



3 Cs

- ☞ I care about myself.
- I care about others
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Preparation

Copies

- IALAC sign (see page 5)
- MINGL Activity (see page 6)
- Home Connection (see page 7)

Materials

- paper
- yarn

Music

- “Be a Builder” from the CD *Be a Builder* (see page 86)
- “My Friend” from the CD *Be a Builder* (see page 102)
- “Sticks and Stones” from the CD *Be a Builder* (see page 106)

Vocabulary

- | | |
|---------|----------|
| builder | put-up |
| breaker | put-down |

Lesson at a Glance

Introduction

1. Be a Builder

Strategy

2. IALAC Story

Conclusion

3. “Get to Know You” Game

Home Connection

4. IALAC Home Connection

Core Curriculum Objectives and Standards

Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Explore how relationships can contribute to self-worth.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Develop vocabulary that shows respect for self and others.

Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: The students will understand and respect self and others related to human development and relationships.
- Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

Introduction

Music

1. Be a Builder

- Play the song “Be a Builder”
- Read the lyrics together.
- Discuss the meaning of the lyrics.
- Sing the song together.

Ask

- What does a builder look like?
- What does a builder sound like?
- How do you feel around a builder?
- How do you become a builder?
- Who do you know that acts like a builder? How?

Smartboard

Put responses on a “Looks Like/Sounds Like/Feels Like” double T-chart like the one illustrated below.

Looks Like...



Sounds Like...



Feels Like...



Tie in the 3 Cs

I care about me.
I care about others.
I care about my community.

- Point to the first statement: I have a right to care about me.
- Today we will be exploring how to be “builders” by treating one another with caring and compassion.
- We will be thinking about ways we might be “breakers” by hurting one another’s feelings, and how we can instead be builders and make sure everyone in the class feels safe.

Strategy

2. IALAC Story

Prepare

Use the yarn to create an “IALAC” necklace with the “IALAC” sign on it and hang the necklace around your neck.

Explain

- Everyone carries an invisible “IALAC” sign with them at all times, wherever they go.
- IALAC stands for “I Am Lovable and Capable.”
- This is our self-esteem, or how we feel about ourselves.
- The size of our sign is how good we feel about ourselves and is often affected by how others interact with us.
- If somebody is negative, teases us, puts us down, rejects us, hits us, etc., then a piece of our IALAC sign is destroyed.
Illustrate this by tearing a corner piece off the sign.

Instruct

Listen for words or actions in the following story that build or break our IALAC sign.

Tell a Story

A fifth-grade boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls to him, “Michael, you lazy-head, get your body out of bed, and get down here before I send your father up there!”

Tear a piece of the IALAC sign – rip!



Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair.

Tear a piece of the IALAC sign – rip!

He goes to brush his teeth and his older sister, who's already locked herself in the bathroom, tells him to drop dead!

Tear a piece of the IALAC sign – rip!

He goes to breakfast to find soggy cereal waiting for him.

Tear a piece of the IALAC sign – rip!

As he leaves for school, he forgets his lunch, and his mother calls to him, "Michael, you've forgotten your lunch! You'd forget your head if it weren't attached!"

Tear a piece of the IALAC sign – rip!

As he gets to the corner, he sees the school bus pull away, and so he has to walk to school.

Tear a piece of the IALAC sign – rip!

He's late to school and has to get a pass from the principal, who gives him a lecture.

Tear a piece of the IALAC sign – rip!

The "IALAC" story was originally conceived by Sidney Simon and Merrill Harmin. Simon has written and published the story for use by students and teachers. For a copy, write Angus Communications, 7440 Natchez Avenue, Niles, IL 60648.

Expand on the Story

- Some teachers expand on the story by having students take 15 minutes to write their own IALAC story. This time they ask the students to include some builders in Michael's story.
- Others have a class discussion about what Michael could control and what he couldn't control.
- Another discussion idea may include ideas to either tear more of Michael's IALAC sign or build it back.

Share Other Ideas That May Affect Michael's IALAC Sign.

During school:

- Forgetting his homework.
- Getting 68% on a spelling test.
- Being called on for the only homework question he can't answer.
- Making a mistake in reading so that everyone laughs.
- Being picked last to play ball at recess.
- Dropping his tray in the lunchroom, causing everybody to applaud.
- Being picked on by bullies on the way home from school.
- Being referred to as "Hey, you!" in gym class.

After school:

- Can't watch game because hasn't finished homework.
- Have to wash the dishes for the third night in a row because his older brother has band practice.
- Someone laughs or pokes fun.

End Story

Conclude by showing Michael going to bed with a small IALAC sign about as big as a quarter!



Ask

- How do IALAC signs get torn up?
 - What things affect your IALAC sign the most?
 - What do you do that destroys the IALAC signs of others?
 - How do you think others feel when their IALAC sign is ripped?
 - How do you feel when your IALAC sign is ripped?
 - What have you witnessed in the past week that has broken others down?
 - What have you witnessed in the past week that has built others up?
 - What can we do to help people make their own IALAC signs larger rather than smaller?
- I have a right to be in an environment where I feel safe.
 - I have a responsibility to treat others with kindness.
 - Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

Tie in the 3 Cs

I care about me.
I care about others.
I care about my community.

Conclusion**3. "Get to Know You" Game**

Choose one of these games to play.

Snowball

Let's play a game so we can learn more about each other.

- Pass out a half-sheet of white paper for each student.
- Don't put your name on the paper.
- Write two or three things that make you feel good about yourself.
- Crumple your paper into a ball and throw in any direction.
- Everyone picks up one ball and tries to find the person that the "snowball" belongs to.
- As part of the discussion, ask students to talk about what lead them to the person on the paper.
- An alternative for sharing would be for students to sit down after they retrieve a paper snowball and then take turns sharing the information about each other.

Get To Know You
MINGL

- Pass out MINGL cards and have students mingle and find a classmate who meets the description.
- That person initials the square. The cardholder then tries to find someone else to initial a square.
- The game is over after a certain time limit, when a player has five in a row, or when a player has a full card.

Share

Have students share something they learned about their classmates.

Closing

It is so much easier to build others up when we take time to learn about and enjoy each other.

**Home
Connection**

Prepare

4. IALAC Home Connection

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.





	M	I	N	G	L
	Find someone who wears glasses.	Find someone that doesn't like broccoli.	Find someone who likes baseball.	Find someone that has long hair.	Find someone who has a scooter.
	Find someone who has a pet.	Find someone with your same name.	Find someone that has never moved.	Find someone who likes country music.	Find a person with your same color shirt.
	Find someone who has a birthday this month.	Find someone who plays the piano.	Write Your Name Here	Find someone that worked this summer.	Find someone that has blue jeans on.
	Find someone shorter than you.	Find someone that likes the same ice cream you do.	Find someone who is wearing earrings.	Find someone who has a pool.	Find someone that like the color green.
	Find someone who has a watch on.	Find someone who likes salad.	Find someone that is taller than you.	Find someone that doesn't have a pet.	Find someone that has never had a cavity.



Home Connection

Dear Family,

Today I learned that I have a right to care about myself. My teacher told a story entitled "IALAC." The letters each stand for a word. Ask me what the letters stand for, and let's each share two things that we do for each other that help us feel lovable and capable.

Thanks! You're awesome!

I _____

A _____

L _____

A _____

C _____

Family Member:

1. _____

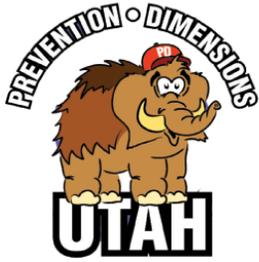
2. _____

Student:

1. _____

2. _____





Conexión en el Hogar

Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo. Mi maestro (a) me contó una historia titulada "YSAYC". Cada una de las letras significan una palabra. Pregúntame que significan cada una de las letras, y vamos a compartir cada uno dos cosas que hacemos el uno por el otro que nos ayudan a sentirnos amables y capaces.

¡Gracias! ¡Ustedes son maravillosos!

Y _____

S _____

A _____

Y _____

C _____

Miembro de la Familia:

1. _____

2. _____

Estudiante:

1. _____

2. _____

