

CHILD EFFECTIVENESS TRAINING: AN AFFECTIVE DEVELOPMENTAL
GUIDANCE PROGRAM FOR ELEMENTARY SCHOOL STUDENTS

by

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A PROJECT

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Chapter 1

INTRODUCTION, STATEMENT OF PROBLEM AND REVIEW OF LITERATURE

THE PROBLEM AND STATEMENT OF NEED

One of the most important but often neglected tasks of the classroom teacher is the development of student emotional and social skills. Proper affective development helps facilitate the cognitive progress of students. Many studies have shown that unsatisfactory social and emotional growth reduces the academic achievement of youngsters. In a school setting the cultivation of ego maturity which provides for improvement of the child's mental health involves the learning and formation of social values and relationships to other children and to the teacher. Kohlberg, La Crosse and Ricks (1972) claim that "Enhancement of school learning and of social relationships is viewed as both a result and a cause of enhancement of ego development (p. 1274)." The inadequate development of social and emotional skills during childhood has a direct influence on the problems that they will face in their adult lives. Faulty human relationships are the basis for most problems an adult must deal with. In their study devoted to childhood predictors of adult mental health, Kohlberg, La Crosse and Ricks (1972), found that the presence of satisfactory ego maturity involving both affective and cognitive functions in children was the best predictor for satisfactory adult mental health. It seems apparent that social and emotional development of students needs to be an integral part of the school curriculum and yet it often seems most school educational plans provide only

for cognitive development.

Classroom teachers should not feel affective development must be left to the home, to the psychologist, or to the school counselor. As Long (1970) and Rhodes (1967) have suggested, teachers can make a major contribution toward the psychological maturity of students by providing learning experiences that are set within the context of real life, but in a protected atmosphere. According to Rhodes (1967), "By not providing a social instrument through which all citizens have equal opportunity to learn social mastery, a decision has been made, by default, that some of our population will, in all probability, be relegated to socially deviant statistics (p. 219)." It has become increasingly clear that classroom teachers need affective development guidance materials and educational plans to facilitate mastery of social skills by all students.

REVIEW OF THE LITERATURE

Affective development, cognitive development, and social development are seen by child psychologists Piaget and Inhelder (1969) and Kohlberg (1969), as strongly influencing one another and developing along parallel lines and being actually inseparable.

Piaget's preoperational period in cognitive learning, which occurs at the approximate ages of 2-7 years, is seen as developing concurrently with a psychological maturity stage which shows the child's principal concern being the avoidance of punishment or loss of love. The child is very egocentric in this stage and only understands and has concern for his own feelings and needs.

The concrete-operational period of Piaget ranges from ages 7-11 years and parallels the psychological state of development in which the

child is found to be self-serving and concerned with acquiring what he or she wants. There is a superficial awareness of the feelings and needs of others but only in regards to their being realities which must be dealt with in order to satisfy the child's own needs. During this stage they tend to do things for other people, not out of empathy but because of their realization that it is something they must do in order to get what they want from the other person.

Children enter a social stage of empathy with feelings and consideration of the needs of others and a concern to be a person who is sensitively concerned for other people during adolescence and along with this psychological stage there is the potential for the development of cognitive formal-operational thought. Their concern for the feelings and needs of others is genuine and feelings of openness, trust, security and competence are acquired. Helping students toward the attainment of this final stage of psychological maturity should be the goal of the classroom teacher. Opportunity to experience the feelings and perspectives involved in the higher psychological stages and exposure to levels of reasoning on a higher level than the child currently uses are the two necessary conditions seen as essential to the child's movement to a higher stage of emotional and social development.

Social maturity seems to lag behind the cognitive maturity in most children. This is understandable since the traditional elementary school curriculum deals almost exclusively with cognitive objectives. Educators should address themselves to providing a greater variety of avenues for enabling affective and social skill learning to take place. Long (1970) suggests the general approach that classroom affective development lessons should be viewed as rehearsals for real life. Guidance in our high schools

has become an established institution but almost exclusively in realigning students with problems rather than guiding them in their developmental processes. This effort at realignment would be less difficult if satisfactory qualities had been instilled earlier in growing children. In the absence of any reliability in predicting in childhood as to which students need to be isolated for treatment in order to prevent later adjustment disturbances it seems the obvious practical approach is to focus on creating an environment in our elementary schools in which the social interaction skills and ego development of all children are facilitated. Kohlberg, La Crosse and Ricks (1972) stated that, although elementary teachers are limited in formal training as professional counselors, they are capable of handling the guidance for the establishment of successful affective development.

As the realization of the importance of actively training affective development has become more apparent several programs have been developed and are now in use. The following survey of some of these available programs is intended to indicate the various options classroom teachers now have available to them for use in guiding affective development and indications will be given as to the strengths and weaknesses of each program.

The core of the program, "Toward Affective Development" (Dupont, Gardner and Brody 1972), is classroom activities which simulate real-life experiences. These activities are designed to help students learn to recognize, label, and accept feeling and to understand the relationship between feelings and various interpersonal events. The lessons present a problem situation which is followed by a discussion period during which the students are encouraged to learn to verbalize feelings and try to cooperate with each other in order to discover some of the problems in working together. The

five sections of the program include development of: (1) group participation skills, (2) recognizing, labeling and understanding feelings, (3) cooperating and sharing, (4) career awareness, and (5) resolving interpersonal conflicts. The kit of materials includes poster pictures depicting emotions and problem situations. This program relies on pupils developing a more creative approach to living but gives no actual skills which can be labeled and used in solving the problems experienced in life.

The "Developing Understanding of Self and Others" (Dinkmeyer 1973) program is available in two levels. Level One (D-1) is designed for use with kindergarten and primary-aged children. The second level (D-2) is appropriate for upper-primary and Grade 4 levels. Both are planned activity programs with an accompanying kit of materials, designed to help children understand social-emotional behavior. The lessons are presented in recorded story form and each is followed by guided discussions, problem situations, puppet skits, role playing and suggested supplementary activities. The program is designed to present developmental tasks which confront the individual in the process of his affective development to acquire a basic understanding about himself and his world. No specific skills for problem solving are presented in this program.

Alvyn M. Freed's T. A. for Tots (1974) presents the idea to young children that they need to express their feelings to others in order to get rid of unhappy feelings they may have. The book employs delightful cartoon illustrations of animals which present transactional analysis ideas in a way that is appealing to young children. The book is designed to present the ideas of transactional analysis to young children in a simple way in order that they can begin to understand their setting and deal with it effectively. The ideas presented include: (1) everyone experiences both good and bad

Feelings, (2) how to change feelings and help others change theirs, (3) about being angry, (4) about being afraid, and (5) everyone should realize he or she is a worthy human being and so is everyone else. There are no specific skills taught to enable the child to implement the ideas presented.

Behavior modification by reinforcement is currently studied and used by many non-psychologists to deal with child behavior problems. New Tools For Changing Behavior by Alvin N. Deibert and Alice J. Harmon (1972) provides a brief and concise introduction into the general rationale and specific procedures for modifying behavior by reinforcement. Living With Children by Gerald R. Patterson and M. Elizabeth Gullion (1971) is written in the form of programmed instruction in which the reader responds actively to situations which teach the social learning process. It includes techniques for taking baseline counts, use of social and non-social reinforcers, and suggested approaches for changing specific behavior problems of children. Behavior modification techniques have proven to be very effective in changing behavior in children but the main drawback for using this method alone lies in its mechanistic status which fails to deal with feelings. Additionally it does not provide any avenues for developing personal relationships and understanding of social interactions.

As the preceding review of classroom guidance programs indicates, most programs now available are not skill oriented and present situations which only allow for creative type solutions on the part of the student. The intent of this project is to teach the students specific usable skills which they can understand, label, and apply to the simulated real life experiences provided in the programs which are being used by classroom teachers. These skills will be taken from Parent Effectiveness Training by Dr. Thomas

Gordon (1970) which is a system that teaches parents how to live together harmoniously with their children while raising them to be responsible children. This is accomplished by keeping the channels of communication open both ways between children and their parents and presents a new method of resolving parent-child conflicts. The basic philosophy of this program is that personal relationships between children and adults can be developed and strengthened by expressing and understanding the feelings of all concerned. "Active listening" is a method of reflecting the feelings that children try to express to adults. Transmitting "I-messages" is a method taught in this system. Here, the parent tells the child how some unacceptable behavior is making the parent feel. These skills of sending "I-messages" and "active listening" will be the key components used in this project to assist students in their social development.

Chapter 2

DESIGN OF THE PROJECT

This project is designed to teach Gordon's skills of sending "I-messages" and "active listening" to elementary school students by incorporating them into planned classroom lessons using recorded stories and activities from the Developing Understanding of Self and Others (DUSO) and library books.

The lessons are designed to stimulate psychological and affective development in students ages 9-12 years, grades 4-6. This age group has been selected as being able to benefit from Gordon's skills, since by the time most children are 9 or 10 years old they are ready to use flexible, constructive ways of resolving interpersonal conflicts. According to Piaget and Inhelder (1969) "when a child reaches the level of operations, he will by that very fact be capable of cooperation (p. 129)." Children are discarding their egocentric point of view and are beginning to recognize that others have different perspectives from their own and these must also be considered. The "sense of industry" is the primary emotional task established in the elementary school years. By producing things, the child learns to win recognition from others and gains a feeling of personal competence. Since school is the main work for the child of this age, academic success is profoundly important to his emotional development (Webb 1972). Many studies show that periods of positive feelings parallel periods of positive academic growth further indicating the inseparable interaction of affective and cognitive development and the importance of placing affective

training in the elementary school curriculum.

In Problems in Child Behavior and Development, Senn (1968) purports that elementary school age pre-adolescent children conform to adult rules out of respect and constraint towards adult authority and yet as he sees the elasticity in rules adults have for themselves he is confused. He needs guidance to insure positive moral and ethical development as he internalizes the values, standards and expectations of his elders. This idea supports the use of Gordon's techniques of open communication of feelings between adult and child.

Children particularly receive less impact from verbal description alone and learn more readily through concrete and specific physical experiences that clearly illustrate the concept desired. Long (1970) suggests that affective development programs should include: (1) simulation games, (2) periodic question sessions combined with role playing, (3) stories read to children and opened for discussion, and (4) films. These activities are all incorporated into this program.

Chance experiences of a child often determine a child's affective development when no planned program exists for him. Important social skills can be learned in middle and upper elementary classrooms which will contribute to the child's positive affective growth. Planned simulated real-life experiences are provided in this program within guided classroom activities which offer opportunity to label, classify, and apply the specific skills of Gordon to every day problem situations.

SUBJECTS

The twelve subjects selected for the field testing of this project are the class of 4th through 6th Grade students in a Learning Disability

Group at Castle School in the Panama Union School District. One girl and ten boys are white, one boy is black and all come from middle class backgrounds.

The qualifications which constitute placement in this type of special education class are that a student must demonstrate on intelligence testing that he or she has the intellectual capacity to function academically at a higher level than his present achievement. Failure to attain adequate academic achievement must be shown as due to some type of learning disability. These children, because they have experienced a great deal of failure in their young lives, are often angry, aggressive children having considerable difficulty in social relationships.

AFFECTIVE EDUCATION LESSONS

This guidance program will be presented in two units with six lessons each. A special introductory lesson will also be presented at the beginning of the program and before each unit. Three lessons will be given per week.

Each lesson will be presented by playing a recorded story or reading a Problem Situation from the DUSO program or by reading a library book to the class. The social problems presented in this way will be discussed and Gordon's "I-messages" or "active listening" skills will be applied to the situation to illustrate how they can strengthen social relationships.

The complete plans for each lesson in this program are contained in the Appendix. The following outline of lesson plans is intended as an overview to indicate the topic of each lesson and the main idea it presents in order to provide for the development of affective skills:

I. Introduction to Program

Teach song "If We're Gonna Make the World a Better Place" to help children realize their happiness can be enhanced by cooperation with others.

- II. Introduction to Unit I -- Dealing with own problems ("I-messages")
Show film "Don't Get Angry" and introduce idea of sending "I-messages."
- III. Lesson # 1
"How Would You Feel?", a recorded story is used to deal with expressing negative feelings without hurting others.
- IV. Lesson # 2
I'm Not Oscar's Friend Anymore (Sharmat 1975) is used to discuss how a friendship might have been saved with "I-messages" instead of name calling and fresh remarks.
- V. Lesson # 3
"Linda's Problem" is a problem situation which deals with name calling.
- VI. Lesson # 4
"I Give Up" is a recorded story which deals with name calling.
- VII. Lesson # 5
"Getting It Done" is a problem situation dealing with handling someone who is "bugging you".
- VIII. Lesson # 6
"Spoonful of Sugar" is a recorded story which discusses how to get people to do what you want by being nice, not intimidating.
- IX. Introduction to Unit II -- Helping others deal with their problems (Active listenint")
Show film "Other Fellows Feelings" and introduce idea of reflecting feelings of others by "active listening."
- X. Lesson # 7
"Peeper is a recorded story which deals with considering how we feel when hurt by unkindness and understanding how others feel in the same situation.
- XI. Lesson # 8
"Helping the Teacher", is a problem situation which presents an opportunity to help someone cope with disappointment.
- XII. Lesson # 9
The Tenth Good Thing About Barney (Viorst 1975) deals with helping someone cope with sorrow.
- XIII. Lesson # 10
Mandy's Grandmother (Skorpen 1975) concerns helping someone cope with loneliness.

- XIV. Lesson # 11
Our Veronica Goes to Petunia's Farm (Duvoisin 1952) deals with helping others cope with rejection.
- XV. Lesson # 12
'Nobody Cares' is a recorded story dealing with handling rejection.

STRATEGY FOR EVALUATION

Formative Evaluation

The formative evaluation of this guidance program will include a check at the end of every lesson of each child's progress. After the problem situation is presented each child will be either given a written evaluation check such as formulating an "I-message" or each child will be asked to choose a proper response from two choices read by the teacher. Two inch discs of poster board marked with a 1 on one side and a 2 on the other will be used by the students to choose either the first or second response. The student will lay his answer disc on the table and cover it with his hand. When all students have made their selection they will be asked to disclose their answer and the reasons for the choices made will be discussed.

Summative Evaluation

A baseline count will be taken of any positive reactions to verbal negative aggression in the classroom and a daily count will be tabulated after the program has been initiated to see if there is any change in this behavior.

At the conclusion of the program an objective test will be given each student to determine the degree of understanding of social skills presented in the affective development lessons that he has attained.

Chapter 3

REPORT OF THE PROJECT

INTRODUCTION

This program was introduced to the students of the Learning Disability Group at Castle School of the Panama Unified School District in Bakersfield, California on April 19, 1977. The students appeared to enjoy all the lessons throughout the program and participated willingly in all the activities. For the purpose of anonymity, each student was assigned a number which will be referred to in this report in order to describe his behavior. Each lesson will be described as it was given and the pertinent reactions made by the students will be noted. Formative evaluations will be discussed at the end of each lesson. The final lesson was given on May 23, 1977. The summative evaluation and the results of the entire program, along with recommendations for further development will be discussed in Chapter 4.

LESSON TO INTRODUCE PROGRAM

The lesson to introduce this program was given on April 19, 1977. The recorded song, "If We're Gonna Make The World A Better Place" from the DUSO-2 program was played for the students. An important line from the song was, "It can't be better for me unless it's better for you." As evidence for the fact that the students seemed to readily understand the meaning of this phrase, Student # 1 volunteered that "You can't be happy

unless the ones around you are happy, too." They also apparently received the message from the words "to live in love and harmony I gotta watch out for you and you gotta watch out for me" as Student # 2 said "You have to want others to be happy so everyone will like each other and get along." When asked what skills they then had to make their world a better place no one was able to contribute any. There was agreement among the students that it is important to try to make everyone happy and yet most of the twelve students in this program tend to have peer relationship difficulties. It seemed apparent the students were starting this program with the knowledge that they should do their part to promote the happiness of others and yet ironically, their behavior indicates they do not have the skills to accomplish this in their relationships with each other. The idea that new skills were to be presented in this program to enable them to help create a happier environment in their lives was discussed. The importance of expressing one's feelings and showing consideration for the feelings of others was discussed to further develop the concept that people cannot live for themselves alone since their happiness depends on others.

A game, "Tell It Like It Is" which deals with the sharing of real thoughts, ideas and feelings, was played. The students took it seriously except when # 3 was required to tell someone he loved them. The activity was disrupted with silly behavior on the part of several of the students. The importance of love for friends and the ability to express it was discussed in order to develop the idea that caring for each other is the desirable behavior that all persons should strive for. The love statement was made again by another student later in the game without any foolishness. This lesson was very successful and no improvements seemed necessary.

LESSON TO INTRODUCE UNIT I

The following day, April 20, 1977, the lesson for introducing Unit I (Dealing With Own Problems By Sending "I-messages) was given. The motion picture "Don't Get Angry" was shown. This film depicted two incidences where students become angry at their friends and this incident ruined their own day. The physical effects of anger on the body was also discussed. This film was used to illustrate the importance of learning how to handle irritating situations without ruining social relationships.

The students were asked for ideas of what they do that might make the teacher angry. Student # 4 suggested not doing homework. Student # 5 contributed the idea that not listening when the teacher talks makes her angry. These two situations were used in role playing twice by the teacher and the student who suggested it. First, the teacher reacted in a very negative manner using name calling and criticism. In the second enactment, the teacher reacted by sending "I-messages." The students were then asked to compare the difference in the feelings of the student after each reaction by the teacher. Student # 4 claimed she felt hurt and embarrassed when the teacher called her dumb for not doing her work. Then the teacher said she felt angry that the student had neglected to do homework student # 4 said she felt sorry she had disappointed the teacher. Student # 5 described similar feelings in his role playing situations. All students were then asked to explain what the difference was between the first and second reactions of the teacher in each situation. In the first situation the students perceived the teacher as "angry and mean", and in the second situation the teacher was perceived as "nice." The idea was pointed out by the teacher that the second time in both instances the teacher had said she was angry with the student. Student # 6 said "The first time you called them

dumb and the second time you told them just how you felt." This second reaction was then explained by the teacher as being an "I-message" and a discussion followed concerning incidents in their lives where "I-messages" will benefit them. This lesson was very successful. The role playing proved to be very effective. It was gratifying when student # 6 was able to describe the difference between the "name calling" response and the "I-message" response.

LESSON # 1

On April 22, 1977 Lesson # 1 was presented. The taped story "How Would You Feel?", which depicted a classroom discussion of unkind remarks the teacher had overheard students making to each other, was played and discussed. When asked what the children could have used instead of name calling no one thought of "I-messages." The instructor reminded them of how "I-messages" can be used and then asked students # 7 and # 8 to role play Mrs. Cooper and student twice. The first time the enactment was to use name calling and the second time "I-messages" were to be used to express Mrs. Cooper's feelings. The "I-message" student # 8 sent was "Please don't give me a silly answer." It was pointed out by the teacher that this statement did not express Mrs. Cooper's feelings and also implied that the student was silly. The students appeared to feel that saying please made anything said all right. A discussion with several other examples given seemed to clear the confusion. Each student was then asked to write an "I-message" on a problem situation described by the teacher. The student responses were used to check on their functional ability to express their own "I-messages." The following are direct quotations taken from student papers:

Student # 1 -- "You gust mas up mei movie." (You just mess up my movie.)

Student # 2 -- "I don't like that."

Student # 3 -- "Oh mom I never get to watch TV."

Student # 4 -- "I feil mad when you turn off the TV in the midle of our prowegram." (I feel mad when you turn off the TV in the middle of our program.)

Student # 5 -- "You make me in embarrasss." (You make me embarrassed.)

Student # 6 -- "I know it time go to bed but a good show is on." (I know it is time to go to bed but a good show is on.)

Student # 7 -- (Absent)

Student # 8 -- "Mother that makes fe fil bad." (Mother that makes me feel bad.)

Student # 9 -- "Oh mom can't we wack that 'No" Mom that no fair we never get to whats TV." (Oh Mom can't we watch that? "No" Mom that's no fair. We never get to watch TV.)

Student #10 -- "Mother can watch the rest of the TV show."

Student #11 -- "Mom I will never like you If you dont tern the TV back on." (Mom I will never like you if you don't turn the TV back on.)

Student #12 -- "Mother why did you trun off the tv." (Mother why did you turn off the TV?)

Student # 4 was able to write the best "I-message." Students # 2, # 5, and # 8 were fairly close to the idea. These papers were shared with the class and discussed to clarify the characteristics of a true "I-message."

The students felt this assignment was very difficult. It seemed that too much creativity was required for students with weak skills. Therefore the evaluations in the following lessons were modified and simplified by giving students a choice of answers.

LESSON # 2

Lesson # 2 was given on April 25, 1977. The book I'm Not Oscar's Friend Anymore was read to the class. This story involved a broken friendship because of name calling and fresh remarks. When asked to choose the best response for the boy when Oscar made a fresh remark to him by using the answer discs, all the students except # 1, # 2 and # 10 chose the "I-message." When asked why he chose the name calling phrase # 10 said because Oscar had called him a name so he had to call him one back. Students # 1 and # 2 agreed with this. The fact was mentioned by the teacher that by calling Oscar a name in return, a fight had begun and the friendship was ruined. When asked what the boy could have said back to Oscar instead of name calling Student # 6 said "One of those "I" things." The discussion that followed brought out the fact that had the boy used an "I-message" the fight might not have started. The puppet activity "I Wish Others Wouldn't" was enjoyed by the students. Students # 2 and # 5 acted out a situation where one boy had used the other's ball mit without permission. # 5's first attempt at forming an "I-message" began "please don't" but after being reminded that was not expressing his feelings he did say "I fet mad when you use my things without asking." The lesson went very well.

LESSON # 3

On April 27, 1977 Lesson # 3 was presented. The problem situation

"Linda's Problem" was read to the class. All the students except # 10 chose the "I-message response" as the best. He said "Mary said something to hurt her so Linda should do the same back." Student # 3 replied, "That would only cause a fight and she should use an "I-message." This was the first time the skill was labeled and applied correctly by one of the students. An interesting discussion began when Student # 8 shared a personal experience of his that day. He said that he had his feelings hurt on the playground because the kids were calling him "Wart-Hog" because he has warts on his hands. He said if he had said "You hurt my feelings when you call me that, they would laugh and call me a baby." Several other students expressed the same hesitation in trying to use "I-messages." It was suggested that they begin developing the skill only in the classroom with the teacher and the other students who really care about each other's feelings until they gain confidence in themselves to handle difficult situations outside the classroom. This incident points out the importance of reaching all students with affective development lessons.

LESSON # 4

The recorded story "I Give Up" was played to the class on April 29, 1977 to begin Lesson # 4. This story deals with boys at school calling each other "quitter." All the students chose the "I-message" as the best response. A worthwhile discussion about how the story might have ended without a fight if "I-messages" were used. The children were definitely showing signs now of understanding this skill but still were reluctant in using it for fear of how others will react to them. The puppet activity "The Hardest Words" concerns two girls who have a collision in the school hall and call each other "clumsy." Students # 1 and # 12 acted out the

skit first. Then students # 4 and # 6 were asked to reenact the scene using "I-messages." Student # 4 did a good job of stating an "I-message" when she said "I feel so embarrassed when you yell at me in front of my friends." Student # 6 said "I feel embarrassed when you say that." These two students were becoming able to express their feelings without coaching from the teacher. This lesson was very successful.

LESSON # 5

On May 2, 1977 Lesson # 5 was presented. The Problem Situation "Getting It Done" was read to the class. The problem involves one boy in the classroom pestering another who is trying to complete a story he is writing. All the students chose the "I-message" as the correct response. The students were asked to draw a picture of a situation in their own lives when someone "bugged" them and to write a caption using an "I-message." The following are descriptions of the student pictures and direct quotations of their captions:

Student # 1 -- A picture of one boy throwing balls at another who is swinging with the caption "Will you Ples stop throwing balls at me" (Will you please stop throwing balls at me?)

Student # 2 -- Two boys are shown walking down a sidewalk toward each other and one says "You are dum" (You are dumb) and the other says "I feel bad when you call me names."

Student # 3 -- Two boys are shown walking down a sidewalk and one says "Do you Whanta fight" (Do you want to fight?) and the other ways "Brian it hurt my feelings whin

you say that" (Brian, it hurts my feelings when you say that.)

- Student # 4 -- Two girls are shown standing together beside a building and one says "You make me mad when you put ice down my back."
- Student # 5 -- Two boys are pictured walking up the ramp inside the school building and one says "Fat Blubber Mouth" and the other says "Carl you make me mad."
- Student # 6 -- Two boys are shown standing on the playground and one says "When you call me names on recess you really hurt my feelings."
- Student # 7 -- Absent
- Student # 8 -- Absent
- Student # 9 -- A picture of one boy standing at the chalkboard saying "I don't like it when you guys laugh it hurts my feelings" (I don't like it when you guys laugh. It hurts my feelings.)
- Student # 10 - Two boys are pictured playing basketball and one says "Andy you hurt my feelings."
- Student # 11 - A scene showing several boys skateboarding and one says "Would you please stop I'm trying for the skate board contest." (I'm trying for the skateboard contest.)
- Student # 12 - Children are on the school playground and one is shown throwing an orange. One boy says "It hurts my feelings when you do that to my orange" (It hurts my feelings when you do that to my orange.)

Out of the ten students participating in the activity Students # 2, 3, 4, 5, 6, 9, 10, and 12 were able to formulate "I-messages." The children enjoyed this lesson very much.

LESSON # 6

Lesson # 6 was given on May 4, 1977. The recorded story "A Spoonful of Sugar" was played for the class. This story tells of a girl who uses threats to try to get her friends to do what she wants. Her mother convinces her that she will get her way more often by being nice. The students were asked to state how Christy could have used "I-messages" to get her friends to play dools with her. This was very difficult for the students and much discussion was involved before an adequate "I-message" was suggested by Student # 4. As final evaluation of this unit each student was given a problem situation and asked to respond with an "I-message." Four students had great difficulty responding to this task and each time Student # 6 volunteered an excellent "I-message." He is able to easily diagnose a situation and express the correct feelings involved. It is interesting that this boy has the greatest amount of social interaction difficulties of most of the other students. The remaining five students were able to formulate their own "I-messages" with little difficulty. This lesson seemed to be very effective.

INTRODUCTION TO UNIT II

Unit II which will stress "active Listening" skills was introduced on May 6, 1977 with the motion picture "Other Fellow's Feelings." This picture deals with a classroom situation where a boy begins calling a girl "stinky" because of the perfume she is wearing. The girl becomes

very upset over the continued teasing and finally breaks down crying in class. The story in this film was used to discuss what the feelings were of all the characters involved in the story. The students did a good job analyzing these feelings. It was then explained to the students that understanding someone else's feelings and telling them you know how they feel can be very helpful in helping that person talk out his feelings. This skill was labeled as "active listening" and the children were then asked to choose with their answer discs which of two statements read to them would have been a good "active listening" phrase for the teacher to use with Judy. Eight of the students chose the "active listening" phrase. Student # 9 who picked the phrase "Is something wrong?" explained he would say that because he didn't know what was wrong and wanted to find out. It was discussed that the best way to help someone talk about his problem is not to question him but to let him know his feelings are understood. The children seemed interested throughout the lesson.

LESSON # 7

On May 9, 1977 Lesson # 7 was given. The recorded story "Peeper" was played for the class. This story tells of a newborn baby chick who discovers he is at the bottom of the pecking order and when another new chick is placed in the incubator to become bottom chick he remembers how badly he felt and refuses to peck the new chick. All the students picked the feeling "hurt" as best describing how the chick felt when the older chickens pecked on him. The role playing activity "Criticism" was performed by Students # 9, who played the mother, and # 10 who took the role of the son. The son comes home from school and criticizes the mother for making him work too hard doing chores. It took some class discussion and

coaching until Student # 9 was able to say "You seem to feel that it's unfair for you to have to do so much work." The first few responses were authoritarian such as "You have to do the work because I tell you to." In the written evaluation of matching facial expressions to given situations, all the students were able to correctly analyze all the feelings. The role playing in this lesson seemed very difficult for the students. They are able to analyze feelings much more easily when given a choice but it is difficult to verbalize a single feeling from a given situation.

LESSON # 8

Lesson # 8 was presented on May 11, 1977 by reading the Problem Situation "Helping The Teacher" which tells of a boy who is disappointed when not chosen by the teacher and acts like it wouldn't be a good thing to be chosen. All the children were aware that Don was covering up his real feelings and they all chose the answer that his true feeling was disappointment. When asked what Bobby could have said to make Don feel better several answers similar to "I'm sorry you didn't get picked" and "Maybe you'll get picked next time" were offered by the students. A discussion was held to bring out the point that Don needed to know that Bobby understood his disappointment. The puppet activity "The Boy Who Hurried Too Much" was enacted by Students # 11 and # 2. The plot involved a boy who was in such a hurry he did not take time to be sensitive to the feelings of his friend who was trying to tell him how sad he felt over a bad grade on his math test. The scene was reenacted with the boy taking time to be concerned with the feelings of his friend. Student # 11 said "You really feel sad because you got such a bad grade." This activity went very well with good "active listening" skills demonstrated. This situation

seemed easier than the past ones for the students to become involved in.

LESSON # 9

On May 13, 1977 Lesson # 9 was given. The book The Tenth Good Thing About Barney was read to the class. In this story a boy's cat dies and Annie, the girl next door, tries to make him feel better by telling him the cat is in heaven. The father tells the boy he knows how sad he feels and the boy is able to talk about Barney realistically and feels better. This story offered a good opportunity to illustrate how much more effective it was to reflect Barney's sadness than to tell him the cat was in heaven. When asked to choose the correct response for Annie to make all of the students chose the "active listening" phrase except Students # 8 and # 11. A discussion disclosed they thought he would feel better to hear that his cat was in heaven. It was pointed out how angry he became at Annie when she said that and how much better he felt when his father understood his feelings. The children were very involved in the discussion of sadness and contributed many personal experiences. It was rewarding to hear the deep feelings of these children who often act so cold.

LESSON # 10

The book Mandy's Grandmother was read to the class to introduce Lesson # 10 on May 16, 1977. This is the story of a grandmother who comes to visit and feels left out. Mandy finds her crying and expresses how sad the grandmother feels. They develop an understanding of each other and an enjoyable relationship begins. All the students chose the correct phrase for "active listening" except # 2. He said he felt Mandy was trying to make her grandmother feel better when she said "This tea will make you

feel better." Student # 9 said "But that didn't make her feel better because the grandmother just said she didn't want any tea." A discussion pointed out the fact that after Mandy expressed understanding that her grandmother was sad the grandmother began to talk to her and their relationship developed into something pleasant. Student # 3 volunteered that earlier in the story when the grandmother brought the dress which Mandy didn't like the grandmother should have used "active listening" and showed Mandy that she understood how she felt and all the trouble between them wouldn't have started. This story provided an excellent example of reflecting feelings of another so they feel free to talk and develop a satisfying relationship.

LESSON # 11

On May 18, 1977 Lesson # 11 was presented to the class by reading the book Our Veronica Goes To Petunia's Farm. Veronica is a hippopotamus who is taken to live on a farm. She thinks the farm is a wonderful new home until the farm animals reject her because she is a zoo animal. She withdraws and becomes thin and ill because she is so unhappy. Finally the farm animals feel guilty and make up to Veronica. All the students were able to choose the "active listening" phrase that correctly reflected Veronica's feelings. In the role playing activity Student # 8 took the part of Veronica and Student # 5 played Petunia in reenacting the story with Petunia using "active listening" with Veronica. Student # 5 said "You are unhappy because you don't have any friends on the farm." The children all seemed to understand the feelings involved in this story and the lesson was very effective.

LESSON # 12

The final lesson of this project was given on May 20, 1977. The recorded story "Nobody Cares" was played to the class. This story presents a classroom situation about a boy who doesn't complete assignments and destroys the workbook of a girl in the class who works well and had been criticizing him. When the teacher tells the boy she is going to have his parents come to school for a conference the boy says they won't come because they don't care about him. All the students chose the correct reflection of Billy's feeling by using their answer discs. In the discussion that followed the students expressed an understanding of how Billy felt. Student # 9 offered the idea that it was Billy's parents who needed to do the "active listening" rather than the teacher or his friends. It was recognized that this was very true but cannot always be accomplished because sometimes people do not have the time or do not really care enough. This spontaneous idea of # 9 led into a discussion which provided an excellent summary for the project in that these skills need to be learned by every child and adult "If We're Gonna Make The World A Better Place."

Chapter IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This project was designed for the purpose of providing elementary school students the opportunity of learning the powerful social skills used by Dr. Thomas Gordon in his Parent Effectiveness Training. By learning and applying these social skills it was predicted that the children could begin to understand their social environment and have some important tools with which to cope with social interactions and work towards the building of satisfying social relationships. The series of fifteen lessons was given over a five week period from April 19, 1977 to May 20, 1977. The design of the lessons apparently made them appealing to the students for they were interested and anxious to participate in all the activities. After the first several lessons the students began asking each day as they entered the classroom "Do we get to talk about our feelings today?" The students became very successful in analyzing and labeling emotions but were hesitant to begin to use the skills of sending "I-messages" and "active listening" in their own lives.

The song "If We're Gonna Make The World A Better Place", which was used as the motivation for each lesson, was very appropriate in content for this project and the students enjoyed singing it.

The first unit of the project which dealt with teaching the skill of sending "I-messages" was most successful in helping the students analyze

and label their own emotions and to realize that it is all right to express negative feelings as long as it is done in a way that does not damage a social relationship.

The motion picture "Don't Get Angry" was effective in introducing the first unit as it shows two incidents where students handle anger at a friend in a poor way and end up with a social relationship that is harmed and the student finds himself miserable. These examples were used to lead into a discussion which brought out the fact that the situations could have been handled at the beginning by expressing feelings honestly and working to strengthen a relationship instead of destroying it with criticism and name calling.

The role playing in the introductory lesson where the student and teacher played their own roles was very effective in helping the children to see the difference between expressing anger by name calling and expressing it by sending an "I-message." They could see there was a difference in the way they felt and although the teacher expressed her anger when sending an "I-message", it did not hurt or anger the student.

The written evaluation the students were given at the end of the first lesson where they were to formulate an "I message" for a given situation proved too difficult and frustrating for the students. The evaluations for the lessons which followed were changed to include examples for the students to choose from. The children enjoyed using the answer discs to make their selections and it was simple for the teacher to evaluate at a glance which students understood the concept and which ones needed more help. This method proved very effective because immediate feedback could be given.

As a spontaneous reaction to the lessons, the students began to

question the wisdom in using "I-messages" during confrontation with their peers for fear that they would be ridiculed if they expressed their feelings instead of fighting back. It was explained to the students that a negative reaction is sure to end in a difficult situation while there is a good possibility that the "I-message" tactic could have a favorable outcome. However, it is true that all parties involved must care about the feelings of all concerned and many people, unfortunately, do not have this value instilled in them and may react negatively against any tactic. It was suggested that until the skills were learned with confidence the best course of action would be to experiment only within the immediate classroom where everyone cared about each other.

By the end of Lesson # 6, the final lesson stressing the use of "I-messages", all the children were able to select the correct "I-message" responses when given a choice. However, to formulate their own responses creatively was difficult for several of them. Even though some had difficulty acquiring this skill, the unit seemed to have the impact of helping each student realize that they have an opportunity in social interactions to make a choice of responses which will affect the outcome of the situation and also have a great influence on the relationship between the persons involved. Even those students who in the final evaluation of this unit were not able to formulate true "I-messages" the responses they made were of a positive, non-critical nature which indicates they were considering feelings and attempting to strengthen, not destroy, relationships. This is a giant step for these children who are often quite hostile.

The second unit which taught the concept of "active listening" seemed to help the students develop an interest in the feelings of others. They expressed no resistance toward using this skill as they did with the

"I-messages" since it did not hold the threat of negative reactions from their peers.

The movie "Other Fellow's Feelings" was an effective way to introduce the skill of "active listening" since the situation of a girl having her feelings hurt by the teasing and name calling of a boy classmate provided an opportunity for discussion of how both the teacher and classmates could use the skill of "active listening" to help the girl express her feelings.

The recorded stories from the DUSO program were enjoyed by these students. The stories are of a nature that was easy for the children to relate to and thus proved to be an effective teaching tool.

The library books selected for use in this program proved to be very satisfactory. They were enjoyable stories for the children to listen to and the content of the stories was easily adaptable to the theme of the lesson. They provided excellent illustrations of the skills being taught.

By the time of the final lesson in this project the students all showed signs of understanding both the skills of "active listening" and sending "I-messages." The most important benefit seen through the presenting of these lessons for the students had been their growing awareness of the fact that they have the opportunity to make choices that will influence the outcomes of social interactions that confront them. It has apparently stimulated their interest in recognizing their own feelings and in considering the influence the feelings of others have upon their own happiness.

CONCLUSIONS

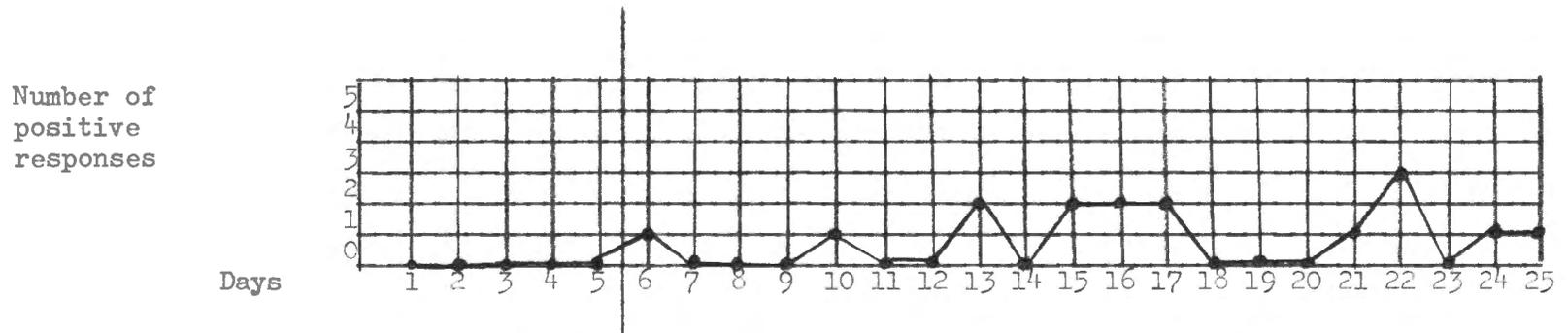
Before this project was initiated, a baseline count was taken for

one week to establish the number of times daily that students made a positive response to negative verbal aggression. These twelve students are in the learning disability classroom for a maximum of two hours per day. The baseline count showed not a single positive response to an approximate average of five negative verbal aggressions. As the project progressed there were never five consecutive days of no positive responses. There were five days with one positive response, four days with two, and one day with three positive responses (see Table I).

After the first lesson on sending "I-messages" when the students were back working at their desks, Student # 3 grabbed the pencil of Student # 9 who said "You hurt my feelings when you take my things." Student # 3 grinned and gave the pencil back. This was the first of several "I-message" exchanges between Students # 3 and # 9. They both became very sensitive to opportunities to use this skill and were able to formulate very satisfactory "I-messages." These boys are good friends and obviously felt secure in trying out this new skill with each other. On the twenty-second day of the project Student # 8 asked the teacher for some free time and when the teacher refused he said "It makes me feel bad when I work so hard and you don't give me free time." This was a pleasant surprise for the teacher and the free time was allowed. The remaining students were not observed applying Gordon's skills to real life situations but there was a noticeable change in the affective climate of the classroom with fewer negative aggressions being observed. It seemed obvious that the frequent discussions of feelings and planning for happiness had a definite observable affect on the amount of negative verbal aggression in the classroom.

The final written evaluation given after Lesson # 12 (see appendix, Lesson # 12) gave evidence that all the students had acquired a

TABLE I. Behavior Change Procedure Chart



The number of times daily that students in LDG Classroom made a positive response to negative verbal aggression.

sufficient understanding of the skills of sending "I-messages" and "active listening" to be able to recognize the difference between more effective and less effective responses. All the students were able to choose the correct "I-message" statements except # 10 who chose the "Please don't statement. The word please was the source of much confusion in the "I-message" unit as it seemed to have the power of making anything said seem good to several of the students. Every student was able to choose the correct "active listening" phrase.

In the final analysis it seems obvious that this project had a worthwhile effect on the students. They acquired a knowledge of very powerful social skills and they have become more aware of the fact that they should gear their lives to include interest in the feelings of others in order to insure their own happiness.

RECOMMENDATIONS

On the final evaluations all the students demonstrated that they had acquired understanding of the skills of "I-messages" and "active listening." However, many were not able to begin practicing their use in real life situations. It seems apparent that more time and encouragement are needed to give the students enough social courage to begin using these skills effectively.

It is recommended that this program be reemphasized in the Fall when school reconvenes to determine the amount of retention of these social skills. It will be important for the teacher to maintain modeling of these affective skills. The student's use of "I-messages" and "active listening" needs to be continuously encouraged as spontaneous classroom interactions occur.

The students intuitive realization that their attempts to use these skills in social interactions might be rebuffed by their peers who would not care or understand was very realistic. In order that the skills these students have learned will be used effectively, it will be important that they be complimented by similar skills and attitudes in the other students they come in contact with. It is recommended that all classrooms incorporate similiar lessons into their educational plans. Every student should be provided the opportunity to learn social skills that will make possible the attainment of the final stage of psychological maturity where concern for the feelings and needs of others is genuine and feelings of openness, trust and security will prevail.

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APPENDIX

LESSON PLANS

INTRODUCTION TO PROGRAM

- I. Objectives
 - A. Help children become aware that social skills can be learned.
 - B. Assist children in realizing their happiness depends on others.

- II. Materials
 - A. Cassette tape recorder or record player
 - B. D-2 Cassette 4, Side B or Record 16, Side A, Ban. I, song "If We're Gonna Make the World A Better Place"
 - C. D-2 Teacher's Manual, p. 217
 - D. Game "Tell It Like It Is"¹

- III. Procedure
 - A. Motivation
 - Play recorded song "If We're Gonna Make The World A Better Place"
 - B. Method of Development
 - 1. Have children listen to song in its entirety.
 - 2. Discuss meaning of song
 - a. What is meant by "It can't be better for me unless it's better for you?"
 - b. What is the connection between love and harmony and watching out for each other?
 - 3. Listen to song again, listening for the message the words give.
 - 4. Play song again and sing along.
 - 5. Discuss social skills
 - a. Why does happiness require promoting the well-being of others?
 - b. Can people live only for themselves?
 - c. What skills do we now have to help "Make the World A Better Place?"
 - d. Discuss fact that new skills are to be learned to help getting along with others.
 - C. Enrichment
 - Play game "Tell It Like It Is"
 - D. Evaluation
 - 1. Did the children seem to understand the message of the song? Were they aware of any usable social skills?
 - 2. What methods were most successful? What part of lesson should be improved?

¹Garden Grove, California: Au-Vid, Inc., 1972.

INTRODUCTION TO UNIT # 1

Dealing With Own Problems ("I-messages")

- I. Objectives
 - A. Help children become aware of different effects of various social reactions.
 - B. Assist children in learning use of "I-messages."
- II. Materials
 - A. "Don't Get Angry" motion picture.
 - B. Movie projector and screen.
- III. Procedure
 - A. Motivation
 - Sing song "If We're Gonna Make the World A Better Place."
 - B. Method of Development
 - 1. Show Film "Don't Get Angry."¹
 - 2. Discuss film
 - a. What types of situations make people angry?
 - b. Should we not show anger?
 - 3. Role Playing
 - a. Ask students for ideas of what they do that might make the teacher angry.
 - b. Let students who suggest incidents role play student and teacher will react with name-calling and criticism.
 - c. Reenact same situation and teacher will send "I-messages."
 - d. Discuss difference of feelings after each interaction.
 - e. Explain "I-messages."
 - f. Select students to role play incidents where teacher makes them mad and have them practice use of "I-messages."
 - C. Enrichment
 - Group discussion to prepare students to be alert to incidents in their life where "I-messages" will benefit them.
 - D. Evaluation
 - 1. Did children seem to understand situations that cause anger?
 - 2. How did children feel about expressing anger?
 - 3. Did they seem to be aware of consequences of angry interaction?
 - 4. What methods were most successful?

¹Encyclopedia Brittanica Educational Corporation, 1953.

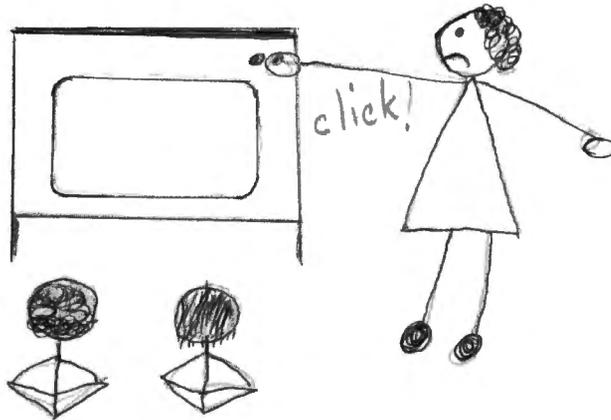
LESSON # 1

- I. Objectives
 - A. Help the children become aware of the harm of verbal aggression.
 - B. Aid the children to use "I-messages" to express negative feelings.
 - C. Assist the children to consider the feelings of others.

- II. Materials
 - A. D-2 Teacher's Manual pp. 54-58 (story) and p. 188 (song).
 - B. D-2 Cassette 1, Side B; Record 4, Side B (story).
 - C. D-2 Cassette 4, Side A; Record 14, Side A and 1 (song).
 - D. Cassette tape recorder; record player.
 - E. Feeling Bee Game.
 - F. Evaluation dittos.

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place."
 - B. Method of Development
 - 1. Play tape of story "How Would You Feel?"
 - 2. Discussion Model
 - a. What do you think of the reasons the children gave for saying nasty things?
 - b. How did the other person feel about himself and the person who said something unkind to him?
 - c. What could the children have used instead of name calling?
 - 3. Role Playing
 - Choose 2 students to reenact Mrs. Cooper and student in story:
 - a. As in story and have student send "I-Message" back to Mrs. Cooper?"
 - b. Reenact again and have Mrs. Cooper send "I-message" to student instead of unkind remark.
 - 4. Discuss comparison of feelings of Mrs. Cooper and student in each situation.
 - 5. Have the children complete written evaluation.
 - C. Enrichment
 - Play "Feeling Bee" game
 - D. Evaluation
 - 1. Were the children aware of unkind things they say themselves?
 - 2. Did the children themselves suggest "I-messages?"
 - 3. Were they able to use "I-messages correctly?"
 - 4. Does any part of the lesson need to be improved?

(Evaluation Ditto Lesson # 1)



You and your brother are in the middle of watching an exciting TV movie. Your mother walks into the room and turns off the TV and says "You've watched TV long enough." This makes both you and your brother very angry. Your brother screams at your mother "You're so mean! You never let us have any fun."

How could you tell your mother in a nice way that you are angry?

LESSON # 2

- I. Objectives
 - A. Help children to become aware of the damage done to a social relationship when negative verbal reactions are used.
 - B. Aid the children in use of "I-messages."

- II. Materials
 - A. I'm Not Oscar's Friend Anymore.
 - B. Puppet Activity D-2, II B "I Wish Others Wouldn't."
 - C. D-2 Puppets
 - D. Answer discs

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place."
 - B. Method of Development
 - 1. Read book I'm Not Oscar's Friend Anymore.
 - 2. Pass out answer discs and ask students to choose the best reply the boy could have made if the "fresh remark" Oscar made was "Hi, Kinky Head."
 - a. "Hi, Fatso."
 - b. "It hurts my feelings when you make fun of my hair."
 - C. Enrichment
 - Puppet Activity D-2, II B.
 - D. Evaluation
 - 1. Were the children able to choose the "I-message" response?
 - 2. How do the students seem to feel about using "I-messages?"
 - 3. What part of lesson should be improved?
 - 4. What methods were most successful?

LESSON # 3

- I. Objectives
 - A. Help the children to further become aware of the hurt caused by criticism and name calling.
 - B. Further develop skill of sending "I-messages."
- II. Materials
 - A. D-2 Teacher's Manual, pp. 17, "Linda's Problem."
 - B. Answer discs.
- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place."
 - B. Method of Development
 - 1. Read Problem Situation, pg. 17
 - 2. Discussion model
 - a. Do you suppose Mary knows how badly she hurt Linda's feelings?
 - b. Why do you think Mary said Linda was dumb?
 - c. Ask students to respond with answer discs to the best reply Linda could have made when Mary called Linda dumb:
 - (1) You're not so smart yourself in reading. I read lots better than you.
 - (2) I tried to do a good job but I got mixed up. It really makes me feel hurt inside when you call me dumb.
 - C. Enrichment
 - Play game "Tell It Like It Is."
 - D. Evaluation
 - 1. Did the children choose the "I-message" as the correct response?"
 - 2. What part of the lesson was most successful?

LESSON # 4

- I. Objectives
 - A. To help the children realize the benefit of striving to build satisfying social relationships.
 - B. Assist children in further developing their skill in sending "I-messages."

- II. Materials
 - A. D-2 Teacher's Manual, p. 164.
 - B. D-2 Cassette 3, Side B; Record 12, Side A., Band 2, story "I Give Up."
 - C. Cassette tape recorder or record player.
 - D. Puppet Activity D-2, VIII D "The Hardest Words."
 - E. D-2 Puppets
 - F. Answer discs.

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make the World A Better Place."
 - B. Method of Development
 - 1. Play recorded story.
 - 2. Discussion model
 - a. What happened next in the story?
 - b. Ask students to choose with answer discs the best thing Brian could have said when Louie called him a quitter:
 - (1) You always say I give up in reading. You're a quitter too.
 - (2) It's embarrassing when I'm so bad at basketball and it makes me feel worse when you call me a quitter.
 - C. Enrichment
 - Puppet Activity "The Hardest Words"
 - 1. Choose two students to act out puppet skit.
 - 2. Choose two other students to replay scene using "I-messages."
 - D. Evaluation
 - 1. Did the students choose the "I-message as the correct response?
 - 2. Did the lesson go well?
 - 3. What part should be changed?

LESSON # 5

- I. Objectives
 - A. Help children realize that when someone is causing them a problem they have a choice of action to change the outcome.
 - B. Assist the children to develop skill in sending "I-messages"

- II. Materials
 - A. Teacher's Manual D-2, p. 166.
 - B. Answer discs

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make the World a Better Place."
 - B. Method of Development
 - 1. Read Problem Situation p. 166.
 - 2. Discussion model
 - a. How did Kevin feel when Bill interrupted him?
 - b. Have children use answer discs to choose the best thing Kevin could have said to Bill:
 - (1) I really need some time to myself to finish this story and it really makes me irritated when you keep disturbing me.
 - (2) Knock it off!
 - C. Enrichment
 - Have students draw a picture of a situation in their life where someone "bugs" them and write a caption using "I-message."
 - D. Evaluation
 - 1. Were the children able to choose the "I-message" as the correct response for Kevin?
 - 2. Did the children effectively use "I-messages in their captions?
 - 3. Was the lesson effective?
 - 4. Does any part of the lesson need to be improved?

LESSON # 6

- I. Objectives
 - A. Help children realize they can get people to do what they want by being nice, not intimidating.
 - B. Further develop skill of sending "I-messages."

- II. Materials
 - A. D-1 Teacher's Manual, p. 73.
 - B. Cassette tape recorder; record player.
 - C. D-1 Cassette 2, Side A; Record 7, Side B.
 - D. "Nice Way To Say It" activity cards
 - E. Story Illustration Cards Sl-66 through Sl-70 (Book 1)

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make the World A Better Place."
 - B. Method of Development
 - 1. Play recorded story "A spoonful of Sugar."
 - 2. Discussion mode.
 - a. What could Christy have used instead of threats or a party to get her friends to do what she wanted?
 - b. If Christy didn't use an "I-message" when she could have and used her threat how could her friends have used "I-messages?"
 - C. Enrichment
 - 1. Role play with activity cards:
 - a. Tell someone to help you do something.
 - b. Tell someone that he should not play in a certain place.
 - c. Tell someone you don't want to play.
 - d. Tell someone he is not playing fair.
 - e. Tell someone he is "bugging you."
 - f. Tell someone not to ride your bike.
 - g. Tell someone you want to be alone.
 - h. Tell someone to be quiet.
 - 2. Have each student draw one card and act it out twice, first with negative approach, then with "I-message."
 - 3. Discuss feelings given by both approaches.
 - D. Evaluation
 - 1. Did the children realize when "I-messages" were appropriate?
 - 2. Were the children able to use "I-messages" effectively?
 - 3. Which methods were most effective?
 - 4. What part of the lesson should be improved?

INTRODUCTION TO UNIT # 2

Helping Others Deal With Their Problems (Active Listening)

- I. Objectives
 - A. Help children realize they can't live for themselves alone.
 - B. Assist children to become aware of the importance of other people's feelings.

- II. Materials
 - A. "Other Fellow's Feelings" motion picture.
 - B. Movie projector and screen.

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place"
 - B. Method of Development
 - 1. Show film
 - 2. Discuss film:
 - a. Should Judy have told the teacher?
 - b. How did the teacher feel about Judy's feelings?"
 - c. How did Jack feel when he first saw how he had upset Judy?
 - d. What were the feelings of the other classmates toward Judy?
 - C. Enrichment
 - Group discussion to prepare students to be alert to incidents where they can help someone by active listening."
 - D. Evaluation
 - Use answer discs and ask children to choose best response:
 - 1. When Judy began to cry in class the teacher should have said:
 - a. Is something wrong Judy?
 - b. Judy you seem to be really unhappy."
 - 2. Were the children able to choose the active listening phrase?
 - 3. Does any part of the lesson need to be improved?

LESSON # 7

- I. Objectives
 - A. Help children realize we don't have to act on impulse when hurt.
 - B. Assist children to begin to consider the feelings of others.

- II. Materials
 - A. Cassette 1, Side B; Record 5, Side B, D-1
 - B. Cassette tape recorder or record player.
 - C. D-1 Teacher's manual, p. 58.
 - D. Answer discs
 - E. SI-50 Book 1
 - F. D-1 Role Playing Card II-C
 - G. Writing paper

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place"
 - B. Method of Development
 - 1. Play recorded story "Peeper"
 - 2. Pass out answer discs.
 - 3. Have students respond to questions:
 - a. When the chicken pecked Peeper he felt:
 - (1) hurt
 - (2) mad
 - 4. Discussion model
 - Use SI-50 (Book 1)
 - C. Enrichment
 - Role Playing II-C, D-1
 - D. Evaluation
 - 1. Pass out paper.
 - 2. Have children number paper from 1 to 4.
 - 3. Instruct children to draw a happy, plain or mean face to show how a friend would feel when:
 - a. You call him "Ugly Face."
 - b. You tell him what time it is.
 - c. You smile at him.
 - d. His dog gets killed.

LESSON # 8

- I. Objectives
 - A. Help children realize people don't always express exactly what they are feeling.
 - B. Assist children in becoming aware of other's feelings.
 - C. Help children begin to acquire active listening skills.

- II. Materials
 - A. D-2 Teacher's Manual, p. 63.
 - B. Answer discs
 - C. Puppet Activity D-1, II C

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place."
 - B. Method of Development
 - 1. Read Problem Situation "Helping The Teacher."
 - 2. Pass out answer discs and have students choose how Don felt when he wasn't chosen by the teacher:
 - a. He didn't care because he said he had better things to do.
 - b. He felt disappointed.
 - 3. Discussion model
 - a. Do people always act like they feel?
 - b. Why not?
 - c. What could Bobby have said to help Don feel better instead of saying he acted stupid?
 - C. Enrichment
 - Puppet Activity "The Boy Who Hurried Too Much."
 - D. Evaluation
 - 1. Were the children able to understand Don's true feelings?
 - 2. Does any part of the lesson need to be improved?

LESSON # 9

- I. Objectives
 - A. Help the children in learning to empathize with the feelings of others.
 - B. Assist the children in being able to help someone cope with sorrow.
 - C. Help the children develop active listening skills.

- II. Materials
 - A. The Tenth Good Thing About Barney.
 - B. Answer discs.

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place."
 - B. Method of Development
 - 1. Read Book to children.
 - 2. Pass out answer discs and ask the children to choose the best response for Annie when the boy told her he missed Barney:
 - a. Barney is in heaven.
 - b. You feel so sad because Barney is gone.
 - 3. Discussion model
 - a. Did Annie help the boy feel better?
 - b. Did she want to help him?
 - c. Who expressed the boy's feelings and made him feel better?
 - C. Enrichment
 - Discussion of students' own experiences with sorrow and any help they received from others.
 - D. Evaluation
 - 1. Were the children able to choose the "active listening" phrase?
 - 2. Did the lesson go well?

LESSON # 10

- I. Objectives
 - A. Further help children to understand the feelings of others.
 - B. Assist the children in helping others cope with loneliness.
 - C. Help the children develop "active listening" skills.

- II. Materials
 - A. Mandy's Grandmother
 - B. Answer discs

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place."
 - B. Method of Development
 - 1. Read story from book.
 - 2. Pass out answer discs and ask the children to choose when Mandy used active listening with her grandmother:
 - a. "Tea's very good for you."
 - b. "I think you must be very sad."
 - C. Enrichment
 - Discussion of how Grandmother was able to talk to Mandy after Mandy used "active listening."
 - D. Evaluation
 - 1. Did the children recognize Mandy's "active listening?"
 - 2. How did the children seem to feel about the effects of "active listening?"
 - 3. Does any part of the lesson need to be improved?

LESSON # 11

- I. Objectives
 - A. Help the children understand the feelings of others.
 - B. Assist the children in helping someone cope with rejection.
 - C. Help the children further develop "active listening" skills.

- II. Materials
 - A. Our Veronica Goes to Petunia's Farm (Duvoisin 1952).
 - B. Answer discs

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place"
 - B. Method of Development
 - 1. Read book to class.
 - 2. Pass out answer discs and ask children to choose the "active listening" phrase that reflects Veronica's feelings:
 - a. You feel sad because you miss the zoo.
 - b. You feel sad because no one on the farm is friendly to you.
 - C. Enrichment
 - Have two students role play Petunia "active listening" with Veronica.
 - D. Evaluation
 - 1. Were the students able to choose the correct reflection of Veronica's feelings?
 - 2. Was the role playing effective?
 - 3. Does any part of the lesson need to be improved?

LESSON # 12

- I. Objectives
 - A. Assist the children in understanding the feelings of others.
 - B. Help the children reflect the feelings of someone's rejection.
 - C. Assist the children in further developing "active listening" skills.

- II. Materials
 - A. Cassette tape recorder; record player.
 - B. D-2 Cassette 1, Side A; Record 3, Side B.
 - C. D-2 Teacher's Manual p. 36 (story) and p. 45 (song).
 - D. Answer discs.
 - E. Final evaluation dittos.

- III. Procedure
 - A. Motivation
 - Sing "If We're Gonna Make The World A Better Place."
 - B. Method of Development
 - 1. Play recorded story "Nobody Cares".
 - 2. Pass out answer discs and have the children choose the correct reflections of Billy's feelings:
 - a. He was angry because Jenny said he couldn't do the work.
 - b. Billy felt sad because he felt his parents didn't care about him.
 - 3. Discussion
 - a. How did you feel when Billy said nobody cares?
 - b. Why do you think he feels that way?
 - c. Why do you think Billy's parents don't come to school?
 - C. Enrichment
 - Teach song "Everybody Needs a Friend."
 - D. Evaluation
 - 1. Were the children able to choose the correct reflection of Billy's feelings?
 - 2. Does any part of the lesson need to be improved?

(Final Evaluation Lesson # 12)

Underline the best "I-message."

1. "I can't stand the way you act so dumb."
2. "It really makes me mad when you call me a quitter."

Underline the best "active listening" phrase for you to use if you found your friend crying:

1. "What's wrong?"
2. "You are really unhappy."

When someone calls you stupid a good "I-message" to use would be:

1. "Please don't call me Stupid."
2. "It really hurts my feelings when you call me Stupid."

Your friend is unhappy when his mother won't let him go to the show with you. You should say:

1. "The show probably won't be good anyway."
2. "You feel disappointed because you can't go to the show."