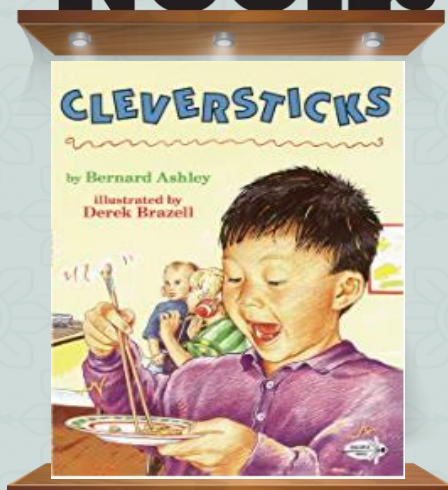


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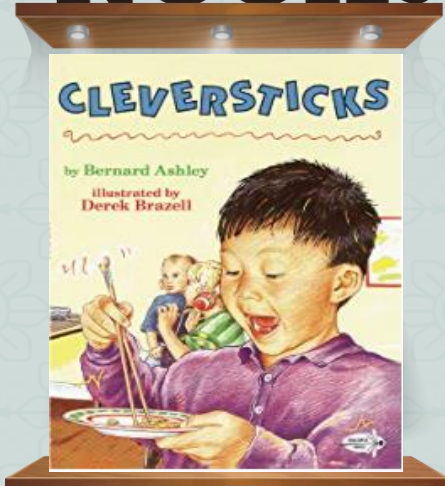
Cleversticks

Ling Sung is a young boy who starts school. After a couple of days of feeling like he cannot do the same tasks of his peers, he decides he does not want to go to school. After discovering he can do some things that his peers cannot, he gains confidence in teaching them things he can do. He also accepts help in learning how to do that he cannot. This book is a great example of why children’s culture needs to be included in the classroom and how successes build confidence in learning. It also celebrates the beauty in peer learning and friendship.

Title: Cleversticks
Author: Bernard Ashley
Illustrator: Derek Brazell
Publisher: Dragonfly Books
Date published: 1992

Pyramid Model Skill or Concept(s)	Friendship skills, peer learning, social interactions, developing self-esteem, giving positive feedback and encouragement, supporting culture
Goals & Objectives:	Children will develop their friendship skills. Children will have opportunities to discuss their families and see themselves and their cultures represented in their care spaces. Children will discuss the importance of asking for and offering help. Children will practice and discuss how to work as a team.
Emotional Vocabulary:	Frustrated, sad, “fed up”, happy, pleased, helpful, help
Story Time: (Show and Tell It)	
Name of Activity:	Debrief Story
Supplies needed:	<u>Cleversticks</u>
Ideas of what to say or do.	In small groups, debrief the story. Break the story down; ask the children why they think Ling Sung did not like going to school. Discuss how he felt frustrated that he was not able to do a lot of the things his classmates could. Talk about something you had a hard time learning but did with help from a friend or teacher. Ask the children what they have a hard time doing and if they think assistance from a friend would be helpful. Talk with them about how it can be hard to learn new things and that is alright. Explain how sometimes we need to work hard, ask for help or keep trying and then we are eventually able to do it. Remind children how it is brave to be able to ask someone for help when they are having a difficult time learning something. Children should grow up with a challenge mindset and persevering, even when learning is difficult.

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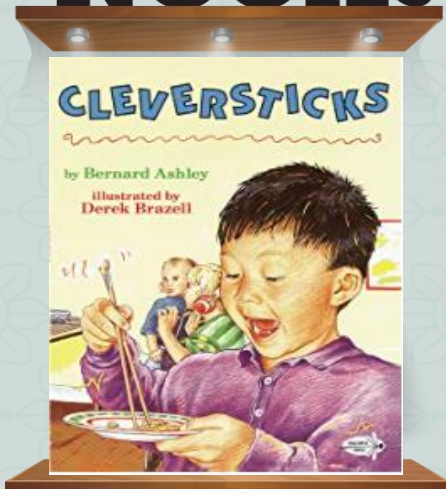


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<p>What Pyramid skill or concept is covered?</p>	<p>Self-confidence, asking for help, giving help, friendship skills</p>
<p>Story Time: (Show and Tell It)</p>	
<p>Name of Activity:</p>	<p>Role Play: Asking a Friend for Help</p>
<p>Supplies needed:</p>	<p>Two teachers, stringing beads and string or lacing cards, or a task that can be difficult for preschoolers to do at first.</p>
<p>Ideas of what to say or do.</p>	<p>During large group time or in smaller groups, have two teachers demonstrate this role play. Tell the children you are going to perform a play for them and begin.</p> <p>Scenario 1: Teacher 1 will take the string and bead and try to get the bead on the string. Try to unsuccessfully do this for about 10 seconds. Begin to act a little frustrated. Say, "This is so hard. I do not like this. This makes me feel bad. I want to do this, but I am not sure what to do." Teacher 2 will model how to be a helping friend. Go over to Teacher 1 and say, "Would you like me to help you?" Teacher 1 say, "NO!" Teacher 2 say, "Okay if you would like my help, just ask". Walk away and play with something else alone. Teacher 1, try again to string the bead, unsuccessfully for about 2 seconds, and then go ask Teacher 2 for help. Teacher 2 say, "I wonder how we can figure this out together". Teacher 2 hold the string, Teacher 1 put the bead on the string. Both act happy and say, "It was so fun to figure that out together".</p> <p>Debrief the role play. Ask children if they think Teacher 2 was being a good friend. Ask them to describe how they think so or not. Discuss how friends accept and offer help.</p>

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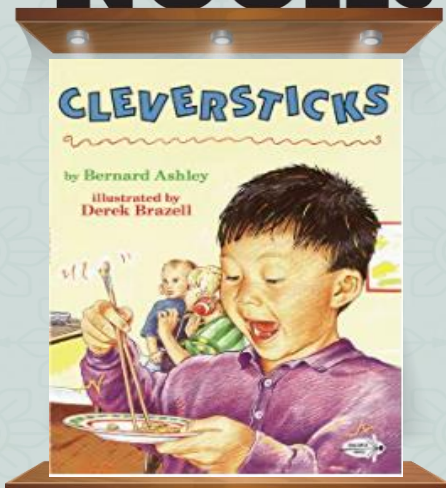


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<p>What Pyramid Model skill or concept is covered?</p>	<p>This models teamwork, asking for help and friendship skills. This role play will provide children with a concrete example of what asking for help, offering it and accepting it looks like.</p>
<p>Name of Activity:</p>	<p>Celebrating Children and Their Culture</p>
<p>Ideas of what to say or do.</p>	<p>In small groups, talk with the children about how Ling Sung was good at eating with chopsticks. Ask them why they think he was so good at using the chopsticks. Make sure to identify that chopsticks are used in Ling Sung's home. Ask the children to talk about how they eat at their houses, such as what types of food they eat, who eats with them, where they eat, what utensils or dishware is used, etc. Make this a fun and exciting conversation that celebrates how all the children eat at their homes. Ask families to send in or email pictures of meals or mealtimes at home and also include recipes that can be replicated. Invite families to come in and cook with you and the children. This can also extend to other traditions and cultural aspects that may be unique to the families. Try to incorporate the children's cultures into the classroom. It is imperative in building their self-identity and self-esteem that they see themselves represented in the world.</p> <p>Get to know your children's families before they join your classroom. You can have a child intake form asking about a family's culture, which may include questions asking about home languages, favorite songs and stories, what they like to do as a family, mealtime rituals, etc.. The more you know about a family's knowledge, skills and interests, the more you can incorporate them into your classroom. If Ling Sung's teachers would have gotten to know him and his family before he attended their program, they could have offered him chop sticks at meal or incorporated them into their house play area. If Ling Sung had seen his family represented, he would have more likely been more self-confident.</p>
<p>What Pyramid Model skill or concept is covered?</p>	<p>These types of practices support children's social and emotional health and growth within the context of their family, culture and communities.</p>

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Practice It

Name of Activity:	We Do It Together!
Ideas of what to say or do.	<p>As discussed throughout the Pyramid Modules, try to create opportunities for children to complete tasks together.</p> <ul style="list-style-type: none"> • Give children different pieces of the same puzzle, then have them find each other and put the puzzle together. • Support children in safely doing wheelbarrow walks around the room. • Invite children to paint and do other open-ended art activities together. Hang up the artwork on your “Helping Hands” or “Friendship” walls. • Have children clean up with a fellow student. • Set up a buddy table where two children work on activities together. Change the activity at least weekly to encourage children to use the workspace. • Always be on the lookout to encourage children to ask and offer help to a peer. Make sure to verbally acknowledge these efforts. • Refer to Super Friends found at the National Center for Pyramid Model Innovations at: https://challengingbehavior.cbcs.usf.edu/resources/index.html. This approach is modeled in the Pyramid Model Preschool Module II training. You can implement Super Friends to focus on the excitement of being a good friend. • Materials can also be found at the Center on the Social and Emotional Foundations for Early Learning, http://csefel.vanderbilt.edu/resources/strategies.html.
What Pyramid Model skill or concept is covered?	These types of activities will help children practice their social and friendship skills.

