

Worksheet 1.1, Worksheet 1.2, Worksheet 1.3

Respect (Other People's Belongings)

Materials

Worksheet 1.1, 1.2 and 1.3, popsicle sticks (4 per student), glue, scissors, crayons or colored pencils, construction paper, tape

Preparation

Make photocopies of *Worksheet 1.1* and *Worksheet 1.3* (1 per student). Prepare a set of *Kala & Friends* stick puppets, using *Worksheet 1.2* for you.

Before

Distribute the materials. Show students your set of *Kala & Friends* stick puppets and introduce the characters one by one. First, show Kala.

T: *What's his name? (He is Kala.)*

Introduce the rest of the characters.

T: *Who is she? (Show Luka.) (She's Luka.)
She's Kala's little sister.*

*What's her name? (Show Chewie.)
(She's Chewie.) She's Kala's friend.*

*Who is he? (Show Axel.) (He's Axel.)
He's Kala's friend, too.*

Have students color the characters. Then ask them to glue *Worksheet 1.1* onto the construction paper and cut out the characters. Next, show students how to tape a popsicle stick onto the back of each puppet. Encourage students to name the characters again.

Next, divide the board in two sections. Draw a happy face on the left side and a frowning face on the right side. In the middle of the board, draw two dishes on a table and draw three cookies on each dish. Ask *What's this? (It's a table.) What are these? (They're cookies.) Let's count them.* Point to each cookie on the first dish and have students count along with you *One, two, three. Three cookies.* Show Kala stick puppet and say *These are Kala's cookies.*

Do the same with the cookies on the second dish. Show Luka stick puppet and say *These are Luka's cookies.* Then tell the following story using Luka and Kala stick puppets:

T: *One day, Luka is in the kitchen and she sees the cookies on the dish. Luka eats all HER cookies. (Move the puppet over the second dish, make noise as if Luka were chewing and erase all the cookies.) Then Luka sees Kala's cookies and says: "Oh, these are Kala's cookies... but I want more." And Luka eats Kala's cookies, too (move the puppet over the first dish and erase all the cookies) and then she goes to play with Chewie. (Leave Luka aside, take Kala and continue) Kala enters the kitchen and says: "Oh, where are MY cookies?" There are no cookies for Kala. How is Kala? Is he happy or sad? Let students respond. Put the stick puppets away and ask *Is this right* (point to the happy face) *or wrong* (point to the frowning face)? *(It's wrong.) We must not take what is not ours. We have to respect other people's belongings.* Invite students to watch the video. Say *Let's see if Luka learns to respect her friends' belongings.**

While

Distribute Luka stick puppet to each student. Play the video and ask students to raise the stick puppet when the character takes something that is not hers. Play the video again and pause it when Luka finds Chewie's wagon. Say *Look, a wagon. Is this Luka's wagon? (No, it's Chewie's wagon.) Does Luka ask Chewie for permission to use the wagon? (No, she doesn't.) Is this right or wrong? (It's wrong.)* Play the rest of the video; pause it when the cart crashes and say *Oh, no, an accident!* Continue playing the video and pause it when Chewie sees the broken wagon. Ask *How is Chewie? (She's sad.) Taking something that is not yours can make someone very sad.*

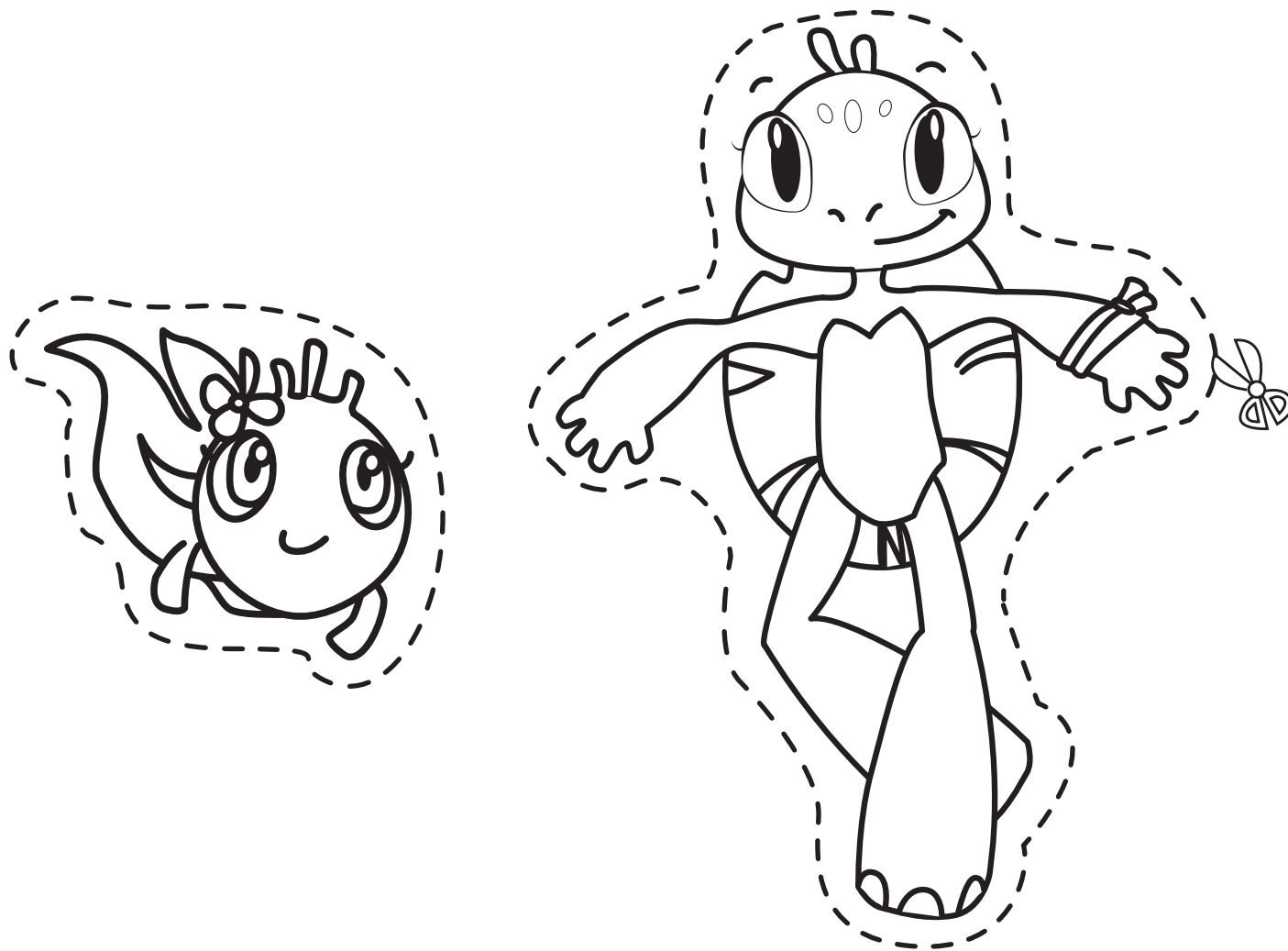
After

Distribute *Worksheet 1.3*, scissors, glue and crayons or colored pencils. Point to the first drawing of the first sequence and say *Look at these children. Where are they? (They're in the classroom.)* Point to the girl and continue *What is she doing? (She is drawing.) Does she have her crayons? (Yes, she does.)* Point to the boy and ask *Is he drawing? (No, he isn't.) Does he have his crayons? (No, he doesn't.)* Point to the boy in the second drawing; ask *What is he doing? (He's taking one of the girl's crayons.)* Point to first drawing of the second sequence. Say *Look, the boy forgets to bring his crayons again. What can he do?* Point to the second drawing and ask *What is the boy doing?* Help students answer *(He's borrowing a crayon.)*

Worksheet 1.1, Worksheet 1.2, Worksheet 1.3

Point to the final scenes and ask *Is the girl happy? (Yes, she is./No, she isn't.)* Have students cut out the scenes and glue them at the end of the corresponding sequence. Finally, review the exercise and say *It's good manners to respect other people's belongings. Nobody likes when a person takes your belongings without permission. And remember, be polite when you borrow something.* Finally, have students color the sequence that shows the correct behavior.









Worksheet 1.3

