JELLYBEAN JAMBOREE


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INTRODUCTION

PURPOSE OF THE PROGRAM:

*Jellybean Jamboree* is a lively, fun program that introduces young children to life skills necessary for social and emotional growth. It includes six units: anger management, emotional awareness, decision making, self-concept, friendship skills, and behavior. Each unit includes short lessons that can be completed in 30 minutes. Following the lesson topics are related activity sheets. These activity sheets are placed in a folder and given to the children to take home when the unit is completed. Throughout many of the lessons, new vocabulary words are introduced. These *keywords* are explained and used in the accompanying lesson.

Life skills cannot be emphasized too soon. The earlier children understand their emotions and become aware of the need to control anger, the consequences of behaviors, the components of a friendship, and the importance of making good decisions, the more successful they will be in school, at home, and in all their activities.

**HOW JELLYBEAN JAMBOREE GOT ITS NAME:**

When the author began counseling in Minot, North Dakota, many of the younger children couldn’t remember that her name was Ms. Jelleberg. So they snagged onto the nickname she had in high school: Jellybean.

She began telling the children that to remember her name, they should think of jellybeans. It worked like a charm. She became known as *Ms. Jellybean*.

In reviewing the lessons for this book, turning all the character into Jellybeans became a joy. So did endowing them with special personalities for each unit.

Her hope is that you enjoy working with the Jellybeans as much as she enjoyed creating them.
Lesson 1: Anger Management

Angry Arlene, The Grumpy Red Jellybean

Goal:
To introduce the children to Angry Arlene and give them one strategy for handling anger

Materials Needed:

For Each Child:
- Copy of Angry Arlene, The Grumpy Red Jellybean (page 17 or printed from included CD)
- Copy of I Can Get Rid Of The Grumpies In A Quiet Place (page 18 or printed from included CD)
- Crayons
- Pencil
- 12” X 18” piece of construction paper

For The Leader:
- Angry Arlene stick puppet (page 176 or printed from included CD)

Lesson Preparation:

Make the Angry Arlene stick puppet according to the directions (page 175). Make a copy of Angry Arlene, The Grumpy Red Jellybean, and I Can Get Rid Of The Grumpies In A Quiet Place for each child.

Lesson:

Give each child a piece of construction paper; Angry Arlene, The Grumpy Red Jellybean; a pencil; and crayons. Have the children fold their construction paper in half and write their name on the cover. Explain that this folder will be given to them at the beginning of each session and collected at the end of each session.

Tell the children to write their names and the date on the activity sheet, then complete the activity sheet by connecting the dots. (Note: The dot-to-dot picture is only an outline of the jellybean.)
When the children have completed the activity sheet, have them put down their pencils and listen as you hold up the Angry Arlene stick puppet. Manipulate the puppet as you say:

This is Arlene. Today, and on a few more days, we will be talking about her. We will be doing this because she is going to teach us some important things. Let’s see if you can tell me some special things about Arlene.

First, what color is Arlene? (red) Right. Arlene is red. That is her special color. Take your red crayon and color in your jellybean.

Allow time for the children to color in their jellybeans. Then say:

Look at the three blank rectangles at the top of your activity page. (Point to the three rectangles.)

Write the word red in the third rectangle. (Point to the third rectangle.) Now your paper reads Arlene, The Red Jellybean. But that’s not all there is to learn about Arlene. We need to learn about how Arlene acts. Look at my puppet. Look at her face. What does Arlene’s face tell you about how she feels? (Elicit the word grumpy.)

That’s right. Arlene is grumpy. With your pencil or black crayon, draw a grumpy face on your activity sheet. Now go to the second rectangle at the top of your activity page and write the word grumpy. (Point to the second rectangle.)

Allow time for the children to complete the task. Then say:

Now you have Arlene, The Grumpy Red Jellybean, on your paper. What is another word for grumpy? (Elicit the word angry.) That’s right. Angry is another word for grumpy. Write the word angry in the first rectangle at the top of your activity sheet. (Point to the first rectangle.) Putting all these words together, we have Angry Arlene, The Grumpy Red Jellybean.

Ask the children the following questions:

Can you tell us why this jellybean is named Angry Arlene? (Allow the children to give as many reasons as productive for the lesson.)

Have you ever been angry? (Accept all appropriate answers.)

When you were angry, how did you feel? (Accept all appropriate answers.)
BUTTONS

Directions: Circle the pictures of *insides* with a red crayon. Circle the pictures of *outsides* with a blue crayon. Then draw your own picture of an *inside* and an *outside* and circle each one with either a red crayon or a blue crayon.
Goal:

To have the children identify feelings by sight

Materials Needed:

For Each Child:
- Copy of *Face The Feelings* (page 45 or printed from included CD)
- Crayons
- Pencil
- Child’s folder

For The Leader:
- None

Lesson Preparation:

Make a copy of *Face The Feelings* for each child.

Lesson:

Introduce the lesson by saying:

*Today, we are going to think about many different feelings. In our last lesson, we learned that Emotional Eugene has difficulty telling anyone how he feels. When we are finished with our lesson today, we will ask ourselves if there is any way for others to know how Eugene feels when he is unable to tell them.*

*Emotional Eugene may not be able to tell others how he feels. But even if someone doesn’t tell how he or she feels, we can see how a person feels by paying attention to his or her actions.*

Demonstrate some feelings, and have the children identify them. For example, pound your fist on a desk, frown, laugh, jump up and down, and use any other movements or expressions you choose.
Look at the top of the tree. There are three lines there. (Point to the three lines on Me, Maureen’s Family Tree.) If you have a mom, write her name on the first line. If you have a dad, write his name on the line opposite the first line. Then write your own name on the third line.

(Note: Be prepared to help those children who have stepparents and stepbrothers or stepsisters living in the home and children who are living with a never-married parent.)

Continue the lesson by saying:

Now go down to the part of the tree where you see “Sisters” and “Brothers.” If you have sisters and/or brothers, write their names on the lines.

Finally, go to the trunk of the tree, where you see “Pets.” Write the names of any pets you have on the tree trunk.

Have the children share some of the things they wrote on their activity sheet. Then ask:

What kind of a tree is this? (A jellybean family tree.)

That’s right. Now take some time to color your tree. What color should the jellybeans be? (Lavender/purple, because Me, Maureen is the Self-Knowing Lavender Jellybean.)

When the children have finished coloring, have them put their activity sheets into their folders. Collect the folders and any other materials given to them to use during this session.
LESSON 2: SELF-CONCEPT

FAMILY TREE

Goal:

To have the children identify family members and realize that part of knowing themselves is knowing their families

Materials Needed:

For Each Child:
- Copy of My Family Tree (page 98 or printed from included CD)
- Crayons
- Pencil
- Child’s folder

For The Leader:
- Me, Maureen stick puppet (page 179 or printed from included CD)
- Copy of Me, Maureen’s Family Tree (pages 96-97 or printed from included CD)
- Board and chalk or chart paper and marker
- Scissors
- Glue
- Crayons

Lesson Preparation:

Make the Me, Maureen stick puppet according to the directions (page 175). Make a copy of My Family Tree for each child. Make a copy of Me, Maureen’s Family Tree for the leader. Cut and glue the pages together as indicated to make a sample family tree to show the children. Color the sample family tree.

Keywords:

Blended families
Single-parent families
Traditional families
Extended families
LESSON 2: FRIENDSHIP SKILLS

SHARING

Goal:

To help the children realize that sharing is one characteristic of a good friend.

Materials Needed:

For Each Child:
- Copy of To Share Or Not To Share (page 125 or printed from included CD)
- Red and blue crayon
- Pencil
- Child’s folder

For The Leader:
- Friendly Francine stick puppet (page 180 or printed from included CD)

Lesson Preparation:

Make the Friendly Francine stick puppet according to the directions (page 175). Make a copy of To Share Or Not To Share for each child.

Keyword:

Selfish

Lesson:

Hold up the Friendly Francine stick puppet. Introduce the lesson by telling the children that Francine has a story to tell them. Then say:

Yesterday, I went over to Selene Jellybean’s house to play. I was so excited that she was going to play with me. Selene has lots of toys I don’t have, and going to her house is like going to a toy store to play.

Stop the story and ask the children:

Would this make you excited, too? (Yes.)
LESSON 4: BEHAVIOR

TATTLLING

Goal:
To show the children that tattling is not permissible, but telling is

Materials Needed:

For Each Child:
- Copy of It's OK To Tell (page 160 or printed from included CD)
- Crayons
- Pencil
- Child's folder

For The Leader:
- Ornery Ordean stick puppet (page 181 or printed from included CD)
- Board and chalk or chart paper and marker

Lesson Preparation:
Make the Ornery Ordean stick puppet according to the directions (page 175). Make a copy of It's OK To Tell for each child.

Keyword:
Brainstorming

Lesson:
Hold up the Ornery Ordean puppet and ask:

Ordean, do you remember the day all the children got really mad at you? (Move the puppet so it appears to be nodding “yes.”) They got mad because you kept tattling to the teacher. It’s something you do all the time.

Boys and girls, do you know what it means to tattle? (Pause for responses.)
THE FOLLOWING SAMPLES ARE REPRODUCIBLE/PRINTABLE PAGES INCLUDED ON THE CD-ROM
I CAN GET RID OF THE GRUMPIES
IN A QUIET PLACE
BORROWING OR STEALING?

Directions: With your pencil, follow the path that is the correct way to get to Nadeen’s Supersonic Colorman Pencil.
FACE THE FEELINGS

HAPPY

ANGRY

SAD

SCARED

LONELY
FRIENDS ARE...
THINGS I LOVE
ME, MAUREEN,
THE SELF-KNOWLEDGING LAVENDER JELLYBEAN