

**Table of Contents****Appropriate for Children Ages 3 to 8 Years Old**

2.1	Anger .....	10
2.2	Ask It, Tell It .....	11
2.3	Charades .....	11
2.4	Choices and Consequences.....	12
2.5	Dynamic Doer Puppet Play: Making Rules .....	13
2.6	Drugs and Alcohol .....	14
2.7	Fear .....	16
2.8	Getting To Know You .....	16
2.9	Hurting Touch/Nice Touch.....	17
2.10	I Own My Body .....	18
2.11	“I” Messages .....	19
2.12	I’m Glad I’m Me .....	20
2.13	Keeping Secrets .....	21
2.14	Let’s Tell Someone.....	21
2.15	Nurturing Game .....	22
2.16	Our Bodies and Touch.....	23
2.17	Personal Power .....	25
2.18	Positive Self-Talk.....	27
2.19	Praise and Criticism.....	28
2.20	Praise and Criticism Fooler .....	31
2.21	Right and Wrong: Morals and Values.....	32
2.22	Saying “No” .....	33
2.23	Scary Touch.....	34
2.24	Strangers .....	35
2.25	Strength Bombardment .....	36
2.26	Telling a Friend.....	37
2.27	Time-Out.....	39
2.28	What Should I Do? .....	40

**Activity 2.1 Anger**

1. Assemble the children for discussion.
2. Mention to the children that today we are going to talk about **ANGER**. Ask the children:
  - a. Can someone tell me what “anger” means? (Wait for response and reinforce).
  - b. Can anyone tell the group a time when you were angry? (Wait for response and reinforce).
  - c. How do you show anger in your face? (Have the group show an angry face).
  - d. What noise does anger make? (Have the class make an anger noise).
3. Tell the children, I’ll read you some statements and you tell me how you would handle the situations.
  - a. You are asked by your mom to help clean up the table. You’d rather play with your toys. When your mom asks you again she tells you that unless you help right now you will lose the chance to play with your toys for one day. Would you get angry?
  - b. You’re angry at your brother or sister because they took one of your toys. What would you do?
  - c. You are told that you have to move to a new home and you can’t see your friends anymore. How would you feel?
4. Teach the children how to express their anger by using their personal power in a good way. Tell the children there are three rules to remember when you’re angry.

**No hurting touch or criticism to others.**

(Get examples from the children).

**No hurting touch or criticism to yourself.**

(Get examples from the children).

**No hurting touch to the environment.**

(Get examples from the children).

5. Share with the children that some ways to express anger are:
  - a. Do an angry dance. (Have the children get up and do an angry dance.)
  - b. Tell someone that you’re angry. (Have the children practice telling someone they’re angry).
  - c. Brainstorm with the children other ways they can handle their anger.

**Activity 2.2 Ask It - Tell It Game**

**Materials:** “Ask It-Tell It” Game (available from Family Development Resources, Inc.), a pair of dice

1. Ask the children to sit in a circle on the floor or around a table.
  2. Place the Ask It-Tell It cards in the center. Sort the cards into two piles – “Ask It” and “Tell It.” The words “Ask It” or “Tell It.” appear on the top of each pile.
  3. Hand out one die to the first player. If the roll of the die comes up with an even number (2, 4, 6), the player picks up an “Ask It” card. If the roll of the die comes up an odd number (1, 3, 5), the player picks up a “Tell It” card. The game is repeated until all players have had a turn or until time runs out.
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**Activity 2.3 Charades**

**Materials:** Small pieces of paper, bag, pencil

1. Ask the children to sit on the floor.
2. Write the following messages on small pieces of paper and put them in a bag:

I like you.

I am angry.

I am hurt.

No!

I love you.

Be quiet!

I am sad.

I am scared.

Go away!

Will you help me?

I am happy.

I won't do it!

3. Tell the children that they will be playing a game called “Charades.” The game is played by having others guess what one person is saying or feeling.
4. Begin by having a child pick a message from the bag. That child has to act out the message while others try to guess what it is. The child with the message is not allowed to talk.
5. When the message is correctly identified, another person picks a message from the bag and acts it out.

**Activity 2.4 Choices and Consequences****Materials:** Puppets

1. Assemble the children for discussion.
2. Explain that **CHOICES** are decisions we make to do something or not to do something. **CONSEQUENCES** are things that happen to us after we have made a choice. There are two kinds of consequences: good ones and bad ones. Have the children give examples of a choice and of a consequence.
3. The following examples are provided to help illustrate the concept. You may choose to have the children role play the choices and consequences. Ask the children to brainstorm what could happen if they choose to perform one behavior or the other.
  - a. To steal or not to steal someone's pencil?
  - b. To dress warm in the winter or not?
  - c. To hit or not to hit someone when you're angry?
  - d. To disobey mom or dad or to obey them?
  - e. To look both ways when crossing the street or to run across without looking?
4. Play act the following situations with the puppets:
  - a. **Telling someone a lie.**

Puppet #1 sees Puppet #2 drop a nickel from his pants pocket. Puppet #1 races toward the nickel, picks it up and puts it in his pocket.

Puppet #1: (Singing) Boy-o-boy! I found a nickel! I found a nickel!

Puppet #2: Aren't you lucky! I have a nickel too! (He reaches in his pants to find his nickel but it's gone. He begins to cry).

Puppet #1: Well, don't look at me. This is my nickel. My mother gave it to me.

Ask the children: What did Puppet #1 do? (He told a lie). How could he have used his personal power in a good way? (Told the truth: Given the nickel back to Puppet #2).

Explain consequences and what could happen as a consequence of lying. Ask the children: How did Puppet #1 use his personal power?
  - b. **Telling the truth.** Repeat the same sequences this time with Puppet #1 telling the truth. Ask the children to brainstorm what could happen for telling the truth: How did Puppet #1 use his personal power?
5. If time allows, repeat play acting other topics. Choose one relevant to the children. Some examples could be taking a quiet/noisy time-out, hitting others/treating others nicely, etc.

**Activity 2.5 Dynamic Doers**

**Materials:** Large sheet of white paper, magic markers, puppets

1. Ask the children to sit in a circle.
2. Introduce the puppets to the children by their names (or have the kids give them names). Explain that the puppets are good puppets but sometimes do things that aren't always the right things to do. The kids will have to help the puppets decide and choose the right things to do.
3. Explain that the children will need rules to operate by. Get input from the children as to what rules they want to create. Keep the rules to a minimum of four.
4. Draw two columns. Label the first column DOs and the second column DON'Ts. Identify things you want the group to do, and things you don't want them to do. Whatever you choose to list as DOs and DON'Ts, remember to be specific.

DO	DON'T
1. Do say "please" and "thank you."	1. Don't be rude.
2. Do handle our things with care.	2. Don't throw things.
3. Do treat others with kindness.	3. Don't hit anyone.
4. Do work and play with others nicely.	4. Don't fight with others

5. Using the puppets, act out situations where the rules discussed will be challenged. For example, if one of the rules is "No throwing things; handle things with care," have two puppets playing together and one puppet gets angry (or silly), throws a toy (or other object) across the room, on the floor or on the wall. Ask the children how the puppet should have handled things.
6. Repeat the scenario with each of the rules stressing what the puppets should do instead. Model the appropriate behavior you want the children to learn with the puppets. That is, after the puppet throws a toy, ask the children what the puppet should have done instead. (Model the puppets handling things with care).

**Activity 2.6 Drugs and Alcohol**

**Materials:** Flip chart, magic markers

1. Ask the children to sit in a circle.
2. Mention that today we will focus on DRUGS and why children and adults take drugs.
3. State that there are two groups of drugs: those that are legal and those that are illegal.
  - a. Get some examples from the group of legal and illegal drugs:  

Legal: Aspirin, cough medicine, vitamins, prescription drugs, etc.  
Illegal: Heroin, crack, cocaine, marijuana, etc.
  - b. Discuss the reasons why and when children and adults take legal drugs. Some reasons may be that you need to feel better when you have a headache (aspirin) or stomach ache (Pepto Bismal); to stay healthy and strong (vitamins); to relieve symptoms of a cold or flu (Sudafed). Write the reasons on the flip chart.
  - c. State the reasons why children and adults would take illegal drugs. Some reasons may include to feel better; to try to forget things; because they can't stop (addiction), peer pressure, etc. Write the reasons on the flip chart.
4. Mention that there are two groups of people who sell drugs: pharmacists and drug dealers. Pharmacists sell legal drugs only to adults who have a prescription from their doctors. These drugs are called "medicine" and they're "legal." Pharmacists sell drugs in a drug store or pharmacy.  
  
Drug dealers sell illegal drugs to make money. Drug dealers sell their drugs on the streets, in dark alleys, or in other secret places. Illegal drugs are usually sold as a secret because they're against the law to have. One clue that a drug is illegal is if it's sold in secret.
5. Brainstorm with the children all the different ways drugs look (pills, powders, liquids, cigarettes, spray cans). Give and brainstorm examples of each category:
  - a. Mention that drugs as **pills** can sometimes look like candy.  

Legal Pills: Vitamins, cough drops, aspirin, Tylenol  
Illegal Pills: Uppers (amphetamines), downers (tranquilizers)
  - b. Mention that drugs as **powders** can sometimes look like sugar or salt.  

Illegal Powder: Heroin, crack, cocaine
  - c. Alcohol and wine and some **liquor** can take the appearance of cough medicine.  

Legal Liquid: Cough syrup  
Illegal Liquid: Alcohol (for children)
  - d. **Tobacco**  

Legal tobacco: Cigarettes (for adults only)  
Illegal tobacco: Marijuana, cigarettes (for children)

*This activity is continued on the following page ...*