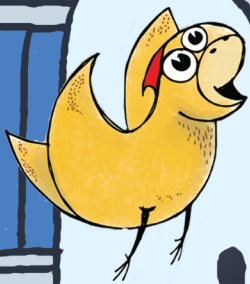




LEVEL 2 HOME KITS

WEEK #24

DEJI AND NNEDI AND THE
VERY LARGE CUSHION





DEJI AND NNEDI AND THE VERY LARGE CUSHION

ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Practice strategies for peaceful conflict resolution based on empathising with others and conversation
- Show perspective-taking skills

RESOURCES

- None

VOCABULARY

- | | | | |
|------------|------------|------------|------------|
| • Share | • Problem | • Snatch | • Grace |
| • Solution | • Argument | • Conflict | • Peaceful |

ACTIVITY

- Ask your child whether they can remember a time when someone took something away from them that they were playing with and enjoying (for example, a toy or some treat). If they do not remember such an incident, then help them imagine one where they are happily playing with a toy, and someone comes up, snatches it away, and starts to play with it.
- Ask your child what they would have done if they were the other child who wanted to play with the toy. *Whatever your child answers, please guide them to understand what the other person could have done without snatching the toy.*
- Ask your child what might have happened if the other child had asked if they could also play with the toy politely (they might have shared the toy and could have played together happily).
- Point out to your child that it's always important to understand each other's feelings, as this helps to find a peaceful solution so they can be happy again.
- Explain that sometimes we can feel many different emotions in one day, and so can others, and it is important to think about their feelings.
- To end the activity, sing the song below.

SONG (to the tune of "Twinkle Twinkle Little Star")

I have feelings, yes I do,
Many feelings, so do you
By being kind and understanding,
Thinking of our and others' feelings,
We make the world a better place
With peaceful solutions and with grace

DEJI AND NNEDI AND THE VERY LARGE CUSHION

ACTIVITY 2

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Practice strategies for peaceful conflict resolution based on empathising with others and conversation
- Show perspective-taking skills

RESOURCES

- None

VOCABULARY

- Share
- Problem
- Conflict
- Solution
- Argument

ACTIVITY

- To start the activity, sing the song from Activity 1.
- Tell your child the following story: There was a group of friends who always used to play together during break time at school. One day one of my friends got a beautiful red football for her birthday. It was shiny and new and so beautiful, and she didn't want anyone else to play with it. She just wanted to play with it herself. Very soon, her friends stopped playing with her, and she found herself all alone at break time with just her shiny red ball for company.
- Then, ask your child how the girl's friends felt when she showed them her new ball (excited). How did they feel when she wouldn't let them play with her ball? (Sad). How did the girl feel when her friends stopped playing with her? (Sad and lonely). Was the girl considering the feelings of her friends or only thinking about herself? (Herself only. She was not considering the feelings of others).
- Now ask your child how they would feel if they wanted to play with a lovely toy or ball but couldn't.
- Remind your child of a similar situation they may have experienced at home with other family members, and describe what each family member felt at the time. Ask your child to name the emotions. Talk about what happened and how they solved the problem.
- Let your child know that if they are in such a situation, they can always take a moment to stop, breathe, and calm down. Then, when they are calm, they can think about what the other person may be feeling. Remind your child that it's important to be kind, understand the other person's feelings, and find a peaceful solution that will make everyone happy.

DEJI AND NNEDI AND THE VERY LARGE CUSHION

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Practice strategies for peaceful conflict resolution based on empathising with others and conversation
- Show perspective-taking skills

RESOURCES

- Peaceful Solutions Statements
- Facial Expressions Cards (at the end of the activity)

VOCABULARY

- | | | |
|---------|-----------|------------|
| • Share | • False | • Solution |
| • True | • Problem | • Peaceful |

ACTIVITY

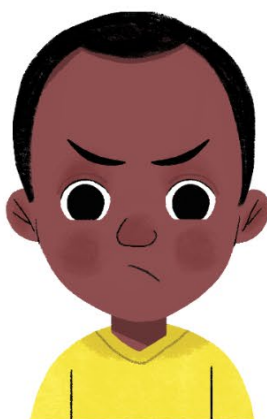
- Begin the activity by singing the song from Activity 1.
- Ask your child to retell the story you told them in Activity 2 about the girl, her group of friends and the new football. Help them if they get stuck.
- Go through the facial expressions cards on pg. 5 and ask your child if they can tell how each child feels by observing their faces (surprised, angry, etc.).
- Then ask your child to relate the feelings on the cards to the characters in the story (for example: “The girl's friends were surprised when she would not let them play with her new football, the girl felt angry when her friends wanted to play with the football” etc.).
- Remind your child that it is important to think of others’ feelings and that you show kindness and understanding by thinking about how the other person is feeling. Then you can find a peaceful solution.
- Invite your child to play the “Peaceful Solutions” game. Tell your child that you will read out some peaceful solutions (please find them below). Your child will listen and then decide whether it is a peaceful solution or not. If it IS a peaceful solution, they must answer “True.” If it is NOT a peaceful solution, they must answer “False.” Remind your child that to find a peaceful solution, we should be kind and understand others’ feelings. This will help them determine which answer is correct. Then read the following:

Peaceful Solutions Statements

1. A peaceful solution would be to say that you are sorry. **(True)**
2. A peaceful solution would be to get upset with someone and walk away. **(False)**
3. A peaceful solution would be to use kind words when speaking to the other person. **(True)**

4. A peaceful solution would be to hug someone when you have shared your feelings. **(True)**
 5. A peaceful solution would be to refuse to listen to the other person when they have done something wrong. **(False)**
 6. A peaceful solution would be to ask for help. **(True)**
 7. A peaceful solution would be to tell the other person that you will not play or share your toys with them again because they are unkind. **(False)**
 8. A peaceful solution would be to take turns. **(True)**
 9. A peaceful solution would be to share. **(True)**
- To end the activity, remind your child that when we find peaceful solutions with kindness and understanding, we can all be happy and live together peacefully.

Facial Expression Cards





DEJI AND NNEDI AND THE VERY LARGE CUSHION

ACTIVITY 4

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Practice strategies for peaceful conflict resolution based on empathising with others and conversation
- Show perspective-taking skills

RESOURCES

- What Could You Do? Scenarios (below)

VOCABULARY

- | | | |
|------------|------------|------------|
| • Share | • Solution | • Peaceful |
| • Kindness | • Problem | |

ACTIVITY

- Remind your child about the story you told them about the girl and her new football. When you remind them of how her friends stopped playing with her, and she then found herself playing with her football alone, ask what she felt (lonely and sad).
- Ask your child what they would do if they had a choice of playing alone with a toy or with friends.
- Ask what could happen next in the story. What could the girl do to get her friends back? (She could say she was sorry she made her friends sad and could suggest they all play with the ball).
- Ask your child if they think this solution is kind and peaceful (yes).
- Ask your child what the girl could do next time (she could be kind and share the ball).
- Remind your child that it is important to think of what the other person is feeling and find a peaceful solution using kind words.
- Now invite your child to play “What Could You Do?” Read the scenarios below and then ask your child first to express what *they* would feel if that happened, and then think about the other person's feelings. Then, ask them to think of a peaceful solution using kindness and understanding. Remind your child of the peaceful solutions from Activity 3. These Scenarios will also be used in Activity 5.

What Could You Do? Scenarios

1. Your brother/sister/friend takes a toy you are playing with. (How do you feel? How do you think your brother/sister/friend feels? What could you do?)
 2. You are reading a book, and another friend wants to read it.
 3. Your friend wants to play one game, but you want to play another.
- To end the activity, sing the song from Activity 1.

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Practice strategies for peaceful conflict resolution based on empathising with others and conversation
- Show perspective-taking skills

RESOURCES

- A toy/Doll
- A book
- What Could You Do Scenarios (pg. 5)

VOCABULARY

- | | |
|--------------|-------------|
| • Share | • Role-Play |
| • Solution | • Problem |
| • Kindness | • Peaceful |
| • Thoughtful | |

ACTIVITY

- To begin, invite your child to role-play. Return to the “What Could You Do?” scenarios from Activity 4 and invite your child to role-play the different situations using the toy. In the role-play, where necessary, please guide your child to express their feelings, think about the other person’s feelings, and then solve the problem with kindness and understanding to reach a peaceful solution. Remind your child of the peaceful solutions from Activity 3 if necessary.
- Now, go back over the “What Could You Do?” scenarios and ask your child how they think each scenario could end happily, with everyone enjoying playing together (because they thought about each other’s feelings and found a peaceful solution to their problem).
- Now invite your child to role-play with you again, only this time with you both being kind and thoughtful to each other.
- Remind your child that it’s important to be kind and understanding and think of peaceful solutions.
- Then invite other family members to share the story, and agree to find peaceful solutions and solve problems with kindness and understanding at home. Talk about the importance of thinking about and listening to each other’s feelings, and then discuss how to solve problems with kindness and understanding to find a peaceful solution together.
- To end the activity, sing the song from Activity 1.

