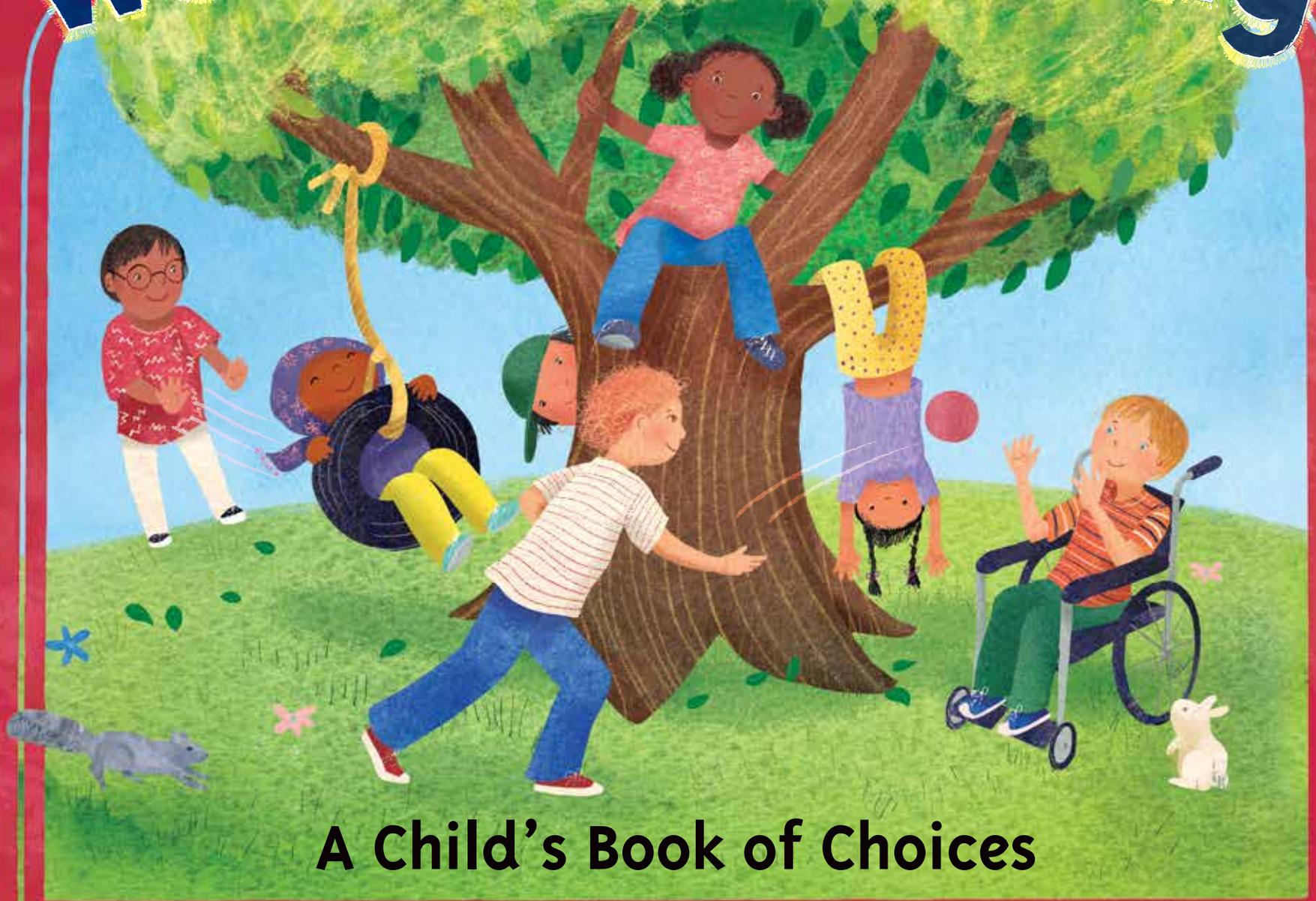


We Can Get Along



A Child's Book of Choices

free spirit PUBLISHING® Lauren Murphy Payne • illustrated by Melissa Iwai

© 2015 Free Spirit Publishing. All rights reserved.

We Can Get Along

A Child's Book of Choices



Lauren Murphy Payne • illustrated by Melissa Iwai



Text copyright © 2015, 1997 by Lauren Murphy Payne, M.S.W., Claudia Rohling, M.S.W., and Pamela Espeland
Illustrations copyright © 2015 by Free Spirit Publishing Inc.

All rights reserved under International and Pan-American Copyright Conventions. Unless otherwise noted, no part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without express written permission of the publisher, except for brief quotations or critical reviews. For more information, go to www.freespirit.com/permissions.

Free Spirit, Free Spirit Publishing, and associated logos are trademarks and/or registered trademarks of Free Spirit Publishing Inc. A complete listing of our logos and trademarks is available at www.freespirit.com.

Library of Congress Cataloging-in-Publication Data

Payne, Lauren Murphy, 1956–

We can get along : a child's book of choices / Lauren Murphy Payne, M.S.W. ; illustrated by Melissa Iwai. — [Second edition].
pages cm

Summary: "Using affirming language and full-color illustrations, this book teaches tolerance, kindness, and conflict resolution to young children. Includes activities and discussion questions for parents, teachers, and caregivers to use to further explore the topic with young children"— Provided by publisher.

ISBN 978-1-63198-049-7 (hardback) — ISBN 978-1-63198-027-5 (softcover)

1. Social interaction—Juvenile literature. 2. Interpersonal relations—Juvenile literature. 3. Choice (Psychology)—Juvenile literature. I. Iwai, Melissa, illustrator. II. Title.

HQ784.S56P39 2015
302—dc23

2015008010

Free Spirit Publishing does not have control over or assume responsibility for author or third-party websites and their content.

Reading Level Grade 2; Interest Level Ages 4–8;
Fountas & Pinnell Guided Reading Level L

Edited by Pamela Espeland and Alison Behnke
Cover and interior design by Colleen Rollins

10 9 8 7 6 5 4 3 2 1
Printed in China
R18860515

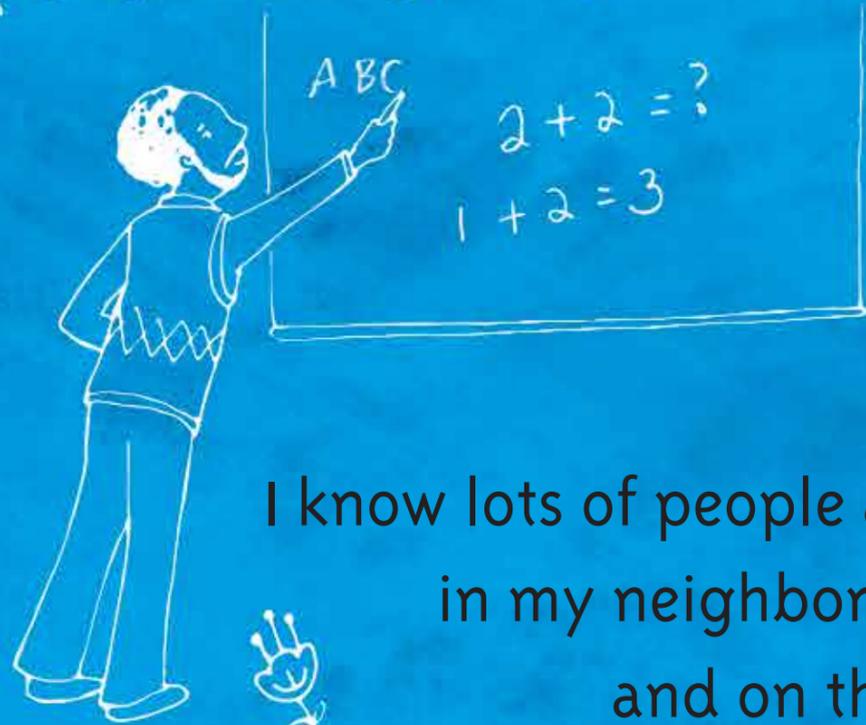
Free Spirit Publishing Inc.
217 Fifth Avenue North, Suite 200
Minneapolis, MN 55401-1299
(612) 338-2068
help4kids@freespirit.com
www.freespirit.com

Free Spirit offers competitive pricing.

Contact edsales@freespirit.com for pricing information on multiple quantity purchases.



To my family
with all my love and gratitude,
and for Scott, who always
has faith in me.

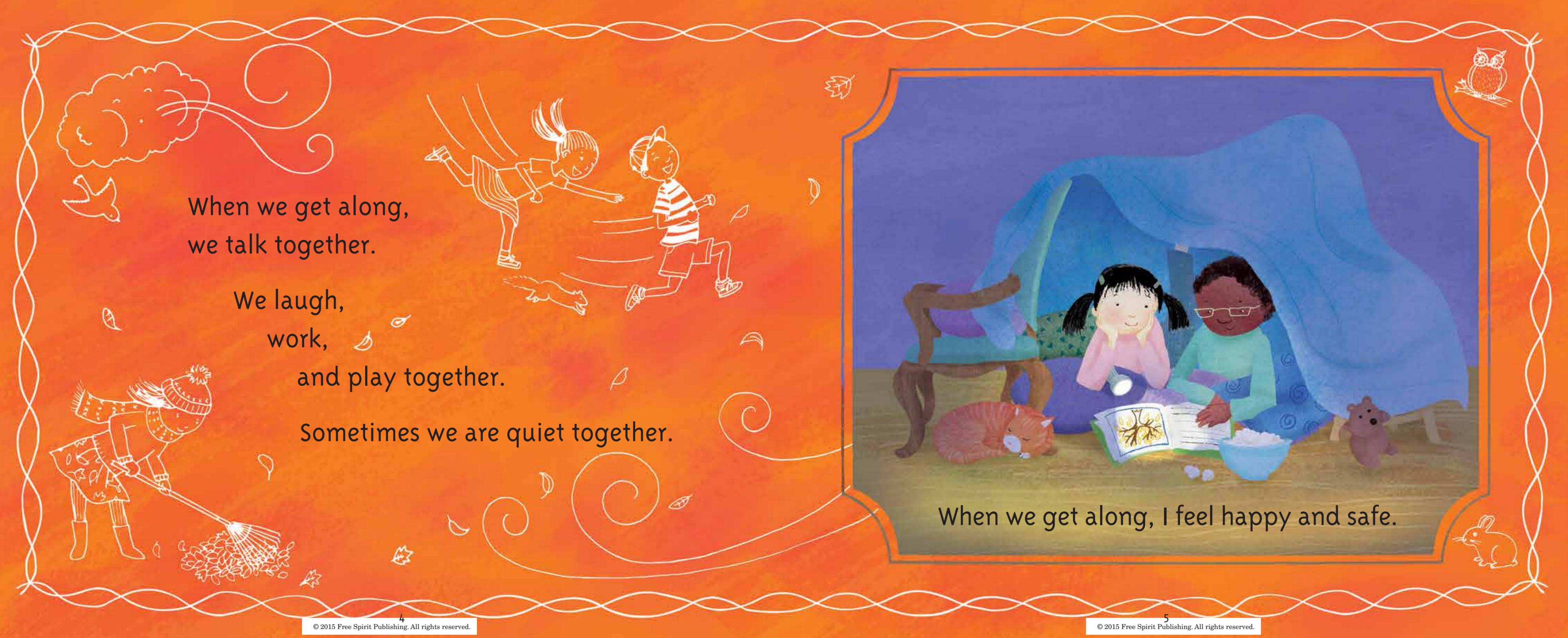


I know lots of people at school,
in my neighborhood,
and on the playground.

Sometimes we get along . . .



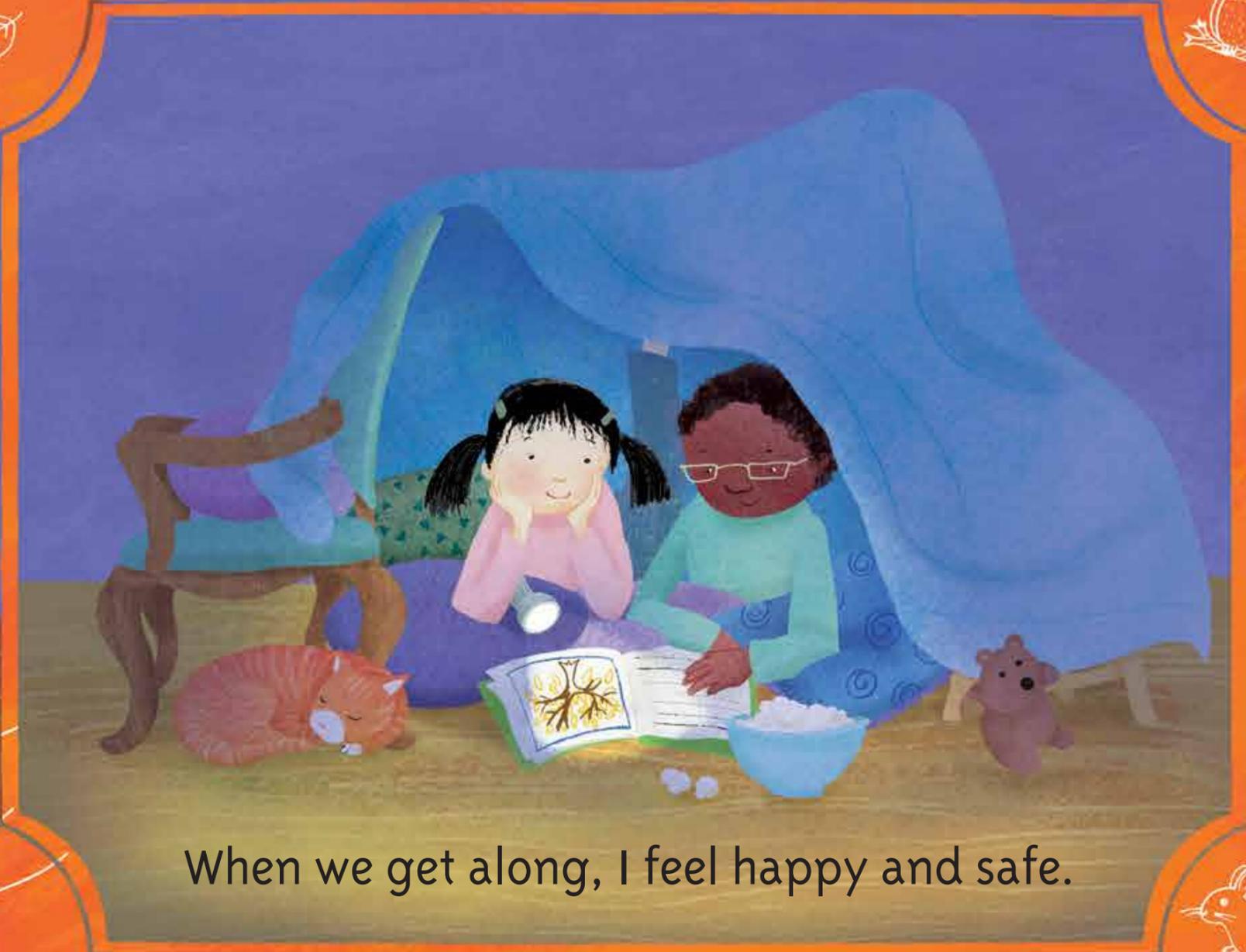
And sometimes we don't.



When we get along,
we talk together.

We laugh,
work,
and play together.

Sometimes we are quiet together.



When we get along, I feel happy and safe.

A Note to Caring Adults

Conflict is a normal part of life for all of us—including young children. In any relationship, we will experience conflict at some point or another. As adults, we can help children learn how to deal with conflict positively and effectively. Children need to understand that they have the power to choose their words and actions. And when children recognize that their words and actions have consequences, they begin to learn responsibility.

We Can Get Along: A Child's Book of Choices can be read and enjoyed with young children in many settings, from preschool, school, and childcare to home, religious school, or a counseling group. Through reading, listening, creating, role playing, laughing, and loving, children learn that they are capable of getting along with others, making positive choices, and resolving conflicts peacefully. The book is based on the beliefs that:

- ✿ Children can learn to deal with conflict in healthy ways by learning to recognize their own reactions to conflict and by learning to identify their feelings.
- ✿ Children can learn that they are responsible for the things they say and do. They can learn to distinguish effective anger behaviors from those that escalate conflict.
- ✿ Children can learn to shift their focus in times of conflict from “How can *I* get what *I* want?” to “How can we *both* get what we need?”
- ✿ Children can learn that they can join together with others to find and create solutions that resolve conflict effectively.
- ✿ Children need to know that hitting is *never* okay.
- ✿ Children need to be empowered to remove themselves from hurtful or harmful situations.

- ✿ Children need to learn and understand the inherent value of all individuals, without regard to their differences or similarities.
- ✿ Children can learn how to respect the opinions of others and learn from them.

The activities and discussion starters that follow build on these core beliefs, and offer a variety of ways to teach the concepts and achieve the goals of this book. They are meant to be flexible, so feel free to expand or adapt them. Do whatever works best for the children in your group. The goal of using these ideas with children is not to control or define their behavior. There is no *right* way to learn how to get along with others, and there are no *right* answers to the questions. Instead, these questions and activities allow children to explore their own ideas and discover their own best ways of learning.

I encourage you to use your own instincts, creativity, and imagination when using this book. And last but not least: Remember to have fun! If children see you enjoying this book and these activities, they will, too. After all, what could be more fun and rewarding than learning how to get along with others?

—Lauren Murphy Payne, MSW, LCSW



Discussion Starters and Activities

Recognizing and Talking About Feelings

Ask children to think about times when they felt happy and safe. Talk about those experiences, asking questions like:

- ✿ Where were you?
- ✿ Who were you with?
- ✿ What were you doing?
- ✿ What felt safe to you?

Expand the discussion to consider broader ideas of these feelings. Ask questions such as:

- ✿ What are some things that help you feel happy and safe?
- ✿ Who are some people you trust?
- ✿ Who are some people you can talk to when you want to talk?
- ✿ Who helps you when you need help?

Continue this exploration with similar questions about other feelings. When is a time children felt angry or afraid? Excited or pleased? Worried or upset?

Coping with Hurt Feelings

Ask children to describe how they feel when someone calls them a bad name or says mean words to them. List their feelings on poster paper. Ask, “When someone says mean words to you, what can you do?” Help children brainstorm ideas and list

them on a second piece of paper. Have each suggestion begin with “I can . . .”

Asking for Help

Emphasize to children that asking for help when they need it is a good choice, and that there are grown-ups who can help them cope with situations and deal with their feelings. Invite children to think about adults they could ask for help, such as teachers, parents, grandparents, other family members, or counselors (at school or elsewhere).

