

APPENDICES

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APPENDIX 1. Diary of Research

4 th March, 1994	Meet with Director of preschool regarding research intention (1pm)
7-15th March, 1994	Photograph each child (Non-Intervention) Checklists (Non-Intervention)
16-18th March, 1994	Pre tests: Tape sessions with children (Non-Intervention) Tape sessions with children (Intervention)
21-25th March, 1994	Sociometric nominations (IG) Sociometric nominations (IG) Tape sessions with children (IG)
12th April, 1994	Inservice St. Peters Preschool on rationale for program & Week 1
19th April, 1994	St Peters began teaching the 10 week program
10th May, 1994	Meeting with teachers- re pretests
22nd May, 1994	Inservice to parents on the research
24th June, 1994	St Peters completed teaching the 10 week program
19th July, 1994	Post testing began in both preschools (interviews & checklists)
29th July, 1994	Post testing completed in both preschools
7th Sept., 1994	Talk to parents at Drummond Park Preschool
15 th Nov., 1994	Delayed Post testing begin (interviews & checklists)
25 th Nov., 1994	Delayed Post testing completed
8 th Dec, 1994	Evaluation of program

APPENDIX 2. Letter to Parents in Intervention Group

University of New England,

Armidale. 2350

Ph (067) 73 3819

Fax (067) 73 3878

Dear Parents,

During Term II 1994 this preschool will be taking part in a research program organised by Desma Hughes and supervised by Dr. Bruce Knight from the Department of Learning, Development & Communication, at the University of New England. This Program aims to help children develop social competence ie. skills which are necessary for the development of effective social relationships. Social competence enables a child to fit into school and helps motivate them for academic learning.

As part of the Program, your son/daughter's class will be undergoing a teaching program which will be delivered by their regular teachers. Also they will be required to answer some questions associated with their beliefs about social relationships and social situations.

Please note that all research will remain confidential ie. no surnames will be used. If you have any questions about the research please feel free to enquire at the preschool or contact Desma Hughes (73 3819 or 714749).

Yours sincerely,

Desma Hughes

Research Program

I give permission for my son/ daughter _____ to participate in the research organised by Desma Hughes, University of New England during 1994.

Yours,

Parent/Guardian

APPENDIX 3. Letter to Parents in Non-Intervention Group

University of New England,
Armidale. 2350
Ph (067) 73 3819
Fax (067) 73 3878

Dear Parents,

During Term II 1994 this preschool will be taking part in research organised by Desma Hughes and supervised by Dr. Bruce Knight from the Department of Learning, Development & Communication, at the University of New England. This research aims to investigate what children know about social competence (skills which are necessary for the development of effective social relationships.)and how this knowledge improves over time. Social competence enables a child to fit into school and helps motivate them for academic learning.

As part of the research, your son/daughter's class will be asked to answer questions associated with their beliefs about social relationships and social situations and the answers will be taped. Photographs which will be used to help identify who friends are and some audio taping of various classroom interactions between the teacher and the children.

Please note that all research will remain confidential ie. no surnames will be used nor will the photographs leave the preschool. If you object to your child's participation in this study please consult with his/her teacher. Please if you have any questions feel free to enquire at the preschool or contact Desma Hughes (73 3819 or 71 4749).

Yours sincerely,

Research Program

I give permission for my son/ daughter _____ to participate in the research organised by Desma Hughes, University of New England during 1994.

Yours,

Parent/Guardian

APPENDIX 4. About the Research on Social Competence (Intervention)

What is social competence?

Social competence which is the ability to initiate and maintain satisfying relationships and enables children to feel at ease in school, and in the work place, later as adults, or in society in general.

What is the importance of social competence?

Children who lack social competence are at risk of peer rejection, poor academic performance and/or later social and emotional problems. Peer rejection is a significant indicator of school adjustment problems (Parker, & Asher, 1987). Childhood aggression has been reported to lead to peer rejection (Coie, Dodge, & Kupersmidt, 1990) and is predictive of delinquency and antisocial behaviour.

Ladd, (1990) proposed that children who are "liked" or have a large number of friends at school, have more favourable perceptions of school and tend to perform better academically. Children who were rejected by peers obtained less favourable perceptions of school, and this in turn led to lower levels of school performance.

Why do research with children so young?

In order to prevent or minimise such adolescent problems, parents and teachers are able to play an important role in shaping children's social competence. This must be done from a young age, preferably before a child reaches seven years of age because by that age most children's popularity with peers (sociometric status) has stabilised (Gottman, 1983). Social skill teaching/learning should occur before behaviours and reputations stabilise within a peer group (Hill, 1989), preferably within the first year of preschool or in kindergarten. During a child's early years (0-5 years), parents usually provide the first opportunity for relationship formation. Once a child attends preschool or daycare, then the teacher or caregiver can influence the development of social competence. Oppenheim, Sagi, & Lamb, (1988) propose that a child's relationship with a teacher as well as a parent is a powerful predictor of a child's later social development.

What will the research entail?

The research will at first find out what children of this age already know about social relationship formation; provide a program for teaching/ learning social competence; and then find out if the program was successful in improving the children's social competence.

What sort of things will be in the program?

The program will attempt to teach children the importance of having friends or being liked; listening to others and being able to join a group; understanding about feelings; valuing yourself respecting and encouraging others; and being able to resolve conflicts and make peace.

How long will the research last?

The program will begin in term II and last for 10 weeks. However, before the program begins, after it has ended, and later at the end of the year, information about what the children know, will be obtained.

Appendix 5. About the Research on Social Competence (Non-Intervention)

What is social competence?

Social competence which is the ability to initiate and maintain satisfying relationships and enables children to feel at ease in school, and in the work place, later as adults, or in society in general.

What is the importance of social competence?

Children who lack social competence are at risk of peer rejection, poor academic performance and/or later social and emotional problems. Peer rejection is a significant indicator of school adjustment problems (Parker, & Asher, 1987). Childhood aggression has been reported to lead to peer rejection (Coie, Dodge, & Kupersmidt, 1990) and is predictive of delinquency and antisocial behaviour.

Ladd (1990) proposed that children who are "liked" or have a large number of friends at school, have more favourable perceptions of school and tend to perform better academically. Children who were rejected by peers obtained less favourable perceptions of school, and this in turn led to lower levels of school performance.

Why do research with children so young?

In order to prevent or minimise such adolescent problems, parents and teachers are able to play an important role in shaping children's social competence. This must be done from a young age, preferably before a child reaches seven years of age because by that age most children's popularity with peers (sociometric status) has stabilised (Gottman, 1983). Social skill teaching/learning should occur before behaviours and reputations stabilise within a peer group (Hill, 1989), preferably within the first year of preschool or in kindergarten. During a child's early years (0-5 years), parents usually provide the first opportunity for relationship formation. Once a child attends preschool or daycare, then the teacher or caregiver can influence the development of social competence. Oppenheim, Sagi, & Lamb, (1988) propose that a child's relationship with a teacher as well as a parent is a powerful predictor of a child's later social development.

What will the research entail?

The research will at first find out what children of this age already know about social relationship formation. It will entail audio recordings of social relationship questions, audio recordings of samples of parts of language between teachers and children at various times, and nominations of friends.

How long will the research last?

The research will begin at the end of term I; measures of the children's social knowledge will be taken at the end of Term II; and toward the end of the year.

APPENDIX 6 Sociometric Status (Rasch)

Chart 6a

NON-INTERVENTION GROUP 1 - PRE TEST

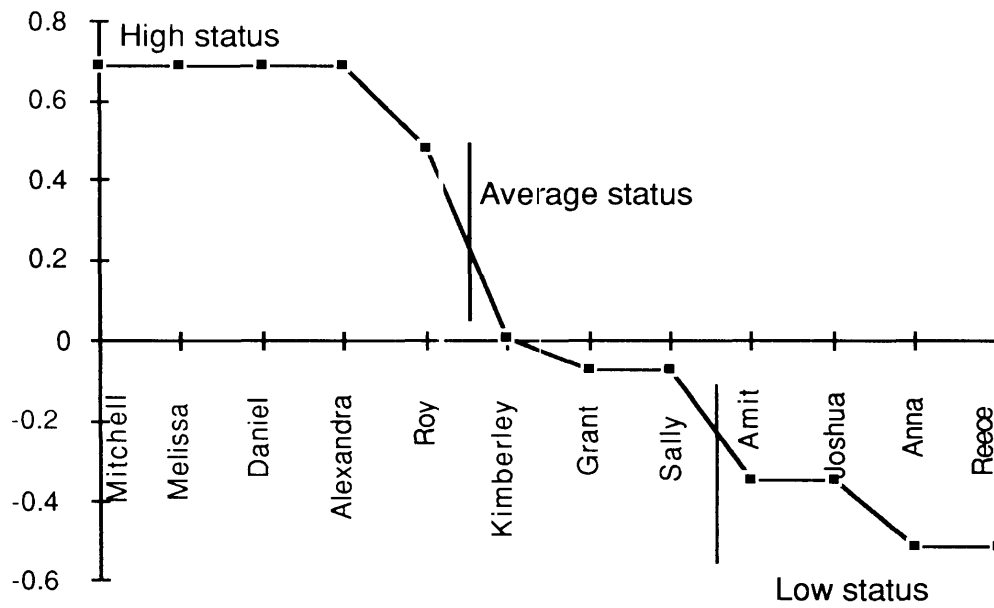
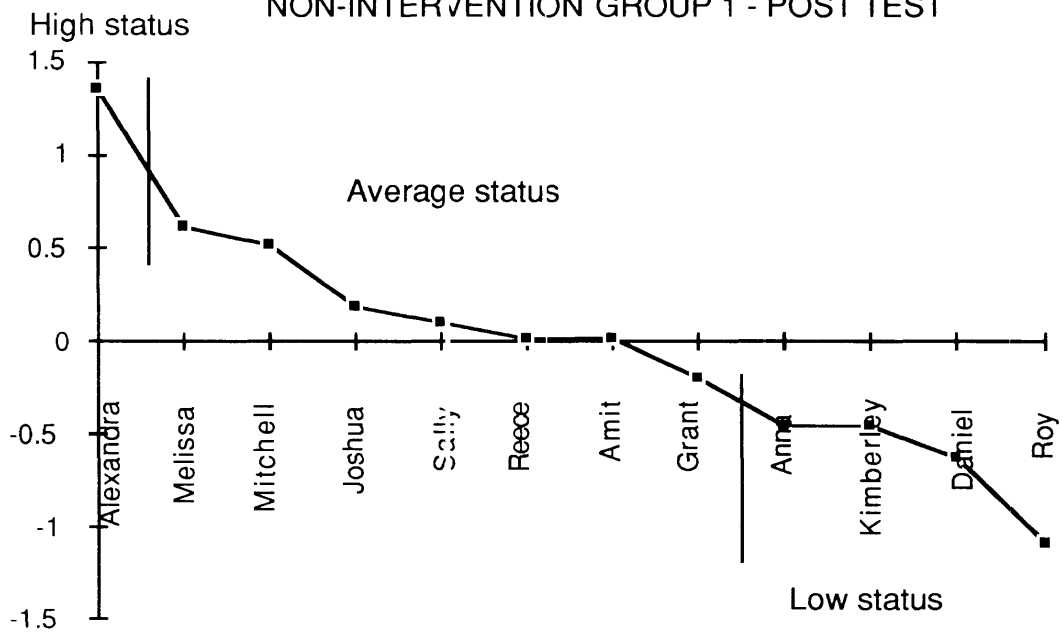


Chart 6b

NON-INTERVENTION GROUP 1 - POST TEST



APPENDIX 6 (CONTINUED)

Chart 6d

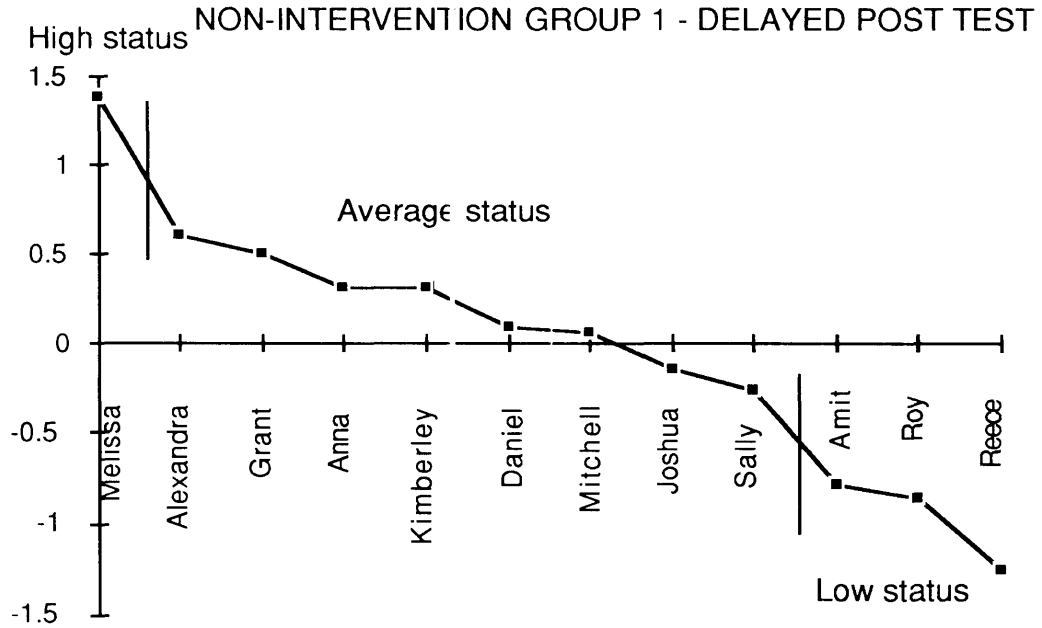
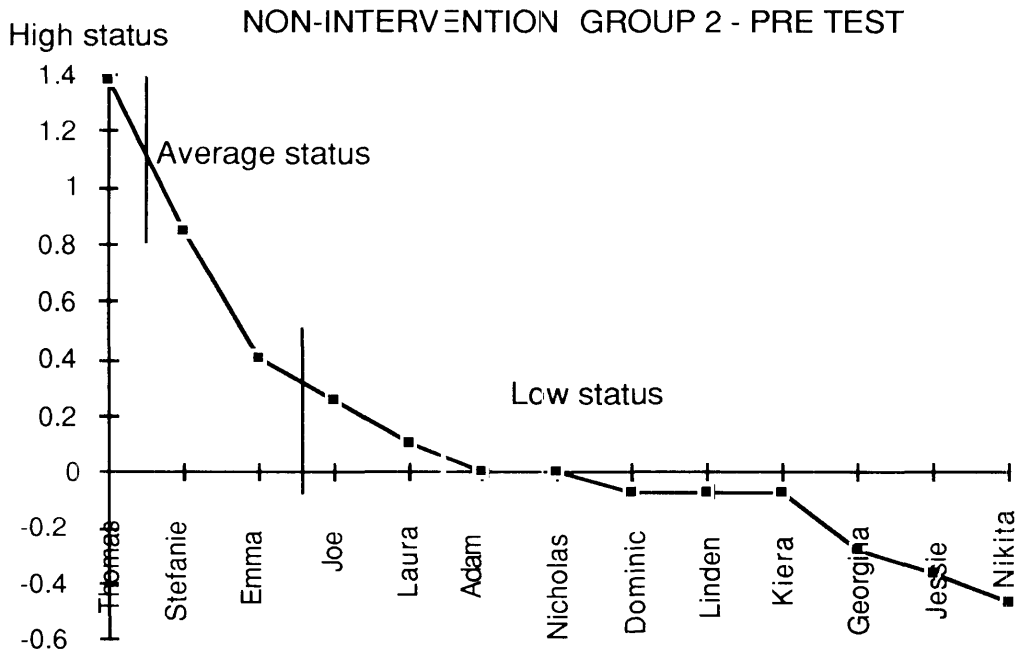


Chart 6e



APPENDIX 6 (CONTINUED)

Chart 6f

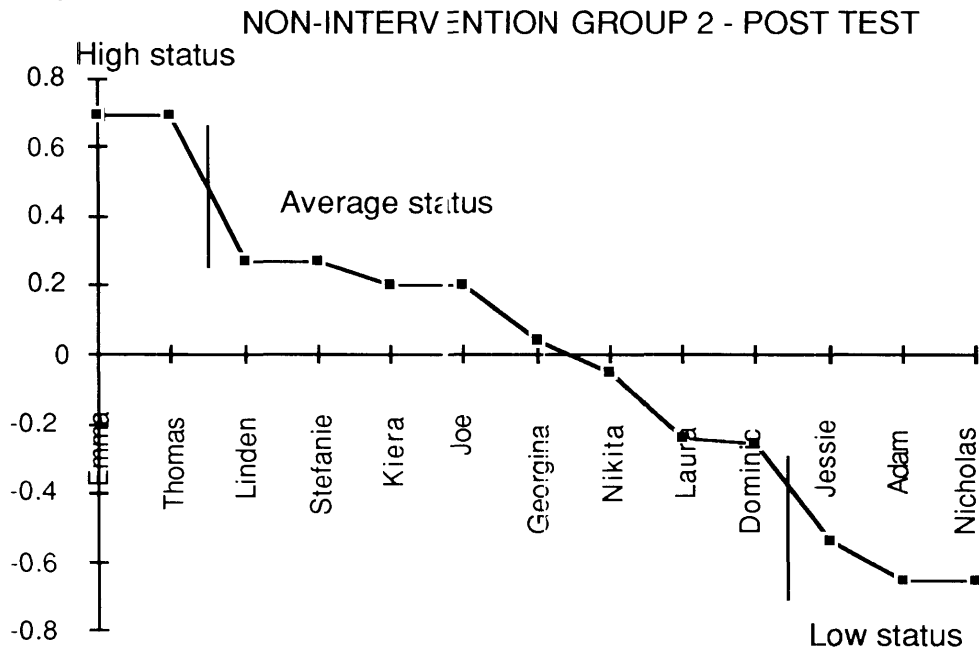


Chart 6g

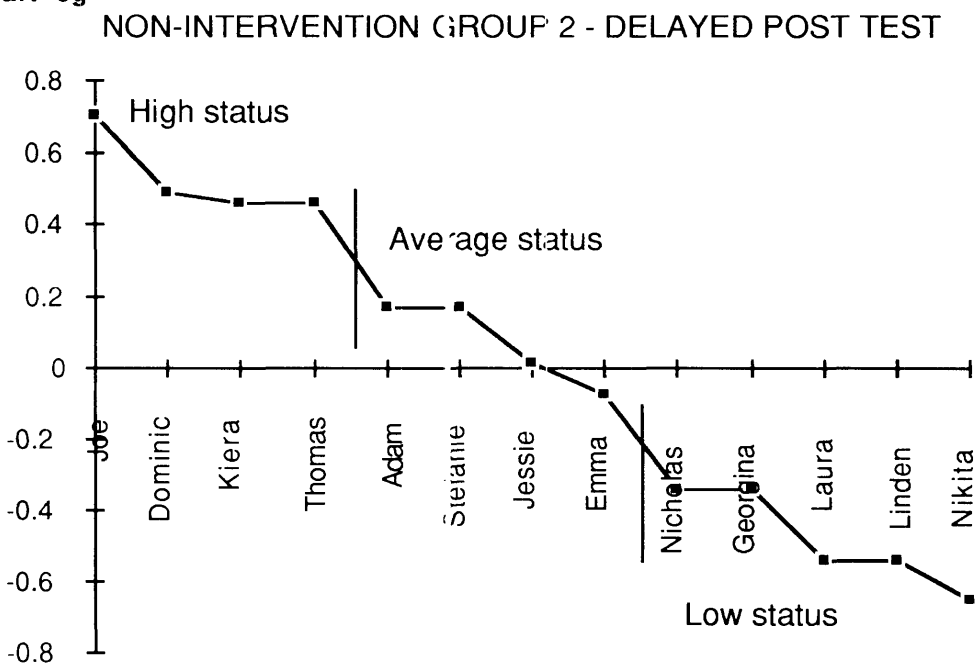


Chart 6h

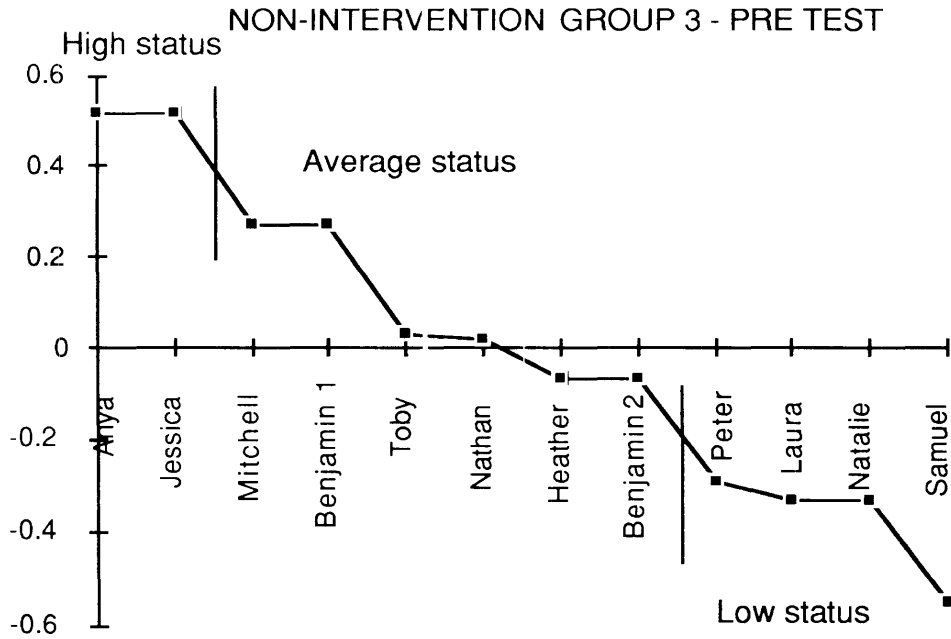
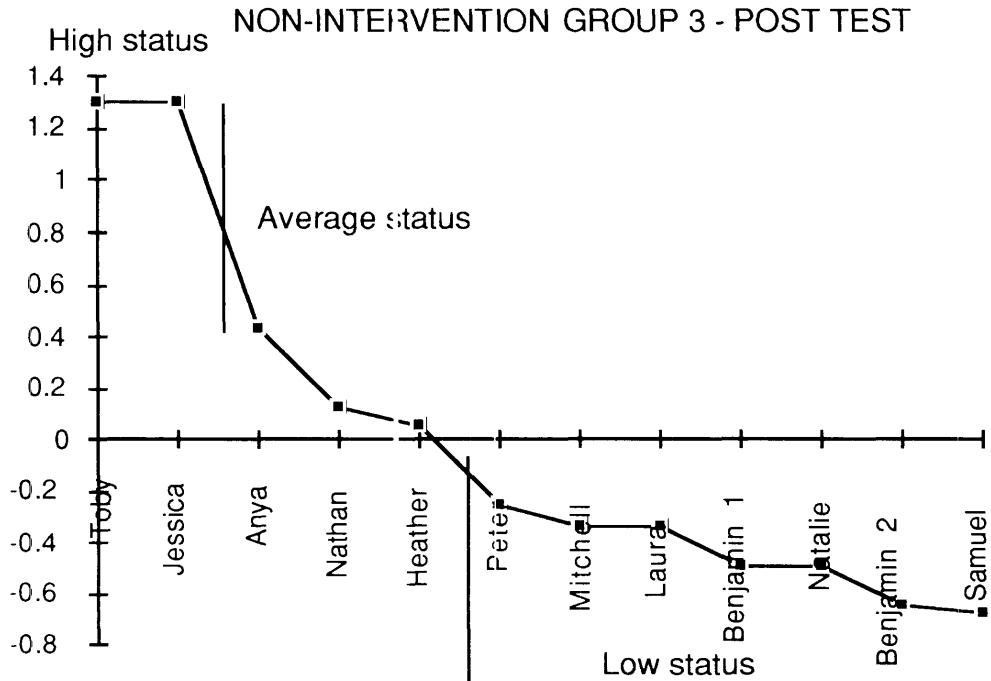


Chart 6i



APPENDIX 6 (CONTINUED)

Chart 6j

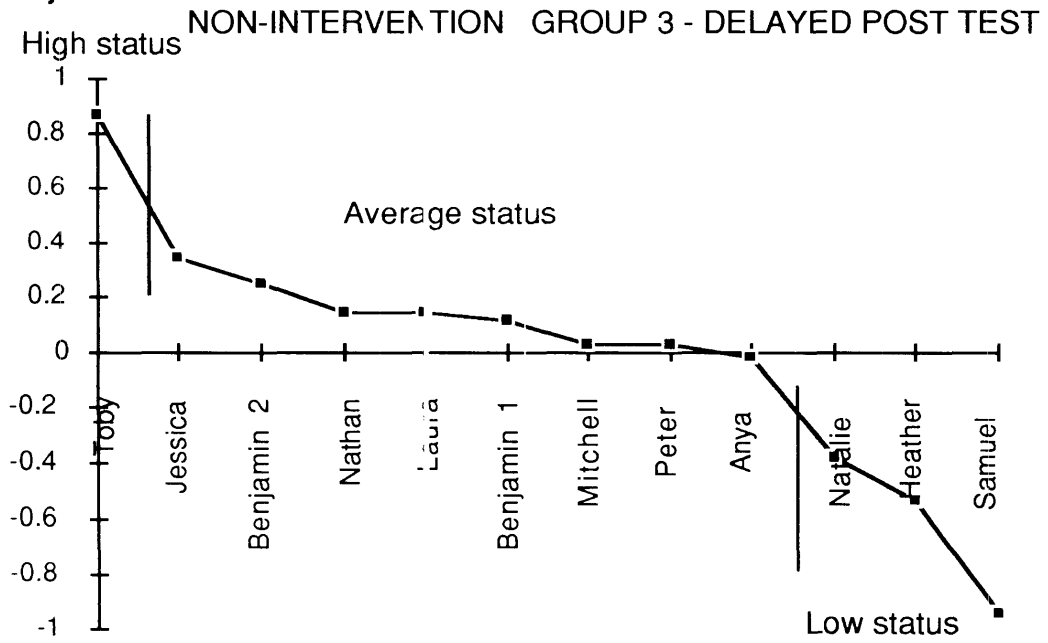
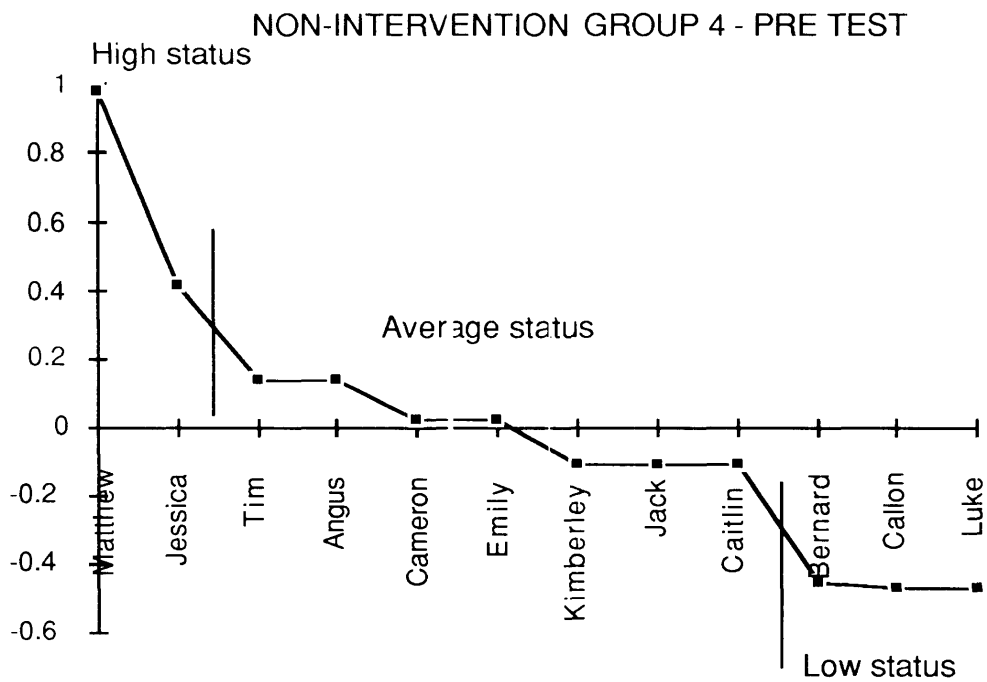


Chart 6k



APPENDIX 6 (CONTINUED)

Chart 6l

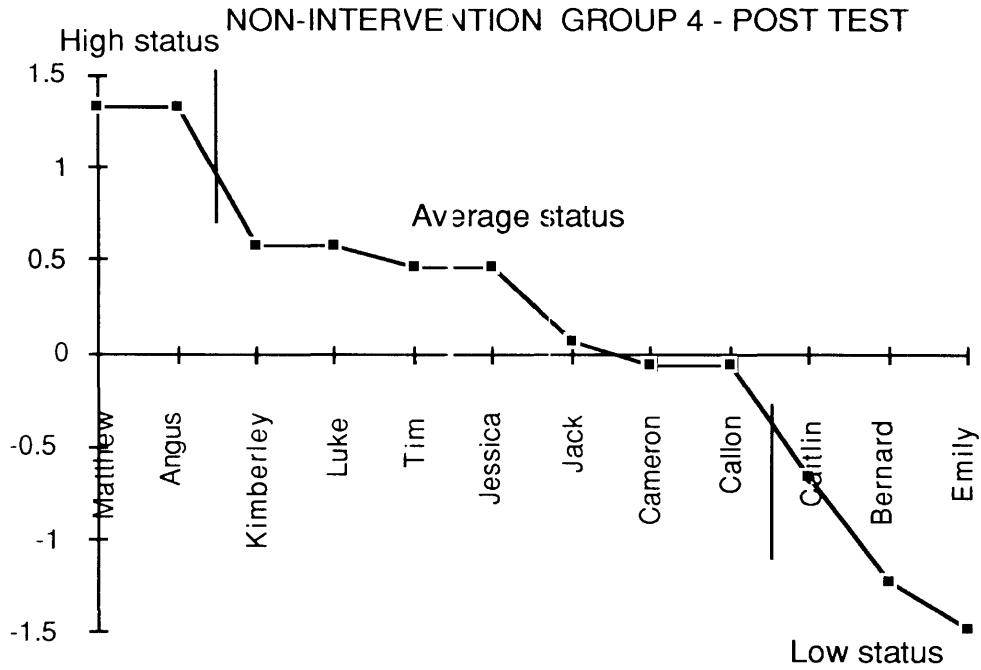
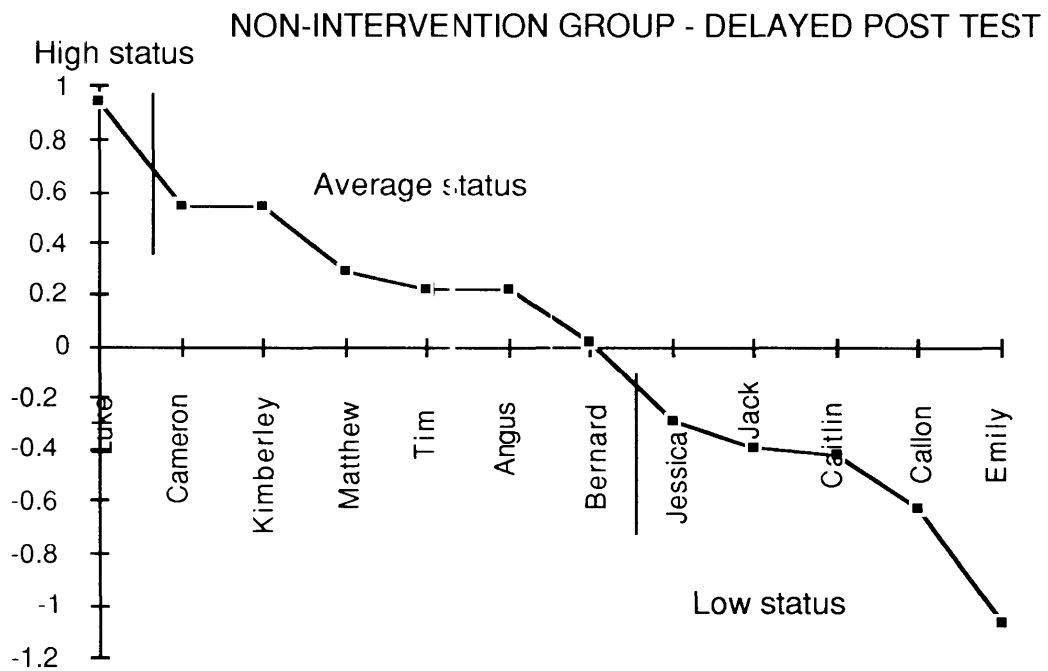


Chart 6m



APPENDIX 6 (CONTINUED)

Chart 6n

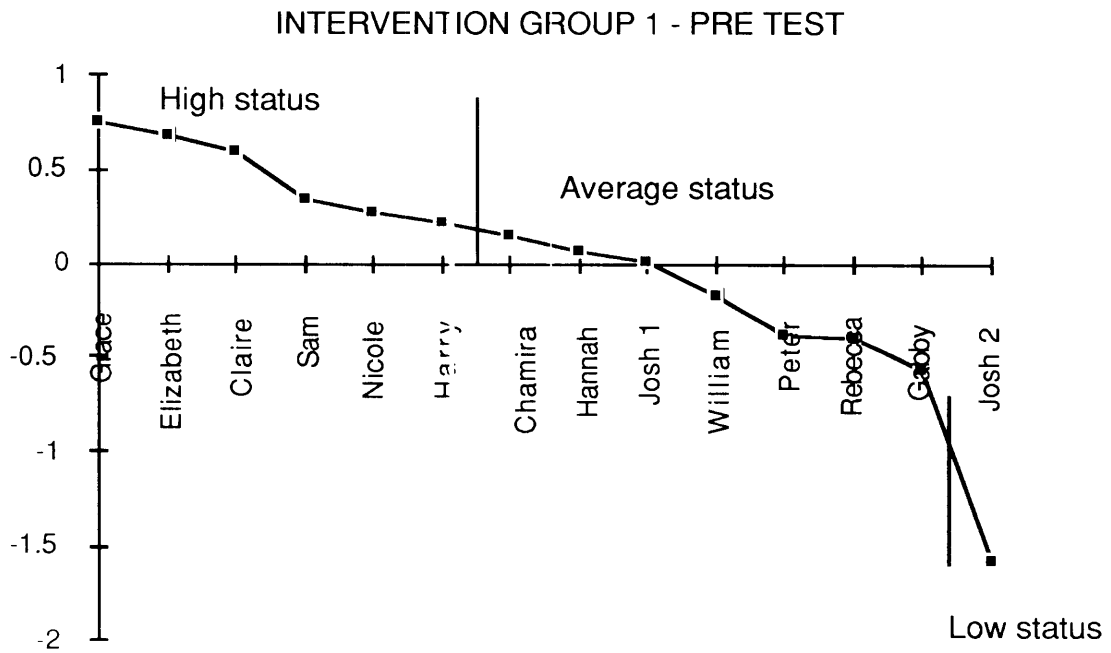
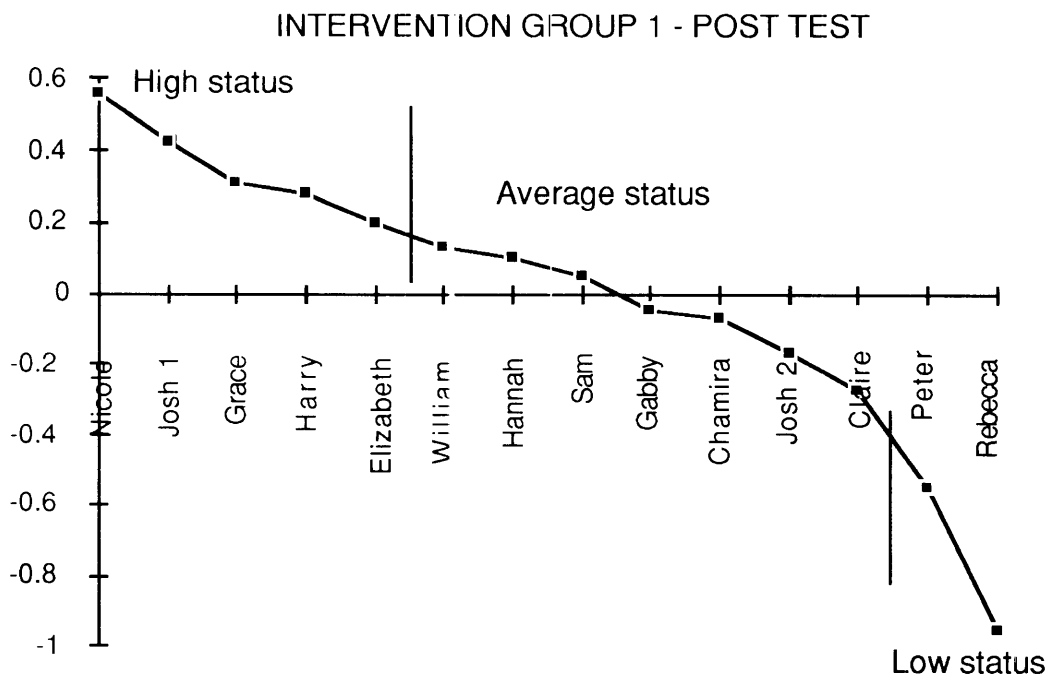


Chart 6o



APPENDIX 6 (CONTINUED)

Chart 6p

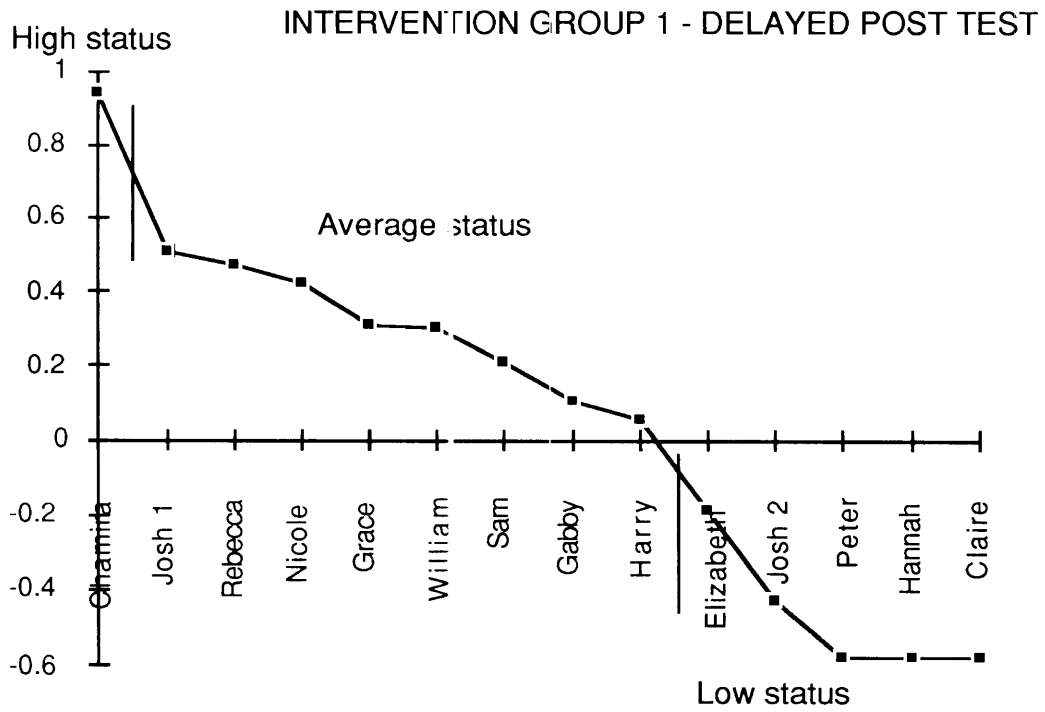
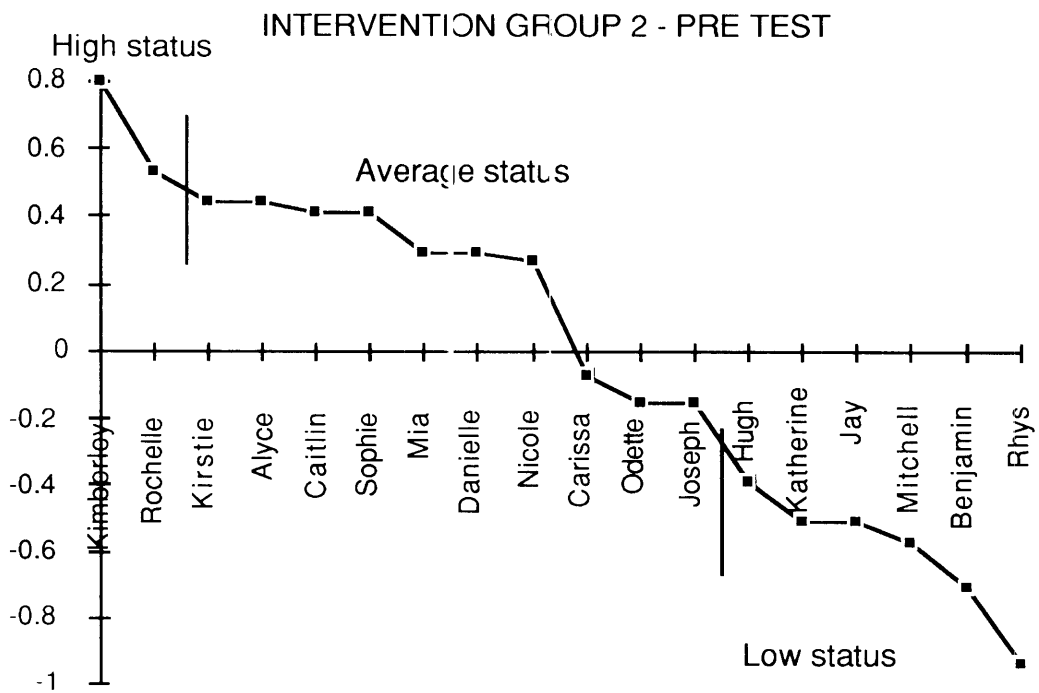


Chart 6q



APPENDIX 6 (CONTINUED)

Chart 6r

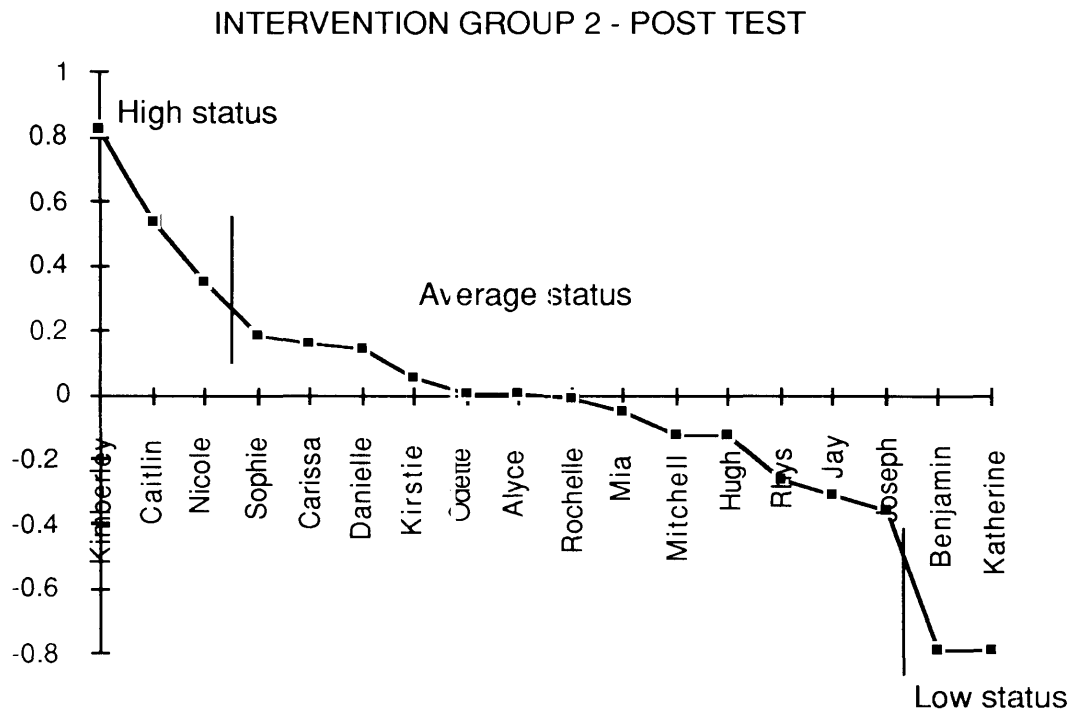
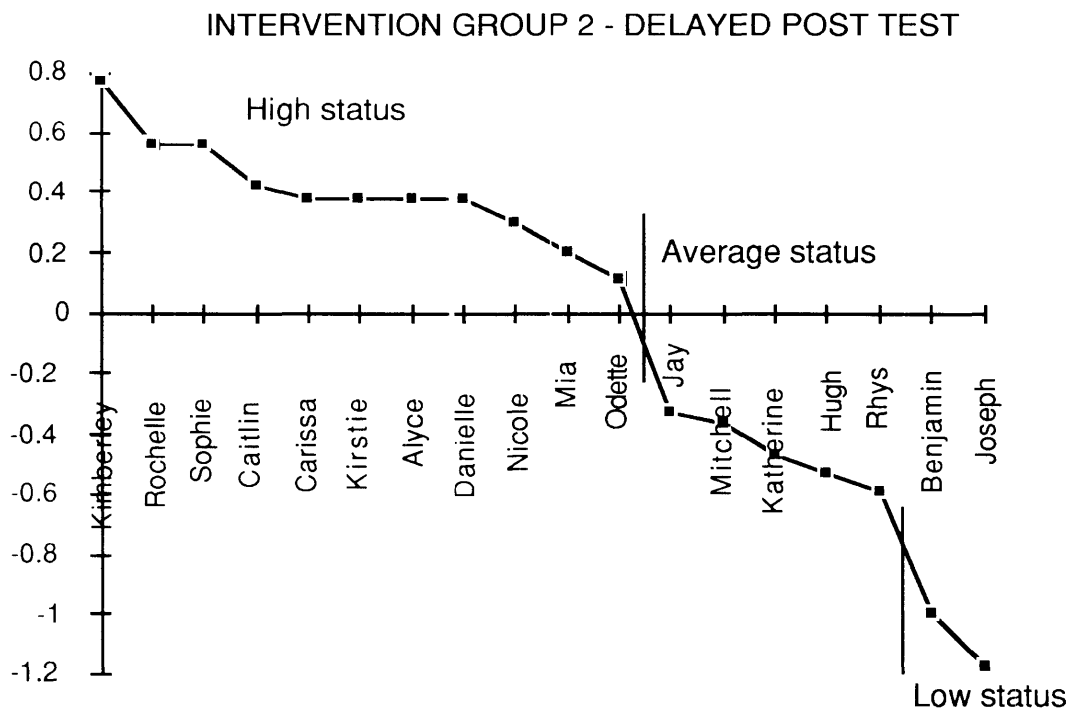


Chart 6s



APPENDIX 6 (CONTINUED)

Chart 6t

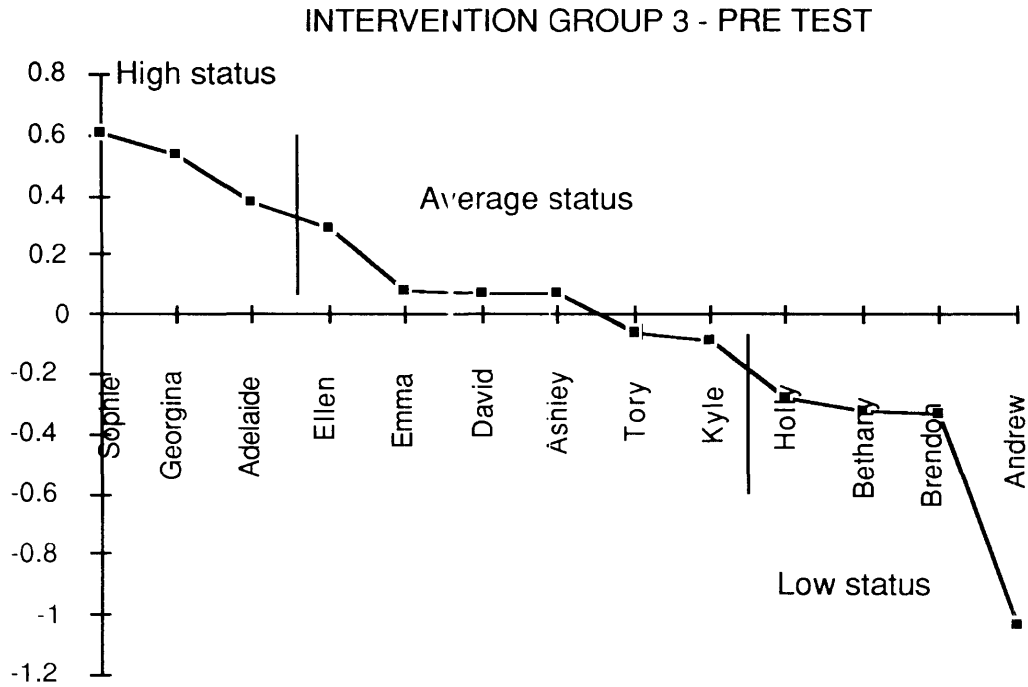
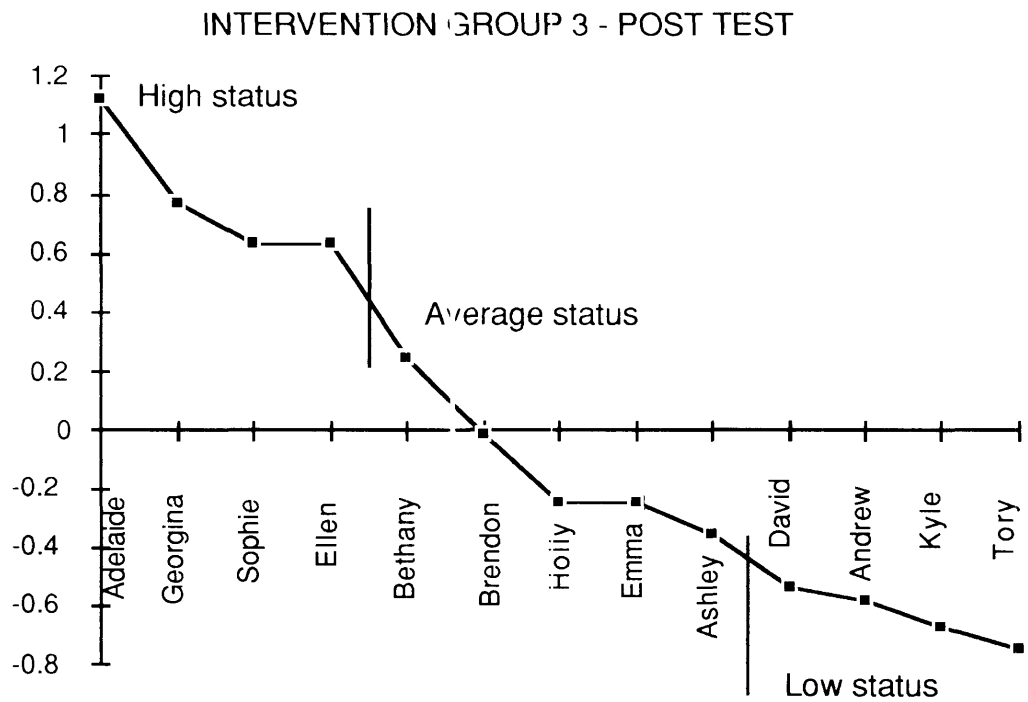
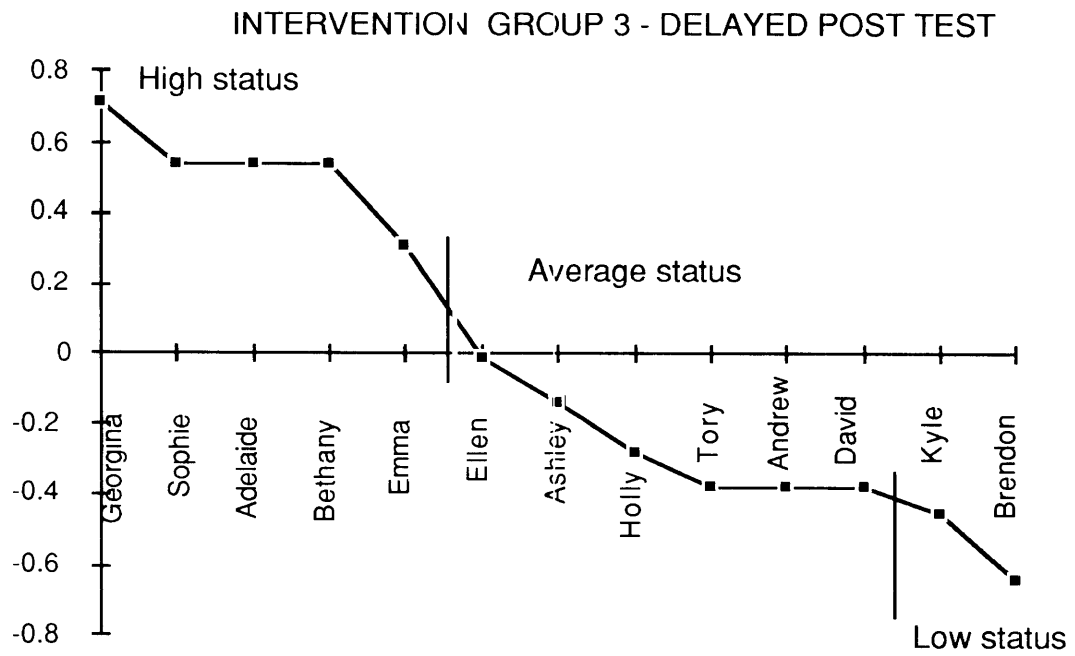


Chart 6u



APPENDIX 6 (CONTINUED)

Chart 6v



APPENDIX 7 Sociometric Status

	Name- Group	pre test	pcst test	delayed post
IG 1	Sam	high	average	average
IG 1	Peter	average	low	low
IG 1	*Gabby	average	average	average
IG 1	Elizabeth	high	high	low
IG 1	Josh 1	average	high	average
IG 1	Josh 2	low	average	low
IG 1	William	average	average	average
IG 1	Grace	high	high	average
IG 1	Hannah	average	average	low
IG 1	*Rebecca	average	low	average
IG 1	*Chamira	average	average	high
IG 1	Claire	high	average	low
IG 1	Nicole	high	high	average
IG 1	Harry	high	high	average
IG 2	*Benjamin	low	low	low
IG 2	Caitlin	average	high	high
IG 2	*Mia	average	average	high
IG 2	Nicole	average	high	high
IG 2	Odette	average	average	high
IG 2	Carissa	average	average	high
IG 2	*Kirstie	average	average	high
IG 2	Kimberley	high	high	high
IG 2	*Joseph	average	average	low
IG 2	Rhys	low	average	average
IG 2	Mitchell	low	average	average
IG 2	Alyce	average	average	high
IG 2	Danielle	average	average	high
IG 2	Hugh	low	average	average
IG 2	*Katherine	low	low	average
IG 2	Rochelle	high	average	high
IG 2	Sophie	average	average	high
IG 2	*Jay	low	average	average
IG 3	*Holly	low	average	average
IG 3	Tory	average	low	average
IG 3	Sophie	high	high	high
IG 3	*Brendon	low	average	low
IG 3	Georgina	high	high	high
IG 3	*Ellen	average	high	average
IG 3	Adelaide	high	high	high
IG 3	*Andrew	low	low	average
IG 3	Emma	average	average	high
IG 3	David	average	low	average
IG 3	Kyle	average	low	low
IG 3	Ashley	average	average	average
IG 3	Bethany	low	average	high

*Children who received intervention

APPENDIX 7 (CONTINUED)

Group	Name	Pre test	Post test	Delayed post
NIG 1	Mitchell	high	average	average
NIG 1	Roy	average	low	low
NIG 1	Melissa	high	average	high
NIG 1	Grant	average	average	average
NIG 1	Anna	low	average	average
NIG 1	Daniel	average	low	average
NIG 1	Sally	average	average	average
NIG 1	Reece	low	average	low
NIG 1	Alexandra	high	high	average
NIG 1	Amit	low	average	low
NIG 1	Joshua	low	average	average
NIG 1	Kimberley	average	low	average
NIG 2	Adam	low	low	average
NIG 2	Emma	average	high	average
NIG 2	Dominic	low	average	high
NIG 2	Nikita	low	average	low
NIG 2	Laura	low	average	low
NIG 2	Linden	low	average	low
NIG 2	Jessie	low	low	average
NIG 2	Nicholas	low	low	low
NIG 2	Kiera	low	average	high
NIG 2	Thomas	high	high	high
NIG 2	Georgina	low	average	low
NIG 2	Joe	low	average	high
NIG 2	Stefanie	average	average	average
NIG 3	Toby	average	high	high
NIG 3	Anya	high	average	average
NIG 3	Samuel	low	low	low
NIG 3	Jessica	high	high	average
NIG 3	Heather	average	average	low
NIG 3	Nathan	average	average	average
NIG 3	Mitchell	average	low	average
NIG 3	Peter	low	low	average
NIG 3	Laura	low	low	average
NIG 3	Benjamin 1	average	low	average
NIG 3	Natalie	low	low	low
NIG 3	Benjamin 2	average	low	average
NIG 4	Matthew	high	high	average
NIG 4	Cameron	average	average	average
NIG 4	Callan	low	average	low
NIG 4	Tim	average	average	average
NIG 4	Jessica	high	average	low
NIG 4	Emily	average	low	low
NIG 4	Kimberley	average	average	average
NIG 4	Luke	low	average	high
NIG 4	Bernard	low	low	average

APPENDIX 7 (CONTINUED)

Group	Name	Pre test	Post test	Delayed post
NIG 4	Jack	average	average	low
NIG 4	Angus	average	high	average
NIG 4	Caitlin	average	low	low

APPENDIX 8 HUGHES' EMERGING SOCIAL COMPETENCE INVENTORY (HESCI)

	Yes	No
Prerequisites for learning		
Usually pays attention	<input type="checkbox"/>	<input type="checkbox"/>
Usually determines what is useful information	<input type="checkbox"/>	<input type="checkbox"/>
Usually remembers useful information	<input type="checkbox"/>	<input type="checkbox"/>
Usually adapts useful information	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills relevant for social competence		
Usually initiates oral communication	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining conversation:		
Usually articulates clearly	<input type="checkbox"/>	<input type="checkbox"/>
Usually makes meaning clear	<input type="checkbox"/>	<input type="checkbox"/>
Usually responds connectedly	<input type="checkbox"/>	<input type="checkbox"/>
Usually addresses peers directly	<input type="checkbox"/>	<input type="checkbox"/>
Usually directs conversation to all in group	<input type="checkbox"/>	<input type="checkbox"/>
Comments relevantly on ongoing actions/play/work	<input type="checkbox"/>	<input type="checkbox"/>
Does not draw attention to self interests and needs	<input type="checkbox"/>	<input type="checkbox"/>
Uses non verbal communication (smiles, nods, waves)	<input type="checkbox"/>	<input type="checkbox"/>
When not allowing entry into a group:		
Provides reasons	<input type="checkbox"/>	<input type="checkbox"/>
Offers an alternative idea	<input type="checkbox"/>	<input type="checkbox"/>
Uses private speech (talks to self about ongoing activity)	<input type="checkbox"/>	<input type="checkbox"/>
Emotion Knowledge Needed for Social Competence		
Expresses feelings, opinions etc to others	<input type="checkbox"/>	<input type="checkbox"/>
Shows emotions such as embarrassment, shame, pride	<input type="checkbox"/>	<input type="checkbox"/>
Usually able to interpret others' emotions	<input type="checkbox"/>	<input type="checkbox"/>
Shares thoughts and emotions with others	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 8 (Continued)

Self attributes needed for social competence

Yes No

General mood usually happy	<input type="checkbox"/>	<input type="checkbox"/>
General mood rarely sad/ lonely/ angry/aggressive	<input type="checkbox"/>	<input type="checkbox"/>
Usually confident to approach new task	<input type="checkbox"/>	<input type="checkbox"/>
Displays humour sometimes	<input type="checkbox"/>	<input type="checkbox"/>
Usually independent of teacher/other adult	<input type="checkbox"/>	<input type="checkbox"/>
Secure in preschool environment	<input type="checkbox"/>	<input type="checkbox"/>
Usually complies	<input type="checkbox"/>	<input type="checkbox"/>
Usually exerts self control during confrontation	<input type="checkbox"/>	<input type="checkbox"/>
Usually stands up for rights	<input type="checkbox"/>	<input type="checkbox"/>
Occasionally shy	<input type="checkbox"/>	<input type="checkbox"/>
Often defiant	<input type="checkbox"/>	<input type="checkbox"/>
Blames others for accidents	<input type="checkbox"/>	<input type="checkbox"/>

Social Interaction Attributes

Usually initiates a suggestion for negotiation	<input type="checkbox"/>	<input type="checkbox"/>
Usually talks about ways to resolve issues	<input type="checkbox"/>	<input type="checkbox"/>
Usually initiates a compromise	<input type="checkbox"/>	<input type="checkbox"/>
Usually accepts a compromise	<input type="checkbox"/>	<input type="checkbox"/>
Usually cooperates	<input type="checkbox"/>	<input type="checkbox"/>
Usually shares	<input type="checkbox"/>	<input type="checkbox"/>
Usually turn takes	<input type="checkbox"/>	<input type="checkbox"/>
Usually engages in interactive play (has a special friend)	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive to peer information (respond appropriately to peers interests and desires)	<input type="checkbox"/>	<input type="checkbox"/>
Aware of what is fair (eg accepts punishment for wrongdoings)	<input type="checkbox"/>	<input type="checkbox"/>
Support the view of others (empathises)	<input type="checkbox"/>	<input type="checkbox"/>
Has regard (respect) for others	<input type="checkbox"/>	<input type="checkbox"/>
Respects other cultures' differences	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 9. The Interview Questions

Say: "I am going to ask you some questions and I want you tell me what you think. There is no right answer to the question, only what **YOU** think is right. (pause) If you do not understand the question tell me."

It was actually found best to adopt a conversational style as the children were more comfortable with that.

1. Who are your friends?

2. What do you think a friend is?

Rephrase: What do you do with your friends?

2. How do you show that you are listening when someone is talking to you?

Rephrase: When someone is reading you a story how do you show that you are listening? Do you keep quiet or talk? Do you sit still or move about?

3. How do you know if someone is sad?

Rephrase: Can you show me a sad face?

What do you say if your friend is crying?

4. If some friends were playing in the sandpit and you wanted to play with them, how would you go about joining them? Would you say anything?

5. What things do you do best?

6. Pretend that you were building a high tower, and a friend came along and knocked it over. How would you feel if it happened by **accident**? How would you feel if it was done **on purpose**?

APPENDIX 10. The Teaching/Learning Program

**A METACOGNITIVE
APPROACH TO
TEACHING / LEARNING
SOCIAL COMPETENCE
IN 3- 6 YEAR OLDS**

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APPENDIX 10 (continued)**A METACOGNITIVE APPROACH TO TEACHING/LEARNING
SOCIAL COMPETENCE****WEEK 1. FOCUS: FRIENDS****Outcome/goals:**

That children realise the value in having friends ie. that friends are fun and make you feel better.

Equipment;

Picture board 1 (scene containing group of children having fun together) with discussion on the back.

Picture board 1a (scene whereby children are teasing another child)

Books: "Lizzie's Invitation" by Holly Keller.

"Bimble & Friends in the Dark" by John Francis.

Content:

•Use picture board 1 & 1a to promote discussion. Develop the idea that it is important that all children have friends ie. it is fun to have friends to play with, to share experiences with, to help you when you need help, to sympathise with you when you are sad, talk with you about fun things that you have done, talk about how happy it makes you feel to have a friend, etc.

•Discuss/ask the feelings you have when you do not have friends ie. loneliness, sadness. Hence, it is nicer to have friends and be happy than have no friends and be sad.

•Discuss/ask how you could make this preschool into a place where everyone feels that they have a friend (establish some rules made up by children under guidance of teacher). These rules could be written up on a chart with a picture to help recognise the rule eg. offer to play with someone who has no one to play with; show others or invite others to play 'fun' games; if someone is upset ask if you can help (if they don't want help don't worry just feel good because you asked ie respect others feelings and opinions); take turns with equipment; tell someone that you like them if you do; tell someone that they are fun to play with when you are enjoying yourself. Stress the positives and in negative situations reinforce what the rule or suggestion is. For example, if someone says he/she does not like "X" then mention that you only want to hear who he/she does like not who you don't like.

APPENDIX 10 (continued)

- Comment on friendly situations that occur inside or outside the classroom, eg. *X is being a friend to Z by helping put back the blocks when he didn't even play blocks.* Encourage, praise and reward positive behaviour eg. give a star or a badge or take a photograph of the achievement for an " *I did well*" book. Model positive behaviour and language to replace negative behaviour and language.

- Read "Lizzie's Invitation" Discuss issues as the story is read such as how Holly feels when she thinks Kate has not invited her to her party (sad and sick), how she feels when she makes a friend and shares similar feelings (felt happy and had fun). Note that she tells Amanda that she had a good time.

- Read "Bimble & Friends in the Dark" by John Francis. Discuss as you read how it is fun to do some things with friends that you might not enjoy doing by yourself. What do you think makes people scared of the dark? Why do you think Bimble and his friends were not afraid of the dark?

WEEK 2. FOCUS: ATTENDING AND LISTENING**Outcome /goals:**

That young children become aware of the importance of listening and watching others around them.

That young children are aware of the skills needed for good listening and watching.

That young children become aware that interrupting shows that you are not a good listener.

That listening is a way of showing that you are interested in the person speaking; that what is being said is important; or is a friendly behaviour. This helps with making friends.

Equipment;

Picture board 2 (scene showing people listening to one another) with discussion questions supplied.

Books: "Max and the Magic Word" by Colin and Jacqui Hawkins

APPENDIX 10 (continued)**Content:**

- Use picture board 2 to promote discussion. Discuss/ask what you do to show that you are listening to someone (look at them, nod and shake your head, answer when asked a question, smile, frown, not interrupt, not change the subject, not talk about yourself when others are talking about something else, remain still,).

- Discuss/ask what things make it easier for you to listen to someone (speak loudly enough to hear, speak clearly, make it easy to understand, comment on what is happening).

- Recall situations eg. **fun** times or social **problems**, that occurred previously. Ask those involved, "*How was the problem solved or not ?*" "*Why was it so much fun?*" Encourage the children to suggest other ways to solve the problem or suggest other fun things. This approach gives an awareness that it is important to observe, recall, and think about events.

- Comment on good listening that occurs inside or outside the classroom, eg. listening when someone is speaking, watching to learn how to do things. Model good attending skills and comment on them eg. *I am watching carefully to see how X is painting that beautiful picture.* Encourage, praise and reward attending and listening skills.

- Propose a strategy that could help with not interrupting and good listening ie. **STOP** whatever you are doing,
LOOK at the person speaking,
THINK before you do or say anything.

Reinforce this strategy in natural situations.

- Re-enact or act out a situation that shows good example of someone showing good listening /attending skills (for special needs child).

- Read "Max and the Magic Word" by Colin and Jacqui Hawkins. Discuss/ ask what you should say when you would like something. When Max asked his friends for things such as cake a bike ride, how could he have asked? How was Max feeling when no one would give him anything. How did he feel when he used please and why?

APPENDIX 10 (continued)**WEEK 3 FOCUS: FEELINGS****Outcome/goals:**

That young children be able to identify and understand their own and others basic feelings.

That young children be able to express their feelings appropriately.

That sharing feelings helps with making friends.

Equipment:

Picture board 3: Various children's faces and bodies expressing feelings such as sadness, anger, happiness, concentration, fear, etc. Discussion questions supplied.

Books: "What Feels Best?" by Anita Harper and Susan Hellard

"I'll Always Love You" by Hans Wilhelm.

"I Get So Mad" by Norma Leder

Content:

- Use picture board 3 to promote discussion. Discuss/ask how you know others are sad, happy, hurt, scared, angry, excited etc. (visual and auditory cues). Discuss other body language signs (turning away, folding arms, shaking index finger). Cut out faces of expressions, draw them, ask children to act out emotions.

- Discuss/ask what you should do when someone is angry, sad, happy, scared, hurt, excited, doing something that you don't like, being silly, being destructive, acting too rough, acting like a bully, tattling. Reinforce and model appropriate behaviour in the playground and inside.

- Discuss/ask what makes you feel sad, scared, happy, hurt, angry, excited etc. Try to include examples such as death of a pet, saying goodbye to a special friend or a parent, moving to a new house, having a bad dream, etc.

- Talk about how we share others feelings and feel similar feelings to our friends ie. if our friends are happy or excited we often feel that way too. Mention how we feel better with happy people rather than sad people as they make us feel sad so if we cheer them up we will feel happy too.

APPENDIX 10 (continued)

- Talk about how we should tell people how we feel eg. *I feel sad when you're mean to me.* Comment on incidents that occur eg. *F is angry because someone knocked down his very tall tower which took him a long time to build*".

- Read "What Feels Best?" by Anita Harper and Susan Hellard. Discuss the reasons for not feeling good when the mouse eats all his sweets (he didn't share); when he didn't let anyone else ride his bike (he did not share); he remained alone when he was upset (he did not share his feelings), he did not help his friend, he told no one about his treehouse (he did not want to share his idea). Sharing things stops loneliness and having friends makes you happy.

- Read "I'll Always Love You" by Hans Wilhelm. Discuss/ask how a pet is like a friend (doing things together). How do you think you act when you love someone? (play together, forgive them when they do something wrong, share things and feelings, tell them how we feel). What happens when people and dogs grow old? (get fat, get slow, fall asleep in a chair, die). How do we feel when we lose someone? (sad, we remember fun times which cheer us up).

or

"I Was So Mad" by Norma Leder. Discuss/ask what makes feel mad or angry? (when your kite get caught in a tree, you can't tie your shoelaces someone messes your room, when you are made to play a role you don't like, someone knocks down your tower, you must eat something you don't like, when someone shows off, I remember when someone teased me, when I'm playing and I have to stop, when my cat nearly gets run over, when I'm sick, when no-one pays any attention to me, when it rains and I can't go to the beach, when the teacher picks on me, when I have trouble with writing, when I can't watch TV, when someone breaks my toy). Is it OK to get mad? (everyone gets mad at times).

WEEK 4 FOCUS: VALUING YOURSELF**Outcome/goals:**

That young children appreciate themselves and realise that they can try to do almost anything (especially with a little help from others).

APPENDIX 10 (continued)

That young children become realistic about their achievements ie. there will be some things that they can do well and other things not so well.

That young children realise that if you value yourself, then others will value and like you too.

Equipment:

Photo of class group.

Books: "I can do anything!" by Dannalea Sloan and Diana Santleben.

"Willy the Champ" by Anthony Brown or "Oliver Button is a Sissy" by Tomie de Paola or "Claire's dream or the Girl who Wanted to Play Rugby" by Lynne McAra.

"I'm Brave" by Karen Erickson and Maureen Roffey

Content:

- Use class photos to promote discussion. Discuss the fact that everyone is different (unique) and can do some things well and other things not so well. Ask each child to mention one thing that he/she does well. Make sure everyone gets a positive mention. This could be taped so as the children can listen at other times. During the following weeks other messages could be added by encouraging children to record when a classmate does something positive or friendly. Another alternative could be the making of a class journal whereby events that promote self image could be recorded eg. the first time a scared child climbed the high climbing tower, when X shared her drink because Y spilt hers etc.

- Encourage children to tell peers about "nice" (prosocial) behaviour as they happen eg. *"I like it when you wait for me"*. A few minutes per week could be devoted to a session for support sharing or when "nice" deeds were mentioned. A teacher may keep a written record to jog the children's memories for discussion.

- Encourage children to praise themselves. Ensure that the teacher models praising behaviour (including praising herself when she does well); help the children to verbalise their successes (*"I built a great sandcastle today"*).

- Help children to evaluate their performances (*"My cutting out was not my best today but I'll try harder tomorrow"*). Model the proper use of self criticism.

APPENDIX 10 (continued)

- Read "I can do anything!" by Dannalea Sloan and Diana Santleben. Discuss how Anna doesn't think that she can jump into the pool and why. What does she say to herself? (*I can do it*) What do you think she says to herself every time she attempts to do something new? (*I can do it*) How does it help? (makes her believe in herself).

- Read "Willy the Champ" by Anthony Brown. Discuss what Willy is good at but doesn't value (reading, listening, walking with friends). Why do you think Willy's friends don't value him? (he's not good at sport). Why should they value him at sport? (he tries hard). What is Willy good at? (being brave).

or

"Oliver Button is a Sissy" by Tomie de Paola. Discuss what Oliver is good at, but others don't value, because he is different (reading, drawing, making paper dolls, dressing up, dancing walking.) Why do you think other's value him in the end? (he's a star)

or

"Claire's dream or the Girl who Wanted to Play Rugby" by Lynne McAra. Why do you think that people laugh at Claire? (girls aren't expected to play rugby). Is there any reason why she can not play rugby? (everyone should be allowed to try what they want to do if it does not hurt others or herself) Why do you think that at the end of the book they say that this is the beginning for Claire? (she is going to practice and maybe even play for a team)

or

"I'm Brave" by Karen Erickson and Maureen Roffey. Discuss the sorts of things that often hurt and it is hard to be brave about (falling over, getting a needle). Talk about why being brave is good (you are trying to take control of your feelings and self).

WEEK 5 FOCUS: JOINING A GROUP**Outcome/goals:**

That young children are aware of 'rules' and develop appropriate behaviours necessary for being accepted into a group.

That young children develop 'friendly scripts' for not allowing someone to enter a group.

Equipment;

Picture board 5 (child standing outside a group of children who are playing).

Books: "Is there room for me?" by Keith Pigdon and Marilyn Woolley.

APPENDIX 10 (continued)

"Interrupting" by Joy Berry

"The Red Parcel" by Linda & Gino Alberti

Content:

- Use picture board 5 to promote discussion. Discuss/ask what you might do if you wish to play with some children already playing in the sandpit (LOOK for awhile to see what game they are playing, THINK up a 'fun' idea which they could use, TALK about what was happening, tell them a 'fun' idea, etc.)

- Discuss/ask what you should do if you do not want someone to play with you eg. give a reason for not allowing them to play (*"I want to play with my friend now as we are not finished this game"*).

- Discuss/ask about disrupting and interrupting and indicate how children don't like behaviour that interrupts. Comment on classroom incidents which are disruptive or interruptive (speaking while someone else is speaking, taking a book before someone is finished with it etc.) when they occur and ask for an alternative solution, (waiting until someone has stopped speaking before making a comment, telling someone you would like to borrow that equipment rather than them snatching it away). Encourage the children to suggest to peers what is disruptive behaviour and that they do not like it. Suggest and model some other non disruptive behaviour in its place. Remember that the child who disrupts may not know how to act appropriately.

- Read "Is there room for me?" by Keith Piddon and Marilyn Woolley. discuss/ ask why you think the replies were friendly (used sorry, gave a reason for him not being able to join the animal).

- Read "Interrupting" by Joy Berry. After the story has been read/ looked at, discuss /ask what you think interrupting means, when you don't like being interrupted, how you feel, how and when to interrupt politely.

- Read "The Red Parcel" by Linda & Gino Alberti. Discuss/ask why this was a "fun" idea (people did not know what was inside). How did each person feel after they received it? (wonderful) What do you think was in the parcel?

APPENDIX 10 (continued)**WEEK 6 FOCUS: FRIENDLY BEHAVIOUR****Outcome/goals:**

That young children be encouraged to think of others or play in a friendly way eg. by sharing, turn taking, helping and cooperating.

That young children realise that working together makes people feel good and they may become friends.

That young children be encouraged to comment on or praise the accomplishments of others.

Equipment;

Picture board 6 (scene whereby children are working or playing together).

Picture board 7 (sharing)

Picture board 8 (waiting at swing)

Picture board 9 (helping carry bag)

Picture board 10 (children carrying plane)

Books: "Little Red Hen" by Brenda Parkes and Judith Smith.

"I'll Be the Horse If You'll Pay With Me" by Martha Alexander.

"Only One Toy" by Smadar Samson

Content:

- **Encouraging others.** Use picture board 6 to promote discussion. Encourage others to do well and show pleasure with the accomplishments of others. Discuss ways of encouraging others, when to encourage and what communication to use. Say "*Well, done!*" when X attempts to jump high or Y paints a beautiful picture.

Discuss/ask about how you can think of others or adjust your behaviour to accommodate others. Discuss how sometimes we can change our behaviour so as to think of others eg. sharing, turn taking, helping, cooperating, negotiating. This can avoid conflict. Talk about:

- **Sharing.** Use large picture board 7 (sharing) to promote discussion. Discuss/ask what sharing means. Talk about situations when you need to share eg. when there is not enough for everyone etc. Talk about what might

APPENDIX 10 (continued)

happen if you don't share and why eg someone will get upset or get angry because they have to wait a long time for a swing, etc.

- **Turn taking.** Use large picture board 8 (waiting at swing) to promote discussion. Discuss/ask what turn taking means. Talk about situations that could arise where turn taking is necessary. Talk about what may happen if you don't take turns and the reason why.

- **Helping.** Use large picture board 9 (helping carry bag) to promote discussion. Discuss/ask what helping means and give examples of how people help one another. Talk about what might happen if you don't help someone and why.

Read Little Red Hen by Brenda Parkes and Judith Smith. Why didn't anyone want to help little red hen? Why didn't the animals who wouldn't help, deserve any food?

Read "Only One Toy" by Smadar Samson. Ask what the one toy was? What did they do with it? How does sharing a toy make you feel?

- **Cooperating** Use large picture board 10 (children carrying plane) to promote discussion. Discuss the meaning of cooperation ie. working together in play, to solve a problem or to do a job. Discuss/ask about ways you could cooperate. Cooperation helps avoid conflict.

Read "I'll Be the Horse If You'll Play With Me" by Martha Alexander. Discuss/ask whether Oliver played in a friendly way. How could he have played in a friendly way with the wagon (took turns), when he drew with crayons (took turns, not used all the paper), when they played cowboys (took turns at being tied up), played cards (helped pick them up), when David was there (played with her too). Did Scott Play in a friendly way? How do you know?

WEEK 7 FOCUS: PROBLEM SOLVING/ TAKING CONTROL**Outcome/goals:**

- That young children begin to develop problem solving skills.
- That young children begin to develop self management skills.
- That young children recognise situations that are accidental.

Equipment;

Picture board 11 (scene whereby a child kicks over the block building)

APPENDIX 10 (continued)**Books:**

"No, Barnaby" by Tizzie Knowles.

"Paul" by Lorraine Wilson.

Content:

- Use picture board 11 to promote discussion. Discuss/ask about situations that arise when you don't know what to do eg. X breaks toys, X teases you,

- Discuss steps in problem solving using picture board 11:

- WHAT is the problem? You had not finished building your tower and you were going to show it to your teacher.)

- HOW did it happen and WHY? Did the boy mean to kick the building? How do you know? Why do you think he did it? (to get attention, wanted to play with you, he wanted to be mean)

- what could you do? (SOLVE) Talk about ways that this situation could be solved eg. girl could hit the other boy, girl could ignore the problem and build another building, girl could tell the boy that he just broke her building and that she is upset. Also she could ask him to help her build it again.

- CHOOSE a solution Select one of the above solutions such as asking to play eg. tell the boy he knocked over the building and he could help her rebuild it.

- TEST the solution Try out the selected solution ie. ask two children to act out the solution but ask the boy to say he does not want to help rebuild it.

- EVALUATE the solution Did it work? If not try another. Perhaps the girl could say that she will be his friend if he helps her and he could say he was sorry.

Model and discuss problem solving as situations arise, using the above problem solving technique and emphasise the language eg. what, how, why, solve, choose, test evaluate . Ask the child to try to solve by herself/himself or with guidance depending on ability of the child. Use the script: *If you have a problem then let's talk about it!*

Have a few minutes discussion before story time or another group time, on good problem solving that occurred during the session.

APPENDIX 10 (continued)

Read "No, Barnaby" by Tizzie Knowles. Discuss issues such as why Barnaby is not allowed to climb out of his cot, sail his boat in the lavatory, climb on the table, bounce on the sofa, push books onto the floor, bang saucepan lids, climb on the television, climb up to the tree house, play with his sister's toys. leave his toys on the stairs, pull the dog's ear, pull the cat's tail, dig up plants in the house, pick flowers in the garden, splash the water in the dog's bowl, splash water in the bath, bite his sister's arm and why he is allowed to go to sleep.

Read "Paul" by Lorraine Wilson. Discuss whether breaking the plane was an accident or not? Why do you think his mum growled at him? At the end how do you know that Aku broke it by accident?

WEEK 8 FOCUS RESOLVING CONFLICTS**Outcome /goals:**

That young children understand that other people may have a different point of view that should be respected.

That young children may have to think of others and compromise.

That young children develop strategies for resolving conflicts.

Equipment;

Picture board 12 (scene where two children are talking to teacher- one is upset)

Books: "Let's Swap" by Harriet Ziefert

"Fighting" by Joy Berry

Content:

- Use picture board 12 to promote discussion.

Discuss how everyone has an opinion but not all opinions are the same. Hence, conflicts or differences in opinion may arise. Children should state how they feel and others should try to see another child's view.

Discuss/ask what compromising means ie. when you have a problem you settle for something which is slightly different to what you wanted. When there is a problem you have three choices :

1. Do what the other wants
2. Do what you want or
3. Do a little of both

APPENDIX 10 (continued)

Discuss/ask when conflicts might arise eg. one purple crayon and two people want it at the same time, X wants to play in home corner and Y wants to play with lego but both want to play with one another.

Discuss situations whereby you have to compromise (one toy, two people-share; squashed a sandcastle by accident when digging a hole- help build another; one wants to play families and other wants to play hospitals-cooperate).

Discuss/ ask about situations that may have arisen in picture board 12.

Talk about how you may feel. Encourage children to feel good about themselves for compromising.

- Act out little scenario with two children eg. X paints a big stripe over Y's painting. Y begins to cry. Discuss/ask how this scenario could be resolved eg. X could say that he is sorry and get a fresh piece of paper for Y or X and Y could cooperate and do a painting together.

- Discuss conflicts as they arise with the relevant children and discuss ways to resolve these conflicts.

- Read "Let's Swap" by Harriet Ziefert. Why did Meg swap her grapes for a banana? (Sam did not like bananas) How many sandwiches did she end up with? (two) What did she do to be fair? (shared but there was still an uneven amount of food so she made them compromise) What happened with the gloves? (they swapped)

- Read "Fighting" by Joy Berry. Discuss as you read **how** friends may get angry with each other; **what you can do** if you feel angry (stay away from others; ignore people who tease you, take a deep breath and count to ten, explain how you feel when you calm down, listen to the other person's thoughts and feelings, compromise).

NB. Model, reward and compliment all children for their prosocial acts wherever possible.

APPENDIX 10 (continued)**WEEK 9 PEACE MAKING STRATEGIES****Outcome/goals:**

That young children understand reasons for and develop specific strategies for coping with antisocial behaviour called "peace making".

Equipment;

Picture board 13 (scene showing boy running over toy car)

Picture board 1a (scene whereby boy is teasing another child)

Books: "Being Bullied" by Joy Berry

"Tattling" by Joy Berry

"Being Destructive" by Joy Berry

"Teasing" by Joy Berry

Content:

- Use picture board 13 to discuss/ask about unfriendly behaviour. How can this situation be resolved a friendly way? (help fix the car, try not to be angry, say sorry, etc).

- Use picture board 1a to promote discussion how teasing is not being friendly. Then discuss/ask about some behaviour that is unfriendly eg. bullying, tattling, being destructive, fighting, being greedy, being wasteful etc.).
Talk about:

- **Teasing**

Discuss/ask what teasing means (annoying or making fun of you). Why do you think people tease? (to upset, embarrass or make you angry). What could you do? (ignore them)

Read "Teasing" by Joy Berry to those children who are seen teasing in the playground or if it is a continual problem read to the whole class.

- **Being Bullied**

Discuss/ask what bullying means: ie. trying to force or frighten someone into doing something they don't want to do.

Why do you think people try to make you do some thing that you do not want to do? (to gain attention; make themselves seem better; they are too lazy to problem solve; they want hurt others or get them into trouble).

APPENDIX 10 (continued)

How do you think the other person feels when someone bullies them?
(scared, angry, frustrated)

What could you do when someone bullies you? (tell the person that you don't like them behaving like that, and walk away, tell the teacher if you feel in danger).

Read "Being Bullied" by Joy Berry as bullying situations arise. Reinforce what was discussed above.

• Tattling

Discuss/ask what tattling means (ie. telling a secret about another person).

Why do you think people tell on others? (gain attention, make themselves seem better, too lazy to solve their own problems, want to hurt others or get them in trouble).

How do you think the other person feels when someone tattles on them?
(annoyed, angry with you, upset)

When should you tell on someone? (when they are in danger, when they are destroying someone's property).

What could you do instead of tattling on someone? (think about it, decide whether you could help them, think about how they will feel about you).

Read Joy Berry's book on "Tattling" to those who regularly tattle as the event occurs and discuss what it is, when it happens, how people feel and what to do about it.

• Being Destructive

Discuss/ask what being destructive means (damaging or destroying something, ruining something, making a mess)

Discuss how things get destroyed or ruined (eg being curious and trying to find out how something works, breaking something accidentally, being careless with breakables getting angry/frustrated and taking it out on something)

APPENDIX 10 (continued)

Discuss/ ask about rules you may have at home or preschool which prevent things being broken. (eg throwing balls inside, touching mum's best glasses in her china cabinet, playing with long sticks inside, etc)

Discuss/ask what might happen if you break or destroy something (eg. may get punished if you ignore rules, may have your ball confiscated, may get hurt especially if you drop a glass with no shoes on, etc)

Read Joy Berry's book on "Being Destructive" as incident occur to those children who are the offenders and discuss /ask what it is, when it happens, how people feel and what to do about it.

WEEK 10 REVISION OF FRIENDLY BEHAVIOUR AND LANGUAGE

Talk about **behaviours** that help you get friends (listening, sharing, helping, cooperating, turn taking, compromising, encouraging others, liking yourself, telling people how you feel, giving reasons for not doing things).

Talk about **language** that help you get friends (**Saying**: sorry, please, I like it when you ---, I don't like it when you ---, well done!). Praise the children for friendly behaviours and language as it arises.

Talk about **unfriendly** behaviours that make it difficult for people to like you (breaking things, tattling, being greedy, not waiting your turn, teasing, etc.). In various unfriendly situations that occur mention that this is not friendly behaviour and ask the child how they could make it into a friendly situation.

Ask children to model the correct way to resolve a conflict that occurred during the week.

Offer to re-read books about friendly behaviours, that were their favourites. Ask relevant questions.