



Activity: **Circle Time Discussion**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Circle area, puppets**

Description:

1. Say to the children, "This is my caring box. What color is the box? Can you think of any reason why I might have chosen red for my caring or love box?" (Pull out a big red heart.) "I painted the box red because when I think of love, it reminds me of red hearts and valentines. Our caring box is red. I have something special in my box." Pull out two puppets and introduce them to the group. Tell the children that the puppets are going to help teach the class about what it means to care about people. Have the puppets take over and be the new focal point. Have the puppets speak to the children and ask questions or generate a discussion related to the following:
 - a. "Who do you know that loves you or cares about you?"
 - b. "What do these people do to show you they care about you?"
 - c. "How do we feel when they do these nice things for us, when they show they care?"
 - d. "What does it mean to care about somebody?"
 - e. "How could we show people that we care about them?"
 - f. "How do you think these people will feel when we do all of these nice, caring things for them?"
2. To keep circle time concrete, plan to pull props out of the box: a red heart, a small toy, a treat, a wrapped present, a sign with the words "I love you," etc. Have the puppets hug, say "I love you," and perform other caring acts.
3. Tell the group that you have lots of games, songs, and activities to help them practice caring.

Complements: **Abundant Assets Alliance**



Activity: **Story Time**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Circle area of book corner**

Description:

1. Read any or all of the following books to the children. Discuss the characters. Ask, "What did they do to show they cared? How did the characters in the story feel when they did something nice for someone or someone did something nice back to them?" Ask open-ended questions that relate to the content of the story. Most of these stories are old favorites that can be found in the library or the children's section of any bookstore:
 - a. "The Runaway Bunny": A mother bunny loves her baby so much that she vows to stay by his side forever.
 - b. "I'll Love You Forever": A warm story about a family's love.
 - c. "Beauty and the Beast": A lovely young woman is kind and caring and helps turn a beastly creature into a handsome man.
 - d. "Cinderella": The opposite of kind is cruel or mean. Cinderella's stepmother and stepsisters were mean to her.

Complements: **Abundant Assets Alliance**



Activity: **Songs**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Introduce during a group or other appropriate time. Sing as the urge hits you.**

Description:

1. **Barney Song:**

I love you, you love me
 We're a happy family
 With a great big hug
 And a kiss from me to you.
 Won't you say you love me too?

2. **Friends:**

Make new friends but keep the old
 One is silver and the other gold.
 A circle is round and never ends
 That's how long I'm going to be your friend.

3. **Hush Little Baby**

Hush little baby don't cry, mama's gonna buy you a mocking bird.
 And if that mocking bird won't sing, mama's gonna buy you a diamond ring.
 And if that diamond ring turns to brass, mama's gonna buy you a looking glass.
 And if that looking glass gets broke, mama's gonna buy you a Shetland pony.
 And if that Shetland pony won't pull, mama's gonna buy you a cart and bull.
 And if that cart and bull turn over, mama's gonna buy you a dog named Rover.
 And if that dog named Rover won't bark, mama's gonna buy you a horse and cart.
 And if that horse and cart fall down, you'll still be the sweetest little baby in town.



Activity: **Mother's Day Luncheon**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Classroom or lunchroom, paper products, flowers, food, presents**

Description:

1. Discuss Mother's Day with the preschoolers. Say, "Mother's Day is a day set aside to show your mom just how much she means to you. What kinds of things can you do to show your mom you care?" Let the group generate a list of ideas. Tell the group that you have an idea. "How about inviting your mothers back to the center on a school day to have lunch with us?"
2. Have the children draw up the invitations, design place mats, plan the menu, and discuss gift options.
3. Make and wrap the gifts.
4. Have the children prepare as much of the luncheon as possible. Options include: finger sandwiches, fruit salad, cookies, punch, etc.
5. When mothers arrive, have each child greet his or her mom with a fresh flower. After lunch, pass out presents. Send moms back to work.
6. Later in the day, debrief with the children. Ask them, "How did it feel to have your moms here? How did you think your moms felt that you made lunch and gave them flowers and handmade gifts? We did all of these things to show we care. When we show we care, we make other people feel good."

Complements: **Abundant Assets Alliance**



Activity: **Father's Day Breakfast**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Classroom, paper products, presents, food**

Description:

1. Discuss Father's Day with the preschoolers. Say, "Father's Day is a day set aside to show your dad just how much he means to you. What kinds of things can you do to show your dad you care?" Let the children generate a list of ideas. Tell the group that you have an idea. "How about inviting your fathers to the center on a school day to have breakfast with us when they drop you off?"
2. Have the children draw up the invitations, design place mats, plan the menu, and discuss gift options.
3. Make and wrap the gifts.
4. Have the children prepare as much of the breakfast as possible. Options include: muffins, fruit, juice, sausage, etc.
5. When fathers arrive, have each child lead his or her dad to the breakfast buffet. After breakfast, pass out presents. Send dad to work.
6. Later in the day, debrief with the children. Ask them, "How did it feel to have breakfast with your dads? How do you think your dads felt when we made them breakfast and gave them handmade gifts? We did all of these things to show we care. When we show we care, we make other people feel good."

Complements: **Abundant Assets Alliance**



Activity: **Valentine's Day Party**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Classroom, Valentine's boxes, paper products, food**

Description:

1. Gather the children a few days before Valentine's Day. Ask the children, "What holiday is coming up? Does anyone know why we celebrate Valentine's Day? Valentine's Day is a day set aside to show people just how much we care for them. How can we do that? One way we show we care is by giving our family and friends valentines."
2. Make valentines for mom and dad.
3. Have a Valentine's Day party. Have the children exchange valentines.

Complements: **Abundant Assets Alliance**



Activity: **Making Dog Bones for the Dog Pound**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Kitchen, ingredients for dog bones, learning center**

Description:

1. Contact the local dog pound and tell them what you would like to do. Ask if there are any restrictions.
2. During a unit on pets, tell the group that some dogs do not have homes, and they live at the dog pound instead. People who want dogs can go there and adopt them.
3. Say, "Let's show these dogs that we care about them by making them a special treat. What do you think dogs like to eat? Bones and biscuits. Let's make them some dog bones and biscuits."
4. Make dog biscuits. Use this recipe:
 - 2 1/2 cups whole wheat flour
 - 1/2 cup powdered dry milk
 - 1/2 teaspoon salt
 - 1/2 teaspoon garlic powder
 - 6 tablespoons margarine, shortening, or meat drippings
 - 1 egg
 - 1 teaspoon brown sugar
 - 1/2 cup ice water
 Combine flour, milk, salt, and flour. Put in the shortening. Mix in the egg. Add enough water until the mixture forms a ball. Pat the dough to a half-inch thickness on a lightly oiled cookie sheet. Cut with cutters and remove scraps. Bake 25 to 30 minutes at 350 degrees. This recipe may be varied by adding pureed soup greens, liver powder, etc.
5. If you can take a field trip to the dog pound, deliver the dog biscuits yourself. If you can't, you might just ship them or deliver them after hours.



Activity: **Making Greeting Cards**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Art table, mural paper, construction paper, markers, crayons, paste, scissors, etc.**

Description:

1. As occasions arise where it's appropriate for the preschool class to make or send a greeting card, introduce the concept to the children.
2. Suitable occasions include: when a classmate or teacher is sick, moving away, coming back after an extended absence, having a birthday, moving up to the next classroom, etc.
3. Discuss ways that we can either make our friends feel better, show we care, or show them we will miss them. Say, "How can we show them we care? We can make them a card."
4. Make cards.
5. Talk about how the friend or teacher will feel when they see the card. Tell them, "We feel good when we know that someone cares enough to give us a card."

Complements: **Abundant Assets Alliance**



Activity: **Kind or Unkind**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Circle area, puppets are optional**

Description:

1. Ask the children if they remember when we played True/Not True game. Tell them that today we're going to play a game just like that except that it's called "Things Preschoolers Say...Kind or Unkind."
2. Say, "Sometimes I hear our preschoolers say these things. Tell me if you think it's a kind thing to say or a mean thing."
 - a. "You can't come to my party."
 - b. "I'm having a birthday party and I will invite all my friends so no one feels left out."
 - c. "You're not my friend anymore."
 - d. "Thanks for letting me play at your house. I had fun."
 - e. "I don't like you."
 - f. "That's a really pretty dress you're wearing."
 - g. "Those are really cool shoes."
 - h. Grabbing a toy when a classmate puts it down, even though you know he's not done playing with it and saying, "You put it down, it's mine now."
 - i. "I really would like to play with that toy. Can I have it when you're finished?"
 - j. "That's an ugly picture."
 - k. "Wow, what a neat building. Look at all of those blocks."
3. You may want to use puppets to act out these scenarios.

Complements: **Abundant Assets Alliance**



Activity: **Art, Caring Collage**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Art table, construction paper, scissors, paste, family magazines**
(*Good Housekeeping, Parents, Parenting, Working Mom, Modern Dad, Family Fun, Family Life, etc.*)

Description:

1. Set out the materials to make a caring collage.
2. Instruct the children to think about all of those things we do (or others do for us) to show we care. They should look in the magazines for pictures of people doing things together to show they care or to show that they love each other. After cutting out all of the pictures, paste them onto the construction paper to make a caring collage.
3. Display the pictures under an "Our Caring Collage" heading.

Complements: **Abundant Assets Alliance**



Activity: **Daddy Rocks the Bear**

Ages: **3-4**

Value(s): **Caring**

Facility and Equipment: **Circle area, stuffed animal bear**

Description:

1. Gather children in a circle. Remind them that we've been talking about ways to show people that we care. Say, "Today we have a special visitor to our group. This is Teddy Bear. I want you to think about all of the things that you could do for Teddy Bear to let him know that you care. I'll start." Rock the bear in your arms gently and sing softly, "Daddy rocks the bear. Daddy rocks the bear. Daddy rocks the bear, because he loves him so." Sing again and substitute your name for daddy.
2. Give the bear a big hug and pass it to the child sitting next to you. Ask the child, "What can you do for the bear to show love?" If children need prompting, suggest rock, hug, hold, tickle, bounce, feed, burp, etc. Sing the song with the child's name and idea.
3. Pass the bear around until each child has a turn.

Complements: **Abundant Assets Alliance**



Activity: **Adopt a Grandparent**

Ages: **3-5**

Value(s): **Caring**

Facility and Equipment: **Classroom**

Description:

1. Many children do not have grandparents nearby and miss the nurturing, wisdom, and stories that grandparents share. You can rectify that by inviting an active older adult member or senior volunteer to become the preschool adopted grandparent. Invite the grandparent to visit the class during special occasions. Adopted grandparents can read to the children, teach a new song, tell a story, show them how to plan a game, or just provide nurturing (a lap to sit on and a hug not and then).
2. Children can make treats, cards, and gifts to show their adopted grandparent how much they care.

Complements: **Abundant Assets Alliance**



Activity: **Circle Time Discussion**

Ages: **3-5**

Value(s): **Honesty**

Facility and Equipment: **Circle area, puppets**

Description:

1. Say to the children, "This is my honesty box. What color is the box? Can you think of any reason why I might have chosen blue for my box? That's a tough one. Another word for honesty is true. Can you think of a color that rhymes with or sounds like true? That's right true/blue. Our honesty box is blue. I have something special in my box." Pull out two puppets and introduce them to the group. Tell the children that the puppets are going to help teach the class about honesty. Have the puppets take over and be the new focal point. Have the puppets speak to the children and ask questions or generate a discussion related to the following:
 - a. "Honesty is a new word. Can anyone tell me what they think honesty means? Basically, honesty means to tell the truth; not to lie, or to be fair and not cheat. The truth is my name is **your name here**. A lie would be that I am 4 years old."
 - b. "Why do you think it is important to tell the truth?"
 - c. "How do you feel when people are honest and tell you the truth?"
 - d. "How would you feel if someone lied to you or told you something that wasn't true?"
 - e. "When you're playing a game and somebody cheats by taking too many turns or they play the game wrong on purpose, how do you feel? It's always more fun to play with people who are honest and don't cheat."
2. Tell the group that you have lots of games, songs, and activities to help understand about this new word "honesty."

Complements: **Abundant Assets Alliance**



Activity: **Songs**

Ages: **3-5**

Value(s): **Honesty**

Facility and Equipment: **Introduce at circle time or other appropriate times**

Description:

1. Sing to the tune of "Where is Thumpkin?"
 I am Honest
 I am honest, I am honest
 If you look, you will see
 Someone very honest, someone very honest, yes it's me, yes it's me.
2. Sing to the tune of "If You're Happy and You Know it, Clap Your Hands"
 If you're honest and you know it, clap your hands
 If you're honest and you know it, clap your hands
 If you're honest and you know it, then your words and acts will show it
 If you're honest and you know it, clap your hands
3. Who Stole the Cookie
 Class says, "Who stole the cookie from the cookie jar?"
Child's name stole the cookie from the cookie jar."
 Child says, "Who me?"
 Class says, "Yes, you."
 Child says, "Couldn't be."
 Class says, "Then, who?"
 Child says, "(Names another child) stole the cookie from the cookie jar."
 Continue until every child has a turn. The last child answers, "Possibly!"

Complements: **Abundant Assets Alliance**



Activity: **True/Not True**

Ages: **3-5**

Value(s): **Honesty**

Facility and Equipment: **Circle area or learning center**

Description:

1. Cut blue and red circles from construction paper that are 2 1/2" in diameter. Glue to tongue depressors. Make enough so each child has both a blue sign and red sign.
2. Ask the children if they can tell the difference between something that is true (or right), and something that is not true (or wrong). Give an example. Say, "The sky is blue. Is this true or not true? Cats are always white. True or not true? Let's try again with our signs. If I say something that is true, I'd like you to hold up the blue sign (blue for true blue). If it is not true, or a lie, hold up the red sign (red for stop, that's not true). Continue with simple, concrete facts and make it more difficult as they master the task.
3. Examples include:
 - a. Point to your nose and say, "That is my eye."
 - b. "Ants are much smaller than elephants."
 - c. Take a cookie out of the cookie jar and eat it. Then say to your mom or dad, "No, I didn't eat the cookie."
 - d. You left your bike outside in the driveway. When your mom or dad asks if you put your bike away, you say, "No, I left it on the driveway."

Adapted from "Teaching Your Children Values" by Linda and Richard Eyre

Complements: **Abundant Assets Alliance**



Activity: **Doing the Right Thing**

Ages: **4-5**

Value(s): **Honesty**

Facility and Equipment: **Circle area or learning center**

Description:

1. Say, "Remember when we played the True/Not True game with our blue and red sticks? We're going to play a similar game today about doing the right thing." Share each scenario (feel free to act out with puppets). Ask the children if it was the right thing or the wrong thing.
 - a. "You find a toy in your cubby, but you know it's not yours. You really like this toy and you would like to keep it. Do you stay quiet and just take it home, or do you tell someone?"
 - b. "You are at the grocery store with your mom and she says you can pick out one toy. You pick out a Slinky and begin to play with it. As you move through the checkout, you forget to give your Slinky to the checker so your mom can pay for it. Do you remind your mom that she didn't pay for your Slinky or do you just keep quiet?"
 - c. "You're at home and you accidentally knock over a plant. Your baby brother crawls over and starts to play in the dirt. Your dad comes into the room and he is angry with your brother because he thinks he knocked over the plant. Do you tell your dad you did it even though you know he might be angry?"
 - d. Continue with other relevant scenarios. Ask the children for ideas.

Complements: **Abundant Assets Alliance**



Activity: **“Isabel’s Little Lie”**

Ages: **4-5**

Value(s): **Honesty**

Facility and Equipment: **Circle area**

Description:

1. Make the following flannel board pieces: a dog, a chicken bone, a little girl, a mother, and a veterinarian.
2. Tell the following story to help the children understand how one lie can lead to another and produce serious consequences:

One day Isabel told a little lie. She wasn’t supposed to feed her dinner to her dog, Barker, but she did anyway. When her mother came in and saw her daughter’s plate was clean, Isabel said that she had eaten it all. (That was a little lie, wasn’t it?) The dinner was chicken, and Barker got a bone stuck in his throat. Pretty soon he started to cough and snort and act uncomfortable. “Do you know what’s wrong with Barker?” Mother asked. “No,” Isabel said. (That was another lie, wasn’t it? But Isabel had to do it so that her mother wouldn’t know she told the first lie.) Mother looked in Barker’s mouth but couldn’t see anything. “Did Barker eat something, Isabel?” “I don’t know, Mommy.” (That was another lie, wasn’t it? But she didn’t want her mother to know about the first two lies.)

Barker got worse so Mother took him to the animal hospital. Isabel went, too. “What happened to the dog?” asked the doctor. “We don’t know,” Isabel said. (That was another lie, wasn’t it? But if Isabel had told, then Mother and the dog doctor would know that she had lied before.) The dog doctor said, “If it’s just a bone, we could get it out with an instrument, but it might be glass, so we may have to operate.”

Isabel decided it was time to tell the truth. She said, “It’s a bone, and I did know Barker ate it, and I didn’t eat all my dinner, and I did give it to Barker, and I won’t tell lies anymore, because if you tell one, you might have to tell more and more.” Isabel started to cry, but her mother loved her and she decided Isabel really would tell the truth from then on.

3. Discuss. “What was the first lie that Isabel told? The second? The third?” (They may need a little prompting). “What happened each time she told a lie? She had to tell another one to cover up for the first lie.”

Adapted from “Teaching Your Children Values” by Linda and Richard Eyre

Complements: **Abundant Assets Alliance**



Activity: **Conflict Resolution**

Ages: **3-5**

Value(s): **Honesty**

Facility and Equipment: **Introduce at appropriate times**

Description:

1. When teaching children social skills and helping them to resolve conflict, it is important that children are able to step back and replay an incident, so they understand what really happened. Admit to them that sometimes we're tempted to stretch the truth or tell it just a little differently from how it actually happened, so that we will get what we want. When resolving conflict, give each of the children their chance to tell the story, to tell the story as it actually happened. Reinforce the child verbally who may have to disclose his or her role in the conflict, especially if it's really tough to admit it. Work with the children to explore alternatives or ways to deal with the conflict to their mutual satisfaction.

Complements: **Abundant Assets Alliance**



Activity: **Circle Time Discussion**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Circle area, puppets**

Description:

1. Say to the children, "Let me explain a rule we have called The Golden Rule. The Golden Rule is to treat other people the way that you want to be treated. It means if you want people to be nice to you, you must be nice to them first. If you want your friends to share, what do you need to do? What was this rule called again? That's right, The Golden Rule. This is my respect box. The word 'respect' is kind of like The Golden Rule. It means being kind and fair, being polite, and really caring not just about people, but about the way they feel. What color is the box? Can you think of any reason why I might have chosen yellow for my respect box? That's right, because respect reminds me of The Golden Rule, therefore, the respect box is a color similar to gold: yellow. I have something special in my box." Pull out two puppets and introduce them to the group. Tell the children that the puppets are going to help teach the class about what it means to show respect or care about the way that other people feel. Have the puppets take over and be the new focal point. Have the puppets speak to the children and ask questions or generate a discussion related to the following:
 - a. "How do you talk to people who are much older than you?"
 - b. "How do you treat people that you really like and admire...your mom, dad, teachers, baby sitters, older cousins, etc.?"
 - c. "Why do you think your mom, dad, and teachers want you to use words like 'please,' 'thank you,' 'excuse me,' 'I'm sorry,' etc.?"
 - d. "How do we feel when we say or do these nice things?"
 - e. "How do you think others feel when we do these things to or for them?"
 - f. "How can we show people that we respect them?"
2. Expect to hear the following words: right thing, polite, minding mom/dad/teachers, love, and manners. Print the words on a large sheet of paper to remind staff, parents, and children.
3. Tell the group that you have lots of games, songs, and activities to help practice respect.

Complements: **Abundant Assets Alliance**



Activity: **Story Time**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Circle area or book corner**

Description:

1. Read any or all of the following books to children. Discuss the characters. "What did they do to show respect?" Who were the heroes? Who did they admire? What did they like about them? How did the character in the story feel when they did something nice for someone or someone did something nice back to them?" Ask open-ended questions that relate to the content of the story. Most of these stories are old favorites that can be found in the library or the children's section of any bookstore.
 - a. "Oscar the Grouch": Oscar is rude, is that very respectful?
 - b. "William's Doll": Even though grandma thought it wasn't a good idea, the family chose to honor or respect William's wish to have a doll.
 - c. "Amos and Boris": The mutual respect, help, and friendship of a mouse and a whale.
 - d. "The Three Bears": Was Goldilocks respectful of the bears' possessions?

Complements: **Abundant Assets Alliance**



Activity: **Songs**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Introduce during a group or other appropriate time. Sing as the urge hits you.**

Description:

1. Say, "People are different in many ways, but they're also like us. We respect what makes us different and celebrate what makes us alike. Now we're going to sing some songs about respect."
2. **It's a Small World After All**
 It's a world of laughter
 A world of tears
 It's a world of hopes
 And a world of fears
 There's so much that we share
 That it's time we're aware
 It's a small world after all
 It's a small world after all
 It's a small world after all
 It's a small, small world
3. **Thank You Very Much**
 Thank you very much.
 That's the nicest thing that anyone's ever done for me.
 (Ask children what would be nice things others could do for us that we would be thankful for. Sing this song after each suggestion.)

Complements: **Diversity Initiative**



Activity: **The Talking Stick**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Circle area, a decorated talking stick**

Description:

1. Discuss how sometimes when we are in a group and have information to share, we are so excited that everyone tries to talk at once. Say, "One of the ways that we could show respect and listen to just one person at a time is to use a talking stick. Let's try this today and see how it works."
2. Say, "During group, if you have an answer to one of my questions or you have something to add to the group, just raise your hand. That lets me know you would like to talk and I, or one of your fellow classmates, will pass you the talking stick. While you have the talking stick, you are free to talk and your classmates will listen quietly. Let's see how it goes."
3. Proceed with the group time discussion topic you had planned.
4. Process with the group. Ask, "How did it go? How did you feel when you had the talking stick and everyone was showing respect and listening to you? It feels good when people respect our time to talk. Sometimes when we have things to say, we want to interrupt and say them quickly before we forget or before we lose the excitement, but that's really not very nice. It's disrespectful. To show respect, we really should wait until the person who is speaking is finished, and then we can have our turn to share."

Complements: **Abundant Assets Alliance**



CARING



HONESTY



RESPECT



RESPONSIBILITY

Activity: **Setting Classroom Limits**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Circle area**

Description:

1. Gather the children together for a group discussion. Tell them that today you're going to talk about rules. "Why do you think we have rules in the classroom? Basically, we've set up rules to do three things: to keep you safe, to keep others safe, and to make sure that our toys, equipment, and furniture don't get broken. Actually, we have rules that help respect ourselves, respect our friends, and respect our classroom property."
2. "Let's make a list of all the things that we should and shouldn't do to keep us safe, keep our friends safe and free from harm, and to protect our toys and furniture from getting broken. Work with the children to generate a list. Expect to hear (or be prepared to prompt) the following: "Keep our hands to ourselves. Use our words to solve our problems. Be gentle with the toys and use them the way they're supposed to be used."
3. Say, "Does everyone agree that these are good rules? Let's try really hard to respect and obey them here at preschool."

Complements: **Abundant Assets Alliance**



Activity: **Guidance and Discipline**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **None**

Description:

1. Even though the children have agreed to the rules, sometimes it will be hard to overcome their impulses and they will break the rules. When they do, here is a simple and effective five-step approach to guidance and discipline that is built on respect.

Begin by:

- a. Identifying the behavior: "You just hit Susan."
- b. Reflect the child's feelings: "I know you were angry with her because she took your toy."
- c. State the impact or the consequences: "Susan is crying."
- d. State your response: "I can't let you hurt Susan."
- e. Identify the alternative or appropriate behavior. "When you're angry with Susan, you have to tell her so with your words. Say, "Susan, that makes me angry, give me my toy back."

By reflecting the child's feelings, explaining why the behavior is not appropriate, and offering an alternative, you are modeling a respectful interaction pattern.

Complements: **Abundant Assets Alliance**



Activity: **The Manners Game**

Ages: **4-5**

Value(s): **Respect**

Facility and Equipment: **Circle area**

Description:

1. Gather children together for group. Ask if anyone knows what manners are. "Why are they important? Why do we like to see or hear them? Share some examples with them. "If they need prompting, use the following examples:
 - a. "excuse me"
 - b. "please"
 - c. "thank you"
 - d. "I'm sorry."
 - e. "may I?"
 - f. waiting until someone is through speaking instead of interrupting
 - g. chewing up all of your food and swallowing before talking
 - h. offering someone some of your food or candy instead of eating in front of them
 - i. saying "hello" when people speak to you even if you're shy
 - j. introducing your friends to your parents or grandparents if they don't know them
 - k. waiting in line for your turn
2. Say, "This week we're going to work on using our manners. Each time one of the teachers hears or sees anyone using good manners, he or she gets to put a gold star on the manners chart. If we fill up our manners chart by the end of the week, we will have a special prize on Friday. What would be a good prize?" Let the group generate a list of possible prizes. Pick one from the list.
3. Using the puppets you've pulled out of the respect box, act out different scenarios where the children can see the puppets using manners, reinforcing in a concrete manner this important principle.

Complements: **Abundant Assets Alliance**



Activity: **Manner Puppets**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Art table, white athletic socks, fabric glue, buttons, felt, yarn, scissors, etc.**

Description:

1. Set out white athletic socks, fabric glue, buttons, felt, yarn, etc. During small group activities, ask each child to make a Ms. Manners or Mr. Manners sock puppet.
2. Set up a puppet stage made from a table and a cardboard box.
3. When the children are finished making their puppets, encourage them to create a show to teach their fellow classmates about manners. The teachers may need to prompt them.

Complements: **Abundant Assets Alliance**



Activity: **Anti-bias Curriculum**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Classroom**

Description:

1. To help children respect and accept their friends who might look or act differently from them, it is critical that you set up an anti-bias environment. Introduce anti-bias activities and take advantage of teachable moments. Acknowledge that it is good that there are differences in the way we look, the things we can do, the language we speak, etc. By experiencing differences, we learn to accept and respect them. Try to incorporate the following in your anti-bias curriculum:
 - a. multicultural crayons, markers, and construction paper
 - b. multicultural and anti-bias dolls
 - c. gender-free stereotyping in dolls, books, and pictures
 - d. pictures and posters that represent a number of different races, ethnic groups, disabilities, etc.
 - e. music, art materials, guest speakers, etc. that represent a different cultures
 - f. ethnic foods from other countries

Complements: **Abundant Assets Alliance, Diversity Initiative**



Activity: **Thank You Cards**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Circle area, art table**

Description:

1. Say, "One of the ways that we show respect is by making sure that we let people who have done something special for us know how much we appreciate (liked) what they did for us. For example, if someone gives you a present, what do you say? 'Thank you.' That's one way we show respect. Sometimes when people do something nice, we want to show our respect by doing more than just saying thank you, we want to send them a thank you card. It shows that we made more of an effort. Saying thank you and sending a picture and card are just the right things to do."
2. Discuss times to send thank you notes that can be drawn or dictated: after a field trip, when someone brings in a special treat, when we have a guest come to our classroom, when a volunteer or helper leaves, when someone does something really nice, etc. Say, "At the art table, let's make a special thank you card for ___."

Complements: **Abundant Assets Alliance**



Activity: **Keeping Our Bodies Healthy**

Ages: **3-5**

Value(s): **Respect**

Facility and Equipment: **Art table, construction paper, markers, crayons, tape, scissors, paste, tissues**

Description:

1. Say, "One way that we can practice respect is by showing respect for our bodies, or doing the right things to try and stay healthy. What kinds of things can we do to stay healthy? Eat the right foods each day: some meat or fish; fruits and vegetables; milk, cheese, and yogurt; and bread, pasta, rice, and cereal. We should get our immunization shots and plenty of sleep. We should also be careful not to get too close to people who are sick. Washing our hands before we eat and after we use the bathroom also helps us to stay healthy.
2. "Another way that we can show that we respect others would be to try not to spread our germs. That is why it's so important that when we feel like we have to sneeze or cough, we should cover our nose and mouth and wash our hands afterward. Today, we're going to work on an art project that helps to remind us to do just that."
3. Use pink, brown, tan, or peach colored construction paper. Cut out an oval shape. Have the children draw in their eyes, nose, and mouth. Have the children trace their hands on construction paper. (The older children can cut the hands out with scissors; the younger children will need to have an adult cut them out.) Set out paste and a box of tissues. Instruct the children that when they feel a sneeze or cough coming on, they should grab a tissue and cover their nose and mouth...just like we're going to do in this art project. The order is:
 - a. child's face (oval)
 - b. paste
 - c. tissue
 - d. paste
 - e. hand
4. Display these pictures under a heading that says, "Preschoolers cover their noses and mouths when they sneeze or cough."

Complements: **Activate America**



CARING



HONESTY



RESPECT



RESPONSIBILITY

Activity: **Group Time Discussion**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **Circle area, puppets**

Description:

1. Say to the children, "This is my responsibility box. Wow, that is a really a big word. Does anyone know what 'responsibility' or 'being responsible' for something means? It means to be in charge of something, to take care of something. It's just a job you have to do. What color in the box? Can you think of any reason why I might have chosen green for my responsibility box? I painted the box green because when I think of responsibly, I think of being responsible for cutting the grass and keeping it free of paper and other litter. Our responsibility box is green. I have something special in my box." Pull out two puppets and introduce them to the group. Tell the children that the puppets are going to help teach the class about what it means to be responsible. Have the puppets take over and be the new focal point. Have the puppets speak to the children and ask questions or generate a discussion related to the following:
 - a. "What kinds of chores or jobs do you have at home? You are responsible for those things."
 - b. "What kinds of chores or jobs do you have to do here at school? You are responsible for those things."
 - c. "We're also responsible for ourselves. Does anyone have an idea of what that means? It means things like keeping our hands to ourselves, cleaning up after ourselves, making sure that we eat healthy foods, getting lots of rest, taking our vitamins to stay healthy, and following the rules in the classroom. Part of being responsible for ourselves is not blaming others when we make a mistake, lose a game, or break something."
 - d. "Can you think of anything else that you might be responsible for?"
2. Tell the group that you have lots of games, songs, and activities to help practice responsibility.

Complements: **Abundant Assets Alliance**



CARING



HONESTY



RESPECT



RESPONSIBILITY

Activity: **Story Time**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **Circle area or book corner**

Description:

1. Read any or all of the following books to children. Discuss the characters. "What did the characters do to show they were responsible? What would have happened if they did not assume the responsibility? Ask open-ended questions that relate to the content of the story. Most of these stories are old favorites that can be found in the library or the children's section of any bookstore.
 - a. "Horton Hatches an Egg": Horton feels responsible for staying with the egg in the nest and keeping the egg warm.
 - b. "The Little Engine That Could": The engine assumes responsibility for getting toys to the children and overcomes great obstacles to fulfill that responsibility.
 - c. "The Giving Tree": The Giving Tree feels responsible for meeting the boy's needs because he cares for him so much.
 - d. "The Little Red Hen": Farm animals who fail to take responsibility for picking the wheat, milling it into flour, and baking the bread do not get to enjoy the finished product.

Complements: **Abundant Assets Alliance**



Activity: **Songs**
 Ages: **3-5**
 Value(s): **Responsibility**
 Facility and Equipment: **Introduce during a group or other appropriate time. Sing as the urge hits you.**

Description:

1. **Polly's Dolly**

Polly had a dolly who was sick, sick, sick
 So she called for the doctor to come quick, quick, quick.
 The doctor came with his bad and his hat
 And he knocked on the door with a rat-tat-tat-tat.
 He looked at the dolly and he shook his head
 He said, "Polly put her straight to bed."
 He wrote on a paper for a pill, pill, pill
 And said, "I'll be back in the morning if she's sick still, still."
 (Polly was responsible for the health of her dolly, getting her to the doctor, and making sure she took her pill.)

2. **Clean-up Song**

It's clean-up time in the nursery
 It's time for boys and girls
 To stop what they are doing now
 And put away their toys
 (We're all responsible for putting the toys back on the shelf and keeping our rooms clean and neat.)

3. Sing to the tune of "Mulberry Bush."

This is the way we brush our teeth, brush our teeth, brush our teeth
 This is the way be brush our teeth so early in the morning.
 Substitute: comb our hair, wash the table, sweep the floor, etc.
 (We all have chores or jobs that we're responsible for doing.)

4. **This Land is My Land**

This land is my land, this land is your land
 From California to New York harbor
 From the Redwood Forest to the Gulf Stream water
 This land is made for you and me.
 (Discuss our responsibility to the land, the water, and the trees.)

Complements: **Abundant Assets Alliance**



Activity: **Classroom Helper Chart**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **Circle area or learning center**

Description:

1. Working with the children, create a list of jobs, duties, or responsibilities that they can take on to help keep the preschool room functioning smoothly. Develop a chart with pictures and words for each job. Write each child's name on a card. At the beginning of each week, assign a child to a job or duty for the week. They are responsible for seeing that their jobs get done (with reminders and help if necessary from the teacher).
2. Jobs can include:
 - a. help clean out a pet cage
 - b. water a plant
 - c. turn lights off before nap time
 - d. line leaders
 - e. assist with set-up for breakfast
 - f. assist with set-up for lunch
 - g. assist with set-up for snack
3. Use the words "responsible" or "responsibility" to reinforce them for their hard work. "You were very responsible when you watered the plant, thank you. Your responsibility this week is to set napkins out for snack."

Complements: **Abundant Assets Alliance**



Activity: **The Not So Secret Garden**

Ages: **4-5**

Value(s): **Responsibility**

Facility and Equipment: **A small plot on the playground that has been tilled and ready for planting**

Description:

1. Introduce a unit on plants in the spring or early summer. Tell the children that the preschool class is going to plant a garden. To make sure that the flowers and vegetables grow, everyone will have to take on some responsibility. Ask the group, "What do you think we might need to do to help the flowers and vegetables grow?" (Water them, pull weeds, cover them if it's going to get cold, keep the birds and rabbits away, etc.)
2. Throughout the growing period, make sure everyone has a part in tending the garden.

Complements: **Abundant Assets Alliance**



CARING



HONESTY



RESPECT



RESPONSIBILITY

Activity: **Classroom Pet**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **Classroom**

Description:

1. Ask the class if they would like to get a pet for the room. Ask, "How would you feel about that?" (Expect excitement.) "What kind of pet would you like?" (Suggest a bird, rabbit, guinea pig, fish, gerbil, etc.) Say, "The problem with getting a pet is we're going to need some money to buy the pet, a cage, toys, and food. How can we get the money? We'll have to earn it." Agree on a classroom fundraiser where the children do all of the work. Some ideas are:
 - a. bake sale
 - b. lemonade stand
 - c. selling painted pet rocks
 - d. selling a children's cookbook
2. Have the children assume responsibility for the actual sales. Do not allow their parents to take over the sales job.
3. When the money is collected, count it and determine what you can afford to buy. If possible, take a field trip to a pet store. If not, buy the supplies yourself and explain to the children the process you went through.
4. Reinforce the class by affirming their sense of responsibility. They wanted a pet and they worked hard to earn enough money to buy one. Tell them that the responsibility doesn't end there. Say, "Now we all have to be responsible for seeing that our pet is fed, the cage is cleaned out, and our pet has what it needs to be happy and healthy." Develop both a list and a plan for how these responsibilities will be carried out.

Complements: **Abundant Assets Alliance**



Activity: **Dramatic Play... House**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **Dramatic play, block learning center**

Description:

1. Merge the dramatic play and block corner to play house. As children enter and leave, talk about the responsibilities and jobs everyone has: washing clothes, ironing, sweeping, preparing meals, washing dishes, bathing the baby, mowing the lawn, pulling weeds, painting, etc.

Complements: **Abundant Assets alliance**



Activity: **Art**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **Art table, art supplies**

Description:

1. Set out crayons, markers, or colored pencils. Ask the children to draw pictures of themselves doing a job or chore at home: a picture of them being responsible. Suggestions could be:
 - a. setting the table
 - b. picking up their toys
 - c. playing with a baby sibling
 - d. brushing their own teeth
2. Display pictures under an "Our Preschoolers are Very Responsible at Home" heading.

Complements: **Abundant Assets Alliance**



Activity: **Buddy System**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **None**

Description:

1. As children take a walk through the neighborhood (or even through the YMCA), stress the importance of being safe by staying together. A buddy system is a way to help make sure that everyone stays with the group. Under the buddy system, you pair up with a friend and hold hands. Each of the buddies is "responsible" for making sure that the other buddy stays with the group and follows the basic rules: no running, use indoor voice, etc. Ask them to find a buddy. Are they ready?

Complements: **Abundant Assets Alliance**



Activity: **Teamwork...Parachute**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **Classroom or outdoors**

Description:

1. Gather children together for a parachute play.
2. Discuss how important it is that everyone take a part of the parachute and work together to make it tight, go up and down, etc. Say, "When someone lets go or doesn't work. We rely on one another and everyone has a responsibility to the rest of the group."
3. Play the mushroom game: Everyone raises the parachute at the same time. Let it fill with air and let it slowly fall to the ground.
4. Play Over and Under: Everyone raises the parachute at the same time. Let it fill with air and let it slowly fall to the ground.
5. Play Ball Surfing: The teacher throws a ball onto the parachute and the children ripple the parachute to create waves. Everyone works together to try to keep the ball from falling off the parachute.

Complements: **Abundant Assets Alliance**



Activity: **Stone Soup**

Ages: **3-5**

Value(s): **Responsibility**

Facility and Equipment: **"Stone Soup," big black pot, stove or hot plate**

Description:

1. Read the story "Stone Soup." Discuss how the soup was made. Each of the villagers selected something from their garden or farm and added it to the big black pot. Working alone, they never could have made soup; it would have been just a big pot with boiling water and stones. By working together, they were able to create a delicious soup. Tell them, "We're going to do the same thing here at preschool. Each of you is going to be responsible for bringing in one item that we can add to the boiling water and stones to help make soup. We're all counting on you and hope you'll hold up your end of the bargain."
2. Assign each preschooler to bring a food item such as: beef stock, beef, potatoes, carrots, onions, peas, etc.
3. During free play, invite each child to prepare his or her food item and add it to the soup.
4. Make sure that you pull out the stones just before you serve the soup. Dish up a serving for each child. Marvel at how wonderful it tastes. Tell them, "We were able to make this soup because we worked together. Each of us was responsible for just one item, and by working together, we were able to make soup."
5. Thank everyone for remembering to bring their food item, for being responsible, and for helping to make great stone soup.

Complements: **Abundant Assets Alliance:**



Activity: **Earth Day Recycling**

Ages: **3-5**

Value(s): **Respect, Responsibility**

Facility and Equipment: **Cardboard boxes, objects suitable for recycling (newspapers, plastic, cardboard, cans, etc.)**

Description:

1. Introduce the concept on Earth Day. Invite the children to start a recycling campaign. Discuss why it is important to recycle. It keeps the environment clean; reduces the amount of garbage in landfills; and protects birds, fish and other animals. This is especially important because sometimes they eat garbage and it makes them sick. They can also get caught in six-pack wrappers or eat pieces of broken balloons, which can get stuck in their throats.
2. Ask the children, "What do we use in our classroom that we might be able to recycle?" Some answers might be: paper, food cans, and milk jugs.
3. Have the children decorate a recycling bin.

Complements: **Abundant Assets Alliance**



Activity: **"Kids for Character" Video**

Ages: **3-5**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **"Kids for Character" video (was mailed to all YMCAs in March 1996), VCR, TV**

Description:

1. Show the "Kids for Character" video. (If the children are very young, you may need to show the video in sections.)
2. Feel free to stop the video along the way to sing a song or discuss a point.
3. When it's over, ask the children who they saw in the parade: Barney, Babar, Lamb Chop, etc.
4. Ask, "Wouldn't it be fun if we did a Kids for Character parade? What do we need to do to have a parade? Wear costumes, carry a banner, have a place to march, sing songs, and have music." Work with the children to design a parade. Parade through the YMCA or the neighborhood. If possible, plan it for a time when parents can observe from the side lines (or even be a part of it).



Activity: **Character Development Rainbow**

Ages: **4-5**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Art table**

Description:

1. On a large bulletin board, outline a four-colored rainbow (red, blue, yellow, and green). As children exhibit any of the four values, give them the matching colored crayon and have them color in part of the rainbow. The goal is to complete the rainbow. During the time period allotted, track which behaviors your class is really good at, and which behaviors they need to improve upon.



Activity: **Character Development Review**

Ages: **4-5**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Circle area, feely box, colored beads, finger paint, paper**

Description:

1. Gather the children together in a circle. Although it may seem like you've discussed and covered these topics with the preschoolers time and time again, remember that preschoolers learn through repetition.
2. Mention to the group that over the past few months we've spent a lot of time talking about caring, honesty, respect, and responsibility. We even matched a color to each of these four words. Ask, "Does anyone remember what they were? Red for caring, blue for honesty, yellow for respect, and green for responsibility."
3. Fill a feely box (a closed-in box with a hole to put in a hand and pull an object out without seeing what the object is) with red, blue, yellow and green beads.
4. Going around the circle, one-by-one, have each child reach in and pull out a bead. Ask them, "What color is your bead? Can you remember what it stands for?" If they need a little prompting, ask the rest of the group. Ask the child to think of one thing he or she did that was caring, honest, respectful, or responsible. They may need a few reminders or need you to reword it for them.
5. Continue around the circle until everyone has had a turn.
6. As the group moves into free play, set out red, blue, yellow and green finger paint in the art corner.