

KIND BEGINNINGS:

**An activity guide for
fostering kindness
in pre-schools**



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TABLE OF CONTENTS

INTRODUCTION.....	4
WHAT PRE-SCHOOLS CAN DO TO RAISE KIND KIDS	5
TEN WAYS TO DISCIPLINE WITH KINDNESS	10
100 WAYS TO PRAISE CHILDREN.....	12
TIME LIMIT GUIDELINES FOR PARENT/CHILD SEPARATIONS	13
JIMMY KILLED THE GUINIA PIG! HOW SHOULD I PUNISH HIM?.....	14
TIME-IN TECHNIQUES FOR CHILDREN	16
SITTING IN A CHAIR TIME-IN	17
REFLECTIVE TIME-IN:.....	17
NO TIME LIMIT TIME-IN	18
TALK IT OUT TIME-IN	18
COOLING OFF TIME-IN	18
CREATIVE PLAY TIME-IN	19
LAP TIME-IN:.....	16
KIND ACT AWARDS	20
KIND ACTS PANTOMIME	21
KINDNESS HEART COLLAGE.....	22
WARM FUZZIES	23
KINDNESS COLLAGE	24
STRENGTH BOMBARDMENT	25
THE KINDNESS DRAGON	26
KIND ACT TURKEY-THANKSGIVING TIME	27
COOPERATIVE MUSICAL CHAIRS	28
PET ROCKS	29
ARE YOU SLEEPING?	30
NATURE WALKS.....	31
CHEERIOS AND STRAW JEWELRY	32
HAPPY TO SEE YOU	33
PERSONAL POWER VESTS	34
SPECIAL BADGES: "I AM SOMEONE SPECIAL"	35
KIND ACT NECKLACE	36
THANK YOU BOOK FOR FIREMEN	37
PRE-SCHOOL GARDEN MURAL.....	38
GOOD MORNING NAME SONG	39
FARMER IN THE DELL	40
BEACH BALL.....	41
MY NAME	42
STARS FOR SARAH.....	43
TWINKLE LITTLE STARS.....	44
THE WAVE.....	45
FINISH ME.....	46
"I LIKE ME" SONG	47
ME PRINT	52
CLASS FLAG OF FRIENDSHIP	53
THE KINDNESS BALL.....	54
THE KINDNESS BEANBAG	55
KINDNESS HUGS	56
KINDNESS BUBBLES	57
COOPERATIVE ART PROJECTS.....	58
GIANT SELF-PORTRAIT	59
KINDNESS ACTIVITY REPORT FORM.....	60

INTRODUCTION

Kind Beginnings took more than two years to create. Most of the activities in this guide were submitted by pre-school teachers, who first tested them in their classrooms. We greatly appreciate the efforts of these teachers who helped us develop this guide. The impetus to develop this activity guide actually came from pre-school teachers who asked for materials they could use with pre-school children who were still learning how to be kind and respectful toward their classmates.

In addition to the 36 activities contained in this guide, there are articles designed to help pre-school teachers better understand and relate to the children in their classes. While this guide is primarily for pre-school teachers, some of the articles and activities also could be adapted for use by parents. Several of the articles and some of the activities were adapted from the parents' guide, **Raising Kind Kids**, also available from the Kindness Campaign to foster kinder families. Encourage parents to purchase this guide to augment your pre-school interactions with children.

Several of the articles by Janae B. Weinhold, Ph.D., provide teachers with information on how to identify children who might have symptoms of weak attachment. Research has shown that only about 60% of the infants studied had a secure attachment. About 15% had an anxious/ambivalent attachment problem and the other 25% had an avoidant attachment problem. This figure may be even lower if other risk factors such as poverty, a single parent or teen parents are present. Identifying symptoms of weak attachment in preschool and making helpful interventions can make a tremendous difference for a child. The older a child is when making an intervention, the less likely it will be successful. Interventions made before age 10 have the highest success rate. Children with symptoms similar to those listed in the article *Jimmy killed the guinea pig. How should I discipline him?* should be referred to professionals who specialize in helping parents restore attachment with their children.

Janae's "Time In" article also provides helpful tips on supporting children with attachment problems. This method has proven to be more effective than the traditional "time out" methods with children who are showing some signs of attachment issues.

The last page of this Guide is a blank Activity Report Form, which you can copy to use in creating your own activities.

WHAT PRE-SCHOOLS CAN DO TO RAISE KIND KIDS

Below is a list of seven suggestions for pre-school teachers to use in raising kind kids. These suggestions involve being more aware of the opportunities for recognizing positive, kind behaviors.

1. Notice kind things. Every day there are kind things that others say and do that we often ignore. Take a moment right now to identify at least 10 kind things that have happened to you in the last week. Who greeted you with a smile today? Did a motorist slow down to let you into traffic? Did someone at your school tell you something positive they noticed about you? It is hard to remember these things, isn't it? Most of us take for granted kind things that happen to us and often remember only the unkind or unpleasant things.

One way to help your memory is to create your own "kindness notebook" where you store all these kind incidents every day. Record these each night before you go to sleep and notice the results. Do you begin to sharpen your awareness of these daily "small kindnesses?" Do you sleep better? Do you feel better about yourself and the kids who are in your pre-school classes? Do you find yourself giving out more compliments and saying more kind things to others at your school as a result? Does the quality of your life improve?

2. Affirm kind things. Begin by affirming the kind things that happen to you and you will find that more kind things begin to happen to you. Affirmations are strong, positive statements that are written as if they are already true. What happens is that when we affirm these qualities in us, they seem to grow and become a reality in our lives.

A few examples of kindness affirmations you can use are:

- I am a kind person.
- I draw kind acts to me.
- I see all the kindness that is around me.
- I am open to receiving kindness from others.
- My acts of kindness help others to be more kind.

In addition, begin to affirm and recognize the kind things that others say and do in your presence. There is a basic law of behavior that you need to remember. It states that "what you pay attention to is what you are going to get more of." if you want to increase the amount of kindness in those around you, you have to "catch" them doing something kind for you or another person and give them some recognition like. " Gee, that was kind of you to offer to help your friend pick up his paints, without being asked to. Thank you for being so kind and thoughtful." On the contrary, you can easily cancel the positive affects of this kind of interaction by continuing to notice mostly the negative things that happen in your classes and give more recognition to them. In order to raise kind kids, you need to recognize twice as many positive acts of kindness in the children you teach than the negative acts that you recognize or pay attention to.

Some affirmations you can use to help you develop this kind of attitude are:

- I recognize the kindness in my students.
- My children are kind and respectful to each other and me.
- My class is filled with kind acts every day.
- My children deserve to be recognized for their kindness every day.

3. Find kind things to say and do even if unkind things are happening. We don't all have "good days" all the time. However, even when we are having a "bad day," good things are still happening around us. We fail to notice them because we are so focused on the "badness" of the day. It is easy to take out your frustrations on others and "dump" your anger on your children or friends. Children report that the times when they felt "dumped on" by one of their teachers and are yelled at or physically punished for no known reason or because the teacher was in a "bad" mood, are the most painful experiences to endure. These experiences can easily leave lasting scars on children who don't understand why they are being treated unkindly.

It is a choice that we all have to make at those times. Sometimes it is necessary to talk to yourself and ask yourself, Am I focusing on the "bad" things that are happening to me because I have not had enough kindness in my life recently? Am I trying to get others to feel sorry for me and in this way get them to be kind to me in some way?

There are always two ways to experience the bumps and bruises of life. The first way is from the position of the victim. This is when you ask yourself:

" Why did this have to happen to me?" The second way is to allow your self to feel the hurt or disappointment and then say to yourself: "I am going to move forward and see what I can learn from this experience that will help me grow into a more beautiful and kind person. I am determined to find something about this experience to be happy about, even if I can't see it just yet."

Wouldn't it be better to just ask for a hug or something you need from others rather than "rain on everyone's parade" especially your children? Maybe they have had a great day at home and are eager to tell you about it when they get to school. If you are in a "funk" because of things that didn't go your way, you will not be able to be present for these children.

Again, you may have to think about what you need in order to feel better about your day. Instead of focusing on the "bad" things that happened to you, try focusing on the good things that also happened. It is likely that you can find some "rays of light" in an otherwise dark day, if you try. Also, think about how you can be kind to yourself in order to change your outlook. You may be able to take a warm bath or give yourself permission to just take some time for yourself. You can always create something to feel glad about in any situation.

4. Teach kindness. Remember that your deeds are more powerful teaching tools than your words. If you want to raise kind kids, you have to be a model of kind behavior for them. The trick is to teach kindness and beauty instead of unkindness and pain. You can have a positive influence wherever you go if you are willing to be kind to yourself and others. You will see your children's face light up when you project kindness. This is the only reward you will need.

How can you teach kindness to the people closest to you? First of all, don't buy into the misery of others. When your students, friends and family members are moaning and complaining, help them look at their situation in a more positive way or help them define what they want or need in order to feel better and then encourage them to ask for it. They might not want to hear what you are saying, but keep saying it anyway. You know what they say: "Misery loves company." However, the same is true about kindness. After a while, you will notice that your students, friends and family members will be attracted to you. Be persistent and courageous. It takes courage sometimes to be kind.

Children can be taught to view their life in a positive way. However, without teachers and parents who model kindness and a positive outlook on life, children can develop negative and unkind attitudes and behaviors. The best way to teach kindness to your children is to say and do kind things to and for them. Compliment them, be a cheerleader for them, encourage them and support their positive efforts in any way you can. Sometimes we get caught up in finding fault with our children and we forget that they need positive and kind words and deeds to grow up living a life of kindness.

Celebrate the kind things your children say and do. Make a big fuss about these things and minimize the negative things you say or do around them. Remember that much of their world outside the school is filled with negativity and criticism. Families tend to emphasize the negative and focus mostly on the mistakes that children make. You have to help balance this by emphasizing kindness at school.

5. Create kind things for yourself. Are you waiting some else to make kind things happen to you? Kindness is a you-it yourself project and the present moment is the time to start creating kindness for yourself. Every minute of the day brings us opportunities to create kindness for others and ourselves. Kindness comes from within, not from without. It comes from asking ourselves, "How can I be kind to myself right now?" No matter how busy you are, you are never too busy to add kindness to your day's activities: get a massage, a leisurely bubble bath, a walk through a park, a telephone call to a beloved friend, a few minutes reading a book or listening to your favorite music.

If you don't consciously fill your own well with kindness, then you cannot give kindness to others. When we can find ourselves getting irritated at the kids' noisy play or their active imagination, this is a signal to be kind to ourselves in some way. We owe it to ourselves and those we love to take time to enjoy the many simple joys that life has to offer. It is really our responsibility to fill our lives with kindness and joy and no one else's. Someone once said that we are all walking cases of suppressed happiness. This means we may have to break through our own "happiness barrier" and take the risk to create a kind and happy life for ourselves. Only then can we truly create kindness for others.

6. Do kind things for others. Make your life an act of kindness. Does this sound impossible? It really isn't, if you are willing to practice giving kindness to others. As long as you are acting out of the kindness that comes from your heart, you can't go wrong. The only truly happy people are giving people. This is the secret to true happiness.

This does not mean giving with some expectation of getting something in return. We may think, "Well, I gave that to you and now I expect you to give this to me." This kind of giving does not create kindness, but often creates unkindness and aggravation. Sometimes we try to fool ourselves into thinking we are giving freely when actually we are interested in getting something in return. Nothing causes greater unhappiness than the belief that we have to give to others in order to get something in return that we want or need for ourselves.

Begin by giving from the kindness of your heart. Give praise, support, acknowledgment, time, money, information, empathy and you will be amazed at how happy you feel. Develop a giving spirit, where your only reward is how good you feel while you are giving.

7. Receive kindness from others. This can be the most difficult step in raising kind kids. Most of us never learned how to receive. Even those people, who seem to be so good at taking, don't know how to receive. If they did, they would not feel so needy and have to give to others out of this need. Because of this neediness we can focus so much on what people are not giving us that we forget what they are giving us.

Some people have to prove that they don't need others and can do it all themselves. These people are usually angry at the people from their past who have disappointed them. These people vowed to never, ever ask anyone for help, even if they needed it. They closed their heart to receiving anything from others, in order to avoid feeling hurt or disappointed again. When our heart is closed in this way, it is very difficult to receive even the small everyday kindnesses that people have to offer us.

Sometimes we refuse to receive or accept gifts from others because we then feel obligated to give something in return. We assume that these people do expect something from us in return, when in fact they likely do not. If someone wants to do something for us or pays us a compliment, the only response that is expected is "Thank you."

Sometimes we also feel guilty receiving kindness from others because we don't feel like we deserve it. We may carry around so many negative thoughts about ourselves that the thought of someone being kind to us is not possible, unless they want something from us. If this happens with our children, they may end up having more of a relationship with our guilt than they do with us. In addition, guilt is often paired with resentment. We end up resenting others whose innocent acts of kindness or giving evoke feelings of guilt in us. This pushes them away and makes them less willing to give to us. If we want to have close, intimate relationships with others than we have to open our heart and learn to receive the kindness that others offer to us.

Summary. These seven suggestions for raising kind kids really work. You will find your life becoming richer and more joyous as you follow them. In addition, you will be modeling kindness for the children around you. These are not necessarily the easiest suggestions to follow, as it requires commitment, discipline, energy and courage to follow them. There is so much unhappiness and unkindness in the world, you may have "what's the use" moments as you are becoming a kind, happy person. If you truly

commit to giving children a kind beginning, these steps will help you reach this goal and have a great time doing it. Remember to spread kindness---it's contagious.

TEN WAYS TO FOSTER KIND BEGINNINGS

Setting firm but kind limits is perhaps the most important task you have as a pre-school teacher. Limit setting is really about conflict resolution. By doing it with kindness and respect, you are teaching children how to resolve their conflicts with each other. If you do not set effective limits or are inconsistent with your limit-setting that sends a message to children that you not care very much about them and their welfare. Teachers, who are seemingly loving, but do not do a good job of setting limits for their children, are often seen by these children as too busy to care very deeply. Children need limits in order to feel safe and when the limits are not consistent or clear, children will naturally test them more. Below are ten suggestions on how to set limits with kindness. Read over these suggestions and see if any of them reflect areas where your limit-setting skills are weak.

- 1. Take a deep breath and get centered before saying or doing anything.** Never discipline a child when you are feeling upset or off center, if you can help it. When you are centered you will be able to think more clearly and the decisions you make will make more sense to everybody involved.
- 2. Engage brain before mouth.** Think about what you want to say and what would be the kindest way to say it. There are lots of ways to express your thoughts and feelings, but often the first thing that you think of is not necessarily the best thing. If you do happen to utter some unkind words before you engage your brain, you can always go back and apologize to the child and make amends.
- 3. Be specific and ask directly for what you want from the child.** Avoid complaining or using always or never to justify your request. Anger is usually a signal that there is something that you want or need that you don't have. Use your anger at the child to first think about what it is that you want or need from him or her and then ask for it, without whining or blaming. The other important aspect of the conflict you are having with the child is to determine how this child's behavior tangibly effects you. Leaving toys out where you have to work around them or pick them up if he/she doesn't may have more tangible effects on you than a child not remembering to always say "thank you." The first conflict is of wants and needs and the second is more about values and beliefs.
- 4. Ask the child if he or she knows what rule was broken.** If consequences were set before the rule was broken, also ask the child to tell you what the agreed upon consequences are. It is best when a child can tell you what the rule was and what consequences were agreed on ahead of time in case the rule got broken. In this kind of situation, your role is merely to help carry out a consequence that was previously determined. This will be difficult at first for pre-school children, but they will eventually learn to be more responsible. Consequences should be agreed upon ahead of time and the criterion for an effective consequence is that it helps the child to remember and abide by the rule. If there are repeated violations of the rule, this is an indication that the consequence is not strong enough to help the child remember and needs to be changed.

5. Let the child tell his or her side of the story. Your job is to listen and reflect back to what you heard and understood. Confirm with children that you heard them correctly without judging or shaming them. This step is crucial if you are going to keep the lines of communication open and find a win-win solution. You need to stay open to how this child views the situation and often provides an opportunity for you to better understand how this child thinks through problems and conflicts and solves problems.

6. Ask the child what he or she would suggest to fix the problem. Consider the child's suggested solution and agree to it if it meets your needs or make a counter proposal. This negotiation stage is very important to set the stage for a possible win-win solution. By giving a child some say in finding a solution to the problem that he or she may have created, you are teaching children to assume responsibility for their actions.

7. Ask the child what he or she will do the next time when faced with this rule. This question asks children to think through the situation and project that thinking into the future. This is sometimes difficult for pre-school children, but it is good practice. When children can think about what they would do the next time they are faced with this rule or situation, they are more likely to remember what they need to do to stay on track.

8. Ask the child what he or she thinks should happen if the rule is broken again. This is where you can set consequences ahead of time to cover a future problem like this one. If children can come up with their own consequences that they believe will help them remember the rule the next time, then they are likely to remember and not break the rule.

9. Reassure the child that their behavior caused a problem, not them as a person. It is sometimes hard for children to understand that it is their behavior that is in question here, not their worth as a person. A reassuring comment from you may help remind children of this fact. Letting them know that they are still lovable even though they did something that you reacted to with anger, is very reassuring.

10. Give the child a hug or ask for a hug. When you have completed your discussion and have found a win-win resolution to the problem, it is important to let children know that you still love them. This makes it possible to prevent any unnecessary relationship fallout as a result of the problem. It is possible to provide limits with love. In fact, limit-setting is one of the most important tasks that teachers have to perform and when it is done consistently with love children will be more willing to cooperate with you and not have to test your limits.

100 WAYS TO PRAISE CHILDREN

YOU'RE TERRIFIC
GOOD JOB
I'M PROUD OF YOU
I LOVE YOU
YOU'RE SPECIAL
KEEP UP THE GOOD WORK
AMAZING
WOW
FANTASTIC
YOU'RE THE BEST
DID YOU DO THIS ALL BY YOURSELF?
WHAT WOULD I DO WITHOUT YOU?
YOU ARE THE GREATEST
THANK YOU
PLEASE
I APPRECIATE THE EFFORT
I LIKE YOU
HAVE A GREAT DAY
YOU'RE WONDERFUL
HOW ARE YOU?
WHAT A GREAT KID I HAVE
SUPER
YOU'RE INCREDIBLE
YOU'RE OUTSTANDING
HOW IS YOUR DAY GOING?
THAT'S NICE
YOU MAKE ME FEEL GOOD
I'M NEVER TOO BUSY FOR YOU
YOU'RE MY FRIEND
I CARE ABOUT YOU
I APPRECIATE THAT
YOU'RE THOUGHTFUL
I'M LUCKY TO HAVE YOU
YOU MEAN THE WORLD TO ME
TELL ME ALL ABOUT IT
YOU LOOK VERY NICE TODAY
YOU'RE SO HELPFUL
YOU DESERVE THE BEST
THAT'S NEAT
YOU'RE A QUICK LEARNER
I TRUST YOU
YOU'RE SMART
YOU'RE IMPORTANT TO ME
I KNEW I COULD COUNT ON YOU
WHAT WOULD YOU LIKE TO DO?
I'VE GOT A BIG HUG FOR YOU
HOW DO YOU FEEL ABOUT THAT?
YOU'RE MY FAVORITE PERSON

I KNOW YOU CAN
I'M HAPPY FOR YOU
SENSATIONAL
ALRIGHT
YOU'RE A WINNER
YOU MAKE MY DAY
HOW ABOUT A KISS
YOU MAKE ME HAPPY
I'M GLAD YOU'RE YOU
THAT'S THE WAY TO DO IT
WAY TO GO
THAT'S RIGHT
GOOD ANSWER
REMARKABLE
YOU'RE UNIQUE
YOU'RE PRECIOUS
MAGNIFICENT
WHAT AN IMAGINATION
WHAT A GOOD LISTENER
I RESPECT YOU
YOU BRIGHTEN MY DAY
MY BUDDY
YOU'RE VERY CREATIVE
EXCEPTIONAL
YOU'RE RESPONSIBLE
YOU'RE FUN TO BE WITH
YOU'RE GROWING UP
NOW YOU'VE GOT IT
PHENOMENAL
YOU'RE BEAUTIFUL
GOOD FOR YOU
LOOKING GOOD
THAT'S EXCITING
HAVE FUN
WELL DONE
I KNEW YOU COULD DO IT
YOU'RE SO BRAVE
WHAT A SUPER STAR
TOTALLY RAD
DYNAMITE
THAT'S PERFECT
YOU DID YOUR BEST
I BELIEVE YOU
EXCELLENT
YOU CAN DO ANYTHING
YOU FIGURED IT OUT
COOL
YOU'RE SWEET

TIME LIMIT GUIDELINES FOR PARENT/CHILD SEPARATIONS

Research has shown that at different ages there is a limit to the amount of time that children can endure a physical separation from a bonded parent without causing some harm to these children. The harm would include a breakdown of trust, a feeling of abandonment and other emotional problems.

The affect of separations that exceed these limits can be long lasting and can cause chronic and acute fears of abandonment that can last a lifetime, if not identified and treated. Sometimes these separations occur inadvertently due to birth complications for mother or child or some serious illness to the child or the parent. It is important to treat the affects of any inadvertent separations as soon as possible after they occur to prevent long-term damage. Below is a chart that provides guidelines to parents about the limits to the amount of time they can be physically separated from their children without causing harm.

<u>Age of child</u>	<u>Preferable Limit</u>	<u>Acceptable Limit</u>	<u>Harmful Limit</u>
Birth – 9 months	2 hours	4 hours	More than 4 hours
Under 1 yr.	2 days	7 days	More than 7 days
1 to 2 yrs.	3 days	10 days	More than 10 days
3 to 5 yrs.	1 week	3 weeks	More than 3 weeks
6 to 9 yrs.	2 weeks	4 weeks	More than 4 weeks
10 to 13 yrs.	4 weeks	6 weeks	More than 6 weeks
14 yrs +	6 weeks	9 weeks	More than 9 weeks

JIMMY KILLED THE GUINIA PIG! HOW SHOULD I PUNISH HIM?

Janae B. Weinhold, Ph.D. LPC

Preschool teachers report seeing children engage in more violent and aggressive behaviors toward other children and pets than ever before. Most of these teachers have not been trained to deal with these behaviors and do not know what to do. Punishing these children does not help. Children who grow up in families where they do not become securely attached to their parents display aggressive behaviors toward others and many of the other symptoms listed below. When these symptoms are present, it does not necessarily mean that there is an attachment disorder. If you identify some of the symptoms below in your infants, children or yourself, consider reading, *The Continuum Concept: In Search of Happiness Lost*, an excellent book by Jean Liedloff on parent child relationships.

Attachment disturbances and disorders can interfere with a person's ability to create warm, intimate relationships, regardless of their age. This can be caused by physical and emotional abuse, physical or emotional abandonment, and neglect. Early or prolonged separations due to work or illness of the parent or illness of the child can also be a cause of the problem. In addition, the lack of a warm, nurturing family environment where consistent limits are set can cause these symptoms. The core issue is that because of a combination of the above causes the child has trouble trusting adults and has disconnected from them as a survival mechanism. Early identification of these symptoms can lead to successful early interventions. Interventions after the age of fourteen are rarely successful. Ideally, the intervention should be made prior to the age of seven. Research shows that only about 60% of infants in the U. S. develop a secure attachment. About 25% develop an avoidant attachment, while the other 15% develop an anxious/ambivalent attachment.

In Infants--

- Stiffness and rigidity when picked up or held
- Inability to make eye contact
- Avoidant or withdrawn behavior
- Abnormal clinging behavior
- Acute shyness

In Young Children--

- Bed wetting
- Sleep disturbances
- Stuttering & speech delays
- Whining
- Tantrums
- Cruelty to animals, siblings & younger kids
- Difficulty making and/or keeping friendships
- Chronic lying
- Lack of empathy for others
- Resistance to physical closeness
- Self-hatred

- Blames everything that happens on others or the situation
- Self-mutilating behaviors—inability to feel their own pain
- Overly independent or detached
- Know the difference between right and wrong and choose wrong
- Make up their own rules to govern their lives
- Are attracted to strangers and know how to seduce and manipulate them
- Addiction to food, especially sugar
- Defiance, fighting, aggressive behaviors with siblings and peers
- Setting fires
- Attraction to the dark side and are hypnotized by it
- Negative drawings: blood, horns, the devil
- Has difficulty adjusting to change

In Adults-

- Low self-esteem
- Difficulty in sustaining intimacy leading to multiple broken relationships
- Poor self-care habits and life-management skills
- Inability to trust
- Eating disorders
- Uncontrollable raging/violent behaviors
- Controlling behaviors
- Seek out power struggles
- Inflated self-concept, narcissistic
- High motivation to beat the system can beat a polygraph test
- No remorse for actions that hurt others
- Can display perfect behavior to con others, such as bosses, therapists
- Nihilist philosophy - a desire to attach to power structures without motive
- Threaten suicide, but do not kill themselves
- Tend to gravitate toward power positions - often become doctors, lawyers, policemen, politicians

In Parents-

- Wishing to stay away longer when out of the house
- Wishing someone else would take over when a child is difficult to deal with
- Experiences one child easier to deal with than other
- Feeling jealous when a child seems to prefer someone else to them
- Feeling like a better mother/father to one child vs. another
- Asking a child more than once to do things or threaten them to get results
- Feeling as though s/he has to give, give, give with nothing coming back
- Husband and wife disagree over handling of discipline
- Husband/wife repeatedly contradict each other's actions with children
- Overly embarrassed by a child's behavior in front of friends, teachers and/or strangers

TIME-IN TECHNIQUES FOR CHILDREN

Janae B. Weinhold, Ph.D.

When children show signs of emotional dysregulation, they really need the help of caring adults in regaining their internal sense of equilibrium. Common symptoms of emotional dysregulation in young children include hitting, crying, withdrawing, bullying, oppositional behaviors and acting "wild." The most important thing for adults to remember in these situations is that emotionally upset children are feeling disconnected from their primary caregivers and are out of biological synchrony with them. In this context, the idea of "discipline" is not a useful or helpful place from which to begin. A more effective approach begins with an attitude of "how can I help this child become calm and feel connected?"

The first step in helping a young child return to an internal state of balance and harmony is curtailing their state of emotional dysregulation, which is most likely caused by them feeling insufficiently connected to a trusted adult caregiver who can meet their needs. The most effective way to reestablish this connection, known as *time-in*, is to place children physically on or by an adult's body for a period of time to help the child reconnect to the adult and quiet itself.

The following charts describe several varieties of *time-in* that can be used with young children.

LAP TIME-IN:

Works best for:	Ages 1 –3 years. Children who are hitting, biting, throwing toys or who are too upset to follow directions
Adapted from:	Kathleen Gray, child development specialist at the University of California - Davis
How to do it:	<ol style="list-style-type: none">1. Ask the child to stop the problem behavior. If this does not work, then gently restrain the child.2. If this does not work, then pick up the child and walk away from the scene. Sit down in a quiet place and hold the toddler on your lap. Say, "You seem upset. Let me help you quiet yourself."3. Become an ally to the child. Talk about what just happened, indicating that you understand the circumstances surrounding the child's behavior.4. Describe your limits regarding the problem behavior and stress the standard you will maintain on it. ("Children are not allowed to hit each other here. If you hit, I will stop you and you will sit on my lap until you can stop hitting.")
Dos and don'ts:	<ol style="list-style-type: none">1. Always make eye contact with the child.2. Speak firmly, calmly and kindly to establish your authority.3. Avoid grabbing, jerking and other forms of physical disrespect when physically engaging a child.4. If child refuses to stay on your lap for a short time, indicate via a firm touch and a firm voice that "You may not get up yet because you are still upset and not ready to play with other children. You need to sit on my lap until you can quiet yourself."

SITTING IN A CHAIR TIME-IN

Works best for:	Ages 2 1/2 – 6 years. Children who need more discipline and structure.
Adapted from:	Donna Corwin, Beverly Hills, CA author and mother.
How to do it:	<ol style="list-style-type: none"> 1. Pull a chair close to you and have the child sit in it so that she is looking at a blank wall. 2. Tell her what rule she has broken and that she must sit quietly in this chair for a specified number of minutes. Use one minute per year of age. During this time, she is to think about why she broke the rule and that this time-in is to help her remember to keep this rule in the future. 3. Set a time for the specified amount of time. 4. When the timer rings, ask her to repeat the rule and what she will do differently in the future.
Dos and don'ts:	<ol style="list-style-type: none"> 1. Use the same chair and place in the room each time. 2. Using the timer indicates your seriousness about the rule. 3. If she refuses to stay in her chair, firmly reseat her and hold her there if necessary. 4. Avoid showing anger by raising your voice. Be calm and firm. 5. Do not talk about her misbehavior with your spouse or colleague if your child is within earshot. This is considered shaming and public humiliation.

REFLECTIVE TIME-IN:

Works best for:	Ages 3-6 years. Children who won't follow directions, who wander off, leave a group activity, act up while eating.
Adapted from:	William Sears, pediatrician in San Clemente, CA and father of eight children.
How to do it:	<ol style="list-style-type: none"> 1. When child misbehaves, walk with her to a couch or to adjacent chairs. Make sure this spot has no distractions such as a television or games. Sit down with the child. 2. Ask her if she knows what rule she broke. Inform her if she doesn't. 3. Tell her you want her to sit and think about her actions. Set a specific time for this period of reflection, allowing one minute for each year of age. 4. Set a timer or watch a clock for this period. 5. At the end of the time period, ask her to restate the rule. When she can do this, she is allowed up.
Dos and don'ts:	<ol style="list-style-type: none"> 1. Once a child can identify the role she has broken, do not belabor the point. 2. The goal is to get the child to internalize the rule and to develop a conscience. 3. Repeated lectures and belaboring the point can make children "deaf."

NO TIME LIMIT TIME-IN

Works best for:	Ages 2-10 years. Children who demonstrate some degree of self-discipline and self-management. It teaches children how to learn self-control rather than having the adults be "policemen."
Adapted from:	Charlotte Petersen, child psychologist in Eugene, Oregon.
How to do it:	<ol style="list-style-type: none"> 1. Have a place where a child can sit in a neutral environment that is either with or by you. There should be no toys or other things to play with. 2. When child engages in unacceptable behavior (throwing toys around in anger), clearly state what you want him to do. ("I want you to pick up all these toys now.") Give one warning: ("If you don't pick them up, you will need to sit by me in the time-in seat.") 3. Once the child is seated in the time-in seat, say "You will need to sit here by me until you are ready to . . ."
Dos and don'ts:	<ol style="list-style-type: none"> 1. With this form of time-in, never say to the child, "Okay, you can get up now." 2. Allow the child a period of time to sit quietly. 3. If the child leaves the seat, simply ask, "Are you ready to . . .?" 4. If the child says "no," then say, "Oops. You aren't allowed to get up until you are ready to . . . You can get up whenever you are ready to do . . ."

TALK IT OUT TIME-IN

Works best for:	Ages 2-10 years. Children who are well bonded to their adult caregivers, sensitive, highly verbal and who find compromise easy.
Adapted from:	Colin Green, New York City author and father of three.
How to do it:	<ol style="list-style-type: none"> 1. After an infringement between adult and child such as rudeness or thoughtlessness, say "Let's go for a walk and talk about it." 2. Hugging, talking and removing physical distance between you will get your point across much better about the importance you place on your relationship with her than punishment that causes an emotional disconnect.
Dos and don'ts:	<ol style="list-style-type: none"> 1. When your child is having a difficult time, what she needs is more contact with you rather than isolation. 2. Taking time to discuss relationship conflicts and problems in private improves your child's responsiveness. It also tells her that your love is constant.

COOLING OFF TIME-IN

Works best for:	Ages 3-6 years. For children and adult caregivers who need time to cool off following rowdy, disruptive behavior.
Adapted from:	Evonne Weinhaus, family counselor in St. Louis and mother of three.
How to do it:	<ol style="list-style-type: none"> 1. When your child misbehaves, say, "I can see that you are out of control. Please come and sit by me until you can get quiet." 2. Let her decide how long she needs to become quiet. OR 3. If the adult is out of control, say "I am getting out of control and I need a time-in. I am going to sit quietly with myself until I can get quiet. I don't want to say something that I don't mean and hurt someone. I will talk to you again after I get myself quiet."
Dos and don'ts:	<ol style="list-style-type: none"> 1. When the time-in is over, avoid a big dramatic scene involving joyful embraces and hugs. This can be seen as a payoff for misbehaving and attention getting.

CREATIVE PLAY TIME-IN

Works best for:	Ages 5-10+ years. Children, particularly boys, who are more able to think things out while engaging in other activities.
Adapted from:	Robin Scott Walker, a child and family counselor from Woodland Hills, California.
How to do it:	<ol style="list-style-type: none"> 1. Use manipulative activities such as crafts, paints, artwork or building with Legos to help the child express his feelings. Have the child do these activities in proximity of an adult. 2. When it is clear that the child has had time to do something constructive with his energy, sit with him and talk with him about what he has made. Ask him to tell you a story about the picture or Lego structure. 3. Use the story as a way of helping the child process his feelings and to reflect on his behavior in the problem caused by the time out.
Dos and don'ts:	<ol style="list-style-type: none"> 1. This technique works well for distracting, disruptive behavior such as squabbling and bickering with other children. 2. This is not an appropriate activity for serious problems such as scribbling on the living room walls. For this kind of infraction, hand your child a sponge and bucket and have him clean up the mess. 3. Avoid using TV and video games. 4. Do not give the child other kinds of distracting activities such as eating and/or drinking.

KIND ACT AWARDS

Type of Activity: Classroom or All School

Age Levels: Pre-school

Objective(s) of Activity: Help children learn to identify acts of kindness

Materials Needed: Small Heart Stickers

Procedures: Watch for a child to do acts of kindness toward someone else. The teacher then gives that child a heart sticker to wear. Also, if a child sees another child doing something kind for someone, he or she lets the teacher know and they give the child who was being kind a heart sticker.

Expected Outcomes: All children eventually do acts of kindness for other students and begin to recognize when someone does something kind for them.

Evaluation: The number of stickers you give away each day. The number should increase until everyone is getting stickers every day.

Submitted by: Megan Merrick, Teacher, Otis Park Pre-school, City of Colorado Springs Neighborhood Resources

KIND ACTS PANTOMIME

Type of Activity: Classroom or All School - Movement

Age Levels: Pre-school

Objective(s) of Activity: To identify and demonstrate an act of kindness.

Materials Needed: None

Procedures: After identifying what an act of kindness is, the children are asked to act out one in pantomime for the other children to guess.

Expected Outcomes: All the children will know what an act of kindness is and be able to do a pantomime of an act of kindness.

Evaluation: Observation of the children doing a pantomime.

Submitted by: Marty Lopez and Tess Ausec, Teachers, Rock Ledge Ranch
Preschool, City of Colorado Springs Neighborhood Resources

KINDNESS HEART COLLAGE

Type of Activity: Classroom - Language Arts / Art

Age Levels: Pre-school

Objective(s) of Activity: To help summarize the learning from a Kindness Unit

Materials Needed: Large construction paper heart, a variety of sizes of hearts cut from a variety of papers (construction, wallpaper, wrapping paper, greeting cards, newspapers, etc.), glue or paste.

Procedures: While cutting out hearts and gluing them on the large heart, focus discussion on what children learned about kind acts and how they can translate what they learned to their everyday life outside of school

Expected Outcomes: Children will remember, add to, and discuss kind behaviors and will come up with ways they have or can do these kind acts outside of school.

Evaluation: By observing and listening to the children you can tell if your objective was met. Or you can have one of the teachers or aids copy down all the kind acts that the children mention and refer to these kind acts in future discussions about kindness.

Submitted by: Marty Lopez and Tess Ausec, Teachers, Rock Ledge Ranch Preschool, City of Colorado Springs Neighborhood Resources

WARM FUZZIES

Type of Activity: Language Arts

Age Levels: Pre-school to K-3

Objective(s) of Activity: To increase children's knowledge of the concept of praise and the feelings associated with it.

Materials Needed: Colored construction paper, cotton balls, glues, magic markers or crayons.

Procedures: Have children work around a table. Each child should have a sheet of colored construction paper. On the table should be cotton balls, glue, crayons or magic markers.

Tell the group that they are going to make something that looks and feels "warm and fuzzy" like praise.

Tell them that they can either draw a picture and glue on cotton balls or just glue the cotton balls on the construction paper. Assist all the children in making something warm and fuzzy.

Draw their attention to how praise feels warm and fuzzy. Have the children talk about their pictures. Let them give their picture to someone who is special to them.

Expected Outcomes: The children will become aware of warm and fuzzy feelings when they are praised or when they give praise to other people.

Evaluation: After the activity, the teacher will lead a discussion on:

1. How do you feel when you are praised?
2. How do others feel when they are praised?
3. When was the last time someone praised you?
4. When was the last time you praised someone else?

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program, El Paso County Department of Health and Environment

KINDNESS COLLAGE

Type of Activity: Cooperative Art

Age Levels: Pre-school through Grade 3

Objective(s) of Activity: To foster group cohesiveness through cooperation and kindness.

Materials Needed: Butcher-block paper, Magic markers, scissors, magazines, glue/tape and crayons.

- Procedures:**
1. If the group is very large, you may want to break it down into small groups to work on the collage. The collage should contain pictures of people doing acts of kindness or saying kind things, cut out of the magazines.
 2. Have one (or more) large sheet(s) of butcher-block paper. Assign each child to a section of the paper to draw, color or paste pictures.
 3. Children can put anything they want on the collage as long as it is about kindness or kind acts.
 4. After it is complete, hang the collage and invite the parents to see their children's artwork.

Expected Outcomes: To increase children's' ability to work cooperatively in an art activity by respecting and helping each other.

Evaluation: Ask children how they felt when they were working together on this project. By the responses of the children, you will know if it increased their ability to work cooperatively.

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program, El Paso County Department of Health and Environment

STRENGTH BOMBARDMENT

Type of Activity: Group Activity to Enhance Self-Esteem

Age Levels: Pre-school to Adults and in families

Objective(s) of Activity: To increase abilities to accept the positive comments of others.

Materials Needed: None

Procedures: Have everyone in the group sit in a circle on the floor or chairs. Talk about how to identify something nice about others. Explain that a lot of people often have a difficult time hearing nice things said about themselves. This happens because we are used to hearing only negative things. Say, "We will take turns practicing saying nice things to others and listening to nice things said about us."

Expected Outcomes: To increase the person's ability to give and receive positive feedback.

Evaluation: Try to list at least three strengths for each person. No "put-down" statements are allowed. Only positive assets are to be mentioned. At the end of the exercise, ask the participants to discuss how they felt about hearing good things said about them and saying good thing to others. Ask them which one was easier for them to do? Why?

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program,
El Paso County Department of Health and Environment

THE KINDNESS DRAGON

Type of Activity: Learning about kindness

Age Levels: Pre-school

Objective(s) of Activity: Showing acts of kindness on their lollipops

Materials Needed: Dragon & lollipops

Procedures: Children tell teachers one act of kindness each -- it is written on their lollipop. They get a reward when they perform an act of kindness in the classroom or at home. (reward can be a sticker)

Expected Outcomes: To encourage kindness among the children

Evaluation: Count the number of acts of kindness before and after you do this activity.

Submitted by: Miss Megan & Miss Jeanne West Center for Intergenerational Learning Building Blocks II

KIND ACT TURKEY-THANKSGIVING TIME

Type of Activity: Language Arts and Art

Age Levels: Pre-school

Objective(s) of Activity: To identify kind behaviors

Materials Needed: Construction paper (variety of colors), scissors and markers

Procedures: After a discussion of what a kind act is, children will cut and decorate Construction paper turkey feathers. They will then dictate to the teacher what a kind act is: "to be kind, I will..."

Expected Outcomes: Children will know what a kind act is and will demonstrate it in their behavior.

Evaluation: Observation of children interacting with each other

Submitted by: Marty Lopez, Tess Ausec, Rock Ledge Ranch Preschool
City of Colorado Springs Community Services

COOPERATIVE MUSICAL CHAIRS

Type of Activity: Movement

Age Levels: Pre-school

Objective(s) of Activity: To ensure each child has a place to sit

Materials Needed: 1 Chair per child; Music on tape

Procedures: Play as in normal musical chairs except when a child is left without a chair, another child makes room on his chair. For younger children, remove only the number of chairs that leaves 2 children on each chair. For older children, remove all but one chair.

Expected Outcomes: Children sitting on chairs will share with children without chairs.

Evaluation: Observation of children sharing chairs.

Submitted by: Marty Lopez and Tess Ausec, Rock Ledge Ranch Pre-school,
City of Colorado Springs Community Services

PET ROCKS

Type of Activity: Kindness Artwork

Age Levels: Pre-school through Grade 4

Objective(s) of Activity: To make children aware of how pets need our love and kindness.

Materials Needed: Rocks, stickers, tempura paint, small boxes, paint brushes

Procedures: Either take the children on neighborhood walk to collect rocks, or have them available already. Let the children sit around tables. Have paint, paint brushes and stickers available. Encourage children to decorate the rocks any way they like to. Have small boxes for homes of the decorated pet rocks available. Let children prepare the boxes to make them comfortable for a pet.

Expected Outcomes: The children will become aware of the importance of taking care of a special pet.

Evaluation: Talk to children about how it felt to create their own pets. How can we take care and be kind to our pets.

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program,
El Paso County Department of Health and Environment

ARE YOU SLEEPING?

Type of Activity: Musical Cooperation

Age Levels: Pre-school through Grade 3 and in Families

Objective(s) of Activity: To engage in cooperative activity between adults and children.

Materials Needed: Blanket, rug or mat, bell

- Procedures:**
1. Have children sit in a circle on the floor
 2. Have two children begin to play the game. One child lies down on the rug and is covered with the blanket by the other child. Appropriate nurturing interactions may be demonstrated such as tucking the blanket around the child, touching him/her and saying "good-night" softly. An adult should operate the small bell.
 3. The group sings softly:
"Are you sleeping, are you sleeping,
Brother/Sister (name), Brother/Sister (name)."
 4. The group sings loudly and claps:
"Morning bells are ringing, morning bells are ringing
Ding ding dong, Ding ding dong."
 5. Activity continues until someone else has tucked in all the children.

Expected Outcomes: To express and accept nurturing gestures appropriately among children, peers, and other adults. Contact in a nurturing way to children who may not ordinarily be receptive to it.

Evaluation: This is a good activity to use to provide appropriate physical touch.

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program,
El Paso County Department of Health and Environment

NATURE WALKS

Type of Activity: Large Motor Activity

Age Levels: Preschool through Grade 3

Objective(s) of Activity: To provide contact with the beauty and reality of nature

Materials Needed: Paper bags and masking tape

Procedures: Tell the children that today we are going on a nature walk to see how many different kinds of grasses, leaves and wild flowers we can find. Give each child a small paper bag to put all the collected items in.

Expected Outcomes: Stimulate curiosity and kindness toward nature.
Sharpen observation skills
Awareness of our environment

Evaluation: Ask a variety of open-ended questions to enhance curiosity and awareness of nature. Make sure that children understand and treat flowers, grasses and trees with kindness

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program,
El Paso County Department of Health and Environment

CHEERIOS AND STRAW JEWELRY

Type of Activity: Art

Age Levels: Pre-school through Grade 3 and in Families

Objective(s) of Activity: To promote independent work

Materials Needed: String, masking tape, Cheerios, straws

Procedures: Wrap pieces of tape on the end of precut strings.
Tie a small piece of straw or cereal on the other end of the string. This will prevent the pieces of cereal and straw from falling off the string.

Let the children sit at tables. Give each child a piece of taped string, small pieces of straw and cheerios or other cereal with holes in the middle.

Encourage children to string the pieces of straw and cereal to create necklaces and bracelets.

Expected Outcomes: To nurture imagination and self-confidence through small motor skills and independent work.

Evaluation: Children will enjoy this activity so much they will often ask to make a necklace or bracelet for Mom or someone else in the family. What a nice way to spread kindness.

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program,
El Paso County Department of Health and Environment

HAPPY TO SEE YOU

Type of Activity: Musical Group Activity

Age Levels: Pre-school through Grade 3

Objective(s) of Activity: To personally greet each child in a group and make them feel special.

Materials Needed: None

Procedures: Have everyone stand or sit in a circle.

Explain that we will take turns singing a song to each person in the group. When a child's name is called, he/she can stand in the middle of the circle or remain in their place while the rest of the group sings the following song: (to the tune of "this is the way we wash our clothes.")

"We're happy to see you here today, here today, here today. We're happy to see you here today, we're happy to see you, (name of the child)."

After the song, ask each child "How are you today?"
Make sure each child gets a turn.

way

Expected Outcomes: To experience positive interactions

Evaluation: The child gets used to being the center of attention.

It allows the child to express his/her feelings in a comfortable safe environment. Children will become aware of their feelings and the feelings of others while expressing themselves and listening.

others

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program,
El Paso County Department of Health and Environment

PERSONAL POWER VESTS

Type of Activity: Behavior Encouragement Through Art

Age Levels: Pre-school through Grade 4

Objective(s) of Activity: To increase children's awareness of their own personal power and how to use it effectively.

Materials Needed: Large paper grocery bags, magic markers, crayons, magazines, and scissors, glue

Procedures: Prior to initiating the activity, spend a few minutes with the group explaining how feelings can sometimes be frightening. Explain how some children are more vulnerable than others in receiving praise or criticism, or being able to talk about how they feel and what they need. To help the children increase their ability to communicate their feelings and needs, each of them will make a "Personal Power Vest."

Cut holes in the grocery bags in the front of the bag for arms and in the top of the bag for the head. Do this by placing the bag on the back of the child and measuring for shoulders and arms.

Allow children to decorate their vest in any manner they choose. Children can wear their vests any time they choose. The purpose is to help children understand feelings through power in decision making. Younger children may need help assembling and cutting their vests.

Expected Outcomes: This vest helps children give and receive positive comments, ask for things, and talk about how they feel. Tell them that the vest is magic and can give them the personal power they need to make good things happen for them and for others.

Evaluation: Ask children if they can use personal power to make good and bad choices. What are some good choices? What are some bad choices?

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program,
El Paso County Department of Health and Environment

SPECIAL BADGES: "I AM SOMEONE SPECIAL"

Type of Activity: Art Activity

Age Levels: Pre-school through Grade 6 or in families

Objective(s) of Activity: To reinforce positive feelings of self

Materials Needed: Construction paper, string, safety pins, magic markers
scissors, pictures cut from magazines, glue

Procedures: Have children sit around tables. Explain that we are going to make ourselves special badges that show everyone how special we really are. Help the children design their badges in the shape of a circle or heart. The special badges can say anything or include pictures that indicates something positive of themselves.

Brainstorm some ideas (I'm me, I'm special, I like me, etc)

Have everyone cut their badge out and pin it on their shirt, or put string through both ends to wear around their neck.

Children should be encouraged to make a special badge for someone else like a family member to spread kindness in the family.

Expected Outcomes: Badges are encouragement for children to remember how special they are.

Evaluation: Making the special badge will reinforce feelings of self-esteem and self concept.

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program,
El Paso County Department of Health and Environment

KIND ACT NECKLACE

Type of Activity: Art

Age Levels: Pre-school

Objective(s) of Activity: To identify kind acts in other children

Materials Needed: Yarn, pony beads, silver pony beads (or some special shape)

Procedures: Choose special shapes and tell 3 acts of kindness that they will do. String as many other colors as children want to make necklace or bracelet.

Older children will report which dots of kindness they did at the end of the day.

Expected Outcomes: Children will have silver beads on their necklaces.

Evaluation: Note silver beads on necklaces

Submitted by: Marty Lopez and Tess Ausec, Rock Ledge Ranch Pre-school, City of Colorado Springs Community Services.

THANK YOU BOOK FOR FIREMEN

Type of Activity: Art

Age Levels: Pre-school

Objective(s) of Activity: To show appreciation

Materials Needed: Paper, markers

Procedures: Talk about trip to fire station. Ask children individually what they liked best. Write it on fire truck. Ditto that children color. Put book together.

Expected Outcomes: Enthusiasm to thank our community helpers.

Evaluation: Was exciting to discuss with children what impressed them.

Submitted by: Roberta and Wendy, West BBI.

PRE-SCHOOL GARDEN MURAL

Type of Activity: Art

Age Levels: Pre-school

Objective(s) of Activity: Build Sense of Community

Materials Needed: Cupcake papers, coffee filters, markers, glue, long pipe cleaners

Procedures: Have children glue cupcake papers to coffee filters. Put pipe cleaner in center - secure. Decorate with markers. Each child glues their flower to a large blue (sky) and brown(earth) paper to create the garden.

Expected Outcomes: Build sense of togetherness

Evaluation: Observe child's work and display the garden for all to see

Submitted by: Patrice Beach, Gateway PAL (Preschool Active Learning).

GOOD MORNING NAME SONG

Type of Activity: Music

Age Levels: Pre-school

Objective(s) of Activity: Learn names and enhance self-esteem

Materials Needed: None

Procedures: Have children sit in a circle. Start with one child's name. Say, "Good morning, Michael. Good morning, Michael. How are you? How are you? We are glad to see you. We are glad to see you. Come stand up." Song is in the tune of Frere Jacques. Use sign language to motion "stand up".

Expected Outcomes: Enhance self-esteem

Evaluation: Observe children in circle

Submitted by: Patrice Beach, Gateway PAL (Preschool Active Learning).

FARMER IN THE DELL

Type of Activity: Group Activity To Enhance Self-Esteem

Age Levels: Pre-school

Objective(s) of Activity: To enhance self-esteem

Materials Needed: None

Procedures: Have children stand or sit in a circle. One child begins by going to the center. If more of the children are physically challenged, the group moves around the child in the center singing "Farmer In The Dell" but using the child's name instead of farmer. The center child picks another child to come to the center.

Expected Outcomes: Using their name cards. Then taking them away as each child is chosen helps them to learn each other's names.

Evaluation: Observe if they call each other by name more after the activity.

Submitted by: Patrice Beach, Gateway PAL (Preschool Active Learning).

BEACH BALL

Type of Activity: Movement

Age Levels: Pre-school

Objective(s) of Activity: Togetherness and a sense of group

Materials Needed: A Beach Ball

Procedures: Have children sit in a circle. Roll the beach ball to one child and have the whole class chant the child's name. The ball is then rolled to another child until all of the children's names have been chanted.

Expected Outcomes: Building sense of community

Evaluation: Observe children in circle

Submitted by: Patrice Beach, Gateway PAL (Preschool Active Learning).

MY NAME

Type of Activity: Recognition

Age Levels: Pre-school

Objective(s) of Activity: To promote belonging and enhance self-esteem

Materials Needed: None

Procedures: Have children sit in a circle. Each child's name is used in a rhyme such as, "Willy, Willy he's so silly" or "Sage, Sage just read a page". Repeat all rhymes over and over. The rhythm of the names may be accentuated with clapping.

Expected Outcomes: To build a sense of class togetherness. Also, spotlighting each child creates pride.

Evaluation: Observe children in circle

Submitted by: Patrice Beach, Gateway PAL (Preschool Active Learning).

STARS FOR SARAH

Type of Activity: Book - Circle Game

Age Levels: Pre-school

Objective(s) of Activity: Focus on emotions

Materials Needed: Apples (one-half per child) knife, book by same name by Ann Turner.

Procedures: Read book then ask children, "Are there stars here on Earth?" Then, take an apple and cut horizontally. Pull apple apart to reveal "star" inside.

Expected Outcomes: Children are better able to talk about their emotions.

Evaluation: Observation

Submitted by: Patrice Beach, Gateway PAL (Preschool Active Learning).

TWINKLE LITTLE STARS

Type of Activity: Art

Age Levels: Pre-school

Objective(s) of Activity: Belonging and Group Spirit

Materials Needed: Pre-cut stars, large poster board, gold yarn, glitter, stickers

Procedures: Have children sit in a circle and discuss stars and planets. Go to work area and give each child a pre-cut star. If they want a shooting star, attach pieces of yarn. Have them draw a picture of themselves and decorate stars. Place stars on sky paper. Sing "Twinkle, twinkle Little Stars" as a group.

Expected Outcomes: They are each different and special but part of the whole cosmos

Evaluation: Observe discussion and project

Submitted by: Patrice Beach, Gateway PAL (Preschool Active Learning).

THE WAVE

Type of Activity: Movement

Age Levels: Preschool

Objective(s) of Activity: To Enhance Self-Esteem

Materials Needed: None

Procedures: Have children sit in a circle (or stand and revise the procedure). Start with one child. Say that child's name as he/she raises their arms in a "wave". Have the next child say the first child's name and so on until everyone in the circle has repeated the first child's name. Begin the next wave with the second child's name and so on.

Expected Outcomes: Focus on each child

Evaluation: Observe children in circle

Submitted by: Patrice Beach, Gateway PAL (Preschool Active Learning).

FINISH ME

Type of Activity: Art

Age Levels: Preschool

Objective(s) of Activity: To see each child's self as an integrated whole.

Materials Needed: Paper figures cut in half straight down the center, markers.

Procedures: Prepare "boy" and "girl" paper figures and distribute at work area. Help children fill in the outlines, clothes and facial features. Encourage the children throughout the activity with how special they are.

Expected Outcomes: Display the final product, so, children will be able to see themselves as a whole person.

Evaluation: Observe process

Submitted by: Patrice Beach, PAL, Pre-school Active Learning.

"I LIKE ME" SONG

Type of Activity: Music

Age Levels: Pre-school

Objective(s) of Activity: Enhance positive feelings along with other feelings.

Materials Needed: Mouse Song sheet (see next page)

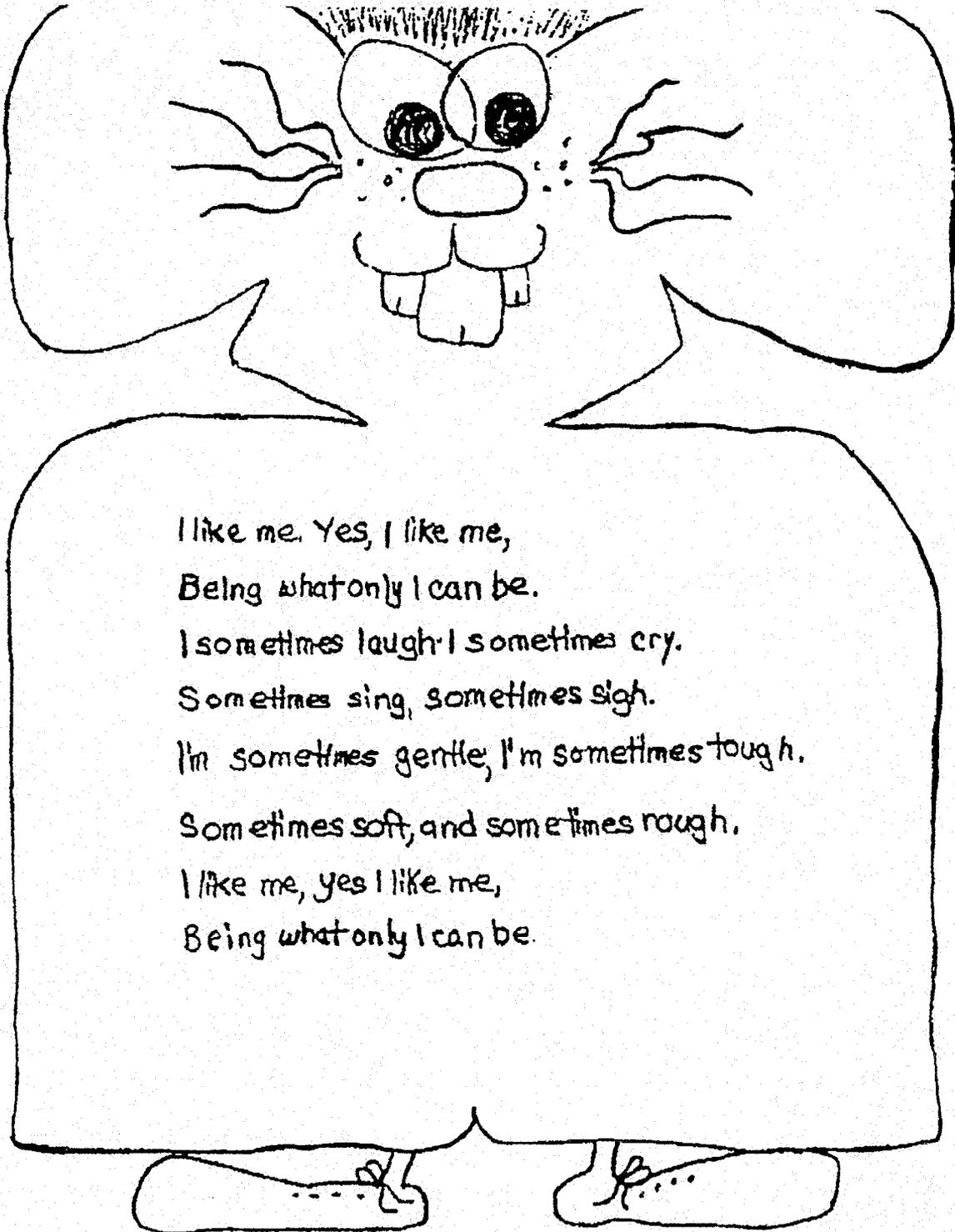
Procedures: Pass out the "Mouse" song sheet. Begin by reading through the words. Model song (choose a song that fits or just chant). Keep practicing. Use "gentle" or "tough" gestures, i.e. armstrokes or Hulk poses.

Expected Outcomes: Focus on the variety of feelings.

Evaluation: Observe

Submitted by: Patrice Beach, Gateway PAL, Preschool Active Learning

MOUSE SONG SHEET



I like me. Yes, I like me,
Being what only I can be.
I sometimes laugh, I sometimes cry.
Sometimes sing, sometimes sigh.
I'm sometimes gentle, I'm sometimes tough.
Sometimes soft, and sometimes rough.
I like me, yes I like me,
Being what only I can be.

ME PRINT

Type of Activity: Art

Age Levels: Pre-school

Objective(s) of Activity: Focus on self to enhance self-esteem.

Materials Needed: Markers, colored paper (beige, brown, etc.), piece of cardboard, tempera paint in bright colors.

Procedures: Spread paint on cardboard. Help child put hand in paint and then imprint on paper. Allow to dry. Help the children to add features. Final product can be mounted on popsicle sticks.

Expected Outcomes: Building a sense of "Me-ness".

Evaluation: Observe project

Submitted by: Patrice Beach, Gateway PAL, (Pre-school Active Learning).

CLASS FLAG OF FRIENDSHIP

Type of Activity: Art

Age Levels: Preschool

Objective(s) of Activity: Building a sense of community and cooperation.

Materials Needed: White Fabric (old sheet), Markers, and Flagpole.

Procedures: Draw each child's handprint forming a large circle. Overlap the fingers and/or thumbprints. You may add their names under each print and school name on top or in the circle.

Expected Outcomes: Belonging, cooperation and encouragement.

Evaluation: Observe cooperation

Submitted by: Patrice Beach, Gateway PAL, (Preschool Active Learning).

THE KINDNESS BALL

Type of Activity: Teacher / student movement / communication

Age Levels: 1-4

Objectives of Activity:

1. To teach young children how to send and receive love and kindness.
2. To help young children return to feeling good or centered after they have been cranky or upset about something.

Materials Needed: A Nerf Ball or a ball with 4-5" in diameter

Procedures:

1. Teacher and student sit about six feet apart on the floor. Both, the child and adult spread their legs apart so that the ball can easily be caught when it is rolled back and forth. Adjust the distance to the age of the child.
2. The adult or teacher instructs the child on how to play the game. You must say, "I am going to roll the ball to you and when I do that I am going to send love and kindness to you. When you roll it back you are sending love and kindness to me."
3. Before rolling the ball, hold it to your heart and breathe in and out filling the ball with love and kindness. As you roll the ball say, "Here comes the ball filled with love and kindness."
4. Ask them if they felt love and kindness when they caught the ball.
5. You can also send love and kindness to parents, friends and to classmates.

Expected Outcomes: This simple game teaches children about reciprocal relationships where there is an equal give and take.

Evaluation: Your child demonstrates that they have learned to accept equal give and take as the natural state of relationship.

Submitted by: Barry K. Weinhold, Raising Kind Kids Guide

THE KINDNESS BEANBAG

Type of Activity: Parent-Children art/play/communication

Age Levels: 2-8

Objectives of Activity:

1. Teaches children eye-hand coordination.
2. Teaches children to feel and send love and kindness to others.

Materials Needed:

1. A 2-3' large sheet of poster paper.
2. Crayons, paints, or magic markers.
3. Paper, pencils and masking tape.
4. Several small heart shaped beanbags filled with beans or rice.

Procedures:

1. Cut the poster paper into the shape of a heart at least 20" high and across. Draw two concentric hearts inside the larger heart. Write the number 5 in the outer heart, 10 in the middle heart and 20 in the center heart.
2. Tell the child to hold the bean bag next to their heart and imagine filling their bean bag with love and kindness and then toss the bean bag on the heart target on the floor. Place the beanbag about 3 or more feet away on the floor.
3. Ask them to think about someone they love and then take turns tossing their beanbags at the target. You can tally the kindness points each child makes and relate it to the love that they each sent to people they love.
4. The older the child, the farther away you have them stand.
5. End the game by having the children put their hand on their heart then move their hand and arm toward another child, imagining that you are sending love and kindness to them.

Expected Outcomes: Children will learn to be kind and loving toward each other.

Evaluation: Noticing how many times your children act in loving and kind ways toward each other after they play this game.

Submitted by: Barry K. Weinhold, Raising Kind Kids Guide

KINDNESS HUGS

Type of Activity: Adult-child bonding

Age Levels: 2-24 months

Objectives of Activity:

1. To teach infants and young children to connect their feelings of love with physical touch and affection.
2. To help supply hugs to infants and young children so they bond and attach to their teachers as love objects.

Materials Needed: None.

- Procedures:**
1. Always remember to give kindness hugs when the child is happy or sad. Hold the child close to your heart giving them a hug.
 2. When you hug the child say, "I love you" to them.
 3. Wait for a response from the child such as a smile or a laugh and then mirror it back to them (smiling and laughing with them).
 4. Repeat this as many times as seems appropriate for the age of the child.
 5. As children get older and can talk more they may ask for a "kindness hug."
 6. You can also bring in a stuffed animal like a teddy bear and teach the child to give the bear a "kindness hug."

Expected Outcomes: The child will become more bonded to you and feel secure and safe with you.

Evaluation: As children learn this, notice how many more times they ask for hugs when they need it.

Submitted by: Barry K. Weinhold, Raising Kind Kids Guide

KINDNESS BUBBLES

Type of Activity: Teacher-child play/communication

Age Levels: 4-8

Objectives of Activity:

1. To teach children what love and kindness feels like while they play.
2. To remind children to be kind and loving as they play with others.

Materials Needed: Bubble blowing liquid with a bubble-blowing wand for each player (or use straws or empty thread spools).

Procedures:

1. Demonstrate to the children how to blow bubbles and have them practice.
2. Ask the children to play a game with you as they continue to blow bubbles. Tell them to pretend that they are filling each bubble with loving kindness and as the bubbles float away; ask them who or what is receiving their loving kindness (other people, flowers, trees, insects, and the world).

Expected Outcomes: The children begin to understand how to send loving kindness to others and into the world.

Evaluation: Observe children in their play to see if they act in kind and loving ways toward each other.

Submitted by: Barry K. Weinhold, Raising Kind Kids Guide

COOPERATIVE ART PROJECTS

Type of Activity: Art

Age Level: 3-6

Objective(s) of Activity: Have the older children help out with cutting or pasting or any art activity.

Materials Needed: Art supplies

Procedures: Ask the older children to assist the younger children with cutting and pasting or any art activity.

Expected Outcomes: Older children love to assist teachers whenever possible. This activity promotes sharing, cooperation, caring and responsibility in the child, which in turn builds self-esteem and confidence.

Evaluation: Observation of an increase in the number of times older children ask to volunteer to help the younger children with art projects.

Submitted by: J. Hackett, Deerfield Hills Community Center, Early Childhood Program.

GIANT SELF-PORTRAIT

Type of Activity: Self-awareness

Age Levels: Pre-kindergarten through Grade 4 and in families

Objective(s) of Activity: To increase children's awareness of self and others.

Materials Needed: Large butcher-block paper, magic markers, crayons, old magazines, paste and scissors.

Procedures: Mention to the group that they are going to get a chance to make a big, giant picture of themselves that they can give to their parents or hang in their room.

Have one child at a time lay on a piece of butcher-block paper the entire length of his/her body. Have the child lay on his/her Stomach while the teacher traces the outline of his/her body on the paper.

Allow each child the opportunity to fill in his/her body drawing By cutting out words or pictures from magazines and pasting them to his/her figure, and/or by coloring in the body parts or clothing with magic markers or crayons.

Expected Outcomes: To reinforce appropriate child-adult interactions. To Reinforce positive aspects of adult touch.

Evaluation: Some children may feel awkward having their body drawn on paper. Encourage them by allowing them to watch or by helping trace the bodies on paper.

Submitted by: Anni Reed, Children's Facilitator for the Nurturing Program, El Paso County Department of Health and Environment.

KINDNESS ACTIVITY REPORT FORM

Name of Activity:

Age Level:

Objective(s) of Activity:

Materials Needed:

Procedures:

Expected Outcomes:

Evaluation:

Submitted by: