

The Value of Prudence

Social-Emotional Learning (SEL)

Social-emotional learning refers to helping children discover and practice ways to undertake life's challenges in a healthy, productive, and cooperative manner. There are five facets of social-emotional learning:

- Self-respect and awareness
- Self-management
- Empathy and respect
- Social skills
- Decision-making

Prudence and Social-Emotional Learning

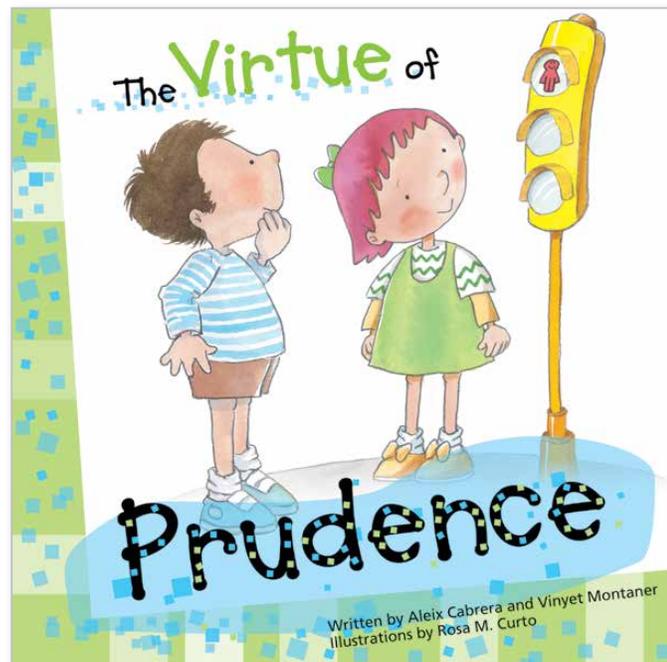
Prudence is the virtue of thinking before we speak or act. It is central to each facet of social-emotional learning. Prudence allows children to develop the practiced understanding that thoughts and attitude influence what we say and do. Practicing the virtue of prudence involves the ability to envision the consequences of one's decisions. Seeing the potential

effect a decision will have on oneself requires self-respect. To imagine the effect it might have on others requires empathy. When children are helped to develop this dual responsibility, they are able to exercise the backbone of prudence—self-control.

The Virtue of Prudence (© Loyola Press) uses simple scenes from daily life to explore the virtue of prudence and its effect on one's well-being, safety, and self-image.

Teaching the Value of Prudence

- When reading aloud, ask children to point out actions of characters in books and whether those characters did or did not exhibit prudence. Ask how a character could have done something differently to be more prudent.
- Discuss the meaning and implication of adages such as “A stitch in time saves nine,” “Look before you leap,” “An ounce of prevention is worth a pound of cure,” and “Better safe than sorry.”
- Give children the tools to plan, such as assignment notebooks and calendars that include not only the dates when things are due, but also the things that need to be done before then.
- Caring for the environment is prudent. Encourage children to use material resources wisely and to recycle or reuse as many items as possible.
- Play games, such as tic-tac-toe, checkers, and chess to help children to learn to think ahead.
- Rehearse situations that may require decision-making, such as choosing a book from the library or deciding on an activity to do during free-choice time, and how best to approach such decisions.
- Help children review their own decision-making process as well as the consequences of their actions, both positive and negative.
- Use the scenarios in *The Virtue of Prudence* and the activities that follow to highlight the role of prudence in social-emotional learning.



I Can Be Careful and Safe

Before You Read Aloud

USE A FAMILIAR SONG, rhyme, or other cue to let children know that it is time to gather around. Use the gathering time as an opportunity to help children see themselves and one another as important members of the classroom community by helping them exercise important social skills, such as respecting others' personal space, listening to and following directions, and taking turns.

MATERIALS

- › *The Virtue of Prudence* by Aleix Cabrera and Vinyet Montaner (© Loyola Press, 2020 ISBN 978-0-8294-5035-4)
- › I Can Be Careful and Safe Children's Page
- › Crayons or markers

1 Begin

Signal children to gather around you. Once children have comfortably gathered, read aloud "I Got Lost" on pages 6 and 7 in the book.

Ask:

- Have you ever gotten separated from the adult you were with and felt scared? What did you do?
- What did the boy in the story do when he became separated from his parents?
- How did he feel when he couldn't find his parents?
- What is the prudent thing to do when you get separated from your parents in a public place?

Say: ***It can be scary when you get separated from a group or from your parents. If this happens, stay close to the place you last saw the person you were with.***

2 Connect

Distribute the Children's Page. Invite a volunteer to describe what is happening in each picture that shows someone being safe and careful. (wearing a helmet and knee pads; sneezing into an elbow to keep germs away from others, and obeying traffic signals and looking all ways when crossing a street.) Say: ***Each of the kids in the picture is being prudent. When we are prudent, we are careful. Being careful can help us and others stay safe. What are some things we can do to be***

careful and safe? Read aloud the directions on the page. Allow time for children to complete their coloring and drawing. If the children are old enough, have them complete the People Who Can Help activity at the bottom of the page. Otherwise, send the Children's Page home with the child along with a note about completing it there.

3 Close

Invite volunteers to share their drawings and describe what they drew.

The Virtue of Prudence

Name _____ Date _____

I Can Be Careful and Safe

Directions

1. Color the pictures of things that you can do that are prudent and that help keep yourself and others safe.

2. Draw in the empty box a picture of yourself doing something else that you do to help keep yourself or others safe.

People Who Can Help

Write on the lines the names of two people you would call if you needed help.

1. When I need help, I can call _____.

2. When I need help, I can call _____.

The Virtue of Prudence • Children's Page • Activity 1

Name _____ Date _____

I Can Be Careful and Safe

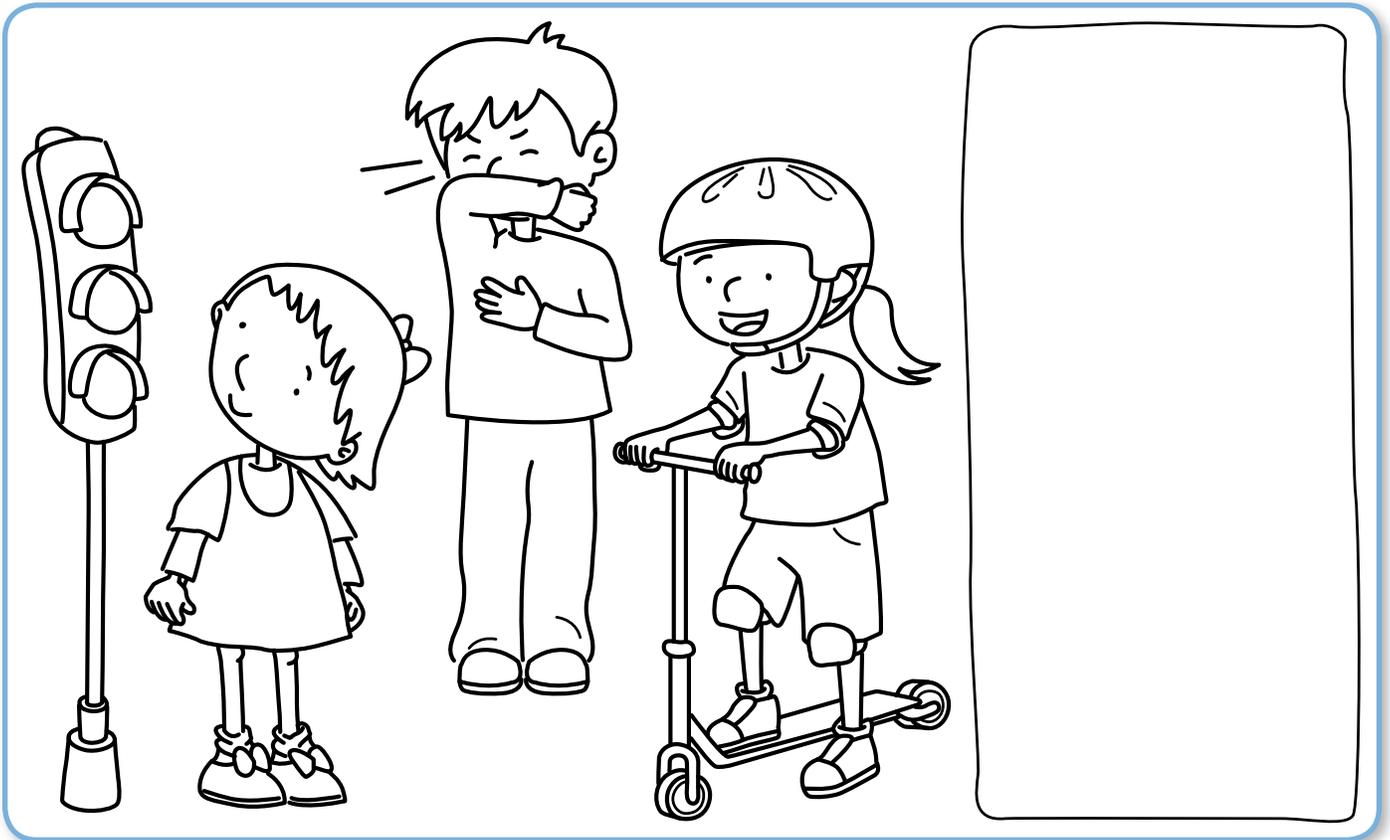
Directions



1. **Color** the pictures of things that you can do that are prudent and that help keep yourself and others safe.



2. **Draw** in the empty box a picture of yourself doing something else that you do to help keep yourself or others safe.



Irina Strelnikova/Shutterstock.com; Lorelyn Medina/Shutterstock.com.

People Who Can Help

Write on the lines the names of two people you would call if you needed help.

1. When I need help, I can call _____ .

2. When I need help, I can call _____ .

I Can Think Before I Talk

Before You Read Aloud

CHILDREN OFTEN ENJOY HEARING a favorite book read aloud several times. So, you may wish to read the entire book to the class a day or two before doing the activity that follows.

MATERIALS

- *The Virtue of Prudence* by Aleix Cabrera and Vinyet Montaner (© Loyola Press, 2020 ISBN 978-0-8294-5035-4)
- I Can Think Before I Talk Children's Page
- Crayons or markers

1 Begin

Signal children to gather around you. Once children have comfortably gathered, read aloud "Hat's Off" on pages 20 and 21 in the book. Ask questions to help children deepen their understanding and to highlight aspects of social-emotional learning, such as empathy, self-awareness, and decision-making.

Ask:

- How do you think the boy's mother would have felt if he had told her that her hat made her look like she had a chicken on her head?
- Why do you think the boy did not say that?
- Can you tell us about a time when you told the truth in a way that didn't hurt someone's feelings?

Say: **No one wants to hurt another person's feelings. So, it's important that we think about what we are going to say before we say it.** Then direct children to return to their seats.

2 Connect

Distribute the Children's Page. Read aloud the directions. Invite children to come up with more positive ways to say "That looks weird." ways (That's different. I've never seen anything like that before. Tell me more about this. Tell me what you like about it?) Say: **When we think before we speak, we are being prudent, being careful not to hurt someone's feelings or say something you might want to take back.**

3 Close

Invite children to share their finished work with the class. Say: **Even though we don't want to hurt someone's feelings, we should tell the truth clearly and strongly if someone is doing something that is unsafe for them or for you. You don't have to worry about being polite. You should tell a trusted adult about someone who is saying or doing something that is unsafe or makes you feel scared or uncomfortable right away.**

The Virtue of Prudence

Name _____ Date _____

I Can Think Before I Talk

Directions

- **Color** the picture of the boy in each panel.
- **Write** in the bubble what he could say instead of "That looks weird" to be careful about not hurting other people's feelings.

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The Virtue of Prudence • Children's Page • Activity 2

Name _____ Date _____

I Can Think Before I Talk

Directions

- **Color** the picture of the boy in each panel.
- **Write** in the bubble what he could say instead of "That looks weird" to be careful about not hurting other people's feelings.

