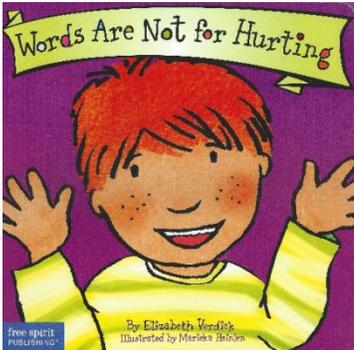


## Book Nook Assignment



### Words Are Not for Hurting

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Words Are Not for Hurting is a story that helps draw young children's attention to the fact that they know lots of words and that there are many different people in their lives that are listening to their words. Using simple language and colorful and clear illustrations, the story reviews the various ways that children use the words they are learning, that they can use their words loudly and softly, and that some of their words are kind and some are not. This book teaches children that their words belong to them. They can think before they speak, then choose what to say and how to say it. At the end of the story there are a number of supplemental ideas for parents / teachers / child caregivers to support the reading of this story and to reinforce children's understanding of using their words in an appropriate manner. This book is available in a more detailed and descriptive format for children who are developmentally older. (Ages 2-7).

#### **Examples of activities that can be used while reading Words Are Not for Hurting and throughout the day to promote social and emotional development:**

.Prior to reading the story, talk about all the different people who are listening to their words: family, younger siblings, friends, teachers, etc. Preschool age students (age 4-5 years) could even be encouraged to make a class list of all the people in their lives who listen to their words and the different kinds of things they say to these different people as a shared writing experience. For children developmentally younger (age 2-3 years) this activity could be modified by using pictures of different people (i.e. pictures of a mother, father, grandparent, baby brother, teacher, friend, etc.) to stimulate a simple discussion about things one might say to different people (i.e. mom - "Love you", baby brother - "No, my toy!", friend - "Hi, friend!").

While reading the story, demonstrate the various ways one can use their words suggested in the book: saying your name, tell a story, and sing a song. Have the children practice these suggested uses of their words and then see if the children can come up with additional ways to use their words. This could lend itself to another opportunity for creating a class list (shared written language lesson).

While reading the story, demonstrate the different situations in which one uses their words loudly and softly: expressing "wheee!" loudly when viewing the picture of child swinging on a swing, and whispering "I am going to tell you a secret" when viewing the picture of child sitting on father's lap whispering into his ear. Have children practice these suggested sound volumes of words and then have children demonstrate additional situations in which they use their words

"loudly" and "softly" (i.e. shouting 'hooray!' when excited about something, whispering, "shhh..." when reminding a friend to be quiet during the reading of a story, etc.).

While reading the story, have children talk about how they feel when someone uses hurtful words with them. Then have them talk about how they feel when they themselves feel like using hurtful words. Help the children problem solve by coming up with solutions of what they might say in more "helpful words" instead of using hurtful words with someone. Write the feelings and "hurtful words" along with the substituted "helpful words" on a chart. This chart can be made into a simple rebus (words paired with pictures) format so that it can be displayed in the classroom for student reference. Each solution could also be made into small posters to be displayed throughout the classroom for student reference as well.

As part of reinforcing the idea of what types of words are "hurtful" and which are "helpful", give the children a popsicle stick with a small "happy face" on one side and a "sad face" on the other side. Give the children a variety of verbal expressions and have them identify them each as "hurtful" by holding up the "sad face" or "helpful" by holding up the "happy face". Example expressions might be:

"I hate you!"

"My toy!"

"You're not my friend."

"Please don't do that."

"You are a dumb-head."

"You can't have a turn."

"You can have a turn now."

As part of reinforcing the idea that it's important to stop and think before letting "hurtful words" out (and keeping them to themselves), give the children small laminated paper "stop signs" and play a game of "What should you say when you're feeling\_\_\_\_\_?" Give the children a variety of altercation scenarios that evoke negative feelings in which they might be tempted to use "hurtful" words and have them hold up the "stop sign", think about the situation, and then offer alternative "helpful words" they could use to problem solve through the social situation or whether it is a situation in which they keep their words to themselves. Examples of altercation scenarios might include:

Someone takes a toy from you and makes you angry and you want to say, "Give it to me, stupid!"

Someone pushed you when you are lining up to go outside and you want to push back and say, "Don't push me, dumbly!"

Your friend doesn't want to play the game with you and you want to say, "You're not my friend anymore!"

You fall down on the playground outside, some friends laugh at you, and you want to tell them to "Shut up!"

As a story review, ask the children, "What can you do with your words?" Have the children respond to this question by writing or drawing a picture to make a class list of "what our words can do." The children can also demonstrate what their words can do and you can take video of the children using their words positively. The video can be later shared with the class in review and shared with families as a means of reinforcing proper use of words with others. Still photographs can also be used to create a class book ("Using Helpful Words") that can also be sent home as a means of giving parents a way of continuing and reinforcing the discussion at home.

Reading the same book for several days in a row is a great way to provide opportunities for toddlers and preschoolers to develop a sense of competence and confidence, which is an important part of social and emotional development. They turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading **Words Are Not for Hurting** for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.

### **How We Use Our Words to Say Our Name & Say, "Hello"**

Have the children think about the many different ways we use our words to greet people and introduce ourselves by giving our names. Using the various native languages of the children and staff in the classroom, share the variety of ways of saying, "hello" in different languages (i.e. "Hola", "Namaste", "Salaam", "Guten-tag", "Bon Jour", etc.). After reviewing a variety of ways of saying "hello", give each child an opportunity to get up in front of the class and greet the class using their language of choice and by then stating their name. This is an activity that can be done during opening circle as the class comes together to greet each other at the beginning of the day.

**Music / Movement:** View the online music video entitled, "Hello to All the Children of the World" created by Fun English (website: [https://www.youtube.com/watch?v=2nYjGy\\_ZUG8](https://www.youtube.com/watch?v=2nYjGy_ZUG8) ). After viewing it the first time, play it again and have the children sing along with the lyrics that are clearly printed on the video paired with simple multicultural pictures of children and cultures around the world to support the lyrics. Should you want to share the website and words with families at home, the lyrics are printed and attached as appendix 1 of this Book Nook assignment.

**Art:** Have the children decorate printed outlines of their names printed on cardstock or thin cardboard with tissue paper or scraps of textured wallpaper, so that each child can proudly display his / her name on a bulletin board in the classroom entitled, "We Can Use Our Words to Say Our Names".

### **How We Use Our Words to Ask for (or to offer) Help**

Ask children if they remember how our words can be used to ask for help. Discuss with the children the various scenarios in which they might need to ask for help (i.e. putting on jacket, opening lunch box, getting a toy down from shelf, asking a friend for help to build a tower, etc.). Use this as an opportunity for sharing the importance of using polite words such as "please" when asking for help and "thank you" after receiving help. Give each child an opportunity to share an experience when they used their words to ask for help, writing each child's phrase down on the Promethean Board or chart paper to be posted in the classroom.

**Music / Movement:** View the online music videos entitled, "Can you help me, Sure I Can" and "Can I help you? Yes, please." created by Education English Songs for Kids at the following websites:

<https://www.youtube.com/watch?v=5P-89FdwIGc>

<https://www.youtube.com/watch?v=zv6uQ9wUYxE>

The videos are conveniently structured so that after viewing the simple song the first time, it plays the video segment again with only the music. The children sing along karaoke-style with the lyrics that are clearly printed on the video (paired with a simple animation of young children

demonstrating proper use of words to ask for help in school). Should you want to share the website and words with families at home, the lyrics are printed and attached as appendix 2 of this Book Nook assignment.

**Dramatic Play:** When children are in the dramatic play area, model and encourage them to use words to ask for help (i.e. "Please help me put on the apron") or to offer help to a peer they are playing with (i.e. "Can I help you take care of the baby?").

**Snack-time / Lunchtime:** During snack / lunch time, encourage children's use of words to request help at the table (i.e. "Please open my milk.") and offer help to others (i.e. "Want me to open your lunchbox?") while they eat at the table. This is yet another activity that naturally lends itself to encouraging use of polite words of "please" and "thank you".

### **How We Use Our Words to Tell a Story**

Remind the children that words are used to tell a story and lead them in a brief discussion about the different ways people can tell a story: reading a book, acting in a play, writing / drawing pictures to create a story, etc. Give the children an opportunity to offer other suggestions as to how people can use words to tell a story and create a class list.

**Quiet Reading Time:** Encourage children to pair up and read books to each other using pictorial cues of the illustrations on each page. Providing the children with books that they have heard repeatedly during group story time often makes this activity easier, as young children who do not yet read are able to tell the story from memory.

**Story Time:** This part of the day lends itself naturally to the discussion of using words to read books. You are able to directly model for the children how to read books, reading the words on the page or by using your own words (if paraphrasing the text) in a story. You can also talk about folktales being stories that people have passed down from generation to generation (i.e. "story that your grandma told your mommy that she told you). See if children can give examples of stories their families might have shared at home - especially those from their families' native countries.

**Make Believe:** Have the children tell a story by acting out a play. Choose a story that is highly familiar (i.e. **The Three Little Bears**) or one you have read numerous time so that the children can anticipate the dialogue more easily. You will naturally have to prompt those children who have not heard the story or who have language delays and may require having the dialogue simplified to make it easier for them to recite.

**Written Language Lesson:** Have the children create their own simple stories by having them draw pictures and share with you the story of their pictures. You should write down the story dictated to you. Encourage those children who can write to attempt writing as many words of their story as they can. After every child has had a chance to write their own story, have the group come together at circle and have each child share their picture / story with the rest of class, prompting their "reading" of the story as needed.

### **How We Use Our Words to Sing a Song**

Review the page in the book that shows children playing instruments and singing songs with their teacher and discuss with them the different topics of songs that people can sing about using

words. Give examples of the different topics that could include:

Songs about feelings - "If you're happy and you know it"

Songs about animals - "Old McDonald Had a Farm (and on this farm he had a \_\_\_\_\_)"

Songs about places - "Mommy's Taking Us to the Zoo Tomorrow"

Songs about people / occupations - "Five Little Firefighters"

Invite children to come up and sing a familiar song to the rest of the class by themselves or with a friend.

**Written Language Lesson:** Have the children come together in a group and participate in a shared writing experience in which they each help to write the words to a class song. As you begin the lesson, review the different topics of songs and have the children vote as to what the topic of their song will be. You will need to create the song to a familiar tune and model the first verse to initiate the writing process. Utilize a Promethean board or chart paper to write the lyrics down making note as to who came up with each verse of the song. Once the song is finished, have the class sing it together and emphasize how they all worked together to create the words for this song. A more individualized written language task would be to have each child write their own simple song that you can dictate for any child who does not yet write. Display the class song's lyrics along with the children's song lyrics on a bulletin board entitled, "We Use Our Words to Write Songs"

**Music / Movement:** Distribute various musical instruments out to the children and have them sing and play music to familiar classroom songs or songs that they have created on their own (such as ones completed in previous activity). Emphasize that songs can be sung with music and without, and have them practice doing it both ways.

### How We Use Our Words to Share Our Feelings

Discuss with the children the different feelings we can share with our friends using our words and the different ways we might say those words (i.e. happy - using a "happy voice", sad - using a "sad voice", scared - using a "frightened voice", tired - using a yawny tired voice, etc.). Ask the children if there are any other types of feelings they might use their words to describe. Make a class list of the different kind of feelings the children come up with during the class discussion.

**Puppet Play:** When the children are engaged in pretend conversations between puppets in the classroom, this offers an opportunity to engage in dialog where "hurtful words" and "help" can be practiced to request help or offer help to another.

**Music:** View the online video entitled, "Hello! Hello! How Are You?" created by Super Simple Songs (website: <https://www.youtube.com/watch?v=tVlcKp3bWH8> ). The song on the video is paired with simple animation of children demonstrating the different feelings, both with the expressions on their faces and through their body actions. After viewing it the first time, play it again and have the children sing and move along with the words. Should you want to share the website and words with families at home, the lyrics are printed and attached as appendix 3 of this Book Nook assignment.

### How We Use Our Words to Say "We're Sorry"

Remind the children of the portion of the story that discussed that sometimes "hurtful words" do sometimes slip out when we get angry but we don't really mean what we say and it is very

important that we use our words to say, "I'm sorry" as a means of apologizing for using "hurtful words". Have the children share personal experiences when they might have used "hurtful words" and had to apologize for saying something unkind. Discuss the different ways you can apologize both in word and action (i.e. "I'm sorry", give someone a hug, do something nice for someone, make a card for someone, etc.)

**Art:** Have the children create their own greeting cards expressing their apology for something they might have done to a friend or family member. Give examples of expressions of apology the children might write in their cards as a way of prompting children who are having difficulty drafting an apology card of their own. Have the children give their cards to their intended recipients at school or at home. Later, regroup with the children to give them an opportunity to share how apologizing to the friend / teacher / family member made them feel.

**Block Area Play:** While the children engage in play with vehicles or train sets, demonstrate how cars or train cars might have a fender-bender accident and how the drivers need to apologize to each other instead of using "road rage" language / hurtful words and then help the children problem solve through the traffic scenarios so everyone's vehicle can safely continue on their journey.

**Make-Believe:** When children play with dolls in the dollhouse, join the play in order to model a variety of scenarios in which various family member dolls have an opportunity to exchange "hurtful words" and offer each other apologies in various ways: dolls say, "I'm sorry" to each other, dolls give each other hugs, one doll does something nice to make up for using "hurtful words" with another doll, etc.

### How Our Words are Not for Hurting

Wrap up the week's activities with a discussion of all the different ways you can use your words in positive ways. Briefly review the activities that the children have done during the week and discuss how each activity made them feel. Explain to the children that today they are going to talk about how Words are NOT for Hurting. Review the various different ways they can use their words appropriately instead of using unkind or hurtful words. Summarize them on the Promethean Board or on chart paper as children generate ideas. Read the story about Tucker Turtle found on the SEFEL website (Tucker Turtle Takes Time to Tuck and Think). Explain to the children that when Tucker is angry, he knows how to stop, tuck into his shell and take three deep breaths. He then thinks and thinks for a while until he comes up with ideas about how he can use his words in a helpful way instead of using "hurtful words". Talk about how it feels to be angry with others, the need to calm down, stop, and think before using words with another person. Discuss and demonstrate for the children ways to calm down such as deep breathing / "belly breathing" or squeezing a squishy ball as a way to calm down. Use this review session as another opportunity to reinforce the importance of offering an apology for using "hurtful words" should they accidentally come out of their mouths.

**Art:** Make a "Tucker the Turtle Puppet". Have the children make a turtle puppet using the turtle pattern on the SEFEL website and paper plates. Provide the children with a variety of mediums with which they can decorate the turtle shells (i.e. glue / tissue paper, markers, crayons, paint, etc.). Have the children use their "Tuckers" to practice the turtle technique by having their turtles go in their shells, count to 3, and then come out to express their feelings instead of using "hurtful words".

**Make-Believe:** Use a large sheet, or turtle shell constructed out of a large piece of cardboard, to have the children pretend to be Tucker. Have the children go under "the shell" and practice taking 3 breaths before they come out of the shell. Give the children scenarios in which Tucker might be tempted to use "hurtful words" (i.e. he gets pushed, someone laughs at him, etc.), then have them go under the shell, take breaths, and think of better ways to use their words before coming out of the shell to share their "helpful or kind words" to solve the social altercation. Pull out the chart of "hurtful words" with corresponding feelings, and substituted "helpful words" the children came up with earlier in the week and review them as a way to wrap up this activity.