

STAND TALL, MOLLY LOU MELON

Molly Lou Melon is short, clumsy, and is teased for her singing voice and big teeth. With the advice from her grandmother, Molly Lou builds resilience and self-confidence. Learn how she overcomes the class bully and learns to STAND TALL.

Title: Stand Tall, Molly Lou Melon
Author: Patty Lovell
Illustrator: David Catrow
Publisher: G.P. Putnam's Sons
Date published: 2001

Pyramid Model Skill or concept(s)	How to deal with mean people/bullies. Believing in oneself, self-assurance
Goal/Objective:	Children will grow in their self confidence as they embrace who they are even when others are unkind. Although other people might be mean, each person is valued.
Emotional Vocabulary:	Proud, joy, foolish, glee, impressed, mean, nice/kind, embarrassed, sad, love

Story Time: (Show and Tell It)

Prepare ahead 2 charts. One titled "Difficult Things I Tried" with 2 columns "What I Tried" and "How it Felt". The second titled "How it Felt" one column "to be Teased" the other column "to be Helped". Add pictures to represent the meaning of each title and column header.

Prepare ahead: Your program/classroom expectations

Introduce the book to children: Show children the book cover. Ask children how they think Molly Lou Melon feels (happy, content, loved...). You can also state "Well, there are times when Molly Lou Melon doesn't always feel that way." Inform the children, "Molly Lou Melon was teased for being short, for having different hobbies than other children, and other things."

Ask children if they have ever experienced these different situations and write their answers on the chart

1. Tried something very difficult, what it was, and how they felt (frustrated, angry, like giving up, never good at anything...).
2. Were teased and how it made them feel (sad, hurt, ashamed, embarrassed, humiliated...)
3. Had people help them and how it felt (loved, cared for, relieved, ready..)
4. List what those things were.

Inquire: "Do you want to see how Molly Lou Melon learned how to deal with mean people? Who do you think helped Molly Lou Melon?"

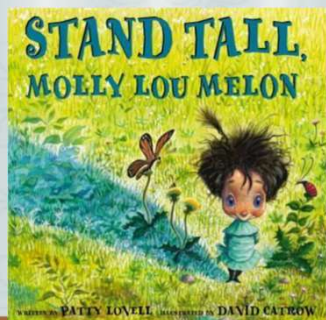
While reading the book: Invite children to demonstrate how their bodies look when they are proud, smiling, singing like a bullfrog, drop things, leave grandma's house, picked on/teased, make a touchdown, happy, impressed (oooh, ahhh), someone shares with you, loved.

After reading: Remind children that they have many feelings. Their feelings can change. If people are mean to them, they have a choice to be mean, ignore the person or perhaps inquire why that person is being mean. Refer to the written program expectations and ask children to say the expectations with you. Vote and record the number of children who think they should be mean or ignore someone who teases them. Brainstorm other ideas that the children could do instead.

Children can also be introduced to the solutions kit found at:

https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit_cue-cards.pdf

New York State
BOOK NOOKS



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<p>Name of Activity:</p>	<p>Teaching Shield Taken from https://gerryskids.files.wordpress.com/2012/08/teasing-shield.pdf</p>
<p>Supplies needed:</p>	<ul style="list-style-type: none"> • Large thick construction paper or poster boards- about the size of the children's torsos • Sentence strips or posterboard/thick cardboard-cut about the same size • Wide masking tape or shipping tape • Thick markers or paint and brushes • Various art supplies for decorating • Teasing Shield template (optional) found at https://gerryskids.files.wordpress.com/2012/08/teasing-shield.pdf • Puppet, puppet-sized teasing shield
<p>Ideas of what to say or do.</p> <p>Before doing the shield activity, adults should watch "CSEFEL:V2 6 Teaching Shield" at https://www.youtube.com/watch?v=DBr9aMLZeyc</p>	<p>Puppet Show, demonstrate how the shield works:</p> <ul style="list-style-type: none"> • when someone is saying something mean to you, you can put up your shield and ignore them. • Demonstrate how to invite or join into play with another person • Demonstrate how to read another person's cues and when you feel bad that another person is hurt (emotionally or physically) and how to give an apology. <p>Art Activity</p> <ul style="list-style-type: none"> • Children can decorate shields with names, colors, glitter, etc. <p>Practice using shield</p> <ul style="list-style-type: none"> • In context of classroom-with shield and without shield • Reinforce use of "shield skills" in other natural contexts. • Noticing and labeling feelings and guiding children in using this successfully.
<p>What Pyramid Model skill or concept is covered?</p>	<p>Self-regulation through coping: how to handle big emotions when others are being mean</p> <p>Friendship skills: apologizing, joining play, inviting another into play</p>

