




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

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.

Tie in the 3 Cs

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

- 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.

Music

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.

Strategies

Emphasize

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.

Remind

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.

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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!



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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.

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¡Esto es asombroso!

Con amor, _____



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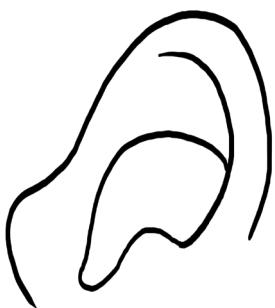
¡Esto es asombroso!

Con amor, _____

Looks Like...



Sounds Like...



Feels Like...

