



**Utah's Safe and Drug-Free Schools and Communities
PK-12 Prevention Program**

Health Education 1st Grade

Sydnee Dickson, Ed. D
State Superintendent of Public Instruction
www.schools.utah.gov



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PK-12 Prevention Program**

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For their years of dedication and service to Prevention Dimensions

Merlin F. Goode

November 16, 1945–May 23, 2002

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Prevention Dimensions Overview



Prevention Dimensions (PD) is a set of resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core and Utah's Safe and Drug-Free Schools and Communities.

The program began in 1982 as a joint effort between the Utah State Division of Substance Abuse, Utah State Department of Health, Utah State Office of Education, and Utah State PTA. Prevention Dimensions is one of the many dimensions of prevention education used by Utah schools and communities to insure the success of Utah students.

The mission of PD is to give students a strong foundation of effective violence and substance abuse prevention skills. The lessons are age-appropriate and meet the objectives through a scope and sequence methodology.

PD is based on the risk and protective factors prevention model identified through research by Drs. David Hawkins and Richard Catalano of the University of Washington. Studies have shown that young people with identified risk factors are more likely to engage in substance abuse and other antisocial behaviors. Conversely, students with strong protective factors are less likely to engage in substance abuse and antisocial behaviors. Lessons are therefore designed to decrease the risk factors and promote protective factors.

PD teacher trainings develop teacher skills to teach proven prevention strategies, impart knowledge, and help students maintain positive prevention attitude.

Statewide surveys conducted by the Utah Division of Substance Abuse indicate the positive outcomes of the PD skill objectives. The PD Steering Committee uses these surveys to identify effectiveness of strategies utilized in the PD lessons and periodically revises lessons to meet current trends. The continual submission of teacher evaluation data will assist PD in moving to a "best practices" program.



Prevention Dimensions revisions include the 1990 alignment of lessons to better assist teachers in integration of prevention as part of the school day; 1994 inclusion of necessary prevention components based on Botvin's life skill research and sophistication of secondary lessons; 1996 music component enhancement project; 1996 inclusion of Search Institutes 40 Developmental Assets; 1999 inclusion of media literacy lessons; 2000-2001 State Health Department inclusion of research-based tobacco lessons; 2002 revision

of lesson content; 2003 formatting and redesign of lesson appearance: 2010 added 3 C's [I care for myself. I care for others. I care for the community.] and training on negotiating and mediation skills; 2010 revised lesson format and content.



Young people can overcome the many risk factors in society when they see positive examples, hear clear and consistent messages and practice healthy living. Prevention Dimensions has become a powerful tool for teachers to increase protective factors in students' lives.

How to use these materials

Prevention Dimensions begins with five foundation lessons that teach core concepts of caring about self, others and the community. These lessons are bracketed in the table of contents and should be taught to students before any other lessons. Teaching these five lessons first will help students identify and express feelings, build skills to solve personal trials and the negative feelings often associated with such life events (called bugs or rocks), make smart choices about personal health and strengthen decision making skills for self and groups. The first five lessons are aligned between grades to insure common vocabulary and core ideas are taught by the entire school. It is suggested that schools choose specific dates to teach each foundation lessons (lesson 1, lesson 2 etc.).

The remaining lessons may be taught in any order. Notice that all the lessons refer to the concepts in the five foundation lessons. Prevention Dimensions is useful in many issues which arise in the typical classroom including making smart decisions: making smart and healthy choices about personal health including abstinence from alcohol, tobacco and other drugs; understanding and expressing thoughts and feelings in constructive and healthy ways; building positive and constructive connections with others; and personalizing skills to stop unhealthy behaviors and adopting more robust and productive alternatives; goal setting; personal safety; mental health awareness; violence prevention; bullying prevention; working together; law and order; ways to resist negative peer pressure; media literacy; building family traditions and much more.

Prevention Dimensions (PD) is both an effective and efficient classroom tool for teachers to provide a comprehensive behavioral health foundation for students. Prevention Dimension is a gem owned and distributed free of charge to Utah educators by the Utah State Office of Education and should be championed by all who want the best outcomes for student success.

A Short Note About Page Formatting



The left hand part of the page lists lesson parts and teacher actions. The lesson introduction, strategies and conclusion are noted as well as actions that the teacher will use to teach various parts of the lesson.



The right hand part of the page organizes the content of the lessons.

Words written in light print are ideas and information for the teacher. They give the teacher background information to use with the lesson.

Words written in normal type are for the teacher to voice to the students. These are words the students will hear and questions they will answer.



The 3 Cs



The 3Cs are central to all the lessons in Prevention Dimensions. You will note a reference to the 3Cs in every lesson and are encouraged to help students understand these concepts.

Formally, Prevention Dimensions used the “3Rs of Respect – Respect self; Respect others; Respect the environment. A review of prevention literature suggested that the concept of respect was often accompanied by a demand. “You will respect me!” Sometimes someone can demand respect and do it with arrogant or demeaning intentions.

Care, according to the literature, is difficult to demand and is more often given. We give care as a choice. It is hard to say, “You will care about me!” and expect to receive more than a cursory feeling of obligation.

Students can and do learn to care about themselves, care about others in their group and care for the community and environment as a whole.

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Explore how relationships can contribute to self-worth.	
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Develop vocabulary that shows respect for self and others.	
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Recognize why acceptance of self and others is important for the development of positive attitudes.	
Recognize the health implications of alcohol and tobacco use.	
Determine how building relationships with helpful people can be beneficial.	
Model behaviors that foster healthy interpersonal relationships.	
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"I" Messages

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.

Teacher Notes

Preparation

Copies

- Home Connection (see page 4)
- Emotion Cards (starting on page 6)

Materials

- Stop and Think sign (see page 18)

Music

- "The Truth Will Make Me Free" (see page 19)

Vocabulary

emotions	wise choices	"I" messages
Caring Powers	foolish choices	rights

Lesson at a Glance

Introduction

1. Emotions: Right or Wrong? Bad or Good?

Strategy

2. Review the Power of "I" Messages

Conclusion

3. The Power of "I"

Home Connection

4. Using "I" Messages at Home

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.

Introduction

Prepare

1. Emotions: Right or Wrong? Bad or Good?

- Copy emotion cards (starting on page 9), or access actual pictures of children showing different emotions on the internet. Some teachers use paper plate masks for children to wear and use in role-plays.
- Prepare a STOP and THINK sign with the images back to back (see page 18).

Smartboard Option

Suggested Link:

<http://www.do2learn.com/games/feelingsgame/index.htm>

In this feelings game, the player views three faces and chooses which represents the stated emotion.)

Share

During the morning routine, ask students to show you with their fingers how good they feel on a scale of 1 to 4.

Show

Use emotion pictures or actual images from the Smartboard emotions game.

Ask

Is _____ emotion bad? Is _____ emotion good?

(Emotions aren't wrong or bad or right or good. They are simply emotions.)

Discussion

The value of emotions is they let us know if something needs to change. Emotions are feelings that help us choose what to do next.

Talking point

There is a magical time between when we feel an emotion and when we respond to that emotion. It is the time when we make either a *wise choice* or a *foolish choice*. If we take time to STOP and THINK, it is easier for us to make a wise choice, because wise choices usually don't come right away.

Define

A right is something that is guaranteed to all.

Compare this to how everyone is guaranteed a hook to hang his or her coat or crayons to color with during coloring time. That means everyone has a right to a hook or a right to use crayons. It is just part of being in our classroom. In the same way, everyone has a right to be kind to himself or herself by experiencing his or her own emotions and expressing them to others. By taking care of ourselves this way we are being a person.

(Adapted from Bodine, R. J., Crawford, D. K., & Schumpf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press. pp. 89-91.)

Tie in the 3 Cs

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

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

Strategies

Introduce

2. The Power of "I" Messages

- An "I" message is a way I express my happy and sad feelings in a smart way.
- It is a Caring Power. It is a way we can show we care for each other.

Write on the Board

I feel _____ when _____.

Write

Have students use the emotion words they reviewed in the introduction discussion to fill in their "I" message sentence. Use this for a journal prompt.



Optional Activity	Students draw a picture to accompany their sentence and share their artwork and "I" messages about how they feel today.
Share	<p>Look around the room and encourage the children to notice the different feelings that are in the room.</p> <ul style="list-style-type: none"> • Emphasize that it is okay for students to feel whatever they are feeling. • An important part of taking care of ourselves is understanding why we have our feelings. • Not all feelings are bright; some are gloomy.
Variation	Repeat the above activity. This time you give the child the emotion and he or she fills in the action that makes him or her feel that way. Use gloomy emotion cards: sad, angry, scared, bored, and lonely.
Conclusion	3. Review the Power of "I" Messages
Caring Powers	<ul style="list-style-type: none"> • When we understand our emotions, we can make choices that will help us get what we need. • Using Caring Powers like "I" messages and STOP and THINK helps us to get what we need. • This year we will be learning about other Caring Powers we can use to show we care about ourselves and others.
Music	Sing "The Truth Will Make Me Free."
Home Connection	<p>4. Using "I" Messages at Home</p> <p>Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families. Please have students check either the "Enjoy at home" or "Please return" box.</p>
Additional Ideas	
Writing/Art	<p>Collect the artwork and staple into a class book.</p> <p>Turn this lesson into a morning routine where you ask how everyone is (on a scale of 1-4) and then have them fill in an "I" message sentence in their writing journals. Encourage the students to write sentences throughout the day when they have new experiences.</p>
Reading	<p>Create "I" messages as a class while reading the following books:</p> <ul style="list-style-type: none"> • Curtis, J. L., & Cornell, L. (1998). <i>Today I feel silly & other moods that make my day</i>. New York: HarperCollins. • Freymann, S., & Elffers, J. (2004). <i>How Are You Peeling?: Foods with moods</i>. New York: Scholastic. • Seuss, Johnson, S., & Fancher, L. (1998). <i>My Many Colored Days</i>. New York: Knopf. • Viorst, J., & Cruz, R. (2009). <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>. New York: Atheneum Books for Young Readers.





Home Connection

Dear Family,

Today I learned that I have the right to care about myself. I can care about myself when I understand how my feelings start and remember they are my own feelings, not a feeling someone else made me feel.

When I express my feelings with “I” messages, I talk about my feelings in a kind way. I do this by thinking about how I feel and why I feel that way.

“I feel _____ when _____.”

For example, “I feel special when you take time to read to me.”

This week, please encourage me to share an “I” message” with you when I am feeling a strong emotion? You can help me learn more about my feelings by asking questions about why I feel this way and how I could change my feelings if they are sad or unhappy.

Thank you! I love you! _____



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Conexión en el Hogar

Querida familia,

Hoy aprendí que yo tengo el derecho de cuidar de mismo. Yo puedo cuidar de mi mismo cuando yo entiendo cuando empiezo a sentir y cuando recuerdo y entiendo que son mis propios sentimientos, y no cosas que alguien más me hizo sentir.

Cuando yo expreso mis sentimientos empezando a hablar de lo que “yo” siento, yo hablo de mis sentimientos en una manera amable. Yo hago esto al pensar acerca de lo que siento y porque me siento de esa manera.

“Yo me siento _____ cuando _____.”

Por ejemplo, “Yo me siento especial cuando tu tomas el tiempo de leer conmigo.” Esta semana, por favor animame a compartir un mensaje contigo que empiece con “yo” cuando estoy sintiendo una emoción fuerte. Tu me puedes ayudar a aprender más acerca de mis sentimientos al preguntarme porqué me siento de cierta manera y cómo yo podría cambiar mis sentimientos si estos son de tristeza o infelicidad. _____

¡Gracias! ¡Los quiero! _____



Conexión en el Hogar

Querida familia,

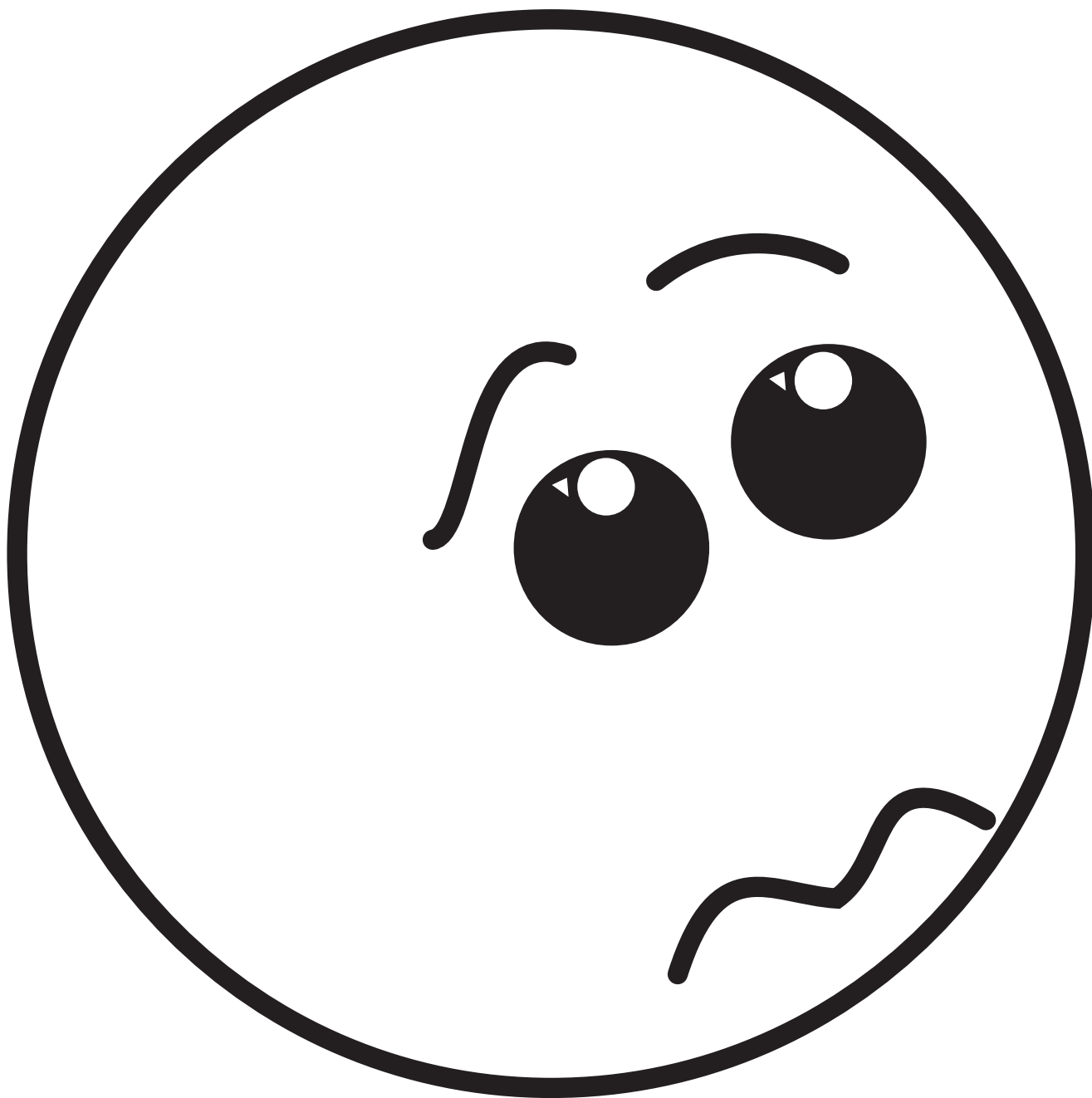
Hoy aprendí que yo tengo el derecho de cuidar de mismo. Yo puedo cuidar de mi mismo cuando yo entiendo cuando empiezo a sentir y cuando recuerdo y entiendo que son mis propios sentimientos, y no cosas que alguien más me hizo sentir.

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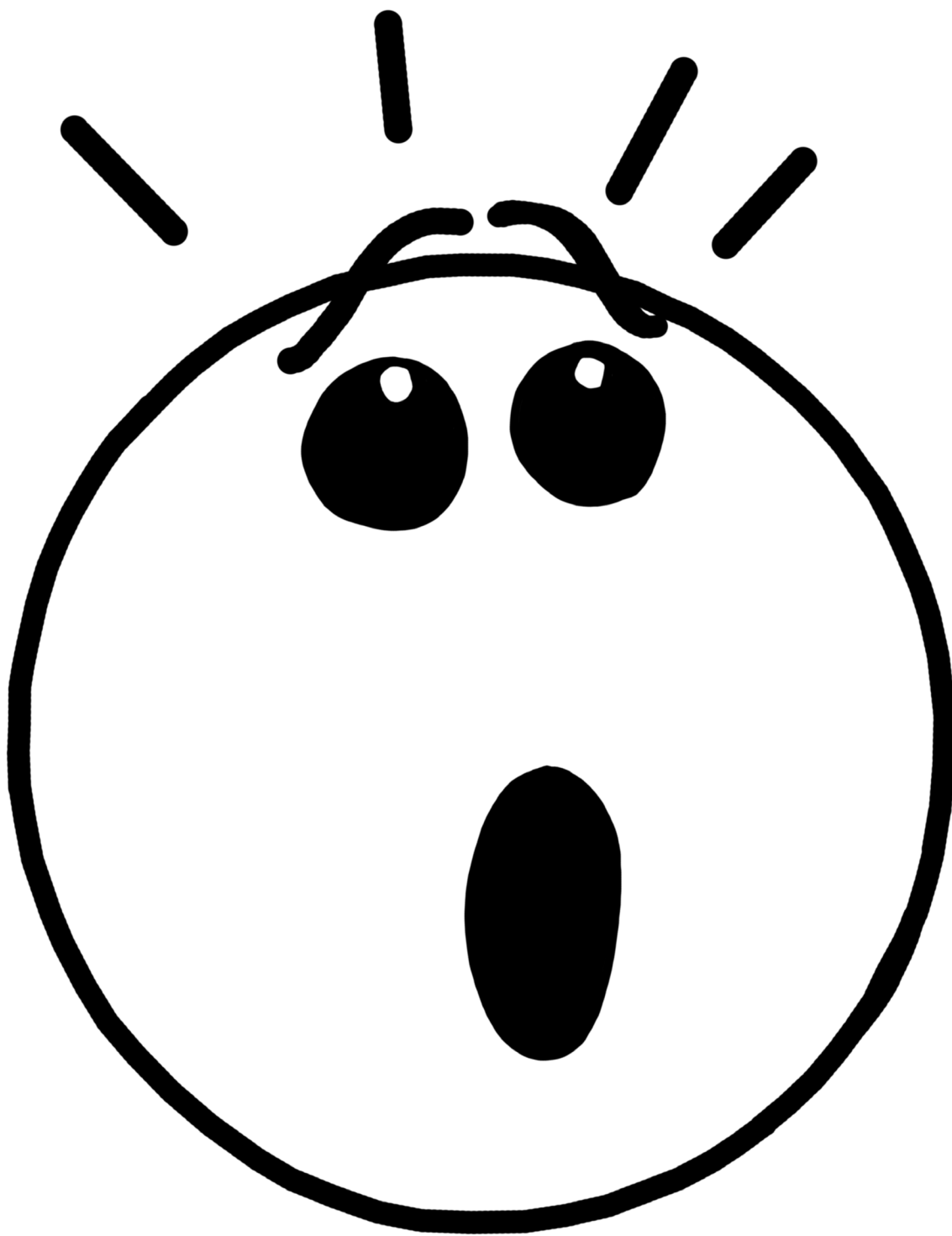
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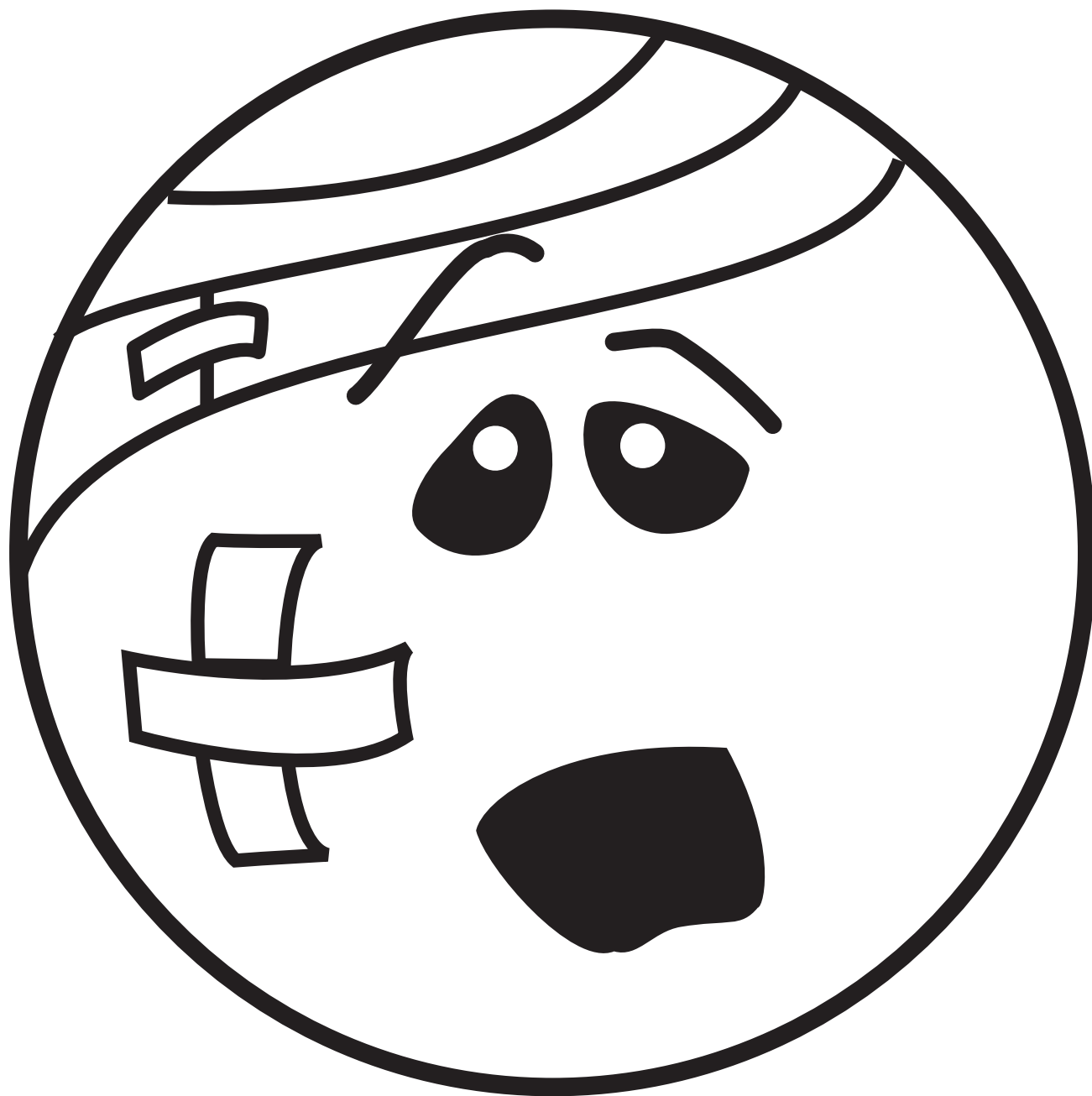
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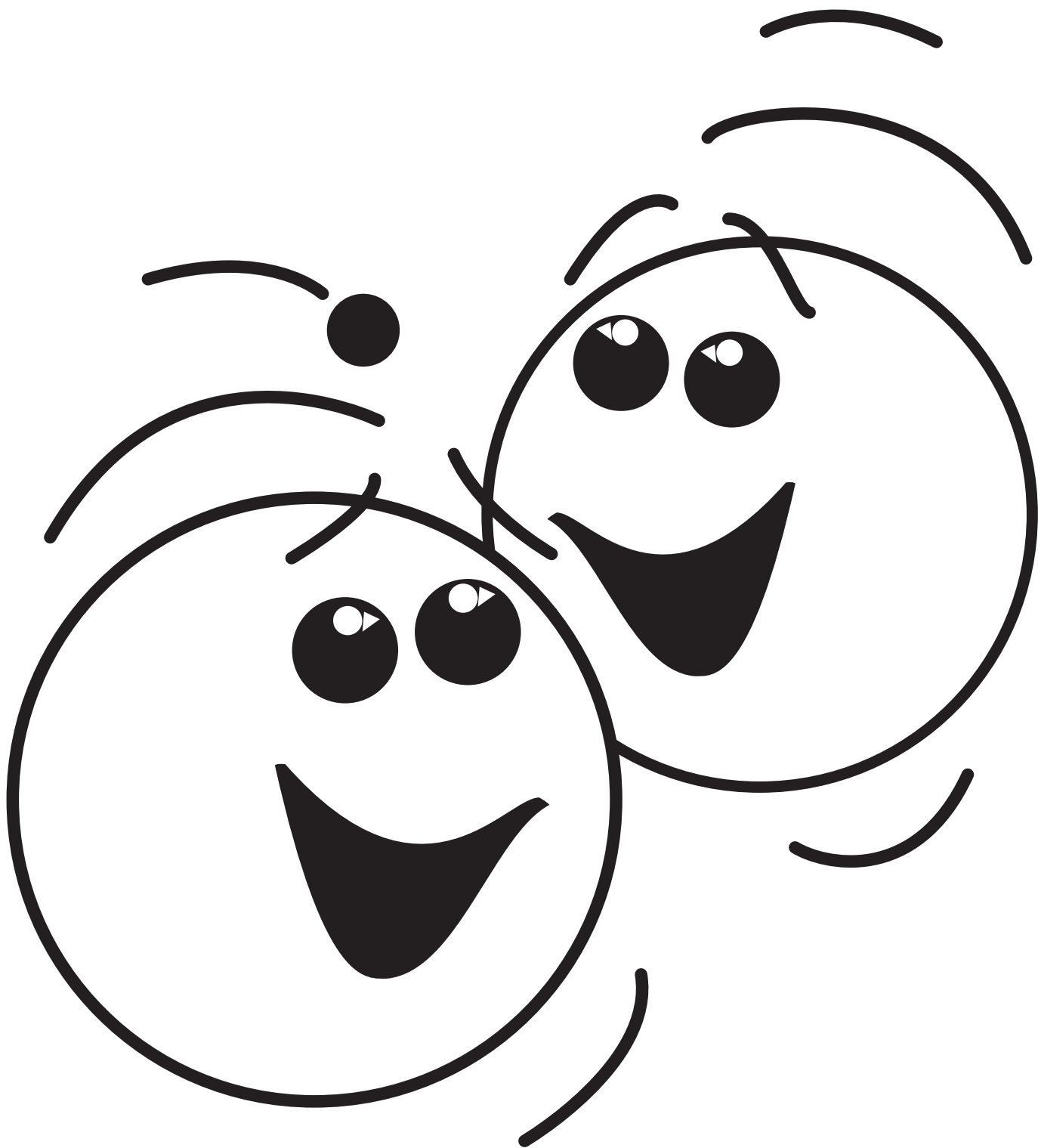
FEARFUL



SURPRISED



HURT



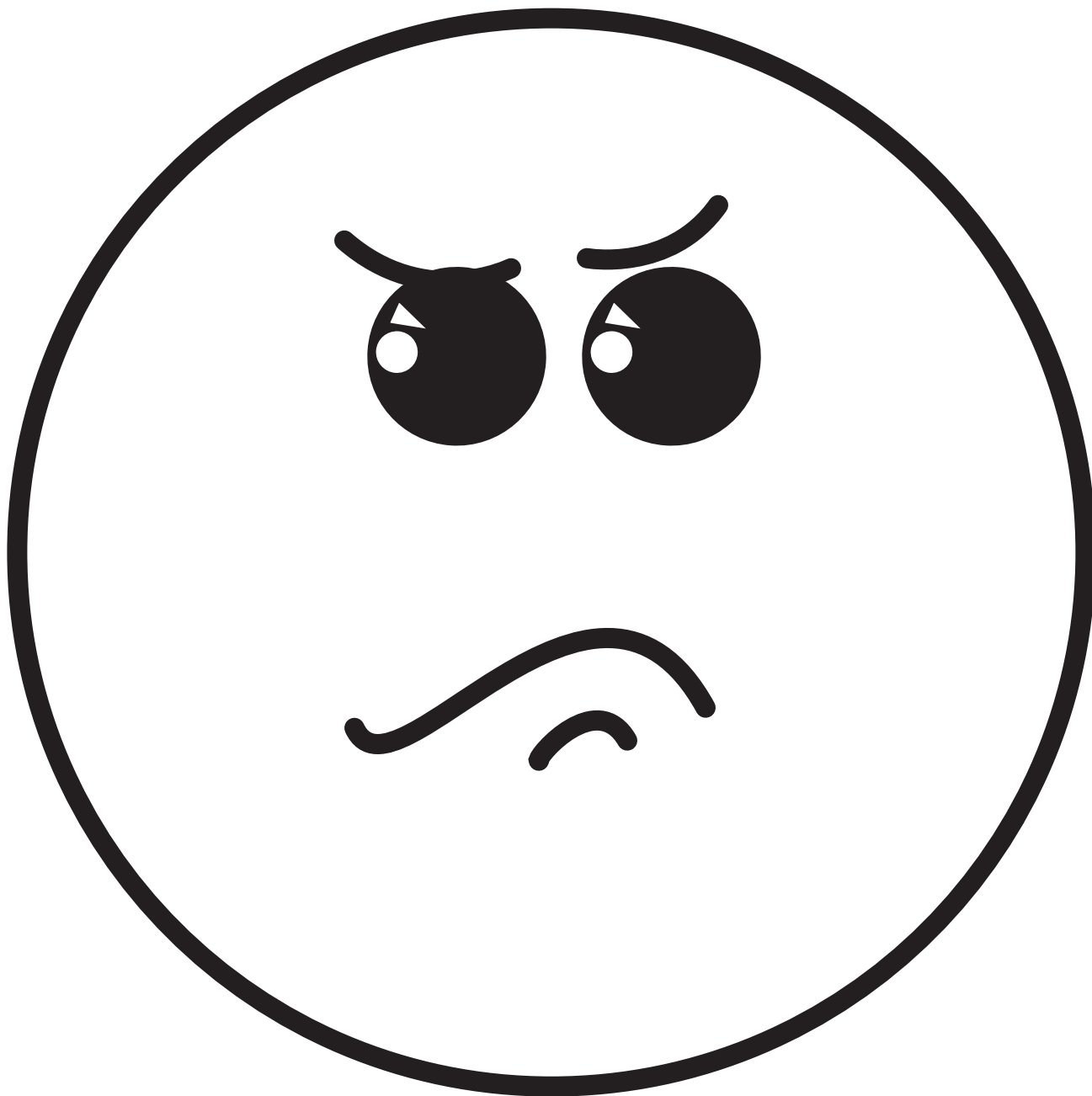
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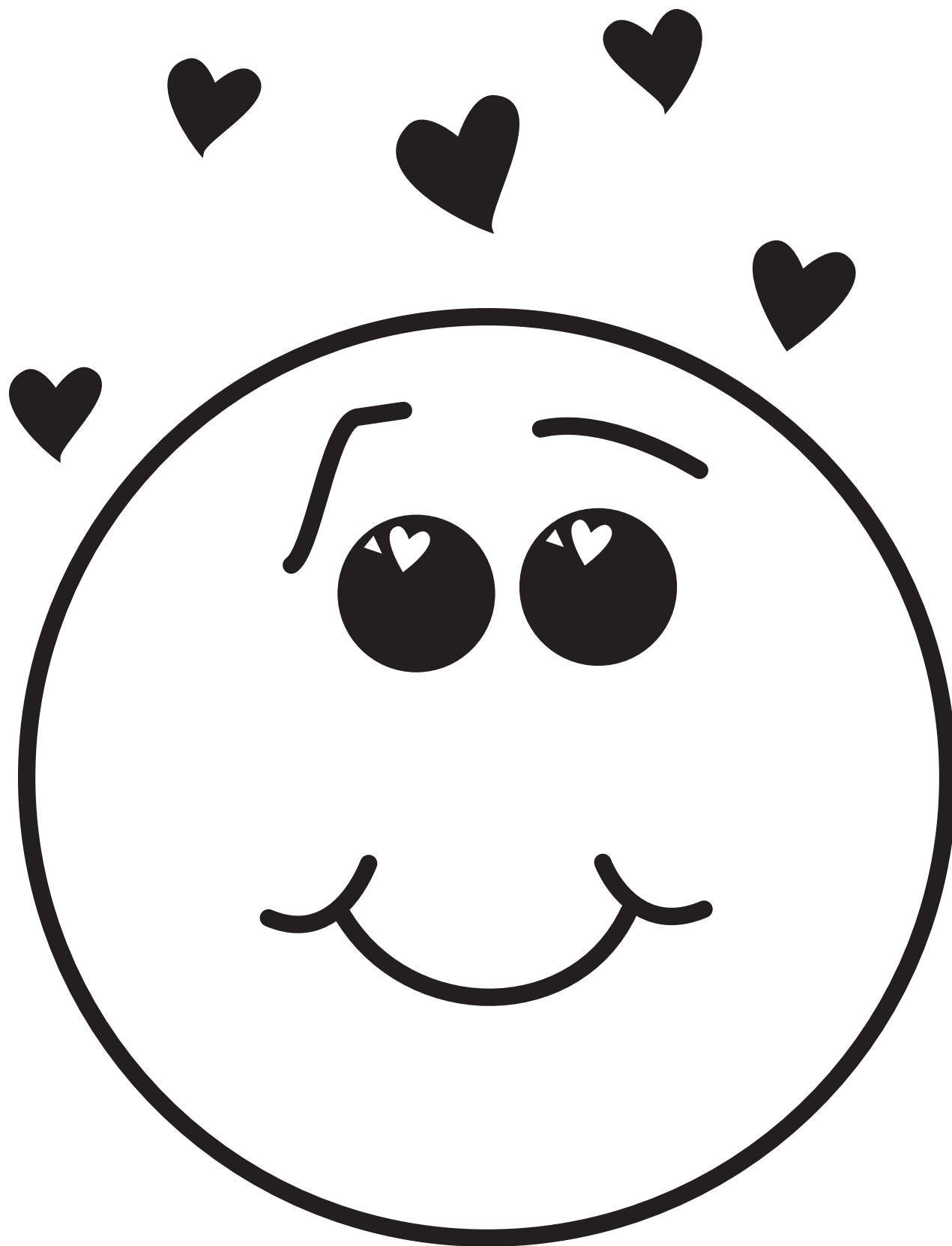
BORED



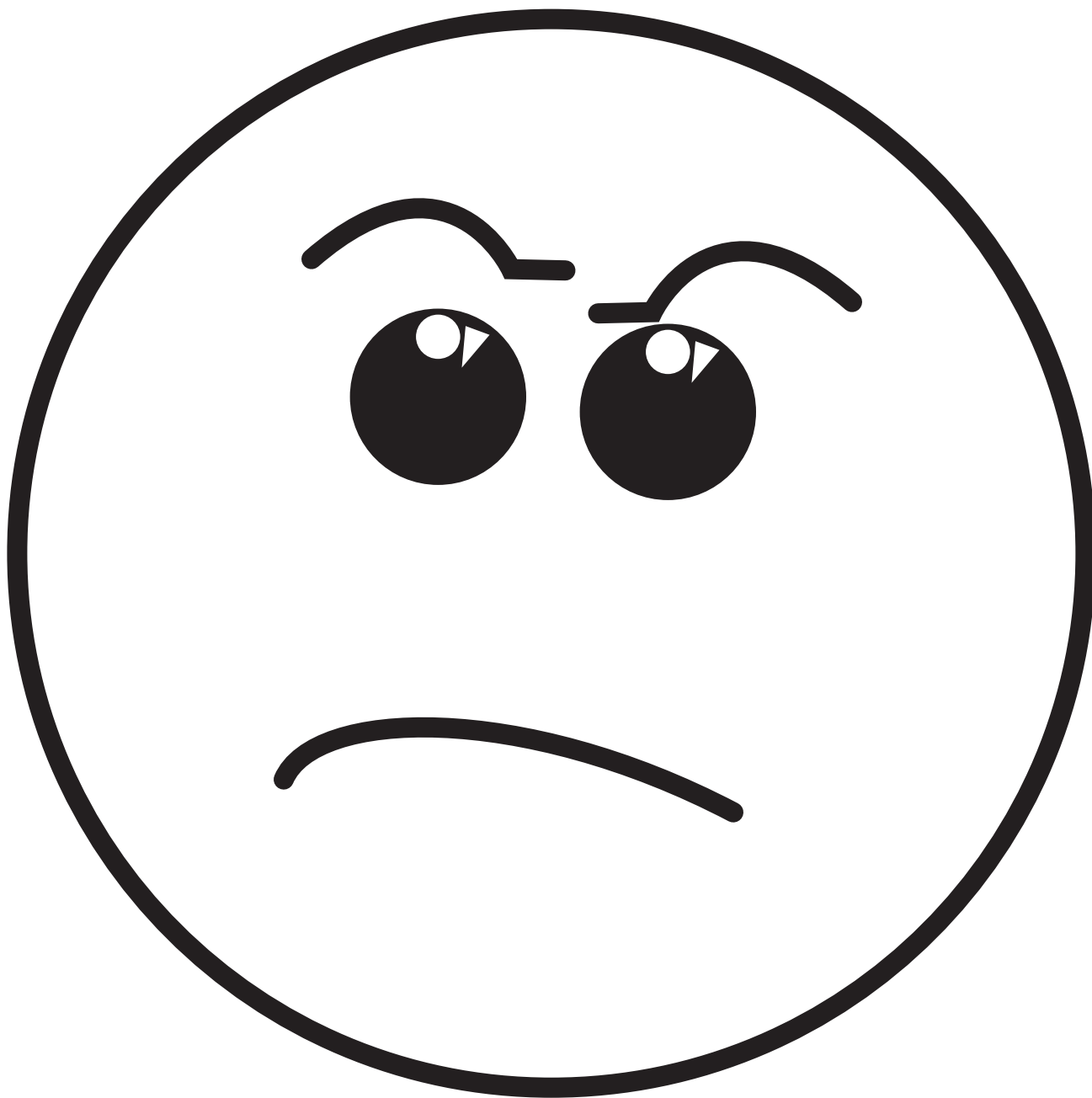
EMBARRASSED



JEALOUS



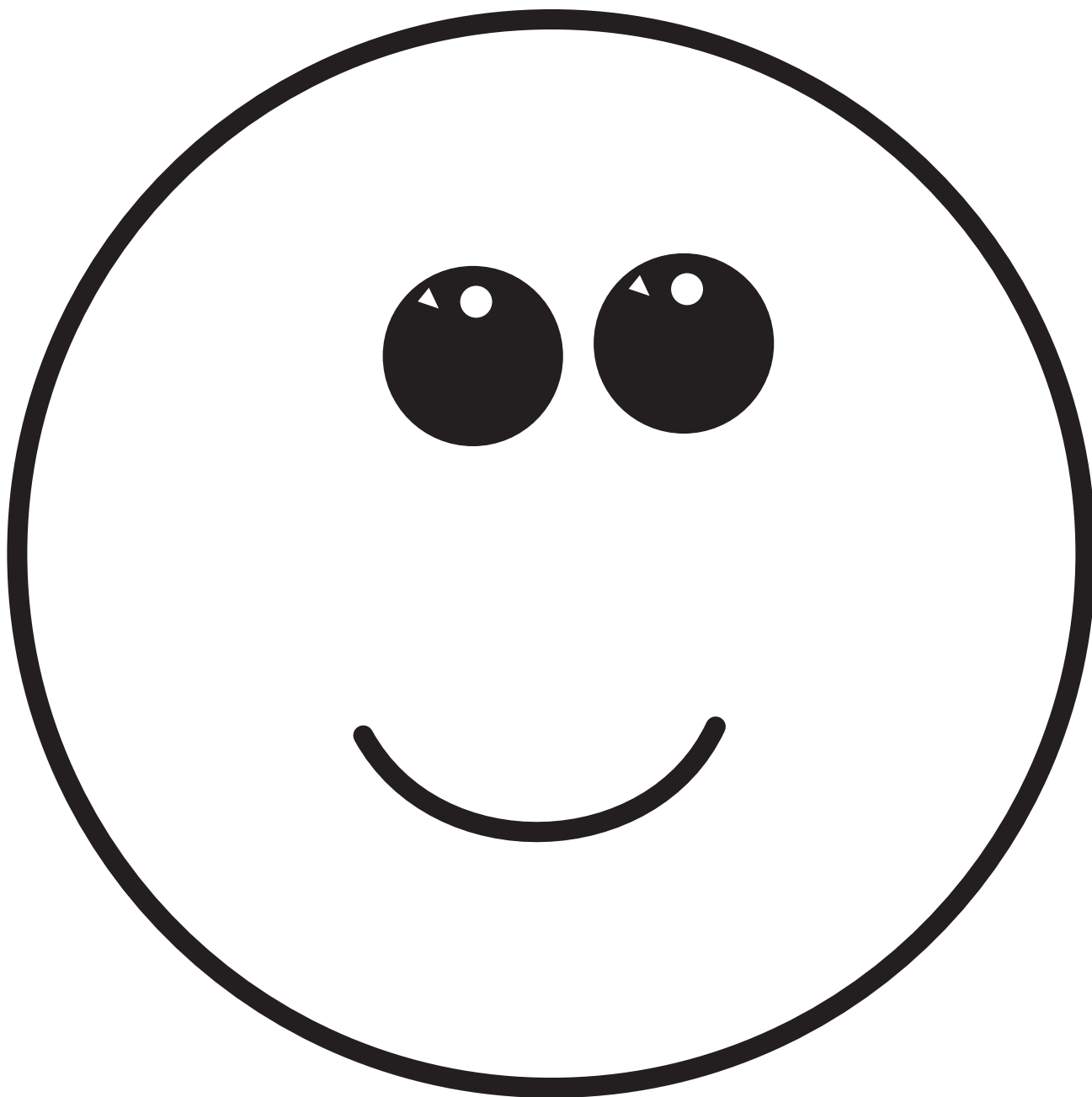
LOVING



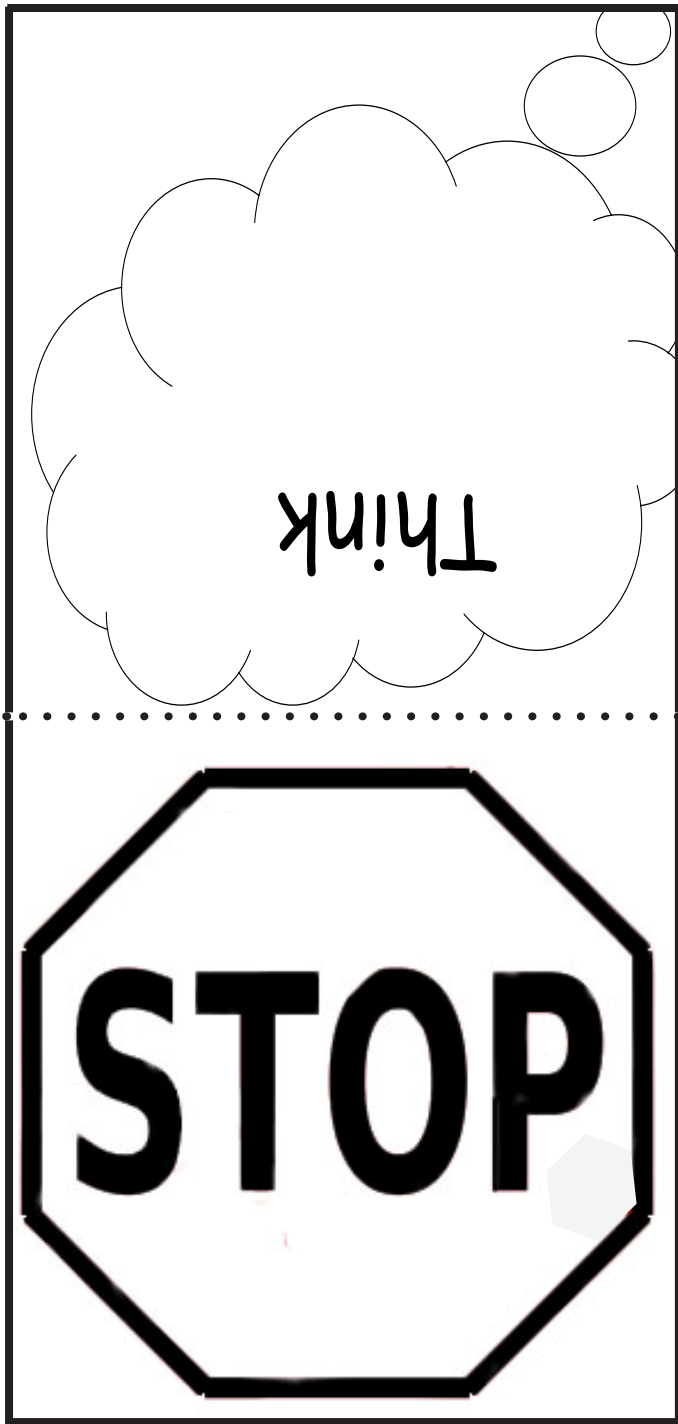
ANGRY



SAD



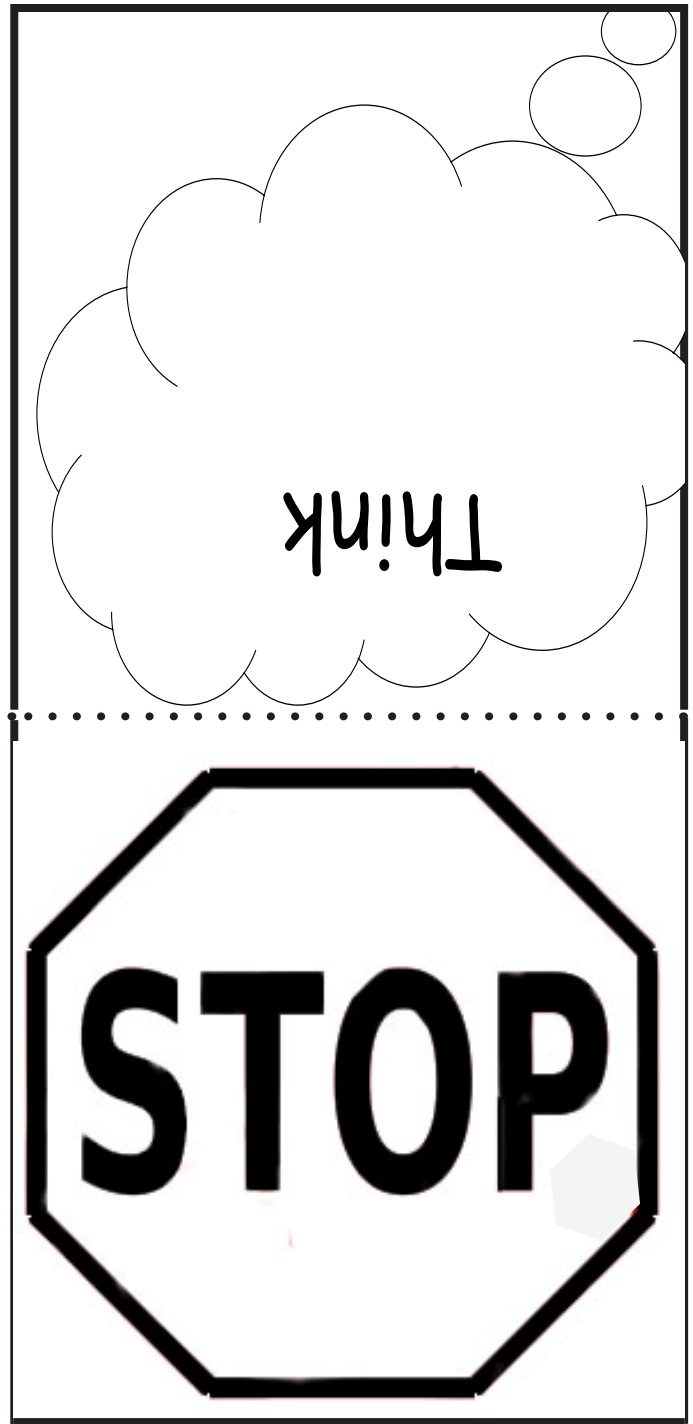
HAPPY



Glue a stick in here after the form is folded

Cut along this edge

Cut along this edge



Glue a stick in here after the form is folded

Fold here

This template can be used for creating a sign. Have students color the "Stop" sign and the "Think" sign. Cut out the rectangle including both signs. Fold the rectangle in half so "Stop" is on one side and "Think" is on the other. Put a tongue depressor or Popsicle stick in between the signs and paste them together. Students can use the sign to show they are stopping and thinking.

There is another version of this template on page 55

The Truth Will Make Me Free

by Fred Rogers

What if I were very, very sad
And all I did was smile?
I wonder, after a while,
What might become of my sadness?

What if I were very, very angry,
And all I did was sit
And never think about it?
What might become of my anger?

Where would they go, and what would they do
If I couldn't let them out?
Maybe I'd fall, maybe get sick...
Or doubt.

But what if I could know the truth
And say just how I feel?
I think I'd learn a lot that's real
About freedom.

I'm learning to sing a sad song when I'm sad.
I'm learning to say I'm angry when
I'm very mad.
I'm learning to shout,
I'm getting it out,
I'm happy, learning
Exactly how I feel inside of me—
I'm learning to know the truth—
I'm learning to tell the truth—
Discovering truth will make me free.



Bugs and Helpful Heroes

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

- Home Connection (see page 26)
- Bug Cards (see page 29)
- Helpful Hero (see page 30)
- Vocabulary Word Strips (see page 33)

Materials

- Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- Alexander's bugs on sticky notes (written from list on page 31)
- Tape
- Ice cream bucket labeled "Bug Bucket"
- Optional: Outline a student on butcher paper, cut out and label "Alexander flyswatter"

Music

- "Chill" from the CD *Something Good* (see page 125)
- "The Right Choice" from the CD *Something Good* (see page 147)
- "Little Alexander Had a Bug Upon Himself" (see page 32)

Smartboard

- Looks Like/Sounds Like/Feels Like chart (see page 28)

Vocabulary

- | | |
|----------|----------------|
| peace | Helpful Heroes |
| conflict | Caring Powers |

Lesson at a Glance

Introduction

1. Explore Peace and Conflict

Strategies

2. Alexander's Bugs
3. What Do We Do If We Have a Bug?

Conclusion

4. Bug Catching

Home Connection

5. I Can Help Others With Their Bugs

Core Curriculum Objectives and Standards

Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Recognize the health implications of alcohol and tobacco use.
- Determine how building relationships with helpful people can be beneficial.
- Model behaviors that foster healthy interpersonal relationships.
- Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.

Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

Introduction

Define

Hand Action

Ask

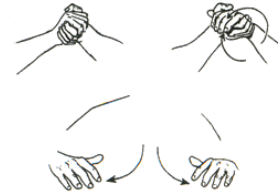
1. Explore Peace and Conflict

Introduce the word “peace” and explain feelings of peace happen most when people are safe and comfortable with themselves and others.

The hands are clasped both ways, and then they open and separate, assuming the “5” position, palms down.” The hands are clasped as a gesture of harmony or peace; the opening signifies quiet or calmness.

(Sternberg, M. L., & Sternberg, M. L. (1998). American Sign Language dictionary. New York: HarperPerennial. p.486.)

- 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?



Smartboard

Put responses on a Looks Like/Sounds Like/Feels like double T-chart. (See sample on page 28.)

Define

Hand Action

Introduce the word “conflict” and explain that conflict is a word we use to label things that are not at peace. Conflict is an unpleasant or uncomfortable emotion.

The “5” hands face each other and move simultaneously from side to side, representing the successive advance and retreat of contending armed forces.

(Sternberg, M. L., & Sternberg, M. L. (1998). American Sign Language dictionary. New York: HarperPerennial. p.745.)

Conflict is a signal that we need to choose an action that will bring us back to peace. We may not be able to change some conflicts around us, but we do have the power to have peace within ourselves.

Strategies

Prepare

Outline a student on butcher paper, then cut out and label “Alexander.”
Obtain a flyswatter.

Talking Point

Please listen for things that bug Alexander throughout his day.

Pause

- While reading the book, discuss what is bugging Alexander.
- Write the bug description on a sticky note and stick the note on Alexander to represent each bug. (See list of events on page 31.)

Mini-Lesson

Discuss how differently Alexander behaved when covered with these kinds of “bugs” and how others might behave if they had bugs on them that they couldn’t get off.

Ask

- How would you feel if you had all these bugs on you and you didn’t have a way to get them off?
- What do you think when you feel bugged?
- How do you treat others when you feel bugged?
- How do friends treat you when you feel bugged?



Tie in the 3 Cs

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

Talking Points

What about Alexander?

Write on Board

Sort

Label

Include in the discussion appropriate ideas about acting out, poor behavior, anger, hurting others, hurting self, hurting the environment, being more likely to have an accident, or any other relevant concern. Emphasize substance abuse and any other addictions – e.g. television, video games. Discuss how sometimes people put bad things in their bodies because they think it will help them not to feel the bugs, but they actually grow bigger when we try to escape using addictions.)

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

3. What Do We Do If We Have a Bug?

- In Lesson 1 we agreed that we all have a right to care about ourselves by allowing ourselves to have feelings and express them to others. That helps us get rid of the bugs 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 our feeling bugs and expressing our emotions. When we express those emotions, we have a responsibility to be kind and not to do harmful things to ourselves and others. That makes our class safe.
- (Optional: What are some rules we can have to keep our rights safe and help us remember our responsibilities?)

Discuss options Alexander could have considered for getting rid of his bugs.

Who are some of the helpful people we can go to with our feeling bugs?

Write the people on the board as headings while the children name them. Coach the children to include all five types of helpful people who can listen and help solve bugs. Have them include themselves, because often we can take care of a bug ourselves.)

Myself	Class	Parent	Teacher	Friend
---------------	--------------	---------------	----------------	---------------

Take the bugs off the volunteer one by one and ask the class which helpful person can help the child to take care of each bug. Stick the bugs under the appropriate headings as they are removed from the child.

When we help someone take care of his or her bugs we are a *Helpful Hero*.

Show a picture of a Helpful Hero on page 30. Some teachers demonstrate being a Helpful Hero by wearing a large piece of fabric as a cape

- Helpful Heroes use the Caring Powers to squash bugs in their own lives and in the lives of others.
- This year in first grade we will be learning how to be a Helpful Hero and how to use many different Caring Powers.

Label the headings: "Helpful Heroes."



Conclusion

Prepare

Talking Points

Ask

Home Connection

Prepare

4. Bug Catching

Create a "Bug Catcher" bucket using an old ice cream bucket or other closable container. Cut a hole in the lid and snap it onto the bucket. Place the bucket on the desk next to a pile of Bug Cards.

- When we feel a bug at school and have tried to use the Caring Powers ourselves, we can decide to ask for a Helpful Hero.
- We can ask a friend, the teacher, or the class.
- We will always start with ourselves and ask what we can do to solve the problem.
- Next, we can go to a friend and ask for help.
- Last, we can go to the teacher and ask for help to solve the problem.
- If we still don't know how to solve the bug, we can put the bug in the Bug Catcher for extra help during a class meeting.

If it is a bug that the class should solve together, would you like to put it in the Bug Catcher to talk about during class meetings?

Explain the Bug Catcher does not hold real bugs – just feeling bugs that we can help squash together as a class.

5. I Can Help Others With Their Bugs

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families. Please have students check either the "Enjoy at home" or "Please return" box.



Additional Ideas

Music

“Chill” the Bugs

Play the song “Chill” from the CD *Something Good*

Sing and Dance

Create a class “Chill Drill” to use as a Caring Power strategy for coping with bugs. Improvise actions as suggested by the lyrics in the song,

“You gotta chill,
Take a deep breath and say,
Everything’s gonna be alright,
Things are gonna be okay.”

Sing and dance the song together.

Optional: Go to another classroom and sing the song for them.

Share

What do you do in your family that helps you chill and be calm?

Music

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.

Reading

Everitt, B. (1992). *Mean Soup*. San Diego: Harcourt Brace Jovanovich. Horace feels really mean at the end of the day until he helps his mother make “mean soup.”

Writing

“_____ bugs me.” Have the students complete the statement on a writer’s response sheet.

Math

Sort and pattern bugs. Copy the bug pages on several different colors of cardstock and cut out. Students sort bugs by attributes of color and shape. Make patterns.

Art

Create bug art. Have different-sized paper shapes. Review the shapes and have the children glue them on a piece of paper to create their own imaginary bugs.





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. I am learning about smart choices I can make to find peace when things bug me.

One of those choices is finding a *Helpful Hero*. Let's draw a picture on the back of this paper of an act of kindness I did as a *Helpful Hero* when I saw someone who was bugged. Please help me to label my picture so I can share it with my classmates at school.

Thank you! I love you! _____



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. I am learning about smart choices I can make to find peace when things bug me.

One of those choices is finding a *Helpful Hero*. Let's draw a picture on the back of this paper of an act of kindness I did as a *Helpful Hero* when I saw someone who was bugged. Please help me to label my picture so I can share it with my classmates at school.

Thank you! I love you! _____



Conexión en el Hogar

Querida Familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo. Yo tengo la responsabilidad de tomar desiciones inteligentes cuando me cuido a mi mismo. Yo estoy aprendiendo a tomar desiciones inteligentes para encontrar paz cuando hay cosas que me molestan.

Una de esas desiciones es encontrar un Héroe que me pueda ayudar. Vamos a hacer un dibujo en la parte de atrás de éste papel de un acto de amabilidad que yo haya hecho como al actuar como un Héroe cuando yo haya visto a alguien que esté molestando a otros. Por favor ayudenme a darle un nombre a mi dibujo para que yo lo pueda compartir con mis compañeros en la escuela.

¡Muchas gracias! Los quiero mucho! _____



Conexión en el Hogar

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Una de esas desiciones es encontrar un Héroe que me pueda ayudar. Vamos a hacer un dibujo en la parte de atrás de éste papel de un acto de amabilidad que yo haya hecho como al actuar como un Héroe cuando yo haya visto a alguien que esté molestando a otros. Por favor ayudenme a darle un nombre a mi dibujo para que yo lo pueda compartir con mis compañeros en la escuela.

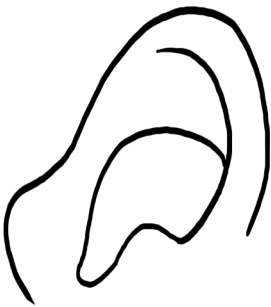
¡Muchas gracias! Los quiero mucho! _____



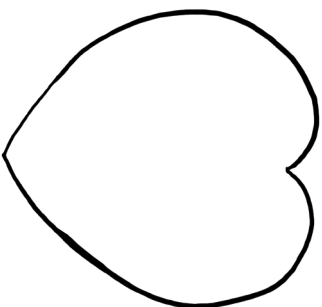
Looks Like...

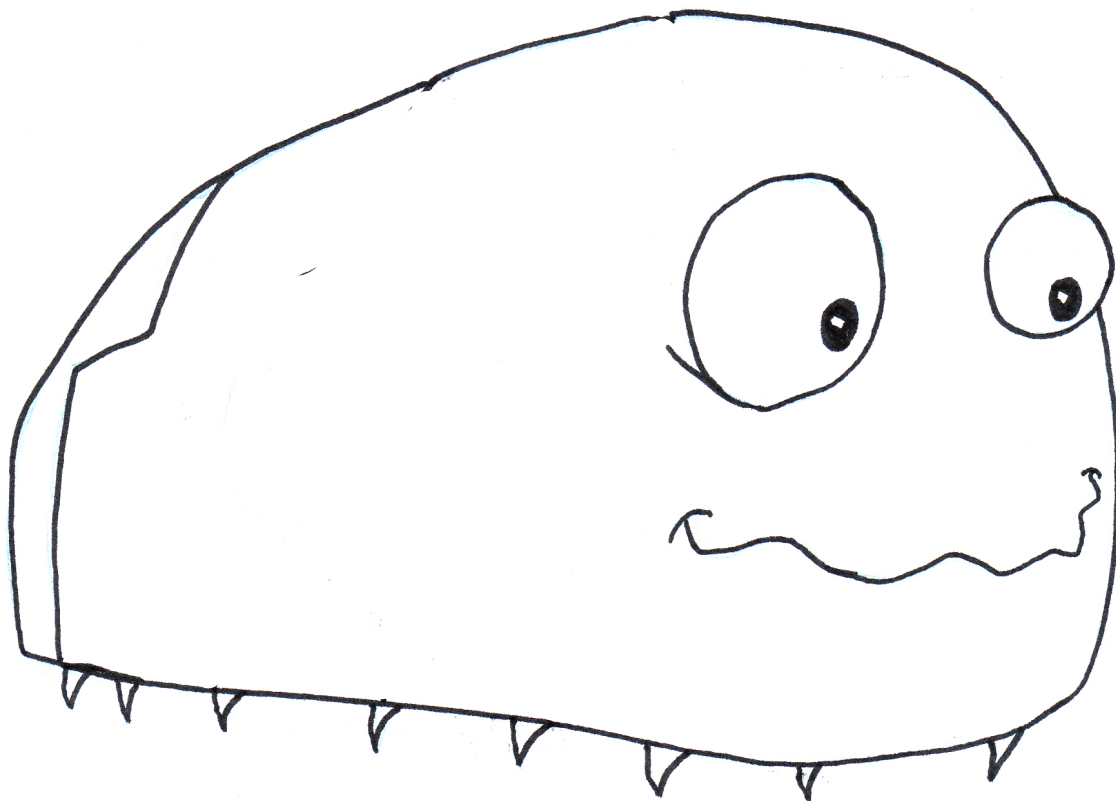
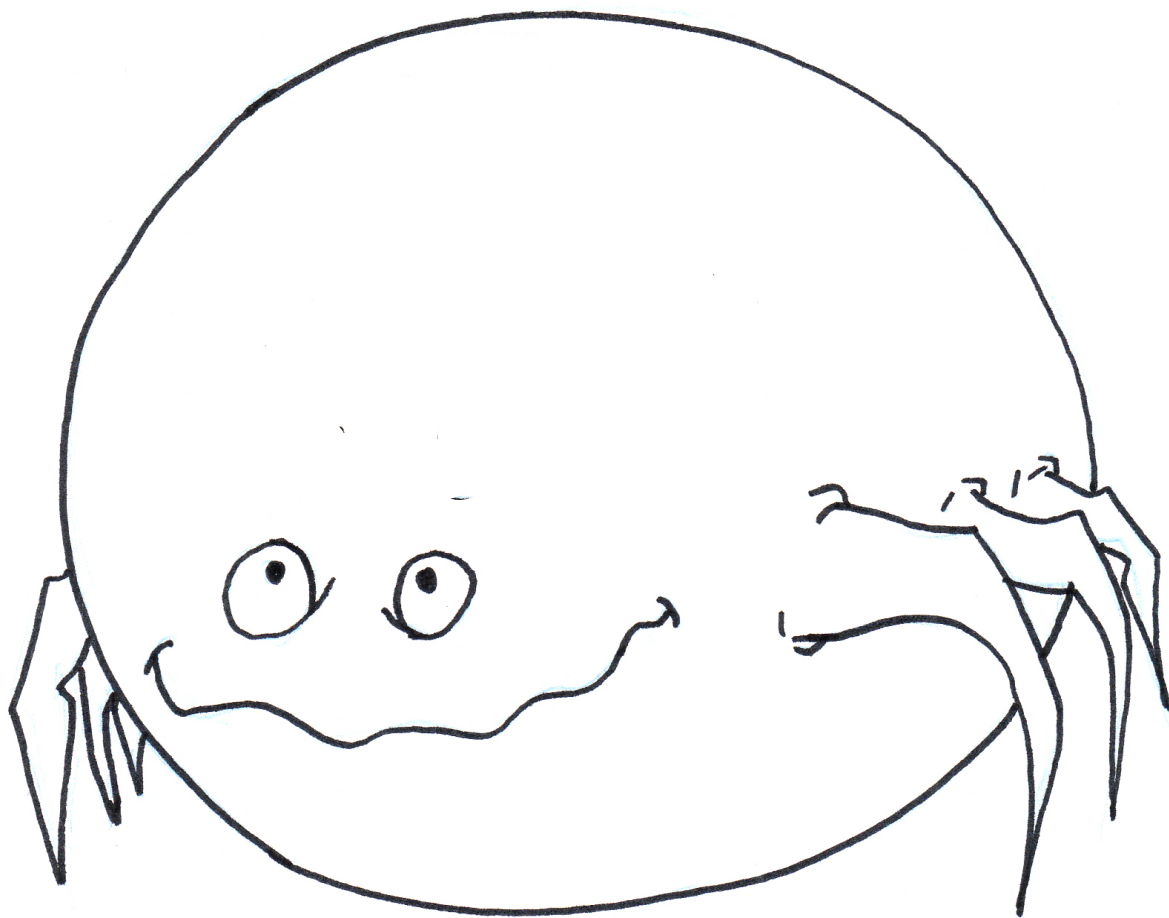


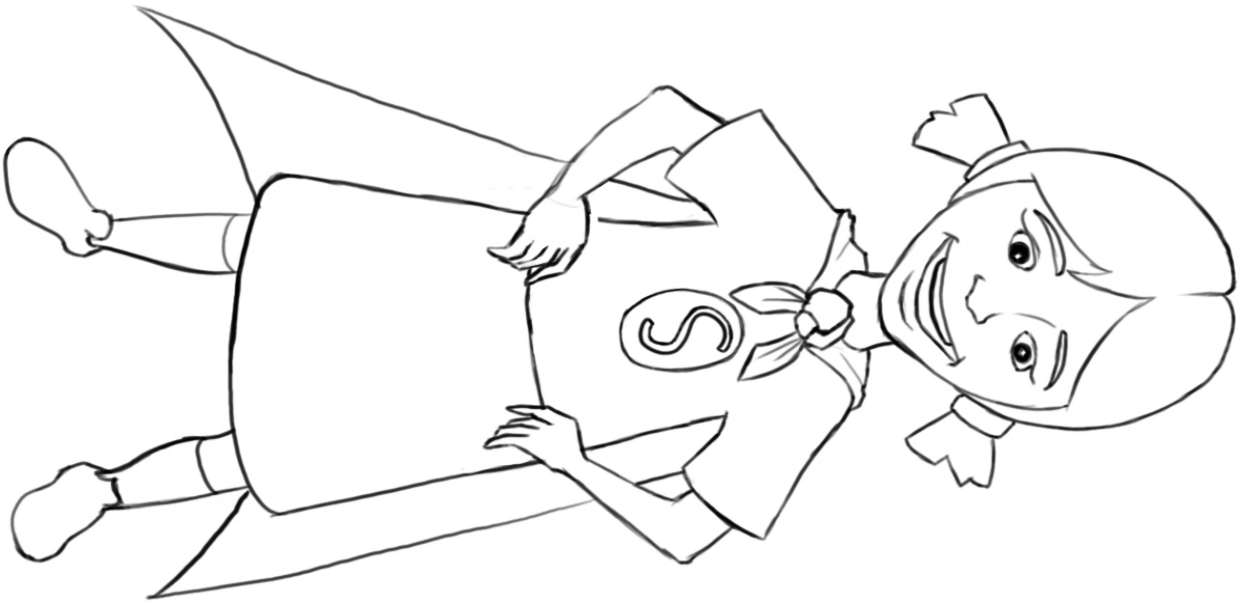
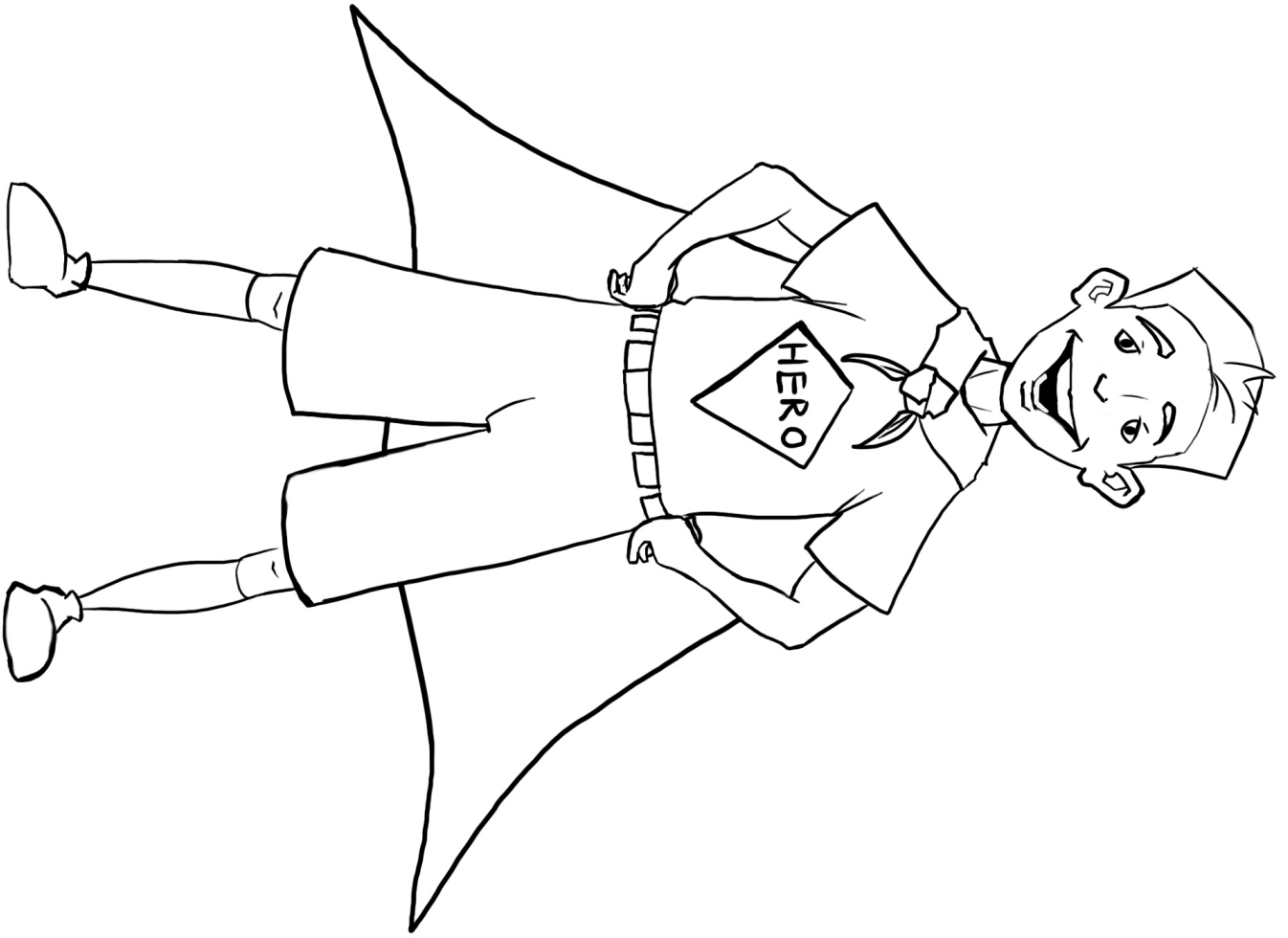
Sounds Like...



Feels Like...







Alexander's Bugs

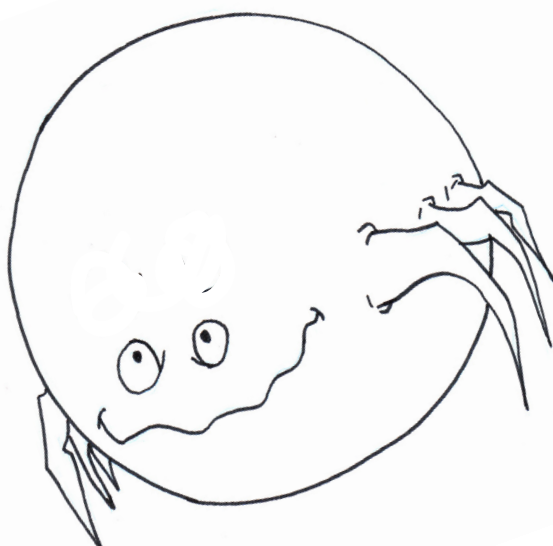
- 1) Gum – Alexander woke up with gum in his hair. He tripped on his skateboard and dropped his sweater in the sink.
- 2) No Toy – Alexander's brothers found toys in their cereal box. Alexander only found cereal.
- 3) Car – On the drive to school, Alexander got scrunched and smushed and felt carsick. Everyone else got to sit by the windows.
- 4) Clock – At school, Alexander's teacher liked Paul's picture better. Alexander sang too loud at singing time and left out sixteen at counting time.
- 5) Number Three – Paul told Alexander that he was only his third best friend.
- 6) Donut – All of Alexander's friends had dessert in their lunch boxes. Alexander's mom forgot his dessert.
- 7) Tooth – After school, Alexander and his family went to the dentist. Alexander was the only one with a cavity and had to go back next week.
- 8) Muddy Child – After the dentist, the elevator closed on Alexander's foot. Anthony made him fall in the mud. Nick called him a crybaby, so Alexander punched him. Alexander got in trouble with his mom for being muddy and fighting.
- 9) Shoes – At the shoe store, Alexander's brothers got the shoes they wanted. Alexander had to get plain old white shoes.
- 10) Phone – At Alexander's dad's office he forgot that he shouldn't play with the copy machine, knocked over the books and made a phone call to Australia. After that, his Dad thought it was a good idea not to have Alexander pick him up anymore.
- 11) Cartoon of Kissing – At home, there were lima beans for dinner and kissing on TV. Alexander hates lima beans and kissing.
- 12) Soap – While Alexander was getting ready for bed his bath was too hot, he got soap in his eyes and his marble went down the drain. He had to wear his railroad pajamas. He hates his railroad pajamas.
- 13) Pillow – At bedtime, Nick took back his pillow, the Mickey Mouse night light burned out, the cat went to sleep with Anthony, and Alexander bit his tongue.

Little Alexander Had a Bug Upon Himself

Sung to the tune of "The Battle Hymn of the Republic"

While pointing to one of the bugs on
Alexander, sing:

Little Alexander had a bug upon himself,
Little Alexander had a bug upon himself,
Little Alexander had a bug upon himself,
He asked a hero for help.



Helpful Heroes

Conflict



Peace

Caring Powers Chill Drill



Builders and Breakers

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 a right to be in a place 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.

Teacher Notes

Preparation

Copies

Home Connection (see page 41)

Materials

Balloon that will blow up easily

Vocabulary word strips

Music

"Be a Builder," from the CD *Be a Builder* (see page 122)

"Sticks and Stones" from the CD *Be a Builder* (see page 142)

Vocabulary

compassion

put-up

put-down

self-esteem

breaker

builder

Lesson at a Glance

Introduction

1. Children Identify With Building Others

Strategy

2. Builders and Breakers
3. "Marco's Balloon"
4. "Marco's Balloon" Processing

Conclusion

5. Be a Builder

Home Connection

6. Thumbs Up

Core Curriculum Objectives and Standards

Objectives

Identify and describe different feelings in themselves and others.

Standards

7010-0201 Express strong feelings constructively.

Introduction

Music

Tie in the 3 Cs

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

Talking Points

1. Children Identify With Building Others

Gather the children together in a circle while playing the song “Be a Builder,” from the CD *Be a Builder*.

- 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.
- We will be exploring how to be “builders” by using Caring Powers to treat one another with caring and compassion.
- Throughout the year we’ll 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.

Empower students to understand that they are the ones who can control their self-esteem. No one can make them feel a certain way, but there are certain Caring Powers we can use in our classroom to ensure everyone feels safe. Empower the students to understand that everyone has a right to feel safe no matter where they are.

Strategies

Ask

What is a put-down?
What are some examples?
Breakers are people who use put-downs.

Ask

What is a put-up?
What are some examples?
Builders are people who use put-ups.

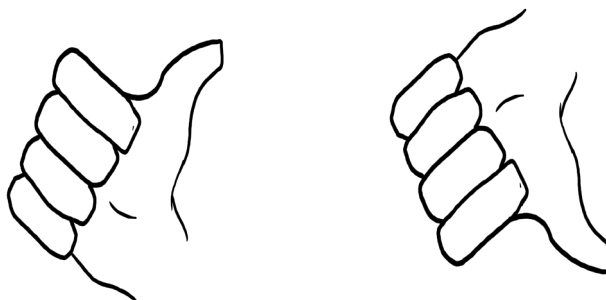
Compare

What would this balloon look like if it were full of put-ups?
What would this balloon look like if it were full of put-downs?

Thumbs-Up

3. “Marco’s Balloon”

Children respond to the story of “Marco’s Balloon” by giving a thumbs-down each time they hear a put-down that Marco allows to lower his self-esteem, and a thumbs-up each time they hear a put-up that Marco allows to raise his self-esteem (see a printable page of the story “Marco’s Balloon” on page 37).



Marco's Balloon

6:45 a.m. Marco wakes up and feels good about himself. He is excited for the first week of school! *(Inflate the balloon halfway.)*

7:00 a.m. Marco gets out of bed and walks toward the bathroom. He discovers that his sister is already there. She screams at him not to open the door. He hears his mom call to him, "Marco, you leave her alone and stop picking on her." *(Let air out of the balloon.)*

7:30 a.m. Marco's dad reminds him that he didn't rake the leaves as he had promised. *(Let air out of the balloon.)*

8:00 a.m. Marco meets his friends on the way to school. They plan to meet after school to ride bikes. *(Blow up the balloon.)*

9:00 a.m. Marco goes to class. The teacher asks for his homework. He tells her that he forgot to do it. The teacher reminds him that he will receive no homework credit for that day. *(Let air out of the balloon.)*

10:30 a.m. Marco meets his friends during recess. One of the other boys teases him about staying after school to help his teacher yesterday. Marco is getting tired of his bullying. *(Let air out of the balloon.)*

10:45 a.m. Marco goes to recess. He is a team leader. He knows he is a good player. When it is his turn to kick the ball, he kicks a home run. All the kids cheer. *(Blow up the balloon.)*

3:00 p.m. Marco meets his friends to play. Marco bumps another boy accidentally. Even though he is sorry, his friends tell him not to play anymore. *(Let air out of the balloon.)*

4:00 p.m. Marco gets home in time to set the table and take out the trash. *(Blow up the balloon.)*

5:30 p.m. Marco's mom and dad get home early. On the table there is a package for Marco and a cake with candles. It's his birthday. *(Blow up the balloon.)*



Question Ideas

4. “Marco’s Balloon” Processing

- Who were some builders in Marco’s day?
- What did they do to build him up?
- How did Marco feel when his self-esteem was built up?
Thumbs-up, balloon big.
- How did Marco feel when his self-esteem was broken down?
Thumbs-down, balloon flat.
- What could Marco have done to take care of himself when something happened which caused his self-esteem to lower?
Show flat balloon.
- What would happen if Marco never took care of himself?
- How would having good self-esteem help Marco avoid choices that break him or others?
- Use the balloon to show how put-downs can easily bounce off of a balloon that is inflated but can flatten a balloon that has little air in it.
- What are some things Marco could have done or did do to build his self-esteem (or help his own balloon get bigger)?
- Choose a part of Marco’s day where you would give him a put-up to help build his self-esteem balloon. You would be helping Marco take care of himself.
- What would you do?
- How do you feel now that you have helped build up Marco?
- What does your self-esteem balloon look like?
- What will you do to change your feelings when you feel like Marco?

Application Questions

Conclusion

Music

3. Be a Builder

Students learn the words to the song, “Be a Builder.”

Home Connection

Prepare

4. Thumbs Up

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families. Please have students check either the “Enjoy at home” or “Please return” box.



Additional Ideas

Pass the Apple

Have students sit in a circle. Pass around an apple. As students receive the apple they are to think of (not say out loud) a time when someone said a hurtful word to them, and hit the apple lightly on the floor. Continue until everyone gets a chance and the apple returns to the teacher. The teacher holds up the apple and asks the students if the apple looks hurt on the outside. The teacher cuts the apple open and shows the bruises that have resulted. The teacher asks the students if the apple looks hurt on the inside. The teacher asks the students if they have ever been hurt on the inside when hurtful words were said to them.

Music

Play the song “Sticks and Stones” from the CD *Be a Builder*.

Ask

- What choice do we have when a breaker tries to break us?
- How can we not let their words hurt us?

Reading

In a reading book, have students identify the characters in a book that are builders and specifically identify what they have done to build others. Tell students that you will be quietly watching for their thumbs-up or thumbs-down so you will know when they have found a builder or a breaker in the book.

Class Reading

O'Neill, Alexis, *The Recess Queen*

O'Neill, Alexis, and Laura Huliska-Beith. *The Recess Queen*. Gosford, N.S.W.: Scholastic, 2006.

- Using the story *The Recess Queen*, tell students that they will hear a story that has “builder” words and “breaker” words.
- Instruct students to say “ouch” when they hear a hurtful word in the story and instruct them to say “aah” when they hear a healing word.
- You might continue emphasizing the thumbs-up or thumbs-down theme or continue with the balloon inflation theme.
- Instruct them to STOP and THINK about how they feel after each kind of word.
- As students identify healing words, write them down on a chart. Discuss the choice of characters who used hurtful words, and brainstorm possible options to take.

Class Post Office

Create a class post office where each child has his or her own mailbox. Have pencils and paper (perhaps in the shape of a balloon) available for students to send balloon letters (or pictures) that build each other up and only use healing words.

Writing

Have students keep a journal of put-ups they gave or that were given to them throughout the day.

Put-Up Journal or Dictionary

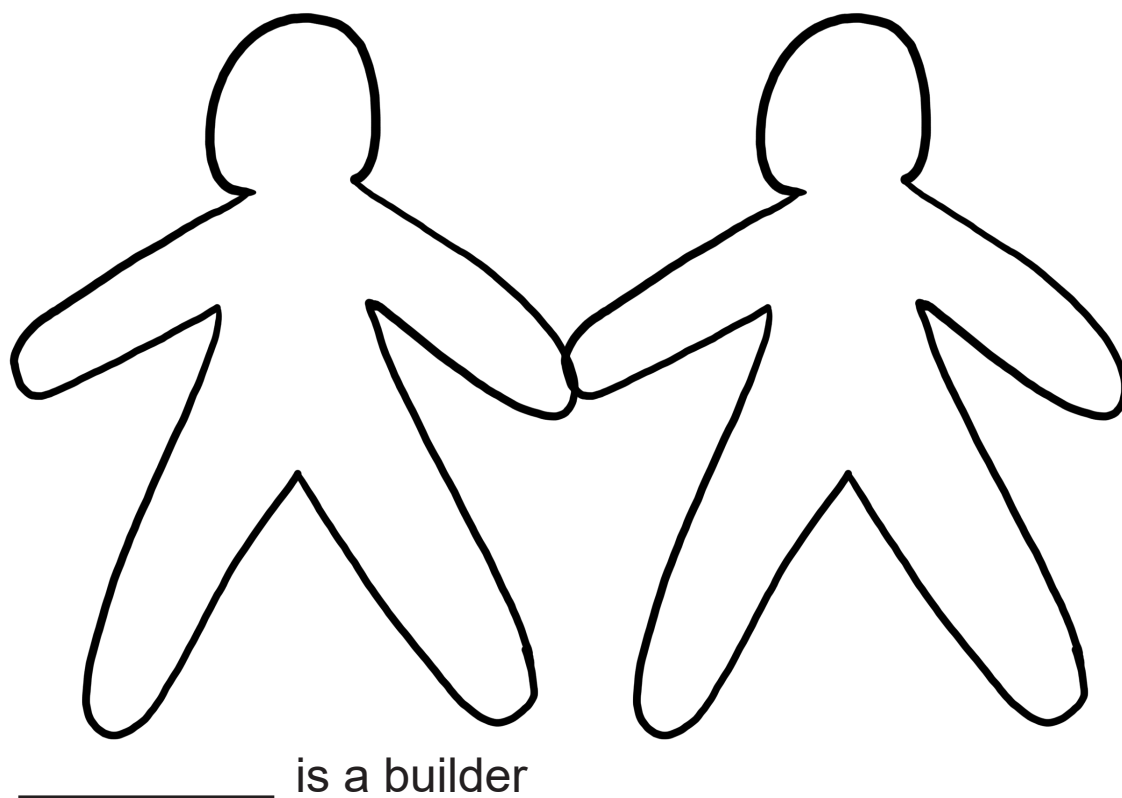
Consider creating a class dictionary or bulletin board of put-ups students can consider using throughout the day.



Art**Paper Dolls**

Have students create builders by adding details to a paper doll (see page 43) using pencil crayons or construction paper. Have each child write his or her name in the sentence, “(Name) is a builder” on the front of his or her doll. Post the paper dolls so that their hands are joined together under the title, “We Are Builders!”

Example





Home Connection

Dear Family,

Today I learned that I have a right to be in a place where I feel safe. Feeling safe means that I know my feelings and my body are safe. When I help others feel safe, I am building them up or giving them a *put-up*.

This thumbs-up sign tells me that what I do is building others up. Each time you hear me give a put-up, please remind me to color in a thumb. When I am all done, I want to bring it back to school for a special thumbs-up from my teacher!

Thank you! I love you!





Conexión en el Hogar

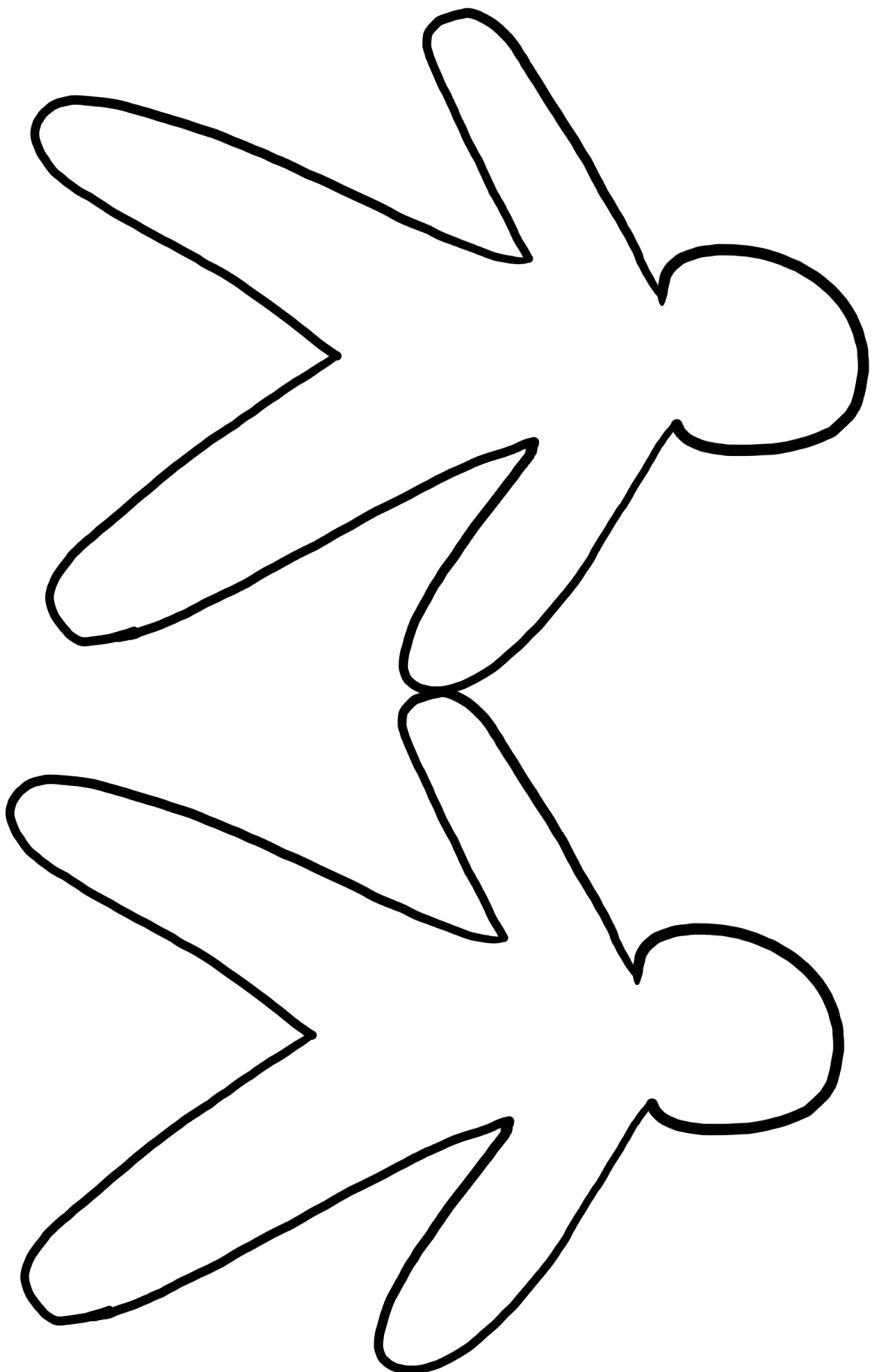
Querida Familia,
Hoy aprendí que yo tengo el derecho de estar en un lugar en donde yo me sienta seguro. El sentirme seguro significa que yo se que mis sentimientos y mi cuerpo están seguros. Cuando yo ayudo a otros a sentirse seguros le estoy ayudando a sentirse bien.



Estos dedos hacia arriba me dicen que lo que yo estoy haciendo en animar y ayudar a otros. Cada vez que tu me oigas que estoy ayudando a alguien, por favor acuerdame que tengo que colorear un dedo hacia arriba. ¡Cuando ya haya terminado, quiero llevarlo de regreso a la escuela para que mi maestra (o) me diga que he hecho lo correcto!

¡Gracias! ¡Los quiero! _____





_____ is a builder

_____ is a builder

Compassion

Put-up

Put-down

Self-esteem

Breaker Builder

Making Smart Choices for Me I STOP'D



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

Teacher Notes

Preparation

Copies

- Home Connection (see page 58)
- Stop and Think signs for each student (see page 55)

Materials

- Class size Stop and Think sign (see page 60)
- I STOP'D Powerpoint

Music

- "Take a Stand" from the CD *Take a Stand* (see page 143)
- "My Friend" from the CD *Be a Builder* (see page 138)
- "I'll Be Nice" from the CD *Be a Builder* (see page 138)
- "Be A Builder" from the CD *Be a Builder* (see page 122)
- "Friendship Song" from the CD *Something Good* (see page 130)
- "Chill" from the CD *Something Good* (see page 125)

Vocabulary

win-win	stop	options
brainstorm	think	plan

Lesson at a Glance

Introduction

1. Make a "Stop and Think Sign"

Strategies

2. What Would You Do?
3. Introduce I STOP'D
4. Review I STOP'D

Conclusion

5. Ordering the I STOP'D Process

Home Connection

6. Take Home Stop Sign

Core Curriculum Objectives and Standards

Objectives

Students will have the skills to solve problems.

Standards

- Standard 1: The students will learn ways to improve mental health and manage stress.
- Standard 3: The students will understand and respect self and others related to human development and relationships.

Introduction

Cut and Color

Story 1 Slides
Talking Points

1. Make a “Stop and Think” Sign

- Play “Chill” while each student traces, colors, cuts and tapes an individual Stop and Think sign to a Popsicle stick for use during the lesson.
- Have students take the sign home as their Home Connection.

2. What Would You Do?

Story 1.

- You and your friend are at the store. Your friend takes a candy bar off the shelf and eats it without paying for it.
- What do you do first?
- There is a magic time between something happening around us and our reaction to it. What makes us different from animals is that we do not need to immediately react.
- We can teach ourselves to stop. Stopping helps us to remember what is the right thing to do. Stopping helps us remember what is the kind thing to do.
- What do you think it means to STOP?
Raise your hand to make a “stop” sign with arm lifted and palm flat pushing outwards; hold a small paper stop sign with the other hand, like a traffic cop.
- What do you think it means to CHILL?
Take a deep breath and blow out.
Play the song “Chill” from the CD *Something Good*.

(Sipe, James W., and Don M. Frick. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. New York: Paulist Press, 2009. pp. 97-98.)

- Ask thinking questions; don't try to solve the problem yet.
- What can happen to you and your friend?

If you are with someone who makes a wrong choice, the law says that you can get into trouble too if you don't tell someone in charge and try to stop them.

- Why do you think the friend took the candy?
He or she might be hungry.
He or she might not have been not taught right from wrong.
He or she wants to show off.
He or she thinks you approve.
- What would happen if everyone took things and did not pay for them?

Story 2

- The bell rings and recess is over. Your friend stays on the playground and does not line up.
- What do you do first?
Lead the children in using the “stop” and “think” signs.
- How long does it take to stop and think?
As fast as 2 seconds!
- Stopping and chilling does not take a long time.
You might act out stopping in slow motion to show a humorous way of stopping, and then make a big yawn and lean against the board, pretending to take a nap.



- How fast do you think we could stop and chill on the playground?
- Let's pretend we are on the playground and the bell just rang.
- Let's practice stopping and chilling in two seconds.
Ask thinking questions; don't try to solve the problem yet.
- What can happen to you if you decide to stay and play with your friend?
- What are some reasons your friend might not have come when the bell rang?
He or she did not hear the bell.
He or she did not get a turn on favorite equipment.
He or she feels sad and wants to be alone.
He or she is hurt and needs help.
He or she wants to not obey.
- Do we know why your friend is late for the bell?
- Could it be for a good reason?

Story 3

- You and your friend are playing at recess. Another friend wants to play. Your friend says no.
- What do you do first?
Lead the children in using the "Stop" and "Think" signs.
Ask thinking questions; don't try to solve the problem yet.
- What can happen if you choose not to include the new friend?
- Why might your friend not want to include him or her?
- How would you feel if you were not included in a play group?

3. Introduce I STOP'D

Use the PowerPoint provided with this lesson.

Note: When the presentation is opened in PowerPoint Normal Mode, notice the accompanying notes. Please do not read these notes to students. There is basic information and more advanced information accompanying each slide. The teacher may choose the depth of training that is appropriate for the students. Use your own "voice" and examples when using the presentation.

Talking Points:

- After we have thought about the reasons for the problem, it is time to think about a solution.
- The funny word I STOP'D helps us remember how we can make a smart choice.
- It is an acronym. Each letter in the word stands for the first letter of another word. It is a tool people use to help them remember something important like what to do when we STOP and THINK!
- Another acronym is PTA (Parent Teacher Association).

Optional Review Questions:

- What do you remember about Alexander and his bugs?
- What were some of the things that Alexander did when he had bugs?
- He had lots of choices to make.
- I STOP'D helps us stop and make smart choices when we have bugs to solve by ourselves.

References and additional ideas.

The book *Getting to Yes* emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym I STOP'D in their original form:

STOP-CHILL



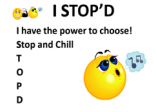
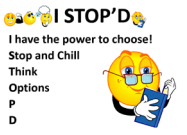
1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.

Subsequent references will appear as (Fisher, page number).

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. Boston: Houghton Mifflin. pp. 15-81.

The book, *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, has taken the principles in *Getting to Yes* and transformed them into a complete year-long school curriculum that addresses each element of the Prevention Dimensions acronym I STOP'D in exhaustive detail. Please refer to this publication for comprehensive lessons. This PowerPoint is meant to be an overview. Subsequent references will appear as (Bodine, page number).

Bodine, Richard J., Donna K. Crawford, and Fred Schrupf. *Creating the Peaceable School: a Comprehensive Program for Teaching Conflict Resolution*. Champaign, IL: Research Press, 2002



Talking Point:
We already know what I and S and T stand for.

Talking Points:

- Options are all the things we can think of that we could choose to do.
- When we think of these options, it is called "brainstorming."
- Making a choice can happen very, very fast in our head, like when we choose what to wear in the morning.
- We can take hours and hours if it is a very important decision that parents must make – like buying a house.

Explore Options:

- Let the class choose one of the previous three stories to focus on.
- Explore options in a quick, casual, manner (they will learn to do longer, group brainstorming sessions in Lesson 5).
- Ask yourself, "What would a builder do?"
- This entire process should take the class less than five minutes to talk through together, because the choices they are making are really 10-second decisions.

Advanced Discussion:

Brainstorming options can go a lot faster when we are older if we make "kindergarten decisions" now. We can decide we won't do things that we know will hurt us.

Ask:

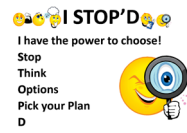
- What are some things we can decide right now we will never do?
- So if you are with a friend who steals a candy or offers you alcohol, do you need to make a list of options and try to decide what to do?

Share:

After the children share their commitments, share with them your experience with making "kindergarten decisions" and how your life has been better because of those decisions you made as a young child.

Reference:

Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving in*. Boston: Houghton Mifflin, 1991," pp. 56-80.



Ask:
Which plan do you want to try first?



Ask:
What do we do then?
Do it!

Optional:

Use the duplicate slides to explore another problem.



Conclusion

Ordering Games

Music

Home Connection

Prepare

Additional Ideas

Storytime

5. Ordering the I STOP'D Process

Use the large class-sized I STOP'D word strips (starting on page 54), or make enough small copies for each pair of students to have a set to cut out and practice putting in order on their own. Consider timing students, using them as memory prompts in larger groups, or any other simple game.

Listen to a song such as "Take a Stand" from the CD *Take a Stand*; "My Friend," "I'll Be Nice," or "Be a Builder" from the CD *Be a Builder*; or "Friendship Song" from the CD *Something Good*.

6. Take Home Stop Sign

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families. Please have students check either the "Enjoy at home" or "Please return" box.

This longer story could be used in place of the shorter scenarios in the accompanying PowerPoint presentation.

Molly and Brenda Breaker

Molly was six years old. Molly had a favorite friend, Brenda Breaker. Molly spent most of her time with Brenda Breaker. Poor Molly found it very hard to STOP and THINK when she was with Brenda Breaker!

The first time I met Molly was the first week of school. Brenda Breaker dared Molly to race down the hallway to get to the swings first.

Molly just ran as fast as she could by pushing through her classmates and knocking down other kids!

Molly's friend Brenda Breaker told her everyone would think it was funny to play a joke and pull out her neighbor's chair so she fell on the floor.

During art time, Brenda Breaker dared Molly to try to throw her crumpled scrap paper into the garbage can. She missed and left the paper all over the floor.

Brenda Breaker needed some scissors. She told Molly to take Tiffany's or Andrew's scissors while they were getting their drink after lunch.

Guess what? Molly took the scissors! When Allen told on Molly, she kicked him! Oh, no! Poor, poor Molly! She always did what Brenda Breaker told her to do.



Another Ending

Discuss an alternative ending to “Molly and Brenda Breaker.”

Game

Three in a Row

Students tape the Friendship Three in a Row grid to the corner of their desk (see page 57). When they do an activity they can share it with the class and cross off the corresponding square. Reward those who get three in a row or a blackout.

Reading

Have your students use the I STOP'D approach when they come across a conflict in any of the books you read as a class. Share a book from your classroom library that has a conflict in it.

- Choose a story book.
- Read half the book.
- Identify the setting (where it happens).
- Name the character who is having a problem.
- Name the problem.
- STOP and THINK about what could be win-win about the problem.
- Brainstorm out loud possible solutions to the problem.
- Tell which solution you think the character should use.
- Draw a picture that shows your solution to the problem.
- Finish reading the story.
- Did your solution match what really happened? Which solution did you like better?



**I have the power
to choose!**



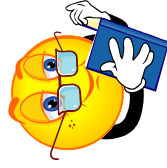
Stop and chill



Think it through



Options

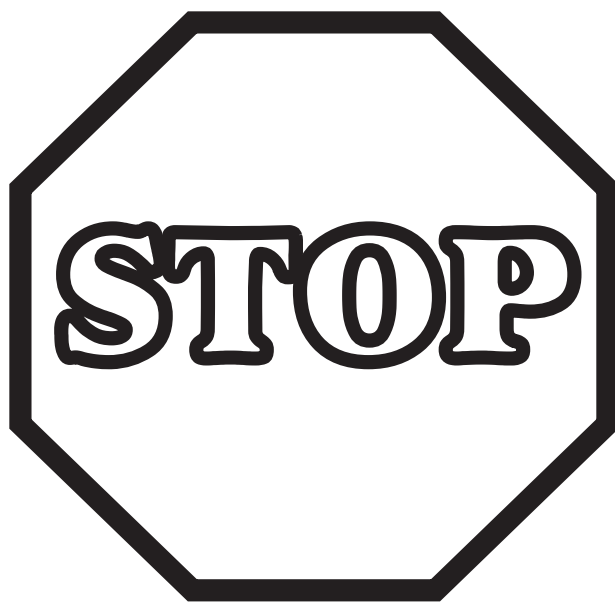
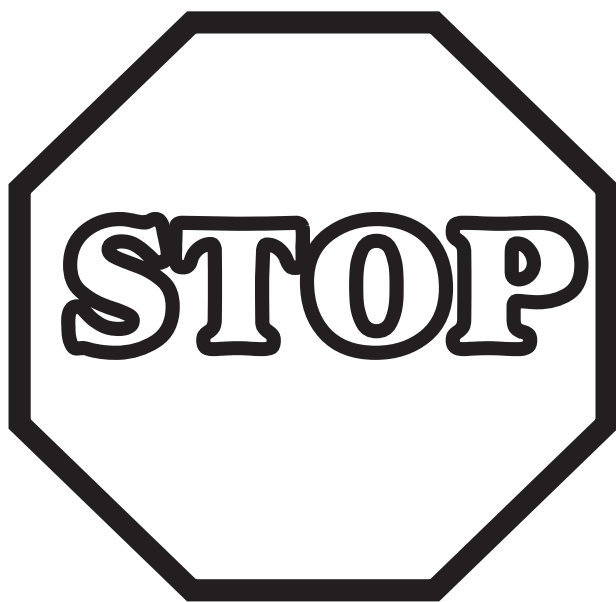
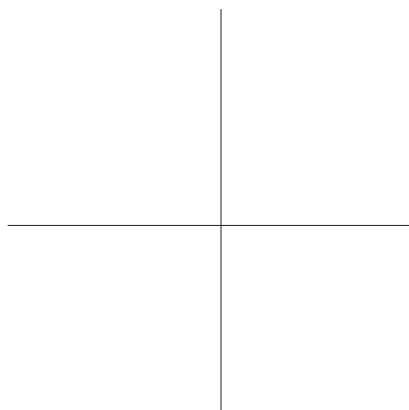
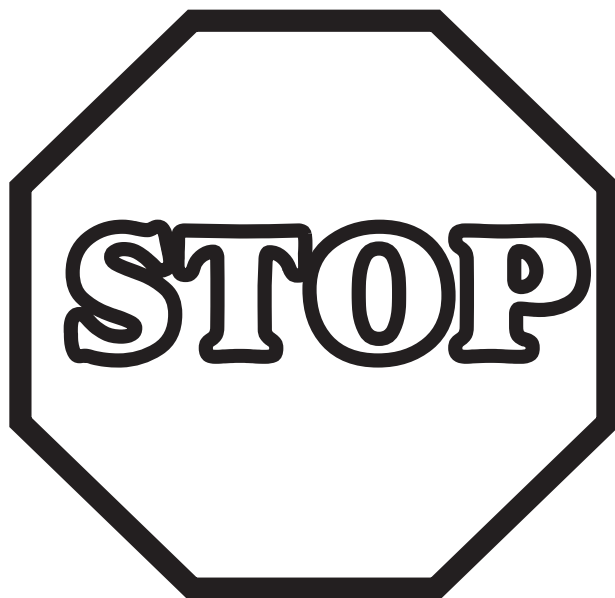
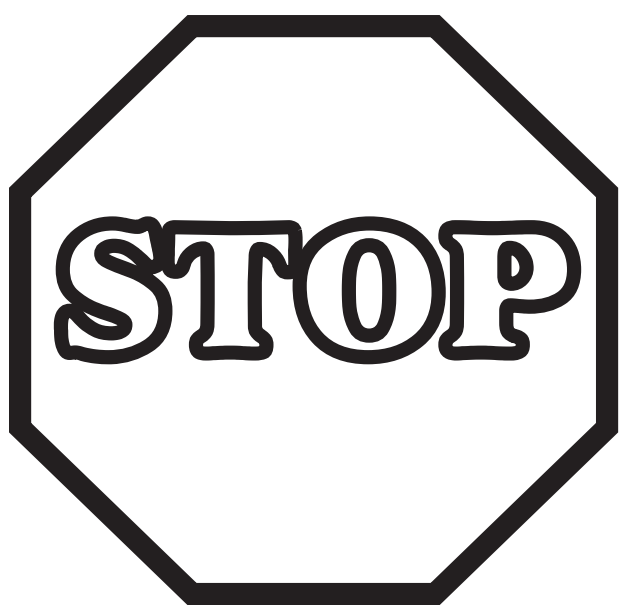


Pick your plan

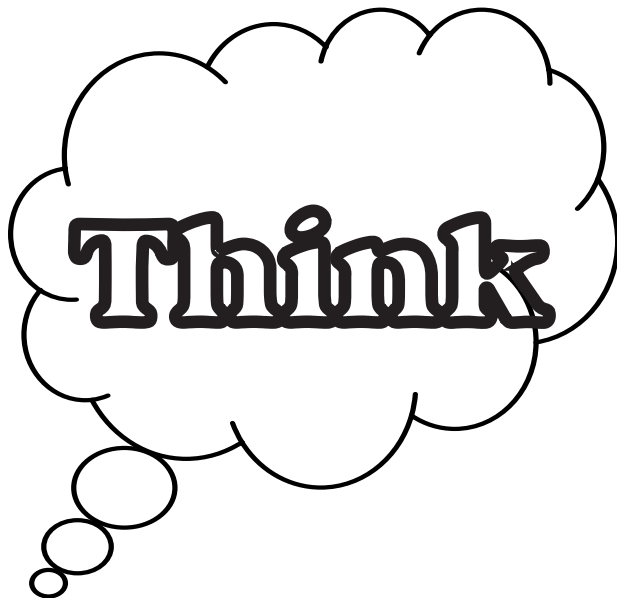
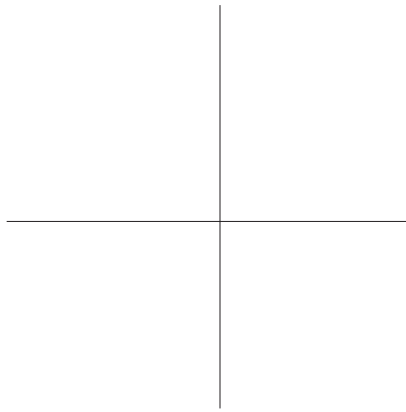


Do and decide





These "Stop and "Think" signs can be copied back to back. Copy the "Stop" page. Turn the copied paper over and copy the "Think" page. Students can use the two-sided paper for coloring, game playing and processing the I STOP'D skills. There is another version of these signs on page 18.



These "Stop and "Think" signs can be copied back to back. Copy the "Stop" page. Turn the copied paper over and copy the "Think" page. Students can use the two-sided paper for coloring, game playing and processing the I Stop'D skills.

Friendship Three in a Row

Use an “I” message if you need to talk to a friend.	Be a caring helper by helping a friend solve a problem using I STOP'D.	Help a friend when they're hurt.
Get a caring helper to help a friend with a problem after you tried to help.	(Fill in your own)	Play a game fairly with a friend.
Make a new friend.	Think of a win-win option while you are playing.	Decide on a new plan if one you tried did not work out.

Friendship Three in a Row

Use an “I” message if you need to talk to a friend.	Be a caring helper by helping a friend solve a problem using I STOP'D.	Help a friend when they're hurt.
Get a caring helper to help a friend with a problem after you tried to help.	(Fill in your own)	Play a game fairly with a friend.
Make a new friend.	Think of a win-win option while you are playing.	Decide on a new plan if one you tried did not work out.



Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. I have a responsibility to treat others with kindness. That means I can solve my own problems without hurting others' feelings or bodies. Please help me to use my new skills when I am at home by guiding me through the process of I STOP'D when I have a problem to solve.

I have the power to choose.
Stop and search the problem.
Think it through.
Options work best if they are win-win.
Pick a plan.
Do it, then decide if it worked.



Please help me find a special place where I can hang my I STOP'D sign so I will remember to try to find a solution where everyone wins.

Thank you! I love you!



Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. I have a responsibility to treat others with kindness. That means I can solve my own problems without hurting others' feelings or bodies. Please help me to use my new skills when I am at home by guiding me through the process of I STOP'D when I have a problem to solve.

I have the power to choose.
Stop and search the problem.
Think it through.
Options work best if they are win-win.
Pick a plan.
Do it, then decide if it worked.



Please help me find a special place where I can hang my I STOP'D sign so I will remember to try to find a solution where everyone wins.

Thank you! I love you!



Conexión en el Hogar

Querida Familia,

Hoy aprendí que tengo el derecho de estar en un ambiente en el cual yo me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad. Eso significa que yo puedo resolver mis propios problemas sin herir los sentimientos de otros o sus cuerpos.

Por favor ayúdame a usar mis nuevas habilidades cuando yo esté en casa al guiarme a través del proceso de PARAR cuando tengo un problema que resolver.

Yo tengo el poder de escoger.
Parar y buscar el problema.
Pensar en el.
Pensar en opciones en las que todos ganemos.
Escoger un plan.
Llevar a cabo el plan, y entonces decidir si funcionó.



Por favor ayúdame a encontrar un lugar especial en donde pueda colgar mi signo de PARAR, para que pueda recordar que tengo que encontrar una solución en la cual todos ganen.

¡Gracias! ¡Los quiero!



Conexión en el Hogar

Querida Familia,

Hoy aprendí que tengo el derecho de estar en un ambiente en el cual yo me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad. Eso significa que yo puedo resolver mis propios problemas sin herir los sentimientos de otros o sus cuerpos.

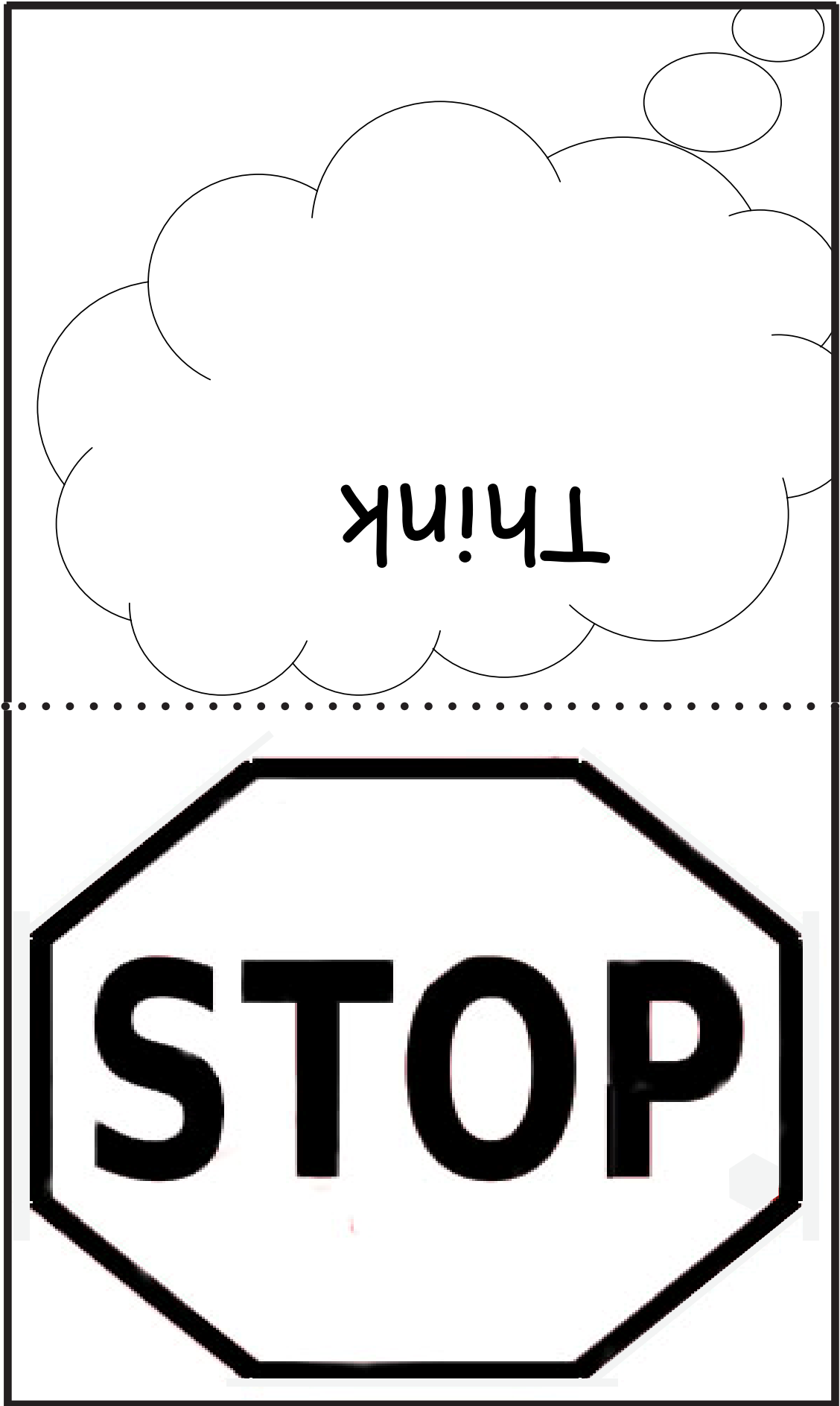
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Yo tengo el poder de escoger.
Parar y buscar el problema.
Pensar en el.
Pensar en opciones en las que todos ganemos.
Escoger un plan.
Llevar a cabo el plan, y entonces decidir si funcionó.



Por favor ayúdame a encontrar un lugar especial en donde pueda colgar mi signo de PARAR, para que pueda recordar que tengo que encontrar una solución en la cual todos ganen.


¡Gracias! ¡Los quiero!





Making Smart Choices for Us We STOP'D

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 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.

Teacher Notes

Preparation

Copies

Home Connection (see page 66)

Materials

- crayons
- We STOP'D PowerPoint (included with this lesson)

Music

"Children of Many Colors" from the CD *Be a Builder* (see page 124)

Vocabulary

- | | |
|-----------|-----------------|
| alike | unique |
| different | characteristics |

Lesson at a Glance

Introduction

1. Solving a Bug From the Class Bug Jar

Strategy

2. Using We STOP'D to Solve the Problem

Conclusion

3. Celebrate

Home Connection

4. Practice We STOP'D at Home

Core Curriculum Objectives and Standards

Objectives

The Utah State Office of Education core objectives and standards are being rewritten and will be included in this section when they are completed.

Introduction

We STOP'D



1. Solving a Bug From the Class Bug Jar

Use the WE STOP'D PowerPoint as a template for solving a class bug from the bug jar (see lesson 4).

Talking Points:

- We each have bugs, and different Helpful Heroes can help us solve our bugs.
- One of the Helpful Heroes we can use is our class when we have a class bug.
- You can use I STOP'D for your own bugs, and we can use We STOP'D for our class bugs.

Solve a bug:

Guide the children through the We STOP'D class meeting process and solve a bug from the class Bug Jar or a bug that you have noticed.

Focus on the 3Cs:

Help students understand and state clearly:

- 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.

Other ideas the teacher may want to use:

The book *Getting to Yes* emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym We STOP'D in their original form:

1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.

Subsequent references will appear as (Fisher, page number).

Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving in*. Boston: Houghton Mifflin, 1991. 15-81.

The book, *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, has taken the principles in *Getting to Yes* and transformed them into a complete year-long school curriculum that addresses each element of the Prevention Dimensions acronym We STOP'D in exhaustive detail. Please refer to this publication for comprehensive lessons. This PowerPoint is meant to be an overview. Subsequent references will appear as (Bodine, page number).

Bodine, Richard J., Donna K. Crawford, and Fred Schrupf. *Creating the Peaceable School: a Comprehensive Program for Teaching Conflict Resolution*. Champaign, IL: Research Press, 2002

2. Using We STOP'D to Solve the Problem

Ask:

I need at least six people to raise their hands, so when I point you will tell me what one letter stands for.

Ask:

If something isn't working in the group you are in and you decide not to do anything about it, what might happen?

Someone else could make a choice to solve the problem, and we might not like it.

How does making smart choices as a group give everyone power?

If we help solve the problem, then we can make a decision we like.

If we never did anything about the class bug we have, what could happen to the good feeling we have in our class?

Ask:

What often happens if people in your group don't get along (this is called "having a conflict")?

- The members get angry.
- The group breaks up even if they don't want to.
- The group can't meet its purpose, such as a team winning basketball games, friends having fun, classes learning.

What would happen if the group had a way of stopping and chilling?

The group could know how to immediately resolve conflict, and therefore continue to meet its purpose to win, to have fun, or to learn.

Strategy



What can we use as our class way of stopping and chilling?

Have a regular class meeting.

Reference:

Sipe, James W., and Don M. Frick. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. New York: Paulist Press, 2009.

Ask:

- What am I doing to make the problem?
- How am I feeling?
- How would I (or the class) feel if the problem was solved?

Focus on the 3Cs:

Help students understand and state clearly:

- 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.

Advanced Discussion:

Communication means how we talk to each other while solving a problem. How we communicate can either create a huge boulder that keeps us from solving the problem or make a bridge to understanding. "You" messages create boulders.

Ask:

- What do you think I mean by a "you" message?
- What is a statement that starts with "you"?

"You always get to choose." "You never have to take your turn." "You think you are..."

- On the other hand, what do you think I mean by an "I" message?

"I feel frustrated when I haven't had a turn to..." "I feel misunderstood when I am blamed for..."

Talking Points:

Things we can communicate with "I" messages:

- Feelings ("I feel...when you...")
- Wants ("I want to...")
- Interests ("I am interested in...")
- Contribution to the problem ("I am part of this problem because I...")

Ask:

Who can we ask for ideas that might fix our problem?

- Wise people
- Others who have solved the problem before
- Objective criteria like school rules
- Each other!

Why is it important not to say mean things about someone else's idea?

Focus on the 3 Cs:

Help students understand and state clearly:

- 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.

Advanced Discussion:

We call this process brainstorming. Can you imagine a storm in your brain? It's a whole bunch of ideas that come from everywhere.

Talking Points for a Brainstorm:

- Write the problem on the board so everyone can focus on it
- Encourage wild ideas
- Absolutely no criticism of ideas
- Record ideas on the board
- "Invent options for mutual gain" is the technical term for what is otherwise known as thinking win-win (Fisher, 56-80).





Conclusion

Home Connection

Prepare

Additional Ideas

Prepare

Ask:

- Which options have a plan where everyone wins?
- Which options encourage cooperation?

Focus on the 3 Cs:

Help students understand and state clearly:

- 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.

Advanced Discussion:

Talking Points for After a Brainstorm:

- Star the most promising ideas.
- Try to make ideas better by using phrases like "What do you like best about that idea?...How might it be better?" (Fisher, 61-63).

Ask:

- How are we going to actually do our plan?
- When are we going to look at our solution and decide if it is working or not?

3. Celebrate

- Take a moment and appreciate each other for working together to solve a problem.
- Have the children pat themselves on the back or shake their neighbor's hand to indicate their willingness to do the plan.

4. Practice We STOP'D at Home

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families. Please have students check either the "Enjoy at home" or "Please return" box.

Venn Diagram

Draw a Venn diagram on the board labeled with two students' names. (See the Home Connection on page 68 for an example.)



Participation

Have these two children stand in the front of the room and face their classmates.

Ask

- Which one of these students do you think is ____?
- Which is ____?
- How did you know?
- What if I turned them around so you couldn't see their faces? Could you still tell who is who? How?
- Do they both have hair?
- What is unique about each student?

Fill in

- A Venn diagram helps us see how we are different and how we are the same.
- It is useful for finding common solutions, and assists the We Stop'D process in a visual way.

Use responses to fill in the Venn diagram.

Apply

- How are people alike in some ways and different in other ways?
- Why are differences important?
- How can the Venn chart help resolve a problem?

Tie in the 3 Cs

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

Help students understand and state clearly:

- 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.

Ask

- How can people be unique?
- What would it be like if we all looked the same, talked the same and liked the same things?





Home Connection

Dear Family,

Today I learned that I have the right to live in a beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. By participating in a class meeting, we help our class community stay peaceful. Our family is a community too. Having a family meeting to deal with our bugs might help our family stay peaceful, too.

Here are the parts of a Class/Family Meeting. Please help me practice what I have learned.

Thank you! I love you!

We have the power to choose.

Stop and search the problem.

Think it through.

Options work best if they are win-win.

Pick a plan.

Do it, then decide if it worked.



Home Connection

Dear Family,

Today I learned that I have the right to live in a beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. By participating in a class meeting, we help our class community stay peaceful. Our family is a community too. Having a family meeting to deal with our bugs might help our family stay peaceful, too.

Here are the parts of a Class/Family Meeting. Please help me practice what I have learned.

Thank you! I love you!

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Stop and search the problem.

Think it through.

Options work best if they are win-win.

Pick a plan.

Do it, then decide if it worked.





Conexión en el Hogar

Querida Familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad bella y pacífica. Yo tengo la responsabilidad de contribuir a la belleza y a la paz de mi comunidad. Al participar en una reunión con mis compañeros de clase, estamos ayudando a la comunidad de nuestro salón a estar en paz. Nuestra familia es una comunidad también. Tener una reunión familiar para lidiar con las cosas que nos molestan, puede ayudar a tener una familia pacífica.

Aquí están las partes de una reunión familiar/ o de grupo. Por favor ayúdenme a practicar lo que he aprendido.

¡Gracias! ¡Los quiero mucho!

Nosotros tenemos el poder de escoger.

Parar y tratar de resolver el problema.

Pensar en el.

Pensar en soluciones que sean buenas para que todos ganen.

Escoger un plan.

Hacerlo, y decidir si funcionó.



Conexión en el Hogar

Querida Familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad bella y pacífica. Yo tengo la responsabilidad de contribuir a la belleza y a la paz de mi comunidad. Al participar en una reunión con mis compañeros de clase, estamos ayudando a la comunidad de nuestro salón a estar en paz. Nuestra familia es una comunidad también. Tener una reunión familiar para lidiar con las cosas que nos molestan, puede ayudar a tener una familia pacífica.

Aquí están las partes de una reunión familiar/ o de grupo. Por favor ayúdenme a practicar lo que he aprendido.

¡Gracias! ¡Los quiero mucho!

Nosotros tenemos el poder de escoger.

Parar y tratar de resolver el problema.

Pensar en el.

Pensar en soluciones que sean buenas para que todos ganen.

Escoger un plan.

Hacerlo, y decidir si funcionó.





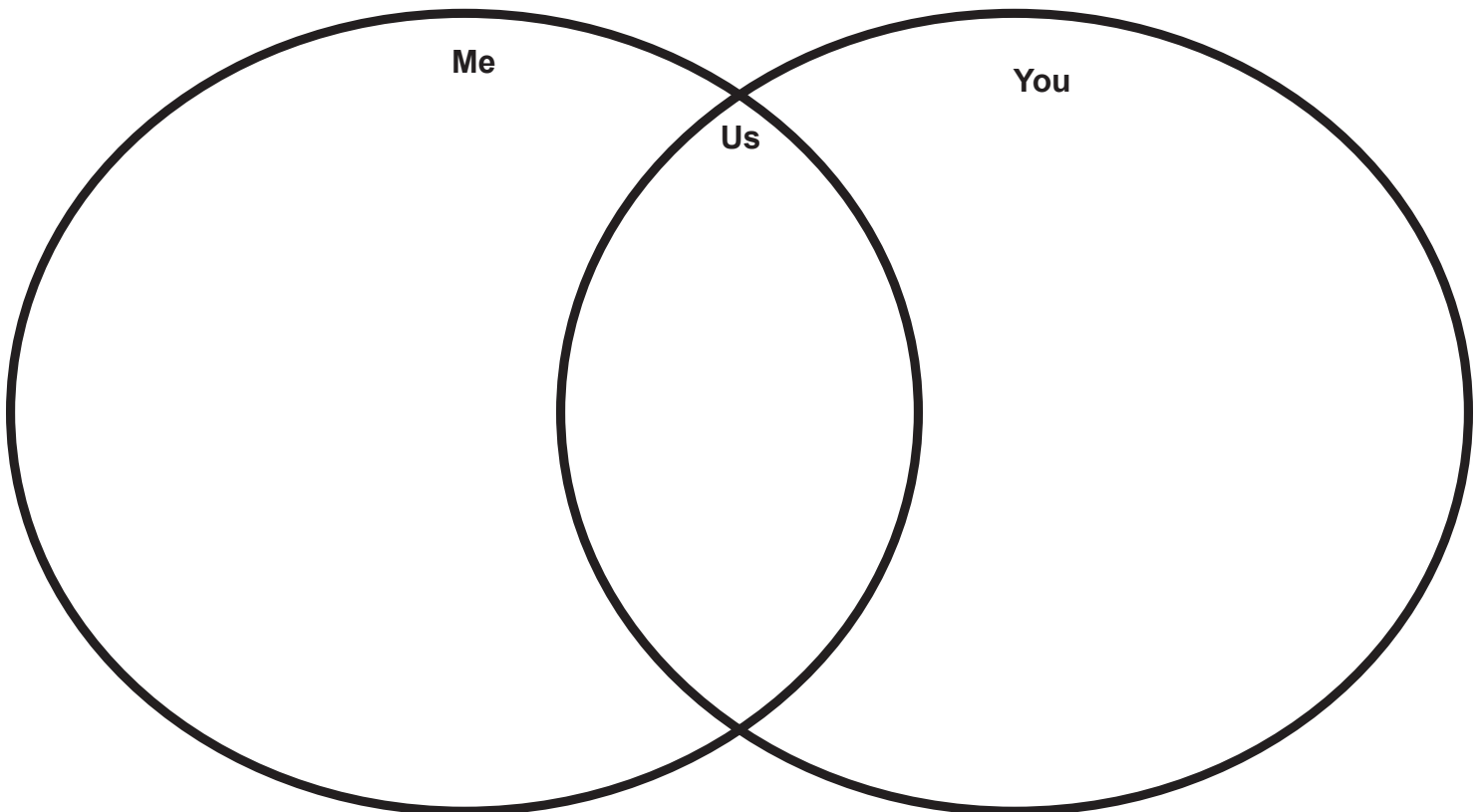
Home Connection

Dear Family,

Today I learned that I have the right to live in a beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. We have a beautiful community when we celebrate everyone's differences. Please help me complete this Venn diagram. I get to see how we are alike and different.

Family member: _____

Student: _____





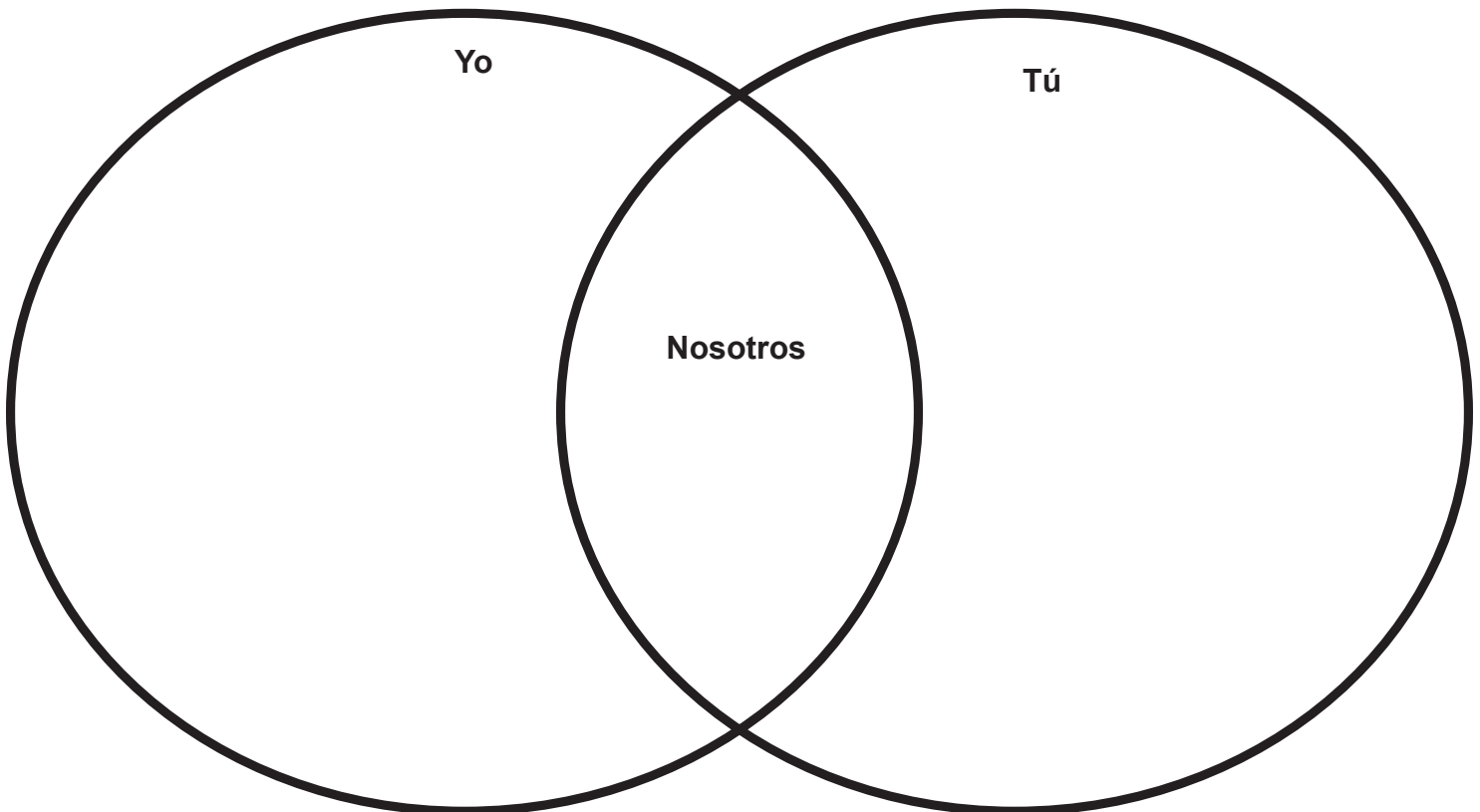
Conexion en el Hogar

Querida Familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad bella y pacífica. Yo tengo la responsabilidad de contribuir a la belleza y a la paz de mi comunidad. Nosotros tenemos una comunidad hermosa cuando celebramos las diferencias de todos nosotros. Por favor ayúdenme a completar este diagram de Venn. Necesito saber como todos somos iguales y diferentes.

Family member: _____

Student: _____



Identifying Our Feelings

More Practice with “I” Messages



Teacher Notes

3 Cs

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

- Face Emotion Cards (see lesson 1 starting on page 6)
- Feelings Wheel (see page 73)

Materials

- two dice for each cooperative learning group
- story of your own choosing from the school media center or classroom library

Vocabulary

emotions	feelings	loving	embarrassed	excited
earful	angry	jealous	lonely	bored
left out	expressions	scared	surprised	hurt

Lesson at a Glance

Introduction

1. Discuss nonverbal expressions.

Strategy

2. Play game, “Follow the Leader” with teacher.
3. Role-play or pantomime different emotions or feelings.

Conclusion

4. In cooperative learning groups play “Show Me” on the Feelings Wheel.

Core Curriculum Objectives and Standards

Objectives

- Students will identify and describe different feelings in themselves and others.

Standards

- 7010-0201** Express strong feelings constructively.

Introduction

Teacher acting

1. Discuss nonverbal expressions.

The teacher expresses these emotions through role play, story (of your own choosing from the school media center or your own library) or pantomime. Use “I” messages as described in lesson 1 to express these emotions.

- | | | |
|-----------|-----------|-------------|
| • fearful | left out | embarrassed |
| • scared | angry | excited |
| • loving | jealous | bored |
| • lonely | surprised | hurt |

Discuss

Talk about feelings and the expressions and how to express them. Expressions can be shown with or without words.

Strategies

Play

2. Play game, “Follow the Leader” with teacher.

- Using Face Emotion Cards, discuss with students various ways people express their feelings.
- Discuss what clues we can see, hear, feel, etc., to know how others are feeling.
- Encourage each student to follow the teacher’s expression and say the feeling word with the stated emotion in the “Follow the Leader” game.

Play

Place students in a circle.

Retell the introductory story or pantomime and instruct students to express story emotions with their faces and body.

Play

3. Role-play or pantomime different emotions or feelings.

- Utilizing Face Emotion Cards, have students role-play or pantomime different emotions or feelings.
- Be certain to use face, body and words.
- Discuss when this emotion has happened to the student.

Tie in the 3 Cs

I care about myself.
I care about others.
I care about community.

- I have a right to live in a healthy and peaceful place.
- I have a responsibility to contribute to the health and peace of the place I am in.

Conclusion

Play

4. In cooperative learning groups play “Show Me” on the Feelings Wheel.

In cooperative learning groups, students take turns rolling dice (2) to select a number on the Feelings Wheel.

- Students share a time when they felt the emotion indicated on the wheel.
- If a student lands on “?” she/he can choose any of the emotions.
- If a student lands on “PD,” the group can suggest an emotion to pantomime.

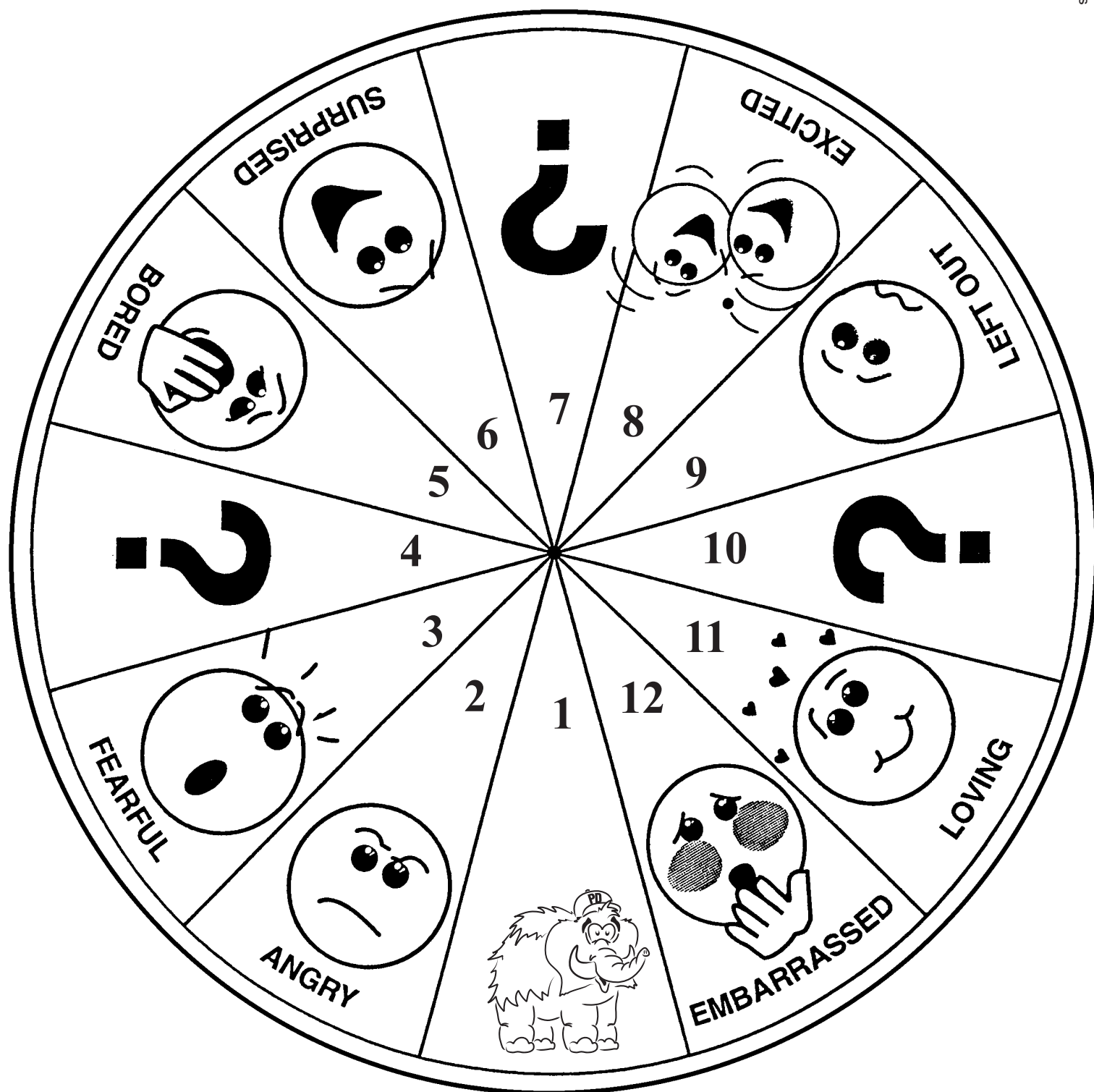


Feelings Wheel

Roll the dice and pantomime the feeling on that number.

The "?" is for you to decide on an emotion to talk about.

When you land on PD, the group gets to suggest an emotion to pantomime.




To make the circle more durable, glue on poster board or large paper.



One of a Kind – “I Can”

More Practice With Builder/Breaker

3 Cs

-  I care about myself.
- I care about others.
- I care about 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.

Teacher Notes

Preparation

Copies

- Worksheets: “Me-Shirt” (see page 80)
- Home Connection, “Me-Shirt” (see page 78)

Materials

- Crayons
- Scissors
- String

Music

- “Step by Step” from CD *Take a Stand* (see page 141)

Vocabulary

strengths abilities talents

Lesson at a Glance

Introduction

1. Students participate in the game, “Physical Characteristics.”

Strategy

2. Teachers and students discuss talents and abilities as “strengths.”
3. Students participate in “Strengths Game” (same as physical characteristics game).
4. Students participate in “I Can” activity.
5. Teach the song, “Step by Step.”

Conclusion

6. Students make paper “Me-Shirt.”

Home Connection

7. Me-Shirt

Core Curriculum Objectives and Standards

Objectives

- Recognize personal abilities, talents, and strengths in themselves and in others.

Standards

- 7010-0102 Recognize and express positive personal qualities and attitudes.

Introduction

Play

1. Students participate in the game, "Physical Characteristics."

Call out general characteristics of people and whoever has that trait stands up. Students may also take turns calling out categories.

Everyone who has _____ stand up.

- | | | |
|-----------------------|------------------|-----------------------|
| • Tennis shoes | Dress shoes | Red on |
| • Clothes on | Is a grandson | Blue on |
| • Blonde hair | Is a son | Laces in their shoes |
| • Brown hair | Is a daughter | Velcro in their shoes |
| • Blue eyes | Likes math | Ate breakfast |
| • Brown eyes | Likes recess | Is wearing sox |
| • Green or hazel eyes | Has a sweater on | Is a granddaughter |

Strategies

Discuss

2. Teachers and students discuss talents and abilities as "strengths."

- What do you remember about being a builder?
- We have talked about many things we have that are alike and different.
- Now we are going to learn about our own personal strengths—things we do well.
- As we focus on our personal strengths, think of how you can use those strengths to be a builder.
- What would it be like if we all liked or did the same things?
- How would a ball game go if we all hit and kicked the ball the same way?
- Why don't we all want to sound the same when we sing?
- If we all played the same games on the playground, would we be happy?

3. Students participate in "Strengths Game" (same as physical characteristics game).

Discuss how each of us is different in his/her thoughts, abilities, and talents and how these can be used to be a builder.

Play the game "Strengths Game" as the "Physical Characteristics Game" using the following prompts.

- | | | |
|---------------------|---------------------|--------------------------|
| • Tap dance | • Wiggle your ears | • Make your own sandwich |
| • Read a book | • Play the piano | • Curl your tongue |
| • Play football | • Draw horses | • Paint |
| • Do karate or Judo | • Play video games | • Tie your own shoelaces |
| • Ballet dance | • Do gymnastics | • Do a cartwheel |
| • Play soccer | • Play Old Maid | • Ride a horse |
| • Ride a bike | • Zip your own coat | |

Tie in the 3 Cs

I care about myself.
I care about others.
I care about community.

I have the right to care about myself.

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

I have a right to be in an environment where I feel safe.

I have a responsibility to treat others with kindness.



4. Students participate in "I Can" activity.

Help develop awareness of students' abilities by allowing them to talk about things they can do.

For example, have each student stand and say something that he/she can do using the words, "I can..."

- We don't do things well at first.
- We learn step by step.

Sing

5. Teach the song, "Step by Step."

Learn the song and sing together

Conclusion**6. Students make paper "Me-Shirt."**

- Distribute the "Me-Shirt" worksheet.
- Ask the students to decorate the shirt with words or pictures that tell things they can do well or like to do.
- Have students cut out the drawings and write their name or nickname on the back of the shirt.
- Display the shirts on a bulletin board or hang a string from one side of the room to the other and use clothespins to hang the shirts.
- You may wish to use the shirt as a "Home Connection." (see page 78).

Home Connection**7. "Me-Shirt"**

Prepare

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.





Home Connection

Dear Family,

I made this "Me Shirt" that describes things I do well. Please talk with me about these and other things I do well.



Home Connection

Dear Family,

I made this "Me Shirt" that describes things I do well. Please talk with me about these and other things I do well.



Home Connection

Dear Family,

I made this "Me Shirt" that describes things I do well. Please talk with me about these and other things I do well.



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Home Connection

Dear Family,

I made this "Me Shirt" that describes things I do well. Please talk with me about these and other things I do well.



Home Connection

Dear Family,

I made this "Me Shirt" that describes things I do well. Please talk with me about these and other things I do well.



Conexión en el Hogar

Querida Familia,

Yo hice esta “Camisa Acerca de Mi” que describe las cosas que yo hago bien. Por favor habla conmigo acerca de otras cosas que hago bien.



Conexión en el Hogar

Querida Familia,

Yo hice esta “Camisa Acerca de Mi” que describe las cosas que yo hago bien. Por favor habla conmigo acerca de otras cosas que hago bien.



Conexión en el Hogar

Querida Familia,

Yo hice esta “Camisa Acerca de Mi” que describe las cosas que yo hago bien. Por favor habla conmigo acerca de otras cosas que hago bien.



Conexión en el Hogar

Querida Familia,

Yo hice esta “Camisa Acerca de Mi” que describe las cosas que yo hago bien. Por favor habla conmigo acerca de otras cosas que hago bien.



Conexión en el Hogar

Querida Familia,

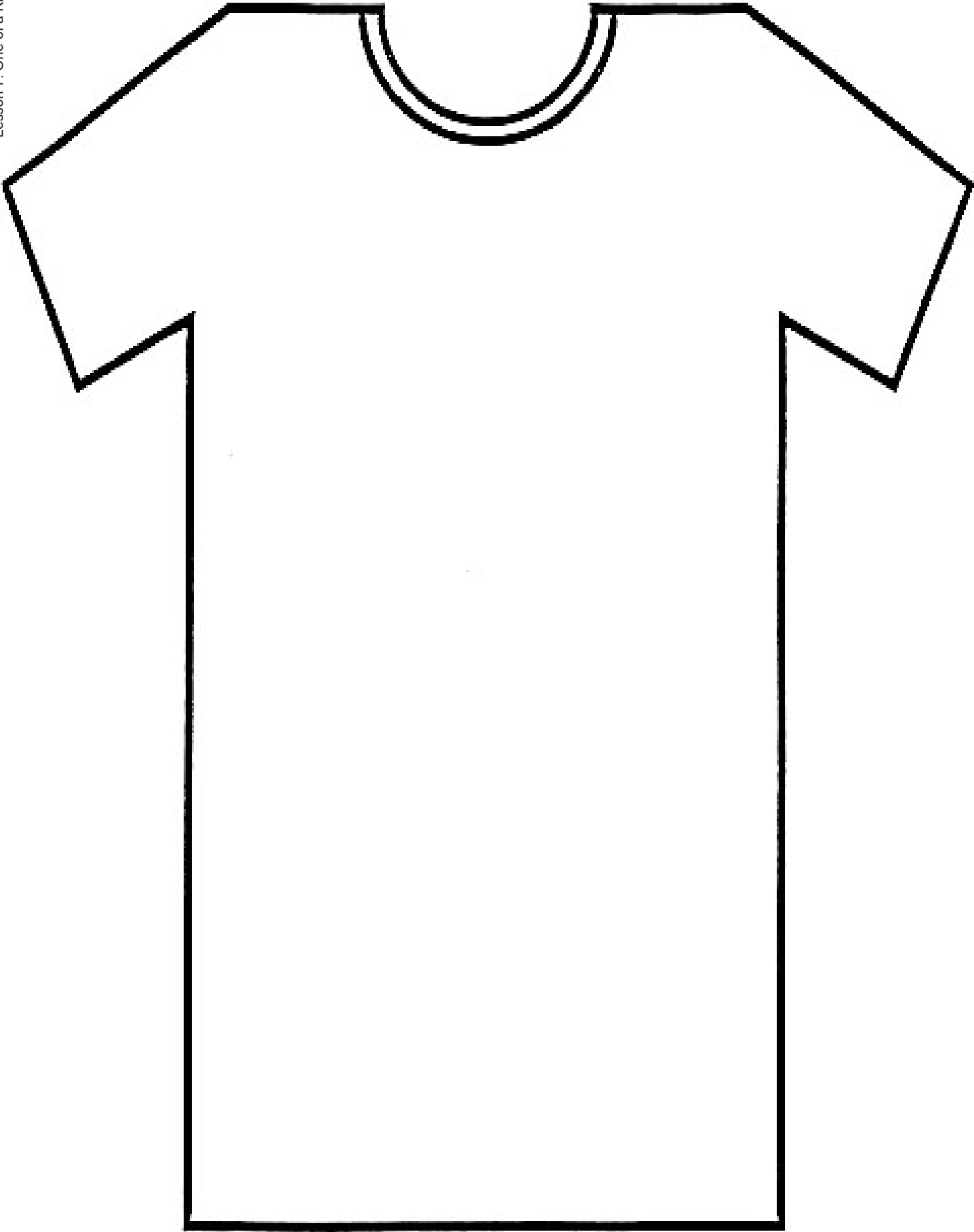
Yo hice esta “Camisa Acerca de Mi” que describe las cosas que yo hago bien. Por favor habla conmigo acerca de otras cosas que hago bien.



Conexión en el Hogar

Querida Familia,

Yo hice esta “Camisa Acerca de Mi” que describe las cosas que yo hago bien. Por favor habla conmigo acerca de otras cosas que hago bien.



Me Shirt

Healthy and Unhealthy Behaviors

More Practice With Bugs



Teacher Notes

3 Cs

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

Materials

Butcher paper graph or graph drawn on board

Graphic cards: “Healthy and Unhealthy Behaviors” (see page 83 and page 84)

Books: Berenstain, Stan. *The Berenstain Bears and Too Much TV*. New York: Random House, 1992.

Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears and Too Much Junk Food*. New York: Random House, 1985.

Other books from the classroom or library that talk about healthy behaviors.

Vocabulary

healthy
unhealthy

Lesson at a Glance

Introduction

1. Discuss a Berenstain Bears book or another selection.

Strategy

1. Use graphic cards “Healthy and Unhealthy Behaviors” and make a classroom chart.
2. Discuss chart.

Conclusion

3. Healthy behaviors help me be happy and get rid of bugs.

Core Curriculum Objectives and Standards

Objectives

Students will identify healthy and unhealthy behaviors.

Standards

- 7010-0303 Practice proper care of the body.
- 7010-0602 Explain why a variety of foods should be included in diets.

Introduction

Read

Strategies

1. Discuss a Berenstain Bears book or another selection.

Read a Berenstain Bears book or another selection.
Discuss healthy and unhealthy choices and behaviors from the book.

2. Use graphic cards “Healthy and Unhealthy Behaviors” and make a classroom chart.

Draw the following chart on butcher paper or on the board.

Healthy						
Unhealthy						

Place graphic cards “Healthy and Unhealthy Behaviors” in a box and have a student select a card. The student decides where on the chart to place the card.

Brainstorm and Discuss

- What ideas about things that bug us do you remember?
- What bugs do we invite when we don't brush our teeth?
- What bugs do we invite when we don't get enough sleep?... or eat too much junk food?... or use alcohol?
- What other healthy or unhealthy behaviors that are not listed on the chart.
- How many healthy items/activities did we think of?
- How many unhealthy items/activities did we think of?
- Did we think of more healthy or unhealthy items/activities? How many more?
- Which will make us feel better? Why?
Healthy activities keep us well and make us grow stronger.
- How does making smart decisions about healthy behaviors help us get rid of bugs?



Tie in the 3 Cs

I care about myself.
I care about others.
I care about community.

I have the right to care about myself.

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

Taking care of my body by making healthy choices is a smart thing to do.

Conclusion

3. Healthy behaviors help me be happy and get rid of bugs.

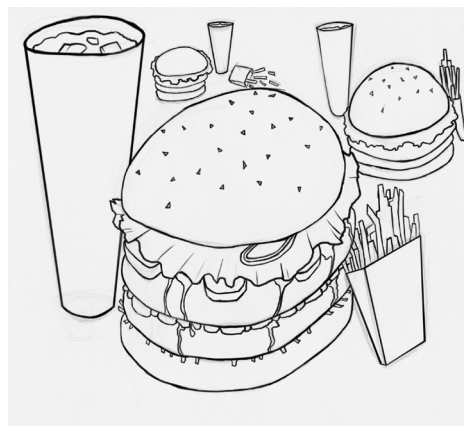
Emphasize that healthy behaviors –

- promote growth.
- promote and maintain healthy bodies.
- create healthy relationships.
- help people feel happy.
- help people keep bugs away.
- create safe and peaceful communities.





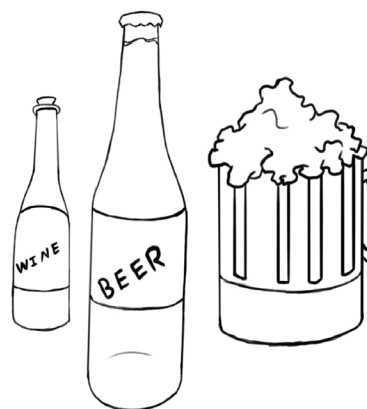
Dancing



Too Much Junk Food



Exercising



Drinking Alcohol



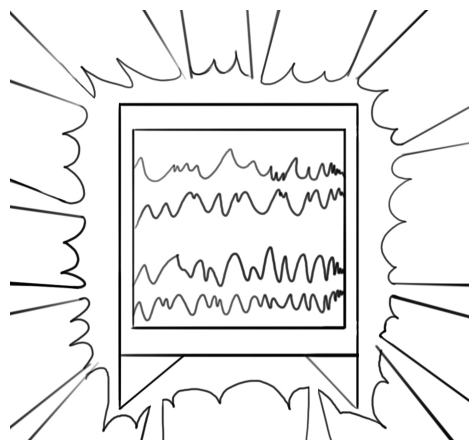
Brushing Teeth



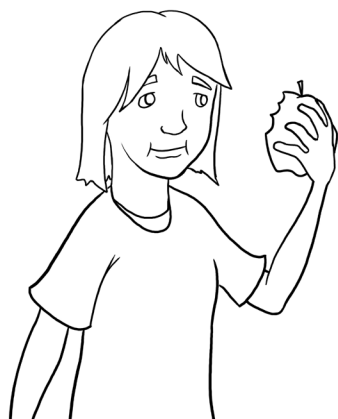
Not Enough Sleep



Smoking



Too Much TV



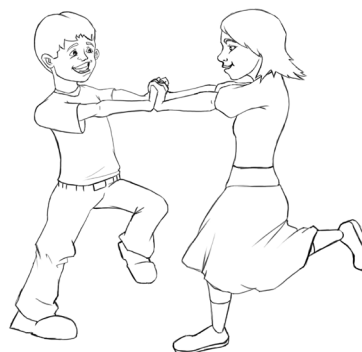
Eat Healthy Food



Violence



Doing Homework



Playing With Friends

Stress

More Practice With Stop and Chill



3 Cs

- ☞ I care about myself.
- I care about others.
- I care about 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.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Materials

Teacher Resource Sheets:

- “Stress Breakers” (see page 87)
- “Let’s Go on a Bear Hunt” (see page 88)

Stories: Find stories in the media center such as

Roberts, Tom, David Jorgensen, and Peter Christen Asbjørnsen. *The Three Billy Goats Gruff*. Edina, MN: ABDO Pub., 2005.

Pinkney, Jerry, Jacob Grimm, and Wilhelm Grimm. *Little Red Riding Hood*. New York, NY: Little, Brown, 2007.

Jones, Christianne C., and Kyle Hermanson. *Chicken Little*. Mankato, MN: Picture Window Books, 2011.

Hillert, Margaret, and Irma Wilde. *The Three Little Pigs*. Chicago: Norwood House Press, 2007.

Music

“Be a Builder,” from the CD *Take a Stand* (see page 125)

Teacher Notes

Vocabulary

- stress
- situation

Lesson at a Glance

Introduction

1. Read, tell or role-play one of the listed stories or one of your own.

Strategy

2. Discuss or role-play stressful situations or bugs in the story.
3. Learn to manage stress by using stress breakers.
4. Play “Let’s Go on a Bear Hunt.”

Conclusion

5. Sing “Chill” and review stress breakers.

Core Curriculum Objectives and Standards

Objectives

Students will identify, recognize and express feelings.

Standards

7010-0102 Recognize and express positive personal qualities and attitudes.

Introduction

Strategies

Discussion

1. Read, tell or role-play one of the listed stories or one of your own.

2. Discuss the stressful situations or bugs in the story.

- Explain that all living things experience stress. It is okay to be afraid, anxious, or “uptight” at certain times.
- Discuss stressful situations; e.g., fire drill, earthquake drill. Help children understand that stress is normal.
- Discuss causes of stress—fear, being tired, too much work, etc.

3. Learn to manage stress by using stress breakers. (See resource sheet “Stress Breakers” on page 87).

Review the steps to “chill” in ISTOP”D (see lesson 4).

- Chill
- Take a deep breath and blow out like inflating a balloon
- Make a face with a smile.
- Step back from the situation.

Discussion

Describe the following situations and the coping skills students might use to manage the stress involved.

- Playground bully
Talk to a trusted adult
- Fear of the dark
Remember the good times, deep breathing
- Thunder and lightning
Listening to soothing music
- Being lost
Deep breathing, head roll
- Being alone
Deep breathing, rag doll, listening to soothing music
- Moving to a new school
Dead roll, deep breathing, play a fun game with others

Play Game

4. Play the game “Let’s Go on a Bear Hunt”

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

3 Cs

I care about myself.

I care about others.

I care about my community.

Conclusion

Sing

Sing “Chill” together as a class.

Discussion

Review some of the many ways to feel good that are healthy and good for us when we are having a bad day.

Reinforce that when we work through stressful situations, we’re okay and we enjoy life.



Stress Breakers

Discuss with the students some of the things they might feel in their bodies when they have bad or upset feelings. Examples: *tight muscles, headache, perspiration, shaky knees, stomach ache, etc.*

Direct the students in one or more the following exercises:

Head Roll (relaxes the neck muscles and increases circulation)

Instruct students: Close your eyes, sit up straight in your chair, roll your head slowly in a complete circle first one way and then the other.

Rag Doll (relaxes the body and and increasees circulation)

Instruct students: Stand next to your seat, close your eyes, slowly bend forward at the waist, let your upper body and arms dangle for a count of ten, straighten up slowly.

Rest Break. (Use a radio or other audio playback device.)

Instruct students: Put your head down on the desk, close your eyes, breathe regularly and deeply – in and out, listen to soft music while remaining in this position, pay attention to nothing but the music.

Deep Breathing (relaxes the body and mind.)

Instruct students: Sit or stand comfortably, take a long deep breath, blow the air as if inflating a balloon. Repeat three or four times.

Play a game for fun!

Remember Good Times (relaxes the mind)

Instruct students to remember something that happened to them that made them very happy, think about it, and talk about it to someone if that is comfortable.

Talk It Out

Instruct students to talk to a trusted adult or family member. If something worries them, tell the adult about it.

Teach one of your favorite stress relievers.

Other ideas to create personal stress breakers.

- | | |
|-------------------------|-------------------------|
| • Exercising | • Visiting grandparents |
| • Playing with friends | • Drawing |
| • Talking with a friend | • Singing |
| • Listening to music | • Reading |
| • Writing in a journal | • Sports |

Let's Go on A Bear Hunt!

Lead this class game. Students are to copy the motions of the teacher as the story progresses.

Let's go on a bear hunt!

We'll leave the cabin and start our walk.

(Open cabin door and slap hands on your knees to make a walking noise.)

Oh, look! I see a wheat field. Can't go around it. Can't go under it.

Have to go through it. All right! Let's go.

(Make hands push aside the wheat. Return to walking.)

Oh, look! I see a river. Can't go around it. Can't go over it.

Have to go through it. All right. Let's go.

(Pretend to swim and then return to walk.)

Oh, look! I see a bridge. Can't go around it. Can't go under it.

Have to walk across it. All right! Let's go.

(Pound chest and then return to walk.)

Oh, look! I see some mud. Can't go around it. Can't go under it.

Have to go through it. All right! Let's go!

(Make sucking noise with cupped hands and return to walk.)

Oh, look! I see a cave. It's a big cave. Let's go inside. All right! Let's go.

(Close eyes and put hands out in front.)

It's dark in here! I feel something! It's furry! Oh, oh! It's a bear! Run back the way we came!

(Slap knees fast and loud, not saying anything but going back through all the previous motions separated by slapping knees – hands in front, make sucking noise with cupped hands, pound chest, swim, push aside wheat.)

I'm tired of running. I'm going to climb a tree to see if we are safe.

(Pretend to climb and look.)

I see him coming! Better climb down and run again!

(Pretend to climb down and slap knees again, run through the wheat field, open the cabin door and slam it shut.)

WHEW! We're home safe!

(Wipe brow, take a deep breath and blow it out.)

Poisons, Toxins and Pollutants

More Practice With Bugs and I STOP'D



Teacher Notes

3 Cs

- ☞ I care about myself.
- I care about others.
- I care about 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.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies

Home Connection (see page 92)

Materials

Pictures or empty packages of medicines, cigarettes, detergent, paint, hair spray, cleaners, etc. (found in the home).

Vocabulary

substances	chemicals	poison
medicine	pharmacist	

Lesson at a Glance

Introduction

1. Identify household substances and their use.

Strategy

2. Talk about various forms of medicine.
3. Discuss people from whom it is safe to take medicines.

Conclusion

4. We should ask for adult help and use smart choices when using household substances and using medicines.

Home Connection

5. Talking about household substances and medicines.

Core Curriculum Objectives and Standards

Objectives

- Compare harmful and helpful substances.
- Identify substances that can be both helpful and harmful.

Standards

- 7010-0202 Identify various helpful and harmful substances.

Introduction**Explain****1. Identify household substances and their use.**

Today's lesson will focus on chemicals found in the home that can be helpful and harmful.

Using these chemicals with foolish choices will result in bugs.

Show

Show pictures or empty containers of various household products.

Discuss

- What is the substance used for?
- Is the substance safe to eat?
- Is it okay to touch or smell or use the substance without the permission and help of an adult?
- What might happen if you touched the substance or used it by yourself without an adult's permission?

Strategy**2. Talk about various forms of medicines.****Discuss**

- Please name some household products and medicines found in your home.
- When we use smart choices to use these products, how can they help us feel happy?
- What could happen if these products are used with foolish choices? What kinds of bugs might people have if they use these products foolishly?
- Bathroom—nail polish and remover, hair spray, cleaning products, lotion, prescription medicines
- Kitchen—oven cleaner, dishwasher detergent, cleaning products, vitamins, nonprescription medicines, other medicines
- Garage—gasoline, insecticides, paints, oil, windshield washer fluid, other vehicle fluids
- Laundry room—detergent, bleach

List the above substances on the board. When the list is complete, start at the top and ask the students the following questions:

- What is the substance used for?
- Is the substance safe to eat or smell?
- Is it okay to touch or use the substance without the permission and help of an adult?
- What might happen if you used a foolish choice and touched the substance or used it by yourself without an adult's permission?
- Certain things can be harmful when smelled, tasted, touched, gets on your skin or is eaten.
- How could this substance become a poison to you or cause bugs?

3. Discuss people from whom it is safe to take medicines

Use the "Stop and Think" cards from lesson 4 when discussing these ideas.

Who are people from whom it is safe to take medicine?

- Parent
- School nurse
- Doctor
- Grandparent
- Pharmacist



Where are some unsafe places where we might find medicine?

- On the ground
- In a medicine cabinet, without an adult to be sure we are taking the drug safely
- From a stranger
- From a friend who is not an adult
- In someone's desk
- In someone's purse

Why is it not safe to take medicines from those places?

- We may not be able to identify the medicine.
- We won't know to whom the medicine belongs.

Why is it important to get help when we need to take medicine?

- We need to be sure to take the correct amount, and we may need help measuring the medicine.
- We need to be sure to take the medicine at the right times.

Tie in the 3 Cs

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

- 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.

Conclusion

4. We should ask for adult help and use smart choices when using household substances and using medicines. We should only use household substances with the assistance of an adult.

Discuss

We should only take medicine from our parents or other responsible adults.

Have students draw a picture on the Parent Share Sheet of what they learned about household substances and medicines.

Have students take home the Parent Share Sheet.

Home Connection

Prepare

5. Talking about household substances and medicines.

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students share the information with their families.





Home Connection

Dear Parents,

Today, I talked about household substances and medicines. Please discuss the kinds of products that are in our house and how they can be safely used.

In class I learned that I should only use household substances with the assistance of an adult and for the purposes for which they were designed.

I should only take medicine from my parents or other responsible adults.



Home Connection

Dear Parents,

Today, I talked about household substances and medicines. Please discuss the kinds of products that are in our house and how they can be safely used.

In class I learned that I should only use household substances with the assistance of an adult and for the purposes for which they were designed.

I should only take medicine from my parents or other responsible adults.



Home Connection

Dear Parents,

Today, I talked about household substances and medicines. Please discuss the kinds of products that are in our house and how they can be safely used.

In class I learned that I should only use household substances with the assistance of an adult and for the purposes for which they were designed.

I should only take medicine from my parents or other responsible adults.



Conexión en el Hogar

Querida Familia,
Hoy en la escuela hablamos de sustancias y medicinas que pueden encontrarse en el hogar.
Por favor habla conmigo de la clase de sustancias que tenemos en nuestro hogar y como pueden ser usadas con seguridad.

En la clase de hoy aprendí, que debo de usar las sustancias que tenemos en casa únicamente con la ayuda de un adulto y con el propósito para el cual fueron diseñadas.

Yo solamente debo de tomar medicina que sea dada por mis padres u otros adultos responsables.



Conexión en el Hogar

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Hoy en la escuela hablamos de sustancias y medicinas que pueden encontrarse en el hogar.
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Yo solamente debo de tomar medicina que sea dada por mis padres u otros adultos responsables.

Classroom Courtesy

More Practice With the 3Cs



3 Cs

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

Help students to understand and invite them to state clearly:

- 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.

Teacher Notes

Preparation

Copies

- Our Classroom Rules (Refer to your own written classroom rules)
- Positive and Negative Consequences (see page 97)
- Home Connection (see page 98)

Vocabulary

- | | | |
|----------|-------------------------|---------|
| courtesy | consequences | respect |
| reward | (positive and negative) | |

Lesson at a Glance

Introduction

1. Discuss what could happen if you or your friends don't follow the rules.

Strategy

2. Explore why we have rules.
3. Play reverse Simon Says.

Conclusion

4. Complete "Caring or Not Caring."

Home Connection

5. Learning About Family Courtesy

Core Curriculum Objectives and Standards

Objectives

- Describe how everybody can be helpful.
- Recognize individual responsibilities and consequences.

Standards

- 7010-0502** Show respect for self and others.

Introduction

Ask

1. Discuss what could happen if you or your friends don't follow the rules.

What would happen if:..

- You took balls out at recess and did not bring them in?
- You remembered to take a hall pass?
- You crossed the street without looking?
- You lined up quickly with the class?
- You drank a can of beer?
- You happily did your chores?

Strategies

2. Explore why we have rules.

Discussion

What are the rules of our classroom?

Identify and clarify classroom rules.

The classroom rules might even be an expression of the 3Cs.

- If you care about yourself, what kind of school work would you do?
- If you care about others, what kinds of thoughts and actions would you have toward members of our class?
- If you care about the community, how would you act in class?
- What kinds of classroom rules would we make if we practiced the 3Cs?
- How do caring classroom rules help create a happier classroom?

Play

3. Play a game of "Simon Says."

- Play a game of reverse "Simon Says" that we will call "Nomis Syas."
- Instruct the students to begin playing Nomis Syas! (They don't know there is no such game.
- No one will know what to do or any rules of behavior.
- Students will wonder "What am I supposed to do?"
- "Nomis Syas" only lasts for about 15 seconds.
- Students will be puzzled about what to do.

Discussion

- What difficulties did you have when trying to play this game?
- Games are fun because players know and follow the rules.
- The game is fun because all players assume that others will also follow the rules.
- Trust and courtesy between players make the game fun.

Play

Play, again, a game of Simon Says and discuss how the game is fun because players know and follow the rules of the game.

Conclusion

4. Complete "Caring or Not Caring."

Complete the "Caring or Not Caring" worksheet as an individual activity or as a class activity.

Home Connection

Prepare

5. Learning About Family Courtesy

Make a copy of the Home Connection for each student (see page 98). Send the "Home Connection" paper home with each student and instruct them share the information with their families.



Name _____

Caring or Not Caring

Draw a line from the caring activity to the positive face. We feel happier when we care about ourselves and others.

Draw a line from the not caring activity to the sad face.

Discuss the specific consequences of these and other actions.

Raising my hand

Pushing

Out of my seat

Sitting in my desk

Not sharing

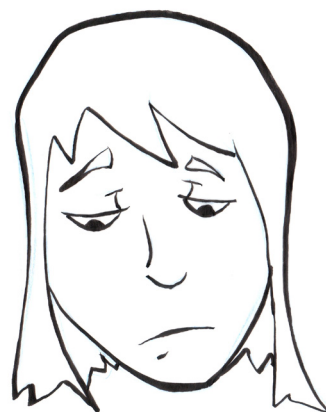
Leaving toys on playground

Hitting someone

Lining up with the class

Helping a friend

Saying "Thank you"





Home Connection

Dear Family,
Today we learned about classroom courtesy.

Help me continue this list about ways we show we care with some
some activities that happen in our family. Help me understand which
activities are satisfying and caring or disappointing and not caring.
Discuss the specific consequences of the activities.

Please help me draw a line from the activity to a positive consequence (happy face) or
a negative consequence (sad face).

When we are finished, please display this paper in a prominent place to remind me
about caring at home.

Picking up my toy
Helping with the dishes
Not brushing my teeth
Using good manners

(Write some of your own.)



Home Connection

Dear Family,
Today we learned about classroom courtesy.

Help me continue this list about ways we show we care with some
some activities that happen in our family. Help me understand which
activities are satisfying and caring or disappointing and not caring.
Discuss the specific consequences of the activities.

Please help me draw a line from the activity to a positive consequence (happy face) or
a negative consequence (sad face).

When we are finished, please display this paper in a prominent place to remind me
about caring at home.

Picking up my toy
Helping with the dishes
Not brushing my teeth
Using good manners

(Write some of your own.)





Conexión en el Hogar

Querida Familia,
Hoy aprendí acerca de la cortesía en el salón de clases.

Por favor ayúdenme a continuar ésta lista acerca de las formas en que nosotros cuidamos de nuestra familia realizando actividades para éste propósito. Ayúdenme a entender que actividades satisfacen, cuidan o decepcionan y no demuestran que nos preocupamos unos por otros.

Hablemos acerca de las consecuencias específicas de éstas actividades.

Por favor ayúdenme a trazar una línea que vaya desde la lista de actividades, hasta una consecuencia positiva (cara feliz) o una consecuencia negativa (cara triste).

Cuando hayamos terminado, por favor coloquen éste papel en un lugar importante en donde lo pueda ver, para que me demuestre acerca de la importancia de cuidarnos unos a otros en la familia.

Recoger mis juguetes
Ayudar a lavar los platos
No lavarme los trastes
Usar buenas maneras



(Escribe algo tu sólo)



Conexión en el Hogar

Querida Familia,
Hoy aprendí acerca de la cortesía en el salón de clases.

Por favor ayúdenme a continuar ésta lista acerca de las formas en que nosotros cuidamos de nuestra familia realizando actividades para éste propósito. Ayúdenme a entender que actividades satisfacen, cuidan o decepcionan y no demuestran que nos preocupamos unos por otros.

Hablemos acerca de las consecuencias específicas de éstas actividades.

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Cuando hayamos terminado, por favor coloquen éste papel en un lugar importante en donde lo pueda ver, para que me demuestre acerca de la importancia de cuidarnos unos a otros en la familia.

Recoger mis juguetes
Ayudar a lavar los platos
No lavarme los trastes
Usar buenas maneras



(Escribe algo tu sólo)

Being a Helper

More Practice With Helpful Heroes.



3 Cs

I care about myself.

I care about others.

 I care about community.

Help students to understand and invite them to state clearly:

I have a right to live in a beautiful and peaceful place,

I have a responsibility to contribute to the beauty and peace of the place I am in.

Preparation

Copies

Home Connection Parent Letter (see page 103)

Materials

Book – *Galdone, Paul. The Little Red Hen. New York: Seabury Press, 1973.*

(Check out this book from your local media center)

Music

“Two Heads Are Better Than One” from CD *Take a Stand* (see page 156)

“I Like Being Me” from CD *Something Good* (see page 137)

Vocabulary

responsibility

a right

chore

community

Lesson at a Glance

Introduction

1. Read *The Little Red Hen* to the class and discuss the story.

Strategy

2. Emphasize the importance of helping at home and at school.

Conclusion

3. School clean-up activity
4. Teach the song “Two Heads Are Better Than One” or “I Like Being Me.”

Home Connection

5. Helping at Home

Core Curriculum Objectives and Standards

Objectives

Define chores and responsibilities.

Standards

7000-0101 Demonstrate ways to cooperate and share with others.

7000-0701 Demonstrate ways to help or serve others.

Teacher Notes

This lesson is also in the Kindergarten Prevention Dimension lessons. First grade teachers thought it was worth repeating in the first grade.

The next lesson, “Helping Others,” reinforces the concepts of this lesson.

Introduction

Read and Discuss

1. *The Little Red Hen*

Read "The Little Red Hen" to the class.

Use the following questions in your discussion.

- What are jobs you do at your house?
- What jobs do we have in our classroom?
The teacher prepare lessons and activities, children listen, put away items etc.
- What would happen if people at your house didn't do their job?
- What would happen if I didn't do my job?
- What would happen if you didn't do your job?
- How peaceful would our class be?
- How would our class look and feel like?

Strategy

Tie in the 3 Cs

I care about myself.
I care about others.
I care about community.

2. Emphasize the importance of helping at home and at school.

Help students to understand and invite them to state clearly-

I have a right to live in a beautiful and peaceful community.

I have a responsibility to contribute to the beauty and peace of my community.

Define and discuss

right- something you can count on

responsibility- something you are always expected to do or a way you are expected to act or treat someone else.

Bodine, Richard J., Donna K. Crawford, and Fred Schrupf. *Creating the Peaceable School: a Comprehensive Program for Teaching Conflict Resolution*. Champaign, IL: Research Press, 2002.

Ask

- What did the little chicks think they had a right to?
A piece of bread.
- Did the little chicks want to have any responsibility?
- What kinds of chores and responsibilities do you have at home?
- What happens if you do not do your chores?
- What kinds of chores and responsibilities do you have at school?
- What happens if you do not do your school chores?
- Why is it important to help both at home and at school?
- How can you be a Helpful Hero at home or at school?

Conclusion

3. School clean-up activity

Involve students in a school clean-up activity such as: clean up playground trash, clean in the classroom or other school areas, recycle, empty pencil sharpener, feed class pet or straighten books.

Sing

4. Sing "Two Heads are Better than One"

Home Connection

Prepare

5. Helping at Home

Make a copy of the Home Connection for each student. Send the "Home Connection" paper home with each student and instruct them share the information with their families.

Optional Books

- Lionni, Leo. *Swimmy*. New York: Knopf, 2008.
- Orr, Wendy, and Ruth Ohi. *Aa-choo!* Toronto: Annick Press, 1992.
- Kraus, Robert, Jose Aruego, and Ariane Dewey. *Herman the Helper*. New York, NY: Sagebrush, 1999.
- Lionni, Leo. *Frederick*. New York: Random House, 1973.





Home Connection

Dear Family,

At school today, we learned about helping at school and at home.

Discuss with me how I can help at home.

I drew a picture of how I think I can be a Helpful Hero at home.

Thanks, I love you



Home Connection

Dear Family,

At school today, we learned about helping at school and at home.

Discuss with me how I can help at home.

I drew a picture of how I think I can be a Helpful Hero at home.

Thanks, I love you



Conexión en el Hogar

Querida Familia,

Hoy aprendí en la escuela acerca de como ayudar en la escuela y como ayudar en mi hogar.

Platica conmigo acerca de las formas en que puedo ayudar en nuestro hogar.

Hice én dibujo acerca de como puedo ser un Héroe que ayuda en la casa.

¡Gracias! ¡Los quiero Mucho!



Conexión en el Hogar

Querida Familia,

Hoy aprendí en la escuela acerca de como ayudar en la escuela y como ayudar en mi hogar.

Platica conmigo acerca de las formas en que puedo ayudar en nuestro hogar.

Hice én dibujo acerca de como puedo ser un Héroe que ayuda en la casa.

¡Gracias! ¡Los quiero Mucho!

Helping Others

More Practice with Helpful Heroes



3 Cs

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

Help students to understand and invite them to state clearly:

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.

Preparation

Copies

- "Give My Heart Away" Heart (see page 108)
- 25 Kindness Squares (see page 109)
- "Help Bingo"

Music

- "A Little Bit of Honey" from CD *Take a Stand* (see page 121)
- "When We're Helping" (see page 107)

Vocabulary

self helping support

Lesson at a Glance

Introduction

1. Sing the song, "When We're Helping."

Strategy

2. Discuss the meaning of "helping."
3. Discuss ways students can help others – peers, teachers, family members, etc.
4. Do activity "Giving My Heart Away."

Home Connection

5. "Help Bingo"

Conclusion

6. Sing, "A Little Bit of Honey."

Core Curriculum Objectives and Standards

Objectives

Identify and practice various ways of helping others.

Standards

7010-0301 Describe how family members can help and support each other.

Teacher Notes

This lesson, re-enforces the concepts of the preceding lesson, "Being a Helper."

"Being a Helper" is also in the Kindergarten Prevention Dimension lessons. First grade teachers thought it was worth repeating in the first grade.

Introduction**Strategies**

Discuss

Art Project

Ask

Home Connection

Prepare

Conclusion**Other Activities****1. Sing the song, “When We’re Helping.”****2. Discuss the meaning of “helping.”**

What does it mean to be a helpful hero?

A Helpful Hero is someone who gives assistance to someone.

3. Discuss ways students can help each other, family members, teachers, friends, etc.

Record student suggestions on the board.

4. Giving my Heart Away

- Give students a copy of worksheet “Giving My Heart Away.”
- Each student writes his or her name on the paper and colors the heart.
- Give each student the graphic of 25 kindness squares and have them decorate, color and cut the squares.
- Instruct students that they are to paste one kindness square onto the heart of another student when they do something nice for that student.
- The goal of the class is to fill everybody’s heart with kindness squares of different colors.
- How do you feel when helping others?
- How do you feel when others help you?
- How does it feel when you have someone’s kindness square pasted on your heart?

5. Help Bingo

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.

6. Sing, “A Little Bit of Honey.”

- Illustrate how students help at home.
- Illustrate how they help at school.
- Illustrate how they help on the playground.
- Create a graph or chart entitled, “How Each Child Helped.”



When We're Helping

Happily ♩ = 104-132

1. When we're help - ing, we're hap - py, And we sing as we
2. Tra la la la la la la, Tra la la la la

go; And we like to help moth - er*, For we all love her so.
la, Tra la la la la la, Tra la la la la la.

WHEN WE'RE HELPING

Verse 1. When we're helping we're happy.
And we sing as we go;
For we like to help others,
For we all love them so.
Chorus: Tra la la la

Verse 2. When we're helping we're happy.
And we sing as we go;
For we like to help teacher,
For we all love her/him so.

Chorus: Repeat

Verse 3. [Mother]

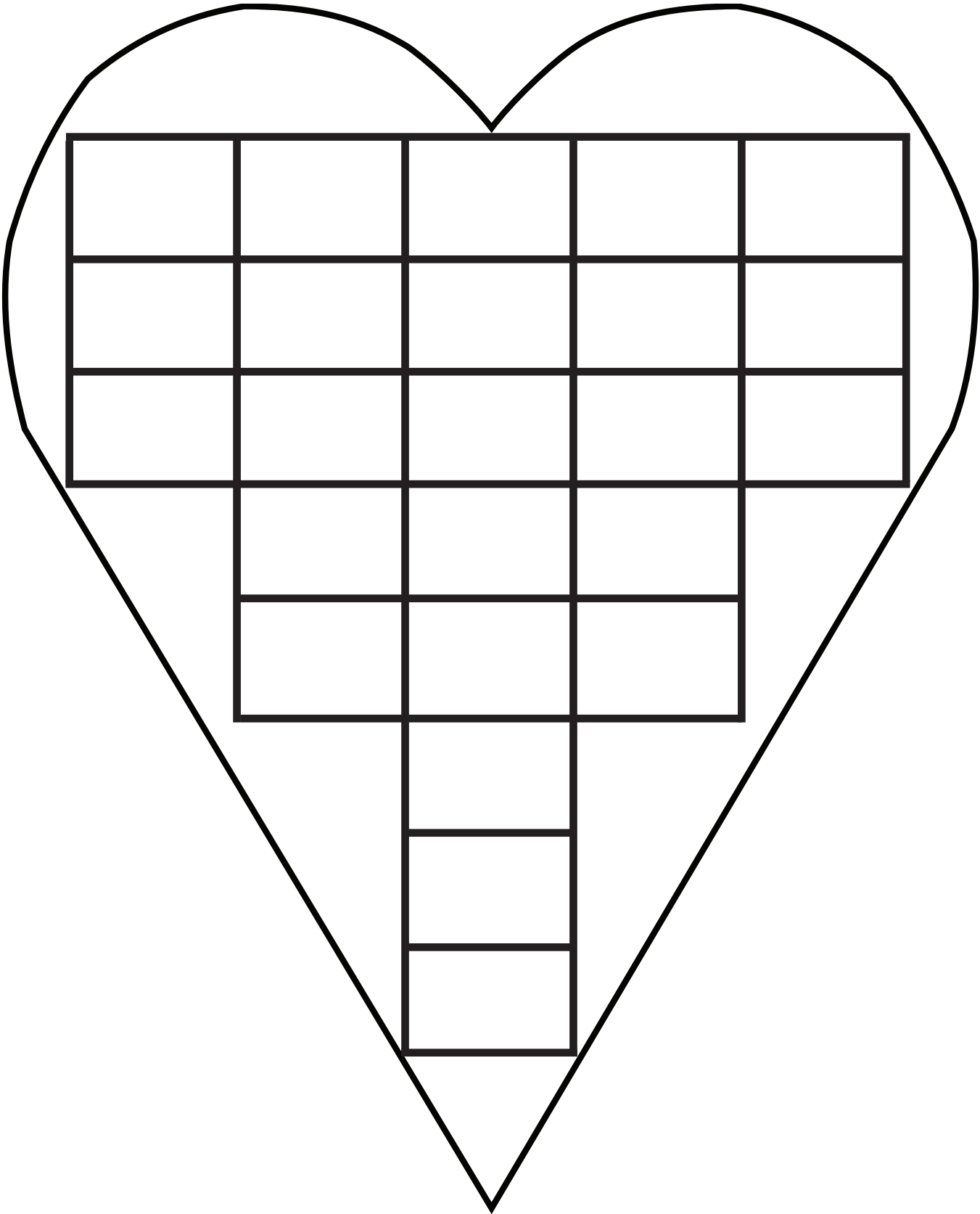
Chorus: Repeat

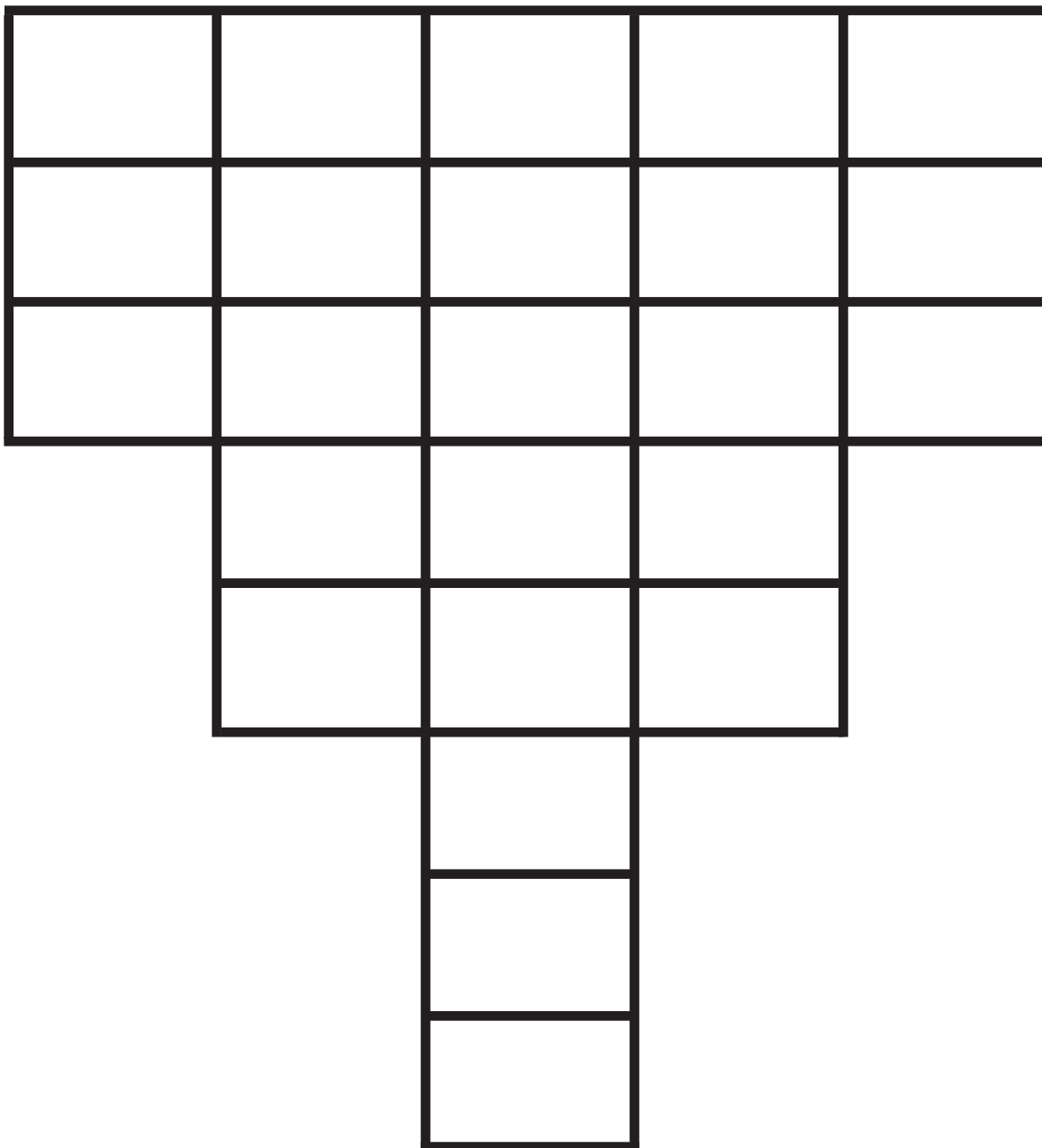
Verse 3. [Father]

Chorus: Repeat

*Alternate words: father, grandma, grandpa
Words: Wallace F. Bennett, b. 1898
Music: German folk song









Home Connection

Dear Family,

We have been learning about being helpful in school and at home. Please take some time this week and play “Help Bingo” with me. Please sign the box when I complete that box. When bingo (across or down) or blackout is achieved, please display this game in a prominent place to celebrate what a terrific helpful hero I can be.

HELP BINGO

H E L P

I cleaned my room.	I watered a plant.	I did something nice for someone.	I read a story to someone.
I played a game with the family.	I brushed my teeth today.	I resolved a problem.	I set the table.
I sang a song with my family.	I put my toys away.	I did a chore.	I drew a picture of my family.
I wrote a letter to someone special.	I wrote a story and shared it.	I gave everyone in my family a big hug.	I went to bed on time.



Conexión en el Hogar

Querida Familia,
Hemos estado aprendiendo acerca de como podemos ayudar en nuestra escuela y en nuestro hogar.
Por favor toma algún tiempo ésta semana y juega conmigo “Bingo para Ayudar”.

Por favor firma cada uno de los cuadros cuando complete la acción que cada uno pide. Cuando haga bingo cruzado o para abajo), o cuando ya haya hecho todo los que los cuadros piden, por favor coloca éste juego en un lugar importante para celebrar cuanto he ayudado y como he sido un héroe para la familia.

BINGO PARA AYUDAR


Limpié mi cuarto.	Le puse agua a una plantita.	Hice algo bueno por alguien.	Le leí una historia a alguien.
Jugué con mi familia.	Me cepillé los dientes.	Resolví un problema.	Puse la mesa para comer.
Canté una canción con mi familia.	Recogí mis juguetes.	Ayudé con los queaceros del hogar.	Hice un dibujo de mi familia.
Escribí una carta para alguien especial.	Escribí una historia y la compartí.	Le dí un abrazo muy grande a toda mi familia.	Me acosté temprano.



Making and Keeping Friends

More Practice With Bugs

3 Cs

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

Help students to understand and invite them to state clearly:

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.

Preparation

Materials

Sock puppet. It can be as simple as sticking your hand into a sock and, by moving your hand and fingers, the sock appears to be smiling or frowning. Other, more elaborate ideas, are easily found online.

Music

"Friendship Song" from CD *Something Good* (see page 130)

Vocabulary

friend

Lesson at a Glance

Introduction

1. Bugman sock puppet play.

Strategy

2. Students discuss characteristics of a good friend and friendship.

Conclusion

3. Play "Thumbs Up, Thumbs Down" to reinforce ideas about being a friend.

Core Curriculum Objectives and Standards

Objectives

Recognize that in order to have friends, one needs to be a friend.

Standards

7010-0101 List basic human needs.

7010-0102 Recognize and express positive peer communication.

Teacher Notes

Introduction

1. Students discuss characteristics of a good friend.

Note: Create a Bugman sock puppet. Moving fingers inside the sock puppet can make the mouth smile or frown. Be creative. Attach pretend bugs to the sock-puppet.

Introduce Bugman as a real grouch who doesn't like anything and says only negative things.

Bugman criticizes everyone.

Give students a chance to role-play Bugman and then discuss.

- Bugman has lots of bugs on him.
- Why do you think he might be so negative?
- How does it make you feel when someone is so negative?
- Did you like being around Bugman?
- Is there something you can do when somebody criticizes you or something you like or do?
- Would you like your friend to call you bad names?
- Would you like to play with your friend if he/she cheated?
- Would you like your friend to say nice things to you?
- Would you like your friend to ask you to do things you know are wrong?
- If you want to make someone feel happy/good, what could you say?
- We are going to learn about friends, what it takes to be a friend, and how to make and keep our friends.
- What kinds of bugs do you think Bugman might have?
- Say to Bugman, "It is so sad that you are unhappy. What can you do to become a Helpful Hero?"

Strategy

Discussion

2. Students discuss characteristics of a good friend and friendship.

Think of a special friend and list qualities of what you like about that friend.

- treats you nicely
- likes to play the same things
- shares toys and things
- is fun to be around
- is a Helpful Hero

What does friendship mean?

I believe that everyone needs a friend. What do you think?

What does it mean to be a good friend?

Good friends talk to each other, listen carefully to each other, help each other their bugs whenever they can, share things, play together and have fun.

Sing

Discussion

Sing the "Friendship Song."

What is the best way to make a new friend?

- List suggestions on the board.
- Students could role-play some situations using the techniques they suggested.
- Emphasize that it is important for us to reach out to others to make friends.



Discussion Continued

- How can we can make friends?
- How can we can be a friend?
- Why do you think you have to be a friend in order to have friends?
- What can you do to change your behavior if you think no one likes you?

Look at the behaviors you like in others and then try to be the kind of person you would like to have for a friend.

Conclusion

3. Play “Thumbs Up, Thumbs Down” to reinforce ideas about being a friend.

Play thumbs up, thumbs down by asking the following questions:

Thumbs up = yes Thumbs down = no.

- Would you like your friend to hit you?
- Would you like your friend to share his/her coloring book and crayons?
- Would you like your friend to ask you to smoke a cigarette?
- Would you like your friend to spend the night with you?
- Would you like your friend to give you someone else's medicine?
- Would you like to go to the movies with your friend?

Use any other questions pertinent to the events of the day.



What Does Care Mean?

More Practice With “I” Messages, Bugs and Builders/Breakers



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 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.

Teacher Notes

Preparation

Materials

Crayons and pencils

Poster: “3C’s of Utah’s Safe and Drug-Free Schools and Communities” (see page 120)

Music

“Take Care of Your Body” from the CD *Something Good* (page 144)

“Don’t Laugh at Me” from the included CD or download from the internet (see page 129)

“I’ll Be Nice” from the CD *Something Good* (see page 134)

“Scoot, Scat, Groove” from the CD *Take a Stand* (see page 140)

Vocabulary

environmen	violence
graffiti	possessions

Lesson at a Glance

Teachers note

This lesson is very closely related to lessons 1, 2 and 3. Please teach those lessons before teaching this lesson.

Introduction

- 1 Discuss the meanings of “care” and “violent”.

Strategies

2. Showing care for self and others.
3. “Stand Up–Sit Down.”
4. Present the poster “The Three Cs.”

Conclusion

5. Draw pictures showing care.

Core Curriculum Objectives and Standards

Objectives

Explain that caring means to treat people with kindness and treat things appropriately.

Standards

7010-0502 Determine ways to respect other cultures.

Introduction

1. Discuss the meanings of “caring” and “violent”.

Care means –

- feeling concern or interest; being polite.
I care about what happens to you at school.
- to pay attention because of honor or admiration.
My grandparents enjoy the care and love of our entire family.

Violence means –

- to act with an intent, by words, looks, signs, or acts, to hurt someone else’s body, feelings, or possessions
These recent acts of violence have made the students afraid.

Strategies

2. Showing care for self and others

Discussion

Discuss ways of caring about yourself.

Using the following examples or others that relate to the class, discuss how students can show caring about themselves. Note the answers of the students and use the answers in the “Stand-Up – Sit Down” game.

- Eating healthy food.
- Doing physical activity.
- Sleeping.
- Bathing
- Having a clean living space.
- Wearing clean clothing.
- Not using tobacco.
- Not using alcohol.

Discussion

Discuss ways of caring about others.

Using the following examples or others that relate to the class, discuss how students can show caring toward others. Note the answers of the students and use the answers in the “Stand-Up – Sit Down” game.

- Laughing at someone’s new glasses.
- Telling your best friend thank you for picking up the game.
- Sticking out your tongue.
- Holding the door open for someone whose arms are full of posters.
- Messing up a display of books at a toy store.
- Riding the store’s model bicycle around the store while your mom shops
- Watching your mom plant flowers and then telling your friends to be careful and not step on them.
- Being quiet after someone has asked you to quit talking at a movie.
- Talking when your teacher is reading a story to the class.

Discussion

Discuss ways of caring for the environment.

Using the following examples or others that relate to the class, discuss how students can show caring to others. Note the answers of the students and use the answers in the “Stand-Up – Sit Down” game.

- littering.
- drawing graffiti on buildings and fences.
- destroying other people’s property, sometimes called “vandalism.”



Play

3. “Stand Up–Sit Down.”

Use examples of behaviors that were generated in the previous discussion about caring for self and others.

If the behavior shows caring, stand up.

If the behavior does not show caring, sit down.

Tie in the 3 Cs

I care about me.

I care about others.

I care about my community.

I care about myself

- 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.

I care for others

- I have a right to live in a healthy and peaceful place.
- I have a responsibility to contribute to the health and peace of the place I am in.

I care for the community

- 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.

Conclusion**4. Draw pictures showing caring.**

Draw a picture of caring about yourself, others, the community or the environment.

Review the pictures.

Place them in one of three areas of a bulletin board labeled with the 3 Cs.

Sing

Sing a song about caring about self (“Take Care of Your Body”), others (“Don’t Laugh at Me”) or the community (“I’ll Be Nice”). Please see a list of these and other appropriate songs on the title page of this lesson.



CARE

CARE ABOUT MYSELF

I have a right to care about myself.

I have a responsibility to make
smart choices when I care about myself.



CARE ABOUT OTHERS

I have a right to be in an
environment where I feel safe.

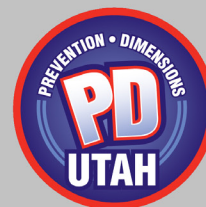
I have the responsibility to
help ensure others are
treated with kindness.



CARE ABOUT COMMUNITY

I have a right to live in a healthy and
safe community.

I have a responsibility to contribute to
the health and safety of my community.



Music Lyrics

A Little Bit of Honey

From the CD *Take a Stand*
Music and Lyrics by Steve James
© 2000 BMI
Performed by Steve James
Featuring The Basin Street Band

Isn't it funny how a little bit of honey
Makes every day worth while
A little bit of kindness
Making up your mind
Just to give a little smile
If someone's unhappy
quick and make it snappy
Ask if they need help
'Cause a little bit of honey
Can make a day so sunny
You'll feel good
about yourself
(Repeat)

Be a Builder

From the CD *Be a Builder*
 Music by Steve James
 Lyrics by Steve and Lisa James
 © 1999, BMI
 Performed by Nolanda Smauldon

(Verse)

They call me a builder
 'Cause I don't tear anybody down
 I like to be a builder
 Don't wanna see anybody frown
 I like to make people feel better
 Whenever I am around

(Chorus)

I like to shake someone's hand
 Help them understand they're special
 And that's my style
 I'm part of a team to build self-esteem
 So I go the extra mile
 Cause I'm a builder
 Constructin' somethin' worthwhile

(Verse)

I'm a builder
 I won't tear anybody down
 I'm a builder
 I won't see anybody frown
 I wanna make people feel better
 Whenever I am around

(Repeat Chorus)

(Gospel Choir)

Build up my neighbor
 Do the world a favor
 With every labor
 Build up my neighbor
 I'm not gonna tear my neighbor down

(Repeat)

I'm gonna build up the world
 I'm gonna be a builder

Buckle Up

From the CD Take a Stand
Music and Lyrics by Steve James
© 2000 BMI
Performed by Spencer Forsey
Arranged by Todd Sorensen, Steve James

(Verse)

When I get in the car
When I ride around
I always buckle up
The minute I sit down

(Chorus)

Buckle up
Buckle up
When I'm in the car
I buckle up
Buckle up
Buckle up
Every time I sit
I buckle up

(Repeat verse & chorus)

(Bridge)

Anyone who's in the car
They better buckle, too
It's important to be safe
Me and you, me and you

(Chorus)

Children of Many Colors

From the CD *Be a Builder*
 Music and Lyrics by Steve James
 Native American Chant by Steve James and Mitch Hall,
 © 1999, BMI
 Performed by Lisa and Steve James

(Verse 1)

From the ocean
 Cross the desert
 To the mountain high
 Live our people
 Hear our voices rising to the sky

(Chorus)

We are the children of many colors
 And ever since our birth
 We've been sisters
 We've been brothers
 And we live on mother earth

(Verse 2)

Sun of daylight
 Moon of midnight
 Guard our mother's land
 We together must protect her
 Every grain of sand

(Repeat Chorus)

(Chant)

We move in the rhythm of the circle of life
 And listen to earth's song
 We dance to nature's heartbeat
 And keep our mother strong

(Bridge)

We all share the water we drink
 The food we eat
 The air we breathe
 We all share the sky above
 The river below
 The land we love
 (Chorus Repeats)

Chill

From the CD *Something Good*
Music and Lyrics by Steve James
© 1997, BMI.
Performed by Nolanda Smauldon

(Chorus – Can be sung in a round)

You gotta chill

Take a deep breath and say
Everything's gonna be alright
Things are gonna be okay

(Bridge)

If you're feelin' pressure
And life is gettin' you down
There's a little somethin'
To turn it all around

Clear the Air

From the CD *Take a Stand*

Music by Steve James, Lyrics by Clay Aquin and Steve James

© 2000 Steve James Productions, BMI

Performed by Jared Young (vocal) and Clay Aquin (rap)

Arranged by John Hancock

(Chorus)

Be smart, don't start
Everybody breathe freely everywhere
Be smart, don't start
Clear the air (repeat)

(Verse)

There's somethin' I wanna say to you
About a problem I see people goin' through
So listen to what I have to say
You never know, it just might save your life one day

(Pre-chorus)

Some people think they're tough when
You see them puffin'
But I don't think it's cool
Don't want to hear them wheezin'
When there's no reason
Do you wanna hear my rule?

(Chorus)

(Rap)

Be strong, don't smoke, here's my song
And if you follow what I'm sayin' sing along
About that little white stick that isn't cool
Make your lungs turn black, it's true
You see I'm true to my statement when I say,
"Don't start"

Not good for the body or that little ol' heart
So if you see a friend take it from his hand
Be a friend, not a fan, take a stand
Thinkin' about the bond that everyone will share
Once we all come together just to clear the air
You want to talk like this... say no
You want to cough like this... say no
I often think to myself how would it be
If everywhere in the world were smoke-free
Some say secondhand is worse than the first
Would you rather hear it from a doctor or a nurse?
Smoking's bad, yep it will make you sick
Did I mention a hard habit to kick
So just remember four words and do your part
All together now,
Be smart, don't start

(Chorus)

So listen to what I have to say
You never know, it just might save your life one day

(Pre-chorus)

(Chorus)

Do

From the CD *Be a Builder*
 Music and Lyrics by Steve James
 © 1997 BMI

Performed by Moana Wolfgramm Feinga, Elizabeth Wolfgramm Atuaia, and Jennifer Wolfgramm Tupuola

(Verse 1)

All around the world I see
 So many places
 So many faces
 People just like you and me
 So many voices
 So many choices
 If I could change the world

I'd sing

(Chorus 1)

We gotta be kind
 We gotta be free
 We gotta reach out to someone in need
 If we could just love
 If we could be true
 And do as you'd have others do to you
 Do as you'd have them do

(Verse 2)

And though we're different
 We're the same
 We need each other
 Why hurt another
 Hearts are cryin'
 And who's to blame
 If someone's hurtin'
 Let's lift the burden
 And if I could change the world
 I'd sing

(Chorus 2)

We gotta be kind (to each other)
 We gotta be free (as any other)
 We gotta reach out to someone in need
 If we could just love (love another)
 If we could be true (true to our brother)
 And do as you'd have others do to you
 Do as you'd have them do
 We can make a difference
 In every life we see
 If everyone would do the same
 Think how it would be
 (Chorus 2 repeats)

Don't Laugh At Me

Traditional

Performed by Steve Seskin/Allen Shamblin

(Verse 1)

I'm a little boy with glasses
The one they call a geek
A little girl who never smiles
'Cause I have braces on my teeth
And I know how it feels to cry myself to sleep
I'm that kid on every playground
Who's always chosen last
A single teenage mother
Tryin' to overcome my past
You don't have to be my friend
But is it too much to ask

(Chorus)

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

(Verse 2)

I'm the beggar on the corner
You've passed me on the street
And I wouldn't be out here beggin'
If I had enough to eat
And don't think I don't notice
That our eyes never meet

(Chorus)

I'm fat, I'm thin, I'm short, I'm tall
I'm deaf, I'm blind, hey, aren't we all

(Chorus)

Don't Laugh At Me

Rap Version

Written by Allen Shamblin and Steve Seskin for
Sony/ATV Tunes/David Aaron Music/Built On Rock Music
Additional Rap Lyrics: Jonathan Gutierrez, aka Baby Jay
and Hector Chavera III for Roland Jovan Music (BMI)

(Verse 1)

I'm the one they're laughing at because I got glasses on
I'm getting called a geek; don't show my teeth, cause I got braces on
I know how it feels to have to cry myself to sleep
What can I do? I guess I'll just sit here and weep
Is it just me or do the others see flaws in my appearance?
It's clear to see they always find something to laugh and stare at
Or is it cause I'm last left to get chosen next round?
Day after day I'm just the playground's clown
As wrong as it is, the truth is you choose who you want to mess with
You're running me down, but stand in my shoes for a second, (uhh-uhh!)
Whether it's too much to ask, it's on you to listen or pass me up
Don't have to be my friend, all I ask is that you don't laugh and stuff

(Chorus)

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

(Verse 2)

The cost of living that's risen has left me in criticism prison
It isn't about who you are no more, but about what's worn or driven
Everyone's lust for material riches is what really eats me up
Almost the same ill little feeling witnessing streets fill up
With people stuck, handicapped, begging looking for bites to eat,
Had it been me, explain then why when you pass our eyes never meet
Is getting spit on surprising? No, never, its just life in the street
Last night I caught the blues cause I wouldn't give up my bike,
See the weak are the ones that fight for no reason,
I fight against the peer pressure, no banging, stealing, or chiefting,
Why choose living for the street?
Now if it's not too much to ask, it's on you to listen or pass me up
Don't have to pay attention, all I ask is you don't laugh and stuff

(Chorus)

(Pre-Hook)

Even if I'm fat, thin, deaf, blind, short or tall,
Well aren't we all? (Well aren't we all)
So if I'm fat, thin, deaf, blind, short, or tall,
Then aren't we all? (Then aren't we all)
And since we are, don't laugh or call me names, or
Get your pleasure from my pain, in His eyes we're all the same
Someday we'll all have perfect wings

(Chorus)

Friendship Song

From the CD *Something Good*
Music and Lyrics by Steve James
© 1997, BMI.
Performed by Steve James

I'll sing a song to help me along
When I choose my friends
Who will help me be good
And do what I should
Who will be my friends
A friend would never hurt you
Or ask you to do something wrong
And so every day
When I go to play
I'll sing my friendship song

Honesty

From the CD *Take a Stand*
Music and Lyrics by Steve James
© 2000 BMI
Performed by Steve James
Brass Arrangement by Jay Lawrence

(Verse 1)

I tell the truth
The truth is what I tell
In any situation
I can never fail
With honesty
Honesty

(Verse 2)

Es la verdad
Que siempre digo yo
In any situation
It's the way to go
Honesty
Honesty

(Chorus)

Diré diré
Diré diré yo
La verdad
Yo diré

(Repeat)

[Spanish translation:
“I will always tell the truth”]

Hot to Not

From the CD *Take a Stand*
 Music by Steve James
 Lyrics by Steve and Lisa James
 © 2000 BMI
 Performed by Lisa James
 Narrative: Stacia Price and Lisa James
 Arranged by Todd Sorensen

(Verse 1)

I think I feel a chill is in the air
 I look around at people everywhere
 Some do things they're not supposed to do
 Some come face to face with me and you

(Pre-chorus)

And if they ask you to do something wrong
 Just look them eye to eye
 And tell them you'll never ever go along

(Chorus)

Turn around and tell them to get lost
 That kind of consequence is never worth the cost, yeah
 Life is short so give it all you got
 And when you make decisions know it's hot to
 Hot to not

(Verse 2)

If you find you're sitting on the fence
 You don't know what to do, then think in future tense
 It's your choice, completely up to you
 Whatever lies ahead depends on what you do

(Pre-chorus)

So if they ask you to do something wrong
 Just look them eye to eye
 And tell them you'll never ever go along

(Chorus)

(Repeat Verse 1)

(Chorus)

I Like Being Me

From the CD *Something Good*
Music and Lyrics by Steve James
© 1997, BMI.
Performed by Lisa James

I like being me
And my friends help me see
I'm somebody special
Happy as can be
I feel good inside
When I do what's right
I help my friends and family
I like being me

I'll Be Nice

From the CD *Something Good*

Music and Lyrics by Steve James

© 1997 Steve James Music, BMI.

Performed by the Salt Lake Calvary Baptist Choir, Steve James,
and Children's Choir

(Part 1: Choir)

Gdomo kpa kpa jimi

[Pronounced: bomo papa jimmy]

Se mo no ni hi

[Pronounced: say mo no nee hee]

(Part 2: Adult)

I'll be nice

Nice to my brother

Kind to each other

I'll be a friend

And I won't

I won't be violent

Keep anger silent

Control within

(Part 3: Children's Choir)

I'll be nice

I'll be kind

Treat others right

Made up my mind

[The words in Part 1 are from the African language of Ghana and directly translate as, "I will do the right thing."]

It Takes Love

From the CD *Be a Builder*
Music and Lyrics by Steve James,
© 1999, BMI
Performed by Moana Wolfgramm Feinga

(Verse 1)

I've come to know that
giving's worth the sacrifice
If I can take away
another's pain
Or at least give them a moment of happiness
'Cause if I give I'll never live in vain

(Verse 2)

If I could only keep the lonely company
No matter the condition in their life
Or if I could dry some tears and help a child see
That hope is real and life is worth the fight

(Chorus)

It takes love to fill an empty heart
It takes everyone to do their part
Help each other rise above
Any problem
It takes love

(Verse 3)

Another day another opportunity
To make the time and offer any help
And I learn that when I make a difference
I can see
By serving others I can find myself

(Repeat Chorus)

I've Decided

Something Good

Music and Lyrics by Steve James

© 1997, BMI.

Performed by Nolanda Smauldon, Ashley Scott, D.J. Smauldon

If by chance someone comes along
And asks you to do something wrong
I'll turn around I'll walk away
It doesn't matter what they say

(Chorus)

'Cause I've decided to say no
If they don't like me
That's the way it goes
'Cause I've decided
I've decided to do what's right
It doesn't matter
If it's day or night
'Cause I've decided

(Repeat)

To drinking and drugs
I say no
To violence and crime
I say no way
To drinking and drugs
I say no
To violence and crime
I say no way

(Chorus)

Libre

From the CD *Be a Builder*
 Music and Lyrics by Steve James
 © 1999, BMI

Performed by Zack Wilson, Mike Sackett, Jeremy Hill, Dan Cahoon

(Verse 1)

Too many broken hearts
 Too many broken rules
 I don't think it's smart
 I don't think it's cool

(Verse 2)

Everywhere I turn
 Everywhere I go
 People need to learn
 People need to know

(Pre-Chorus)

It's the rules that make us free
 That's the kind of life
 The life for you and me

(Chorus)

Libre libre
 Sigue la le
 Libre libre
 Sigue la le

(Verse 3)

Live the life you should
 Or live a life of crime
 You can do some good
 Or you can do some time

(Pre-Chorus)

(Chorus)

(Bridge)

It's your life and you can choose
 You've got so much to win
 You've got so much to lose

(Repeat Chorus)

My Friend

From the CD *Be a Builder*
Music and Lyrics by Steve James
© 1999, BMI
Performed by Moana Wolfgramm Feinga,
Steve James, and Eugene Hunt

(Verse 1)

My friend
You look sad I see
You can talk to me
Call me anytime

(Verse 2)

I'm your friend
You don't have to hide
What you feel inside
What is on your mind

(Chorus)

No matter what you do
Or what you're going through
I'll be there for you

(Verse 3)

Oh . . . friend
You can count on me
I will always be
A shoulder you can lean on

(Bridge)

Hey my friend
When you're feeling down
When you're feeling down
Know I'm around

(Repeat Chorus)

(Repeat Verse 3)

(Chorus Repeats)

Something Good!

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI

Performed by Valerie Harris and Holli Ammon

(Intro)

When I'm at school
And friends aren't cool or kind
If they make fun
Or tease someone I find
I remember what my mama told me, she said
Child, if you could only see. . .

(Chorus)

You gotta do something good
For someone else each day
You gotta try and find
Something good to say
'Cause when you help someone
They smile wide
And you feel something good inside
Well you know you should
Try and do something good

(Repeat Chorus)

(Bridge)

And if I ever have bad days
I won't take it out on you
'Cause I can find some better ways
To work my problems through

(Repeat Chorus)

Scoot Scat Groove

From the CD *Take a Stand*
Music by Steve James,
Lyrics by Steve James and Mitch Hall
© 2000 BMI
Performed by Kelly Eisenhour, Lisa and Steve James
Arranged by Jay Lawrence

(Verse 1)

Have you ever felt that natural high
Endorphins risin' to the sky
Scoot scat groove
You gotta move
The feeling when you exercise
Hits you right between the eyes
Scoot scat groove
You gotta move

(Chorus)

Ouu, ouu, and when you get that groove
You want to move

(Verse 2)

When the red is rushing through the veins
Oxygen goes to the brain
Scoot scat groove
You gotta move
Cleaning out those arteries
Burning off those calories
Scoot scat groove
You gotta move

(Chorus)

(Bridge)

When your heart is pumpin', jumpin' to the beat
It makes you want to get up off of your seat
Then the second wind will blow you back on your feet

(Repeat Verse 1 and Chorus)

Step by Step

From the CD *Take a Stand*
Music and Lyrics by Steve James
© 2000 BMI
Performed by Lisa James
Arranged by Vince Frates

(Part 1)

No need to worry
You're doing fine
Life is just learning
One step at a time
No need to hurry
You'll be okay
Growing up every day

(Part 2)

Step by step
I am learning
Step by step
I will try
Growing as each
Day goes by

(Parts 1 and 2 together)
(Part 1 Ending)

Sticks and Stones

From the CD *Be a Builder*
Music and Lyrics by Steve James,
© 1999, BMI
Performed by Steve James

(Verse 1)

Well, you can call me names
You can play your games
You can do whatever you want to
But it's not gonna hurt me
So leave me alone
You're gonna find inside
I'm stronger than sticks and stones

(Verse 2)

Well, if you stare me down
I'll just turn around
You can do whatever you want to
But it won't affect me
That's my comfort zone
You're gonna find inside
I'm stronger than sticks and stones

(Chorus)

Sticks and stones
Stronger than sticks and stones
Sticks and stones
Stronger than sticks and stones
You're gonna find inside
I'm stronger than sticks and stones

(Verse 3)

I'm not gonna break
I'm not gonna take
Anything at all inside me
That is going to hurt me
Now or when I'm grown
You're gonna find inside
I'm stronger than sticks and stones

(Chorus)

You're gonna find inside
I'm stronger than sticks and stones

Take a Stand

From the CD *Take a Stand*
Music and Lyrics by Steve James
© 2000 BMI
Performed by Steve James

(Verse 1)

When you're home or when you're at school
You want your friends to think you're cool
There's a way to get respect
You gotta choose
You gotta elect to take a stand

(Chorus)

Stand for something good each day
Stand for something, lead the way
Stand for something, it's your call
Stand for something and you won't fall
Just take a stand

(Verse 2)

There are some who might make fun
Causin' trouble for everyone
Stand for something, don't give in
You can do it, you'll be a winner, take a stand

(Chorus)

(Bridge)

I'm gonna take a stand
I'm gonna take a stand

(Repeat Chorus)

Take Care of Your Body

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI

Performed by Aaron Watene and Moana Wolfgramm Feinga

(Verse 1)

Take care of your body everybody
It's the thing to do
Take care of your body
And your body will take care of you

(Chorus)

Day-o, Day-o
Day-o, Day-o
Day-o, Day-o
I'm gonna feel okay

(Verse 2)

Take care of my body
It's my body, healthy I want to be
Take care of my body
And my body will take care of me

(Repeat Chorus)

(Bridge)

I want to be strong
I want to live long
I want to be well
And take care of myself

(Repeat Bridge)

(Repeat Verses 1 and 2)

(Repeat Chorus)

The Heat Is On

From the CD *Be a Builder*
 Music and lyrics by Steve James
 © 1993 BMI

Performed by Dan Cahoon, Ashley Scott, and Nolanda Smauldon

(Verse 1)

Someone walkin' up to my face
 Wants to talk to me
 Passin' me the stuff
 They want to smoke
 What will it be?
 Gotta take some action
 Won't give them satisfaction
 What am I gonna say
 When the heat is on

(Chorus)

The heat is on
 Oh, I stay away
 The heat is on
 Oh, I stay away

(Verse 2)

Walkin' through the door
 Party's on, someone calls my name
 Passin' me the glass
 Just a drink
 But it's not the same
 Gotta have some vision
 Makin' the decision
 What am I gonna say
 When the heat is on

(Chorus)

(Bridge)

Hey, you
 Look into the mirror and see
 Your own reflection
 Who you gonna be
 What you gonna do
 When they look your way
 You gotta keep tryin'
 It's better then dyin'
 Of heartache
 I won't break
 (Repeat Chorus until end)

The Leaders of Tomorrow

From the CD *Be a Builder*
Music and Lyrics by Steve James
© 1997 BMI
Performed by Lisa James and Choirs

(Verse)

The leaders of tomorrow
All across the land
How I long to see them
Standing hand in hand
The builders of the future
Starting on their way
To bring a brighter day

(Chorus)

We are the leaders of tomorrow
We are the builders of the American dream
We'll raise our voices so the whole world can see
Because of you, America, we're free

(Descant)

I'll give back to America
Who gave so much for me
A land of freedom and opportunity
Build a bridge to the future
With hope and liberty
And I'll give back to America
Who gave so much for me

(Repeat Chorus and Descant together)

The Right Choice

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI

Performed by Lisa James, Travis Price, and Stacia Price

(Verse 1)

When I do something right I am glad
If I do something wrong I feel sad
And I learn from mistakes
And try not to make them again

(Chorus)

So I choose to do the right thing
'Cause I know the joy it will bring
If I'm all by myself
Or asking for help
I'll lift up my voice
To make the right choice

(Kids Repeat)

(Bridge, Kids)

If I have a decision to make
But I don't know, which road
I should take

(Adult)

If you don't know you must turn to
Someone you trust
To show the way . . .

(Repeat Chorus)

The Stranger Song

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI
Performed by Steve James

(Verse 1, Adult)

There's a stranger calling out to you
Asking your name, what do you do
If they offer you something, what do you say?

(Kids)

I turn around and run away . . . singing

(Chorus)

I do, I do not know you
I do, I do not know you

(Verse 2, Kids)

There's a stranger calling out to me
Asking my name, I can see
If they offer me something, what do I say?

(Adult)

You turn around and run away

(Bridge)

So many people you don't know
But they are strangers too
Some are good, some may be bad
But any stranger you don't talk to

(Chorus)

(Verse 3, Adult)

There's a stranger driving up to you
A stranger's stopping, what do you do
If they roll down the window or open the door
You run away and stay no more

(Kids)

There's a stranger driving up to me
A stranger's stopping I can see
If they roll down the window or open the door
I run away and stay no more . . . singing

(Repeat Chorus)

Thinking Positive

From the CD *Something Good*
 Music and Lyrics by Steve James
 © 1998, BMI

Performed by Nolanda Smauldon and Maria del Socorro Vega

(Chorus)

I'm thinking positive and that's a fact
 My attitude affects the way I act

(Repeat Chorus)

(Bridge)

There may be problems all around
 But I won't let them get me down

(Repeat Chorus Twice)

Thinking Positive
 Siento bien (I feel good)
 It's my attitude
 Mi actitud (my attitude)
 (Spoken Twice)

(Chorus Repeats Twice)

(Spanish Counterpart)

Siento bien
 Mi actitud

(Bridge in Spanish)

De vez en cuando encuentro problemas
 Si siento bien los puedo hacer pequeños

(Repeat Chorus with Counterpart)

Try

From the CD *Be a Builder*
Music and Lyrics by Steve James
© 1997 BMI

Performed by Nolanda Smauldon and Marissa Porritt

(Verse 1)

Days will come, days will go
Some will leave you feelin' low
But it's all right, yes it's all right
Cause everybody has those times

(Verse 2)

Some days you feel alone
When you find you're on your own
But it's okay, yes it's okay
Tomorrow can be a better day
If you...

(Chorus)

Try to give a little more
Try a little harder than before
If you ever lose the battle
Doesn't mean you lose the war
If every day goes by
You just try

(Verse 3)

When I give, I'll reach out my hand
Help someone to understand
They're all right, yes they're all right
And I'll feel better inside
If you...

(Chorus)

Hold on, don't let go
Help each other grow

(Repeat Chorus Twice)

Try again and again

Two Heads Are Better Than One

From the CD *Take a Stand*
Music and Lyrics by Steve James
© 2000 BMI
Performed by Jeni Gubler

f(Verse 1)

You can do some things better than I can
I can do some things better than you
We can all learn by workin' together
Think of the many things we can do

(Chorus)

Work, work, workin' together
Play, play, playin' our part
Helpin' each other gettin' things done
Sometimes two heads are better than one
Two heads are better than one

(Verse 2)

You can learn some things quicker than I can
I can learn some things quicker than you
We can all learn by workin' together
Think of the many things we can do

(Chorus)

(Bridge)

We're workin' together
Gettin' things done
Helpin' each other
Havin' so much fun

(Repeat Bridge)

(Chorus)

We're Not That Different After All

From the CD *Take a Stand*
Music and Lyrics by Steve James
© 2000 BMI

Performed by Lisa James, Steve James and Devin Neilson
Arranged by Todd Sorensen and Vince Frates

(Verse 1)

Some people say we're different
I don't think it's so
We have so much in common
Everyone should know
We're not that different after all

(Verse 2)

We each tell our own story
Come from other lands
So many ways of speaking
Still we understand
We're not that different after all

(Chorus)

We have one heart that beats the same
We hear each other's cries
Let's speak kind words to everyone
And see the good within their eyes
We're not that different after all
We're not that different after all

(Repeat Verse 1)

(Chorus)

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