



## Making the Most Out of the Video Vignettes

---

### Apatosaurus Unit: Making New Friends And Learning School Rules

#### Teacher/Therapist

*Now that we've talked about Dinosaur School, let's look at Wally on the television telling us what it is like.*

#### Video Narration

**Therapist:** Welcome to Dinosaur School. I want you to meet my friend Wally Problem Solver

**Wally:** Hi! I'm Wally Problem Solver and I'm glad to meet you.

**Therapist:** Would you like to explain to the kids what Dina Dinosaur's School is all about?

**Wally:** Sure. We're going to be doing all kinds of fun things together—like playing games, talking and making friends, and learning how to be good problem-solving detectives. Well, Dina Dinosaur's School is really “brilliant.” I learned a lot in this school and have met so many great kids. One of the great things about this school is you can earn chips—not potato chips! These are Dinosaur chips you earn for being friendly and helping out and for good thinking and listening. Isn't that cool! Well, the best part is you can trade these chips in for prizes—all sorts of fun stuff, oh boy, oh boy! And you know what else? Sometimes I'll let you look in my magic magnifying glass so you can see what other kids are doing! Well, why don't I just show you some kids in Dinosaur School? They've just earned chips for doing well in our school and they're counting and trading in for stickers. Look right here in my magic glass.

#### Vignette 1 (T) Earning Dinosaur Chips



**The Scene:** Children in school counting the Dinosaur chips and collecting smelly Dinosaur stickers and recording them on their Dinosaur cards. They get one smelly sticker for every four chips. Two smelly stickers earn one prize.



#### Discussion Questions

1. Did anyone hear how many chips these kids have to earn to get a sticker?
2. How many stickers do they need to get a prize?

### Video Narration

- Wally:** Wow, did you see how many chips and stickers those boys earned? Incredible, huh? Did you see they turned those stickers in for prizes?
- Therapist:** Well, one of the things we want these kids to do is to try to get their parents to set up sticker systems at home.
- Wally:** Really? For what?
- Therapist:** Well, I think you can think of some things they might like to earn stickers for.
- Wally:** Yeah, like for eating ice cream all day. (chuckles)
- Therapist:** No, Wally, you know what I mean.
- Wally:** I think I do. I think he'd really like it if I sat still at the table or stayed in my bed at night and helped clean up my room. How are those?
- Therapist:** I think those are great things. I bet your dad would really like it.
- Wally:** Well, why don't we look again in my magnifying glass at a boy who set up a program with his mother where he earned prizes from a surprise grab bag?



### Vignette 2 (T) Grab Bag

**The Scene:** Mother and son talk about how the boy can earn a prize from the grab bag for sharing. The mother says every time she sees him sharing his toys with his friends, she will give him a star. When he gets 5 stars he gets to choose something out of the bag. He looks into the bag to see what is there, and she reviews how many times he has to share in order to earn a prize.



### Discussion Questions

1. What does this boy have to do to earn a prize?
2. What kinds of prizes would you like to earn?

### Video Narration

- Wally:** Wow! Doesn't that look like fun? Now let's look at one more of a boy who gets stickers for getting dressed fast in the morning. This boy is really great—faster than Superman!



### Vignette 3 (T) Getting Dressed in the Morning

**The Scene:** A mother talks with her son, Ryan, about all the great things he does. She says there is one thing he still needs to work on and that is to get dressed faster in the morning. She says neither of them like it when she has to yell at him, and he agrees. Mother goes on to remind him of when he used a star chart for going potty and then she suggests a new chart with stickers. Mother explains she is setting the timer and that if he is all dressed before the timer goes off, he will get to put a sticker on his chart. After setting the timer, Ryan dresses quickly to “beat the clock” and then picks out the stickers he wants for his chart.



## Discussion Questions

1. What does the boy have to do to earn a sticker?
2. What do you suppose he's saying to himself when he's dressing? (e.g., "I can do it.") (Voice inner voice of positive models on tape)
3. How fast can you get dressed in the mornings?
4. What kinds of things could you do at home to earn a sticker? Do you have any chores?

### Video Narration

- Wally:** Brilliant! That looks like fun! I think I'll get my mom to give me stickers for putting the garbage out, setting the table, making my bed, going to bed on time, tying my shoes, getting ready for school...then I'll earn...(mutters to self)
- Therapist:** Hey, wait a minute, wait a minute. Wally, you can't earn stickers for everything!
- Wally:** Why not?
- Therapist:** You just earn stickers that are especially hard to learn.
- Wally:** Oh, I see...hmm ...I guess I could just pick two or three things to earn stickers for. Well, why don't we pause the tape and write down three things you kids could do to earn stickers at home.

### Pause Tape

### Teacher/Therapist

- Wally:** Now that you've got lots of ideas of things you can earn stickers for at home, let's talk about how you can earn these Dinosaur chips here in class. What kinds of behaviors do you think will earn chips?

*Encourage children to generate ideas.*

*Review what child behaviors will get chips and how these will be given out. Have a chart labeled "Dinosaur Chips."*

### Examples of behaviors:

- Hands up to ask questions
- Keeping hands to self
- Listening quietly
- Waiting turn to speak
- Bringing in homework each week
- Regular weekly attendance

- Wally:** When you get 4 chips, you get one "scratch and sniff" sticker and when you get two stickers, you get to pick a prize from the treasure box. All of you have already earned enough chips for at least one sticker, and I think you are going to earn a prize today for good sitting, listening and sharing.

## Teacher/Therapist

*For young children show the chips and lay them out as follows with the stickers: 4 chips = 1 sticker and 2 stickers = 1 prize.*

**Wally:** So how many chips do we each need to get to earn a prize?

*Review Group Dinosaur Rules*

**Therapist:** Wally, we have some rules in this class, don't we? Would you explain to these children what the rules are?

**Wally:** Sure thing! Do you know what? We call these "dinosaur rules" because they are permanent and last forever. I'll bet these children already know the rules! Do you? Well, you tell me what you think they are!

## Teacher/Therapist

*Brainstorm with the students what they believe are the classroom rules.*

The children are asked to come up with the Dinosaur Rules for the classes. These are put on a large poster board that is posted on the bulletin board. New rules may be added during future sessions if new issues arise. All the children's suggestions should be incorporated but framed on the list in a positive manner.

### Examples:

- Take turns talking
- No hitting (keep hands to self)
- Raise hand to ask question
- Use quiet inside voice
- Follow teacher's directions
- Listen to the person who is talking with no interruptions
- Use polite talk
- Everyone has valuable things to tell but no one has to talk unless he wants to

**Note: For young children (3-4 years), do not use the open-ended question approach. Rather, present the cue card for 1 or 2 rules and ask them to show you the rule (e.g., sitting with hands to self, eyes on teacher, etc.).**

## Teacher/Therapist

*Wally Introduces New Topic*

**Wally:** There are some Dinosaur Rules that are permanent and last forever. For example, we have a "no hitting" rule in this class. Today we are going to talk about what happens if someone makes a mistake and accidentally breaks the "no hitting rule." First, let's watch a video of someone famous (Dina) talking about what happens when a rule is broken. Ready, set, action!

### Video Narration Prior to Vignette 4

**Teacher:** Well, now I have to talk about something really serious. In this school we have some rules. We call them Dinosaur Rules. These are rules which are very old and rules which will last forever. I think we should get Dina Dinosaur to come out and tell us about them. Let's look and see where she is. Dina? Dina, come out! (Dina resists coming out, and teacher coaxes her.)

**Teacher:** Come out, it's ten in the morning. It's time to wake up! Come out and say "hello" to the boys and girls.

**Dina:** Hello. (said gruffly and head put back immediately)

**Teacher:** Say “hello” properly.

**Dina:** Hello properly!

**Teacher:** (laughs) Oh Dina, you are a silly sausage! I mean silly Dinosaur!  
(She comes out and says “hello” slowly.)

**Teacher:** Dina, would you like to tell the boys and girls about the rules for this classroom?

**Dina:** (shakes head “no”)

**Teacher:** No? Why not?

**Dina:** Because I think these kids know the rules. They are things like no hitting or no hurting anyone, using a quiet inside voice in the class, taking turns talking, raising your hand in the air to ask a question, and not using your wings in class—tee hee hee—and doing what your parent or your teacher asks you to.

**Teacher:** But, Dina, why do we have all those rules?

**Dina:** Why do we have all those rules? What do you think would happen if there were no rules?

**Teacher:** It would be great! I’d eat chocolate all day!

**Dina:** Eat chocolate all day! If there were no rules, everything would be a big mess, and I would feel very worried. You know, it would be like having no traffic lights and everyone driving whatever way they wanted. What a disaster! You know, rules help you feel safe.

**Teacher:** I guess you’re right. That’s true. Rules do help us keep safe, and not make mistakes, and know what to do, don’t they?

**Dina:** Yeah.

**Teacher:** But sometimes we make mistakes and might break a rule. Then what happens?

**Dina:** You, make a mistake?

**Teacher:** Yeah, sometimes I make mistakes.

**Dina:** Oh. Oh, I think we should look in Wally’s magic magnifying glass. Let’s see what happens when a girl hits her brother for taking one of her blocks. She broke an important Dinosaur Rule. Look right this way.



**Vignette 4 (S) (or S-4 or S-5)**  
**Rules and Consequences for Hitting**

**The Scene:** A boy grabs a toy from his sister, and she responds by hitting him. The mother angrily puts the girl on the Time-Out chair in a corner. She sits there banging her feet on the wall.

**Pause Tape**



### Discussion Questions

1. What do you suppose that girl is feeling?
2. What is she telling herself while she sits in that chair? (Prompt self-talk, such as “I need to stay still and be quiet,” “I can be quiet.”)

**The Scene cont’d:** One time she tries to get up and her mother puts her back, warning her that if she gets up again she will have to go to Time-Out in her room.

### Pause Tape



### Discussion Questions

1. What might the mother be feeling or thinking?
2. How can the girl tell herself to be quiet and to stay in the chair? (Take deep breaths)
3. What does she have to do to get out of Time-out?
4. What do you tell yourself when you are in Time-out?
5. How do you try to be quiet and stay on the chair?

**The Scene cont’d:** Finally she remains seated quietly on the chair, and her mother lets her get up.

**Note: Vignette 4 can be shown to school-age children (ages 6-8 years). See Supplemental Vignette S5 for an alternative to this vignette regarding Time-Out.**

### Video Narration

**Wally:** You know what I do, Dina, when I go into Time-Out?

**Dina:** (shakes head “no”) What, Wally?

**Wally:** I try to tell myself over and over, “I can do it—I can do it—I can keep quiet. And soon I’ll get out and try again, and this time I’ll be better.” Do you suppose that girl was telling herself that?

**Dina:** She might have. That’s a good idea, Wally. Do you know that even little kids have to go to Time-Out for things like hitting and not doing what their parents ask?

**Wally:** Really? Are they old enough to learn to stay in their chair and be quiet?

**Dina:** Sure they can learn! Let’s look at this next boy in the magic magnifying glass. He has to go to Time-Out for hitting flowers when his mother told him not to.

## Vignette 5 Time-Out Chair



**The Scene:** Mother puts a 2 1/2 year old boy on a Time-Out chair for hitting flowers. He tries to get off the chair at first, and she tells him he has to stay there until she tells him he can come out. He resists, and she warns him that if he doesn't sit there he will have to go to his room. He cries and looks like he may get off the chair.



### Discussion Questions

1. What will happen if he gets off the chair?
2. How can he get himself to stay on the chair?

**The Scene cont'd:** She walks away and ignores him by reading a magazine. He tells her he will be a good boy and not do it again.



### Discussion Questions

1. What do you tell yourself when you are in Time-Out?
2. How do you try to keep quiet and stay on the chair?

### Video Narration

**Dina:** That boy feels bad for what he did, doesn't he? And his mother probably feels bad, too. But when he's in Time-Out, she can't talk to him, and he has to be very quiet before he can come out. Let's watch now what happens.

**The Scene cont'd:** Mother continues to read magazine, and he sits quietly on chair peering through the bars of the chair at his mother. Finally, she lets him get up, and he goes back to try again.

### Video Narration

**Dina:** Isn't that great how he sat quietly on his chair and waited? Then his mom gave him a chance to try again. But, Wally, you know what? I hope we don't have to use our Time-Out chair or room much, don't you?

**Wally:** What, me? Well, next time I'll be teaching how to be a good problem-solving detective and that helps a lot to keep from making mistakes.

**Dina:** I can't wait!

**Note:** Vignette 5 can be shown to preschool children, or S-5 may be shown as an alternative.

### Considerations

Wally and the teacher talk about where Time-Out will be in the classroom, what behaviors result in Time-Out, and how long someone needs to stay there. Wally pretends to make a mistake and models going to Time-Out, taking deep breaths and telling himself, "I can calm down." The teacher helps the other children learn to ignore Wally in Time-Out so that he can have privacy to calm down. After the "pretend" Time-Out, Wally returns and talks about his feelings.



### Role Play/Practice

Next children practice going to Time-Out

### Supplemental Vignettes

**Note: S-1, S-2, S-3, S-8, and S-9 are used only for the treatment version of Dinosaur School.**

#### Teacher/Therapist

*Let's watch the TV and see what the children do to get ready for Dinosaur School.*



### Supplemental Vignette 1 (T)

#### Following Directions and Earning Chips

**The Scene:** The children arrive and the puppet, Wally, is there to greet them. The children are reinforced for finding their chairs and putting on their nametags. The therapist gives them chips for helping and getting ready for dinosaur school to start. There is a high rate of praise and reinforcement from both therapists.



### Discussion Questions

1. What are the children doing to get ready for Dinosaur School? How are they being helpful?
  2. What are they earning chips for?
  3. What is the first thing you do when you come to Dinosaur School?
  4. Can someone show me what you do when you first arrive at Dinosaur School?
- (Practice steps involve in arriving, hanging up coat, putting on nametag, and selecting seat.)

#### Considerations

After 2-3 sessions the children will understand the Dinosaur group rules and how the chip system works. At that stage, you can begin to challenge the children with their own individual goals and incentive systems. In this case, several of the younger children still are learning about staying in their seats and putting up a quiet hand. The older children are ready to work on generating solutions to problems.

#### Teacher/Therapist

*We are going to do a chip system like the children are doing on the next video. Let's see if you can figure out what they need to do to earn a party.*

### Supplemental Vignette 2 (T)

#### Team Challenge



**The Scene:** The therapist explains that when the team earns 250 chips, they will earn a party. Wally shows he is excited about this and predicts their success. He asks the group to say together, "I can do it!"





### Discussion Questions

1. How many chips do the children on the video have to earn to get a party?
2. What do they have to do to earn chips?
3. How long do you think it will take us to earn 250 chips? How many do you think we can earn today?
4. Why is it important that our whole team of Dinosaur kids work together?

#### Considerations

Having a team reward in addition to individual rewards is motivating and also helps to create a sense of group or team involvement in earning rewards for good behavior. The number of chips that are required to earn a party is determined by how many the teachers give out each week. It is recommended that the first party occur about 1/3 to 1/2 of the way through the program. Predicting children's success in achieving their goal and party gives an important message to the children about your belief in them.

#### Teacher/Therapist

*Let's watch what they have to do to earn a sticker or a prize.*

### Supplemental Vignette 3 (T)

#### Counting Chips



**The Scene:** Dorian and Jeremiah count their chips and trade in their chips for stickers (4 chips = 1 sticker). The therapist explains the number of stickers (2) needed to earn a prize from the prize box. She refers to the laminated cue card to explain how the counting works. Jeremiah earns 2 prizes.



### Discussion Questions

1. Did you see many chips equals a sticker?
2. How many stickers earns a prize?
3. What things would be fun for you to work for in a prize box?  
(brainstorm with children)

#### Considerations

Choose items for the prize box based on the children's interests. During your interviews with parents, you will have learned what kinds of activities interest the children. It is important to be positive and encouraging no matter how few chips or stickers the child has earned. Predict that they will be successful in the future.

**Note:** Supplemental Vignettes 1, 2, and 3 can be used to replace Vignette 2.

#### Teacher/Therapist

*Let's watch those same children to see what their Dinosaur School rules are. I think they might have the same rules that we have.*



### Supplemental Vignette 4 Dinosaur Rules

**The Scene:** The therapists ask the children if they remember what they are earning chips for. Wally asks Jeremiah to show the group how to use “walking feet” but he refuses. Another child volunteers to demonstrate walking feet. Several children volunteer other rules for the group such as using “listening ears” that will earn chips.



#### Discussion Questions

1. Can someone show us their walking feet?
2. Let’s see if we have our listening ears on? (Therapist drops a pin to see if they can hear it.)
3. Let’s do our eye exercises and practice “eyes on teacher.” (teacher or Dina move around the room and the children follow them with their eyes)
4. How many of you can show me your quiet hand up?
5. What other rules do we have for our Dinosaur team? (hands to own body, polite language)

#### Considerations

Laminate the cue cards of “eyes on teacher,” “walking feet,” “four on the floor,” “listening ears,” etc. for use during this discussion of the group rules. Once children learn the meaning of these pictures, you will just be able to point to the cue card to remind them of a rule.

#### Teacher/Therapist

*We are going to see a boy who made a mistake and hit a friend. The teacher sends him to Time-Out. Let’s watch how he goes to Time-Out and how his friends can help him when he is in Time-Out.*



### Supplemental Vignette 5 Going to Time-Out

**The Scene:** When the children are asked to go back to their seats, Emani kicks Nahom and is sent to Time-Out. He goes to Time-Out and is ignored by the rest of the group. The group is taking deep breaths, relaxing, and practicing thinking of their “happy places.” Emani calms down and is asked by the therapist to come back to the group. He is given a chip when he sits in his seat.



#### Discussion Questions

1. Did this boy use his walking feet when he went to Time-Out?
2. Why was he sent to Time-Out?
3. What can he do in Time-Out to calm himself down? (take deep breaths, tell himself he can do it, think of a happy time)
4. How can friends help if one of their friends goes to Time-Out? (give them privacy to calm down and ignore them)
5. Will we still be friends with someone who makes a mistake and has to go to Time-Out?

### Considerations

It is important that children understand that Time-Out is reserved for hitting behavior and is a place to go to calm down. Place the anger thermometer next to the Time-Out chair. Help them understand that the best way to help a friend in Time-Out is give him/her privacy (ignore) so he/she can calm down and think.

**Note: Supplemental Vignettes 5 and 6 can be used to replace Vignette 4.**

### Teacher/Therapist

*Watch how this girl explains Time-Out to Wally.*



### Supplemental Vignette 6 Time-Out is to Calm Down

**The Scene:** Simone explains to Wally that Time-Out is a place to go to calm down. Wally is happy to know that she will still be his friend even though he made a mistake and had to go to Time-Out.



### Discussion Questions

1. What does this girl explain to Wally about Time-Out?
2. What will you do if someone goes to Time-Out?



### Role Play/Practice

“Let’s pretend someone made a mistake and hit his or her friend. Show us how you would go to Time-Out and calm down.” Choose a child to practice Time-Out, and while the child is calming down, help the other children to ignore him/her.

### Considerations

As the children learn about Time-Out, they also practice the calming-down steps. The puppets can be powerful models for the children, both for eliciting children’s ideas, and for modeling the appropriate behaviors. It is important to note that the puppets may talk about a time they got angry or frustrated but do not model the aggressive behavior in front of the children. Also when they talk about a time they used a poor choice, they model learning from the mistake and re-enact the scene using a more appropriate strategy. In this way, they are modeling the coping process of learning from their mistakes.

## Triceratops Unit: Detecting and Understanding Feelings Part 1: Wally Teaches Clues to Detecting Feelings

### Teacher/Therapist

*Wally’s First Secret—Deep Breaths*

**Teacher:** You know, Wally, the other day I was at school, and I noticed you were playing ball. And then I saw some kids come up

and take the ball away from you. Next thing I noticed was that a lot of kids were fighting, arguing that the ball was theirs. Everyone was fighting, and the teacher came out and hauled everyone into her office. She looked angry. But suddenly I noticed that you weren't involved in the fighting and were not in the group being asked to go inside to the principal's office.

**Wally:** No, not me!

**Teacher:** How did you avoid that fight, Wally?

**Wally:** I bet these kids have some ideas.

### **Brainstorm**

Ask the children to brainstorm their ideas about how to stay out of fights.

**Wally:** Those are really good ideas. Well, let me tell you my secret. Well, when I get tense and angry and have a problem, my neck gets stiff and my heart races. So I take a slow deep breath and push the air down into my toes and fingers—it helps to push out the tenseness, helps me to relax. After, I'm not so mad and I can stay out of fights. That's my secret. Why don't you try it? Try it with me.

(Children practice deep breathing)

**Teacher:** I want to talk today about ways to relax. Do you know what that word means? Okay, I know you are good at imagining things, and I'd like to do some imagining with you today (imagine means pretend or picturing things in our head). Stand up. Let's imagine we'll be stiff tin men and our arms and legs are really stiff (children walk around the room like tin men). This is what it's like to be really tense and stressed. Okay, now let's take a deep breath and be an old relaxed Raggedy Wally. How does Wally's arm feel if you pick it up? (do with Wally doll)

**Wally:** See if you can shake your arm loose and relaxed like mine! Now let's shake the other arm. How about your neck? Now a leg. Oh, that's good. We'd better sit down to hold ourselves up (sit against wall to hold up head).

**Teacher:** Now let's check and see how raggedy these old Wallys are. (Check each child. Have them check you. Reinforce with "Oh, raggedy, more raggedy, more! Oh, that's real raggedy!")

**Wally:** (Show picture cue card of Wally relaxing.) I have a picture of a famous guy. Guess who? This picture will remind us that when we have a problem and feel tense, the first thing we do is try to take a deep breath and relax. Wally reminds us to relax. (Point to word RELAX.) What does he remind us to do? Let's try one more time. Let's relax our head and neck first. Now our shoulders. Each part is added slowly and quietly (back, arms, fingers, legs, feet, toes). Now let's sit down and try it. Good, you can really relax like Wally!

**Wally:** Let's watch the video now to see what we can learn about feelings.

### **Video Narration (Wally and Teacher)**

**Teacher:** Today we are going to learn some things about different feelings. Can you tell us about feelings, Wally?

**Wally:** You know, a feeling is kind of hard to explain, isn't it? You can't touch a feeling, and you can't see feelings. Why? Because feelings are inside us. But sometimes we can tell a feeling because it shows through on the outside of our faces and bodies, and sometimes we can tell others how we feel with words. Well, now, today we are going to learn how to be detectives to detect feelings.

**Teacher:** But first, Wally, can you tell me what a detective is?

**Wally:** Sure! A detective is someone who looks for “clues” to solve a problem. Okay, now let’s put on our detective hats—if you don’t have one you can put an imaginary one on (he puts on his Sherlock Holmes hat). We’ll be looking for clues as to what the children in my magic magnifying glass might be feeling. Let’s see if you can tell the feelings of each of these children.

**Note:** Use the video to identify probable emotions on each face. The audio channel can be turned off at first to focus on the eyes, brows, lips and cheeks.



The Scene: Girl skipping rope in playground. (happy)

### Vignette 1 Skipping Rope



#### Discussion Questions

1. How can you tell she is happy? What are the clues she gives you?
2. When have you felt happy?
3. How can you make a friend happy?

#### Teacher/Therapist

*Wally’s Second Secret—“Think Happy”*

**Wally:** Now, I have another secret for what I do when I feel like I have a problem and I’m getting tense. You know what I do? I think of a time when I was happy. You know, like Halloween or something. Think of a time when you were happy. What were you doing? Don’t talk yet. Who was with you? Where were you? Just think! Good, now tell us what you were thinking of (one at a time). What was your happy time? Oh, I can tell you were really happy.

**Wally:** Now I want to tell you something, and I want you to imagine being there. Close your eyes and think of how you would feel. Don’t talk, just imagine.

(e.g., You’re at the circus and a funny clown comes toward you and he sits in your lap. How do you feel?)

(e.g., You’re at the zoo and you see your favorite animal. Let me see by the look on your face how you would feel.)

(e.g., Your mother tells you that you did a really good job cleaning up your room, and she gives you a hug. How does that make you feel?)

Teacher: (Show picture cue card of Wally being happy.)

This picture will remind you of my secret to “think happy,” and this is especially good to do when we feel worried or tense about something. Happy is the way we feel when we’re really glad about something. Today we are going to learn new things about different feelings.

Let’s look at another video and see how the next boy is feeling.



### Vignette 2 Frowning

**The Scene:** One boy is frowning, looking angry.



#### Discussion Questions

1. How is this boy feeling? Why do you think he feels that way?
2. What are the clues that make his face look angry or sad or lonely?

#### Considerations

Teacher freezes the video so the children can examine his eyes, mouth, and facial expression. Laminated feeling cue cards may be used to compare the eyes and mouth on the video with the face on the card.

The teacher can explain that angry and mad are two words for the same feeling. What kinds of things make us feel angry or mad? How does your mom feel when you won't eat dinner?



### Vignette 3 Dancing

**The Scene:** An excited girl dances and yells out in class.



#### Discussion Questions

1. How is she feeling? What are the clues?
2. When are you excited?
3. Show me your excited face.



### Vignette 4 Feeling Safe

**The Scene:** The children are lying on the floor, curled up pretending to be "chrysalis." (feeling warm and relaxed)



#### Discussion Questions

1. How is she feeling?
2. How can you tell she is relaxed?
3. What makes you feel relaxed?



### Vignette 5 Crying

**The Scene:** A little girl is crying and talking to her teacher. She is explaining that she "didn't do it."



### Discussion Questions

1. How is she feeling?
2. What makes you feel sad and like crying?
3. What does your friend feel when teased?
4. Show me your sad face.



### Vignette 6

#### Listening to a Story

**The Scene:** Girl listens attentively to a story about someone sleeping in a safe place (safe feeling).



### Discussion Questions

1. What might she be feeling and thinking?
2. When do you feel safe?
3. What can you do to feel safe?



### Vignette 7

#### Sitting Alone

**The Scene:** A girl is sitting alone in the classroom looking sad and lonely, or perhaps she is feeling left out.



### Discussion Questions

1. How can you tell what she is feeling?
2. What makes you feel sad at times?
3. When do you feel alone or left out?
4. How could you make her feel better? How could you make yourself feel better?

#### Video Narration

**Teacher:**

Sometimes it is easy to get the clues that someone is happy and sad, right? In that last scene it was a little harder to know exactly how she was feeling, wasn't it? Was she lonely? sad? bored? or maybe just tired?

**Wally:**

Yeah, sometimes we can't tell how someone feels when you look at their face. Sometimes people don't want to show their feelings and even use a blank face to hide the clues to their feelings. Do you ever do that? (Wally closes mouth and gives a blank stare.) Bet you don't know how I was feeling!

#### Teacher/Therapist

*Detective "Guess What the Feeling is" Game*  
*Seeing Feelings Through Our Eyes*

**Wally:** You'd better wear your detective hats because you will be looking for clues (put on imaginary hats). Do you know what a detective is? Detectives look for clues that help them solve a problem. Right? (*Lay out four pictures of Wally "sad, happy, angry, and excited" and point to each one.*) Let's see if you can figure out from these pictures of Wally how I am feeling.

**Teacher:** How can you tell? What are the clues that he is sad? What makes you feel sad? (When something bad happens, or we're hurt, or we've lost something.) What are the clues that he is angry? What makes you angry or mad? Angry and mad are two words for the same feeling. Yes, we get angry when someone teases us, or pushes, or when we can't watch TV.

Show me a picture of one who is not mad. He is frowning; he probably feels mad. He is smiling; he probably feels excited. What are the clues that he is excited? When are you excited?

(show sad and angry pictures) Do these have the same feelings or different?

(*Let's Make Faces Game*)

How would you show me if you are angry? sad? happy? Guess what I am feeling (teacher makes a face).

Who has a feeling to guess? (go behind curtain)

(Another game is to cover the eyes or mouth or parts of the face and see if the children can guess the emotion.)



### Relaxation Role Play/Practice

**Teacher:** Let's try relaxing another way. Sit comfortably on your chair. Close your eyes because we are going to imagine we're somewhere else.

*Today we are riding on a cloud. The cloud feels so soft. Let your arms hang down so your hand sinks down in the cloud. Let your feet sink down, wiggle your toes a little. How about your shoulders? They're sinking, too. We're still sitting on that big puffy cloud. Each time I say a part, sink deeper in that soft cloud. Now you can open your eyes.*

We've relaxed different ways. Last time we pretended to be Raggedy Wally, and today we floated on a cloud.

## Triceratops Unit: Detecting and Understanding Feelings

### Part 2: Wally Teaches Clues to Understanding Feelings

#### Video Narration

*Well, now, let's look for more clues to how people feel and try to imagine why they might be feeling a certain way. Next in the magic glass, we see one girl excitedly holds up a crab and another girl asks her to put it down. What is each girl feeling?*



#### Vignette 8

#### Different Feelings for the Same Event

**The Scene:** One girl holds her crab in the air and is very excited. The other child worries that the crab might be dropped.





### Discussion Questions

1. Was each girl feeling the same thing?
2. Why do they feel this way?
3. Can two people have different feelings regarding the same thing? Why?
4. When did you feel different about something than someone else?

#### Brainstorm

**Teacher:** Let's think of some things we might feel the same or differently about.  
For example, who likes lima beans, snakes, dogs, riding on a ferris wheel, fishing, etc.?

#### Video Narration

**Teacher:** Wally, did you get the clues to the feelings of each of those girls?  
the last one?

**Wally:** Yeah, one girl was feeling excited about holding up the crab, and the other was kind of worried that it might drop and get hurt.

**Teacher:** Sometimes we forget that people can have different feelings about the same thing.

**Wally:** Yeah, kind of like I love Brussels sprouts but my sister hates them! Let's look again in the magic glass and see if you can tell what each of the next girls are feeling?

#### Vignette 9

##### Frustrated



The Scene: A girl hits the table with a piece of paper and appears frustrated about something.



### Discussion Questions

1. How does she feel?
2. How can you tell she is frustrated?
3. Why do you think she is frustrated?
4. What might she be thinking?
5. What makes you feel frustrated?
6. How can you make yourself feel better when you are frustrated?

#### Vignette 10

##### Proud



The Scene: The girl answers all the teacher's questions and looks proud.



### Discussion Questions

1. Even though we can't hear what is being said, can you tell how she feels?
2. Why do you think she feels this way?
3. When do you feel proud?
4. What can you do to feel proud?



### Vignette 11

#### Smiling

**The Scene:** A little Japanese girl is eating apples when the group of children sings, "I like to eat Japanese food" and she smiles.



### Discussion Questions

1. Why does this girl feel appreciated?
2. What makes you feel appreciated?



### Vignette 12

#### Back Flip

**The Scene:** A girl does a back flip on the bars outside her school, and she grins at her accomplishment. (feels proud)



### Discussion Questions

1. Why does she feel good?
2. When do you feel proud?



### Vignette 13

#### Angry

**The Scene:** A boy cries because he wanted to work at the art table and has been denied by the teacher because the table is already full with other children. He must choose another activity. He lies on the floor crying. (sad and angry)



### Discussion Questions

1. Why do you think he is crying?
2. What do you do when you are told you can't do something?
3. What else makes you angry?

### Video Narration

- Teacher:** Sometimes we can feel more than one feeling at a time—right?
- Wally:** I think this boy felt both sad and angry at the same time. Have you ever felt that way?
- Teacher:** Yeah, I have sometimes.
- Wally:** Well, let's see how he feels when we look at him again.

### Vignette 14 Tantrumming



The Scene: Boy gets angry and throws a pillow on the floor.

### Discussion Questions



1. Why is he throwing things now?
2. Does this help when you are angry?
3. What else could he do to help himself calm down? (relax, think happy)
4. What do you think will happen?
5. What do you do when you are angry?
6. How do you make yourself feel better?

### Video Narration

- Wally:** He must have been pretty angry to throw that? I hope it doesn't last too long.
- Teacher:** Well, that's the good thing about feelings—feelings can change quickly. You might feel really sad or angry and then something happens and you feel much better.
- Wally:** Good. Let's look at him again and see how he's feeling.

### Vignette 15 Working Hard/Calming Down



The Scene: A boy works hard putting glue and glitter on his pinecone. He looks proud.

### Discussion Questions



1. How do you think he got himself to calm down?
2. How do you get yourself to calm down?

### Video Narration

**Wally:**

You see, now that boy feels a lot better. We should remember when we're sad or mad that we will feel better again. See if you can tell the feelings of the next children in my magic magnifying glass.



**The Scene:** The teacher puts a Band-Aid on the boy's arm.

### Vignette 16 Hurt Arm

#### Discussion Questions



1. How do you think he feels?
2. What things make you feel pain?
3. What do you do when you have a pain? (ask for help)



**The Scene:** A child is sitting alone in the classroom. All the rest of the children are involved in other activities. (feels lonely)

### Vignette 17 Lonely

#### Discussion Questions



1. How is he feeling?
2. Why do you think he feels this way?
3. What can you do to feel less lonely?
4. What do you do when you are lonely?



**The Scene:** A child puts on a cape and says, "Do I look gorgeous and beautiful?"

### Vignette 18 Gorgeous

#### Discussion Questions



1. How is she feeling?
2. Why do you think she feels this way?
3. When have you felt gorgeous?

### Video Narration

**Wally:**

Wow, there sure are many different feelings and many different words for those feelings. Let's see, we saw sad, happy, angry, proud, lonely, afraid, relaxed, frustrated, hurt—even when we couldn't hear what was said we could tell a feeling by how the person looked.

**Teacher:** You're right, Wally—and sometimes you might not even know the word for the way you feel—but you will learn it as you get older.

**Wally:** You know, the incredible thing is that we all have feelings—boys and girls have feelings, and adults have feelings, too. We all have the same types of feelings—like being angry, sad, and happy, and excited, and worried and so on. You have those feelings too, don't you?

**Teacher:** I sure do—some of my feelings are comfortable and nice inside and others feel uncomfortable and hurt inside.

**Wally:** But is it okay to have any kind of feeling?

**Teacher:** Yes it is, but it's what you do about your feelings that may or not be okay.

**Wally:** Oh, I get it! Any feeling is okay but what you do about it is the important thing. Well, that's what we'll talk about next time! Now let's look again at my magic glass, at another boy in our Dinosaur School. We know what he is feeling because he tells us—it is nice to share feelings with someone else, isn't it? (kisses teacher)



### Vignette 19 Happy Times

The Scene: Ben explains that he is happy when his older brother will play with him and when he has a good day.



#### Discussion Questions

1. Wow, wasn't he great at telling his feelings? Does anyone else want to tell a feeling?

#### Teacher/Therapist

*"Why-Because" Guessing Game*

**Teacher:** Remember last time we pretended to be detectives and looked for clues? Now we're going to look for more clues to help us solve problems. We will try to imagine why children feel happy, sad, or mad.

**Wally:** We're going to play the "Why—Because Game." Let me show you how to play. First I'll play with the teacher. "I'm very tired."

**Teacher:** Why?

**Wally:** Because I stayed up too late watching TV and because I couldn't take a nap at school.  
(Wally turns to the children)  
Now I'm going to play with you. When I say something, you ask "Why?" Let's try it. "I'm very hungry."

**Children:** Why?

**Wally:** Because I didn't eat dinner! Let's try a different one. "I'm very mad."

**Children:** Why?

**Wally:** Because I can't watch my favorite TV program.

**Wally:** Now let's change the game. I'm going to tell you something and your job is to make up as many "becausees" as you can.  
"I am going for a walk. I'm not going to ride my bike."  
How many "becausees" can you think of?

**Children:** Because your tire is flat, etc.

**Wally:** Let's try a different one!—Your job is to think of lots of different “because” that explain why Johnny won't come to my house to play with me today.

**Children:** The other kids won't let him play with you. The teacher is mad at you. You've got ice cream on your nose. Your shirt is on backwards, etc. (prompt lots of ideas)

**Wally:** Here's another one. My teacher is mad at me. Why do think she is mad?

**Children:** You didn't come in from recess when called, etc.

**Teacher:** (Show picture of child in rain.) How does she feel? Happy, sad, worried? Now our problem is to think about why she might feel happy. I'll think out loud. Let's see, I have to imagine reasons why she might feel happy. How can I do it? I'll look carefully at the clues in the picture and try to think why I might feel happy if I were the person in the picture. She might be happy because... (Write down children's answers.) Does any one think she might be sad? Why? Let's think why she might feel sad. How could she make herself feel better?

### Feelings Wheel Game

**Teacher:** See this feelings wheel with pictures of Wally having all different feelings? Well, in this game we spin the arrow and when it stops, we say the feeling it points to and tell about a time we felt that way. Do you want me to start first? (Everyone takes a turn on the game.)

**Note:** With each child's spin encourage children to talk about a time when they felt like that and show on their faces how they looked when they felt like that. Then ask what they did to make themselves feel better.

**Wally:** You see, on this picture (blank face with no mouth) what do you think I am feeling? (prompt different suggestions) You see, we all had different ideas about the feeling of this one. Sometimes you can't tell a feeling when you look at a face. Sometimes we don't want to show our feelings, and we use a blank face and keep our feelings quiet. Have you ever done that?

### Supplemental Vignettes

#### Teacher/Therapist

*See if you can tell how the girl in the next scene is feeling.*

#### Supplemental Vignette 7

##### Proud Feelings



**The Scene:** Kaylee and another boy are sitting at a table playing a matching game. Kaylee finds a match, and the therapist praises her and asks if she is proud. Kaylee replies, “I am proud.”



### Discussion Questions

1. Why is this girl proud?
2. Tell us a time when you felt proud?
3. What makes you proud about your family (or school, or classroom)?
4. Can you show what your face and body look like when you are proud?

#### Considerations

It is helpful for the puppet to model a situation when he felt proud about something such as learning to ride a bike, or swim or read. Pull out the laminated proud feeling card to use when talking about this feeling.

## Iguanodon Unit: Dina Dinosaur Teaches How to Do Your Best Detective Work in School

### Part 1: Listening, Waiting, and Quiet Hands Up

#### Wally/Teacher

**Wally:**

Today we are going to learn about how to do well in school. We are going to learn about some important ways we can help our teacher know we are learning. We will talk about listening, waiting, and putting quiet hands up. But first I want you to see a tape of Dina explaining some important things about being in school. Let's watch—ready-set-action!

#### Video Narration

**Teacher:**

Dina wanted to come today to tell you about doing your best in school. Dina, do you have some suggestions for us today?

**Dina:**

Do I have suggestions for you? Well, sure—lots of recess! Ha, ha! I know you already learned the Dinosaur Rules about not hitting or hurting anyone, but today I will tell you some rules about how to survive in the classroom. If you do these things you won't become extinct like we dinosaurs did! I am one of the only living ones to tell the story. The first thing is to show the teacher you are trying to learn and are doing your best. You can do this by listening when the teacher is talking. This is really important. Let's look in the magic glass at how some children are really listening.

#### Vignette 1

#### Listening to Teacher



**The Scene:** The teacher reads a story about starfish to the children and the children listen attentively.



### Discussion Questions

1. What is this girl doing to show she is listening?
2. Can someone show me how you would listen if I read this book to you?

### Considerations

Prompt children to come with the following ideas:

- looking at teacher
- taking turns talking
- nodding head at teacher
- sitting quietly

### Video Narration

**Dina:**

Brilliant! Those children were looking at the teacher and staying still and quiet. Now in the magic glass we'll see a teacher telling the children what to do with the crabs. Think about what the teacher might be feeling as a result of one boy's behavior.



### Vignette 2 (S)

#### Not Listening

**The Scene:** The children are sitting in a group while the teacher gives them instructions about washing their hands. One boy is lying on his back and does not appear to be listening.



### Discussion Questions

1. What can the boy do to help himself listen?
2. How do teachers feel when students don't listen?

### Video Narration

*Now let's see what the teacher does.*

**The Scene:** The teacher asks the boy to sit up and listen and put on his shoes. He sits up at her request.

### Video Narration

**Dina:**

Okay, he needed a reminder to sit up, didn't he? But he did sit up right away when the teacher asked him. That was good. Now let's watch that same boy again another time when the teacher is reading. Let's see what he does this time.



### Vignette 3

#### Not Listening and Listening (S)

**The Scene:** A boy is lying on the floor not appearing to listen to the teacher. Then he sits up and begins to listen again.



### Discussion Questions

1. What do you suppose he did to get himself to pay attention?



## Video Narration

**Dina:**

Wasn't that great? He was able to get himself to listen again without a reminder. Wow! And he didn't interrupt any of the other children. Next in the magic glass we will see someone else reading to the children. See if you can tell which children are listening and which ones are having trouble listening. Think about how they can help themselves listen better.

### Vignette 4 (S) Not Listening



**The Scene:** Children sit in a semicircle as an older child reads to them. One girl is playing with another girl's hair, and one boy is fidgeting and poking the boy next to him. The boy who is poked and offered something continues to listen despite the distractions.



### Discussion Questions

1. Why is it a problem if you fidget or poke other children?

## Video Narration

**Dina:**

Some of the children were having trouble listening, weren't they? They were interrupting the children sitting next to them. But the children who were being poked did a great job of not letting the interruptions interfere with their ability to listen to the story.

**Teacher:**

But, Dina, do you always listen to the teacher?

**Dina:**

I find the questions really easy—it's just the answers I have trouble with! Tee hee! Let's look in the glass at some more children having trouble listening.



### Vignette 5 (S) Two Children Bothering Each Other

**The Scene:** The teacher is trying to read to the class, and two children are hitting each other with their hands. The teacher asks them to separate and leave each other alone. They comply with her request.



### Discussion Questions

1. How hard is it to keep your hands to yourself?
2. How can you remember to keep your hands to yourself?

## Video Narration

**Dina:**

That's good, the two children stopped when the teacher asked them to stop. But how could they have stopped in the first place?

## Considerations

Encourage children to talk about how they can keep their hands to themselves.

**Vignette 6 (S)**  
**Interrupting the Teacher**



**The Scene:** The teacher is trying to explain an art project to the children, and one boy interrupts the teacher and two other boys start play fighting with each other and are not listening to the instructions.



**Discussion Questions**

1. How is the teacher feeling?
2. What should the boys do?
3. What would you do if another boy started doing this to you in class?
4. If someone pokes you or bothers you while the teacher is talking, what can you do?

**Considerations**

Begin some discussion about ignoring. Wally can demonstrate how to ignore.

**Video Narration**

**Dina:**

Gee, it can be really hard for a teacher to teach and for the other children to learn when there are interruptions and children not listening well. We've seen quite a few children not listening. Let's look again in the magic glass at some children who are good listeners.

**Vignette 7**  
**Listening Well**



**The Scene:** The teacher is reading to a group of children, and the children are listening attentively.

**Vignette 8**  
**Listening Well**



**The Scene:** The teacher reads a book, and the children listen attentively.



**Discussion Questions**

1. Pick out the children who are listening.

**Video Narration**

**Dina:**

Okay, okay, okay! Now we know how to listen well. Here's a picture to remind us to listen. We also have learned not to poke and interrupt children sitting next to us. Let's look again in the magic glass at some children who are looking at a seastar. Look at how well they each wait their turn with their hands up to tell what they know about seastars. These children are really good at taking turns to ask questions.



**Vignette 9**  
**Quiet Hands Up**

**The Scene:** The children are all huddled around the teacher who is showing them a seastar. Each child waits his turn to touch the seastar, and several children sit with their hands raised to ask questions.



**Discussion Questions**

1. Is it hard to wait your turn to ask a question?
2. What helps you to wait?

**Video Narration**

**Dina:** See if you can tell what the problem is next in the magic magnifying glass.



**Vignette 10 (S)**  
**Blurting Out**

**The Scene:** The teacher asks the children what flavor ice cream they want. All the children answer at once, so the teacher cannot hear.  
**Pause Tape**



**Discussion Questions**

1. What can the teacher hear?

**Considerations**

It is common for young children to have difficulty waiting for a turn to ask a question.

**Video Narration**

**Dina:** Oh—oh, did you get it? The children forgot to put their hands up, and they all talked at once so the teacher couldn't hear anybody's answers to her questions—right! This time we're going to see a girl who has a question. Watch what she does.



**Vignette 11 (S)**  
**Waiting With a Quiet Hand Up**

**The Scene:** The girl sits quietly with her hand in the air waiting for the boy and the teachers to stop talking so she can ask her question.



**Discussion Questions**

1. How would you feel if you had your hand up and the teacher didn't have time to ask your question?

### Video Narration

**Dina:**

Wasn't that great! She waited so well for her turn with her quiet hand up—and all the kids listened to the teacher and boy really well. Sometimes it feels like waiting a very long time, doesn't it? Sometimes, even after waiting a long time to ask a question, there isn't time for every child to ask a question. Watch what happens next in the magic glass.



### Vignette 12 Getting a Turn

**The Scene:** The teacher is describing how a sea anemone eats to a group of children. They listen well at first and then all ask questions at once. The teacher calls on the child who waited quietly raising her hand. This girl then tells about finding a sea anemone once and the other children listen well.



### Role Play/Practice

Practice waiting. See use of tornado bottles in lesson plans.

### Video Narration

**Dina:**

The teacher can't hear the question when everyone talks at once, can she? Did you notice how well the girl spoke up and how good the other children were at listening to her? Now let's see how well the children wait for their turn.



### Vignette 13 Patiently Waiting for a Turn

**The Scene:** The teacher talks to a large group of children and asks who hasn't had a turn. Two girls wait patiently with their hands up in the air to have a turn.

### Video Narration

**Dina:**

Wow! They waited with their quiet hands up, didn't they? Now let's look at how well these children listen quietly to the teacher and how one boy tells his ideas. But what does this boy forget to do?



### Vignette 14 Forgetting to Put up a Quiet Hand

**The Scene:** The teacher explains how barnacles stick to rocks, and the children listen attentively. One boy interrupts to clarify what he thinks the teacher has said. He forgets to put up his hand to ask his question.

### Video Narration

**Dina:**

Did you get it? The boy spoke up well but he forgot to put up his hand quietly and he interrupted, didn't he? You know, sometimes I put up my tail instead of my hand! Let's look at how well the children in the next scenes wait patiently with their hands up—or their tails—for the teacher to check their work.



**Vignette 15**  
**Working Hard and Waiting for the Teacher**

**The Scene:** A boy is working hard and concentrating well as he puts pegs in a board. Then he finishes and puts up his hand and waits for the teacher to check it.



**Discussion Questions**

1. How do you help yourself to wait?
2. Can you show me how you wait?



**Vignette 16**  
**Answering the Teacher's Questions**

**The Scene:** The teacher is reading a book and a child who is on the teacher's lap puts up her hand to ask the teacher a question. The teacher responds by asking her what her question is.



**Vignette 17**  
**Waiting to Ask a Question**

**The Scene:** Two children are working at a desk. One puts up his hand to ask a question and waits patiently until the teacher comes over.



**Vignette 18**  
**Quiet Hands Up**

**The Scene:** The teacher reads a story to the children. He asks them if they have been to camp. He responds to the children who have their hands up quietly rather than the others who are talking out loud.



**Role Play/Practice**

Show me how you put up a quiet hand to ask a question.

**Video Narration**

**Dina:** Wow, those kids were really good about waiting and putting up their hands, weren't they? Here's a picture to remind you to wait your turn and put up quiet hands to ask a question.

**Teacher/Therapist**

**Teacher:** How can you show you are listening? Prompt children's ideas to cover the following ideas. The person who listens:

Looks at the teacher

Takes turns talking

Nods head at teacher

**Dina:** Those are lots of good ideas. Here is a picture to remind us to listen well in class. Now, how can you speak up in class in a way that does not interrupt others and shows you have been listening? Prompt the ideas:

Quiet hands up  
Waiting a turn to talk  
Concentrating

**Teacher:** Can you tell us how to learn in class?

**Dina:** Well, sure—first you have to stop and listen like we talked about last time, then you have to think about what you are going to do. Once you decide what you will do, then check it again to be sure that’s the right thing.

## Iguanodon Unit: Dina Dinosaur Teaches How to Do Your Best Detective Work in School

### Part 2: Concentrating, Checking, and Cooperating

#### Video Narration

**Teacher:** Well, so far, Dina, you have taught us the importance of listening well and putting up a quiet hand to ask a question, and waiting patiently to ask questions in the classroom. Do you have any other ideas for how to do well in school?

**Dina:** Oh, yes, I’ve got some important ideas today—the first one is called constantly tracing!

**Teacher:** What?

**Dina:** Constantly tracing.

**Teacher:** Do you mean concentrating?

**Dina:** Yes—that’s what I said! Concentrating!

**Teacher:** Can you tell us what you mean by concentrating?

**Dina:** Sure—that is when you stop and look and think and plan about what you are doing, then you check it again before making an answer. When you are doing this concentrating, you kind of block out all the other distractions in the classroom—you are just thinking hard about what you’re doing. If you rush into your answers too quickly, you can make mistakes and it can get you into trouble. Acting too quickly sure got us dinosaurs into trouble. Let’s look at how the girl in the magic glass really concentrates.

#### Vignette 19 (S) Concentrating



**The Scene:** A girl works on some problems and checks back at each one carefully before writing her answer down. She concentrates well.

#### Video Narration

**Dina:** Did you notice how she checked things twice and stopped to think about what she was doing? Next in the magic glass see if you can see how the boy checks his work.

#### Vignette 20 (S) Checking Twice



**The Scene:** A boy carefully waits and recounts his wooden card making sure it is correct before putting it into the slot.

#### Video Narration

**Dina:** That was careful checking and planning wasn't it? You know what?  
**Teacher:** What, Dina?  
**Dina:** My teacher kept me in school yesterday for something I didn't do.  
**Teacher:** Oh, that wasn't very fair. What was it you didn't do?  
**Dina:** My homework!  
**Teacher:** Oh, Dina! Now watch what happens in the magic glass?



**Vignette 21 (S)  
 Correcting Work**

**The Scene:** A girl works hard on counting and looking at the rings. She makes a mistake and erases it and does it again. She counts to herself, and the scene ends with her thinking what to do next.



**Discussion Questions**

1. What does she do? (makes a mistake)
2. What does she do when she notices her mistake? (thinks and plans carefully)

**Video Narration**

**Dina:** Wow, wasn't she doing great thinking, planning, and checking? Next in the magic glass we are going to show you a lot of children concentrating on their own work and none of them are disturbing each other. Look this way.



**Vignette 22 (S)  
 Thinking and Concentrating**

**The Scene:** Two boys are sitting at a table working hard. Each boy is showing his ability to attend by thinking, writing and not disturbing the other boy.



**Discussion Questions**

1. How do these boys show they are attending and concentrating?



**Vignette 23 (S)  
 Focusing**

**The Scene:** A little girl is writing in her book and working hard. She is not distracted by the noise of the classroom.



**Discussion Questions**

1. Ask the children to notice how each child in these scenes is thinking and concentrating?



**Vignette 24 (S)  
 Concentrating on Writing**

**The Scene:** A boy is working hard at writing the letter "D." He is concentrating well despite the noise in the classroom.



**Vignette 25 (S)**  
**Planning a Puzzle**

**The Scene:** Boy works on filling in a large picture of a butterfly with small blocks. He concentrates on the project and takes one small part at a time.



**Vignette 26 (S)**  
**Concentrating**

**The Scene:** A boy is concentrating very hard putting pins in a cushion to match the right number. He looks carefully at what he is doing.



**Vignette 27 (S)**  
**Staying Focused Despite Distractions**

**The Scene:** A girl is working hard at her desk writing with a pencil. She finds it difficult work to do but keeps working at it.

**Discussion Questions**

1. How is she thinking and concentrating?
2. What can you do to keep concentrating when you are distracted? What can you say to yourself?

**Role Play/Practice**

Practice concentrating on something (e.g., doing a maze or math problem) while someone else tries to distract you. Do this with Wally the puppet trying to distract the children as they practice concentrating.

**Video Narration**

**Dina:**

All those kids concentrating, planning, thinking and checking their work - they are really trying hard. Next in the magic glass notice how one girl really concentrates and the other is more easily distracted. What could you do to keep yourself concentrating?



**Vignette 28 (S)**  
**Coping With Distractions**

**The Scene:** Two girls are working at a desk. One girl works hard doing the problem, and the other is more easily distracted.

**Discussion Questions**

1. How could the other girl make herself attend more?
2. What could she say to herself?



**Vignette 29**  
**Concentrating on Writing**

**The Scene:** A boy is working at his desk writing. He is concentrating well.



## Video Narration

**Dina:**

Well, now we've learned some ways to concentrate that will help us learn and do well in school. Here's a picture to remind us to think-check- and concentrate. Well, I guess there are a few other important things to remember in school. One other important thing to remember in school is to follow the teacher's directions. You know, teachers are kind of like the captain of the team and children who follow the captain's directions find school much more fun.

Next in the magic magnifying glass see if you understand what the directions are that the teacher is giving and look for any children who are following her directions.



**The Scene:** The teacher asks the children to push their chairs in under the tables, to put their papers away, and to stand in line.

### Vignette 30 Following Teacher's Directions

## Video Narration

**Dina:**

YEAH! Those children followed the teacher's directions well, didn't they? Look at how quickly the boy next in the magic magnifying glass does what his teacher asks.



**The Scene:** The teacher asks the boy to turn over his page and do his workbook in pencil. The boy complies to the teacher's requests.

### Vignette 31 Listening to Teacher's Directions

## Video Narration

**Dina:**

Next in the magnifying glass, notice how the teacher keeps asking the boy to point to some numbers over and over and over again. The boy keeps trying to do what his teacher asks. He's really good at listening to the teacher following directions.



**The Scene:** The teacher makes a game out of learning numbers and asks the boy to point to the numbers 6, 7, or 8. The teacher repeatedly asks the numbers and the boy points in response, collecting points for right answers and giving the teacher points for wrong answers. Even though the boy makes some mistakes, he keeps right on trying to answer the teacher's questions.

### Vignette 32 Keep on Trying

## Video Narration

**Dina:**

You know, learning things like math and reading in school is just like learning anything else—like learning to ride a bike or soccer or something. You have to keep doing it over and over and over a hundred times, and you probably keep falling and making mistakes lots, too. But suddenly one day after lots of practice, like magic, you will suddenly get it and it won't seem so hard any more. See, look, these are my wings and after lots of practice I learned to fly. But in order to learn I needed a teacher, and I had to follow the teacher's directions. Let's watch how the next children follow the teacher's directions.



**Vignette 33**  
**Following Teacher's Directions**

**The Scene:** The teacher is telling a group of children where to put various shapes on a piece of paper. The children listen and comply immediately to her requests.

**Video Narration**

- Dina:** (writing and working hard on a paper)  
**Teacher:** Let me see, Dina. Oh dear! Dina!  
**Dina:** What?  
**Teacher:** I think you're going to have to do that over again.  
**Dina:** Well, you know, there's one thing I can do really well and that's read my own handwriting.  
**Teacher:** Yeah, but, Dina, you've got to do it so other people can read it too.  
**Dina:** What? You mean other people have to read this stuff?  
 Well, let's see what the boy in the next scene does when his teacher asks him to rewrite a letter.



**Vignette 34 (S)**  
**Accepting Teacher's Corrections**

**The Scene:** The teacher asks the boy to erase the letter "E" and to do a better one. The boy erases the letter and does another one. The teacher comments, "Way to go!"

**Pause tape at end of first blue**



**Discussion Questions**

1. How does it feel to be told to do something over again?
2. Why does it help us learn when we try something several times?
3. How many times do you think you need to try to learn the following: to ride a bike? to learn to write (or read)? or, to swim, etc.?

**Video Narration**

**Dina:** Boy, that boy was friendly and redid his work as his teacher requested. As a result he did a better job. Doing something over is often the best way to learn. Now we're going to see one more thing that really helps to do well in school See if you can tell what it is.



**Vignette 35**  
**Cooperating as a Team**

**The Scene:** One girl puts up the chairs on the table. Another girl and boy are sponging the table. A boy puts up the date on the calendar for the teacher.

**Video Narration**

**Teacher:** You've taught us a lot about surviving in school, Dina.

**Dina:**

Well, thanks, but you know I really learned it from watching you kids, you know. I mean those kids that we saw, they taught us about learning in school and listening to the teachers and other children, putting up quiet hands to ask questions, not bothering other children when they are working, concentrating by thinking, planning, and checking work twice, following the teacher’s directions, doing things over and over again and correcting mistakes and helping each other. You know, this is working hard. I thought you’d want a picture to remind you of how I work hard. Pssst—you know what else? Learning in school also means having fun and feeling good about what you learn. Here’s a picture to remind you of fun and building up your dinosaur sacks with lots of fun ideas. Let’s look at how good this teacher and boy feel about his work.



### Vignette 36 Praising Yourself

**The Scene:** A boy, Josh, does his work, and the teacher says, “wow!” and the boys says, “I’m good at this.” The teacher agrees and says he has earned his four stamps and can get a sticker. The boy puts his sticker and stamps in his folder.

#### Supplemental Vignettes

#### Teacher/Therapist

*Let’s watch a video to see some children doing Dinosaur Homework. Look at how they are working hard.*



### Supplemental Vignette 8 (T) (S) Doing Dinosaur Homework

**The Scene:** The therapist helps several children get a start on their homework so they will understand how to do this work at home. Adrianna writes down the names of feelings on the Dinosaur homework pictures. She writes the word “sad,” and the therapist praises her for good spelling. Next Dorian explains that one of her pictures is of the feeling “excitement,” and the therapist asks her why she is excited.



### Discussion Questions

1. Who can help you do this homework at home?
2. Can someone help you with the reading or writing at home?
3. Where do you do your homework at home? Can you do it at the same time and place every day?
4. Is it hard to do homework?

#### Role Play/Practice

*“Let’s practice how we will do this week’s homework. Wally, can you show us how you will do this page of homework?”* Have Wally model sitting at the table, concentrating, and asking for help with reading and writing.

#### Considerations

Help the children understand that this homework is to be done with an adult or older sibling who will sign it off after they have talked about it and colored some of the pictures. If the child does not read or write, s/he should be helped to find someone at home who can read the homework and write down an-

swers. If there is no one at home who can do this, the therapist or teacher can arrange a time to do this homework with the child each week.

### Teacher/Therapist

*Part of your homework will be to do a sticker chart at home with your parents. Let's see how the girl on the next video did on her sticker chart. See if you can figure out what she was getting stickers for.*

### Supplemental Vignette 9 (T)

#### Reviewing Sticker Charts

**The Scene:** The therapist reviews Dorian's homework. First Dorian shows her the sticker chart she has completed for getting dressed in the mornings. Dorian earned one sticker every day of the week. The therapist praises her, signs it off and gives her a sticker for her success. Next they look at Dorian's coloring of Dina's picture and the work she has done with her mother on the feelings wheel. The therapist reads Dorian's answers to the homework questions. They review the feeling words and put stickers on each page. Dorian gets lots of praise for her work and her writing.



#### Discussion Questions

1. What did this girl have a sticker chart for?
2. This girl did a lot of homework. How much homework do you think you can do at home? What will you do to earn stickers?
3. How do you think this girl felt when she showed her homework?

### Considerations

This parent has done a lot work with Dorian at home. Parent input will strengthen the effect of the Dinosaur curriculum for the children. Some parents may not be able to read the homework or be unsure how much of this homework the children should be doing on their own. It will be important to provide parents with information either at parent conferences, meetings, or by phone calls about the optimal way to encourage homework activities. Parents can be helped to understand that just a few minutes of positive attention and praise for this homework will add substantially to their child's learning.

**Note:** Show Supplemental Vignette 9 after Vignette 3.

## Stegosaurus Unit: Detective Wally Teaches Problem Solving Steps Part 1: The First Three Problem Solving Steps

### Teacher/Therapist

*Let's look at our video for today, okay?*

### Video Narration

#### Teacher:

Well, today Wally is going to teach us more steps to becoming problem-solving detectives. Do you remember last time we learned the first step to becoming a problem-solving detective? Do you remember what that was, Wally?

#### Wally:

Yes, the first step to solving a problem is to pay attention to your feelings. Feelings are really important because if they are uncomfortable

they are clues to know there is a problem.

**Teacher:** But, Wally, how do you know you have a problem?

**Wally:** I know it through my feelings. I might feel sad or mad. Or I might be thinking to myself, “I’m going to punch that guy out!” Oh, then I know I have a problem! And I can tell by my body too—sometimes my hands go in a fist and my neck gets stiff. I’m going to show you my picture so you’ll be reminded of the first step to being a problem-solving detective. Now don’t laugh—this guy’s pretty handsome. (Wally shows cue card of Problem Solving Step # 1.)

**Teacher:** Well, Wally, now that you’ve taught us the first step to becoming a problem-solving detective, can you teach us some more steps?

**Wally:** Sure! Right after you have decided what your problem is, the next step is to think of solutions or plans. See, here is a picture of me thinking of plans—solutions are like light bulbs going off in your head! (cue card #2) First I think of one idea for how to solve a problem, and then I try to think of lots of other ideas. See here, I have lots of solutions going off in my head (cue card #3). Now, remember—if you run out of ideas, sometimes you can look in my detective kit. But I bet you already know a lot of ideas or solutions to problems. Here are a few ideas for solutions.

**(Pause tape after each solution card and ask children when they would use such a solution.)**

Say Please

Ask Someone

Share

Trade

Wait and Take Turns

Ignore

Hug

Get Adult to Help

Give

**Teacher:** Wally, can we look again in your magnifying glass?

**Wally:** Sure. Next we see a boy and his mother practice thinking of solutions by playing the “what if” game. Practicing thinking of solutions is not only fun but it helps you learn lots of solutions so that when you come across a real life problem you have lots of ideas. Okay, the story is about two kids who both want the same ball. The one boy is trying to come up with the solutions for their problem.

### Vignette 1 Solutions



**The Scene:** Mother and her son are practicing the “What If” Game. They are reading a story about a girl named Jessica who wants the boy’s ball. Mathew comes up with different solutions for the problem.



### Discussion Questions

1. Pause the tape periodically to ask the children what solutions they have.
2. Do you have any other ideas? Let’s check the detective kit for any ideas we might have missed.

**Note: Show laminated solution cue card when discussing a solution.**

**Video Narration**

**Wally:** Wow! Did he ever have a lot of solutions. He came up with asking nicely, trading, waiting, and getting his mother to help. I think he has read my detective manual, don't you? Let's look in the magic glass again at another boy who used to be in Dinosaur School. He's also playing the "What If" Game with his mother. See if you can detect all the solutions he comes up with.



**Vignette 2 (S)  
More Solutions**

**The Scene:** Mother and her son role play with puppets. In the story they make up, one child wants the other child's toy car. He starts by saying, "Give it to me or I'll hit you!" and the girl replies assertively, "No hitting." The role play continues with different solutions being suggested until they come up with a satisfactory one.



**Discussion Questions**

1. Pause tape periodically to ask children for their solutions to the dilemma.
2. How does the girl feel? How does the boy feel?
3. How would you use your words to tell somebody to stop it?



**Role Play/Practice**

Role play with puppets a child telling someone to stop.

**Video Narration**

**Wally:** At first the boy tried one solution, hitting, which didn't work very well, did it?  
**Teacher:** No, but Susie had a good solution, she told him with her words not to hit.  
**Wally:** Yes, but in the end trading seemed to work out best for both of them, didn't it? What do you think some other solutions would be? Remember, if you run out of ideas you can check my detective kit to see if there are any more ideas.

**Pause tape for ideas (may use solution cards)**

**Video Narration**

**Wally:** Next in the magic magnifying glass we will see some boys from our Dinosaur School, and they are telling me some solutions about what they would do if they found themselves in a fight at school.



**Vignette 3  
"Give it to Me or I'll Hit You"**

**The Scene:** Ben tells his idea, which is to get a teacher to help. Another boy, James, has the idea not to fight other people. When the Teacher/Therapist asks him what he would do if he was mad and it was his ball and the other kids were trying to get it, he replies, "Keep it and not let go." The teacher asks again

what he would do if the other kids started kicking him. He replies that he would tell his mom and dad. Ben comes back with another idea—to stay away from kids who fight.



### Discussion Questions

1. Pause the tape as you go along and ask the children to come up with solutions. Use the “solution cards” to reinforce the children’s ideas.

### Supplementary Vignettes

#### Teacher/Therapist

*In the video we are going to see next, two girls are working on a maze and trying to solve one of Wally’s problems. See if you can discover the solutions they come up with.*



### Supplemental Vignette 10 (S) Solutions

**The Scene:** Adriana reads the problem on the maze to Dorian, and Wally praises her good reading and concentration. The therapist reads the problem again and asks the girls to solve the problem. Dorian has a solution, “Say, ‘Please give me my ball back.’” Adriana also suggests saying, “You can have one when I’m done and we could share.” Adriana writes, “He could share” on her paper. Next, the therapist turns to Simone and praises her for how hard she has been concentrating on her maze.



### Discussion Questions

1. What solutions did Adriana and Dorian come with to solve the problem of only having one ball to play with?
2. How were the two girls helping each other?
3. How did Simone keep on concentrating?



#### Role Play/Practice

*“Can someone show me how they would work on this maze?”* Do a practice maze in the circle before going to small groups.

#### Considerations

Help the children understand how Adrianna, who is 7 years old, is helping Dorian, who is 5 years old. Ask the children to re-enact the scene (only one ball and several children) demonstrating what it means to ask, wait, share and take turns.

# Stegosaurus Unit: Detective Wally Teaches Problem-Solving Steps

## Part 2: Finding More Solutions

### Video Narration

- Wally:** So we've learned that steps two and three to being a good problem-solving detective are to think of lots of solutions to a problem, right?
- Teacher:** Right.
- Wally:** Okay, now let's look in my magic magnifying glass at a boy in school who is faced with a problem. Let's see if we can detect what the problem is and then come up with some ideas for solutions.



### Vignette 4 Broken Castle

**The Scene:** One boy is building a castle when a new boy enters into the play and makes a suggestion by saying, "No, no, you should use this" and offers the boy a different Lego. The new boy's suggestion is ignored by the other boy, who continues to build his castle. Next, the new boy puts his Lego on the other boy's castle which causes the castle to fall down. The first boy looks up in dismay and anger at the other boy.



### Discussion Questions

1. What is he thinking and feeling?
2. What is his problem?
3. Did the other boy do it on purpose?
4. What are some solutions?



### Role Play/Practice

Re-enact Vignette 4 in circle with someone accidentally knocking down Wally's block structure. Wally models how to stay calm and try again. The other boy offers to help build it again. Change roles.

### Video Narration

- Wally:** I hope you came up with lots of solutions for this boy. Let's look again in my magic magnifying glass and see how the boy handled the problem.

**The Scene:** The boy says to the other boy, "Let's make a new one!" He patiently rebuilds the castle and asks again, "How do you like this one, you guys?"



### Discussion Questions

1. What was his solution?
2. Was it a good solution? Could he do anything else?
3. How did he feel?



### Video Narration

- Wally:** Stupendous! Isn't that great how he kept his c-o-o-l when the castle fell down?
- Teacher:** It sure is!
- Wally:** Yes, he came up with an even better solution—to make a better castle this time. Let's look again in my magic glass at another problem and think about some possible solutions.



### Vignette 5 (S) Pretend Fighting Gets out of Hand

**The Scene:** Two boys start mock fighting with each other. One boy actually hits the other boy and the teacher walks in and asks, "What is going on here?" The boy who hit the other boy walks away, but the teacher asks him to come over so she can talk to both boys.



### Discussion Questions

1. What happened?
2. What should the boys do now? What are some solutions?
3. How does the teacher feel? What should she do?

### Video Narration

- Wally:** Oh-oh, pretending fighting kind of got them into trouble, didn't it? What do you suppose the boy who was hit felt? What did the other boy feel? Okay, stop the tape and think about what your solution would be now.

### Supplemental Vignettes

#### Teacher/Therapist

*Watch how the children in the next video solve a problem. See if you can find out what solution they use.*



### Supplemental Vignette 11 Problem Solving

**The Scene:** Six children are at the table and are eating watermelon. There are only four pieces of watermelon left, and the teacher asks if there is a solution to this problem. The children suggest cutting the watermelon pieces in half.



### Discussion Questions

1. What is the problem in this group?
2. What solution do they come up with?
3. Are there more solutions?
4. Do you think their solution is a friendly solution?

### Considerations

Taking real life conflict situations and labeling the emotion, the problem, and then brainstorming and practicing solutions is an invaluable way of teaching problem-solving skills by integrating the emotional, cognitive, and behavioral components. Use some of the hypothetical problem situations in the leader's manual to practice solving common problems.

### Teacher/Therapist

*Watch in the next video what solution the boy uses when he asks another boy to play with his truck but that boy keeps playing with the truck.*



### Supplemental Vignette 12

#### Waiting

**The Scene:** One boy is waiting at the table for a turn with a truck that another boy is using. He has asked for the truck but the boy hasn't given him the truck yet. The teacher keeps praising the boy for his good waiting as well as his ability to ask for what he wants in a polite way.



#### Discussion Questions

1. How hard is it for you to wait for something you want to play with?
2. How long do you think you can wait? (Can you count to 10?)
3. How do you stay patient when you are waiting?
4. What else can you do while you are waiting?



### Role Play/Practice

*"Can someone ask Wally if you can have his truck and see how long you can wait?" Practice asking and waiting when Wally doesn't give up the toy right away.*

### Considerations

Waiting is very difficult for young children. It is important to recognize this difficult skill and to help children understand that other children won't always be willing and ready to share with them or to give up the toy they are playing with. It is important for them to have realistic expectations.

### Teacher/Therapist

*In the next video we see a boy who feels bad because some other boys won't play with him. See if you can figure out what solution he might use.*



### Supplemental Vignette 13

#### Using Your Words

**The Scene:** One boy at recess tells his teacher that the other boys won't let him play with them. He says, "They hate me over there." The teacher asks him what solution he used to get the children to play with him. The teacher suggests, "You can say, 'Can I please play with you?'" The boy replies, "no" and explains further, "They say you're not playing." The teacher asks again what other solutions he could use to play with them. The teacher suggests he ask again, and the boy insists they will say "no." Then another boy comes over to play with him, and the teacher praises the boy for sharing his book with his new friend and for asking him to play with him.



### Discussion Questions

1. How is the boy feeling when he says the other children won't play? How does he feel later when a new friend plays with him?
2. How do you ask other children if you can play with them? (practice polite asking)
3. What do you do if they say "no"? (help them understand that children commonly say "no," and this does not mean they are not their friend)
4. Can you ask more than one time to play with others?
5. What can you say to yourself if someone doesn't want to play with you?



### Role Play/Practice

Set up a role play where children practice asking politely to play with someone else. Practice staying calm and finding another friend to ask if the first child says "no."

### Considerations

Ask the children to practice going up to a group of children and asking them if they can play with them. Have them practice the steps of: 1) watching the play, 2) complimenting their play and 3) asking to join in. Help the children understand that often other children may say no. Help them to think why the other children might say no (e.g., they aren't done with the game, they are having fun together). Help them to see that they might still be friends with someone who says no to them.

### Teacher/Therapist

*See if you can figure out the solutions that the different children in the next video use to solve a problem.*



### Supplemental Vignette 14

#### Waiting, Trading, and Taking Turns

**The Scene:** Two children are playing a matching game and another boy comes over and says he wants to play. The teacher suggests they take turns. Another teacher suggests they trade with each other and then notices the two boys who are waiting patiently for a turn. Kaylee and the boy trade matching games. Later the other boy gets a turn and Kaylee waits for her turn. The teacher praises Kaylee for waiting patiently.



### Discussion Questions

1. How well do the two boys do at waiting?
2. After they waited, what solution did they use? (trade)
3. Can someone show Wally how you would trade? (give Wally a toy and another child a different toy) What would you say first?

### Considerations

It is important to model and practice trading and taking turns in the circle time, as well as in the small group practice sessions.

**Teacher/Therapist**

*Watch what solutions the next girl on the video uses to get to play with the blue bowl.*

**Supplemental Vignette 15**

**Asking and Waiting**

**The Scene:** Kaylee wants the blue bowl. The teacher suggests she ask her friend for the bowl using her words. Then the teacher suggests she can say, “Can I please have the blue bowl?” Kaylee repeats this sentence, and the other girl tells her she can have it in four minutes.



**Discussion Questions**

1. How did Kaylee ask for a turn with the bowl?
2. How long did she have to wait for a turn?
3. What would you do while you are waiting for a turn?
4. Practice asking for something you want. (ask Wally first)
5. How can you politely tell someone that you're not done playing with something?

**Considerations**

Help children practice the polite words they can use to ask for a turn with a toy or for something else. At first reinforce the polite asking by having Wally share the toy with the child. Later you can make it more difficult by having Wally politely tell them that he's not done yet and they need to wait. Then the children practice walking away and doing something else. It's also important to have the children practice using polite words to tell someone that they are not finished playing.

**Teacher/Therapist**

*Sometimes children are sad and frustrated about something and a good friend will give them time alone to calm down. Watch how the next children do this when one boy is crying.*

**Supplemental Vignette 16**

**Ignoring**



**The Scene:** Emani is tantrumming on the floor and crying during circle time. The therapist gives Jeremiah a chip for good ignoring and then gives chips to the other children who are ignoring and paying attention to the teacher.



**Discussion Questions**

1. Why does it help this boy to ignore him when he is crying on the floor?



**Role Play/Practice**

*“Show Wally how you would ignore him.”* Wally models poking a child, and the child practices ignoring and walking away.

### Considerations

The children learn that it is helpful to ignore a friend who is angry and give them the privacy to calm down.

### Teacher/Therapist

*Next we see another girl using the ignore solution. Think how strong you must be to do this.*



### Supplemental Vignette 17

#### Ignoring

**The Scene:** Emani is again tantrumming in the circle time. Adrianna ignores his outbursts and concentrates on the discussion. She gets a chip and praise for her good ignoring of Emani's behaviors.



### Discussion Questions

1. Why is it strong to use the ignoring strategy?
2. What behaviors would you ignore? (poking, mild pushing, teasing)
3. What behaviors would not be good to ignore? (hurtful behavior, exclusion of others)
4. What do you say to yourself when you are ignoring someone?

### Considerations

It is important to help children understand that they can ignore someone if they are tantrumming and angry but not hurting anyone else or themselves. If they fear someone is being hurt, it is important that they understand that the best solution is to get adult help right way.

### Teacher/Therapist

*See if you can see the solution the children in the next video are using.*



### Supplemental Vignette 18

#### Being Patient

**The Scene:** The children are having snack. The therapists praise them for being so strong and patient as they wait for the watermelon to be passed to them.



### Discussion Questions

1. What does it mean to be patient?
2. Can you remember a time you really tried to be patient?

### Considerations

Help children understand the value of patience and talk about it as a very strong thing to be able to do. You might help them count to 10, or distract themselves by doing or thinking about something else.

**Note: Use laminated solution cards when discussing solutions. Use the basic set for children ages 3 to 5 and the advanced set for readers and children ages 6 to 8.**

## Stegosaurus Unit: Detective Wally Teaches Problem-Solving Steps

### Part 3: Thinking of Consequences Problem-Solving Steps Four and Five Thinking of Consequences

#### Teacher/Therapist

Today we are going to talk about making good choices. Some solutions have better outcomes than others. We want to try to make the best choice or have the best solution we can think of. Right? Let's watch this next video where Wally's friend Molly tells us about this.

#### Video Narration

- Wally:** Hi! Today I wanted to introduce you to my friend, Molly Manners. She's always good in her class at school. In fact, she's the teacher's pet—(Molly looks surprised.)—she 's kept in a cage at the back of the class. Ha Ha!
- Molly:** Wally, that's enough, let me talk. Hi everyone! I wanted to come today because I've got some ideas about solutions that involve good manners.
- Wally:** Well, these kids are already getting to be expert detectives at coming up with solutions. Right? I've taught them a lot, and today we are going to learn that, just as every problem has many solutions, there are also many consequences to solutions. Do you know what "consequences" means?
- Molly:** Hmm, that 's a hard word. I think it's the name for that new kind of cereal that just came out.
- Wally:** No, it's the word which means "What happens next?" after we try a solution. In fact, it is the fourth step to becoming a good detective. It means thinking ahead to what might happen next if we carry out a solution or plan and after that we decide what solution is best. You know, in the last video, we saw that pretend fighting kind of got the boys into trouble with the teacher, didn't it?
- Molly:** So you mean the consequence of pretend fighting that it made them feel bad and got them in trouble with the teacher.
- Wally:** Right. (Point to faces on cue card #4.) Sometimes solutions have good consequences or bad consequences (point to card), and we try to find the best solutions that will have good consequences for everyone—right? (cue card #5) Let's look in my magic glass again at a mother and boy playing the "What If" Game and see if you can detect the good or bad consequences to the boy's solutions.

#### Vignette 6 Consequences



**The Scene:** Mother and son play the "What If" Game. They are reading a book about two children who both want the same ball. The boy suggests possible solutions to their problem such as asking nicely for the ball, pushing and grabbing the ball, trading another toy and finally walking away. The mother encourages the boy to think about consequences to these solutions in terms of the children's feelings.



#### Discussion Questions

1. What solutions does this boy think about?
2. What consequences does he think about?
3. Can you think of others?

### Video Narration

**Wally:**

Did you notice how that boy thought about the consequences of each of his solutions in terms of how each person would feel afterwards? Pretty smart, huh? Now let's look again in my magic magnifying glass—see if you can tell what the problem is? Then think about what some solutions are and what the consequences of these solutions might be.



### Vignette 7

#### Being Bothered by Another Child at School

**The Scene:** A boy pokes the girl sitting next to him and keeps pointing fingers at her and bothering her. She tells him to stop several times.



### Discussion Questions

1. What is the problem?
2. How does the girl feel? What might the boy feel?
3. What are some other solutions?
4. What are the consequences of poking? asking him to stop?

### Video Narration

**Wally:**

Did you come up with some solutions with good consequences for the girl? I hope so! This detective stuff is getting kind of hard, isn't it? In the next scene two boys are also bothering each other, and they start fighting with pencils and using them as swords. Think what you would do if someone started doing this to you.



### Vignette 8 (S)

#### Fighting at School

**The Scene:** Two boys start mock fighting with their pencils. One boy turns away and starts his work and the fighting stops. The other boy continues to try to mock fight and bothers the other boy who finally sits down and says, "I'm not fighting," and it stops.



### Discussion Questions

1. What do you think of this boy's solution?
2. Did it have a good consequence? What was the consequence?

**Note:** Solutions with good consequences may be labeled "cool" or "happy" solutions." Less effective solutions may be labeled "unhappy" or "weak."

### Video Narration

**Wally:**

That was a good solution, wasn't it?—just to say "I'm not fighting" and put away the pencils and sit down and ignore the other boy. And it had a good consequence, didn't it? Both boys were able to get back to their work, and they didn't get in trouble with the teacher. Next in

the magic glass we will see another boy bothering a boy by flipping paint off his paintbrush at him. Oh-oh! Think about what solutions you would come up with if you were the boy who had paint thrown at him.



**Vignette 9 (S)**  
**Being Bothered by Another Child**

**The Scene:** Five children are all painting together at a table. One boy starts flipping paint off his paintbrush at one of the other boys.  
**Pause tape**



**Discussion Questions**

1. Why do you think the boy threw paint at him?
2. What do you think each of the boys was thinking?
3. Why do you think the boy's decision to ignore him was a good one?

**Vignette 9 continued**

**The Scene:** The other boy ignores the paint throwing and is good-natured.



**Role Play/Practice**

Practice ignoring.

**Video Narration**

- Wally:** "Wow!" The boy who had paint thrown at him just ignored it and stayed friendly—so finally the other boy stopped. Incredible!
- Molly:** But, Wally, the kids we've seen in the magic glass haven't had very good manners, Wally. They poked and bothered and hit each other, which does not feel very good. I wonder if they know what good manners are.
- Wally:** Sometimes I think kids want to be friendly with someone and just don't know how—so they tease them to get their attention. (turns to Molly) "Hello funny face!"
- Molly:** Yes, but the problem is that kids don't like to be made fun of and poked. So the person who is teasing might find he doesn't have any friends and might even get in trouble with his teacher or parents. That's not a very good consequence, is it?
- Wally:** You're right, Molly, there are better solutions to making a friend. Let's look again in my magnifying glass and see how good we are at coming up with solutions to the next problem.



**Vignette 10**  
**Not Enough**

**The Scene:** All the children want soccer balls for recess but there aren't enough to go around. The teacher talks to them to decide what to do. The teacher asks them what their plans are for the balls.





### Discussion Questions

1. What is the problem?
2. What are some solutions? What are the consequences of these solutions?



### Role Play/Practice: “What Happens Next?” Game

**Teacher:** Just as every problem has many solutions there are also many consequences to solutions. Do you know what the word consequences means? Yes, consequences means, “What happens next?” after we try a solution. (Show cue card #4.) For example, Wally wanted to go first so he hit Molly. What was the consequence of that solution? (generate ideas)

Today we are going to practice thinking about what might happen next if we do something. We are supposed to think of as many different things as we can that might happen next.

**Wally:** Let’s play the “What Happens Next?” Game! (e.g., Mickey wants Lucy’s bike and pushes her to get it. What are the consequences of pushing?)

### Teacher/Therapist (prompt ideas from group)

*What might Lucy say or do when pushed?*

*(e.g., Johnny is teased by the other children so he calls them names; Anna wants a Barbie doll like her friend’s doll—so she takes hers; Bobby hit you because he was angry you wouldn’t share the video game with him)*

*After we think of solutions to problems we always need to think of what might happen next if we use that solution. That helps us decide which solution is the best one to use.*

### Supplemental Vignettes

#### Teacher/Therapist

*Sometimes it can be very difficult to share. Think about what the consequences are for this boy when he shares his airplane with his friend.*



### Supplemental Vignette 19

#### Hard to Share

**The Scene:** Gregory has a big airplane. The teacher reminds him that he said he would give it to his friend, Simeron, after 5 minutes. The teacher says he has now had 15 minutes, and she acknowledges how hard this will be for him to share. She says she will give him a special sticker for sharing. Simeron waits patiently while the teacher and Gregory talk about the situation. The teacher praises Simeron for how he is waiting so patiently. Finally, Gregory shares the plane, and the teacher prompts Simeron to say “thank you.”



### Discussion Questions

1. Should Gregory share his plane with his friend? Why?
2. Why is Simeron so patient?
3. What do you think Simeron is saying to himself to keep waiting for so long?
4. How does Simeron feel after Gregory has shared? How does Gregory feel?

### Considerations

Young children will not spontaneously share with each other. Therapists/teachers will need to scaffold these interactions and coach them to ensure that some sharing occurs. During circle time, set up scenarios where children practice sharing and asking for something.

### Teacher/Therapist

*See if you can figure out what the consequences were for the next two boys when they did not share with each other.*



### Supplemental Vignette 20 Consequences of Fighting

**The Scene:** Two boys are fighting over how to play a game. They are yelling at each other. The teacher tries to help one boy take a deep breath and another boy to talk about the problem. They continue to get upset and angry with each other. The teacher takes away the game and ignores their protests.



### Discussion Questions

1. What is the consequence of not helping each other?
2. How could the two boys have solved this problem?
3. Show me how they could calm down.

### Considerations

The teacher tried to get the boys to problem solve, but the children were too dysregulated to engage in this process. If she had continued to talk to them while they were truanting, their misbehavior would have been reinforced.

### Teacher/Therapist

*Watch how the boy in this next video asks if he can play with some cars. See what happens when his friend tells him that he's not ready to share yet.*



### Supplemental Vignette 21 Using Words and Waiting

**The Scene:** The children are playing with toy cars. One boy, Sergio, is playing with more than a dozen small cars and another boy, Armani, wants to play with some of them. The teacher prompts Sergio to tell his friend how long he has to wait before he will share his cars. Sergio says, "5 minutes." The teacher praises Armani's waiting skills, but he still tries to take one of Sergio's cars. Next the teacher prompts Sergio to say, "Armani will you please stop, I don't like it, please will you not take these cars, okay?" The teacher helps Armani to find another car to play with when Sergio decides to share all the cars with him. The teacher prompts Armani to say, "thank you."



### Discussion Questions

1. Why didn't Sergio want to share?
2. What else could Armani have done while he was waiting?
3. How does Sergio explain to his friend that he doesn't want to share?
4. What generous solution does Sergio use in the end?

### Considerations

Help the children practice asking for something politely and then waiting for a turn. After a short wait prompt the child to share with his friend and point out how good the friend feels because he shared with him. Help the children to understand that one of the consequences of sharing is making a good friend.

### Teacher/Therapist

See if you can figure out the solution to the problem in the next video scene.



### Supplemental Vignette 22

#### Trading

**The Scene:** The therapist talks to Jeremiah explaining to him that Simone is sad because she was the last one to choose a prize and she didn't get the prize she wanted. The therapist suggests Jeremiah might want to share something with her. However, he wants both his prizes, and the therapist reassures him that is his choice. Then he shows Simone the ring and suggests they trade. The therapist praises his suggestion.



### Discussion Questions

1. How could Jeremiah help his friend?
2. What could Simone do to help herself calm down and feel less disappointed?

### Considerations

Help the children understand that it is normal to be disappointed when they don't get what they want. Help them think of strategies to cope with the disappointment. (e.g., deep breaths, think of happy place, do something else)

## Tyrannosaurus Rex Unit: Controlling Anger

### Teacher/Therapist

*Today we are going to solve some more problems. Do you remember that big word we talked about last week—"consequences"? What does that word mean? Well, you know what? Yesterday I forgot to close my car windows and it rained. Do you know what the consequences were? Let's start by looking at this video.*

### Problem-Solving Step 6

#### Tiny's Story

### Video Narration

- Teacher:** Hi, Wally! Do you remember last time we talked about consequences to solutions, right? Did you try out a solution to a problem this week?
- Wally:** I did, and I was hoping you wouldn't ask!  
(teacher takes off Wally's glasses and he has a Band-Aid on his eye)
- Teacher:** What happened, Wally?
- Wally:** I didn't really want to talk about it but I made a mistake. Some of the kids wouldn't let me play ball with them, and they called me names and told me I looked like a monkey face, and I got so angry I grabbed their ball away and hit one of the kids. They hit me and, oh, we got in a big fight. I finally got the ball to play with but I wonder if it was such a good solution. I didn't feel so good about playing ball by myself.

**Teacher:** That's good, you're talking about your feelings.

**Wally:** Really?

**Teacher:** You know, remember when we talked about consequences? Sometimes there are good consequences and bad consequences, and you have to decide solutions that have good consequences.

**Wally:** Oh, yeah, it's all coming back to me now.

**Teacher:** Well, another step is to think afterwards about how successful you were at solving the problem.  
(card #7) There are three ways to decide the best solution. The first is, was it safe?

**Wally:** No, I got hurt and another boy got hurt.

**Teacher:** Another way to decide the best solution is to ask yourself, was it fair?

**Wally:** No, I was the only one who got the ball, and the other kids didn't get it.

**Teacher:** A third way to think about your solution is, how did you feel about it and how did the others feel? Usually if one or the other of you doesn't feel very good about it, then it wasn't a good solution.

**Wally:** Well, none of us felt very good about it—but you know they teased me, and yelled at me and called me names. And I got so mad I couldn't think!

**Teacher:** Wait a minute! Well, you're right, it wasn't fair of them to tease you, and it was mean to hurt your feelings. But, you know, everyone gets teased at times and you can't just hit everyone who teases you. They might even tease you more! You know, I learned a secret from Tiny Turtle, and I think this is a good time to ask Tiny turtle to tell us his story.

### **Tiny's Story**

**Tiny Turtle:** Hi! I'm glad to tell you this story, Wally, because it really happened to me. I will show you just exactly what happened. This took place a few months ago. I was sitting in my room and thinking:  
"I would rather stay home and watch TV. I don't want to write words—it's just too hard. I don't like the kids at school—they pick on me and tease me because I go so slowly. So I tease them and even try to hit them. Sometimes I grab their pencils and books. I show them! I tell myself each day that I won't get into trouble but it's too hard to remember not to fight or make noise. I can't help getting angry because the other kids are so mean to me. I feel pretty mad. Sometimes I think I'm a bad turtle. I feel terrible and I get so angry!"

**Teacher:** Yes, Tiny, that was what Wally was feeling when the other kids were teasing him and wouldn't let him play with them. He felt so angry he couldn't think.

**Tiny:** Well, I knew my solutions didn't have very good consequences because I felt bad and everyone was mad at me, and finally—after a lot of thinking—I did come up with one solution after awhile. At first I couldn't even get myself to think of solutions. Finally, I decided to ask Tommy Turtle what to do.  
Now, Tommy is not a Ninja Turtle but he is the biggest and oldest and wisest turtle in town. He is 200 years old! He is very kind, and I thought he might be able to help.  
(small voice) So I went over to Tommy's house and I was scared but I told him my story and asked him, "What should I do?"

**Tommy:** Well, I will tell you a secret. You already have the answer to your problem with you. You have it everywhere you go.

**Tiny:** But I don't understand!

**Tommy:** Well, it's your shell.

**Tiny:** My smell?

**Tommy:** No, your shell...that is why you have a shell. Whenever you feel upset, or when you are angry or frustrated, you can go in your shell. When you go inside your shell, you can rest for a minute...you can tell yourself to say stop, take 3 deep breaths, and tell yourself to calm down. See, like this, (he models going into his shell, taking big breaths, and telling himself to calm down). Now, next time you are upset you can go inside your shell.

**Tiny:** I liked Tommy's idea so I decided to try it the next time I got angry. Well sure enough, Wally, the next day someone was teasing me at school again. I almost hit him when I remembered what Tommy said and stopped and took 3 deep breaths and told myself to calm down. You know, it was nice and comfy in my shell, and soon I felt calm again, especially after I got my nightlight! You know what else—the teacher said she was proud of me. That made me feel good.

**Teacher:** Yes, Tiny had a good solution to his problem, didn't he? Wally, do you remember we said it was okay to have any feelings, even to feel mad or angry? It's never nice to be teased, is it, but it's how you handle your anger that may or may not be okay. So, Wally, does Tommy's story give you any ideas about what to do when you feel so angry you can't think of solutions?

**Wally:** Well, I don't have a shell...

**Teacher:** You could close your eyes and pretend you have a shell. Why don't you try it? (Wally covers his eyes.) That's it! What does it feel like?

**Wally:** It's dark!

**Teacher:** I know, but you must start thinking.

**Wally:** Okay, I think, "Stop," take 3 big breaths, and tell myself to calm down.

**Teacher:** Wow, that's really good. Try it again a few more times and then think what you could think to yourself when someone teases you and calls you names.

**Wally:** Hmm... Well, it's not working to get mad—getting angry is not a good idea! Let me think of another solution. I can handle this. I can do it! Wow, this breathing is helping me calm down, you know? Maybe I should just play with someone else—those guys aren't friendly today. Wow! I'm feeling better already.

**Teacher:** Gee, Wally, that's good thinking and breathing.

**Video Narration**

**Wally:** I think we should look in my magnifying glass at a boy who gets pretty upset about being pushed down by a girl during a game. Let's think about what the best solution for him would be in terms of being safe and fair and good feelings.

**Vignette 11  
Being Pushed**



The Scene: Three girls and a boy are playing ball. One girl pushes the boy down and he starts crying. The girls stand watching him.  
Pause tape



### Discussion Questions

1. What were the consequences of the girl's pushing?
2. What is the boy thinking and feeling?
3. What is a solution for the boy now? (generate list) Talk about the boy having an imaginary shell around him.



### Role Play/Practice

Practice taking deep breaths and saying I can calm down. Show laminated cue cards of Tiny Turtle in shell.

### Vignette 11 cont'd

**The Scene:** Next the boy brings his head up crying and wipes his eyes. The girl who pushed him stands there looking at him.

**Pause tape**



### Discussion Questions

1. What is the girl thinking and feeling?
2. What are some solutions for the girl who pushed the boy? (generate list)
3. What does the word apology mean? When would you apologize to someone? (list times)
4. How do you feel after you apologize to someone?
5. How would you apologize to this boy?



### Role Play/Practice

Practice apologizing. Show the laminated apology cue card.

### Video Narration

**Molly:** Well, I think apologizing would be one solution for that girl, wouldn't it?

**Teacher:** Molly, what is an apology?

**Molly:** An apology is telling someone you are sorry when you make a mistake or you hurt them. I mean an apology can make them feel so much better. Here's a picture to remind us about making apologies. Let's look now in the magic glass and see what the next boy does.

**The Scene:** The boy pulls himself together and gets up and resumes the game of ball.

**Pause tape**



### Discussion Questions

1. What do you think the boy told himself?
2. What was he thinking at the end?
3. What are the consequences of his solution?

## Video Narration

- Wally:** Awesome! That was a great solution. He just seemed to take hold of his anger and start playing again! I'm sure he was thinking of Tiny Turtle and took some big breaths. He already looked like he was starting to feel better! That was a good solution with good consequences, wasn't it? Don't forget—always "think turtle!"
- Molly:** Can we look in your magnifying glass one more time at a girl who is upset and angry because the two boys won't let her play with them?
- Wally:** Oh, that's not nice, but let's think about what the best solutions would be for her.



## Vignette 12 Being Excluded

**The Scene:** Two boys and a girl are playing with two balls. Somehow the boys get the girl's ball, and she feels left out and gets upset, saying, "You guys are not being nice to me." Finally, she leaves and they continue to play.

**Pause tape at first blue section**



## Discussion Questions

1. How would you solve the problem of being excluded?
2. What would you do if you were the girl? the boys?
3. What would you do if someone called you a name, or wouldn't let you play with him/her?

**Note:** Talk about the Dinosaur Rule of no exclusions (or lock outs).

## Vignette 12 cont'd

### Video Narration

- Molly:** That was probably a good idea just to walk away because she was getting so angry. And by doing that she could calm down, take a big breath—no one got hurt.
- Wally:** Yeah, she also was pretty good at telling them how she felt about what they were doing to her.
- Molly:** But she could also have told them that she felt bad about being left out rather than telling them they weren't nice.
- Wally:** Maybe she could have even made a suggestion about how all three of them could have played together with two balls.
- Molly:** That's a good idea!
- Wally:** Thanks, Molly.

### Teacher/Therapist

**Wally:** What are some different ways to calm down?

*(Teacher writes list on board.)*

**For example:**

Sit somewhere else.

Take deep breaths.  
Walk away.  
Say things to yourself like "Calm down," "I'm okay, I can handle it."  
Count to 10.  
Think "happy."  
Sing or whistle to self.  
Tell yourself you're not going to let it get to you.  
Say to yourself, "Don't blow your cool."  
Say to yourself, "They're just trying to get me angry, my self-control is being tested."  
Say to yourself, "Everyone gets teased at times" or "Everyone has parents who get mad at them."  
Think about someone who loves you a lot.

**Teacher:** Let's practice. Suppose someone told you you couldn't play with him/her and told you to go away. How would you feel? What would you do to calm down? What would you do next?  
What else might make you upset?  
(Get group to come up with a list of situations that make them upset. Wally contributes his ideas as well.)  
How do you handle these situations?

**Examples:**

Child is pushed off the swing by another child who wants to get on the swing.  
Child is playing nicely with another child and a third child comes along and grabs his/her ball.  
Child won a game of marbles but the child who lost comes up and smashes him.  
Child is teased by another child.  
Child has been scolded by teacher or parent.  
Other children tell child he cannot play with them.  
Child is not invited to a birthday party when everyone else is.  
Child is denied something by his parents (such as TV program, special toy that all the other children have, special activity, etc.).  
Child is yelled at by his parents for something he didn't do.  
For the situations brought up by the children ask them why they think these things happen.

**Wally:** Why do you think you were hit, teased, pushed, etc.?  
(prompt discussion)  
Well, you know, sometimes you get hit not because that person hates you or doesn't like you, but sometimes it's an accident. Sometimes kids tease because they really want to be your friend and don't know how else to get to be your friend. Sometimes they are upset and



haven't learned problem-solving steps like we have.

And you know what else? All kids and adults, too, get teased and hit and hurt sometimes. And not everyone is friends with everyone.

**Teacher:**

I have an example of what makes me upset. Suppose I'm trying to teach something and no one is listening and everyone is out of their seats. I would be thinking, "I don't like this. I feel like stamping my foot and yelling. Oops, stop! I need to take a big breath and think—so I need to calm down. Okay, what could I do about it? One solution is to ask in a nice voice to be quiet.

### Problem-Solving Step Seven and Review

#### Video Narration

**Wally:**

Hi! Today we are going to talk some more about how to get control of your angry and hurt feelings so you can come up with some good problem solving. Do you remember Tiny Turtle's secret? Let's go right away and look into my magic magnifying glass to see a boy who's really angry at his teacher because his teacher told him he couldn't go to the planning table because the table was already full with other children. The teacher wanted him to pick a different thing to do. Look at how he reacted.



#### Vignette 13 Anger at Teacher

**The Scene:** A boy cries because he wanted to work at the art table and has been denied by the teacher because the table is already full. He must choose another activity. He lies on the floor, crying.



#### Discussion Questions

1. What do you suppose the boy is feeling and thinking?
2. What is a possible consequence of his solution? What is another solution?
3. What would you do?



#### Vignette 13 cont'd

**The Scene:** The boy continues to cry and goes over to the table and takes a piece of art paper off the table and throws it on the floor in front of the teacher.



#### Discussion Questions

1. What he is feeling now?
2. What do you think of this solution? What might happen?



#### Vignette 13 cont'd

**The Scene:** The boy proceeds to throw a pillow across the middle of the room and no one takes any notice of him.



#### Discussion Questions

1. What might be the consequence of this solution?
2. What would you do if you were told you couldn't do something?

### Video Narration

**Wally:**

Well, so far he's tried crying on the floor, throwing his art and a pillow to get what he wants. Boy, those solutions didn't have good consequences! How do you think he could handle his anger so he can think of a better solution? Let's see what happens next!



### Vignette 13 cont'd

**The Scene:** The boy continues to cry as he walks around. He picks up the paper he has thrown on the floor and continues to cry. Finally, he sits at the table, the crying stops and he looks around.

**The Scene:** The boy finally gets himself under control, starts his art project, and the teacher comes over and writes his name on his picture and gives him a kiss.

### Video Narration

**Wally:**

Finally, he got control of his anger and disappointment, didn't he? I wonder if he knew about Tiny Turtle's secret. Now his teacher is happy with him, too, and even gave him a hug. So finally he came to a good solution with a good consequence. Today Tiny has brought some cards to remind us how to keep control of anger.

**Tiny:**

Here, I'm getting stepped on—I'm just so small, you know. It's easy to hurt me. But I can't stay in my shell all the time. I would never have any fun so I have to come out. Here I'm getting angry at that big guy for hurting me. Here I remember that the feeling of anger is like a signal like a STOP SIGN! I take three big breaths and tell myself to calm down and so I go into my shell. After a while I feel better and I can think about what to do next—and I have avoided a fight. Finally, I'm ready to come out and I try again.

**Wally:**

Thanks, Tiny. Let's look at the next problem in my magnifying glass and think about what to do.



### Vignette 14 (S) "He Grabbed It"

**The Scene:** Two children are sitting at a desk working and one child starts to grab and take away the other child's papers. The other child tries to grab it back.



### Discussion Questions

1. What solutions would you have for the child who had his paper taken away?
2. What would you tell them to do? What would you do?

**The scene continues:** The children turn to the teacher for help. The teacher starts out asking them if they can solve it themselves and then suggests that the one boy, Rex, give the paper back to the other boy. Rex does give the paper back and then the teacher suggests that the other boy, Jack, could work at another table if he continues to have trouble. The children then proceed to work quietly on their paper.



### Discussion Questions

1. What solution does the teacher suggest?
2. When do you need a teacher to help with solutions?

#### Video Narration

**Wally:**

Well, that boy asked the teacher for help to get his paper back from the other boy, didn't he? You know, that's one possible solution when you feel your anger is getting out of control and you don't know what to do. But as you practice Tiny's secret and learn more and more solutions you will be able to come up with other ideas yourself.

**Think about how you would handle the next problem when the same boy who grabbed the paper away last time then sticks his tongue out at him!**



#### Vignette 15 (S)

##### He Sticks Out Tongue

**The Scene:** Two boys are at their desk working when one boy sticks his tongue out at the other boy.



### Discussion Questions

1. What might the boy do?
2. What would you do if someone stuck his/her tongue out at you?

#### Video Narration

**Teacher:**

So, Wally, we have seen kids teasing each other, refusing to let them play with them, even poking and hitting each other. All kids do this from time to time. I think sometimes kids do this to each other, not because they hate the person or are mean people, but because they are upset about something and haven't learned there are better ways to solve problems.

**Wally:**

That's right and, you know, learning the problem-solving steps and Tiny's secret have really helped me figure out what to do when I have a problem. You know, problem solving is kind of like doing a maze. (show cue card) When you do a maze you have to get to the end of the maze without going into any blocked alleys, right? Problem solving is like that—you try to plan and look ahead at consequences so as not to get lost or make mistakes. If you get blocked you try a different solution—isn't that amazing! Ha, Ha! Let's look at some boys doing mazes and see how doing a maze is like using the problem-solving steps.



#### Vignette 16 (S)

##### Mazes

**The Scene:** One boy is looking at his maze, planning ahead, and telling himself, "This is a cinch." Next we see all three boys doing mazes, concentrating, and working hard. One boy completes his maze and says, "This is a cinch! I only made one mess-up."

#### Video Narration

**Wally:**

Did you notice how hard the boys thought about how to do their mazes? They were pretty confident they could solve them, too. One boy

told himself he only had one mess up. This is the last of the problem-solving steps. That step is asking yourself, “How did you do?” (show cue card #7) This means telling yourself you did a good job if the solution worked out well or if not, telling yourself you will do better next time—because good problem solving just takes practice. Let’s look in the magic glass again. This boy is mad because his brother messed up his special project. Let’s think about his solutions and consequences and try to pick the best solutions. Okay?

### Video Narration

Let’s look in the magic glass again. This boy is mad because his brother messed up his special project. Let’s think about his solutions and consequences and try to pick the best solutions.



### Vignette 17 (S)

#### “He’s Always Getting in My Stuff”

**The Scene:** This boy runs to his mother because he is upset because his younger brother has broken his model airplane. He responded to this problem by hitting his brother. As he talks to his mother about the problem, they consider the consequences of hitting and look at other solutions and their consequences. They also talk about what it is like to have a younger brother who gets into his stuff.



### Discussion Questions

1. Has this ever happened to you with a brother or sister?
2. Pause tape after he tells his mom he hit his brother and that he is crying. Ask the children to think of the consequences of this solution.
3. Ask the children to come up with a list of other solutions.



### Role Play/Practice

Role play Tiny Turtle’s technique to coping with anger.

### Video Narration

#### Wally:

That boy was pretty angry with his brother, wasn’t he? But he was still able to control his anger and think about some better solutions than hitting because hitting didn’t have a very comfortable consequence. In the end he even tries to think about his brother’s feelings. That was cool! Well, let’s look again in my magnifying glass at another example of a girl who is pretty angry because her brother took her bicycle without asking her first. Oh-Oh. Let’s see what solutions she comes up with and see if you can up with any she hasn’t thought of!



### Vignette 18

#### Missing Bicycle

**The Scene:** This girl is very upset because her brother has taken her bicycle without asking. She talks to her mother about what she could do to punish him. Her mother tries to help her think of other solutions to the problem.



### Discussion Questions

1. (Pause tape after mother asks girl what she could do.) What other solutions are there for the girl?
2. What are some consequences to these solutions?
3. What do you suppose her brother felt?

#### Video Narration

**Wally:**

Well she was pretty angry at first, wasn't she? Then she began to think of ways she could share her bike—that was great! I think you are getting the idea of solutions and consequences, and you are all getting to be brilliant problem solvers. Let's look at the next boy's solutions. Think about how you would solve this problem.



#### Vignette 19 "She Hit Me!"

**The Scene:** A boy comes to his mother saying that his sister, Sara, hit him. His mother asks him why she hit him. He says he hit her first because she wouldn't share her book with him. Mother asks him how she felt and why his sister might not have wanted to share the book with him. She encourages him to ask his sister for the reason.

**Pause tape**

#### Vignette 19 continues

**The Scene:** The boy returns to tell his mother that his sister said she wouldn't share her books with him because he never shared his books with her. Then mother asks him if he could think of a way he could ask her so she would let him look at the book? He says he could threaten her and they explore the consequences of this solution. Later, he proposes the idea of trading with her.



### Discussion Questions

1. What would you do if your sister or your brother or a friend wouldn't share something with you and you really wanted it?

**Role Play/Practice**

Role play suggestions for how to respond to someone who won't share.

#### Supplemental Vignettes

**Teacher/Therapist**

*See if you can come up with three words for what the next girl is feeling and three possible solutions to help her calm down.*



#### Supplemental Vignette 23 (S) Tantrumming

**The Scene:** Kaylee is angry and is crying and throwing toys on the floor. The rest of the children and teachers are ignoring her. She continues to cry.



### Discussion Questions

1. What is Kaylee feeling?
2. How can she calm down?
3. What can she say to herself?



### Role Play/Practice

Ask children to practice taking deep breaths and telling themselves, “I can calm down.”

### Considerations

Some children take longer to self-regulate than others and need sufficient time to calm down. This respectful attitude creates an accepting atmosphere where children are not blamed or portrayed in a negative light because they are dysregulated. As soon as Kaylee has calmed down, the therapists/teachers will give her attention and involve her in circle time.

### Teacher/Therapist

*The girl we see in the next video uses angry words. Think about how this makes her friend feel and what she might say instead to express her feelings.*



### Supplemental Vignette 24 (S)

#### “I Hate You”

**The Scene:** A girl is crying and angry with her friend because she believes she took her sponge. The teacher suggests she tell her friend with her words what the problem is. The girl replies by saying, “I hate you.” The teacher suggests she take a deep breath but she repeats, “I hate you.”



### Discussion Questions

1. How could this girl calm down?
2. How do you think her friend feels when she says, “I hate you!”?
3. What different solutions could she try?
4. How could the girl tell her friend what the problem is?
5. How could she share her feelings without hurting her friend’s feelings? (Practice the words.)

### Considerations

We encourage young children to use their words instead of hitting. As they learn to use their words to express their feelings, another step is to help them express their anger or disappointment in ways that are not hurtful to their friends. In this case, the girl might be coached by the teacher to calm down or to say, “I am mad because you took my sponge,” rather than “I hate you.”

### Teacher/Therapist

*Another solution to cope with feeling angry is to talk to an adult. Watch how the next boy asks his teacher for help.*



**Supplemental Vignette 25**  
**Talking About Angry Feelings**

**The Scene:** Gregory goes to his teacher and says he has something to talk about. He shows the teacher his dinosaur puppet and says his puppet doesn't feel happy and is mad because he was pushed off the swing. His friend, Simeron, suggests he should take a deep breath. The teacher's dinosaur puppet suggests they could take a deep breath together. Gregory goes on to explain that he was hit on the leg and kicked. Two other boys come over and help him take deep breaths. Dina asks how he is feeling afterwards, and he says he is feeling better. Dina gives him a hug for good problem solving.



**Discussion Questions**

1. Why is it important to tell your teacher if someone hurts you?
2. What else can you do if someone tries to hurt you? (tell him to stop and walk away)
3. What would you do if you saw one of your friends being hurt by another child?
4. How do you feel when you apologize? What effect will this have on your friendship?



**Role Play/Practice**

Practice words to use when talking to a teacher about a problem. Also practice ways to apologize.

**Considerations**

While we want children to learn to solve problems independently, we also want them to know when to seek an adult's help. In particular, we want them to ask for help when they experience bullying, being hurt, or seeing another person hurt.

**Teacher/Therapist**

*What solution does the next boy use? Think about when you would go to a teacher for help.*



**Supplemental Vignette 26**  
**Tell the Teacher**

**The Scene:** A boy goes over to the teacher to tell her he was hit by Gregory. The teacher asks him how he feels and what he did. She praises him for coming to talk about the problem with her. She praises this solution and asks him what they should do. She also asks the other children at the table what to do. One boy suggests that Gregory should say he is sorry. The teacher says he could use his words and suggests saying, "Please don't hit me." Also Gregory could say, "I'm sorry." Gregory walks by and yells out, "Sorry for hitting you Ramadan." The teacher invites him over to talk about how they solved their problem together.



**Discussion Questions**

1. Why is it a good solution to tell your teacher if you are hit?
2. What else could this boy do?
3. Why was it good that Gregory apologized to Ramadan? When do you give an apology to someone?

### Considerations

Here the teacher gets the children to problem solve what to do when they are hit by another child. She encourages them to seek the teacher's help and to use their words to tell the other child they don't like being hit. She also helps Gregory know how to repair the relationship with his friend by giving an apology.

### Teacher/Therapist

Watch how the children in the next video scene practice calming down in the turtle shell.



### Supplemental Vignette 27 Take Three Deep Breaths

**The Scene:** Jordan helps Gregory to calm down and take deep breaths. Gregory goes under the turtle shell and tries several times. Jordan tells him to take 3 deep breaths. Next Jordan goes under the shell and Gregory coaches him to take 3 deep breaths. Another boy takes a turn.



### Discussion Questions

1. How are the boys helping each other?
2. When you take deep breaths what can you say or think to yourself?
3. When you take deep breaths what picture can you make in your mind?

### Considerations

Helping children to practice the breathing exercises, self-talk ("stop," "I can calm down," "I can do it," "I can try again") and the positive imagery during times when they are not in conflict will be very helpful. Then when the real-life conflict occurs, adults can prompt these practiced behaviors and thoughts.

### Teacher/Therapist

Watch how good the next boy on the video is at calming down. Notice what the consequences are for him.



### Supplemental Vignette 28 Go in Your Shell

**The Scene:** Valerian is upset because the boys told him he had to have a girl car when wanted a boy car. The teacher suggests he talk to them but that he should first calm down. He goes in his imaginary turtle shell and calms down. When he comes out his two friends are sharing their cars with him. The teacher praises this friendly behavior and prompts Valerian to say thank you.



### Discussion Questions

1. What does this boy do to get himself calm?
2. How do you get yourself to calm down?
3. What are the consequences of him getting himself calm? How do this boy's friends share with him?



## Considerations

Young preschool children will literally go into a shell on the floor to practice this calming down routine. Somewhat older children will begin to learn how to do this with an imaginary shell. Help the children understand the positive consequences that can occur when they manage to stay calm.

## Wally's Test

At the end of this tape is a series of problem scenes, which can be used as a detective test for the children to come up with solutions. These scenes may also be used at the end of all the programs as a review of all the new skills learned.

- Wally:** This is the day! Here's your detective test of how good a problem-solving detective you are. Here are some pictures of problem scenes. See if you can solve them on your own. Good Luck!
- SS#1** Suppose you ask another friend to play with you and she refuses. What would you do?
- PS# 2** Suppose you broke your mother's favorite vase. What would you do?
- PS#3** Suppose your mother sent you to your room for calling your sister a name but your sister called you a name first. What would you do?
- SS#4** Suppose you are constantly teased and made fun of by another child at school. What would you do?
- PS#5** Suppose you really want this toy in the store but your father won't let you have it. What would you do?
- #6** Suppose you just ripped your brand new pair of pants that your mother bought you for a special event. What would you do?
- SS#7** Suppose you want to meet a new person who has just come into your neighborhood. What would you do?
- SS#8** Suppose another child calls you a baby for playing dolls. What would you do?
- SS#9** Suppose you are lonely and want to play with other kids on the playground. What would you do?
- #10** Suppose the cupcake that you've been saving has suddenly disappeared and you see icing on your sister's mouth. What would you do?
- #11** Suppose your mother wrecks your model and you've been working on it for two weeks. What would you do?
- #12** Suppose there is only one piece of pizza left and you and your sister both want it. What would you do?
- SS#13** Suppose this boy had been playing with this bike a long, long time and you wanted to play with it. What would you do?
- #14** Suppose your teacher is mad at you because you didn't come in from recess on time. What would you do?
- #15.** Suppose a child much younger than you started hitting you. What would you do?

**\*SS refers to Social Skill and PS to Problem Solving**

## Allosaurus Unit: Molly Manners Teaches How to Be Friendly Part 1: Helping

### Video Narration

**Teacher:** Well so far in Dinosaur School we have been learning how to be good problem-solving detectives. Wally has helped us look for clues to solve difficult problems, such as what to do when someone hits us or won't play with us or teases us. Today Molly is going to help us learn how to be "friendly." Right, Molly?

**Molly:** Yes. You know, when you're friendly, kids are less likely to hit or be mean to us. Not only that, you can make some good friends and have your parents really pleased with you. Of course, no one is perfect, and everyone has someone mad at them sometimes—like this morning my mom was mad at me because I didn't get dressed on time for school! But I'll try to do better tomorrow because it is good to behave in ways that help people to like us.

**Teacher:** But, Molly—can you tell us, Molly, how to make good friends?

**Molly:** Sure. One way to make friends is to help them. See this picture? (show helping cue card) It is about helping another child do what he wants. Helping is a good way to make friends. There are lots of ways to be nice and help others. Let's look in Wally's magic glass at some children in school and see if we can pick out how they are helping.



**Vignette 1**  
**Helping to Put Away Blocks**

The Scene: Two girls put away blocks in a basket.



**Discussion Questions 1-10 (Ask some of these questions following each vignette.)**

1. Who is being helped?
2. How does it feel to be helped?
3. When don't you want help?
4. What are some ways friends can help?



**Role Play/Practice**  
Role play ways to share.



**Vignette 2**  
**Helping Together**

The Scene: A boy and girl work together to roll up a large poster.



**Vignette 3**  
**Helping Clean Up**

The Scene: Three children help wipe up the table.



**Vignette 4**  
**Helping Clean Up**

The Scene: A boy picks up all the scraps on the floor from cutting out paper.



**Vignette 5 (S)**  
**Helping at Snack Time**

**The Scene:** One boy hands out spoons to all the children at snack time.



**Vignette 6 (or S-31)**  
**Helping at Snack Time**

**The Scene:** A girl hands out apples to the other children during snack time.



**Vignette 7**  
**Putting Away at School**

**The Scene:** A boy puts away blocks on the shelf.

**Video Narration**

**Molly:**

These children have been great helpers, right? They have helped each other put away blocks, toys, and art work and even to sponge up the tables. Some helped get ready for snack time as well. Now let's look at some more children helping.



**Vignette 8 (S)**  
**Helping with School Work**

**The Scene:** Three boys are working at a table and one says, "I can't find a letter 'T'!" The other boy offers to help find a "T" and gets up to show him where it is located in the book.



**Vignette 9 (S)**  
**Helping on the Playground**

**The Scene:** One boy is helping by pushing the other boy on a swing.



**Vignette 10 (S)**  
**Helping with Math Activity**

**The Scene:** Two children are working on a rubber band project. One child breaks the rubber band and the other child hands him a new rubber band.



**Discussion Questions**

1. What are some ways to help in school? to help parents? brothers or sisters?

**Video Narration**

**Molly:**

Did you notice how the children helped each other? In one case by helping another boy with his letters, in another case by giving a push on a swing, and finally by giving a child a new rubber band when the other one had broken.

These are good ways to help and to make friends. Over the next week I want you to try being helpful at home and school with your friends and family and let me know next time how it works out. Okay?

## Supplemental Vignettes

### Teacher/Therapist

*In the next video scene we see a girl do something that is very friendly. See if you can see what she does.*



### Supplemental Vignette 29 (S) Offering to Help

**The Scene:** Dorian and Simone are playing together. Dorian asks Simone several times if she can help her build her car or if she can put a particular block in a certain place. Dorian is respectful of Simone and asks permission before intruding on her play ideas. Dorian's mother praises her for offering to help her friend Simone and remarks that this is a very friendly thing to do.



### Discussion Questions

1. Why is it friendly to ask permission of a friend before putting something on their building structure?
2. Why is it friendly to ask if you can help someone before trying to help?
3. How else can you be friendly when playing with someone?
4. If your friend makes a suggestion, what is a friendly way to accept the suggestion?



### Role Play/Practice

“Molly is working on a puzzle (or art project or Legos). Can one of you show us how you would offer to help her?”

### Considerations

Sometimes children try to help someone when the other person does not want help. Help the children understand the value of first asking if they can help or asking permission to work with them on the project before jumping in and doing something. The definition of helping is that the person is doing what the other person wants done.

### Teacher/Therapist

*Notice how the next girl helps her friend.*



### Supplemental Vignette 30 Helping

**The Scene:** Dorian and Adrianna are at the table doing mazes. Dorian can't do the maze, and the teacher suggests that Adrianna can help her. Adrianna helps her do the maze and together they ignore Wally who starts to distract them. The teacher prompts Dorian to say “thank you” to Adrianna for helping her.



### Discussion Questions

1. How is Adrianna being helpful?
2. How can you help a friend?
3. What are some things you can do to help a friend.
4. Why is it nice to say “thank you” when someone helps you?
5. What kinds of things do you need help with? (brainstorm a list and point out the similarities and differences)

#### Considerations

Help the children understand that all people have some things they do well and other things that are hard for them—and this is different for everyone. So the person who plays basketball well can help the person who can't throw hoops. Or, the person who reads can help her friend who doesn't read yet. This kind of helping builds teamwork and strong friendships.

#### Teacher/Therapist

*Notice all helping that is going on at this snack time.*



### Supplemental Vignette 31 Helping With Snack

**The Scene:** The children are having their snack and some of them are helping by passing food and setting out the napkins. They have polite manners. The therapist helps Emani open his gummy bear snack. Simone needs help and the therapist suggests that Nahom might help her but she refuses his offer of help. Nahom is praised for offering to help and Simone for being patient and persisting at trying to open the package. Simone thanks Nahom for his offer to help.



### Discussion Questions

1. How can you help at snack time or dinnertime?
2. What do you do if you offer to help and your offer is turned down?
3. If someone offers to help you and you don't need help, what is a polite way to say no?

#### Considerations

Help the children think of times they can help another person or team or family. Brainstorm ideas for things they might be able to help with in the classroom or at home.

## Allosaurus Unit: Molly Manners Teaches How to Be Friendly Part 2: Sharing

#### Video Narration

##### Teacher:

Last time we talked about how to make friends by helping—right, Molly?

**Molly:** Yes, we did, but, you know, I had a problem—I tried to help Wally with his art and he didn't like it! He told me to go away.

**Teacher:** Sometimes that happens when we try to help. Let's see if we can understand why. Wally, what happened?

**Wally:** Well, I was drawing, and she started drawing on my picture in pink. And I didn't want her to draw there, and she was messing up my picture.

**Teacher:** I see. Wally, you were having trouble sharing your picture with Molly—is that right?

**Wally:** That's right. I thought she was going to change my picture in a way I didn't like.

**Molly:** Well, I thought he was just hogging everything and not sharing with me—that's no fun. I was just trying to help.

**Teacher:** Well, Wally, is there anything you could have done so Molly could share with you?

**Wally:** Well, maybe she could have asked me first what she could do to help.

**Molly:** I see. I should have asked what color you wanted me to use. I think I see now.

**Teacher:** Well, we've kind of been talking about helping and a new word called "sharing." How do you suppose helping and sharing are different?

**Molly:** Well, I think helping is doing what the other person wants—you know like pushing Wally into the tree because he wanted to get up there. And sharing is sharing the same things together. Doing what you both want. Here is a picture of sharing (cue card of sharing) to remind us to share.

**Teacher:** That's right, Molly. I think you know the difference between helping and sharing.

**Molly:** Sharing is a really good way to make friends. Taking turns is one way to share. Let's look in the magic glass to see how two girls take turns, and when one girl takes two turns by mistake, watch how the other child tells her and see what she does.

### Vignette 11 Taking Turns



**The Scene:** Two girls play tic-tac-toe and each take a turn, one after the other. One girl takes two turns in a row. When the other girl points this out to her she willingly erases her last turn.



### Discussion Questions

1. How are these girls sharing?
2. What does it feel like when someone shares?

### Video Narration

Those two girls did a good job of sharing and taking turns. Next in the magic glass look at all the ways the children share and are friendly to each other.



### Vignette 12 Sharing the Wagon

**The Scene:** Three boys play with a wagon. One sits in the wagon, one pushes, and one pulls the wagon.



**Vignette 13 (S)**  
**Sharing an Art Activity**

**The Scene:** One boy is making a tree and another girl puts a piece of paper on top of his tree. He then adds another piece of paper.



**Discussion Questions 11-19**

1. Who do you see sharing? How are they sharing? What is being shared?
2. What does it feel like when someone shares?
3. What would you do if someone didn't want to share?
4. Why might someone not want to share?
5. What would you do if someone didn't want to play with you?
6. What would you think to yourself?

**Note:** Tell children that it is normal for children not to want to play with them sometimes (about half the time).



**Vignette 14**  
**Coloring Together**

**The Scene:** Two girls are working together coloring a picture. One girl suggests, "I'll write my name and you can write yours." They continue to work together well.



**Vignette 15 (S)**  
**Taking Turns with a Puzzle**

**The Scene:** A boy and girl each take turns doing the puzzle.

**Vignette continues**

**The Scene:** A boy and a girl each take turns doing a puzzle. Then the girl tells the boy she doesn't want to play and walks away. The boy continues to play by himself.

**Video Narration**

**Wally:**

Oh boy, that boy did a good job of just continuing to play, didn't he? Lots of times children lose interest and don't want to play any more—it's not because you are not nice or being friendly. Let's look at how the children in the magic glass are sharing.



**Vignette 16**  
**Sharing a Book**

**The Scene:** Two couples of girls, each couple sharing a book and reading together. They each share by holding the book and turning the pages to look at the pictures.

## Video Narration

**Molly:**

Next in the magic glass a girl is drawing and she wants a yellow marker—but she doesn't have one. Let's see what happens.



### Vignette 17 (S) (or S-34)

#### Sharing Markers

**The Scene:** This girl tells the boy next to her that she doesn't have a yellow marker in her basket. The boy gives her a yellow from his basket which turns out not to be yellow. The girl looks for a yellow in his basket and he says she can have it.



### Vignette 18

#### Sharing Blocks

**The Scene:** Three children all work together to fill in the butterfly with blocks.



### Vignette 19

#### Taking Turns with a Game

**The Scene:** Two girls are playing Candy Land and take turns.

## Video Narration

**Molly:**

So we have seen today in the magic glass that sharing is fun and a good way to make friends—like Wally and I shared talking with you today. It is a lot more fun to play with someone who shares than someone who hogs everything. This week try practicing sharing something with some friends, okay?

## Supplemental Vignettes

### Teacher/Therapist

*Let's look at this video of two boys and notice how they are sharing.*



### Supplemental Vignette 32

#### Playing Together

**The Scene:** Two mothers are watching their two boys play with a large letter wooden puzzle. They praise the children for their work, for finding the alphabet pieces, for taking turns, for sharing and helping each other. The two work together to put the puzzle away.



## Discussion Questions

1. How are these two boys sharing?
2. What things do you share with your friends?
3. Are some things hard to share?
4. Is it fun to share?





### **Role Play/Practice**

Using a puzzle, choose two children to show the group how they would share doing the puzzle.

#### **Considerations**

Talk about things in the classroom (or at home) that children can share. For example, taking care of the block area or the pets, sharing the computer use, sharing time in the different areas of the classroom (block vs. kitchen area vs. reading area), sharing a book, or taking turns with the water fountain or pencil sharpener. Role play and practice how to share these things.

#### **Teacher/Therapist**

*Watch all the ways these children share.*



### **Supplemental Vignette 33**

#### **Sharing and Helping**

**The Scene:** Dorian and Simone are playing with bristle blocks. Dorian offers to help and shares. The teacher praises them for helping, sharing, waiting and taking turns. Later Emani shares a turn with Dorian, which was difficult for him.



### **Discussion Questions**

1. What are all the ways these two girls share and help each other?
2. What makes it hard to share with someone? (brainstorm)

#### **Considerations**

Help the children practice these same skills of helping, sharing, and taking turns using some bristle blocks.

#### **Teacher/Therapist**

Watch how the next group of children decide to share.



### **Supplemental Vignette 34**

#### **Sharing Markers**

**The Scene:** Three children are at the table with magic markers and are making feeling faces. They decide to share the markers and Jeremiah says they have to ask first. The therapist praises them for sharing. She asks them to share a purple marker with her and two of the children give her a marker. They are praised for sharing.



### Discussion Questions

1. How can they share more?
2. How does it feel when someone shares with you?
3. What kinds of things can you share with your friends? (e.g., toys, ideas, a smile!)
4. What idea did Jeremiah have about how to share the markers?

#### Considerations

In this discussion with the children, talk about the feelings associated with sharing with someone. Brainstorm all the things you can share with someone that make them feel good. This can be fun and include non-tangible things such as a wink, smile, thumbs up, clap, etc.

## Allosaurus Unit: Molly Manners Teaches How to Be Friendly Part 3: Teamwork at School

#### Video Narration

- Teacher:** Remember, Molly, last time we talked about being friendly by helping and sharing. Today we're going to talk about something like sharing called "teamwork." Do you know what that is?
- Molly:** Well, I think teamwork is when more than two people work on the same thing.
- Teacher:** That's right—when a lot of people work on the same rules, and cooperate and help each other.
- Molly:** Here's a picture of teamwork—see everyone is helping and working hard on this car wash. (show cue card of teamwork)



#### Vignette 20

##### Teacher Asks for Cooperation

**The Scene:** A teacher talks to the children about coming into the classroom and sitting down right away in a circle. She asks for their cooperation.



### Discussion Questions Vignettes 20-25

1. Challenge students to pick out teamwork on video.
2. What is the teamwork here?
3. When have you been in a team? What do the best team players do?
4. How does it feel to be on a team?

#### Brainstorm

Brainstorm what you can do to be a good team player in the classroom.

### Video Narration

Everyone coming in together from recess and sitting down is real teamwork! In the magic glass we are going to see three girls are working on making a birthday card for someone in their class. This is really good teamwork.



#### Vignette 21 (S) Teamwork

**The Scene:** Three girls are working on making a birthday card for someone in their class. All three are working hard, attentively, and sharing the same piece of paper.



#### Vignette 22 (S) Teamwork: Art Project

**The Scene:** These three children are working on a joint project whereby each child is ripping up newspaper to put in a bowl of water. Another girl comes over and asks, “What are you doing here?” One of the children explains what they are doing, and the new girl joins in the fun.



#### Vignette 23 Teamwork: Poster

**The Scene:** Five children help the teacher to make a wall poster depicting a scene under the sea. They all help and work jointly on the project.



#### Vignette 24 Teamwork: Clean Up

**The Scene:** A boy puts away the cards and cups, and other children each put away their placemats.



#### Vignette 25 Teamwork: Clean Up

**The Scene:** A group of children are putting things away. The teacher is in the background and comments, “There’s a lot more to clean up.” The teacher praises one child who is doing a good job.

### Video Narration

#### **Molly:**

Teamwork is a really good way to be friendly. It means taking turns, doing your best, paying attention, helping each other, following the same rules, sharing, and cheering each other on. This week try practicing some teamwork with friends, okay?

### Supplemental Vignettes

#### Teacher/Therapist

*The next two girls on the video are working on one project together. Think about what makes them good team players.*



#### Supplemental Vignette 35 Teamwork

**The Scene:** Dorian and Simone are trying to figure out how to attach the bristle blocks. They work on making a car together and are praised by the mother for good problem solving. They work as a team with Dorian offering to hold the car while Simone tries to connect the two pieces.



### Discussion Questions

1. When you are working on a project together how do you decide whose idea to use to make your structure?
2. Can you share ideas and use many different people's ideas?
3. When you both have a good idea, how can you problem solve to decide which idea to use?

#### Considerations

Use this vignette to explore with children the notion of teamwork—meaning that everyone contributes ideas and is important to the eventual outcome of the project. The comparison to a sports team can be used and then also applied to working together in school on different academic projects.

#### Teacher/Therapist

*Watch the next three boys and notice all the ways they are good team members.*



### Supplemental Vignette 36

#### Teamwork: Puzzle

**The Scene:** A teacher and three boys work on a large puzzle on the floor. She praises them for their teamwork and ability to work together to complete the puzzle. Toni is praised for being calm and for sharing. They complete the puzzle and put their hands together saying, “We did it!”



### Discussion Questions

1. What do they do that makes them good team players?
2. How do they work together?
3. How do they look like they feel about being together?



#### Role Play/Practice

Bring in a big puzzle and ask three children to demonstrate how to work together on the puzzle as a team. Ask the children who are watching to record on the friendship patrol sheet their teamwork skills such as sharing, helping, taking turns, complimenting each other, staying calm, etc. (See Friendship Patrol Checklist in the manual.)

#### Teacher/Therapist

*Think about what the children we see in the next video do that shows they are good sports.*



### Supplemental Vignette 37

#### Being a Good Sport: Spinning Game

**The Scene:** Three children are playing with a spinning wheel and bingo cards. They find the matches on their bingo card when the card is selected. One girl helps a boy find his match. Each child takes a turn and waits for each other.



### Discussion Questions

1. What are all the ways these children are being friendly?
2. What does it mean to be a good sport? (brainstorm)
3. How can children be a good sport when playing games?

#### Considerations

Brainstorm all the ways children can be good sports with each other.

#### Teacher/Therapist

*Here are two more boys showing good sportsmanship. Watch what they do.*



### Supplemental Vignette 38 (S) Being a Good Sport: How to Lose

**The Scene:** Two boys look for matches and they wait for each other to have a turn. One of the boys finds a match and the teacher prompts the other boy to give him a high five as a kind of compliment for his match. When the second boy tries several times without getting a match, the teacher praises him for staying calm.



### Discussion Questions

1. Why is this boy a good sport?
2. When can you give a friend a compliment during a game?
3. Why are you being a good sport when you stay calm if you are losing?

#### Considerations

Discuss with the children ways they can give each other compliments and recognition for their hard work and for trying regardless of whether they win or lose.

#### Teacher/Therapist

*Watch how the next boy on the video handles it when he loses the game.*



### Supplemental Vignette 39 (S) Being a Good Sport: Matching Game

**The Scene:** Two boys are playing memory and count the number of matches they each have won. They have set themselves up a balloon reward for the person who wins. The first boy to count wins the most matches and the second boy accepts this by saying, "I almost won." The teacher praises him for being such a good sport.



### Discussion Questions

1. What can you do to yourself when you lose a game?
2. What can you say to your friend when you lose and they win?
3. What can you say to your friend if you win and they lose?

#### Considerations

Discuss the courage it takes to be a good sport. Brainstorm self-talk children can use when they lose. For example, “I played a good game,” “I tried my best,” “We really worked together as a team,” “The other team was really good, but with practice we will be that good, too,” “We had fun, and someone has to lose anyway.” Discuss the importance of praising the winner of the game. Also discuss how to win graciously.

## Allosaurus Unit: Molly Manners Teaches How to Be Friendly

### Part 4: Teamwork at Home

#### Video Narration

**Teacher:** Do you remember last time we talked about teamwork? Do you remember what that is?

**Molly:** Sure! That’s when a lot of people work on the same thing and help each other and take turns and work hard. You know what I was thinking?

**Teacher:** No, what?

**Molly:** Well, a family is a team too. See this picture? Every one is helping. Let’s look in the magic glass at some children who are doing a good job helping their parents.



#### Vignette 26 (S)

##### Setting the Table

**The Scene:** Mother asks her son to set the table and he gets up right away to do it. Mother praises his compliance.



### Discussion Questions Vignettes 26-32

1. Challenge students to pick out the teamwork at home on the video scenes.
2. How can you be a good team player at home?



#### Vignette 27 (S)

##### Cleaning Up

**The Scene:** Father asks the children to put away the toys, and they comply so he offers them an extra story.



**Vignette 28**  
**Setting the Table**

**The Scene:** A boy sets the table and his mother tells him she really appreciates his help.



**Vignette 29**  
**Picking Up Toys**

**The Scene:** Father asks his son to pick up the toys and put them in the bag. The boy complies with his request and father praises his efforts. The little brother also helps put away cups.



**Vignette 30 (S)**  
**Putting Away Dishes**

**The Scene:** A boy puts away all the dishes for his mom, so she offers to make him his favorite dessert—apple pie.

**Video Narration**

**Teacher:**

Did you notice how good the children were at helping their parents? Then what happened?

**Molly:**

They were great. And because they helped their parents, their mother or father felt happy with them, and in some cases did something nice to help them—like read an extra story or make a favorite dessert. That’s one kind of magic thing about helping someone—the person you help usually feels good and wants to help you back! Let’s look now at how good the mother we’ve seen in the magic glass feels about her children helping her.



**Vignette 31 (S)**  
**Parents Brag**

**The Scene:** Mother tells her husband how happy she is with the helping she got from her son and daughter. The father responds by saying they are good kids.



**Vignette 32**  
**Getting Ready for Bed**

**The Scene:** A boy gets ready for bed so fast his mother reads him an extra story.

**Video Narration**

**Molly:**

Those children really helped their parents a lot, didn’t they? They picked up their rooms, set the table, got dressed fast and ready for bed fast, and even did the dishes! I wonder what things I could do to help my mother and make her feel good—and me, too.

# Brachiosaurus Unit: Molly Manners Teaches How to Talk With Friends

## Part 1: Tell, Listen, Ask

### Video Narration

**Teacher:**

Well, Molly, we've learned a lot about being friendly by helping and sharing with each other and by being a good team member. Did you say you had some more ideas about making friends?

**Molly:**

Yes. I've got some ideas about how to tell your friends what you are thinking and how to get your friends to talk to you. But, you know, the first thing you do when you meet a new friend is to introduce yourself. That is a really friendly thing to do.

**Teacher:**

Let's try it.

**Molly:**

Okay, Dr. Carolyn, "Squeezed to meet you!" Oops, I mean, "Pleased to meet you!" Let's look in the magic glass at some children in Dinosaur School who are meeting Wally for the first time. One boy is kind of shy about introducing himself, and the other boy does a great job. Let's see how he does it.



### Vignette 1 Introducing Oneself

**The Scene:** Wally asks two boys if they know how to introduce themselves. One boy, Michael, says he can't do it. The other boy, Ben, says he can and stands up to introduce himself. He says his name is Ben, he is in first grade, and he is seven years old. Wally praises his efforts and he looks proud.



### Discussion Questions

1. What kinds of things could you tell about yourself?
2. What would you like to know about someone else?

### Video Narration

**Molly:**

Wasn't that great? That boy told lots of things about himself. That is a friendly thing to do. Next in the magic glass we see some more boys in our Dinosaur School, and they are introducing themselves to Dina Dinosaur. Watch how well they introduce themselves and think about what you would tell about yourself.



### Vignette 2 (or S-40) More Introductions

**The Scene:** The boys introduce themselves nicely to Dina Dinosaur.

### Video Narration

**Molly:**

Well, once you have met someone, then there are some other really friendly things you can do to make good friends. Here is a picture of the first thing (show asking cue card). Asking questions is something to do which will help you know your friends better and to find out what they think. You can ask questions like, "What is your favorite pet (or ice cream, or baseball player)?" Let's look in the magic glass at some children who are asking questions. In this next scene you have to watch closely because first we will see a boy playing quietly alone. Then watch how another boy asks him to play with him.





### Vignette 3 (or S-40)

#### Asking Questions

**The Scene:** One boy is playing alone and another boy comes up and says to him, “Do you want to play with me with cards?” The boy responds, “All right,” and they both get up to go over to another table. The scene ends with the boy giving cards to the other boy.



#### Discussion Questions

1. What are some questions you could ask to get to know someone?
2. Do you remember the first day we met and the questions I asked you?

#### Brainstorm

Make a group list of questions. For example, “Do you have a pet?” “What is your favorite sport? movie? hobby?”

#### Video Narration

**Molly:**

Did you see how asking led to fun between those two boys? They also did a great job of sharing and taking turns! Let’s look in the magic glass at some more asking.



### Vignette 4 Asking to Play

**The Scene:** One boy asks the other boy to play ball with him.



#### Discussion Questions

1. How do you ask someone to play?
2. How would you phone someone and invite hom/her to play?

#### Video Narration

**Molly:**

In that last one the boy asked nicely, didn’t he? Watch again. The next boy has a problem in the way he asks. See if you can tell what he should do differently.



### Vignette 5 (S) Being Left Out of Play

**The Scene:** A boy whines, “I want to play,” and then cries because the children won’t let him play. Then he starts throwing train pieces into the middle of the play.

#### Video Narration

**Molly:**

That boy wanted to play but didn’t know how to ask the others to play. By crying he made it less likely anyone would want to play with him, wouldn’t it? Let’s look in the magic glass again at another kind of asking. See if you can tell what this boy is asking for.



**Vignette 6 (S)**  
**Asking for Feedback**

**The Scene:** A boy is building a castle with blocks and asks another boy, “How do you like that?” The other boy ignores him.



**Discussion Questions**

1. What do you say when another child asks you if you like his project?
2. What is a compliment?
3. When do you give compliments?

**Video Narration**

**Molly:** In the last scene, the boy wanted someone to give him a “compartment.”

**Teacher:** A what?

**Molly:** A “compartment.”

**Teacher:** Do you mean a compliment?

**Molly:** Yeah, a compliment—that’s what I said! You know, a compliment means saying something nice to someone about themselves or their work. Giving a compliment would have been a very friendly way to answer this boy. Here is a picture to remind us to give compliments. Okay, we know what compliments are now. Turn off the tape now and think of ideas for compliments or praises that you can give to your friends or family.

**Video Narration**

**Molly:** Another way to be friendly is to make a suggestion or tell an idea.

**Teacher:** What do you mean by suggestion?

**Molly:** You know, I suggest we all get ice cream today.

**Teacher:** I get it!

**Molly:** Let’s look in the magic glass to see a boy being friendly to another boy because he tells him something about his grandfather and because he asks him a question.



**Vignette 7**  
**Telling Something**

**The Scene:** One boy walks up to another boy (who is busy cutting out a picture) and tells him that he is going to visit his grandfather for 10 days. Then he asks him, “What should we do?”



**Discussion Questions**

1. What kinds of ideas can you share with a friend?
2. How does this make you a better friend?
3. Giving an idea can make playing more fun. Sometimes you and your friends might be bored and you could have an idea like, “Want to play cards?” or “Want to build forts?” What kind of ideas could you give?
4. Make a list of things to tell a friend.

## Video Narration

**Molly:**

Wow, he was a really friendly boy. Now let's watch all the suggestions that are being made in the next scene.



### Vignette 8 (S)

#### Making Suggestions

**The Scene:** Three boys start to play and each makes a suggestion of what they want to make with the blocks. The first boy says, "This will be a moat." The second boy responds, "No, this will be a swimming pool." The first argues, "No, a moat!" The third boy interjects, "Not a castle, a battlefield." The first boy insists again, "No, it's a moat!" The second boy insists, "A palace," and the third says, "Let's get a drawbridge!" And it continues, "Not a castle, a palace."



#### Discussion Questions

1. How do you think they decide what to build?
2. What is negotiation?
3. How do they problem solve differences?

#### Brainstorm

Get the group to list negotiate strategies.

#### Vignette 8 cont'd

**The Scene:** The three boys continue making suggestions. One boy says, "Don't put it there, put it here for a jail. Pretend the army is getting that army." The second boy says, "Yes, but you have to be that army, Jason." The third boy responds, "No, someone else has to be that army." Then one boy asks a fourth child who has been watching but not participating in the play, "Can you be that army?"



#### Discussion Questions

1. What if you were the fourth boy, standing and watching? How would you join in the play? Discuss group entry skills.



#### Role Play/Practice

Role play a situation where children have to agree on an idea (e.g., ask them to make a poster with all their favorite foods). Demonstrate process in the large group first and then go to small group practice.

**Note:** Pause tape where one boy is standing and watching and asks a question. Talk about how he can join into play. Review the joining-in skills and practice. Make up cue cards for these steps.

- Watch and wait
- Compliment what they are doing (or appear interested)
- Ask if you can join in

### Video Narration

**Molly:** Did you notice how one child asked another child to join them? Wasn't that nice! Let's see how all four of them play together.



### Vignette 8 cont'd

**The Scene:** The new child then makes a suggestion, "There can be bombs going off! We need a row of these." The first child responds, "All right, let's make some of those. This is cool, isn't it?"



### Discussion Questions

1. How do you respond to someone who disagrees with you?

### Video Narration

**Molly:** Watch carefully at the boy sitting on the far side of the table offering to show others how to make a tree. This is a very friendly thing to do.



### Vignette 9 (S)

#### Being Turned Down

**The Scene:** One boy is sitting at a table working on an art project that consists of making a tree out of paper. He shows the other boy how he made the tree and then asks, "So you want to make a tree?" The other boy says, "No."

**Pause the Tape**



### Discussion Questions

1. What you would you do if you made a suggestion to someone and that person didn't like the suggestion or didn't want to do what you suggested?

### Video Narration

**Molly:** Next in the magic glass, we see some children are eating applesauce for snack, which was provided by one of the children. One of the girls says something very friendly. See if you can tell what it is.



### Vignette 10 (or S-43)

#### Saying "Thank You"

**The Scene:** The children are sitting on the floor eating applesauce. One of the girls leans over and says, "Thank you, Liza, for the applesauce!"



### Discussion Questions

1. When would you say "thank you" to someone?

### Video Narration

**Molly:** I bet you got it! Telling someone "thank you" for something is a really friendly thing to do. Do you know, at school dinners that Wally's

**Teacher:** favorite dinner is “squasages.”  
**Do you mean “sausages”?**  
**Molly:** No, “squasages,” I can’t say “sausages.” Well, Wally really loves them so I always give him one extra from my plate, and he always says “thank you.” In the next scene, the boy does something else that is friendly. See if you can tell what it is.



### Vignette 11 (S) Making a Suggestion

**The Scene:** Two boys are reading together and looking at the pictures in a book. One boy reads out a word and the other repeats it back. They look for the differences.



### Discussion Questions Vignettes 11-15

1. Challenge students to find friendly language in scenes.

#### Video Narration

**Molly:** Making suggestions and sharing ideas is really friendly. Let’s look again now as another girl tells about something.



### Vignette 12 (S) Telling and Listening

**The Scene:** The girl talks about her model and baby sister. The other children listen well and wait their turn. The scene ends with the teacher asking if another child has a question.

#### Video Narration

**Molly:** Next in the magic glass we see another boy telling something to his whole class.



### Vignette 13 (S) Sharing an Experience

**The Scene:** A boy tells how he helped a boy named Trevor, and because of helping him, he earned money and bought some gum. The teacher praises him for helping the boy and for following the rules.

#### Video Narration

**Molly:** Next you will see one of the boys at Dinosaur School who is really good at explaining and telling some different things.



### Vignette 14 (S) Sharing a Solution

**The Scene:** Ben tells the boys in his Dinosaur class what to do if they get a nightmare—think about something nice.



### Vignette 15 (S) Explaining how to Do Something

**The Scene:** Ben explains to another boy how to play the feeling game.

#### Video Narration

**Molly:** Wow, that boy was great at telling and helping, wasn't he?

**Teacher:** Yes, he sure was. But you know what else? The other children were really great at listening.

**Molly:** Well, someone has to listen to what you're asking or telling or it would be crazy. Here's a picture to remind us when someone tells us something, the other person needs to listen. I remember trying to tell someone something and they wouldn't listen, and it felt awful. Let's look in the magic glass again to see how the one girl gives a compliment to the other and tells her something, and they each listen to each other.



### Vignette 16 Listening

**The Scene:** One girls tells the other girl her art is neat. The other girl then goes on to tell her that it is a building made of wood. She explains further that wood comes from trees.

#### Teacher/Therapist

**Wally:** I guess someone has to listen to what we're asking or telling or it would be crazy. I remember trying to tell someone something and they wouldn't listen. It felt awful! Have you ever had that happen?

*How can you tell if someone is listening or not? Prompt children's ideas to cover the following ideas:*

*The person who listens:*

*Looks at the speaker's face.*

*Thinks about what the person is saying (nodding).*

*Waits for a pause to talk.*

*Doesn't change the topic.*

*Takes turns.*

*Looks friendly and positive.*

**Wally:** Right, so it's important to look at the person, and pay attention, so they'll know you are listening. People usually see you as a good friend if you show that you care about how they feel. You need to listen closely to tell how someone feels.

### Supplemental Vignettes

#### Teacher/Therapist

*Watch the children in the next video asking each other questions to find out what each other likes to do.*



**Supplemental Vignette 40**  
**Asking Questions to Get to Know Someone**

**The Scene:** Three children are at a table with puppets, and they ask each other questions, such as, “What is your favorite thing to do at school?” The boy responds, “Play outside” and says he likes to play ball. The teacher helps them ask questions of each other.



**Discussion Questions**

1. What questions could you ask to get to know someone? (brainstorm)
2. What kinds of things do you want to know about someone? (brainstorm)
3. How do you feel when someone wants to know more about you?

**Considerations**

Brainstorm with the group the things they like to know about each other. For example, information about their families, siblings, what sports they play, their favorite TV show, what books they are interested in, where they live, etc. The teacher/therapist can model by sharing some personal information about herself/himself during this discussion or by letting the children ask her/him questions.

**Teacher/Therapist**

*When you are watching the next video, think about how it feels when someone listens to you talking.*



**Supplemental Vignette 41 (S)**  
**Telling and Listening**

**The Scene:** The children are at the snack table, and Dorian is telling a story about a trip to Mexico. The teacher praises all the children for being so friendly and listening to her story.



**Discussion Questions**

1. Why is it friendly to listen to someone when they talk?
2. How do these children show they are listening? How else can you show you are listening? (ask questions about what the person is talking about)



**Role Play/Practice**

“Can one of you tell something about yourself, and we will show you how we can listen?”

**Considerations**

Practice in the group having some children tell something about themselves, their pet, or their favorite hobby and the rest of the children listen and ask more questions to find out more about that subject.

**Teacher/Therapist**

*In the next video, the children are talking about friendly things they can say to each other and are writing them down. Watch this happening and think about what friendly things you can say to someone.*



**Supplemental Vignette 42**  
**Friendly Words**

**The Scene:** The children are working on making teasing shields and finding friendly words to write and put on their shields. One girl suggests they say, “You are my friend,” and they find the sentence strip that matches the words. She says, “You are my best friend.” The teacher asks if saying, “I don’t like you” is friendly, and the children say “no.” She asks what friendly things they could say that would make someone happy. A child suggests, “I like you.” The teacher finds the sentence strip that matches and asks him to read the words. A friend helps him. Another boy says, “Your jacket is nice,” and the teacher tells him that is a compliment.



**Discussion Questions**

1. What are some friendly things you can say? (brainstorm)
2. What does it feel like when someone says something friendly? What do you do when someone says something unfriendly?
3. What do you say to someone who says something friendly to you?

**Considerations**

Ask the children to brainstorm all the friendly things they can say to each other and write these down on the flip chart. These sentence strips can be used at small group activity time to be copied by children who might want to write the same sentence for their teasing shields.

**Teacher/Therapist**

*See if you can hear any polite language on the next video.*



**Supplemental Vignette 43**  
**Saying “Thank You”**

**The Scene:** Two boys are playing with their mother and share. One says “thank you for sharing,” and the other says, “You are welcome.”



**Discussion Questions**

1. Why is this polite to say, “thank you”?
2. When do you say, “You are welcome”?
3. What other words are polite? (brainstorm)

**Considerations**

Explore with the children what makes language polite. For older children you might also explore tone of voice as being friendly or unfriendly.

**Teacher/Therapist**

*Think about what makes the boy on the next video seem very polite.*





**Supplemental Vignette 44**  
**Asking Politely**

**The Scene:** The children are drawing at a table and one boy asks, “Can someone pass me the marker?” The teacher remarks on how polite his request was. The other children pass the marker he requested.



**Discussion Questions**

1. What makes his request polite?
2. What else might he say? (please)

**Teacher/Therapist**

*See what makes these two girls on the next video so friendly in the way they talk to each other.*



**Supplemental Vignette 45**  
**Asking to Help**

**The Scene:** Simone and Dorian are working together and Dorian asks where she can put a piece on Simone’s car. She asks first before putting it on the car. The mother praises her friendly behavior and Dorian’s asking. They are both praised for working together and being so friendly.



**Discussion Questions**

1. What makes these girls seem friendly?
2. What other friendly things could they say to each other?
3. What friendly things do you say to your friends?

**Considerations**

Ask the children to practice friendly talk to each other. Ask them to show you a friendly conversation, perhaps by starting a conversation with Wally and then proceeding into pairs with older children who have the communication skills.

**Teacher/Therapist**

*On the next video we see a girl explaining what a compliment is. Do you agree with her?*



**Supplemental Vignette 46**  
**Defining a Compliment**

**The Scene:** It is circle time, and Dominique compliments Baby Dino. Baby Dino says she doesn’t know what a compliment is. Dominique defines a compliment as when someone says something nice to you. The teacher helps the children help Baby Dino understand what it is to be happy.



### Discussion Questions

1. Who can tell me what a compliment is?
2. Can someone give a compliment to Wally so we can see what it looks like?
3. How do you feel when you get a compliment?
4. Who do we give compliments to?

#### Considerations

Brainstorm all the different things you can give person a compliment for. For example, for helping or sharing, for being a good team player, for being a good reader or doing well in math, for being a good ball player, for having a nice hair cut or pretty shirt, for listening, for sending a card when you were sick, etc.

#### Teacher/Therapist

Watch the girl on the next video give a compliment. See if you can tell what her compliment is for.



### Supplemental Vignette 47 Giving a Compliment to a Friend

**The Scene:** Dorian tells her friend her idea looks good. The parent praises her nice compliment. She talks about how friendly that is.



### Discussion Questions

1. What is the girl complimenting?
2. How does it feel to get a compliment for a good idea?

#### Considerations

Continue the discussion of things you can compliment. Write down the children's compliments and get the children to repeat them in unison so they learn the words for the compliment.

#### Teacher/Therapist

*Watch the next boy give a compliment.*



### Supplemental Vignette 48 Compliment Circle

**The Scene:** Jeremiah gives a compliment, and he says he likes Dorian's dress. Dorian says "thank you."



### Discussion Questions

1. What makes this a nice compliment?
2. How do you respond when someone gives you a compliment?
3. Can you give yourself a compliment?



### **Role Play/Practice**

Pair up the children to give a compliment to each other with the child receiving the compliment saying “thank you” and then reverse roles.

#### **Teacher/Therapist**

*Giving a compliment to yourself is a good idea, too. Watch how the next children do this.*



### **Supplemental Vignette 49 (S)**

#### **Praising Yourself**

**The Scene:** It is circle time, and one boy compliments himself for getting better at drawing and compliments Claire for getting better at reading. The next girl compliments herself for being a good reader and Derek for playing nicely with his friends.



#### **Discussion Questions**

1. What kind of a compliment can you give yourself?
2. Can someone suggest an idea for what compliment Wally can give himself? (proceed to other children if they can't do it for themselves)

#### **Considerations**

Help the children to think about something they do well that they can practice giving themselves a compliment for. This may be hard for some children, and they can be helped by getting ideas from other children.

#### **Teacher/Therapist**

*Watch all the compliments given by the next children on the video.*

### **Supplemental Vignette 50 (S)**

#### **Friendship Patrol**



**The Scene:** Three children play, and one girl asks the boy if he wants to play with them. The teacher notices what a friendly invitation this is as well as how they are sharing. One boy agrees with their idea. A girl gives the boy a compliment and makes a suggestion that they look for a dark puzzle piece. Two more compliments are given.



#### **Discussion Questions**

1. What compliments did you notice?
2. Is it a kind of compliment to accept another person's idea?
3. Is it a kind of compliment to invite someone to join your play?

#### **Considerations**

Set up a play experience, such as the one on this video, to practice giving compliments to each other as well as giving to and accepting suggestions from each other.

## Brachiosaurus Unit: Molly Manners Teaches How to Talk With Friends

### Part 2: Problem Sharing

#### Video Narration Problem Solving

- Molly:** This is my friend Oscar the Ostrich. He's always burying his head in the sand, but in this case he's burying his head in my hand. He never likes to come out in the open much but he's got a problem. I wonder if you would try to help me find out what it is?
- Teacher:** What's the matter, Oscar?
- Oscar:** (silence)
- Teacher:** Is something wrong, Oscar? (shakes head "no") He just won't talk. Come out, Oscar. You've got to talk about it!
- Oscar:** I don't talk!
- Teacher:** Oscar, come on! You've got to talk about it. If you don't, you will just worry more. Come on, Oscar—if you don't talk about it, you'll just feel worse.
- Oscar:** Really?
- Teacher:** If you talk about it, you'll feel better.
- Oscar:** I can't talk!
- Teacher:** You can come and whisper in my ear. Maybe that would make it easier.  
(Oscar whispers in teacher's nose.)
- Teacher:** Oscar, that's my nose!
- Oscar:** I made a mistake—I did something bad! You'll think I'm awful!
- Teacher:** Oscar, everyone makes mistakes, even me! You know that.
- Oscar:** Yeah...
- Teacher:** It's much better to talk about it.
- Oscar:** But I can't!
- Teacher:** Well, you know, Oscar—we've got some really friendly girls and boys today. Maybe if you would turn around and find out who they are, they could help you solve your problem. And maybe if you kids would ask him questions, and tell him something about yourself, maybe he would talk.

#### Video Narration

- Oscar:** Well, okay. I stole Wally's baseball glove. My dad wouldn't buy me one so I just took it when he wasn't looking. I can't tell him, my dad will be furious and I will lose a friend. Now you think I'm terrible, too!
- Teacher:** Oh, Oscar, we don't think you're terrible. You just let your feelings get hold of you, but you can be in charge of them again. Stand up tall and look at the boys and girls. That's right, go ahead. I think we can help you with some of Wally's problem-solving steps. Stop the tape now and think of some solutions for Oscar.

## Video Narration

- Teacher:** Oscar, how do you feel now that you have all those solutions to try?
- Oscar:** I feel better now—but do you think I’m a bad person?
- Teacher:** Of course not! No one is perfect, and we all work hard to keep control of our feelings. I’m glad you told us—you can’t stay underground all the time. You’re lucky to be able to go underground to think about things, but you have to come out, for it is much more fun. And you will find many friends who want to help you.
- Teacher:** Yeah, Oscar, you did a good job telling us and helping to work out this problem
- Oscar:** Thanks for helping me.
- Teacher:** Maybe next time you will be able to help me with a problem.
- Oscar:** Yeah, you know, I’ve got this picture to remind you kids to share your problems with someone else.



### Discussion Questions

1. Have you ever had trouble talking about something and were afraid to tell someone what you were thinking? (Encourage children to talk about times when this happened.)

### Supplemental Vignettes

#### Teacher/Therapist

*Sometimes a friend doesn’t want you to play with him. Watch how the next boy solves this problem.*



### Supplemental Vignette 51

#### Feeling Rejected

**The Scene:** One boy at recess tells his teacher that the other boys won’t let him play with them. He says, “They hate me over there.” The teacher asks him what solution he used to get the children to play with him. The teacher suggests, “You can say, ‘Can I please play with you?’” The boy replies, “no” and explains further, “They say you’re not playing.” The teacher asks again what other solutions he could use to play with them. The teacher suggests he ask again, and the boy insists they will say “no.” Then another boy comes over to play with him, and the teacher praises the boy for sharing his book with his new friend and for asking him to play with him.



### Discussion Questions

1. How do you ask other children if you can play with them? (practice polite asking)
2. What do you do if they say “no”? (help them understand that children commonly say “no,” and this does not reflect their relationship)
3. Can you ask more than one time to play with others?



### **Role Play/Practice**

Practice going up to a group of children and asking them if you can play. Practice watching the play, complimenting their play, and then asking to join in. Prepare children that more than half the time other children will turn them down, and this is quite normal.

### **Teacher/Therapist**

*It is important if someone hits you to tell a teacher. Watch how this next boy on the video does this.*



### **Supplemental Vignette 52**

#### **Talking to the Teacher**

**The Scene:** Gregory goes to his teacher and says he has something to talk about. He shows the teacher his dinosaur puppet and says his puppet doesn't feel happy and is mad because he was pushed off the swings. His friend, Simone, suggests he should take a deep breath. The teacher's dinosaur puppet suggests they could take a deep breath together. Gregory goes on to explain that he was hit on the leg and kicked. Two other boys come over and help him take deep breaths. Dina asks how he is feeling afterwards, and he says he is feeling better. Dina gives him a hug for good problem solving.



### **Discussion Questions**

1. Why is it important to tell your teacher if someone hurts you?
2. What else can you do if someone tries to hurt you? (tell him to stop and walk away)
3. What would you do if you saw one of your friends being hurt by another child?

### **Considerations**

Help the children understand the importance of involving an adult if someone is hurt or bullied by someone else or sees someone being hurt. Also help them to know that they can tell someone who threatens them that they don't like that.

### **Teacher/Therapist**

*Here we see another boy seeking help from a teacher because he was hit. Notice how he has remained calm.*



### **Supplemental Vignette 53**

#### **Telling the Teacher about Hitting**

**The Scene:** A boy goes over to the teacher to tell her he was hit by Gregory. The teacher asks him how he feels and what he did. She praises him for coming to talk about the problem with her. She praises this solution and asks him what they should do. She also asks the other children at the table what to do. One boy suggests, Gregory should say he is sorry. The teacher says he could use his words and suggests saying, "Please don't hit me." Also Gregory could say, "I'm sorry." Gregory walks by and yells out, "Sorry for hitting you Ramadan." The teacher invites him over to talk about how they solved their problem together.



### Discussion Questions

1. Why is it a good idea to tell your teacher if you are hit?
2. What else could this boy do?
3. Why was it good that Gregory apologized to Ramadan?



### Role Play/Practice

“Practice responding to someone who says mean things or pushes you with words that you don’t like it. Practice also going to tell a teacher if someone is hurt.”

