

## Making Mistakes

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GRADE LEVEL(S)	K-2
GUIDANCE STANDARD(S)	Academic
GUIDANCE INDICATOR(S)	1) Learn from Mistakes (1.2) 2) Who can help when a student has a problem (1.6)
TIME REQUIRED	30 minutes
MATERIALS NEEDED	I'm Off to School pamphlet
ACTIVITY SUMMARY	Help children understand that making mistakes is okay. Where to go for help or what to do if you make a mistake. Continue learning about and working with feelings.
PROCEDURE	<p><b>Part One:</b> I would like to start today talking about some new feelings that we haven't discussed yet. We have talked about which feelings? Angry, happy, sad, afraid. Let's practice them again. I have my feeling bears cards to help us out today. Then go over the new feelings and take one example of each feeling.</p> <p>Today we are going to talk about all the different experiences we have at school each day and how sometimes those experiences go wrong. This can be frustrating or scary to us.</p> <p style="text-align: center;"><b>Everyone reacts and feels differently about school experiences.</b> For example one child might cry if they can't find the office where another child might ask for directions.</p> <p><b>Part Two:</b> Let me read you some stories about how these students day is going.</p> <p style="padding-left: 40px;">On the first day of school, Sally had all kinds of new experiences. At break time, the kids lined up to get a drink at the water fountain. When it was Sally's turn she pushed the button and water sprayed into her face and all over her dress. The children behind her laughed.</p> <p>ASK: How does Sally feel? How would you feel? What would you do?</p>

The lunchroom was crowded and noisy. Alex saw the boys and girls lined up to get their meal. He looked around the room for a friend, as he moved slowly into the back of the lunch line. The older kids were so tall! "How do I do this?" he thought. He watched the boy ahead of him and then received his own food. Alex started to walk toward a friend sitting at a table when another student bumped into him, causing his food and drink to spill all over his tray and run together.

ASK: How does Alex Feel? How would you feel? What would you do?

Explain to the children that everyone has moments like these:

I want you to remember:

It takes time for us to learn how to handle ourselves when these situations occur and to make sense out of why we feel certain ways

Many times we actually turn our feelings against something or someone else. For example, when we are angry or upset, we may slam doors, or shout at someone, or withdraw and pout. Some people, when they are afraid or nervous, bite their nails.

Sometimes our feelings may show up exactly opposite of what they are. For example, a child who is afraid he won't make friends may actually bully other children.

**Part Three:**

Show children page 9.

What do you think is happening here?

How do you think she feels?

How would you feel?

**Part Four: Activity**

Have children color pages 8-9 in their booklets

**EVALUATION:** How will you know what percentage of the students have mastered the identified guidance indicators?

- 1) Students will demonstrate mastery of indicators #1 & 2, by answering questions about what to do or how to get help if you make example mistakes.

**CITATION(S)**

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*I'm Off to School* pamphlet  
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A Division of the Mental Health Association/National  
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Indianapolis, IN 46202

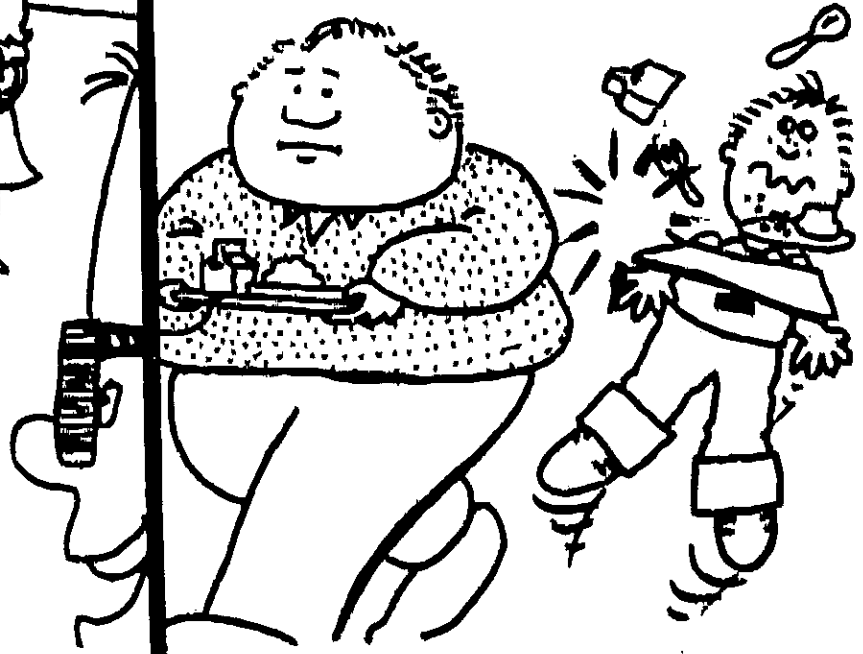
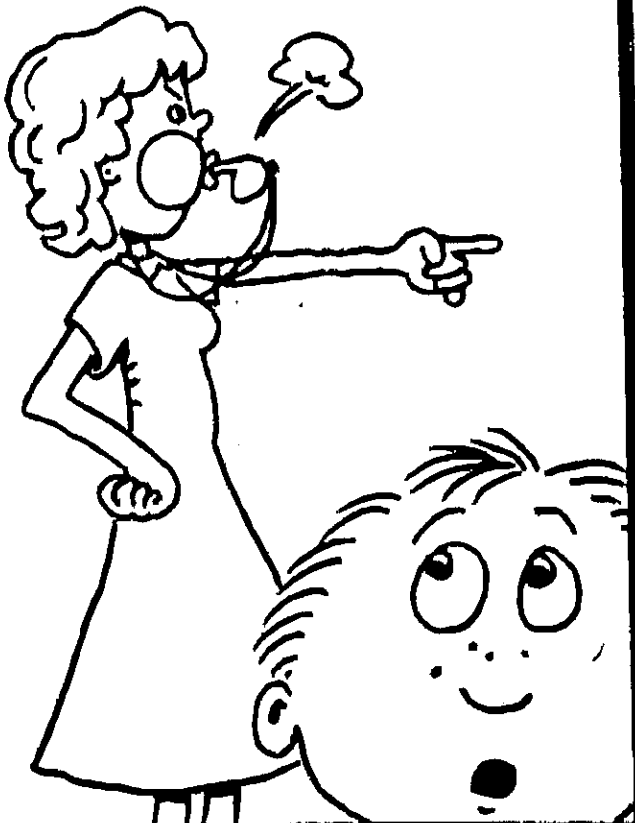
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# I'M OFF TO SCHOOL



Illustration by Paul Sharp





BOYS

GIRLS

