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)

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

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.
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.

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.

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

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.

Tie in the 3 Cs

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

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

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.

Whatever 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.

What are some rules we can have to keep our rights safe and help us remember our responsibilities?

**Help students to understand and invite them to state clearly:**

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

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

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

<table>
<thead>
<tr>
<th>Myself</th>
<th>Class</th>
<th>Parent</th>
<th>Teacher</th>
<th>Friend</th>
</tr>
</thead>
</table>

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.

Sort

- 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.

Explain

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.
6. "Chill" the Bugs

"Chill" from the CD *Something Good*

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


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.
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 molestad.

¡Muchas gracias! ¡Te amo!

Nombre ________________________________
<table>
<thead>
<tr>
<th>Looks Like...</th>
<th>Sounds Like...</th>
<th>Feels Like...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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The title of discussion is: **Title of discussion**
Lesson 2: Bugs and Helpful Heroes

Bug Cards

[Drawings of two different bug characters]
Helpful Heroes

Conflict

Peace

Vocabulary Wordstrips
Lesson 2: Bugs and Helpful Heroes

Caring Powers

Chill Drill

Vocabulary Wordstrips