Objectives

The student will be able to:
• Demonstrate physical signals of anger.
• Perform role-plays using a basic problem-solving model.

Character Education Traits

This lesson promotes the following character traits:
• Fairness
• Self-discipline
• Respect

Activities

1. Problem Solving ................................................................. 5 min.
2. Searching for a Peaceable Place ........................................... 5 min.
3. Learning to Share ............................................................. 15 min.
4. Peacemakers Practice Sharing ............................................. 5 min.

Materials

• Tuggles puppet (in your kit)
• Suzy, the paper bag puppet
• Workbook pages 2 and 3
• Stop sign
• Sharing poster (in your kit)
• Scissors
• Glue
• Yarn (one 12" piece for each student)

Home Workout

See curriculum page 30.

Rationale

Research shows that the most important concept young children can learn about relationships is that they are capable of solving interpersonal problems peacefully by working together. That is the basic concept this lesson, as well as the curriculum as a whole, is designed to convey.

 yanlış before you start...

Make one copy of the Home Workout, curriculum page 30, for each student.
1 Problem Solving

Who can remember what peacemakers do when they feel angry?

Display the stop sign. Stop!

Since we want to be peacemakers, we're going to stop whenever we feel angry, too. Then we can handle our anger in helpful, not hurtful ways.

Display the Tuggles puppet.
Tuggles, how can you tell when you are getting angry?

My fuzzy fur starts to tingle. If I get very, very angry, my fur feels like it's on fire!

Boys and girls, how can you tell if you're getting angry?

Select some children to review the physical signals, such as clenched teeth or fists, fast breathing and heartbeat, etc.

Does anybody know why we need to stop when we're getting mad? So we don't hurt anyone. We need to stop so we can think about what to do. Peacemakers want to do things that are helpful, not hurtful.

Put Tuggles in his “seat.”

We're going to learn a song now that we will use to help us think about how to solve problems without fighting. This is another song for peacemakers. It is called “The Problem-Solving Song.”

A copy of the song is included on page 2 of the student workbooks. Sing “The Problem-Solving Song” and demonstrate the motions. The song is included below and is sung to the tune of “Heads and Shoulders, Knees and Toes.”

What's the problem?
Stand with arms raised, palms up as if asking a question.

Do you know? Do you know?
Point to one child and then to another.

What's the problem?
Stand with arms raised, palms up as if asking a question.

Do you know? Do you know?
Point to one child and then another.

Think, think, think
Turn head to one side and assume a “thinker” pose.

Of different things to do!
Tap your forefinger on your temple.

Now choose the one that’s best for you!
Clap and then raise arms in a “yes” gesture!
Repeat the song until the children know it. Use it whenever conflicts and other problems arise in your classroom to remind children of the steps in problem solving: (1) What’s the problem? (2) Think of different things to do. (3) Pick what you think is best.

This song will help us remember how we can solve conflicts without fighting.

2 Searching for a Peaceable Place

Seat the children on the floor.

I’m going to tell you a story now. Listen carefully, because this story is about some kindergarten children who may need your help!

Once upon a time, there were two kindergarten children named Whitney and Ben. Their class was full of troublemakers. They were not happy there, so they set out on a long journey to find a peaceable place.

We know someone else who has been looking for a peaceable place. Who is that? Tuggles!

That’s right. Ben and Whitney wanted the same thing Tuggles wants: a peaceable place.

They traveled a long way on winding roads, until they came to a beautiful, flower-filled meadow in the countryside. Whitney said, “This must be it! This looks like a peaceable place!”

Then they saw something that wasn’t peaceable at all! They saw two birds fighting over a piece of yarn!

One bird tugged this way. The other bird tugged that way. Lean to the left. Lean to the right. They were squawking at each other and making a terrible racket. “Squawk! He took my yarn! I need that yarn for my nest!” said the first
bird. “She took my yarn! Squawk! I need it for my nest,” said the other bird. Whitney and Ben shook their heads in disappointment.

chant: *Shake your head as you say this.*
This was not a Peace-Able Place at all!

Boys and girls, I think they need help! These birds are getting angry. Can you tell them what to do?

chant: *Display the stop sign. Stop!*
That’s right! They need to stop so they can think about how to solve their problem peacefully.

We have learned a song that will help these birds.

chant: *What’s the problem? Do you know? Do you know? What’s the problem? Do you know? Do you know?*
Can you say what the problem is? *There are two birds, and there is only one piece of yarn! The problem is that both birds want the same yarn!*
Whitney said, “This tugging back and forth on the yarn isn’t working. Why don’t you put the yarn down for a minute and think about what to do?”

chant: *Think, think, think of different things to do!* 
Boys and girls, can you think of some different things these birds can do to solve their problem? *They could share the piece of yarn! Or they could find another piece of yarn so that each of them would have one.*

chant: *Now choose the one that’s best for you!*

Which solution do you think is best? 
*Call on several children to name the solution they would choose in a situation like this. Ask them how they would feel if they were one of the birds, and what they would want the other bird to do.*

The birds settled their problem peacefully by agreeing to share the piece of yarn. They picked the solution that was best for both of them. Do you think their solution was fair? *Yes, because they both got to have some yarn.*

Whitney and Ben just learned one important thing from watching the birds. What did they learn? *To share.*

They learned that sharing is one way to solve a problem peacefully!
3 Learning to Share

Turn in your workbooks to page 3. Show the children how to use a pencil to poke holes in the perforated dots on workbook page 3. Give each child a 12” piece of yarn, and show the children how to thread it through the holes so they can pull it back and forth to simulate the way the birds fought over the piece of yarn.

This is what Ben and Whitney saw—two birds fighting over a piece of yarn!

Let’s trace the word “sharing” and color in the picture. Later, we’ll help the birds share. Allow time for the students to trace and color.

Now, we will cut the yarn in half with our scissors. Glue one half beside the bird at the top of the page and the other half beside the bird at the bottom of the page. Like Whitney and Ben and the two birds in the story, we’re learning to be peacemakers! Peacemakers can stop when they get angry. They can calm down and think about how to solve their problems. And peacemakers can share!

Let’s put this picture of the two birds sharing the yarn up in our classroom. It can help us to remember that one way to solve a problem is to share. Hang the Sharing Poster in your classroom.

4 Peacemakers Practice Sharing

Let’s have Tuggles and Suzy practice sharing. Tuggles has one slice of honey cake. It is snack time, and Tuggles is eating his honey cake. Suzy is sitting next to Tuggles. Suzy forgot to bring a snack to school today. How do you think Suzy feels? Sad and hungry. What do you think Tuggles should do? Share his cake. What should you do when you want someone to share? Ask them. How should you ask? Tuggles, would you please share your cake with me?

Display the Tuggles puppet. Who would like to be Tuggles? Select a child to put on the Tuggles puppet.

Who would like to be Suzy? Select a child to put on the Suzy puppet.

Have Suzy ask Tuggles to share his cake.

Tuggles, what should you do? Share.

Suzy, what do you say when someone shares with you? Thank you.
Boys and girls, what are some times when we want to remember to share? 🧑‍🤝‍🧑 When we are playing with toys, when we have snacks, etc.

Tuggles likes to share his favorite things—honey, hugs and books about bears. Boys and girls, what kinds of things do you like to share? 🧑‍🤝‍🧑 Toys, dolls, trucks, snacks, books, etc.

I like to share my feelings. I am going to share a feeling with you right now. I feel happy when I see you sharing with other children. Sharing is one of the things that peacemakers do!

👩‍❤️‍👨 Distribute one copy of the Home Workout, curriculum page 30, for each student to take home to share with a parent.

**Teacher Tip:** Recognition and rewards are keys to promoting character and prosocial behavior. Praise your students and/or give them stamps, stickers or other small rewards when you see them using the behaviors you are teaching.

One fun way to provide rewards for prosocial behavior is to have Tuggles recognize students who stop and think before acting, share or take turns. Secretly select a “sharing spy” who will watch for positive examples and report them to you. Then, have Tuggles share these examples with the
Looking for More?

Supplemental Activities & Resources

Recommended Reading


*Harriet’s Halloween Candy*, by Nancy Carlson. Lerner Publishing Group, 1994. Harriet learns the hard way that sharing makes her feel better.


Suggested Video

*We Can Work It Out! Conflict Resolution*. This 11-minute video teaches the youngest children strategies for resolving conflicts. Sunburst Communications, (800) 431-1934.

Language Arts Extender

*Caring, Sharing and Getting Along: 50 Perfect Poems for Promoting Good Behavior in the Classroom*, by Betsy Franco, Scholastic, 2000. Read and discuss a poem with your students. Have the children illustrate it. Display the illustrations.

Math Extender

*A Cake All For Me*, by Karen Magnuson Beil. Holiday House, 1998. This rhyming book gives directions for baking and sharing a cake. It reinforces counting, measuring and the joy of sharing. Read this story together and then make the cake, counting and measuring as you go. Then the best part—share the cake together!
We are learning to solve problems peacefully by working together. One way to do this is to share. Today we heard a story about Ben and Whitney. They set out on a journey to find a peaceable place. Along the way they saw two birds fighting over a piece of yarn. The children helped them to share.

Learning to share can help a home become a peaceable place also. Sit together as a family and have each member of your family list some ways they can share with each other.

Names of Family Members: How they can share:

PLACE YOUR LIST ON THE REFRIGERATOR OR IN SOME OTHER PROMINENT PLACE AS A REMINDER.