



GUIDANCE FOR THE

23 "RECIPES" TO TEACH CHILDREN LIFESKILL



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GUIDANCE FOR THE GOURMET

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TABLE OF CONTENTS

SECTION 1: LIFE SKILLS.....	7
MARVELOUS, MAGNIFICENT ME!	9
GUIDANCE FOR THE GOURMET MEAL #1	
BULLYING: SHONDRA, CLASS BULLY	10
APPETIZER: BOWLING FOR BULLIES ROLL-UPS.....	10
MAIN COURSE: MENACING MINIATURE MEATLOAF.....	11
DESSERT: MEAN-TO-MELLOW THANK-YOU TORTES.....	15
THANK-YOU CARD	16
GUIDANCE FOR THE GOURMET MEAL #2	
BEHAVIOR: KATE KATHERINE KOTTER DOESN'T LIKE THE WORD ... NO!	17
APPETIZER: "YES/NO" SPICY SCRAMBLES	17
MAIN COURSE: HAVE IT MY WAY MACARONI.....	18
DESSERT: "TRUCE TREE" TRUFFLES	21
REQUEST CARDS.....	22
ANSWER CARDS	24
DIAGRAM OF TREE CONSTRUCTION	26
FRUIT PATTERNS	27
GUIDANCE FOR THE GOURMET MEAL #3	
GOSSIP: STOP MAKING TROUBLE, ELIZABETH KAYE	33
APPETIZER: GOSSIPING GARLIC SPREAD.....	33
MAIN COURSE: BUSYBODY BEEF BURRITOS.....	34
DESSERT: TRUE FRIEND FRITTERS.....	36
GUIDANCE FOR THE GOURMET MEAL #4	
ACCEPTING BLAME: A LITTLE BUG DID IT	37
APPETIZER: MISCHIEVOUS MELON BALLS.....	37
MAIN COURSE: DASTARDLY DO-RIGHT DUMPLINGS.....	38
DESSERT: IMAGINARY BUG SORBET.....	40
GUIDANCE FOR THE GOURMET MEAL #5	
WORRYING: WHY I WORRY	41
APPETIZER: WORRY-FREE HOPSCOTCH WAFERS.....	41
MAIN COURSE: NO PROBLEM PORK PATTIES.....	42
DESSERT: BE HAPPY CATERPILLAR CRUNCHIES.....	44
WORRY-FREE WAFERS	45
WORRY GRID.....	46
GUIDANCE FOR THE GOURMET MEAL #6	
SELF-CONFIDENCE: "NO ONE WILL LIKE ME," CRIED MAGGIE MCGEE	47
APPETIZER: SELF-ESTEEM MUSIC MELTS.....	47
MAIN COURSE: SEEKING SELF-LOVE SUBS	48
DESSERT: SWEET AND SILKY SELF-ESTEEM SILHOUETTES	51
BOY SILHOUETTE	52
GIRL SILHOUETTE.....	53
GUIDANCE FOR THE GOURMET MEAL #7	
THE IMPORTANCE OF RULES: THE SCHOOL WITHOUT RULES	54
APPETIZER: FAMOUS SWITCH-A-ROO AMBROSIA.....	54
MAIN COURSE: CHAOTIC CHICKEN CHOWDER	55
DESSERT: SCHOOL RULES SCOOPS	58
ICE CREAM CONE	59
SCOOPS	60
GUIDANCE FOR THE GOURMET MEAL #8	
PERFECTION: PRUDENCE PRIMROSE PICKENHEIMER	61
APPETIZER: PERFECT POTATO PUSH	61
MAIN COURSE: PRECISE AND POLITE POT PIE.....	62
DESSERT: SUGARLESS NO-STRESS STRING ART	64
BOWS.....	65
BOW TIES	66

GUIDANCE FOR THE GOURMET MEAL #9	
BEHAVIOR: JACK TALKS BACK.....	67
APPETIZER: ORNERY HAM SCRAMBLES.....	67
MAIN COURSE: OH-SO-SASSY SALMON SURPRISE	68
DESSERT: POLITE PIE STREAMERS.....	71
RESPECTFUL RULES	72
GUIDANCE FOR THE GOURMET MEAL #10	
TATTLING: NORMA-NELL, TATTLETALE	83
APPETIZER: TATTLE OR TELL CHEDDAR TALES.....	83
MAIN COURSE: TATTLE-TATTLE TELL ALL TORTELLINI.....	84
DESSERT: NO TATTLING BOOKMARK BEAUTIES.....	87
TATTLING OR TELLING STRIPS	88
BOOKMARKS	90
GUIDANCE FOR THE GOURMET MEAL #11	
BEING HOME ALONE: IF YOU'RE HOME ALONE	91
APPETIZER: FAITHFUL FRUIT FLOATIES.....	91
MAIN COURSE: SAFE AND SECURE SAVORY STEW	92
DESSERT: EMERGENCY PLAN PUDDING	95
IF YOU'RE HOME ALONE SITUATION/ACTION STRIPS.....	96
MY EMERGENCY PLAN.....	98
GUIDANCE FOR THE GOURMET MEAL #12	
ACCEPTING OTHERS: THE PINK SPOOKY MEN	102
APPETIZER: SPOOKY MAN SOUFFLE TOSS.....	102
MAIN COURSE: FEARLESS FLOUNDER FILLETS.....	103
DESSERT: MARSHMALLOW MASK MARMALADE	107
GUIDANCE FOR THE GOURMET MEAL #13	
PROPER DIET: EAT YOUR BROCCOLI, IRENE	108
APPETIZER: FINICKY MINI-MORSELS.....	108
MAIN COURSE: JIFFY NO-JUNK JAMBALAYA.....	109
DESSERT: WHOLESOME HONEY TREATS	113
FOOD STRIPS	114
GUIDANCE FOR THE GOURMET MEAL #14	
EXPRESSING DIFFERENCES: MALCOLM AND THE PURPLE TIE	118
APPETIZER: OPPOSITIONAL ORANGE SQUARES	118
MAIN COURSE: "AGREE WITH ME" QUICHE-A-LA-KING	119
DESSERT: DUELING DIFFERENCES DRAMA BARS.....	122
DUELING DRAMA SITUATION SHEET.....	123
GUIDANCE FOR THE GOURMET MEAL #15	
UNHEALTHY FOOD CHOICES: THE MUGAROTS	124
APPETIZER: TEMPTING TREASURE TREATS	124
MAIN COURSE: GREEN AND GROOVY GARDEN GOULASH.....	125
DESSERT: HELEN'S HEALTH FRUIT SQUARES	130
DIRECTIVE CARDS.....	131
GUIDANCE FOR THE GOURMET MEAL #16	
JEALOUSY: THE SAPLING	132
APPETIZER: JEALOUS JUBILEE	132
MAIN COURSE: ENVY-FREE EGG FRITTERS.....	133
DESSERT: JEALOUS GELATIN JINGLES	136
MUSICAL STRIPS	137
GUIDANCE FOR THE GOURMET MEAL #17	
ANGER: MAD GEORGE	138
APPETIZER: HOPPIN' MAD MUFFINS.....	138
MAIN COURSE: FURIOUSLY FLAMING FISH FLORENTINE	139
DESSERT: DELECTABLE MAD-BUSTER SCROLLS.....	141
MAD-BUSTERS	146

GUIDANCE FOR THE GOURMET MEAL #18	
ORGANIZATION/TIDINESS: JOEY AND HIS BIG MESS	147
APPETIZER: CLEAN UP CHOWDER	147
MAIN COURSE: TERRIFIC TIDY-UP TACOS	148
DESSERT: ORGANIZED BOX CAKE	151
RED GROUP CARDS	152
BLUE GROUP CARDS	161

GUIDANCE FOR THE GOURMET MEAL #19	
PERSONAL HYGIENE: HUDSON HAROLDSON'S HAIR	163
APPETIZER: CLEAN-SWEEP APPLE BUTTER	163
MAIN COURSE: SPOTLESS SPINACH SOUP	164
DESSERT: HYGIENE BASKET TURNOVERS	166

SECTION 2: COPING SKILLS167

WHEN LIFE SERVES UP BITTER GREENS	168
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GUIDANCE FOR THE GOURMET MEAL #20	
DEPRESSION: JOHN-MICHAEL'S EYES	169
WILTED NO-WEEP WATERCRESS TOSS	169
PUT THE GREENS IN THE BOWL (FACING THE ISSUE)	169
ADD FRUITS AND SPICES (UNDERSTANDING EMOTIONS)	172
REMOVE THE TOUGH STEMS (INFORMATION AND FACTS)	173
DRIZZLE WITH DRESSING (COPING STRATEGIES)	174
TOSS AND EAT (THERAPEUTIC ACTIVITIES)	175
HOW ARE YOU FEELING TODAY?	176
WHAT IS DEPRESSION?	177
WORDFIND	178

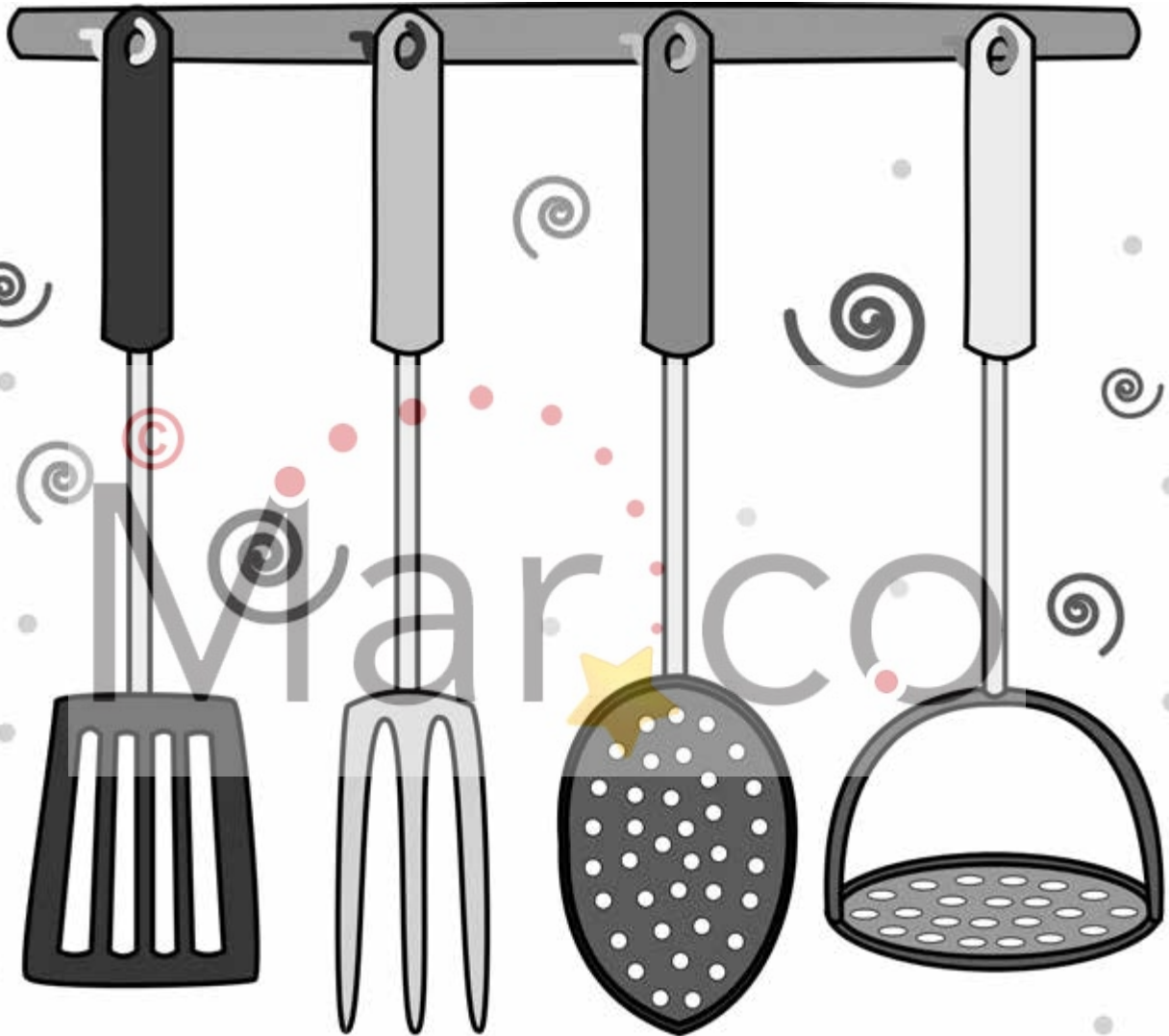
GUIDANCE FOR THE GOURMET MEAL #21	
GRIEF AND LOSS: ABBY'S LULLABY	179
SORROWFUL SORREL SALAD	179
PUT THE GREENS IN THE BOWL (FACING THE ISSUE)	179
ADD FRUITS AND SPICES (UNDERSTANDING EMOTIONS)	186
REMOVE THE TOUGH STEMS (INFORMATION AND FACTS)	187
DRIZZLE WITH DRESSING (COPING STRATEGIES)	188
TOSS AND EAT (THERAPEUTIC ACTIVITIES)	189
FEELINGS	190
LIFE AND DEATH	191
WHAT TO DO ABOUT MY FEELINGS	192

GUIDANCE FOR THE GOURMET MEAL #22	
GRIEF AND LOSS: AFTER GRANDPA WENT AWAY	193
SORROWFUL SORREL SALAD	193
PUT THE GREENS IN THE BOWL (FACING THE ISSUE)	193
ADD FRUITS AND SPICES (UNDERSTANDING EMOTIONS)	195
REMOVE THE TOUGH STEMS (INFORMATION AND FACTS)	196
DRIZZLE WITH DRESSING (COPING STRATEGIES)	197
TOSS AND EAT (THERAPEUTIC ACTIVITIES)	198
EXTRA!! SPECIAL CONDIMENTS FOR SORROWFUL SORREL	199

GUIDANCE FOR THE GOURMET MEAL #23	
UNSAFE LIVING CONDITIONS: YOHAWNI'S BACKYARD	200
ANXIOUS ARUGULA SALAD	200
PUT THE GREENS IN THE BOWL (FACING THE ISSUE)	200
ADD FRUITS AND SPICES (UNDERSTANDING EMOTIONS)	203
REMOVE THE TOUGH STEMS (INFORMATION AND FACTS)	204
DRIZZLE WITH DRESSING (COPING STRATEGIES)	205
TOSS AND EAT (THERAPEUTIC ACTIVITIES)	206
MY PERFECT NEIGHBORHOOD	207
DO YOU KNOW WHAT TO DO?	208

SECTION I

LIFE SKILLS



KATE KATHERINE KOTTER DOESN'T LIKE THE WORD ... NO!



APPETIZER

"YES/NO" SPICY SCRAMBLES

Appetizer Ingredients:

Master Chef:

- ☐ Copy of *Request Cards* (pages 22-23)
- ☐ Copy of *Answer Cards* (pages 24-25)
- ☐ Blue and yellow card stock

Student Chefs (4 or more players):

- ✕ No materials required

Appetizer Preparation:

Reproduce the *Answer Cards* on blue card stock and the *Request Cards* on yellow card stock. Then cut the cards apart. You may use the blank cards to write other relevant situations.

Appetizer Activity:

Deal one card to each child. Be sure to deal out an equal number of *Answer Cards* and *Request Cards*. Then say:

Each of you has a card. Some cards are blue and others are yellow. If you have a blue card, you have an *Answer Card*. If you have a yellow card, you have a *Request Card*. The *Request Cards* are labeled with questions kids ask their parents or other adults. On my cue, those of you with *Request Cards* are to go around the room and find a person whose *Answer Card* has the correct word to answer your request. When you find that person, you must both agree that the answer is correct. After everyone has paired up, you will share your request and answer with our group.

May I skip school and
go to the movies?

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HAVE IT MY WAY MACARONI

Main Course Ingredients:

Master Chef:

- ☐ Chalkboard and chalk
- ☐ *Kate Katherine Kotter Doesn't Like The Word ... No* story (pages 18-20)

Student Chefs:

- ✕ No materials required

Main Course Preparation:

None required.

Main Course Activity:

Read the following story aloud to the children. Pause at the involvement questions for the children's answers.

Kate Katherine Kotter Doesn't Like The Word ... No

Kate Katherine Kotter doesn't like the word "no." So her mother said "yes" to her every request!

"Yes, dear, you may eat ice cream and cake instead of the dinner I worked all day to make.

"And yes, you may dress in your new coat and shoes to slop in the mud or whatever you choose.

"And yes, I will do each one of your chores while you crayon the ceiling, the walls, and the floors.

"And yes, it's OK to dump paint in your bed, stick gum to the sofa, even shave my head!"

STOP Ask the children: "Does Kate like to have her own way?"

"And yes, yes, of course I will buy you a horse. An octopus, too, if that's what I must do."

STOP Ask the children: "Would your mom say yes if you asked for a pet octopus?"

"Yes, yes, stay awake until three in the morn to bang on your drums And toot your loud horn.

"Play toss? Yes, you may with my favorite fine dishes. And yes, yes, three times yes to your 300 wishes!"

STOP Ask the children: "Why do you think Kate's mom said yes to so many ridiculous things?"

Saying "yes" all the time nearly drove her mom crazy. "You need a vacation," said her friend, Dr. Daisy.

"TRUCE TREE" TRUFFLES

Dessert Ingredients:

Master Chef:

- ☐ Scissors
- ☐ Green construction paper
- ☐ Ruler
- ☐ Red, orange, purple, light green, pink, and yellow construction paper
- ☐ *Diagram Of Tree Construction* (page 26)
- ☐ Fruit (pages 27-32)

Student Chefs:

- ☐ Scissors
- ☐ 12" x 18" green construction paper
- ☐ Ruler
- ☐ Gluestick
- ☐ Tape
- ☐ Pencil

Dessert Preparation:

Reproduce enough fruit, using the appropriate construction paper colors, so each child may have one piece of fruit for each of the behaviors Kate Katherine changed.

Dessert Activity:

Introduce the activity by saying:

Kate Katherine and Aunt Edna made a truce. Today each of you is going to make a 3-D *Truce Tree*.

Distribute a piece of 12" x 18" green construction paper, scissors, a gluestick, a pencil, tape, and a ruler to each student. (**Note:** See diagram on page 26.) While demonstrating, say:

Fold the green construction paper lengthwise. Cut the paper in half on the fold. Put the two pieces of paper together and fold them lengthwise again. Take your pencil and draw half of a tree on the side of the paper with the fold. Be sure to make the trunk large. Cut both pieces of paper out on the lines you have drawn for the tree. You now have two trees that are exactly the same. Take your ruler and draw a horizontal line on the fold halfway up the trunk of one tree. Then take your ruler and draw a line on the fold halfway down from the top of the other tree. For example, if your tree is 12 inches long, draw a line six inches from the top of the tree. Start from the top of one tree and cut a slit on the fold, to the halfway line. On the other tree, start from the bottom and cut a slit on the fold to the halfway line. Slide the trees together through the slits. If necessary, hold them together with tape. Your tree should now stand on its own.

I want you to choose the kinds of fruit you would like on your tree. You may have one kind or many kinds of fruit, but you must have one piece of fruit for each thing Kate Katherine agreed to do.

Review the things written on the board that Kate Katherine agreed to do. Show the children the fruit choices. Then say:

Select one piece of fruit for each of Kate Katherine's new behaviors. Cut out the fruit and write the behavior on it. Then glue your fruit to your tree. When you have finished, you may share your trees with the group.

A LITTLE BUG DID IT

APPETIZER



MISCHIEVOUS MELON BALLS

Appetizer Ingredients:

Master Chef:

- ✕ No materials required

Student Chefs: (An even number of players—4 or more)

- ✕ No materials required

Appetizer Preparation:

None required.

Appetizer Activity:

Divide the children into pairs. (**Note:** If there is an uneven number of children, the leader should pair up with the extra child.) Then say:

Tell your partner about a time when you chose to misbehave.

Once all the partners have shared with each other, continue by saying:

- Now it is time to share with everyone what your misbehaving partner did. Each of you is to act out, for the rest of the group, what your partner told you. The other students will then try to guess what your partner told you.

The game ends when each of the participants has shared.



IMAGINARY BUG SORBET

Dessert Ingredients:

Master Chef:

- ☐ Egg cartons
- ☐ Scissors
- ☐ Hole punch

Student Chefs:

- ☐ Crayons
- ☐ Pipe cleaners
- ☐ Googly eyes
- ☐ Glue

Dessert Preparation:

Cut the cups away from the egg cartons so each child will have an individual cup. Make a sample imaginary bug by following the activity directions.

Dessert Activity:

Introduce the activity by saying:

Josh had an imaginary bug that he blamed when he did not want to take responsibility for his actions. What do you think his bug looked like? *(Pause for responses.)* What would your bug look like? *(Pause for responses.)* Each of you is going to make your very own imaginary bug. This is mine. *(Display your bug.)*

Distribute an egg-carton cup, crayons, pipe cleaners, glue, and googly eyes to each child. Then say:

Color your egg-carton cup the color you would like your bug's body to be. Then raise your hand and I will come and punch two holes on each side of your egg-carton cup. Then you can thread the pipe cleaners through the cup to make your bug's legs. Glue on the googly eyes and anything else you wish to use to decorate your bug. Then give your bug a name.

Have the children share their completed bugs.



WHY I WORRY

APPETIZER



WORRY-FREE HOPSCOTCH WAFERS

Appetizer Ingredients:

Master Chef:

- ☐ Chalk
- ☐ Penny
- ☐ Scissors

Student Chefs: (2 or more players)

- ☐ Copy of *Worry-Free Wafers* (page 45)
- ☐ Small plastic bag

Appetizer Preparation:

Draw the hopscotch formation on the floor or concrete.

Make a copy of *Worry-Free Wafers* for each child. Cut out the wafers, then place the five paper wafers in a small plastic bag for each child.

Appetizer Activity:

Explain the game as follows:

The player says, “Worry-Free Me!” and then tosses the penny onto the first block. The player hops on one foot, past the block the penny is on, onto the other blocks. The player may land on two feet only on the double blocks. The player hops to the last block, turns around and comes back, picking up the penny before hopping onto the block where the penny was. When the player reaches the end of the blocks, he or she tosses the penny onto the second block and hops the hopscotch formation. The player’s turn continues until he or she fails to toss the penny onto the correct block or the penny lands on the line. At that time, the next player takes a turn. This continues until each child has had a chance to play.

When the game is over, review what is written on each wafer. Then present each player with a small baggie containing five “worry-free” paper wafers. Explain that whenever something is worrying them, they should open the bag and do one of things suggested on the *Worry-Free Wafers*.



NO PROBLEM PORK PATTIES

Main Course Ingredients:

Master Chef:

- ☐ *Why I Worry* story (pages 42-43)

Student Chefs:

- ☐ Copy of *My Worry Grid* (page 46)
☐ Pencil or marker

Main Course Preparation:

Make a copy of *My Worry Grid* for each child.

Main Course Activity:

Distribute *My Worry Grid* and a pencil or marker to each child. Then read the following story aloud to the children. Pause at the involvement questions for the children's answers.

Why I Worry

You think about lots of things each day. You think about what to watch on TV. You think about what shoes to wear and you think about what there will be to eat for dinner.

Worrying is when you think about something over and over again, even though thinking about it makes you scared or nervous. And no matter how hard you try, you just can't get what's bothering you off your mind.

Worrying can give you a headache, a stomachache, and can even make you throw up. It can make it hard for you to think about your schoolwork or other important things.

STOP Ask the children: "What do you worry about?"

Trying to hide your worries can make them worse.

STOP Ask the children: "Who can you talk with about your feelings?"

Listen as some children, just like you, share what they worry about most. Decide if the things you worry about are some of the same things these children worry about. If they are, mark an "X" on the square on the *My Worry Grid* as we read along.

I worry about people who cannot hear, see, or walk. — EJ

I worry about my relative who is in the military. — NC

I worry about my grades and passing tests. — KP

I worry about my sister and my dad and my stepmom and my real mom. — AW

I worry about my grandmother or grandfather getting sick. — CT

I worry that my parents will get a divorce. — VR

I worry about homeless people. — DN

I worry about my country and the airplanes and the tall buildings. — JC

I worry that one of my parents will lose his/her job. — WE

NORMA-NELL, TATTLETALE



APPETIZER

TATTLE OR TELL CHEDDAR TALES

Appetizer Ingredients:

Master Chef:

- ☐ Copy of *Tattling Or Telling Strips* (pages 88-89)
- ☐ Marker
- ☐ Scissors
- ☐ 2 cupcake tins
- ☐ Small box
- ☐ Timer
- ☐ Chalkboard and chalk

Student Chefs: (2 or more players)

- ✕ No materials required

Appetizer Preparation:

Make a copy of the *Tattling Or Telling Strips* or write your own examples of *tattling* or *telling* on strips of paper. Cut apart the strips. Place the strips in the small box. On one cupcake tin, write: *Tell*. On the other, write: *Tattle*.

Appetizer Activity:

Introduce the activity by saying:

I am going to give these strips of paper to one player at a time. When I say, “Go,” he or she is to read the strip, decide if what is written on the strip describes *tattling* or *telling*, and place the strip in the correct tin. I will time each player, and the player who completes the task most quickly will be the winner.

Select the first player. Record the amount of time it took him/her to complete the task on the chalkboard. Collect the strips and put them in the box. Shake the box and continue with the next player. Continue until each child has had a chance to play.

(Note: For younger children, read the words, then have the child place the strip in the correct cupcake tin.)





TATTLING OR TELLING STRIPS

Mary's cheating. I saw her look on Linda's paper.

Ken called me a "cry baby."

Tina and Shandi won't let me play.

Patty said she'd play with me and now she won't.

Jennie said she didn't like me any more.

Sela is making fun of my new outfit.

Gina and Laurie say they don't like me anymore.

Hans and Lenny run away when I come near them.

My lunch money is missing from my desk.

Brenda wants to fight with me after school.

MAD GEORGE

APPETIZER



HOPPIN' MAD MUFFINS

Appetizer Ingredients:

Master Chef:

- ☐ *Hoppin' Mad Cards* (pages 142-145)
- ☐ Card stock
- ☐ Paper for bunny hats (optional)
- ☐ Chalk or masking tape

Student Chefs: (2 or more players)

- ✕ No materials required

Appetizer Preparation:

Reproduce the cards on card stock, cut them out, and stack them. There are extra blank cards you may use if you would like the children to add more suggestions. If the children are at an age where bunny hats would add to the activity, you may make—or have the children make—bunny hats. To make a bunny hat, fit a strip of paper around each child's head and staple the ends together. Attach bunny ears. This should be done before the session begins. Mark a finish line on the floor with masking tape or chalk.

You get a mean note,
and you write one back.

Appetizer Activity:

Have the children line up across the back of the room. Then introduce the activity by saying:

This is my stack of *Hoppin' Mad Cards*. I will go from one of you to the other, pulling a card from the stack, and reading it aloud. The cards describe different situations. You must decide whether the situation described on the card would be a wise choice or an unwise choice. When it is your turn, if I pull a card that describes a wise choice, all of your classmates will shout, "Hop, hop, hop, little bunny!" (*For older children, you may wish to change the text.*) The player will then hop three spaces toward the finish line. (*Point to the finish line.*) But if I choose a card that describes an unwise choice, you must shout, "Hoppin' mad!" That player may not move forward. The first person to hop over the finish line is the winner.

Begin the game by drawing a card. After reading the card, place it back in the stack, but not necessarily on the bottom.

(**Note:** Be prepared to explain why a choice is wise or unwise if the children seem uncertain.)



You are mad at your teacher, but you talk about your feelings with him or her.

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You get a mean note, and you write one back.

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You get teased, and you ignore it.

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Your money was stolen, and you tell the teacher.

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You got pushed, and you wait for an apology.

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You can't do your homework, so you ask for help.

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Someone called you "stupid," and you walked away.

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A friend broke your toy, and you stayed calm.

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Someone teased you, and you ignored him or her.

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You are angry, but you don't fight.

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YOHAWNI'S BACKYARD

(Ages 6-12)

RECIPE: STEP 1



ANXIOUS ARUGULA SALAD

PUT THE GREENS IN THE BOWL (Facing The Issue)

Ingredients:

Master Chef:

- ☐ *Yohawni's Backyard* (pages 200-202)

Student Chefs:

- ☐ Drawing paper
☐ Crayons

Preparation:

None required.

Activity:

Distribute drawing paper and crayons to the children. Then read the following story aloud. Pause at the involvement questions for the children's answers.

Yohawni's Backyard

Yohawni's balcony has always been her secret place to dream. One night, she closed her eyes and dreamed a soft white cloud came down from the sky and took her away from her tiny apartment, the screaming sirens, the thunder-

ing music, and the many rude voices.

The cloud took her to a special place ... a peaceful place ... where the grass was green and the air was sweet; a place where Yohawni had a home ... a beautiful home ... with her very own backyard.

STOP Ask the children: "Did you ever dream of a special place? What is it like?"

In Yohawni's dream, her beautiful home was a palace. She was the great Queen Yohawni who sat proudly upon her throne.

Her magnificent castle had rooms that were large and bright. Yohawni gave the best room to her mother. In her mother's room, there was a fine-looking bed with sweet-smelling sheets, just like the beds in the home where Yohawni's mother scrubbed floors each day.

Yohawni gave her mother royal servants who gladly washed her thick braided hair and rubbed warm oils onto her aching shoulders, hands, and feet. They even painted yellow butterflies on the nails of her mother's ebony toes.

Yohawni then gave her mother a grand hat and a fancy polka dot dress just like the one her mother ironed for Mrs. Hightower. Yohawni's mother looked like a queen, so Yohawni gladly

RECIPE: STEP 2

ADD FRUITS AND SPICES

Master Chef:

✕ No materials required

Student Chefs:

- ☐ Copy of *My Perfect Neighborhood* (page 207)
- ☐ Pencil
- ☐ Crayons

Preparation:

Reproduce *My Perfect Neighborhood* for each child.

Activity:

Distribute *My Perfect Neighborhood*, crayons, and a pencil to each child. Then say:

Pretend you have the power to put whatever you wish in your neighborhood. Then look at the list of things on your activity sheet. Circle those things that you would like to put in your neighborhood. When you have finished, turn your paper over and draw a picture of your perfect neighborhood. When everyone has finished, you may share your drawings.

