

SEL Discussion Guide

A Good Day At School

SEL FOCUS

- Responsible Decision-Making
- Up-Stander (Mind Your Business)
- Tattling vs. Telling
- Conscientiousness
- Courage • Honesty
- Integrity
- Trust

PREVIEW



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A GOOD DAY AT SCHOOL

Here's why this book is important!

Do the right thing, and don't be outsmarted!

Every day, we have the opportunity to do the right thing.
We can be honest, trustworthy, and kind (or not).

When the garbage pail is really far away, and nobody is looking, do you throw your garbage on the ground?

We can't just do the right thing when people are looking.
We can't just do the right thing because we don't want to get in trouble.

We have to do the right thing because we *understand why* it is the right thing to do.

Also, there is a big difference between telling on someone for picking their nose and telling on someone for picking on a person.

Don't fall for the **Tattletale Trick!** When you or someone else is being hurt, telling is not a bad thing; it is a *good* thing!!!

That's not being a "Tattletale." That's being a "HERO!"

We can be smart, or we can be outsmarted!
We can be intimidated, or we can be brave!

This book teaches our children to overcome intimidation and be brave enough to do the right thing (especially when it's not easy).

Inside of you is the right thing to do!



Dear Parent,

Thank you for purchasing this Rodro book and welcome to Rodro Books and Education.

When it comes to parents bonding with their children, the bedtime story is one of our oldest, most cherished, and valuable traditions. Throughout history, all parents, all around the world, have passed along life's lessons to their children through the wonderful and instructional stories of their cultures. Yet, within this tradition, we tend to take for granted the most important part— answering the questions of our children's endlessly curious brains. I recognize and value the vital role that discussing these questions plays in shaping their hearts and minds. This is what inspired me to design the Rodro book collection specifically for parents, educators, and children to share.

No matter who does the reading (child, parent, or educator), there is plenty for you and your children to share and explore together. Below, you will find Rodro's Discussion Guides with Convo-Questions about each story's character-enriching, social-emotional learning. As the author, I have included a question on each page; these questions are designed to help you and your child explore the story's themes and characters. The goal of the Rodro books is to provide a safe space to discuss and explore the characters in a story, it is much easier to discuss embarrassing or uncomfortable events such as bullying. Then, careful observation and sensitivity to our children's input can lead to valuable sharing of their feelings. When you create a safe and trusting space for discussion, you may be able to alleviate traumas lurking beneath the surface and help your children develop healthy coping skills. Helping you and your children to understand and cope with life's fun and awkward events is a primary goal of Rodro's books and Convo-Questions.

With your Rodro book purchase, you have gained more than just a story; you have acquired an indispensable resource for your children's personal social, and emotional growth. Rodro books are a link to learning that puts them in control of their future! Learning that begins with Rodro's stories and Convo-Questions and expands with Rodro's programs, educational materials, and learning tools. Rodro's educational resources help you provide your children with the essential character-enriching and social-emotional learning skills that they need to succeed.

Compassionately Yours,

Paul Rodriguez

A Good Day at School



Story Summary and Analysis

This section is for parents and educators who are interested in learning more about Social-Emotional Learning and related topics. It is not essential to the Convo-Questions and the learning that goes with them. This analysis just adds more information to the "Here's why this book is important!" page.

When Rodro discovers the thief in his class, he has to decide what is more important, honesty or his pride.

The story *A Good Day at School* presents the main character Rodro with a classic dilemma. He can play it safe and do the wrong thing because it is easier, or he can do the right thing, which is harder, but he will be embarrassed. The story challenges us to be aware of these dilemmas within the subtleties and complexities of children's social lives. What we understand through experience and wisdom as being "no big deal" may be a paralyzing ordeal for a child. We must remember that our role is to help them develop responsible decision-making skills. This means being aware of the child's perspective and being able to use our judgment to provoke a child to think through a situation. This is a challenge that we must face as educators for the sake of our students.

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In this story, we hear Rodro's inner voice/self-talk about his internal struggle in the refrain:

I'm watching her crying, and I'm feeling mad.
Thud did the stealing, but I'm feeling bad.
If I told the teacher, then I would feel glad,
but I'm too embarrassed, so I'm feeling sad.

Unfortunately, the teacher has no idea what Rodro is going through and can't reach out to help. Sometimes we as teachers have no idea what a child may be going through. Still, we may recognize changes in behavior such as anxiety that give us a clue that something may be wrong. In such cases, we need to engage in a dialog that creates a space where the child feels safe to share. This is an opportunity to help them develop Social-Emotional Learning and Executive Function Skills such as *analyzing situations, identifying problems, and solving those problems.*

In the stanza above, we find the *analysis of situations* of Responsible Decision-Making, the *awareness of feelings* of Mindfulness, and the *self-monitoring* of Executive Function. In the lines below, we see how Rodro's self-talk reveals his internal struggle.

CONVO-QUESTIONS

Refer to book page(s) to use the text and illustrations to support answers. Model this process for your children. Encourage responses with explanations, then discuss the responses provided.

1. What was your favorite part of the story? Why?
2. What does Rodro catch Thud doing?

Answer (Pg-3): *Rodro catches Thud stealing money and hiding it in his shoe.*

3. When Rodro says he will tell on Thud, what does Thud say?

You're such a tattletale. What's *wrong* with you?

Don't fall for the "Tattletale Trick"!

This is something bullies do all the time to try to stay out of trouble. They try to trick you or manipulate you. They know that they are doing something wrong, but they try to make you feel like you're the one doing something wrong.

Don't fall for the **Tattletale Trick**! When you or someone else is being hurt, telling is not a bad thing; it is a **good** thing!!!

4. Does Rodro fall for the "Tattletale Trick"? What does he say?

Answer (Pg-4): *No! Rodro says—*

I'm not *wrong* at all! It's the **RIGHT** thing to do!

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Oh yeah? If you tell, then I'll tell about Dew.