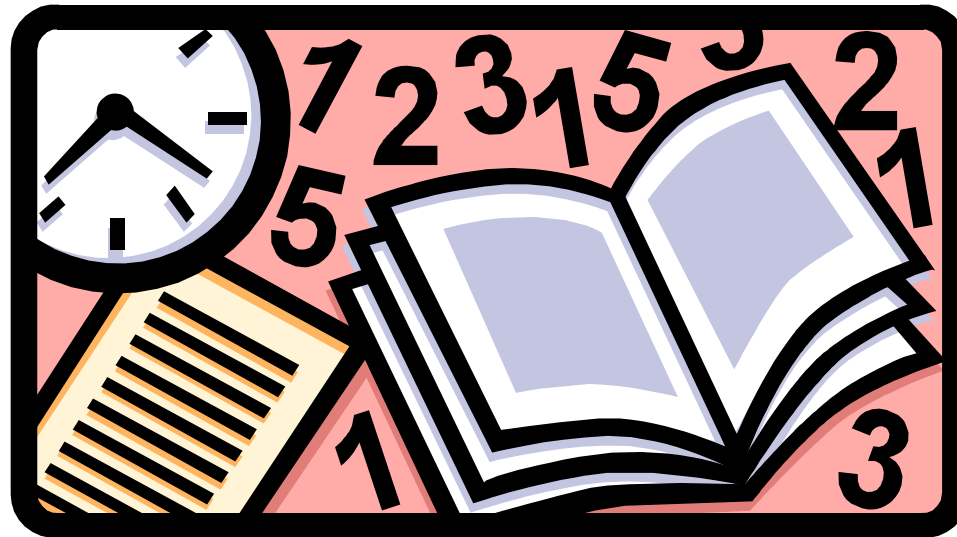


**THANK YOU FOR DOWNLOADING THE TEACHER'S GUIDE!**

**This document was built as a booklet.**

**For best results, print it out back to back and staple it in the middle.**



**You are welcome to make as many copies as you like.**

**Contact the publisher about bulk discounts on large orders of the book.**



## BIBLIOGRAPHY

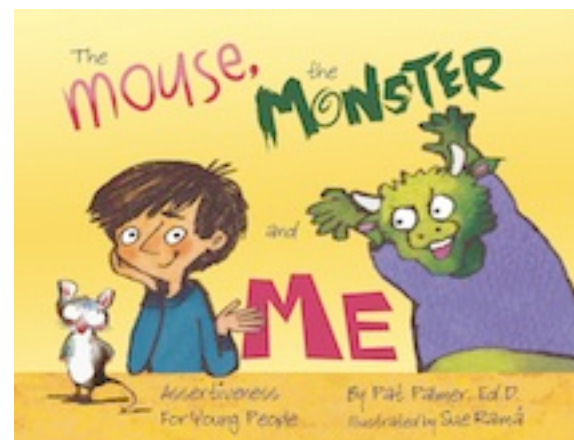
- Alberti, R.E. and Emmons, M.L. *Your Perfect Right: A Guide to Assertive Living*. San Luis Obispo, CA: Impact Publishers, Inc., 1970, 1974, 1978, 1982, 1986, 1990.
- American Civil Liberties Union, Juvenile Rights Project. *Children's Rights Report* (Bi-Monthly).
- Bartz, W.R. and Rasor, R.A. *Surviving With Kids: A Lifeline For Overwhelmed Parents*. San Luis Obispo, CA: Impact Publishers, Inc. 1978.
- De Mille, R. *Put Your Mother on the Ceiling: Children's Imagination Games*. New York: Penguin Books, 1976.
- Gordon, T.E. *Parent Effectiveness Training*. New York: New American Library, 1975.
- Hart, L. *The Winning Family*. Berkeley, CA: Celestial Arts, 1990.
- Hendricks, G. and Wills, R. *The Centering Book: Awareness Activities for Children, Parents and Teachers*. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Lange, A.J. and Jakubowski, P. *Responsible Assertive Behavior*. Champaign, IL: Research Press, 1976.
- Patterson, G. and Gullion, E. *Living With Children*. Champaign, IL: Research Press, 1968.
- Phelps, S. and Austin, N. *The Assertive Woman: A New Look*. San Luis Obispo, CA: Impact Publishers, Inc., 1975, 1987.
- Rogers, C.R. *Freedom To Learn*. Columbus, OH: Charles E. Merrill, 1982. Rogers, C.R. *On Becoming A Person*. Boston: Houghton Mifflin Co., 1972.
- Satir, V. *The New Peoplemaking*. Palo Alto, CA: Science & Behavior Books, 1988.



295 Lenox #105  
Oakland, CA 94602

[www.upliftpress.com](http://www.upliftpress.com)

## Teacher's Guide



(Ages 8 & up)

by Pat Palmer, Ed.D.

A therapist and former director of the Assertiveness Training Institute of Denver, Pat Palmer is a clinical psychologist who has written many books for children, teens, and adults. She lectured throughout the U.S. on assertiveness and personal development. In addition to raising two daughters of her own, she worked professionally in a wide variety of children's programs, including the New Jersey Youth Employment Services, the YMCA and the YWCA.



[www.upliftpress.com](http://www.upliftpress.com)

## PREFACE

This teacher's guide is divided into eight parts that follow the chapter sections of *The Mouse, The Monster and Me*. Each section deals with a specific area of concentration and should be treated separately. The amount of time spent on each section will depend upon your students' needs and ability to grasp the concepts.

This book is designed to help you discover how young people can become responsible for their own behavior. If you find yourself spending a lot of time trying to *control* young people, I invite you to take this book in hand and teach young people how to be responsible for their own behavior! The book is quite clear about the kinds of behaviors that are acceptable. Parents and teachers can expand the discussions and role-play into areas where the youngsters are experiencing difficulties.

Aggressive, acting-out young persons as well as meek, timid persons will recognize themselves in the mouse and the monster. Alternative kinds of behavior are suggested throughout. I urge you to help the student learn new behavior by giving them many opportunities to practice by using the game and role play with them, and by pointing out good behavior. Catch them being good!

Support and positive feedback about preferred behavior work a lot better than constant negatives such as, "Don't do that," and "Be quiet!" When you walk into a room where your students are doing the right thing, make a comment about how nice it is or how pleased you are with their behavior. It works!

Free yourself from the role of the watchdog, disciplinarian and the criticizer by allowing your young people to learn responsible behavior, to make intelligent choices and decisions, and to take care of themselves in assertive (honest) ways. Enjoy this book. It is pointing the way for your youngsters to become the kind of people you would like to have around you!

*Pat Palmer, Ed.D.*

## ACKNOWLEDGEMENT

My deep appreciation to Gwen Gabrielson for her expert advice in preparing this teacher's guide. She is an exciting and creative teacher who has made this project fun to do. I envy her students!

## FEEDBACK WELCOME

Feel free to send your feedback and bulk orders of *The Mouse, The Monster, and Me* to [admin@upliftpress.com](mailto:admin@upliftpress.com).

© Pat Palmer 1977, 2009

## PART EIGHT "Being Yourself"

This part summarizes the concepts of responsibility, making choices and decisions and learning how to be yourself.

### Behavioral Objective:

*The student understands the ways to grow assertively, responsibly, and creatively.*

### Lesson One

1. *Read* page 71-75 together.
2. *Activity:* List some areas in your life where you could take charge (pages 74-75). Take your list home and discuss it with your parents.
3. *Activity:* Teacher collects and keeps pages 74 and 75 to be returned to the students at the end of the year for comparison.
4. *Discussion:* Are your take-charge areas realistic?
  - *Are you really ready for the responsibility?*
  - *If it doesn't work, are you ready to accept the consequences? How are you going to convince your parents? Assertively?*

### Lesson Two

1. *Discussion:* What are some ideas you have learned about rights and responsibilities? About yourself? About making decisions? About criticism and compliments? Do you feel you can be assertive now? Ask for things? Say "No"? If you don't feel you can do these things, who or what is stopping you? What are your thoughts that are stopping you?  
*Caution: Do not push students to accept responsibility for themselves. Discuss the concept and encourage them, but do not insist. Some students may not be ready.*
2. *Activity:* Letters to Dr. Pat.

*Ask your students to share their new understanding of their rights, responsibilities, strengths, and assertiveness with Dr. Pat.*

Mail letters collectively to: Dr. Pat Palmer  
c/o Uplift Press  
295 Lenox Avenue #105  
Oakland CA, 94611

## PART SEVEN “Compliments”

This part is designed to help the young person learn to allow compliments to nourish him or her, how to respond to one, and how to give an honest, and sincere compliment.

### **Behavioral Objective:**

*The student develops skill in giving and receiving compliments.*

### **Lesson One**

1. Read pages 61-65 with the entire class.
2. Discussion: Flattery is like a bribe.
  - o *What kinds of bribes are you given by friends? Sister? Brother?*  
Example: *Your brother says you're smart so you'll do his homework for him.*  
  
Example: *Your girl friend says you look pretty, so she can borrow your new blouse.*
  - o *How do you or would you feel in these cases?*
  - o *What does accepting do to your self-esteem? Does it say, “I can be bought”?*  
  
Example: *Going to a party when you don't like the person for whom it is given.*

*The assertive person values and likes him/herself, and can be true to him/herself by saying “no” to the invitation.*

### **Lesson Two**

1. Activity: How do you feel and act when someone compliments you?  
(Instructions on pages 63-64)
2. Discussion: Read page 65.
  - o *How are you going to accept compliments now? Let them in? Deny them?*

### **Lesson Three**

1. Read pages 66-69 together.
2. Activity: List honest compliments you can give to the people in your life.
3. Discussion: How does it feel to think about and write compliments to people you like?
  - o *How do you think these people might feel if you said them out loud?*
4. Exercise: The Compliment Game (Instructions on page 69).

## CLASSROOM PREPARATION

### **Bulletin Board:**

*Pictures of the following kinds may be used on a bulletin board or at the learning center:*

- A series of pictures or drawings showing aggressive, passive or non-assertive, and assertive behavior. (*Examples: Picture of someone hitting another person, picture of someone stopping cruelty to an animal, etc.*)
- Pictures or drawings of talents, skills, special qualities, such as young people dancing, skiing, painting, playing instruments, singing, etc.
- Pictures of young people being responsible, i.e., caring for an animal, cleaning up after themselves or others, helping others, etc.
- Pictures of a young person or persons looking assertive, i.e., looking people straight in the eyes, standing up straight, using gestures to express themselves, etc.

### **Learning Center:**

*Set aside an area of the room for each student to keep a folder of the individual work derived from these lessons.*

1. *Folders may include photographs of the kinds specified above.*
2. *Folders may be keyed to fit with the parts of the book being used.*
3. *Questions or assignments that could be used and kept in the folders:*
  - a) *Write a story about the mouse and the monster using a situation that happened or might happen in your life.*
  - b) *Write a story about how assertive me saves the mouse from the monster.*
  - c) *Tell a story in writing about the way this young person (in photo) became a dancer, skater, skier, etc.*
  - d) *Describe how this person (in photo) got the horse (cat, dog, etc.) he or she is taking care of.*
  - e) *Tell a story about this young person (in photo) and what he/she is trying to accomplish by being assertive.*

### **Vocabulary List:**

*Prepare to introduce a number of new words, such as assertive, passive, non-assertive, aggressive, responsible, etc.*

### **Timing:**

*Remember, each section should be treated separately and the time spent on each should be determined by the needs of your students.*

## PART ONE

### “About The Mouse, The Monster, and You”

Part one is designed to familiarize young people with the meaning of aggressive, non-assertive and assertive behavior. The analogy of the *non-assertive mouse*, the *aggressive monster*, and the *assertive me!* is used to illustrate the difference between these types of behavior. The concept that becoming assertive and responsible is a way to be freer is introduced.

#### **Behavioral Objectives:**

*An understanding of the meaning of the words assertive, non-assertive, and aggressive. Begin to develop an understanding of assertive behavior skills. Awareness of the components of assertive behavior:*

Eye contact	Facial expressions
Body posture	Voice tone, inflection, volume
Gestures	Content of the message

#### **Lesson One — An Introduction**

1. Read dedication and “To the Young Reader” (pages 2-4) to the class.
2. *Discussion:* What does “being free” mean to them?
  - *Do you think young people can be free?*
  - *How can you be free?*
  - *In what ways are you free?*
  - *Do adults want to be free?*
  - *Do adults want you to be free?*
3. *Definitions:*

*Assertive means acting in a straightforward, honest way because you value yourself and want to stand up for your rights. It also means you value other people and their rights (see Alberti & Emmons, 1990).*

*Non-assertive means being passive and not standing up for your rights, like our friend mouse. It means you do not care enough for yourself because you let other people push you around.*

*Aggressive means being pushy and loud and denying others their rights, like our friend monster. It means you don't respect others enough to listen to their ideas.*

#### 6. *Role Play:*

*Role-play assertive responses to criticism with the whole class. Give each student a slip of paper with a criticism on it and ask him or her to respond. (Do not make the criticism one that is specifically directed at that particular student. Do them at random.) Pages 55, 58 and 59.*

#### **Lesson Two — Mistakes**

1. Read pages 56-59 together.
2. *Discussion:*
  - *When you make a mistake, do you feel awful?*
  - *How do you handle your faults: What kinds of faults do you have? Do you dislike yourself for having them?*
  - *How many people are late sometimes? (Raise your hands)*
  - *How many people make mistakes once in a while?*
  - *Are you all terrible people?*
  - *Accept yourself, faults, mistakes and all! You're human!*
3. *Activity:*

*Set up a suggestion box for the students. Ask students to not just complain, but make positive suggestions about how things could be done better or improved.*

## PART SIX “Criticism”

Criticism can be devastating, constant and soul-destroying, or it can be kind, caring and supportive. This chapter helps the student learn ways of managing criticism assertively.

### **Behavioral Objective:**

*The student learns to respond to criticism in assertive and constructive ways. The student learns to differentiate between constructive and destructive criticism.*

### **Lesson One — Criticism**

1. Read pages 49-55 together.
2. Discussion:
  - Does it seem that people criticize you a lot?
  - Do you feel that your parents expect you to become something for them? Why do people criticize? What is the purpose?
  - Are there different kinds of criticism? Good? Bad?
  - What is the difference between good and bad criticism?
  - (Put-down vs. helpful criticism)
3. Activity: I believe I am... people say I am (Page 50)
4. Activity: How do you feel when you are criticized? (Page 52)
5. Exercise: Real and Unreal Criticism Game  
*Caution: Ask class members to select a good friend for a partner.*

*Any person who does not want to do this exercise may be encouraged to go to the learning center and work independently.*

*Remind students to stay relaxed during this exercise by taking a deep breath or two if they feel themselves getting upset.*

- a) List criticism that is true and real about you.
- b) Make a list of criticism that people might make about you.
- c) Trade lists with a partner.
- d) Take turns reading from real and unreal criticisms slowly. Then let your partner respond assertively to the criticisms.

### **Lesson Two — Mouse, Monster and Me**

1. Ask for a volunteer to read pages 6-10 to the whole class.
2. Discussion:
  - What are some other words or names to describe the mouse/monster? When do you act like a mouse? Like a monster?
  - How does it feel to be a mouse? A monster?
  - How does it feel when you act like an assertive me?
3. Role Play:
  - a) Ask for volunteers to play the part of a bully, a small child and an assertive person who stops the bully from pushing the small child around.
  - b) Break into small groups of 5 to 6. Give a slip of paper to each person in the group with a situation on it to act out, such as “mouse playing a game,” “mouse at a birthday party,” “monster asking for a cookie.”
  - c) Ask each group to decide which role player will present his/her role to the entire class or group.
  - d) Share feelings about how it felt to be a mouse or a monster.
  - e) (Teacher might role-play an assertive person first.) Ask for volunteers to “model” or assume an assertive posture, mouse posture, monster posture.
4. Discussion:
  - What are the ingredients of assertive behavior?
  - How do you look? Act? What do you say? How do you say it? Voice tone? Loudness or softness of voice?
  - Posture? Facial expressions? Gestures?
5. Discussion:
  - Do you feel like a mouse or monster all the time?
  - Are there times in your life when you are one or the other? Neither? Are the people you know always one way or the other? (No one is always...)
6. Activity:  
*Make a list of times when you are a mouse. Make a list of times when you are a monster. (Save these lists for review later.)*

## PART TWO “Your Strength and Power”

Part Two is designed to help develop positive self-images in young children by asking them to concentrate on their strengths, talents and abilities. Emphasis is placed on their ability to make choices to positively affect their lives.

*Caution: This may be difficult for some children with poor self-images to grasp. Be prepared to be supportive and offer your opinion of their strengths to help them begin to think positively.*

### Behavioral Objectives:

- Each child is made more aware of his/her strengths and ability to make choices.
- Each child is now able to use relaxation exercises to help make responsible choices.

### Lesson One — Your Strengths

1. Read pages 12-14 together.
2. Discussion: Strengths include talents, skills, abilities, special qualities, etc.
3. Activity: List strengths.

*Encourage students to list as many of their own strengths as they can. Keep the list to add to during the week. For those students who cannot think of anything positive about themselves, ask the whole class to help them with suggestions. Make sure each child has several items listed.*

4. Activity: Share lists.

*In small groups, have students share their lists by reading them or talking about them to the group. Instruct the group members to stop speakers who start to say something negative. Again, make sure each child has something positive to say about him/herself. (Note: “It’s o.k. to be a little embarrassed doing this!”)*

5. Activity: Draw, paint, write about, make a mobile or collage about the strengths you have.

### Lesson Two — Choices

1. Read pages 17-21 together.
2. Discussion: Making responsible choices.
  - How do you decide when three of your best friends ask you to do something you know is wrong? Is dishonest?
  - What are some other decisions or choices you have to make in school? At home? With friends? About your time? About brothers and sisters?

## PART FIVE “Saying ‘No’”

This is another short chapter which discusses each individual's right to say “No” in certain situations. The kinds of instances in which saying “No” is acceptable are suggested.

*Caution: Children should learn the skill of saying “No,” but must remember that others in their lives may not accept “No” from them (especially adults!) Also, cultural and socio-economic considerations affect the material and concepts in this part.*

### Behavior Objectives:

*The student masters saying “No” assertively and discovers the kinds of situations where saying “No” is appropriate.*

### Lesson One

1. Read pages 43-47 out loud with volunteer readers.
2. Discussion: What is privacy?
  - How do you use privacy? Do you have any at all?
  - Do you have any time that belongs just to you?
  - Are you allowed to own your own things?
  - Do you have space of your own?
  - Have you a right to own your own body? Who owns it if you don't? Do you have a right to self-respect? How do you get self-respect?
3. Role Play: Saying “No” assertively.

*Each student can be given a situation on a slip of paper and asked to act it out assertively. How we say “No” makes a difference, but no one has to offer excuses!*
4. Discussion:
  - Are there times when you do not want to do what your friends are doing? How can you tell them you don't want to join them?
  - What could you say to a friend, for example, in the two instances on page 44?
  - What kinds of activities won't you do? Cheating? Hurting others? If you don't want to loan your things to friends, how could you tell them “No”?
5. Exercise: Saying “No” game (Page 47)

*Partners can practice saying “No” together. Ask one to ask the other for just one thing. They can ask and say “No” as many ways as they like. Have them switch. Discuss how it felt. Which was easier... saying “No” or asking?*



## PART FOUR

### “Asking for What You Want”

This short chapter introduces the idea that asking for things is acceptable and even good. The way the student asks for things is emphasized. Asking also has its responsibilities. The request needs to be reasonable and the asker needs to be able to accept responsibility for the consequences of his or her request if it is granted, i.e., caring for a pet, toy or possession.

#### **Behavioral Objectives:**

*The student practices asking for things in a reasonable, responsible and assertive way.*

#### **Lesson One — Asking**

1. Read pages 37-41 to the class.

2. Discussion:

- What might be a fair way to negotiate with parents or other adults to get what you want, such as a dog or cat?
- How might you approach an adult to get approval to initiate a small business in his or her basement? Or to borrow a tool?

*Caution: Remember to discuss potential risks! Asking for something, even in an assertive way, may not always bring the desired results. Explain that this is true for adults as well as for children.*

3. Activity: List things to ask for. (Page 40)

4. Role Play: Ask for volunteers to role-play “Mouse Ways” of asking for things.

*Ask for volunteers to role-play “Monster Ways” of asking for things. Role-play asking for things assertively. Role-play negotiating.*

5. Activity: “Fly Me to the Moon!”

*Ask students to make a list of impossible requests, such as “Fly Me to the Moon.” Or “Make Me a Millionaire.”*

6. Discussion:

- Does your chance for success in asking for things increase when your request is reasonable and possible?
- If you ask for too many things, will adults still hear you when you ask for a very important one?

7. Practice: Practice asking for the things on your list made in Activity 3.

Have the group help each player develop assertive ways of asking for things.

3. Exercise: Relaxation (pages 17-18)

*Try this by yourself first!*

*Caution: Watch for children who may start to hyperventilate. Encourage deep breathing for only 2-3 minutes. Thereafter encourage just calm, relaxed breathing.*

*On carpeted floor, mats, etc. Ask students to lie down after removing shoes. Ask them to loosen tight clothing such as tight waistbands, belts, etc. Turn down the lights or darken the room if possible.*

Breathing:

*Instruct students to take a deep breath all the way into their belly, tummy or stomach. Do this 3-4 times.*

1. Take a deep breath and hold it. Let it out slowly and hold it. Repeat this phase several times.
2. Ask each child to do this on his/her own.

Breathing & Imagery: “Nourishment”

1. As the students inhale, tell them to breathe in one thing each would like, such as a feeling of love, peace, calmness, beauty, lovely colors, etc.
2. As the students exhale, tell them to breathe out something each would like to get out; such as anger, jealousy, hate, pain, meanness, sadness, etc.
3. Do this for 5 minutes. Watch for any sign of hyperventilation. Encourage relaxed breathing, but not excessive deep breathing.

Imagery: “Cloud Trip”

1. After doing some breathing exercises, ask the children to imagine they are floating on a large fluffy cloud.
2. Either describe the scenery for them or let them take turns describing what they “see” as they float.

#### **Lesson Three**

1. Read pages 19-21 together.
2. Discussion: What does being “assertive” mean? Is it hard to just say what you want?
  - Can you let yourself know what you want?
  - Is it o.k. to want something different from your friends? Will they dislike you if you don't go along?
3. Activity: Strength game (instructions on page 20)
  - Do people see more strength in me than I do?
  - What would be some good ways to let others see my strengths?
4. Activity: Choice game (instructions on page 21) Do young people have choices? What kinds of choices? What is it like to *have* to do something? Can you give yourself choices?

## PART THREE

### “Your Rights and Responsibilities”

Part Three balances rights with responsibilities. A fine opportunity is presented to discuss human rights such as the *Universal Declaration of Human Rights* of the United Nations (Appendix A, *Your Perfect Right*, see Bibliography). Role playing the situations suggested in the text would enhance learning, see pages 26, 29, 31 & 35 of *The Mouse...*

#### **Behavior Objectives:**

- *Students master the concept of the Golden Rule and apply it to their own lives.*
- *Students discover having rights depends upon their behaving and thinking responsibly.*
- *Students explore rights and decisions they would like for themselves and ways of winning permission and approval from adults.*
- *Preparation for teaching this part: consult some of the literature on human rights, students' rights, and possibly some of the more recent legislation on dress codes, physical punishment, equal facilities for girls, etc.*

#### **Lesson One — Rights**

1. Read pages 23-29 as a class.
2. Discussion: What are students' rights? Academic? Social?
  - *How do these rights balance with responsibilities?*

*Example:* The teacher gives you all a right to good grades. In fact, you all have an “A” at the start of each unit. Your job is to be responsible enough to keep the “A.” The way you can be responsible is to study, ask questions, and do the homework correctly and on time. Each student has the same opportunity.

*Example:* Owning a pet is nice but it causes heavy responsibilities. Even goldfish require feeding, clear water and aquarium.

3. Discussion: The right to be free from abuse (page 29).
  - Caution: Be sure to discuss potential risks! And remind children that even when we're right, we don't always get what we want in life. Others (parents, teachers, friends) may not agree.*
  - *How can young people avoid abuse?*
  - *To whom can you go for help?*
  - *How could you deal assertively with a bully? (Saying “No”)*
  - *How can you help when you see a person or an animal being hurt?*

#### **Lesson Two —Mind Reading:**

*The student will learn from this lesson plan how to avoid confusing observations of another person with assumptions about what that person is like, what that person thinks and how that person might respond to the student.*

1. Volunteer students read pages 30-36 aloud to class.
2. Exercise: “I See — I Imagine” game
  - a) Students select three partners. One partner acts as observer.
  - b) Two partners sit facing each other. One starts by saying 5 things he or she *observes* about the other person. Example: “I see you have blue eyes.”

Observer stops the player if a statement is made that *assumes* a thought, value or quality about the other person such as “I see you are a jolly person,” or “I see you love to eat.”
  - c) Then the player says 5 things they *imagine* (assume) about the other person. Make sure each player understands the difference between observations and assumptions.
  - d) Each person takes turns including the observer.
- e) Discussion:
  - *Do people who love you know what you think?*
  - *Is it hard to just describe a person... just what you see?*
  - *Do you think about what the other person is thinking as you speak to him or her?*
  - *How often do you make assumptions, judgments about another person?*
  - *How could you be sure you know what another person is thinking? How can you know what another person values?*
3. Activity: List decisions you would like to make for yourself. (Page 32) After the lists are finished, role-play speaking to parents about the decisions they would like to make. (This helps students learn to act assertively.)
4. Activity: List the rights you would like to have. (Page 33)

*Role-play negotiation skills. Parent and child compromising, bargaining, coming to a fair and responsible decision together.*
5. Activity: List some responsibilities you have because you are a member of an organization or a group. (Page 34) Students may make separate lists for each category and discuss them in small groups or with the whole class.
6. Discussion: Hard choices (Page 35)
  - *What are some of the hard choices you have had to make? In what situations have your rights and responsibilities disagreed?*