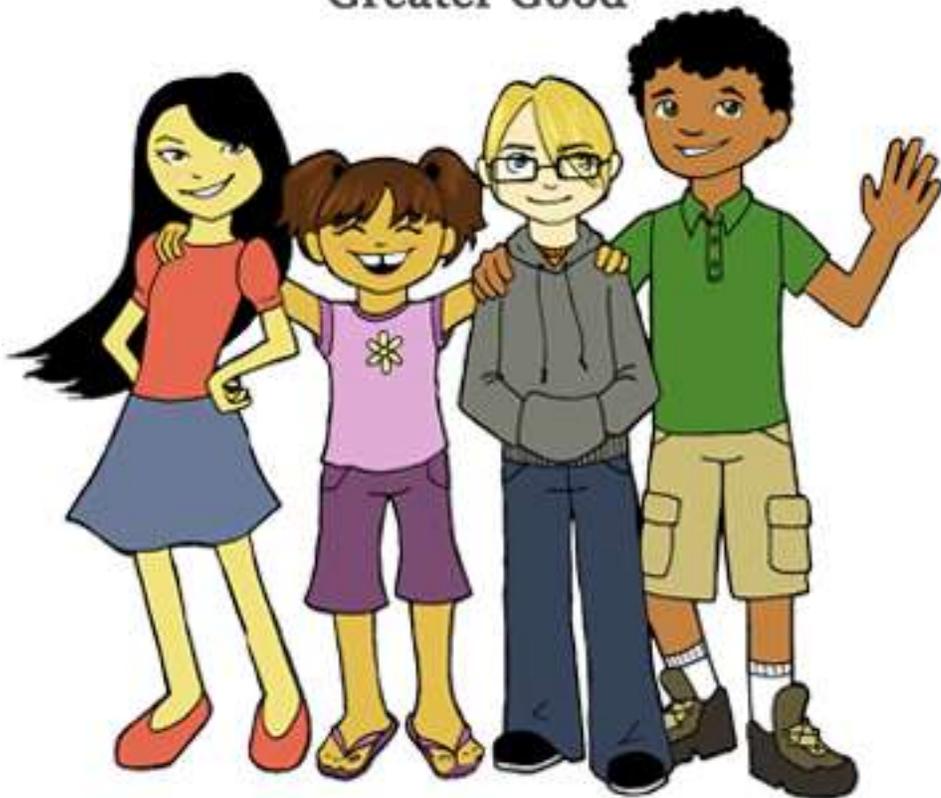


Kids Style™

Getting to Know You
Understanding Each Other for the
Greater Good



Teacher's Guide



Getting To Know You
Understanding Each Other
for the Greater Good

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***Kids Style*™ Teacher's Guide**

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Introduction

The **Kids Style**™ series of instructional stories are written with the purpose of providing a framework of knowledge, understanding, and appreciation for the value of healthy relationships with others so that everyone may attain their “greater good.”

We believe that behaviors exhibited by ourselves and others are the result of choices made and that favored and observable patterns of behavior are developed early in a child’s life.

We believe that all children, filled with worth⁽¹⁾ and uniquely different, respond individually to the behaviors of others, and that the quality of their lives are a function of the quality of the relationships they have with those around them.

We believe that the social and emotional development of children ages eight through ten—elementary grades three through five—is one of a unique journey of discovery of “self” leading toward an even greater discovery of one’s own relationships with others. As children begin this time of extended growth, they become more dependent upon peers and are increasingly self-conscious about how they are viewed in the eyes of others.

We believe that many times children at this developmental stage exhibit a heightened sense of fairness and that the “why” of things often leads them to consider issues of interpersonal conflict as either right or wrong—with little or no middle ground. Often, as a result, they find themselves ill equipped to effectively handle failure or criticism.

(1) We describe “worth-based” as being rooted in the basic principle of respecting our own inalienable worth and, equally important, the innate worth of others.”

We believe **Kids Style** has been designed to meet the need of children this age to know “why” they, and the others around them, behave in the ways they do—whether in normal interactions or relationships in conflict.

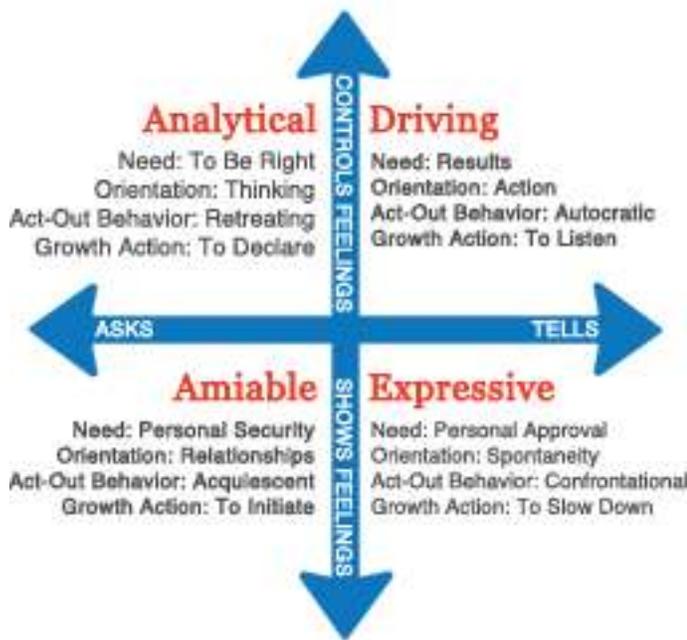
The concepts behind the **Kids Style** series has as its foundation the original theory of Dr. David W. Merrill, organizational psychologist, who’s empirical research and scientific observations of human behavior and its effects on personal relationships revealed that people operate with four distinct ways of interaction, or Social Styles: Analytical, Amiable, Driving and Expressive.

The style need of people with a **Driving** style is to achieve results. In their quest for results they often quickly take control and act decisively. This is their style orientation. Driving style people don’t tend to ask questions or listen to others. Under stress, people with this style often become autocratic or bossy, an exaggeration of their style orientation which may lead to discomfort and conflict with others. Thus, better listening is what they need to work on, their growth action, in order to improve interactions with others.

Expressive style people like the spotlight and their style need is for personal approval or recognition. They are often creative and enjoy spontaneity. This is their style orientation. Because of these preferences they can get derailed, loose focus or act in ways that may be inappropriate. Under stress, people with this style often become angry and confrontational, an exaggeration of their style orientation, which may lead to discomfort and conflict with others. Their growth action is to slow down and check those potentially negative behaviors.

There is no “best” Social Style. Each brings its own unique perspective of who we are and how

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Amiable style people are open with feelings and seek personal security. They value personal relationships with others and achieving good relationships is their style orientation. This emphasis on rapport and harmony means they tend to avoid conflict. Under stress, people with this style often become compliant or acquiescent, an exaggeration of their style orientation, which may lead to discomfort and conflict with others. As a result their growth action is to initiate and take action.

Analytical style people are logical, deliberate and often reserved. Their style need is to be right. Their orientation is thinking and the use of data. They have a tendency to act slowly and are hesitant to take a stand on issues. Under stress, people with this style often tend to retreat and may withdraw from situations of conflict, an exaggeration of their style orientation which may lead to discomfort and conflict with others. Thus, their growth action is to declare.

we relate to others. By understanding each of the four social styles we gain valuable insight into how we can come to know our own motivations as well as understand the behaviors of others in order to increase our versatility in dealing with conflict and personal interactions.

In **Kids Style** we've chosen to use terminology that's more easily adapted to be third/fourth grade appropriate. The four main characters are representative of the four primary styles. For example: "*just like Drew*" (driving style), "*just like Alex*" (expressive style), "*just like Amy*" (amiable style), and "*just like Andy*" (analytical style). We use the term "Act-Out" behavior to describe the exaggerated behavior of each style that may be demonstrated during times of stress. Finally, for "Growth Action," the term "Caring Behavior" is used to describe what the students can work on in order to increase their versatility.

In short, **Kids Style** is all about providing youngsters with the awareness and tools to:

1. Know themselves,
2. Know others,
3. Control themselves to do something for others

We believe that by applying Social Style concepts to the day-to-day interpersonal conflicts kids face, **Kids Style: Getting to Know You** offers third/fourth graders pragmatic, lifelong skills that will not only educate them about the underlying intent of the actions of others, but as importantly, will provide fundamental strategies which will help them reduce stress in their relationships, obviate violence, and increase tolerance for divergent points of view —strategies that will serve them for a life time.

Chapter 1: Meet the Kids 3

Overview:

In Chapter 1 we're introduced to each of the four main **Kids Style** characters:



Andy

who is the logical thinker of the group, is our **Kids Style Analytical**.



Drew

who is competitive and action-oriented, is our **Kids Style Driving**.



Amy

who always thinks about her friends feelings, is our **Kids Style Amiable**.



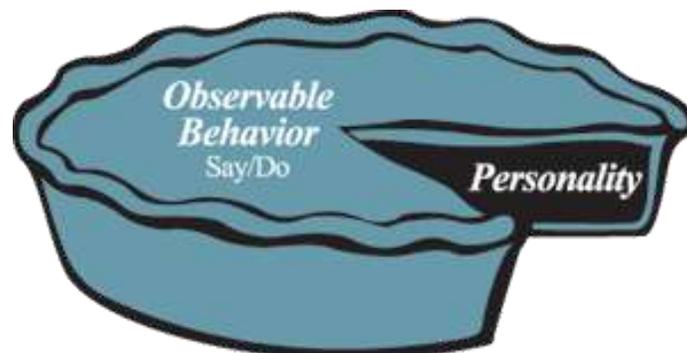
Alex

who is enthusiastic and likes to be the center of attention, is our **Kids Style Expressive**.

Authors' note: We will be developing the four-quadrant **Kids Style** model through the early chapters to be introduced to the readers in Chapter 7.

Development Points:

As your students begin their journey through **Kids Style**, emphasize the importance of observable behaviors. Things people say and do are the focus here, not inner personality qualities such as attitudes, values and perceptions.



Chapter 1: Meet the Kids 4

The chart below provides examples of “say” and “do” behaviors:

<ul style="list-style-type: none">• Quiet• Slower-paced• Facially controlled• Monotone voice• Indirect eye contact• Casual posture• Leans back	<ul style="list-style-type: none">• Loud• Faster-paced• Facially animated• Inflected voice• Direct eye contact• Rigid posture• Leans forward
--	--

Kids names—“*Just like Alex; Just like Amy, Just like Andy; Just like Drew*” -- are used throughout the book to indicate the Social Style of Expressive, Amiable, Analytical, and Driving, respectively. (**Authors' note:** *Always use the character names to identify the Styles rather than the adult terminology.*)

Activities:

1. Have students brainstorm to develop a list of “Observable Behaviors.” Discuss and retain for further development in subsequent chapters.
2. Have students think about someone they’ve recently discussed in the class literature series. Have them develop a list of observable behaviors.

Teacher’s Note: You can’t over-emphasize the importance of delineating Observable Behaviors, versus personality traits or perceptions. For example, concepts such as “trustworthy,” “honest,” “good,” “friendly,” “helpful,” “mean,” etc., are perceptions of personality, not observable behaviors. As these types of descriptors arise, ask the reader to identify what that person says or does that leads them to the perception(s) of trustworthiness, honesty, etc.

Web Connections:

The **Kids Style** website (www.kidsstyle.org) contains character/social style assessment for “Charlottes’ Web” and other literature resources.

Alex’s Challenge Worksheet Answers:

1. A
2. C
3. C
4. B
5. B