

# LOOK BOOK

Written by Paul Gilford

Illustrated by Bill Megenhardt

## *Parent & Educator Guide*



This supplementary guide is designed to help use Eye Contact and Pay Attention. Through activities and discussion, children will learn the steps to the social skill, the reasons for using the social skill, and helpful ways to put this skill into daily use.

## A Note to Parents and Educators

Teaching your child(ren) to use Eye Contact and Pay Attention develops critical skills that determine their success at home, in school, in the community, and in the world. These core-foundation social skills help children learn, achieve, build relationships and get along better with others.

This workbook is designed to offer children “hands on” activities focused on using Eye Contact and Paying Attention. It is assumed that parents and educators will adapt each activity to fit the needs and abilities of their children. The activities focus on observable behaviors that can be encouraged and supported. In addition, the exercises are designed to help children and adults become more aware of the obstacles and distractions that interfere with these skills. Eye Contact and Paying Attention are an integral and important part of everyday life

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## Brief Synopsis

**LOOK Book** is written to help children learn the value of Eye Contact and PAYING ATTENTION. The steps to PAY ATTENTION are: STOP what you are doing; LOOK at the person talking; LISTEN. Maddie and Michael (twins) and their dog Blasto discover the power of Eye Contact and Paying Attention through their daily living activities and adventures. These skills and other core-foundation social skills help children get along better with others, better focus their attention, learn more, save time, avoid trouble and experience success in school, at home and in the community

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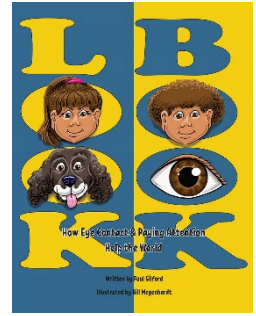
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# Tips for Reading

## LOOK Book

**LOOK Book** is written to help children learn the value of Eye Contact and PAYING ATTENTION. The steps to PAY ATTENTION are: STOP what you are doing; LOOK at the person talking; LISTEN. Maddie and Michael (twins) and their dog Blasto discover the power of Eye Contact and Paying Attention through their daily living activities and adventures. These skills and other core-foundation social skills help children get along better with others, better focus their attention, learn more, save time, avoid trouble and experience success in school, at home and in the community.



### Before Reading:

Show your child(ren) the book cover and ask, “Why do you think it is important to look and make Eye Contact with others?” “How do you feel when people don’t look at you or Pay Attention to you when you are speaking to them?”

### During Reading:

PP. 3-6 “How many eyes can you find?”

PP. 7-8 “What might the secret be to unlocking the world?”

P. 10 “What was the reason Mom gave for looking with your eyes, making Eye Contact, and Paying Attention to each other?”

PP. 11-12 “What did Blasto do to get Dad’s attention and take him outside to look for squirrels and the Harley motorcycle?”

PP. 13-20 “How did looking and Eye Contact help Blasto with Dad, and Maddie with Mom?”

P. 22 “Can you find the ‘Look’ step in each one of the three social skills posters in Michael and Maddie’s classroom?” “How does looking, making Eye Contact & Paying Attention help at school?”

PP. 23-24 “What do Maddie, Michael, and Blasto imagine could happen if Eye Contact were possible everywhere?”

PP. 25-26 “How many eyes do you see on these two pages now that the secret about Eye Contact is out?” “How does Eye Contact & Paying Attention help the world?”

PP. 27-28 “Describe each situation on these two pages where Eye Contact is creating connection and successful relationships.”

### After Reading:

How has engaging Eye Contact and Paying Attention been a superpower for success in your life? Name some situations in your life where Eye Contact and Paying Attention help you get along better with others. What would happen in those situations if you did not use Eye Contact and Pay Attention? Name some situations in your life where Eye Contact and Paying Attention help you understand what you are supposed to do or keep you safe. What would happen in those situations if you did not make Eye Contact or Pay Attention? Name all the people you know that need to use Eye Contact to have good relationships and help them to be successful.

### Role Play using Eye Contact and Paying Attention

In groups of two have one person tell a short story while the second person looks down or away from the storyteller. When finished ask the storyteller how that made them feel. Now have the person retell



the story with the second person using Eye Contact with the storyteller the entire time. Ask the storyteller how that made them feel. Reverse rolls.

## How Many Eyes Can Your Eyes See?

Put a circle around every eye you see in these pictures.



I found \_\_\_\_\_ eyes in this picture.



# Eye Contact Helps Relationships

Write a sentence about how eye contact helps these relationships.





# Michael's Block Tower

Read or have child(ren) read the instructions to color Michael's block tower the correct colors.

Color the triangle shaped block blue.

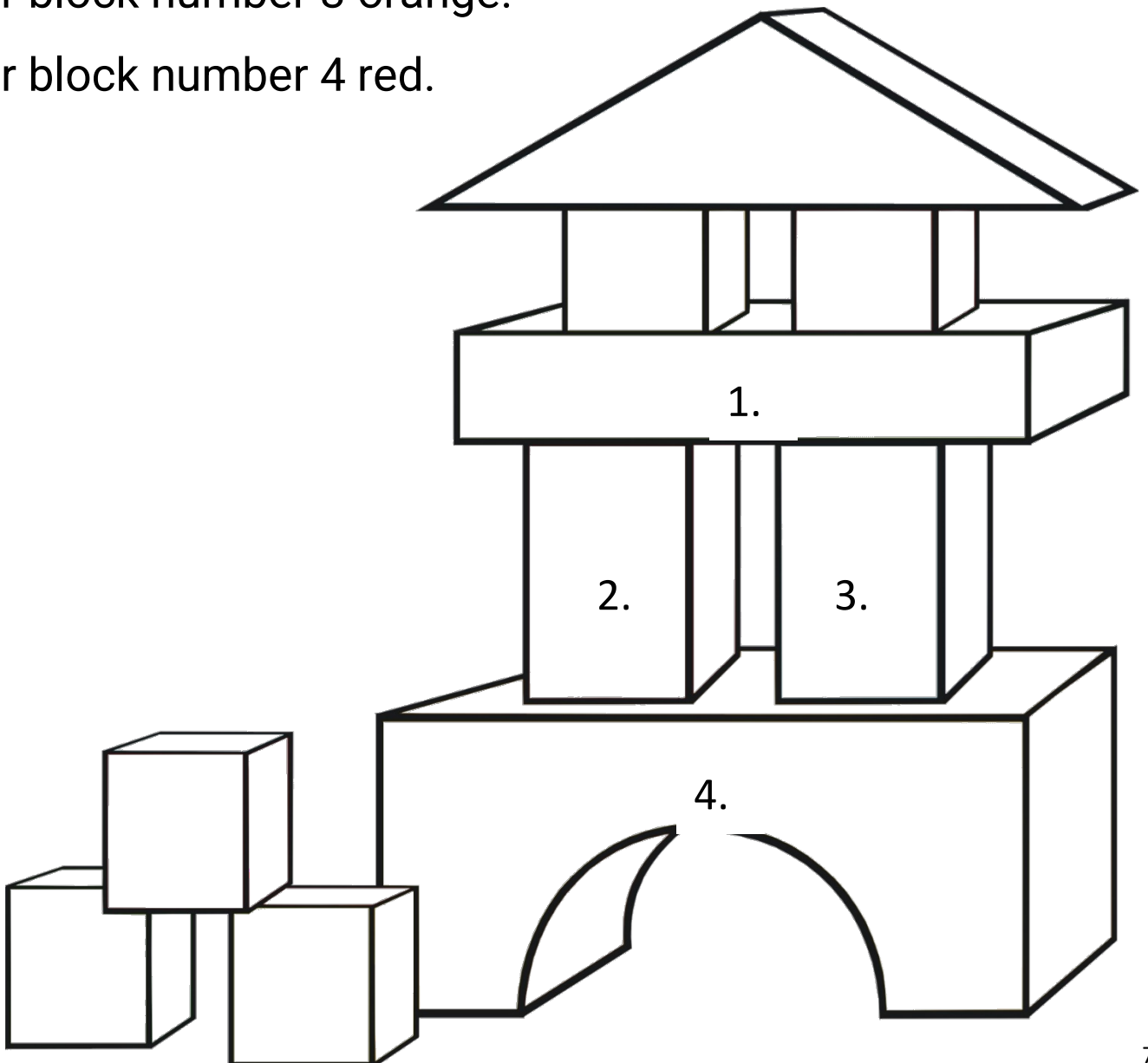
Color all five square blocks yellow.

Color block number 1 green

Color block number 2 purple.

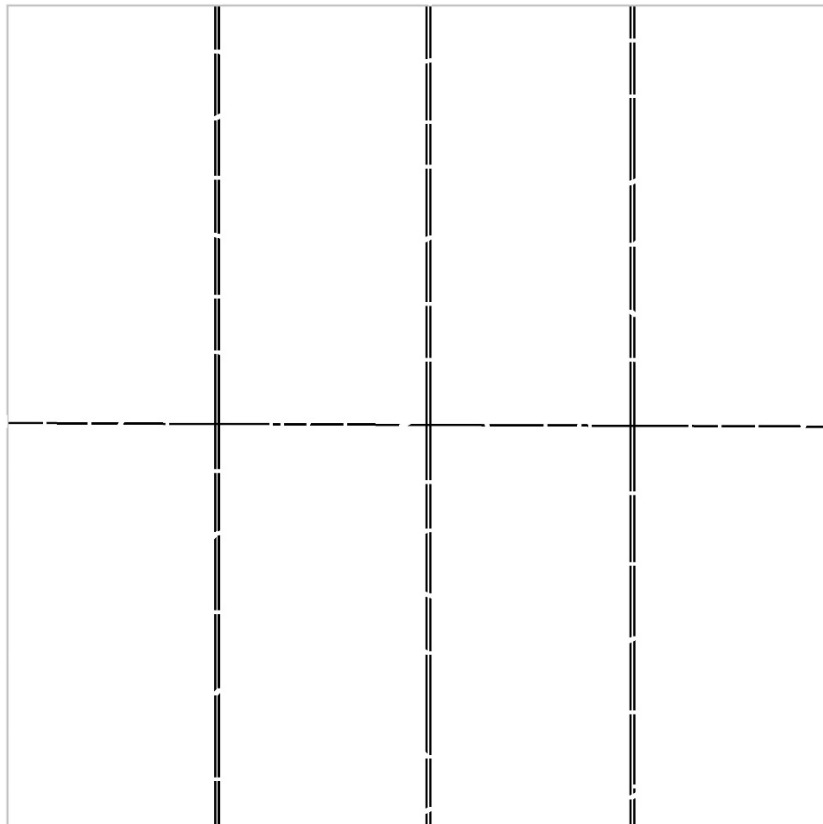
Color block number 3 orange.

Color block number 4 red.



# Draw Eight

1. Fold a sheet of paper in 8 equal parts with students.
2. Remind the students that folding the paper requires Paying Attention.
3. Next, have them Pay Attention to pages 25-26 of the LOOK Book by Looking for 15 seconds as you count. Now close the book and ask them to draw or list as many things as they saw on a piece of paper. If students remember more than 8 things they can draw in the back.
4. Repeat the same activity on pg. 27-28.



*Paying Attention & Looking helps us to remember.*





# I Have a Superpower!

Maddie, Michael, and Blasto use Eye Contact to have Superpowers for success. Draw yourself as a Superhero using Eye Contact. Next, write a sentence or two about how this helps you be successful.

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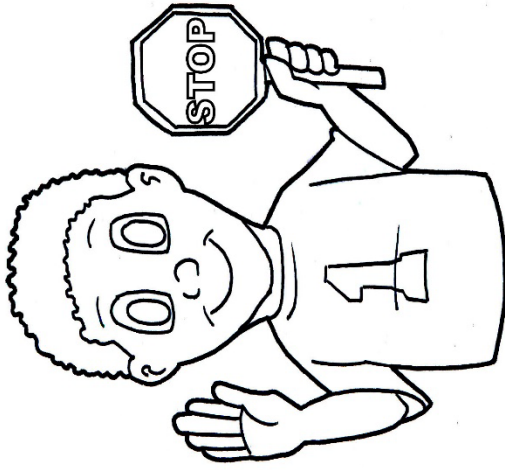
# Who Is Paying Attention by Looking?

Draw a line connecting who the person on the left is paying attention to.



# Pay Attention

## Stop



## Look



## Listen

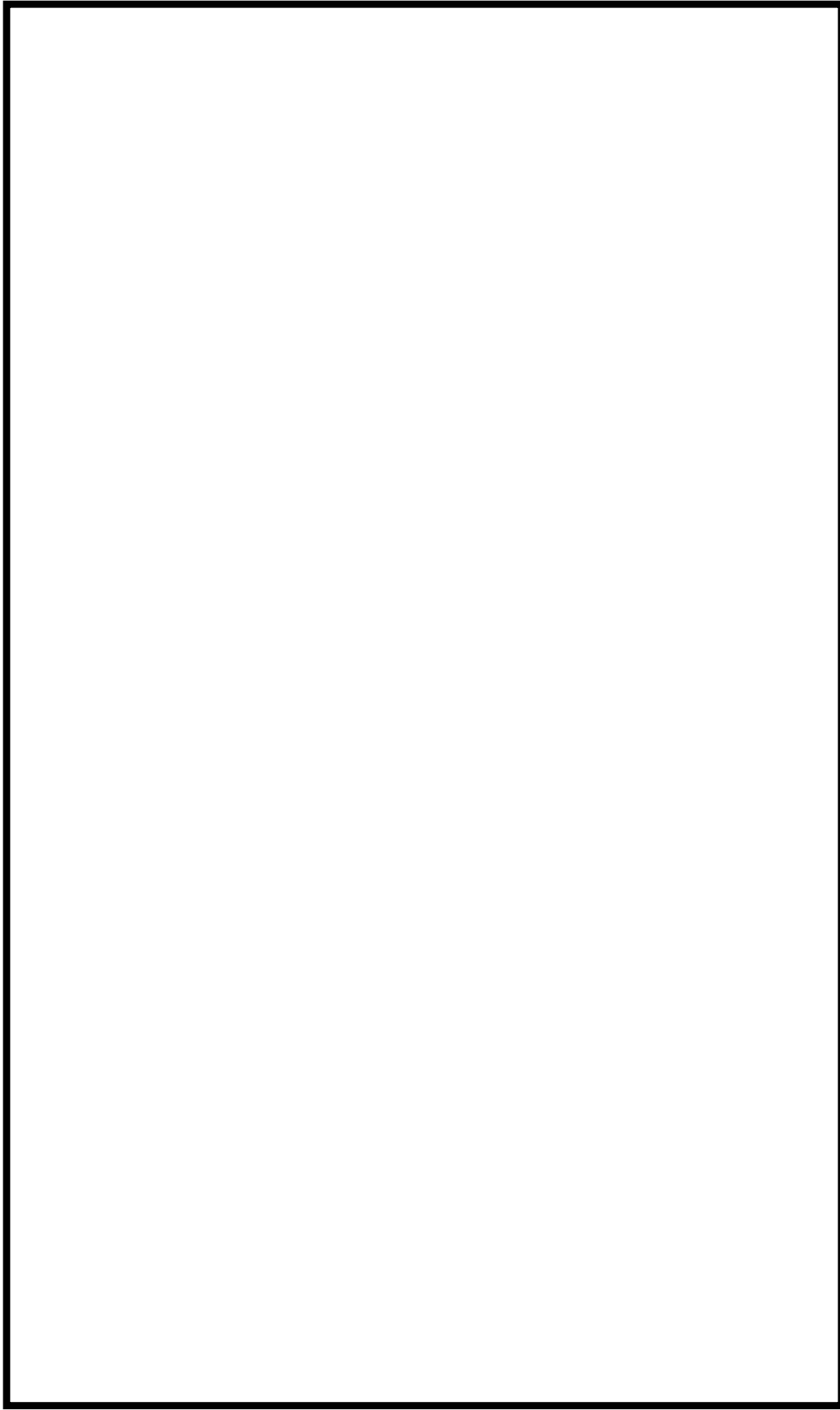


Pay Attention and LOOK at the colors on the poster.  
Color the pictures on the right to match the pictures  
on the poster.

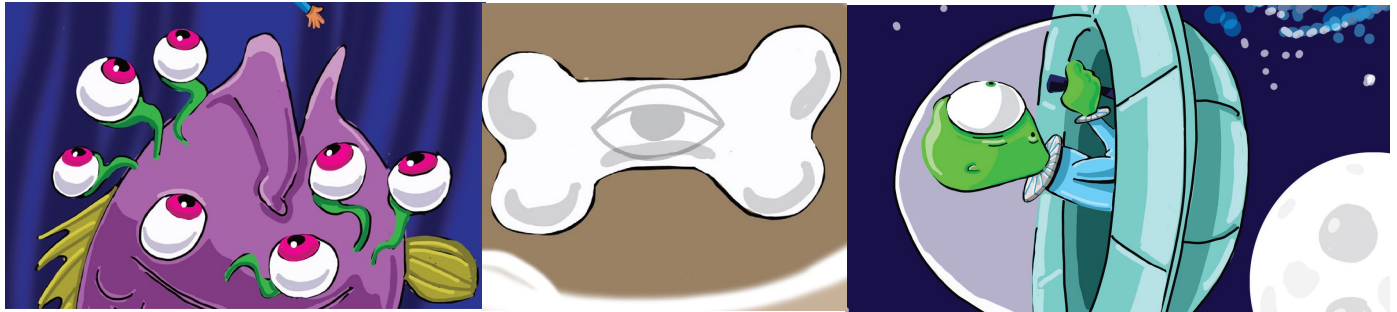
Name: \_\_\_\_\_

Name: \_\_\_\_\_

There are a lot of possibilities if Looking and Seeing and Eye Contact happen everywhere. Maddie, Michael, and Blasto imagined what they might see. Draw a picture of what you think you would see if you used your imagination.



When I Look, See, and use Eye Contact , I imagine seeing

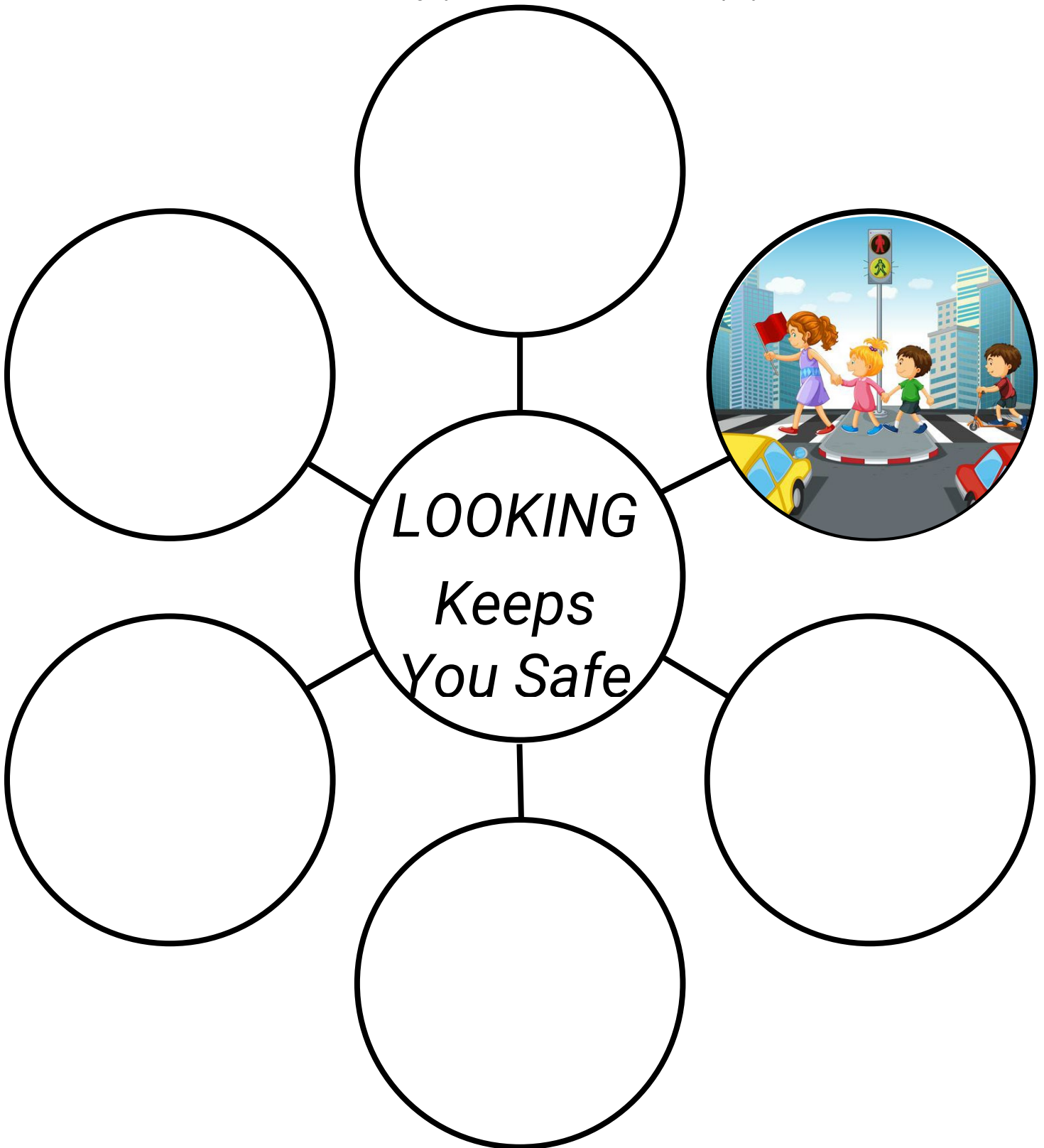




Name: \_\_\_\_\_

## Bubble Map

Times when LOOKING can keep you safe.  
Write or Draw things you do where LOOKING keeps you safe.

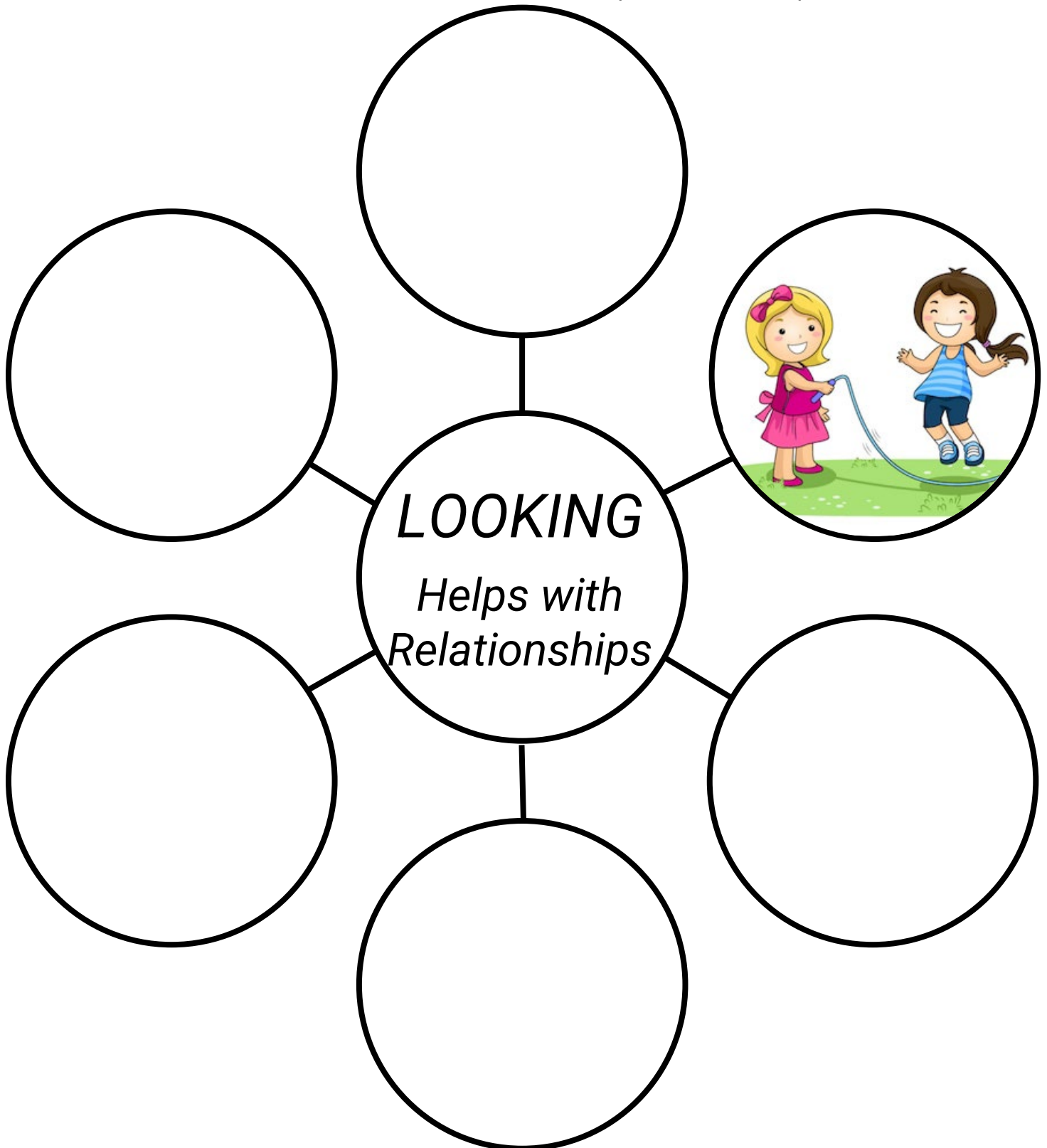


Name: \_\_\_\_\_

## Bubble Map

Times when LOOKING can help with relationships.

Write or Draw how LOOKING can help build relationships.





# Instructions for Maddie, Michael and Blasto Puzzle Assembly

Print and cut out the puzzle. Distribute the pieces evenly between the children. You will describe a piece to the children. The student who has the piece your described must raise their hand. If they have correctly LOOKED and Payed Attention, give them the Instruction to place the puzzle piece on the puzzle.

Examples of puzzle piece descriptions:

1. Who has the puzzle piece with Michael's eyes?
2. Who has the puzzle piece with Blasto's nose?
3. Who has the puzzle piece with Maddie's blue shoe?
4. Who has the puzzle piece with Blasto's front leg?
5. Who has the puzzle piece with Maddie's hand pointing to his eyes?
6. Who has the puzzle piece with Michael's green shorts?
7. Who has the puzzle piece with Maddie's mouth?
8. Who has the puzzle pieces with Michael's hair?
9. Who has the puzzle piece with Maddie's pony tail?
10. Who has the puzzle piece with Blasto's cape?
11. Who has the puzzle piece with the bottom of Michael's shoe?

## Instructions for Paying Attention Poster Puzzle Assembly

Use similar instructions for the Pay Attention Poster puzzle. Create your own questions to describe the pieces of the puzzle.



# Pay Attention

**1**

**STOP**

WHAT YOU ARE DOING



**2**

**LOOK**

AT THE TEACHER

**3**

**LISTEN**



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# Character Search



## Instructions:

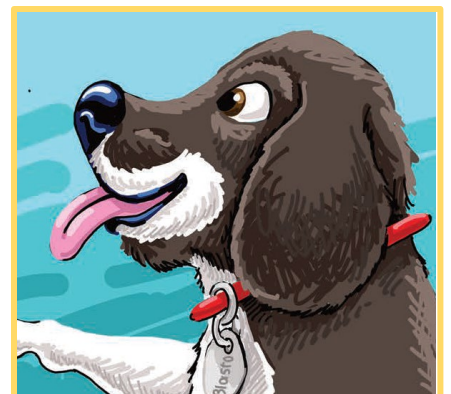
Print out a Character Search worksheet for each child/student.

Supply each child/student with chips or markers.

Have students cover or cross off the images as you provide the clues.

## Clues for image search:

- Find the character who used eye contact to get Dad to take him for a walk.
- Find the character who gave Michael and Maddie a \$1.00 bill that had an eye right on top of the pyramid.
- Find the character who noticed Maddie making eye contact to ask she they could go next door to visit Jazz.
- Find the character who did a happy when he sees that looking and using eye contact really works.
- Find the character who is looking at his phone when someone gets his attention and makes eye contact.
- Find the character who sits at the table and uses eye contact to get Mom's attention.







# After Someone Activity

*This activity works best with groups of 5 or more.*

You will need to print and cut out the instructions below.

Have the children sit in a circle and give each child one slip of paper with an instruction written on it. They must Pay Attention so that they ONLY follow their instruction after another child completes theirs.

If you only have five children, you can use any five instructions, but they must be in this order for the game to work.

To make it even more complicated, you could give all the children two instructions, so they are having to Pay Attention to TWO different actions at once.

TEACHER or PARENT BEGINS: Run in place.



After someone runs in place, stand up and jump three times.

After someone jumps three times, stand up and spin around twice.

After someone spins around twice, stand up and stomp your feet.

After someone stomps their feet, stand up and shout your name.

After someone shouts their name, stand up and flap like a chicken.

After someone flaps like a chicken, stand up and bark like a dog.

After someone barks like a dog, stand up and touch your toes.

After someone touches their toes, stand up and clap your hands.

After someone claps their hands, stand up and take a bow.

After someone takes a bow, stand up and say "THE END!"





# Pay Attention to My Answer

*This activity is for groups of more than 2*



## Instructions:

Cut out the cards below and put them in a basket or bag.

Have children take turns drawing a card, reading the question and giving their answer. It is everyone else's job to pay attention and remember what they said.

When all the cards are drawn and answered, put the cards back in the bag.

Draw the cards out one at a time and read the question.

Ask the students to raise their hand if they recall who answered the question.

Then ask the students to raise their hand if they remember the answer that was given.

What is your favorite color?	Who is your best friend?
Do you have any brothers or sisters?	What is your favorite food?
If you could be any kind of animal, what would you like to be?	Do you have any pets?
What do you want to be when you grow up?	What is the best thing that has ever happened to you?

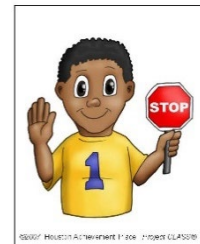
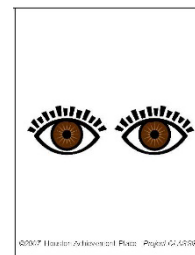
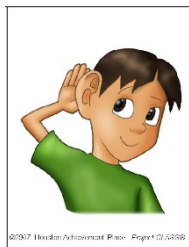
# Card Activities

*The following 2 activities use the cards and posters on pages 23-25.*

## Matching Cards to the Poster: PreK – 1

The object of this activity is for the child(ren) to Pay Attention to correctly match the title and steps of a Social Skill to the poster.

Give the title and icon cards to one child and have them match them to the poster (page 35) by laying the card on top of the poster. Give each additional child the opportunity to match the title and icon cards.



## Memory/Concentration (Matching): PreK – 5

The object of the activity is for the child(ren) to Pay Attention in order to learn where cards are so they can select cards that match.

- You will need two copies of each of the cards, including the title. You should have 16 cards (2PA titles, 2 Stop, 2 Look, 2 Listen; 2 LOOK titles, 2 Maddie, 2 Michael, & 2 Blasto). Mix them up and place them face down on the table in four rows of four.
- To complete a turn, a child will turn over one card, say what the card is and then turn over a second card and say what the card is. If the cards match, the student gets to keep the pair. If not, the cards are turned over and the next student takes a turn.
- Play continues until all cards are collected.



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# Paying Attention/Look Group Activities



**FREEZE!**

- Children take turns being the leader. The leader demonstrates what the other students are to imitate. For example, the leader hops up and down. Everybody LOOKS at leader and hops up and down until the leader stops. When the leader freezes, everyone freezes!
- Once the leader has demonstrated five movements, he/she picks the next leader by making eye contact for 10 seconds.
- Continue until everyone has an opportunity to be the leader.

## CONDUCTING AN ORCHESTRA

- Every child uses a musical instrument (real or improvised) and the “orchestra leader” uses a conducting baton. The children must Pay Attention and LOOK at the leader. When the baton is up and waving, the children play their instruments. When the conductor puts the baton down, children stop.
- Increase the complexity and attention required by having children play their instrument quickly when the baton moves quickly and slowly when the baton moves slowly. Try the opposite cues too.







# Heads Up Activity

## Purpose:

This activity builds the use of eye contact and looking as an important skill.



### Instructions:

1. Have students stand in a circle
2. When I say, "Heads down," everyone put your head down.
3. When I say, "Heads up", everyone lift up your head and look directly at one other person in the circle.
4. If two people happen to look at each other, then both of you will sit down.
5. If you look at someone and they are looking at someone else, stay standing.
6. Then we will continue "Heads down" and "Heads up" until only one or two children remain standing.
7. If you are sitting down, watch the other students and point out who made eye contact when they put their "Heads up".



# Circle of String/Yarn

You will need a circle of 6 or more children and adults, and a ball of string or yarn.

## Instructions:

1. Form a circle.
2. The first person takes the loose piece of string from the ball and pulls out enough string so it can reach across the circle.
3. Next, they make eye contact with someone across the circle from them.
4. When the second person makes eye contact, the first person tosses or rolls the ball to the second person, holding tightly to the end of the string.
5. The second person catches the ball, holds on to the string and rolls it to another person who is across the circle from them.
6. Repeat until everyone is holding on to the web of string.
7. Now work your way backwards, rolling the ball of string back up.
8. Beginning with the last person, make eye contact with the person who threw the yarn to you.
9. When that person makes eye contact, toss or roll the ball back to them.
10. The person catching the ball will roll up their string and repeat steps 8, 9, and 10.
11. Continue until the ball of string is completely rolled up.

The challenge will be to do this entire activity without talking, using only eye contact.

*Older children can do this activity standing up and tossing the ball across the circle.*

*Eye Contact helps us understand others.*

# LOOK Book Bingo



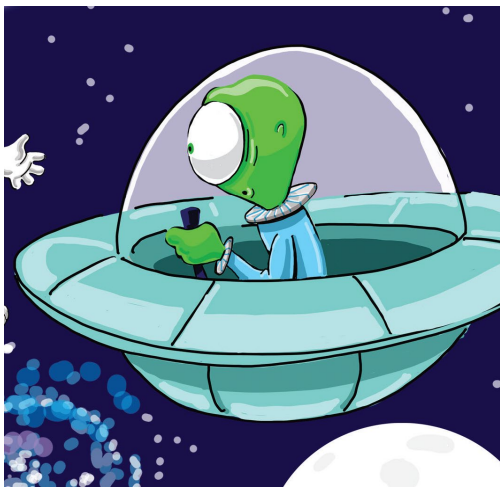
## Instructions:

1. Print and cut out the three bingo cards and the pictures.
2. Place all the pictures in a bag.
3. Distribute the bingo cards to the children with chips .
4. Pull the pictures out of the bag one at a time.
5. Each child LOOKS at the card and puts a chip on that picture until one child had four chips in a roll.
6. When a child has Bingo, they must raise their hand to get the adults attention.

You can also play until everyone has all the pictures covered with chips.

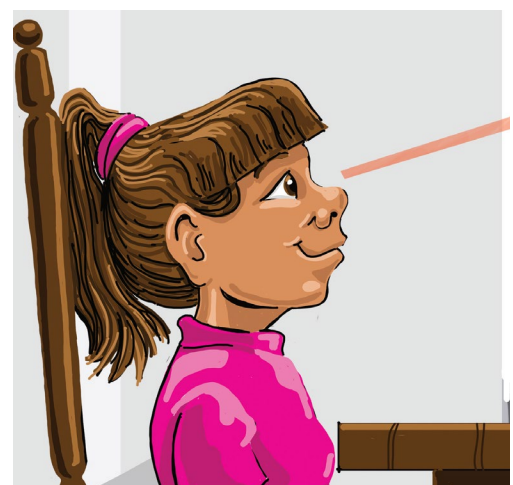


# LOOK Book Bingo

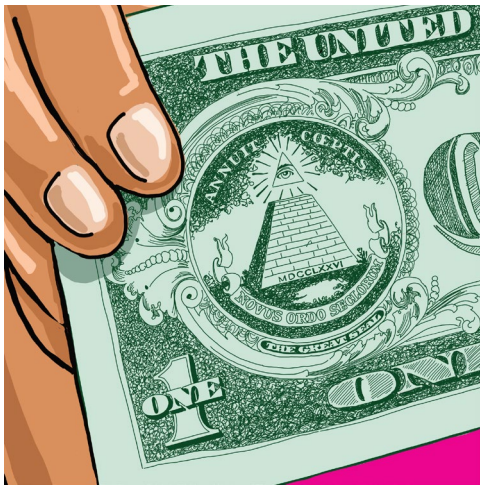
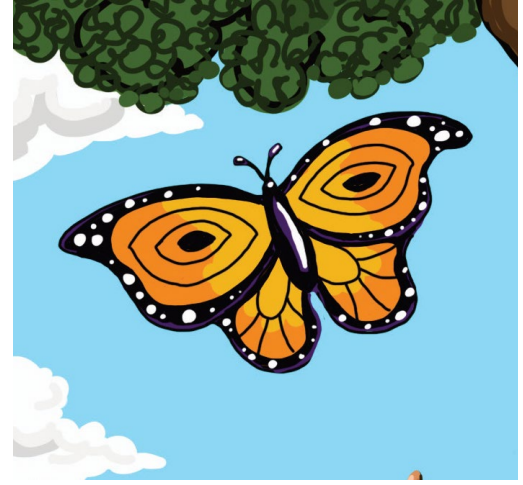




# LOOK Book Bingo







# The Remembering Activity



## Instructions:

8. Print and cut out the images on the next page.
9. Place the images inside a bag.
10. Take out one image. Say the name of the image. Have the child(ren) repeat the name of the image and place it where they can see it. Ex. "This is Blasto. Everyone say Blasto."
11. Take out the remaining images one at a time and repeat the process.
12. Tell the child(ren) that you are going to put the images back in the bag. If they were Paying Attention and LOOKING, they will have learned the name of each image.
13. As you put them back say, "Goodbye Blasto" Have the child(ren) repeat "Goodbye Blasto". Repeat for each of the images.
14. Ask the child(ren) to raise their hand if they remember one image in the bag. As you call on them, pull out the image that they name. You can also ask them about details in the image. Ex. Do you recall what Blasto was doing?

*When you Pay Attention & LOOK with your eyes,  
you will learn.*







# Pay Attention

## Poner Atención

**1 STOP**

WHAT YOU ARE DOING

Parar

lo que está haciendo

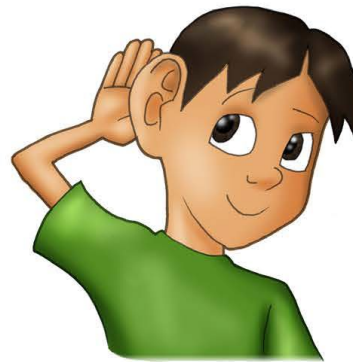


**2 LOOK**

Mirar

**3 LISTEN**

Escuchar



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# LOOK BOOK

## Brief Synopsis

***Blasto Crashes the Art Car Parade*** is written to help children learn How to Pay Attention and Follow Instructions. Each of these skills is comprised of three simple behaviors. The steps to PAY ATTENTION are: STOP what you are doing; LOOK at the person talking; LISTEN. The steps to FOLLOW INSTRUCTIONS are: LOOK at the person talking; NOD YOUR HEAD or SAY OKAY; DO IT RIGHT AWAY. Maddie and Michael (twins) and their dog Blasto learn how to Pay Attention and Follow Instructions through a series of successes and failures with consequences. These and other core-foundation social skills help children get along better with others, better focus their attention, learn more, save time, avoid trouble and experience success in school, at home and in the community.

