

# *The Berenstain Bears*

## **SEE, THINK & DO ACTIVITY GUIDE**

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Dear Educator, Parent and/or Caregiver,

WELCOME to *The Berenstain Bears* outreach kit designed for use at home and in the classroom. Led by the efforts of early childhood education expert, Andrea Tompkins, the kits are intended to expand upon the existing educational themes of the television series. Included in the kits are the See, Think & Do Activity Guides with reproducible and non-reproducible activities, video based lesson plans and an accompanying video clip reel, as well as a fun growth chart!

The outreach materials embrace the “whole child” philosophy of learning, which is the belief that intellectual development thrives best within an environment actively supporting social and emotional and cognitive growth and stability.

Please take the time to read the following helpful pages:

- Notes on Using this Guide: this page describes how to use this notebook in terms of preparing for and conducting the activities, as well as explaining the content of different types of activities.
- Series Description: this page serves as a fact sheet for the series, including a breakdown of the television series, character information, and educational goals.
- Informational Section Dividers: these dividers provide research and background information on the key learning areas covered by the activities.
- Index Graph: this comprehensive graph is designed to help you locate activities based on learning areas, grade levels, type of activity, etc.

We encourage you to use the contact page located toward the end of the notebook, as we are interested to hear any questions, comments or feedback.

We hope you agree that these kits are not only fun and entertaining, but also offer a terrific opportunity for children to gain valuable skills.

Happy learning!

Your Friends at Nelvana

# *The Berenstain Bears*

## **SEE, THINK & DO ACTIVITY GUIDE**

### **Notes on Using This Guide**

#### **How Outreach Activities Tie to Series Episodes**

At the top of each activity page, a *series episode* is described that shares a common subject or theme with the lesson below it. When possible, these stories should be taped, shown and discussed as a part of activity content. Viewing an educational story, reading a similarly-themed book and then engaging in a hands-on activity supports understanding of the new idea or concept—and is the foundation of this guide’s “See, Think and Do” framework for media-based learning.

This framework involves presenting new subjects in a way that reinforces and extends children’s learning through watching them, discussing them, reading about them—and then actively exploring them. The following Nelvana series are particularly effective in modeling for children: *The Berenstain Bears*/family and community, *Seven Little Monsters*/play and imagination—and *George Shrinks*/overcoming obstacles through creative problem-solving.

#### **How to Use These Activities**

These activities were designed to be used with young children in several different ways. The first is according to the key **educational goal** (such as creative problem-solving, dramatic and creative play, or family and community). Another, is by **learning area** (such as teamwork or self-esteem). A third is by specific **activity content** (such as cooking, crafts, and role-play). An **index** at the back of each guide identifies this information for activities so that they may be used in ways that best fit your classroom teaching units—or home needs.

You will note that the activities, themselves, go beyond basic “step 1, 2, 3” directions—to include detailed discussion questions about ideas, themes and subjects. This research-based method of teaching is designed to assess children’s level of familiarity with the new subject – then guide them toward a deeper level of understanding.

Since research also supports the importance of informing and including parents on what’s happening in the classroom, many activities incorporate “home connections” which extend themes through family participation. A sample parent/guardian letter outlines how to request home and caregiver involvement.

#### **Types of Activities**

Activities in this workbook have been designed in three different ways to explore with your children: **1) page activities** enhance the themes of individual series episodes, **2) page activities** also incorporate the use of a reproducible handout—and **3) page video lesson plans** include short clips (from the Nelvana Outreach Video Clip Reel) to explore and discuss.

#### **Key Activity Information**

Each activity contains the following, key pieces of information for teachers:

**McRel Standard Associations** for grades K-2, K-3 or K-12.

**Core Curriculum Associations** such as language arts or social studies.

**Suggested Reading** titles that will enhance activity themes.

**Home Connections** for extending activity themes through parent or caregiver involvement.

**Teacher Tips** providing background about the activity or suggestions for strengthening understanding of its themes.

#### **Special Notes on Video Lesson Plans**

Be sure to prepare for video lesson plans needing a VCR and television set to show snippets of individual shows. These short segments visually model different activity themes and support children’s understanding of them through associated discussion and analysis.

However, any activity can easily be reinforced and turned into a video lesson plan simply by taping and discussing the associated TV episode as a first step.

A couple of suggestions for showing video clips include: to preview each segment or show before presenting it to the class (for your own familiarity with content for later discussion)—and playing the clip two or three times to support young children’s understanding (or if the class has trouble answering questions about what happened in it).

# *The Berenstain Bears*

## **SERIES DESCRIPTION**

*The Berenstain Bears* is a contemporary classic. Since 1962, authors Stan and Jan Berenstain's warm, enchanting stories involving Mama, Papa, Brother and Sister Bear have delighted children and their families with themes that are funny, identifiable, and important. Important, not only because they entertain and provide literacy experiences, but also because they deal with issues crucial to the lives of young children. Over the years, the books have tackled a range of themes, including: peer pressure, prejudice, diversity, meeting responsibilities, and sibling rivalry.

Now, a richly animated new PBS series brings these wonderful tales to life incorporating three central learning areas: family and community, socio-emotional development and choices and decision-making.

### ***Bear family members consist of:***

**Papa Bear:** The word's greatest expert on "everything." He's often wrong, but never in doubt. Papa is one of the best carpenters in Bear Country. He loves his family and provides caring guidance to his children.

**Mama Bear:** A warm and wise parent whose wisdom and strength help solidify the family bond. She has diverse interests including gardening and quilt-making.

**Brother Bear:** An adventurous 10-year-old boy cub who loves all sports – and also enjoys teasing his sister every once in a while!

**Sister Bear:** An 8-year-old bundle of energy. She is expressive, knows what she wants, sometimes is a bit stubborn—and also excels in sports such as soccer.

The relationships between this loving Bear family and their classmates, neighbors, and peers showcase the ways in which children encounter challenge in their lives, identify how they feel, then go about making responsible decisions about what to say and do.

## **FAMILY & COMMUNITY**

### **How is “Family & Community” modeled in *The Berenstain Bears*?**

For young children, *The Berenstain Bears* is a reflection of true family life that represents its joys, trials and tribulations. For parents, the series provides a nostalgic look at simple country life that reinforces values, a sense of community, and the universal circumstance of life: family.

One of the foundations of the series is its modeling of the positive bonds of family, including: communication; conflict resolution; working toward common family goals; and showing kindness, love and support to one another. Bonds between family and the community are also seen in areas such as accepting new neighbors and volunteering to work on a local community project.

### **Why is learning about “Family & Community” important?**

Research shows that positive family interactions can play an important role in a child’s healthy development and positive outlook. Yet, these are “trying” times for families on many different fronts. Increased work stresses, financial concerns, world changes, technology advances and an overwhelming selection of entertainment choices—all “pull” on family members’ time and attention.

Although families are unique in their composition and beliefs—there are common elements that can strengthen them and help provide environments in which young children feel empowered, protected and happy. These include supporting the ideas that: families are a key source of love, protection, and identity for their members; all families have strengths and differences; and families are the building blocks for neighborhoods and communities.

### ***A few notes about the activities in this section:***

Note that in the following activities, the term “family” is not confined to a mother, father, sister and brother. It also encompasses members living outside of the home—as well as guardians, caregivers, mentors, close friends (and even pets)! Take care to be inclusive when talking with your class about what constitutes a family (particularly for students living in environments such as foster care, with non-blood relatives, or who are homeless, etc.)

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The following activities provide opportunities for children to practice making their own choices and decisions. Note that learning areas and themes can be strengthened by first taping and showing the associated *The Berenstain Bears* episode (listed at the top of each page), reading and discussing any associated story or book – and then conducting the hands-on activity or lesson with children. Be sure to tie together the common themes of the show, book and activity with plenty of discussion and analysis!

**OUR FAMILY FOREST**

Exploring family diversity and making “Family” trees.

**Learning Area(s):** Family, Diversity

**Episode: “Family Get-Together” Synopsis:** At a picnic reunion, Brother and Sister learn to appreciate the diversity within the Bear family.

**Objectives:**

Children will:

- \* Discuss what “family” really means.
- \* Listen to a story about family.
- \* Explore the diversity of family types and configurations.
- \* Draw pictures of their own family members.
- \* Create a “Family” tree.

**Grades:** K-2

**McRel Standard(s):** Behavioral Studies - Standard 2.4, Knows that people tend to live in families and communities in which individuals have different roles.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** large wall or other display space, marker, construction paper, scissors, stapler and/or tape, handout, crayons, glue

**Think & Do Activity Preparation:**

1. Draw a basic tree outline on a large piece of paper and write “\_\_\_\_\_’s Family Tree” on top.
2. Create a bulletin board or display area titled, “Our Family Forest.”
3. Photocopy the Bear Family Tree page onto construction paper (one per child).

**Think & Do Activity Description:**

1. Ask children: “What is a family?” and “Who makes up a family?” Then read a story aloud about family diversity.
2. After listening to the story, encourage children to revisit their initial answers to the questions in #1. Do they have anything to add?
3. Share that: a) There are many different family types and make-ups (no one better than another). b) The basic ingredient in each family is love and caring for each member. c) Families may consist of: one caregiver, two parents, close friends, children and/or grand-parents, etc. d) Sometimes when parents don’t live together, a child can even have two families.
4. Distribute the Bear Family Tree handout and instruct children to make “Family Trees” on which “leaves” represent family members.
5. Encourage children to draw small pictures of their individual family members on each leaf.
6. Next, children (or teacher) should cut out the leaves and paste them onto the child’s tree. (If able to write, children label each drawing with the family member’s name and relation.)
7. Staple or tape all Family Trees onto the “Our Family Forest” bulletin board display.
8. Encourage each child to share about his or her Family Tree, naming each member.

**Suggested Reading**

**Home Connections**

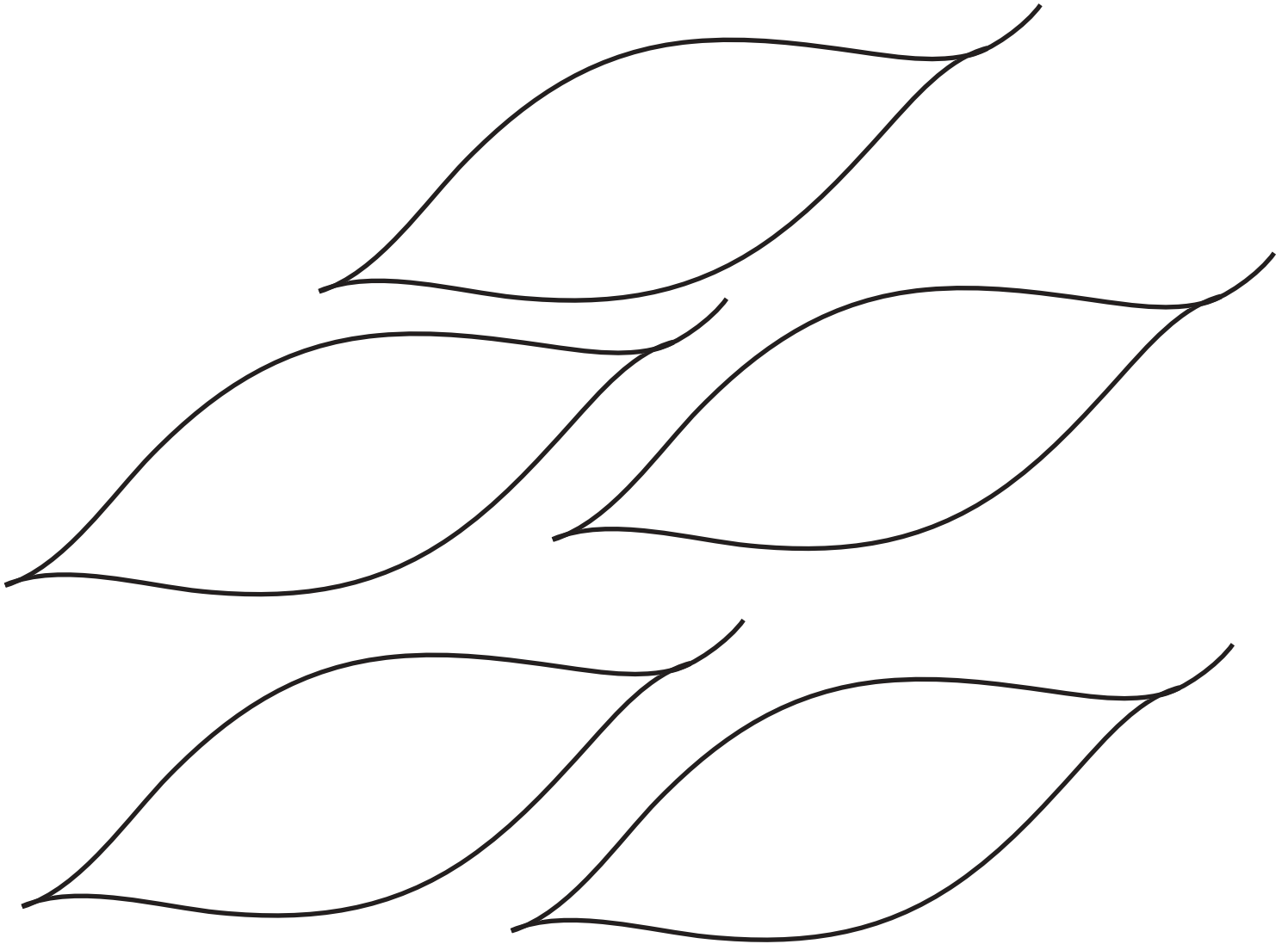
**Teacher Tips**

“Families are Different” by Nina Pellegrini  
 “Fathers, Mothers, Sisters, Brothers” by Mary Ann Hoberman

Have students take home the trees and discuss any additional family members that should be added!

Activity Expansion: Chart the number of members in each child’s family, then create a graph for student evaluation.

REPRODUCIBLE PAGE  
**OUR FAMILY FOREST**



**FAMILY & COMMUNITY/SOCIAL-EMOTIONAL**

**FAMILY FRICTION**

Using finger puppets to role-play family conflict/resolution situations.

**Learning Area(s):** Conflict Resolution, Family Roles and Relationships

**Episode: *The Trouble With Grownups*** **Synopsis:** After the cubs put on a play about ‘the trouble with parents,’ Mama and Papa switch places with them and show that being an adult can be difficult. Each develops a clearer perspective on parent and child roles.

**Objectives:**

Children will:

- \* Listen to a story about family conflict and discuss problems/solutions.
- \* Discuss simple problems that could happen with parents, siblings and caregivers.
- \* Talk about strategies for resolving family conflicts.
- \* Use Bear Family finger puppets to role-play “family friction.”

**Grades:** K-2

**McRel Standard(s):** Behavioral Studies - Standard 4.1, Knows that disagreements are common, even between family members or friends.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** finger puppet handout, scissors, crayons, glue, book involving family conflict

**Think & Do Activity Preparation:**

Photocopy The “Bear Family Finger Puppet” handout (one per student).

**Think & Do Activity Description:**

1. Read a story that depicts family conflict. Ask children: “What problems happened in the story? How/why did the problem start? Why was the parent or child mad? How were the problems resolved? Are there any other ways the problem(s) could have been resolved?”
2. Talk with children about simple problems that might happen with family members or care providers. For example: “How would you feel if your parent or caregiver said you couldn’t do or buy something you wanted? What would you do if your brother or sister got mad and started yelling at you? How are problems like these settled?”
3. Explain that when these types of problems happen, it is best for the people who are upset to communicate with each other. Explain that communicating means: listening to how someone is feeling (mad or hurt, etc.), sharing how you feel about the problem and talking about how the problem can be solved.
4. Tell children that they will have an opportunity to practice communicating about problems using Bear Family finger puppets!

#5-7 Continued on next page

**Suggested Reading**

“No, David” by David Shannon  
“Lizzy’s Do’s and Don’ts” by Jessica Harper  
“But I Want To!” by Karl Ruhmann  
“Noisy Nora” by Rosemary Wells

**Teacher Tips**

Teachers may want to prepare family friction scenarios ahead of time. Scenarios can be typed onto strips of paper and placed in a “family friction” container. Groups can pull out a scenario from the container and role-play about that situation.



**Think & Do Activity Description: Cont'd**

5. Instruct children to color, cut out, and then glue their Bear Family finger puppet. Help children to cut and fit the puppets around their fingers as needed.
6. Break the class into groups of four and explain that children will take turns playing either the Mother, Father, Sister or Brother Bear characters in some "problem" scenarios:
  - a. Brother and Sister want to stay up past bedtime.
  - b. Brother finds out that Sister is playing with a toy he said she couldn't borrow.
  - c. Mama and Papa are working at home and don't have time to talk or play.
7. Allow children to problem-solve on their own. Remind them of communication guidelines, as necessary.



**REPRODUCIBLE PAGE**  
**FINGER PUPPETS**



Brother Bear



Sister Bear



Papa Bear



Mama Bear

**FAMILY & COMMUNITY**

**OUR FAMILIES**

Learning about the diversity of families in the classroom.

**Learning Area(s):** Tolerance, Diversity, Similarities and Differences

**Episode: "New Neighbors" Synopsis:** The traditional-oriented Papa Bear is upset when new, "high-tech" Bears, who have very different tastes, move in next door. He comes to see that everybody is different in their own way...and to appreciate others for who they are.

**Objectives:**

Children will:

- \* Talk with their household about making a class "cultural background" presentation.
- \* Ask questions about (and identify similarities and differences in) family presentations.
- \* Help in making a Class Family Book.
- \* Explore the value of embracing other people's culture.

**Grades:** PreK-1

**McRel Standard(s):** Behavioral Studies - Standard 1.1, Understands that people are alike in many ways and different in many ways.

**Core Curriculum Area(s):** Social Studies

**Materials Needed:** letters to children's families, books describing different cultures (especially those of relevance to the class's particular make-up), camera, film, paper, drawing and writing utensils, glue or tape

**Think & Do Activity Preparation:**

Write notes to the children's families/households asking them (if they are able) to sign up for a special day to share their cultures (music, stories, traditions, recipes, etc.). Explain that if they are unable to come to class, perhaps one or two items can be brought in and shared by their child(ren) that represent their culture (i.e., a recipe, story or picture).

**Think & Do Activity Description:**

1. Explain to children (and to families in the take-home note) that this week, each of their households or families will have 1/2 hour of one day to tell about their background! They may show pictures, play a video, sing a song, teach a dance, share a cultural or family dish, or demonstrate how to do a craft, etc. (Give a personal example to help their understanding.)
2. Create a sign-up sheet so that a pre-determined family presentation order can be set – and send home the family note.
3. Make sure that children understand that it's okay if their family can't come in. They may still participate by asking questions and telling or showing something about their family.
4. As families come to class, take pictures of them during their presentations.
5. Have the other students gather to listen to each family. Encourage them to ask questions or comment on how their own family does something similarly or differently.
6. Later, ask the class what they learned today about someone's family or culture.

#7-8 Continued on next page

**Suggested Reading**

"Nice New Neighbors" by Franz Brandenburg, "The New Kid on the Block" by Jack Prelutsky, "City Mouse -- Country Mouse (And two more mouse tales from Aesop)" by John Wallner, "The Witch Next Door" by Norman Bridwell

**Home Connections**

During the week of family presentations, reinforce the idea of developing tolerance and acceptance for those who are different through reading books about families, cultures and accepting new or different people.

**Think & Do Activity Description:**

7. Make a class book with a section for each family (including ones that didn't make a presentation). Younger children may draw a picture of what they learned about a family (and have their words dictated). First graders may write their own stories about the family and also draw a picture. Any photos taken should also be added to the book.
8. Frequently review the book, making contrasts and comparisons between families. Relate the contents to the class curriculum, when and where possible.



**FAMILY & COMMUNITY**

**MY FAMILY ELDERS**

Creating print and oral reports on family elders.

**Learning Area(s):** Respect, Appreciation, Family

**Episode: "Week at Grandma's" Synopsis:** Although first reluctant to spend time with their grandparents, Brother and Sister wind up developing a new respect for the fun to be had with "older people."

**Objectives:**

Children will:

- \* Discuss fun times spent with grandparents or other elderly relatives or friends.
- \* Draw pictures of their grandparents or other family elder(s) and give a short oral report about them.
- \* Write or dictate key points from their oral reports onto the back of each picture.
- \* Have their pages stapled under a cover sheet to make "My Family Elders" booklets.

**Grades:** PreK-2

**McRel Standard(s):** Behavioral Studies - Standard 2.4, Knows that people tend to live in families and communities in which individuals have different roles.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** white paper, marker, paper, crayons, stapler, colored construction paper

**Think & Do Activity Preparation:**

Write the title MY FAMILY ELDERS on the top or in the middle of a piece of white paper. Photocopy this onto colorful sheets of construction paper.

**Think & Do Activity Description:**

1. Explain to students that an elder family member is one that is much older – like grandma, grandpa – or an uncle or aunt. An elder family member can actually be anyone who we care about who also cares about us, like a good friend, caregiver, guardian, mentor, etc.
2. Ask students to share fun times they've spent with an elderly family member.
3. Encourage children to draw pictures of any elder family member(s) that they've had fun with.
4. Ask them to individually share with the class: the name of the person(s) that they drew, their role(s) (i.e., grandma, aunt, friend, mentor, etc.) and a fun time shared with them.
5. As each student gives his or her report, write key information onto the back of the pictures and staple them under the "My Family Elders" cover sheets. Be sure to also write the child's name on the front cover of his or her booklet! (Or, if children are old enough, they should write this information onto the pages themselves.)

**Suggested Reading**

"Bigmama's" by Donald Crews  
"Song and Dance Man" by Karen Ackerman  
"Little Bear's Visit" by Else Holmelund Minarik

**Home Connections**

Tie this activity to Oral History by having children talk with grandparents or an elderly family member, friend or caregiver about what it was like growing up when they were a child. How was it different from today? Then have students share these stories with the class.

**FAMILY & COMMUNITY**

**FAMILY TREASURES**

Learning to treasure family members, family identity and family history.

**Learning Area(s):** Family, Oral History

**Episode: "Birthday Boy" Synopsis:** Through shooting a video school report on Brother, Sister learns that there are many special talents, interests and characteristics about him that she never knew. She develops a newfound respect for her big brother.

**Objectives:**

Children will:

- \* Identify a family member, friend or caregiver that they'd like to learn more about.
- \* Create a Family Treasure Box.
- \* Interview a family member and have them loan a few personal "treasures."
- \* Give reports on their Family Treasure Box items and the person they represent.

**Grades:** 1-2

**McRel Standard(s):** Behavioral Studies - Standard 2.2, Knows unique features of different groups to which she or he belongs and also features of these groups that overlap with other groups.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** old shoe or gift boxes, box decorations such as: [crayons, paint, stamps/stamp pads, stickers, glitter, ribbon, bows, markers], note to parents

**Think & Do Activity Preparation:**

1. Gather a collection of old shoe and gift boxes with lids.
2. Write a short note to parents and caregivers asking them to help their child identify a family member (involving close friends, mentors, care providers, etc.) to interview and collect a few items representing that person's past and present (photos, items from their job or birthplace, etc.) Caution them not to include breakable or valuable objects.

**Think & Do Activity Description:**

1. Talk with the children about what a "treasure" it is to learn about family history. One way of doing this is by finding out more about different family members. Explain that "family" can include: brothers, sisters, cousins, close friends, caregivers, mentors, pets -- anyone we care about who also cares about us!
2. Discuss children's families. Is there someone they'd like to know more about?
3. Brainstorm different questions they could ask this person about their childhood, background, schooling, interests, job, etc. Explain that along with interviewing them, they are to borrow a few things that represent their past and present like photos, hobby collectibles, an item from their job, something from their birthplace, etc.
4. Explain that they will put these family member "treasures" into "Family Treasure Boxes."
5. Encourage children to decorate their own Family Treasure Box any way they'd like.

#6-7 Continued on next page

**Suggested Reading**

**Home Connections**

**Teacher Tips**

"Brothers and Sisters" by Ellen B. Senisi  
 "Fathers, Mothers, Sisters, Brothers" by Mary Ann Hoberman

During oral reports, be sure to ask questions about box contents to help children incorporate them into their presentation.



**Think & Do Activity Description:**

6. Distribute notes for students to take home with them. Ask that they conduct their family interview and collect family treasures during the current week.
7. The following week, ask children to show and tell about Family Treasure Box contents as part of a short oral report on the family member interviewed.



FAMILY & COMMUNITY

**VACATION POSTCARDS**

Learning about different types of family vacations.

**Learning Area(s):** Family, Diversity

**Episode: "Too Much Vacation" Synopsis:** During a catastrophe-ridden vacation, the Bear family learns that the best part of a trip is just spending time together.

**Objectives:**

Children will:

- \* Share about different vacations they've taken (or would like to take).
- \* Discuss past and future vacations with parents or caregivers.
- \* Make vacation "postcards."
- \* Share postcards, addressing both good and bad highlights of the trips.

**Grades:** K-2

**McRel Standard(s):** Behavioral Studies - Standard 2.2, Knows unique features of different groups to which she or he belongs and also features of these groups that overlap with other groups.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** note to parents, old postcards, tag board, scissors, glue, magazines, crayons

**Think & Do Activity Preparation:**

1. Write a note to parents and caregivers asking them to talk with their children about a family vacation they have taken or would like to take.
2. Gather old travel magazines and brochures with plenty of pictures.

**Think & Do Activity Description:**

1. Talk with the children about vacations that they would like to take, i.e.: to an amusement or theme park, to an island, camping, etc. Explain that vacations are important because they are a part of a family's history. They are experiences that can remain in our memories forever.
2. Pass out parent notes and instruct children to talk with their parents, guardians or caregivers about special vacations they've taken or would like to take. They should be able to identify the destination, activities done, what they saw and learned, the fun times, and the "not-so-happy" events.
3. Share postcards that you have received from friends and family members. Explain that postcards help us remember vacations by showing and telling about them.
4. After children have had time to talk with people in their families, pass out tag board, crayons and travel-themed magazines and brochures. Provide an opportunity for the children to make postcards about their trip. (If they have no vacation memory to document, they should create a postcard about a "wish vacation.")
5. Encourage students to cut out and/or draw pictures of their vacation on one side of the tag board. On the other side, they should write (or dictate to an adult) a few things that describe the trip: the location, how long it was, who came along, a good event, a bad event, a special memory. When complete, ask children to share about their Vacation Postcards (and the trip that it describes and illustrates)!

**Suggested Reading**

**Home Connections**

**Teacher Tips**

"Just Me and My Dad" by Mercer Mayer  
"Stella and Roy Go Camping" by Ashley Wolff  
"What a Trip, Amber Brown" by Paula Danziger  
"Pickles to Pittsburgh" by Judi Barrett

If time allows, each child could make a second postcard which describes a family trip they would like to take in the future.



**THOSE CARING THINGS YOU DO!**

Identifying caring acts and acknowledging them with cards.

**Learning Area(s):** Caring, Appreciation, Acknowledgment

**Episode: "Mama's New Job" Synopsis:** It's not until Mother Bear starts a new job that Papa, Brother and Sister realize how much she does for their family. In a show of support, they take over many of her household responsibilities.

**Objectives:**

Children will:

- \* Discuss some of the caring acts that different providers perform.
- \* Construct, draw and/or write "Those Caring Things You Do" cards.
- \* Identify one special thing to do for a care provider to say "thank you."
- \* Perform and then talk about the caring deed.

**Grades:** K-2

**McRel Standard(s):** Life Skills-Working With Others-Standard 4.15, Acknowledges the strengths of others.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** handout on following page, scissors, crayons, writing utensils, family magazines

**Think & Do Activity Preparation:**

1. Collect family magazines.
2. Photocopy the Those Caring Things You Do card-creation handout – one per child.

**Think & Do Activity Description:**

1. Ask the children to look through magazines and find pictures of things their parents, baby-sitters and other caregivers do to take care of them. Point out a couple of sample pictures to get them started.
2. Encourage children to talk about the caring things parents and caregivers do for them, such as: drive them to school, buy them clothes and toys, cook meals, play with them, read storybooks, tuck them into bed at night, etc
3. Pass out the Those Caring Things You Do! card-creation handout and ask children to draw and write some of the caring things that a care provider does for them.
4. Then ask children to write or draw a caring thing they'd like to do for that care provider. (Help with suggestions, as needed.)
5. Have children take the cards home with them to present to the provider. Ask that they actually do the caring deed within the next few days.
6. After a few days, have a circle time and talk with the class about how it feels to perform a caring deed for someone else.

**Suggested Reading**

**Home Connections**

**Teacher Tips**

"A Chair for My Mother" by Vera B. Williams  
 "Erandi's Braids" by Antonio Hernandez Madrigal  
 "Flower Garden" by Eve Bunting

This is a great activity to do for Mother's or Father's Day!

REPRODUCIBLE PAGE  
**THOSE CARING THINGS YOU DO!**

*You do so many caring things for me, like:*

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---



*The caring thing I'd like to do for you:*

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## DOCTOR DUTIES

Exploring physician's duties and what happens during a visit to the doctor.

**Learning Area(s):** Community Professions, New Situations

**Episode: "Go to the Doctor"** *Synopsis:* Sister helps a younger cub learn that going to the doctor's office for a check-up is nothing to fear.

### Objectives:

Children will:

- \* Listen to a story about going to the doctor.
- \* Talk about: what it's like going for a doctor appointment, different types of doctors and different workers found at a doctor's office.
- \* Set up a doctor's office in the dramatic play area and experiment with "doctor visit roles."

**Grades:** Pre-K-2

**McRel Standard(s):** Health Standards - Standard 1.1, Knows community health service providers and their roles.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** book about a visit to the doctor's office, chalkboard, chalk, "doctor's office"/medical play props, art materials to create additional medical props

### Think & Do Activity Description:

1. Read a fiction or non-fiction book to children about visiting the doctor's office.
2. Talk with students about: times they've gone to the doctor, what happens during a doctor visit, and how doctors can help us feel better.
3. Explain that there are many types of doctors who treat different sorts of problems. Ask if the class can think of some: eye doctors/ophthalmologists, heart doctors/cardiologists, children's doctors/pediatricians, animal doctors/veterinarians, etc.  
(Write responses on the board.)
4. Ask children if they can think of any other people they might find at a doctor's office: nurses, appointment-takers, patients, etc. (Write these on the board as well.)
5. Talk with children about what these different people do, i.e., eye doctors make sure that we're seeing okay; veterinarians help animals feel better; nurses take down patient information (such as temperature, blood pressure and weight), give shots, assist with operations, and sometimes perform the same kinds of tests as doctors; patients come in for general health check-ups or to get help with an illness.
6. Discuss who can perform these jobs. Can girls become doctors and boys be nurses?
7. Help children set up a doctor's office in the dramatic play area and encourage them to act out the different doctor, nurse, office and patient roles just discussed. Mention that one idea is to use dolls and animals as their patients.
8. As children play, ask what type of a doctor or nurse they are—and to show and tell how they'd treat different "illnesses."

### Suggested Reading

"Froggy Goes to the Doctor" by Jonathan London, "Doctors Help People" by Amy Moses, "My Doctor" by Harlow Rockwell, "A Wonderful, Colorful Adventure at the Doctor's Office", by Dr. Bob Ginter  
"Barney & Baby Bop Go to the Doctor" by Margie Larsen  
"A Day in the Life of a Doctor" by Linda Hayward

### Teacher Tips

1. A few fun and useful props that can easily be created for the "doctor's office" play area include: an eye chart, prescription slips, lab coats and a "The Doctor is In" sign.
2. Allow children to help make these items since they'll enjoy playing with things made with their own hands!

**FAMILY & COMMUNITY/SOCIO-EMOTIONAL**

**GOING TO WORK**

Exploring the feelings that children have about their parents “going to work.”

**Learning Area(s):** New Situations, Feelings, Emotional Development

**Episode: “Mama’s New Job” Synopsis:** After Mama takes on a new job, Papa, Brother and Sister initially find it hard not always having her around. In a show of support, they take over many of her household responsibilities.

**Objectives:**

Children will:

- \* Talk about feelings associated with their parents going to work.
- \* Draw (and write if able) about feelings when their parents go to work.
- \* Role-play the experience of (and feelings about) parents going to work.

**Grades:** K-2

**McRel Standard(s):** Language Arts Standards: Listening and Speaking - 8.1, Makes contributions in class and group discussions. Writing - 1.6, Uses writing and other methods to describe familiar persons, places, objects or experiences. Health - Standard 4.1, Identifies and shares feelings in appropriate ways.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** scissors, paper, crayons or markers and pencils, misc. dramatic “getting ready for work” play props (alarm clock, “work” clothes, pretend shaver, pretend make-up, breakfast props, etc.)

**Think & Do Activity Description:**

1. Talk with children about what it’s like when their parents or caregivers go to work. Ask questions such as: “How do you feel when your parent/care provider goes to work? What things do they do to get ready to for their job? How do they take care of you before leaving? What do they say to you before going? Who takes care of you when they’re at work?”
2. Distribute paper, crayons or markers and pencils. Encourage Pre-K and Kindergartners to draw what it’s like when parents/guardians go to work, such as: getting ready, saying goodbye to child, etc. Encourage First and Second-graders to write about how they feel to accompany their drawings.
3. Encourage children to show and explain their drawings
4. Work with children in setting up a “getting ready for work” play area where they will have what they need to act out both the experience of getting ready for work and their feelings about parents leaving for their job.
5. After all children have had the opportunity to choose playing in the area at least once (for some children, multiple times), return to the discussion of parents getting ready for work/going to work, noticing if children’s opinions about it have changed.

**Suggested Reading**

“When Mommy and Daddy Go to Work” by Joanna Cole, “My Day, Your Day” by Robin Ballard

**Home Connections**

1. Parents and caregivers can extend this activity by showing and talking with children about how they get ready for work and what they do on the job. 2. They can then help their children make comparisons between what’s done to get ready for a daycare or school with what’s done to prepare for work.

## CHOICES AND DECISION MAKING

### How are “Choices and Decision Making” utilized in *The Berenstain Bears*?

Each *The Berenstain Bears* episode focuses on an ordinary, everyday situation or “challenge” that young children may encounter in the home, with friends, in the community or at school (like jealousy, peer pressure, a new neighbor, a bad grade – or lack of “quality” family time). A path to resolving this common problem is provided as Brother and Sister (and viewers) see the consequences of the choices and decisions that they make. As each storyline progresses, family members interact to reveal solutions to conflicts and illustrate valuable life lessons.

Series characters model how to use resources and strategies to make responsible choices and decisions in both their personal and social lives. The overall goal is to help young audience members feel more confident about themselves as decision-makers, and recognize that they have skills and experiences that can be used to make their own responsible choices.

### Why is teaching about “Choices and Decision Making” important?

Researchers in child development agree that young people’s lives are growing increasingly complex. As parents and teachers struggle to find safe places in which their children can grow, they bemoan the fact that their children seem to be getting older younger – at least superficially. Children as young as 5 or 6 years of age may look sophisticated to us, but they remain children—figuring out how to do things and feel successful, curious about how their friendships and families and community work, seeking the love and approval of their parents, and trying to define their place. Helping children make sound, age-appropriate choices in a world that sends mixed, complicated messages about who they are supposed to be, is one of our biggest (and most important challenges as adults).

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The following activities provide opportunities for children to practice making their own choices and decisions. Note that learning areas and themes can be strengthened by first taping and showing the associated *The Berenstain Bears* episode (listed at the top of each page), reading and discussing any associated story or book – and then conducting the hands-on activity or lesson with children. Be sure to tie together the common themes of the show, book and activity with plenty of discussion and analysis!

**A PROBLEM-SOLVING CIRCLE**

Learning to identify, discuss, and resolve problems.

**Learning Area(s):** Personal Integrity, Problem-Solving, Honesty, Decision Making

**Episode: "Trouble at School" Synopsis:** Brother neglects his homework and receives a bad math grade. Initially, he's afraid to tell his parents. But he comes to realize that admitting problems and discussing them is the best problem-solving strategy.

**Objectives:**

Children will:

- \* Listen to a story about admitting a problem.
- \* Discuss the character's problem, suggest solutions and discuss outcomes.
- \* Talk about how and why children should communicate problems to adults.
- \* Form a problem-solving circle in which school-related concerns are addressed.

**Grades:** 1-2

**McRel Standard(s):** Life Skills-Thinking and Reasoning - Standard 5.1, Identifies simple problems and possible solutions.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** storybook about admitting a problem, chalkboard, chalk

**Think & Do Activity Description:**

1. Choose a storybook that depicts a child character who encounters a problem but demonstrates difficulty telling an adult about it.
2. Read the beginning of the book aloud, pausing right after the character encounters the problem but doesn't tell anyone about it.
3. Ask children: "What has happened? What might happen because the character hasn't told an adult about the problem (s)he is having? How could the problem be solved? Who might the character turn to for help? What do you think (s)he should do?"
4. Conclude the story and discuss its outcomes: "How was the problem solved? Which adult did the character turn to for help? Who else could the character have gone to? How and why should problems be dealt with right away instead of waiting? What might happen if we hide problems instead of getting help with them?" (Chart responses on the board.)
5. Ask children if they have ever had a problem to solve, how they got help and who helped them with it.
6. Tell the class that today they will practice helping each other with problems by forming a "Problem-Solving Circle."
7. Sitting in the circle, encourage children to discuss any real or "made-up" school-related problems (Generate some problematic scenarios to get them started - i.e., with homework, arguments on the playground during recess, teasing, bullying, etc.)
8. As each problem is described, go around the circle and ask children to identify who they might turn to for help and how, specifically, the problem could be solved. Allow for open conversation and debate.
9. As the mediator, come up with two or three potential solutions to the problems.
10. Ask the child with the concern to describe which person they would turn to for help, which solution they think would work best and why.

**Suggested Reading**

**Home Connections**

**Teacher Tips**

"The Big, Fat Enormous Lie" by Marjorie Weinman  
 "I'll Do It Later" by Louise Vitellaro Tidd  
 "A Day's Work" by Eve Bunting

In mediating and coming up with potential solutions for problems, be sure to stress personal responsibility and honest discussion.



# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### EARTH EMPATHY

Learning about things we can do to care for the environment.

**Learning Area(s):** Choices, Decision Making, Analysis

**Episode: "Don't Pollute (Anymore)" Synopsis:** The Bear family realizes that little pollution problems add up to big ones. But little solutions also add up to big solutions.

#### Objectives:

Children will:

- \* Listen to a story about disregard for the earth's environment.
- \* Discuss these problems and how/where they exist.
- \* Create shopping bag montages using magazine pictures and crayon drawings.
- \* Take a "clean-up" walk around the school or in the neighborhood.
- \* Bury biodegradable and non-biodegradable items and assess the results.

**Grades:** K-2

**McRel Standard(s):** Life Skills-Thinking and Reasoning, Standard 5.1, Identifies simple problems and possible solutions. Geography - Standard 14.2 (Level II), Knows the ways in which the physical environment is stressed by human activities.

**Core Curriculum Area(s):** Earth Science, Social Studies

**Materials Needed:** ecology-themed book (see suggestions below), shovel, plastic gloves, paper bags, magazines, scissors, glue, crayons, small flag or stick, parent note

#### Think & Do Activity Preparation:

1. Write a short note to parents about this activity (notifying them that children will be taking a "clean-up" walk around the school or in the neighborhood).
2. Collect magazines and paper shopping bags (preferably with handles).
3. Designate an area to in which to take the "clean-up" walk. Also locate a spot where a hole may be dug and a few trash items buried.

#### Think & Do Activity Description:

1. Read a book to children about disregard for the earth's environment.
2. Discuss these problems and where/how they are seen on the school grounds, in the neighborhood, and around the city. Talk about different ways that we can help.
3. Pass out magazines, paper bags and scissors and tell children to find as many examples of "disregard for the earth" that they can (i.e., cars polluting, littering, etc.). These should be cut out and pasted on the bags, along with any additional drawings they'd like to make.
4. Explain that one of the things the class can do to help with these problems is to keep their own school yard and neighborhood free of trash. Today they will take a "clean-up" walk and put trash they find into their bags.

#5-9 Continued on next page

#### Suggested Reading

"The Lorax" by Dr. Seuss; "Wump World" by Bill Peet; "The Great Trash Bash" by Loreen Leedy; "Someday a Tree" by Eve Bunting

#### Home Connections

#### Teacher Tips

Good items to bury include: wilted cabbage or lettuce, an apple core, a paper or plastic cup, and a soda can.

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### **Think & Do Activity Description:**

5. Make sure all students wear inexpensive, plastic gloves and take them on a clean-up walk. Monitor the items that they pick up closely for safety.
6. In the classroom, talk about what was found. Ask what children know about “biodegradable” and “non-biodegradable” trash. Then explain the concepts using specific examples.
7. Help students separate trash items into these two categories. Take examples of both, (i.e., fruit, vegetable or garden remains and plastic, paper or metal containers) back outside.
8. Bury the items and mark the spot with an identifier such as a small flag. Ask children what they think will happen to each item after about a month.
9. After a month has passed, return to the site and allow children to analyze why certain objects decomposed or “rotted” and why others remain unchanged.





# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### ANIMAL ATTRIBUTES

Identifying different animals' attributes and needs.

**Learning Area(s):** Identification, Matching

**Episode: "The Baby Chipmunk" Synopsis:** Sister finds a baby chipmunk and wants to keep it as a pet. She learns to look beyond her own desires in order to make a good decision for the animal and her family.

#### Objectives:

Children will:

- \* Learn about and discuss different types of animals.
- \* Identify and draw animal: baby, mother, food, and appropriate habitat.
- \* Use blocks and other manipulatives to build "homes" for different animals.

**Grades:** PreK-K

**McRel Standard(s):** Life Science - Standard 6.2, Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals.

**Core Curriculum Area(s):** Language Arts, Life Science

**Materials Needed:** book involving different types of animals, handout, blocks, Legos, paper, cardboard, and/or other "building" manipulatives

#### Think & Do Activity Preparation:

Photocopy the Help Brother and Sister Find... handout—one per child.

#### Think & Do Activity Description:

1. Read a book to the children involving different types of animals.
2. Talk about different animal attributes: types of mothers and babies, where different animals live, animal survival needs (food, water, protection, companionship, etc.).
3. Discuss which animals do or do not make good pets and why.
4. Pass out the Help Brother and Sister Find... activity handout and explain that Brother and Sister have found these bunch of baby animals but they need our help!
5. Tell the children that today they will help brother & sister bear by drawing the right animal mother, place to live & food preference for each baby animal pictured.
6. Review answers as a group. Guide children to identify & draw the right attributes.
7. Ask each child to choose one animal. Encourage them to use blocks, Legos and other "building materials" to make a good home for the animal selected.
8. Encourage them to work individually or in groups to make the different animal homes.





#### Suggested Reading

"Are You My Mother?" by P.D. Eastman, "Each Living Thing" by Joanne Ryder  
"Animal Homes" by Sally Hewitt, "Baby Bird" by Joyce Dunbar  
"Is Your Mama a Llama?" by Deborah Guarino  
"An Extraordinary Egg" by Leo Lionni

#### Teacher Tips

Be sure to provide opportunities for children to talk about their designs and the animals that will live in them. Encourage them to share why their "home" is good for that particular animal.

REPRODUCIBLE PAGE  
**HELP BROTHER AND SISTER FIND...**

BABY ANIMAL	MOTHER	HOME	FOOD
<p>Chipmunk</p> 			
<p>Puppy</p> 			
<p>Baby Fish</p> 			
<p>Kitten</p> 			

## IMAGINATIVE INVENTORS

Exploring inventions and patents. . .then acting as an inventor.

**Learning Area(s):** Problem-Solving, Decision Making, Perseverance, Goal Setting, Creativity

**Episode: "Fly It!" Synopsis:** While trying to create a new invention, Brother learns that perseverance is often necessary to complete a goal.

### Objectives:

Children will:

- \* Learn about inventions, inventors and patents.
- \* Identify small problems they'd be interested in solving.
- \* Choose one problem to solve, then Design and Create an "invention."
- \* Share the results of their work.
- \* Complete a patent for their original idea.

**Grades:** K-2

**McRel Standard(s):** Life Skills Thinking and Reasoning-Standard 5.1, Identifies simple problems and possible solutions  
Self Regulation-Standard 1.6, Identifies resources necessary to complete a goal.

**Core Curriculum Area(s):** Language Arts, Social Studies, Science

**Materials Needed:** information or books about different inventors and inventions, miscellaneous artistic "invention" materials, simple gadgets, fabrics, boxes, crayons, paper, containers, rubber bands, letter to parents, handout

### Think & Do Activity Preparation:

1. Gather invention gadgets and materials prior to this activity. Once students have identified their project, additional materials will need to be found and brought in.
2. Write a note to parents and guardians about the project, listing items that could be donated from home.
3. Photocopy the Berenstain Bears Invention Patent handout – one per student.

### Think & Do Activity Description:

1. Talk with children about inventions, inventors and patents. Explain that an inventor doesn't have to be a "genius" – just someone who thinks of a problem, then comes up with a new answer or solution. Describe patents as something that protects inventors' ideas.
2. Provide children with information about inventors and patented inventions. For example: Josephine Cochrane - the Dishwasher, Sarah Boone - better Ironing Boards, Willie Johnson the Egg Beater, Alexander Graham Bell - the Telephone, The Wright Brothers - the Airplane, Mary Anderson - windshield wipers.
3. Mention that inventions can solve simple problems (like zippers), yet can be very important.
4. Encourage students to come up with simple problems that they'd like to help solve. Ask them to brainstorm ways to solve the problem. What type of invention would help? What type of materials would they need? Which materials are easily accessible? Which are not? What substitutions could they make? What will they name their invention?

#4-6 Continued on next page

### Suggested Reading

"Zippers Have Teeth: And Other Questions About Inventions" by Barbara Taylor, "Imaginative Inventions..." by Charise Mericle  
"The Story of Thomas Alva Edison, Inventor" by Margaret Davidson  
"The Real McCoy" by Wendy Towle

### Teacher Tips

Be sure to include women and a diversity of ethnic backgrounds in your "inventors" discussion.

*The Berenstain Bears* **SEE, THINK & DO** ACTIVITY GUIDE *The Berenstain Bears*  
**CHOICES & DECISION MAKING**

***Think & Do Activity Description:***

5. Collect materials and set time each day for a week for children to work on their inventions. Help with suggestions, guidance and encouragement. Explain that the invention need not work "perfectly."
6. After a week, ask students to talk about a) the problem that they tried to solve, b) the process used to create the invention, c) how the invention works/would work, d) how they feel about officially being an Inventor!
7. Have children fill in and color the Imaginative Invention Patent sheet. At the bottom, have them draw and/or write about their invention.

**REPRODUCIBLE PAGE**  
**IMAGINATIVE INVENTION PATENT**

\_\_\_\_\_ has invented a \_\_\_\_\_  
Name of Inventor Name of Invention

this \_\_\_\_\_ day of \_\_\_\_\_  
date month year

**Description of invention/problem it helps or solves:**

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**Picture of invention:**



# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### I WANNA BE...

Learning about and acting-out different careers.

**Learning Area(s):** Choices, Decision Making, Expression

**Episode: "On the Job" Synopsis:** Brother is overwhelmed by the seemingly endless number of jobs that exist as he writes a report on, "What I want to be when I grow up." He comes to realize that though there are many interesting choices, he can take his time to decide.

#### Objectives:

Children will:

- \* Listen to a story about jobs and discuss different careers.
- \* Interview a caregiver about their job and collect an item that represents it.
- \* Have the class guess their caregiver's job, then share details about it.
- \* Choose a career, act it out, then have the class guess what it is.
- \* Play with different "career" items in the dramatic play area.

**Grades:** K-2

**McRel Standard(s):** Life Skills - Self Regulation, Standard 2.19, Identifies desired future accomplishments.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** book about different occupations, note to parents, "career" prop boxes—boxes containing play items related to different careers or businesses such as: [a bank, grocery store, doctor's office, etc.], item from home representing parent or guardian's career

#### Think & Do Activity Preparation:

Write a short note to parents and guardians about participating in this activity. Inform them that as a home assignment, students are to interview them about their job, then are to be given a sturdy, inexpensive item (such as a hard-hat or badge) that represents it.

#### Think & Do Activity Description:

1. Read a book to students about careers. Then discuss jobs seen in and around the neighborhood.
2. Give children the parent note to take home. Ask them to talk with parents, guardians, care providers, an older friend or relative about: their job title, what's done on the job, how they found it, what skills are needed, what's good and bad about it, etc.
3. Then they should ask for something they can bring to school to have the class guess what the job is. Give the example that if the person is a librarian, the child could bring in a book. For a postal worker, they could bring in a letter, stamps and carrier's bag.
4. The next day, have children present their "job item" while the class tries to guess the career. Details about the job should be given until someone guesses correctly.

#5-7 Continued on next page

#### Suggested Reading

What Will I Be?" by Wendy Lewison  
"When I'm Big" by Nila Aye and Tim Drury  
"All About Things People Do" by Melanie & Chris Rice

#### Home Connections

Invite parents who are able to come in and talk with the class about their jobs and take a "question and answer" period with students.

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### **Think & Do Activity Description:**

5. Explain that now that they've talked about different careers, students should think about what job they might like to have when they're older. Ask them to think about the types of things someone would do on this job, the movements and noises they'd make, etc. As an example, perform the sounds and movements of a career they'll be able to guess, like a doctor: asking a patient what symptoms she has, miming listening to heartbeat, etc.
6. Encourage children to individually (or in small groups) act-out the job they'd like to have while the rest of the class, again, watches and guesses.
7. Allow children to continue "career" dramatic play by setting out prop boxes with different business clothing, play items, etc. (if these are available).



## SOCIO-EMOTIONAL DEVELOPMENT

### How is “Socio-Emotional Development” seen in *The Berenstain Bears*?

A key educational goal of *The Berenstain Bears* is to promote socio-emotional competence through helping children navigate the complex developmental issues of their personal and social lives. Each episode features at least one socio-emotional issue (such as peer pressure, diversity, fear, or friendship). And resolution of these conflicts provides clear, tangible payoffs for both the series characters—and viewers at home.

### Why is “Socio-Emotional Development” Important?

Educators agree that getting children to learn specific academic content (i.e., math and science) is of paramount importance to their development, but so too is learning to deal flexibly with personal and interpersonal challenges that getting older brings. Research also shows that motivation and regulation of emotions early on can be associated with greater academic success in later years (since the focus can be placed on learning and exploring instead of dealing with emotional extremes and outbursts).

Social and emotional competence go hand-in-hand for young children as they learn and grow from their expanding web of relationships and interactions. To support their socio-emotional development, kids need access to people and situations that model: effective behavior, healthy expressing of emotions, and positive social interactions. To experience these concepts first-hand, children need scenarios in which they can think about and experiment with their own ways of dealing with everyday life challenges.

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The following activities provide opportunities for children to practice making their own choices and decisions. Note that learning areas and themes can be strengthened by first taping and showing the associated *The Berenstain Bears* episode (listed at the top of each page), reading and discussing any associated story or book – and then conducting the hands-on activity or lesson with children. Be sure to tie together the common themes of the show, book and activity with plenty of discussion and analysis!



**SOCIO-EMOTIONAL DEVELOPMENT**

**A HANDFUL OF UNIQUE CHILDREN**

Exploring the concepts of diversity and individuality.

**Learning Area(s):** Individuality, Diversity, Peer Pressure

**Episode:** *“The In Crowd”* **Synopsis:** A fashionable, new bear cub convinces Sister and all her friends that they should think, dress and act alike. Sister quickly realizes that, while fads are fun, being true to yourself is more important.

**Objectives:**

Children will:

- \* Listen to a story about individuality and peer pressure.
- \* Discuss peer pressure and individuality.
- \* Make hand trace pictures and identify three things that make them unique.
- \* Compare and contrast the differences and similarities between one another.

**Grades:** K-2

**McRel Standard(s):** Behavioral Studies - Standard 1.1, Understands that people are alike in many ways and different in many ways.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** book about individuality and peer pressure, wall space or display chart, marker, stapler or tape, white paper, colored construction paper, crayons, writing utensils, scissors, glue

**Think & Do Activity Preparation:**

Prepare and title a space on the wall (or display chart), “A Handful of Unique Children.”

**Think & Do Activity Description:**

1. Read a book to children about individuality and peer pressure.
2. Discuss peer pressure with them: Ask if they’ve ever been pressured into doing or saying or wearing something that they didn’t want to. What happened? How did they handle it? What would they do if someone tried to pressure them into doing something?
3. Explain that one reason not to let someone talk you into doing something their way, is that we’re all different, and that’s okay. If we weren’t all different, we wouldn’t get to learn from each other! Ask students if they think we all need to be the same to get along. Why or why not? Ask what it would be like if everyone were the same: thought the same way, wore the same clothes and hair styles, had the same skin color, etc.
4. Have students make hand-pictures by tracing an outline of their hand onto white paper, cutting it out, and pasting it toward the top of a piece of colored construction paper.
5. After this is done, ask children to write their name at the top of the page. Then, underneath their hand-print, they should either write or draw three things that make them unique. (Explain the concept of “unique” as necessary.) Offer suggestions such as a special interest, skill, hobby or talent, etc.

#6 Continued on next page

**Suggested Reading**

“A Bad Case of the Stripes” by David Shannon  
“The Practically Perfect Pajamas” by Erik Brooks  
“Mr. Pine’s Purple House” by Leonard P. Kessler  
“Odd Velvet” by Mary E. Whitcomb

**Home Connections**

Encourage parents and caregivers to talk with children about their skills, interests and talents. How did they develop? How are they the same or different from those of other family members?

**Teacher Tips**

**Think & Do Activity Description: Cont'd**

6. Staple or tape these onto the wall or display chart. Then encourage individual students to discuss what they wrote and/or drew as making them special. Allow children to examine the display and look for similarities and differences between classmates' hands, interests, and unique qualities, etc.



## A SHOW OF TALENT

Identifying interests and talents.

**Learning Area(s):** Self-Esteem, Sense of Self, Identification

**Episode:** *"The Talent Show"* **Synopsis:** When Brother is made the "scout" for a school talent show, he discovers that everyone has their own special gifts and contributions.

### Objectives:

Children will:

- \* Discuss what it means to have interests and talents.
- \* Identify personal interests and talents.
- \* Contribute to a "Show of Talent" Bulletin Board.
- \* Decorate the board with magazine pictures that depict their talents and interests.
- \* Choose a personal talent to share with the class.
- \* Act-out or discuss a personal talent, skill or interest.

**Grades:** K-2

**McRel Standard(s):** Life Skills - Self-Regulation, Standard 5.2, Uses techniques to remind self of strengths.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** large bulletin board, board lettering, small strips of paper, camera and film, stapler, push pins, marker, magazines, scissors, glue

### Think & Do Activity Preparation:

1. Set up an area for a large bulletin board and title it, "A Show of Talent."
2. Write students' names onto small strips of paper and staple them on the board in horizontal rows. Leave enough space above and in-between names for photographs.
3. Gather magazines featuring young children "in action" (preferably in school and at play).

### Think & Do Activity Description:

1. Tell children that "interests" are things people like to do. They might be hobbies or sports; "talents" are skills that might grow when people practice these interests. For example: If someone likes to sing, they could rehearse and practice. Eventually (s)he might develop their talent and become a great stage performer or recording artist.
2. Explain that everyone has special interests, skills and talents. Direct children to think about some of their own. (Give personal examples to get them started.)
3. Dedicate a certain time each day for the next week for students to identify personal skills, interests, and talents. Document their responses on paper strips and staple them to the bulletin board, below each child's name (creating a column of interests under each name).

#4-6 Continued on next page

### Suggested Reading

"Amazing Grace" by Mary Hoffman  
"Annie's Gifts" by Anna Rich  
"Joshua's Masai Mask" by Dakari Hru

### Home Connections

After taking down the board, encourage children to share this project with their families by pasting their interest strips, magazine pictures and photo onto a sheet of paper titled "My Talents and Interests," then taking it home.

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## SOCIO-EMOTIONAL DEVELOPMENT

### **Think & Do Activity Description:**

4. At the end of the week, ask children to find and cut out magazine pictures representing their talents and interests. Decorate the board's border with these pictures.
5. Ask the children to identify one skill, interest, or talent to share (perform or discuss) with classmates. Create a sign-up sheet so that the sharing order and times can be determined.
6. As each child performs or discusses their talent or interest, take a picture of them. Post the photograph above his or her name on the bulletin board.



**SOCIO-EMOTIONAL DEVELOPMENT**

**FRIENDSHIP PARTNERS**

Discussing friendship and exploring how to make a new friend.

**Learning Area(s):** Emotional Development, Getting Along With and Appreciating Others

**Episode: "Ferdie Factual" Synopsis:** Brother learns how to be a friend to someone who's initially perceived as "different." He teaches his new friend Ferdie that his differences can also make him interesting to other children.

**Objectives:**

Children will:

- \* Define the concept of friendship.
- \* Listen to and discuss a story about making a new friend.
- \* Identify friendly and unfriendly behaviors.
- \* Identify strategies for making a new friend and appreciating their special qualities.
- \* Interview a "friendship partner" and discuss both common and different interests.
- \* Share new knowledge about their "friendship partner."

**Grades:** K-2

**McRel Standard(s):** Life Skills - Working With Others Standard 4.2, Displays friendliness with others. Standard 4.15, Acknowledges the strengths of others.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** book involving new friendships or making a new friend, paper, crayons

**Think & Do Activity Description:**

1. Discuss the word "friendship" with the children: What makes a good friend? What are the qualities of a good friend? What things do they like about their closest friends? How did they meet their good friends? What sorts of things do they do together?
2. Read a story to the class about making friends. Identify problems the characters experience and the steps they take to make new friends.
3. Identify "friendly" vs. "unfriendly behavior." Discuss strategies for making new friends.
4. Ask: "Should new friends always be like us: Look the same? Talk the same way? Wear the same type of clothes? Why or why not? Can friends teach us new things?"
5. Explain that when we always pick friends who are the same as us, we often miss out on learning new ideas and new interests. For example: a new buddy may treat us to a tasty new kind of food, have us listen to a great singer we've never heard before, show us new kinds of clothes or get us interested in a new sport or hobby!
6. Tell children that today they will get to learn more about a classmate. They'll be paired with someone outside of their regular group of friends.
7. Pair students up and ask them to interview each other and write down (or have the teacher write) some of their partner's interests: music/TV/movies, school subjects, hobbies, sports, food, etc. (Provide interview questions specific to your students.)
8. Encourage pairs of children to come before the class and describe what they learned about each other. The partners should identify interests that they hold in common and any new interests that they learned about.

**Suggested Reading**

"The Rainbow Fish" by Marcus Pfister  
 "Will I Have a Friend?" by Miriam Cohen  
 "Why is John Special?" by Roz Grace

**Home Connections**

Parents can extend this activity by talking with children about their friends: how they first met, interests that they have in common and that are different, their diverse cultures and backgrounds, etc.

**Teacher Tips**

Children could also make a drawing of one of their "friendship partner's" interests and share the meaning of the picture with the class.



**SOCIO-EMOTIONAL DEVELOPMENT**

**HELPING HEARTS**

Practicing the art of assisting and caring for others.

**Learning Area(s):** Empathy, Caring for Others

**Episode: "Lend a Helping Hand" Synopsis:** Although first bothered by a neighbor's requests for help, Brother and Sister learn that assisting others is its own reward.

**Objectives:**

Children will:

- \* Discuss the idea of helping and being helped.
- \* Pick a "Helping Hearts" (HH) buddy to secretly assist for a week.
- \* Secretly perform caring assistance for their HH buddy.
- \* At the end of the week, guess and reveal HH buddies.
- \* Write or draw thank-you notes to caring buddies.

**Grades:** PreK-2

**McRel Standard(s):** Life Skills - Working With Others, Standard 4.1, Displays empathy with others.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** old shoe or gift box, paper, scissors, pen, box decorations such as: [construction paper, glue, colored markers, ribbon, crayons, stickers, etc.] chart paper and marker or chalkboard and chalk, card-making materials

**Think & Do Activity Preparation:**

1. Prior to the lesson, cut paper into small pieces and write students' names on them.
2. Cut a large hole (large enough for a small hand to reach in) on top of the shoe or gift box and label the front of it, "Helpful Hearts." Decorate the box with colorfully drawn or pasted-on hearts.

**Think & Do Activity Description:**

1. Talk with children about the idea of helping and being helped when you really need it. How do they help their parents, family, teacher, and friends? How have they been helped and cared for by the same people?
2. Tell children that for the next week, they'll work on having a "helpful heart"—being a person who cares about and helps others. To do this, they'll pick a name from the Helpful Hearts Box to secretly help and do nice things for. (Teachers should tell secret HH names to children who cannot read.)
3. Talk with the class about some of the things that could be done for their buddy, such as: make a gift; draw a picture; write a nice note; ask if they need help with a puzzle, problem or activity; talk with them if they seem unhappy; or just say something nice at any time! (Write these ideas down the chart paper or board.)
4. Encourage children to secretly perform caring, helpful acts for each other for the entire week.

#5-6 Continued on next page

**Suggested Reading**

**Teacher Tips**

"Kids' Random Acts of Kindness" by Dawna Markova, "What Newt Could Do For Turtle" by Jonathan London, "Herman the Helper" by Robert Kraus, "The Mitten Tree" by Candace Christiansen "Spot Helps Out" by Eric Hill

Be sure to prepare children for the fact that they probably will not get the name of a best friend. Stress that it's easy to be kind to best friends and a little harder to be kind to someone you don't know as well.

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SOCIO-EMOTIONAL DEVELOPMENT

**Think & Do Activity Description: Cont'd**

5. At week's end, have a circle time in which HH buddies are revealed. First ask each student who they think their buddy is. If incorrect, ask the buddy to stand and reveal their identity.
6. Encourage students to write thank-you cards to their secret, caring buddy!





# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## SOCIO-EMOTIONAL DEVELOPMENT

### LET'S COLLABORATE!

Learning to value our abilities and use them to work with others.

**Learning Area(s):** Self-Esteem, Collaboration

**Episode: "The Haunted Lighthouse" Synopsis:** While visiting an old lighthouse, the Bears meet its former caretaker, Captain Salt. The cubs help him realize that his knowledge and experience are still valuable. With the family's support, Capt. Salt becomes the new Lighthouse Museum curator!

#### Objectives:

Children will:

- \* Listen to stories and identify the authors and illustrators.
- \* Discuss the roles (and interdependence of) authors and illustrators.
- \* Analyze a puppet story about valuing skills and abilities.

**Grades:** K-1

**McRel Standard(s):** Life Skills Standards: Working With Others - 5.14, Acknowledges the strengths of others. Self Regulation - 2.3 Identifies personal strengths and weaknesses.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** storybooks, [puppets, stuffed toys or persona dolls]

#### Think & Do Activity Description:

1. Read different stories to the class over the next several days. Point out the books' authors and illustrators. (Make sure ahead of time that the book selections have both authors and illustrators!)
2. Discuss what an "author" is and what an "illustrator" is. (While reading books, show what these people do by tying them to the language and pictures.) Ask: "Is one more important than the other? Why/why not? How do they work together?"
3. Explore the idea with children that we all have special talents, skills and abilities. When we combine what we know with the strengths of others, sometimes together we can make or do even better things!
4. Tell the class that they are about to explore this idea even further by analyzing a story.
5. Present a problem for two puppets, stuffed toys or persona dolls involving how we can help our friends feel good about their abilities, both individually and collaboratively. For example:
  - a) Mouse feels bad that he can't write stories like Bird.
  - b) Bird always gets to read her stories to the class.
  - c) Bird says, "Don't feel bad, Mouse. I wish I could draw pictures like you. Your pictures are always hanging up in the room."
6. Discuss how Mouse and Bird really like each other's work.
7. Talk with children about Bird and Mouse's problem. Ask: "With what we've learned about book authors and illustrators, how can we help Mouse and Bird feel good about their own work? How can they work together?"

#### Suggested Reading

"I Want Your Moo: A Story for Children about Self Esteem" by Marcella Bakur Weiner, "I Can Do It" (Step Into Reading, Step 1, paper) by Sarah Albee

#### Home Connections

Ask parents to help with this activity by identifying some of their children's skills and abilities. How might these be used to work with other people on a special project (like composing a song, story, play, art project, etc.)?

**SOCIO-EMOTIONAL DEVELOPMENT**

**MANY THANKS GIVINGS**

Using creative art projects to express thanks.

**Learning Area(s):** Appreciation, Gratitude, Traditional Holiday Celebrations

**Episode: "The Prize Pumpkin" Synopsis:** After Papa is overly-concerned with his entry in a pumpkin growing contest, the Bear family learns that the true meaning of Thanksgiving is about giving thanks, not winning competitions.

**Objectives:**

Children will:

- \* Listen to a story about Thanksgiving.
- \* Talk about Thanksgiving and some of the things they are thankful for.
- \* Create a Thankful Turkey or Thankful Pumpkin Patch.

**Grades:** Pre-K-1

**McRel Standard(s):** Language Arts Standards: Listening and Speaking - 8.1, Makes contributions in class discussions  
Writing - 1.6, Uses writing and other methods to describe familiar persons, places, objects or experiences.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** paper, markers, crayons, construction paper, bulletin board, stapler, turkeys—paper plates, brown tempera paint, paint brushes, turkey cut-outs: [face, beak, feet, wattle, 3 feathers], wiggle eyes, scissors, glue, pumpkins—paper bags (small or regular-sized), orange tempera paint, paint brushes, stem and leaf cut-outs, scissors, glue

**Think & Do Activity Preparation:**

1. Turkeys: draw turkey parts: face/beak/feet/wattle + 3 feathers, each. Copy onto construction paper for students to cut out. If children are very young, then pre-cut the shapes for them.
2. Pumpkins: cut the tops of paper bags into being rounded (like the top of a pumpkin). Draw pumpkin shapes: 2 large green leaves/each and stems (for children to cut out and paste on top). Photocopy onto construction paper (or cut the shapes out for younger children.)

**Think & Do Activity Description:**

1. Read a book to the class about Thanksgiving. Then discuss the meaning of the holiday, what it is to be "thankful" and things that children are thankful for.
2. Tell children that they can now make Thankful Turkeys or Thankful Pumpkin Patches!
3. For Thankful Turkeys, have students paint paper plates brown. As they are drying, have them cut out the turkey face, beak, wattle, feet and 3 feathers.
4. Have children paste the turkey face, beak, wattle feet and wiggle eyes on. Ask that they write three things they're thankful for onto the three feathers, then paste these on as well.
5. Label a bulletin board, Thankful Turkeys, then staple all the turkeys onto it for display.
6. For Thankful Pumpkin Patches, have students paint bags orange and let dry.

#7-10 Continued on next page

**Suggested Reading**

"Nickommoh: A Thanksgiving Celebration" by Jackie French Koller,  
"Thanksgiving Day" by Gail Gibbons, "Gracias, the Thanksgiving Turkey" by Joy Cowley, "Thanksgiving Day" by Anne Rockwell

**Home Connections**

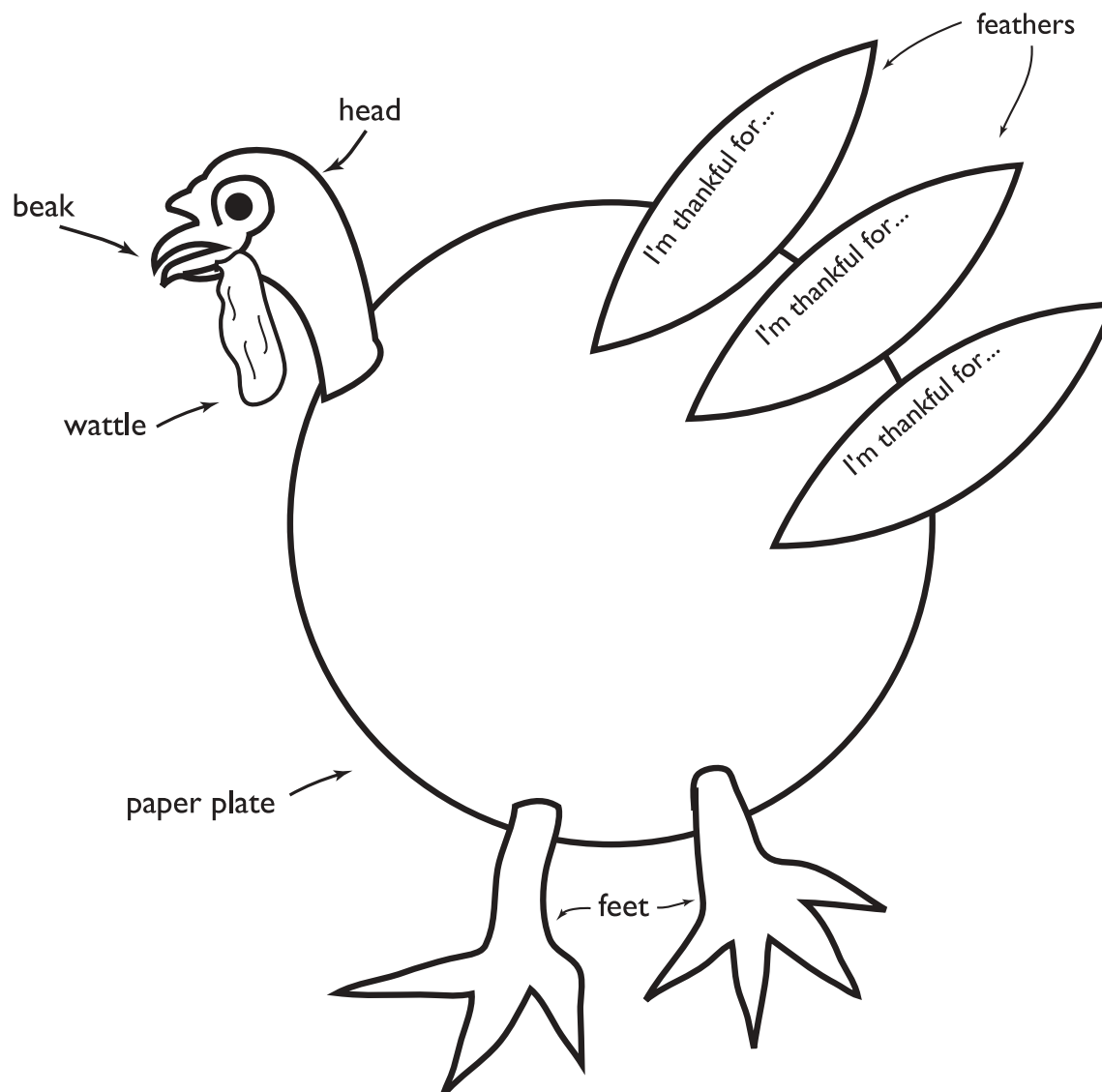
After the displays are taken down, allow each child to bring their Thankful Turkey or Pumpkin home to help start a discussion about things their family is grateful for.

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## SOCIO-EMOTIONAL DEVELOPMENT

### Think & Do Activity Description:

7. Allow children to cut the pumpkin leaves and stem. Have them paste the stem on the inside of the top of the bag—and on the leaves, write two things they are thankful for.
8. Attach leaves to the top, outside of pumpkins (next to stems so that writing can be seen).
9. Label a bulletin board, Our Thankful Pumpkin Patch, then staple all pumpkins onto it.
10. Encourage children to look at and discuss the different things their classmates are thankful for.



**THANKSGIVING ADDRESS**

Learning to appreciate the things that we have and the world that we live in.

**Learning Area(s):** Gratitude, Appreciation, Thankfulness

**Episode: “Count Your Blessings,” Synopsis:** After first taking them for granted, Brother and Sister come to appreciate the things that they have. The cubs realize how fortunate they are and learn to count their many blessings.

**Objectives:**

Children will:

- \* Discuss what it means to be thankful.
- \* Listen to and discuss the story, “Giving Thanks.”
- \* Make a class Thanksgiving Address Poster.

**Grades:** K-2

**McRel Standard(s):** Language Arts - Listening and Speaking Standards: 8.1, Makes contributions in class discussions. 8.2, Asks and responds to questions.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** “Giving Thanks” by Chief Jake Swamp, poster board, marker, paper, crayons

**Think & Do Activity Preparation:**

1. At the top of a large piece of poster board, write the title, “Our Class Thanksgiving Address.”

**Think & Do Activity Description:**

1. Talk with the children about what they think it means to be a thankful person and to appreciate the things that we have.
2. Explain that Native American tribes such as the Iroquois have a very special tradition of giving thanks called the Thanksgiving Address. It is words said at the beginning and end of certain ceremonies as a “thank you” for all living things.
3. Read “Giving Thanks” to the class and discuss the different elements given thanks for in the book.
4. Ask children if they’d like to work together on their own Thanksgiving Address. This would be a list of things that they, as a class, are thankful for. Encourage them to think not only of material possessions—but also of people and things in nature, the environment, and world, etc.
5. As a group, come up with approximately ten things. Write these as a vertical list on the poster board (leaving lots of space in between each item for children’s drawings).
6. Ask students to now draw these ten things. Then make a collage spread of the pictures underneath each item as illustration.

**Suggested Reading**

“Feeling Thankful” by Shelley Rotner  
 “Old Winter” by Judith Benet Richardson

**Home Connections**

Extend the activity by encouraging children to talk with parents, guardians, siblings, and care providers about the things they’re thankful for as a family.

**Teacher Tips**

**OUTWARD APPEARANCES**

Exploring what it is to judge someone based on their outward appearance.

**Learning Area(s):** Responsibility, Honesty, Dealing with Challenges and Adversity

**Episode: "Trick or Treat" Synopsis:** On Halloween, Brother and Sister are scared of a neighbor who "looks and acts" like a witch. They learn that she's actually a kind, fun-loving lady and not to judge others by appearances or preconceptions.

**Objectives:**

Children will:

- \* Discuss the concept of different outward appearances.
- \* Dress up in different pretend-play clothes and evaluate how the costumes/outfits change the wearee's appearance.

**Grades:** K-2

**McRel Standard(s):** Behavioral Studies - Standard 1.1, Understands that people are alike in many ways, and different in many ways.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** multicolored M&M candy (without peanuts), bowl, different costumes or "dress-up" play clothes, full-length mirror

**Think & Do Activity Preparation:**

1. Bring to class, a bag of multi-colored M&M candy (non-peanut) and pour into a small bowl.
2. Make sure that there are enough "dress-up" clothes so that each child may wear an outfit. (If not, then this part of the activity should be broken into two groups: outfit wearers and an audience – then the groups can reverse roles.)
3. Note: This activity should take place after lunch since it involves eating candy! Also be sure that no child has an allergy to chocolate.

**Think & Do Activity Description:**

1. Show the bowl of M&M's to the class and ask them which colors they see on the outside of each candy. Ask if they have a favorite colored M&M and why? Ask what they think is inside each colored candy shell—is it the same or different underneath each color?
2. Allow children to eat some of the candy as you explain that just as these candies seem to be different on the outside, but are the same on the inside—the same can also be true of people. You might not be able to tell if someone thinks, acts or feels differently from you just by what they look like (or wear) on the outside.
3. Brainstorm about different things that can make people look different from each other: skin and eye color, clothes, height, weight, hair style, make-up, etc. (Provide hints to children if they have difficulty generating ideas.)
4. Tell children that they can dress up in a "pretend-play" outfit of their choice. And encourage them to look at themselves in the full-length mirror (if available).

#4-6 Continued on next page

**Suggested Reading**

"Big Al" by Andrew Clements  
 "The Rainbow Fish" by Marcus Pfister

**Teacher Tips**

This is a great activity to do with your class on or near Halloween!

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**Think & Do Activity Description:**

5. As a group, look at each child's outfit in terms of how it changes their appearance. Do they now look: nice, mean, fun, business-like, scary, funny, etc? Then discuss whether clothes really changed the person wearing them. Are the people underneath the clothes the same as they were before they put them on? Why or why not? How are they the same? How are they different?
6. Allow children to continue dramatic play in their "dress-up" outfits!





**SOCIO-EMOTIONAL DEVELOPMENT**

**TOY-MAKING**

Learning to appreciate toy diversity and hand craftsmanship.

**Learning Area(s):** Individuality, Creativity, Diversity, Acceptance

**Episode: "The Big Red Kite" Synopsis:** The cubs learn that just because a kite is store-bought, it is not necessarily better than one crafted by hand, especially by someone who loves you. They realize that making their own toys can be just as much fun as choosing them from off of a shelf!

**Objectives:**

Children will:

- \* Brainstorm about toys that can be made or bought.
- \* Discuss the diversity of toy choices and preferences.
- \* Create their own toy kites, fly them, then compare each other's designs.

**Grades:** PreK-1

**McRel Standard(s):** Language Arts - Listening and Speaking-Standard 8.1, Makes contributions in class and group discussions.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** plastic bags w/ handles, full-sized paper plates, glue, stapler, yarn or string, hole punch, craft sticks, decorations such as: crayons, ribbon, streamers, cloth strips, paint/brushes, markers, stickers, glitter

**Think & Do Activity Preparation:**

1. Gather plastic bags with handles (i.e., from the grocery store).
2. Pre-cut colorful streamers, cloth strips and/or ribbon into 14 inch pieces.
3. Punch a hole in paper plates – about two inches from the edge.

**Think & Do Activity Description:**

1. Talk with children about the difference between handmade and store-bought toys. Ask if they ever made something for someone they cared for?
2. Ask: "Which toys do you think are better if they're made by hand? Which are better if they come from the store? Do you think your toys need to come from the same place as your friends'? Why or Why not? If your friend has a store-bought kite, is it okay for you to make your own? Would one kite be better than the other? Why or why not?"
3. Explore the ideas that:
  - a) We all like different toys, clothes, food, etc. but just because we like something different from our friends, doesn't mean that it is better or worse.
  - b) When we make our own toys, they are very special because they're one-of-a-kind and are designed just the way we want.
4. Explain that one handmade toy children can make today is a kite! They will each have the choice of making a plastic bag or paper plate kite. (Show examples of each.)

#5-8 Continued on next page

**Suggested Reading**

**Home Connections**

**Teacher Tips**

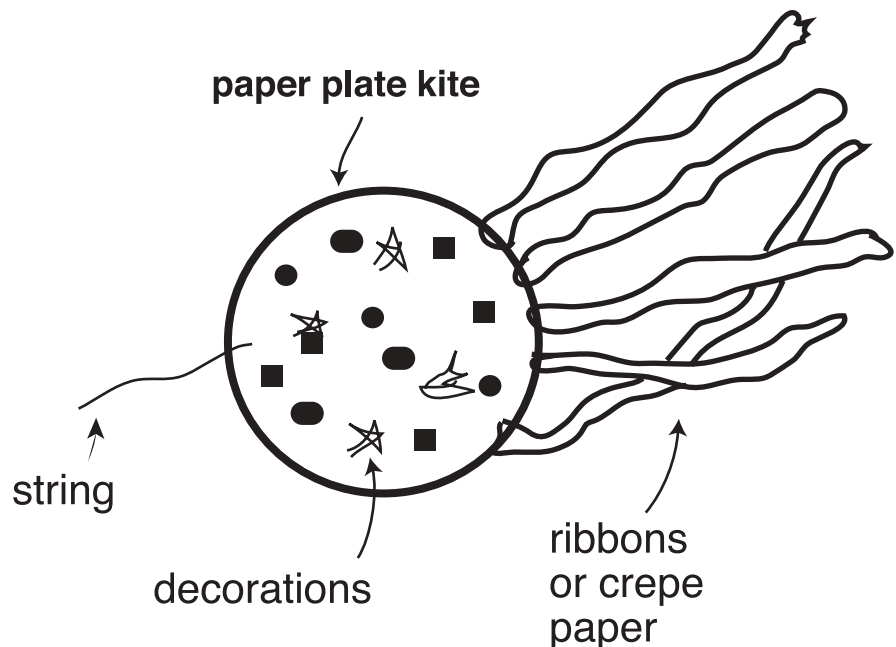
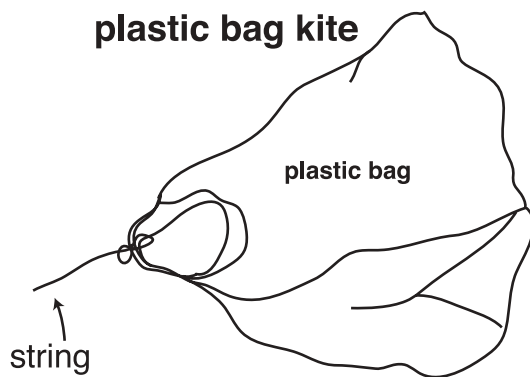
"Galimoto" by Karen Lynn Williams  
 "Hands" by Lois Ehlert  
 "Kite Flying" by Grace Lin

Encourage children to talk with elder family members about toys that were made when they were a child. How are they different from toys of today? How are they the similar?



**Think & Do Activity Description: Cont'd**

5. Plastic Bag Kites: Allow children to decorate bags with stickers and staple their "tail" choice of ribbons or streamers onto the edges. Tie the handles together with string or yarn. Tape the other end of the string onto craft sticks and wrap any excess length around the stick.
6. Paper Plate Kites: Encourage children to decorate plates any way that they'd like. Help them staple or glue streamers or ribbons onto the edges. Slide a piece of yarn or string through the hole and tie a large enough knot that it won't slip out (or staple it to the plate). Tape the other end of the string onto craft sticks and wrap any excess length around the stick.
7. When the kites are finished, allow children to have fun playing with them outside.
8. Back inside the classroom, encourage the class to compare the similarities and differences of their designs – and how they feel about being toy-makers!



**SOCIO-EMOTIONAL DEVELOPMENT**

**PET PARTICULARS**

Learning about pet ownership and making a pet care collage.

**Learning Area(s):** Responsibility, New and Challenging Situations

**Episode: "Trouble with Pets" Synopsis:** When brother and sister get a new dog, they learn to take on the challenging responsibilities that go along with pet ownership.

**Objectives:**

Children will:

- \* Discuss the responsibilities associated with owning a pet.
- \* Find a family pet photo (or cut one out from a magazine).
- \* Talk about how they (do or would) care for the animal.
- \* Collectively Create a "How I care for my pet" collage display.

**Grades:** PreK-2

**McRel Standard(s):** Life Skills - Self Regulation, Standard 1.6, Identifies resources (and care) needed to complete a goal. Life Science 5.1 Knows the basic needs of plants and animals.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** an animal picture book, tape, stapler, construction paper, marker, classroom display board or poster sized sheet of paper, photos or pictures of pets, note to parents

**Think & Do Activity Preparation:**

1. At the top of a classroom display board or poster-sized sheet of construction paper, write the title, "Taking Care of Our Pets." Tape or staple this to the wall
2. Write a short note to parents and guardians explaining this activity and the need for children to bring in family pet pictures (if available).

**Think & Do Activity Description:**

1. Present pictures of different animals to the children (from a fiction or non-fiction book) and discuss whether or not they'd make good pets and why.
2. Have the class come up with a list of care that's needed for pets (such as feeding, walking, bathing, cleaning up after, spending time, playing with them, etc.).
3. Have children take home the parent note and ask that they bring in a photo of a family pet (or cut/tear out a magazine picture of a pet that they would like to have). They should be prepared to talk about the care they provide or would provide for the animal.
4. After the pictures have been brought in, gather the children for a circle time and encourage them to talk about their individual pet photos and care responsibilities.
5. After each presentation, have students hand you the photos or pictures to be taped onto the display area. Under each picture, write the child's name, pet's name and one or two things that (s)he does to care for it. (Ex: "Marsha cares for Spot by walking and petting him every day.")

**Suggested Reading**

"Each Living Thing" by Joanne Ryder, "Mr. Putter and Tabby Walk the Dog" by Cynthia Rylant, "My First Pet: A Storybook to Touch and Feel" by Peggy Tagel, "Animal Action ABC" by Karen Pandell, "Puppies are Like That" by Jan Pfloog

**Home Connections**

In the note to parents and guardians, ask them to talk with children about the different things that need to be done for their pet. If they do not have one, ask that they discuss the type of animal they'd like to have as a family (and what they would do to care for it.)

## PUT UPS AND PUT DOWNS

Exploring the use of encouraging words to offset “put downs.”

**Learning Area(s):** Problem-Solving, Feelings, Respect

**Episode: “Mighty Milton” Synopsis:** When a classmate is picked on, Brother learns that teasing is finding and exploiting someone’s weaknesses. He then discovers that being a friend means finding and supporting someone’s strengths. Brother decides to be a friend.

### Objectives:

Children will:

- \* Analyze a puppet story involving name-calling.
- \* Brainstorm about “put-ups” that can offset “put-downs.”

**Grades:** PreK-1

**McRel Standard(s):** Life Skills - Thinking and Reasoning-Standard 1.1, Identifies simple problems and possible solutions.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** two hand puppets or Persona dolls (dolls with established personalities based on the particular make-up of the class) or two stuffed animals named generically (i.e., Cat and Dog)

### Think & Do Activity Description:

1. Gather the children for a circle time and tell them that today they will listen to and discuss a story about name-calling.
2. Use two puppets, persona dolls or stuffed animals to represent participants in a common classroom problem—name calling. Enact the following script:

**Cat:** (Cat is crying.)

**Teacher:** Asks Cat why she is crying.

**Cat:** Answers that Dog called her “dumb.”

**Teacher:** Tells class that “dumb” is a “put-down word.”

**Teacher:** Ask dog if he said this.

**Dog:** Admits having said it.

**Teacher:** Asks Dog to look at Cat crying. Asks Dog how (s)he thinks Cat feels? (Look at children to answer for Dog.)

**Children:** (Children should answer for Dog.)

**Teacher:** Asks Dog why (s)he would call Cat “dumb?”

**Dog:** Says, “Because Cat won’t play ball with me!”

**Teacher:** Says, “I think I understand how you feel. It sounds like you (Dog) were angry and disappointed. You really wanted to play ball with Cat.”

**Teacher:** Asks class if they can think of what Dog might have done differently when Cat said that she didn’t want to play ball with him.

3. Encourage children to problem-solve different possibilities.
4. After open discussion, ask children to give “put-ups” to Cat to help her feel better. Some put-ups might be: “I think you are very kind, smart, and fun to play with,” etc.

### Suggested Reading

“Andrew’s Angry Words” by Dorothea Lachner, “Sometimes I’m a Bombaloo” by Rachel Vail, “When Sophie Gets Angry – Really, Really Angry” by Jolly Garrett Bang, “The Grouchy Ladybug” by Eric Carle  
“Mary Louise Loses Her Manners” by Diane Cuneo

### Teacher Tips

Younger children can identify with these puppets and feel safe because their own names are not used. They may be more likely to problem-solve about name-calling under these circumstances.

**SOCIO-EMOTIONAL DEVELOPMENT**

**PRESSURE POINTS**

Exploring strategies for responding to peer pressure.

**Learning Area(s):** Peer Pressure, Self Esteem, Self Reliance, Individuality

**Episode: "Double Dare" Synopsis:** After being dared and "double dared" by Too-Tall and his gang, Brother learns the importance of thinking for himself versus following others.

**Objectives:**

Children will:

- \* Listen to and discuss a story involving peer pressure.
- \* Identify effective strategies for responding to peer pressure.
- \* Play a Peer Pressure Game.

**Grades:** 2

**McRel Standard(s):** Life Skills - Working With Others - Standard 2.12, Identifies individual vs. group or organizational interests in conflicts.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** two large "YES" and "NO" signs, storybook depicting peer pressure, "Pressure Points" brainstorm chart (see handout)

**Think & Do Activity Preparation:**

Create large "Yes " and "No" signs and display them prominently on opposite sides of the room.

**Think & Do Activity Description:**

1. Present the brainstorm chart and ask children: "What comes to your mind when you think about the words, PEER PRESSURE?" (Suggest words such as: friends, push, force, dare, etc.) Write responses onto the lines extending out from the circle.
2. Read a story to students involving peer pressure. Ask: "Who was being pressured in this story and in what ways? How did (s)he respond? Are there other ways (s)he could have handled the pressure?"
3. Ask: "Who has ever experienced peer pressure?" (Provide examples such as being pressured into wearing "cool" clothes or acting certain ways).
4. Ask children: "Why do you think kids try to pressure other kids into doing what they do or believing what they believe? How have you ever responded to peer pressure? Who has ever resisted such pressure?" (Explain "resisted," as necessary.)
5. Suggest different ways to resist peer pressure. Encourage children to "stand firm" and to trust their family values and their own opinion about what's right and wrong.
6. Encourage children to play a "Peer Pressure Game." Ask them to look at the two signs on opposite sides of the room. Explain that one child at a time will be presented with a peer pressure problem. The child will then be asked a question to which (s)he will answer "YES," or "NO." (S)he will indicate the answer by moving to the chosen "Yes" or "No" sign.

#7-9 Continued on next page

**Suggested Reading**

**Home Connections**

**Teacher Tips**

"The Practically Perfect Pajamas" by Erik Brooks  
 "Hana's Year" by Carol Talley  
 "The Heart of Cool" by James McEwan  
 "Riding the Tiger" by Eve Bunting

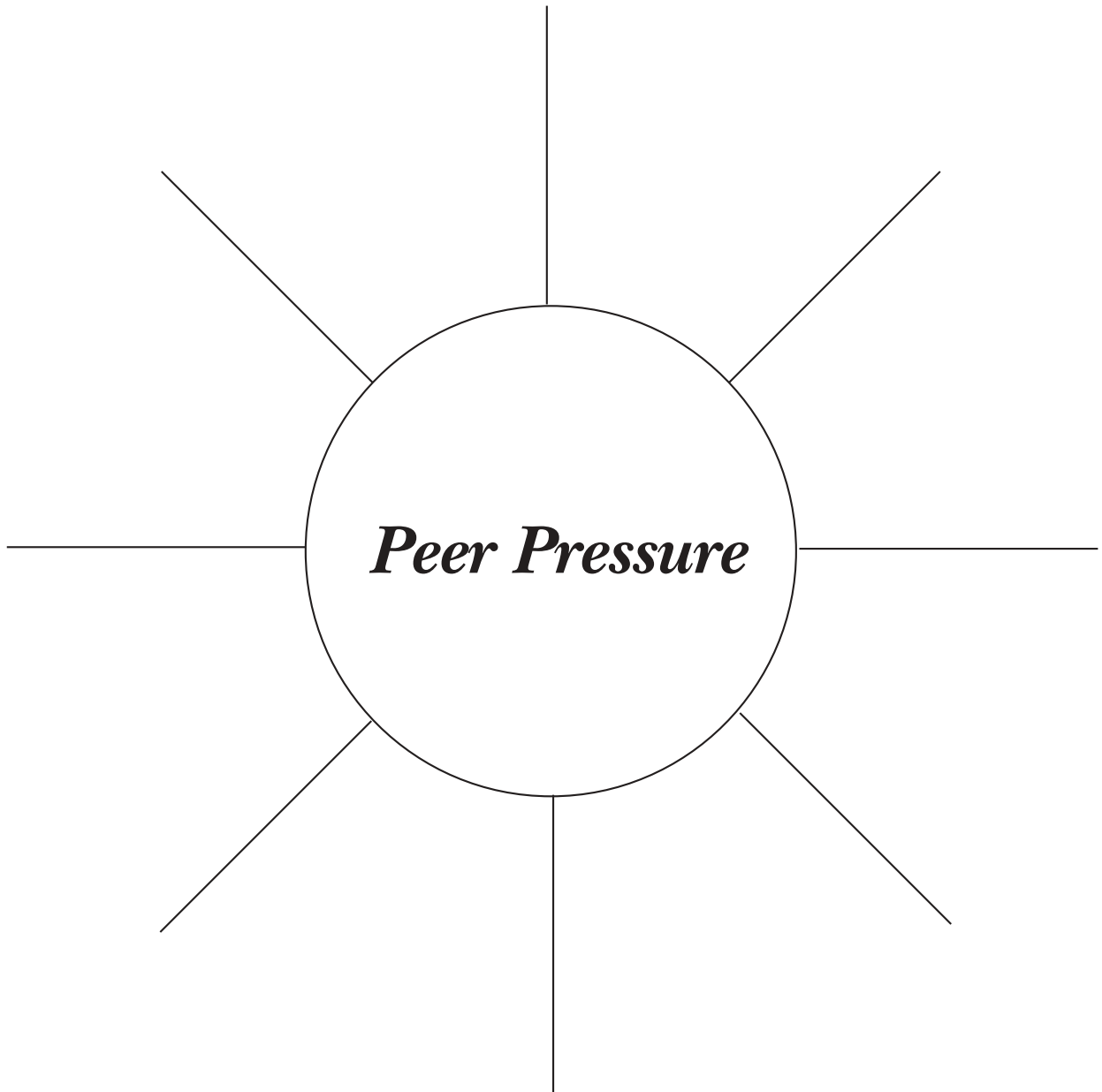
Create alternate peer pressure scenarios for children to respond to based on problems you observe them struggling with in the classroom and on the schoolyard.

**Think & Do Activity Description: Cont'd**

7. Sample scenarios include:
  - a) You have a big class project due tomorrow but your friends are having a slumber party. Should you go or stay home and work on it? YES or NO?
  - b) Two of your friends have new backpacks with a picture of their favorite singer on the front. Your backpack isn't old, but your friends say you have to get one like theirs. Should you buy it? YES or NO?
8. Other children then take turns trying to persuade the child to change his or her mind. The child can either stay where (s)he is or decide to move to the other side.
9. After the game is over, ask children: "How did it feel to be "peer pressured?"



REPRODUCIBLE PAGE  
**PRESSURE POINTS**





# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## SOCIO-EMOTIONAL DEVELOPMENT

### MY MISTAKE

Learning to acknowledge and admit mistakes.

**Learning Area(s):** Responsibility, Integrity

**Episode: "Stinky Milk Mystery" Synopsis:** After a mishap occurs while visiting a local farm, Brother and Sister are hesitant to admit their mistake. However, they soon learn that "coming clean" is the best thing to do.

#### Objectives:

Children will:

- \* Discuss the concept of "making a mistake."
- \* Discuss different mistakes they have made.
- \* Generate strategies for admitting mistakes.
- \* Practice suggested strategies through dramatic role-play.

**Grades:** K-2

**McRel Standard(s):** Life Skills - Self Regulation, Standard 5.1, Understands that everyone makes mistakes.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** a small paper bag, marker, slips of paper, writing utensils

#### Think & Do Activity Preparation:

1. Find a small paper bag and write "Mistake Bag" on the outside.
2. Cut slips of paper small enough for a stack to fit inside the paper bag.

#### Think & Do Activity Description:

1. Discuss "mistakes." Explain that they are a natural part of life and that it is best to admit a mistake rather than trying to hide it.
2. Share an example from Berenstain Bears: While visiting a farm, a brother and sister accidentally let some cows loose out of their fenced-in area (and don't tell anyone what happened)! Later, the cows get sick from having eaten onion grass. The vet figures out what's wrong. But he could have helped them a lot faster and easier if the children had admitted what happened right away instead of waiting. This is an example of how problems can actually get worse when we wait to tell about mistakes we've made!
3. Ask children: "What kind of mistakes have you made? Did you ever try to cover one up? Was it scary to admit to the mistake? What happened? What could have been done differently to better solve the problem?"
4. Tell students that today they are going to practice admitting mistakes.
5. Ask individual children to talk about a past mistake. (Tell them about a mistake of your own to get the ball rolling.) Ask the group to verbally give advice about how that child might have admitted the problem. Write a description of each mistake and problem onto slips of paper and deposit them into the "Mistake Bag."
6. Shake the bag up. Have each child reach in and pull out one mistake scenario. Provide opportunities for the child to choose other "players." Together, they should role-play the mistake, a strategy for admitting it and how to solve the problem.

#### Suggested Reading

"Big Moon Tortilla" by Joy Cowley  
"A Big Fat Enormous Lie" by Marjorie Weinman Sharmat, "Regina's Big Mistake" by Marissa Moss

#### Home Connections

#### Teacher Tips

1. Provide opportunities for the children to act out a storyline from one of the suggested readings.
2. Provide ongoing chances for sharing and role-playing whenever a child makes a mistake.



**SOCIO-EMOTIONAL DEVELOPMENT**

**DENTAL DILEMMAS**

Exploring and role-playing different dental practices.

**Learning Area(s):** Health Care, Community Providers, Critical Thinking

**Episode: "Visit the Dentist" Synopsis:** When Sister has a loose tooth and Brother a cavity, they're both afraid to see the dentist. They soon find out that their initial fears were far worse than the actual appointment.

**Objectives:**

Children will:

- \* Discuss reasons for brushing teeth and different foods and drinks that are helpful or hurtful to teeth.
- \* Evaluate the effects of choosing different drinks.
- \* Explore what it's like to visit the dentist through role-play.

**Grades:** PreK-2

**McRel Standard(s):** Health Standards:1.1-Knows community health service providers and their roles. 7.1-Knows basic personal hygiene habits required to maintain health.

**Core Curriculum Area(s):** Language Arts, Health

**Materials Needed:** hard boiled eggs, milk, water, cola, glasses, "dental" play props, toothpaste, old toothbrushes

**Think & Do Activity Preparation:**

Boil several eggs until hard. After they've cooled, bring them to class.

**Think & Do Activity Description:**

1. Talk with students about why they have to brush their teeth every day. How long do they think it takes for teeth to become dirty and need cleaning? What sort of foods and drinks do they think are good and bad for teeth: fruits and vegetables vs. candies and sweets, milk vs. soda, etc.
2. Explain that today they will do an experiment to see what happens to teeth when we choose different types of drinks.
3. Pour the liquids into separate glasses. Place one hard-boiled egg into each glass and let them sit for a day or two.
4. Explain that the egg shells are like the hard, protective, white enamel we have on our teeth (smile and point to tooth enamel). Ask students what they think will happen to each of the egg shells and why.
5. After a day or two, examine the eggs and discuss what happened. Explain how certain drinks like milk are good for our teeth. Others like cola and sodas can be harmful and staining. Ask how they think the stained eggs can be cleaned?
6. Give each child a turn putting toothpaste on a brush and cleaning the stained eggs. Ask them what they now think brushing their own teeth does?
7. Talk about how dentists help our teeth stay healthy through cleanings and fillings, etc. Then encourage children to "play dentist" by letting them set up a dentist's office in the dramatic play area. Suggest that they take turns as dentist and patient.

**Suggested Reading**

"Open Wide: Tooth School Inside" by Laurie Keller, "Doctor De Soto" by William Steig "Barney Goes to the Dentist," by Linda Cress Dowdy, "Just Going to the Dentist: Golden Look-Look Book" by Mercer Mayer

**Teacher Tips**

If stains do not brush off for some children, explain that sometimes our teeth become so dirty that we need a dentist to clean them for us! (But brushing every day can help keep teeth clean in between dentist check-ups!)

**SOCIO-EMOTIONAL DEVELOPMENT**

**FACING FEARS**

Making and using sock-puppets to explore real and imaginary fears.

**Learning Area(s):** Facing Fears, Emotional Development

**Episode: "Lost in a Cave" Synopsis:** Cousin Fred is hesitant about going on a cave exploration outing. But with help from Papa, Brother and Sister he faces his fears, learns that there was little to be scared of and winds up having a great time!

**Objectives:**

Children will:

- \* Make "brave" sock puppets of themselves.
- \* Listen to and discuss a story involving positive resolution of a fearful situation.
- \* Identify feelings of fear and what it means to be brave.
- \* Use "brave sock" puppets to role-play dealing with different fears.

**Grades:** PreK-1

**McRel Standard(s):** Health - Standard 4.1, Identifies and shares feelings in appropriate ways.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Materials Needed:** book about facing a fearful situation, old (arm-length) socks, different colored yarn, small pieces of colored felt material, wiggle eyes, scissors, white glue, colored markers, small pieces of cardboard or plastic

**Think & Do Activity Description:**

1. Help the children make colorful sock puppets of themselves. Children should: a) Place their hands inside the socks then lightly mark areas on them for a mouth, eyes, lips and tongue. b) Remove their hands and insert pieces of cardboard/plastic. (This will ensure that markers don't stain through to the opposite side). c) Glue on wiggle eyes. d) Use markers to make lips, a nose, a mouth and other facial features. e) Glue small pieces of red felt inside the mouths to make tongues. f) Cut pieces of yarn into desired hair length and glue them on the top of the puppets' "heads." g) Draw (and glue additional pieces of colored felt) on the puppets' bodies to make decorative clothing.
2. Allow puppets to dry overnight.
3. The following day, read a story involving characters who feel and face fears. Then ask: "What was the character afraid of? Why do you think he/she was scared? How did the character show his or her fear? Did the character act bravely? What did (s)he do that was brave?" (Explain "brave" as necessary.)
4. Explain that everyone gets scared sometimes. We just have to figure out things we can do when we feel this way. Generate a list of situations that have made the children fearful. To get started, ask: "Have you ever been scared of a loud noise? An animal? Beginning a new school or class? Things you've seen or heard on TV or radio?"
5. Discuss some strategies that can help us feel better and act bravely when we're scared. Ask children for ideas. Be sure to suggest: talking to a parent, teacher or friend; using a night light; keeping a special toy or stuffed animal nearby; using imagination to turn a scary thought or monster into something funny.
6. Provide opportunities for students to use their "brave sock-puppets" either to talk with each other about different fears and how to bravely deal with them or to act out fearful situations and brave behaviors.

**Suggested Reading**

**Home Connections**

**Teacher Tips**

<p>"No Such Thing" by Jackie French Koller                  "Go Away, Big Green Monster" by Ed Emberley                  "Franklin in the Dark" by Paulette Bourgeois                  "Lizzy and Skunk" by Mary-Louise Fitzpatrick                  "Moon in My Room" by Ila Wallen</p>		<p>When children are working with puppets you might want to provide them with "talking starters" such as "I feel scared when..." or "I act bravely by..." Two children can model what this looks and sounds like.</p>
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# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## SOCIO-EMOTIONAL/FAMILY & COMMUNITY

### Video Lesson Plan #8

#### The Back to School Blues

Exploring new and challenging experiences in the school setting.

**Learning Area(s):** New School Situations, Seeking Advice From Those With More Experience

**Episode: "Go to School" Synopsis:** When Sister believes that the 3rd grade will be too hard, Mother and Brother Bear explain that while new experiences can be a bit scary—learning about them and calling on past memories can be comforting.

#### Objectives:

Children will:

- \* View and discuss a school blues-related clip from *The Berenstain Bears* episode, "Go to School."
- \* Listen to a story involving back-to-school or first-day-of-school feelings—then compare the book problems, themes and outcomes with those within the video clip.
- \* Discuss and list feelings and concerns about going into the next grade.
- \* Visit a class in the next grade and pose questions about it.
- \* Draw/paint something they're now excited about doing in the next grade.

**Grades:** PreK-2

**McRel Standard(s):** Health-Standard 4.1, Identifies and shares feelings in appropriate ways. Behavioral Studies-Standard 3.5, Knows that people can learn from each other in many ways. Life Skills - Self Regulation-Standard 2.18, Identifies desired future accomplishments.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Vocabulary Words:** Feelings, Fear, Concern, Nervous, Worry, Excited

**Time Needed:** over two days (apx 150 minutes overall)

**Materials Needed:** prep time with a class/teacher in the next grade level, large sheet of chart paper, marker or chalk, chalkboard, Outreach Videotape, TV, VCR, paper, crayons or paint and brushes

#### Lesson Plan Overview:

Children will watch a clip from "Go to School" and assess the set-up of Sister remembering all the reasons she initially didn't want to go to kindergarten. A story about back-to-school or first-day-of-school feelings/concerns will be read to them, and a comparison will be made between the book choices and outcomes – and those that could take place within the video. After a discussion about feelings and concerns about moving into the next grade, children will make a list of questions about that school level. Students will then get to actually visit a class/teacher in the next grade up, pose questions, and learn about some of the interesting subjects and activities they'll get to do. Back in their own classroom, children will draw or paint something they're now excited about doing in the next grade-level.

#### See, Think & Do Activity Preparation:

1. Cue up The Berenstain Bears Outreach Videotape to Clip #8
2. Talk with the teacher of an upper grade at your school about an information exchange. Your students will come up with a list of questions to ask the teacher and class. Prior to the visit, the upper grade should discuss the questions and prepare answers – and also display interesting work/activities that children in the lower level can look forward to doing
3. On chart paper or a blackboard write "[next grade] Questions and Concerns."
4. Note that students may need to be broken into two groups for the "next grade visit" if the class is too large for one visit.

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch a Sister bear cub just before she starts kindergarten . Ask that as students watch, they think about what it was like their first day of school.

### **Think & Do Activity Description: Cont'd**

2. Show the 1:13 clip on Sister remembering when she was scared to go to kindergarten.
3. Explain the concepts of fear, scared, nervous and worry as needed—then discuss the clip in relation to these feelings, such as:
  - \*Why do you think Sister is worried about kindergarten?
  - \*What was your first day of school like? Were you nervous of any of the things that Sister is?
  - \*How/When did you feel better? Did you make new friends? What kind of activities did you like? How do you think Sister could feel better about going into kindergarten?
4. Explain that it's natural to be feel scared or worried sometimes, especially when we're about do something like go into a new school or grade. We should just figure out things we can do when start feeling that way.

#### **"Think" – about similar ideas within a Reading Extension**

Read "Wemberly Worried," "Miss Bindergarten Gets Ready for Kindergarten" OR "Get Ready for Second Grade, Amber Brown" (or a similar-themed book about back-to-school or first-day-of-school apprehensions). Encourage students to compare the storylines of the book and video, such as:

- \*What was [the book character(s)] scared/worried about? How did they show it?
- \*How were [the book character(s)] worries the same as Sister's? How were they different?
- \*How did [the book character(s)] deal with being scared/worried about school? Could Sister do some of the same things?

#### **"Do" – a hands-on Activity**

##### **Activity One – Visiting the Next Grade Up**

1. Ask the class to discuss their own fears and worries about going into the next grade. Brainstorm different ways to feel better about them. What nice thoughts can they think? What can they say to themselves to feel good? Is there a special toy or object they can take that always makes them feel safe and calm? (See Facing Fears activity for different ways to deal with fears.)
2. If they could ask any questions of a teacher and students currently in that grade, what would they be? List answers on the blackboard or on chart paper.
3. Explain that students are actually going to get to visit a class and teacher in that grade, learn more about the activities they're doing and ask questions!
4. On the upper-grade visit day, take the students' list of questions (just in case they are too nervous to ask or don't remember them). Encourage children to ask questions of the teacher and class. Encourage the higher grade to show the class some of the fun, interesting things they're going to get to do. Ask the teacher to describe additional things they'll get to study, learn about, etc.
5. Back in the classroom, talk with students about the visit, what they learned and things they're now excited about.
6. Encourage children to draw and write (or dictate) one thing they're now excited about doing in the next grade.

##### **Additional Activities**

1. If a VCR is available, tape the full episode of "Go to School" (see How to Locate Episode). Ask children what they think happened after Sister was worried about going into kindergarten—then show the actual outcome.
2. Suggest books students might like to explore on this subject include:
  - "Miss Bindergarten Gets Ready for Kindergarten" by Joseph Slate,
  - "The Kissing Hand" by Audrey Penn,
  - "Wemberly Worried" by Kevin Henkes,
  - "When You Go to Kindergarten" by James Howe,
  - "Timothy Goes to School" by Rosemary Wells
  - "Starting School" by Janet and Allan Ahlberg,
  - "If You're Not Here, Please Raise Your Hand: Poems about School" by Kalli Dakos,
  - "Get Ready for Second Grade, Amber Brown" by Paula Danziger,
  - "I've Got the Back to School Blues" by Gail Herman



# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## SOCIO-EMOTIONAL/FAMILY & COMMUNITY

### *Home Connections*

Parent Suggestion: If students will be attending a new school next year, take them to visit it prior to the first day. Introduce them to their new teacher and classroom, if possible. Talk with them about any questions, fears or concerns they have about the first day of school – or going back to school. Discuss ways they can feel more comfortable. Also, reading and discussing some of the books listed above could be reassuring.



# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## SOCIO-EMOTIONAL DEVELOPMENT

### Video Lesson Plan #9

#### The Green Eyed Monster

Exploring the feelings associated with jealousy and how to confront them.

**Learning Area(s):** Problem Solving, Reflective Thinking, Emotional Development

**Episode: "The Green-Eyed Monster" Synopsis:** Sister's excited about getting Brother's hand-me-down bike...that is until he gets a new one. She learns that defeating feelings of envy yields more benefits than succumbing to them.

#### Objectives:

Children will:

- \* View and discuss a jealousy-related clip from the Berenstain Bears episode, "The Green-Eyed Monster."
- \* Listen to the story "Jamaica and Brianna," and compare the book and video clip themes.
- \* Discuss and act-out how jealousy feels and the behavior it causes.
- \* Draw pictures of "the green-eyed monster" and list several ways to keep it away.

**Grades:** K-2

**McRel Standard(s):** Life Skills: Working With Others, Standard 2.2 Resolves conflicts of interest. Thinking and Reasoning, Standard 5.1 Identifies simple problems and possible solutions.

**Learning & Curriculum Area(s):** Language Arts, Character Development

**Vocabulary Words:** Jealous/Jealousy, Emotions, Feelings

**Time Needed:** approximately 75 minutes

**Materials Needed:** Outreach Videotape, VCR, TV set, book, "Jamaica and Brianna" by Juanita Havill (or similar title), chalk, chalkboard, paper, crayons or other drawing utensils

#### Lesson Plan Overview:

Children will watch a clip from "The Green Eyed Monster" and discuss why Sister Bear is upset over not getting to ride her brother's new bike. A similar-themed story will be read to them, and a comparison will be made between the book's jealousy-related problems and outcomes – and those within the video clip. After a discussion about jealousy, children will take turns acting out feelings associated with it. Finally, children will draw their perception of "the green-eyed monster" and write (or draw) three ways of keeping it away.

#### See, Think & Do Activity Preparation:

1. Cue up The Berenstain Bears Outreach Videotape to Clip #9

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch a Sister bear cub who wants to use her brother's new bike. Ask that as students watch, they think about why she gets so mad.
2. Show the :28 clip on Brother and Sister bear cubs fighting over Brother's new bicycle, Papa advising Sister to use her own bicycle—and Sister announcing that the situation is not fair.
3. Discuss the clip in relation to jealousy and fairness, such as:
  - \*Why do you think Sister bear got mad?
  - \*Do you think it's fair that she didn't get to ride Brother's new bike – even though she has her own? Why?/Why not?
  - \*Do you think she's jealous over his new bike? Why?/Why not? (Explain the concept of "jealousy" to children, as needed.)
  - \*What could Sister have done instead of fighting with Brother over his bike?
  - \*Have you ever been jealous over something someone else had? Or have you wanted to use something that someone wouldn't let you? What did you do?



## Think & Do Activities: Cont'd

### "Think" – about similar ideas within a Reading Extension

Read "Jamaica and Brianna" (or a similar-themed book about jealousy over something someone else has). Encourage students to compare the storylines of the book and video, such as:

- \*Why do Jamaica and Brianna got mad at each other?
- \*Do you think they are jealous over each other's boots? Where do you see this in the story?
- \*How do they make-up and deal with their jealousy? What do you think they learned? Where do you see this in the story?
- \*How is Jamaica and Brianna's problem the same as Sister's? How is it different?
- \*How could Sister learn from what happened with Jamaica and Brianna to solve her jealousy over Brother's new bike?

### "Do" – a hands-on Activity

\*Note: one or both of the following activities may be used in this lesson plan depending on time available and children's interest.

#### Activity One – Jealousy Pantomime and Discussion

1. Encourage students to talk about times they have felt jealous. What happened to make them feel that way?
2. Demonstrate how to use pantomime to act out a feeling or idea – then ask children (individually or as a group) to use it to show how they looked and felt when they were jealous.
3. Ask students how they dealt with their feelings of jealousy: Can they say in words what they felt? Did they talk to anyone about their feelings? Did they just get angry or walk away? Did they say hurtful things to the person they were jealous of? Did they stop wanting to play with him or her?
4. Allow students to share their stories.

#### Activity Two – Creating & Controlling "The Green-Eyed Monster"

1. Discuss with children the (make-believe) concept of "the green eyed monster" – that pesky, "ugly" side of all of us that makes us feel jealous. Talk about how great it would be if that (pretend) jealousy "monster" would just go away and leave us alone for good!
2. To help this happen, ask children to draw a picture of what the green-eyed monster would look like if it were real.
3. Then underneath the drawing (and based on previous discussion), encourage students to write (or draw) three ways that they could deal with jealousy in the future so that the green-eye monster will stay away.

#### Additional Activities

1. If a VCR is available, tape the full episode of "The Green-Eyed Monster" (see How to Locate Episode). Ask children what they think happened after Sister showed jealousy over her Brother's new bicycle – then show and discuss the actual outcome.
2. Mention that another book about jealousy children might like to read or have read to: "Ebb and Flow and the New Friend" by Jane Simmons.

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### Video Lesson Plan #10

#### Can't Buy Me Love

Exploring the idea that there are some things money can buy, some that money cannot – and some things such as giving, charity and kindness that are priceless.

**Learning Area(s):** Empathy, Making Thoughtful Choices and Informed Decisions

**Episode: "Trouble with Money" Synopsis:** After neglecting friends and family in favor of making money, Brother and Sister come to realize that material possessions aren't as important as kindness and friendship.

#### Objectives:

##### Children will:

- \* Watch a "buying"-themed clip from the Berenstain Bears episode, "Trouble with Money."
- \* Listen to the story "King Midas: The Golden Touch," then compare the book and video clip themes.
- \* Discuss different things that money can and cannot buy.
- \* Go back over the video clip and storybook and Chart which things in them can be purchased—and which cannot.
- \* Paint someone or something that is more important than money.
- \* Discuss the value of giving, collectively pick a charity to donate to, then decide as a class what to give.

#### Grades: K-2

**McRel Standard(s):** Life Skills Working with Others-Standard 4.1, Displays empathy with others Thinking and Reasoning-Standard 3.1, Classifies objects by size, color or other significant characteristics.

**Learning & Curriculum Area(s):** Language Arts, Character Development

**Vocabulary Words:** Buy, Value/Valuable, Expensive, Possession, Giving, Charity, Priceless

**Time Needed:** 75 minutes (without expansion activity)

**Materials Needed:** Outreach Videotape, VCR, TV set, book, "King Midas: The Golden Touch" (or similar title), chart paper, construction paper, marker, tape, stapler, paper, finger or watercolor paints, paint brushes

#### Lesson Plan Overview:

Children will watch a clip from "Trouble with Money" and assess the set-up of Brother and Sister eagerly wanting to earn money to buy new, expensive clothes. A similar-themed story will be read to them, and a comparison will be made between the book's greed-oriented choices and outcomes—and those that could happen in the video story. After a discussion about what money can and cannot buy, children will chart things in the video clip and storybook that fall into these two categories. Students will paint something or someone that means more to them than money. An expansion activity is to collectively discuss the value of giving – then decide on a charity to donate to (along with what to donate).

#### See, Think & Do Activity Preparation:

1. Cue up the Outreach Videotape to Clip #10.
2. Create a Cover Sheet by typing or writing "Our Priceless Treasures" at the top of a (colored) piece of construction paper.
3. Create a Buy/Can't Buy Wall Chart by writing in large letters BUY on one side of the chart paper and CAN'T BUY on the other side – then drawing a dividing line between the words. Tape or staple the chart to the wall.
4. Locate and list several charities in your local area to offer as suggestions.

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch the Berenstain Bear family as they window shop at their neighborhood mall. Ask that as students watch, they think about what Brother and Sister Bear want from the store.

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### **Think & Do Activities: Cont'd**

2. Show the :41 clip on Brother and Sister getting overly excited about earning money to buy expensive "Bearwear" clothing.
3. Discuss the clip in relation to choice-making, such as:
  - \*How did Mama and Papa bear seem to feel about their kids wanting to buy the expensive Bearwear clothes? Why do you think they felt that way?
  - \*Why do you think Brother and Sister wanted the clothes?
  - \*Have you ever wanted to buy expensive clothes or toys? How did your mom and dad feel about it? If you bought it/them, what happened? Were they/was it worth the amount of money you paid? Why or why not?
  - \*When do you think something should be expensive or cost a lot of money? What do you think makes something valuable or mean a lot to you?

### **"Think" – about similar ideas within a Reading Extension**

Read "King Midas: The Golden Touch" (or a similar-themed book about placing too much value in possessions over people). Encourage students to compare the storylines of the book and video, such as:

- \*Brother and Sister really wanted to buy Bearwear clothes. What did King Midas really want? Why do you think he wanted it? Do you think Brother, Sister and Midas' reasons were the same or different? Why?
- \*Brother and Sister planned to earn money to buy clothes. What did Midas do in order to get what he wanted? What went wrong? Do you think Brother and Sister could run into the same problems? Why or why not?
- \*What do you think King Midas learned at the end of the story? What do you think Brother and Sister could have learned about trying to buy expensive clothes?

### **"Do" – a hands-on Activity**

\*Note: one, two or all three of the following activities may be used in this lesson plan depending on time available and children's interest.

#### **Activity One – Charting "Buys" and "Can't Buys"**

1. Discuss the things that money can and cannot buy – and why. If necessary, give examples to get students started, i.e.: Money can buy food, but it can't buy the great feeling you get when eating your favorite meal.
2. Show students the "Buy/Can't Buy" wall chart and ask that they think about things in the video clip and book that can be bought –and that are free. Give an example such as: In the video, clothes can be bought, yet parents (or love and care that parents give) cannot.
3. As children come up with ideas, write them into the correct column on the chart. (Point out objects for children to classify, if necessary.)

#### **Activity Two – Painting Pictures of "Our Priceless Treasures"**

1. Ask children to now think about something or someone that means more to them than any amount of money.
2. Encourage kids to paint these "priceless treasures."
3. Have children write (or dictate) their names onto the pictures, then after drying, staple them under the "Our Priceless Treasures" cover page to create a booklet.

#### **(Expansion) Activity Three – Exploring Giving and Charity**

1. To expand on this theme, discuss with children what it means to be charitable and give to others. Compare the value of these acts with money and possessions.
2. Ask students to describe the feelings of gift giving or doing something nice for someone else.
3. Explain about different charities in your local area and ask if the class would like to give (a gift or craft or performance, etc.) to one of them.

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### **Think & Do Activities: Cont'd**

4. If so, collectively decide upon the charity, what the class would like to give—then work together to create and deliver it. Talk with children about doing something really special, such as:

- \*Learning some songs to sing at a convalescent hospital.
- \*Planting flowers to give to an old age home.
- \*Repackaging used but usable art materials for a children's hospital.

### **Additional Activities**

1. If a VCR is available, tape the full episode of "Trouble with Money" (see How to Locate Episode). Ask children what they think happened after Brother and Sister decided to earn money to buy expensive clothes—then show the actual outcome and discuss.
2. Mention that other books on giving that children might like to explore on their own include: "How Much is That Doggie in the Window" by Bob Merrill and "Miss Rumphius" by Barbara Cooney

### **Home Connections**

Extend this activity at home by suggesting that parents watch television with their children and ask them to identify things they can and cannot buy within different TV commercials. (An example would be that you can buy a hamburger, but may not get the great fun a kid is shown having while eating it in the ad.) Afterward, discuss the different ads: How do they think commercials tried to sell their product? What did they use to get people to buy it - showing happy people using it, coming up with fun rhymes or cute songs? Why do they think people make commercials? What things have they wanted to buy after seeing a great commercial for it? Follow up with children periodically and ask them to think about these things when watching TV ads.

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### Video Lesson Plan #11

#### TV Talk

Exploring the idea that watching too much TV may not be as fun as choosing ideas (from TV or other interests) to make up new shows or perform hands-on activities.

**Learning Area(s):** Making Thoughtful Choices...To help children feel confident about themselves as decision-makers.

**Episode: "Too Much TV" Synopsis:** Brother, Sister and Papa realize that their interests extend well beyond the television set. They grow to realize just how entertaining "simple" pleasures can be.

#### Objectives:

##### Children will:

- \* Identify the "choice-related" television viewing problems characters face in a clip from "Too Much TV."
- \* Listen to the story "When the TV Broke" (or similar-themed book) read to them, then Compare the problems and choices characters faced in the book – with ones encountered in the video clip.
- \* Identify fun alternatives to TV and computer usage—then put these ideas into action at home.
- \* Create show concepts verbally, with drawings, and writing.

#### Grades: K-2

**McRel Standard(s):** Life Skills - Thinking and Reasoning Standard 5.1, Identifies simple problems and possible solutions. Standard 6.1, Makes and defends decisions about daily activities, Language Arts - Media-Standard 10.4, Understands that media messages and products are created by people and represent real and imaginary experience.

**Learning & Curriculum Area(s):** Critical Thinking, Language Arts, Creative Expression

**Vocabulary Words:** Choices, Problem, Ideas, Concept, Show, Characters, Setting, Title

**Time Needed:** Short class periods over two days

**Materials Needed:** Outreach Videotape, VCR, TV set, book, "When the TV Broke" (or similar title), note to parents, paper, pens, markers, crayons

#### Lesson Plan Overview:

Children will watch a clip from Berenstain Bears episode, "Too Much TV" and discuss the alternate entertainment choices characters have now that they can't do their favorite activity—watching TV. A similar-themed book will be read to them, and a comparison will be made between the choices and decisions of the book character – and those that the bear cubs could possibly make. Children will come up with idea alternates for watching TV or using computers – then perform these activities at home instead of watching a favorite show. Finally, they will choose content on which to base their own show concept.

#### See, Think & Do Activity Preparation:

1. Cue up the Berenstain Bears Outreach Videotape to Clip #11.
2. Draft a short note to parents explaining that students are working on a lesson in "alternative choices" and (if it's okay with them) will perform a pre-selected activity in place of watching a favorite TV show that day/evening.

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch how Brother and Sister bear cubs love TV so much at they each want to see a different show at the same time! And while watching, they should think about what they'd do if this happened to them!
2. Show the :53 clip on Brother and Sister fighting over the remote control, then ultimately losing their TV privileges for a week.



# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

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### **Think & Do Activity Description:**

3. Discuss the clip in relation to choice-making, such as:

- \*Why do you think Mother Bear decided to take away their TV for a week? Do you think she was right?
- \*Have you ever not been able to watch a TV show when you really wanted to? (If yes) What did you do, instead?\*
- \*What do you think the bears should do now that they can't watch TV for a week?

### **"Think" – about similar ideas within a Reading Extension**

Read "When the TV Broke" (or a similar-themed book about not getting to do what you want – and therefore coming up with other choices or ideas). Encourage students to compare the storylines of the book and video, such as:

- \*How is Jeffrey's problem like the bear cubs in the video? How is it different?
- \*What kinds of things did Jeffrey come up with to do when his TV broke? Did it look like he was having fun even though the TV was gone? (If yes) Why do you think he started having fun? Do you think the cubs could do some of the things he did and have fun, too?

### **"Do" – a hands-on Activity**

\*Note: one or both of the following activities may be used in this lesson plan depending on time available and children's interest.

#### **Activity One – Finding TV Alternatives**

1. Tell the class to imagine that all the TV's and computers in the world have broken down for a day – so they'll have to come up with something else they can do.
2. Ask children to actually perform this activity in place of watching a favorite TV show that afternoon or evening. And give them the parent note.
3. The next day, allow students who were able to complete the in-home assignment, to talk about their experience with the class.

#### **Activity Two – Creating Original Show Ideas**

1. Explain to children that writers come up with the ideas in shows they watch on TV – like Jan and Stan Berenstain created a show about bears using their own last name! And now that they've seen part of a show by other writers – they're now going to get to create their own show. They should draw pictures of and write about their show idea. [Children unable to write should draw pictures and have the teacher write down words used to describe the show and illustration.]
2. Tell children to keep in mind several key things that a show contains: characters (who's in the show), setting (where the show takes place), concept (what the show is about) – and a title (what the show is called). They should also think about why their show is special and what makes it interesting and/or different from other programs they've seen. [Write these concepts on the board for children who read.]
3. Allow children to draw and write (in whatever creative way they choose) about their new show.
4. Encourage children to share their show ideas and pictures with the class – and why they chose that particular subject.

#### **Additional Activities**

1. If a VCR is available, tape the full episode of "Too Much TV" (see How to Locate Episode). Ask children what they think happened during the bears' week of no TV—then show the actual outcome.
2. Mention that other books children might enjoy reading (about this subject) are: "Fix It" by David M. McPhail, and "Mouse TV" by Matt Novak.

### **Home Connections**

Parent Suggestion: Children will exercise more responsible viewing habits if they are allowed to choose a few (pre-approved) shows or videos to watch. Sit down with children and talk about what types of shows they like to watch and why. Then collaborate on a list of programs to view together.



# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### Video Lesson Plan #12

#### I Want It vs. I Need It

Exploring the interrelated concepts of needs, wants and advertising.

**Learning Area(s):** Needs Versus Wants, Consumerism

**Episode: "Get the Gimmies" Synopsis:** Brother and Sister whine their way into getting new toys. They soon learn the folly of their behavior and to think of those less fortunate than themselves.

#### Objectives:

##### Children will:

- \* View and discuss a consumerism-related clip from the Berenstain Bears episode, "Get the Gimmies."
- \* Listen to the story, "Arthur's TV Troubles."
- \* Discuss the similarities and differences between the video clip and book themes, problems and outcomes.
- \* Talk about and locate picture examples of Needs versus Wants.
- \* Create persuasive ads about "wants" and analyze them as a class.

#### Grades: 2

**McRel Standard(s):** Life Skills - Self Regulation - Standard 2.10, Develops an inventory of wants versus needs.

Language Arts - Standard 10.4, Understands that media messages and products are created by people and represent real and imaginary experience.

**Learning & Curriculum Area(s):** Social Studies, Language Arts

**Vocabulary Words:** Needs, Wants, Advertising, Messages, Persuasion

**Time Needed:** approximately 90 minutes

**Materials Needed:** Outreach Videotape, VCR, TV set, "Arthur's TV Trouble" by Marc Brown (or another book about wanting things based on ads/appearance), chalkboard, chalk, magazines, scissors, large sheets of construction paper, crayons, writing utensils

#### Lesson Plan Overview:

Children will watch a clip from "Get the Gimmies" and assess the set-up of Brother and Sister persuading their parents to buy them new toys. They will listen to a "buying"-themed story and a comparison will be made between the book choices and outcomes – and those that could take place within the video. After a discussion about needs and wants, children will cut out pictures and draw things that fall into these two categories. Students will then talk about persuasion and create their own ads, enticing classmates to buy a new product.

#### See, Think & Do Activity Preparation:

1. Cue up the *Berenstain Bears* Outreach Videotape to Clip #12.
2. Collect magazines featuring lots of colorful, persuasive advertisements (preferably for age-appropriate toys and/or clothing).

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to see Brother and Sister Bear at a store parking lot with their parents. Ask that as children watch, they think about how the cubs try to get the things they want.
2. Show the :46 clip on Brother and Sister sweet-talking and "guilting" their parents into buying them new toys.

### **Think & Do Activity Description: Cont'd**

3. Discuss the clip in relation to persuasion, needs and wants, such as:

- \*How did Brother and Sister get their parents to buy the toys? What things have you asked your parents to buy at the supermarket or toy store? Did they buy them? If not, did you feel like they were being mean to you? If so, how did you get mom or dad to pay for them?
- \*Do you think the way Brother and Sister got their parents to buy the toys was right or wrong? Why or Why Not?
- \*Did Brother and Sister really need the toys? (Talk about the concept of "need," if necessary.)
- \*Why do you think they wanted the toys so badly?

#### **"Think" – about similar ideas within a Reading Extension**

1. Read "Arthur's TV Trouble" (or a similar-themed book about advertising). Encourage students to compare the "buying"-themed storylines of the book and video, such as:

- \*What did Arthur want to get? Why do you think he wanted it so badly? Do you think his reasons were the same as Brother and Sister's? Why/Why not?
- \*What happened to the Treat Timer? Did Arthur (or his dog) really need it? Did it work the way the ads said it would?
- \*Have you ever seen a toy on TV or in an ad, bought it, then had it not work? Do you think Brother and Sister's toys will last very long or that they'll play them for a long time? Why or why not?

2. Talk about the concept of persuasion and how it's seen in both the video clip (salesperson) and storybook (ads). Explain that we often buy things because of how someone presents or shows them to us in a commercial or ad (not because we really need them). Some things people use to persuade us that we want a toy are: catchy music, bright colors, exciting words, pictures of people having fun using it, etc.

3. Pull out a few print toy ads as examples and ask the class if they see these things in them. Ask if they'd want to buy any of these toys based on their ads.

#### **"Do" – a hands-on Activity**

##### **Activity One – Identifying Needs vs. Wants**

1. Talk about "needs" and "wants" in relation to the video clip and storybook. Explain that the Bear family needed to buy food from the supermarket so that they could eat. But they didn't really need the toys since they were just for fun. Help the class think of other examples from "Arthur's TV Trouble."
2. Ask if the class can come up with other examples of "needs" and "wants" – and list them on the board. (Help with responses, as necessary.)
3. Pass out construction paper, scissors and crayons. Ask students to write "needs" on one side and "wants" on the other with a line drawn down the middle of the sheet. Encourage them to draw and/or cut out magazine pictures in both categories.
4. When finished, ask children to share their needs and wants pictures and why they picked them.

##### **Activity Two – Creating Persuasive Advertisements**

1. Show the toy advertisement pages again and ask if the class would like to create their own ads!
2. Explain that they should try to be as fun and Persuasive as possible -- using words, and pictures to get their classmates to want to buy the product they're trying to sell. (Mention that they can use the real ad pages as examples.)
3. Ask that they create an ad for a toy (a "want") – but try to make their classmates think that they really, really "need" it.
4. Allow children to create their own ads. Help them by putting a list of persuasive elements/phrases/images/ideas on the board. Also offer guidance, suggestions, and pointers, as needed.
5. When complete, encourage students to individually show and explain their ads to the class.

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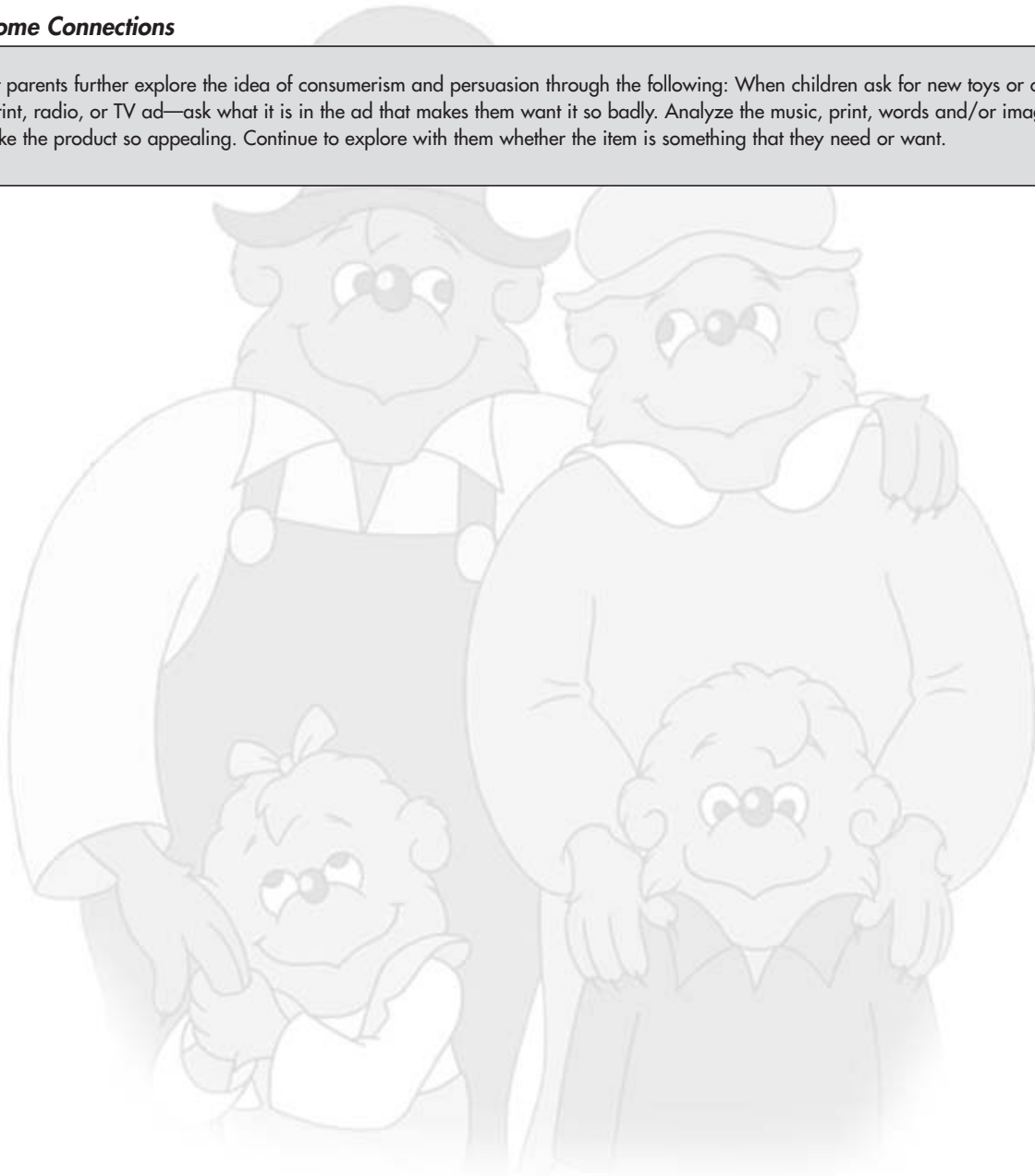
### **Think & Do Activity Description:**

#### **Additional Activities**

1. If a VCR is available, tape the full episode of "Get the Gimmies" (see How to Locate Episode). Ask children what they think happened after Brother and Sister talked their parents into buying the toys—then show and discuss the real outcome.

#### **Home Connections**

Suggest that parents further explore the idea of consumerism and persuasion through the following: When children ask for new toys or clothing after seeing them in a print, radio, or TV ad—ask what it is in the ad that makes them want it so badly. Analyze the music, print, words and/or images that are so attractive and make the product so appealing. Continue to explore with them whether the item is something that they need or want.



# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### Video Lesson Plan #13

#### Building a Food Pyramid.

Learning about healthy eating habits and Food Pyramid categories.

**Learning Area:** Health, Classification, Critical Analysis

**Episode: "Too Much Junk Food" Synopsis:** When Sister, Brother and Papa feel ill-prepared for a race, they are forced to reconsider their eating and exercise habits. They decide to make healthier choices.

#### Objectives:

##### Children will:

- \* View and discuss a junk food-themed clip from the Berenstain Bears episode, "Too Much Junk Food."
- \* Listen to "Gregory, the Terrible Eater" (or another story about eating habits) and compare the book and video clip themes.
- \* Talk about nutrition, the Food Pyramid and their favorite foods.
- \* Bring in food containers from home, talk about home meals, and classify the containers and meals according to Food Pyramid categories.

**Grades:** K-2

**McRel Standard(s):** Health - Standard 6.1, Classifies foods and food combinations according to the food groups.

**Learning & Curriculum Area(s):** Health, Language Arts

**Vocabulary Words:** Food Pyramid, healthy, unhealthy, junk food

**Time Needed:** short class periods over two days

**Materials Needed:** Outreach Videotape, VCR, TV set, large Food Pyramid diagram, "Gregory, the Terrible Eater" (or similar title), note to parents, tape or stapler, magazines

#### Lesson Plan Overview:

Children will watch a clip from "Too Much Junk Food" and discuss whether the foods depicted would make us feel good or bad. They will listen to a story about eating habits and a comparison will be made between food choices made in the book vs. those in the video. After learning about nutrition and the Food Pyramid, students will be asked to bring in food wrappers and containers from home. The packages will be assessed for which food group they fall into and children will discuss the meals they're associated with.

#### See, Think & Do Activity Preparation:

1. Cue up the Outreach Videotape to Clip #13.
2. Make or use an existing (large) Food Pyramid Diagram. (See example.) Be sure there is plenty of room on the diagram for items to be taped or stapled under each category.
3. Write a note to parents and guardians informing them that children need to bring in small, clean food containers and wrappers. Give Food Pyramid categories as suggestions.

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch Brother, Sister and Papa Bear as they pick out food items from the grocery store. Ask that as they watch, children think about whether they are "good" or "bad" foods for the bears to eat.
2. Show the :29 clip on the Bears happily grabbing junk food from off the market shelves.

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### **Think & Do Activities: Cont'd**

3. Discuss the clip in relation to healthy eating choices, such as:

\*What food items did you see Brother, Sister and Papa Bear get at the store?

\*Do you think these foods will make the Bears feel good or bad? Why or why not?

\*Have you asked your parents to buy foods like these? If so, what kinds? How did they make you feel after eating them? What other kinds of food do you ask for?

#### **"Think" – about similar ideas within a Reading Extension**

Read "Gregory, the Terrible Eater" (or a similar-themed book about eating habits). Encourage students to compare the food-related ideas in the book and video, such as:

\*What foods does Gregory like to eat? Do you think they're really terrible? Why or why not?

\*Do you think the foods Gregory likes to eat are better or healthier than the ones Brother, Sister and Papa were buying at the store? Why or why not?

\*Have you eaten any of the foods that Gregory likes? Which ones and how did they make you feel?

#### **"Do" – a hands-on Activity**

##### **Activity One – Making Food Pyramid "Connections"**

1. Explain that even though certain foods taste really good (like candy, cookies and french fries), they're not as healthy for us as foods like bread, cheese, fruit and vegetables. Unlike "junk food," healthy foods can give us energy to do the things we enjoy, like ride our bikes, play, swim, skate, etc.

2. Show students the Food Pyramid and describe the different categories. Explain that the healthiest foods are in the bottom five areas. These are the sections we should try to choose foods from every day.

3. Ask students to think of additional items that belong in each section. (Help them with ideas as needed.) Ask where their favorite foods belong.

4. Give children the parent note and ask that they bring in empty food wrappers and containers from home. Mention that the packages should be clean before bringing them to class.

5. Once gathered, ask students to match their food packages with correct Pyramid categories. Help them tape or staple the containers under the correct section.

6. Encourage children to talk about different meals prepared at their homes and the different Pyramid categories they're associated with.

7. As an additional homework assignment, ask children to write down or draw different fruits and vegetables they eat at home (since this category probably won't be represented by the packaging brought in). As a class, also discuss these in relation to the Food Pyramid.

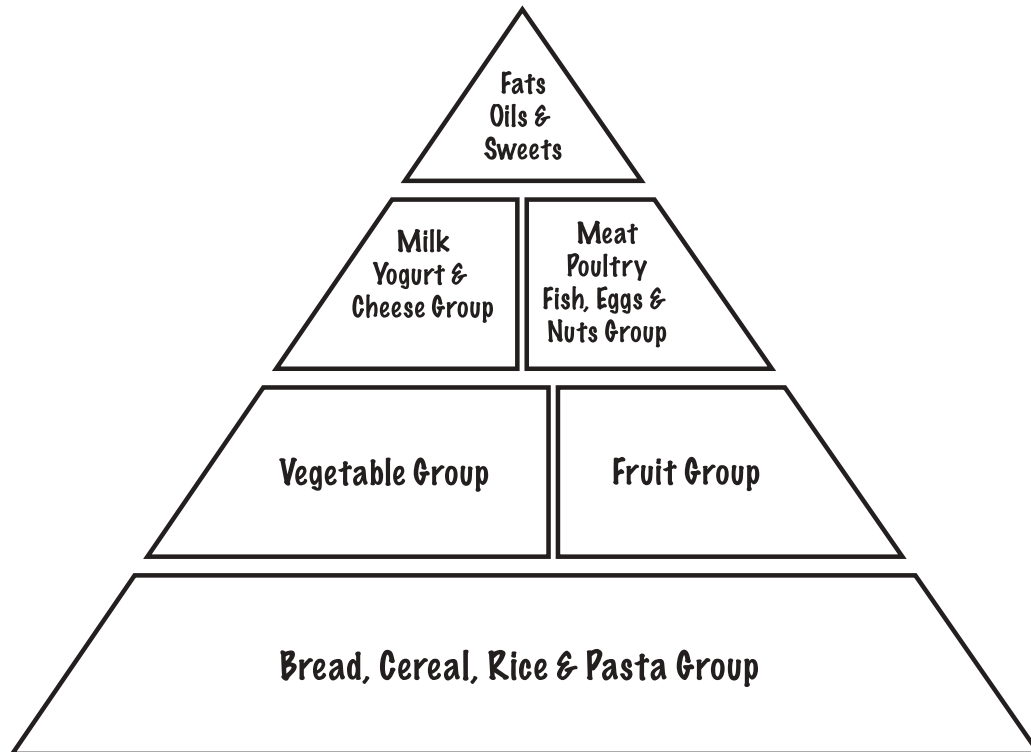
##### **Additional Activities**

1. If a VCR is available, tape the full episode of "Too Much Junkfood" (see How to Locate Episode). Ask children what they think happened after Brother, Sister and Papa bought and ate the "junk food," then show and discuss the actual outcome.

2. Other books that can be read to or explored by children to extend the theme of healthy eating include: "Oliver's Vegetables" by Vivian French, "The Race Against Junk Food" by Anthony Buono, "Cloudy With a Chance of Meatballs" by Judi Barrett, and "Eat Your Peas" by Kes Gray.



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**Teacher Tips**

As a media literacy-related extension to this activity, gather TV/magazine/newspaper food ads and have students analyze how food is made to look appealing in them. Use the same criteria for evaluation as in the activity "I Need It Vs. I Want It". How do fun pictures/lively music/catchy words, etc. make the food or meals seem so tasty? Evaluate ads, then analyze the foods within them for where they would go on the Food Pyramid. Are the foods or meals as nutritionally "good" for us as they look? Why or why not?



# How to Locate Episodes on PBS

*Please contact local PBS stations for show times and air dates.*

LOCATION	STATION	ADDRESS
Anchorage, AK	KAKM-TV	3877 University Drive
Fairbanks, AK	KUAC-TV	312 Tanana Drive, P.O. Box 755620
Juneau, AK	KTOO-TV	360 Egan Drive
Birmingham, AL	Alabama Public Television	2112 11th Avenue S., Suite 400
Pago Pago, AS	KVZK-TV	Office of Public Information, PO Box 2567
Conway, AR	Arkansas ETV Network	350 South Donaghey, P.O. Box 1250
Tempe, AZ	KAET-TV	10th and Myrtle Streets
Tucson, AZ	KUAT-TV	University of Arizona
Eureka, CA	KEET-TV	7246 Humboldt Hill Rd
Fresno, CA	KVPT-TV	1544 Van Ness Avenue
Huntington Beach, CA	KOCE-TV	15751 Gothard Street, P.O. Box 2476
Los Angeles, CA	KCET-TV	4401 Sunset Boulevard
Los Angeles, CA	KLCS-TV	1061 West Temple Street
Redding, CA	KIXE-TV	603 N Market St.
Rohnert, CA	KRCB-TV	5850 LaBath Avenue
Sacramento, CA	KVIE-TV	2595 Capitol Oaks Drive
San Bernardino, CA	KVCR-TV	701 South Mt. Vernon Avenue
San Diego, CA	KPBS-TV	5400 Campanile Drive
San Francisco, CA	KQED-TV	2601 Mariposa Street
San Jose, CA	KTEH-TV	1585 Schallenberger Road
San Mateo, CA	KCSM-TV	1700 West Hillsdale Boulevard
Denver, CO	KBDI-TV	2900 Welton, Suite # 100
Denver, CO	Rocky Mountain PBS	1089 Bannock Street
Pueblo, CO	KTSC-TV	2200 Bonforte Boulevard
Hartford, CT	Connecticut Public Television	240 New Britian Ave
Washington, DC	WHUT-TV	2222 Fourth Street, NW, Box 1182
Fort Myers, FL	WGCU-TV	Florida Gulf Coast University, 19501 Ben Hill Griffin Parkway
Daytona Beach, FL	WCEU-TV	1200 W. International Speedway Boulevard
Gainesville, FL	WUFT-TV	University of Florida Journalism and Communications Building
Jacksonville, FL	WJCT-TV	100 Festival Park Avenue
Miami, FL	WPBT-TV	14901 N.E. Sesame St.
Miami, FL	WLRN-TV	172 N.E. 15th Street
Orlando, FL	WMFE-TV	11510 East Colonial Drive
Orlando, FL	WMFE-TV	11510 East Colonial Drive
Pensacola, FL	WSRE-TV	1000 College Boulevard, 321
Tallahassee, FL	WFSU-TV	1600 Red Barber Plaza
Tampa, FL	WEDU-TV	1300 N. Boulevard
Tampa, FL	WUSF-TV	4202 Fowler Avenue, TVB 100
West Palm Beach, FL	WXEL-TV	Barry Telecommunications Inc., 3401 S. Congress Ave.
Cocoa, FL	WBCC-TV	Brevard Community College, 1519 Clearlake Road
Atlanta, GA	WPBA-TV	740 Bismark Rd., NE
Atlanta, GA	Georgia Public Television	260 14th Street, NW
Barrigada, Guam	KGTF-TV	P.O. 21449, GMF
Honolulu, HI	Hawaii Public Television	2350 Dole Street
Johnston, IA	Iowa Public Television	P.O. Box 6450
Boise, ID	Idaho Public Television	1455 North Orchard
Carbondale, IL	WSIU-TV	SIU - 1048 Communications Building
Charleston, IL	WEIU-TV	Eastern Illinois University, Radio and Television Center
Chicago, IL	WTTW-TV	5400 North St. Louis Avenue
Chicago, IL	WYCC-TV	7500 S. Pulaski Road
Moline, IL	WQPT-TV	6600 34th Avenue

LOCATION	STATION	ADDRESS
Binghamton, NY	WSKG-TV	P.O. Box 3000
Buffalo, NY	WNED-TV	Horizons Plaza, P.O. Box 1263
New York, NY	WNET-TV	450 W. 33rd St.
Plainview, NY	WLIW-TV	303 Sunnyside Boulevard, P.O. Box 21
Plattsburgh, NY	Mountain Lake PBS	One Sesame Street
Rochester, NY	WXXI-TV	280 State St.
Schenectady, NY	WMHT-TV	17 Fern Ave.
Syracuse, NY	WCNY-TV	506 Old Liverpool Rd.
Watertown, NY	WPBS	1056 Arsenal Street
Athens, OH	WOUB-TV	Ohio University, 9 S. College St.
Bowling Green, OH	WBGU-TV	Bowling Green State Univ., 245 Troup Street
Cincinnati, OH	WCET-TV	1223 Central Parkway
Cleveland, OH	WVIZ-TV	4300 Brookpark Road
Columbus, OH	WOSU-TV	2400 Olentangy River Road
Dayton, OH	WPTD/WPTO	110 South Jefferson Street
Kent, OH	WNEO/WEAO	1750 Campus Center Drive, P.O. Box 5191
Toledo, OH	WGTE-TV	1270 S. Detroit Ave.Box 30
Oklahoma City, OK	Oklahoma Network	7403 N. Kelly Avenue, P.O. Box 14190
Medford, OR	Southern Oregon Public TV	34 South Fir, P.O. Box 4688
Portland, OR	Oregon Public Broadcasting	7140 SW Macadam Avenue
Bethlehem, PA	WLVT-TV	123 Sesame Street
Erie, PA	WQLN-TV	8425 Peach Street
Harrisburg, PA	WITF	1982 Locust Lane, P.O. Box 2954
Philadelphia, PA	WHYY	150 North 6th Street
Pittsburgh, PA	WQED-TV	4802 Fifth Avenue
Pittston, PA	WVIA-TV	Public Broadcasting Center, Old Boston Road
University Park, PA	WPSX-TV	102 Wagner Building
San Juan, PR	WIPM/WIPR	De Hostos Ave. 570, Baldrich
Rio Piedras, PR	WMTJ/WQTO	Isidoro Colon Corner Rd #176 Km. 3
Providence, RI	WSBE-TV	50 Park Lane
Columbia, SC	SCETV Commission	1101 George Rogers Boulevard
Vermillion, SD	S. Dakota Public Broadcasting	Cherry and Dakota Streets, P.O. Box 5000
Chattanooga, TN	WTCI-TV	4411 Amnicola Highway
Cookeville, TN	WCTE-TV	Tucker Stadium West, P.O. Box 2040
Knoxville, TN	WSJK-TV	1611 East Magnolia Avenue
Martin, TN	WLJT-TV	University of TN, at Martin, Clement Hall
Memphis, TN	WKNO-TV	900 Getwell Rd.
Nashville, TN	Nashville Public Television	161 Rains Ave.
Amarillo, TX	KACV-TV	2408 S. Jackson
Austin, TX	KLRU-TV	2504-B Whitis, P.O. Box 7158
College Station, TX	KAMU-TV	Joe Hiram Moore Communications Center, Texas A& M University
Corpus Christi, TX	KEDT-TV	4455 South Padre Island Drive, Suite # 38
Dallas, TX	KERA-TV	3000 Harry Hines Boulevard
El Paso, TX	KCOS-TV	Box 68650
Harlingen, TX	KMBH-TV	1701 Tennessee
Houston, TX	Houston PBS	4343 Elgin
Killeen, TX	KNCT-TV	6200 W. Central Texas Expwy., P.O. Box 1800
Lubbock, TX	KTXT-TV	17th & Indiana, Box 42161
Odessa, TX	KOCV-TV	201 West University
San Antonio, TX	KLRN-TV	501 Broadway
Waco, TX	KWBU-TV	500 Speight, PS 7296
Provo, UT	KBYU-TV	2000 Ironton Boulevard
Salt Lake City, UT	KUED-TV	101 S. Wasatch Drive, EBC-Room 215
Arlington, VA	WETA-TV	2775 South Quincy St

LOCATION	STATION	ADDRESS
Harrisonburg, VA	WVPT-TV	Port Republic Road
Norfolk, VA	WHRO-TV	5200 Hampton Boulevard
Richmond, VA	WCVB-TV	23 Sesame Street
Roanoke, VA	Blue Ridge Public Television	1215 McNeil Dr. S.W.
St. Thomas, VI	WTJX-TV	158-158A Haypiece Hill
Colchester, VT	Vermont Public Television	88 Ethan Allen Avenue
Pullman, WA	KWSU-TV	Murrow Center, Washington State University
Seattle, WA	KCTS -TV	401 Mercer Street
Spokane, WA	KSPS-TV	South 3911 Regal Street
Tacoma, WA	KBTC-TV	1101 S. Yakima Avenue
Madison, WI	Wisconsin ETV Network	3319 West Beltline Highway
Madison, WI	Wisconsin Public Television	821 University Avenue
Milwaukee, WI	Milwaukee Public Television	1036 North 8th Street, 4th Floor
Charleston, WV	W. Virginia Public Broadcasting	600 Capitol Street
Riverton, WY	KCWC-TV	2660 Peck Ave., Central Wyoming College

**The Berenstain Bears: Activity Indexing and Graphing Info**

ACTIVITY TITLE	HC	VLP	RFP	GR	Socio	Fam	Choi	Learning Areas	Core Curr	Type
Animal Attributes			X	PK-K			X	Identification, Matching	I.A, Life SCI	Animal Traits Activity
The Back to School Blues	X	X		PK-2	X	X		New Situations, Seeking Advice from those with more experience	I.A, SS	Discussion/Drawing/Exploration of "Going Into A New Grade"
Building a Food Pyramid		X		K-2			X	Health, Classification, Critical Analysis	Health, I.A	Food Pyramid Lesson: junk food vs. healthy food
Can't Buy Me Love	X	X		K-2			X	Empathy, Choices and Decisions	I.A, CD	"Value of Money" Activity (things more valuable than money, charity)
Dental Dilemmas				PK-2	X	X		Health Care, Community Providers, Critical Thinking	I.A, Health	Experiment/Role Play on dentist practices.
Doctor Duties				PK-2	X	X		Health Care, Community Providers, New Situations	I.A, SS	Dramatic Play/Doctor's Office
Earth Empathy				K-2			X	Choices, Decision Making, Analysis	Earth SCI, SS	Experiment/Biodegradable Items
Facing Fears				PK-1	X			Facing Fears, Emotional Development	I.A, SS	Art/Sock Puppet Activity on fears
Family Friction			X	K-2	X	X		Conflict Resolution, Family	I.A, SS	Discussion/Art Finger Puppet Activity on family conflict
Family Treasures				2-Jan		S		Family, Oral History	I.A, SS	Family Oral History Activity
Friendship Partners				K-2	X			Emotional Development, Getting Along With and Appreciating Others	I.A, SS	"Making Friends" Activity
Going to Work	X			PK-2	X	X		New Situations, Feelings, Emotional Development	SS, I.A	Discussion/Drawing Activity on parents "going to work."
The Green-Eyed Monster		X		K-2	X			Problem-Solving, Reflective Thinking, Emotional Development	I.A, CD	"Jealousy" Lesson
A Handful of Unique Children	X			K-2	X			Individuality, Diversity, Peer Pressure	I.A, SS	Art/Hand Pictures, Individuality Activity
Helping Hearts				PK-2	X			Empathy, Caring for Others	I.A, SS	"Helping Others" Activity
I Wanna Be	X			K-2			X	Choices, Decision Making, Expression	I.A, SS	Discussion/Role Play Activity on careers.
I Want It Vs. I Need It	X	X		2			X	Needs Versus Wants, Consumerism	I.A, SS	"Needs vs. Wants" Activity
Imaginative Inventors			X	K-2			X	Problem-Solving, Decision Making, Perseverance, Goal Setting, Creativity	I.A, SS, SCI	Inventors/Inventions Activity
Let's Collaborate!	X			K-1	X			Self Esteem, Collaboration	I.A, SS	Discussion/Analysis Activity on individual skills and collaboration.

Many Thanksgivings	X			PK-1	X			Appreciation, Gratitude	I.A, SS	Art/Thankful Turkeys and Thankful Pumpkin Patches
My Family Elders	X			PK-2		X		Respect, Appreciation, Family	I.A, SS	Oral/Written "Family Elder" reports.
My Mistake				K-2	X			Responsibility, Integrity	I.A, SS	"Acknowledging Mistakes" Activity
Our Families	X			PK-1		X		Tolerance, Diversity, Similarities and Differences	SS	Family "Cultural Background" Presentations
Our Family Forest	X		X	K-2		X		Family, Diversity	SS, I.A	Family Tree Activity
Outward Appearances				PK-2	X			Acceptance, Tolerance, Anti-Bias, Similarities and Differences	SS, I.A	Creative Play/"Looking at outward appearances activity.
Pet Particulars	X			PK-2	X			Responsibility, New and Challenging Situations	SS, LA	"Caring for Pets" Activity
Pressure Points			X		X			Peer Pressure, Self Esteem, Self Reliance, Individuality	LA, SS	Discussion/Game on "Peer Pressure"
A Problem-Solving Circle				2-Jan	X			Personal Integrity, Problem-Solving, Honesty, Decision Making	I.A, SS	Discussion/"Solving Problems" Activity
Put Ups and Put Downs				PK-1	X			Problem-Solving, Feelings, Respect	SS, LA	Discussion/"Name-Calling" Activity
A Show of Talent	X			K-2	X			Self Esteem, Sense of Self, Identification	I.A, SS	Interest and Talent Show Activity
Thanksgiving Address	X			K-2	X			Gratitude, Appreciation, Thankfulness	I.A, SS	Discussion/Drawing of things the class is thankful for.
Those Caring Things You Do!			X	K-2		X		Caring, Appreciation, Acknowledgment	SS, I.A	Craft/Drawing/Writing acknowledgment cards for caring deeds.
Toy-Making	X			PK-1	X			Individuality, Creativity, Diversity, Acceptance	I.A, SS, Art	Discussion/ store bought vs. handmade toys, Art/Kite Making
TV Talk	X	X		K-2			X	Choices, Decision Making, Creative Expression	I.A	TV Alternatives Activity, Show Creation Activity
Vacation Explanations				K-2		X		Family, Diversity	I.A, SS	Writing/Drawing Activity on vacation postcards.

**Table for Abbreviations**

HC – Home Connection

VLP = Video Lesson Plan

RFP – Reproducible Handout

GR – Grade Levels

Socio = Socio-Emotional Development

Fam – Family and Community

Cho – Choices and Decision Making

Core Curr = Core Curriculum Area (SS = social studies, I.A = Language Arts, SCI = Science, GEO = Geography,

HI = History, CD = Character Development)

Type – Type of Activity (i.e., art or role play)

# SEE, THINK & DO ACTIVITY GUIDE

## Sample Parent/Guardian Letter

Date:

Dear Parents and Guardians:

The children will be studying about famous inventors and their inventions. They will identify a common problem and then, using easily accessible materials, create an invention to help solve it. Please look to see if you have any household materials that the children might use during this project. Helpful items include: fabric, various sized boxes, containers, bolts, washers, string, rubber bands, wire, cans, buttons, and old toy parts.

We appreciate your ideas and materials.

Thank you,

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\*Note that this sample letter requests simple donations from home. Several of this guide's activities do involve using recyclable materials and other inexpensive household "odds and ends."

However, the outline of this note can be used as a model for other letters asking for different types of parent/guardian involvement in areas such as—discussion with children, coming to class to make a presentation, and/or suggestions for how to extend an activity theme at home.



## Credits and Acknowledgements

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### **Andrea Tompkins – Lead Creator**

Andrea Tompkins' multifaceted career in educational television involves developing, producing and consulting on some of the most well respected programs for young children. Past work includes producing season one of the hit public television show "Jay Jay the Jet Plane;" associate producing the animated adaptation of William Bennett's best-selling, "Adventures from The Book of Virtues;" and serving as advisory board leader and associate producer for "The Puzzle Place," the first preschool series to directly address multiculturalism, anti-bias and diversity.

Ms. Tompkins received a B.A. in English Literature from the University of California, Los Angeles, Certification in Early Childhood Education from UCLA—and a Master's degree in Educational Psychology and Technology from the University of Southern California. She has taught at the preschool level, developed educational television proposals for production companies such as Naray Digital and written articles for Kidscreen and California Magazine.

Current projects include collaborating with the Center for Media Literacy on developing media literacy-related projects, writing case studies & acquiring preschool–college resources; work on early education public policy with the Southern California Association for the Education of Young Children.

### **Laurine DiRocco – Co-creator**

Laurine DiRocco is a Child Development Specialist and media consultant. She brings to her work 30 years experience as an educator in the areas of both Early Childhood and visual arts. Formerly with UCLA, she served as a Demonstration Teacher and Coordinator of the Early Childhood Program at Seeds University Elementary School. She was also a co-developer and co-author of its Early Childhood Curriculum. In addition to her consulting business, Laurine currently trains Head Start teachers and provides visual arts workshops for educators.

### **Linda Rosenblatt – Co-creator**

Linda Rosenblatt's career in early childhood education spans over twenty years. She has consulted for the popular children's series "Jay Jay the Jetplane", as well as for numerous schools including Abraham Joshua Heschel Day School, Seeds University Elementary School, UCLA, Stephen S. Wise Jewish Day School and LA Valley College. Honors include the Excellence in Education Award presented by Joshua Heschel West Day School.

### **With additional collaboration from the following UCLA's Corrine A. Seeds Elementary educators:**

Joan Parrish-Major

Doris Levy

Lisa Rosenthal

### **For Nelvana Limited**

Irene Weibel, Vice President of Educational Development

Megan Zakarian, Director of Educational Development

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### **About Nelvana Limited**

Nelvana Limited is a global leader in the development, production and distribution of children's animation and related products. With some of the world's best-loved character brands, including Babar, Franklin and Little Bear, Nelvana productions are seen in over 200 countries around the world. Nelvana is owned by Corus Entertainment.

### **About Corus Entertainment**

Corus Entertainment is a Canadian-based media and entertainment company. Corus is a market leader in both specialty TV and Radio. Corus' assets include 52 radio stations, four of Canada's leading specialty television networks, western Canada's pay-TV business and five digital channels. Corus also owns Nelvana Limited, one of the world's largest international producers and distributors of children's programming and products. The company's other interests include music, television broadcasting and advertising services. A publicly traded company, Corus is listed on the Toronto (CJR.B) and New York (CJR) Exchanges. Corus' Web site can be found at [corusentertainment.com](http://corusentertainment.com).

### **About PBS KIDS and PBS**

PBS KIDS provides a nonviolent, noncommercial daily television schedule that empowers children as members of their communities, nation and world. PBS KIDS welcomes parents, teachers, and caregivers as learning partners through broadcast as well as online through [pbskids.org](http://pbskids.org). PBS, headquartered in Alexandria, Virginia, is a private, nonprofit media enterprise, owned and operated by the nation's 349 public television stations. Serving over 100 million people each week, PBS enriches the lives of all Americans through quality programs and education services on noncommercial television, the Internet and other media. More information about PBS is available at [www.pbs.org](http://www.pbs.org), the leading dot-org Web site on the Internet.

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[www.pbskids.org/berenstainbears](http://www.pbskids.org/berenstainbears)

[www.pbskids.org/sevenlittlemonsters](http://www.pbskids.org/sevenlittlemonsters)

[www.pbskids.org/georgeshrinks](http://www.pbskids.org/georgeshrinks)