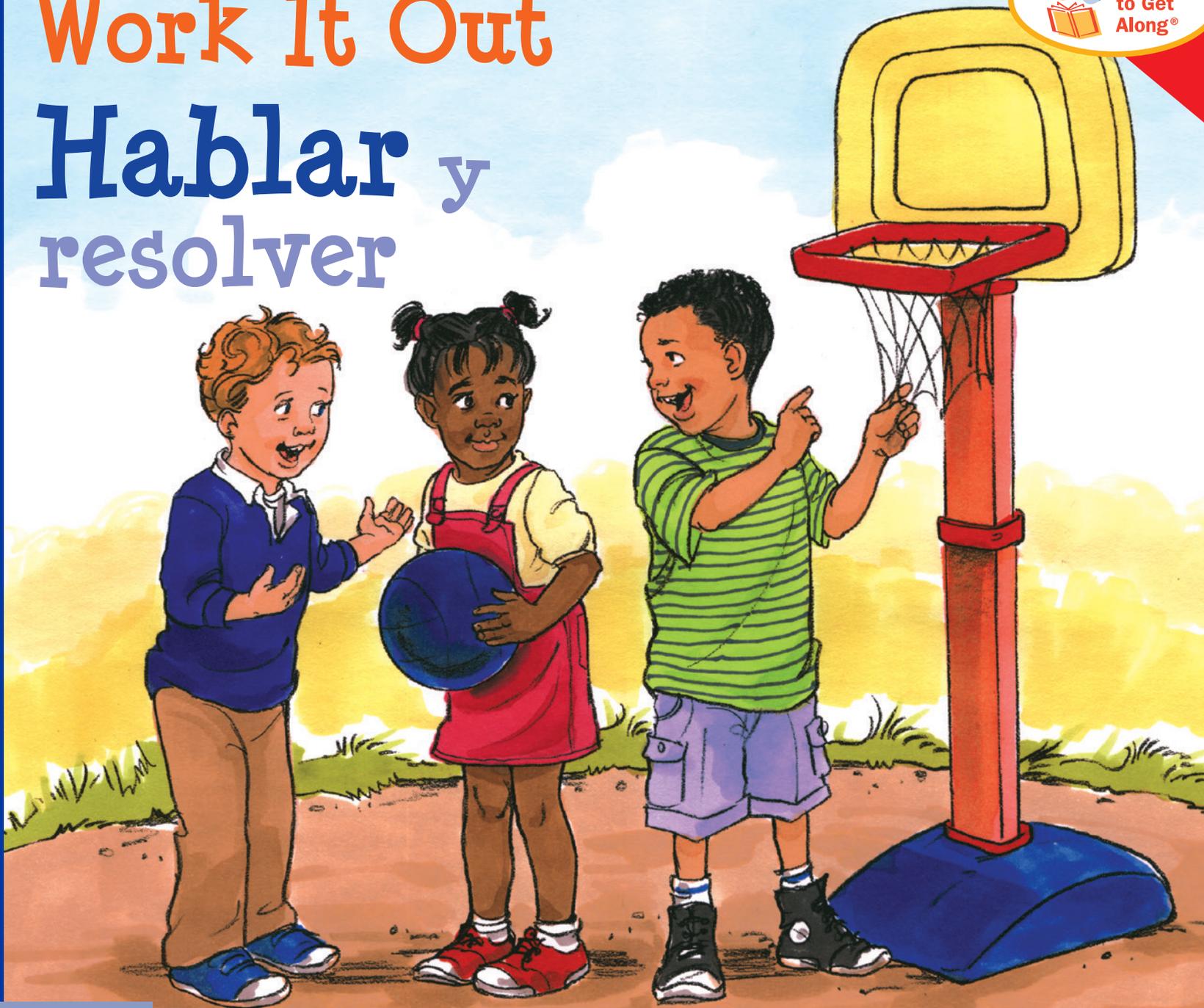


# Talk and Work It Out

# Hablar y resolver

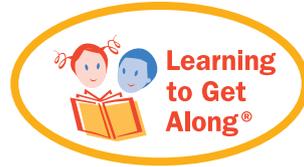
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Cheri J. Meiners, M.Ed.

Ilustrado por Meredith Johnson  
Traducido por Edgar Rojas, EDITARO

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## Dedication

To my nieces and nephews: Kris, Katie,  
Laura, James, Nevin, Emily, Julie, and Christine  
who choose to work out problems peacefully.

## Dedicatoria

Para mis sobrinas y sobrinos:  
Kris, Katie, Laura, James, Nevin,  
Emily, Julie y Christine quienes  
decidieron resolver conflictos  
de manera cordial.

I'm learning to get along with lots of people.

Estoy aprendiendo a llevarme bien con mucha gente.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Ññ Oo Pp Qq Rr Ss Tt Uu Vv



Sometimes I don't agree with a person.  
It's okay to have different ideas.

Algunas veces no estoy de acuerdo con alguien.  
Es correcto tener ideas diferentes.



## Ways to Reinforce the Ideas in *Talk and Work It Out*

### As you read each page spread, ask children:

- What's happening in this picture?

### Here are additional questions you might discuss:

#### Pages 1–5

- Is there someone you often get along with? Why do you enjoy being together? What do you enjoy doing?
- How do you feel when something really bothers you? Whose feelings are you thinking about? Why is it a good idea to try to work things out?

#### Pages 6–9

- Let's take a slow, big breath. (*Demonstrate inhaling and exhaling slowly. Have children imitate you as you breathe with them.*) How do you feel after taking a deep breath?
- What are some other ways to calm down? (*Discuss strategies such as counting to ten, taking a walk, drawing how you feel, telling a doll or pet about it, talking to an adult, and other ideas children suggest.*)
- To work out a problem with someone, what's the first thing you need to do? (*Calmly tell how you feel.*)
- Will it help most to tell how you feel, or to tell the other person what she or he did wrong? Why?
- When you talk to someone, where do you look? How loud should your voice be? (*Help children recognize that it's important to look at the other person and to speak up in a calm, steady voice. The goal is to help the person understand without yelling or blaming.*)

#### Pages 10–15

- What can you do to be a good listener? (*Stay quiet while someone talks, look at the speaker, think about what you hear, say back what you hear, ask questions, and think about the person's feelings.*)
- How do you feel when someone listens to you? How can listening to the other person help solve the problem?

#### Pages 16–21

- What are some ideas this boy thought of for solving the problem? What other ideas might work?
- How do you think the girl might feel when he asks her for her ideas?
- Who are some grown-ups you can ask for help to solve a problem?

#### Pages 22–25

- How do you know if something is a good idea? (*Both people will like the idea, it will solve the problem for a long time, no one will get hurt.*)
- What does it mean to cooperate? How are these children cooperating?

#### Pages 26–29

- When is it hard to find an answer everyone likes?
- What is respect? (*When you show respect to people, you show that you think they are important.*)

- How can you show respect even if you don't agree with someone? (*Stay calm, listen politely, show that you understand how the person feels.*)
- Have you ever tried to make someone else feel happy by doing what the person wanted instead of what you wanted to do? What happened? How did the person feel? How did you feel?

#### Pages 30–31

- If you care about how someone else feels, how will you act?
- When there's a problem, what can you do to try to work it out? (*You may want to review the steps cited on pages 9 and 33–34 and covered in detail on pages 8–25: Talk about the problem together respectfully, listen, think of possible solutions, choose the best idea to try.*)

## Problem-Solving Games

*Talk and Work It Out* teaches skills for peaceful problem solving. Here is a rhyme that presents the skills in an easy-to-remember four-step model:

1. **Talk about the problem.**
2. **Listen to understand.**
3. **Think of ways to solve it.**
4. **Choose the best plan.**

Read this book often with your child or group of children. Once children are familiar with the book, refer to it when teachable moments arise involving positive behavior and problems related to solving conflicts. Notice and comment when children express their feelings calmly and respectfully, listen to another viewpoint, and work cooperatively to find solutions. In addition, use the following activities to reinforce children's understanding of and facility with skills for resolving problems.

### Problem-Solving Finger Play (*reinforces Skill Steps 1–4*)

Have children recite the four problem-solving steps (above) as a poem. Use gestures for the first word in each line: "Talk . . ." (point to your mouth); "Listen . . ." (point to your ear); "Think . . ." (point to your head); "Choose . . ." (point to the palm of your other upheld hand).

### I-Messages (*reinforces Skill Step 1*)

**Preparation:** On index cards, write problem scenarios similar to the following. Use real situations that fit your setting and children, but do not use their real names. On the back of each card, give two example responses. Make the first response an I-message—an assertive, effective response that begins with the word "I" and explains what the child thinks or feels. Make the second response an ineffective one that blames others. Place the cards in a bag.

#### Sample Scenarios and Responses:

- Someone takes a toy you are playing with. (*"I'm still playing with that." "You always take my stuff! Give it back!"*)
- Someone calls you a name. (*"I don't like being called that." "You are that, too!"*)
- One friend lets another friend cut in line ahead of you. (*"I was already here. I don't think it's fair to let someone else in." "Hey, you can't do that!"*)