

Build Me "Emotions" Teacher Guide



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Build Me “Emotions”

Teacher Guide Introduction

Who is the material For?

The Build Me “Emotions” Teacher Guide is for preschool teachers. It is designed to help teachers develop children’s social skills, such as, recognizing and understanding emotions, expressing personal preferences, and resolving conflicts in constructive ways.

What is it For?

The Build Me “Emotions” Teacher Guide provides fun and engaging opportunities to explore emotions and develop empathy. Lessons include stories and colorful illustrations that show characters experiencing relatable preschool issues. For example, Jayden wants to learn how to walk across a balance beam—but he keeps falling. Will he persevere?

The Build Me “Emotions” Teacher Guide supports educators by offering fun and simple ways in which to discuss important social and emotional topics. Each lesson addresses a typical preschool scenario in which children learn about their own feelings and preferences as well as those of others.

Throughout each lesson, you will help children identify emotions without labeling the emotions as “good” or “bad.” As a result, children will begin to understand that emotions are responses to different stimuli and that they can learn appropriate ways to work through their emotions. Children will also begin to realize that there is a wide range of emotions. Subsequently, introducing children to new vocabulary increases their ability to describe and express their feelings. Second Language Learners greatly benefit from practicing new vocabulary in a context they can understand. Visual cues and stories help them relate to the meanings of words.

Throughout the lessons, strategic questions will guide children through the process of applying social and emotional skills in a personal way. LEGO® DUPLO building activities will reinforce creativity, collaboration, and problem solving.

The Build Me “Emotions” lessons can be tailored to fit your needs and the needs of your class. One Build Me “Emotions” Set can be used with up to eight children at a time. The lessons suggest that the children work in pairs called “building buddies.” The stories for each lesson can be presented to the whole class in a circle time setting or to small groups. The activities can be done in centers or stations around the classroom or in small groups. The table of contents provides a brief description of lesson topics. After completing the Getting Started activities, the lessons can be done in any sequence.

Additionally, personalizing the scenarios and content to fit your classroom dynamics and physical set up will help your students connect to the stories. For example, tweak the story by changing “circle time” to “morning meeting” or changing the swing situation to another play situation relevant to your class’s preschool experience.

Expect differentiated outcomes based on children’s existing knowledge, vocabulary, and experience. Children’s verbal responses, models, and role-playing will vary. Support learning by adapting the questioning and making the stories relevant to the children. Children may prefer to build models of themselves or other people they know instead of the characters in the stories. This modification enhances the learning experience and makes it more personal.



The Build Me “Emotions” Teacher Guide lessons will enable children to:

- Recognize and understand emotions
- Develop self-efficacy
- Role-play
- Develop empathy
- Problem-solve

What is it?

- The Build Me “Emotions” Teacher Guide consists of twelve lessons
- The activities require the LEGO® Education Build Me “Emotions” Set (45018)
- The Build Me “Emotions” lessons follow the 4C approach.

Lesson Structure

Each lesson is structured to provide a natural learning flow called the *LEGO Education 4C approach*, which gives children successful learning experiences. The Connect and Construct phases, which are the first two phases of each lesson, can be done in one 20-minute session. To ensure that young children are actively engaged, the Contemplate and Continue phases can be completed in a later session.

Connect

During the Connect phase, short stories and discussions will spark children’s curiosity and activate their existing knowledge while preparing them for a new learning experience.

Construct

In this phase, the children will participate in a hands-on building activity. As their hands create models of people, places, objects, and ideas, their minds will organize and store new information related to these structures.

Contemplate

During the Contemplate phase, children are given the opportunity to reflect on what they have done and to talk about and share insights they have gained during the Construct phase of the lesson. Each lesson encourages children to use their models to role-play and resolve conflicts.

Continue

New challenges in this phase build upon the concepts children learned previously in the lesson. These extension activities enable children to apply newly acquired knowledge.

Did you notice?

The Social and Emotional Development guidelines from NAEYC and HeadStart have been used to develop the Build Me “Emotions” lessons. Please refer to the learning grid for an overview of these education guidelines. The learning goals listed at the end of each lesson can be used to determine whether or not each child is developing the relevant social and emotional skills. These bullet points target specific skills or pieces of information that are practiced or presented during each lesson.



Learning Goal	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Identify and name emotions	★	★	★	★	★	★	★	★	★	★	★	★
Recognize and understand emotions	★	★	★	★	★	★	★	★	★	★	★	★
Express emotions	★	★	★	★	★	★	★	★	★	★	★	★
Recognize and understand others' emotions	★	★	★	★	★	★	★	★	★	★	★	★
Express others' emotions	★	★	★	★	★	★	★	★	★	★	★	★
Recognize and understand others' feelings	★	★	★	★	★	★	★	★	★	★	★	★
Express others' feelings	★	★	★	★	★	★	★	★	★	★	★	★
Recognize and understand others' needs	★	★	★	★	★	★	★	★	★	★	★	★
Express others' needs	★	★	★	★	★	★	★	★	★	★	★	★
Recognize and understand others' preferences	★	★	★	★	★	★	★	★	★	★	★	★
Express others' preferences	★	★	★	★	★	★	★	★	★	★	★	★

Build Me “Emotions” Learning Grid	Learning Goals									
	Children are able to recognize and name emotions.	Children are able to understand other people’s feelings.	Children are able to cooperate with a partner.	Children are able to express their thoughts and feelings.	Children are able to identify personal preferences.	Children are able to show confidence in taking on new tasks.	Children are able to identify personal thoughts and feelings.	Children are able to understand how their actions affect others.	Children are able to resolve conflicts in constructive ways.	Children are able to express emotions in appropriate ways.
Getting Started Activity 1 Explore the Face Bricks	●	●								
Getting Started Activity 2 Meet the Characters	●	●								
Lesson 1 Jeesun’s Rotten Day	●		●							
Lesson 2 Jayden Feels Anxious		●		●						
Lesson 3 Zoey Takes a Stand		●			●					
Lesson 4 Jayden Tries Something New						●	●			
Lesson 5 Maddox Makes Mischief								●	●	
Lesson 6 Jeesun’s Anger Monster		●							●	
Lesson 7 Maddox Invades Jayden’s Space		●						●		
Lesson 8 Jeesun Feels Left Out		●							●	
Lesson 9 Jeesun & Jayden Learn That Accidents Happen								●	●	
Lesson 10 Jayden Feels Disappointed									●	●
Lesson 11 Zoey Feels Embarrassed		●								●
Lesson 12 Jeesun and Jayden Need to Work it Out								●	●	

Getting Started Activity 1 Explore the Face Bricks

For up to 8 children

Connect

Set aside the eight face bricks.

Tell the children they will use some LEGO® DUPLO bricks to play a game about emotions. Ask the children to name some different emotions.

Hold up the bricks, one at a time and encourage the children to notice the facial expression on each brick.

Point out the eye shape and mouth shape on the bricks.

Ask the children to tell about a time when they were happy. Ask them to show how their faces look when they are happy.

Explain that different words are used to describe emotions and that these words may have similar meanings, but are still a little bit different.

- The words, *angry*, *grumpy*, and *annoyed* could be used to describe the expression on the circled brick shown in the sidebar.

Discuss the differences and similarities between feeling *angry*, *grumpy*, and *annoyed*. Give the children other examples such as *happy*, *cheerful*, and *joyful*.

- Play a game with the children. Ask one child to secretly choose a face brick and to not show the brick to anyone else.
- Ask the child to show the same emotion on his or her own face.
- Ask the other children to guess which emotion is being shown.
- Continue playing this game until the children are able to rapidly identify the different facial expressions. They can give multiple responses for the same brick as long as they make sense.

Consider asking questions like:

- What emotion do you see on this face?
- How can you tell that this face is happy/sad?

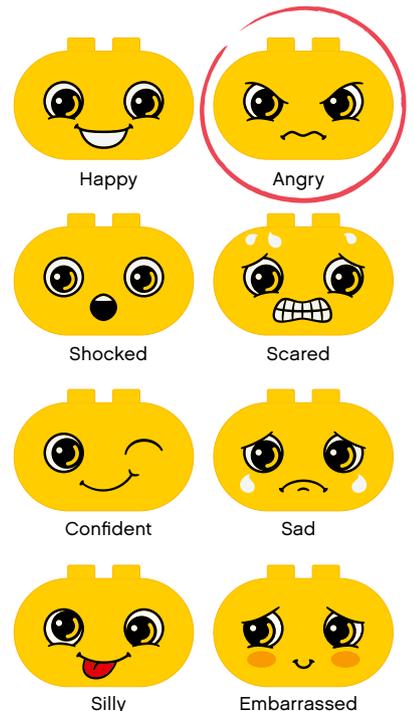
Learning Outcomes

Children will:

- become familiar with different terms for emotions
- begin to understand that facial expressions and body language show how people are feeling

Vocabulary

Emotions, Facial expression, Grumpy, Annoyed, Cheerful, Joyful, Building buddy, Character, Body language



See the Appendix for larger image of face bricks

Construct

- Tell the children to work with a building buddy to build a character using a face brick.

Contemplate

Tell the children that when you understand how someone is feeling, you can respond in a way that makes sense. Discuss the appropriate ways to respond to different emotions. Explain that what works well in one situation may not work the same way in a different situation.

- Example: When someone is feeling sad, you may be able to cheer them up with a silly joke. However, in a different situation, the person may need some time and space to feel the sadness.

Discuss that looking at body language is also a way to understand how someone is feeling. Use your own body language to show the children different emotions and ask them to identify the emotions.

Consider asking questions like:

- Why is it important to recognize different emotions?
- What are some other ways you can tell how someone is feeling besides by the way his or her face looks?

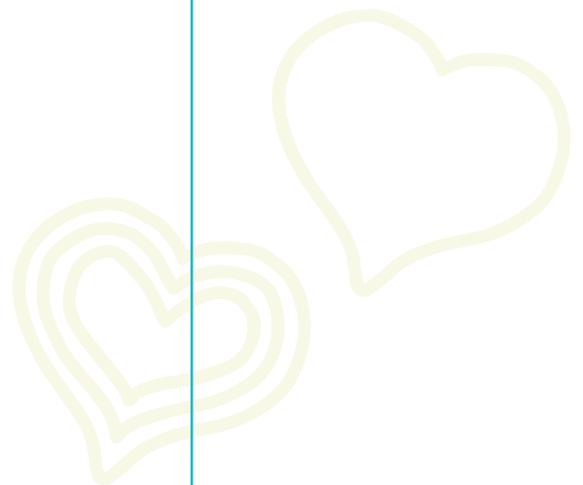
Continue

- Tell the children to work with their building buddies to change their characters so that they show their emotions with body language.
- When they have finished building, ask the children to take turns showing their models and allowing the other children to call out the emotion the figure is expressing.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to recognize and name emotions.
- Children are able to understand other people's feelings.



Getting Started Activity 2 Meet the Characters

For up to 8 children

Connect

- Show the children the illustration of the main Build Me “Emotions” characters.
- Explain to the children that they will work with a building buddy to build one of the characters.
- Tell them they will hear stories about the teacher, who is called Mrs. Muffin, and some of the children in her class at Happy Days Preschool.

Construct

- Divide the children into pairs and assign one of the characters (Mrs. Muffin, Jayden, Jeusun, Maddox, or Zoey) to each pair of children.
- Tell the children to work with their building buddies to build their character.

Contemplate

- Place the character models where all of the children can see them.
- Tell the children that they will hear about each of the characters they have built.
- Hold up each character model as you read its introduction to the children:

Learning Outcome

- Children will begin to understand other people’s feelings.

Vocabulary

Serious, Sensory Table, Circle Time, Creator Space, Block Center, Science Center

Meet Mrs. Muffin

Mrs. Muffin loves the preschool children in her class. She always has a smile and greets them with a cheery “good morning!” She loves to give “hugs,” as long as the child wants to receive one, and she gets very excited about learning new things. It is not unusual for her to bring in some curious little item that she has found in her yard like a flower, a stone, an insect, or a seed, for the children to touch and study.

Although problems do not happen very often at Happy Days Preschool, when they do, Mrs. Muffin says her “serious face” comes out. One very important thing to know is that when her face looks serious, it is not because she is angry with the children, but because she is concerned.

She is passionate about helping her students act in a way that is healthy for themselves, their classmates, and the whole group. She is always ready encourage them and help them solve their own problems.

Meet Jayden

Here is our new friend Jayden. He likes to follow a regular routine. In the morning, he dresses himself, eats cereal for breakfast, and rides to preschool with his mom.

Once he arrives at preschool, he receives his morning hug from Mrs. Muffin, kisses his mom goodbye, eats a banana at the snack table, and plays with his best buddy Maddox at the block center until circle time.

The sensory table is another one of Jayden’s favorite spots in the room, but when his friend Maddox starts pouring sand onto his arms, Jayden feels uncomfortable and prefers to go somewhere by himself. Jayden also likes to play with Jeusun, but sometimes she misunderstands him. All in all, Jayden likes preschool and his classmates, and he really loves Mrs. Muffin.



Mrs. Muffin



Jayden

See larger images in the Appendix

Meet Jeesun

This is Jeesun. She loves everything about preschool! She enjoys learning about many different things, and she is always eager to discover how Mrs. Muffin has changed things in the room.

She thinks Mrs. Muffin is the most wonderful teacher in the whole world, and this is one of the reasons that Jeesun tries very hard at every moment to follow all of the rules in the classroom. She notices when others do not follow the rules, and this really bothers her; it makes her feel quite unsettled inside.

Jeesun enjoys discussing new stories during circle time, as well as making books in the creator space. Her best friend is Zoey, and they have so much fun playing together.

Meet Maddox

Maddox is full of life! His mom and dad lovingly call him their “little monkey” because he is so silly and busy. Maddox doesn’t get upset very easily, but he doesn’t always understand that some of the things he does aren’t as funny to others as they are to him. This happens sometimes with his good friend, Jayden.

Mrs. Muffin often steps in to help Maddox and Jayden slow themselves down before someone gets hurt or angry. She works hard to help Maddox notice that in their preschool classroom, there is a time to be calm and a time to be energetic.

The gym, where the mats, large balls, and soft climbing equipment are, or the outside play yard are the best places in the school to Maddox because he has the freedom to climb, run, and wrestle!

Meet Zoey

Here is sweet Zoey. She is very easy to get along with. Zoey is very flexible about what she plays. If Zoey wants to use the new watercolor sets in the creator space, but her best friend Jeesun wants to check out the abandoned wasp nest in the science center, you know what Zoey does, right? Yep, she puts aside her own preference in order to make her friend happy.

Usually, this is no problem for Zoey at all, she is willing to “go with the flow,” but lately, she is feeling the urge to stick with her first choice, even if her friends don’t like it. This is a new feeling, and Zoey is not quite sure how to handle this. She thinks she might need some help from Mrs. Muffin.

- Ask the children to share the characters they have built.
- Ask them to tell how each character is feeling and to tell about what caused the character to feel that way. They can use examples from the character introductions.

Continue

- Ask the children to work in pairs again and to build a part of Happy Days Preschool.
- Combine these different parts into one large preschool and give children the opportunity to play with the figures and the model of the preschool.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to recognize and name emotions.
- Children are able to understand other people’s feelings.



Jeesun



Maddox



Zoey



See larger images in the Appendix

Lesson 1

Jeesun's Rotten Day

For up to 8 children

Connect

- Tell the children you will read them a story about Jeesun.
- Explain that Jeesun has had a rotten or very bad day.
- Show the children the illustration for Lesson 1.
- Read the following story aloud:

This morning, Jeesun's mom woke her up at the usual time, but she was still sleepy. She got up and started to get dressed, but her favorite dress was dirty, so she had to wear a different one. Jeesun's dad served her oatmeal for breakfast, but Jeesun doesn't like oatmeal.

Jeesun went to school. Her friend Maddox accidentally kicked a ball, which splashed mud on Jeesun. Now she was very dirty. Later, Jeesun hit her toes on a rock and her foot hurt a lot. In the afternoon, Jeesun couldn't wait to get home and eat some juicy strawberries. However, her younger sister, Nari, had taken all of the fruit.

Jeesun felt very upset about her rotten day. She went to her room and cried about all of the things that had gone wrong. When she finished crying, she took some deep breaths and felt better.

Jeesun went to the kitchen to find a different snack. Nari handed Jeesun some of her strawberries and Jeesun felt very happy that Nari had shared with her. Maybe it wasn't such a rotten day after all.

Consider asking questions like:

- Do you ever have rotten days like Jeesun's rotten day?
- How does Jeesun feel when things are going wrong?
- How do you feel when things are going wrong?

Construct

- Tell the children to work with a building buddy to build how Jeesun looks while she experiences one of the problems in the story.

Contemplate

Ask the children to take turns, acting out with their building buddies, how Jeesun felt and what she did in the story.

Consider asking questions like:

- How does Jeesun show how she feels?
- What does Jeesun do to feel better?
- What else helps Jeesun feel better?

Continue

- Tell the children to work with their building buddy to build Nari and some strawberries.
- Ask them to act out the part of the story where Jeesun and Nari share the fruit.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to recognize and name emotions.
- Children are able to cooperate with a partner.

Learning Outcome

- Children will understand that taking time to work through sadness is healthy.

Vocabulary

Rotten, Accidentally



See larger image in the Appendix

Lesson 2

Jayden Feels Anxious

For up to 8 children

Connect

- Tell the children you will read them a story about Jayden.
- Explain that Jayden has experienced a situation that makes him feel anxious.
- Explain that anxious means uneasy or nervous.
- Ask the children to show you how their faces look when they are anxious.
- Show them the illustration for Lesson 2.
- Read the following story aloud:

Jayden held his mom's hand as they walked into the preschool. Jayden liked his morning routine. He knew what to expect. First, he would hang his jacket and place his shoes in his cubby area. Then, Jayden and his mom would check in with his beloved teacher, Mrs. Muffin, who always wore a red flower clip on her head. After checking in, Jayden would kiss his mom goodbye and sit at the table to eat his morning snack, a banana.

After organizing Jayden's cubby, Jayden and his mom entered the room where Mrs. Muffin usually greeted him with a smile and a hug. This morning, a lady Jayden had never seen before was standing by the door.

"Good morning, I'm Miss Cupcake! Poor Mrs. Muffin is sick with the flu, so I'll be your teacher for the rest of the week," said the strange lady.

Just then, Jayden got the same feeling in his tummy that he had gotten his first day of Tae Kwon Do class or every time he had to go to get his haircut. Jayden wrapped his arms around his mom and buried his face in her stomach. He really did not want to stay with Miss Cupcake. Jayden wanted Mrs. Muffin!

Construct

- Ask the children to work with a building buddy to build Jayden and one of the other characters, either Miss Cupcake or Jayden's mom.

Contemplate

Tell the building buddies to role-play using their model of Jayden's mom or Miss Cupcake to talk to the model of Jayden about his feelings.

Consider asking questions like:

- Why did Jayden feel anxious?
- Think about Jayden's fear; was it a safety sign?
 - Discuss that a safety sign is the way your body tells you that something is dangerous (e.g., your heart might beat faster and harder when you climb something tall).
- Was Jayden's fear causing him to miss out on something good?
- Was it stopping him from doing what needed to be done?
- What situations make you feel anxious?
 - If needed, give examples, such as, going to the dentist, meeting new people, or getting a haircut.

Teaching tip: Children enjoy hearing personal stories about their teachers. Sharing about your own anxious childhood moments and how you worked through them can be a way to get their ideas flowing.

Learning Outcomes

Children will:

- Understand that anxiety can cause people to miss out on positive experiences and prevent them from doing what needs to be done
- Understand that feeling anxious can be a safety sign that you are in a dangerous situation
- Understand that there are different ways to work through anxiety

Vocabulary

Anxiety, Anxious, Dangerous, Nervous, Safety sign



See larger image in the Appendix

Continue

As a group, make up a song for how to deal with anxious moments.

Start out with: “If you’re nervous and you know it.” Then add verses and motions to go with the words. Here is a list of suggestions:

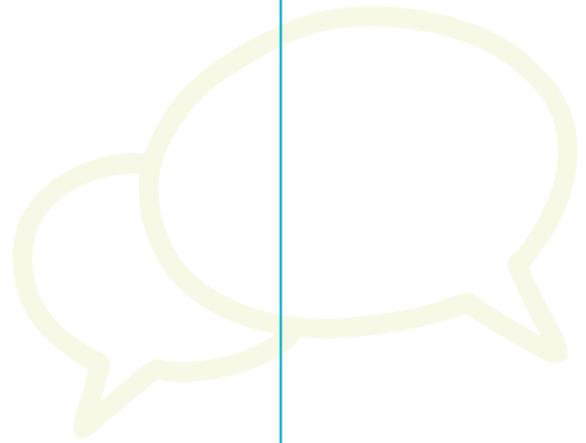
- Tell your mom
- Take a bath
- Cuddle up
- Get a hug
- Think of something good
- Show a smile
- Sing a song
- Tell a joke
- Belly breathe

After you sing the song a few times, ask the children to use their models to act out one of the coping techniques from the song.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to express their thoughts and feelings.
- Children are able to understand other people’s feelings.



Lesson 3

Zoey Takes a Stand

For up to 8 children

Connect

- Tell the children you will read them a story about Zoey and Jeesun.
- Explain that Zoey usually does what her friends want to do, but in this story, she wants to do something different from what Jeesun wants to do. This upsets Jeesun.
- Show the children the illustration for Lesson 3.
- Read the following story aloud:

Mrs. Muffin says that Jeesun and her friend Zoey are like two peas in a pod. They both bought the same kind of backpack and the same new shoes for the start of preschool. They planned which matching ribbons they would wear in their ponytails on Mondays. They always sat together at snack time. Every day during free choice time, they would rush off hand-in-hand to the creator space where they would spend their whole time making books for their moms.

One day, after circle time, Zoey and Jeesun held hands to go to the creator space as they always did. But today, Jeesun felt Zoey pull her in a different direction. Zoey said that she wanted to go to the puzzle and games center for a change.

Jeesun was surprised that Zoey would even suggest this.

You can't make books for moms in the puzzle and games center. You can't make anything to keep! Puzzles can take forever, sometimes the entire free choice time. Jeesun thought.

Zoey, however was not changing her mind. She likes to sit quietly and do puzzles. Besides, her mom has a stack of books she had made for her last week.

Zoey urged Jeesun to try it one time and gently pulled her by the hand closer to the puzzle and games center. Well, Jeesun was just not having it. She yanked her hand out of Zoey's, put her hands on her hips, and stomped away confused that Zoey would want to try something new. Puzzles and games center, this is just not what they do!

Zoey and Jeesun, who usually agree on everything, didn't see eye to eye in this situation. Zoey wasn't sure what to do. She went to find Mrs. Muffin and asked for help.

Consider asking questions like:

- What do you think Mrs. Muffin suggested to Zoey?
- What could be done to resolve the conflict?
- Do you have a close friend who likes things that you don't like?
- Does this ever cause a problem?

Learning Outcomes

Children will:

- Understand that people have different likes and dislikes
- Understand that it is okay to prefer something different from what a friend prefers

Vocabulary

Conflict, Dislike, Like



See larger image in the Appendix

Construct

- Ask the children to work with a building buddy to build something that one of them likes. (Specify that this should not include real people.)
- Then ask them to build something that one of them doesn't like. (Specify that this should not include real people.)

Activity tip: in order to guide the building process and to be able to compare likes and dislikes, suggest building categories (e.g., food, toys, animals, something at preschool, something in your bedroom, or book characters.)

Contemplate

Ask the building buddies to share their models with the class. Ask the children to explain their reasoning for why they like or dislike the things they have built models of.

Assist them in noticing similarities and differences among other children in the group, especially peers who are good friends. Tell the children that we respect each other's likes and dislikes even when they are different from our own.

Continue

- Print the Likes and Dislikes Table, which is in the images document.
- Ask the children to think of something they would like to ask their classmates if they like or dislike.
- When the group has decided on a topic, fill in the blank at the top of the page by either drawing a picture or cutting and pasting a picture.
- Tell the children to find their own names and place a checkmark to show whether they like or dislike the topic shown in the picture above the table.
- After everyone has responded, discuss the results as a group.
- The children could use the Likes and Dislikes Table to collect data during free choice time. This also might be a nice home-link activity to use with family members.

Teacher tip: Use clipboards so the children can easily navigate around the room. This also allows for several children to poll on various topics at a time.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to identify personal preferences.
- Children are able to understand other people's feelings.



Names		

See larger image in the Appendix



Lesson 4

Jayden Tries Something New

For up to 8 children

Connect

- Snap your fingers and explain how hard it can be to learn to snap your fingers when you are young.
- If applicable, share memories of when you finally learned to do it.
 - Explain that it took time and practice.
 - Share that some people could do it before you could and that some people didn't learn to do it until after you did.
 - Perhaps someone showed you how to put your fingers just right in order to be able to do it.
- Explain that if you had given up, you would be a grown-up who couldn't snap your fingers.
- Ask the children to share with the person next to them something that was difficult for them to learn how to do.

Teacher tip: Use any personal example of fine or gross motor tasks to which young children might relate (e.g., blowing bubbles, holding a pencil properly, putting on coats/gloves, skipping, putting your face under water, etc.).

- Tell the children you will read them a story about Jayden.
- Explain that Jayden is trying to learn something new, but it is difficult for him.
- Show the children the illustration for Lesson 4.
- Read the following story aloud:

Jayden took a deep breath and climbed onto the balance beam. He took one small step and started to wobble. He tried to take another step, but he fell off the side onto the ground.

Jayden climbed back onto the balance beam and stood with his toes pointing sideways instead of toward the end of the beam. He inched his left foot sideways, then he inched his right foot sideways. Jayden began to wobble again, then he fell forward onto the ground. Jayden sat on the grass. His lip began to quiver.

I'm not good at this. It's too hard. He said to himself. Tears ran down Jayden's cheeks.

A few moments later, Jeusun came over to the balance beam. She climbed on, held her arms straight out at her sides, and gracefully walked across the beam with one foot in front of the other.

Amazed, Jayden asked, "How did you do that?"

Jeesun answered, "I practiced a lot. And my dad helped me by holding my hand while I learned to balance."

"Oh," Jayden said as he looked down.

"I could help you," Jeusun offered.

"Okay, I will give it another try," Jayden said.

Learning Outcome

- Children will understand that it takes time to learn how to do something new.

Vocabulary

Perseverance, Obstacle course, Discourage



See larger image in the Appendix

He climbed back onto the balance beam and held out his arms the way he had seen Jeusun hold hers. Jeusun held one of Jayden's hands and helped him steady himself. Jayden took one step forward, and Jeusun walked alongside him. He wobbled less this time. He took another step, then another. Soon, he made it all the way to the end of the balance beam. Jayden felt very happy!

Consider asking questions like:

- At the beginning of the story, what was the problem?
- How did Jayden try to solve it himself?
- What happened to cause Jayden to get discouraged?
- What did Jayden think about while he was sitting on the grass?
- How was Jayden's problem solved?

Construct

- Tell the children to work with a building buddy to build a model showing one of the buddies struggling while they are trying something new.

Activity tip: If the children have difficulty thinking of what to build, give some examples (e.g., playing soccer, learning to swing, riding a scooter, learning to swim). Or simplify the challenge by asking the children to build Jayden on the balance beam.

Contemplate

Ask the children to share their models. Consider asking questions like:

- Why was this new task difficult?
- How did you feel while struggling?
- Did you keep trying, take a break, give up, or seek help?
- How did you feel after you did it?

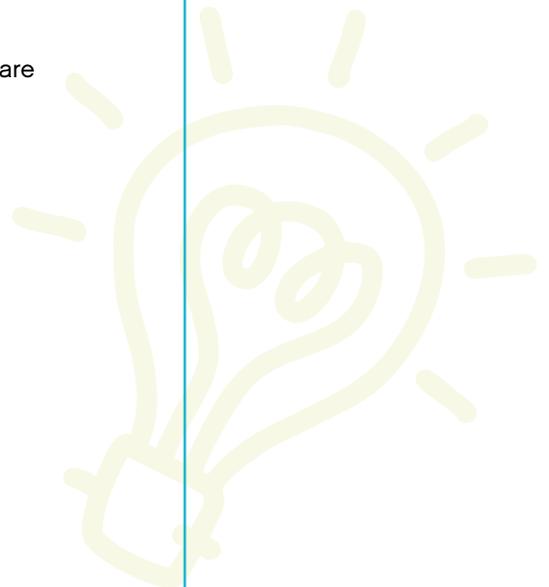
Continue

- Explain that obstacle courses are races made up of several tricky challenges for your body. They require strength and perseverance to finish.
- Tell the children to work individually or with a building buddy to build an obstacle.
- Combine all of the obstacles together to make an obstacle course for Jayden and Jeusun.
- Ask each obstacle creator to explain how the obstacle should be run.
- Ask the children to use models of Jeusun, Jayden, or other figures to “run” the obstacle course as the class cheers them on!

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to show confidence in taking on new tasks.
- Children are able to identify personal thoughts and feelings.



Lesson 5

Maddox Makes Mischief

For up to 8 children

Connect

- Tell the children you will read a story about Maddox.
- Explain that in the story, Maddox behaves in ways that make the other children want to avoid him, or stay away from him.
- Show the children the illustration for Lesson 5.
- Read the following story aloud:

One day at preschool, Maddox was on a rampage. During free choice playtime, he loudly pushed a toy truck all around the room. He saw some other children building a tall tower with blocks.

Maddox rammed the truck into the block tower and shouted, “Crash! Bang! Boom!”

Blocks went flying everywhere!

Jeesun yelled, “Maddox! That was mean!”

Maddox ignored her and cruised away with the toy truck.

At snack time, Maddox ran to the snack table, grabbed handfuls of raisins, and shoved them into his mouth. He did not leave any raisins for anyone else.

“I really wanted some raisins,” Jeesun said sadly.

Later in the day, when all the other children were putting away art supplies, Maddox did something very naughty. He took a red crayon and drew moustaches, beards, and other things on some of the other children’s drawings. Then he stood and laughed at the silly-looking faces.

Jayden noticed what Maddox had done and yelled, “Maddox! You ruined my picture!”

“No, I made it funny!” Maddox said.

At the end of the day, a group of children was playing tag on the playground. Maddox tried to join the game.

“Can’t get me, turtle!” Maddox yelled at the boy who was “it.” The boy ignored Maddox, chased Jeesun, and tagged her.

“Try and catch me,” Maddox said to Jeesun.

Jeesun also ignored Maddox.

Maddox ran to Mrs. Muffin and complained, “No one will play with me.”

Consider asking questions like:

- Would you want to play with Maddox? Why or why not?
- What could Maddox do differently that might help him find more friends to play with?

Learning Outcome

- Children will begin to understand how their actions affect others.

Vocabulary

Mischief, Behavior



See larger image in the Appendix

Construct

- Tell the children to work with a building buddy.
- Show them the story illustration again.
- Ask each pair of children to build Maddox or one of the other characters in the story.

Contemplate

Ask each pair of children to act out a scene from the story. Then ask each pair to act it out again, but this time, ask them to change Maddox's behavior to show how a good friend would act.

Continue

Remind the children that the way they treat others affects how people feel about them. Tell them that part of being a good friend is understanding how others feel.

- Ask the children to work with a building buddy to use one face brick and other bricks to build a model of a preschooler.
 - Encourage them to think about body parts and other features (e.g., clothing, shoes, hat).
 - Show the story illustration or the building cards in the set as examples.
- Tell the children that they will use their preschooler models to play a game called "Find a Friend."
- Read the "Find a Friend" prompts and encourage the class to look at all of the models and choose the best one(s) that fit(s) each description.
- Talk about why the children selected the models they did for each prompt. Note: more than one preschooler model may fit the description.

Find a Friend Prompts

- Find a friend whose face makes you feel like you want to meet him or her.
- Find a friend who looks worried about something.
- Find a friend who looks as if he or she could use some comforting and kind words.
- Find a friend who looks lonely.
- Find a friend whose face tells you that he or she is ready for some fun!
- Find a friend who didn't get his or her way.
- Find a friend who looks as if he or she needs some time to cool down.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to understand how their actions affect others.
- Children are able to resolve conflicts in constructive ways.



Lesson 6

Jeesun’s Anger Monster*For up to 8 children***Connect**

- Tell the children you will read them a story about Jeesun.
- Explain that in this story, Jeesun becomes very angry and loses her temper. Her “anger monster” needs to be calmed down.
- Show the children the illustration for Lesson 6.
- Read the following story aloud:

Jeesun, Jayden, Zoey, and Maddox were playing races. Each of them took a turn starting the race and judging who won. It was Maddox’s turn to start the race. Jeesun, Jayden, and Zoey lined up at the starting line.

Maddox shouted, “Ready! Set! GO!”

Jeesun crossed the finish line first, right before Jayden, and Zoey finished last. Jeesun felt happy that she had won. She lifted her arms in the air.

“Jayden won!” Maddox announced.

“NO! I WON!” Jeesun shouted.

“Nope. Jayden won! Yay Jayden!” Maddox reached his hand up to give Jayden a high five.

Jeesun ran over to Maddox and pushed him. “You are cheating!”

Jeesun started yelling and crying with a red face. She threw herself on the ground and kicked her legs.

Mrs. Muffin ran over, and said, “Jeesun, it looks like your anger monster is out of control. Let’s calm her down with some belly breathing.”

“I don’t know how!” Jeesun screamed.

“I’ll teach you. First, put your hands on top of your belly. Next, take a big breath of air until you feel your belly stick way out. Then let the air out slowly and feel your belly go back to normal. Do it again until your monster calms down,” Mrs. Muffin said.

Jeesun tried the belly breathing, and she felt a lot better.

“Maddox, I’m sorry for pushing you,” Jeesun said.

“That’s okay. Maybe you did win,” Maddox said.

“Let’s race again! I promise I won’t get mad,” Jeesun said.

Consider asking questions like:

- How did Jeesun feel when Maddox said that Jayden won the race?
- Why did she feel this way?
- What did Jeesun do in response to her emotions?
- Were Jeesun’s actions okay? Why or why not?

Learning Outcome

- Children will begin to learn how to calm themselves down when they feel angry.

Vocabulary*Anger, Belly breathing*

See larger image in the Appendix

Construct

- Ask the children to work with a building buddy to build an anger monster.
- Explain that an anger monster shows how they feel when they are angry.

Contemplate

Ask the children to role-play with the anger monsters they built. Tell them to act out ways in which they could help their anger monsters calm down.

Consider asking questions like:

- When was the last time you were angry?
- Why did you feel angry?
- How did your body feel?

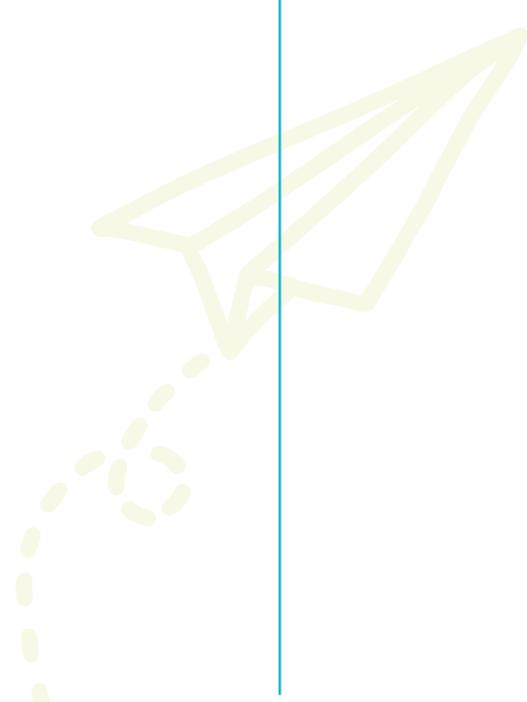
Continue

- Hold up one of the Build Me face bricks and name the emotion depicted.
- Tell the children that they are going to build a monster that reminds them of a feeling.
- Explain that, of course, feelings themselves cannot be seen.
 - We cannot actually see “happy”.
 - We only know how people are feeling by looking at their body language and facial expressions, or by listening to what they say.
- Ask: “What if we could pull an emotion out of someone and show that emotion using LEGO® DUPLO bricks?”
- Ask the children what kinds of features a Happy Monster might have.
- Ask the children to work in pairs to build a monster with an emotion that is different from angry.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to understand other people’s feelings.
- Children are able to resolve conflicts in constructive ways.



Lesson 7

Maddox Invades Jayden’s Space

For up to 8 children

Connect

- Tell the children that you will read a story about a problem that Jayden and Maddox were having.
- Show them the illustration for Lesson 7.
- Read the following story aloud:

Jayden and Maddox were tired of the gym. There had been ice on the playground for three days now, and they were so sick of being stuck inside. Plus, Maddox and Jayden often lost playtime in the gym. It was almost as if the gym turned Maddox into a personal space invader! Things always started out OK, but soon went downhill, ending with Mrs. Muffin asking them to both sit out and take a breather.

For example, one time the two were playing basketball and Maddox tackled Jayden to the floor to get the ball. Well Jayden wasn’t going to let Maddox sit on him, so he wrestled back!

Then there was the time they were playing superheroes. Jayden had held out both of his hands, pretending to blast Maddox with his firepower. Rather than holding up a super shield, Maddox had grabbed hold of Jayden’s wrists (which you really couldn’t even do or you would be burned by the fire power), and whipped Jayden around until he fell onto the mats below. That made Jayden really mad and he wished Maddox would just keep his hands off of him; those were the rules.

But it even happened when they weren’t playing. When the class lined up to head back to the classroom, Maddox blew his hot, stinky breath into Jayden’s ear. Maddox cracked up about that, but Jayden did not and neither did Mrs. Muffin. To make things worse, when Jayden told him to quit it, Maddox just smiled his typical goofy smile, and winking, he stuck out his tongue and put his face up really close to Jayden’s face!

Explain that personal space is the space around your body. Tell the children that some people need more personal space than others do. Explain that Maddox was invading Jayden’s personal space, and that Jayden did not feel comfortable.

Consider asking questions like:

- What is a personal space invader?
- What are some examples of ways Jayden felt his space was invaded?
- Why did Jayden dislike the “space invasions”?

Learning Outcomes

Children will:

- Begin to understand that people have personal space
- Learn to respect other people’s preferences for personal space

Vocabulary

Personal space, Invade



See larger image in the Appendix

Construct

- Ask the children to work with a building buddy to build two characters which will be used for a game in the Contemplate phase.

Contemplate

Describe the definition of personal space again. Be sure the children understand that a personal space invasion can be different in different situations and among various people.

- Tell the children to take turns with their building buddies.
- Explain that first, they will put the two characters next to each other.
- Tell them that one of the building buddies will pretend that one character they built is himself or herself, and that the other character will be a different person in each of the pretend scenes that you will read to them.
- Next, tell the children to move their characters together if they feel OK with the other character being in their personal space, and to move their character away from the other character if they feel a space invasion.

Read the following prompts to the children and give them time to react:

- Your mom wants to hug you after you have had a bad dream
- A stranger wants to hug you
- A friend tries to hug you when you get to school
- A classmate starts to wrestle with you
- A classmate says he/she wants to marry you and hold hands
- The doctor has to look inside your throat
- You have to sit next to a stranger on a bus, plane, or train

Continue

Ask the children to work with their building buddies to build Mrs. Muffin and to role-play teaching the children in her classroom how to work through space invasions.

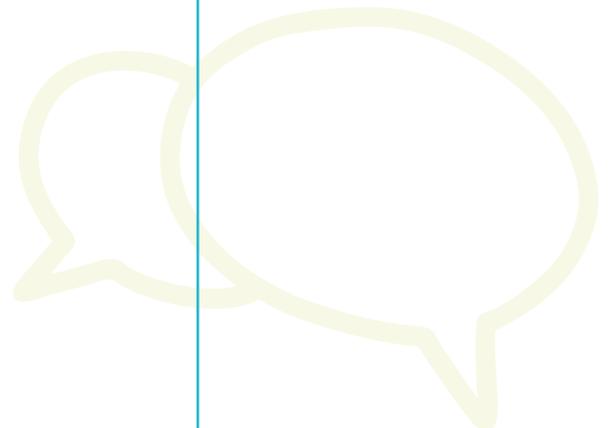
Consider asking questions like:

- How would you teach your students about personal space invasions?
- Can you tell about your own space invasions or times you have invaded others' personal space?

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to understand other people’s feelings.
- Children are able to understand how their actions affect others.



Lesson 8

Jeesun Feels Left Out*For up to 8 children***Connect**

- Tell the children you will read a story about Jeesun.
- Explain that in the story, Jeesun's feelings become hurt and she feels left out.
- Show the children the illustration for Lesson 8.
- Read the following story aloud:

It was a beautiful afternoon to play outside. The children from Mrs. Muffin's class ran out to the playground, some to the bikes, some to the sandbox, and some to the swings. Jeesun, Zoey, and Lydia sat on the ground near the swings waiting for Jayden and Maddox, who had gotten to the two swings first, to finish their turns. The three girls were laughing and picking grass and flowers when Jeesun noticed a roly-poly (pill bug). She reached down to pick it up and show the other girls. To her surprise, when she looked up, Zoey and Lydia were swinging together. They were just starting to pump their legs. There was no swing for Jeesun.

Jeesun got a strange, scared feeling. Zoey was HER best friend, two peas in a pod. Why was she swinging with Lydia instead of her? As she watched Lydia and Zoey smiling while their swings went back and forth together, Jeesun felt herself getting angry. She crossed her arms across her chest and started to sulk away from the swings.

Zoey called out, "Hey, Jeesun, where are you going?"

Jeesun thought, I am not even going to answer them. They are not my friends anymore!

Consider asking questions like:

- Were Zoey and Lydia being mean to Jeesun?
- What emotions does Jeesun feel?
- Which face bricks show this?
- How does Jeesun handle her feelings?
- Does that solve her problem? Why or why not?

Construct

- Ask the children to work with a building buddy to build a model showing how Jeesun feels in the story.

Contemplate

Ask the children to share their models. Consider asking questions like:

- What would you say to help Jeesun solve her problem?
- What would you say to Lydia and Zoey?
- What would you do if two or three of your friends were playing together, and there was no space for you?
- How might you feel?
- How could you solve the problem?

Learning Outcomes

Children will:

- *Begin to understand how they can deal with feeling left out*
- *Begin to learn how to recognize feelings of jealousy and disappointment*
- *Begin to learn how to appropriately respond to feelings of jealousy and disappointment*

Vocabulary*Jealousy*

See larger image in the Appendix

Continue

- Tell the children to work with their building buddies to build two more characters.
- Ask the children to act out a scenario in which one of the characters feels left out.
- Tell them to act out a way for the characters to solve the problem of feeling left out.

Explain that one way to help with jealousy is to learn healthy ways to express our feelings.

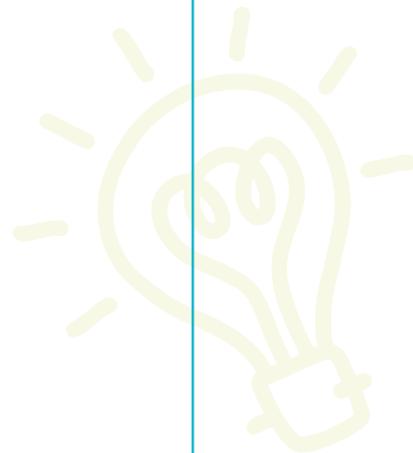
Consider asking questions like:

- How could children who feel jealous work out their conflict with their classmates instead of getting mad or threatening not to be friends anymore?
- What places in the preschool could be changed to include more people?
- In spaces that can't be changed, how could friends work things out to prevent jealousy? (e.g., use an hour glass to time their turns)

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to understand other people's feelings.
- Children are able to resolve conflicts in constructive ways.



Lesson 9

Jeesun and Jayden Learn That Accidents Happen

For up to 8 children

Connect

- Tell the children you will read a story about an accident that happened to Jeesun.
- Show them the illustration for Lesson 9.
- Read the following story aloud:

It was circle time again. Mrs. Muffin called for all of the children to meet her on the rug. Jeesun **joyfully** came right over, excited to hear Mrs. Muffin teach them a song and read a new story. Sometimes the class practiced the calendar too! But, Jayden **thought it was an awful time**. Yes, he liked songs (but he never sang out loud), and he loved books, but he did not enjoy sitting for sooooo long. To get through it he sometimes looked for staples or little pieces of stuff on the carpet, or slowly slid down out of “criss cross, applesauce” position to lay on the carpet.

Today, he was feeling especially sluggish by the time Mrs. Muffin was about half way into reading the book, so he had sprawled out on the carpet. One of his feet smashed Jeesun’s pinky finger, which startled her out right of her delight in Mrs. Muffin’s story.

Jeesun **squealed in surprised pain**, “OWWW! Mrs. Muffin, Jayden broke my finger!”

Jeesun rushed from her spot on the rug and bumped into the other children in her efforts to get to the teacher. Mrs. Muffin, **startled** by the commotion dropped the book on the floor. The other children **rolled their eyes** at the whole situation.

Take the children through this comprehension activity:

- Tell children to work with a building buddy to play a game.
- Distribute the face bricks strategically so that each pair of building buddies has multiple opportunities to identify a Build Me face that shows an emotion that was expressed in the story.
- Say: “Now, I am going to read the story again. Listen for times when one of your face bricks could be used to show how a character is feeling. I will pause when I get to one of those times so that you and your building buddy can carefully look at your face bricks. If one of your bricks matches the character’s feeling in the story, hold it up so we can see it.”
- Remind the children to flip their face bricks over to see the expressions on both sides.
- Read the story again. The bolded words are possible places to pause.

Teaching tip: read the story more than two times to help with comprehension.

Consider asking questions like:

- Did Jayden want to hurt Jeesun? Did he smash her finger on purpose or by accident?
- How do you tell whether someone’s hurtful action is done by accident or on purpose?
- Does knowing that change the way you might react to being hurt?
- How did Jeesun’s reaction affect Jayden?
- How did Jeesun’s reaction affect Mrs. Muffin and the rest of her class during their story time?

Learning Outcomes

Children will:

- Begin to understand that accidents are not intentional
- Begin to understand that they should take time to calm down before reacting to an accident

Vocabulary

Startled, Commotion, Joyfully, Awful, Sluggish



See larger image in the Appendix

Construct

- Tell the children to work with a building buddy to build how Jeesun and Jayden looked at the end of the story.

Contemplate

Ask the building buddies to use their models to act out the story showing what Jayden could have done differently to avoid accidentally hurting Jeesun (e.g., he could have asked for permission to lie down outside of the circle or he could have stayed sitting up). Ask the children to act out the story again, this time showing that Jeesun understands that accidents happen.

Continue

Ask the children to think about some times when people might accidentally hurt or bother each other.

- Give these examples:
 - Lining up
 - Finding a seat at the table for snack
 - Playing on the playground
 - Using a toy or tools during free choice time
 - Riding in the car with a sibling
 - Crowding around an area the classroom to see better
 - Having a group picture taken
 - Moving through crowds at a fair or while shopping
- Tell the children to work with a building buddy to choose one of these “accidents waiting to happen” situations.
- Ask them to build two characters and some items that could be used to act out a story about the accident.

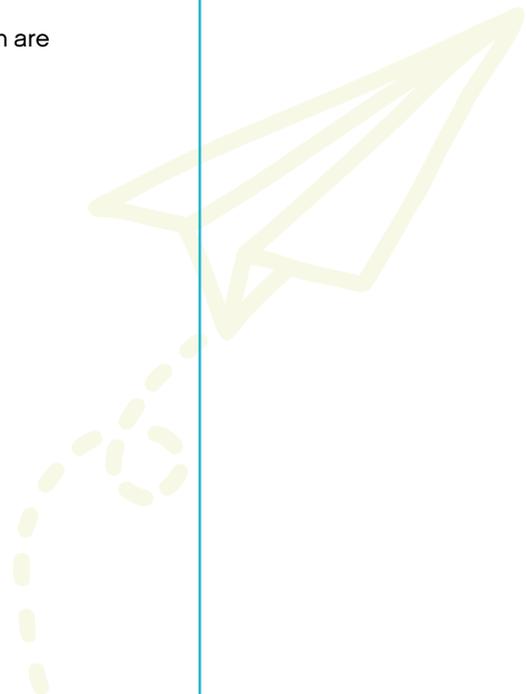
Activity tip: to simplify the challenge, ask the building buddies to build Mrs. Muffin.

- Ask the children to think of how Mrs. Muffin would help the characters solve their problem. (Answers may include: suggest a cool down time or hug both kids and teach them to seek help before getting upset.)
- Have the children act out a solution to the problems in their stories.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to understand how their actions affect others.
- Children are able to resolve conflicts in constructive ways.



Lesson 10

Jayden Feels Disappointed

For up to 8 children

Connect

- Tell the children you will read a story about Jayden feeling disappointed.
- Explain that feeling disappointed means that you were hoping for something, but it did not happen.
- Read the following story aloud:

During the entire sharing time, Jayden was sitting quietly with his hand raised. However, Mrs. Muffin must not have seen him because she kept calling on other children. Jayden was beginning to feel nervous and frustrated. What if he didn't get called on before share time ended? He had such a great story to tell about how he had gone to the new Lorikeet Exhibit at the zoo.

Suddenly, just as Jayden was thinking about how the lorikeets had flown right to him to drink nectar from his cup, Mrs. Muffin announced that they had time for just one more share. Jayden straightened his body up tall, raised his hand up even higher, and started making little noises hoping his teacher would call on him. Mrs. Muffin smiled and looked right at him. This was it, the moment he had been waiting for; he would finally get his turn! Except, Mrs. Muffin didn't choose Jayden, she chose the girl right beside him instead. Jayden's eyes began to fill up with tears and his mouth turned down.

The girl next to Jayden excitedly began to talk about her trip to the zoo where she had fed some birds called lorikeets. Jayden turned to look at the girl beside him. At first, he was shocked, and then he felt hot inside.

Hey! That girl copied my story about the zoo. She stole my share! I was going to tell Mrs. Muffin and everybody about it! He thought.

Jayden began to blurt out that the trip to the zoo was his share, then Mrs. Muffin got a strange look on her face. She put a finger up to her lips as a reminder to Jayden not to interrupt someone's share turn.

- Help the children understand that this complex scenario involves several emotions: jealousy, anxiety, and disappointment.
- Explain that Jayden felt jealous because he really wanted to tell about his experience at the zoo, and someone else was able to tell about it instead of him.

Consider asking questions like:

- Have you ever felt the way Jayden felt?
- How did he show his feelings?
- How did Jayden respond to his problem?
- Did Jayden's actions help solve the problem?

Learning Outcomes

Children will:

- Begin to learn how to recognize feelings of jealousy and disappointment
- Begin to learn how to appropriately respond to feelings of jealousy and disappointment

Vocabulary

Disappointed, Frustrated



See larger image in the Appendix

Construct

- Tell the children to work with a building buddy to build Jayden.

Contemplate

Ask the children to share their models. Tell the building buddies to act out the share time scene of Jayden and his class. Ask them to act out a way Jayden could cope with his jealous feelings other than by getting mad and interrupting.

Consider asking questions like:

- How would you feel if right before your turn, I told you we were out of time to share?
- How could you share your feelings or release them in a way that doesn't create more problems or hurt others? (Solutions may include belly breathing, sharing with a teacher and friends later, crying it out, making a book or drawing a picture about it, planning to talk later with mom/dad/grandparents about what happened.)

Continue

- Ask the children to work with a building buddy to build a child.
- Tell them to imagine that the child's parents told him or her they were going to a place the child loves, and then, for some reason, they weren't able to go.
- Tell the children to talk to the child about feeling disappointed.

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to resolve conflicts in constructive ways.
- Children are able to express emotions in appropriate ways.



Lesson 11

Zoey Feels Embarrassed

For up to 8 children

Connect

- Tell the children you will read a story about a time when Zoey feels very embarrassed.
- Explain that feeling embarrassed happens when you believe that others think you have done something foolish.
- Show the children the illustration for Lesson 11.
- Read the following story aloud:

It was the most embarrassing day of her life. Zoey couldn't stop thinking about the other kids laughing. It wasn't funny. It wasn't funny at all. Even worse, now she had to wear an outfit from Mrs. Muffin's emergency bag.

Everybody knew what it meant to change clothes. It meant you had a potty accident. This had happened to a couple of kids throughout Zoey's time at preschool. The teachers always reminded everyone that these things happen when kids are little. But that didn't matter. It didn't make it any better because Zoey hadn't really wet her pants, but she was stuck wearing the potty emergency clothes anyway.

Here's what happened. Zoey and her friends were playing at the sand and water table. There were all kinds of toy whales, sharks, shells, and scoops. Zoey, Jayden, Jeusun, and Maddox thought it was especially funny to squeeze the whale and make water squirt out of its blowhole. Then, to make everyone laugh, Maddox held the whale in the air and squeezed it hard. That sent a stream of water shooting over the sensory table and right onto the front of Zoey's clothes. Oh, it felt so uncomfortable!

Mrs. Muffin was not happy that Maddox hadn't followed the guidelines about keeping water in the table, or that none of them had put on their smocks. Even worse, as the cold water trickled down the front of Zoey, she let out a yelp that made Jeusun, Jayden, and Maddox start to laugh even louder than before. They didn't even notice that Zoey was not smiling anymore.

- Discuss with children that Zoey didn't laugh when she got squirted, but the other kids did.
- Explain that for some people, talking about an embarrassing situation right after it happened is difficult. They might need a little time to think about the situation.

Consider asking questions like:

- Why do you think the children reacted differently?
- Why was Zoey embarrassed about having to change her clothes?
- If you were Zoey's friend, what could you do to help Zoey get over her embarrassment?

Construct

- Tell the children to work with a building buddy to build a character who feels embarrassed, like Zoey felt in the story.

Contemplate

Tell the children to give their characters a name and a voice. Ask them to use their characters like puppets and have them tell the story (in the first person voice) about why the characters feel embarrassed.

Learning Outcomes

Children will:

- Begin to recognize feelings of embarrassment
- Begin to learn how to appropriately respond to feelings of embarrassment.

Vocabulary

Embarrassed, Proud



See larger image in the Appendix

Continue

- Tell the children to think of a time when they felt proud.
- Explain that when we feel embarrassed, we don't want to be noticed. However, when we do something good, we feel proud of ourselves. Sometimes, we do something extraordinary, or extra special, and other people feel proud of us too.
- Tell children to build a trophy for a friend and tell why they are proud of him or her.

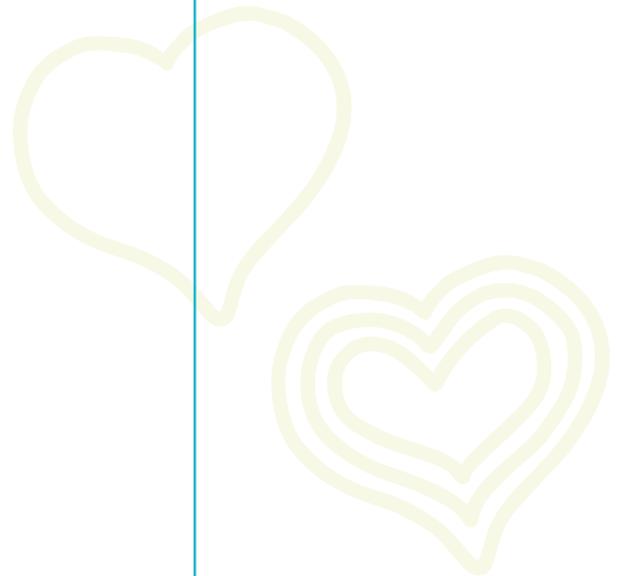
Consider asking questions like:

- Can you think of a time when someone, such as your parent, grandparent, teacher, or coach, felt proud of you?
- Have you ever felt proud of someone else for doing something good?

Did you notice?

Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to understand other people's feelings.
- Children are able to express emotions in appropriate ways.



Lesson 12

Jeesun and Jayden Need to Work it Out

For up to 8 children

Connect

- Tell the children you will read a story about Jeesun and Jayden arguing.
- Show them the illustration for Lesson 12.
- Read the following story aloud:

It was the Fairytale Unit in Mrs. Muffin's class. Jayden and Jeesun were so excited for the end of circle time because that meant it was their turn to play in the dramatic play center. Mrs. Muffin had put away the kitchen things and replaced them with some beautiful dresses, fairy wings, and a knight's shield and armor. Jeesun noticed right away that beside the comfy reclining chair, there were some wonderful, pop-up books about some fairy tales they had been studying, and in the back corner, there was a big, stuffed dragon!

When their teacher called their names to go play, they both rushed right to the costumes. Jeesun reached the knight's helmet a little before Jayden and lifted it to her head when he snatched it from her. "Hey, Jayden, that was mine," she cried.

"No, I was going to play with it!" Jayden sneered as he crammed the helmet onto his head and pulled down the eye shield.

"Fine, I'll just go somewhere else," said Jeesun as she flopped herself into the blue chair and pulled a book onto her lap.

It wasn't long before she was totally mesmerized by its beautiful pages and something whacked it right out of her hands.

Startled and annoyed, Jeesun looked up to see Jayden swinging the stuffed dragon around by its head with its long, spiked tail flailing around him. Jeesun had lost her patience! She marched over to Jayden and ripped the dragon out of his hands. "Now it's mine," she said with a snarl as she carried the dragon under her arm back to the chair.

"No Jeesun, I was fighting that dragon! Give it to me!" Jayden said.

"No way. You hit me with it. It's mine now. I am going to read it a book," said Jeesun.

Jayden looked defeated, but he remembered that Mrs. Muffin taught him that asking nicely usually works. As calmly as he could, he said, "Can I please have the dragon back now?"

Jeesun looked up from the book, hugged the dragon around its neck and said, "Never."

Learning Outcomes

Children will:

- Begin to resolve conflicts in constructive ways
- Begin to understand how their actions affect others

Vocabulary

High-interest toy



See larger image in the Appendix

Construct

- Tell the children to work with a building buddy to build Jeesun and Jayden from the story.
- Ask them to also build props from the story (e.g., helmet, chair, dragon).

Contemplate

Ask the building buddies to use the models of Jayden and Jeesun to act out the story. Discuss the reasons why Jeesun and Jayden were fighting. Discuss how both characters made mistakes and were part of the trouble in the dramatic play center. Ask the building buddies to act out a puppet show in which Jeesun and Jayden are enjoying the playthings together.

Consider asking questions like:

- Do you think the mistakes were done on purpose or by accident?
- What good problem-solving strategy did Jayden use to try to get back the stuffed dragon?
- What could Jayden have done instead of grabbing the helmet out of Jeesun's hands?
- What could Jayden have done to avoid hitting Jeesun's book with the dragon?

Continue

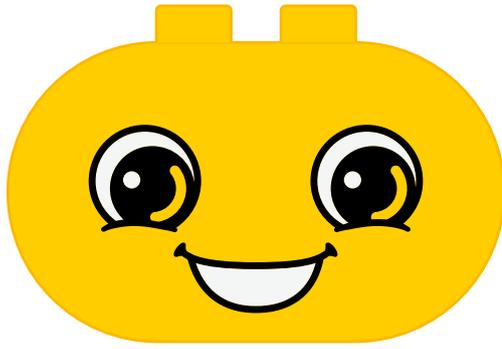
- Tell the children to work with a building buddy to build a high-interest toy, or something that children tend to fight over. It could be something from the dramatic play center in the story, something from somewhere else in the classroom, or something at home.
- Ask the children to share their models.
- Encourage them to think about why children tend to fight over those particular things.

Did you notice?

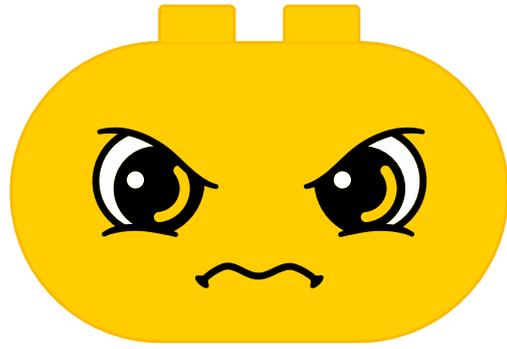
Observing the following skills can help you monitor whether the children are developing socially and emotionally.

- Children are able to resolve conflicts in constructive ways.
- Children understand how their actions affect others.

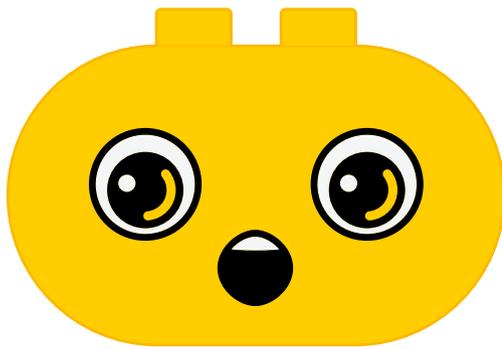




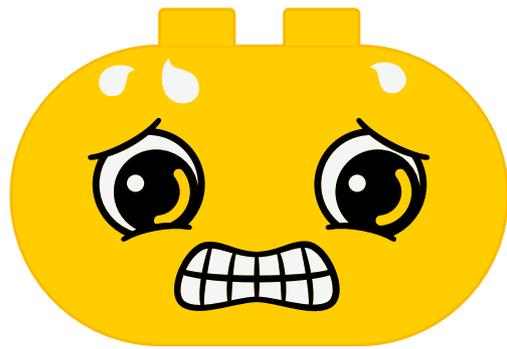
Happy



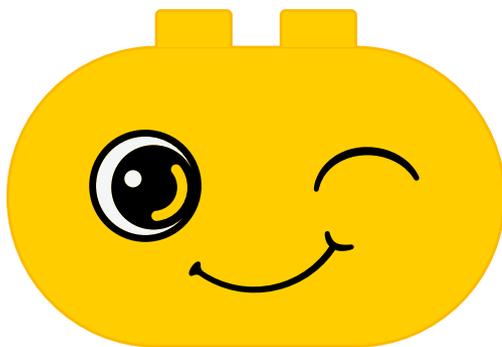
Angry



Shocked



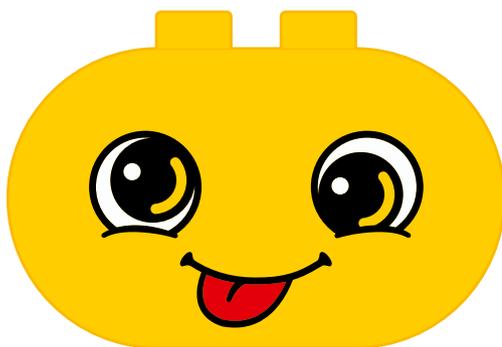
Scared



Confident



Sad



Silly



Embarrassed



Mrs. Muffin



Jayden



Jeesun

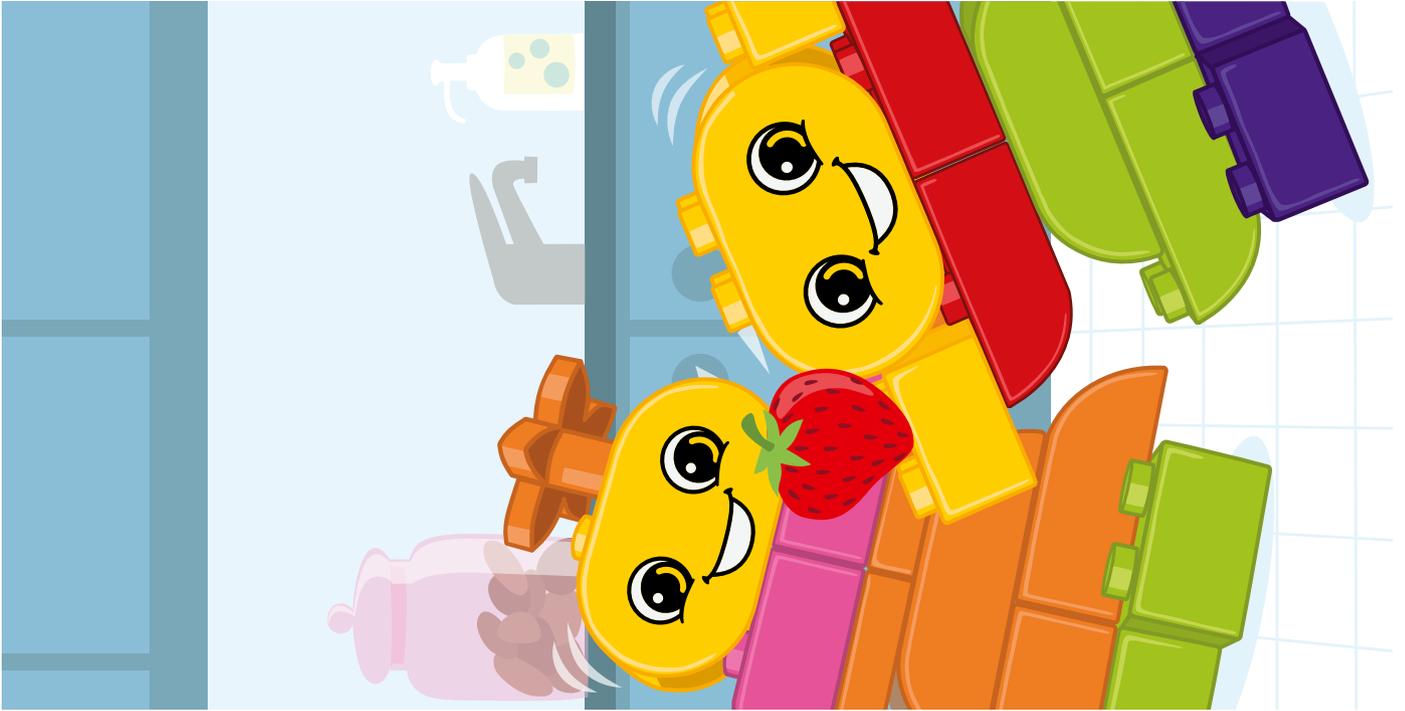


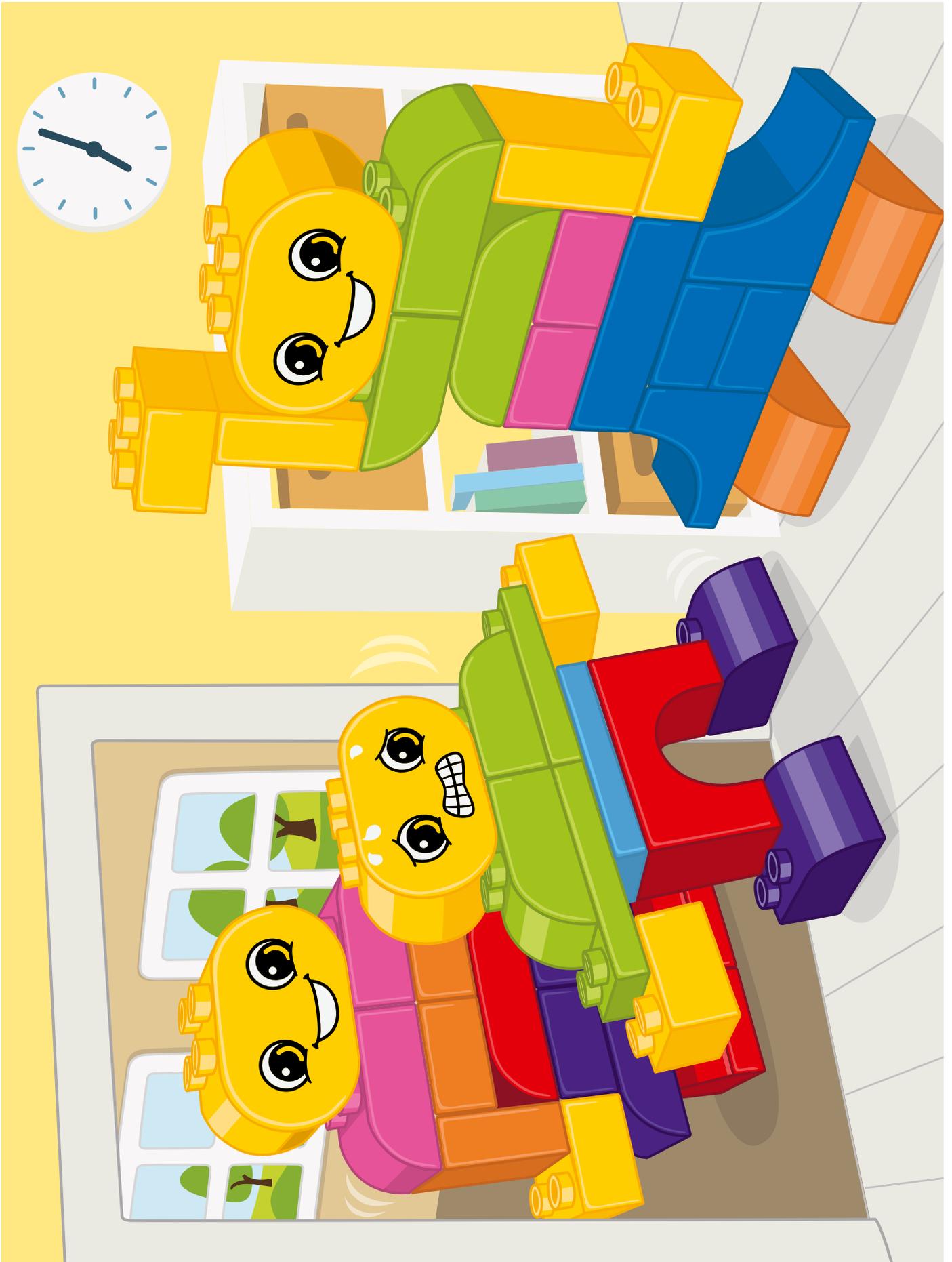
Maddox



Zoey



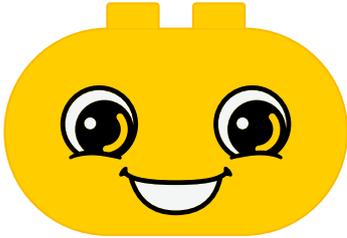
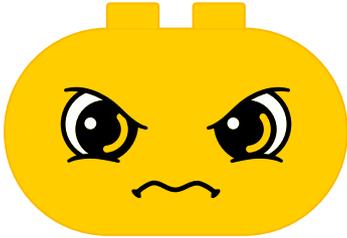




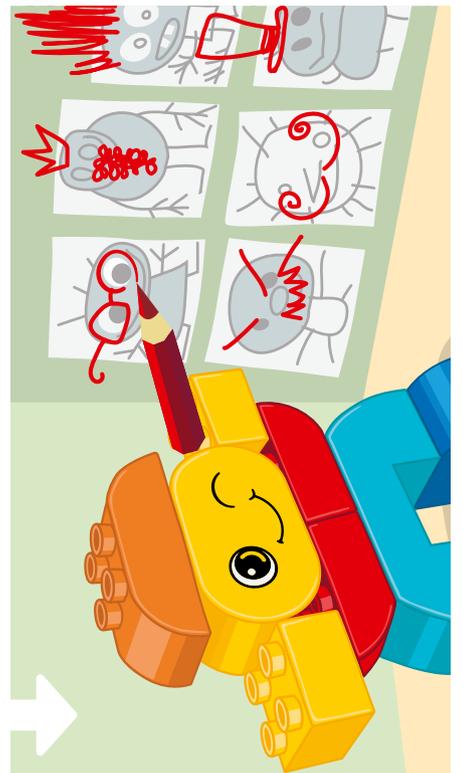
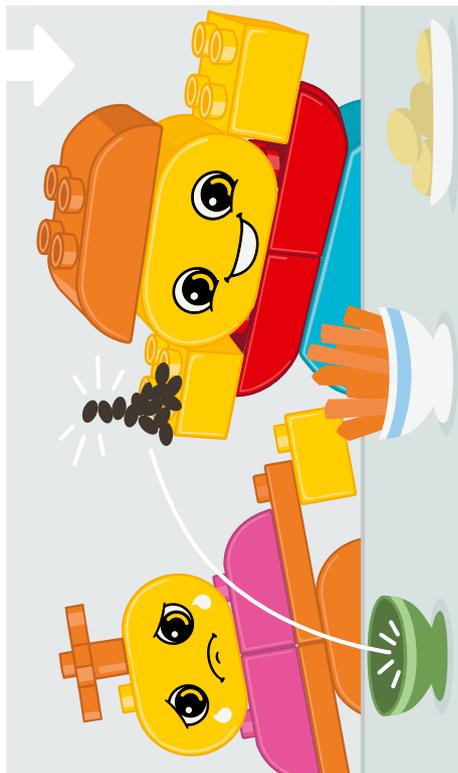


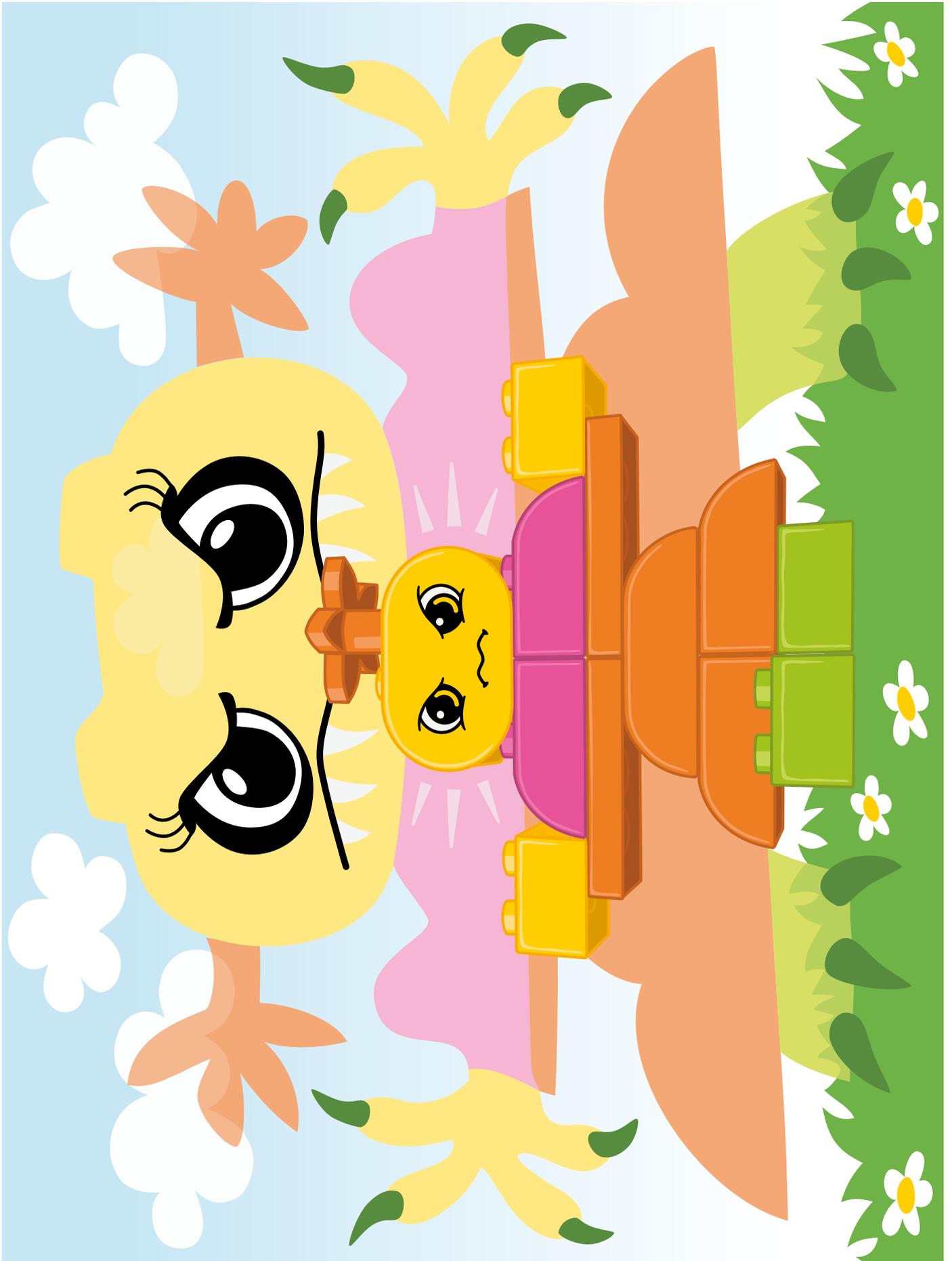
Do you like or dislike _____ ?

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Names		



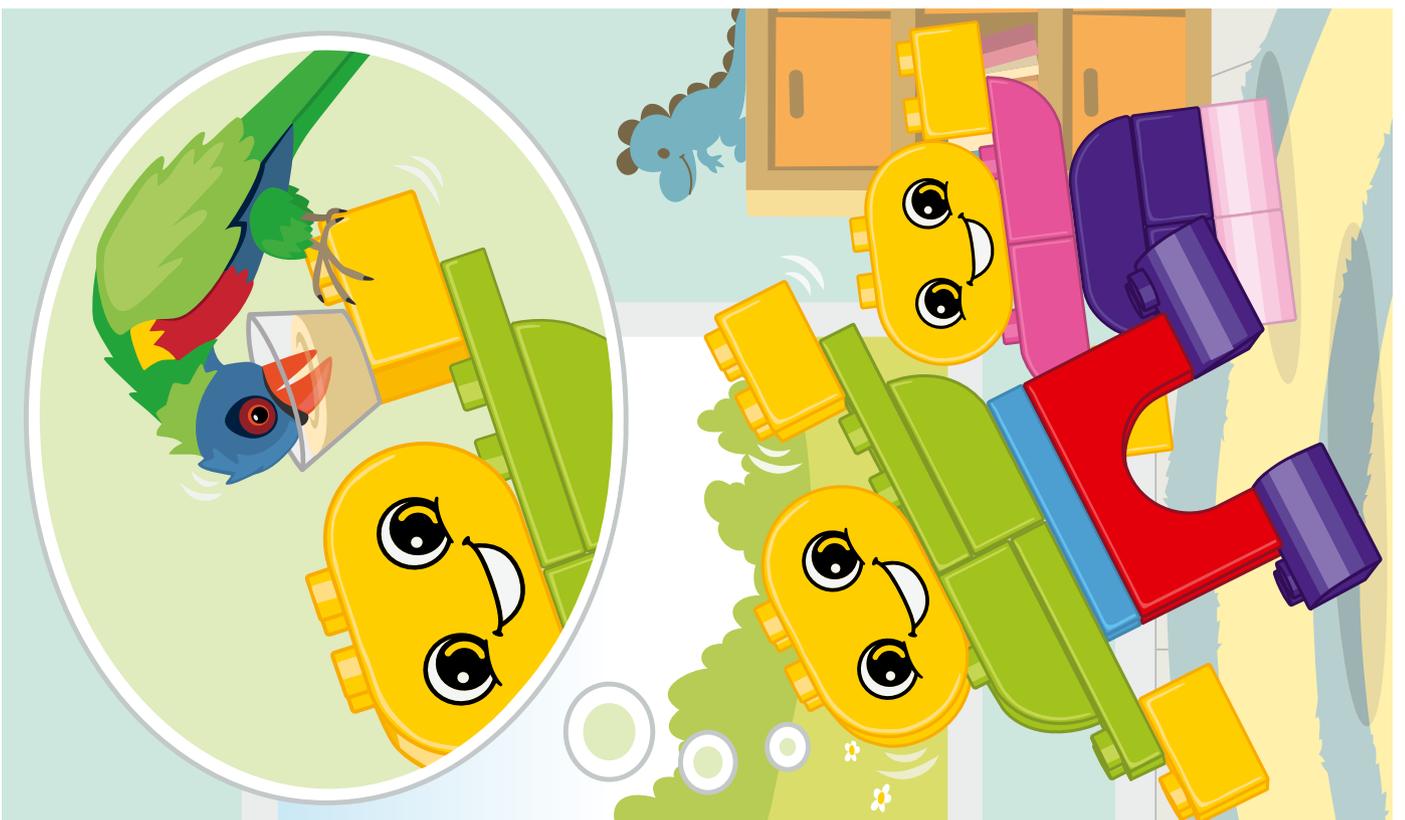
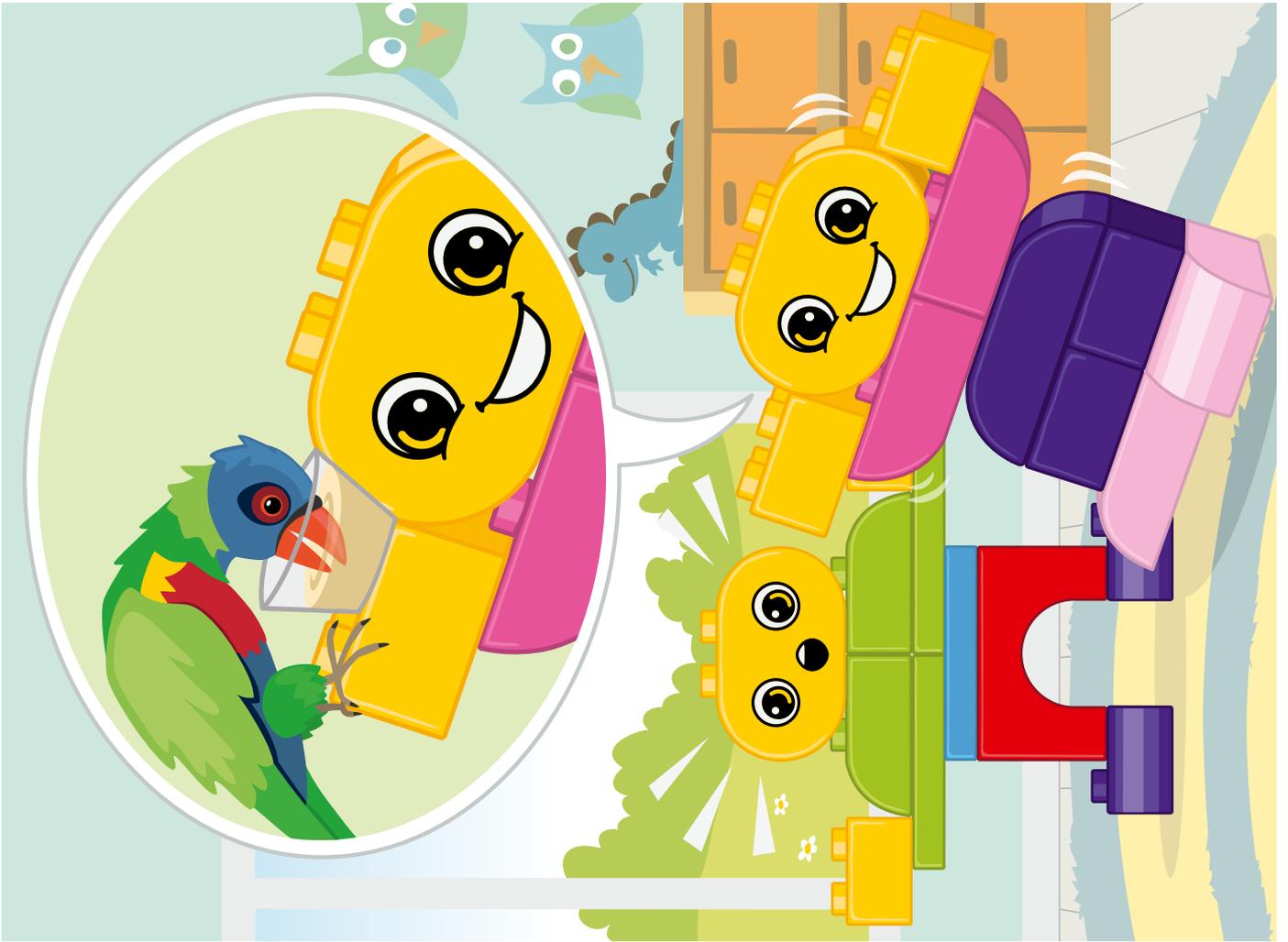


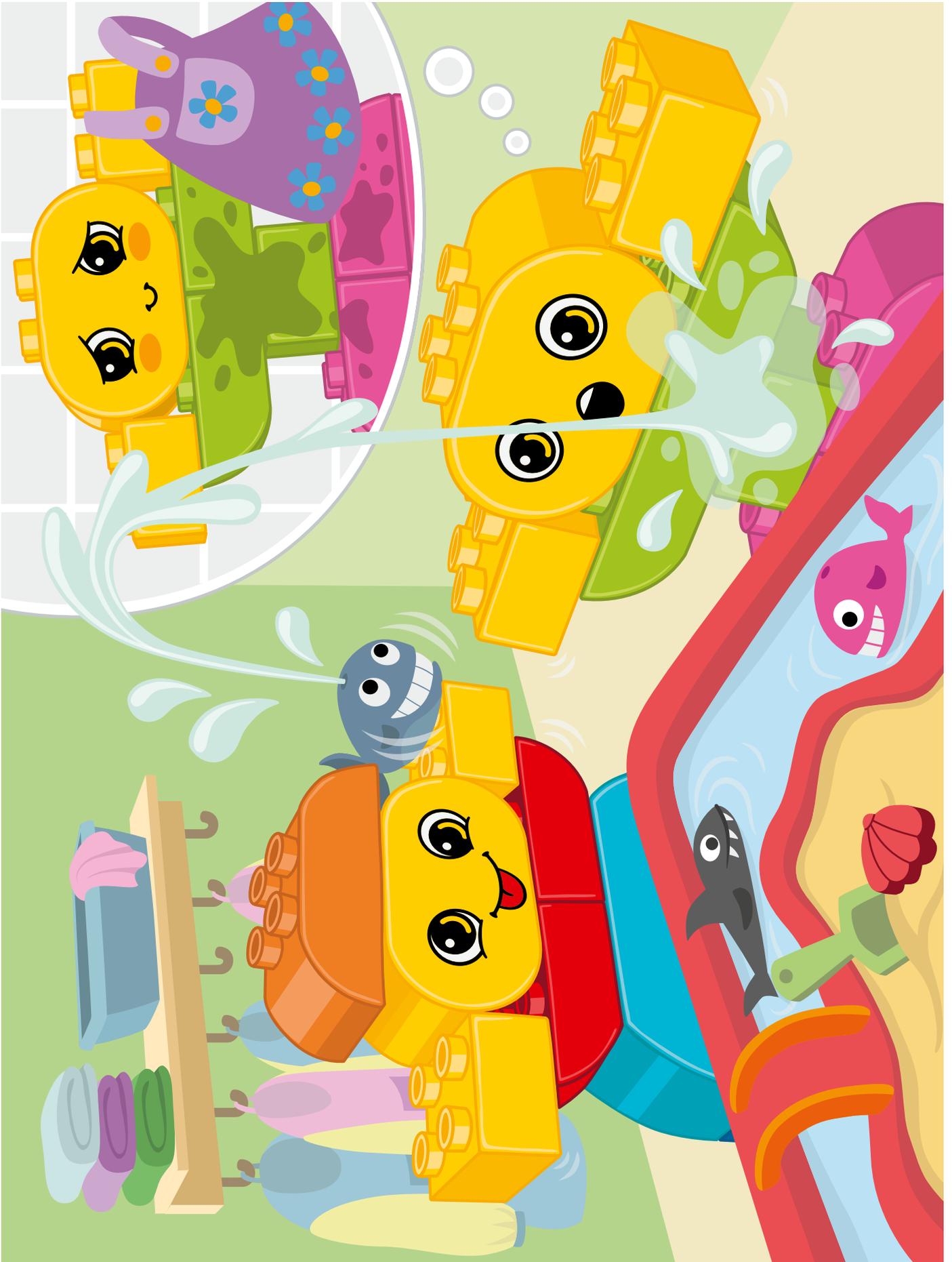






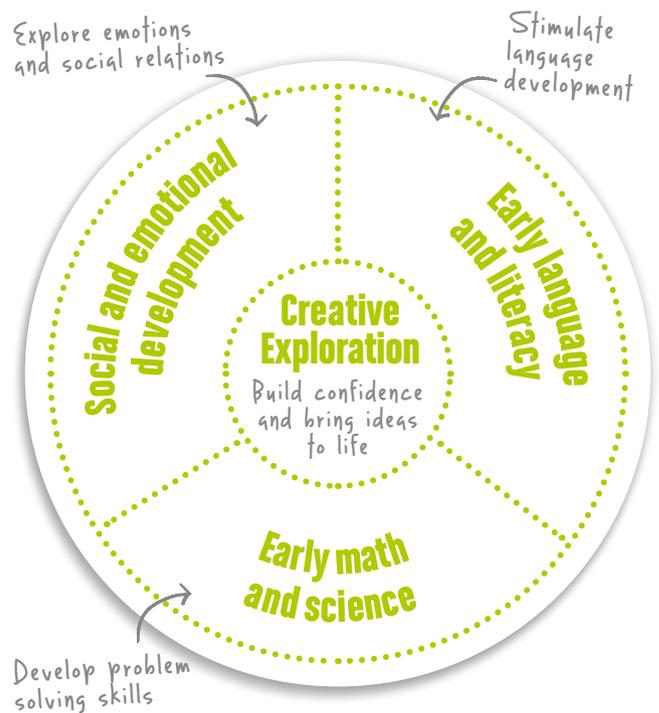








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- develop crucial skills for school readiness focusing on four key learning areas essential for early childhood development: Creative Exploration, Social and Emotional Development, Early Math and Science, and Early Language and Literacy

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