



# Builders and Breakers

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## 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.
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## 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)

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## Vocabulary

compassion	self-esteem
put-up	breaker
put-down	builder

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## 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
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## Core Curriculum Objectives and Standards

### Objectives

Identify and describe different feelings in themselves and others.

### Standards

7010-0201 Express strong feelings constructively.

Teacher Notes

## 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.

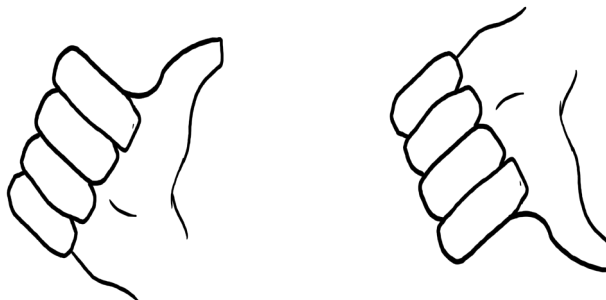
### Compare

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.

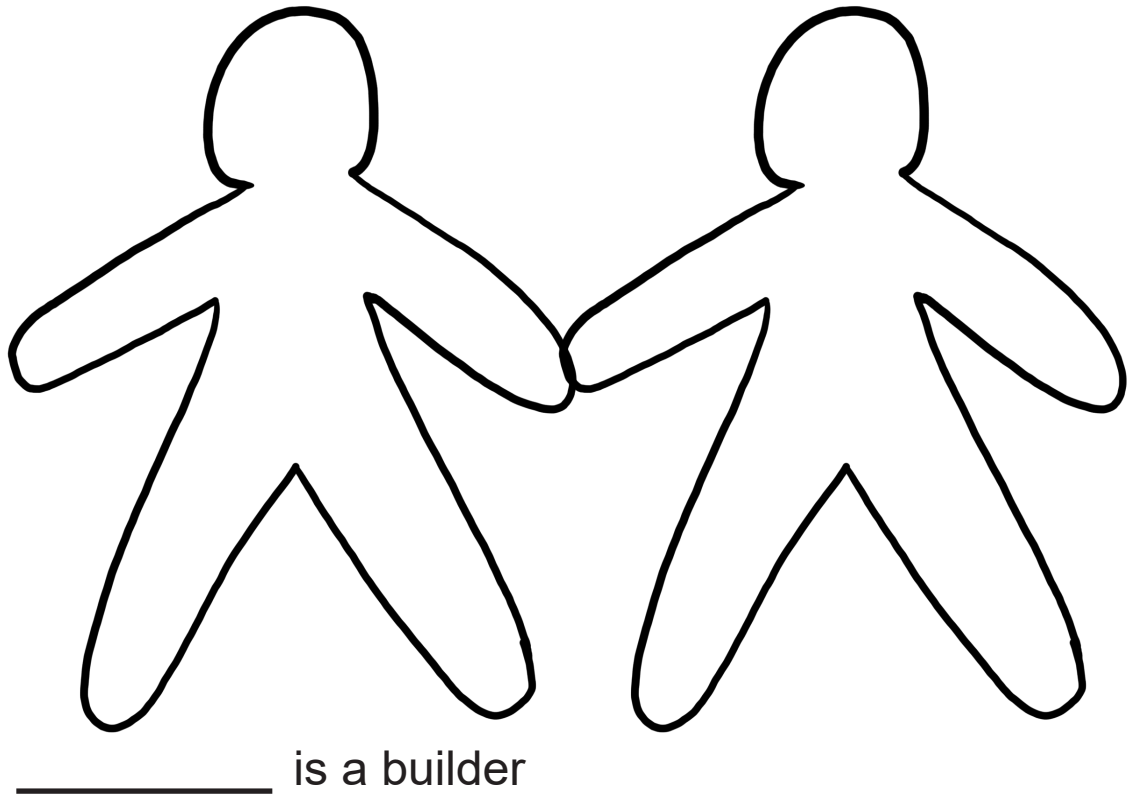


# Art

## 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!

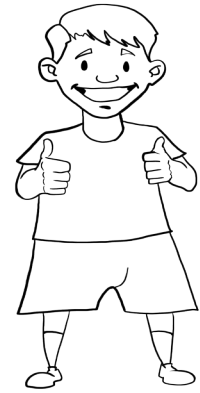
Thank you! I love you!





# 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.

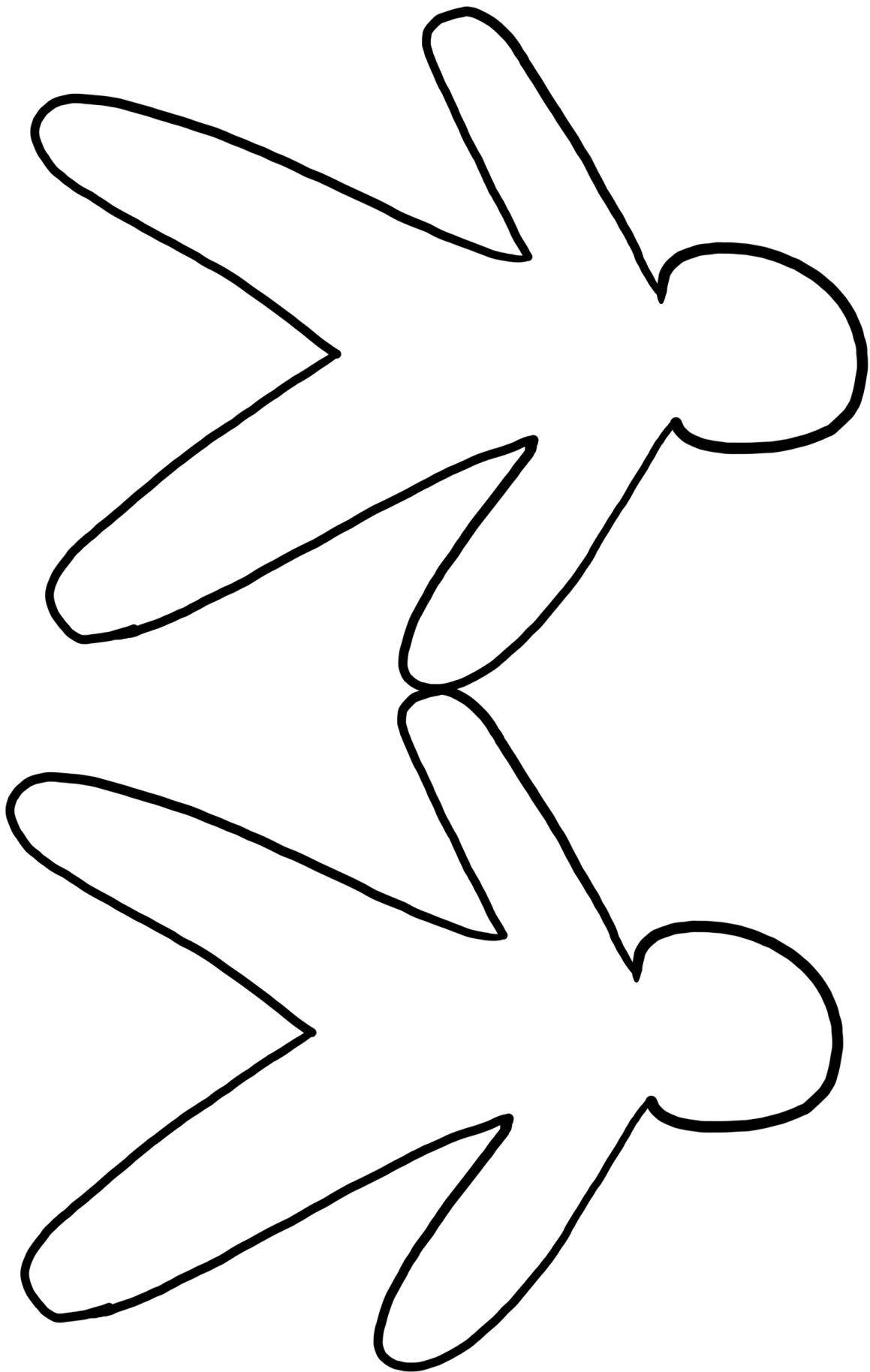


Estos dedos hacia arriba me dicen que lo que yo estoy hacienda en animar y ayudar a otros. Cada vez que tu me oigas que estoy ayudando a alguien, por favor acuerdame que tengo que colorear un dedo hacia arriba. ¡Cuando ya haya terminado, quiero llevarlo de regreso a la escuela para que mi maestra (o)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

