



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

Health Education Kindergarten

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



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

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

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



Utah State Board of Education
250 E 500 S | PO Box 144200
Salt Lake City UT 84114-4200

District 1: Terryl Warner

623 Anderson Avenue
Hyrum UT 84319
435.512.5241
Terryl.Warner6@gmail.com

District 9: Joel Wright

9102 Silver Lake Drive
Cedar Hills, UT 84062
801.426.2120
joel.wright.uted@gmail.com

District 2: Spencer F. Stokes

4259 Skyline Drive
Ogden, UT 84403
801.923.4908
utahboard2@gmail.com

District 10: Dave Crandall (Chair)

13464 Saddle Ridge Drive
Draper, UT 84020
801.232.0795
crandall@xmission.com

District 3: Linda B. Hansen

5149 Village Wood Drive
West Valley City, UT 84120
801.966.5492
linda.hansen@schools.utah.gov

District 11: Jefferson Moss

1668 Aspen Circle
Saratoga Springs, UT 84045
801.916.7386
jeffersonRmoss@gmail.com

District 4: Dave Thomas (First Vice Chair)

7875 South 2250 East
South Weber, UT 84405
801-479-7479
dthomas@summitcounty.org

District 12: Dixie L. Allen

218 West 5250 North
Vernal, UT 84078
435.790.6673
dixieleeallen@gmail.com

District 5: Laura Belnap

845 East 1500 South
Bountiful, UT 84010BE
801.699.7588
lbelnap@utahonline.org

District 13: Stan Lockhart

1413 South 1710 East
Provo, UT 84606
801-368-2166
stanlockhartutah@gmail.com

District 6: Brittney Cummins

4601 Poseidon Drive
West Valley City, UT 840120
801.969.5712
b4cummins@gmail.com

District 14: Mark Huntsman

435 South 700 East
Fillmore, UT 84631
435.979.4301
mhuntsman@sunrise-eng.com

District 7: Leslie B. Castle

2465 St. Mary's Drive
Salt Lake City, UT 84108
801.581.9752
lesliebrookscastle@gmail.com

District 15: Barbara Corry

1022 Cedar Knolls
Cedar City, UT 84720
435.586.3050
Barbara.corry@schools.utah.gov

District 8: Jennifer A. Johnson (Second Vice Chair)

802 Winchester Street, #100
Murray, UT 84107
801.742.1616
jj@jenniferajohnson.com

Acknowledgments

Verne C. Larsen

Utah State Office of Education Program Coordinator

STEERING COMMITTEE

Karlee Adams
Utah State Department of Health

Arlaine Austin
Utah PTA

Jolene Blackburn
Central Utah Counseling

Jaynie Brown
Mothers Against Drunk Driving

Kim Clausing
Tooele County Health Department

Lana Coombs
Alice Harris Intermediate School

Mike Cottam
Utah State Office of Education

Jonelle Fitzgerald
Wasatch County Health Department

Linda Flynn
Snow Horse Elementary School

Allen Grunig
Bear River Health Department

Mitch Hall
Something Good Inc

Klea Harris
Consultant

Rodney Hopkins
Social Research Institute U of U

Jeani Mulliner
Jordan School District

Craig PoVey
State Division of Substance Abuse
Mental Health

Paula Price
Weber Human Services

Shelley Stevens
Granite School District

Clint Stoeber
Salt Lake School District

Liz Zentner
Utah PTA

PROGRAM 2002 ENHANCEMENT COMMITTEE

Diane Albrechtsen
Weber County Health Department

Marthanne Argyle
Nebo School District

Julie Brush
Southwest Prevention Services

Mike Cottam
USOE

Stephanie Cottam
Alpine School District

Kathy Day
Wasatch Prevention Services

Jennifer Edwards
Jordan School District

Anna Griffin
Bear River Health Department

Marty Heiskell
Jordan School District

Karen Hunter
Weber School District

Shar Linford
Consultant

Nikki Lovell
Consultant

Jenna Perego
State Department of Health

Jeani Mulliner
Jordan School District

Paula Price
Weber Human Services

Margaret Pruitt
Central Utah Mental Health

Shelley Stevens
Granite School District

PROGRAM EDITING COMMITTEE

Mike Cottam, USOE

Klea Harris, Consultant

Emily Iizuka, USOE

Shar Linford, Consultant

Jeani Mulliner, Jordan School District

PROGRAM MUSIC COMPONENT

Steve James, Something Good, Inc.

PROGRAM GRAPHIC ARTISTS

Matt Shay, Shay Design and Illustrations

Aaron Anderson, Consultant

Lee Gray, USOE

Spanish Translations by Paola V. Colorado

SPECIAL RECOGNITION

We give a special thanks to the J. Rueben Clark Law School, Brigham Young University,
for their counsel, resources and encouragement.

SPECIAL TRIBUTE

For their years of dedication and service to Prevention Dimensions

Merlin F. Goode

November 16, 1945–May 23, 2002

F. Leon PoVey

August 16, 1934–December 10, 2002

For more information, call (801) 538–7713, or e-mail verne.larsen@schools.utah.gov.

Prevention Dimensions 2010 Re-Write Group

<u>Name</u>	<u>Grade</u>	<u>School District/Agency</u>		
Karlee Adams – Health Dept. State Department of Health 1458 East 3010 South SLC, UT 84106 karleeadams@utah.gov			Linda Flynn – Counselor – Snowhorse Elementary 1095 Smith Lane Kaysville, UT 84037-9653 (801) 402-7350	Tami Munns – 5th – Box Elder Box 204 Riverside, UT 84334 Tami.Munns@besd.net (435) 458-9949
Roxanne Bailey – 5th – Alpine 1008 North 700 West Orem, Utah, 84057 bail212@alpine.k12.ut.us			Shirley Gaither – Kindergarten – Jordan 11438 South River Front Parkway South Jordan, Utah 84095 shirleygaither@comcast.net	John Paynter – 6th – Alpine 257 West 200 North #3 Springville, UT 84663 jpaynter@alpine.k12.ut.us
Susan Bradshaw – J. Reuben Clark Law School Brigham Young University 898 North 1200 East Provo, Utah 84604 (801) 422-4274			Carol Garrick – 6th – Jordan 10853 Clear Creek Drive Sandy, UT 84070 carol.garrick@jordan.k12.ut.us (801) 680-6253	Terry Perkins – 5th – Millard P.O. Box 158 Kanosh, Utah 84637 precinct@frontiernet.net
Brandilee Chacon – 2nd – Jordan 9124 Quail Creek Circle Sandy, Utah 84094 Brandilee.Chacon@jordan.k12.ut.us			Allen Grunig – Health Department Bear River Health Department 655 East 1300 North Logan, UT 84341 allengrunig@utah.gov	Terri Pettey – 2nd – Granite 11648 South Player Circle Sandy, Utah 84092 tpettey@graniteschools.org
Linda Christensen – Kindergarten – Alpine 616 East 920 North Orem, UT 84097 lmchristensen@alpine.k12.ut.us			Kenessa Haight – 3rd – Granite 4777 South Settler's Way #20 Taylorsville, UT 84123 khaight@graniteschools.org (801) 898-2959	Diane Reese – 6th – Salt Lake 2817 East 3220 South Salt Lake City, UT 84109 Diane.Reese@slc.k12.ut.us (801) 484-4815
Mike Cottam – Consultant – Utah State Office of Education 3786 South Lake Mountain Drive, Saratoga Springs, Utah 84043 (801) 360-5747 jmikecottam@gmail.com			Klea Harris – Consultant 656 West 40 North Orem, UT 84058 klea.dawn.harris@gmail.com	Joani Richardson – 1st – Jordan 816 East Drystone Avenue Sandy, Utah 84094 joani.richardson@jordan.k12.ut.us (801) 572 0815 home (801) 572 7000 school
Stephanie Cottam – Counselor – Alpine 3786 South Lake Mountain Drive, Saratoga Springs, Utah 84043 scottam@alpine.k12.ut.us			Kristi Jones – Health Department Weber-Morgan Health Department 477 23rd Street Ogden, UT 84401 kjones@co.weber.ut.us	Wendy Wilson – 6th – Granite 1264 Pitchfork Road Murray, Utah 84123 wwilson@graniteschools.org
Patricia Denning – 3rd – Jordan Altara Elementary 800 East 11000 South Sandy, Utah 84094 (801) 572-7000 patricia.denning@jordan.k12.ut.us			Verne Larsen Utah State Office of Education 250 East 500 South Box 144200 SLC, UT 84114 4200 (801) 538-7713 verne.larsen@schools.utah.gov	Brittany Wiseman – 1st – Jordan 3586 South 2445 East. #A Salt Lake City, UT 84109 brittany.wiseman@jordan.k12.ut.us
Crystal Englehart – 4th – Washington 1112 North Cedar Boulevard Cedar City, Utah 8472 cenglehart@pes.washk12.org			Jeani Mulliner – Specialist – Jordan 1261 Country Mile Drive Riverton, Utah 84065 jeani.mulliner@jordan.k12.ut.us	Alison Wuthrich – Kindergarten – Box Elder Box Elder District 110 Wapiti Loop Hyrum, UT 84319 Alison.Wuthrich@besd.net
				Gloria Yugal – Health Department Davis County Health Department 22 Sount State Clearfield, UT 84015 gyugel@daviscountyutah.gov



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 about myself. I care about others. I care about 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 one or more of 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 (USOE) and should be championed by all who want the best outcomes for student success. Please contact the USOE for PD research evaluation results.

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.

Table of Contents

Kindergarten



The Five Foundation Lessons

- | | |
|--|-----------|
| 1. Emotions and Smart Choices | 1 |
| Demonstrate responsibility for self and actions. | |
| Recognize why acceptance of self and others is important for the development of positive attitudes. | |
| Recognize and name their emotions and have access to techniques for calming their unpleasant emotions. | |
| The students will learn ways to improve mental health and manage stress. | |
| 2. Bugs and Helpful Heroes | 23 |
| 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. | |
| 3. “I” Messages | 37 |
| Model behaviors that foster healthy interpersonal relationships. | |
| Recognize why acceptance of self and others is important for the development of positive attitudes. | |
| 4. Stop and Think - Win Win | 45 |
| Respond to unpleasant emotions by stopping to consider alternatives that will create a win-win situation. | |
| Determine how good decision making can help complete responsibilities. | |
| Recognize why acceptance of self and others is important for the development of positive attitudes. | |
| 5. Class Meeting | 59 |
| Recognize the importance of being part of and contributing to a classroom community. | |
| Identify activities in which classmates participate together and help each other. | |
-
- | | |
|---|-----------|
| 6. Thinking Positive – More practice with “Emotions” and “Smart Choices” | 67 |
| Students will learn to cope with change, success, and failure. | |
| 7. I Like Being Me – More practice with “I Messages” | 71 |
| Students will recognize their personal uniqueness. | |



Table of Contents Continued Kindergarten

8. Helping at Home and at School – More practice with “Bugs” and “I Messages” Students will define chores and responsibilities.	75
9. Healthy Habits – More practice with “Bugs” and “I Messages” Students will identify activities, habits, and attitudes that promote healthy lifestyles.	79
10. Safe and Unsafe – More practice with “Stop and Think” Students will be able to understand the difference between safe and unsafe things.	83
11. Seat Belt Rules – More practice with “Stop and Think” Students will explain the purpose and procedure of wearing a seat belt.	87
12. Talking About Medicines – More practice with “Bugs” and “Helpful Heroes” Students will know where medicines and medical supplies should be kept. Students will identify appropriate individuals who administer medicine.	95
13. Huff-N-Puff – More practice with “Smart Choices” Students will state the negative effects of smoking.	99
14. Healthy Lungs – More practice with “Stop and Think” Students will learn the importance of healthy lungs and identify how tobacco affects the body.	107
15. What is a Family? – More practice with “Bugs” and “Helpful Heroes” Students will recognize the importance of being part of and contributing to a family or group. Students will identify activities in which families participate together and help each other.	111
16. Friends – More practice with “Stop and Think” Students will identify and practice caring and respect for others.	115
17. I Care About Community – More practice with “Stop and Think” Students recognize the importance of respecting themselves, others, and the environment.	117
18. Stranger Safety – More practice with “Helpful Heroes” Students will recognize surroundings, strangers and areas of danger or risk. Students will recall personal telephone numbers.	121
Music Lyrics This section contains the lyrics of all the songs used in Prevention Dimensions lessons.	125
Prevention Dimensions References	159

Emotions and Smart Choices



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

- Emotion cards (starting on page 10)
- Home Connection (see page 5)

Materials

- Feely Box containing a variety of sensory objects
- Smart choice cards (see page 8)

Music

- “The Truth Will Make Me Free” (see lyrics on page 9 and on page 153)
- Mr. Rogers music is available by permission on the CD that comes with the Prevention Dimensions lessons.
- (Rogers, Fred, Johnny Costa, Bobby Rawsthorne, and Carl McVicker, writers. Mister Rogers’ You Are Special. Family Communications, 1992, CD.) Kindergarten teachers highly recommend this CD.

Vocabulary

- | | |
|----------|----------------|
| rights | smart choice |
| emotions | foolish choice |

Lesson at a Glance

Introduction

1. Feelings We Feel With Our Hands vs. Feelings We Feel Inside

Strategies

2. Emotions: Right or Wrong? Bad or Good?
3. Emotion Charades

Conclusion

4. “The Truth Will Make Me Free”

Home Connection

5. Draw a picture of things that bug me and discuss emotions.

Core Curriculum Objectives and Standards

Objectives

- Demonstrate responsibility for self and actions.
- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Recognize and name their emotions and have access to techniques for calming their unpleasant emotions.

Standards

- The students will learn ways to improve mental health and manage stress.

Introduction

Prepare

1. Feelings We Feel With Our Hands vs. Feelings We Feel Inside

Copy emotion cards or use the ones in the lesson.

Cue the music, "The Truth Will Make Me Free."

Prepare a Feely Box.

Music

Gather the children together in a circle while playing the song "The Truth Will Make Me Free."

Participation

Show the students the Feely Box containing a variety of sensory objects such as a warmed beanbag, cold ice pack, hard rock, soft cotton ball, smooth fabric, rough sandpaper.

Ask

What do you think is inside the box?

Invite

Have a few students come, one at a time, to put one hand inside the Feely Box, touch one object inside, and describe what it feels like. Record student responses on board.

Mini-Lecture

Some things, like the objects in our Feely Box, we feel with our hands. Some things we feel inside of us. The feelings we have inside of us are called emotions. All people have emotions, and all people feel many kinds of emotions. Having emotions is part of being a person.

Strategies

Show

Display the emotion cards for excited, frustrated, proud, disappointed, angry, satisfied, happy, sad, scared, safe, jealous, tired and hungry (or use actual images of children from Google Images).

Ask

Is _____ emotion bad? Is _____ emotion good?

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

Clarify

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.

Explain

We either make a *smart* choice or a *foolish* choice after we feel an emotion. Smart choices we make help us get what we need, and foolish choices do not help us get what we need. Emotions help us know what we need to do to make a choice to care about ourselves. We all have a right to care about ourselves.

Tie in the 3 Cs

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

Define

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.
- Rights are guaranteed conditions.
- For example, everyone is guaranteed a hook to hang his/her coat on 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/herself by experiencing his/her own emotions and expressing them to others.
- By taking care of ourselves this way, we are making smart choices.

(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. 24, 55.)



Examples

Encourage children to give examples of smart choices and foolish choices when responding to emotions. Use the enclosed *smart choice cards* if they need ideas.

Emotion	Smart Choice	Foolish Choice
Excited	Tell a friend	Eat lots of candy
Angry	Take a break and chill	Hit and scream
Sad	Sing a song	Mope around

Signing Time

Have children show the sign language for “smart” or “foolish” as you read different choices. Smart – (The mind is bright.) The middle finger is placed at the forehead, and then the hand, with an outward flick, turns around so that the palm faces outward. This indicates a brightness flowing from the mind.

Sternberg, M. L., & Sternberg, M. L. (1998). American Sign Language dictionary. New York: HarperPerennial. p. 640.

Foolish – (Thoughts flickering back and forth.) The right “Y” hand [middle three fingers tucked down in a hang loose sign], thumb almost touching the forehead, is shaken back and forth across the forehead several times.

Sternberg, M. L., & Sternberg, M. L. (1998). American Sign Language dictionary. New York: HarperPerennial. p. 258.

Record

Create smart choice picture cards to add to those enclosed with the lesson to remind students of smart choices they came up with on their own.

3. Emotions Charades

Name Emotion

Review the emotion cards for excited, frustrated, proud, disappointed, angry, satisfied, happy, sad, scared, safe, jealous, tired, and hungry, or use actual images of children from Google Images.

Emotion Charades

Invite a child to come to the front of the class and choose a card. The child dramatizes the emotion and the class guesses which emotion card he/she is holding.

Ask

What is a smart choice? What would be a foolish choice if you had that emotion?

Review smart choice cards or pictures – e.g., talking to a parent, talking to a friend, talking to a teacher, taking a deep breath.

Remind

Making a smart choice is how we care about ourselves. This year we are going to learn all about many different smart choices we can use to care about ourselves, friends family, and our community.

Repeat the activity according to the students’ capacity to pay attention and respond meaningfully.

Conclusion

Song

Draw

4. “The Truth Will Make Me Free”

Play and sing the song, “The Truth Will Make Me Free.”

Draw a picture, of things that bug students and discuss emotions.

Home Connection

5. Home Connection

Make a copy of the “Home Connection” paper for each student. Send the Home Connection home with each student and instruct him/her to share the information with his/her family. Please have students check the “Enjoy at home” or “Please return” box.



Additional Ideas**Reading 1**

Read aloud the book *My Many Colored Days*. Discuss with the students events or incidents that have left them feeling “pink,” “gray,” “brown,” “yellow,” etc. Sort emotion cards according to initial sounds. If using *My Many Colored Days*, sort emotions by the color connections.

(Seuss, Steve Johnson, and Lou Fancher. *My Many Colored Days*. New York: Knopf, 1998.)

Reading 2

Share the book *How Are You Feeling?* and practice naming the emotions depicted in the photographs.

(Freyman, Saxton, and Joost Elffers. *How Are You Feeling?: Foods with Moods*. New York: Scholastic, 2004.)

Writing

Have students draw in their writing journals the emotions they feel today, and label their pictures. Do a shared writing activity using this template.

Download and print from this web address: http://www.readwritethink.org/lesson_images/lesson375/PoemTemplates.pdf. Follow instructions to create a poem that links a color with an emotion.

Math

Help students graph their emotions each day or in response to a question of the day. In the center, have the students graph the results of the survey on a T-chart, bar graph, or Venn diagram.

Art

Have students use water colors and paint the color that matches their emotions today.

Music

Play the song “Chill” from the CD *Something Good*. Guide your class in using the “Chill Drill” as a strategy for coping with anger. Learn and sing the song together. Use it as a transition activity.

Alternate Family Share Sheet

Make a color-day family discussion sheet. Extend the experience by having students wear the color to school and share their family’s way of responding well to the given emotion.

Monday	Tuesday	Wednesday	Thursday	Friday



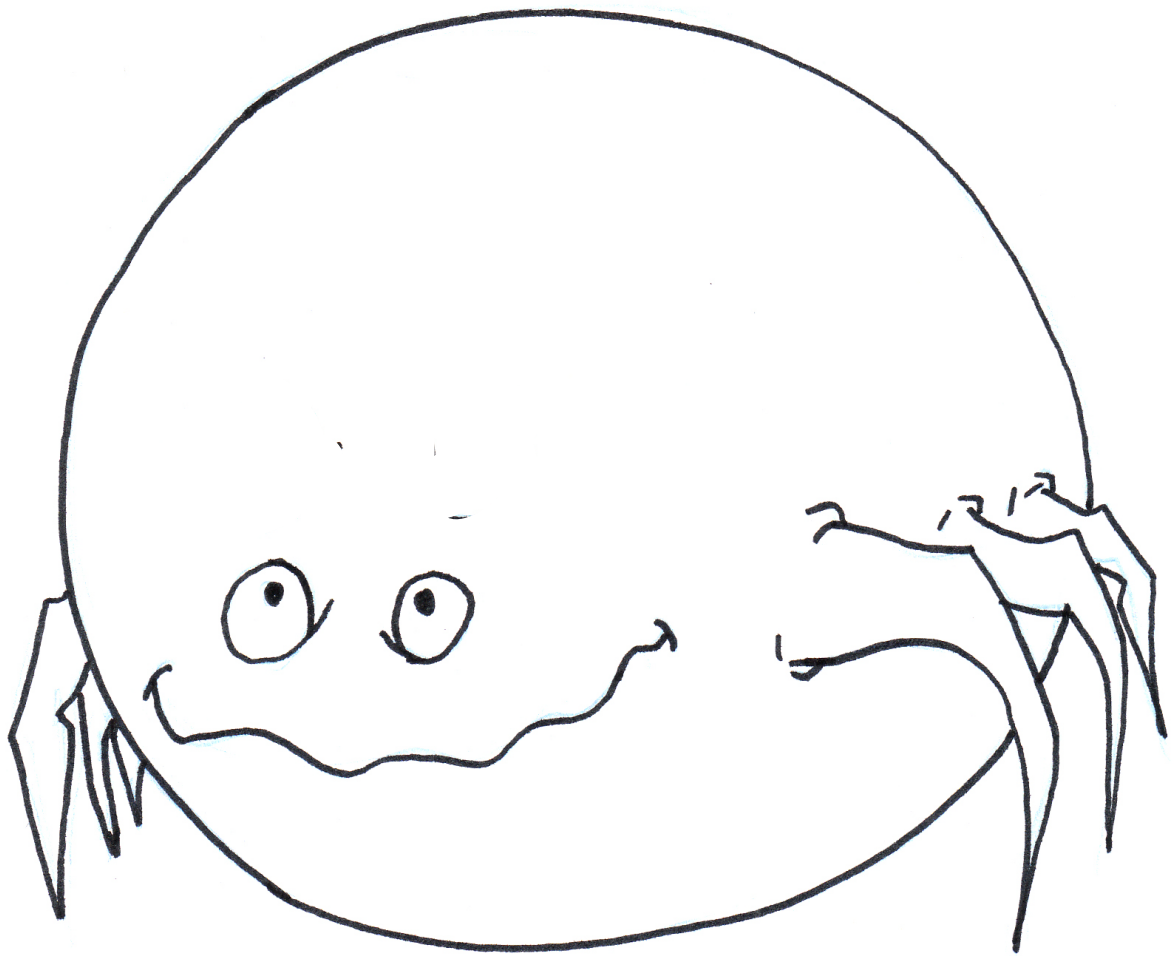


Home Connection

Dear Family,

Today I learned I have a right to care about myself and that emotions tell me when I need to do that. I care about myself when I make *smart* choices. Inside this bug, let's draw a picture of something that "bugs" me. That means something that leaves me angry, sad, or frustrated. That's when I really need to make *smart* choices.

Thank you! _____



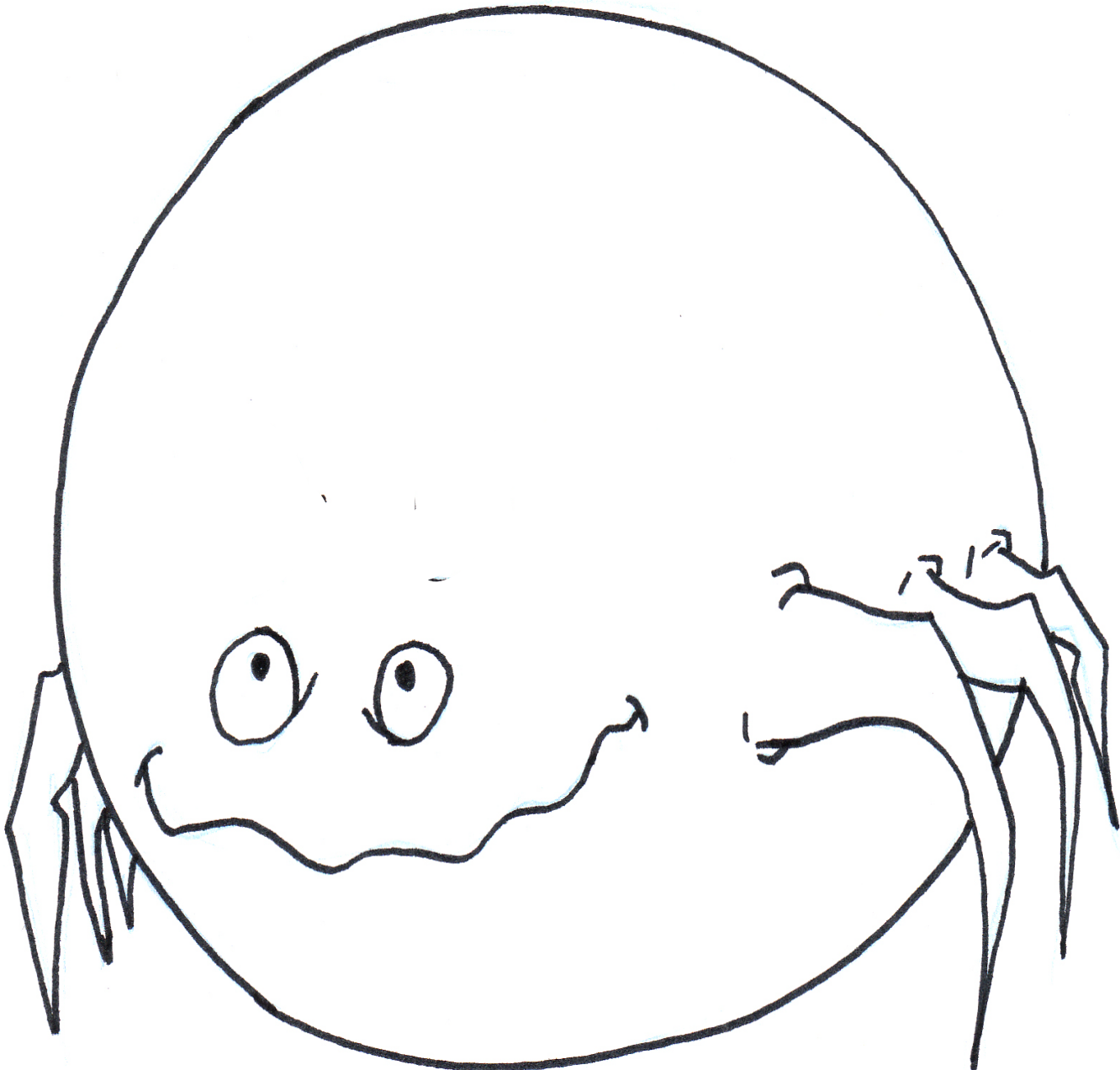


Conexión en el Hogar

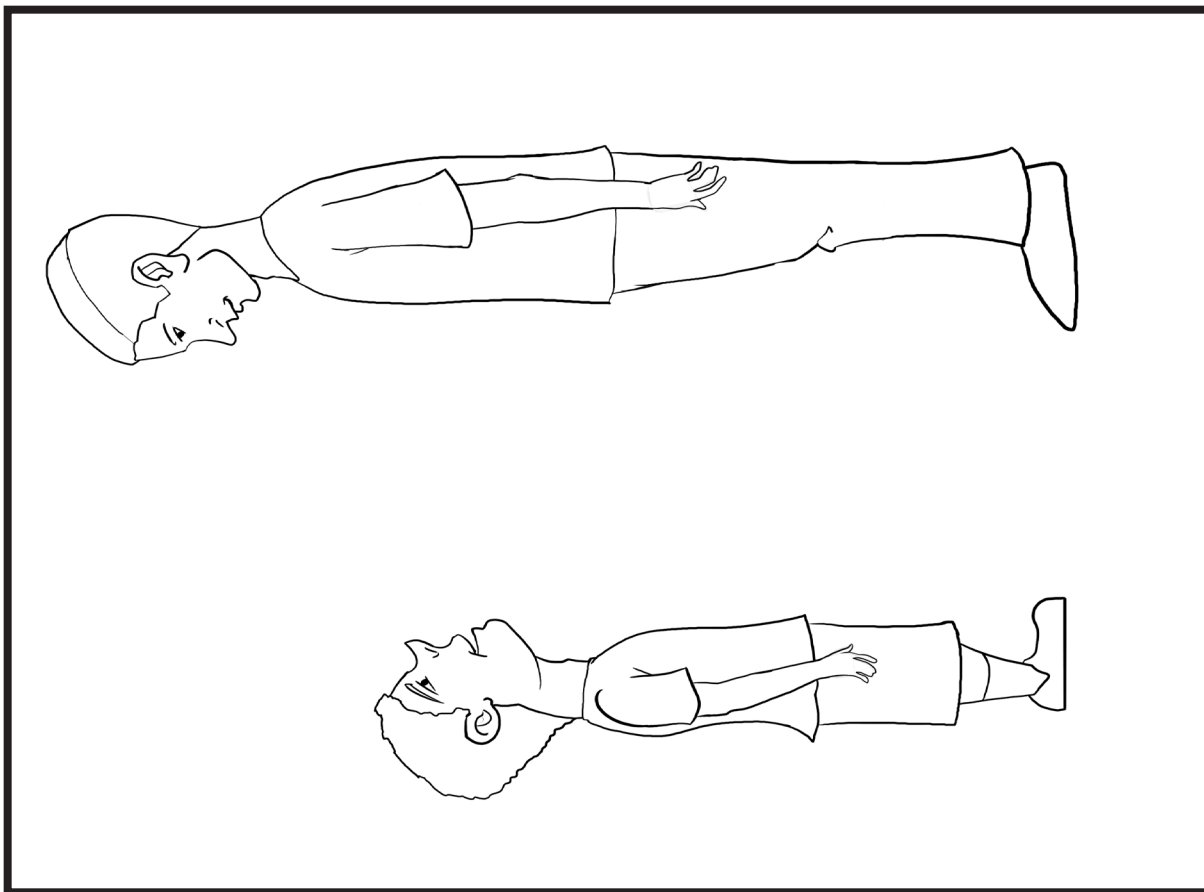
Querida familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo (a) y de que mis emociones me dicen cuando tengo que hacerlo. Yo cuido de mi mismo (a) cuando tomo decisiones correctas. Adentro de éste bicho, vamos a hacer un dibujo de algo que me moleste. Podemos dibujar algo que me deje enojado, triste, o frustrado. Este es el momento en el cual necesito tomar decisiones correctas.

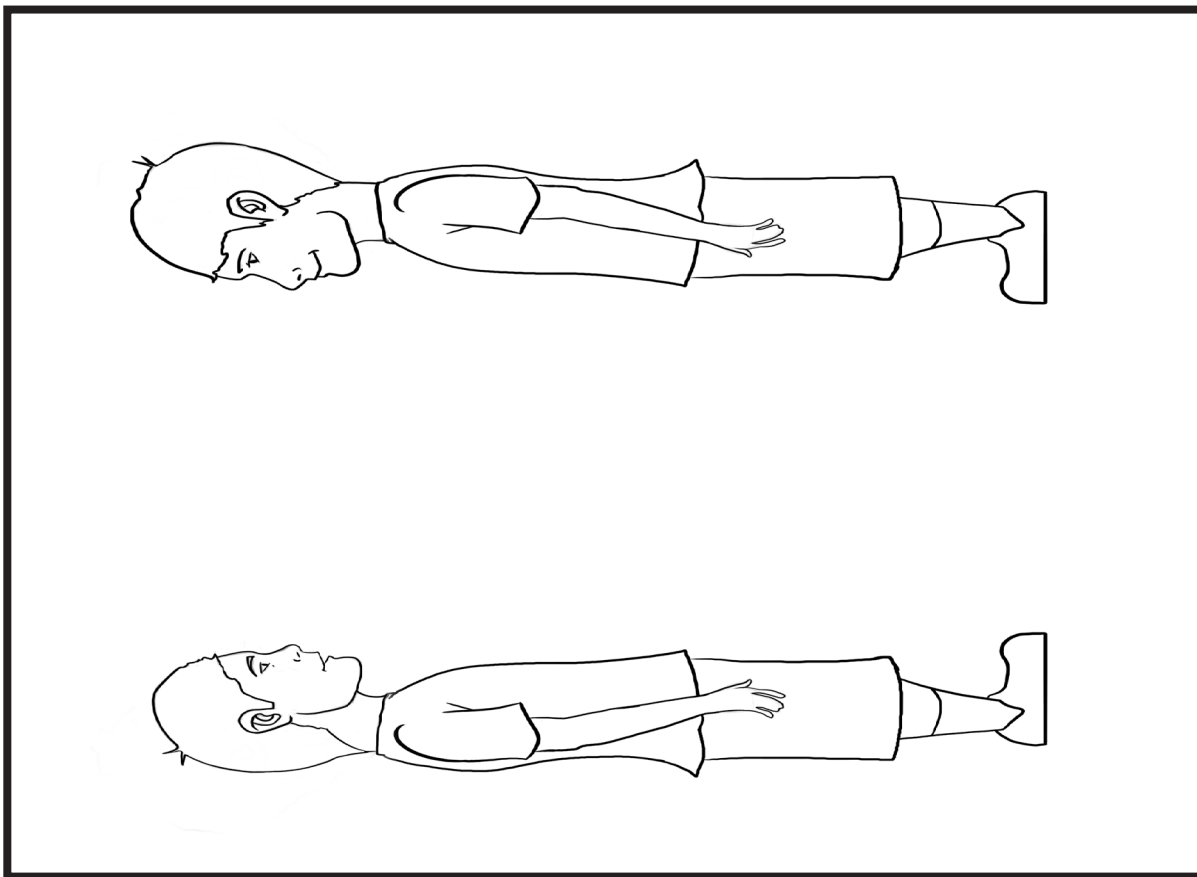
¡Muchas gracias! _____



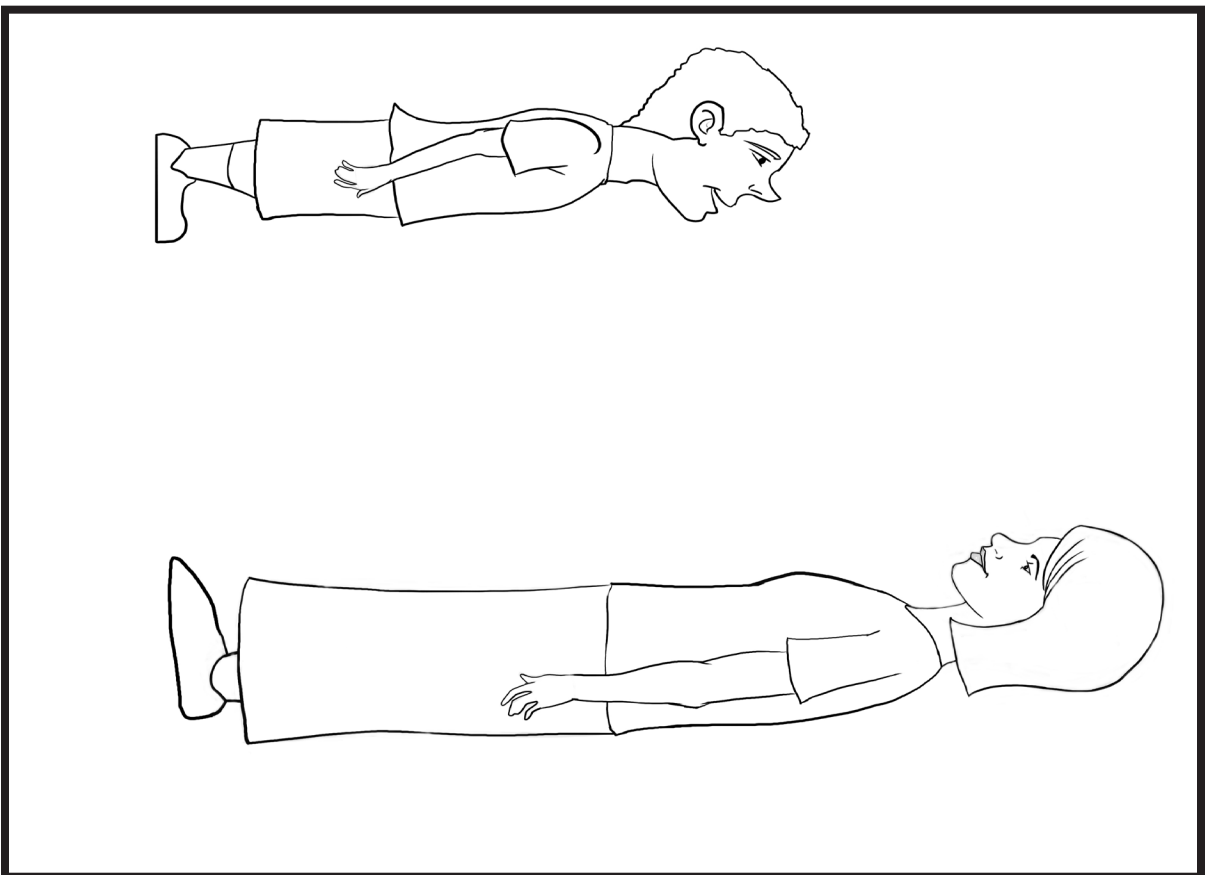
Talking to a parent



Talking to a friend



Talking to a teacher



Taking a deep breath

What would you look like if you were taking
a deep breath?



The Truth Will Make Me Free

Fred Rogers
Used with permission

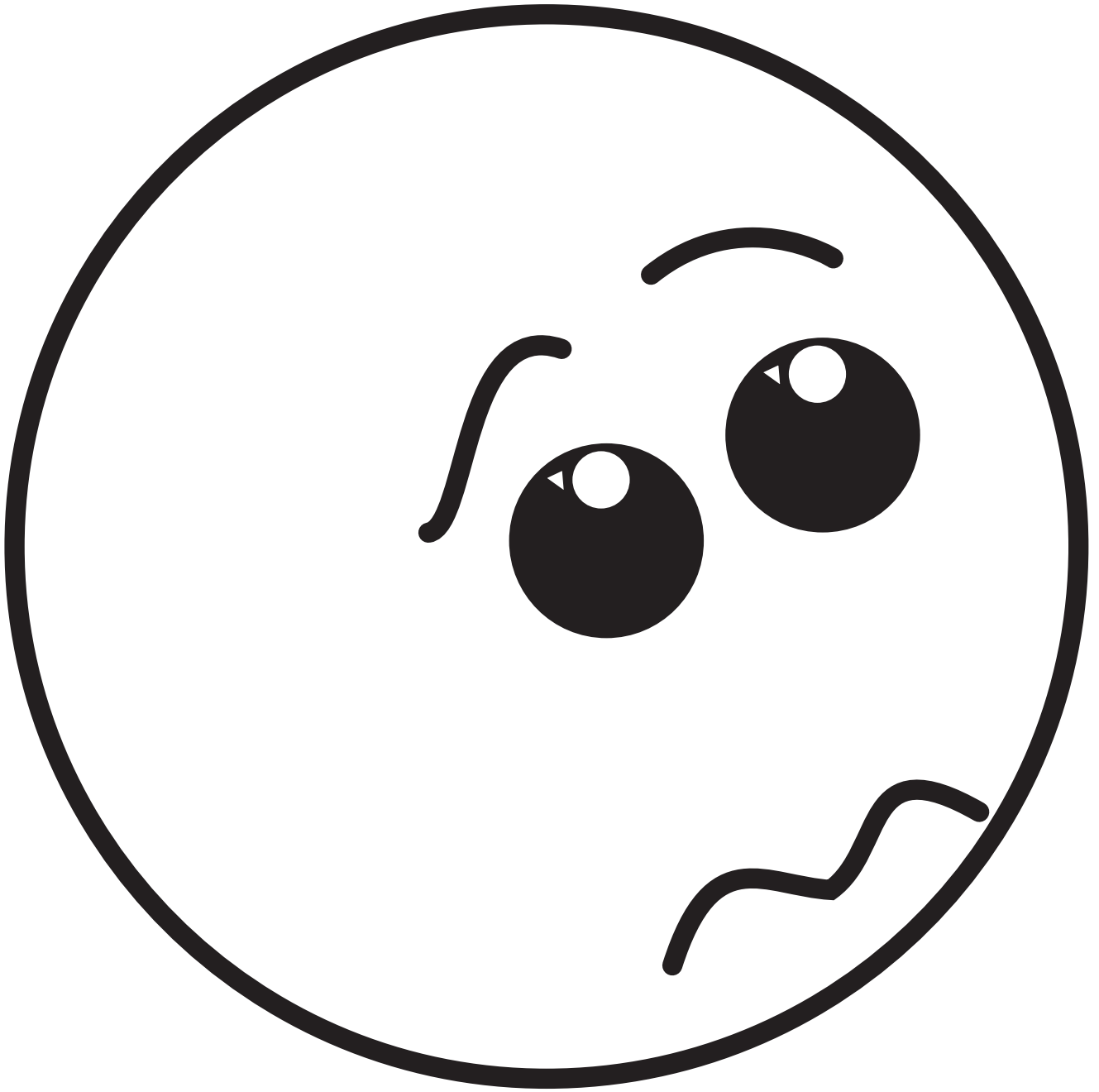
What if I were very, very sad
And all I did was smile?
I wonder, after a while,
What might become of my sadness?

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

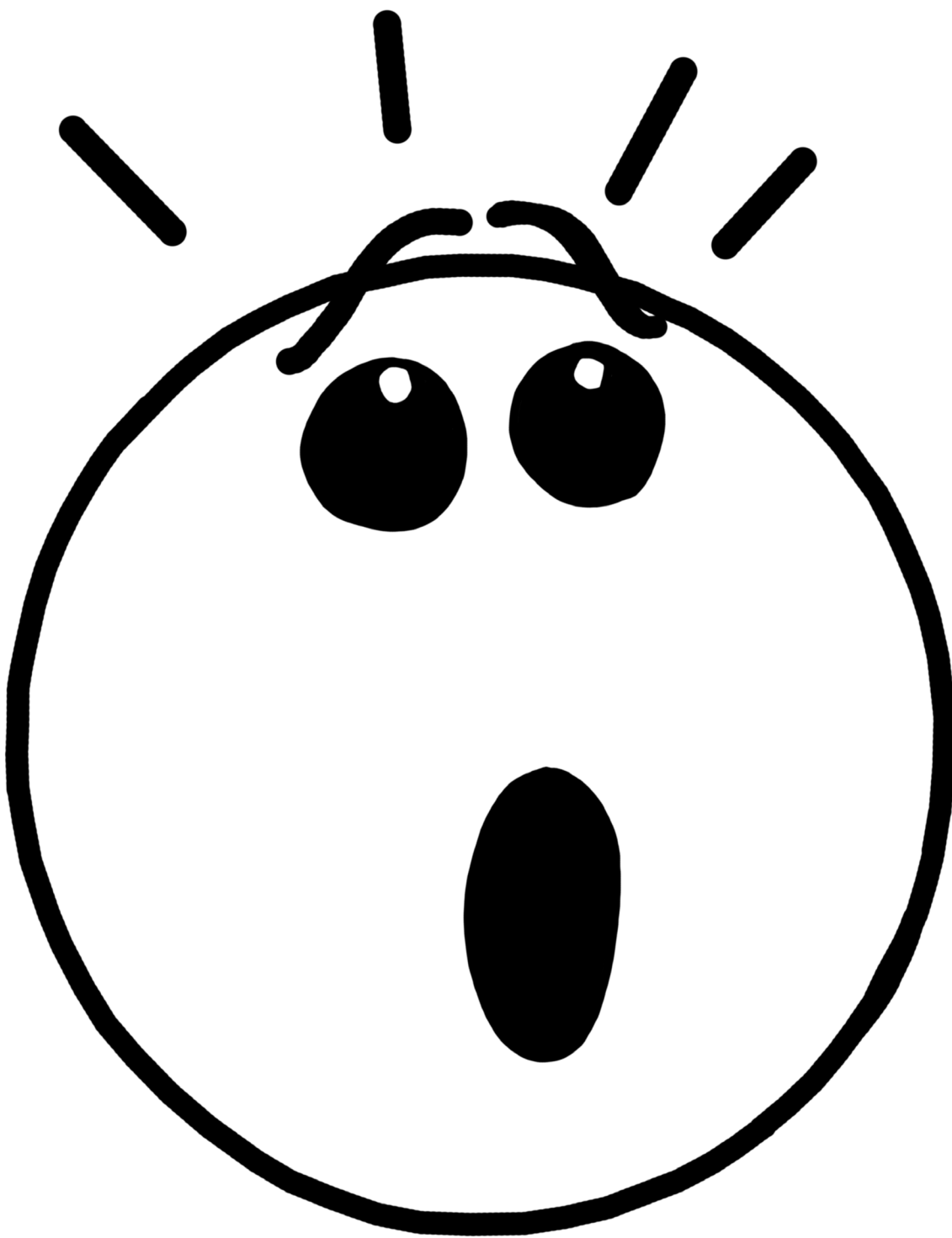
Where would they go, and what would they do
If I couldn't let them out?
Maybe I'd fall, maybe get sick...
Or doubt.

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.



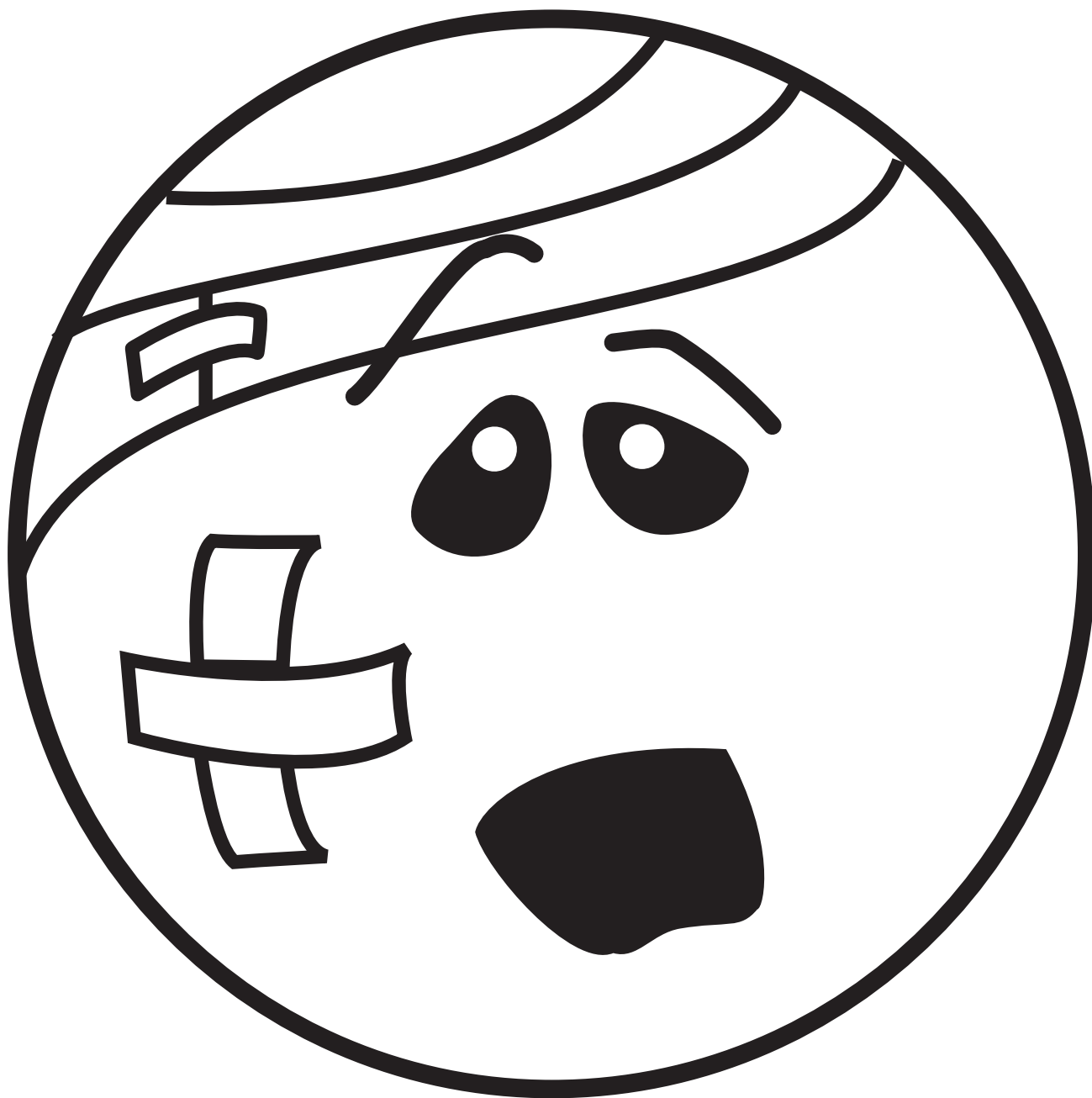
LEFT OUT



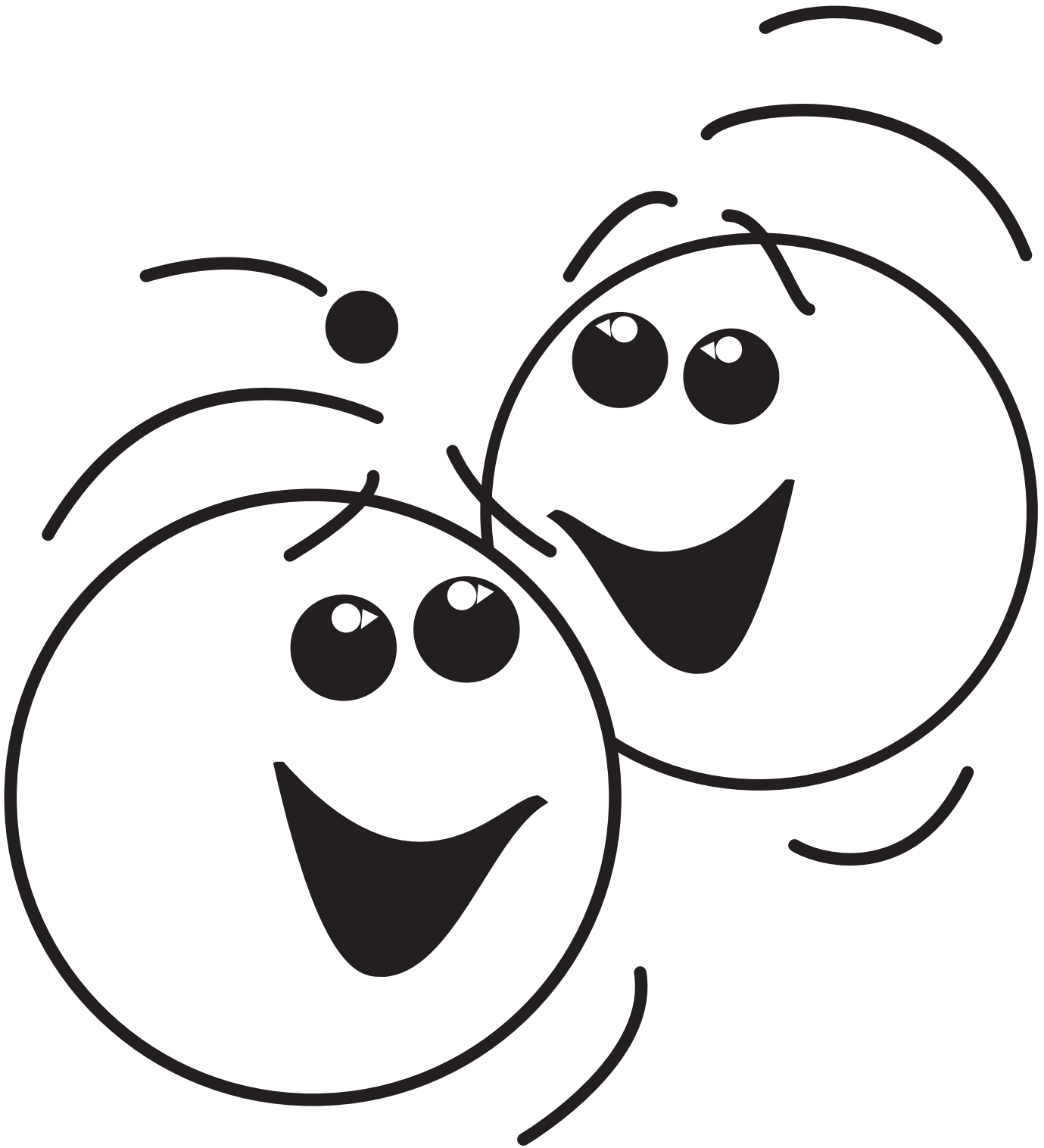
FEARFUL



SURPRISED



HURT



EXCITED



BORED

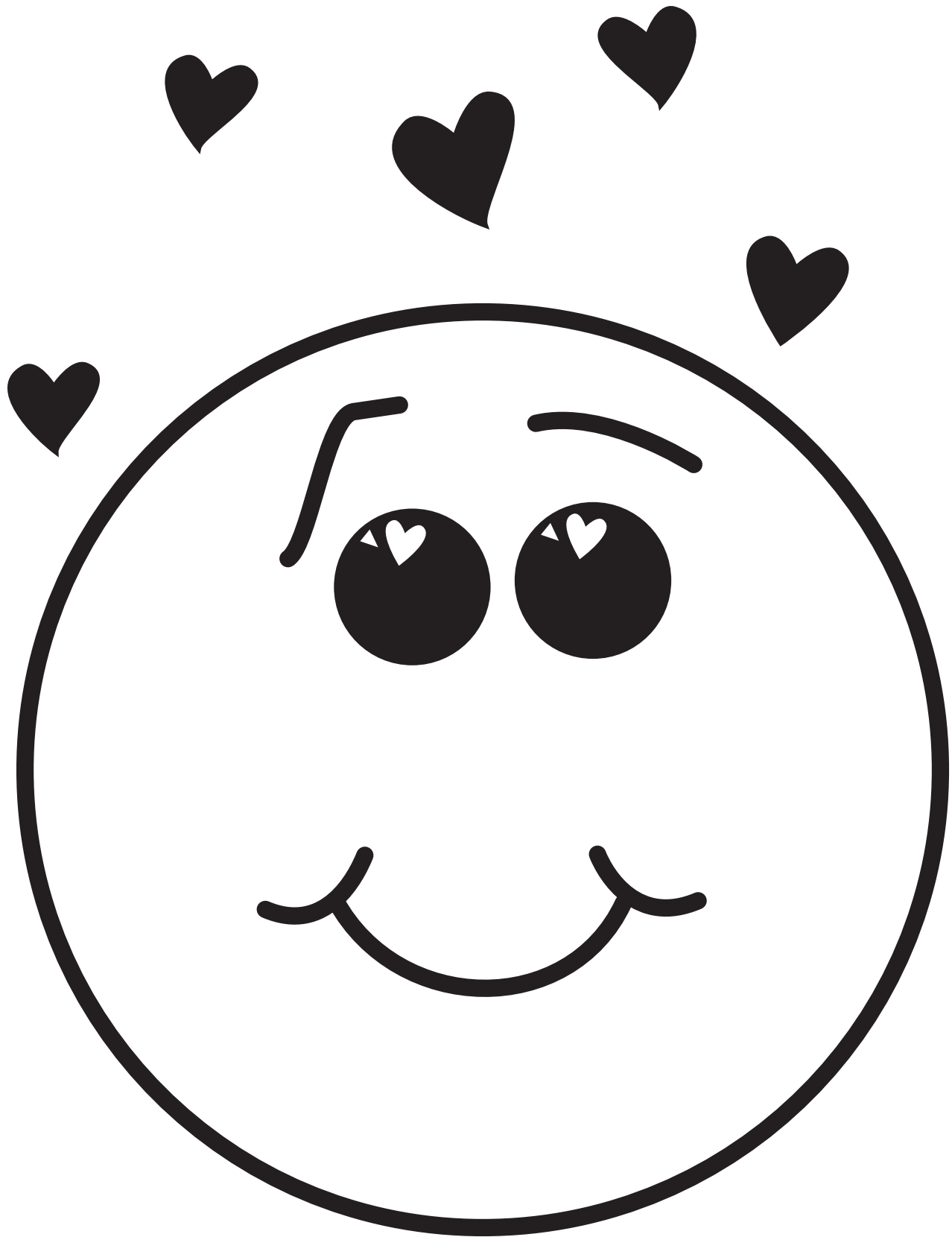


EMBARRASSED

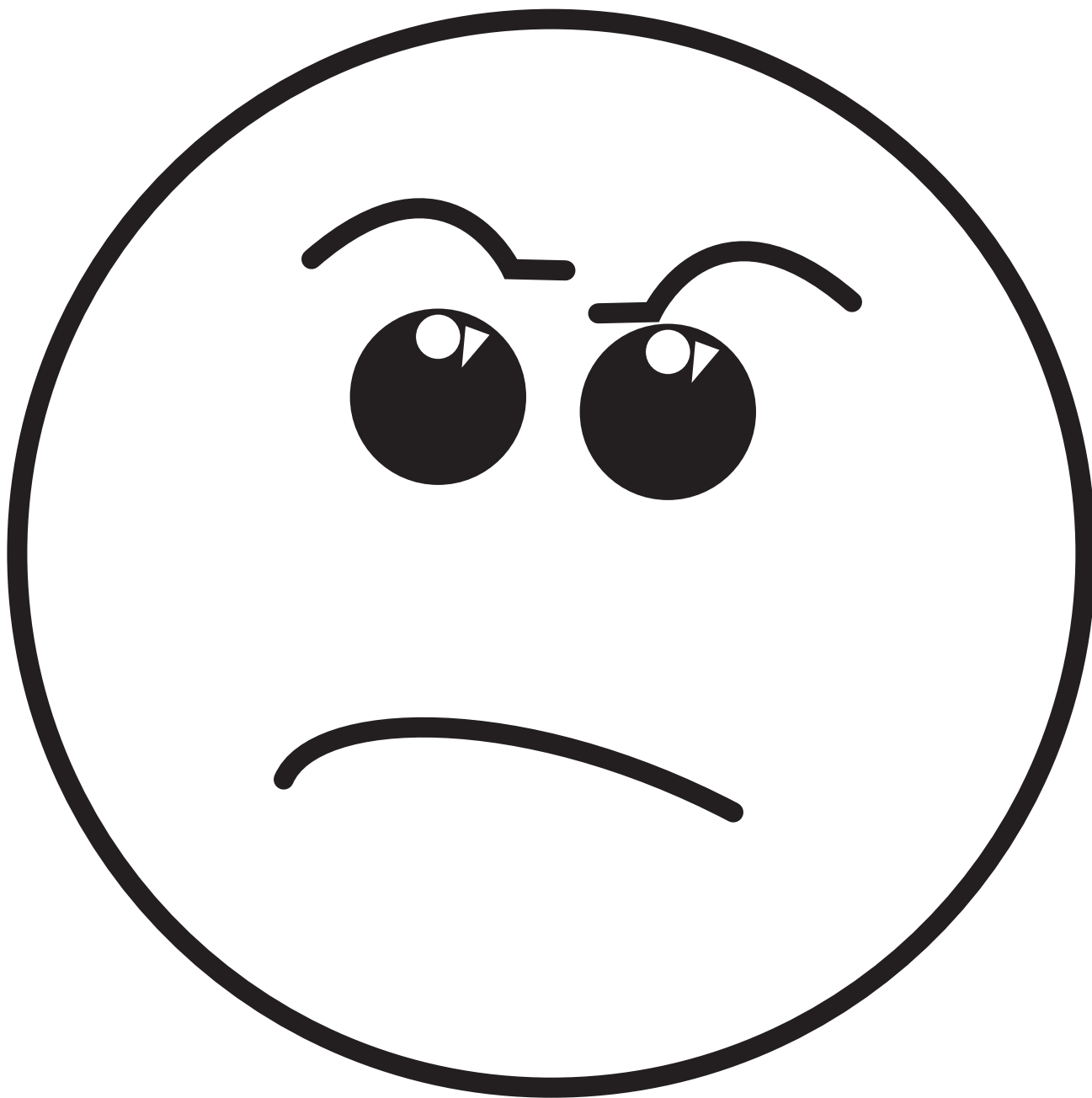


Face Emotion Cards

JEALOUS



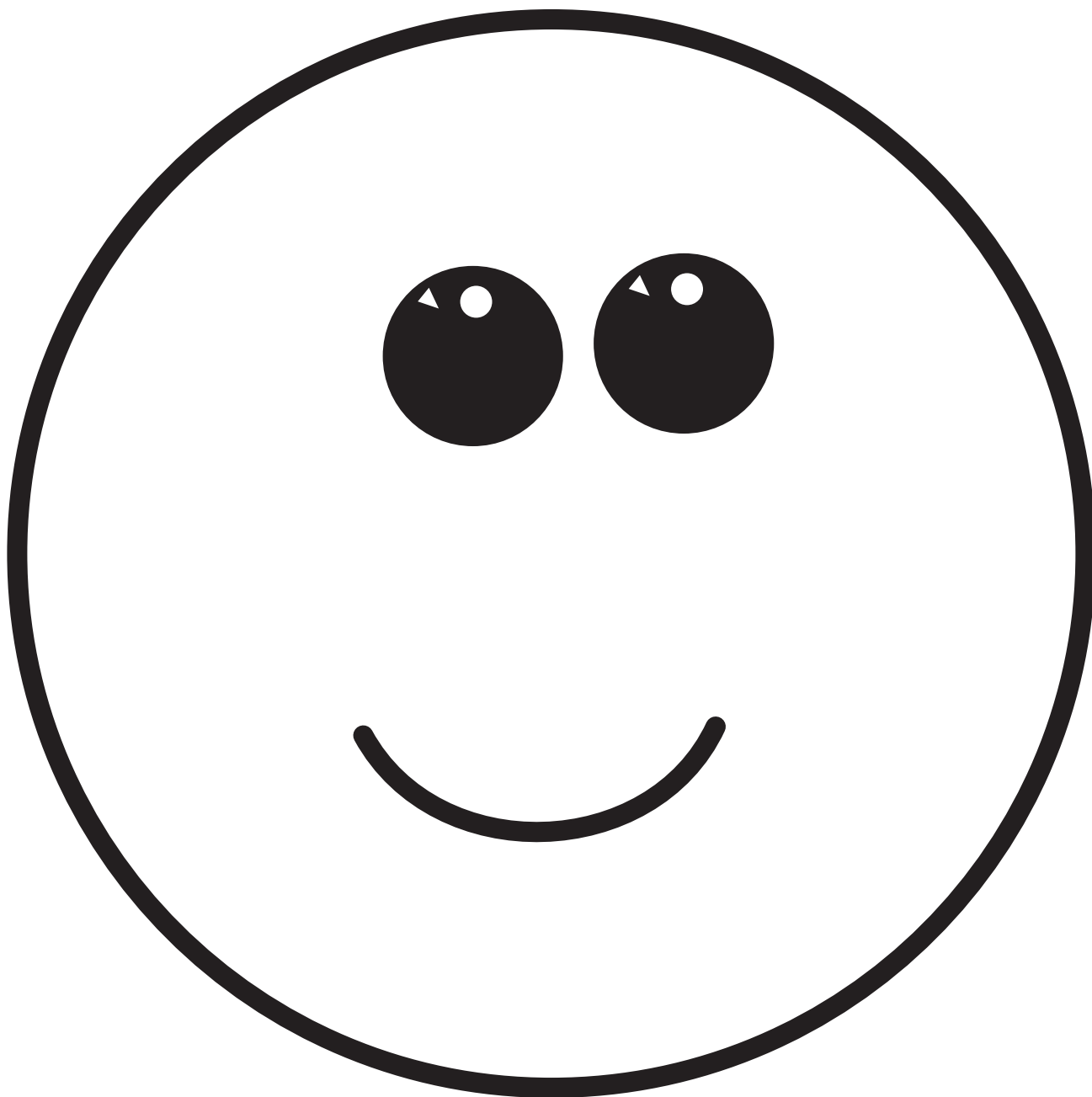
LOVING



ANGRY



SAD



HAPPY

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

- Bug cards (see page 31)
- Helpful Hero sheet (see page 33)
- Home Connection (see page 28)

Materials

- Ice cream bucket labeled *Bug Bucket*
- Tape

Music

- “Chill” from the CD *Something Good* (see page 32)
- “The Right Choice” from the CD *Something Good* (see page 151)

Smartboard

- Looks Like/Sounds Like/Feels Like Chart (see page 30)

Teacher Notes

Vocabulary

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

Lesson at a Glance

Introduction

1. Explore Peace and Conflict

Strategies

2. All Kinds of Bugs
3. How to Sort the Bugs

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 3: Understand and respect self and others related to human development and relationships.
- Standard 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Introduction

Define

1. Explore Peace and Conflict

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

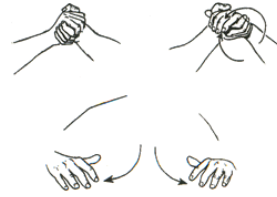
Hand Action

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

(Sternberg, Martin L. A., and Martin L. A. Sternberg. American Sign Language Dictionary. New York: HarperPerennial, 1998)

Ask

- 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

Write responses on a looks like/sounds like/feels like double T-chart.

Define

- Conflict means we are not at peace.
- Conflict is an unpleasant or uncomfortable emotion.

Hand Action

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 tells us to make a smart choice 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 inside.

Tie in the 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.

Strategies

2. All Kinds of Bugs

Make Bugs

What are some “bugs” you can feel at school?

- Someone won't share.
- Someone is touching me.
- Someone says he/she isn't my friend.
- Someone won't play with me.
- Someone took my things.

Write a few examples on different bugs and set them aside.

Empathize

What do you think bugs me?

Help the children generate a list of things that bug YOU.

- Tattling
- Kids who bother other students
- Being interrupted while teaching
- Running in the classroom
- Not using materials appropriately, like scissors

Write a few examples on different bugs and put them aside.



Student Volunteer	Have a student volunteer come to the front of the class, and tape about six of the bug cards onto the student as you read what each bug represents.
Ask	<ul style="list-style-type: none"> • 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? <p>Include in the discussion appropriate ideas about acting out, poor behavior, anger, hurting others, hurting self, hurting the environment, increased likelihood 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.</p>
	<h3>3. How to Sort the Bugs</h3>
Reminder	In Lesson 1, we agreed 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.
Explain	<p>Whenever we have a right, we also have a responsibility. They are partners and go together.</p> <p>We have a right to care about ourselves by noticing when we feel bugs and expressing our emotions. We also have a responsibility to be kind and not to do harmful things to ourselves and others when we feel the bugs and express emotions. That makes our class safe.</p> <p>What are some rules we can have to keep our rights safe and help us remember our responsibilities?</p>
Tie in the 3 Cs I care about myself. I care about others I care about my community.	<p>Help students to understand and invite them to state clearly:</p> <ul style="list-style-type: none"> • I have the responsibility to make smart choices when I care about myself.
Ask	<p>Who are some of the helpful people we can go to with our feeling bugs?</p> <p>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.</p>



Write on Board

Myself**Class****Parent****Teacher****Friend**

Sort

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 heading as they are removed from the child. Some teachers make a bar graph out of the bugs.

Explain

- When we help someone take care of his/her bugs, we are Helpful Heroes.

Show a picture of a Helpful Hero.

- Helpful Heroes use the Caring Powers to squash bugs in their own lives and in the lives of others.
- This year in kindergarten we will be learning how to be a Helpful Hero and how to use many different Caring Powers.
- What is a Caring Power we learned about today?
Asking for help when we are bugged.



Label

Label the headings on the “Helpful Heroes” chart.

Conclusion

4. Bug Catching

Prepare

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.

Explain

- 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. This can be 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.

Ask

If it is a bug that the class should solve together, put it in the bug catcher to talk about during class meetings.

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

Home Connection

5. I Can Help Others With Their Bugs

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

Keep these drawings to use in Lesson 3.



Additional Ideas

Music

6. “Chill” the Bugs

“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.)

Ask

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

7. Reinforce Helpful Heroes

Music

Play track 9, “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 things you can do to make the right choice.

Class Helpful Hero

Select a class “Helpful Hero” who acts as a class greeter as others come into the classroom. The greeter could use a handshake, high-five, hug or smile.

Reading

Everitt, Betsy. *Mean Soup*. Harcourt Brace 1992. Grades K-2.

Horace feels really mean at the end of the day until he helps his mother make “Mean Soup.”

Writing

“_____ bugs me.” 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. Have students sort bugs by attributes of color and shape. Make patterns.

Art

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 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. Sometimes I can be a Helpful Hero. I drew a picture of when I was a Helpful Hero and helped someone who was bugged.

Thank you! I love you!

Name _____





Conexión en el Hogar

Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo (a). Yo tengo la responsabilidad de tomar decisiones correctas cuando cuido de mi mismo (a). Yo estoy aprendiendo acerca de las decisiones correctas que puedo tomar para encontrar paz cuando algo me molesta.

Una de esas decisiones correctas que puedo tomar es encontrar un héroe que pueda ayudarme. Algunas veces yo también puedo ser un héroe que ayude a los demás. Yo hice un dibujo de cuando fui un héroe y ayudé a alguien que estaba siendo molestado.

¡Muchas gracias! ¡Te amo!

Nombre _____

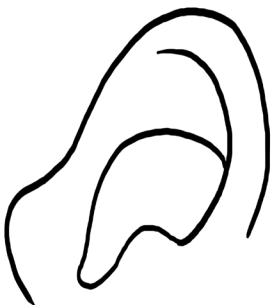


Title of discussion

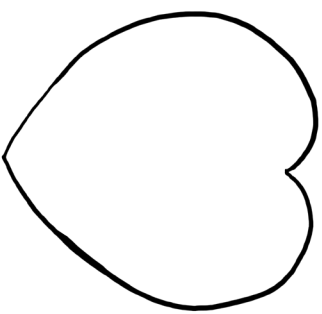
Looks Like...

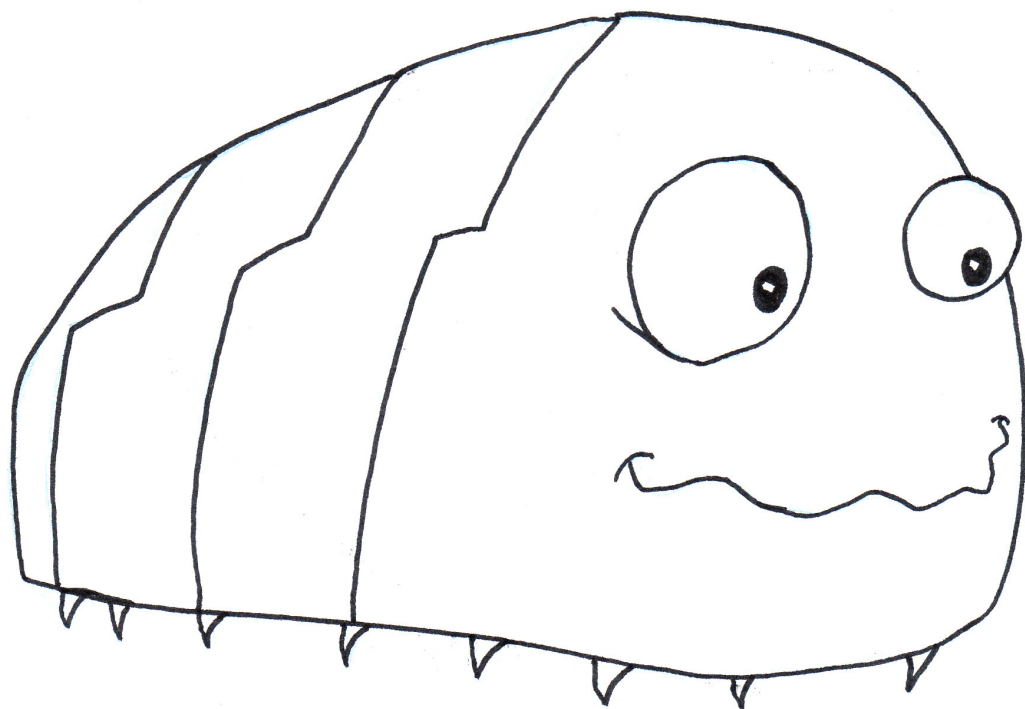


Sounds Like...

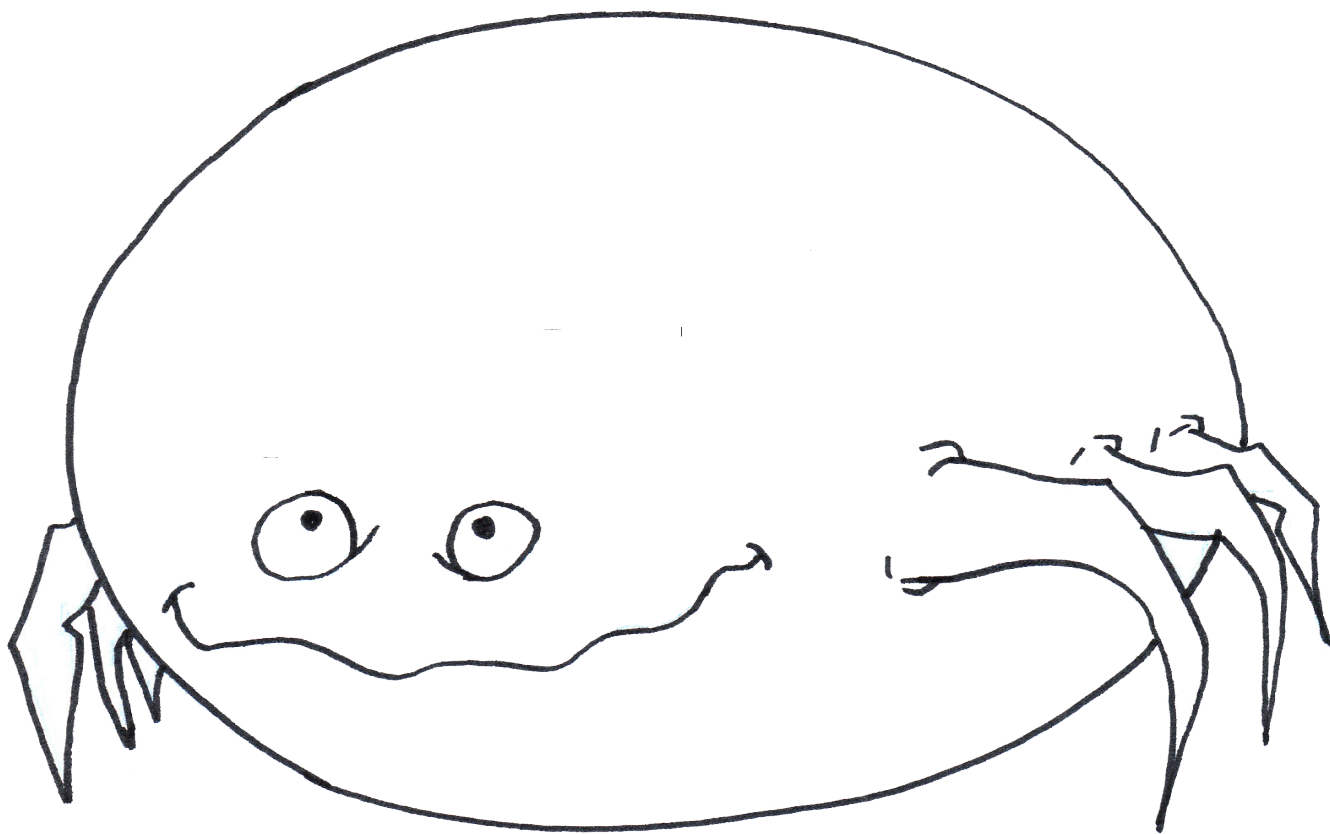


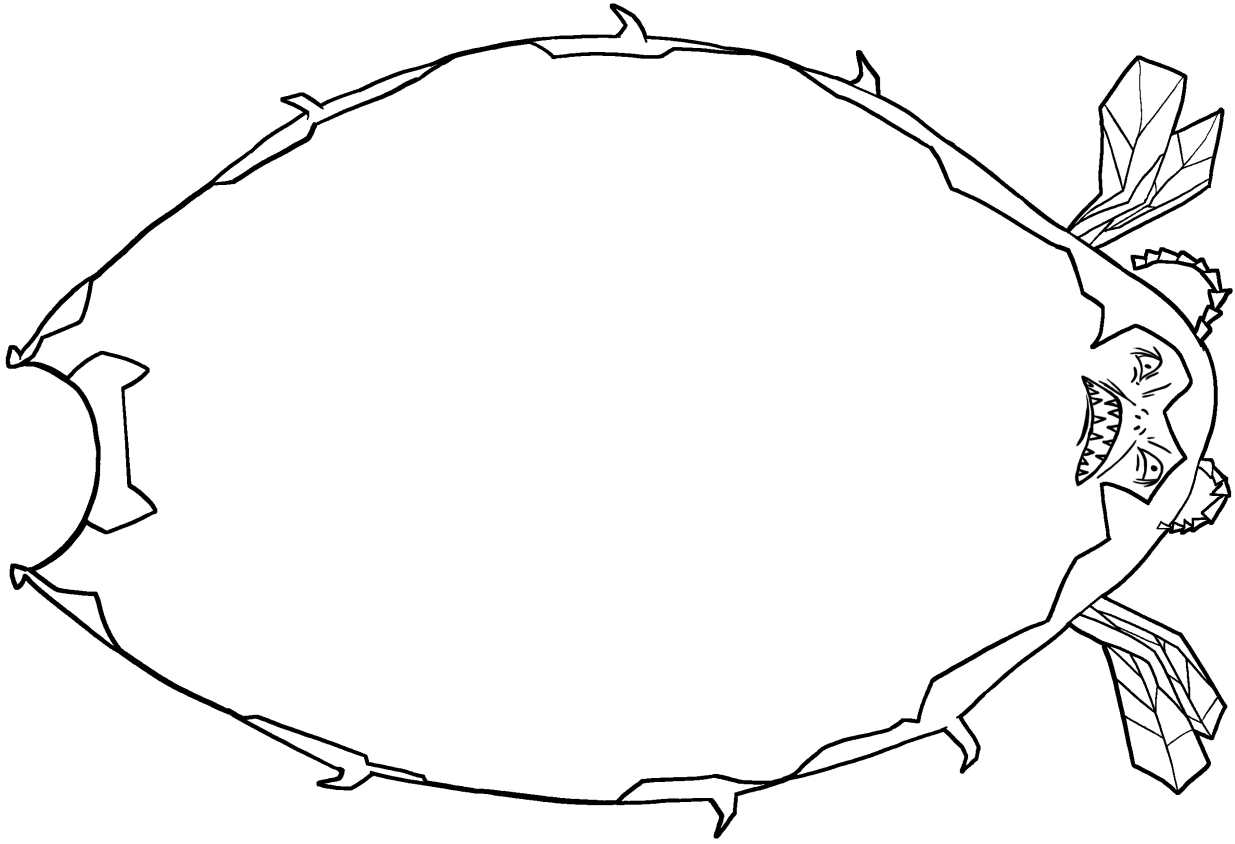
Feels Like...



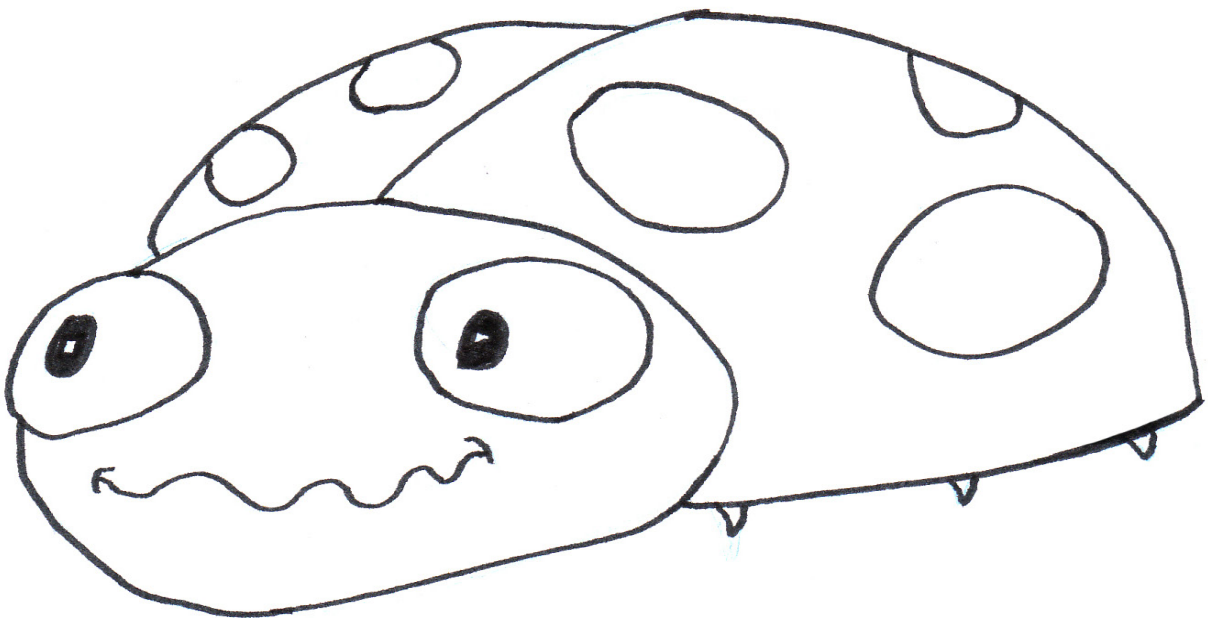


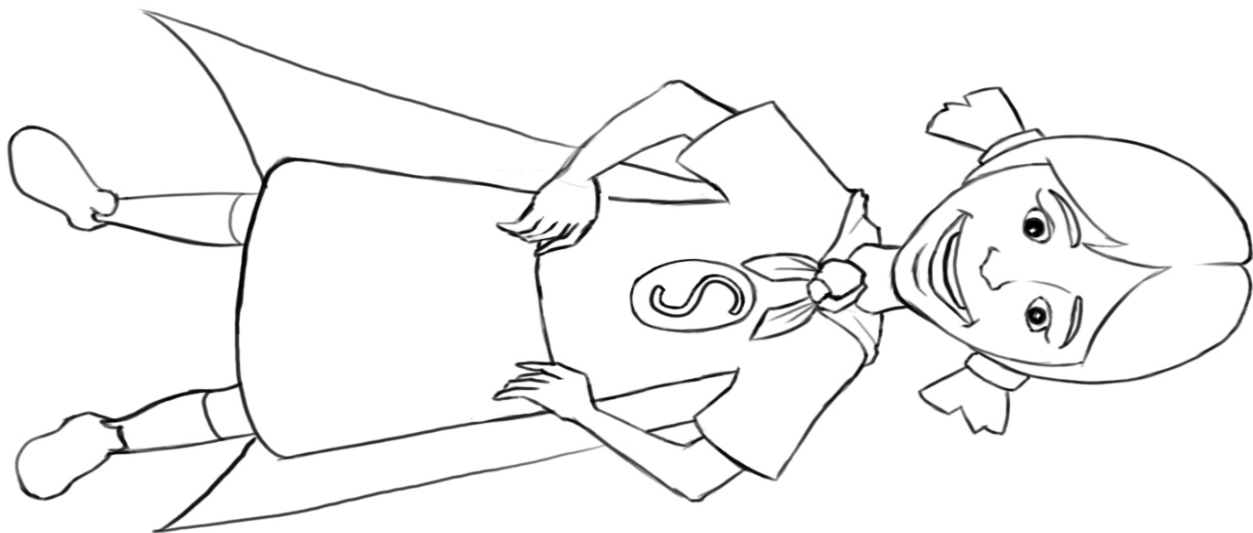
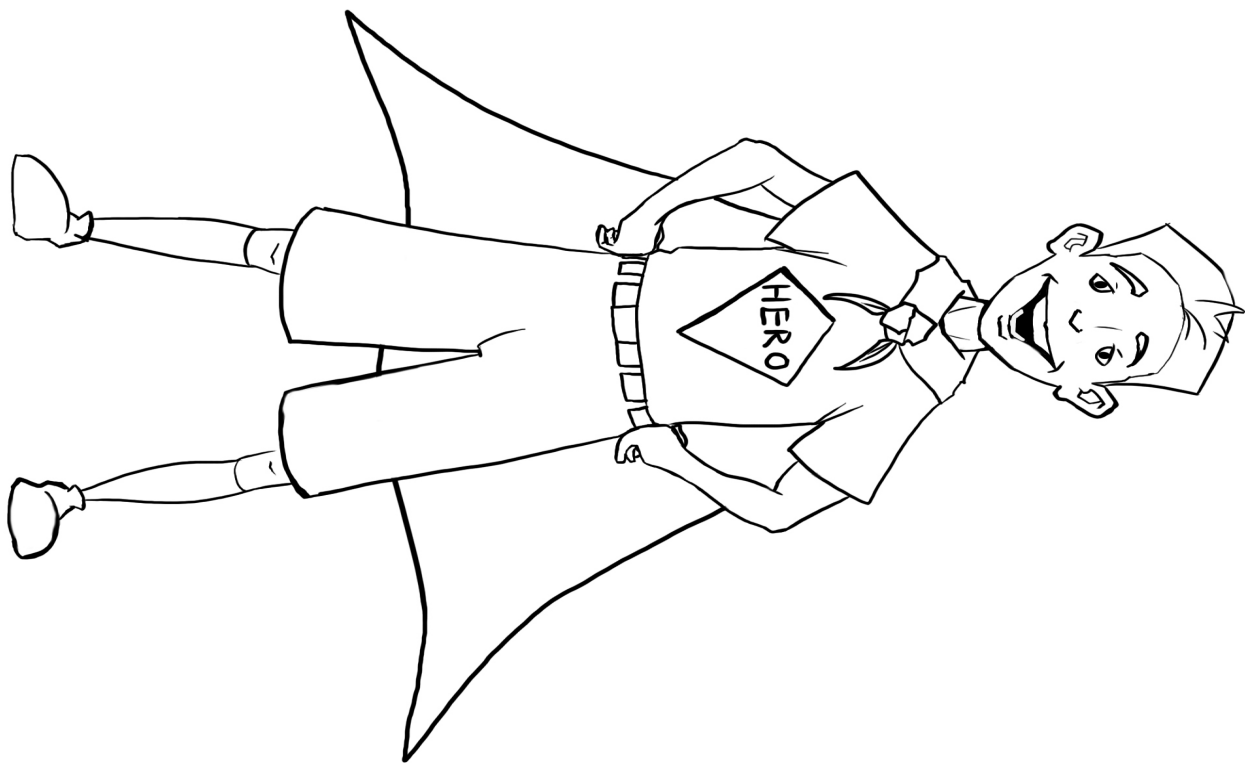
Bug Cards





Bug Cards





Peace

Conflict

Helpful Heroes

Caring Powers Chill Drill

"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 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 sheet (see page 40)

Materials

Vocabulary wordstrips (see page 42)

Music

- "I'll Be Nice" from the CD *Something Good* (see page 138)
- "Friendship Song" from the CD *Something Good* (see page 134)

Vocabulary

- | | |
|--------------|-----------------|
| "I" messages | being helpful |
| taking turns | kindness |
| sharing | the Golden Rule |

Lesson at a Glance

Introduction

1. Being a Friend

Strategy

2. Showing Kindness
3. Caring Powers Jar

Conclusion

4. I Care About You

Home Connection

5. "I" Message Practice

Core Curriculum Objectives and Standards

Objectives

- Model behaviors that foster healthy interpersonal relationships.
- Recognize why acceptance of self and others is important for the development of positive attitudes.

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

Prepare

Music

Participation

1. Being a Friend

Copy and cut out the word strips on page 42.

Gather children to a meeting place, playing "Friendship Song" as they come together.

Use your personality to introduce new Caring Powers. Tell students we can all be Helpful Heroes when we use Caring Powers. (Have children do a drum roll with their hands on their laps as you pull the word strips out of a special bag, or have students participate in some other way.)

- Taking turns
- Sharing
- Being helpful
- Kindness
- "I" messages sound like, "I feel _____ when _____."
- The Golden Rule (Treat others as you would like to be treated.)

Strategies

Students Share Bug & Kindness Pictures

Review some "Helpful Hero" stories or pictures that children drew of themselves doing acts of kindness when they saw someone was bugged (see Lesson 2, Home Connection). As children view the pictures or hear the stories, discuss and name the acts of kindness or Caring Powers they see their classmates using. Emphasize how each child acted like a Helpful Hero.

Verbalize

Use "I" messages depicting what could have been said when the child performed the act of kindness (e.g., "I feel good when you help me set the table").

Explain

When we treat others as we want them to treat us, we are living the Golden Rule.

Ask

Why do you think "I" messages are called "I" messages? (They all start with "I"!)

Role Play

Have students role-play people caring for others in the following ways:

- Say "please."
- Obey school and classroom rules.
- Say "thank you."
- Take care of things that belong to other people.
- Obey parents.
- Listen politely.
- Do not interrupt while someone else is speaking.

Tie in the 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.

3. Caring Powers Jar

Ask

Create a Caring Powers Jar and stock it with scenarios on separate slips of paper. Draw out a paper and role-play throughout the year. Some teachers create personal classroom scenarios when children need to choose a Caring Power.

For example:

How would you like to be treated if you _____?

- Fell down at recess
- Had a big mess to clean up
- Worked hard on cleaning your room



Conclusion

Repeat

Encourage

Class participation

Music

Write

Home Connection

Additional Ideas

Draw and write

Drama

Prepare

Directions

The Gift

4. I Care About You

Say the sentence "I care about you" several times.

Let's use our Caring Powers to build a classroom where everyone feels safe, because we all have a right to be in an environment where we feel safe.

Students will suggest rules that will protect their rights and remind them of their responsibilities. Encourage them to understand the Golden Rule: The best rule of all is to treat others as you would like to be treated.

Listen and sing the song "I'll Be Nice." The song has several parts. As the children learn this song, discuss how there are several ways we can do our part to care for each other.

Work with the class to write a class goal for showing kindness during the routines of the day.

5. "I Message" Practice

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

6. Class Book

Make a class book, with each child making an "I will show kindness by _____" page. Compile the student pages together into a book and share it as a read-aloud. Many teachers have used scrap jewel cases from CDs to create these books. Make an accordion fold of five to ten pages and insert it into the jewel case. The book becomes a permanent history of the class.

Extension: Make several books depicting showing kindness in specific scenarios: "I will show kindness to my brother/sister by _____," or "I will show kindness in the hallways by _____," etc.

7. Birthday Gift

Use recording equipment such as a video camera, cell phone or computer. Don't forget the camera for a class picture.

Have the children sit in a circle.

Speaking into the microphone, the teacher begins:

"Today is _____. I am Miss/Mr _____'s kindergarten teacher. All of _____'s friends are here to make a recording to let him/her know how much we appreciate him/her."

Have each child contribute by saying something like the following.

"My name is _____. I really like you because you _____."

"You're a really good friend because you _____."

"My name is _____. For your birthday I wish you _____ (peace, joy, love, kindness, happiness...)"

End with all the kids shouting:

"Happy birthday, _____!"

If possible, take a class picture of all the children surrounding the birthday boy/girl.

Wrap up the class picture and CD. Send them home with the birthday boy/girl.





Home Connection

Dear Family,

Today I learned I have a right to be in an environment where I feel safe. When I speak using “I” messages, I talk about my feelings in a kind, safe way. When I have a strong feeling, will you help me draw my feeling story and make an “I” message about it?

Thank you! I love you!

Name _____

Below is a sample of an “I Message.”

I feel sad when it's time to leave Grandma's house.

Name _____

I feel _____ when _____.



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). Cuando yo hablo usando la palabra “yo” en los mensajes que expreso, estoy hablando de mis sentimientos en una forma amable y segura. Cuando yo tengo un fuerte sentimiento acerca de algo, ¿Podrías ayudarme a dibujar la historia de mis sentimientos y a hacer un mensaje usando la palabra “yo” acerca de eso?

¡Muchas gracias! ¡Te amo!

Nombre _____

En la parte de abajo hay un ejemplo de un mensaje usando la palabra “yo”.

Yo me siento triste cuando es tiempo de irme de la casa de mi abuela.

Nombre _____

Yo me siento _____ cuando _____.

Caring Powers: “I” messages Taking turns Sharing

Being helpful Kindness The Golden Rule

Stop and Think - Win/Win



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

Teacher Notes

Preparation

Copies

- "Stop and Think" sign (see page 50)
- Home Connection (see page 52)

Materials

- 2 stuffed animals for win-win role play
- Vocabulary word strips (see page 55)
- Large, class-size "Stop and Think" sign (see page 51)

Music

- "Thinking Positive" from the CD *Something Good* (see page 154)
- "Chill" from the CD *Something Good* (see page 129)

Vocabulary

emotions	foolish choice	brainstorm
Caring Powers	"I" messages	win-win
smart choice	rights	attitude

Lesson at a Glance

Introduction

1. Think Positive

Strategies

2. No Losers With Win-Win
3. Thinking Positive

Conclusion

4. Caring for Others

Home Connection

5. Drawing "Feeling Stories" and Using "I" messages

Core Curriculum Objectives and Standards

Objectives

- Respond to unpleasant emotions by stopping to consider alternatives that will create a win-win situation.
- Determine how good decision making can help complete responsibilities.
- Recognize why acceptance of self and others is important for the development of positive attitudes.

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**Preparation****Music****Review (Important)****Introduce****1. Think Positive**

Print or draw the win-win grid.
Obtain two stuffed animals.

Gather children to a meeting place, playing “Thinking Positive” as they come together.

Discuss ideas from previous lessons, and gather stories and examples from the students.

Caring Armor and other vocabulary:


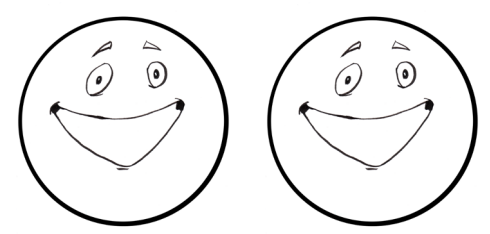


- Brainstorm
- “Stop and Think”
- Win-win
- Attitude
- Win-lose
- Lose-lose

Strategies**Mini-lesson****2. No Losers With Win-Win**

When you help make a choice with others, you might not get exactly what you want, but you can work together so everyone wins.

This kind of decision making is called “fairness.”
Explain fairness with the win-win grid.

Some teachers may choose to draw these pictures on the white board instead of showing them from the page.

<p>I Win, You Lose</p> 	<p>I Win, You Win</p> 
<p>I Lose, You Lose</p> 	<p>I Lose, You Win</p> 

Role Play

Have two children hold onto the ends of a rope (using two stuffed animals, or puppets if you think the students would not feel comfortable).

Explain that a huge mound of their favorite treats is just a few feet out of the reach of one of the students. Explain that a similar mound of treats is just a few feet out of reach opposite the other student.

Ask

Can you see a solution that reflects each part of the grid?

- I win, you lose – One child pulls the other to his/her pile and pretends to eat while the other stands and watches. (Explore the importance of not hurting others when we are trying to find a solution.) Discuss what would happen if one child pushed or hurt the other to get at his/her pile of treats.
- I win, you win – Both children eat one imaginary pile together, and then walk to the other imaginary pile to eat.
- I lose, you lose – Both pull in opposite directions, but neither can reach their treats.

Some teachers have treats for the children. Split the class into two groups and have one child from each group be the representative for his/her group.

It may be helpful to review classroom rules and talk about how they help us achieve win-win solutions to problems. We can only do this when we take the time to stop and think.

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

3. Thinking Positive**Preparation**

Class copies of students' own "Stop and Think" signs
Larger version of the "Stop and Think" sign for classroom use
Cue music

Music

Sing/Review "Thinking Positive" or "Chill" from the CD *Something Good*.

Art

Direct students to color and cut out their own "Stop and Think" signs (which you have previously photocopied on cardstock). Help the students put the signs on Popsicle sticks or create necklaces with yarn.

Encourage application

As they work talk to the students about different conflict situations and ask when they should stop and think about how to achieve a win/win situation. Use the enlarged class "Stop and Think" sign to add to the Caring Powers.

Conclusion**4. Caring for Others**

Use the enlarged class "Stop and Think" sign to add to the Caring Powers.



Home Connection

Prepare

Additional Ideas

Reading

Suggested Literature

5. Drawing “Feeling Stories” and Using “I” Messages

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

Share a book from your classroom library that contains conflict.

- 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 a win-win solution for the problem.
- Brainstorm out loud possible solutions to the problem.
- Tell which solution you think the character should use.
- Draw a picture in the box that shows your solution to the problem.
- Finish reading the story.
- Did your solution match what really happened? Which solution did you like most?

Flourney, Valeris. *The Patchwork Quilt*. Dial Books for Young Readers, 1985. Using scraps cut from the family’s old clothing, Tonya helps her grandmother and mother make a beautiful quilt that tells the story of her family’s life. This warm, satisfying account shows some of the ways families work together in good times and bad, while the evocative illustrations pull the reader into a world of real people one would like to know.

Friedman, Ina Rosen. *How Parents Learn to Eat*. Houghton Mifflin, 1994. A young girl relates the story of the courtship of her parents, an American sailor and a Japanese schoolgirl, as they begin to learn each other’s customs. Detailed illustrations help convey the message of intercultural understanding and compromise.

Fujikawa, Gyo. *That’s Not Fair!* Grosset & Dunlap, 1983. Four friends ruin their fun when they compete against each other. Making up the next day, they realize that it’s more fun to play together than alone, and better to play cooperatively than competitively.

Levin, Betsy. *Chubbo’s Pool*. Clarion Books, 1996. A selfish hippopotamus who will not share his pool with the other animals learns a lesson about cooperation and sharing.

Lionni, Leo. *It’s Mine!* Knopf/Random House, 1986. Three selfish frogs, Milton, Rupert and Lydia, quarrel over who owns their pond and island. Suddenly the sky darkens, thunder rumbles and the island grows smaller and smaller as it is swallowed up by the rising flood.



Frightened, the frogs cling desperately to a few slippery stones. When all but one disappear under them, they huddled together on the last remaining rock. They feel better now that they are together “sharing the same fears and hopes.” Wait until they find out the identity of their rescuer!

Lionni, Leo. *Swimmy*. Pantheon Books, 1963.

This is a classic fable about the power of cooperation. A little black fish named Swimmy lives with a school of red fish. One day a large toad eats all the little red fish in one gulp. Swimmy escapes. Finally, he discovers another school of fish hiding in the weeds, afraid to swim and play for fear that a big fish will eat them. Swimmy tells them to swim together so that they will look as if they were one large fish. Because he is a different color, Swimmy takes the position of the fish’s eye. They have found a way to scare the big fish away through cooperation and the wise guidance of a leader.

Partner Games

Practice win-win with a partner in a sorting/pattern activity (puzzles, sorting bucket, etc.).

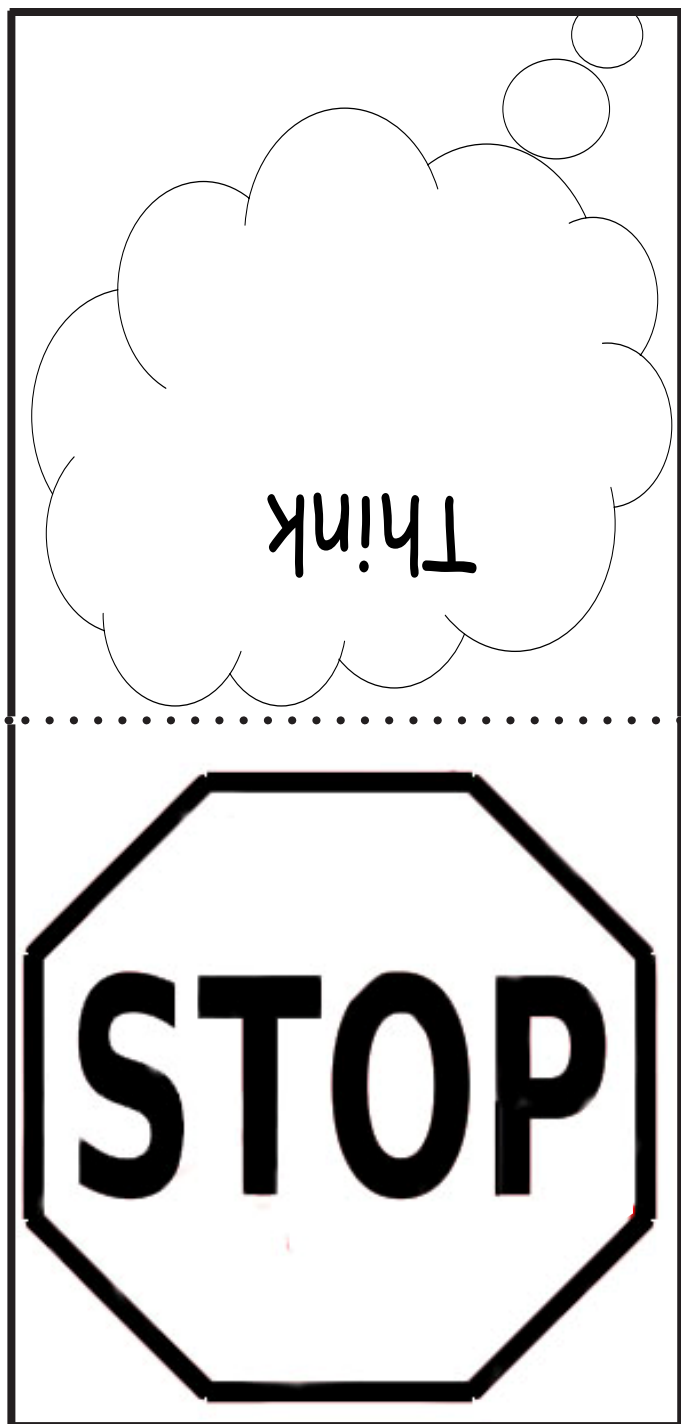
Block Center

Practice win-win with a partner by building a structure together.

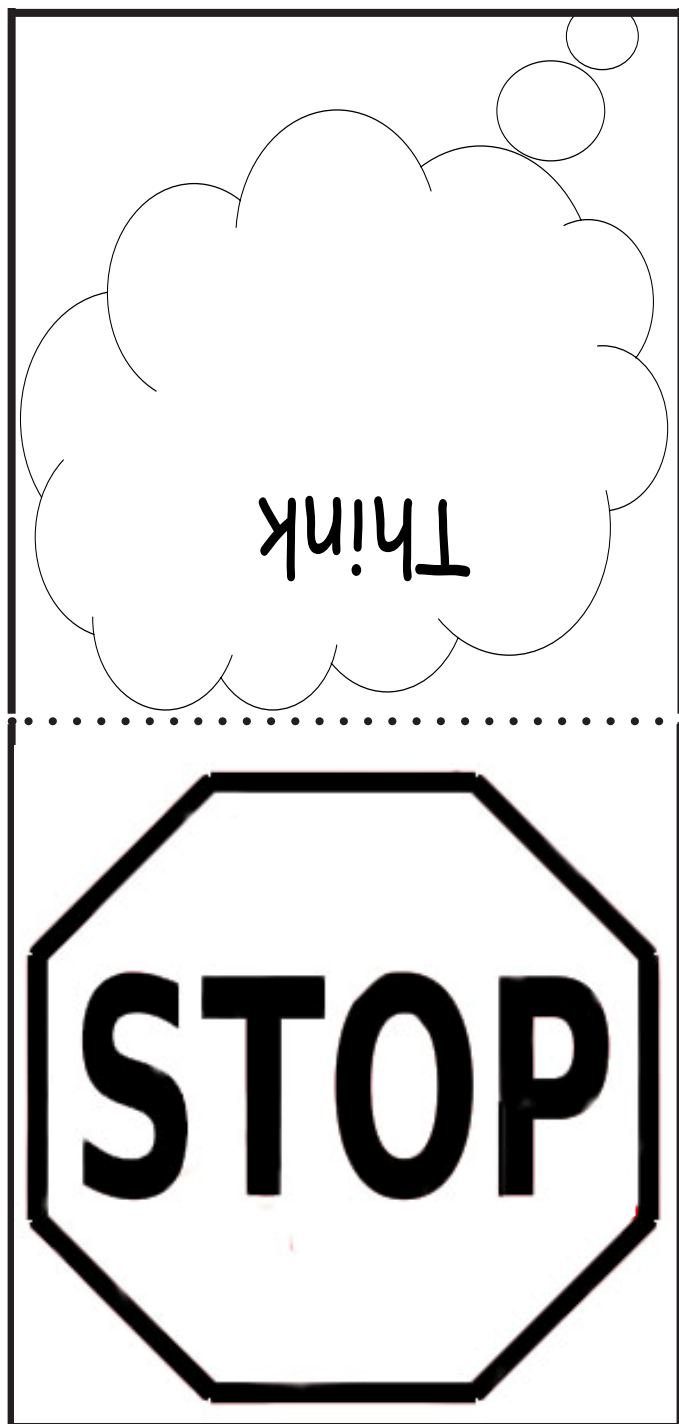
Writing/Art

Draw and label a win-win situation from school or home.





Glue a stick in here after the form is folded.

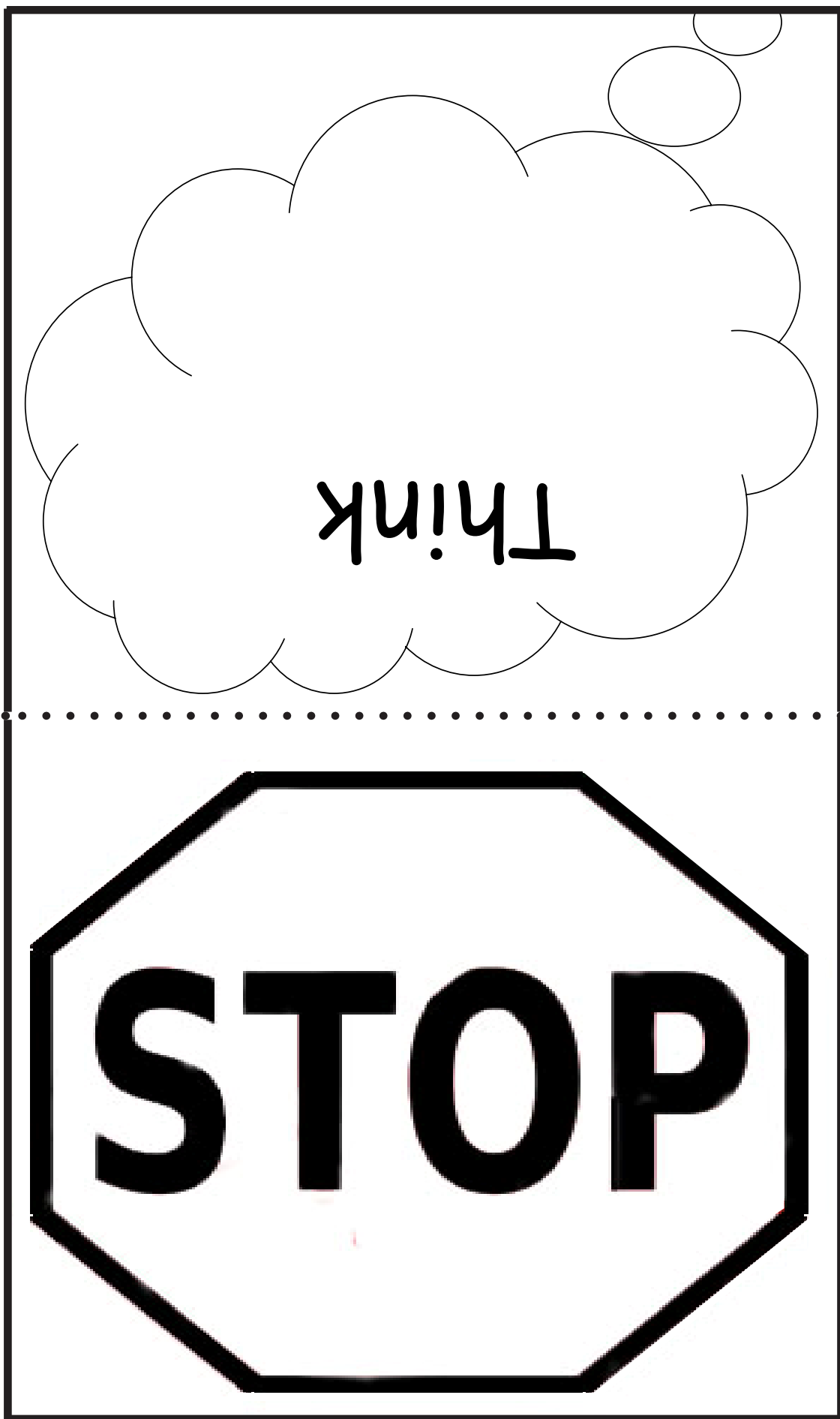


Fold
here

Cut along this edge

Glue a stick in here after the form is folded.

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" on the other. Put a tongue depressor or Popsicle stick between the signs and paste them together. Students can use the sign to show that they are stopping and thinking.



Fold
here

Cut along this edge.

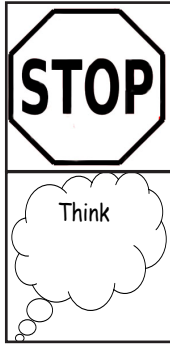


Home Connection

Dear Family,
Today I learned that everyone can win, but I need to
choose to be a Helpful Hero for everyone to win.



When there is a conflict and everyone starts to get
bugged, I can stop and think. I can help others stop and think. When we
stop and tink, we can find solutions that make everyone happy!



I like being a Helpful Hero. It is better when everyone wins.

Ask me to show you my “Stop and Think” sign.

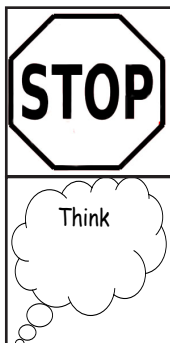


Home Connection

Dear Family,
Today I learned that everyone can win, but I need to
choose to be a Helpful Hero for everyone to win.



When there is a conflict and everyone starts to get
bugged, I can stop and think. I can help others stop and think. When we
stop and tink, we can find solutions that make everyone happy!



I like being a Helpful Hero. It is better when everyone wins.

Ask me to show you my “Stop and Think” sign.

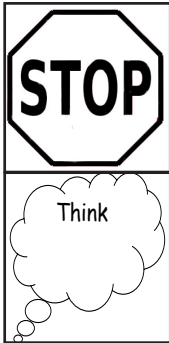


Conexión en el Hogar

Querida familia,

Hoy aprendí que todos pueden ganar, pero yo necesito escoger ser un héroe que ayuda para que esto pueda suceder.

Cuando hay un conflicto y todos empiezan a molestarse, yo puedo para y pensar. Yo puedo ayudar a otros a parar y pensar. ¡Cuando nosotros paramos y pensamos podemos encontrar soluciones que hacen a todos felices!



A mi me gusta ser un héroe que ayuda. Es mejor cuando todos ganan.

Pídeme que te muestre mi letrero de “Parar y Pensar”.

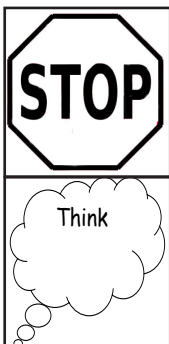


Conexión en el Hogar

Querida familia,

Hoy aprendí que todos pueden ganar, pero yo necesito escoger ser un héroe que ayuda para que esto pueda suceder.

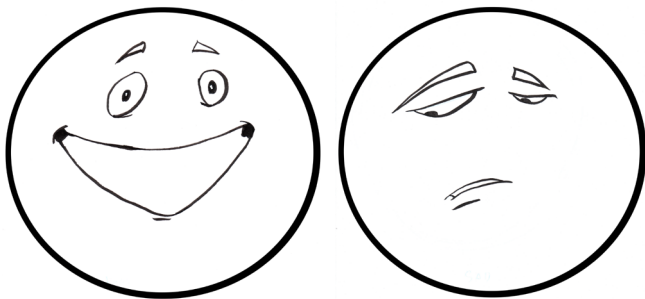
Cuando hay un conflicto y todos empiezan a molestarse, yo puedo para y pensar. Yo puedo ayudar a otros a parar y pensar. ¡Cuando nosotros paramos y pensamos podemos encontrar soluciones que hacen a todos felices!



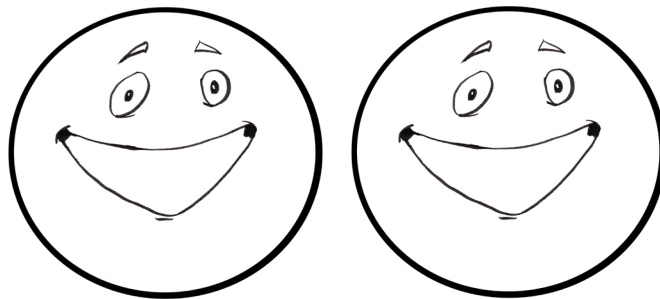
A mi me gusta ser un héroe que ayuda. Es mejor cuando todos ganan.

Pídeme que te muestre mi letrero de “Parar y Pensar”.

I Win, You Lose



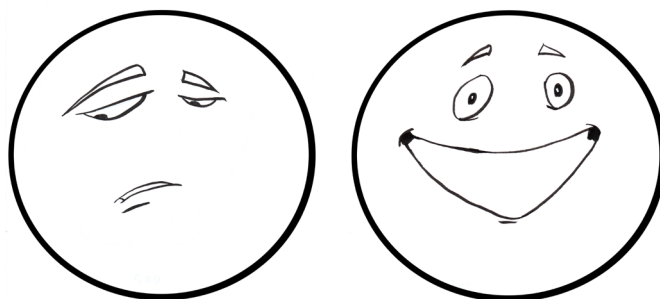
I Win, You Win



I Lose, You Lose



I Lose, You Win



Emotions

Caring Powers

Smart choice

Foolish choice

“I” messages

Rights


Win-win

Attitude



Class Meeting

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 live in a beautiful and peaceful community.
- I have a responsibility not to hurt my community.

Teacher Notes

Preparation

Copies

Home Connection (see page 63)

Materials

Looks Like, Sounds Like, Feels Like Chart (see page 65)
Talking stick or soft stuffed animal

Music

"You are Special" download: <http://pbskids.org/rogers/songLyricsYouAreSpecial.html>

This music is also available on the Prevention Dimensions CD that comes with this lesson.

Vocabulary

stop and chill	do it
think	class meeting
options	community
pick a plan	appreciation

Lesson at a Glance

Introduction

1. Stop and Think

Strategies

2. Bugs
3. "We STOP'D!"

Conclusion

4. Do Something Positive

Home Connection

5. "We Decided" Family Practice



We have the power to choose!

Stop and Chill

Think it Through

Options

Pick your Plan

Do and Decide

Core Curriculum Objectives and Standards

Objectives

Recognize the importance of being part of and contributing to a classroom community.
Identify activities in which classmates participate together and help each other.

Standards

New core standards are being developed by the Utah State Office of Education. When this project is finished in 2011, those standards will be listed here.

Introduction

Explain

Tie in the 3 Cs

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

Music

Strategies

Emphasize

Remind

1. Stop and Think

Today the children are going to learn about how the whole class takes time to stop and think when there is a bug that needs to be talked about. This is called a class meeting.

- We have class meetings because I have a right to live in a beautiful and peaceful classroom.
- I have a responsibility not to hurt our classroom.

Play "Friendship Song" from the CD *Something Good* while students gather at the class meeting place. Teach the three expectations of class meeting behavior.

(I DO.) Model expectations for a class meeting—how it looks and sounds (where to sit, how to sit, how to listen, etc.). Give examples and non-examples of listening, sitting, etc.

(YOU DO.) Students demonstrate appropriate expectations for gathering to a class meeting.

(WE DO.) Teacher and students practice coming together for class meeting.

2. Bugs

- I have a right to live in a beautiful and peaceful school.
- I have a responsibility not to hurt our school or the people in it.
- We each have bugs.
- Different Helpful Heroes can help use help us to solve our bugs.
- One of those Helpful Heroes we can use is our class when we have a class bug.

Solve a bug (teasing for example) by guiding students through the "We STOP'D" class meeting process below.

3. "We STOP'D!"

As you direct the class meeting, try to use the words that are associated with the letters in "We STOP'D," even though the students will not grasp their symbolism – that will come in later grades.

We have the power to choose!

S – STOP and "CHILL"

As a group, sit in a circle on the ground. Review the Caring Powers. Pass around a talking stick. It can be anything – a ruler, a stick, etc. The idea is that nobody is allowed to speak unless he/she has the talking stick. When someone is speaking, we listen attentively. It's a good idea to practice what this looks and sounds like.

At the beginning of each meeting, announce a prompt (something positive) and have students fill in the blank. Pass the talking stick.

"One thing I like about our classroom is...."

"I'm grateful that...."

"One good thing that happened to me recently is...."

"I'm bigger than a _____. I'm smaller than a _____."



T – THINKING

Review

Review the class goal from the previous week. Introduce another prompt (possible conflict in the classroom, playground, etc.) and have the students fill in the blank. Bring out some of the bugs from Lesson #3 that the children agreed would be better solved by the class to use as a starter. If your class has a Bug Catcher, you could screen the bugs beforehand for those appropriate for discussion in the meeting.

Discussion Prompts

- "I wish...."
- "If I could change anything about this classroom, it would be...."
- "I hope that...."
- "One thing that we could work on as a class would be..."

As the children are expressing their concerns, take note. As the teacher, decide if there is one concern that needs to be addressed and taken care of. Have the children help you problem solve.

Example

"I wish everyone could feel safe and no one would be made fun of."

O – OPTIONS that are win/win

Pass the talking stick (or a soft stuffed animal) and have them give you suggestions on possible solutions; remind them that this is called brainstorming. Encourage them to use their Caring Powers and come up with win-win solutions.

Problems usually have more than one workable solution. There is probably not just one right answer.

Example

"What are some things we need to do or understand to make sure kids don't get made fun of?"

P – PICK YOUR PLAN and write it down

Ask children which solutions sound like they would work best, and have them comment on why. Feel free to express your own opinions during this part. Paraphrase children's comments. Then work together with the children to choose a solution by consensus that sounds like it would work best.

Ask

"Can we all agree to follow this solution?"

The smart plan will:

- Be "win-win."
- Encourage cooperating.
- Focus on the future.
- Include a plan for review.

D – DO IT

After all possible solutions have been expressed, have the kids vote on the one(s) they would like to try to solve their problem. Make it your class goal. Post it on the board so that you can remind the students of it frequently throughout the week.



Decide

Review the class goal at the next class meeting. If it's going well, praise the kids for a job well done. Continue with the goal for several weeks, until you feel the kids have it mastered. If things aren't going well, revisit possible solutions to the problem, then vote on these.

This activity can be done throughout the entire year.

© 2009 Prevention Dimensions, Utah State Department of Education. Adapted from pages 31-32 of the Don't Laugh At Me curriculum, available for free online at operationrespect.org; Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders (Grades K-5) © 2003 by Arthur M. Horne, Christi L. Bartolomucci, and Dawn Newman-Carlson. Champaign, IL: Research Press. (800) 519-2707; Getting to Yes. (Penguin 1991) (softbound) by Roger Fisher and William Ury.

Conclusion

Participation

4. Do Something Positive

Pass the talking stick and have students share appreciation for each other. Give them a prompt and have them fill in the blank about their neighbor.

"I really like the way you..."

Music

Sing "You Are Special" from the compilation CD.

Cheer

End with a class cheer (this might be from the 3 Cs – "I care for ME, for YOU, for US!").

Home Connection

Prepare

5. "We Decided" Family Practice

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

Additional Reading

Seuss. *The Sneetches, and Other Stories*. New York: Random House, 1961.
Henkes, Kevin. *Chrysanthemum*. New York: Greenwillow Books, 2007.
McPhail, David. *Something Special*. Boston: Joy Street Books, 1988.





Home Connection

Dear Family,

Today I learned that our whole class can stop and think when we have a class bug. We decided that we would show *Caring Powers* in our classroom. I learned that I have a right to have peace in my classroom and that I have the responsibility not to hurt our school or the people in

it. Being a *Helpful Hero* and using my *Caring Powers* helps keep the bugs out of our classroom and our school.

I am amazing!



Home Connection

Dear Family,

Today I learned that our whole class can stop and think when we have a class bug. We decided that we would show *Caring Powers* in our classroom. I learned that I have a right to have peace in my classroom and that I have the responsibility not to hurt our school or the people in

it. Being a *Helpful Hero* and using my *Caring Powers* helps keep the bugs out of our classroom and our school.

I am amazing!



Home Connection

Dear Family,

Today I learned that our whole class can stop and think when we have a class bug. We decided that we would show *Caring Powers* in our classroom. I learned that I have a right to have peace in my classroom and that I have the responsibility not to hurt our school or the people in

it. Being a *Helpful Hero* and using my *Caring Powers* helps keep the bugs out of our classroom and our school.

I am amazing!



Conexión en el Hogar

Querida familia,

Hoy aprendí que toda la clase puede parar y pensar cuando algo nos molesta a todos. Nosotros decidimos que mostraríamos poderes de bondad en nuestro salón de clases. Yo aprendí que tengo el derecho de tener paz en mi salón de clases, y de que yo

tengo la responsabilidad de no dañar a mi escuela ni a la gente que se encuentra en ella. Ser un héroe que ayuda y usar mis poderes de bondad ayuda a mantener los problemas fuera de nuestro salón de clases y de nuestra escuela.

Ser un héroe que ayuda y usar mis poderes de bondad ayuda a mantener los problemas fuera de nuestro salón de clases y de nuestra escuela.

¡Esto es asombroso!

Con amor, _____



Conexión en el Hogar

Querida familia,

Hoy aprendí que toda la clase puede parar y pensar cuando algo nos molesta a todos. Nosotros decidimos que mostraríamos poderes de bondad en nuestro salón de clases. Yo aprendí que tengo el derecho de tener paz en mi salón de clases, y de que yo

tengo la responsabilidad de no dañar a mi escuela ni a la gente que se encuentra en ella. Ser un héroe que ayuda y usar mis poderes de bondad ayuda a mantener los problemas fuera de nuestro salón de clases y de nuestra escuela.

Ser un héroe que ayuda y usar mis poderes de bondad ayuda a mantener los problemas fuera de nuestro salón de clases y de nuestra escuela.

¡Esto es asombroso!

Con amor, _____



Conexión en el Hogar

Querida familia,

Hoy aprendí que toda la clase puede parar y pensar cuando algo nos molesta a todos. Nosotros decidimos que mostraríamos poderes de bondad en nuestro salón de clases. Yo aprendí que tengo el derecho de tener paz en mi salón de clases, y de que yo

tengo la responsabilidad de no dañar a mi escuela ni a la gente que se encuentra en ella. Ser un héroe que ayuda y usar mis poderes de bondad ayuda a mantener los problemas fuera de nuestro salón de clases y de nuestra escuela.

Ser un héroe que ayuda y usar mis poderes de bondad ayuda a mantener los problemas fuera de nuestro salón de clases y de nuestra escuela.

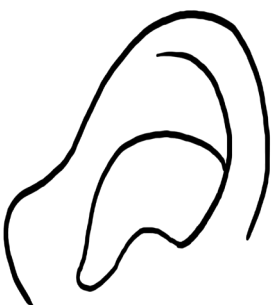
¡Esto es asombroso!

Con amor, _____

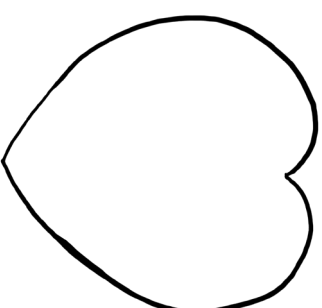
Looks Like...



Sounds Like...



Feels Like...





Thinking Positive

More Practice With Emotions and Smart Choices

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

Materials

- book – Piper, Watty, George Hauman, and Doris Hauman. *The Little Engine That Could*. New York: Grosset & Dunlap, 2009
- kickball

Music

- “Thinking Positive” from CD: *Something Good* (see page 154)

Vocabulary

- success
- failure
- “I think I can!”

Lesson at a Glance

Introduction

1. Introduce “Kickball Tutoring Day!”

Strategy

2. *The Little Engine That Could*.
3. Play kickball

Conclusion

4. Sing the song “Thinking Positive.”

Core Curriculum Objectives and Standards

Objectives

Students will learn to cope with change, success, and failure.

Standards

- 7000-0103 Demonstrate social skills to help adapt to new situations.
- 7000-0201 Express feelings related to different situations.

Introduction

Greeting

Discussion

Strategies

Read

Explain and ask

Tie in the 3 Cs

I Care about myself.
I Care about others.
I Care about community.

Play

Conclusion

Home Connection

Optional Book

1. Introduce Kickball Tutoring Day!.

Welcome the children to "Kickball Tutoring Day!"

- Tutoring means someone teaches you how to do something new.
- Does anyone know how to play kickball already?
- Who taught you?
- What was it like to learn a new game?
- What kinds of words help you want to learn something new?
- How can you say how you feel when you are learning something new?
- Are you so glad you kept trying?
- Here is a story about a little train who kept trying even when it was hard.

2. *The Little Engine That Could*

Read and discuss the book *The Little Engine That Could*.

- We all have successes and failures
(Things we can do and things we need to try again).
- What are some examples of successes you have had so far this year?
- How do you feel when you have a failure?
- How do you feel when you have a success?
- It takes both success and failure to learn and grow.
- Thinking positively helps us overcome our failures.
- Thinking positively affects the way people act.
- What would be a foolish choice for the Little Engine?
- What smart choice did the Little Engine make when he was feeling discouraged?
- What smart choices did the Little Engine make when he was thinking positively?
- What can we say to others to help them think positively?
(By telling them we think they can do it too!)
- How do you feel when you help others?

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.

3. Play kickball.

- Have students how know how to play kickball (perhaps from an older grade) teach the game to new learners.
- Give everyone an opportunity to kick the ball.
- Have the students chant, "I think I can" every time before they kick.
- Use lots of praise and encouragement.
- Emphasize the phrase "I think I can." Form children in train chain and chug around the play yard or room singing, "I think I can, I think I can."

4. Sing "Thinking Positive."

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.

Boynton, Sandra. *If at First...* Boston [u.a.: Little, Brown, 1980.





Home Connection

Dear Family,

Today I practiced thinking positive when I am trying something new or hard. Will you say, "I think you can!" when I get discouraged?

Thank you, I love you!



Home Connection

Dear Family,

Today I practiced thinking positive when I am trying something new or hard. Will you say, "I think you can!" when I get discouraged?

Thank you, I love you!



Home Connection

Dear Family,

Today I practiced thinking positive when I am trying something new or hard. Will you say, "I think you can!" when I get discouraged?

Thank you, I love you!



Home Connection

Dear Family,

Today I practiced thinking positive when I am trying something new or hard. Will you say, "I think you can!" when I get discouraged?

Thank you, I love you!



Home Connection

Dear Family,

Today I practiced thinking positive when I am trying something new or hard. Will you say, "I think you can!" when I get discouraged?

Thank you, I love you!



Home Connection

Dear Family,

Today I practiced thinking positive when I am trying something new or hard. Will you say, "I think you can!" when I get discouraged?

Thank you, I love you!



Conexión en el Hogar

Querida familia,
Hoy practiqué pensar de forma positiva cuando estoy haciendo algo nuevo o difícil. ¿Podrías decir, “yo se que tú puedes” cuando yo me sienta desalentado ?
¡Gracias, te amo!



Conexión en el Hogar

Querida familia,
Hoy practiqué pensar de forma positiva cuando estoy haciendo algo nuevo o difícil. ¿Podrías decir, “yo se que tú puedes” cuando yo me sienta desalentado ?
¡Gracias, te amo!



Conexión en el Hogar

Querida familia,
Hoy practiqué pensar de forma positiva cuando estoy haciendo algo nuevo o difícil. ¿Podrías decir, “yo se que tú puedes” cuando yo me sienta desalentado ?
¡Gracias, te amo!



Conexión en el Hogar

Querida familia,
Hoy practiqué pensar de forma positiva cuando estoy haciendo algo nuevo o difícil. ¿Podrías decir, “yo se que tú puedes” cuando yo me sienta desalentado ?
¡Gracias, te amo!



Conexión en el Hogar

Querida familia,
Hoy practiqué pensar de forma positiva cuando estoy haciendo algo nuevo o difícil. ¿Podrías decir, “yo se que tú puedes” cuando yo me sienta desalentado ?
¡Gracias, te amo!



Conexión en el Hogar

Querida familia,
Hoy practiqué pensar de forma positiva cuando estoy haciendo algo nuevo o difícil. ¿Podrías decir, “yo se que tú puedes” cuando yo me sienta desalentado ?
¡Gracias, te amo!



I Like Being Me

More Practice With “I” Messages

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.

Teacher Notes

Preparation

Copies

Home Connection (see page 73)

Materials

paper
crayons

Music

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

Vocabulary

alike
different
special
“my story”

Lesson at a Glance

Introduction

1. Tell personal stories and sing

Strategy

2. Students participate in “Playing Favorites” activity.

Conclusion

3. Sing and move to “I Like Being Me.”

Home Connection

4. Our Family Story

Core Curriculum Objectives and Standards

Objectives

Students will recognize their personal uniqueness.

Standards

7000-0102 Communicate unique and special qualities about self.

Introduction

1. Tell personal stories

Tell a brief story about your life and use “I” messages. For example:

“A long time ago, I was born with brown hair. I felt happy when people played with me. I had two brothers and lived in a house that had roses. I felt sad when I got stuck with a rose thorn.

Help one or two of the children tell their stories.

Encourage them to use “I” messages in the story.

Emphasize that each story is wonderful and important and different.

Sing

Teach the song “I Am Special.”

(Sing to the music “Frere Jacques” – “Are You Sleeping?” using appropriate hand actions.)

I am special. I am special.
Do you see? Do you see?
Someone very special.
Someone very special.
That is me!
That is me!

You are special. You are special.
You are too, You are too.
Someone very special.
Someone very special.
That is you!
That is you!

Point to different
children as you
sing.

Strategy

2. Students participate in “Playing Favorites” activity.

Instructions - Select three items within a category. For example, a category might be “numbers” and three items within that category might be “1,” “2,” and “3.” Write or represent the items on separate pieces of paper and tape the papers to three different areas in the classroom. Each student identifies his or her favorite item (in this case, a number) and moves to the area of the room where that item is posted.

Topics for categories might include:

- Favorite number
- Favorite game
- Favorite holiday
- Favorite food
- Favorite book
- Favorite TV show
- Favorite toy

Discussion

Talk about choices and groupings. It’s okay to be different and it’s okay to be the same. Sometimes children are in one group and sometimes in another.

While the children are in different groups, have them take turns asking each other questions about other children’s favorites. Encourage and praise their curiosity for other student’s stories of why they have certain likes and dislikes.

Tie in the 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.

Conclusion

3. Sing and move to “I Like Being Me” or listen to it while children do their Home Connection pictures.

Home Connection

4. Our Family Story

Prepare

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. Please have students check either the “Enjoy at home” or “Please return” box.





Home Connection

Dear Family,

Today we talked about how each of us has our very own story. Each of our stories is different. I am so glad you are a part of my story! This is a picture of my favorite thing I do with our family.

Love, _____



Home Connection

Dear Family,

Today we talked about how each of us has our very own story. Each of our stories is different. I am so glad you are a part of my story! This is a picture of my favorite thing I do with our family.

Love, _____



Conexión en el Hogar

Querida familia,

Hoy platicamos acerca de como cada uno de nosotros tiene su propia historia. Cada una de nuestras historias en diferente. ¡ Yo me siento muy contento (a) de que tu seas parte de mi historia! Este es un dibujo de lo que más me gusta hacer con mi familia.

Con amor, _____



Conexión en el Hogar

Querida familia,

Hoy platicamos acerca de como cada uno de nosotros tiene su propia historia. Cada una de nuestras historias en diferente. ¡ Yo me siento muy contento (a) de que tu seas parte de mi historia! Este es un dibujo de lo que más me gusta hacer con mi familia.

Con amor, _____



Helping at Home and at School

More Practice With Bugs and Helpful Heroes.

Teacher Notes

3 Cs

I care about myself.

I care about you.

☞ 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 77)

Materials

Book: *The Little Red Hen*

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 3 Cs.
3. Emphasize the importance of helping at home and at school.

Conclusion

4. Plan and complete a school clean-up activity.
5. Teach the song "Two Heads Are Better Than One" or "I Like Being Me."

Home Connection

6. Helping at Home

Core Curriculum Objectives and Standards

Objectives

Students will define chores and responsibilities.

Standards

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

7000-0701 Demonstrate ways to help or serve others.

Introduction

Review

Read and Discuss

Strategies

3 Cs

- I Care about myself.
- I Care about others.
- I Care about community.

Define and discuss

Ask

Conclusion

Sing

Home Connection

Prepare

Optional Books

1. The Little Red Hen

Review lesson 2, "Bugs" with the children.

- We are going to read a story about a little red hen who had to deal with many bugs.
- Raise your hand if you know what is bugging Little Red Hen.
- What "I" message could Little Red Hen say?

Read The Little Red Hen to the class.

Use the following questions in your discussion.

- What are jobs you do at your house?
- How are you a helpful hero?
- What jobs do we have in our classroom?
The teacher prepares lessons and activities, children listen, put away items etc.)
- What would happen if people didn't do their job in our classroom?
- How peaceful would our class be?
Use an "I" message to tell students how you, the teacher, feels when they do their job.

2. Emphasize the 3 Cs

- I have a right to live in a beautiful and peaceful community.
- I have a responsibility to contribute to the beauty and peace of the community.

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

A *right* is something you can count on.

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

Richard J. Bodine, Donna K. Crawford, Fred Schrupf, *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, 2d ed. (Illinois: Research Press, 2002) pp. 89-91.

- What did the little chicks think they had a right to?
A piece of bread
- Did the little chicks want to have any responsibility?
- How are you a helpful hero in you home?
- What happens if you do not do your chores?
- What happens if you do not do your school chores?
- Why is it important to help both at home and at school?
- How can we be a helpful hero in our classroom?

4. Plan and complete a school clean-up activity.

Involve students in a helpful hero 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.

5. Sing "Two Heads are Better than One"

6. Helping at Home

Make a copy of the Home Connection for each student. Send the "Home Connection" paper home with each student and instruct him or her to share the information with his or her family

- Lionni, L. (2008). *Swimmy*. New York: Knopf.
- Orr, W., & Ohi, R. (1992). *Aa-choo!* Toronto: Annick Press.
- Kraus, R., Aruego, J., & Dewey, A. (1999). *Herman the Helper*. New York, NY: Sagebrush.
- Lionni, L. (1973). *Frederick*. New York: Random House.





Home Connection

Dear Family,

At school today, we learned about helping at school and at home. I drew a picture of how I can help at home. Please discuss with your child other ways he/she can help at home.



Home Connection

Dear Family,

At school today, we learned about helping at school and at home. I drew a picture of how I can help at home. Please discuss with your child other ways he/she can help at home.



Home Connection

Dear Family,

At school today, we learned about helping at school and at home. I drew a picture of how I can help at home. Please discuss with your child other ways he/she can help at home.



Home Connection

Dear Family,

At school today, we learned about helping at school and at home. I drew a picture of how I can help at home. Please discuss with your child other ways he/she can help at home.



Home Connection

Dear Family,

At school today, we learned about helping at school and at home. I drew a picture of how I can help at home. Please discuss with your child other ways he/she can help at home.



Home Connection

Dear Family,

At school today, we learned about helping at school and at home. I drew a picture of how I can help at home. Please discuss with your child other ways he/she can help at home.



Conexión en el Hogar

Querida familia,

Hoy en la escuela, nosotros aprendimos acerca de como ayudar en la escuela y en el hogar. Yo hice un dibujo de como puedo ayudar en casa. Por favor platique con su hijo (a) acerca de otras maneras en las que puede ayudar en en su casa.



Conexion en el Hogar

Querida familia,

Hoy en la escuela, nosotros aprendimos acerca de como ayudar en la escuela y en el hogar. Yo hice un dibujo de como puedo ayudar en casa. Por favor platique con su hijo (a) acerca de otras maneras en las que puede ayudar en en su casa.



Conexión en el Hogar

Querida familia,

Hoy en la escuela, nosotros aprendimos acerca de como ayudar en la escuela y en el hogar. Yo hice un dibujo de como puedo ayudar en casa. Por favor platique con su hijo (a) acerca de otras maneras en las que puede ayudar en en su casa.



Conexión en el Hogar

Querida familia,

Hoy en la escuela, nosotros aprendimos acerca de como ayudar en la escuela y en el hogar. Yo hice un dibujo de como puedo ayudar en casa. Por favor platique con su hijo (a) acerca de otras maneras en las que puede ayudar en en su casa.



Conexión en el Hogar

Querida familia,

Hoy en la escuela, nosotros aprendimos acerca de como ayudar en la escuela y en el hogar. Yo hice un dibujo de como puedo ayudar en casa. Por favor platique con su hijo (a) acerca de otras maneras en las que puede ayudar en en su casa.



Conexión en el Hogar

Querida familia,

Hoy en la escuela, nosotros aprendimos acerca de como ayudar en la escuela y en el hogar. Yo hice un dibujo de como puedo ayudar en casa. Por favor platique con su hijo (a) acerca de otras maneras en las que puede ayudar en en su casa.

Healthy Habits

More Practice With Bugs and “I” Messages



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

- Send Home Connection requesting magazine pictures of healthy foods and activities before you plan this lesson (see page 81).
- Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears and Too Much Junk Food*. New York: Random House, 1985. (Check out this book from your media center.)
- butcher paper
- glue

Music

- “Take Care of Your Body” from CD *Something Good* (see page 148)

Vocabulary

- healthy habits
- lifestyle

Lesson at a Glance

Note to teacher:

- Complete optional Home Connection before teaching this lesson.

Introduction

1. Taking Care Of Ourselves So We Can Be Healthy.

Strategies

2. Good Things We Can Do To Take Care Of Our Bodies.
3. *Berenstain Bears and Too Much Junk Food*.
4. “Good Health” Collage.

Conclusion

5. Sing And Dance/Stretch/Exercise To “Take Care Of Your Body”

Core Curriculum Objectives and Standards

Objectives

- Students will identify activities, habits, and attitudes that promote healthy lifestyles.

Standards

- 7000-0401** Demonstrate proper care of the body.
- 7000-0601** Understand how food is the fuel of the body.
- 7000-0602** Identify benefits of physical activity

Teacher Notes

Home Connection

Prepare

Make a copy of the Home Connection for each child. Send the “Home Connection” paper home with each child and instruct them to bring pictures of healthy food and activities

Introduction

Discussion

1. Taking Care Of Ourselves So We Can Be Healthy.

- What are some bugs you feel when you don't get enough sleep?
- What kinds of bugs would you feel if you did not have enough food to eat? Help students answer with an “I” message like, “I feel grumpy when I don't get enough sleep.”

Tie in the 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.

Ask

- Do we have a right to eat food?
- What is our responsibility to our bodies when we make choices about what food to eat?

Strategies

Discussion

2. Good Things We Can Do To Take Care Of Our Bodies.

Discuss some of the good things we can do to care for our bodies and why we should do these things.

- Get lots of sleep.
- Eat healthy food.
- Exercise every day.
- Practice healthy habits (brushing teeth and hair, bathing, etc.).

Read and Discuss

3. *Berenstain Bears and Too Much Junk Food.*

Discuss the book.

Art Project

4. “Good Health” Collage.

- Have a supply of pictures of healthy foods and healthy activities.
- On a large piece of butcher paper, trace around a student to create a body shape cut-out.
- Using the pictures, make a group collage on the butcher paper entitled, “Doing Good Things for our Bodies.”
- Discuss the collage.

Conclusion

5. Sing And Dance/Exercise/Stretch To “Take Care Of Your Body”





Home Connection

Dear Family,
I am going to have a lesson about taking care of my body. Will you help me cut out pictures of healthy foods and activities for me to make a special craft? Please help me get them to school by _____



Home Connection

Dear Family,
I am going to have a lesson about taking care of my body. Will you help me cut out pictures of healthy foods and activities for me to make a special craft? Please help me get them to school by _____



Home Connection

Dear Family,
I am going to have a lesson about taking care of my body. Will you help me cut out pictures of healthy foods and activities for me to make a special craft? Please help me get them to school by _____



Home Connection

Dear Family,
I am going to have a lesson about taking care of my body. Will you help me cut out pictures of healthy foods and activities for me to make a special craft? Please help me get them to school by _____



Home Connection

Dear Family,
I am going to have a lesson about taking care of my body. Will you help me cut out pictures of healthy foods and activities for me to make a special craft? Please help me get them to school by _____



Home Connection

Dear Family,
I am going to have a lesson about taking care of my body. Will you help me cut out pictures of healthy foods and activities for me to make a special craft? Please help me get them to school by _____



Conexión en el Hogar

Querida familia,

Voy a tener una clase acerca de como cuidar de mi cuerpo. ¿Me podrías ayudar recortando dibujos de alimentos sanos y actividades para mi para poder hacer una manualidad? Por favor ayúdame a llevarlos a la escuela el día _____



Conexión en el Hogar

Querida familia,

Voy a tener una clase acerca de como cuidar de mi cuerpo. ¿Me podrías ayudar recortando dibujos de alimentos sanos y actividades para mi para poder hacer una manualidad? Por favor ayúdame a llevarlos a la escuela el día _____



Conexión en el Hogar

Querida familia,

Voy a tener una clase acerca de como cuidar de mi cuerpo. ¿Me podrías ayudar recortando dibujos de alimentos sanos y actividades para mi para poder hacer una manualidad? Por favor ayúdame a llevarlos a la escuela el día _____



Conexión en el Hogar

Querida familia,

Voy a tener una clase acerca de como cuidar de mi cuerpo. ¿Me podrías ayudar recortando dibujos de alimentos sanos y actividades para mi para poder hacer una manualidad? Por favor ayúdame a llevarlos a la escuela el día _____



Conexión en el Hogar

Querida familia,

Voy a tener una clase acerca de como cuidar de mi cuerpo. ¿Me podrías ayudar recortando dibujos de alimentos sanos y actividades para mi para poder hacer una manualidad? Por favor ayúdame a llevarlos a la escuela el día _____



Conexión en el Hogar

Querida familia,

Voy a tener una clase acerca de como cuidar de mi cuerpo. ¿Me podrías ayudar recortando dibujos de alimentos sanos y actividades para mi para poder hacer una manualidad? Por favor ayúdame a llevarlos a la escuela el día _____

Safe and Unsafe

More Practice With Stop and Think



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

Home Connection (see page 85)

Materials

Pictures of safe and unsafe things (i.e., tobacco, guns, vegetables, juice, needles, pill bottles, candy, alcohol, laundry detergent, bleach, lotions, gasoline cans, spiders, paint, paint thinner, power tools, teddy bear, flowers).

Vocabulary

- safe
- unsafe

Lesson at a Glance

Introduction

1. Safe and Unsafe Things

Strategies

2. Pictures Of Safe And Unsafe Things.

Conclusion

3. Home Connection

Core Curriculum Objectives and Standards

Objectives

Students will be able to understand the difference between safe and unsafe things.

Standards

7000-0202 Recognize the differences between helpful and harmful substances.

Introduction

Explain

1. Safe and Unsafe Things

- There are safe and unsafe things.
- Encourage students to ask questions about safety, safe and unsafe things.

Strategies

Explain

2. Pictures Of Safe And Unsafe Things.

Show the pictures and discuss ideas of safety and danger or unsafe.

- Just because you can reach it doesn't make it safe.
- When we see something that looks like it might be unsafe, STOP and THINK before touching it.
- Use the STOP and Think signs and practice with the pictures.

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.

Conclusion

Prepare

3. Home Connection

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 Family,

Today in my class we learned about **SAFE** things and **UNSAFE** things. I would like your help in identifying safe and unsafe things around our house. Please help me draw a picture of a safe and unsafe thing on the back of this paper.

Thank you very much.



Home Connection

Dear Family,

Today in my class we learned about **SAFE** things and **UNSAFE** things. I would like your help in identifying safe and unsafe things around our house. Please help me draw a picture of a safe and unsafe thing on the back of this paper.

Thank you very much.



Conexión en el Hogar

Querida familia,

Hoy en mi salón hablamos de cosas que son **SEGURAS** y de cosas que **NO SON SEGURAS**. Me guataría que me ayudaras a identificar cosas seguras y cosas que no son seguras en nuestra casa. Por favor ayúdame a hacer un dibujo de cosas seguras y de cosas que no son seguras en la parte de atrás de éste papel.

Muchas gracias.



Conexión en el Hogar

Querida familia,

Hoy en mi salón hablamos de cosas que son **SEGURAS** y de cosas que **NO SON SEGURAS**. Me guataría que me ayudaras a identificar cosas seguras y cosas que no son seguras en nuestra casa. Por favor ayúdame a hacer un dibujo de cosas seguras y de cosas que no son seguras en la parte de atrás de éste papel.


Muchas gracias.



Seat Belt Rules

More Practice With Stop and Think

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

Teacher Resources

Utah's Booster Seat Law (see page 93 and page 94)

Copies

Home Connection

Materials

Terrific lesson ideas may be found at
http://www.utahsafetycouncil.org/safety_resources/buckle_up_for_love.asp
<http://intermountainhealthcare.org/hospitals/primarychildrens/childhealth/parenting/Pages/home.aspx>

Music

"Buckle Up" from CD *Take a Stand* (see page 127)

Vocabulary

personal safety
 air bag
 booster seat
 seat belt

Lesson at a Glance

Note to teacher

It is suggested that a local police officer be invited to help teach this lesson.

Introduction

1. Personal Safety Definition

Strategy

2. Do's and Don'ts of seat belt use
3. Sing "Buckle Up."

Conclusion

4. Role Play

Home Connection

5. Booster Seat Law

Core Curriculum Objectives and Standards

Objectives

Students will explain the purpose and procedure of wearing a seat belt.

Standards

- 7000-0502 Demonstrate personal safety.
- 7000-0503 Explain ways to identify, avoid, manage or escape emergency or risk situations.

Introduction

Explain

1. Personal Safety Definition

Personal safety means taking care of ourselves and making the right choices so we can remain safe.

Strategy

Discuss

2. Do's and Don'ts of seat belt use

Children are safer in an automobile when they wear seat belts.

Children should ride in a car in the back seat. Children under the age of eight (8) should be buckled into booster seats.

Discuss child safety seats, air bags and the Utah Booster Seat Law (see teacher resource page 93).

Conclusion

Role Play

3. Role Play

- Arrange four chairs to represent the front and back seats of a vehicle.
- Have the children practice sitting in the rear seat and buckling themselves into a booster seat.
- Have children STOP and THINK before the car moves.
- Explain that when you make smart choices over and over again they become smart habits.
- When you have a smart habit, you do what is right automatically.

Sing

4. Teach and Sing "Buckle Up"

Use actions, games, role plays, humming and other effective teaching methods to teach the song, "Buckle Up."

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.

Home Connection

Prepare

4. Booster 'Til 8 Parent Brochure

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 Family,
Today, I learned about car safety and seat belt safety. Please review this flyer with me and help us be safe in the car.
Thanks.



Home Connection

Dear Family,
Today, I learned about car safety and seat belt safety. Please review this flyer with me and help us be safe in the car.
Thanks.



Home Connection

Dear Family,
Today, I learned about car safety and seat belt safety. Please review this flyer with me and help us be safe in the car.
Thanks.



Home Connection

Dear Family,
Today, I learned about car safety and seat belt safety. Please review this flyer with me and help us be safe in the car.
Thanks.



Home Connection

Dear Family,
Today, I learned about car safety and seat belt safety. Please review this flyer with me and help us be safe in the car.
Thanks.



Home Connection

Dear Family,
Today, I learned about car safety and seat belt safety. Please review this flyer with me and help us be safe in the car.
Thanks.

WHEN SHOULD A BOOSTER SEAT NOT BE USED?

If your vehicle does not have shoulder belts in the back seat, a booster seat cannot be used. Booster seats must never be used with a lap belt only. If there are no seating positions with both lap and shoulder belts available for using a booster seat, a child who has outgrown their regular child restraint may be secured with a properly fitted lap belt. Children should ride in a traditional child restraint until they outgrow the internal harness system, which generally occurs at 40 pounds or more, depending on the seat. There are many seats on the market with internal harnesses that can accommodate children weighing more than 40 pounds. These seats are recommended to parents with vehicles that only have lap belts.

WHEN IS MY CHILD READY FOR A SEAT BELT?

Your child graduates to a seat belt when they are at least 8 years of age or over 57 inches tall. Before moving your child to an adult safety belt, take the Safety Belt Fit Test.

- Is your child able to sit upright with knees bent at the edge of the seat?
- Does the shoulder belt fit over the middle of the shoulder and the center of the chest?
- Does the lap belt rest on the hips or upper thighs?
- Can your child maintain the correct seating position for as long as you are in the car?

SAFETY TIP

- Keep your child in their booster seat until they outgrow the weight and height limits, even if they 8 years old or older.
- Properly secure children age 12 and younger in the back seat, if possible.

WHERE CAN I GET MORE INFORMATION?

- Contact your local health department for more information and for help with car seat and booster installations.
- Call the Utah Highway Safety Office at 801-957-8570 or visit www.highwaysafety.utah.gov.
- Call Primary Children's Medical Center's Child Safety Hotline at 801-662-CARS (2277).
- Visit <http://www.nhtsa.dot.gov/cps/cpsfitting> to find the nearest Child Safety Seat Inspection Station that offers parent education on proper car seat use.

**Utah Department of Public Safety
Highway Safety Office**

3888 West 5400 South • Salt Lake City, Utah 84118
ph. (801) 957-8570 • Fax (801) 957-8588
www.highwaysafety.utah.gov

**BOOST 'TIL 8****A PARENT'S GUIDE
To Buying and Using Booster Seats**

More children ages 6 to 14 die from traffic crashes than from anything else. But even more startling is the fact that over half of the 4- to 7-year-olds who die in crashes are buckled in seat belts. The truth is that these younger children are not safe in seat belts alone. They are not adequately protected by seat belts alone.



State of Utah

Department Of Public Safety

WHAT IS UTAH'S LAW?

In Utah, children up to age 8 (through age 7) must be in an appropriate child safety seat or booster seat when traveling in a passenger vehicle. There is an exception to the law that states that children younger than eight are not required to be in a booster seat if they are at least 57 inches tall. At that point, they should use the vehicle's lap and shoulder belt without a booster. This is a primary enforcement law for occupants under the age of 19 with a fine of \$45. For more information and details about this law, go to www.highwaysafety.utah.gov or www.utahsafekids.org.

WHAT YOU NEED TO KNOW

Seat belts are not designed for children. Beginning at around age 4, many children are too large for conventional child restraints but too small for adult seat belts. A booster seat raises your child up so that the seat belt fits right – and can better protect your child. The shoulder belt should cross the child's chest and rest snugly on the shoulder, and the lap belt should rest low and snug across the hips.

SAFETY TIP

- Booster seats should never be used with only lap belts.
- The shoulder belt should never be placed behind a child's back or under the arm.
- The lap belt should never be placed across a child's stomach. If this is done, your child could be seriously injured or killed in a crash.

WHAT ARE BOOSTER SEATS?

Booster seats are a type of child safety seat designed for children who are about age 4 to at least age 8 and who weigh approximately 40 to 100 pounds. They are designed to lift the child so that the shoulder and lap belts fit properly – over the strongest parts of the body. They also enable your child to sit more comfortably, with knees bent and without slouching.

WHICH TYPE OF BOOSTER SEAT IS RIGHT FOR MY CHILD?

Carefully study the different booster seats available to find the one best suited for your child and your vehicle. Also, be sure to read your vehicle owner's manual for information on installing child restraints and boosters in your vehicle. Always follow the age, weight, height, and other guidelines provided by the car seat manufacturer. The following are descriptions of the main types of booster seats, all of which "boost" your child up so the vehicle's seat belt fits better.

1. High-Back Booster

The high-back booster is a belt positioning seat used only with vehicle lap and shoulder belts and is designed for children between 30 to 100 pounds.

The high-back booster helps prevent whiplash in children who ride in vehicles without back-seat head restraints (minivans, wagons, and some sport-utility vehicles).

**2. Combination Seat**

(High-Back Booster with Removable Harness)

This seat converts from a forward-facing toddler seat to a booster seat and comes equipped with a removable harness. With the harness in place, this type of seat can be used for children who are at least 1 year of age and at least 20 pounds up to about age 4 and 40 or more, depending on



the seat. When the child outgrows the toddler seat, the harness can be removed and the seat can be used as a booster seat for children up to 80 or 100 pounds.

3. Base Booster

The base booster is a belt-positioning seat used only with vehicle lap and shoulder belts. This booster seat has a safe platform but no high back, meaning that the vehicle seat must have a head restraint to provide support to help prevent whiplash. Some base boosters are built into vehicle seats.

**SAFETY TIP**

- Booster seats are inexpensive and easy to use.
- They are sold at toy stores, department stores, and other retail outlets.





Conexión en el Hogar

Querida familia,

Hoy, aprendí acerca de la seguridad en los carros y acerca del cinturón de seguridad. Por favor revisa conmigo éste volante y ayúdanos a estar seguros en el carro.

Gracias.



Conexión en el Hogar

Querida familia,

Hoy, aprendí acerca de la seguridad en los carros y acerca del cinturón de seguridad. Por favor revisa conmigo éste volante y ayúdanos a estar seguros en el carro.

Gracias.



Conexión en el Hogar

Querida familia,

Hoy, aprendí acerca de la seguridad en los carros y acerca del cinturón de seguridad. Por favor revisa conmigo éste volante y ayúdanos a estar seguros en el carro.

Gracias.



Conexión en el Hogar

Querida familia,

Hoy, aprendí acerca de la seguridad en los carros y acerca del cinturón de seguridad. Por favor revisa conmigo éste volante y ayúdanos a estar seguros en el carro.

Gracias.



Conexión en el Hogar

Querida familia,

Hoy, aprendí acerca de la seguridad en los carros y acerca del cinturón de seguridad. Por favor revisa conmigo éste volante y ayúdanos a estar seguros en el carro.

Gracias.



Conexión en el Hogar

Querida familia,

Hoy, aprendí acerca de la seguridad en los carros y acerca del cinturón de seguridad. Por favor revisa conmigo éste volante y ayúdanos a estar seguros en el carro.

Gracias.

This page is copied from the Utah Department of Public Safety website. Please review it with your child and keep everyone safe.



BOOST 'TIL 8

La ley de Utah que protege a los niños



La sesión legislativa del Estado de Utah del 2008, aprobó una ley que introdujo cambios positivos a ley de asientos y cinturones de seguridad para niños. De ahora en adelante los niños menores de 8 años deben usar el cinturón de seguridad o asientos elevados. Para ayudarle a familiarizarse con los cambios en esta ley, le presentamos información para tener en cuenta sobre asientos elevados para bebés y niños.

Acera de la nueva ley

La revisión de la ley de seguridad infantil en Utah dice:

El conductor del vehículo debe asegurar la protección de los niños menores de 8 años y usar un asiento de seguridad según las instrucciones recomendadas por los fabricantes.

La ley presenta una excepción: para los niños menores de 8 años y que midan por lo menos 1.44 metros o 57 pulgadas. Ya que no necesitan usar asientos elevados.

La multa por no obedecer esta ley es de \$45.00 y empezará a hacerse cumplir el 5 de mayo de 2008.

El incumplimiento de esta ley se considera un delito de primer grado. Un conductor que lleve una persona menor de 19 años sin estar debidamente asegurada en un asiento de seguridad o con el cinturón de seguridad, puede ser detenido por la policía y obligado a pagar una multa. Esta ley no significa que usar el cinturón de seguridad para los niños es lo único necesario: los niños de hasta 7 años deben estar debidamente asegurados en asientos de seguridad o asientos elevados, según corresponda.

Seguridad de asientos elevados

El Estado de Utah se adhirió a otros cuarenta estados (incluyendo el distrito de Columbia) que requieren el uso de asientos elevados.

Los choques automovilísticos son la principal causa de muerte en niños de 4 a 14 años de edad.

Usar un cinturón de seguridad para adultos en un infante, pone en riesgo la vida de ese niño. El uso de asientos elevados para niños disminuye un 59% el riesgo de lesiones en un choque automovilístico.

Entre 2002 y 2004, 36 niños en Utah con edades entre 5 y 8 años fallecieron en choques automovilísticos. Entre el año 2003 y 2005 aproximadamente 2,200 niños residentes de Utah entre de 5 y 8 años de edad resultaron gravemente heridos en choques.

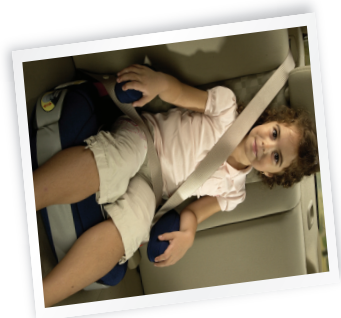
Los asientos elevados tienen un precio económico entre \$9 y \$40.

Los asientos elevados protegen a los niños porque:

- Ubican al niño en la posición adecuada para que el cinturón de seguridad se ajuste cómodamente a sus hombros, y a la parte central del pecho, considerada como la más resistente del cuerpo de un niño.
- El cinturón sujeta la parte superior de la cadera y los muslos, sin incluir el estómago.
- Permiten sujetar al niño en el asiento correctamente, previniendo que se deslice bajo el cinturón de seguridad.

¿Qué puede suceder en un choque si solo se usa el cinturón de seguridad normal?

- La parte del cinturón que va sobre la cadera se mueve a la parte del estómago y puede causar lesiones en las caderas, el estómago y la espina dorsal.
- El niño puede deslizarse bajo el cinturón de seguridad y sufrir lesiones graves o la muerte.
- Si el niño esta usando la parte superior del cinturón de seguridad en la espalda o por debajo de los brazos, puede resultar con lesiones en la cabeza, el cuello, el pecho, los hombros, los brazos y la espina dorsal.



Recursos de Asistencia

El Estado de Utah provee ayuda en los centros de inspecciones de seguridad de asientos para niños y bebés en las diferentes comunidades. La mayoría de estos centros ofrecen asientos de seguridad a un costo reducido. Para localizar el centro de ayuda más cercano, visite la página de Internet: www.nhtsa.dot.gov/cps/cpsfitting/

Otras páginas de Internet que ofrecen información al respecto:

www.utahsafekids.org www.highwaysafety.utah.gov
www.nhtsa.gov www.chop.edu/carseat
www.primarchildrens.org





Utah's Booster Seat Law

Commonly Asked Questions

www.utahsafetycouncil.org/assets/pdf/utboosterlaw.pdf

Developed for Officers, Educators and Advocates

Q. What are the basic requirements of this law?

A. Children under age 8 must be properly restrained in a child restraint or booster seat. There is an exception to the law that states that children younger than 8 are not required to be in a booster seat if they are at least 57 inches tall. At that point, they should use the lap and shoulder belt without a booster. This is a primary enforcement law for occupants under the age of 19. The penalty for breaking this law is \$45 and is enforceable beginning May 5, 2008.

Q. Who is responsible for the children in the car?

A. The driver is legally responsible for obeying the law assuring all passengers are restrained and would get the ticket even if the child's parent is also in the car.

Q. Why do children need to ride in a belt-positioning booster (BPB) seat?

A. After children exceed the limitations of their regular child restraint (usually around age 4), they are still too small for an adult seat belt and are not adequately protected by a seat belt alone. The booster seat positions them for the lap and shoulder belt to work correctly.

Q. What is a booster seat?

A. A belt-positioning booster (BPB) seat is an inexpensive type of child restraint that adds artificial height to the child so the adult-sized lap and shoulder belt rests on the strongest parts of the child's body across the hips and chest.

Q. Are there different types of booster seats?

A. There are two major types of BPB seats available. Base or backless booster seats do not have a high back and are used in vehicles where the seats offer head support. High-back booster seats have built-in head support and are used in vehicles that have low seat backs, as seen in some minivans, trucks, SUVs and station wagons. In addition, some booster models are multi-functional and have removable harness systems for younger children or a high back that can be removed.

Q. When can a child be put in a booster seat?

A. It is legal to switch to a booster seat at any weight as long as the child is within the booster's weight and height range. But, it is not generally recommended to use booster seats until after the child outgrows the harness system found on conventional child restraints, which usually occurs at 40 pounds.

Q. What if a vehicle has lap-only seat belts in the rear seating positions?

A. Booster seats **MUST** be used with a shoulder and lap belt, never with a lap belt only. If there are no seating positions with both lap AND shoulder belts available for using a booster seat, a child who has outgrown their regular child restraint may be restrained by a properly fitted lap belt. Children should remain secured in a traditional child restraint until they outgrow the internal harness system, which generally occurs at 40 pounds.

Q. What should officers do if they stop a vehicle that has only lap belts in the back seat?

A. If an officer stops a vehicle with lap-only belts in the back seat and identifies older children (age 4-8) not restrained in a booster seat, he or she should not issue a citation to the driver. The officer should recommend that the child wear the lap belt low and tight across the hips. There are no booster seats available for use in vehicles that have only lap belts.

Child restraints with internal harness systems can be used in vehicles with only lap belts. Children should remain secured in these seats until they outgrow the harness, which usually occurs at 40 pounds or age 4.

Q. Are there any exemptions to this law?

A. Yes, there are a few exemptions to this law:

- Children younger than age 8 who are at least 57 inches tall should ride in a properly adjusted seat belt and are exempt from the booster seat law. Children that weigh more than 40 pounds and are passengers in vehicles with rear seating positions that do not have lap and shoulder belts, should wear the lap belt low and snug on the hips.
- Vehicles that are not required to have seat belts, such as buses and pre-1967 cars, are exempt.
- If all seating positions are occupied by other passengers, unrestrained occupants are exempt from the law.
- A motor vehicle in which the driver or passengers have a written verification from a licensed physician that the person is unable to wear a seat restraint for physical or medical reasons.

Q. If a child weighs more than 100 pounds and is younger than age 8, does he/she need ride in a booster seat?

A. Yes, there are a few booster seats and special restraints available with upper weight limits above 100 pounds. These seats are not available at regular retail shops. Parents are advised to call Primary Children's Medical Center at 801-662-CARS (2277) for information about obtaining a special restraint. In addition, a useful handout, *Booster Seats and Products for Children Over 40 Pounds*, is available on the website, www.carseat.org.



Utah's Booster Seat Law Commonly Asked Questions

www.utahsafetycouncil.org/assets/pdf/utboosterlaw.pdf

Developed for Officers, Educators and Advocates

Q. Can people use the older shield-type booster?

A. No, parents must not use the style of booster with a padded bar or shield in front of the child because they do not meet Federal standards. These boosters are no longer available and should be discarded.

Q. When can a child ride in a seat belt?

A. According to the law, a child should be at least 8 years of age before riding in a regular seat belt. However, children younger than age 8 and at least

Q. What should a person do if they carpool?

A. Remember, the driver is legally responsible for obeying the law. Most importantly, the driver is responsible for making sure everyone in the vehicle arrives at their destination safely. The law was designed to protect Utah's children. Drivers must ensure that all passengers ages 7 and younger are properly restrained in a safety seat or booster, and children ages 8 and older are buckled up in a seat belt. Also, children should not share one belt system.

Q. Are organizations such as schools, churches, and child care centers covered under this law?

A. Yes, they must comply with this law. Any organization that transports children in vehicles required by Federal safety standards to have seat belts must comply with this law. Agencies involved in the transportation of young children might suggest that kids bring their own booster seats.

Q. Are children younger than age 8 required to ride in a booster seat if they are transported in large passenger vans or small school buses?

A. Yes. As required by Federal safety standards, all passenger vans and small buses (weighing less than 10,000 pounds GVWR) are equipped with seat belts and are not exempt from the law. Children younger than age 8 must be secured in a booster with a properly adjusted lap and shoulder belt. However, in seating positions with only lap belts children should secure the lap belt low and snug on their hips. Boosters must be used with both lap and shoulder belts, never with lap belts alone. For more information regarding pupil transportation, please contact the Utah State Office of Education's Pupil Transportation Division at (801) 538-7500.

Q. Do children have to ride in the back seat?

A. No, this is not a requirement of the law. However, it is recommended by vehicle manufacturers and safety advocates that children age 12 and younger are properly buckled in the rear seat.

Q. How much does a belt-positioning booster cost and where can I get one?

A. BPB seats are fairly inexpensive and vary in price from \$9 to \$40. They can be purchased in any store that carries traditional child safety seats. Also, there are several programs around the state that offer low-cost seats to low-income families. Check with your local health department for more information.

Q. I have no idea how to use a booster seat. Is there someplace I can get help?

A. Utah has Car Seat Inspection Stations, where certified technicians can teach parents how to use their booster and other child restraints appropriately. To locate a fitting station: Check with your local health department or Safe Kids Chapter (www.utahsafekids.org).

Call 801-662-CARS, a service provided by Primary Children's Medical Center.

Visit the National Highway Traffic Safety Administration's website at www.nhtsa.gov.

For more information contact the
Utah Department of Public Safety
Highway Safety Office
801-957-8570



Talking About Medicines

More Practice With Bugs and 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 care about myself.
- I have a responsibility to make smart choices when I care about myself.
- Making a smart choice means following the rules that others have given you to keep you safe.
- It is the grown-ups responsibility to teach you those rules!

Teacher Notes

Preparation

Materials

- Pictures of medicines from magazines
- Graphic: "Who Should Give Me Medicine?" (see page 97)
- (This graphic may be reproduced for a Home Connection.)

Music

- "I've Decided" from the CD *Something Good* (see page 140)

Vocabulary

- | | |
|----------|------------------|
| medicine | responsibilities |
| rights | |

Lesson at a Glance

Introduction

1. Identify medicines from pictures or examples.

Strategy

2. Who should give medicines to children?

Conclusion

3. Reinforce the concept that children should only take medicine from a responsible adult.

Core Curriculum Objectives and Standards

Objectives

- Students will know where medicines and medical supplies should be kept.
- Students will identify appropriate individuals who administer medicine.

Standards

- 7000-0502** Demonstrate personal safety.

Introduction

Strategies

Discussion

1. Identify medicines from pictures.

2. Who should give medicines to children?

Use graphics to discuss who should give medicines to children.

There are some bugs we have when we are sick that can only be helped with medicine.

We never help ourselves to medicine.

We always talk an adult about taking medicines.

Use the following situations to practice:

- You are at Grandma's house and have a headache. She has medicine on her night stand. Stop and Think. What should you do?
- You wake up in the night not feeling well. Your mom and dad are asleep. You know where the medicine is kept. Stop and Think. What should you do?
- You are at a friend's house and get a stomachache. Your friend offers to give you some medicine. Stop and Think. What should you do?
- You go to the doctor and he or she tells you to take some medicine. Stop and Think. What should you do?
- You are at school and you don't feel well. Stop and Think. What should you do?

Tie in the 3 Cs

I Care about myself.
I Care about others.
I Care about community.

I have a right to care about myself.

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

Making a smart choice means following the rules that others have given you to keep you safe.

It is the grown-ups responsibility to teach you those rules!

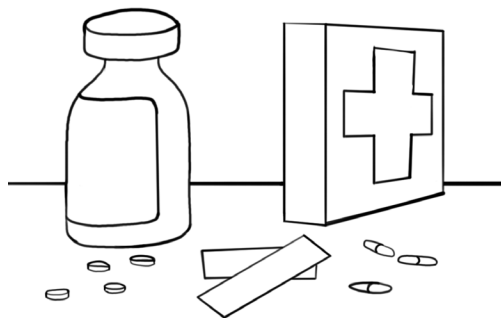
Conclusion

Discussion

3. Reinforce the concept that children should only take medicine from a responsible adult.

- Remind students that medicine is "off limits" to them unless given by a responsible adult.
- Reinforce why taking medicine can be unsafe.
- Just because you can reach it doesn't mean it is safe.
- Clarify the procedure for receiving medicine.
- Sing the song, "I've Decided."

Sing



Who Should Give Me Medicine?

X out the wrong choices.

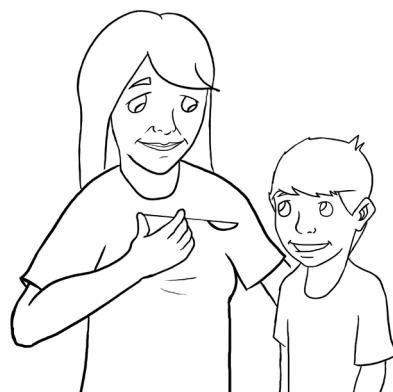
Circle the helpful heroes who help with medicines.



Doctor



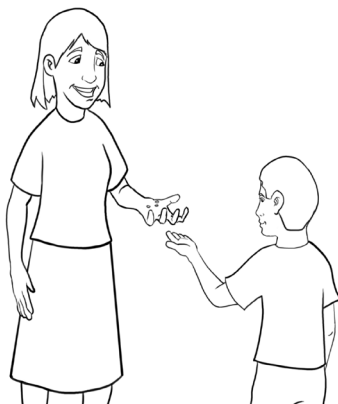
Myself



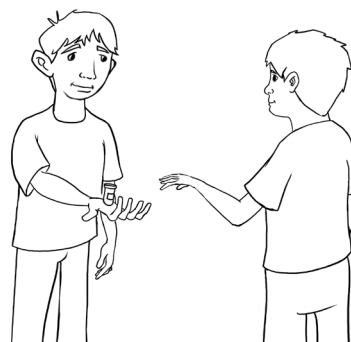
Mother



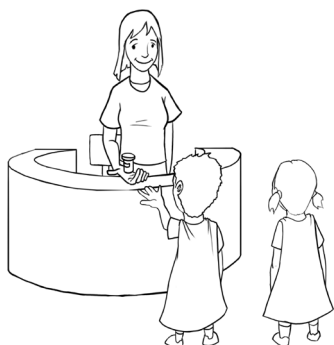
Father



School Nurse



Friend



School Secretary

Who Should Give Me Medicine?

Huff-N-Puff

More Practice With Emotions and Smart Choices



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

Home Connection "Huff and Puff" (see page 103)

Materials

- "Huff-N-Puff" story (see page 101)
- "Huff-N-Puff" flannel board pieces or cutouts for children to hold (see page 104)

Vocabulary

No new vocabulary

Lesson at a Glance

Introduction

1. Negative Effects Of Smoking (See lesson "Healthy Lungs".)

Strategy

2. "Huff-N-Puff" Story

Home Connection

3. Huff and Puff

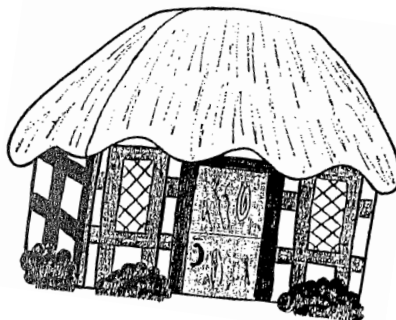
Core Curriculum Objectives and Standards

Objectives

Students will state the negative effects of smoking.

Standards

- | | |
|-----------|--|
| 7000-0202 | Recognize the difference between helpful and harmful substances. |
| 7000-0401 | Demonstrate proper care of the body. |



Introduction**Strategy****Read****Teacher Note****Ask****Tie in the 3 Cs**

I Care about myself.
I Care about others.
I Care about community.

Role Play**Home Connection****Prepare**

1. Negative Effects Of Smoking (Review lesson “Healthy Lungs” on page page 107.)

2. “Huff-N-Puff” Story

Read the story “Huff-N-Puff” using the flannel board pieces.

You may choose to tell the story again later in the lesson to re-enforce the learning objectives.

- What foolish choices did the wolf make about tobacco?
- How could the wolf have been more healthy?
- What smart choices can you make to be healthy?
- 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 smart choices to live healthy and not use alcohol, tobacco or other drugs.

Role-play the story with the children.

Select children to play parts of--

- Wolf
- Pig #1
- Pig #2
- Pig #3
- Announcer

Note: Please do not allow children to use prop cigarettes in this role play.

Some teachers use the class to make sound effects of events happening in the story.

3. Huff and Puff

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.



HUFF-N-PUFF

One day, while the Big Bad Wolf was watching TV (which he loved) and smoking cigarettes (which he also loved) the announcer broke in with a news flash: Three Little Pigs have just built a new house of straw on Mistake Street!

The Big Bad Wolf couldn't believe his ears. "A house of straw! THREE little pigs?"

He laughed out loud. His long white teeth gleamed.

"On Mistake Street, eh? I'll say it's a mistake."

He leaped out of his chair and began pacing the room. His mouth began to water.

"The thing I love most in the world - even more than watching TV, even more than smoking cigarettes - I LOVE the taste of freshly roasted pig. I'm going to have some. This very day."

He began to laugh again - great gulping, choking guffaws. He laughed so hard that he began to cough. And cough. And cough...

A little while later, the Big Bad Wolf was on his way to Mistake Street. He moved quickly, nervously, along the shady side of the street, dodging behind trees and fences. He wanted to surprise the Three Little Pigs. So he was very quiet - except for a few coughs here and there, which he couldn't help. And he was almost invisible sneaking through the shadows - except for the telltale smoke from his cigarette, that floated along behind him.

Luckily.

For the Three Little Pigs heard the coughing and saw the smoke rising from behind the fence next door. They knew it was the Big Bad Wolf. They knew he was after them for his dinner.

Squealing with fright, the Three Little Pigs fled into the house, slammed the door and locked it - with two locks. Just in time.

The wolf, a few seconds later, pounded on the door.

"Little Pigs, Little Pigs, let me in," he bellowed.

"Not by the hair of our chinny, chin, chins," they squeaked in terror.

The wolf's face appeared at the window, scowling.

"Then I'll huff and I'll puff, and I'll blow your house in."

HUFF-N-PUFF (Continued)

The Big Bad Wolf stepped back, stamped out his cigarette, and took a D-E-E-P breath...

To the Three Little Pigs huddled inside, the big deep breath sounded a little rattly and wheezy, but they were terrified anyway.

Then the Big Bad Wolf b-l-e-w o-u-t.

The Three Little Pigs braced themselves for a big wind.

Nothing.

Not even a breeze.

Outside the Wolf was coughing and gasping.

“Come out, you little pipsqueaks. Or I’ll (cough, cough) blow that house to the moon.”

The Wolf took another D-E-E-P breath. He couldn’t hold on to it, so it came right back as a weak little sputter - p-h-h-h-h-t.

Not a straw quivered.

Now the Three Little Pigs began to giggle.

Again the Big Bad Wolf huffs and puffs, and tries to suck air into his sickly lungs. He is coughing and wheezing and rattling - and furious! Suddenly he is dizzy, and has no breath - from all that smoking. He falls - splat right on his long, mean-looking snout.

He doesn’t get up.

Poor wolf. He’s ruined for blowing houses down.

Inside, the Three Little Pigs dance and sing an old favorite:

“Who’s afraid of the Big Bad Wolf?”

Nobody!

Reprinted Courtesy of the American Cancer Society

Home Connection

Dear Family,

We used this humorous story to study the effects of tobacco. Please enjoy this story with our family and share your thoughts about tobacco use.

One day, while the Big Bad Wolf was watching TV (which he loved) and smoking cigarettes (which he also loved) the announcer broke in with a news flash: Three Little Pigs have just build a new house of straw on Mistake Street!

The Big Bad Wolf couldn't believe his ears. "A house of straw! THREE little pigs?"

He laughed out loud. His long white teeth gleamed.

"On Mistake Street, eh? I'll say it's a mistake."

He leaped out of his chair and began pacing the room. His mouth began to water.

"The thing I love most in the world - even more than watching TV, even more than smoking cigarettes - I LOVE the taste of freshly roasted pig. I'm going to have some. This very day."

He began to laugh again - great gulping, choking guffaws. He laughed so hard that he began to cough. And cough. And cough...

A little while later, the Big Bad Wolf was on his way to Mistake Street. He moved quickly, nervously, along the shady side of the street, dodging behind trees and fences. He wanted to surprise the Three Little Pigs. So he was very quiet - except for a few coughs here and there, which he couldn't help. And he was almost invisible sneaking through the shadows - except for the telltale smoke from his cigarette, that floated along behind him.

Luckily.

For the Three Little Pigs heard the coughing and saw the smoke rising from behind the fence next door. They knew it was the Big Bad Wolf. They knew he was after them for his dinner.

Squealing with fright, the Three Little Pigs fled into the house, slammed the door and locked it - with two locks. Just in time.

The wolf, a few seconds later, pounded on the door.

"Little Pigs, Little Pigs, let me in," he bellowed.

"Not by the hair of our chinny, chin, chins," they squeaked in terror.

The wolf's face appeared at the window, scowling.

"Then I'll huff and I'll puff, and I'll blow your house in."

The Big Bad Wolf stepped back, stamped out his cigarette, and took a D-E-E-P breath...

To the Three Little Pigs huddled inside, the big deep breath sounded a little rattly and wheezy, but they were terrified anyway.

Then the Big Bad Wolf b-l-e-w o-u-t.

The Three Little Pigs braced themselves for a big wind.

Nothing.

Not even a breeze.

Outside the Wolf was coughing and gasping.

"Come out, you little pipsqueaks. Or I'll (cough, cough) blow that house to the moon."

The Wolf took another D-E-E-P breath. He couldn't hold on to it, so it came right back as a weak little sputter - p-h-h-h-h-t.

Not a straw quivered.

Now the Three Little Pigs began to giggle.

Again the Big Bad Wolf huffs and puffs, and tries to suck air into his sickly lungs. He is coughing and wheezing and rattling - and furious! Suddenly he is dizzy, and has no breath - from all that smoking. He falls - splat right on his long, mean-looking snout.

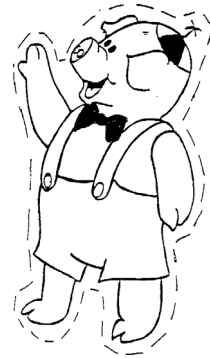
He doesn't get up.

Poor wolf. He's ruined for blowing houses down.

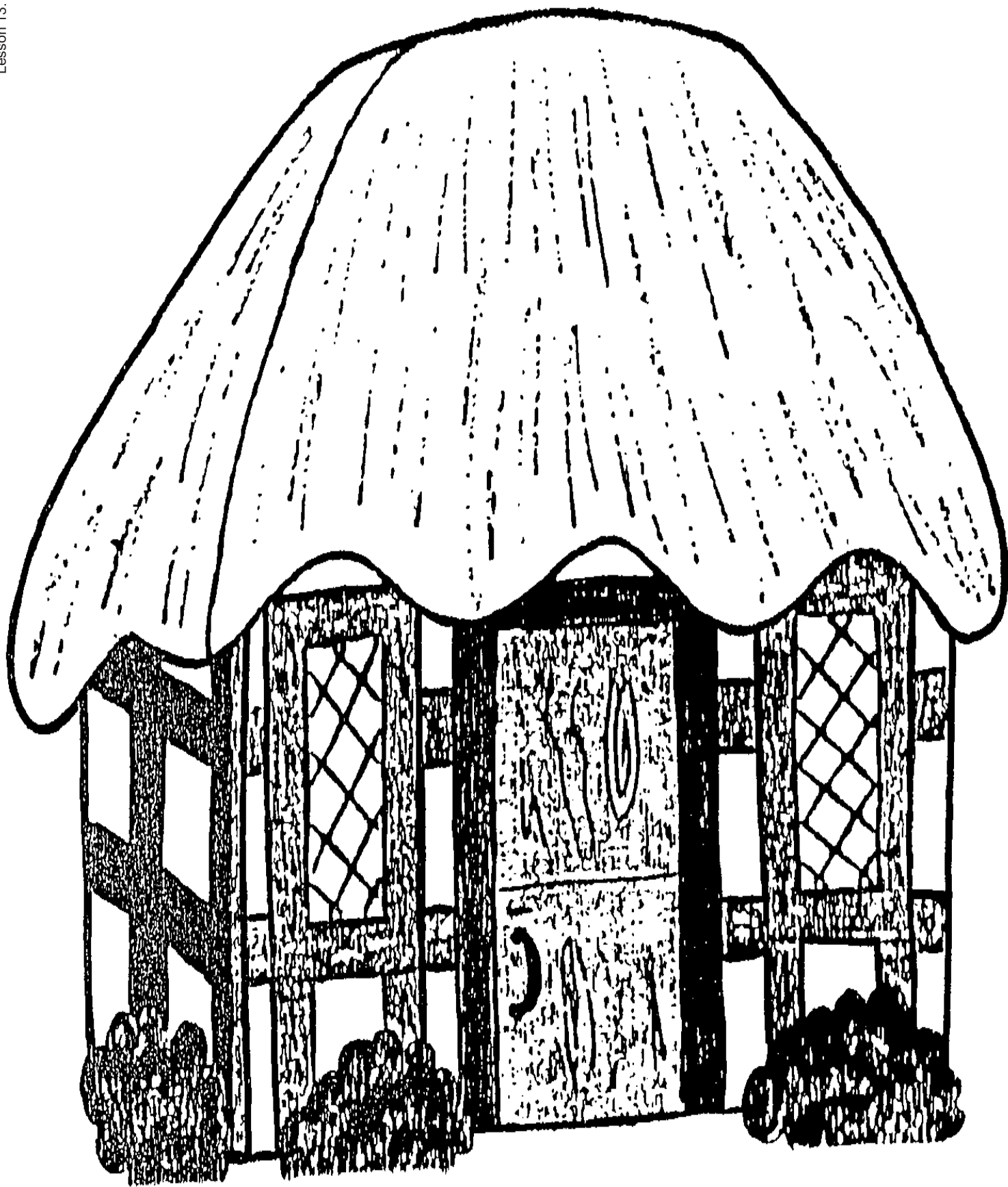
Inside, the Three Little Pigs dance and sing an old favorite:

"Who's afraid of the Big Bad Wolf?"

Nobody!



"Huff-N-Puff" flannel board pieces or cutouts for children to hold









Healthy Lungs

More Practice With Stop and Think

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

Materials

- Paper lungs (see page 109)
- Optional video, "The Huffless Puffless Dragon," is available for viewing on YouTube and other internet media sources.
- Many other materials are available from the American Cancer Society or your local health department.

Vocabulary

breath	cigarette	addiction
lungs	polluted air	

Lesson at a Glance

Introduction

1. Lung Information

Strategy

2. Healthy and Unhealthy Lungs
3. Cigarettes and Lungs
4. Healthy Things To Do Instead Of Smoking.

Conclusion

5. Play a Game

Core Curriculum Objectives and Standards

Objectives

Students will learn the importance of healthy lungs and identify how tobacco affects the body.

Standards

- 7000-0202 Recognize the difference between helpful and harmful substances.
- 7000-0401 Demonstrate proper care of the body.

Introduction

Discuss

Strategies

Demonstration

Role Plays

Discussion

Discussion

Tie in the 3 Cs

I Care about myself.
I Care about others.
I Care about community.

Conclusion

1. Lung Health

Show the picture of lungs and discuss what they do.

Lungs –

- are located in the chest behind the rib cage.
- take in oxygen (air) for your body to use.
- get help your body get rid of a gas that it doesn't need (carbon dioxide).
- breathe in and out anywhere from 15 to 25 times each minute.
- increase breathing rate when you exercise.
- won't stop breathing even if you try.

2. Healthy and Unhealthy Lungs

Choose a student to come to the front of the room and attach paper lungs to his/her chest.

Lungs are used for –

- breathing
- blowing up balloons
- whistling
- playing a flute
- singing
- other ideas . . .

Have students role-play various activities using lungs.

3. Cigarettes and Lungs

- Stop and Think. Why are cigarettes bad for the body.
- What do cigarettes do to people, especially their lungs.
- Shortness of breath
- Dirty lungs
- Hacking cough
- Can't breathe
- Yellow teeth
- Smelly clothes and hair
- Bad breath
- Decrease in athletic ability
- Headaches
- Increased heart rate
- Sore nose and throat
- House fires
- Addiction

4. Healthy Things To Do Instead Of Smoking.

- Don't breathe smoke filled air
- Avoid polluted air
- Wash your hands with soap and water
- Brush your teeth
- If you are sick, keep it to yourself
- Get regular health checks
- Exercise and play

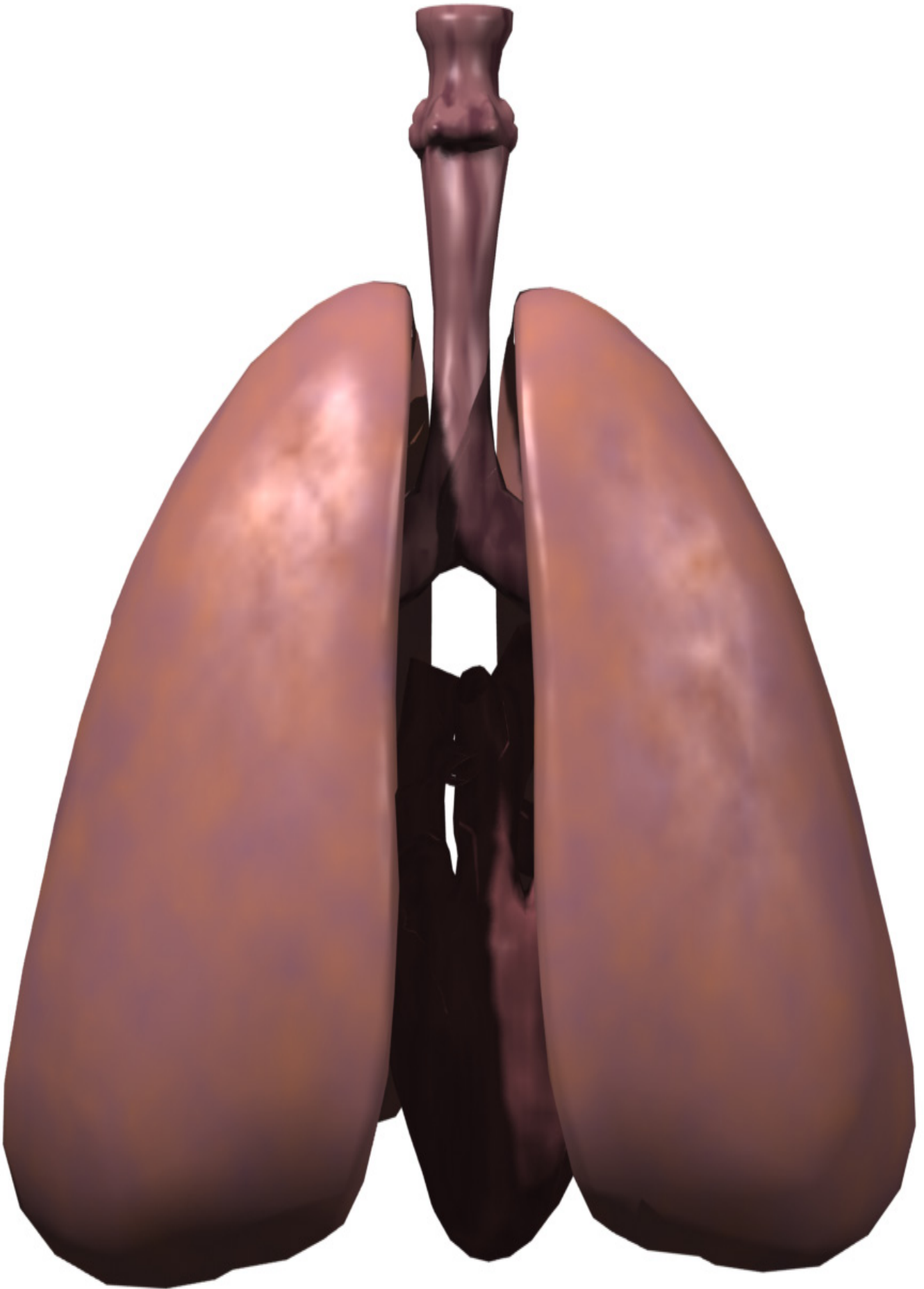
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself
- It is a smart choice to never start to use cigarettes and other tobacco products.

NOTE: Students may be concerned because their parent(s) smokes. It may be helpful to explain that some people start smoking while they're young and when they become adults and want to quit, they find it is really hard to stop. The safest thing to do is to never start smoking. It's okay to tell your mom or dad that you love them and want them to be healthy.

5. Play a Game

- Play an active game and have children occasionally pay attention to how they are breathing.
- Celebrate healthy lungs.







What is a Family?

More Practice With Bugs and 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 healthy and peaceful place.

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

Teacher Notes

Preparation

Materials

Paper plates

Crayons

Cupcake liners

Glue

Vocabulary

love

support

family

participate

member

basic needs

Lesson at a Glance

Introduction

1. Discuss families and ways they help us with our basic needs

Strategies

2. Discuss activities that a family can do together.
3. Complete the paper plate activity art project.
4. Talk about roles of each family member.

Conclusion

5. Emphasize the importance of families.

Core Curriculum Objectives and Standards

Objectives

Students will recognize the importance of being part of and contributing to a family or group.

Students will identify activities in which families participate together and help each other.

Standards

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

7000-0201 Express feelings related to different situations.

Introduction

Ask

1. Basic Needs

This information is cited by request of the author and is taken from:

Richard J. Bodine, Donna K. Crawford, Fred Schrupf, *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, 2d ed. (Illinois: Research Press, 2002) pp. 89-91.

What is something you need for your body to be healthy?

(food, water, sleep, exercise)

Just like our bodies have needs, our hearts have needs too in order to be happy. These are called “basic needs”

Draw

Draw on the board a –

- heart (belonging)
- star (power)
- a butterfly (freedom)
- a smiley face (fun) on the board.

Discuss

Each of these pictures represent something important that we get from our family.

- belonging – met by being with others where we can love, share, and get along
- power – met by succeeding, accomplishing, and being recognized and respected
- freedom – met by making choices
- fun – met by laughing and playing

Ask

Why is this need important for our hearts and minds to feel good?

Families are the most important place we can help each other feel like we belong, have power, freedom and fun.

Describe a family unit. (Be sensitive to nontraditional families.)

Strategies

Discuss

2. Family Activities

- What does your family do together to help you feel like you belong?
(cheer on a family member at a sports game or event)
- How do you feel when your family cheers for you?
- What does your family do to help you feel powerful?
(jobs, choose your own clothes in the morning)
- How would you feel (bug you) if you weren't allowed to make any decision over what you wear or helping out.
- What does your family do to help you feel freedom?
(let you play with friends, participate in activities, choose which books to read at bedtime)

Family activities might include:

- | | |
|---------------|-----------------------|
| • Picnics | • Going to the movies |
| • Church | • Visiting relatives |
| • Eating | • Playing with pets |
| • Watching TV | • Reading |
| • Shopping | |



Draw

3. Paper Plate Activity

Let the students choose their favorite family activity and draw it in the center of a paper plate. Some children may need more than one paper plate because they live with more than one family.

Ask

4. Family Roles

How many people do you have in your family unit (which could include anyone they live with) including themselves?

- Give the students a paper cupcake liner to represent each member of their household. Have the students draw and color a family member's face on each cupcake liner.
- Attach the "family member" cupcake liners to the decorated paper plate(s) using glue.
- Display these family plates around the room.

Conclusion

Tie in the 3 Cs

I Care about myself.
I Care about others.
I Care about community.

5. Emphasize the importance of families.

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.

Emphasize that everyone of us is an important and special part of our families, and that we can do many things to contribute to the well-being of the family or group.

Optional Books

- Cooper, M., & Gottlieb, D. (1997). *I Got a Family*. New York: Henry Holt.
- Mayer, M. (1977). *Just Me and My Dad*. New York: Golden Press.
- Zolotow, C., & Stevenson, J. (1992). *I Know a Lady*. New York: Mulberry Books
- Brown, M. W., & Hurd, C. (2008). *The Runaway Bunny*. New York: HarperFestival.
- Locker, T. (1993). *Where the River Begins*. New York, N.Y., U.S.A.: Puffin Pied Piper Books.
- Mayer, M. (2003). *Just Grandpa and Me*. New York: Golden Book.
- Mayer, M. (2003). *Me Too!* New York: Golden Books.
- Zolotow, C., & Du, B. W. (1972). *William's Doll*. New York: Harper & Row.
- Eastman, P. D. (1998). *Are You My Mother?* New York: Random House.






Friends

More Practice With Stop and Think

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

- Home Connection (see lesson page 5)
- Emotion Cards (see lesson pages 6-10)

Materials

- None required for this lesson

Music

- "Friendship Song" from CD *Something Good* (see page 134)

Vocabulary

- friends
- friendship

Lesson at a Glance

Introduction

1. Introduce concept of friends.

Strategies

2. Listen to and sing and discuss the "Friendship Song."
3. Play the "Friendship Chain" game.

Conclusion

4. Sing the "Friendship Song."

Core Curriculum Objectives and Standards

Objectives

- Students will identify and practice caring and respect for others.

Standards

- 7000-0303** Demonstrate friendship qualities.

Introduction

Strategy

Discussion

1. Introduce concept of friends.

Emphasize that friends are people who really care about others.

2. Listen to and sing the “Friendship Song.”

What makes a good friend?

- Uses win-win to solve problems
- Decide things
- Stick together
- Fair
- Listen
- Play

How would a friend “never hurt you, or ask you to do something wrong.”

- Break rules
- Hurt others
- Damage property
- Hurt self
- Be unkind
- Not care

If a person asks you to do something wrong, what do you do?

- Stop and Think about what to do.
- Tell a grown-up.
- Say “No thanks.”
- Use an “I” message to say how I feel.

When you are scared or upset about something, it is sometimes helpful to find a friend who can help you. You might ask them to be your buddy. It’s much easier to leave an uncomfortable situation with a friend or buddy.

3. Play “Friendship Chain” game.

Teacher begins by starting a friendship chain. State how you will be a good friend to one of the students.

“I’ll be a good friend to Kim by…”

Lock elbows with Kim to start a friendship chain.

Kim then says, “I’ll be a good friend with Cortney by…” and locks elbows

Teacher reinforces each child’s comment.

Continue until the entire class is a chain of friends.

Sing the song “The Friendship Song” while locked in a friendship chain.

Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*. San Diego: Harcourt Brace Jovanovich, 1988

Silverstein, Shel. *The Giving Tree*. [New York?]: HarperCollinsPublishers, 1992.

Bianco, Margery Williams, Meryl Streep, George Winston, and David Jorgensen. *The Velveteen Rabbit*. New York: Knopf, 1985.

Heine, Helme. *Friends*. New York: Atheneum, 1982.



Conclusion

Optional Books



I Care About Community

More Practice With Stop and Think

3 Cs

I care about myself.

I care about you.

 I care about community.

Help students to understand and invite them to state clearly:

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

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

Teacher Notes

Preparation

Materials

poster: "The 3 Cs of Utah's Safe & Drug-Free Schools & Communities" (see page 119)

various items from the classroom used for the "Put Me Back" game

building blocks

Music

"Be a Builder" from CD *Be a Builder* (see page 126)

Vocabulary

environment

community

respect

Lesson at a Glance

Introduction

1. The "Put Me Back" game

Strategy

2. Builders and Breakers

Conclusion

3. Peaceful and Healthy Community

Core Curriculum Objectives and Standards

Objectives

Students recognize the importance of respecting themselves, others, and the environment.

Standards

7000-0702 Explore the outdoor environment and determine ways consumers can help protect the environment.

Introduction

Play

1. The “Put Me Back” game

With children watching, gather various items from the room and tell them to remember where they came from.

Divide the class into two groups.

Show an item to one group and give them a point if they can put it back where it belongs

Strategy

Explain

2. Builders and Breakers

When we put things back where they belong are we being builders or breakers in our classroom?

Discuss the following in terms of being a builder or a breaker. As children respond with building behaviors have them add a building block to a tower that you build.

Ask

- Stop and Think. In our classroom, why is it important to put things where they belong?
- What other things could we do to take care of our classroom?
- Stop and Think. How do we care for things in our classroom such as pencils, erasers, scissors etc.

How can we be a builder when we are in the...

- lunchroom?
- restroom?
- library?
- playground?
- hallway?
- computer room?

Stop and Think. Besides school, where else can we act like builders?

What do we need to do at...

- home?
- church?
- park?
- grandparent's house?
- store?

Conclusion

Tie in the 3 Cs

I Care about myself.
I Care about others.
I Care about community.

3. Peaceful and Healthy Community

- I have a right to live in a healthy and peaceful community.
- I have a responsibility to contribute to the beauty and peace of my community.

Sing

Sing and move to “Be a Builder”

Show the 3 Cs poster.



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.




Stranger Safety

More Practice With Stop and Think



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

Home Connection (see page 123)

Materials

- Toy telephones
- Parent letter
- Contact a local child abuse prevention center for additional help and resources

Music

"The Stranger Song" from CD *Something Good* (see page 152)

Vocabulary

stranger escape
avoid

Lesson at a Glance

Introduction

1. List people who can help you. (Review lesson "Who Can Help?")

Strategy

2. Discuss appropriate ways of responding to strangers.

Conclusion

3. Practice dialing personal telephone numbers.
4. Sing the "Stranger Song."

Home Connection

5. Personal safety and stranger awareness

Core Curriculum Objectives and Standards

Objectives

- Students will recognize surroundings, strangers and areas of danger or risk.
- Students will recall personal telephone numbers.

Standards

- 7000-0503 Explain ways to identify, avoid, manage and escape emergency or risk situations.

Introduction

Review

Strategies

Discussion

1. "Who Can Help?"

Refer to lesson "Who Can Help" for review materials.

2. Stranger Discussion

What is a stranger?

Any person not known to you

- May be any age.
- May or may not know your name.
- May be someone who offers a treat or asks for help.

Stop and Think. Why it is not safe to play in the following:

- Vacant lots
- Alleys
- Parks or school alone
- Alone after dark
- Stranger's car

What are habits we can use to keep us safe when playing?

- An adult must always know where you are.
- The "buddy system."

Stop and Think. What actions can we take when approached by a stranger.

- Walk or run away.
- Sometimes you have to yell and scream.
- Don't think you have to be polite if a stranger does something you don't like.
- Don't be afraid to tell a trusted adult.

Conclusion

Music

Tie in the 3 Cs

I Care about myself.
I Care about others.
I Care about community.

Home Connection

3. Practice using the toy telephones to dial home and emergency telephone numbers.

4. Learn and sing "The Stranger Song."

I have the right to care about myself.

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

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 Family,

Today we learned about personal safety and stranger awareness. Listed below are the safety rules we discussed in class. We also practiced dialing emergency numbers on the telephone. Please review these ideas and skills with your child.

1. Describe a stranger.
 - a. Any person not known to you
 - b. May be any age
 - c. May or may not know your name
 - d. May be someone who offers a treat or asks for help
2. Discuss why it is not safe to play in the following:
 - a. Vacant lots
 - b. Alleys
 - c. Parks or school alone
 - d. Alone after dark
 - e. Stranger's car
3. Emphasize safe play habits.
 - a. An adult must always know where you are.
 - b. Emphasize the "buddy system."
4. Talk about actions to take when approached by a stranger.
 - a. Walk or run away.
 - b. Sometimes you have to yell and scream.
 - c. Don't think you have to be polite if a stranger does something you don't like.
 - d. Don't be afraid to tell a trusted adult.

Please practice using the telephone with your child.



Conexión en el Hogar

Querida familia,

Hoy aprendimos acerca de la seguridad personal y acerca del conocimiento que debemos de tener si hay algún extraño alrededor de nosotros. En la parte de abajo hay una lista de las reglas de seguridad que discutimos en el salón. También practicamos marcando los números de emergencia en el teléfono. Por favor revisa éstas ideas y habilidades con tu hijo (a).

1. Estas son características que describen a un extraño.
 - a. Cualquier persona que tu no conozcas
 - b. Puede ser de cualquier edad
 - c. Puede o no puede conocer tu nombre
 - d. Puede ser alguien que te ofrece un dulce o que te pide que lo ayudes
2. Explicale a tu hijo (a) porque no es seguro jugar en los siguientes lugares:
 - a. Lotes baldios
 - b. Parques o escuelas vacias
 - c. Jugar solo cuando ya obscureció
 - d. En el carro de un extraño
3. Enfatiza hábitos seguros al jugar.
 - a. Un adulto debe de saber siempre en donde estas.
 - b. Enfatiza el “sistema de compañero”.
4. Habla acerca de lo que se debe de hacer cuando un extraño (a) se aproxima a él/ella
 - a. Camina o corre lejos.
 - b. Algunas veces tienes que gritar muy fuerte.
 - c. No pienses que tienes que ser educado si algún extraño hace algo que no te gusta.
 - d. No sientas miedo de decirle lo que que pasó a un adulto en quien tu confies.

Por favor practica con tu hijo (a) marcando el número de seguridad.

Music Lyrics

This section contains the lyrics of all the songs used in
Prevention Dimensions lessons.

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

From the CD *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)

The Truth Will Make Me Free

Fred Rogers
Used with permission

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.

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

(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)

Prevention Dimensions Bibliography and References

- Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*. New York: Harcourt, Brace & World, 1958.
- Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*. San Diego: Harcourt Brace Jovanovich, 1988.
- Banyai, Istvan. *Zoom*. New York: Viking, 1995.
- Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears and Too Much Junk Food*. New York: Random House, 1985.
- Berenstain, Stan. *The Berenstain Bears and Too Much Tv*. New York: Random House, 1992.
- Bianco, Margery Williams, Meryl Streep, George Winston, and David Jorgensen. *The Velveteen Rabbit*. New York: Knopf, 1985.
- Bodine, Richard J., Donna K. Crawford, and Fred Schruppf. *Creating the Peaceable School: a Comprehensive Program for Teaching Conflict Resolution*. Champaign, IL: Research Press, 2002.
- Boynton, Sandra. *If at First...* Boston [u.a.: Little, Brown, 1980.
- Brown, Margaret Wise, and Clement Hurd. *The Runaway Bunny*. New York: HarperFestival, 2008.
- Byrnes, Deborah A. *Teacher, They Called Me a -----! : Confronting Prejudice and Discrimination in the Classroom*. New York: Anti-Defamation League, 1995.
- Cherry, Lynne. *The Great Kapok Tree: a Tale of the Amazon Rain Forest*. San Diego: Harcourt, 2000.
- Cohen, Barbara, and Michael J. Deraney. *Molly's Pilgrim*. New York: Lothrop, Lee & Shepard Books, 1983.
- Collicott, Sharleen. *Toestomper and the Caterpillars*. New York: Houghton Mifflin Co (Jp), 2002.
- Cooper, Melrose, and Dale Gottlieb. *I Got a Family*. New York: Henry Holt, 1997.
- Crary, Elizabeth, Shari Steelsmith, and Mits Katayama. *When You're Mad and You Know It*. Seattle, WA: Parenting Press, 1996.
- Creating Compassionate, Safe, Respectful Environments - Operation Respect. Accessed January 05, 2011. <http://www.operationrespect.org/>.
- Creative Differences: A Prosocial Approach to Conflict*. Illinois: State Farm Insurance.
- Crimi, Carolyn, and Lynn Munsinger. *Don't Need Friends*. New York: Dragonfly Books, 2001.



Bibliography Continued

- Curtis, Jamie Lee, and Laura Cornell. *Today I Feel Silly & Other Moods That Make My Day*. New York: HarperCollins Publishers, 1998.
- Eastman, P. D. *Are You My Mother?* New York: Random House, 1998.
- Eggert, Leona L., and Liela J. Nicholas. *Reconnecting Youth: a Peer Group Approach to Building Life Skills*. Bloomington, IN: National Educational Service, 2004.
- Everitt, Betsy. *Mean Soup*. San Diego: Harcourt Brace Jovanovich, 1992.
- Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving in*. Boston: Houghton Mifflin, 1991.
- Freyman, Saxton, and Joost Elffers. *How Are You Peeling?: Foods with Moods*. New York: Scholastic, 2004.
- Galdone, Paul. *The Little Red Hen*. New York: Seabury Press, 1973.
- Hautzig, Deborah, Tom Cooke, and Jim Henson. *Why Are You so Mean to Me?* New York: Random House/Children's Television Workshop, 1986.
- Hawkins, J. David, Brian H. Smith, Karl G. Hill, Rick Kosterman, Richard F. Catalano, and Robert D. Abbott. "Promoting Social Development and Preventing Health and Behavior Problems during the Elementary Grades: Results from the Seattle Social Development Project." *Victims & Offenders* 2, no. 2 (2007): 161-81. doi:10.1080/15564880701263049.
- Heine, Helme. *Friends*. New York: Atheneum, 1982.
- Henkes, Kevin. *Chrysanthemum*. New York: Greenwillow Books, 2007.
- Hillert, Margaret, and Irma Wilde. *The Three Little Pigs*. Chicago: Norwood House Press, 2007.
- Images from the History of Medicine (IHM). (n.d.). National Library of Medicine - National Institutes of Health. Retrieved April 29, 2011, from <http://www.nlm.nih.gov/hmd/ihm/>
- <http://library.thinkquest.org/J001156/makingbooks/minibook/index.htm>.
- Jackson, Tom. *Activities That Teach*. [Utah?]: Red Rock Pub., 2003.
- Jackson, Tom. *Still More Activities That Teach*. [Cedar City, Utah?]: Red Rock Pub., 2000.
- Jones, Christianne C., and Kyle Hermanson. *Chicken Little*. Mankato, MN: Picture Window Books, 2011.
- Jones, Rebecca C., and Beth Peck. *Matthew and Tilly*. New York: Puffin Unicorn, 1995.
- Kluger, Jeffery. "Competence: Is Your Boss Faking It?" *Time*, February 11, 2009.



Bibliography Continued

- Kraus, Robert, Jose Aruego, and Ariane Dewey. *Herman the Helper*. New York, NY: Sagebrush, 1999.
- Leavitt, Jacalyn S. *Faux Paw Meets the First Lady: Keeping Children Safe Online*. Indianapolis, IN: Wiley Publishing, 2006.
- Lester, Helen, and Lynn Munsinger. *Hooway for Wodney Wat*. Boston, MA: Houghton Mifflin, 1999.
- Lionni, Leo. *Frederick*. New York: Random House, 1973.
- Lionni, Leo. *It's Mine!* New York: Knopf, 1986.
- Lionni, Leo. *Swimmy*. New York: Knopf, 2008.
- Locker, Thomas. *Where the River Begins*. New York, N.Y., U.S.A.: Puffin Pied Piper Books, 1993.
- Maslow, A. H. "A Theory of Human Motivation." *Psychological Review* 50, no. 4 (1943): 370-96.
doi:10.1037/h0054346.
- Mayer, Mercer. *Just Grandpa and Me*. New York: Golden Book, 2003.
- Mayer, Mercer. *Just Me and My Dad*. New York: Golden Press, 1977.
- Mayer, Mercer. *Me Too!* New York: Golden Books, 2003.
- McPhail, David. *Something Special*. Boston: Joy Street Books, 1988.
- Munson, Derek, and Tara Calahan King. *Enemy Pie*. San Francisco: Chronicle Books, 2000.
- O'Neill, Alexis, and Laura Huliska-Beith. *The Recess Queen*. Gosford, N.S.W.: Scholastic, 2006.
- Orr, Wendy, and Ruth Ohi. *Aa-choo!* Toronto: Annick Press, 1992.
- Pinkney, Jerry, Jacob Grimm, and Wilhelm Grimm. *Little Red Riding Hood*. New York, NY: Little, Brown, 2007.
- Piper, Watty, George Hauman, and Doris Hauman. *The Little Engine That Could*. New York: Grosset & Dunlap, 2009.
- Polacco, Patricia. *Thank You, Mr. Falker*. New York: Philomel Books, 2001.
- Riverside, By The. "About Us - Mission." Creating Compassionate, Safe, Respectful Environments - Operation Respect. Accessed August 27, 2010. <http://operationrespect.org/curricula/index.php>.
- Roberts, Tom, David Jorgensen, and Peter Christen Asbjørnsen. *The Three Billy Goats Gruff*. Edina, MN: ABDO Pub., 2005.



Bibliography Continued

- Rogers, Fred, Johnny Costa, Bobby Rawsthorne, and Carl McVicker, writers. *Mister Rogers' You Are Special*. Family Communications, 1992, CD.
- Rowling, J. K., and Mary GrandPré. *Harry Potter and the Prisoner of Azkaban*. New York: Scholastic, 2001.
- Schwartz, Linda, Beverly Armstrong, and Sherri M. Butterfield. *What Do You Think?: a Kid's Guide to Dealing with Daily Dilemmas*. Santa Barbara, CA: Learning Works, 1993.
- Schwartz, Linda, Beverly Armstrong, and Sherri M. Butterfield. *What Would You Do?: a Kid's Guide to Tricky and Sticky Situations*. Santa Barbara, CA: Learning Works, 1990.
- Seuss, Steve Johnson, and Lou Fancher. *My Many Colored Days*. New York: Knopf, 1998.
- Seuss. *The Butter Battle Book*. New York: Random House, 1984.
- Seuss. *The Sneetches and Other Stories*. New York: Random House, 1989.
- Silverstein, Shel. *A Light in the Attic*. New York, NY: Harper & Row, 1981.
- Silverstein, Shel. *The Giving Tree*. [New York?]: HarperCollinsPublishers, 1992.
- Sipe, James W., and Don M. Frick. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. New York: Paulist Press, 2009.
- Sternberg, Martin L. A., and Martin L. A. Sternberg. *American Sign Language Dictionary*. New York: HarperPerennial, 1998.
- Stevens, Janet, and Susan Stevens. Crummel. *The Great Fuzz Frenzy*. Orlando: Harcourt, 2005.
- Telljohann, Susan Kay, Symons Cynthia Welford, and Beth Pateman. *Health Education: Elementary and Middle School Applications*. Boston: McGraw-Hill, 2007.
- Udry, Janice May., and Maurice Sendak. *Let's Be Enemies*. New York, NY: HarperCollins Publishers, 1989.
- Utah Tobacco Prevention and Control Program Home Page. Accessed April 14, 2011. <http://www.tobaccofreeutah.org>.
- Viorst, Judith, and Ray Cruz. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Atheneum Books for Young Readers, 2009.
- Werner, Emmy E., Jessie M. Bierman, and Fern E. French. *The Children of Kauai; a Longitudinal Study from the Prenatal Period to Age Ten*. Honolulu: University of Hawaii Press, 1971.
- Woodson, Jacqueline, and Earl B. Lewis. *The Other Side*. New York: Putnam's, 2001.



Bibliography Continued

- Yarrow, Peter, Mark Weiss, Laura Parker Roerden, and Linda Lantieri. *Don't Laugh at Me: Creating a Ridicule-free Classroom : Teacher's Guide, Grades 6-8*. New York: Operation Respect, 2000.
- Zins, Joseph E. *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* New York: Teachers College Press, 2004.
- Zolotow, Charlotte, and Arnold Lobel. *The Quarreling Book*. Topeka, KS: Econo-Clad Books, 1999.
- Zolotow, Charlotte, and Ben Shecter. *The Hating Book*. New York, NY: Harper & Row, 1989.
- Zolotow, Charlotte, and Bois William Pène Du. *William's Doll*. New York: Harper & Row, 1972.
- Zolotow, Charlotte, and James Stevenson. *I Know a Lady*. New York: Mulberry Books, 1992.

