



# Builder/Breaker

## 3 Cs

- I care about me.
- ☛ 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 36)

### Materials

- balloon that will blow up easily
- word strips (see page 38)

### Music

- "Be a Builder" from the CD *Be a Builder* (see page 158)
- "Sticks and Stones" from the CD *Be a Builder* (see page 178)

## Vocabulary

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

## Lesson at a Glance

### Introduction

1. Students Identify With Building Others

### Strategies

2. What Builders and Breakers Say

### Conclusion

3. Music Review Wrap-Up

### Home Connection

4. Thumbs-Up

## Core Curriculum Objectives and Standards

### Objectives

New USOE health core standards are being rewritten. The new standards will be inserted when they are finished.

**Introduction**

Music

**Tie in the 3 Cs**

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

Talking Points

**1. Students Identify With Building Others**

Gather the students together in a circle while playing the song “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 can be breakers by hurting one another's feelings.
- We can instead be builders and make sure everyone in the class feels safe.

**Strategies**

Ask

**2. Builders and Breakers**

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

**Tie in the 3 Cs**

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

- I have a right to be in a place where I feel safe.
- I have a responsibility to treat others with kindness.
- Empower students to understand that they are the ones who 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.

**Conclusion**

Music

**3. Music Wrap-Up**

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.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.



## Additional Ideas

### Thumbs-Up

#### “Marco’s Balloon”

Have the students 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. Please see a printable page of the story on page 35.

#### Questions About “Marco’s Balloon”

### Question Ideas

- 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 caused his self-esteem to lower?  
Show flat balloon.

- What would happen if Marco never took care of himself?
- How would having a 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?

### Reading

#### Students may choose a book to read.

Have students choose a book or story and identify the characters in the story that are builders, and specifically identify what they have done to build others. Have students identify breakers and identify how they break down 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.

For this activity, teachers have suggested the book *Simon’s Hook: A Story About Teases and Put-Downs*.

Burnett, Karen Gedig (1999). *Simon’s Hook: A story about teases and put-downs*. GR Publishing.



**Class Reading****Select a Book to Read as a Class**

- Have students identify builders and breakers in the story or book. Remember, builders use healing words and the breakers use hurtful 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. 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 the characters made who used hurtful words and brainstorm possible options to take.

**Game****Pass the Apple**

- Have students sit in a circle.
- Pass around an apple.
- As a student receives the apple, he or she is to think of (not say out loud) a time when someone said a hurtful word to him or her as they 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.
- Does the apple look hurt or bruised on the inside?
- Have you ever been hurt on the inside when hurtful words were said to you?

Take care in this discussion that intimate personal matters are not discussed in front of the class. If situations are brought forward by students, discuss them in private or seek help from the school counselor or administration.

Play the song “Sticks and Stones.”

- What choice do we have when a breaker tries to break us? Remember “I” messages and Helpful Heroes.
- How can we not let their words hurt us?



## Story

**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 it is already occupied by his sister who screams at him not to open the door. He hears his mother 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 father 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 they don't want 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 mother and father get home early to celebrate his birthday today. On the table there is a package for Marco and a cake with candles. (*Blow up the balloon.*)



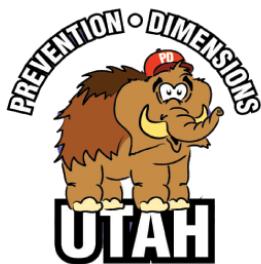
# Home Connection

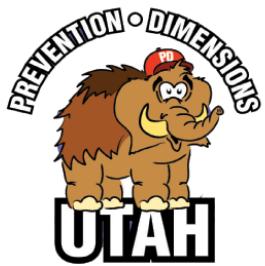
Dear Family,

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 what I do is building others up. Each time you hear me give a put-up please remind me to color in a thumb.

Thank you! I love you!

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# Conexión en el Hogar

Querida familia,

Hoy aprendí que te tengo el derecho de vivir en un ambiente en donde me sienta seguro (a). Sentirme seguro (a) significa que yo sé que mis sentimientos y mi cuerpo están seguros. Cuando yo ayudo a otros a sentirse seguros, los estoy animando o los estoy haciendo sentirse bien. Este símbolo de dedos hacia arriba me dice cuando estoy animando a otros. Cada vez que tú me oigas animando a otros, por favor recuerdame que teo que colorear uno de esos signos.



commodious

pound

unoppelnd

self-esteem  
builder  
breaker  
bulider

