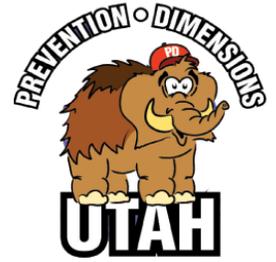


# Bag of Rocks (Bugs)



## 3 Cs

- ☞ I care about myself.
- I care about you.
- 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

Home Connection (see page 13)

### Materials

- empty backpack
- backpack full of rocks
- sticky notes
- five buckets with labels taped on (Myself, Class, Parent, Teacher, Friend)
- Bag of Rocks picture (see page 15)

### Music

- "A Little Bit of Honey" from the CD *Take a Stand* (see page 85)
- "The Right Choice" from the CD *Something Good* (see page 111)
- "Try" from the CD *Be a Builder* (see page 114)

## Vocabulary

peace                      conflict                      mediator

## Lesson at a Glance

### Introduction

1. Bag of Rocks

### Strategy

2. What Weighs You Down?
3. How to Sort the Rocks

### Conclusion

4. What Weighs Us Down?

### Home Connection

5. I Can Help Others With Their Rocks

## Core Curriculum Objectives and Standards

### Objectives

- Summarize how communicating with others can help improve overall health.
- Demonstrate coping behaviors related to grief and loss.
- Demonstrate constructive ways of managing stress.
- Explore how relationships can contribute to self-worth.
- 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 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

## Introduction

Prepare

Equip two students with backpacks. One pack should be empty, the other full of heavy rocks.

Compare

How would you feel if you had to wear the pack all day, or maybe on a walk? If accommodations allow, you could have the kids wear the packs during recess and then have the lesson.

Smartboard

Put responses on a Looks “Like/Sounds Like/Feels Like” double T-chart. For ideas about how to make a T-chart, please see Lesson 1.

Ask

- Which backpack would you compare to a feeling of peace?
- Which backpack would you compare to a feeling of conflict or stress?
- What does peace feel like?
- What does peace look like?
- What does peace sound like?
- How do you become peaceful?
- Where do you feel peaceful?

Define

- Peace happens most when people are feeling safe and comfortable with themselves and others. Their basic needs are being met.
- Conflict happens most when people are not at peace. Their basic needs are not being met.
- Conflict is not always bad. It can let us know it is time to grow.

## Strategies

Prepare

Divide class into small groups of 3-4 and give each a sticky note.

Instruct

- Discuss as a group and list what kinds of conflicts you might experience throughout your day.
- Choose one conflict from your list and write it on the sticky note.

Share

- Have each group –
- share what weighs them down (or what conflicts they wrote down).
  - attach the sticky note to a rock.
  - place an empty backpack on one student, then place the labeled rocks in the backpack.

Ask Student  
Wearing Backpack:

How are you feeling about the weight, heaviness or load that has been placed on your back?

Ask

- How might different people behave when carrying these kinds of rocks? How would you feel if you had so many rocks in your backpack?
- What would you think about if you were loaded down with so many rocks?
- How do friends act around you when you have so many rocks?
- How do you treat others when you feel weighed down?

Include in the discussion appropriate ideas of ESCAPING or inappropriate acting out, poor behavior, anger, and substance abuse, hurting others, hurting self, hurting the environment or any other relevant concern.



**Tie in the 3 Cs**

I care about me.  
I care about you.  
I care about my community.

**Emphasize**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

It is not okay to hurt ourselves or others when we are trying to deal with the rocks in our lives.

Some teachers have students with relatives who are or have been deployed with the military. If appropriate, mention that some people who fight in wars often come back with lots of “rocks” in their backpacks because of the terrible things they have seen. They sometimes don’t deal with the rocks and try to ignore them. Some people cannot get rid of their bugs and have to learn how to live with them in a constructive way. Some people might react to their rocks by not sleeping or being angry or turning to drugs or alcohol to escape.

- Many people deal with difficult situations.
- Do you know someone who is like this who hasn’t been in the military?

**3. How to Sort the Rocks****Discussion**

- In Lesson 1 we agreed we all have a right to care about ourselves because we are all lovable and capable.
- That helps us get rid of the rocks in smart and healthy ways.
- Whenever we have a right, we also have a responsibility. They are partners and go together.
- We have a right to care about ourselves by noticing the rocks in our backpacks. We also have a responsibility to be kind and not to do harmful things to ourselves and others when we feel the rocks.
- That makes our class safe.
- What are some rules we can have to keep our rights safe and help us remember our responsibilities?

**Explain**

Mediators are people who can offer assistance when we are weighed down with feelings or have a problem to solve.

**Ask**

Who are some of the mediators we can go to with our rocks?

- Write the people on the board as headings while the students name them.
- Coach the students to include all five types of mediators who can listen and help solve rocks.
- Have them include themselves because most of the time, we can take care of a rocks ourselves.

**Sort**

Have the student then place the rock into one of five buckets.

**Write on Buckets  
or  
Write Headings  
on Board**

**Myself      Class      Parent      Teacher      Friend**

Have a student reach into the backpack, draw out a rock, and read the conflict written on the sticky note.

Take the sticky note from the rock and stick it under one of the column headings on the board.

**Conversation**

- Who is always responsible for trying to solve the rock first?  
ME!
- Who can you go to next?  
*A friend*



- Finally, if you and your friend can't solve your problem, where can you go to get help?  
*Teacher, parent*
- If a problem is private and serious, then going straight to an adult is the best thing to do.
- If it is a regular problem, like not sharing the playground equipment, then you are expected to try to work it out on your own.
- That means that if I or an adult hear someone tattling to me, what am I going to say?
  - Have you tried to work it out yourself first?
  - Have you asked a friend to help?
  - What did you decide?
  - Why didn't it work?
  - What could you do differently?
- Am I going to solve your problem for you?
- Not usually. I am going to help you solve your problem.
- If that fails, then the principal arbitrates.

## Conclusion

### 4. What Weighs Us Down?

- Introduce the students to the class backpack.
- Place the pack somewhere accessible in the classroom.
- Tell the students that when a class rock shows up during the week, they can fill out a "What Weighs Us Down" slip and place it in the class backpack for the class to mediate during class meeting time (see Lesson 5).

## Home Connection

Prepare

### 5. I Can Help Others With Their Rocks

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.

## Additional Ideas

Music

### 6. Reinforce Mediators

Play "The Right Choice" from the CD *Something Good*. (This song emphasizes the importance of seeking the help of others when we are making a choice.)

Reason to Listen

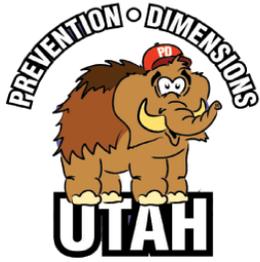
Listen to the words and see if you can hear what things you can do to make the right choice.

## Curriculum Connections

Literature

Have students look for the rocks (conflicts) in the literature they read. Offer the option of doing a book report on a book by listing the rocks encountered by the characters and the mediators used to solve the conflicts in the book.





# Home Connection

Dear Family,

Today I learned that I have a right to care about myself. I have a responsibility to make smart choices when I care about myself. Substance abuse is an act of violence against oneself.

I can make smart choices and not use drugs because I know how to find peace when things weigh me down rather than trying to use drugs and alcohol to escape. I learned about how you are one of the best mediators who can help me when I have a rock that I don't know how to get rid of. Please help me catch two different members of our family helping a different person with a burden.



Thanks!

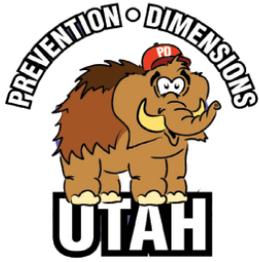
Love, \_\_\_\_\_

\_\_\_\_\_ helped someone else with a rock when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ helped someone else with a rock when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# Conexión en el Hogar

Querida familia,  
Hoy aprendí que tengo el derecho de cuidar de mi mismo. Yo tengo la responsabilidad tomar decisiones adecuadas cuando cuido de mi.

El abuso de sustancias es un acto de violencia en mi contra.

Yo puedo tomar decisiones inteligentes y no usar drogas porque yo se como puedo encontrar paz cuando hay cosas a mi alrededor que me hacen sentir mal, en lugar de usar drogas o alcohol para escapar. Yo aprendí que tu eres uno de los mejores mediadores quien puede ayudarme cuando tengo una roca pesada encima de mi, de la cual no se como deshacerme. Por favor ayúdame a descubrir a dos miembros de nuestra familia, cuando estén ayudando a dos personas distintas con algún problema que estén teniendo.



¡Gracias!

Con amor, \_\_\_\_\_

\_\_\_\_\_ ayudó a alguien a liberarse de un problema cuando \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ ayudó a alguien a liberarse de un problema cuando \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Bag of Rocks picture



