



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

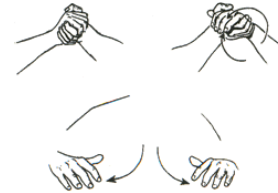
1. Explore Peace and Conflict

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
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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! _____



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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! _____



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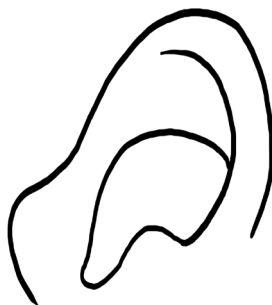
¡Muchas gracias! Los quiero mucho! _____



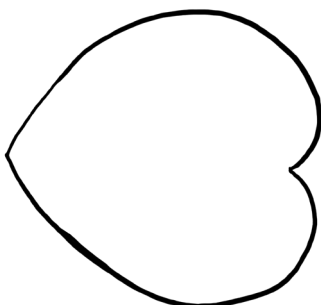
Looks Like...

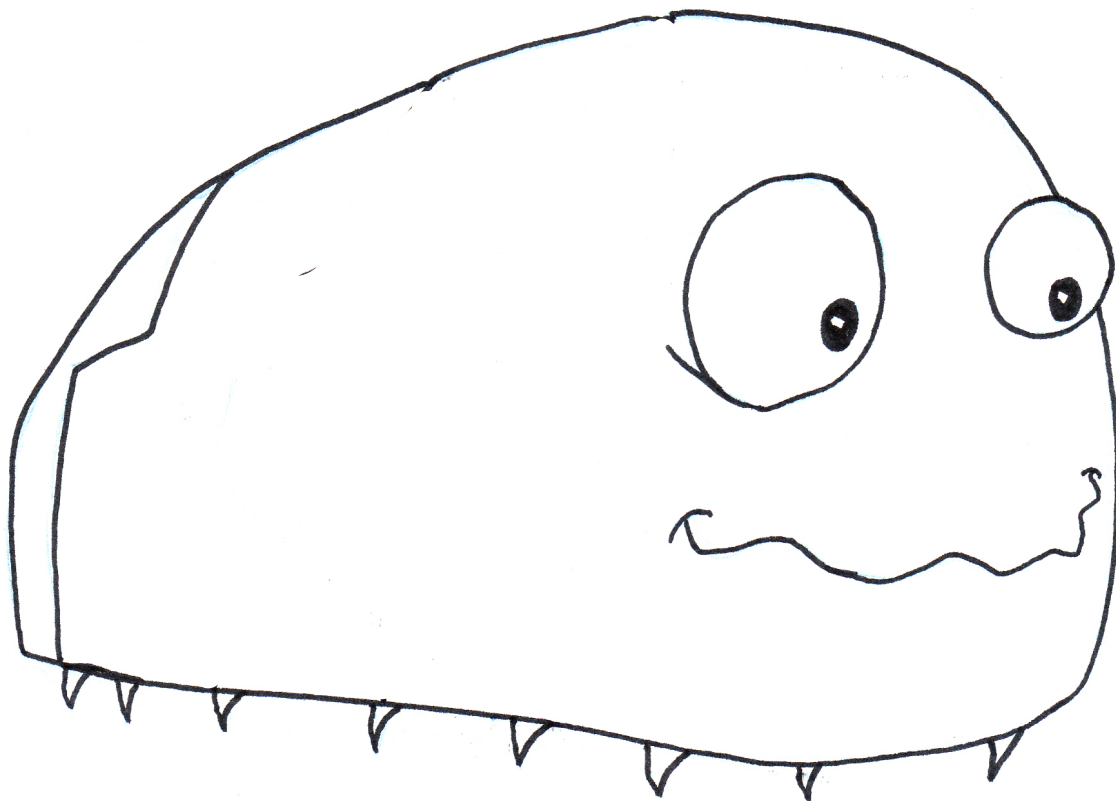
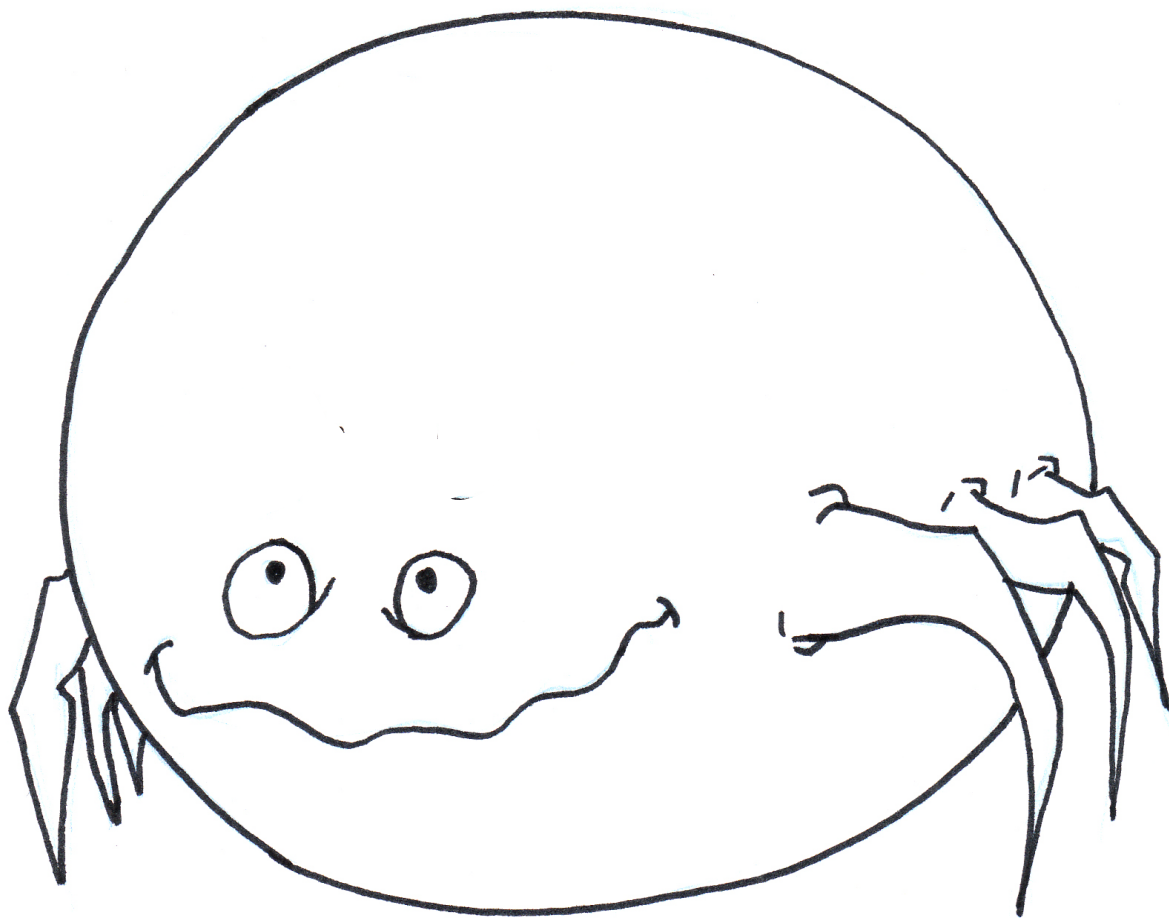


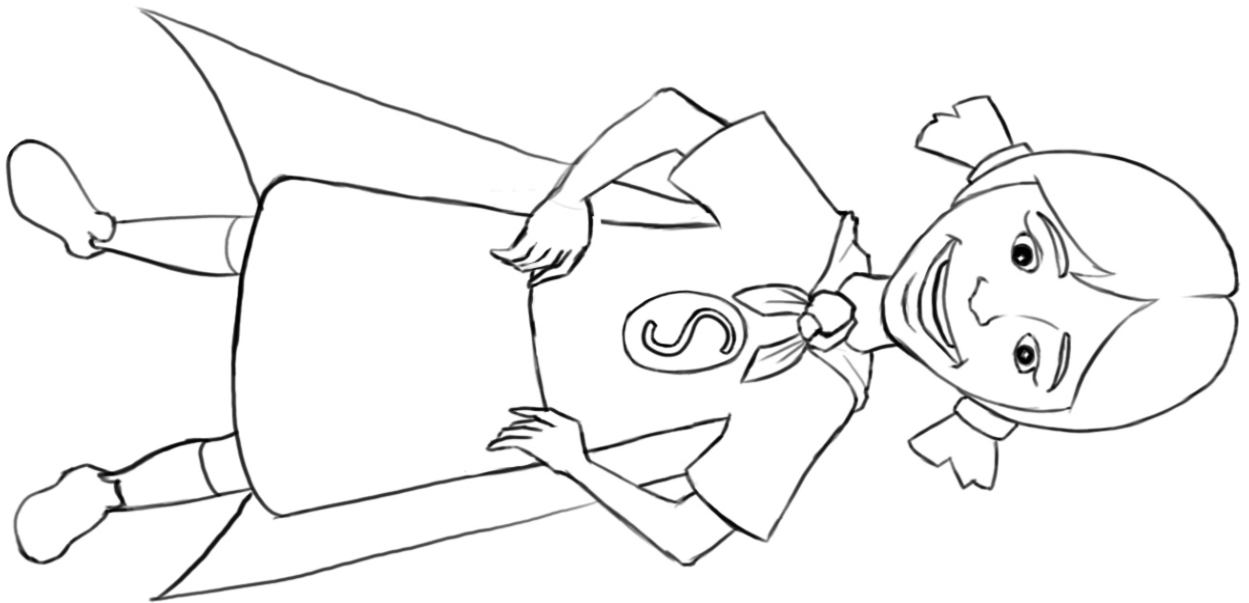
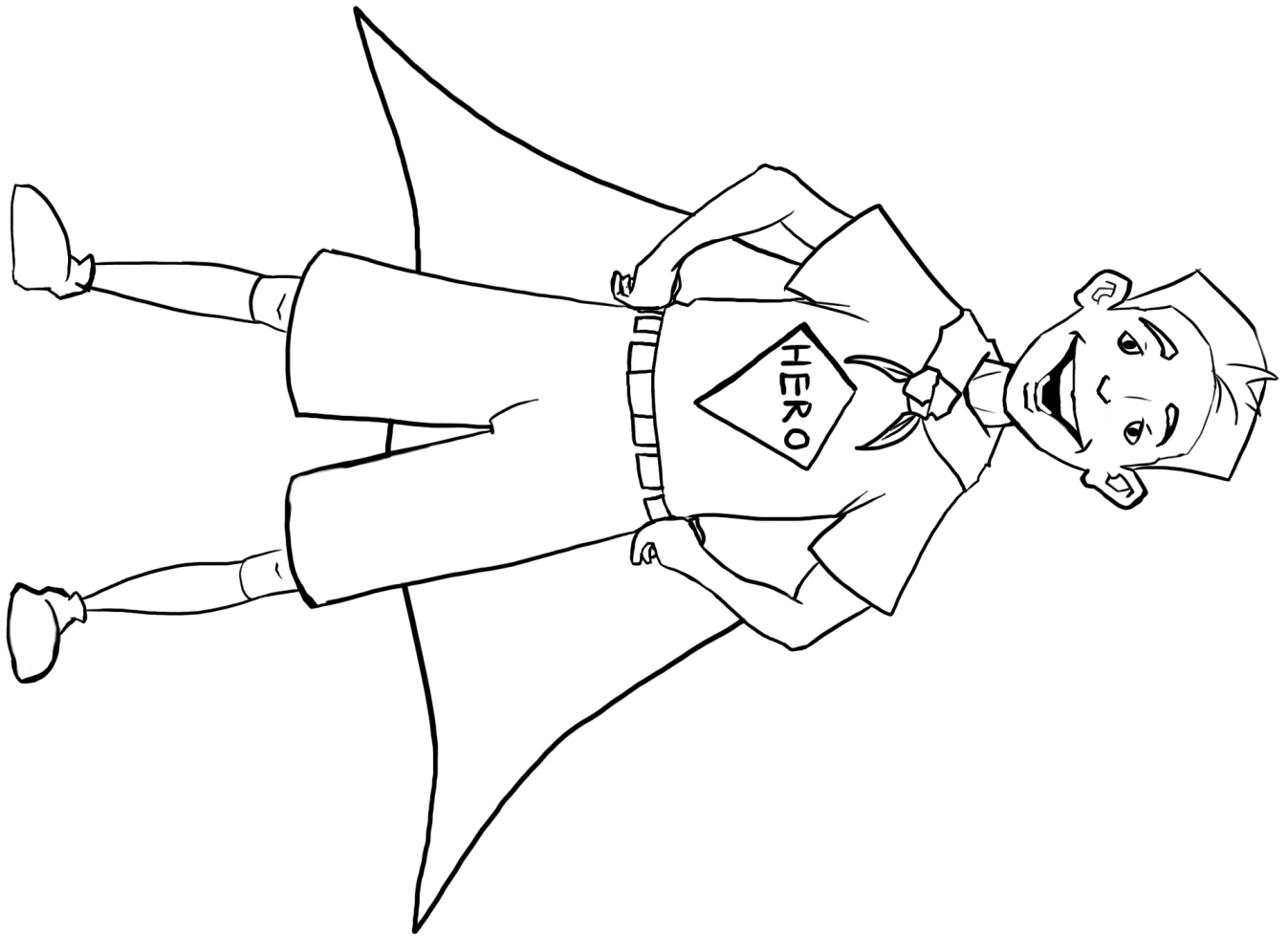
Sounds Like...



Feels Like...







Alexander's Bugs

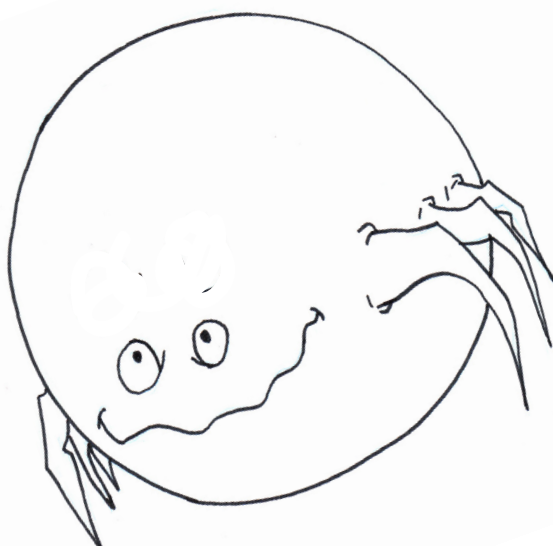
- 1) Gum – Alexander woke up with gum in his hair. He tripped on his skateboard and dropped his sweater in the sink.
- 2) No Toy – Alexander's brothers found toys in their cereal box. Alexander only found cereal.
- 3) Car – On the drive to school, Alexander got scrunched and smushed and felt carsick. 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