-Manners Plays*: With finger puppets, model appreciating similarities and differences. For example:
Puppet 1: I like your blue eyes.
Puppet 2: Thank you! I like your brown eyes.
Puppet 1: Thank you!
3. Teach children to sign "smile" and "heart"

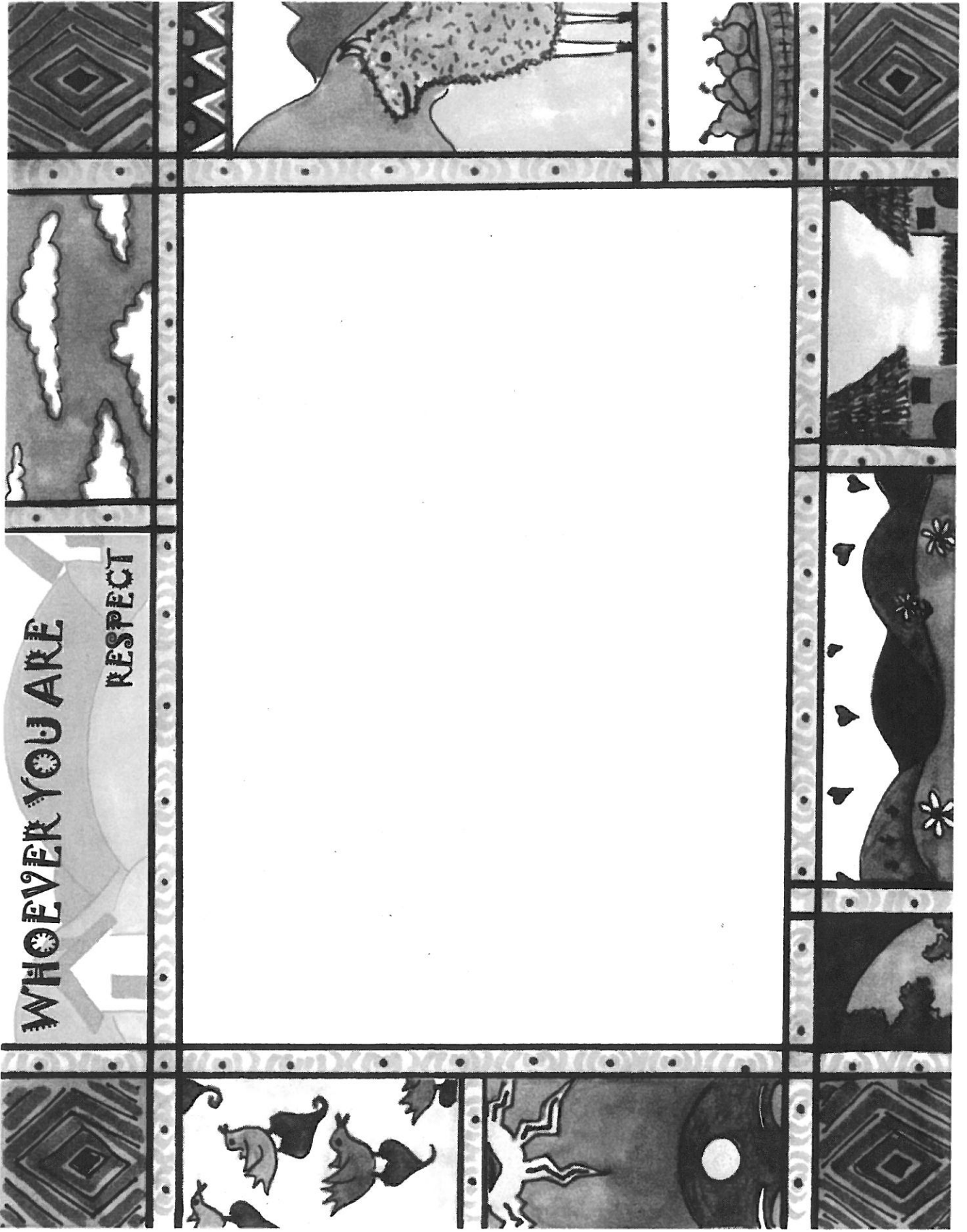
ART

1. Together make a classroom collage of children's faces from around the world. Have children cut out faces from multicultural catalogues or magazines such as *National Geographic*. Make a border out of paper hearts and post on a bulletin board.
2. Together make different kinds of homes similar to those shown in the book. Paint boxes of various sizes to make apartment buildings or houses. Use straw, clay, paint, markers, and glue. Display homes for everyone to see.
3. Make Storyteller Cloud Hats* for children to wear while telling a story. Copy hat patterns on blue paper, cut out, and have children color clouds with white crayons, chalk, or glue cotton balls.

MUSIC/MOVEMENT

1. Listen to *Globalullabies* by Freyda during rest time. Explain that the songs come from different countries around the world and that mothers sing to children everywhere.
2. Make and play musical instruments from other countries, such as maracas from Mexico or rain sticks from South America.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadable, hat patterns, and other activities.



WHOEVER YOU ARE

RESPECT

Heartwood Home Connection

Whoever You Are by Mem Fox

Whoever You Are is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Respect as it recognizes the similarities and celebrates the differences among people. Perhaps you would enjoy sharing the story with your child.

Summary: This beautiful book acknowledges our common humanity and celebrates the diversity of people all over the world. Written in the simplest terms, it tells children that whoever you are and wherever you live, there are people just like you. They may live in different homes and go to different schools, but their hearts and their smiles are the same. This message is enhanced through the artist's bright folk art paintings of different people in identical wood cut frames.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attribute, Respect.

Suggestions:

Have your child talk about his/her drawing in response to the story.
Tell your child about a time when you or your child showed respect.

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Understanding the Attribute: Hope

Hope — belief, desire, trust; the enemy of despair

Synonyms: aspiration, faith, trust, belief not based on fact

The attribute of hope involves feeling that what is desired is also possible. Hope is linked to faith and aspiration. Aspiration involves a strong desire, longing, aim, goal, ambition, and power that directs the individual to higher, nobler, and loftier objectives. It elevates beyond the plane of selfishness to nobility.

Age-Appropriate Understanding:	Examples:
Acknowledgeing my own strengths	Offering to help the teacher with a task I know how to do
Initiating and completing a task	Trying again to tie my shoes even though it is very hard
Using creative problem-solving	Negotiating with a friend to share a toy or activity
Believing in myself	Talking about what I can be when I grow up

The Carrot Seed

Ruth Krauss
1973
Mexico, Harper Collins

HOPE

CONCEPTS

**Hope
Perseverance
Patience**

SUMMARY

A young boy maintains a positive attitude as he awaits the growth of his carrot seed. He demonstrates hope with his unshakable confidence, patience, and caring actions. The boy's hope shines through in uncomplicated line drawings with bright yellow backgrounds.

OBJECTIVE

Children will recognize hope as perseverance and positive action. They will be encouraged to practice patience.

Circle Time (in the Heartwood Circle)

The Carrot Seed

PREVIEW

1. Hold up a carrot and ask children what they know about carrots. Demonstrate planting a seed in a small pot. Ask children what the plant needs and how long they think it will take to grow.
2. Together find HOPE on the Heartwood attribute poster.
3. Show contents of the Prop Box such as overalls, seeds, watering can, gardening tools, plastic vegetables, seed packs, sticks, modeling clay, and a copy of *The Carrot Seed*.

READING

1. Read the book page by page and ask, "What do you think the boy might say or think?" Allow time for several hopeful responses.
2. Read the story interactively with children saying the parts of the mother, father, and brother.
3. Read the story together. If possible, obtain a Big Book of the story.

After the Story

DISCUSSION

The boy hopes his seed will grow. What does he do to make his hope come true? What are some of your hopes? What can you do to make your hopes come true?

After the Story (cont.)

ACTIVITIES

1. Together plant a garden outside or in a window box or have each child plant a seed in a paper cup.
2. Pair students for a "Lend a Helping Hand" activity. Talk about hopes for the classroom and what jobs children can perform to help realize those hopes. For example, if children hope to play on the playground, ask what needs to happen in the room before going outside.

WRAP-UP

1. Make "sunny day windows." Cut frames from heavy paper. Have children color designs on the frames and glue pieces of yellow cellophane to fill them. Allow time for children to look through their "sunny day windows" and tell about hopes they have for friends or family.
2. In *My Heartwood Journal* have children draw pictures of their hopes or what they see through their "windows." Record children's thoughts about what they drew.

EXTENSION

Children complete the Home Connection Page and teachers record responses. Send these home to children's families.

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: With finger puppets, model patience and hope. For example:
Puppet 1: My seed didn't sprout.
Puppet 2: Let's give it some water. Let's put it in the sun.
Puppet 1: Okay!
Puppet 2: It will grow. Just wait.
Puppet 1: Thank you!
3. Teach children to sign the word "hope."

ART

1. Together make fruit, vegetable, or flower pictures with dried beans and seeds. For each picture draw an outline of a fruit, vegetable, or flower. Glue beans and seeds inside the outline.
2. Have children make vegetable prints by dipping cut ends of carrots or halves of potatoes into poster paint and "printing" on newspaper.
3. Together make "plant pals." With marker draw faces on paper or plastic cups. Fill with soil and plant grass seed. Set cups on a windowsill, water each day, and wait for plant pals to grow green "hair."

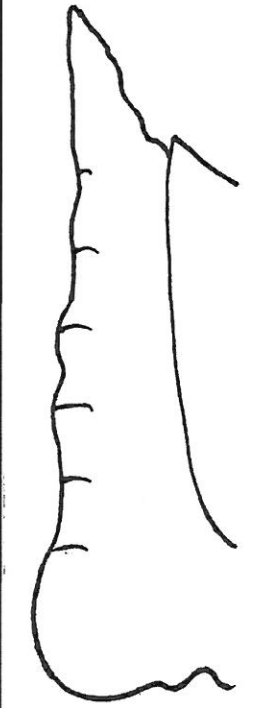
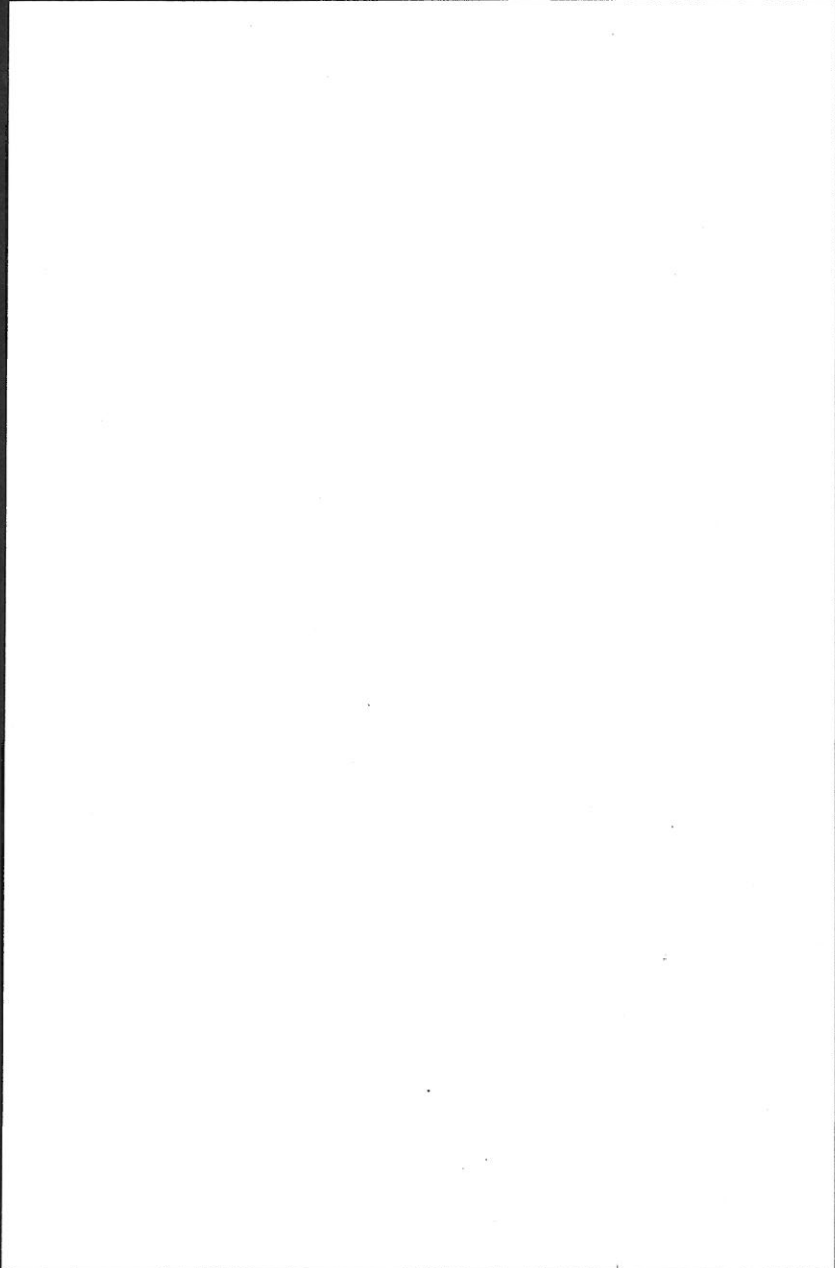
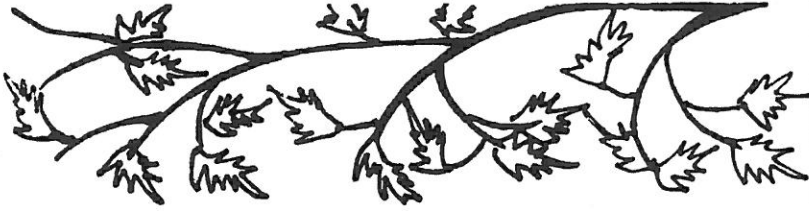
MUSIC/MOVEMENT

1. Read the book *Inch by Inch (The Garden Song)* by David Mallett and sing the song.
2. Play the tape or CD *High Hopes* by Jimmy Van Heusen.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.

THE CARROT SEED

HORE



Heartwood Home Connection

The Carrot Seed by Ruth Krauss

The Carrot Seed is a story from the Heartwood Ethics Program for Pre-K/K. This classic book focuses on the attribute of Hope as it models perseverance and taking positive actions. Perhaps you would enjoy sharing the story with your child.

Summary: A young boy maintains a positive attitude as he awaits the growth of his carrot seed. He demonstrates hope with his unshakable confidence, patience, and caring actions. The boy's hope shines through in uncomplicated line drawings with bright yellow backgrounds.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attribute, Hope.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know showed hope.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Umbrella

Taro Yashima
1977
Puffin Books

HOPE

CONCEPTS

Hope
Love

SUMMARY

Momo, a young Japanese girl living in New York, receives bright red boots and her very own umbrella on her third birthday. Eager to try them out, she devises excuses to use them, but Mother persuades her to wait and hope for rain. At last, the rain comes. Momo uses her umbrella and boots, walks straight and tall, and remembers to bring them home from school, just like a grown-up. Yashima's simple yet creative illustrations flawlessly depict the world's eye view of a three-year-old patiently waiting to walk in the rain.

OBJECTIVE

Children will understand that hope requires patience, and parents show love through their guidance.

Circle Time (in the Heartwood Circle)

Umbrella

PREVIEW

1. Read the title and talk about how umbrellas protect us from rain. What are some other uses?
2. Bring out an umbrella and explore with the children the various parts. Some umbrellas are big, some are very compact, some have hooks on the end, others don't, and some are manual while others are automatic.
3. Ask the children to find HOPE on the Heartwood Attribute Poster.

READING

1. Read the story uninterrupted.
2. Read while slowly showing each page, being sure to have the children look at the symbols and images for the seasons and weather. Talk about the differences in weather during spring and summer.

After the Story

DISCUSSION

What is Momo hoping for? Why does Mother suggest that Momo wait for rain? Discuss how she has to be patient before using her umbrella. Why is it difficult for her to wait? What does she do when it doesn't rain? Are you waiting for something to happen? What do you do to help yourself wait patiently?

ACTIVITIES

1. How can you tell whether it is going to rain? Read and show children a 3- or 5-day weather forecast from the newspaper or a website. Post the forecast and check in for the next few days to see if it is accurate.
2. Momo had to save using her umbrella until a rainy day. Ask children if they've heard the phrase "saving for a rainy day." Have children draw a picture of an umbrella and underneath it write or draw something for which they might save their money.

After the Story (cont.)

WRAP-UP

1. Have children draw or write about things they're waiting to do or places they're hoping to go.
2. Read the passage where Momo says she "stood up straight." In a circle, ask children to tell a story about a time they felt really grown up and why.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: with finger puppets, model hope. For example:

Puppet 1: Guess what I'm hoping for?

Puppet 2: What?

Puppet 1: Someone to play with!

Puppet 2: Me too!

Puppet 1: Want to play together?

Puppet 2: Okay. What should we play?

3. Have the children pretend they are Momo and the teacher is Mother. Ask the children to call out excuses for using their umbrellas just as Momo did. Respond to their requests with words of patience and hope.

4. Teach children to sign "I hope."

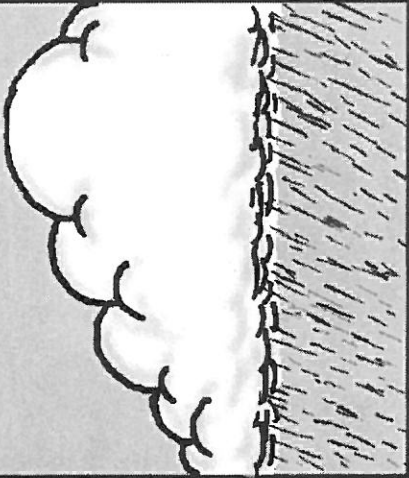
ART

1. Using the pages from the book as a guide, have children draw pictures of themselves or of the rain falling on the pavement.
2. Have children select one of the calligraphy characters to recreate on a large sheet of paper using paintbrushes. Have them write the words in Japanese and English.

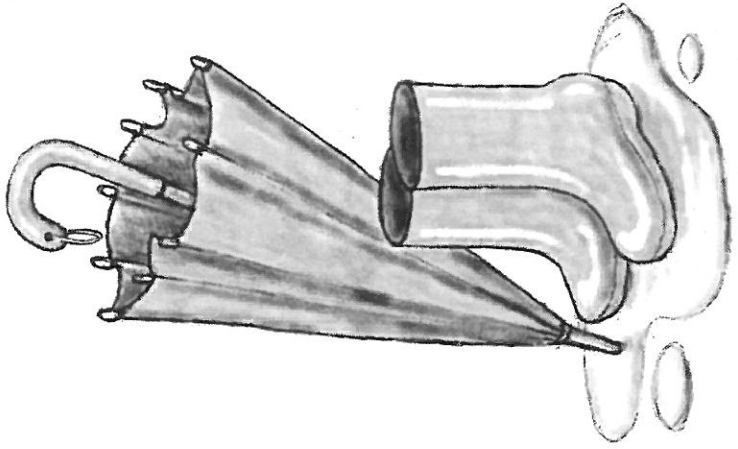
MUSIC/MOVEMENT

1. As a group, have the children make the sounds of the raindrops using first their voices, then their hands, and then their feet.
2. Play songs about the rain, such as the song "Singing in the Rain." Have children step and dance along to the music with pretend boots and umbrellas.
3. Read the passages in the book where Momo describes the heavy rain, the hot sun, and the blowing wind. Using cut paper or imaginary rain, sun, and wind, have the children scurry as if they are being rained on without their umbrellas. Next, have them act out how their eyes and bodies might feel under the hot sun and in strong wind.
4. Give children an umbrella or other object to hold and have them practice walking straight and properly.

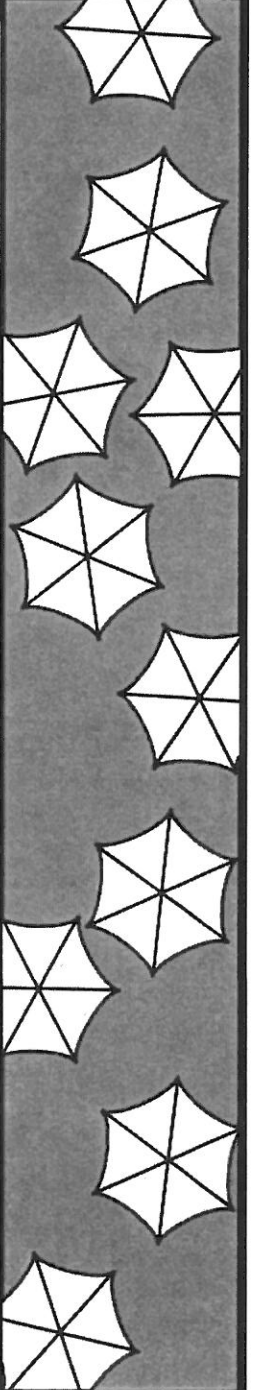
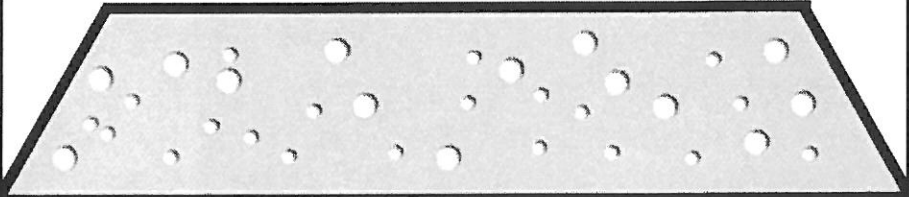
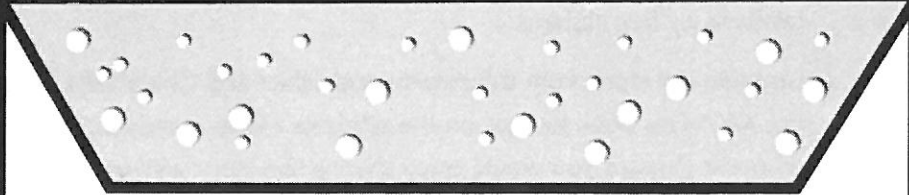
* Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, sign language, and other activities.



HOPE



UMBRELLA



Heartwood Home Connection

Umbrella by Taro Yashima

Umbrella is a story from the Heartwood Ethics and Character Education Curriculum for Pre-K/K.* This book focuses on the attribute Hope as shown through waiting patiently for an event. Perhaps you would enjoy sharing the story with your child.

Summary: Momo, a young Japanese girl living in New York, receives an umbrella and boots for her birthday. She thinks up many reasons to use them, but Mother persuades her to wait for a rainy day. At last, the rain comes, and Momo walks to school holding her umbrella straight and tall, just like a grown-up.

Class Activity: After listening to the story, your child drew a picture related to the book and/or the attribute, Hope.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about something you had to wait for and how you were patient.

Together, create a drawing of something your child is looking forward to.

* For a complete list of Heartwood books and to find out more about Heartwood, please visit www.heartwoodethics.org.

Understanding the Attribute: Honesty

Honesty — the quality of being honorable in principles, intentions, and actions; freedom from deceit, falseness, or fraud.

Synonyms: integrity, uprightness, truthfulness, sincerity, trustworthiness, genuineness, virtuousness, incorruptibility

How does one approach honesty? Take it seriously. Recognize that honesty is a fundamental condition for friendship, for community. "There can never be any solid friendship between individuals or union between communities that is worth the name unless the parties be persuaded of each other's honesty" (Mitylene's Envoys to Athens, Thucydides' Peloponnesian War III. 10).

Alice Carey has observed, "For he who is honest is noble whatever his fortune or birth."

Age-Appropriate Understanding:	Examples:
Taking responsibility for my own actions and owning my behavior	Admitting to breaking something when no one else saw it happen
Being truthful and admitting when I am wrong	Answering truthfully when accused of an unkind act
Claiming only what is rightfully mine	Returning money or items I find

Jamaica's Find

Juanita Havill
1986
Boston, Houghton Mifflin Company

HONESTY

CONCEPTS

Honesty
Truthfulness

SUMMARY

Jamaica finds a hat and a stuffed dog at a playground. She returns the hat to the park office, but keeps the dog for herself. After talking with her family and thinking about her decision, she decides to return the dog to the park office, an action that results in finding a new friend. Vibrant watercolor illustrations enhance the text.

OBJECTIVE

Children will be aware of honesty in actions and words.

Circle Time (in the Heartwood Circle)

Jamaica's Find

PREVIEW

1. Show the cover of the book and explain that the young girl, Jamaica, has found a stuffed dog at the park. Ask children if they have any ideas about what Jamaica should do.
2. Together find HONESTY on the Heartwood attribute poster.
3. Show contents of the Prop Box, such as a stuffed dog, hat, and dress-up clothes or a dollhouse with furniture, playground equipment, family figures, and a copy of *Jamaica's Find*.

READING

1. Read interactively, allowing children to respond to the text.
2. Read the story as a play. Have children choose parts such as Jamaica, Mother, Father, Brother, young man, and Kristen. Read as the narrator, stopping for children to say dialogue in their own words.
3. Make emotion face cards for children to hold while reading the story.* Have them turn the cards around, changing faces from happy to sad or vice versa to reflect Jamaica's emotions.

After the Story

DISCUSSION

Ask children to talk about and explain how Jamaica might be feeling in the illustration on page 21. What does she decide to do that changes this? How is Jamaica honest? Share an example of a time when you were honest.

After the Story (cont.)

Expressive Arts

ACTIVITIES

1. Together make a "Lost and Found" box in your classroom. With markers or crayons decorate the box and use it for lost items.
2. Post an "I Tell the Truth" chart. Compile a list of anecdotes about children that describe honesty in your classroom. Take photographs to illustrate these examples and display around the chart.

WRAP-UP

1. In *My Heartwood Journal* have children draw pictures of times they were honest. Record children's thoughts about what they drew.

2. Make a class "Honesty Book" Copy each child's journal page, compile the pages, make a cover, and read the book together.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.

2. Mini-Manners Plays*: With finger puppets, model telling the truth. For example:

Puppet 1: I lost my quarter! Did you see it?

Puppet 2: No, Let's look for it. Here it is!

Puppet 1: Thank you for finding it and giving it to me.

Puppet 2: You're welcome!

3. Have children bring favorite stuffed animals to class. Allow time for sharing about their animals, telling names, history, and why they are special.

4. Teach children to sign the word "honesty;"

ART

1. Together make sponge print pictures. On heavy brown grocery bags, color dog outlines with crayon, dip sponges into paint, and make "fur." Children may add details to make each dog unique.

2. Go on a nature walk to collect stones, leaves, pinecones, and small sticks. Give children paper bags for their collections. Glue items onto cardboard to make nature collages.

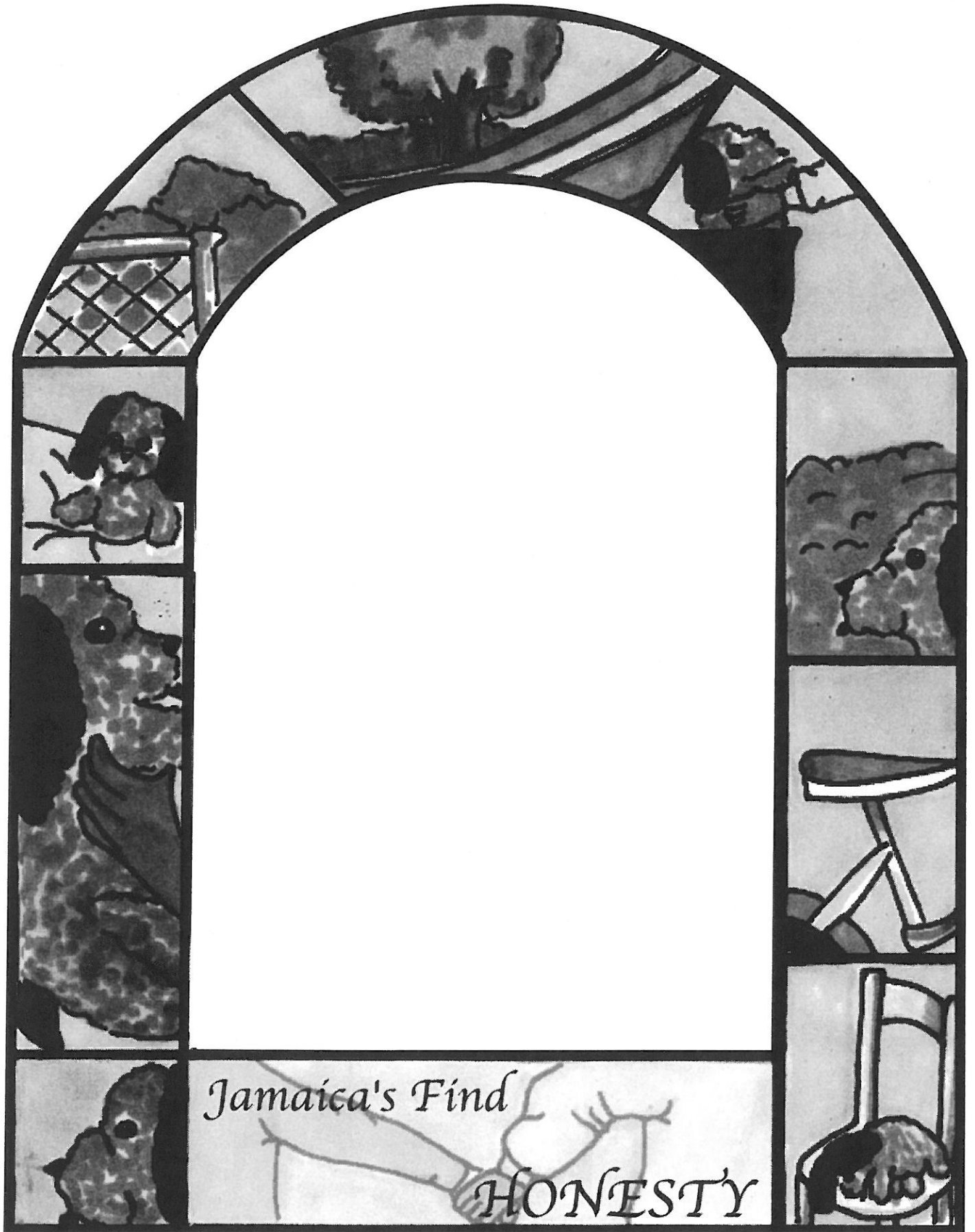
MUSIC/MOVEMENT

1. Together sing the song "Give a Little Whistle" from "Pinochio," music and lyrics by Leigh Harline and Ned Washington. (Keyword: lyrics, "Give a Little Whistle")

2. Sing songs while swinging on the swings.

3. Listen to *Globalullabies* by Freyda during rest time.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.



Jamaica's Find

HONESTY

Heartwood Home Connection

Jamaica's Find by Juanita Havill

Jamaica's Find is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Honesty as it displays truthfulness in actions and words. Perhaps you would enjoy sharing the story with your child.

Summary: Jamaica finds a hat and a stuffed dog at a playground. She returns the hat to the park office, but keeps the dog for herself. After talking with her family and thinking about her decision, she decides to return the dog to the park office, an action that results in finding a new friend. Vibrant watercolor illustrations enhance the text.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attribute, Honesty.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know showed honesty.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Flora the Frog

Shirley Isherwood
2000
Atlanta, Peachtree Publishers

HONESTY

CONCEPTS

Honesty
Truthfulness

SUMMARY

Flora is disappointed when her teacher assigns her the part of a frog in a school play. She doesn't tell anyone how she feels, and she makes matters worse by throwing her frog costume up in a tree and lying to her mother about where it is. Honesty prevails as Flora eventually takes responsibility for her actions and reveals her feelings. Anna C. Leper's full-page watercolor illustrations bring this story to life.

OBJECTIVE

Children will become aware of honesty related to feelings. They will be encouraged to be truthful with family members in sharing problems.

Circle Time (in the Heartwood Circle)

Flora the Frog

PREVIEW

1. Tell children that Flora's class is performing a play about animals. Have children tell what animal they would like to be in such a play.
2. Show the cover of the book and ask children to predict what might happen in the story.
3. Together find HONESTY on the Heartwood attribute poster.
4. Show contents of the Prop Box, such as costumes, shopping bag, handbag, backpack, overalls, ball, blue cloth or mat, sparkles, box of tissues, and a copy of *Flora the Frog*.

READING

1. Read the story uninterrupted.
2. Read the story as a play. Have children take parts such as teacher, Flora, Mom, Aunt Jo, Marcia, Katie, James, John, and rabbits. Read as a narrator and cue children to say dialogue in their own words.

After the Story

DISCUSSION

Talk about Flora's problem. What does she do first to try to solve her problem? What else might she have done to solve this problem? (Reread the page where Flora tells a lie.) How does she feel when she tells a lie? How does she feel when she tells the truth? How do you feel when you are honest?

After the Story

ACTIVITIES

1. Together make a list of people you can talk to when you are upset, angry, or sad.
2. Play the circle game "I Choose." Have children go around the circle with truthful statements about things they like and dislike such as "I choose swinging but I don't choose sliding"

WRAP-UP

1. Show pictures of four basic emotions (happy, sad, angry, afraid). * Go around and ask children to complete short I-messages expressing the emotions. Begin with, "I feel happy when..." or "I feel angry when..."
2. In *My Heartwood Journal* have children draw pictures of a time they were honest or of Flora being honest. Have them dictate a sentence on each page, such as "I was honest when..." or "Flora was honest when..." Have children complete the sentences and record their responses.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: With finger puppets model honesty. For example:
Puppet 1: My teacher said we should have candy every day.
Puppet 2: Did she really say that?
Puppet 1: No, she didn't.
Puppet 2: It's better to be honest.
Puppet 1: O.K.
3. Teach children to sign animals such as "frog," "fox," "rabbit," and "squirrel!"

ART

1. Together make Paper Frog Puppets and decorate "Froggy Cupcakes."*
2. Draw a pond on a large sheet of paper and post on a bulletin board. Have children draw and color frogs, lily pads, cattails, insects, fish, and reeds to create a pond mural.
3. Together make "sparkle vests" using large paper grocery bags. Cut holes for head and arms, and cut bags open down the front. Have children paint the bags and then glue sparkles on their "vests;"

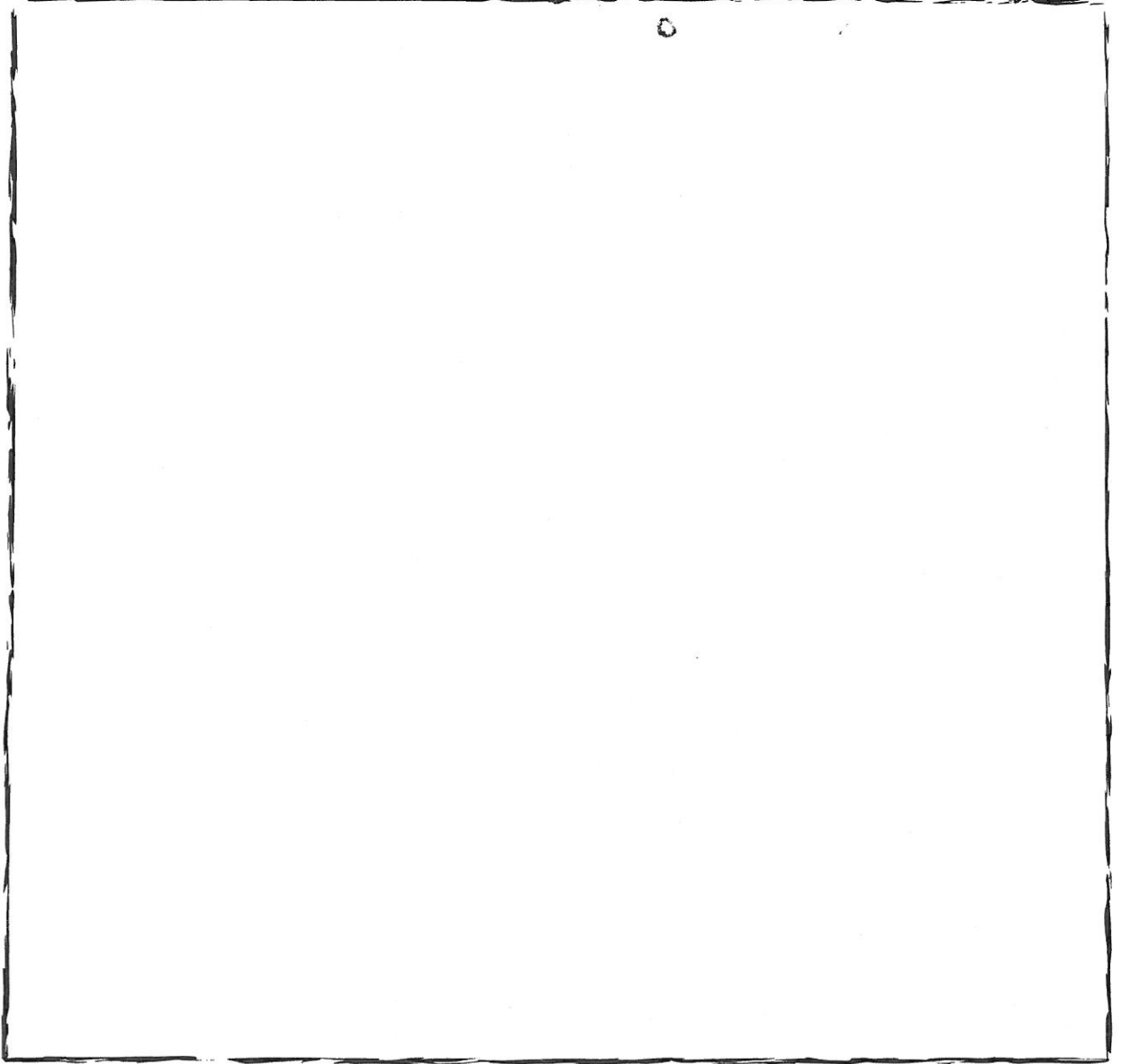
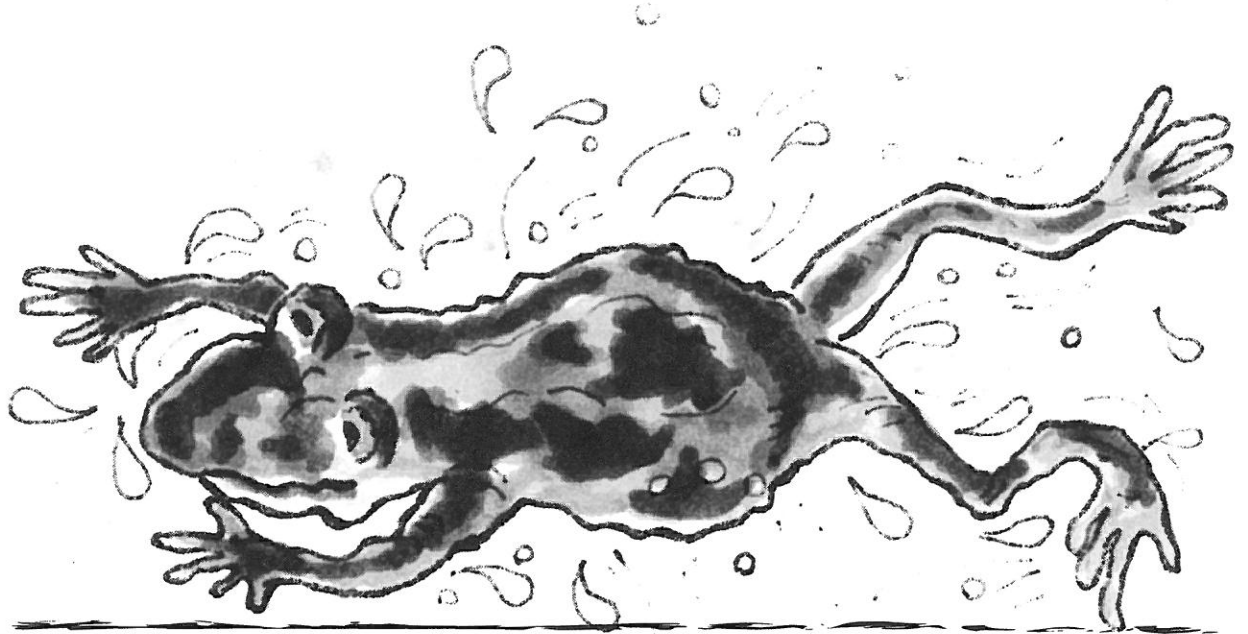
MUSIC/MOVEMENT

1. Read and sing "Five Green and Speckled Frogs" by Priscilla Burris.
2. Sing the lyrics* or listen to the song "It's Not Easy Being Green" by Joe Raposo.
3. Play Leapfrog.
4. Listen to *Globalillabies* by Freyda during rest time.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.

Flora the Frog

HONESTY



Heartwood Home Connection

Flora the Frog by Shirley Isherwood

Flora the Frog is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Honesty as it shows a child resolving her problem by being truthful with family members. Perhaps you would enjoy sharing the story with your child.

Summary: Flora is disappointed when her teacher assigns her the part of a frog in a school play. She doesn't tell anyone how she feels, and she makes matters worse by throwing her frog costume up in a tree and lying to her mother about where it is. Honesty prevails as Flora eventually takes responsibility for her actions and reveals her feelings. Anna C. Leper's full-page watercolor illustrations bring this story to life.

Class Activity: After listening to the story your child drew a picture related to the book and/or to the attribute, Honesty.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or someone you know, showed honesty.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

Understanding the Attribute: Love

Love — an intense, affectionate concern for another person; self-sacrificing regard which seeks the well-being of others.

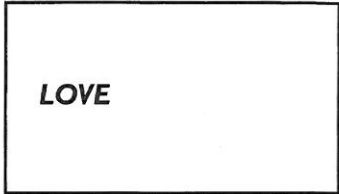
Synonyms: compassion, kindness, charity, generosity, patience, sympathy, tenderness, warmth, affection

Love, like compassion, is a virtue of action as well as emotion; something not only felt, but done. It is a feeling that needs to be educated and formed, so as not to be confused with sentimentality. Love is giving with no thought of getting. It is tenderness enfolding with strength to protect. It is forgiveness without further thought of that which is forgiven. It is understanding human weakness with knowledge of the true person shining through. It is quiet in the midst of turmoil. It is refusal to see anything but good in our fellow men and women. Love is the one thing we can give constantly and become increasingly rich in the giving.

Age-Appropriate Understanding:	Examples:
Thinking about wants and needs of others	Celebrating birthdays and special occasions with cards or gifts Offering to help a busy parent
Giving of myself by sharing possessions or talents	Sharing toys with brothers, sisters, or friends
Displaying compassion	Acknowledging a classmate who is sad with a hug or pat on the back

Full, Full, Full of Love

Trish Cooke
2003
Cambridge, Candlewick Press



CONCEPTS

Love
Patience

SUMMARY

This book is full of love, warmth, and comfort from the cover to the very last page. Jay Jay, the youngest member of his family, spends a Sunday afternoon alone with Gran. Setting the table, feeding the fish, looking out the window, Jay Jay asks repeatedly, "Is dinner ready NOW, Gran?" Over and over Gran replies, "Not yet." Snuggled in Gran's arms, Jay Jay waits patiently until the family finally arrives for Sunday dinner at Gran's house, a joyous event well worth the wait. Paul Howard's warm illustrations enhance the rhythmic prose.

OBJECTIVE

Children will recognize love related to parents, grandparents, and extended families. They will be encouraged to practice patience.

Circle Time (in the Heartwood Circle)

Full, Full, Full of Love

PREVIEW

1. Read the title, show some illustrations, and have children repeat couplets such as "Kiss, kiss. Hugs and cuddles."
2. Ask children to find LOVE on the Heartwood attribute poster.
3. Show contents of the Prop Box, such as dress-up clothes, pillows, dolls or family play figures, a tablecloth, play food, dishes, cups, plastic spoons and forks, slippers, oven mitts, and a copy of *Full, Full, Full of Love*.

READING

1. Read the story interactively with children repeating rhythmic couplets such as "Clink Clank, Clatter, Clatter; Splash, Splish. Wiggle, Wiggle." Together ask, "Is dinner ready now?"
2. Reread the story leaving blanks for the children to fill in with predictable responses. Example: "Jay Jay said, 'I'm going to pop!'" and Cousin said _____."
3. Read *So Much*, Trish Cooke's prequel to *Full, Full, Full of Love*.

After the Story

DISCUSSION

Name family members in the story who are full of love, such as Mom, Gran, aunts, uncles, and cousins. Who is full of love in your family? How do Jay Jay and his Gran show love? How do you show love to your family?

After the Story (cont.)

ACTIVITIES

1. Have children take turns telling about a special time with a grandparent, how they helped a family member, or helped with a happy family event.
2. Together practice patience while waiting for a special snack, program, or visitor. Have children choose a game, task, or activity to occupy themselves while waiting.
3. Under the caption LOVE, post photographs of children with relatives. Keep a disposable camera ready to snap pictures of children greeting parents, grandparents, and special friends at the end of the school day.

WRAP-UP

1. Have a "Grandparents Day." Invite grandparents to visit your classroom, read books, and enjoy a snack together.

2. In *My Heartwood Journal* ask children to draw pictures of people they love. Record children's thoughts about what they drew.

EXTENSION

Children complete the Home Connection Page and teachers record responses. Send these pages home to families.

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.

2. Mini-Manners Plays*: With finger puppets, model love and/or patience. For example:

Puppet 1: Hi Grandpa!	Puppet 2: Hi!	Puppet 1: I love you.	Puppet 2: I love you too.
Puppet 1: Are we there yet?	Puppet 2: Are we almost there?	Puppet 1: Soon.	Puppet 2: It's hard to wait.
Puppet 1: I know.	Puppet 2: I know.		

3. Teach children to sign the words "mother," "father," "grandmother," and "grandfather." Explain that Jay Jay calls his grandmother "Gran." Ask for some other names for grandparents.

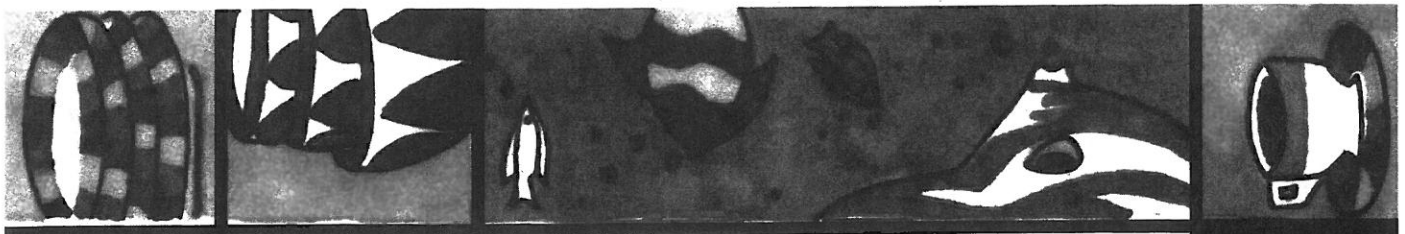
ART

1. Together make "Family Memory Boxes." Provide each child with a pencil box, shoebox, or other box with a lid. Have children decorate the outside of their boxes and put small mementos inside that remind them of special family events, such as ribbon from a birthday gift, stone from a hike, or program from a school performance. Children may add to their boxes during the school year and share mementos and stories with their classmates.
2. Have children draw and color favorite foods on a sheet of brown wrapping paper. Use as a "tablecloth" at snack time. Set the table and model good manners and patience by waiting until everyone has food before eating.

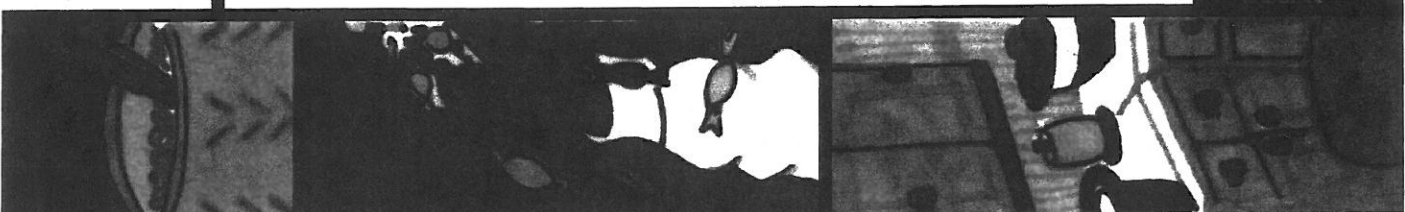
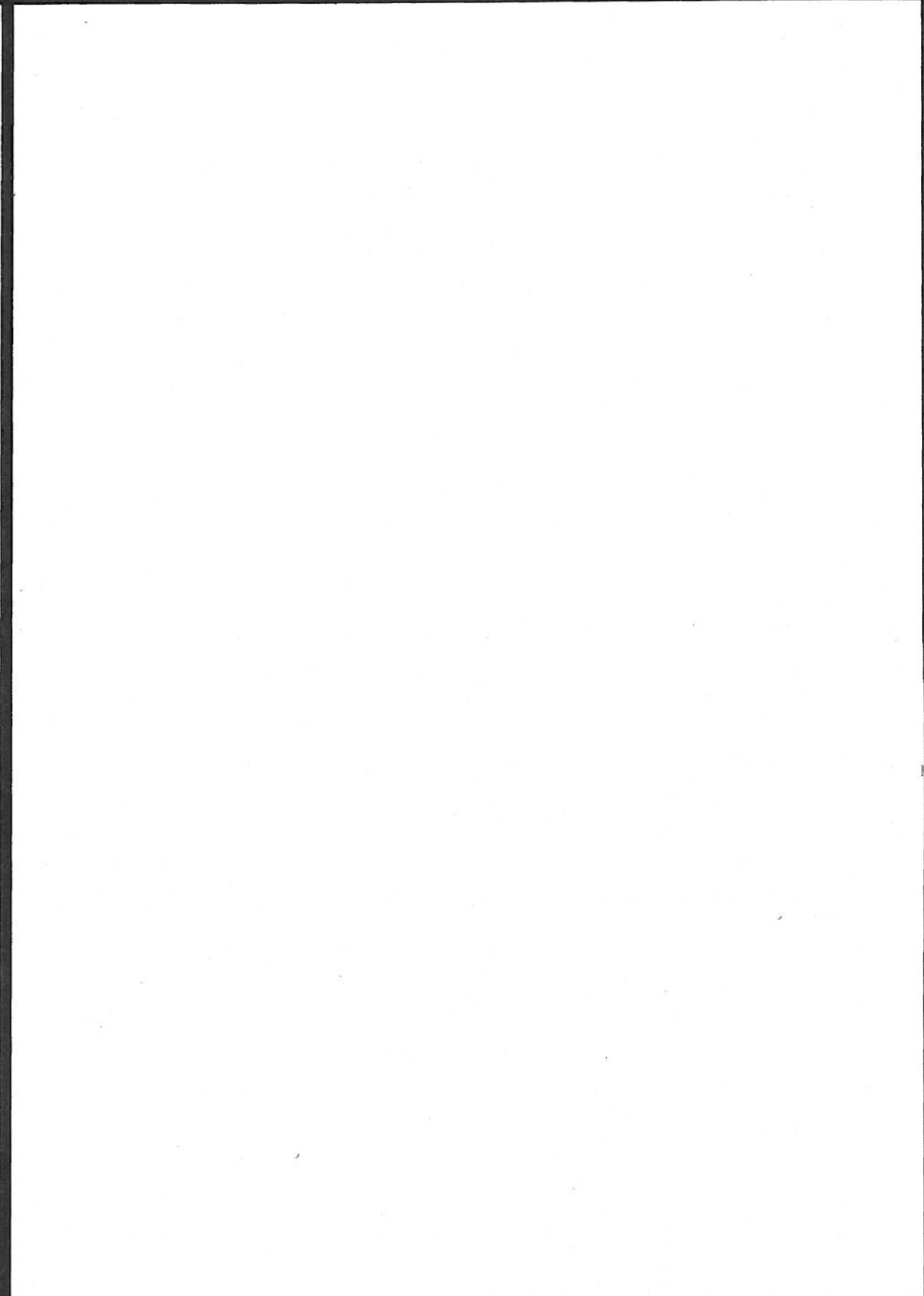
MUSIC/MOVEMENT

1. Sing the singing game "If You're Happy and You Know It," adding motions related to love such as "blow a kiss" or "wave hello."
2. Sing or listen to traditional folk songs such as "Skinamarink a Dink a Dink" and "The More We Get Together."
3. Sing "Let's Think of Something to Do" by Fred M. Rogers.
4. Listen to *Globulilabies* by Freyda during rest time.

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.



Full, Full of Love LOVE



Heartwood Home Connection

Full, Full, Full of Love by Trish Cooke

Full, Full, Full of Love is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Love related to parents, grandparents, and extended family. Perhaps you would enjoy sharing the story with your child.

Summary: This book is full of love, warmth, and comfort from the cover to the very last page. Jay Jay, the youngest member of his family, spends a Sunday afternoon alone with Gran. Setting the table, feeding the fish, looking out the window, Jay Jay asks repeatedly, "Is dinner ready NOW, Gran?" Over and over Gran replies, "Not yet." Snuggled in Gran's arms, Jay Jay waits patiently until the family finally arrives for Sunday dinner at Gran's house, a joyous event worth waiting for. Paul Howard's warm illustrations enhance the rhythmic prose.

Class Activity: After listening to the story your child drew a picture related to the book and/or the attribute, Love.

Suggestions:

Have your child talk about his/her drawing in response to the story.

Tell your child about a time when you or your child showed love.

* For a complete list of Heartwood books and to find out more about Heartwood Institute, please visit www.heartwoodethics.org.

The Night You Were Born

Wendy McCormick
2000
Atlanta, Peachtree Publishers

LOVE

CONCEPTS

Love
Loyalty
Patience

SUMMARY

Awaiting news of his sister's birth, young Jamie is comforted by Aunt Isabel, who tells him about the night he was born. Together they light the way and prepare to welcome the new baby. Soft pastel illustrations complement this reassuring tale of family love and loyalty.

OBJECTIVE

Children will learn about family love and loyalty related to the arrival of a new baby. They will be encouraged to practice patience while waiting.

Circle Time (in the Heartwood Circle)

The Night You Were Born

PREVIEW

1. Read the title and show illustrations of Jamie waiting at the beginning of the story and cheering at the end of the story. Ask children to tell why they think his mood changes from sad to happy.
2. Ask children to find LOVE on the Heartwood attribute poster.
3. Show items in the Prop Box, such as a clock, blanket, toy car, baby doll, flashlight, two stuffed cats, a shell or nightlight, and a copy of *The Night You Were Born*.

READING

1. Read interactively, with children responding to illustrations and text.
2. Have children bring a favorite blanket or stuffed toy to hold while listening to the story.

After the Story

DISCUSSION

How does Aunt Isabel help Jamie when he is doing the important job of waiting? Who helps you when you are waiting for something or someone special? What do you do when you have to wait for something? Who shows their love by telling you stories?

After the Story (cont.)

ACTIVITIES

1. Invite parents and/or grandparents to share stories about waiting for their children's arrival. They may choose to share children's baby books, and to read or tell favorite stories.
2. Have children tell about favorite relatives, draw pictures of them, and post on a bulletin board.
3. Together brainstorm helping activities to do while waiting. List on a chart and practice a few of the ideas, such as dusting the furniture, organizing bookshelves or art supplies, putting toys away, or watering plants.

WRAP-UP

1. Ask children to bring baby toys to class that they no longer play with. Donate to Goodwill, The Salvation Army, or other organizations in your community that distribute toys to children who need them.
2. In *My Heartwood Journal* have children draw pictures of themselves enjoying a special time with family members. Record children's thoughts about what they drew.

EXTENSION

Children complete the Home Connection Page and teachers record their responses. Send these pages home to children's families.

Expressive Arts

DRAMA/LANGUAGE

1. Prop Box: Use items in the box for retelling and acting out the story or for small group creative play.
2. Mini-Manners Plays*: With finger puppets, model love as support or reassurance. For example:
Puppet 1: I'm tired of waiting.
Puppet 2: Let me tell you a story.
Puppet 1: Thank you!
Puppet 2: You're welcome!
3. Teach children to sign "I Love You."

ART

1. Make a class "Big Book" titled "I Used to...but Now." On large sheets of paper (one per child) write the title "I Used to..." on one half and "but Now..." on the other half. Under the titles have children draw and color pictures about what they did as babies compared to what they do now, such as "I used to crawl but now I walk," or "I used to drink from a bottle but now I drink from a glass." Record children's thoughts about what they drew, compile pages into a book, and have children "read" their pages to the class.
2. Together make a "Birthday Quilt." Using crayons, glitter, ribbons, and glue have each child decorate a square of fabric. (If possible have children bring to class 4x4 patches from old baby blankets or pieces of clothing.) With markers write children's names and the dates they were born on the squares. Put the squares together as a "quilt" on a bulletin board.

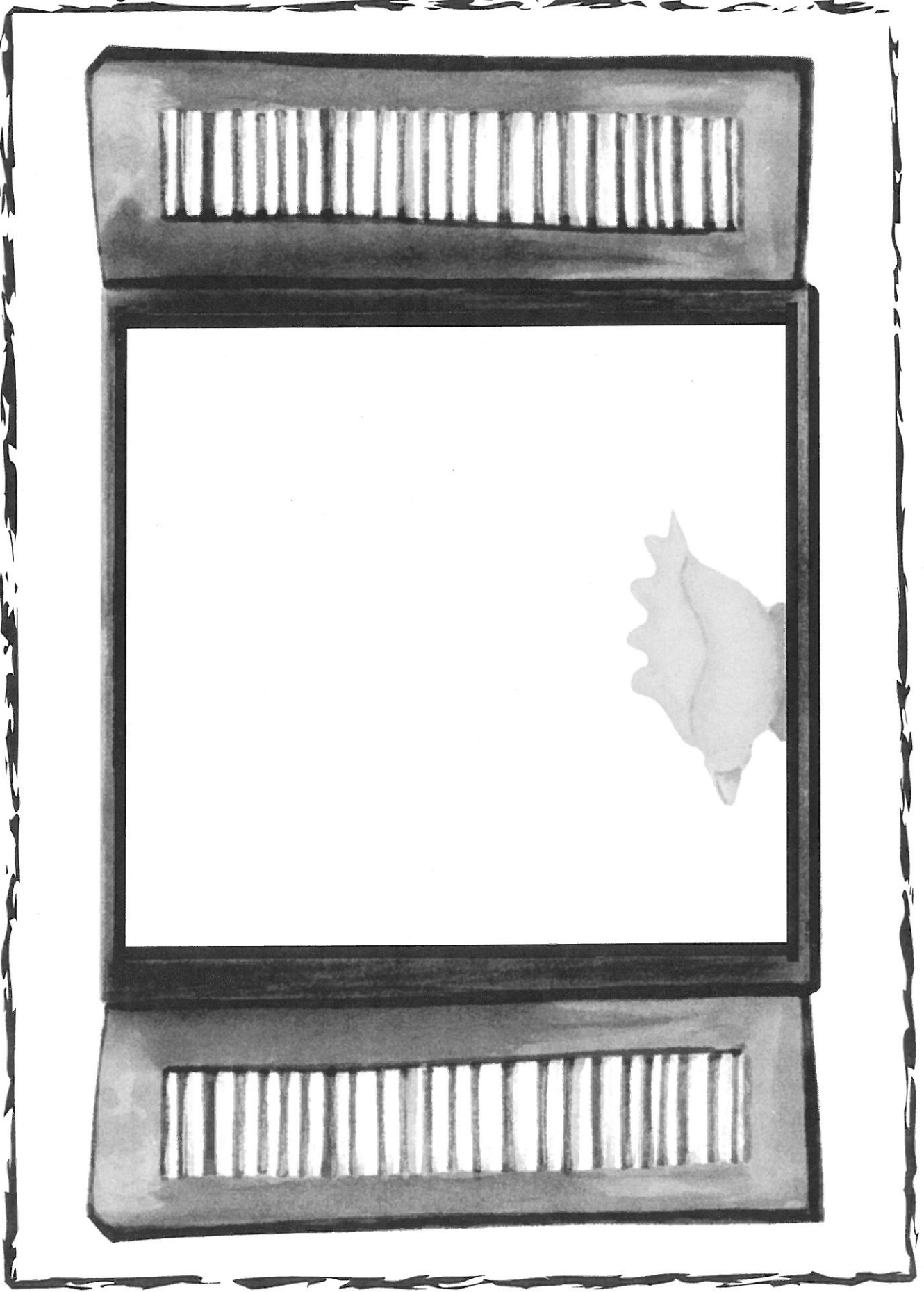
MUSIC/MOVEMENT

1. Listen to *Globalullabies* by Freyda during rest time.
2. Have a "Big Sister/Big Brother Time." Practice finger plays children can teach to a baby or younger child in the family, such as "The Itsy Bitsy Spider," "This Little Piggy Goes to Market," or "Pat-A-Cake." Read and chant Mother Goose rhymes. (Keyword: Mother Goose rhymes)
3. Together say the "Caring Fingerplay" by Tricia Maloney.
I care about you, (Point to self and then at others.)
You care about me. (Point to others and then self.)
Let's all live together; (Hold arms out, like a hug.)
In perfect har-mon-y! (Stretch arms overhead, holding the world.)

*Visit www.heartwoodethics.org and choose Resources, Pre-K/K for additional vignettes, downloadables, and other activities.

The Night You Were Born

LOVE



Heartwood Home Connection

The Night You Were Born by Wendy McCormick

The Night You Were Born is a story from the Heartwood Ethics Program for Pre-K/K. This book focuses on the attribute of Love related to the arrival of a new baby. Perhaps you would enjoy sharing the story with your child.

Summary: Awaiting news of his sister's birth, young Jamie is comforted by Aunt Isabel who tells him about the night he was born. Together they light the way and prepare to welcome the new baby. Soft pastel illustrations complement this reassuring tale of family love and loyalty.

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The Need for an Ethical Values Program

Our children are confused about moral and ethical values...and no wonder. Rarely, if ever, has a generation of children been raised in such an atmosphere of uncertainty. Constant change forces everyone, adults and children alike, to continuously deal with new conditions in new ways. A welter of messages...from the media, parents, teachers, and peers... makes it difficult for children to find stable, consistent moral and ethical standards that can guide their development.

The fact is, the traditional modes of inculcating moral and ethical values in our youngsters are no longer functioning well. The family, the schools, the religious institutions, and our communities themselves seem to have lost their way in fulfilling the most fundamental need for any society, that of passing on the character attributes and cultural wisdom which are the glue that holds the society together.

The breakdown of the family is a major factor. Economic pressures, changing roles of both women and men, high divorce rates, the loss of extended families – all conspire to damage the age-old linkages between the adult generations and the young.

Television plays an obvious role as well. Even in reporting the news, TV generally selects the worst in our society: corporations taken to task for environmental irresponsibility, public officials indicted on ethical misdeeds, child abuse, serial killing,

rape, drive-by shootings, drug wars. And television's commercial programming barages our children from morning to night with dramatic messages of instant gratification, fantasy, and violence.

Our educational institutions also play a part. Though schools face much more diverse student needs, conflict and sometimes even physical threats to teachers, many have been slow in developing new approaches to meet the changing needs. Many schools have too often encouraged children to feel good about themselves as individuals at the expense of both genuine performance and cooperation with others.

Who today is teaching the children how to use good judgment? Where are our children learning the character attributes necessary to become responsible, caring adults? Who are their heroes? Positive role models? Where are the respected adults to offer guidance to our children? The answers to these questions are hard to find. Clearly our society is failing in the crucial task of passing on the wisdom that introduces the wonder of life to the next generation.

The results of our failure are predictable: more and more children are disruptive, bored, angry, confused, and hopeless. Those feelings, in turn, have devastating effects: school dropouts, teenage pregnancies, substance abuse, juveniles who commit more and more serious crimes, and a host of other problems. And as children grow into adulthood, increasing numbers show an

The Need for an Ethical Values Program (cont.)

appalling lack of sound moral, ethical values.

At Heartwood, we believe steps must be taken now. Just as the harvest starts with preparing the garden, so the task of ensuring the moral and ethical fabric of our society must start with our children. Unless actions are taken, our children are at risk, our democratic institutions are at risk, our very future is at risk.

The role of teaching human attributes is not limited to any one societal institution, religious group, or even the family alone. All institutions must play a part in passing ideas and traditions to the young, giving them feelings of cohesiveness and community. Yet the educational community is today better positioned to fill this void than any other. A growing number of business colleges and graduate schools are now addressing these issues through various ethics courses. But until now, there have been few focused and sustained efforts directed toward children and adolescents. This must and will change.

Pre-schools and elementary and secondary schools have the opportunity to lead; in fact, they also bear a special responsibility. Children spend more waking hours at school than in the home, and often a kind and loving teacher can provide the role model a child desperately needs.

In the recent past, schools have concentrated on the three "R"s and avoided moral stories for fear of offending both

religious and non-religious groups; a classic case of throwing out the baby with the bathwater. Awareness is growing, however, that the schools can distinguish narrow sectarian perspectives from values that all civilized groups share, and awareness is growing that schools must take a major role in helping children learn these values. Moral education can no longer be ignored. It is now time for schools to have the courage to address human character development, to teach those human attributes common to all cultures, all communities, all religions.

As we begin this new century, we are a global community. As our children define and clarify their own values, they need to learn about the values of other cultures, to see that all cultures share basic moral concepts. Through that process, they begin to develop global awareness and responsibility. And from that seed of understanding, they can work towards a peace that will protect and rebuild the earth we all share.

It is time to offer our children guidelines for moral and ethical behavior and character. The Heartwood curriculum is a tool for achieving this. Designed with a powerful methodology that nurtures learning, shared understanding, and resiliency, it helps children to learn the character attributes that enable them to become caring, responsible adults.

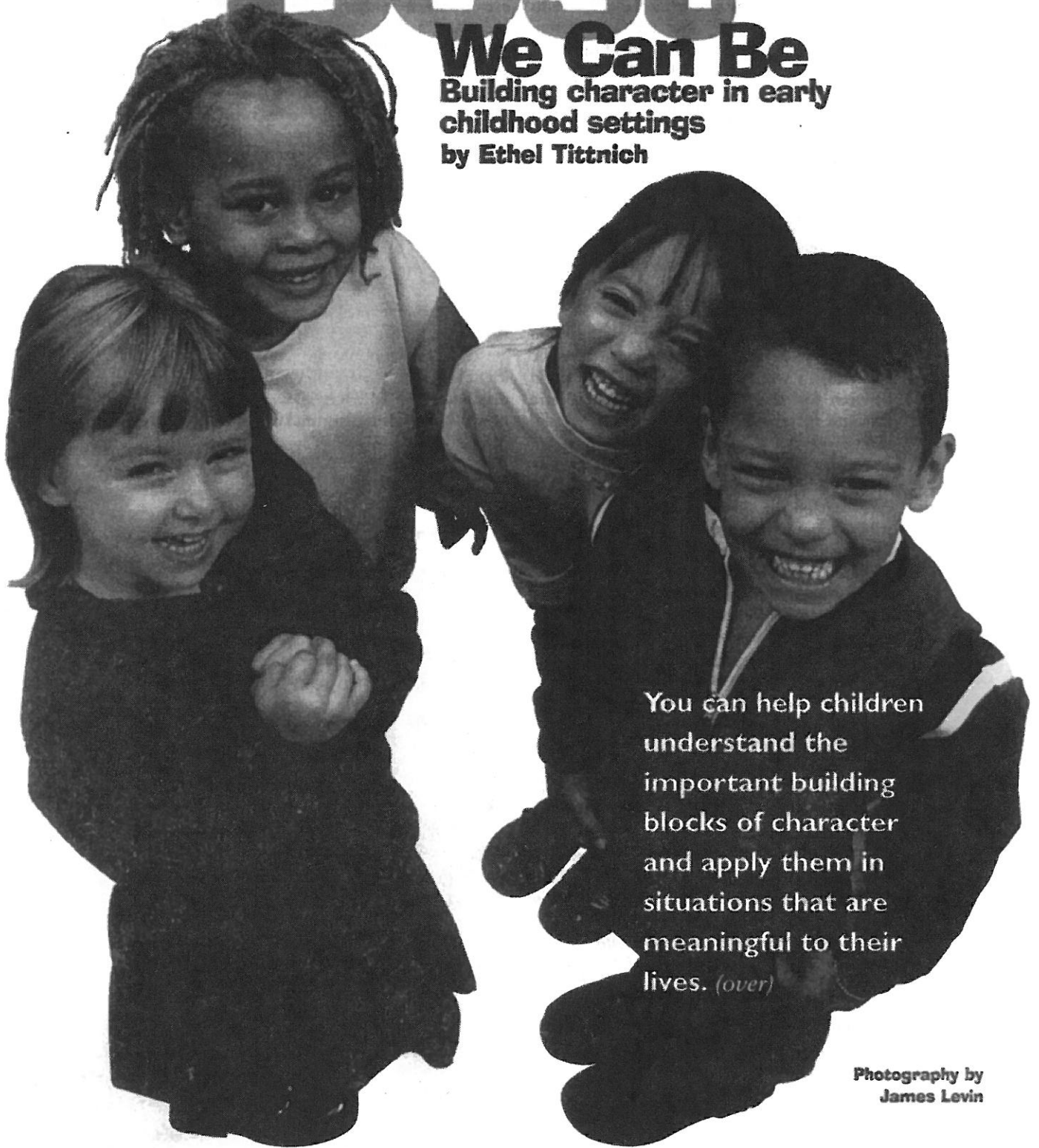
Learning to Be
the

Best

We Can Be

Building character in early
childhood settings

by Ethel Tittnich



You can help children understand the important building blocks of character and apply them in situations that are meaningful to their lives. *(over)*

Photography by
James Levin

These days we are constantly being bombarded with crime, violence, and other upsetting events in the media. We have to wonder how this is affecting our children's sense of right and wrong and how we can raise them confidently to "do the right thing" even when no one is around. Because of these issues, more and more attention is being given to character development. Many programs are introducing character education curricula, which in most instances focuses on admirable qualities or attributes that we want our children to acquire, such as honesty and caring about others.

Some adults are wary of character education because they think it imposes values that should be taught only by parents. But if we think of character education as a process of interaction rather than the subjective teaching of specific behaviors, it will help us make the distinction between fostering character development and teaching personalized values that imply judgment — good and/or bad.

Teachers have many chances during the day — free play, worktime, routines — to help children develop the character attributes that contribute to good citizenship and a caring society. Let's look at how a teacher named Sylvia works on this in her mixed-aged group of threes and fours as she focuses on five building blocks of character development. As you read, think about how you might handle these situations and whether her responses would work for you in your setting.

Politeness

Jermaine arrived at school angry and sullen. He'd had a fight with his mom over the type of shoes he was going to wear to school. He wanted to wear his sandals, and she told him he had to wear his tennis shoes. When they arrived at school, he refused to greet his teacher and barely got out a muffled "bye" as his mom left the building. Arms folded across his chest and a scowl on his face, Jermaine stood with his head lowered to the floor. Susan and her mother entered the building and greeted him: "Hey Jermaine, I heard it's the day to go to the park. Sounds like fun!" Jermaine turned his back on them and remained silent.

Sylvia, Jermaine's teacher, came over to where

Jermaine was standing with Susan and her mother. Sylvia stooped to his level, put her arm around him, and tilted his face upward to make eye contact. Already aware of the shoe situation, she told him that she knew he was angry and disappointed about having to wear the tennis shoes and then added: "You know, it's not Susan and her mother's fault that you didn't get to wear your sandals. You need to answer them. It's really the polite thing to do." Gradually, Jermaine looked up at Susan and her mother, softly saying "Yeah, it will be fun." He seemed to relax as he walked with Susan into the room.

Observe: Preschool children are often caught up in a swell of emotions that can color their view of the world and interfere with their reasoning. Sometimes, especially when they are angry, children this age want to get rid of the emotion but don't always know how. So instead, they have a tendency to "give" the feeling away — by hitting or in some way making others

Caring adults can help children sort out their emotions without being judgmental.





Sharing is a complex issue for young children. Your understanding is key to effective character building.

angry in turn. When adults have positive relationships with children, they can use that connection to help children sort out emotions and reasoning and resume productive activity.

In this situation, Sylvia helped promote politeness instead of rudeness. First, she established physical contact. At the same time, she reinforced their already close social and emotional connection by showing empathy — commenting on Jermaine's feelings without scolding him for having them. She then helped Jermaine sort out the source of his feelings and differentiate between what had happened at home and the people who had nothing to do with his disappointment and anger. Finally, she stated the expected behavior, almost as an invitation.

This observant teacher helped promote Jermaine's character development, using her relationship with him as the base from which to promote a desirable quality. At no time did she label his behavior bad or impolite. In this instance, Sylvia knew enough about Jermaine to feel confident about his reaction. Sometimes teachers need to be a little more direct in their request for the appropriate behavior.

Sharing

Jermaine and Susan walked into the classroom where Sylvia and her assistant, Tom, had set up learning stations. They had just put out several new puzzles when four-year-old Carol came running in. She spied the puzzle that Jermaine was about to take from the holder, grabbed it, and said, "That's mine, I saw it first." Jermaine put it down and reached for another. Carol pulled that one away from him, too, and said, "No, I want this one," dropping the puzzle she had originally selected. Jermaine looked teary-eyed, and Susan, turning to the assistant teacher, said, "That's not fair."

Tom went over to Carol and said, "I know you're excited about the new puzzles, but Jermaine was here first and I think he should be able to select the puzzle he wants to play with." Handing his original choice to Jermaine, he said, "This is the one you picked. Is it still the one you want?" Jermaine nodded and Tom gave Carol the other puzzle. Carol protested and pushed the puzzle away, so Tom said to her, "I've noticed that you often want the same toy someone else



As children become accustomed to dealing with problems verbally, they begin to apply this strategy without adult intervention.

wants. I'm not sure what that means, but you can't keep grabbing toys from the other children. What do you think would happen if everyone grabbed what they wanted?" Susan quickly answered, "No one would be able to play and everybody would be fighting." Tom asked Carol, "What do you think about that?" Carol picked up the puzzle and started taking the pieces out of the foam board.

Later, during free play, Jermaine and Susan were playing with the blocks. They were using several colorful blocks to decorate the top of their building. Darryl came to their area and watched for a while. Then he went to the teacher and said that he wanted one of the colored blocks. Sylvia could see that both Jermaine and Susan were busy at play and using all the blocks Darryl wanted, so she told him, "It looks like Jermaine and Susan are using those blocks to act out an idea. You can have a turn when they're through."

Observe: Sharing is one of the most emotionally charged issues in early childhood settings. Children under four have a particularly hard time. Because of their level of development

and maturation, it's difficult for younger children to take others' points of view and acknowledge their rights to toys. It's also difficult for young children to work through the value of things they possess and the relationship of those things to their self-esteem.

When children aren't confident that they will get what is coming to them, like a certain toy, they are likely to grab. These children sometimes feel deprived and act on their own to get or take what they want. Children sometimes define their sense of worth according to what they have, not who they are. In their eyes, the more toys, the more value they personally have. There are also children who want everything others have because they feel that their own possessions have less value. This is an issue of self-esteem. They see others as more esteemed than themselves and focus their attention on the person who has the toy — not on the toy itself — and so take the toy away from that person. The desire to possess a lot of things is a little different from that of not being able to share. Children's arguing over toys presents another opportunity for teachers to build on character development.

Notice that when Carol grabbed the puzzle, Tom didn't dwell on the topic of fairness or sharing. He simply stated the rule or expectation and

stayed nearby, just in case the children needed him to help follow through. Because Tom understands Carol's behavior and her low self-esteem, he addresses the issue by wondering out loud about her behavior — trying to get her in tune with her feelings. Most important, he avoids assaulting her self-esteem, accepts what she is able to do, and sets a limit. Promoting self-esteem in this way helps children build character.

In the block corner, Sylvia respected Susan and Jermaine's play. She could have asked them to give Darryl one of the blocks that he wanted, but in her judgment that would have disrupted what they were doing. The children, close enough to hear her response to Darryl, got the message that she supported their right to the blocks. That let them know that she valued what they were creating, not just the possession of the toy.

If it isn't clear whether children are using a particular toy that someone else wants, teachers can ask them to share. Under some circumstances, a teacher might suggest that they take turns, especially when the way a toy is being used isn't a part of acting out an idea or role. This kind of respect for children's ideas, creations, and competence is a vital model in teaching character development.

Honesty

During lunch Sylvia engaged the children in a discussion of the upcoming school break. Jermaine said he was going to Disney World. Susan listened closely as Sylvia told Jermaine, "Your mom mentioned that. Boy, it sounds like a fun place to go. I bet you'll have a great time." Jermaine beamed and nodded while Susan interrupted to say, "I'm going to Florida. I'm going to see my grandmother, and we're going to a very, very special place. It's called Disney World." Sylvia looked puzzled. This was the first she had heard of this important news. For the rest of the day, Susan told all of the adults and children about her upcoming trip.

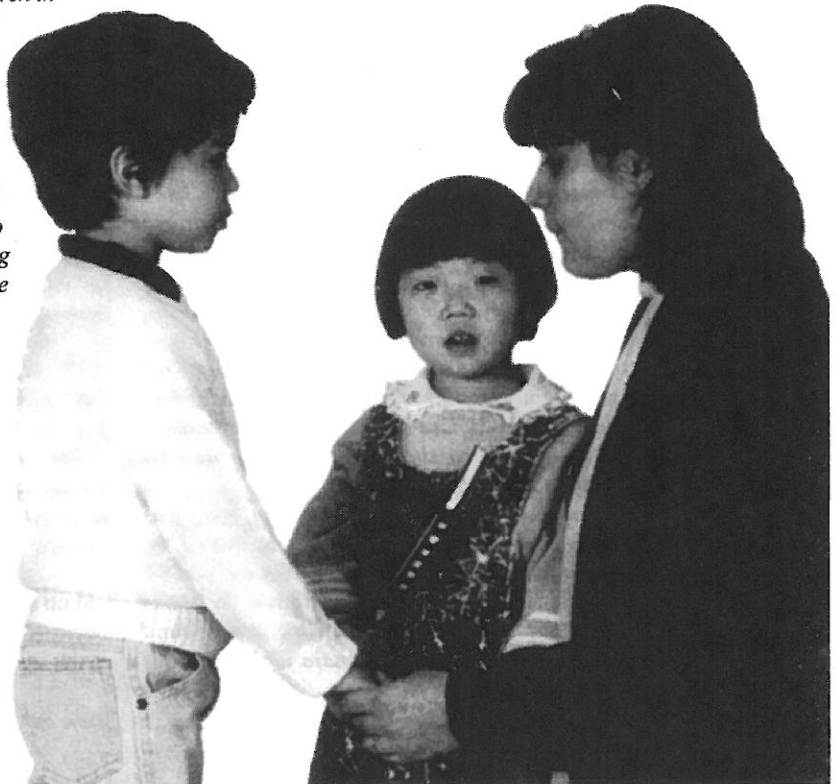
The children moved on to rest time, when Tom noticed Jon playing with the toy Jermaine had brought from home. Tom knew Jermaine treasured this toy and had put it in his cubbie just before he

began to nap. He was now sound asleep. "Jon, it's time to rest. Could you put the toy away, please?" When Jon put the toy in his own cubbie, Tom questioned him about it. "Jermaine gave me this. He said I could have it." When rest time was over, Jermaine went to his cubbie to get the toy and cried when he found it missing.

Tom approached Jon: "Are you sure Jermaine meant to give you that toy?" Jon insisted it was his, while Jermaine yelled, "It's mine!" At that point Tom told Jon that he had to tell the truth, saying "I know the toy is special and you would really like it to be yours. But you can't lie about it. Lying hurts other people. We don't hurt other people in this room. No one wants to be hurt." Jon thought about it, went to his cubbie and got the toy, and returned it to Jermaine. Tom quietly suggested, "Maybe both of you could play with the toy together sometime."

At the end of the day, Susan's mother came to pick her up and Sylvia casually mentioned, "I hear you're going to visit Susan's grandmother in Florida." Susan's mother said they didn't have a grandmother who lived in Florida and weren't going anywhere for the school break. Susan's mother turned to her and asked why she had told the

Taking a proactive position means showing empathy and respect for the child's situation and, sometimes, stating behavior expectations.



story. Susan gave a little shrug, and her mother said, "I think you were wishing you could go to Disney World like Jermaine. I agree, that would be nice. But it's not a good time for us to go right now." She then added, "Remember when we talked about making up stories? We decided it was okay only if everybody knows it's made up. If people don't know when a story is made up and when it's real, then they won't know when to believe you. It's important that people can believe you."

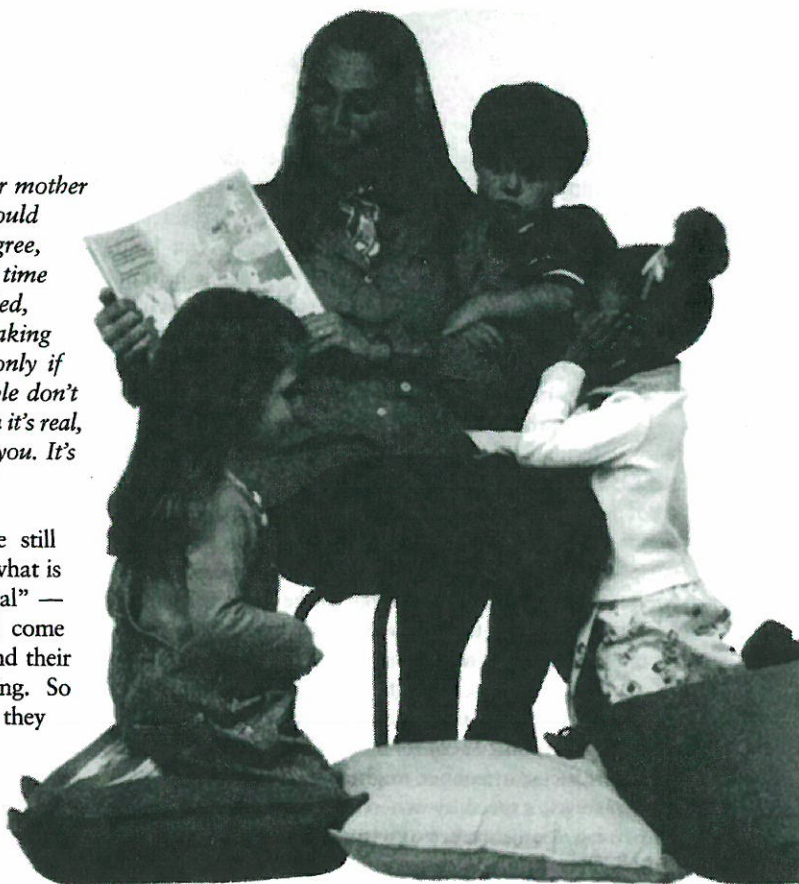
Observe: Preschool children are still dealing with issues of what is real and what is pretend. Their thinking is often "magical" — they sometimes believe something will come true if they wish for it hard enough. And their emotions can overtake their reasoning. So sometimes what they tell as truth is what they wish would happen, which is different from intending to deceive. This could be true in the case of Jon playing with Jermaine's toy. Jon may have thought that because he wanted it so much it should be his. However, it seems more likely that Jon knew the toy was Jermaine's.

It's important to note that in both instances shared here, the adults empathized with each child's desire to have something they held so dear. They accepted children's developmental struggles with the difference between wishes and reality but, at the same time, did not allow children to lie.

Prosocial Behavior

It was the end of the day. Only a few of the children were left in the center and they were all tired. Tom decided to take out some toys they hadn't used in a while. Tamara was playing at the clay table while Jermaine and Susan were in the block area, using the miniature toys to create a battle scene. They were making loud crashing noises and taking imaginary swipes at each other. Tamara looked over and yelled, "Shut up!" Then she ran up to them and hit Susan with her ball of clay.

Tom went over to comfort Susan, who was crying at the time. When Susan was settled, he turned to Tamara and asked, "Why did you hit Susan?" She shrugged and started to move away, but Tom patiently kept his arm around her. After a little while, Tamara whispered, "It



was too noisy." Tom replied, "I wonder if all that noise and fighting scared you. You can tell the children if it gets too noisy, or you can tell me. I want to know if something scares you because I care about you. Remember that in this room, we try to use words to say what we feel. We don't hit."

Then Tom turned to Jermaine and Susan, saying "Sometimes loud play like battles frightens other children. Please find a way to play that doesn't frighten anyone. What else could your heroes do besides fight?" When Jermaine and Susan couldn't think of anything, Tom suggested, "Maybe your heroes could rescue people. After all, heroes save and help people. They don't fight all the time."

Observe: Preschool children are impulsive at times, acting instead of speaking. Some tend to be assertive; others may be concerned that the assertive behavior will be directed toward them. This can be scary, and when it is, children can end up striking out at the perceived or fantasized aggression. Remember, developmentally, children at this age may still have difficulty distinguishing

Sharing stories and talking about why characters act and feel the way they do can help children become more empathetic.

Confronting Issues of Diversity

Working with children on the complex issues of respecting diversity calls for deep reflection and consideration. Let's go back to Sylvia's class and look at one example:

During the day the teachers took the children out on the playground.

Jermaine and two of the other boys built a structure they called a fort.

After draping blankets over several large crates, they crawled inside.

When Susan and some of the other girls came over and peered inside, they flatly stated, "You can't come in here. No girls allowed." The girls appealed to Sylvia. Susan asked, "Why can't we play? Girls are just as good as boys."

Sylvia approached the boys, saying "The girls told me that you won't let them in your fort because 'girls aren't allowed.' They're upset and Susan said something I agree with. She said, 'Girls are just as good as boys.' You know it hurts when you feel left out, and right now that's how these girls feel. In our class, we don't leave people out because of who they are." Sylvia then turned to the girls and said, "That does look like a really neat fort. If you want, you can build one yourselves. There are plenty of materials over there." We know that three- and four-year-olds often exclude others from play for arbitrary reasons. One day it might be: "You can't play, you're not wearing sneakers." Another day you might hear children say, "You can only play if you ride the bus to school." Gender exclusion, as well as exclusion based on race or abili-

ties, comes up as well. And all of these need to be talked about — acknowledged the way Sylvia did: "Being left out hurts. We don't leave people out in our class because of who they are. That's called exclusion and exclusion hurts. We don't hurt people in our class."

We have to address these issues of diversity. At the same time it is important to promote the value of

your plan, or how this behavior is usually handled at school.

Sensitively ask the parents if they have any suggestions about how to handle this or if they've had to deal with it before. These aren't easy tasks, but they are terribly important ones.

Issues of exclusion are part of respecting diversity and involve children in learning to understand and

It is important to remember that where issues of diversity are concerned, children constantly get mixed messages — from their environment and from television, movies, and books.

differences, drawing children's attention to the contributions that differences can make to the group and also to the world.

The reasons children exclude others are not always developmental. Sometimes children who don't have a positive sense of self put others down. Sometimes children have decided that those "others" are not as good as they are — perhaps picking up on messages from their environment.

Whatever the reason, issues of exclusion need to be brought up and dealt with. Besides interacting directly with children, teachers need to talk with the parents of those who are excluding or showing prejudice, letting parents know the philosophy and values of the program. At the same time it is also vital to work together with the parents of the child or children who are being excluded. Explain program values,

respect similarities and differences. It is important to remember that where issues of diversity are concerned, children constantly get mixed messages — from both their environment and from the media (television, movies, books, and so on), which often presents people of various races, cultures, and abilities in unappealing situations or leaves those same people out when depicting attractive situations.

You may be confronted with situations in which a child has decided he or she won't play with someone because of race, ability, or sex — making unfair/untrue statements. This cannot be ignored and needs to be dealt with in a timely and sensitive way. If the child says this is what he heard in the neighborhood, you can take a stand by saying, "What you said hurts. We don't hurt people at school, and we don't say that here."

The Parent-Teacher Connection

The first step in fostering character education for both teachers and parents is establishing a strong positive relationship and open communication with children. Keep the following suggestions in mind as you work with children and as you help parents understand how they can make character education a part of their life at home.

• **Accept children's feelings.** Young children feel strongly, and sometimes it's difficult, especially for parents, to watch children act out in anger or show deep sadness. It is possible to accept these feelings and at the same time limit the strong behavior that sometimes accom-

panies them.

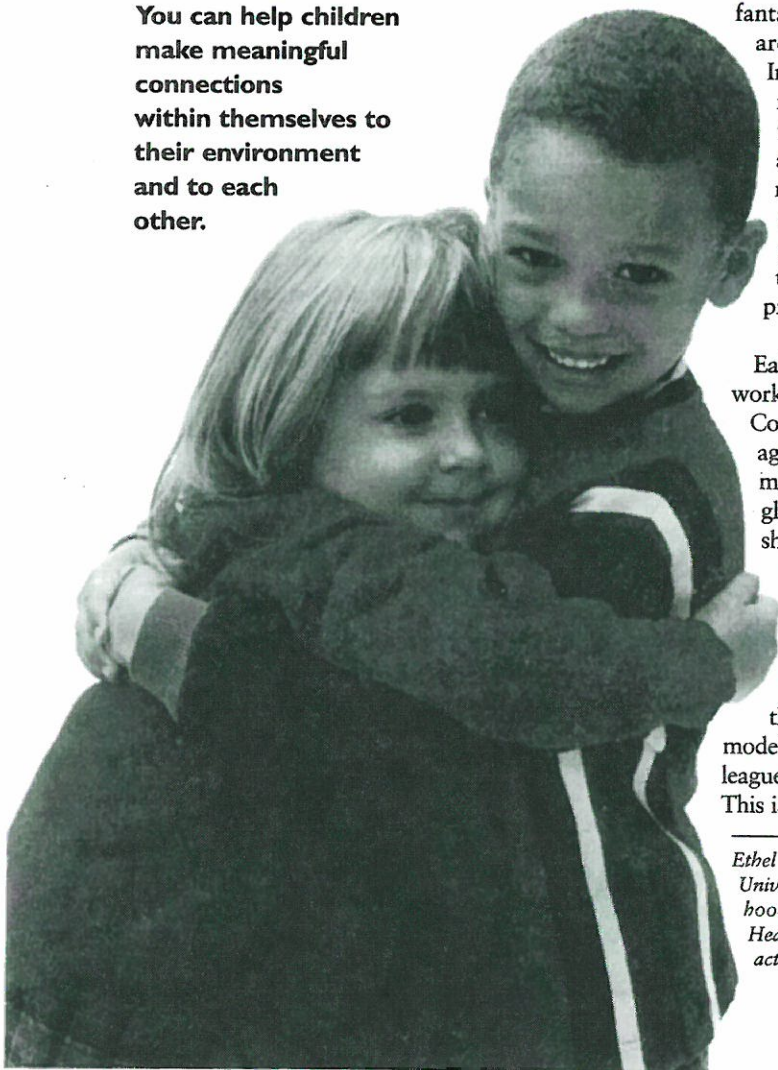
• **Avoid labeling behavior as good or bad.** Even if we only label good behavior, children know in their heart of hearts that means it can also be bad. So be specific in descriptions, and focus instead on redirection. If you must, describe behavior as impolite or rude or hurtful as long as you point out the specific behavior you're referring to.

• **State expected behavior and show confidence that children will be able to meet the expectations.** Often adults tell children what not to do or set a limit without stating ways children can live up to the desired behavior. Be clear.

Make sure what you are asking and the way you are asking are developmentally on target so children understand. This will help them have the confidence to handle situations successfully.

• **Help children show what they know and what they can do.** When we give children information that is too abstract, state expectations without showing children how to meet them, or expect children to do things that they are not developmentally ready for, we hamper their development of the attributes we are hoping to cultivate. Instead, provide materials that are both meaningful to their level of development and ones they can master.

You can help children make meaningful connections within themselves to their environment and to each other.



fantasy from reality, seeing threats where there are none.

In this situation, Tom helped the children respect each other's viewpoints, never telling them they were bad or wrong. He also moved the play to a higher developmental level by helping them find ways to resolve their aggressive play and see more positive qualities in their pretend characters — moving the play and thinking to a prosocial level.

Each day offers opportunities to confront and work with issues of character development. Concerns with politeness, honesty, diversity, aggression, and sharing are only a few among many we, as early childhood educators, struggle with as we strive to promote good citizenship and build character. We can help children understand these attributes and their importance by forging meaningful connections in their lives, setting fair and clear guidelines, accepting children's feelings, never belittling, showing respect for their ideas and developing competence, and modeling respect in our interactions with colleagues, families, and every child we work with. This is where the work must begin.

Ethel Tittnich is a child development specialist at the University of Pittsburgh and a consultant to early childhood and social service agencies, including the Heartwood Institute, an organization devoted to character education.

Eleanore Childs *Speaking Out on Character Education*

How can we effectively involve children and parents in character education? Eleanore N. Childs, attorney and child advocate, shares her thoughts with Early Childhood Today.



Eleanore N. Childs's 12 years of research in character education was key in developing the Heartwood Ethics Curriculum for Children.

EARLY CHILDHOOD TODAY: *What should early childhood and kindergarten teachers be thinking about as they incorporate character education into their curriculum?*

ELEANOR CHILDS: We need to put ourselves at the child's level — to understand the moral development of the child, where the child is, and what the child understands. This means we need to be empathetic. As you walk for a moment in children's footsteps and see the world as they do, you can begin to figure out how to bring concepts to their level. Of course, character education is about showing respect for children. Like the Reggio Emilia philosophy, character education involves respecting each child's work, giving each child access to what he or she needs in order to learn in a loving environment.

ECT: *What are some of the important things a teacher should do with young children?*

CHILDS: Explain that there are certain boundaries and let children know that these boundaries are based on safety and caring about people's feelings. Then, just by talking, involve children and give them a say in what happens in their world. Pose questions like "Is there anything you would like to have happen in this classroom?" "In what ways do you show kindness to people?" "Are there any people you love in your life you'd like to invite to come visit?"

Also read and discuss stories that share a

principle or set an example. Encourage children to retell the stories and talk about things they do that are similar to the actions of the characters. Plan related activities to help children process their thinking.

ECT: *Please share strategies teachers and parents can use together.*

CHILDS: Teachers need to schedule meetings and conversation groups with parents. I love roundtables because they give everybody power. Facilitators can be very helpful in bringing everybody's voice to the floor.

Teachers can share with the parents, and parents should be encouraged to come in and share what their children do at home and what their children love. Teachers should keep a portfolio on each child and try very hard to build unique personal relationships, making sure no child feels left out.

And every program should invite the parents to visit. Children are never going to get a sense of community unless they see the people in the community interacting as a community.

I believe we also need to understand and value one another's cultural traditions. When I meet people from other cultures, I ask which aspects of their culture they wish were a part of "world culture." So much of what they tell me is just beautiful. The commonality is a love of children and family.

Then I think we can ask that same kind of question at the child's level, saying "Each of you is so special. Tell us something special about you that you bring to our group." That's the job of the teachers — to learn about and bring out the strengths in the varied makeup of your class. As you learn the fine aspects of each child, write them down as reminders of what to build on. Aim toward synergy, always asking: "How do we dance this class together?" "How do we make it work together?" □

Growing to Be the Best We Can Be!

How do children learn about themselves and others? How and when do they develop a sense of independence? Empathy? The ability to express their feelings and control their anger?

Early childhood educators are constantly reminded of the many important milestones that take place in the first six years of life. Here's a look at how social-emotional growth, which begins as children simply and wonderfully respond to your smiles and gestures, develops, over the years, to a time when children truly become independent, confident individuals.

0 to 2

Children May

- be increasingly alert to sights and sounds.
- follow you with eager eyes and warm to the sight of your face.
- smile joyfully and vocalize happily as they move their arms and legs to the rhythm of your voice.
- smile in response to your expressions.
- engage, disengage, then reengage with you for short periods of time.
- begin to respond to your gestures with gestures of their own.
- imitate interactions and look expectantly for your response.
- express desires and wants by pointing.



What You Can Do

With children who are working on these skills:

- Find out which senses they favor, the types of movements they enjoy best, how they like to be held, and what sights, sounds, or types of touch sustain their attention.
- Build on this interest and elaborate with words and gestures.
- Follow their eyes, looking to the left or right as they do, and make interesting facial expressions and sounds as you move.

With children who are practicing these skills: all of the above, plus

- Acknowledge their coos by looking directly into their eyes and responding with a warm, soft coo of your own.
- Respond appropriately to gestures of intentional communication, helping them to appreciate the joy of cause-and-effect relationships.

With children with mastery of these skills: all of the above, plus

- Respect and admire (in words and gestures) their accomplishments or what they're expressing.
- Encourage their creativity and originality.

2 to 3

Children May

- engage in pretend play with others.
- use your help to play pretend dramas dealing with closeness, nurturing, and care, such as taking care of a favorite stuffed animal; initiate dramas of assertiveness, such as cars crashing or monsters chasing; enjoy pretend play alone.
- use words or combine gestures to express feelings.
- communicate their desire for closeness by gesturing.
- develop the ability to recover from anger.



What You Can Do

With children who are working on these skills:

- Become a partner in pretend play without taking control.
- Expand on play with your own gestures, such as making your arms available as a cradle for dolls.
- Show your pride in and admiration for children's ideas and creativity.

With children who are practicing these skills: all of the above, plus

- Find ways to help children enjoy their successes by encouraging them to talk about their block buildings or drawings.
- Make suggestions for cooperative play, but don't demand it.

With children with mastery of these skills: all of the above, plus

- Help children solve disputes.
- Help children learn to explore emotional issues, such as separation, through play.

3 to 4

Children May

- begin to distinguish between what is real and what isn't; exercise logical thinking.
- make pretend play more complex so that one theme leads to another.
- follow rules and respond to limits; feel optimistic and confident.
- begin to reason about feelings and connect them to behaviors (for example, behaving nicely pleases you); try hard to learn to do something.
- know what to do or say in order to feel close to another person.



What You Can Do

With children who are working on these skills:

- Help them practice connecting ideas by responding to their attempts to communicate through words and gestures.
- Collaborate with children to broaden their interests and play themes.
- Balance empathy and compassion with setting firm limits.

With children who are practicing these skills: all of the above, plus

- Help children talk about and play out strong feelings and emotions.

Collaborate on ways to negotiate and compromise.

- Encourage children to learn from one another and solve problems together.
- Suggest that children name the structures they build; this helps them determine their own play themes.

With children with mastery of these skills: all of the above, plus

- Show your acceptance of and joy in the fact that there are many ways to do the same thing; this encourages children to do the same with each other.

4 to 5

Children May

- enhance pretend play by adding complexity and depth to themes and roles.
- enjoy participating in rule making and talking about what is fair and what is not.
- talk about their own feelings and begin to understand the feelings of others.
- express and show empathy.



What You Can Do

With children who are working on these skills:

- Involve children in discussing and establishing basic group rules.
- Discuss why people feel and react in certain ways.
- Encourage dramatic play by placing props in the dramatic-play area that relate to children's current interests and recent topics of group discussions.

With children who are practicing these skills: all of the above, plus

- Act as a facilitator to help children learn to solve their own problems.
- Help children find appropriate ways and places to express their feelings.
- Talk about the reasons for specific limits and rules.

With children with mastery of these skills: all of the above, plus

- Involve children in problem solving situations.
- Make sure there are activities and materials children can work on independently.
- Set up situations that encourage cooperative interaction.
- Talk about and explore issues of personal rights and responsibilities.
- Continue to encourage children to be sensitive to the feelings of others.

5 to 6

Children May

- enjoy playing and working independently.
- enjoy taking care of their own needs.
- engage in cooperative play.
- react to normal frustrations in constructive ways.
- understand and accept limits and routines.
- show an understanding of personal rights and responsibilities.
- be able to distinguish between deliberate and accidental interference and cope appropriately.
- respect others' rights and property.
- empathize with others.



What You Can Do

With children who are working on these skills:

- Provide activities and materials that children can use independently.
- Encourage children to take care of their own needs.
- Involve children in creating rules and routines. Discuss reasons for limits.

With children who are practicing these skills: all of the above, plus

- Problem-solve issues of sharing, turn-taking, cooperative play, and so on.
- Help children find appropriate methods to express frustration and anger.
- Discuss personal rights and responsibilities.
- Talk about the difference between accidental and intentional hurt.

With children with mastery of these skills: all of the above, plus

- Provide opportunities for children to experience the roles of leader and follower.
- Read books that inspire children to empathize with the characters.

Sharing Family Traditions

Celebrating the tastes, sights, sounds, "feels," and smells of special times.
by Ellen Booth Church



PERHAPS THE PLACE that family traditions start is not in one specific activity but simply in the joy of shared experiences. And maybe the best way to talk about these traditions at group time is to help children open up to their own sensory memories.

Warm Cinnamon and Fresh Oranges

While children are sitting in a circle, invite them to close their eyes and imagine someone, or everyone, in their family preparing a favorite dish — perhaps for a special occasion or even a traditional weekly meal. “What colors do you see? Can you smell anything cooking? Can you taste anything? Pretend you are reaching out and touching something. What does it feel like?” This imaginary journey can open children’s minds to sensory memories. They may suddenly offer images as you go along or share them after they’ve had time to just imagine. Whichever way, be sure to create an experience chart together, listing children’s thoughts and experiences inspired by each of the five senses.

Older children may like to try using the words and images on your experience chart to create a poem. Here’s an example one kindergarten class printed and illustrated as a family gift.

*Blue and white,
Many lights.
Cookies and cocoa,
Snow and cold,
Ringing bells,
And a big, warm Grandma hug!*

Come Share My Traditions

Consider bringing to group time a collection of sensory-experience props, some involving your own family traditions. A cinnamon stick, a fresh orange, bells, a green pine bough may come to mind. You’ll find that children are fascinated to learn about your traditions and experiences. Photos of family gatherings at holidays and other special events are great to share and help expand children’s concept of traditions. Be sure to include lots of pictures of you when you were little. Most children can’t believe you ever were a baby!

Let’s Share Yours

Send home a note letting parents and other family members know that you have been talking about family traditions and are hoping that they will help their child share something from home — an object, a photograph, or even an activity. Let families know that a tradition can mean anything they do together in their own unique way — a special dessert or meal, a holiday custom, a story told over and over at special times. Some children may want to bring a family member to your program to share a tradition. Be sure to let family members know that they can call you to ask any questions or talk over anything special they’re considering. You may also need to talk ahead of time to ensure the appropriateness of the activity and to offer your help with the preparations and organization.

Schedule only three or four children a day to share

their special family show-and-tell, so there will be enough time for all children to engage in real conversations — talking about why this special sharing has become a tradition and asking lots of questions.

Encourage extended-family members to visit. Sisters, brothers, aunts, uncles, grandparents, and special family friends can add their own unique perspectives. Older adults may want to share family traditions from “way back.”

A Very Important Reminder

Before you begin to talk about families and family traditions, take time to think about children’s specific home lives. Remember, every family is different. Those who celebrate the same holidays may do so in very different ways, thus establishing very different traditions. Some families may be the only ones to celebrate specific holidays, and also have traditions that are all their own. Other families may not celebrate any holidays but still have their own traditions. Whatever the case, make sure that every child feels accepted and, at the same time, not at all pressured to share. Your goal is to honor children and their fami-

lies in supportive ways. And then, through shared experiences, conversations, and quiet observations, children will learn a bit more about themselves and come to respect and appreciate the importance of varied traditions.

Sharing With Toddlers

Though toddlers aren’t ready for group time discussions about family traditions, sharing a family member can be a delight! So plan a time when parents, siblings, and extended-family members are invited to visit your program. Most toddlers will enjoy showing off these special people. Just remember to schedule very few at one time, and ask them if they’d like to do something very simple, like show a few family pictures, share a short storybook, or sing a song with children. The trick is to keep any activity or visit relaxed, natural, simple, and short. No need to gather children in a group. Each visitor will be an automatic toddler “magnet” as soon as he or she sits down!

Ellen Booth Church is an early childhood consultant for the New York State Department of Education and for programs across the country.

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Learning to Read the Heart

Nurturing Emotional Literacy

Rebecca Novick

Richmond Elementary teacher Ardine Kapteyn reads with 24 third-graders on a well-worn circle rug. It's almost lunchtime, but Ardine has no difficulty keeping the attention of the children. They are eager to find out if the hero of *The Small Person Who Had Feelings* will be able to cover up the feelings he wears on his sleeve.

"I wonder why a person would want to cover his lonely feelings with anger," says Ardine.

"Maybe he was afraid," offers Ruby.

"Yes, isn't that interesting? Inside he was lonely and afraid, and outside he was—what?"

"Angry," a chorus of voices answers.

"Yet even with all the angry patches he put on his sleeve, loneliness and fear were sticking out among the patches. So what do you suppose he did? From his father, who believed it was important for boys never to show fear, he borrowed *tough*. Now he couldn't find room for any other feelings. There was only room for tough and angry."

But the story does have a happy ending, and the children add a new "feeling" word to their vocabulary: *acceptance*. When the small person finds a friend and feels acceptance, all of his real feelings are able to come out—proud, sad, happy, scared, lonely—"many of the feelings we have talked about," reminds the teacher.

Rebecca Novick, Ph.D., is the language and literacy team leader at the Northwest Regional Educational Laboratory (NWREL). As a writer and researcher in the area of early childhood, Rebecca has authored a number of articles, including the 1998 NWREL publication *Learning to Read and Write: A Place to Start*.

Note: Since this article was written, the Comfort Corner (see p. 87) lost its funding. Although it no longer exists, the teachers at the school still implement many of the program's strategies.



Emotional competence and school success

Although schools have traditionally separated children's academic achievement from social and emotional development, many educators are realizing that a narrow focus on academics does not always bring results. *A Good Beginning*, a recent report from the Child Mental Health Foundation and Agencies Network, emphasizes that social and emotional school readiness is critical to successful kindergarten transition, early school success, and even later accomplishments in the workplace (Peth-Pierce 2000). However, according to the report, many children enter school without the social and emotional readiness to succeed, putting them at high risk for early school failure.

Research has shown that many children, particularly boys, go into the adolescent years with a restricted language for expressing emotions. This "emotional illiteracy," as psychologist James Garbarino (Gilligan et al. 1999) describes it, keeps some boys locked up; they are unable to articulate their experiences and may be ashamed that they can't.

Many children enter school without the social and emotional readiness to succeed, putting them at high risk for early school failure.

But the beginnings of emotional illiteracy start much earlier, Garbarino points out, and often affect girls as well as boys. While girls are frequently

encouraged to express their emotions more openly than boys, the absence of support from teachers and other significant adults can put many children of both sexes at risk for behavioral, emotional, academic, and social problems that may continue into adulthood (Peth-Pierce 2000).

Academic and emotional literacy go together

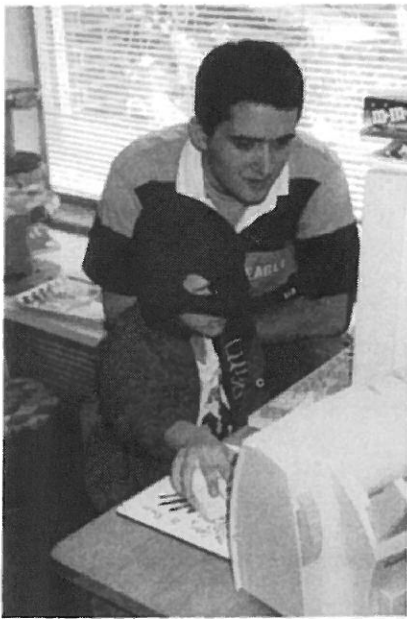
In schools that foster resiliency in all children, academic and emotional literacy go together. Resilient children, called “keepers of the dream” by Garnezy, Masten, and Tellegan (1984), are children who remain competent despite exposure to misfortune or to stressful events. Researchers have identified a number of protective factors that foster resiliency: caring and support; consistent communication of clear, positive expectations to the child; and opportunities for meaningful participation in the social environment (Benard 1993).

Helping children express thoughts, feelings, and opinions verbally and in writing plays an important role in fostering resiliency in preschool and throughout the school years.

In preschool

At Helen Gordon Child Development Center in Portland, Oregon, children are encouraged to express their thoughts and feelings—in letters to friends and parents, in poems, and in stories. Supported by teachers

who write children’s dictated words just as they are spoken, children write about rejection, fears of abandonment, and injustice.



As Steve Franzel, a teacher of three- through six-year-olds, says, “Language becomes a way to support children’s power—their ability to deal with a peer, with conflict, with sad or scary feelings. Words empower them to express themselves—to handle life.” Steve explains: “I usually use writing as a means to a goal, to validate children’s feelings about separation, to help resolve conflict—as crisis prevention. I hear someone screaming, and I go over to help them use their words to express their needs and feelings. Then I ask the child, ‘Do you want to write it down, write a letter?’ ”

The process is such an integral part of the day’s activities that the children explain it to new adults in the classroom and expect them to take dictation, just as

Ugly-Duckling Words Hurt

In a Seattle Public Schools Head Start classroom, teachers read aloud Hans Christian Andersen’s *The Ugly Duckling*, and the whole class talks about how the duckling must have felt when everyone made fun of him. When a child uses a word that hurts other people’s feelings, children are encouraged to call it an ugly-duckling word and to make it clear that such words are not acceptable. “Ugly-duckling words are those that hurt your heart. Ugly-duckling actions are those that hurt your body,” explains their teacher.

they might expect their shoes to be tied. Frequently throughout the day, children use writing to sort out their feelings and to come to terms with their own behavior.

For example, following an altercation, four-year-old Tony wrote a letter to his classmate who went to the doctor to get stitches in his forehead. As Tony thought about what to write, his anger was replaced by a sense of responsibility:

I’m sorry Mark. I hit you with the broom. Why did you want to take my broom? I was just about to color with the chalk and you were trying to take my broom. I was coloring in five seconds. I wanted to give him a hug before he left.

Four-year-old Heidi expressed her complex thoughts on friendship and rejection in a prose poem written about and to her friend:

Olivia is a good friend.
Sometimes she doesn’t play with me.
Today she said, “Don’t follow me.”
I was upset.
Then I was angry.

Then I said, "Bad Olivia."
Then I walked away.
Just like Olivia.

Read this note and then
you will
Find out about me
And your friend Heidi.
Love, Heidi
To Olivia

Children's stories, poems, and letters are displayed in classrooms and hallways and kept in laminated books, which the children read to themselves and with each other. Many of the four- to five-year-olds recognize their classmates' entries and can "read" them verbatim.

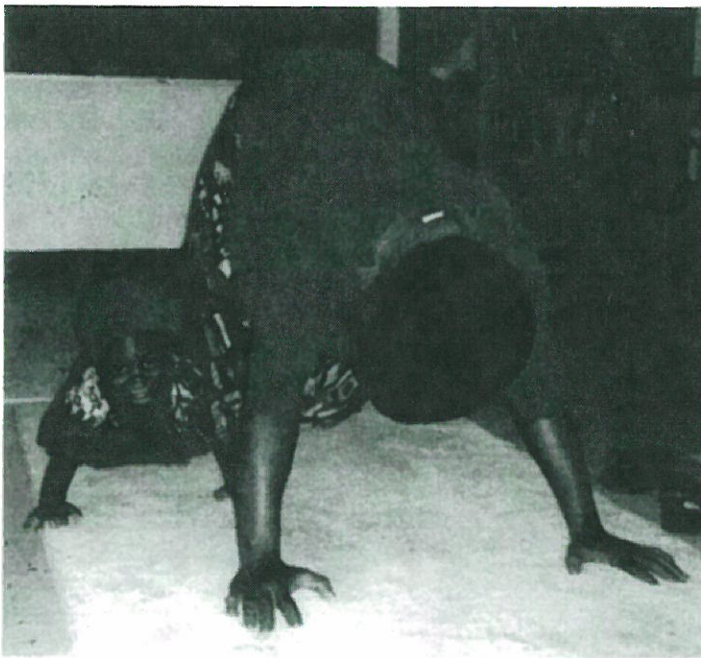
Children often read their own messages to themselves after they are written, matching print to their remembered words. But the primary purpose of writing for these preschoolers is to identify and express thoughts and feelings.

In elementary school

Tying literacy to emotional development is at the core of the curriculum at Richmond Elementary School. Among Oregon's 754 schools, Richmond ranks eighth in serving the highest number of children in poverty. Since Principal Kathy Bebe arrived 11 years ago, a primary goal has been creating a common vocabulary and language for helping children deal with their emotions and behavior.

Reading stories aloud, particularly stories that offer rich opportunities to discuss emotions, is a frequent activity. Richmond teachers use reading aloud as a springboard for discussing times when children felt frightened and lonely, proud and happy. Without interrupting the story's narrative thread, teachers help children relate the story to their lives and to other stories they have read, and to build vocabulary and concept knowledge. Children's author Katherine Paterson emphasizes the importance of young children exploring feelings and internal expressions—from happiness to creativity to grief and imagination—through stories (in Allen 2001).

Open-ended questions before, during, and after reading keep children involved and encourage reflection and personal interpretation. Rather than probing for dis-



crete facts, open-ended questions often lead to other questions—"questions that hang in the air and replay themselves in our minds" (Keene & Zimmerman 1997, 109): How do you think Pisca felt when her Dad said he was proud of her? When you have courage, does it mean you are not afraid? What does it mean to feel accepted?

Teacher Ardine Kapteyn acknowledges some challenges in helping children make meaningful connections with text. "Tying emotional development to literacy is hard to do in

the electronic age of TVs and computers," she says. "Kids are used to a sitcom where everything is resolved in half an hour."

Ardine insists oral language is the key component. She says, "Many of our children enter kindergarten with

Language becomes a way to support children's power—their ability to deal with a peer, with conflict, with sad or scary feelings.

language delays of two or three years, due to lack of experience. It's up to us to provide the experiences they need to develop strong language skills...I try to figure out how children are learning language."

"Many of our kids come from families with low literacy. And in second or third grade, most children can't articulate their feelings very well. If you ask them how they are, they usually say happy or sad. But if I ask, 'What else?' they can come up with other words—disappointed, angry, proud, glad, curious. It's amazing, really, how their vocabulary and concept knowledge grows and how much of what we teach they internalize."

Sharing good literature with children, Ardine believes, teaches important lessons that help children develop an understanding of their own and others' feelings. The lessons also play an important role in meeting state assessment standards. "The goal is to raise the thinking level of the class," explains Ardine. "Our job is to help children learn high-level comprehension and interpretive skills, not just literal comprehension."

Through guided discussions of literature, children

learn to make predictions and inferences, imagine a setting, identify with characters, use the context to understand new words, ask questions, and become aware of the skills they are using to make sense of text—all the earmarks of active engagement in the reading process (Pearson et al. 1992).

Inferring feelings



In *Strategies That Work: Teaching Comprehension to Enhance Understanding*, Harvey and Goudvis (2000) describe inferring as the “bedrock of comprehension.” “We infer in many realms. Inferring is about reading faces, reading body language, reading expressions, and reading tone as well as reading text” (p. 105).

For example, the authors describe a game (p. 106), devised by a kindergarten teacher with a twofold purpose: providing an opportunity for children to explore feelings and to get a handle on the notion of inferential thinking. Every few days the teacher introduces a new emotion (mad, sad, happy, disappointed, frustrated). She writes it on a card, reviews the nature of the feeling with the children, then adds the card to those already discussed. She then chooses one of the cards and pins it on the back of a volunteer’s shirt. The volunteer stands in the middle of a circle and turns around slowly several times so that everyone has an opportunity to see the card. The children offer the volunteer clues to the word on her back, always beginning with “I felt that way when . . .” For instance, one child says, “when my dog died.” Another says, “when my dad didn’t let me go to the movies,” and so on. From the clues, the volunteer infers the feeling (Harvey & Goudvis 2000).

The Comfort Corner

At Helen Baller Elementary School in Camas, Washington, the Comfort Corner provides a safe, supportive place for children identified by parents, teachers, or other school staff as having social/emotional difficulties to “get a healthy start in school by helping to

build friendship skills, communication skills, and self-esteem” (Novick 1998). The Comfort Corner is a tiny office space adjacent to the music room, overflowing with puppets, children’s art, books, a tape player, even a small space for dancing—all the things a child might need to feel comfortable.

While part of the time is spent working on social skills and basic life skills,

such as what to wear in the snow or how to make and serve a snack to a friend, feelings have center stage in the Comfort Corner. A feelings chart helps children recognize and talk about their emotions. Children also sing, read aloud, write about, act out, and paint their feelings. Child development assistant Kathy Duly might ask them to draw a picture of how they feel that day or write about a time when they felt sad, angry, or happy. After showing a video of the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst, Kathy might ask, “What was the worst day you ever had?” and

Our job is to help children learn high-level comprehension and interpretive skills, not just literal comprehension.

the children can talk, illustrate, or write about it.

Bookshelves spill over with stories about scary dreams, bad days, divorce, and every imaginable kind of feeling. *On the Day You Were Born* by Debra Frasier and *Mama Do You Love Me?* by Barbara Joose are favorites. Kathy notes, “Many children hear, ‘If it weren’t for you, things would be better—I wouldn’t have to work so hard, we’d have more money.’” She says these stories not only help children imagine a happier family, but also allow them to identify with the feelings of the characters in the stories, learn about their own feelings, and empathize with classmates.

Conclusion

The study of literacy from a child’s point of view highlights the role that language plays in the everyday lives of children. Young children, obviously, learn what lan-

Open-ended questions before, during, and after reading keep children involved and encourage reflection and personal interpretation.

guage is through what language does (Bruner 1983). When schools and families provide opportunities for children to express their thoughts and feelings verbally and in writing/drawing, to read and discuss stories that offer rich opportunities to discuss emotions, and to understand how others think and feel, emotional development and literacy go hand in hand.

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Suggested children's books

Reading aloud and discussing stories is one of the best ways for children to build vocabulary and concept knowledge, and enhance memory, imagination, attention span, and listening and comprehension skills. In addition, as Washington elementary teacher Michelle McDonald says, these activities "can become a time of reflection, sharing, and empathy." Listed below are some of the many picture books that can spur rich conversations about such themes as courage, friendship, overcoming adversity, prejudice, grief, rejection, and loneliness.

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New Help in Building Early Social and Emotional Competence

The Center on the Social and Emotional Foundations for Early Learning is a new national effort to strengthen the capacity of the child care field and Head Start to improve social and emotional outcomes for young children.

Funded by the Head Start Bureau and the Child Care Bureau in the U.S. Department of Health and Human Services, the center will develop and disseminate evidence-based, user-friendly information to help early childhood educators promote the social and emotional development of children, prevent challenging behaviors, and address the needs of the growing number of children dealing with mental health concerns. The center will advocate practices that are comprehensive, culturally sensitive, and responsive to the needs of programs, families, other professionals, and communities.

NAEYC is one of four national association partners in the center's work, along with the National Head Start Association, NACCRRRA (the National Association of Child Care Resource and Referral Agencies), and DEC (the Division for Early Childhood of the Council for Exceptional Children).

For more information, visit the center's Website <http://csefel.uiuc.edu>.

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Excerpts from “Casting a Spell: How to Read Aloud Effectively to a Group of Children”

Dr. Margaret Mary Kimmel and Dr. Elizabeth Segel

Keeping the attention of a group of children is a challenge. We offer here a few tips that will help the more reluctant or inexperienced reader to gain confidence and the veteran reader to perfect his or her technique.

A word about the audience. Reading aloud, although not a theatrical experience, is a performance. The reader must be aware of audience reaction; of creating a mood that allows the listener to respond to the story... With a little thought about which corner of the room to use, a quiet place can be created in a busy classroom... merely seating a group with their backs to the main activity of the room can help enormously with the problem of distraction...

If the children will be sitting on the floor, try to mark out in some way where they are to sit. Otherwise, all through your reading, children will be inching forward, each jockeying for the best position, closer to you and the book. Tape or other marks on the floor can be helpful, or place carpet squares in a semicircle at the right distance. Tell each child to sit on her or his bottom on a square. This will rule out sprawling or kneeling for a better view, which blocks other children's view, of course.

Timing is important, too. Experienced day-care and nursery-school staff know that reading a story following a strenuous playtime allows everyone a chance to simmer down.

Make sure that listeners can hear you... [a] simple question like “Can everyone hear me?” does much to reassure fidgety listeners. Since reading out loud is a shared experience, one must look at the audience now and then. Besides confirming the bond between reader and listener; this helps to gauge audience response and thwart rebellion in the back of the room...

Groups of toddlers or inexperienced listeners may need to begin with sessions as short as five or ten minutes. Ten- to fifteen-minute sessions suit most preschoolers, fifteen to twenty minutes is a reasonable length for primary school groups...

Some preschoolers and even children of five, six, and seven can't sit still for anything. Don't assume that such children aren't enjoying being read to. If you can let these active ones move around (something that is admittedly more feasible at home than in school groups), you will probably find that they never wander out of earshot and are, in fact, taking it all in. In many cases they are enjoying the story as much as the child who sits motionless and clearly enthralled.

When you finish reading, don't break the spell by asking trivial questions... Children get plenty of reading for information in their school careers. For the greatest benefit, most reading aloud should not be associated with testing of any sort; its goal should be simple pleasure. If children have been moved by a story, they often do not want to discuss it at all right away. Later

Casting a Spell (cont.)

they may be happy to talk about it — or sing or dance or paint something that expresses how they feel about the story...

* * *

The illustrations of picture books are an essential component of the story, so try to hold a picture book facing the children as you read. This means that you have to crane your neck a bit to read from the side or develop the ability to decipher upside-down print, but these are talents that can be mastered... [N]othing breaks the spell of a story faster than impatient squirms and cries of "I can't see!"

How dramatic should your reading be? Some readers are very straightforward. Others sway with the blowing wind and gasp in awe as the heroine saves the day. One bit of advice — keep it simple. Sometimes one is tempted to change the quality or pitch of the voice with different characters. In a short book with one or two characters, this isn't too difficult, but... it would be a mistake to attempt voice characterizations for many people... On the other hand, one does not want listeners to fall asleep — at least, not usually. A soothing, almost monotonous tone that would be fine at bedtime may lose an audience in the middle of the day. An overly dramatic reading can frighten very small children or those new at listening to stories. Elizabeth was once reading *Caps* for

Sale to a group of preschoolers. She doesn't think of this as a scary book, but when she got a bit carried away reading the peddler's part — "You monkeys, you! You give me back my caps" — one adorable little boy burst into tears. He seemed to think that the reader was angry at him!

* * *

Gauging the proper pace of a story is another essential ingredient. If the reading is too slow, the listeners may lose track of the action and become fidgety... Too fast has some of the same problems — the listener simply can't keep up, can't savor the story. While the reader has some control of the overall pace, there are often parts of the narrative that have an internal rhythm of their own... [I]t is through your voice that the author's words reach the listeners. Its tone and pitch color the experience. Music teachers coach their voice students to breath from the diaphragm, and this admonition certainly applies to those who read aloud — whether just beginning or with hours of experience. Good breathing technique... supports the voice and builds the listeners' confidence that you know what you're doing.

Above all, aim for an understandable delivery... Clear enunciation helps with all aspects of reading aloud. This does not mean such exaggerated pronunciation that words "hang like ice cubes in the air," as

Casting a Spell (cont.)

critic Aidan Chambers describes it. Careful attention to the endings of words and sentences, however, helps the listeners to pay attention to the story, not to your reading style.

Finally, there is that bit of polish that makes reading sessions something special. It is the confidence that comes with practice and experience. There is no substitute for enthusiasm and preparation — but it does get easier with practice. One gradually becomes more aware of a story's possibilities and of an audience's subtle reactions...

You will be well rewarded for polishing your skills — by the clamor for “just one more” or the nearly silent sigh of satisfaction.

Used with permission of authors Dr. Margaret Mary Kimmel and Dr. Elizabeth Segel. For more direction in reading aloud, along with detailed and thoughtful descriptions of recommended books, see the book For Reading Out Loud! A Guide to Sharing Books with Children by Margaret Mary Kimmel and Elizabeth Segel, New York: Delacorte Press, 1988.

Conflict Resolution for Young Children

Dr. Martha Harty

Your nursery school, daycare center, preschool or kindergarten is a micro-community. Children are its citizens and you are their leader and admired role model. Your attitude can create a climate of cheerfulness, joy, and stability, and your approach to conflict can empower the children to solve their problems constructively. Below are some basic concepts and guidelines for creating a safe, cooperative environment and for handling conflicts as teachable moments.

Conflicts are a normal and natural part of life. Minor skirmishes provide young children with valuable opportunities to develop and practice skills in expressing their feelings and negotiating to achieve their goals. Some adults with good intentions or low noise tolerance try to prevent all conflict — but end up depriving children of chances to learn key skills.

Your first strategy: don't intervene unless it's really necessary.

Some adults step in and try to dispense justice without full understanding of a situation. They may blame a particular child, which causes the whole group to judge that child as the teacher did. Instead, focus on the causes of the conflict and the feelings it generates in the children. Ask them to talk about it using the process below. You may find ways to improve the environment or rules to reduce problems. You will often find opportunities to teach children important lessons about character, feelings and ways to solve conflicts.

If you have to intervene, help children use a process of talking and listening respectfully to others' viewpoints to solve conflicts.

1. Calm down.
2. Take turns listening and telling your stories and feelings.
3. Think of ideas for solving the problem that children think are fair:

Calming down may require "time out," used not as a punishment, but a chance to quiet strong feelings. You may need to stay with a child, or provide another calming influence, and let them return to the group when they feel ready. In step 2, taking turns means discouraging interruptions, perhaps using the concept of a Peace Table or other object that has to be touched or held by whoever is speaking. The children should explain what they want and why. It works well to summarize each child's main points. Finally, get everyone involved in creating a fair solution, even if it isn't one adults would have chosen. Doing it their way empowers children. Outcomes the children see as fair lead to peaceful classrooms.

Young children are open to new ways of settling differences, and they will quickly learn, use, and enjoy this process. The best responses will come when they see you follow and respect the same approach and ground rules.

Teach children conflict resolution by modeling the process and by discussing basic

Conflict Resolution for Young Children (cont.)

concepts of feelings and conflict outcomes.

Children experience lots of feelings. How many different ones can they think of? (mad, sad, glad, etc.) They may draw a picture of a feeling or tell a story of a time they felt it. Show them a picture of a face that expresses a feeling and ask them to identify and act it out.

Focus more clearly on anger and fear. Talk about what makes people get angry at others.

What are some different ways people act when they're angry or afraid? Talk about how it is normal and natural to feel anger, even towards people you like and love. Anger in children is usually short-lived. Have children talk about someone they were mad at but they now like.

Conflicts can have different outcomes. Help children imagine several outcomes for a simple conflict. (Example — Two children want to play with one toy. One may get it and the other loses it. They may fight and neither get it. Someone may get hurt. They may agree to share it or take turns or find another good toy so both are satisfied.)

Many Heartwood stories provide good opportunities for discussing strong feelings or imagining different outcomes. *Flora the Frog*, *On Mother's Lap*, *Cleversticks*, *Jamaica's Find* and *The Doorbell Rang* are examples. You will find many opportunities to use the Heartwood attributes all through the day, to draw the story plots into the children's

lives to make the words more meaningful. Children love to solve the puzzle of conflicts once they catch onto the empowering process. The more the Heartwood words are used, the more the children will "own" them.

Martha Harty, Ph.D., Programs Director for Heartwood Institute, is a long time community mediator for the Pittsburgh Mediation Center. She is Adjunct Senior Lecturer in applied ethics at Carnegie Mellon University and has published a number of articles and CD-ROMs on conflict resolution.

Resources

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Eleven Principles of Effective Character Education

1. Character education promotes core ethical values as the basis of good character.
2. "Character" must be comprehensively defined to include thinking, feeling, and behavior.
3. Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
4. The school must be a caring community.
5. To develop character, students need opportunities for moral action.
6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
7. Character education should strive to develop students' intrinsic motivation.
9. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
10. Character education requires moral leadership from both staff and students.
11. The school must recruit parents and community members as full partners in the character-building effort.
12. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

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