



BU Bibliotek:

Children's books and story-related activities about personal competence, others' kindness, & safety/security

*This project was funded through a
Bloomsburg University of Pennsylvania TALE Teacher-Scholar Award.*

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Introduction

BU Bibliotek is one of the ways that the BU Toy Library strives to bring the power of literacy to children and their families. As in most communities, children and families in our town and surrounding rural areas experience exceptional circumstances (e.g, natural disasters, serious illness, accidents) that threaten their physical and psychological well-being. **BU Bibliotek** offers a collection of children's picture books that have been carefully selected using a cognitive theory of traumatic stress as a conceptual guide. Briefly, Janoff-Bulman's theory holds that basic assumptions about the self's competence, others' kindness, and the world's safety are learned and confirmed through early and ongoing interactions with caregivers. Over time and with experience, these assumptions are gradually modified into guardedly optimistic beliefs. Traumatic events, in contrast, may abruptly shatter individuals' assumptions and give rise to maladaptive beliefs about the self's incompetence, others' malevolence, and the world's dangerousness. A growing body of research suggests that children's literature provides a safe and familiar medium to begin restoring guardedly optimistic perspectives on the self, the world, and others. With funding from a Teaching and Learning Enhancement Teacher-Scholar Award, Dr. Mary Katherine Duncan (Professor of Psychology, Bloomsburg University of Pennsylvania) used Janoff-Bulman's theory as a guide for identifying relevant children's literacy materials and Gardner's theory of multiple intelligences as a framework for suggesting story-related activities.

SECTION ONE

The self is competent
at many things,
but not everything and
not all the time.

Linguistic

Linguistic intelligence refers to how children use language to express their thoughts and feelings in words or writing.



Read or listen to books about characters who generally demonstrate competence but also experience doubt about their abilities and worth.

- *Pezzetino* (by Leo Lionni)
- *The OK Book* (by Amy Krouse Rosenthal & Tom Lichtenheld)
- *Perfect Square* (by Michael Hall)
- *Giraffe's Can't Dance* (by Giles Andreae & Guy Parker-Rees)

Retell the story using a puppet or retell it from a different character's point of view.

Make a word cloud including synonyms for *competence* in English and other languages.

Write a story about a time when you did something really well. Share your story and listen to others' stories.

Read and discuss quotes about competence. Which quote best describes the story and why?

Logical-mathematical

Logical-mathematical intelligence refers to how children use logic, numbers, and reasoning to understand how something works, detect a pattern, or create something.



What do the story characters do well? How do you know?

Compare and contrast the story characters' competencies. You might also consider comparing and contrasting the characters' abilities with your own.

What do you think will happen next in the story? Write and illustrate the next page or two of the story.

Chart how much time you spend strengthening your physical (e.g., exercise), academic (e.g., homework), extracurricular activities (e.g., practicing an instrument), or social competencies (e.g., talking to/playing with friends).

Do you see any patterns?

How do your data compare to someone else's?

Spatial

Spatial intelligence refers to how children visualize and represent a spatial world in their minds.



Draw a story character doing something well. Turn your artwork into a puzzle using the BU Toy Library's puzzle maker die cut.

Create a diorama of yourself doing something well.

Use everyday items to create a sculpture symbolizing competence, skill, or success.

Kinesthetic

Kinesthetic intelligence refers to how children use their bodies to make something, find a solution, or convey meaning.



Reenact a scene from the book that demonstrates one or more story characters who acted competently.

Perform challenging tasks until you succeed (e.g., writing your name with your non-dominant hand).

Learn sign language for "good job" and other related words/phrases.

Make a list of things that you do well. Play charades to see if you and a friend can guess each other's strengths and abilities.

Musical

Musical intelligence refers to how children relate to, recognize, and manipulate sounds and music.



Put the book to music or add onomatopoeia to the story.

Learn how to play or sing a self-affirming song (e.g., *If You're Happy and You Know It*).

Using a rhyming dictionary to write an encouraging cheer, poem, or song.

Interpersonal

Interpersonal intelligence refers to how children relate to other people.



Work with others to retell or role play the story.

Interview a classmate or invite a guest speaker to talk about his or her competencies.

Who are your role models of competence and why?

Play cooperation and teamwork games. Sometimes, you have to work together to succeed!

Intrapersonal

Intrapersonal intelligence refers to how children understand themselves.



How are you like the main character of the story?

What would you attempt to do if you knew you could not fail?

What are your goals? What plans do you have for reaching your goals?

Create a collage or scrapbook page that shows what you have to offer this world in terms of your current skills and talents.

Naturalistic

Naturalistic intelligence refers to how children recognize, understand, and classify living things.



Explore examples of competence in the natural world (e.g., plant or animal adaptation to extreme environments).

Explore extraordinariness in the ordinary (e.g., the migration habits of monarch butterflies).

If the main character of the book is an animal, learn more about the specific competencies of that animal.

SECTION TWO

Others are usually
benevolent,
but not everyone and
not always.

Linguistic

Linguistic intelligence refers to how children use language to express their thoughts and feelings in words or writing.



Read/listen to books about characters who demonstrate kindness *most* of the time such as

- *The Lion and the Mouse (by Jerry Pinkney)*
- *Lilly's Purple Plastic Purse (by Kevin Henkes)*
- *A House for Hermit Crab (by Eric Carle)*
- *The Giving Tree (by Shel Silverstein)*

Retell the story using a puppet or retell it from a different character's point of view.

Make a word cloud including synonyms for *kindness* in English and other languages.

Write a story about a time when you acted kindly or someone did something kind for you.

Read and discuss quotes about kindness. Which quote best describes the story and why?

Logical-mathematical

Logical-mathematical intelligence refers to how children use logic, numbers, and reasoning to understand how something works, detect a pattern, or create something.



How do the story characters show kindness? How can you tell that they are acting with kindness?

Compare and contrast the story characters' acts of kindness. You might even consider comparing and contrasting the characters' acts of kindness with your own good deeds.

Create a "recipe" for kindness. What are the ingredients? How much of each 'ingredient' is required?

Chart your friendships. Look for patterns in your data.

Who are your friends?

How long have you been friends with each one?

How old are they?

Are they boys or girls?

What are their favorite sports, subjects, or hobbies?

Spatial

Spatial intelligence refers to how children visualize and represent a spatial world in their minds.



Draw a story character doing something kind. Turn your artwork into a puzzle using the BU Toy Library's puzzle maker die cut.

Create a diorama of yourself doing something kind.

Use everyday items to create a sculpture symbolizing kindness.

Use the die cut center to make and decorate a bucket. Then, fill the bucket with slips of paper that tell about your own acts of kindness during the week.

Make a craft for someone who would appreciate a homemade gift.

Kinesthetic

Kinesthetic intelligence refers to how children use their bodies to make something, find a solution, or convey meaning.



Reenact a scene from the book to demonstrate one or more acts of kindness.

Learn sign language for "kindness" and other related words/phrases.

Practice yoga poses that symbolize kindness OR choreograph your own movements to symbolize kindness, friendship, or caring.

Musical

Musical intelligence refers to how children relate to, recognize, and manipulate sounds and music.



Use instruments to put the book to music or onomatopoeia to add sounds to the story.

Using a rhyming dictionary to create a song, chant, or poem about kindness.

Sing songs about love, kindness, or friendship (e.g., *You are My Sunshine*).

Interpersonal

Interpersonal intelligence refers to how children relate to other people.



Work with others to retell or role play the story.

Write a Gratitude Letter to tell someone what their kindness meant to you.

Be kind to others. Create a care package for someone who could use a “pick me up” or volunteer to help someone at home, at your school, or in your community.

Interview a classmate or invite a guest speakers to talk about how they serve others in the community.

Intrapersonal

Intrapersonal intelligence refers to how children understand themselves.



How are you like one or more characters in the story?

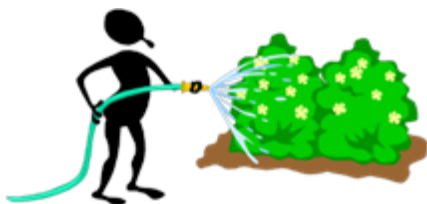
Every day for one week, write down three kind things that you do for someone else .

Reflect on what makes you a good friend, teammate, or classmate. How could you be even kinder?

What act of kindness would you perform if time, money, and other the lack of other resources were not obstacles?

Naturalistic

Naturalistic intelligence refers to how children recognize, understand, and classify living things.



Take a walk to explore examples of kindness, nurturing, or compassion in the natural world.

In what ways are you a friend to the earth? Visit relevant websites to learn how you can live a “greener” life.

SECTION THREE

The world is a relatively safe place, but unpredictable things happen sometimes.

Linguistic

Linguistic intelligence refers to how children use language to express their thoughts and feelings in words or writing.



Read or listen to books about characters who encounter unpredictable events

- *A Fly Went By*
- *Hush Little Baby*
- *Wave*
- *Knuffle Bunny*

Retell the story using a puppet or retell it from a different character's point of view.

Make a word cloud including synonyms for *predictable/ safe* in English and other languages.

List and discuss rules at home, school, or on the athletic field. How do the rules keep you and others safe?

Read and discuss quotes about unexpected events. Which quote best summarizes the message of the story and why?

Logical-mathematical

Logical-mathematical intelligence refers to how children use logic, numbers, and reasoning to understand how something works, detect a pattern, or create something.



Name something unpredictable that happened in the story. How did the characters respond? What do you think will happen next?

Do you notice any patterns in the book? What other patterns can you find in the world around you (e.g., calendars, schedule, lunch menu, or weather)?

Perform simple experiments (e.g., which objects float?) or follow simple recipes (e.g., peanut butter and jelly sandwich) to explore predictable/unpredictable results.

Make a schedule for the day, week, or month to highlight all of the predictable things that will happen and to record the unpredictable things that happen as well.

Spatial

Spatial intelligence refers to how children visualize and represent a spatial world in their minds.



Draw a story character responding to an unexpected event. Turn your artwork into a puzzle using the BU Toy Library's puzzle maker die cut.

Use everyday items to create a sculpture symbolizing safety or predictability.

Examine a book of visual illusions to explore and better understand the unexpected.

Use a map of your home, neighborhood, school, town/

Kinesthetic

Kinesthetic intelligence refers to how children use their bodies to make something, find a solution, or convey meaning.



Role play a scene from the book adding an element of safety or predictability.

Learn sign language for *predictable*, *safe*, and other related words/phrases.

Practice yoga poses that symbolize safety or require a lot of stability.

Make a list of rules at home, school, or the athletic field. Play charades to see if you/others can guess correctly.

Role play keeping yourself and others safe in unsafe or unpredictable situations (e.g., Stop! Drop! Roll!)

Musical

Musical intelligence refers to how children relate to, recognize, and manipulate sounds and music.



Use instruments or sing songs about unpredictable events (e.g., *On Top of Spaghetti*; *We're Going on a Bear Hunt*; *Five Little Ducks*).

Sing a repetition and rhyming song or read repetition and rhyming books that are oh-so-predictable.

Use onomatopoeia or instruments to add sounds or music to the story.

Interpersonal

Interpersonal intelligence refers to how children relate to other people.



Work with others to retell or role play the story.

To whom do you turn when unexpected things happen?
Write a Gratitude Letter to thank someone for keeping you safe.

Work with your classmates to create a poster, mural, or sculpture that educates/encourages others to be safe.

Invite guest speakers to talk about how they keep others safe through their jobs or volunteer work.

Establish a ritual or routine in your classroom or at home to increase the predictability of your day.

Intrapersonal

Intrapersonal intelligence refers to how children understand themselves.



How are you like the character in the story? How would you have responded to the unpredictable event?

What would make you feel safer if time, money, and other resources were not obstacles?

How predictable are you or your family members? What are some of your favorite rituals or routines?

Naturalistic

Naturalistic intelligence refers to how children recognize, understand, and classify living things.



Study predictable (e.g., seasons) and unpredictable natural phenomena (e.g., tornadoes).

Distinguish between safe and unsafe plants and animals.

Learn what comprises safe habitats for native birds, animals, and plants.

Learn how to predict the weather through observation or with simple instruments.