

Elizabethi's Doll

By Stephanie Stuve-Bodeen

When her new baby brother arrives, Elizabethi decides she needs a doll that she can care for the way her mother cares for the new baby. After looking around the village, Elizabethi finds the perfect doll to love. She names her Eva. When Mama changes the new baby's diaper, Elizabethi changes Eva's. When Mama sings to the baby, Elizabethi sings to Eva. And one day when Eva turns up lost, Elizabethi realizes just how much she loves her special doll.

Video:

<http://www.youtube.com/watch?v=CcQapygGwZ4>

Teacher Curriculum

Reading the Story

Important talking points to cover before reading the book:

- As you introduce the book and title, ask the children if they have a brother or sister.
- Ask them to identify how they felt when their sibling was born?
- Ask the children if they helped take care of their younger sibling or if they like helping care for others?
- Ask the children if they know how to better engage with their new sibling and family member?...tell them some activities that they can participate in to support their family.
- Ask the children if they have a favorite toy? What is it? Ask the children how they treat their favorite toy? Do they take great care of it? Discuss responsibility.
- Have the children show you how to care for another, how to care for a baby, how to show empathy for a friend. This can be done by modeling appropriate behavior with a toy and then having the children practice this behavior.





- Give examples of ways to show kindness and empathy for others. Have a discussion with the class about how they show compassion and empathy for their peers, siblings, family, and teacher.
- Modeling is the central theme of this book, and it is important for us as clinicians/ teachers to remember that what we model for the children every day in our class is often repeated in their actions.

Circle Time: During circle time/ morning meeting is a great opportunity to start the curriculum and introduction of the book. Use the circle time to use the talking points provided above and to read the book to the children. After completing the talking points and reading the book, allow the children to practice being kind to each other, showing empathy, and modeling good behavior. Give the children scenarios (see below) and ask them how they should respond in the situation or what would be an appropriate response in that situation. Then allow them to role play that appropriate behavior.

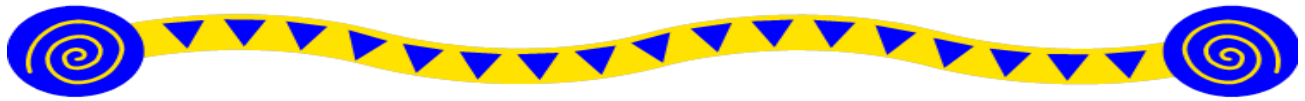
Art: During your class art time continue to reinforce emotional literacy and the literature by incorporating the book theme into an art activity. Make sure to have the book handy to continue discussion. Remind the children that we are practicing treating others with kindness, empathy, and compassion as well as practicing responsibility.

Materials needed: small rocks, paint, and fabric strips.

Directions: The children will be directed to create their own doll similar to Elizabeti's in the book. Instruct the children to paint a face on their doll, and wrap fabric pieces around their doll like clothing/ blankets. During this art activity have the children identify some of the things that Elizabeti did with her doll. Ask them where Elizabeti learned to do these things? This is a great time to monitor reading comprehension levels of the group, and ensure that the meaning of the story was grasped by all the learners. After the children have completed their dolls, have them pretend to take care of the doll. Discuss with them and model appropriate behavior.

Music/Movement: Start this activity off by asking the children how Elizabeti treated her doll in the story? Was she kind? Go on to ask them how she learned to be kind? Discuss how important it is to show and practice kindness, and how Elizabeti's mother showed and guided Elizabeti in her actions. Explain that you are going to practice kindness and empathy by telling others positive things about themselves during the music activity. During the music activity, allow all children to listen to traditional Tanzanian music. CD's of many cultures are available at the local Library and can be used to demonstrate the difference in music across cultures; there are also great examples available on the internet (<http://www.youtube.com/watch?v=4QkS4UD4EBE>). Play a few of the songs for the children and have them identify similarities and differences in the music they listen to and the Tanzanian music. Allow the children to have access to a drum or encourage them to clap their hands, and sit in a circle. This activity will use empathy and kindness as the scope. Have the children to





work together to come up with a beat. Inform the children that as they beat on the drum, you will say a child's name three times, the drumming should stop, and that child should stand up in the middle of the circle...then tell the children they will have an opportunity to say nice things about that peer. Practice starting and stopping the drumming before initiating the music activity to get control of the activity and the group. As the children beat on their drums/ clap their hands, say a child's name three time to the beat "David, David, David...is" then the drumming stops, David stands in the center of the circle, and peers can say positive things about David. Once David sits down continue this activity for all children. Practicing empathy daily is important and children need guidance to ensure they are using appropriate social skills and empathy to treat peers with kindness and respect.

Global Writing Centers: After reading the book, discuss with the children where Elizabeti lived. Where did the story take place? Did Elizabeti's life look different than your life? If so how did it look different? During this activity, have a world map available to show the children where Tanzania is in relation to the United States. Have a large piece of construction paper with a line down the middle available to every child. Ask the children to draw a picture of life in Tanzania on one side, and life in the United States on the other. The children may need prompting to remember all the differences/ similarities, so having the book close will be helpful. Ask guided questions to help them get started...Did Elizabeti have a regular doll? How did Elizabeti's mother cook meals? How did Elizabeti's mother carry her baby? Ask the children to share their drawings and compare the things that are similar and different. Use this time to do letter recognition and writing practice. If a child shares their picture and says, "Elizabeti's doll was a rock." Then prompt the child to identify what letter the word **Doll** starts with...and have them practice writing a **D** on their page.

Empathy Activity: After reading the book, discuss how important it is to treat others with kindness and respect. Discuss how important it is to take great care of our belongings. Tell the children how we want to be "bucket fillers." Explain that a bucket filler is someone who encourages others, shows kindness, and helps others to be successful. Explain that it is as if we all have our own individual buckets that are filled by others kind words and actions. We want to be bucket fillers. Have a sand bucket in view as you explain this concept. Explain that every time someone gives another person a compliment, that it fills their bucket a little and helps them to feel good about themselves (as you explain this use the prompt cards below and place them in the bucket). Then tell the children that when we say not nice things to others or don't treat others well we are not filling the buckets of others (you can even remove some of the prompt cards previously placed in to show how saying unkind things can negatively impact our peers feelings and self-esteem). Inform the children that during this month you want to practice increasing appropriate and positive behaviors in the classroom. Inform them that you will be tracking how well they do with treating others and how well they take care of the classroom materials. Explain that Elizabeti showed a lot of positive behaviors (kindness, compassion, patience, respect, responsibility, etc.). Have the children identify what she did in the story that would be considered nice, empathic, or appropriate. Then tell the children that





you will keep a count of how many times they use their manners, say nice things to others, use materials with the correct purpose, be responsible and clean up after themselves, and treat others with respect. Tell the children for every 10 occurrences of positive behavior you will fill a portion of the bucket picture (see below). After the entire bucket is filled the children will get access to a group reward...allow the children to choose the reward they wish to work towards.

There is a friend that wants to play with us...



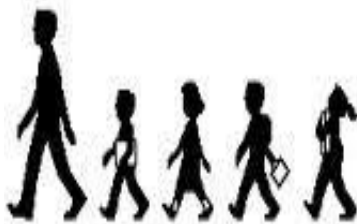
The little girl is all alone with no one to play with....



I stepped on a friend's foot....



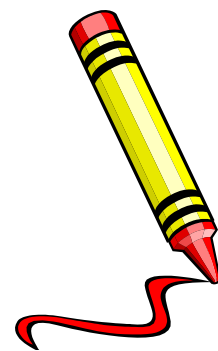
I did not get picked for the line leader today...



A friend spilled juice during snack time...



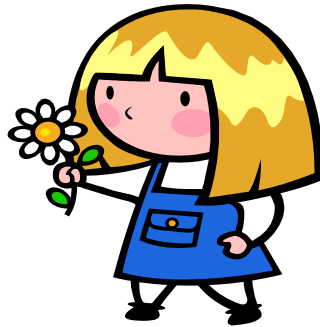
My friend broke my red crayon...



My friend is afraid of storms....



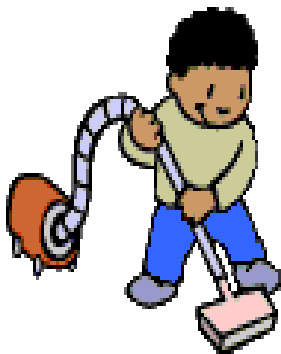
My friend said she liked my dress...



The teacher is reading at circle time...



I made a mess during the art activity...



I want the toy truck, but someone else is playing with it...

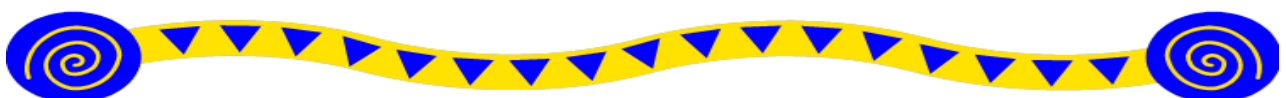


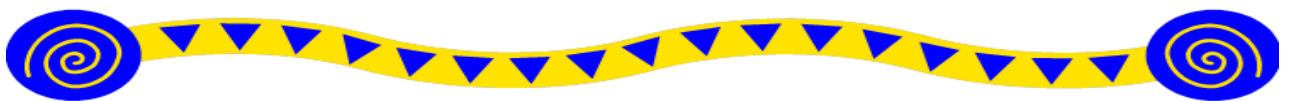
My friend earned an award...

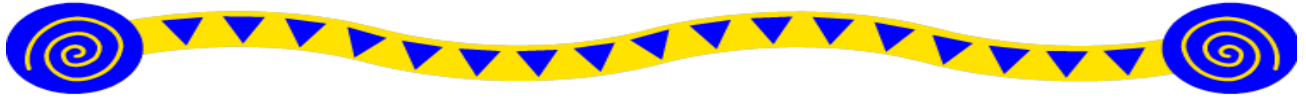




GIVING A COMPLIMENT	ASSISTING A FRIEND
HELPING OTHERS	USING MY MANNERS
FOLOWING THE RULES	LISTENING TO MY TEACHER
SAYING "I AM SORRY"	SHARING
BEING PATIENT	RESPECTING OTHERS
BEING KIND	WORKING HARD
TRYING MY BEST	SAYING KIND WORDS







This Book Curriculum was developed by Dr. Susan Elswick. Dr. Elswick is a Clinical Assistant Professor at the University Of Memphis Department Of Social Work. She received her master's in social work from the University of Tennessee in 2006, and her doctorate in Special Education with a specialty in Applied Behavior Analysis from the University of Memphis in 2011. She is a Licensed School Social Worker in Tennessee, a Licensed Clinical Social Worker, and she runs a small private practice that provides in home social work and behavior analytic programming for families in the surrounding area. Prior to joining the faculty at the University Of Memphis Department Of Social Work she was a school-based social work clinician for 10 years. One of her research interests includes the use of early intervention programming to enhance emotional literacy in order to curb child maladaptive behaviors to improve social and educational outcomes.

