

## **Teacher's guide**

By Dawn Kiron, Licensed Clinical Social Worker (LCSW)

### **Materials Needed for the “Fuzzy Mouse” Experiment:**

1. The book “Bandit’s Surprise,” by Karen Rostoker-Gruber
2. Worksheet 1—copy onto gray paper (with fuzzy mouse on it)
3. Worksheet 1—copy onto brown paper (with fuzzy mouse on it)
4. Worksheet 1—copy onto white paper (with fuzzy mouse on it)
5. Worksheet 2—copy onto gray paper (a bunch of tails and ears)
6. Worksheet 2—copy onto brown paper (a bunch of tails and ears)
7. Worksheet 2—copy onto white paper (a bunch of tails and ears)
8. 1 small pink pompom for each child’s mouse
9. Crayons
10. Scissors
11. Glue stick

In Karen Rostoker-Gruber’s book, “Bandit’s Surprise,” Bandit’s owner, Michelle, brings home a new kitten named Mitzy. Bandit is taken by complete surprise. He is not happy that this new kitten is eating from his food bowl, using his water bowl and his litter box, playing with Fuzzy Mouse, and is taking up a lot of Michelle’s time. Bandit the cat is now dealing with feelings and emotions that were once unfamiliar to him.

**After you have read the book, “Bandit’s Surprise,” to the class you can begin to discuss their understanding of what Bandit is going through. Can they relate to Bandit in any way?**

**Hand out the worksheet and materials listed above to each student.**

-Split the class into 3 sections.

-All groups will get a Fuzzy Mouse, however, one group will get a gray mouse and gray tails and ears, the second group will get a brown mouse and brown tails and ears, and the third group will get a white mouse with white tails and ears.

-The teacher should ask his/her students to glue the tail, ears, and nose onto their fuzzy mouse.

-While the students are busy, the teacher should pay A LOT of

attention to the kids who have a gray fuzzy mouse, SOME attention to the who have a brown fuzzy mouse, and VERY LITTLE attention to the students that have a white fuzzy mouse.

-After about 10 minutes (or whatever they feel is appropriate) the teacher can ask the students who had the white fuzzy mouse, what feeling they experienced during this exercise.

-The feelings should be written on the board, and if it is a feeling that not everyone is familiar with, should be explained.

-Allow the other 2 groups to talk about their feelings as well.

-Especially focus on how the students' felt when the teacher was paying more attention to one group over another.

-Try to connect the feelings with the feeling of sibling rivalry that Bandit was feeling in the story. Additionally, have the students talk about their own experiences with sibling rivalry.

### **Materials Needed for “The Apology” Experiment:**

1. One sheet of paper for each child.
2. One pencil for each child. (It needs to be a pencil.)

-Give each child a sheet of plain paper.

-Tell them that they can do whatever they want to it. They can write on it, draw on it, or scribble on it.

-Then they can either stomp on it, jump on it, kick it, boot it around the room, or they can scrunch it up into a ball.

-They can even call it mean things.

-Give them several minutes to complete this task.

-Ask them to think about the person they love most in the world, whether it's their mother, father, other relative, sibling or friend.

-Tell them that this sheet of paper they've been scribbling on (or

whatever) is that person and they have to apologize.

- After they have apologized, ask them to straighten out their sheet of paper and look at it.
- Ask them if that apology has made everything alright.
- If a child agrees that the apology has made everything better, ask them to look at the sheet of paper again. Is every shoe print, every crease made in the paper better?
- Can they get an eraser and rub out all the scribbles and things that were written on the paper?
- Explain that an apology doesn't fix everything, that some things can really wound others and hurt them emotionally.
- Ask them for other examples of when they have felt that an apology didn't fix everything. However, make sure that you emphasize that apologies are very important and just because it doesn't fix everything, it is an important part of making things better.

**Materials Needed for the “Big Sis/Little Sis or Big Bro/Little Bro” Experiment:**

1. Lined paper for each student
2. A pencil or pen for each student
3. Markers
4. Colored construction paper—2 sheets
5. Stapler

-The students are making an instruction manual. One piece of construction paper is the front cover of the manual, the second piece of construction paper is the back cover of the manual, and the lined paper is in the manual itself.

-On the first piece of colored construction paper, have the student write: “(Name of student)’s Instruction Manual,” (for instance: Karen’s Instruction Manual), in marker and decorate the cover of their manual.

-On the lined paper, ask students to write instructions about themselves for their younger or older sibling, friend, or relative that would help them get along with them better. They can write things like: “Please put away things you borrow from me.” or “Please ask to borrow my things.”

-Ask the students to write down things they like and dislike, things they like to share and things they don't like to share.

-Now use the second page of construction paper as the last page of the manual and staple it together.

**Further discussion topics:**

-Talk about a time you had to share someone or something.

-Talk about the feelings you experienced and how you worked through this issue.

-See more at:

<http://www.emotional-intelligence-education.com/drama-therapy.html#sthash.U7NSyqvi>