

# **COPE-R: Program for Preschoolers**

Teaching Empathy and Pro-Social Skills Through the  
Early Years Coping Cards



# How to Use This Manual

This manual has been organised into four parts.

## **1. Program in Brief**

This section provides an overview of what is required to implement the program. We highly recommend you read this section before beginning the program.

## **2. Icons Legend**

This section provides a glossary of the type of activities used in the program and the icons used throughout the manual to identify each of the activities. You may like to review this section to decide which type of activity will best suit your needs.

## **3. Program Background**

This section provides detailed information about the aims of the program, its theoretical foundation, its development and how it will be evaluated. There are also recommendations to guide you in delivering the program.

## **4. Program Activities**

This section includes all of the activities required to implement the COPE-R program. It commences with developing the foundation skills for empathy and pro-social behaviours by understanding emotions followed by the five COPE-R lessons:

- Lesson 1: Caring for Others (C)
- Lesson 2: Open Communication (O)
- Lesson 3: Politeness (P)
- Lesson 4: Empathic Sharing (E)
- Lesson 5: Review (R)

## Program in Brief

Dear Teachers/Facilitators,

Thank you for being the first to implement this program. In order to facilitate program delivery, we would like to highlight the following points:

- This program is designed to assist you with the delivery of your current social-emotional curriculum, in particular, in promoting empathy and pro-social behaviours. It is expected to **run over five weeks with one topic per week**.
- An important foundation skill for children to develop is **understanding emotions**; a selection of activities are provided to help increase their emotional understanding and are to be implemented **prior to the commencement** of the program **and throughout**.
- Individual **stand-alone lessons have been created for each topic**, however, we encourage you to reference previous concepts learnt in the program to reinforce learning. You are also welcome to provide parents/carers with information about each lesson (e.g., using a tip-sheet, discussions etc).
- A range of different styles of activities have been included. **Icons are provided throughout the manual** to identify the type of the activity (see the next page for the Icons Legend).
- It is expected that you deliver **a minimum of two activities** from the program in a given week, with **the Early Years Coping Card activity being a required activity**.
- This program contains many activities, however, you do not need to implement them all and you are welcome to **modify any activities** to suit your needs and the developmental stage of the children; i.e., you may want to make an activity easier or harder. A feedback grid will be provided for you to note down which activities you have implemented, when and any modifications made. This should take no more than three to five minutes to complete.
- We wish you all the best with implementing the program and we **thank you** again for your support. Please feel free to email us for clarification or with feedback.

Thank you,

The COPE-R Research Team

**Principal Fellow Erica Frydenberg**

[e.frydenberg@unimelb.edu.au](mailto:e.frydenberg@unimelb.edu.au)

**Miss Prishni Dobe**

[pdobe@student.unimelb.edu.au](mailto:pdobe@student.unimelb.edu.au)

**Miss Neisha Kiernan**

[nkiernan@student.unimelb.edu.au](mailto:nkiernan@student.unimelb.edu.au)

**Ms Chelsea Cornell**

[ccornell@student.unimelb.edu.au](mailto:ccornell@student.unimelb.edu.au)

**Miss Dani Kaufman**

[dkaufman@student.unimelb.edu.au](mailto:dkaufman@student.unimelb.edu.au)

## Icons Legend

---

### Early Years Coping Cards

These cards provide images of situations for children to help them explore their feelings, others' feelings and what they might do in the different situations presented.



### Feelings Detective

Children will be asked to become a "Feelings Detective" and to engage in fun detective cases to support their learning. Either a pretend or real detective hat can be used.



### Role-Play/Puppet-Play

Role-plays provide children with an experiential opportunity to practice the skills being learnt. These activities may also just require more active involvement from the children.



### Art/Craft

There are a variety of activities such as drawing to assist children's learning using their creativity and imagination.



### Singing/Dancing/Movement

These are fun activities that allow children to learn through song and understanding the importance of body language.



### The Caring Tree

Children's pro-social behaviours can be acknowledged throughout the week by providing tokens that are familiar to the children (e.g., leaves, hand prints, paper hearts) and placed on a "tree"/"chart" in the room.



### Additional Resources and Activities

While these are not core activities, there are some additional resources and activities provided if needed.



# Program Background

---

**Introduction** This is a pilot program designed to teach empathy and pro-social skills to children aged four to eight years of age. Areas covered include understanding emotions; caring for others; open communication; polite/respectful behaviours; empathic sharing; and a review of these key topics. These topics are taught through the use of discussions and activities and are designed to be implemented in the classroom or in small groups.

---

**Aims of the Program** The program aims to:

- Develop children’s knowledge and skills in recognising their own and others’ feelings and emotions
- Increase children’s knowledge and use of prosocial and empathic behaviours such as caring and sharing

---

**Theoretical Basis** The goals of the program are addressed by using evidence-based activities grounded in the following theoretical research.

## **Socio-Cultural Theory of Development**

Vygotsky (1962) laid the groundwork for the “Socio-Cultural Theory of Development” which emphasises the social and cultural origins of development. Vygotsky considered cognitive and linguistic development as a relationship between the individual and his environment. He further believed language and thought worked together as a coupled process to allow the thought process to occur, such that external speech turns thoughts into words and inner speech words morph into thoughts, and that human communication is the result of social interaction. Vygotsky explained this communication by the gesture of pointing; he argued a child’s attempt at grasping an object ends up taking a different function such as pointing towards the object for another person to see and results as a means of establishing relations. The aforementioned example makes Vygotsky’s socio-cultural theory helpful to understand how adults can lead and support children in the social context, while acknowledging all children have individual differences.

Additionally the concept of scaffolding places emphasis on the adult’s role as a means of support for the child in accomplishing tasks, which then results in the child’s independent functioning. The adult and the child’s interactions through scaffolding has also shown to have significant influences on the child’s learning.

---

---

## Theory of Cognitive Development

Piaget (1952) viewed children as active learners, in which their development and knowledge are based on their experiences and interactions with the world. The child actively constructs their understanding of their world through exploring and interacting with the environment. In addition to perceiving children as active learners, he proposed four discrete stages of child development; with each stage explaining the processes and mechanisms employed to assist the development of the child's cognitive skills.

These four stages of cognitive development include:

- **Sensorimotor (birth - 2 years old):** The infant learns about the environment through responding to sensory stimuli through motor actions. The child acquires knowledge and understanding through physically acting with the object (e.g., looking, touching, grabbing).
- **Pre-Operational (2 - 7 years old):** Children begin to understand symbolic meaning as opposed to the physical and concrete observations made in the previous stage. During this stage, children begin to use symbols in a more organized and logical manner.
- **Concrete Operational (7 - 11 years old):** Children's thinking becomes more flexible and logical. While children's learning mainly stems through actions, their ability to think in more abstract ways increases. This stage marks the understanding that quantities remain the same even if they change in shape or are different in appearance.
- **Formal Operations (11 - 15 years old):** The child/adolescent gains the ability to think hypothetically and uses abstract ideas, resulting in a more effective manner of thinking. Adolescents are able to have conversations about abstract topics in a meaningful manner.

According to Piaget (1952), a child's ability to learn depends on their stage of development which allows adults to interact with children in an appropriate manner related to their cognitive developmental ability.

However, Piaget's theory underestimated young children's ability in some areas and his theory did not take into account the role culture and education plays in promoting cognitive development. Consequently we see a more flexible progression of children through their developmental stages that is linked to socio-cultural context.

## Ecological Systems Theory

Throughout the late 1970s and 1980s, Bronfenbrenner (1979) proposed the model "Ecological Systems Theory" which views human development as an interaction between the individual and their environment. The model arose due to a lack of focus about the role of context on development in theories of human development up until this time.

The five ecological systems for child development described by

---

Bronfenbrenner include:

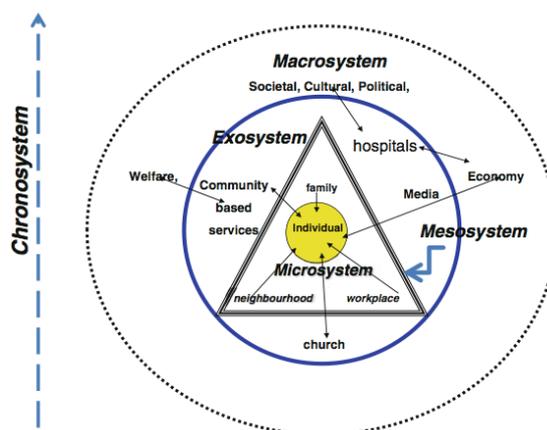
- **Microsystem:** The individuals and institutions closest to a child, e.g., family, school, peers, neighbourhood and church.
- **Mesosystem:** The interactions between microsystems, e.g., between parents and the school; between parents and peers.
- **Exosystem:** The structures with the microsystem that indirectly affect the child, e.g., financial difficulties within the family may affect a child.
- **Marocsystem:** The culture in which a child lives, e.g., socioeconomic status, ethnicity, laws.
- **Chronosystem:** How a person and his/her environment changes over the life course, as well as socio-historical circumstances, such as the growing gender equality.

In the mid 1980s, in response to research starting to over-emphasise context and ignore development, Bronfenbrenner presented his “Bioecological Systems Theory”.

This theory is based on the Process-Person-Context-Time model:

- **Process:** Proximal processes or the interaction between a person and their environment as the key mechanism for development.
- **Person:** The role personal characteristics play on how an individual interacts with their environment and consequently their proximal processes.
- **Context:** The five ecological systems (as above).
- **Time:** The influence micro-time, meso-time and macro-time have on a child’s development.

The bioecological systems model adds to our understanding of human development by highlighting both the person and the environment influence one another bidirectionally.



**Figure:** Conceptual organisation of Bronfenbrenner’s systems and their interactions (Boon, Cottrell, King, Stevenson, & Millar, 2012)

---

### **Emotional Intelligence**

The term “Emotional Intelligence” (EI) emerged in the 1990s from the work of Salovey and Mayer. Described as a social intelligence, it involves “the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions” (Salovey & Mayer, 1990, p.189). It includes the expression and regulation of emotions in both the self and in others using both verbal and nonverbal cues. EI uses these emotional abilities to assist in solving problems. Similar to cognitive intelligence, different individuals will be more or less emotionally intelligent. Those individuals who are more aware of their own feelings and of others are regarded as more emotionally intelligent. These individuals are also more open to both positive and negative emotions, have the ability to label emotions correctly and can appropriately communicate these feelings.

High emotional awareness is argued to result in “effective regulation of affect within themselves and others, and so contribute to well being” (Mayer & Salovey, 1993, p. 440). A variety of measures have been developed to measure EI, and on the whole, empirical evidence lends support to EI being a “predictor of significant outcomes across diverse samples in a number of real world domains” (Mayer, Roberts, & Barsade, 2008, p.527). In children, research has found EI consistently predicts positive social outcomes along with negatively predicting problem behaviours such as internalising and hyperactivity (see Myer et al., 2008).

### **Coping Theory**

Coping is comprised of thoughts, feelings and actions that we employ to deal with the demands of situations. There are many aspects to coping and different individuals may react to a situation in different ways, such as using helpful coping and unhelpful coping strategies. Children learn helpful coping skills through modelling by adults, and interactions with adults and children. In the educational context, this can be achieved through direct teaching and the use of visual tools, role plays and games that depict issues of concern to children and how they might deal with them (Frydenberg & Deans, 2011).

---

### **Development of the Program**

Based on research findings and feedback from professionals in early learning settings, we have been asked to develop empathy and prosocial behaviours in the early years. This program is part of a larger project undertaken to understand the social and emotional development of four to eight year old children. Previous projects have been conducted with parents and/or children enrolled at the University of Melbourne Early Learning Centre, with the Early Years Coping Cards being one of the project outcomes (Frydenberg & Deans, 2011). These cards have been commonly used to generate discussions with preschoolers about coping, and depict different situations a child may face using cartoon-like

---

---

images. They have also been introduced to parents in the Families Coping: Preschool Parenting Program (Frydenberg, 2015). These projects have helped inform the development of this pilot program. In addition to using the Early Years Coping Cards, age-appropriate activities have been developed to enhance children's knowledge and understanding of feelings, and to learn how to care for others, communicate openly, behave in a polite and respectful manner and empathise and share with others.

---

**Process Issues  
for Teachers/  
Facilitators**

While teachers/facilitators need to become familiar with the content of the lessons, important process components of the program will also assist children's learning and understanding.

The following are some guidelines for teachers/facilitators to consider (adapted from Caselman, 2007; Sanders, 2004; Sanders, Markie-Dadds & Turner, 2005).

**Create a Safe and Nurturing Environment**

- By creating a safe environment children are able to learn more effectively. It is recommended the environment is accepting and warm where positive relationships are encouraged. Setting "ground rules" with the children can help them understand what is acceptable behaviour (e.g., listen quietly when someone is speaking; talk nicely to one another; be respectful to one another; look after one other).

**Be a Good "Empathy" Role Model for Children**

- Young children imitate the behaviours of adults so it is important teachers/facilitators role model appropriate behaviours, in particular by focusing on modelling empathy and prosocial behaviours. Children are then more likely to also engage in these behaviours.
- It is recommended teachers/facilitators overemphasize their use of feeling words during these times so it becomes commonplace for children to hear and use.

**Encourage Children to Practice their Skills During the Day**

- Developing empathy and prosocial behaviours can take time, especially when learning to take the perspective of another. Identify opportunities during the day to help children practice their skills, e.g., if there is conflict in the playground, ask each child how their behaviour has affected the other and how the other may be feeling.
- Use these opportunities to encourage independent problem solving rather than solving the problem for the child.

**Use Positive Reinforcement for Appropriate Behaviours**

- Using labelled praise is the best feedback for children as it specifically tells the child which behaviours are preferred and appropriate, and
-

---

allows them to learn the exact behaviour to be repeated. Labelled praise is more than just saying “good job”; it is more specific, that is, identify the behaviour that is being approved, e.g., “Good job! I really liked how you helped your friend find the textas”.

- It is highly recommended labelled praise is provided regularly when empathic and prosocial behaviours are observed.

#### **Holding Children’s Attention**

- Keep discussions brief and focus on the activities
- Use visual aids
- Use techniques to gain children’s attention (e.g., clapping in a pattern)
- Acknowledge children who are attending to the lesson

#### **Evaluation of the Program**

---

Given this is a pilot program we want to learn whether it is successful in achieving its aims and to further develop the program as required. To measure its effectiveness, data will be collected from parents and teachers/facilitators about each child participating in the program evaluation before and after their participation.

Parents and teachers/facilitators will be asked to complete the following.

- **Children’s Coping Scale-Revised, Parent Rating Form:** This scale lists 29 coping strategies and parents rate how frequently their child uses each of these strategies in general as well as in specific situations.
  - **The Strengths and Difficulties Questionnaire:** This questionnaire comprises 25 items, many of which measure empathy and prosocial behaviours. There are five scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behaviour.
  - **The Preschool Anxiety Scale: Parent Rating Form:** This measure consists of up to 34 anxiety items which provide an overall measure of anxiety and scores on five anxiety subscales.
-

## Program Activities

Foundation Skills: Understanding Emotions.....	12
Feelings Detective: Noticing Emotions in Ourselves and Others .....	13
Role-Play/Puppet-Play: What Feelings Look Like .....	15
Art/Craft: Putting Ourselves In Someone Else’s Shoes.....	16
Singing/Dancing/Movement: We All Have Feelings .....	17
Additional Resources and Activities.....	18
Lesson 1: Care for Others (C) .....	19
Early Years Coping Card: Getting Hurt .....	20
Feelings Detective: What Is Caring? .....	22
Role-Play/Puppet-Play: When I’m Caring For Others .....	23
Art/Craft: Caring Behaviours.....	24
Singing/Dancing/Movement: Looking After Ourselves While Caring for Others .....	25
The Caring Tree: Lesson Close .....	27
Additional Resources and Activities.....	28
Lesson 2: Open Communication (O) .....	29
Early Years Coping Card: Wanting To Play With Others .....	30
Feelings Detective: How a Good Listener Listens .....	32
Role-Play/Puppet-Play: Supportive Statements .....	34
Art/Craft: Two Mouths and One Ear.....	36
Singing/Dancing/Movement: Types of Communication .....	37
The Caring Tree: Lesson Close .....	39
Additional Resources and Activities.....	40
Lesson 3: Politeness (P).....	41
Early Years Coping Card: Teasing .....	42
Feelings Detective: The Impact of Behaviour .....	44
Role-Play/Puppet-Play: Politeness.....	46
Art/Craft: Respect .....	47
Art/Craft: Different Cultural Backgrounds.....	48
The Caring Tree: Lesson Close .....	49
Additional Resources and Activities.....	50
Lesson 4: Empathic Sharing (E) .....	51
Early Years Coping Card: Sharing .....	52
Feelings Detective: Feelings Charades.....	53
Feelings Detective: The Benefits Of Sharing.....	55
Role-Play/Puppet-Play: Different Ways We Can Share .....	56
Art/Craft: How Can We Share? .....	58
The Caring Tree: Lesson Close .....	61
Additional Resources and Activities.....	62
Lesson 5: Review (R) .....	63
Art/Craft: Caring for Others (C) Review .....	64
Singing/Dancing/Movement: Open Communication (O) Review.....	65
Role-Play/Puppet-Play: Politeness (P) Review.....	66
Feelings Detective: Empathic Sharing (E) Review.....	67

# Foundation Skills: Understanding Emotions

## Note to Teachers/Facilitators:

Understanding emotions in oneself and in others provides a solid foundation for children to develop empathy and engage in pro-social behaviours.

A selection of activities to help increase emotional intelligence have been provided for use prior to the commencement of the program and throughout.

It is recommended you use these activities as frequently as possible during the duration of the program.

Feelings Detective: Noticing Emotions in Ourselves and Others .....	13
Discussion: Feeling Words .....	13
Activity: “Feelings Detective” Cases .....	14
Role-Play/Puppet-Play: What Feelings Look Like .....	15
Activity: Acting Out Feelings .....	15
Art/Craft: Putting Ourselves In Someone Else’s Shoes.....	16
Activity: Feeling Faces .....	16
Singing/Dancing/Movement: We All Have Feelings .....	17
Activity: We All Have Feelings.....	17
Additional Resources and Activities.....	18



## Feelings Detective: Noticing Emotions in Ourselves and Others

**Background:** For children to be able to engage in empathy (or notice the feelings of another) and display prosocial behaviours, it is important they develop an emotion vocabulary and understand their feelings may be different to how others may feel in the same situation. Helping children “put themselves into someone else’s shoes” (or perspective taking) can assist them in identifying others’ feelings. Children can become “detectives” and learn to read non-verbal communication (e.g., facial expressions, body language) as well as verbal communication (e.g., tone of voice, what is being said) to enhance their empathy skills.

### Objectives:

- To be able to name a range of feeling words
- To be able to describe how to identify feelings in others

### Discussion: Feeling Words

**Say:** We all experience a range of feelings every day. There are no good or bad feelings, they are just different. Feelings are usually described in one word.

We are now going to be Feelings Detectives. Feelings Detectives wear special hats and look for clues to help them solve a problem. Let’s start by pretending to put on a detective’s hat.

### Ask:

- What feeling words do you know?
- What are you feeling right now?

### Suggested Responses:

- *It is important children identify the main feelings of happy, sad, angry, worried, upset etc; if necessary extend their responses by asking them how they might feel in different situations (e.g., if they received a present; if they lost their favourite toy, etc.).*
- *If children are having difficulties with their emotion vocabulary, provide them with a “Colour in feeling words” worksheet which you can read to them and they can colour in (see Appendix 1).*

## Feelings Detective: Noticing Emotions in Ourselves and Others (continued...)

### Activity: “Feelings Detective” Cases

**Ask:** As we are being Feelings Detectives, what clues should we look for when trying to find out what **another person** is feeling?

#### Suggested Responses:

- A good **Feelings Detective** watches and listens carefully to others.
- You can tell how people are feeling by:
  - *Looking at their face*
  - *Looking at their body*
  - *Listening to their voice*

#### Ask:

- If a person were feeling <insert emotion>, how would his/her face look?
- What tone of voice would s/he use? Volume?
- What would his/her body look like? Gestures?

#### Suggested Responses:

- *Children’s responses will depend on the emotion chosen.*
- *You may like to ask the children to show the emotion on their face and their body.*

**Say:** When you know how another person is feeling, you can then decide how to act towards them so they feel understood and you can show you care.

## Role-Play/Puppet-Play: What Feelings Look Like



It is important children understand how different emotions feel and what they look like to help develop empathy towards others who may display these emotions.

### Objectives:

- To be able to identify the characteristics of different feelings

### Activity: Acting Out Feelings

(Adapted from Caselman, 2007)

**Say:** I am going to act out some different feelings, and I would like you to copy me. We can then guess what feelings they are!

**Do:** Create facial expressions and bodily gestures for different emotions and then ask the children what emotion you are all showing.

Examples are below.

- **Happy:** Stand up straight; turn corners of mouth up; make your body feel light; walk with a “bounce”; laugh.
- **Sad:** Slump shoulders; hang your head; turn corners of mouth down; make your eyebrows frown; make your body feel heavy; move slowly; sigh.
- **Angry:** Squint your eyes; clench your teeth; tighten your muscles; make your hands into fists.
- **Scared:** Close your eyes or look away; make your muscles tight; draw your arms and hands up close to your chest; shake a little; make a “whiney” sound.
- **Disgusted:** Wrinkle your nose; hold your stomach; tighten your lips; say “eww”.
- **Surprised:** Open your mouth and eyes wide; raise your eyebrows; freeze your body but move your head backwards; say “argh!”

**Say:** Now we know how different feelings have different facial expressions/faces and bodily reactions which will help us become awesome Feeling Detectives!

## Art/Craft: Putting Ourselves In Someone Else's Shoes



**Background:** To enhance empathy, it is important children learn to “put themselves in someone else's shoes” so they can understand how another may be feeling in different situations and respond accordingly.

**Objectives:**

- To be able to correctly identify a range of feelings in others
- To be able to demonstrate taking the perspective of another person

### Activity: Feeling Faces

(Adapted from Caselman, 2007)

**Say:** We are now going to learn how to put ourselves in someone else's shoes and think about what emotion another might be feeling and what may have made them feel that way.

**Do:** Have the children draw different feeling faces and/or have some images from magazines, cartoons, Google images available so children can cut (if appropriate) and/or past different feeling faces (see Appendix 2 for some example images). **You could also ask children to choose some Early Years Coping Cards with different emotions.** Once completed, place these images in a box.

**Say:** We are now going to pass this box around, and when I say “STOP” I want the person who has the box to pull out a picture and then we shall discuss the picture as Feeling Detectives!

**Ask:**

- What is happening in this picture?
- What do you think the person is feeling?
- What may have made the person feel this way?

**Suggested Responses:**

*These will depend on which picture is chosen. Prompt and scaffold the children's responses as much as is required.*

## **Singing/Dancing/Movement: We All Have Feelings**



It is important children are able to feel comfortable with experiencing different emotions and to be able to verbalise their feelings.

### **Objectives:**

- To be able to identify and name a range of feelings

### **Activity: We All Have Feelings**

#### **Sung to Twinkle, Twinkle, Little Star**

(from <http://www.preschool-plan-it.com/preschool-feelings-theme.html>)

I have feelings (point to self)

So do you (point to children)

Let's all sing about a few

I am happy (smile)

I am sad (frown)

I get scared (wrap arms around self and make scared face)

I get mad (make a fist and shake it or stomp feet)

I am proud of being me (hands on hips, shoulders straight, smile)

That's a feeling too, you see

I have feelings (point to self)

You do, too (point to children)

We just sang about a few



## Additional Resources and Activities

**Mirroring Each Other's Emotions:** Ask children to form pairs and sit facing one another. Have one child slowly make a feeling face and have the other child "mirror" those facial expressions (i.e., the mouth, eyes). Allow the children to label the emotion. Children then swap roles. (Adapted from Caselman, 2007).

**Spot the difference:** Ask children to draw different emotions on faces (e.g., happy, sad etc.) and ask them to identify how each face is different (i.e., "spot the difference").

**The Story of My <insert emotion> Day:** Ask children to draw a picture of a day that made them feel a certain emotion (e.g., happy.) Write down their story when they are finished. Children could make one each day and create their own individual storybook about emotions.

(from <http://www.preschool-plan-it.com/preschool-feelings-theme.html>)

### Feelings Dancing

(from <http://www.preschool-plan-it.com/preschool-feelings-theme.html>)

Play different types of music and ask the children "how does this song make you feel?" and ask them to dance to the song. For example for a slow tempo song, they may say "sad" and dance quietly; for an upbeat song, they may say "happy" and dance around with smiles and laughter.

### You Tube Clips:

- Sesame Street: Song - Ernie sings "Feelings" (2min, 9sec):  
<https://www.youtube.com/watch?v=BzDDmtw8L74>
- Sesame Street: A Song About Emotions (1min, 18sec):  
<https://www.youtube.com/watch?v=y28GH2Golyc>
- Sesame Street: Alvin Ailey Dance - Emotions (2min, 7sec):  
<https://www.youtube.com/watch?v=oMDquZqH-EE>

## Lesson 1: Care for Others (C)

Early Years Coping Card: Getting Hurt .....	20
Discussion: Displaying Care & Empathy .....	20
Activity: Using Early Years Coping Card “Getting Hurt” .....	20
Feelings Detective: What Is Caring? .....	22
Discussion: How Do We Care for Others? .....	22
Role-Play/Puppet-Play: When I’m Caring For Others .....	23
Activity: Let’s Be Caring Towards Others .....	23
Art/Craft: Caring Behaviours.....	24
Activity: My Caring Artwork .....	24
Singing/Dancing/Movement: Looking After Ourselves While Caring for Others ....	25
Discussion: Being Overwhelmed By Emotions .....	25
Activity: Calming Down Exercise .....	26
The Caring Tree: Lesson Close .....	27
Discussion: The Caring Tree .....	27
Activity: Drawing What We Have Learnt .....	27
Additional Resources and Activities.....	28



## Early Years Coping Card: Getting Hurt

**Background** It is important for children to have many opportunities to think about what they might do to care for another to develop their empathy and pro-social behaviours.

- Objectives**
- To be able to describe caring acts and display empathy to another
  - To be able to generate ways to care for others using the “Getting Hurt” Early Years Coping Card

**Discussion:  
Displaying  
Care &  
Empathy**

### Discussion: Displaying Care & Empathy

**Say:** There are many ways we can care for others; caring for others is especially important when others appear upset.

**Ask:** How do we know if someone is upset?

#### Suggested Responses:

The other person may look sad, cry, hide away, not be talkative.

**Activity: Using  
Early Years  
Coping Card  
“Getting Hurt”**

### Activity: Using Early Years Coping Card “Getting Hurt”

**Do:** Show the children the situation card “Getting Hurt”.

**Ask:**

- What is happening in this picture?
- What do you think the boy is feeling?
- How would you feel?
- Has this situation ever happened to you?
- What could you do to care for this boy?



#### Suggested Responses:

- The boy has fallen over and hurt his knee; he would be feeling sad, hurt, upset, worried, etc.
- We could care for him by sitting with him, getting help from an adult; giving a hug; telling him he will be ok.

---

**Say:** It's important to look out for your friends particularly when they look upset and to care for them appropriately.

---

**Activity:**  
**Optional Role-**  
**Play**

You may like to role-play this situation with the children and ask for volunteers to play along.

---



## Feelings Detective: What Is Caring?

---

**Background** An emotional connection to others and empathy can be encouraged by learning to notice others feelings and respond in a caring manner.

---

**Objectives**

- To be able to describe caring behaviours to help develop empathy

---

**Discussion:  
How Do We  
Care for  
Others?**

### Discussion: How Do We Care for Others?

(Adapted from Shapiro, 2004)

**Say:** Lets try to solve a case as a Feelings Detective about caring. Let's pretend to put our "Feelings Detective" hats on.

**Ask:**

- What is caring?
- How do we care for others?
- What kind of caring actions can we do?
- Describe a time when you were caring towards another?

#### Suggested Responses:

- Give someone a hug
- Say something nice to someone (e.g., compliment)
- Volunteer to do something around the house or at school
- Listen to others
- Reassure others they are ok
- Help others figure out what to do to make themselves feel better

**Say:** Not only can someone else feel good when we care for them, we can also feel good about ourselves.

---

**Activity:  
Optional Role-  
Play**

You may like children to role-play their caring behaviours they have discussed.

---

## Role-Play/Puppet-Play: When I'm Caring For Others



---

**Background** This activity is based around using a children's book that tells a story about caring and kind acts. One recommendation is Tracy Moroney's "When I'm Feeling Kind" book. By reading a story and providing children opportunities to act out the scenes can enable them to engage in, and practice caring behaviours.

---

**Objectives**

- To be able to engage in caring acts and develop empathy

---

**Activity: Let's  
Be Caring  
Towards  
Others**

### Activity: Let's Be Caring Towards Others

**Say:** I am going to read a story and for some sections, we are all going to act out what the characters are doing.

**Do:** Read the story to the children, and take appropriate breaks to allow children to role-play scenarios in the book.

**Ask:** Who is being kind and caring towards others? Let's all do what s/he is doing so we can be caring too.

#### Suggested Responses:

- Have children experience a range of caring acts that they can engage in.
- Discuss with the children why those acts were caring towards another

**Say:** It's important to remember there are a variety of ways we can care for others and to engage in caring acts when we can.

---



## Art/Craft: Caring Behaviours

---

**Background** This activity is an alternative activity to the “Feelings Detective: What is Caring” activity. This activity reinforces how children can be caring; and in what ways they have already shown caring behaviours to others.

---

**Objectives**

- To be able to identify situations where one has been caring towards another.

---

**Activity: My  
Caring Artwork**

### Activity: My Caring Artwork

**Say:** There are many ways we can show how we care for others. I want you to think about a time when you have been kind or cared for another (e.g., given someone a hug when they were upset; shared your toy with another etc). Who has some examples they can tell the class?

**Do:** Have the children each draw a picture of a situation when they cared for another and/or they could create a collage by cutting (if appropriate) or pasting images (you could provide) from magazines etc.

#### Suggested Responses:

- You may want to share some examples to assist children who may be having difficulties thinking of appropriate situations.
- If children say they haven’t engaged in any caring behaviours, encourage them to think about what caring acts s/he could do.

**Say:** I would like some volunteers to share their artwork with the class.

**Ask:** What caring act did you draw/create? How did the other person feel after you cared for him/her?

---

## Singing/Dancing/Movement: Looking After Ourselves While Caring for Others



---

**Background** To be empathic, we sometimes need to put our own emotions aside momentarily and learn to manage or regulate our emotions to be available to other's feelings. Children who are overwhelmed by their own emotions can be less empathic to others, therefore it is important for children to learn how to self-regulate their own emotions and calm their own feelings. They are also able to care for others when others are overwhelmed by their emotions by helping them to self-regulate their emotions.

- 
- Objectives**
- To be able to list calming down strategies
  - To be able to demonstrate the use of calming down strategies

---

**Discussion:  
Being  
Overwhelmed  
By Emotions**

### **Discussion: Being Overwhelmed By Emotions**

**Ask:** How might we feel if we are caring for someone who is not happy?

**Explain:** When we are caring towards someone else, sometimes we can become overwhelmed by our own feelings (e.g., cry, withdraw, run away) and may not be able to think about how to care for another.

**Ask:** What can we do if we are feeling very upset/worried/angry if another person is not happy?

#### **Suggested Responses:**

- Take deep breaths
  - Count to 10
  - Talk to an adult
-

**Activity:**  
**Calming Down**  
**Exercise**

**Activity: Calming Down Exercise**

**Say:** We are now going to practice taking deep breaths and counting to 10 to help us calm down if we ever feel very upset etc. when caring for another person.

**Do:** Together with the children, practice taking deep breaths, followed by slowly counting to or back from 10.

You may like to ask the children how they now feel (e.g., little bit more relaxed/calmer?).

**Teacher/Facilitator Note:**

You may want to teach mindfulness and use more advanced relaxation techniques with children to help them calm their bodies and minds (see Appendix 3 for some ideas).

**Say:** We can also remind each other to use these strategies when we are caring for others to help them calm down their feelings.

---



## The Caring Tree: Lesson Close

---

### Background

Now the children have learnt about emotions and caring for others, this final activity is designed to run for the course of the next week and to reinforce all of the concepts learnt in Lesson 1: Caring for Others.

The idea of The Caring Tree is to acknowledge any child's caring behaviours throughout the week by placing a "token" on the Tree (or you could use a Chart) to reinforce what caring behaviours look like. These tokens could take the form of anything that is suitable or familiar to the children, e.g., leaves, handprints, drawings, or paper hearts (see Appendix 4).

---

### Objectives

- To be able to display caring behaviours towards others learnt in the lesson
  - To be able to recognise caring acts from others
- 

### Discussion: The Caring Tree

#### Discussion: The Caring Tree

(Adapted from Shapiro, 2004)

**Ask:** At the end of this lesson, ask the children to think about what kind and caring acts they could do for one another during the week. You may like to ask for examples from the children.

**Explain:** When you (or a child) observe someone engaging in a caring act over the next week, a token will be placed on the Tree in the classroom, with their name and the caring act observed.

**Do:** Look out for opportunities over the week to provide the children with tokens on the Tree. Also remind the children to come to you with nominations for caring acts they themselves have observed in others or in themselves. When you are providing the token, share the reasons with the whole class as a way of praising the child who performed the act and also to reinforce examples of caring behaviours.

---

### Activity: Drawing What We Have Learnt

#### Activity: Drawing What We Have Learnt

To wrap up the lesson, ask children to draw what they have learnt today and encourage them to draw about this content throughout the week; these drawings could also be placed on The Caring Tree. On the drawing, please write the child's name and "Caring" as the theme.

---

## Additional Resources and Activities



---

### Additional Resources and Activities

**My “Caring for Others” Journal/Drawings:** Ask children to draw pictures of “How I show empathy/care for others”. Older children may like to write down times they have been caring towards others.

### You Tube Clips:

- Sesame Street: Mark Ruffalo - Empathy (2min, 28sec):  
[https://www.youtube.com/watch?v=9\\_1Rt1R4xbM](https://www.youtube.com/watch?v=9_1Rt1R4xbM)
  - Kindergarteners talk about mindfulness (3min, 41sec):  
<http://www.mindful.org/news/kindergarteners-talk-about-mindfulness-in-just-breathe-short-film>
-

## Lesson 2: Open Communication (O)

Early Years Coping Card: Wanting To Play With Others .....	30
Discussion: Communicating Something Important .....	30
Activity: Using Early Years Coping Card “Wanting To Play With Others” .....	31
Feelings Detective: How a Good Listener Listens .....	32
Discussion: Listening and Hearing .....	32
Activity: How a Good Listener Listens .....	33
Role-Play/Puppet-Play: Supportive Statements .....	34
Discussion: Not Knowing What to Say .....	34
Activity: Puppet Supportive Statements.....	35
Art/Craft: Two Mouths and One Ear.....	36
Activity: Two Mouths and One Ear .....	36
Singing/Dancing/Movement: Types of Communication .....	37
Activity: Types of Communication .....	37
Activity: Tone in Language .....	38
The Caring Tree: Lesson Close .....	39
Discussion: The Caring Tree .....	39
Activity: Drawing What We Have Learnt .....	39
Additional Resources and Activities.....	40

## Early Years Coping Card: Wanting To Play With Others



---

**Background** It is important for children to be able to communicate confidently and clearly – to be able to express their wants and needs – but to be able to do so with consideration of others. This activity focuses on when and how to communicate something important.

---

- Objectives**
- To be able to describe how to communicate something important
  - To be able to communicate something important using the “Wanting to Play with Others” Early Years Coping Card
- 

**Discussion:  
Communicat’g  
Something  
Important**

### **Discussion: Communicating Something Important**

(Adapted from Wilt, 1987)

**Say:** If you want to communicate something important you need to:

- Communicate at the right time
- Communicate to the right people
- Communicate accurately and honestly

**Ask:** When is a good time to communicate something important?

#### **Suggested Responses:**

When mum/dad/teacher is not busy doing something else. Try asking “Is now a good time to talk?” When mum/dad is not rushing off to work.

**Ask:** Who are the right people to communicate something important to?

#### **Suggested Responses:**

People that care about you. Your family, teacher, friends. Maybe not the bus driver or shop assistant.

**Ask:** What does communicating accurately and honestly mean?

#### **Suggested Responses:**

Telling the truth. Saying how you really feel, think or what you mean. Explaining how something honestly affects you/makes you feel.

---

**Activity: Using Early Years Coping Card “Wanting to Play with Others”**

**Activity: Using Early Years Coping Card “Wanting To Play With Others”**



**Do:** Show the children the situation card “Wanting to Play with Others”.

**Ask:**

- What is happening in this picture?
- What do you think the people are feeling?
- How would you feel?
- Has this situation ever happened to you?

**Ask:**

- Think about the girl in the green top, what is something accurate and honest she might say to the other children?
- What is something she might say that is not accurate and honest?

**Suggested Responses:**

- Accurate and honest: “That looks like fun, I wish I could play”.
- Not accurate and honest: “I don’t want to play with you guys, what you’re doing looks dumb”.

**Say:** It’s important to communicate accurately and honestly so people know and understand what you want them to know.

**Activity: Optional Role-Play**

You may like to role-play this situation with the children and ask for volunteers to play along.



## Feelings Detective: How a Good Listener Listens

---

**Background** An important aspect of empathy is being able to really listen to the other person; listening communicates you respect and value the speaker and promotes a feeling of trust. When we feel listened to we often also feel our thoughts and feelings matter.

---

- Objectives**
- To be able to describe the difference between listening and hearing
  - To be able to identify some good listening skills
- 

**Discussion:  
Listening and  
Hearing**

### **Discussion: Listening and Hearing**

**Ask:** Do you know the difference between hearing and listening?

#### **Suggested Responses:**

We hear with our ears, but we listen with our ears, our brains and sometimes even our hearts. When you listen you really pay attention to what the other person is saying and you think about what they are feeling. You might even try to imagine how you would think or feel in their situation.

---

**Activity: How a  
Good Listener  
Listens**

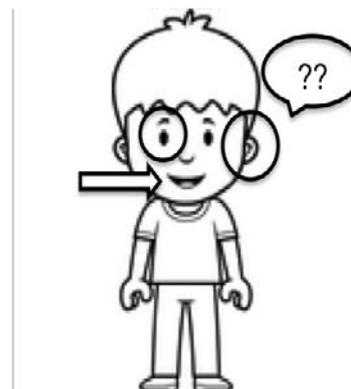
**Activity: How a Good Listener Listens**

**Do:** Display a pre-prepared drawing of a child (on a flipchart/the whiteboard).

**Say:** Most of us have great hearing, but we are not always good listeners. Let's put our "Feelings Detective" hats on again and think about what makes someone a good listener.

**Ask:**

- What are some things a good listener does to show they are listening?
- Remember you have your "Feelings Detectives" hats on, so think about what someone does with their face and body to show they are listening to you.
- It might also help to remember a time when someone really listened to you.



**Do:** Draw circles or arrows on the pre-prepared drawing when the children identify behaviours that can be associated with the body (see above example).

**Suggested Responses:**

- Looks you in the eyes
- Gives you their full attention
- Asks you questions
- Stays focused on your topic (doesn't change the subject)
- Sits or stands close to you
- Matches your conversation with accurate facial expressions (smiles in happy parts, looks sad in sad parts, etc.)
- Nods to show they are listening

## Role-Play/Puppet-Play: Supportive Statements

---

**Background** Responding appropriately to other people is another important aspect of empathy. Supportive communication helps to building strong, trusting relationships through empathy and sharing feelings.

---

- Objectives**
- To be able to explain the importance of supportive statements
  - To be able to identify appropriate expressions of concern for others
- 

**Discussion:  
Not Knowing  
What to Say**

### **Discussion: Not Knowing What to Say**

**Say:** When someone tells you something good, it can be easy to know what to say, e.g., “congratulations”, “well done”, “I’m happy for you”. It can be harder to know what to say when someone tells you something bad. Sometimes you might want to say something encouraging like “Don’t worry, I bet you’ll do better next time”, other times you might just say something that shows you are aware of their feelings like “I’m sorry your dog ran away, you must feel really sad about that”.

**Ask:**

- Have you ever felt like you didn’t know what to say to someone?
  - What did you do?
-

**Activity:  
Puppet  
Supportive  
Statements**

**Activity: Puppet Supportive Statements**

(Adapted from Caselman, 2007)

**Materials:**

- Two puppets
- A stage for the puppet role-play

**Explain:** Explain you will now role-play with puppets two possible responses to a situation and the children have to vote on the best response at the end. Select two or more role-play scenarios most appropriate to your class, or create your own!

**Do:** At the end of each puppet show have the children vote on the best response and discuss why they chose it.

**Scenario A:** One of the puppets wants to join a soccer team but his mum has said no as he is already doing enough activities. The puppet is feeling sad and disappointed he can't join team. The other puppet is asking what the matter is and responding as below.

**Response 1:** "My other friend Sam is on that soccer team!"

**Response 2:** "I'm sorry you can't join the team."

**Scenario B:** One of the puppets is sad because their pet bunny is sick and has to stay at the vet's to get better. The other puppet is asking what the matter is and responding as below.

**Response 1:** "I'm really sorry to hear about your bunny, is there anything I can do to help?"

**Response 2:** "Don't worry about it, let's play chasey."

**Scenario C:** One of the puppets is upset because they weren't invited to Sally's birthday party. The other puppet is asking what the matter is and responding as below.

**Response 1:** "Don't worry about it, it'll be your birthday soon and you can invite everyone except Sally."

**Response 2:** "Try not to let it worry you too much, not everyone was invited, just a few of Sally's friends."

**Scenario D:** One of the puppets is sad because they lost their favourite teddy bear on the weekend. The other puppet is asking what the matter is and responding as below.

**Response 1:** "I'm sorry you lost your favourite teddy bear, you must feel really sad about that."

**Response 2:** "Do you want me to buy you a new teddy bear?"



## Art/Craft: Two Mouths and One Ear

---

**Background** This activity is an alternative activity to the “Feelings Detective: How a Good Listener Listens” activity. This activity further reinforces the importance of really listening to another person to communicate respect and value, and to help build strong, trusting relationships with others.

---

**Objectives**

- To be able to explain the importance of listening to others

---

**Activity: Two  
Mouths and  
One Ear**

### Activity: Two Mouths and One Ear

(Adapted from Caselman, 2007)

**Say:** The famous American author Mark Twain once said “If we were supposed to talk more than we listen, we would have two mouths and one ear.”

**Do:** Have the children each draw a picture of a person with two mouths and one ear OR provide images of a person, ears, mouths etc for the children to use or cut out and create a person with two mouths and one ear.

**Discuss:** After the children have all completed their drawings/craft, ask for a few volunteers to share their drawing/craft and discuss why it would be a problem if we had two mouths and one ear.

#### Suggested Responses:

- We might end up saying two things at once – which would be confusing for the listener
- Our ears couldn’t keep up with all the mouths in a conversation
- We would say more than we hear
- We wouldn’t hear very much
- It would be hard to really hear what another person is trying to say

## Singing/Dancing/Movement: Types of Communication



---

**Background** This activity covers different types of communication. It is important for children to be aware of the different ways we communicate, verbally and non-verbally, to better equip them for both communicating themselves and for understanding others' communication.

---

**Objectives**

- To be able to identify and display various verbal and non-verbal communication messages

---

**Activity: Types of Communication**

### Activity: Types of Communication

(Adapted from Wilt, 1987)

**Say:** Communication means passing on thoughts, feelings or information and that we communicate in lots of different ways.

**Do:** Have the class stand up and ask them to communicate in the ways you ask them to. When the children respond accurately, use labelled praise as positive reinforcement and also act out the correct response yourself. Encourage the children to exaggerate what you ask them to do and to have fun with it.

**Say:** Sometimes we use our head or face to communicate.

- Use your head to communicate "yes"
  - Use your head to communicate "no"
  - Use your face to communicate you are "happy"
  - Use your face to communicate you are "sad"
  - Use your face to communicate you are "surprised"
  - Use your face to communicate you are "scared"
-

**Activity: Types  
of  
Communicat'n  
(cont...)**

---

**Activity: Types of Communication (continued)**

**Say:** Sometimes we use our hands and arms to communicate.

- Use your hands to say “two”
- Use your hands to say “shhhh”
- Use your hands to say “I can’t hear”
- Use your hands and arms to say “goodbye”
- Use your hands and arms to say “come here”
- Use your hands and arms to say “go away”
- Use your hands and arms to say “I don’t know”

**Say:** Sometimes we use our whole body to communicate.

- Use you’re your whole body to say “I’m confident”
- Use you’re your whole body to say “I’m angry”
- Use you’re your whole body to say “I’m shy”

**Say:** Talking is another way we communicate. Sometimes we only need one word to communicate. Such as, yes, no, sorry, thanks, go away, come here, don’t, please. Sometimes we use more than one word. And the same words can communicate different things – let’s now do an activity to explore this further.

---

**Activity: Tone  
in Language**

**Activity: Tone in Language**

**Do:** Break the children into pairs and have them practice saying the following statements in different ways, e.g., say it once in a positive tone and then again in a negative tone:

- That’s a great painting, <child’s name>.
- I love your shoes, <child’s name>.
- Yeah, I’m really glad you’re coming to my party <child’s name>.
- <Have the children generate their own>.

**Discuss:** How the same words can communicate different things depending on how we say those words – what we really mean when we say the words. Ask the children to share the examples they came up with themselves.

---

## The Caring Tree: Lesson Close



---

**Background** Now the children have learnt about open communication, this final activity is designed to run for the course of the next week and to reinforce all of the concepts learnt in Lesson 2: Open Communication.

- 
- Objectives**
- To be able to display the open communication skills learnt in this lesson
  - To be able to recognise open communication in others

---

**Discussion:  
The Caring  
Tree**

### **Discussion: The Caring Tree**

**Ask:** At the end of this lesson, ask the children to think about how they could listen and communicate openly over the next week. Ask for examples from the children on how they plan to listen and communicate openly over the next week.

**Explain:** When you (or a child) observe someone engaging in open communication over the next week, a token will be placed on the Tree in the classroom, with their name and the communication act observed.

**Do:** Look out for opportunities over the week to provide the children with tokens on the Tree. Also remind the children to come to you with nominations for open communication they themselves have observed in others or in themselves. When you are providing the token, share the reasons with the whole class as a way of praising the child who performed the act and also to reinforce examples of appropriate, open communication.

---

**Activity:  
Drawing What  
We Have  
Learnt**

### **Activity: Drawing What We Have Learnt**

To wrap up the lesson, ask children to draw what they have learnt today and encourage them to draw about this content throughout the week; these drawings could also be placed on The Caring Tree. On the drawing, please write the child's name and "Communication" as the theme.

## Additional Resources and Activities



### Additional Activities and Resources

**Self-Control Activities:** Enhancing self-control can help with listening skills. Children with poor self-control benefit from regular games/activities to promote this competency.

- **Red Light/Green Light:** Children can walk forward on green light but must freeze on red light. When the children have adapted to red light/green light, make “red light” the cue to go and “green light” the cue to freeze.
- **The Freeze Game:** Children dance when the music is playing and freeze when it stops. When the children have adapted to the Freeze Game, add that the children should dance quickly for fast-tempo songs, slowly for slow-tempo songs; and then reverse the cues: fast music = slow dancing, slow music = fast dancing.
- **Bobs and Statues:** Similar to the Freeze Game, but children must freeze the first time the music stops and then bob down the next time the music stops, and so on; the children need to remember which one they are up to when the music stops!

**Confident Gumby:** Have the children pair up, one child should slump over in a very non-confident way, have the other child fix/mould that person into a confident body shape by pulling their shoulder backs, straightening their back, lifting their head high, putting a hand on their hip etc.

### You Tube Clips:

- How to be a Good Listener (1min, 36sec):  
<http://www.youtube.com/watch?v=8XUE3urz3Fc>
- Sesame Street and Will.i.am sing “What I Am” (1min, 51sec):  
<http://www.youtube.com/watch?v=cyVzjo96vs&list=PLEB0F1516D3B01C60>
- Dr Seuss’s “Oh The Places You’ll Go” (3min, 48sec):  
<http://www.youtube.com/watch?v=cyVzjo96vs>

## Lesson 3: Politeness (P)

Early Years Coping Card: Teasing .....	42
Activity: Using Early Years Coping Card: “Teasing” .....	42
Feelings Detective: The Impact of Behaviour .....	44
Activity: Oh Feelings Detective... ..	44
Role-Play/Puppet-Play: Politeness.....	46
Activity: Polite and Impolite.....	46
Art/Craft: Respect .....	47
Activity: Saying Thank You .....	47
Art/Craft: Different Cultural Backgrounds.....	48
Activity: Everyone Is Different .....	48
The Caring Tree: Lesson Close .....	49
Discussion: The Caring Tree .....	49
Activity: Drawing What We Have Learnt .....	49
Additional Resources and Activities.....	50



## Early Years Coping Card: Teasing

**Background** Friends are important in so many ways. This activity covers different ways to do nice things for our friends to acknowledge the important role they play in our lives.

- Objectives**
- To be able to explain the importance of friendship
  - To be able to list kind acts of friendship
  - To be able to apply the concept of politeness to the “Teasing” Early Years Coping Card

**Discussion:  
Friendship and  
Kind Acts**

### Discussion: Friendship and Kind Acts

**Say:** Friends are important for a number of reasons. For instance, they can understand you, listen to you, play with you and even celebrate special occasions with you.

**Ask:** Each child to explain a kind deed they have done for a friend.

**Do:** Give a round of applause for each kind act described.

**Activity: Using  
Early Years  
Coping Card:  
“Teasing”**

### Activity: Using Early Years Coping Card: “Teasing”

**Do:** Show the children the situation card “Teasing”.

**Ask:**

- What is happening in this picture?
- What do you think the boys are feeling?
- How would you feel?
- Has this situation ever happened to you?



#### Suggested Responses:

The taller boy has a toy in his hand and is trying to tease the younger boy because he cannot reach to grab the toy. The taller boy is feeling happy that he is teasing the other. The shorter boy is feeling frustrated for not being able to reach the toy.

The taller boy could be polite by sharing his toy with the younger boy and playing with him.

---

**Ask:** Think about the older child in the picture. Is teasing someone polite or impolite? Is teasing someone kind or unkind? Does teasing someone make you a good friend?

**Explain:** Teasing someone might make the other person unhappy. Highlight the need to be polite and kind to others. Explain that if you want to have friends, it is important to be polite to them.

---

**Activity:**  
**Optional Role-**  
**Play**

You may like to role-play this situation with the children and ask for volunteers to play along.

---



## Feelings Detective: The Impact of Behaviour

---

**Background** This activity aims to help children understand the impact of their own and others' behaviour. Children practice turn-taking and are encouraged to think about the positive and negative consequences of their actions.

---

**Objectives**

- To be able to describe the positive and negative consequences of certain actions

---

**Activity: Oh  
Feelings  
Detective...**

### **Activity: Oh Feelings Detective...**

**Say:** Let's put our pretend "Feelings Detective" hats on.

**Explain:** It is now time for everyone to solve another case as the Feelings Detective. Each child will take a turn in pretending to be the Feelings Detective and whoever's turn it is, s/he will have to answer a question asked by the teacher/facilitator. In this activity, each child will have the opportunity to be the "The Feelings Detective". Each question asked by the teacher/facilitator will thus start with "Oh Feelings Detective... What happens if...?" and the questions will be directed to the child. Some example questions are provided below; however, the teacher/facilitator can generate their own questions as relevant to their classroom.

---

Questions	Suggested Responses
Oh Feelings Detective... What happens if we are friendly and polite to everyone at school?	Others are more likely to be friendly to us too and the school is more likely to be a happy place to be in.
Oh Feelings Detective... What happens if we get angry and hit someone?	The other person may be hurt and feel sad. The other person may not talk to us which means we may lose a friend. Hitting someone is not acceptable. It is important to be polite towards others.
Oh Feelings Detective... What happens if someone calls you bad names?	You may feel bad and hurt. You may feel the other person does not like you and this may make you sad. We normally call our parents "mum" and "dad" or teachers/facilitators by their names. Thus, we should also call other people by their actual names. Calling others bad names is impolite.
Oh Feelings Detective... What happens if we share?	Sharing is a form of being polite towards others. It is a good act.
Oh Feelings Detective... What happens if someone pushes you?	You might get hurt. Pushing someone is not nice. It is also a good idea to talk to an adult about what happened.



## Role-Play/Puppet-Play: Politeness

---

**Background** Children who are empathic are more likely to understand others. Through our understanding of others, we can also demonstrate politeness through various simple acts.

---

- Objectives**
- To be able to explain what polite and impolite mean
  - To be able to identify examples of polite and impolite behaviour
- 

### Activity: Polite and Impolite

#### Activity: Polite and Impolite

**Materials:**

- A table and chairs placed at the front of the classroom
- Play cookies and napkins

**Discuss:** The meaning of the words polite and impolite.

**Say:** Let's think of the importance of being polite to others.

**Ask:** Ask three children to sit in front of the class around a table and provide them with play cookies and napkins. The teacher/facilitator then introduces the three children as Mary, Tom and Harry. Ask the three children to act out and/or repeat what the teacher/facilitator says in the scenarios (see below). Advise all children that they will be taking on the role of the Feelings Detective again in this activity to guess the answers.

Scenarios and questions:

- Mary says "Tom, can you please pass me the cookies? Is Mary being polite or impolite? Why?"
  - Harry is telling a story about his neighbour and his mouth is full of cookies. Is he being polite or impolite? Why?"
  - Tom would like more cookies and says "I want more cookies". Is he being polite or impolite? Why?"
  - Mary spills water over Tom and says "I am sorry Tom, I will help you clean up". Is this being polite or impolite? In this situation, explain saying sorry, even if not done deliberately, can make others feel better.
-



## Art/Craft: Respect

---

**Background** Children can learn to be polite to others by appreciating the nice things others do for them. One example might be their parents/carers who work hard to provide for them. This activity covers acknowledging the people who do nice things for the children.

- 
- Objectives**
- For children to identify people in their lives they are grateful to
  - To be able to thank someone/show gratitude

---

**Activity:**  
**Saying Thank**  
**You**

### **Activity: Saying Thank You**

**Ask:** Who has worked hard to provide you with the clothes you are wearing and the toys you have around you?

#### **Suggested Responses:**

Your mums, dads, carers, teachers and grandparents too!

(This should provide children with a sense of appreciation for what others do for them.)

**Ask:** Children to draw something nice for their teacher, parent(s) or other family member as a means of appreciation. For example, design a thank you card by using paint or drawing.

---



## Art/Craft: Different Cultural Backgrounds

---

**Background** It is important to help children to respect and value other cultures from a young age. This also involves learning how to be polite towards others.

---

**Objectives**

- To be able to describe the value of difference in people

---

**Activity:  
Everyone Is  
Different**

### **Activity: Everyone Is Different**

**Ask:** The children to draw a rainbow.

**Say:** The different colours put together makes one rainbow. In the same way, people of different colours, race or cultures make up the world. Diversity is important; everyone can learn from each other in terms of different languages we use, ways of dressing, the varieties of food we eat, etc. It would be boring if we all looked alike, acted alike, etc. Everyone is special in their own way.

**Ask:**

- Do you know someone who is different from you?
  - How are they different to you?
  - What did you learn from them?
-



## The Caring Tree: Lesson Close

---

**Background** Now the children have learnt how to be polite towards others, the concepts learnt in this lesson can be reinforced through this activity.

---

- Objectives**
- To be able to display skills of politeness learnt in this lesson
  - To be able to recognise politeness in others
- 

**Discussion:  
The Caring  
Tree**

### **Discussion: The Caring Tree**

**Ask:** At the end of this lesson, ask the children to think about how they could be polite towards others during the next week. Ask the children to provide examples of how they display politeness.

**Explain:** When you (or a child) observe someone engaging in acts of politeness over the next week, a token will be placed on the Tree in the classroom, with their name and the polite behaviour observed.

**Do:** Look out for opportunities over the week to provide the children with tokens on the Tree. Also remind the children to come to you with nominations for acts of politeness they themselves have observed in others or in themselves. When you are providing the token, share the reasons with the whole class as a way of praising the child who performed the act and also to reinforce examples of polite behaviours.

---

**Activity:  
Drawing What  
We Have  
Learnt**

### **Activity: Drawing What We Have Learnt**

To wrap up the lesson, ask children to draw what they have learnt today and encourage them to draw about this content throughout the week; these drawings could also be placed on The Caring Tree. On the drawing, please write the child's name and "Politeness" as the theme.

---

## Additional Resources and Activities



### Additional Activities and Resources

---

**Rewarding Appropriate Behaviour (The Pledge):** Ask the children to stand, raise their hands and recite this pledge “I will be polite today and think good thoughts along the way”. Explain that the children who take the pledge and complete it will be provided with a token for The Caring Tree.

### You Tube Clips:

- Using Polite Words: (2mins, 53secs)  
<https://www.youtube.com/watch?v=o1WJnbJDTS0>
  - Being different is beautiful: (2mins, 16secs)  
<https://www.youtube.com/watch?v=KJ1ygFknjYo>
-

## Lesson 4: Empathic Sharing (E)

Early Years Coping Card: Sharing .....	52
Activity: Using Early Years Coping Card “Sharing” .....	52
Feelings Detective: Feelings Charades.....	53
Activity: Feelings Charades .....	53
Feelings Detective: The Benefits Of Sharing.....	55
Activity: Storybook, “The Rainbow Fish” .....	55
Role-Play/Puppet-Play: Different Ways We Can Share .....	56
Activity: Puppet Sharing Scenarios .....	56
Art/Craft: How Can We Share? .....	58
Discussion: How Can We Share?.....	58
Activity: Sharing Craft Activity .....	59
The Caring Tree: Lesson Close .....	61
Discussion: The Caring Tree .....	61
Activity: Drawing What We Have Learnt .....	61
Additional Resources and Activities.....	62



## Early Years Coping Card: Sharing

**Background** Children's ability to demonstrate prosocial behaviour, such as sharing, increases throughout preschool. This activity explores and expands on the children's current understanding of sharing.

- Objectives**
- To be able to describe the value of sharing
  - To be able to apply the concept of sharing to the "Sharing" Early Years Coping Card

**Activity: Using  
Early Years  
Coping Card  
"Sharing"**

### Activity: Using Early Years Coping Card "Sharing"

**Do:** Show the children the situation card "Sharing".

**Ask:**

- What is happening here?
- How would you feel if you were this child? (point to boy being shared with)
- What would you do if you were this child? (point to sharer)
- What are some ways they can share the ball?
- Can you think of a time you've had to share?
- How did you feel when you shared?
- Can you think of a time someone has shared something with you?
- How did you feel when someone shared with you?



**Activity:  
Optional Role-  
Play**

You may like to role-play this situation with the children and ask for volunteers to play along.



## Feelings Detective: Feelings Charades

---

**Background** This activity revises feelings and emotions learnt throughout the program. The activity focuses on identifying non-verbal cues such as facial expressions and body language in order to facilitate the children's ability to recognise another individual's emotions. Recognising other's feelings and emotions helps to promote empathic behaviours. Additionally the activity challenges children to think how sharing with others and being shared with makes them feel.

- 
- Objectives**
- To be able to name a range of feeling words
  - To be able to identify the characteristics of different feelings
  - To be able to identify feelings and emotions elicited by different sharing situations

---

**Activity:  
Feelings  
Charades**

### Activity: Feelings Charades

**Say:** Let's try to solve another case as Feelings Detectives. Let's pretend to put our "Feelings Detective" hats on.

**Ask:** Ask the children to try to guess what emotion you are feeling. Ask the children to pay attention to the expressions you make on your face as well as your body language.

#### Round 1:

**Do:** Act out emotions such as sad, happy, angry etc., and use facial expressions and body language to express the emotion/feeling.

- **Sad:** Slump shoulders; hang your head; turn corners of mouth down; make your eyebrows frown; make your body feel heavy; move slowly; sigh.
- **Happy:** Stand up straight; turn corners of mouth up; make your body feel light; walk with a "bounce"; laugh.
- **Angry:** Squint your eyes; clench your teeth; tighten your muscles; make your hands into fists.
- **Scared:** Close your eyes or look away; make your muscles tight; draw your arms and hands up close to your chest; shake a little; make a "whiney" sound.
- **Disgusted:** Wrinkle your nose; hold your stomach; tighten your lips; say "eww".

**Surprised:** Open your mouth and eyes wide; raise your eyebrows; freeze your body but move your head backwards; say "argh!".

---

**Activity:  
Feelings  
Charades  
(cont...)**

**Activity: Feelings Charades (continued)**

**Round 2:** After a few rounds of guessing, ask children to volunteer and show a feeling/emotion to be guessed by their peers.

**Option:** Provide face emotion images for children to pick out of a real "Feeling Detective" hat. Children are asked to pick up an image, look at the emotion in secret and then act out the emotion to be guessed by the other children.

**Round 3:** "How would you feel if..."

**Ask:** Ask individual children to act out an emotion in response to the statement "How would you feel if... [insert scenario-see examples below]". As in previous rounds, children are asked to guess the emotion being portrayed.

**Examples:**

How would you feel if....

- You were playing blocks and (insert name) asked if they could use the block as well?
  - You wanted to play ball with your friends but all your friends were busy playing with other things?
  - If (insert name) and (insert name) asked you if you wanted to play a game with them?
  - If you had to wait to use a toy because someone else is playing with it?
  - If you asked a friend if you could share their coloured pencils and they said yes?
-



## Feelings Detective: The Benefits Of Sharing

---

**Background** Learning to share is an important skill that allows children to engage in positive and cooperative social interactions, assisting them in making friends.

---

- Objectives**
- To be able to list the benefits of sharing
  - To be able to describe how sharing makes yourself and others feel
- 

**Activity:  
Storybook,  
"The Rainbow  
Fish"**

### **Activity: Storybook, "The Rainbow Fish"**

**Do:** Read the "The Rainbow Fish" by Marcus Pfister (or any other sharing related story book used in the curriculum) to the children.

**Say:** We are going to be Feeling Detectives again so lets put our pretend hats on!

**Ask:**

- Why did the other fish not like the rainbow fish at the beginning of the story?
- Why did the other fish like the rainbow fish more at the end of the story?

**Discuss:** Discuss with the children whether the rainbow fish was happier at the beginning or the end of the story.

**Explain:** Explain to the children the rainbow fish was much happier when the other fish were his friends. This happened because the rainbow fish decided to share his scales with the other fish.

**Discuss:** Discuss the importance of sharing with others (focus on fellow children).

**Ask:**

- How does it make you feel when you share with others?
- How does it make you feel when others share with you?

#### **Teacher/Facilitator Note:**

When asking the children how they felt when they shared with others and others shared with them, refer to the Art/Craft activity (if already implemented) in which they practiced their sharing skills.

---

## Role-Play/Puppet-Play: Different Ways We Can Share



---

**Background** Understanding how to share with others is an important social skill, which relates to cooperating positively with others, making friends and considering the feelings of others. Using puppets is a useful way to model and promote positive social and emotional skills in pre-schoolers.

---

- Objectives**
- To be able to identify appropriate ways of asking to share with others
  - To be able to identify appropriate ways of responding to others when sharing
- 

**Activity:  
Puppet  
Sharing  
Scenarios**

### **Activity: Puppet Sharing Scenarios**

**Materials:**

- Two puppets
- A stage for the puppet role-play
- A ball; Playing blocks

**Scenario A: Sharing**

*Puppet 1 is playing with red blocks.*

Puppet 2: "I see you're building with red blocks, would you like to use some of my red blocks?"

Puppet 1: "Thank you very much, I would love to use your red blocks."

*Puppet 2 passes more red blocks to puppet 1 and says: "I'm happy to share my blocks with you."*

**Scenario B: Waiting for a Turn**

*Puppet 1 is looking through a picture book.*

Puppet 2: "Can I have a turn to look at that book after you?"

***Option: Ask children how Puppet 1 can respond?***

Puppet 1: "Of course you can. I will give you the book when I have finished."

*Puppet 2 waits patiently while Puppet 1 looks at book.*

***Option: Ask children what Puppet 2 can do while he waits for the book?***

*Puppet 1 passes book to Puppet 2 and says: "I've finished, here you go. I*

---

hope you enjoy it.”

Puppet 2: “Thank you very much, (puppet name). Maybe next time we can look at a book together!”

**Scenario C: Playing Together**

*Puppet 1 is playing with a ball by himself.*

***Option: Explain to children Puppet 2 also wants to play with the ball. Ask children what Puppet 2 can do/say.***

Puppet 2: “Hey (puppet name), I’d like to play with the ball too, can we play a ball game together?”

Puppet 1: “Sure! Do you want to play catch?”

Puppet 2: “Yes please, I’d like that.”

*Puppet 1 and 2 play catch together.*

---



## Art/Craft: How Can We Share?

**Background** In addition to practicing important skills such as sharing and cooperating with others, giving children the opportunity to share with others helps to promote their perspective taking ability, which in turn enhances children's ability to empathise with others.

- Objectives**
- To be able to identify appropriate ways to share resources
  - For the children to apply their knowledge of sharing to an activity

**Discussion:  
How Can We  
Share?**

### Discussion: How Can We Share?

**Do:** Recite the following poem to the children:

(from <http://www.wittyprofiles.com/q/519729>)

I had a box of crayons,  
All shiny, straight and new.

I lent a friend one crayon,  
And – oops – it broke in two!

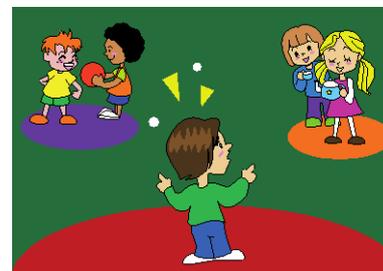
My friend said she was sorry,  
But I said "I don't care,  
'cause now we both can colour,  
with one crayon – we can share!"

**Say:** We will soon be doing an art activity using glue-sticks, pencils, pom poms etc. However, there may not be enough of everything for everyone to use at the same time. Everyone will have to practice sharing.

**Ask:** How do we share?

#### Teacher/Facilitator Note:

Display situation card: "Choosing a group to play with" or "Sharing" in order to help facilitate discussion around how to share.



**Discussion:  
How Can We  
Share? (cont...)**

---

**Discussion: How Can We Share? (continued)**

**Say** (refer to above card when appropriate):

When sharing we need to practice:

- Turn taking
- Waiting patiently
- Asking politely
- Responding politely

Appropriate ways of asking to share are:

- “Billy, please can I use the glue-stick/red pencil?”

Appropriate ways to respond are:

- “Molly, I’m using the glue-stick right now, you can use it after I’m finished.”

---

**Optional  
Activity**

**Do:** Choose a volunteer to role-play with you appropriate ways of asking to share and appropriate ways of responding. Consider role playing:

- Asking for a glue stick
- Using a coloured pencil a friend has asked to use

---

**Activity:  
Sharing Craft  
Activity**

**Activity: Sharing Craft Activity**

**Option 1**

**Materials:**

- A paper plate for each child
- Decorative craft materials such as feathers, pom poms, yarn, coloured pencils for the children to share
- A limited number of glue-sticks

**Do:** Place craft materials on tables to be shared amongst the children. Direct the children to decorate their plates using the materials provided. Encourage the children to use their “sharing skills”.

**Teacher/Facilitator Note:**

In order to encourage sharing, ensure you provide a limited amount of particular items (e.g., glue-sticks) in order to create a situation where the children will need to wait to use the item and will need to ask to use particular items. Place materials closer to one child and other materials closer to others.

**Activity:  
Sharing Craft  
Activity  
(cont...)**

**Activity: Sharing Craft Activity (continued)**

**Option 2**

**Materials:**

- A paper plate for each child
- Crayons/pencils/coloured pens
- Craft materials
- Hand mirrors
- Glue-sticks/sticky tape
- Icy poly sticks

**Do:** Ask the children to use the mirrors to look at their face while making a happy face. Ask them to draw themselves on one side of the plate making a happy face. On the opposite side of the plate ask the children to draw themselves making a sad face. Encourage the children to look into the mirror to help them draw their faces. After drawing their happy/sad face, children can glue or sticky tape an icy pole stick to the plate in order to make a mask. Encourage children to use their “sharing skills” during the activity.

**Activity:  
Optional Role-  
Play**

**Do:** Use the happy/sad masks during time on the mat. Ask the children whether they feel happy or sad in response to a statement.

**Suggested Responses:**

- You forgot to bring your coloured pencils but your friend offers you half of their pencils. How does that make you feel? Happy or sad?
- You’ve lost your favourite toy. How would that make you feel? Happy or sad?
- Two other children ask you if you would like to play with them outside. How would that make you feel? Happy or sad?

## The Caring Tree: Lesson Close



---

**Background** Now the children have learnt about sharing, this final activity is designed to run for the course of the next week and to reinforce all of the concepts learnt in Lesson 4: Empathic Sharing.

- 
- Objectives**
- To be able to display the sharing skills learnt in this lesson
  - To be able to recognise when others are sharing

---

**Discussion:  
The Caring  
Tree**

### Discussion: The Caring Tree

**Ask:** At the end of this lesson, ask the children to think about how they could share with each other over the next week. Ask for examples from the children on how they plan on sharing over the next week.

**Explain:** When you (or a child) observe someone sharing over the next week, a token will be placed on the Tree in the classroom, with their name and the empathy skills and sharing behaviours observed.

**Do:** Look out for opportunities over the week to provide the children with tokens on the Tree. Also remind the children to come to you with nominations for sharing they themselves have observed in others or in themselves. When you are providing the token, share the reasons with the whole class as a way of praising the child who performed the act and also to reinforce examples of empathy and sharing.

---

**Activity:  
Drawing What  
We Have  
Learnt**

### Activity: Drawing What We Have Learnt

To wrap up the lesson, ask children to draw what they have learnt today and encourage them to draw about this content throughout the week; these drawings could also be placed on The Caring Tree. On the drawing, please write the child's name and "Empathic Sharing" as the theme.

---



## Additional Resources and Activities

---

### Additional Resources and Activities

#### You Tube Clips:

- Jack Johnson “Sharing Song” (3mins, 58secs);  
<https://www.youtube.com/watch?v=bfSpsnLyo18>
- ‘Baa Baa Black Sheep’ nursery rhyme (adapted version about giving, sharing, caring, helping and loving; 2mins, 38secs):  
<https://www.youtube.com/watch?v=1dttq5p0xUM>

#### Song (Sung to If You’re Happy and You Know It):

If you’re happy and you know it, have a laugh “ha ha”  
If you’re happy and you know it, have a laugh “ha ha”  
If you’re happy and you know, your face will surely show it  
If you’re happy and you know it, have a laugh “ha ha”

#### Additional versus:

If you’re scared and you know it, cover your eyes  
If you’re angry and you know it, stomp your feet  
If you’re sad and you know it, have a cry “boo hoo”  
If you’re surprised and you know it, have a gasp “oh”

---

## Lesson 5: Review (R)

### Note to Teachers/Facilitators:

There are four activities for this lesson which provide a review of each of the four topics: Caring for Others (C); Open Communication (O); Politeness (P) and Empathic Sharing (E).

In order to provide a comprehensive review of the content, it is important all topics are reviewed in this lesson. You are welcome to use the activities provided here or you are can use activities from the previous lessons.

Art/Craft: Caring for Others (C) Review .....	64
Activity: Future Caring Ideas .....	64
Singing/Dancing/Movement: Open Communication (O) Review.....	65
Activity: Non-Verbal Communication .....	65
Role-Play/Puppet-Play: Politeness (P) Review.....	66
Activity: Communicating in a Polite Way.....	66
Feelings Detective: Empathic Sharing (E) Review.....	67
Activity: Caring and Sharing .....	67



## Art/Craft: Caring for Others (C) Review

---

**Background** In Lesson 1: Caring for Others, we learnt how we can care for others while also caring for ourselves.

---

**Objectives**

- To be able to identify and draw/create a collage of caring behaviours

---

**Activity:  
Future Caring  
Ideas**

### Activity: Future Caring Ideas

**Say:** We have learnt about many ways we can care for others. We are now going to draw some pictures as reminders of caring acts we can do for others.

**Ask:** How can we care for others?

#### Suggested Responses:

You may want to share some examples to assist children who may be having difficulties thinking of caring behaviours; and then ask them to draw that example.

#### Do:

- Have the children each draw a picture of the examples provided. They could also create a collage by cutting and/or pasting images you provide from magazines etc.
  - As children are drawing, you may like to write their example at the bottom of their page.
  - You could collate the drawings into their own book called “Future Caring Ideas”.
-

## Singing/Dancing/Movement: Open Communication (O) Review



---

**Background** In Lesson 2: Open Communication, we explored (1) active listening or what it means to really listen to someone, (2) how to respond in a supportive way when someone tells you something that requires an empathetic response, and (3) some strategies for communicating clearly both verbally and non-verbally.

---

**Objectives**

- To be able to identify and display various non-verbal communication messages

---

**Activity: Non-Verbal  
Communication**

### Activity: Non-Verbal Communication

**Say:** Remember we learnt how body language and gestures are an important part of conversation.

**Do:** Have the children stand up. Perform the following gestures, have the children repeat them after you and then children guess what they mean. Encourage the children to exaggerate what you ask them to do and to have fun with it.

- Nod your head up and down (for yes)
- Shake your head from side to side (for no)
- Lift shoulders and hands (for I don't know)
- Place your thumb and forefinger together to form an "O" (for okay)
- Reach your hand out to someone who has fallen (for being helpful)
- Run your hand across your forehead and fan your head (for feeling hot)
- Do a thumbs up (for great job)

**Ask:** For volunteers to communicate something with their body/face and have the rest of the class repeat it and try to guess what they were trying to communicate.

---

## Role-Play/Puppet-Play: Politeness (P) Review



---

**Background** In Lesson 3: Politeness, we learnt about the difference between being polite and impolite, doing kind acts for others, saying thank you to others and learning everyone is different.

---

**Objectives**

- To be able to identify and display various acts of politeness

---

**Activity:**  
**Communicat'n**  
**in a Polite Way**

### **Activity: Communicating in a Polite Way**

**Say:** Remember the words we use when we are being polite. What are they?

**Explain:** Children to pair up with a buddy and to come up with ways of asking the teacher/facilitator permission to leave the classroom using polite words such as “excuse me”, “sorry to interrupt”, “may I”, “please”.

**Ask:** For each pair to provide an example of asking the teacher/facilitator to leave the classroom.

---



## Feelings Detective: Empathic Sharing (E) Review

---

**Background** In Lesson 4: Empathic Sharing, we revised feelings and discussed and practised sharing.

- 
- Objectives**
- To be able to describe the value of sharing
  - To be able to apply the newly learnt sharing skills to a sharing situation

---

**Activity: Caring and Sharing**

### Activity: Caring and Sharing

**Materials:** Some sort of treat for the children with which they can practice their sharing skills (e.g., stickers, pencils, art/craft materials).

**Discuss:** Remind students about the value and benefits of sharing with others. Ask children to be Feelings Detective once more and to recall instances when they have shared or someone else has shared with them in the past few days and how they felt.

**Say:** There is a special treat for everyone but it's important everyone shares the treat [show the treat].

**Ask:** As Feelings Detectives, how can we best share the treat so everyone is happy?

#### Suggested Responses:

- Remind children of all the skills they have learnt regarding caring for others, communicating openly, being polite/respectful and sharing and being empathic towards others.
- You may want to share some examples to assist children who may be having difficulties thinking of appropriate solutions (e.g., taking turns to enjoy the treat; divide it evenly).

**Do:** Children have the opportunity to enjoy the treat and celebrate everything they have learnt.

---

## Program Background References

- Boon, H. J., Cottrell, A., King, D., Stevenson, R. B., & Millar, J. (2012).  
Bronfenbrenner's bioecological theory for modelling community resilience to  
natural disasters. *Natural Hazards*, *60*(2), 381-408.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by  
nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1994). Ecological models of human development. *International  
Encyclopedia of Education*, Vol 3, 2nd. Ed. Oxford: Elsevier.
- Caselman, T. (2007). *Teaching Children Empathy, the Social Emotion: Lessons,  
Activities and Reproducible Worksheets (K-6) That Teach How to "Step Into  
Other's Shoes"*. South Carolina: YouthLight Incorporated.
- Christy, C. T. (2013). Vygotsky, Cognitive Development and Language: New  
perspectives on the nature of grammaticalization. *Historiographia Linguistica*,  
*40*(1), 199-227.
- Faulkner, D., Littleton, K., & Woodhead, M. (2013). *Learning Relationships in the  
Classroom*. Abingdon: Taylor & Francis.
- Flavell, J. H., Miller, P. H., & Miller, S. A. (2002). *Cognitive development* (4th ed.).  
Upper Saddle River, NJ: Prentice-Hall.
- Frydenberg, E. (2015). *Families Coping: Effective Strategies for you and your  
child*. Melbourne: ACER.
- Frydenberg, E., & Deans, J. (2011). *The Early Years Coping Cards*. Melbourne:  
Australian Council for Educational Research.
- Frydenberg, E., Deans, J., & O'Brien, K. (2012). *Developing everyday coping skills in  
the early years: Proactive strategies for supporting social and emotional  
development*. London: Continuum Inc. Press.
- Mayer, J.D., Roberts, R.D., & Barsade, S. G. (2008). Human abilities: Emotional  
intelligence. *Annual Review of Psychology*, *59*, 507-536.
- Mayer, J.D., & Salovey, P., (1993). The intelligence of emotional intelligence.  
*Intelligence*, *17*, 433-442.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International  
Universities Press. (First French ed., 1936.)

- Sanders, M. R. (2004). *Every parent: A positive approach to children's behaviour*. Australia: Penguin Books.
- Sanders, M. R., Markie-Dadds, C., & Turner, K. M. T. (2005). *Every parent's supplementary workbook: Module 3 – Partner support. Triple P Positive Parenting Program*. Australia, Brisbane: Australian Academic Press.
- Sarah Mae Sincero (Mar 14, 2012). *Ecological Systems Theory*. Retrieved Mar 08, 2015 from <https://explorable.com/ecological-systems-theory>.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9*, 185-211.
- Tudge, J. R. H., Mokrova, I., Hatfield, B. E. and Karnik, R. B. (2009), Uses and Misuses of Bronfenbrenner's Bioecological Theory of Human Development. *Journal of Family Theory & Review, 1*, 198–210.
- Vozzola, E. C. (2014). *Moral Development. [electronic resource]:Theory and Applications*. Hoboken: Taylor and Francis.
- Vygotsky, L. (1962). *Thought and Language*. Cambridge, MA: MIT Press.

## Program Activities References

- Caselman, T. (2007). *Teaching Children Empathy, the Social Emotion: Lessons, Activities and Reproducible Worksheets (K-6) That Teach How to “Step Into Other’s Shoes”*. YouthLight Incorporated: South Carolina.
- Edwards, C. P. (1986). *Promoting Social and Moral Development in Young Children*. New York: Teachers College Press.
- Eisenberg, N., & Lennon, R. (1980). Altruism and the Assessment of Empathy in the Preschool Years. *Child Development, 51*, 552-557.
- Frydenberg, E. (2015). *Families Coping: Effective Strategies for you and your child*. Melbourne: ACER.
- Rice, J, A. (2013). *The Kindness Curriculum: Stop Bullying Before It Starts*. New York: Redleaf Press.
- Salmon, S. (2003). Teaching empathy: The PEACE curriculum. *Reclaiming Children and Youth, 12*(3), 167-174.
- Shapiro, L. E. (2004). *101 ways to teach children social skills: A ready-to-use reproducible activity book*. Farmingville. NY: The Bureau for At-Risk Youth.
- Spivak, A.L., & Howes, C. (2011). Social and relational factors in early education and prosocial actions of children of diverse ethnocultural communities. *Merrill-Palmer Quarterly, 57*, 1-24.
- Tominey, S. & McClelland, M. (2011). Red Light, Purple Light: Findings From a Randomized Trial Using Circle Time Games to Improve Behavioral Self-Regulation in Preschool. *Early Education & Development 22*(3), 489-519.
- White, S. W. (2011). *Social Skills Training for Children with Asperger Syndrome and High-Functioning Autism*. Guilford Press.
- Wilt, J. (1978). *Saying what you mean: A children’s book about communication*. Waco, TX: Word.

# Appendix 1: Colour in Feeling Words

(Adapted from Caselman, 2007)

**COLOURING IN SHAPES OF FEELING WORDS**

MY NAME: \_\_\_\_\_

SHY

HAPPY

ANGRY

LOVE

SAD

SCARED

EXCITED

## Appendix 2: Feeling Faces



## Appendix 3: Mindfulness and Relaxation

(Adapted from Frydenberg, 2015)

### **Mindfulness of Senses** (e.g., savouring food)

Take a piece of sultana, a jellybean, a grape or a small piece of chocolate. Notice the texture, the smell of it and then slowly explore it as you put it in your mouth. Savour the taste, texture and enjoyment before finally swallowing it.

### **Mindfulness of Body** (e.g., breathing, listening to sounds)

This exercise is best done with eyes closed in a setting that is pleasant and distraction free. It is also helpful to sit comfortably on the ground with legs crossed. The outdoors provides an opportunity to listen and hear a wide range of sounds. In this activity you are encouraged to be conscious of your breathing, to make it comfortable, not too long and not too short. Following a focus on breathing, you are then encouraged to listen for sounds and smells in the environment. Following the activity, you are encouraged to have a conversation or reflect on the experience. How easy or difficult was it to focus on breathing alone, sounds and smells and how enjoyable was the experience?

Adults can guide children through a similar or adapted activity. That is, mindfulness activities have been written for adults but children can be readily led through an adapted activity.

### **Mindfulness of Self** (e.g., identifying emotions in the body)

In this exercise you are encouraged to identify emotions, such as happy, sad, excited, anxious, angry, calm and so on and where are each of these emotions being experienced. You are encouraged just to observe the emotion, identify its location and accept it without judgment. However, if you or your child frequently experiences a particular emotion, especially if it is troublesome, then there can be a focus on that emotion.

**Relaxation** (Time: 15 – 30 minutes)

This is a frequently used exercise to encourage relaxation. As with the *mindfulness of body* activity, you are encouraged to be seated in a comfortable position, on the floor with legs uncrossed or on a chair with legs uncrossed and arms relaxed and hanging comfortably, open palms and relaxed fingers.

*You can start the relaxation exercise from the toes upwards or from the head downwards. If you are starting at the lower extremity, you will first focus on your toes and feel the sensation in them, notice the feeling and relax the toes. You then follow through by relaxing the sole of your feet, the ankles, the calves, the knees and the thighs. You can first do this with the right foot and right leg and then the left foot and the left leg. Breathe all the time gently in and out. You can then follow up with your upper body, noticing each inner organ, one at a time, for example the stomach, the chest, the rib cage, lungs and so on. In a similar fashion, you can move from the extremities of the right finger and hand through to the right shoulder and then do likewise with the left hand, left arm to the left shoulder. The neck and upper part of the shoulder and head are often sources of stress and discomfort. You are encouraged to focus carefully on the lower part of the neck moving upwards through the various elements of the face such as chin, mouth, cheeks, nose, eyes and forehead. This exercise can take from 15 to 30 minutes and is practiced by some people on a regular basis.*

As noted earlier, all mindfulness activities can be adapted and can be adjusted to be age-appropriate for children.

## Appendix 4: Paper Hearts

