



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

Health Education 2nd Grade

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



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PK-12 Prevention Program**

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November 16, 1945–May 23, 2002

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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 for myself. I care for others. I care for 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.

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.

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Develop vocabulary that shows respect for self and others.	
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Recognize why acceptance of self and others is important for the development of positive attitudes.	
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.	
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Active Listening and Builder / Breaker

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

Teacher Notes

Preparation

Copies

- Home Connection (see page 5)
- Conexion en el Hogar (see page 6)

Materials

- crayons (6-10 for each student)
- blank paper (one piece per student)
- optional video download: “Don’t Laugh at Me” music video and CD available for free at www.operationrespect.org.

Music

- “Be a Builder,” from the CD *Be a Builder* (see page 120)

Vocabulary

active listening	breaker	rights
self-esteem	builder	

Lesson at a Glance

Introduction

1. Active Listening

Strategies

2. Sharing Circle
3. Rainbow of Feelings

Conclusion

4. Active Listening Practice

Home Connection

5. Home Connection – Active Listening

Core Curriculum Objectives and Standards

Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Explore how relationships can contribute to self-worth.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Develop vocabulary that shows respect for self and others.

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

Music

Ask

Talking Points

Ask While Pointing

Recite together while pointing

Optional

Strategies

Circle up

Practice Restating

1. Active Listening

Gather the children together in a circle while playing the song “Be a Builder.”

What does a builder do?

- Tell the class about someone you know who is a builder.
- How do you know this person is a builder?

What does a breaker do?

- Tell the class about someone you know who is a breaker.
- How do you know this person is a breaker?

Sharing and listening to one another’s feelings, in a caring way, is an important part of being a builder.

As you speak, use your own body as a reference or a student’s body or a doll or puppet.

What do a builder’s eyes do when he or she is listening?

Eyes on friend or teacher

What does a builder’s mouth do when he or she is listening?

Don’t interrupt, ask curious questions, restate (say it again) to show you understand.

What does a builder’s ears do when he or she is listening?

Hear what the person says and listen for how the person is feeling

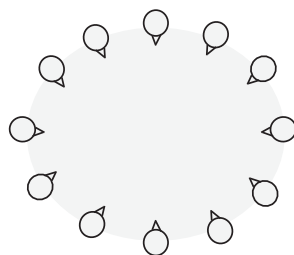
What does a builder’s heart do when he or she is listening?

Curious and caring about what the person is saying

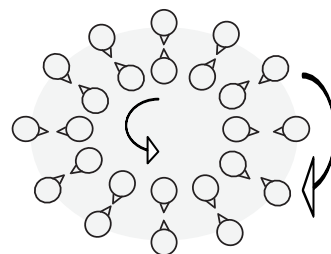
Eyes, mouth, ears, heart – that is where good listening starts.

Inform the class that throughout the year they will see you point to your eyes, mouth, ears, and heart. That will be a quiet reminder that it is time to listen like a builder.

2. Sharing Circle



Single Sharing Circle



Double Sharing Circle

Gather students into one or two circles.

Some teachers use a double circle. The inside circle talks to the outside circle. Instruct all students to rotate one seat to their own left to quickly mix the participants.

Start the circle by completing the following sentence:

“I feel happy when _____.”

- Have the person to your left repeat your sentence and then add his or her own sentence.
- Turn to the person on the other side and repeat your answer.
- Some teachers change the emotion statement every second or third student.
- Start over with a different feeling.
- In the double circle, just rotate and talk with the person across.



Prepare	<h3>3. Rainbow of Feelings</h3> <p>Hand out crayons and paper to everyone. Try to have 6-10 different colors for each child so the children will have to choose which color best represents their feelings about each scenario.</p>
Explain	<ul style="list-style-type: none"> • Listen to the scenario. • Pick a crayon color that represents how you feel when you hear that scenario. • Draw a curved rainbow line on the paper to represent your feeling. <p>Some teachers just have the student hold up the color that represents the student's feeling about that scenario.</p>
Share	<ul style="list-style-type: none"> • After each scenario, have everyone hold up their feeling paper and look around the circle at everyone else's papers. • Have students compare how their feelings were similar and different.
Scenarios	<p>"How would you feel if . . ."</p> <ul style="list-style-type: none"> • A breaker made fun of you because of the way you looked? • You won a prize or a competition? • You were picked last when choosing sides for a game? • A builder told you that you were good at doing something? • A breaker called you a bad name like "creep"? • A builder helped you solve a problem? • No one wanted to play with you? • A builder invited you to join their game? • You had no food and had to beg on the street? • A builder held your hand or gave you a hug when you were scared or lonely? • A builder listened to you carefully when you had something important to share?
Talking Points	<ul style="list-style-type: none"> • Notice the rich and beautiful rainbow of feelings that color our days and our lives! • Part of what makes feelings so rich is that they may be experienced differently by different children. • Different children chose different colors to represent their feelings. • Each child has a right to feel his or her feelings exactly the way he or she feels them.
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 right to care about myself. • I have the responsibility to make smart choices when I care about myself.
Optional	<p>Create a "Rainbow of Feelings" bulletin board by posting the students' artwork completed during the lesson in the shape of a rainbow.</p>
Resource	<p>Elements of this activity came from the Operation Respect and the Don't Laugh at Me Program: Creating Compassionate, Safe, Respectful Environments - Operation Respect. Accessed January 05, 2011. http://www.operationrespect.org/.</p>



Conclusion

Pairs

Questions

Home Connection

Additional Ideas

Prepare

Participate

Ask

4. Active Listening Practice

Remind students of the parts of active listening.

Have students take turns sharing with their partners for each question (or make up your own).

- Tell your partner what you miss most about summer vacation.
- Tell your partner about your favorite game and how to play it.
- Tell your partner about the last movie you watched.

5. Home Connection – Active Listening

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.

6. “Don’t Laugh at Me” Video

Download or obtain the “Don’t Laugh at Me” music video or CD available for free at www.operationrespect.org.

- While watching, raise your right hand when the images in the video make you feel happy.
- Raise your left hand when the images in the video make you feel sad.
- Raise both hands when you feel both happy and sad at the same time.

Encourage children not to be influenced by what other children are doing.

- What were some of the moments in the video that made you sad?
- What were some of the moments that made you happy?
- When did you feel both sad and happy? Why?





Home Connection

Dear Family,

Today I learned that I have the right to care about myself. Listening to one another's feelings is an important part of experiencing our feelings. It is a big part of building up my friends. Will you help me to practice the parts of active listening?

- Eyes on your friend
- Mouth is quiet and does not interrupt but asks good questions
- Ears hear what your friend feels and thinks
- Heart is curious about what your friend says

Thank you!



Home Connection

Dear Family,

Today I learned that I have the right to care about myself. Listening to one another's feelings is an important part of experiencing our feelings. It is a big part of building up my friends. Will you help me to practice the parts of active listening?

- Eyes on your friend
- Mouth is quiet and does not interrupt but asks good questions
- Ears hear what your friend feels and thinks
- Heart is curious about what your friends says

Thank you!





Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo el derecho de cuidar de mí mismo.
Escuchando los sentimientos del uno al otro es una parte importante de experimentar nuestros sentimientos. Esto forma una gran parte en la

construcción y mantención de mis amigos. ¿Me ayudarás a practicar las partes que se necesitan para escuchar atentamente?

- Los ojos mirando a mi amigo
- La boca está en silencio sin interrumpir pero hago buenas preguntas.
- Orejas escuchan lo que sienten y piensan
- Corazón siente curiosidad por lo que dicen

¡Gracias!



Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo el derecho de cuidar de mí mismo.
Escuchando los sentimientos del uno al otro es una parte importante de experimentar nuestros sentimientos. Esto forma una gran parte en

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- Orejas escuchan lo que sienten y piensan
- Corazón siente curiosidad por lo que dicen


¡Gracias!





What "Bugs" You?

3 Cs

-  I care about myself.
- I care about you.
- 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

- Home Connection (see page 12)
- Conexion en el Hogar (see page 13)
- Bug Cards (see page 16)
- Helpful Hero (see page 17)
- Vocabulary Word Strips (see page 21)
- Worksheet: "What Bugs You?" (see page 20)

Materials

- Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- Alexander's bugs on sticky notes (written from list on page 18) or bug cut-outs (see page 19)
- Tape (to stick on bucket label)
- Ice cream bucket labeled "Bug Bucket"
- Optional: Flyswatter
- Outline a student on butcher paper, cut out and label as "Alexander"

Smartboard

- Looks Like/Sounds Like/Feels Like Chart (see page 15)

Music

- "Ain't No Bugs on Me" (See page 14 for lyrics. There are many versions on the Internet.)
- "Chill" from the CD *Something Good* (see page 123)
- "The Right Choice" from the CD *Something Good* (see page 145)
- "Little Alexander Had a Bug Upon Himself" (see page 23)

Vocabulary

emotions	smart choices	"I" messages
Caring Powers	not smart choices	rights

Lesson at a Glance

Introduction

1. Explore Peace and Conflict

Strategies

2. Alexander's 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.
- 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 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

Introduction

Define

Hand Action

Ask

Smartboard

Define

Hand Action

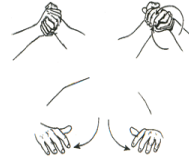
1. Explore Peace and Conflict

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

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

(Sternberg, Martin L. A., and Martin L. A. Sternberg. *American Sign Language Dictionary*. New York: HarperPerennial, 1998. p.486.)

- 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?



Put responses on a "Looks Like/Sounds Like/Feels Like" double T-chart (see page 14).

- Introduce the word "conflict" and explain that conflict is a word we use to label things that are not at peace.

- Conflict is an unpleasant or uncomfortable emotion.

Smack you your two index fingers together. Think of a jousting tournament where two horse riders with lances come into conflict

(English to ASL Dictionary, <http://www.lifeprint.com/dictionary.html>)

- Conflict is a signal that we need to choose an action 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 within ourselves.

Strategies

Prepare

Optional – Make an Alexander cutout or draw an outline of a boy on the board, or ask for a student volunteer.

- We will now read a story about a boy with lots of conflict and things that are really bugging him.
- Listen to the story and decide whether he has any peace at all.

Ask

Listen for things that bug Alexander throughout his day.

Pause

While reading the book, discuss what is bugging Alexander. Write that problem on a small sticky note that represents a bug and stick it on the Alexander cutout or the volunteer. (See a list of Alexander's bugs on page 18.)

Mini-Lesson

Discuss how different Alexander behaved when covered with these kinds of "bugs" and how others might behave if they had bugs on them that they couldn't get off.

Ask

- 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?
- Include in the discussion appropriate ideas about acting out, poor behavior, anger, hurting others, hurting self, hurting the environment, being more likely to have an accident, or any other relevant concern.
- Emphasize substance abuse and any other addictions – e.g. television, or video games.
- Discuss how sometimes people put bad things in their bodies because they think it will help them not to feel the bugs. They actually grow bigger when we try to escape using addictions.



Tie in the 3 Cs

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

Talking Points

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

3. How to Sort the Bugs

- In Lesson 1 we agreed that 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.
- Whenever we have a right, we also have a responsibility. They are partners and go together.
- We have a right to care about ourselves by noticing our feeling 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?

What About Alexander?

Discuss options Alexander could have considered for getting rid of his bugs.

Mini-Lesson

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

- As the children name who can help, write those groups on the board (see illustration below).
- 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.
- Emphasize that most bugs can be taken care of by ourselves.

Write on Board

Helpful Heroes				
Myself	Class	Parent	Teacher	Friend
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>				<input type="checkbox"/>
<input type="checkbox"/>				<input type="checkbox"/>

Sort

Take the bugs off the Alexander cutout or the student 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 headings.

- When we help someone take care of his or her bugs, we are a Helpful Hero. (Show a picture of a Helpful Hero on page 17.)
- Helpful Heroes use the caring powers to squash bugs in their own lives and in the lives of others.
- This year in second grade we will be learning how to be a Helpful Hero and how to use many different caring powers.

Label

Label the headings: "Helpful Heroes."



Conclusion

Prepare

Talking Points

Ask

Home Connection

Prepare

Worksheet

4. Bug Catching

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.

- 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 – 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.

If it is a bug that the class should solve together, would you like to put it in the Bug Catcher to talk about during class meetings?

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

5. I Can Help Others With Their Bugs

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.

- Introduce the worksheet "What Bugs You?"
- Read the instructions out loud and have each child write his or her name on the blank.
- Have students complete the worksheet.
- You may use the worksheet for class discussion or send it home as part of the Home Connection.



Additional Ideas

Music

6. "Chill" the Bugs

Play "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. Use the following Chill Drill strategies.

- Chill – Say something like "Chill" to stop what you are doing. Give yourself a moment to think and decide to act differently.
- Blow – Take a deep breath and blow it out slowly, like blowing up a balloon.
- Face – Move your face into a smile. By doing so, you are telling your brain to relax. Things will be OK!
- Space – Take a step real physical step back from the person or problem in conflict. Relax.

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

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?

Music

Sing the song, "Little Alexander had a Bug Upon Himself." Point to the bugs on the Alexander futout as you sing (see page 23).

7. Reinforce Helpful Heroes

Music

Play "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 what things you can do to make the right choice.

Curriculum Connections

Reading

Everitt, B. (1992). *Mean Soup*. San Diego: Harcourt Brace Jovanovich..

Horace feels really mean at the end of the day until he helps his mother make "mean soup."

Writing

"_____ bugs me." Have students 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 sort bugs by attributes of color and shape or make patterns.

Art

Create 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

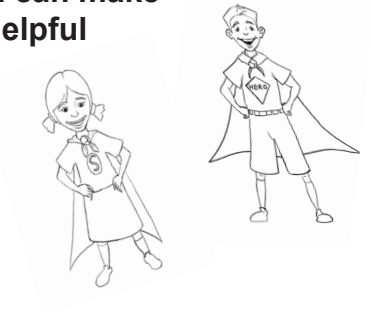
Dear Family,

Today I learned that 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. Let's draw a picture of an act of kindness I did as a Helpful Hero when I saw someone who was bugged. Please help me to label my picture so I can share it with my classmates at school.

Thank you!



Date



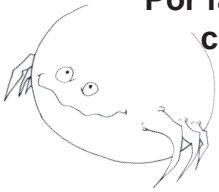


Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo el derecho de cuidar de mí mismo. Tengo la responsabilidad de tomar decisiones inteligentes cuando me preocupo de mí mismo. Estoy aprendiendo decisiones inteligentes que puedo tomar para encontrar la paz cuando las cosas me molestan. Una de esas opciones es encontrar un héroe útil. Ayúdame a hacer un dibujo de un acto de bondad que hice como un héroe útil cuando vi a alguien que estaba molesto.

Por favor ayúdame a nombrar mis fotos para que yo pueda compartir con mis compañeros de clase en la escuela.



¡Gracias!



Ain't No Bugs on Me (Traditional Folk Song)

Chorus:

C
Oh there ain't no bugs on me
G7
There ain't no bugs on me

There may be bugs on some of you mugs
C
But there ain't no bugs on me

C
Well, the Juney bug comes in the month of June
G7
The lightning bug comes in May

Bed bug comes just any old time
C
But they're not going to stay

(Chorus)

C
Well, a bullfrog sittin' on a lily pad
G7
Looking up at the sky

The lily pad broke and the frog fell in
C
He got water all in his eye...ball

(Chorus)

C
Mosquito he fly high
G7
Mosquito he fly low

If old mosquito lands on me
C
He ain't a gonna fly no mo'

(Chorus)

C
A peanut sittin' on a railroad track
G7
His heart was all a flutter

Along come a choo-choo on the track
C
Toot! Toot! Peanut butter!

(Chorus)

C
Well little bugs have littler bugs
G7
Up on their backs to bite 'em

And the littler bugs have still littler bugs
C
And so ad infinitum

(Chorus)

C
As I went walking through the woods
G7
Humming a tune so gaily

The wind come whistling through the trees
C
And froze my ukelele

(Chorus)

C
Oh there ain't no flies on me
G7
There ain't no flies on me

There may be flies on some of you guys
C
But there ain't no flies on me

(Chorus)

C
Oh, there ain't no lobsters on me
G7
There, ain't no lobsters on me

There may be lobsters on some of you mobsters
C
But there ain't no lobsters on me

(Chorus)

C
Oh it ain't gonna rain no more no more
G7
It ain't gonna rain no more

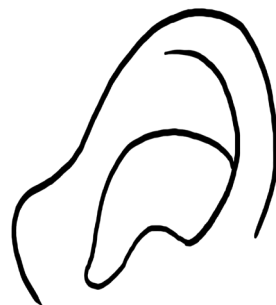
How in the heck can I wash my neck
C
When it ain't gonna rain no more?

(Chorus)

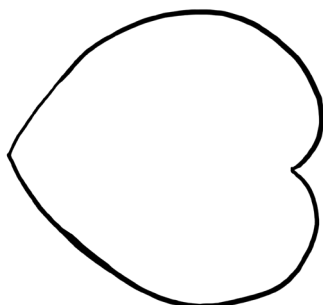
Looks Like...

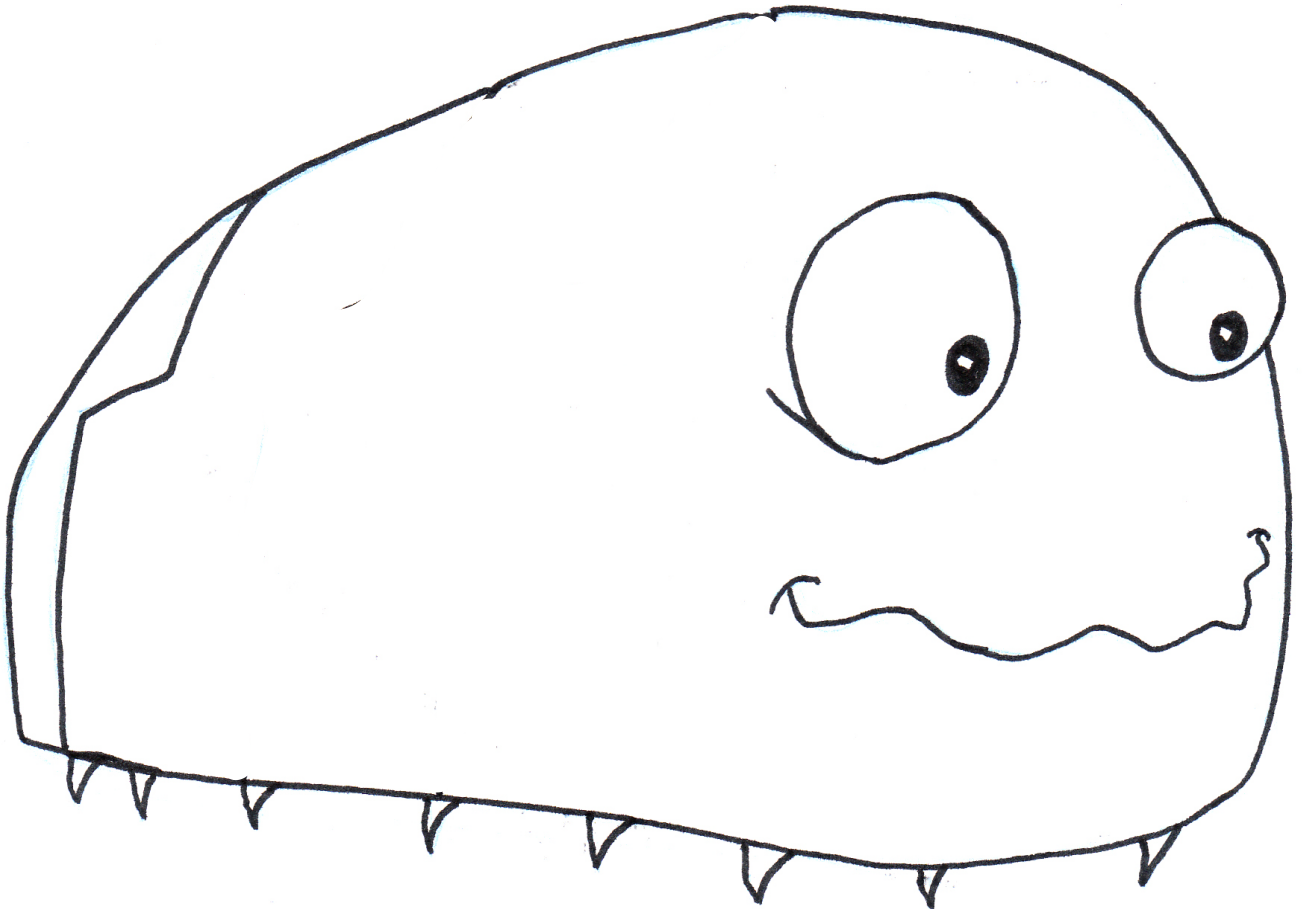
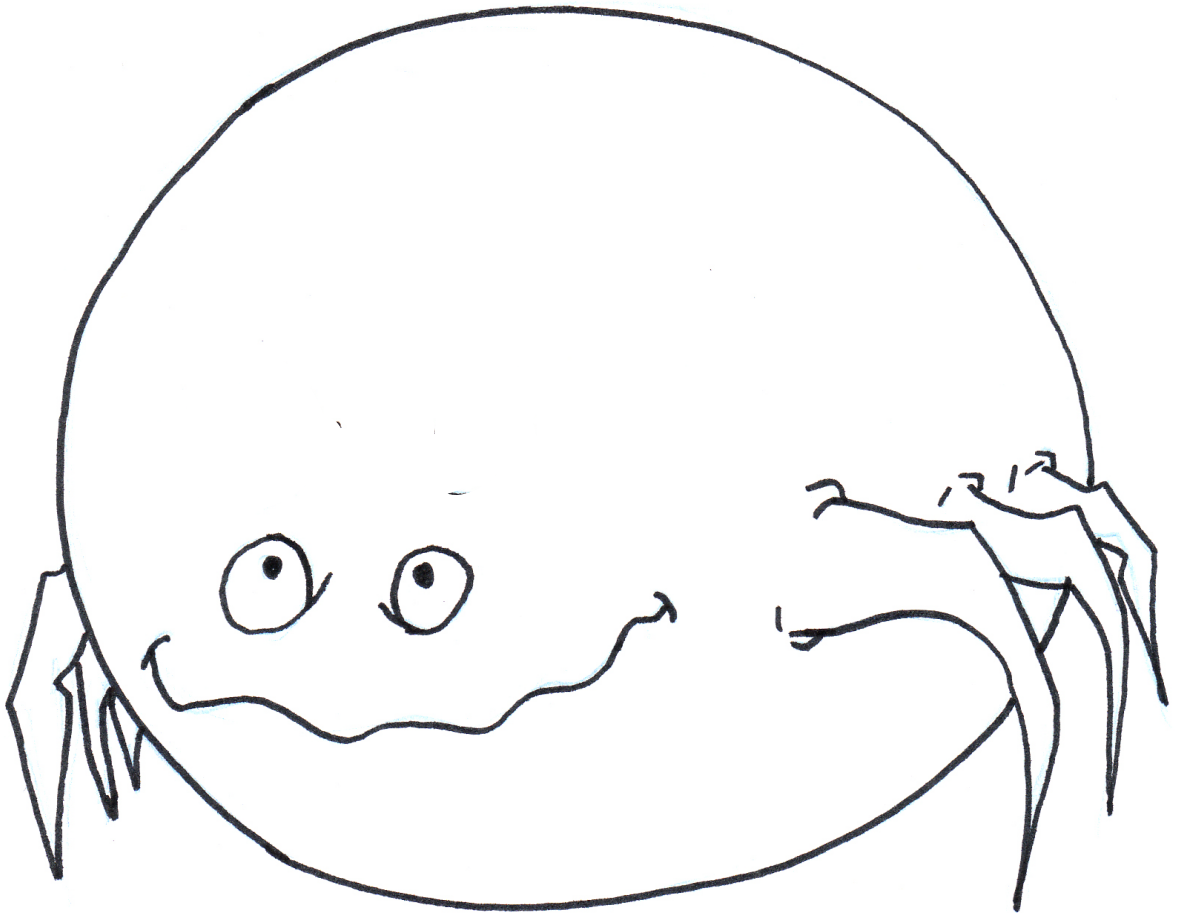


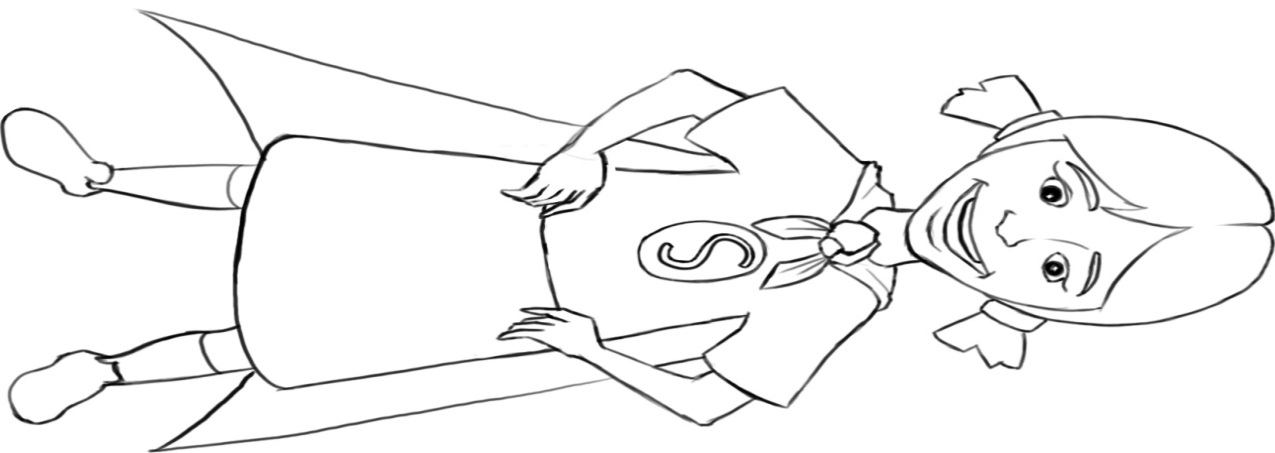
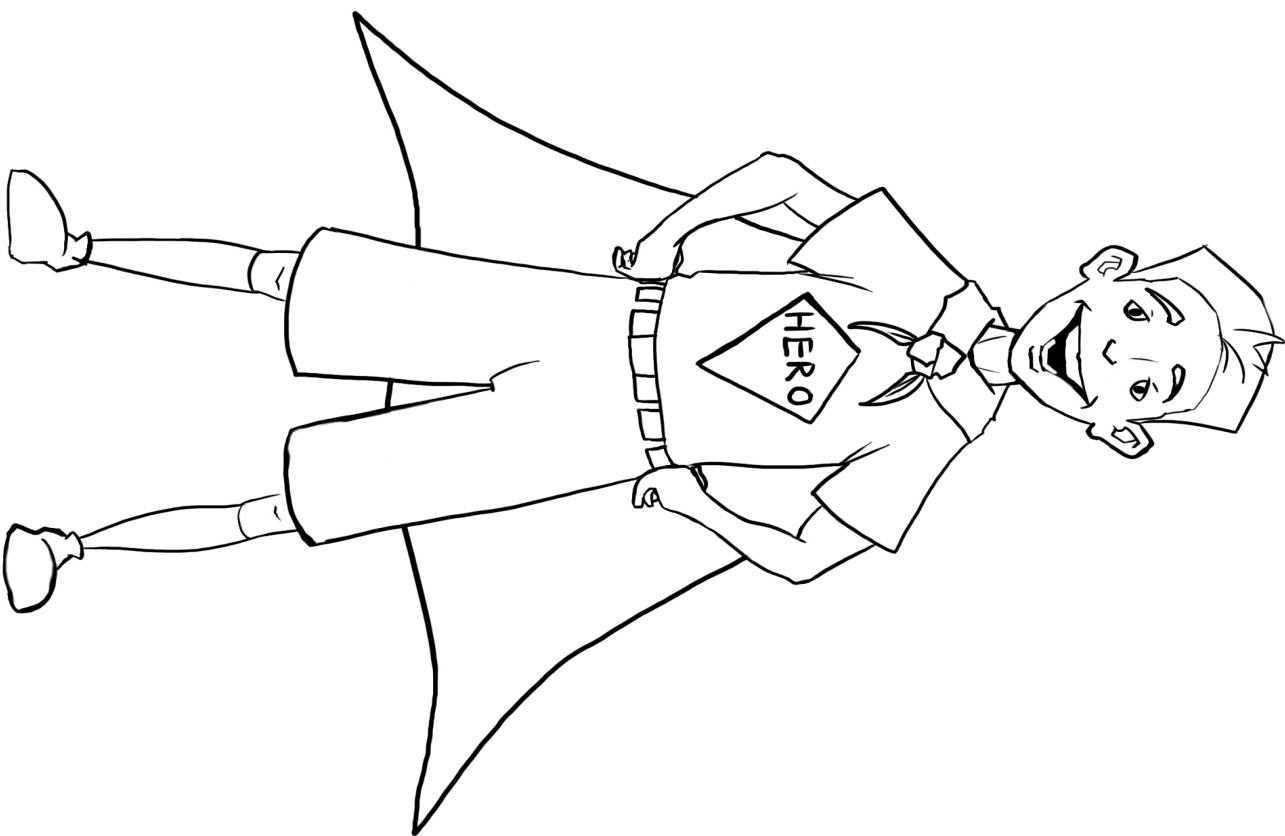
Sounds Like...



Feels Like...

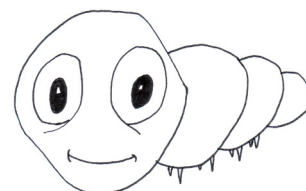
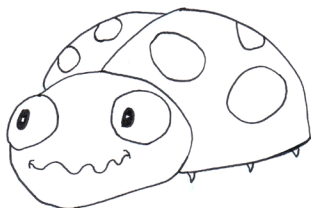
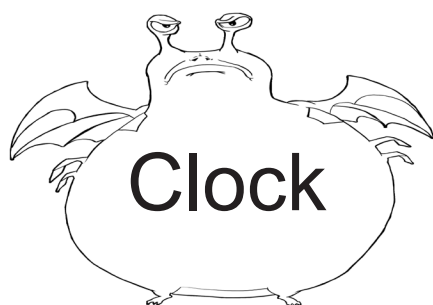
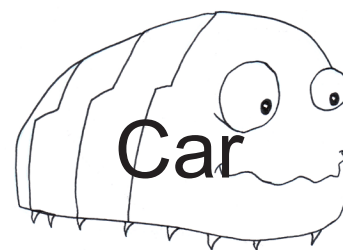
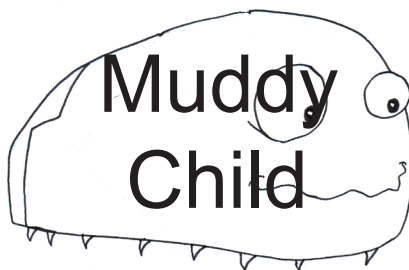
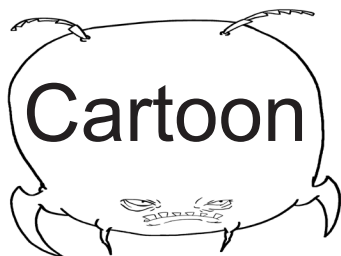
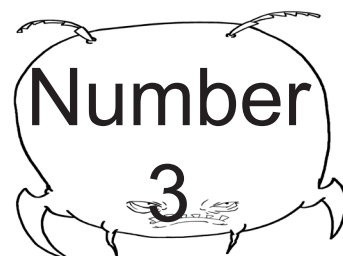
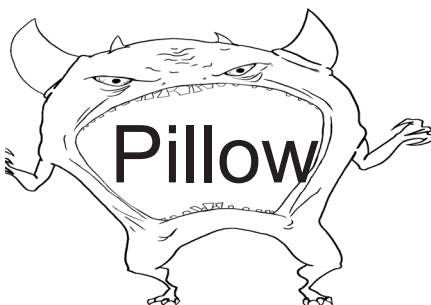
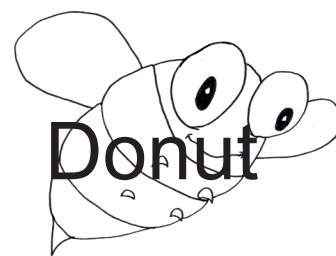






Alexander's Bugs

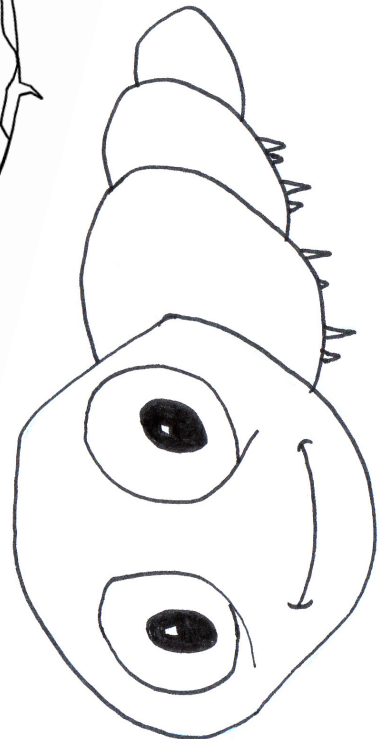
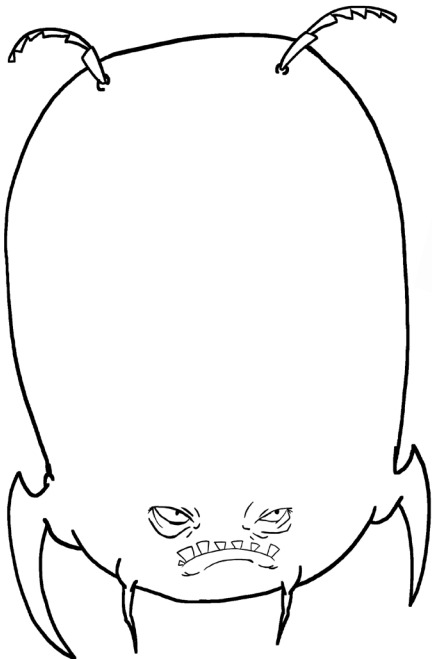
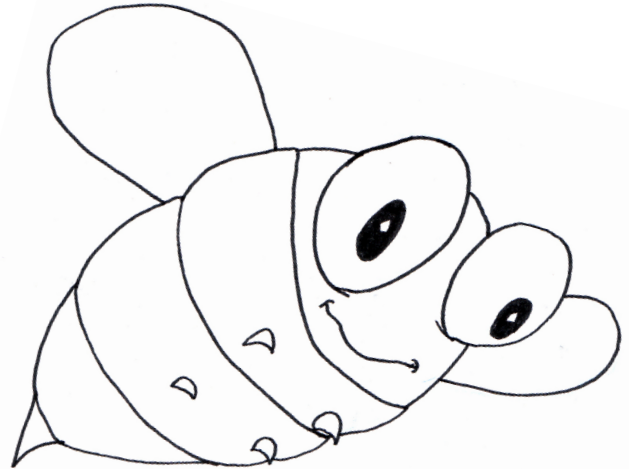
- 1) Gum – Alexander woke up with gum in his hair. He tripped on his skateboard and dropped his sweater in the sink.**
- 2) No Toy – Alexander's brothers found toys in their cereal box. Alexander only found cereal.**
- 3) Car – On the drive to school, Alexander got scrunched and smushed and felt carsick. Everyone else got to sit by the windows.**
- 4) Clock – At school, Alexander's teacher liked Paul's picture better. Alexander sang too loud at singing time and left out sixteen at counting time.**
- 5) Number Three – Paul told Alexander that he was only his third best friend.**
- 6) Donut – All of Alexander's friends had dessert in their lunch boxes. Alexander's mom forgot his dessert.**
- 7) Tooth – After school, Alexander and his family went to the dentist. Alexander was the only one with a cavity and had to go back next week.**
- 8) Muddy child – After the dentist, the elevator closed on Alexander's foot. Anthony made him fall in the mud. Nick called him a crybaby, so Alexander punched him. Alexander got in trouble with his mom for being muddy and fighting.**
- 9) Shoes – At the shoe store, Alexander's brothers got the shoes they wanted. Alexander had to get the plain old white shoes.**
- 10) Phone – At Alexander's dad's office he forgot that he shouldn't play with the copy machine, knocked over the books and made a phone call to Australia. After that, his Dad thought it was a good idea not to have Alexander pick him up anymore.**
- 11) Cartoon of Kissing – At home, there were lima beans for dinner and kissing on TV. Alexander hates lima beans and kissing.**
- 12) Soap – While Alexander was getting ready for bed his bath was too hot, he got soap in his eyes and his marble went down the drain. He had to wear his railroad pajamas. He hates his railroad pajamas.**
- 13) Pillow – At bedtime, Nick took back his pillow, the Mickey Mouse night light burned out, the cat went to sleep with Anthony, and Alexander bit his tongue.**



What Bugs You

Name: _____

What "bugs" you? Think of six different things that bother you and write each on a bug below. Then cut out the bugs and write a way you could get rid of the bug on the back of the bug.



What Bugs You?

Peace

Conflict

Helpful Heros

Chill Drill

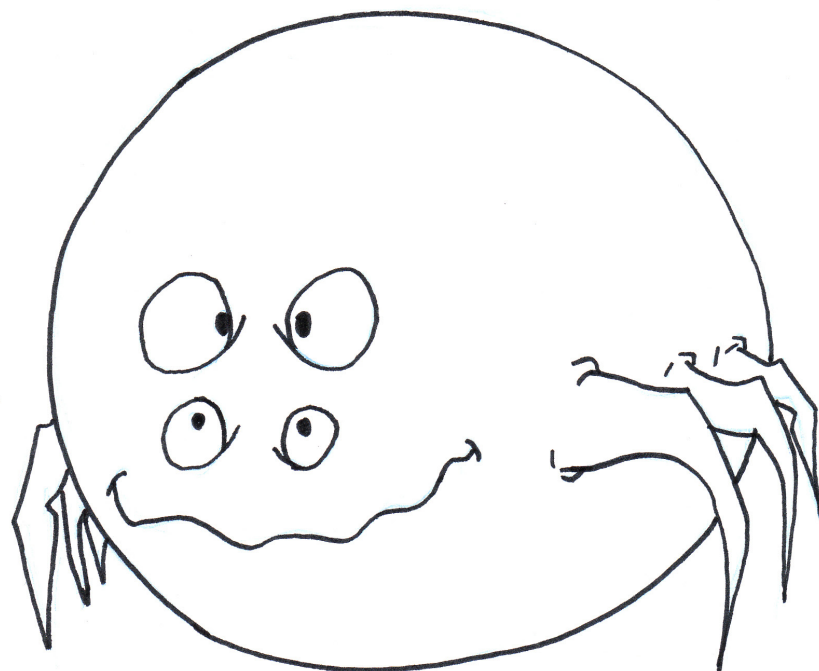
Caring Powers

Little Alexander Had a Bug Upon Himself

(Sung to the tune of "The Battle Hymn of the Republic")

While pointing to one of the bugs on Alexander, sing:

Little Alexander had a bug upon himself,
Little Alexander had a bug upon himself,
Little Alexander had a bug upon himself,
He asked a hero for help.





Builder/Breaker

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 a place where I feel safe.

I have the responsibility to create safety for myself and others.

Preparation

Copies

Home Connection (see page 30)

Materials

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Music

"Be a Builder" from the CD *Be a Builder* (see page 120)

"Sticks and Stones" from the CD *Be a Builder* (see page 140)

Vocabulary

compassion

put-up

put-down

self-esteem

breaker

builder

Lesson at a Glance

Introduction

1. Peer Pressure Game

Strategies

2. Builders and Breakers
3. Principle-Based Problem Solving
4. Applying Principle-Based Problem Solving

Conclusion

5. Be a Builder

Home Connection

6. Thumbs-Up

Core Curriculum Objectives and Standards

Objectives

Value others and build esteem through positive accomplishment.

Use principle-based problem solving skills to solve personal problems.

Standards

The Utah State Office of Education is currently revising health standards. Those standards will be added to this lesson when completed.

Teacher Notes

Introduction

Game Instructions

1. Peer Pressure Game

This game is like “rock, paper, scissors.”

Show the students hand gestures to represent three animals.

Rabbit – hold hands behind head like a rabbit's ears

Moose – hold open palms next to ears like moose antlers

Walrus – hold hands in front of mouth like tusks

Pair students into partners standing back to back. Explain that they are to choose one of the three animal actions to turn around and make at their partner when you say “Go!”

They are not to tell their partner what animal they are planning to make. If they make the same action as their partner, they sit down. The last one standing loses. Continue the rounds until all partners are seated.

Ask

- How did you feel when you were trying to be like your partner?
Try to incorporate the word *pressure*. In fact, the teacher may be the one pressuring students to be like their partner.
- How did you feel when everyone else was sitting down and you were the last ones standing?
- Why did it not feel okay to be different?
- Visualize what it would be like if we had a rule in our class that everyone had to be the same. What would the class be like?
- How would our class feel?
- What if we had a rule in our class that we will enjoy how different everyone is?
- What kinds of words or actions do we use when we show that we want to build others up and value their differences?
Builders use put-ups.
- By what words or actions do we show that we aren't valuing differences, and instead tearing others down?
Breakers use put-downs.

Tie in the 3 Cs

I care about myself.

I care about others.

I care about my community.

- I have a right to be in 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.

Talking Points

- We will be exploring how to be builders by using Caring Powers to treat one another with caring and compassion, even when we are different, playing on opposite teams, or in different places in our learning.
- Throughout the year, we'll be talking about ways you might be breakers by hurting one another's feelings, and how we can instead be builders and make sure everyone in the class feels safe.

Strategies

Ask

- What is a put-down?
- What are some examples?
Breakers are people who use put-downs.

Ask

- What is a put-up?
- What are some examples?
Builders are people who use put-ups.



Thumbs

What could your thumb do if you heard a put-down in our class?
What could your thumb do if you heard a put-up in our class?



Tie in the 3 Cs

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

- I have a right to be in a place where I feel safe.
- I have a responsibility to treat others with kindness.
- Empower students to understand that they are the ones that can control their self-esteem.
- No one can make them feel a certain way, but there are certain Caring Powers we can use in our classroom to ensure everyone feels safe.
- Empower the students to understand that everyone has a right to feel safe no matter where they are.

3. Principle-Based Problem Solving

Finger play

When we honor each other's differences and work together instead of fighting, we are doing something called "principle-based problem solving."

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: negotiating agreement without giving in*. Boston: Houghton Mifflin. p. 10.

Chant:

If you pull one way

(thumbs-up sign with your right hand pointing to your right.)

and I pull the other

(thumbs-up sign with your left hand pointing to your left)

we'll stop and chill

(stop sign with your hand, fold your arms)

and work together

(hook thumbs together)



Repeat Finger Play

If you pull one way and I pull the other, we'll stop and chill and work together.

Explanation

When we try to work on our problems instead of running and hiding or stopping and fighting, we are treating the problem while still caring for each other.

4. Applying Principle-Based Problem Solving

Story Time

Read once again or remind the students of Lesson 2, where they talked about *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst.

Discuss

Choose a few of the scenarios from the book and have the students brainstorm other options to deal with the problems Alexander encounters. Have the children use their thumb actions to vote on whether the response is a "you" response (thumbs-up), a "me" response (thumbs toward self), or an "us" (principled) response (thumbs together).



Chart

Fill in the “Thumbs-Up T-Chart” on page 29 and have the students vote with their thumbs whether the solution is one that is solvable by Alexander (A) – two thumbs up
 others (O) – two thumbs pointed out away from each other
 or both (B) – two thumbs pointing inward toward each other

Problems	Solutions		
Wakes up in a bad mood	A	O	B
Trips on skateboard	A	O	B
Feeling jealous about prize	A	O	B
Doesn't get a seat by the window	A	O	B
Feels smushed and no one is listening	A	O	B
Feeling unsure of his abilities (drawing, math)	A	O	B
Feeling unpopular	A	O	B
No dessert in his lunch	A	O	B
Gets a cavity	A	O	B

Conclusion

5. Be a Builder



Music

Help students learn the words to the song, “Be a Builder.”

Home Connection

6. Thumbs-Up

Prepare

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.



Problems	Solutions
Wakes up in a bad mood	A O B
Trips on skateboard	
Feeling jealous about prize	
Doesn't get a seat by the window	
Feels smushed and no one is listening	
Feeling unsure of his abilities (drawing, math)	
Feeling unpopular	
No dessert in his lunch	
Gets a cavity	



Home Connection

Dear Family,

Today I learned that I have a right to be in a place where I feel safe. Feeling safe means that I know my feelings and my body are safe. When I help others feel safe I am building them up or giving them a put-up.

This thumbs-up sign tells me that what I do is building others up. Each time you hear me give a put-up, please remind me to color in a thumb. When I am all done, I want to bring it back to school for a special thumbs-up from my teacher!

Thank you!

Name _____





Conexión en el Hogar

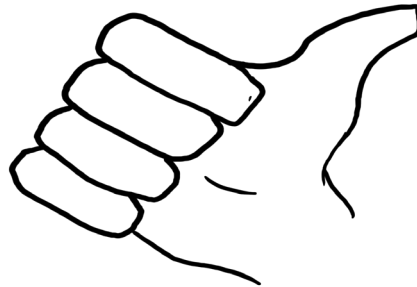
Querida familia,

Hoy he aprendido que tengo el derecho de estar en un lugar donde me siento seguro. El sentirme seguro significa que yo se que mis sentimientos y mi cuerpo están a salvo. Cuando ayudo a que los demás se sientan seguros estoy ayudandoles a que se edifiquen.

Este signo de pulgar hacia arriba me dice que lo que hago es edificante. Cada vez que me veas edificar a alguien me podrias recordar colorear un dedo? Cuando haya terminado de colorear todos los dedos quiero traer de vuelta a la escuela esta hoja para que mi maestro me de un pulgar hacia arriba!

¡Gracias!

Name _____



Making Smart Choices for Me I STOP'D



3 Cs

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

Help students to understand and invite them to state clearly –

- I have a right to be in a place where I feel safe.
- I have a responsibility to be kind to others.

Teacher Notes

Preparation

Copies

- "I" and "you" "ice and nice" message strips (see page 40 and page 41)
- Home Connection (see page 43)
- Conexion en el Hogar (see page 44)
- I STOP'D paper strips, one set for each group (see page 45)

Materials

- "Ice" and "Nice" labeled 9" x 13" manila envelopes (see page 38 and page 39)
- I STOP'D PowerPoint

Music

- "Take a Stand" from the CD *Take a Stand* (see page 141)
- "My Friend" from the CD *Be a Builder* (see page 136)
- "I'll Be Nice" from the CD *Be a Builder* (see page 132)
- "Be a Builder" from the CD *Be a Builder* (see page 120)
- "Friendship Song" from the CD *Something Good* (see page 128)
- "Chill" from the CD *Something Good* (see page 123)

Vocabulary

- | | |
|------------|---------|
| win/win | options |
| brainstorm | plan |
| stop | |
| think | |

Lesson at a Glance

Introduction

1. Ice Words or Nice Words?

Strategy

2. Problem Solving Using I STOP'D

Conclusion

3. Ordering the I STOP'D Process

Home Connection

4. I STOP'D Practice

Core Curriculum Objectives and Standards

Objectives

- Learn ways to improve mental health and manage stress.
- Understand and respect self and others related to human development and relationships.

Standards

The Utah State Office of Education is currently updating core objectives and standards. They will be inserted here when the standards are finished.

Introduction

Prepare

1. Ice Words or Nice Words?

Display the “Ice” and “Nice” envelopes (see illustrated labels on page 39 and page 38) in front of room on opposite sides of board.

Have a container with the “I” and “you” message (Nice and Ice) scenarios inside, cut into strips and folded in half (see starting on page 40).

Examples

Discuss the difference between “ice words” and “nice words.” Give examples that use “I” messages for nice words and “you” messages for ice words.

Ice or Nice Sort

Students take turns choosing a strip from a container.

A student reads a scenario and the “nice” or “ice” response on the back.

The class chooses which envelope it goes in.

After a few examples, students come up with their own “ice” or “nice” responses before the example on the back is read and the paper sorted.

Keep in Mind

Remind the students of this activity when “I” messages come up in the I STOP'D PowerPoint.

Strategies

2. Problem Solving Using I STOP'D

PowerPoint
Available in ppt. and
pptx.

Use the I STOP'D PowerPoint and discuss its content.

- The written material is only for the teacher's information and help.
- Please don't read the written notes to the students.
- Explain the slides in your own style and language. (Some teachers reported that they rap the I STOP'D steps.)
- Some teachers have the students create a movement for each step.
- Some teachers have the students role play different scenarios and practice different “I” messages.
- Teachers may want to explore more about these ideas. The references will give them a place to start.

“Ice” or “Nice” Sort

- Present a scenario based around one of the “you” messages from the introduction (“Ice Words or Nice Words”) to the whole class.
- Divide students into groups of five.
- Give each member one I STOP'D paper strip (see page 45) with a different step written on it.
- Have students take turns describing their steps in order and discussing their ideas about how to resolve the conflict.
- Move to a problem-solving scenario, and have the group members exchange step cards for an opportunity to share ideas about the new story.





Focus on the 3 Cs:

- I have a right to be in an environment where I feel safe.
- I have a responsibility to be kind to others.

Ask:

- What do you think it means to stop?

Raise your hand to make a "stop" sign with arm lifted and palm flat pushing outwards; hold a small paper stop sign with the other hand, like a traffic cop.

- What do you think it means to chill?

Take a deep breath and blow out. Perhaps play the song "Chill" from the CD *Something Good*.

Reference

James W. Sipe and Don M. Frick, *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving* (New Jersey: Paulist Press, 2009) pp. 97-98.

Talking Points:

- The funny word I STOP'D helps us remember how we can make a smart choice.
- It is an acronym. Each letter in the word stands for the first letter of another word. It is a tool people use to help them remember something important, like what to do when we STOP and THINK!
- Some other acronyms are PTA (Parent Teacher Association) and PE (physical education).

Optional Review Questions:

- What do you remember about Alexander and his bugs?
- What were some of the things that Alexander did when he had bugs?
- He had lots of choices to make.
- I STOP'D helps us stop and make smart choices when we have bugs to solve by ourselves.

Reference:

The book *Getting to Yes* emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym I STOP'D in their original form:

1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.

Subsequent references will appear as (Fisher, page number).

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. Boston: Houghton Mifflin. pp. 15-81.

The book *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, has taken the principles in *Getting to Yes* and transformed them into a complete year-long school curriculum that addresses each element of the Prevention Dimensions acronym I STOP'D in exhaustive detail. Please refer to this publication for comprehensive lessons. This PowerPoint is meant to be an overview. Subsequent references will appear as (Bodine, page number).

Bodine, R. J., Crawford, D. K., & Schruppf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press.

Talking Points:

- The "I" stands for me, myself ... "I."
- The "S" stands for "stop" or chill.
- The "T" stands for "think" about what to do.

Talking Points:

- When we stop, chill and think, we are taking the time to express ourselves using "nice" statements instead of "ice" statements.





Talking Points:

- Options are all the things we can think of that we could choose to do.
- When we think of these options, it is called “brainstorming.”
- Making a choice can happen very, very fast in our head, like when we choose what to wear in the morning.
- We can take hours and hours if it is a very important “Mommy and Daddy” decision.

Explore Options:

- Choose a “nice” or “ice” conflict to focus on.
- Explore options in a quick, casual, manner (they will learn to do longer, group brainstorming sessions in Lesson 5).
- Ask yourself, “What would a builder do?”
- This entire process should take the class less than five minutes to talk through together, because the choices they are making are really 10-second decisions. (Fisher, 56-80).

Advanced Discussion:

- Brainstorming options can go a lot faster when we are older if we make “second grade decisions” now.
- We can decide we won’t do things that we know will hurt us.

Ask:

- What are some things we can decide right now we will never do?
- So if you are with a friend who steals a candy or offers you alcohol, do you need to make a list of options and try to decide what to do?

Share:

After the children share their commitments, share with them your experience with making “second grade decisions” and how your life has been better because of those decisions you made as a young child.



Ask:

Which plan do you want to try first?



Ask:

What do we do then?
Do it!

Optional:

Use the duplicate slides to explore another problem.



Conclusion

Ordering Games

3. Ordering the I STOP'D Process

- Make large class-sized “I STOP'D” word strips, or make enough small copies for each pair to have a set.
- Cut them out and have the children practice putting them in order on their own.
- Play “memory” in larger groups, or any other simple game.
- Have small groups divide up the I STOP'D strips and go through the process solving one of the “ice” word strip problems.

Music

Listen to a song such as “Take a Stand” from the CD *Take a Stand*; “My Friend,” “I’ll Be Nice,” or “Be a Builder” from the CD *Be a Builder*, or “Friendship Song” from the CD *Something Good*.

Home Connection

Prepare

4. I STOP'D Practice

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.







Ice Strips

Jan has a hard time remembering to be quiet during reading time. Ben says, “You are always pestering me!”

Ben feels very thirsty and jumps in front of Jan in line at the water fountain. Jan says, “You’re a butter!”

Jan comes home from school and drops her backpack on the floor. Her mom says, “You always leave your backpack on the floor!”

Jan’s favorite thing to do at school is play on the swings everyday. Ben says, “You never let me have a turn!”

Jan feels sad that none of her friends have saved her a seat for lunch. She says, “You never save me a seat in the cafeteria.”

Nice Strips

Ben comes to school and finds garbage on his desk. He says to the class, “I feel annoyed when other people put their things on my desk.”

Jan was home sick, and when she came back to school she found her special pencil was broken. She says, “I feel sad when other people use my special pencil with the pink eraser.”

Ben starts to feel angry on the bus ride home from the field trip. He says, “I feel frustrated when I don’t have time alone.”

Jan finds out school lunch is going to be egg rolls. She says, “I feel disappointed when I don’t like my school lunch!”

Nice Strips

“I feel upset when other people put their things on my desk.”

“I feel sad when other people use my special pencil with the pink eraser.”

“I feel frustrated when I don’t have time alone.”

“I feel upset when I don’t like my school lunch!”

“I feel disappointed when I don’t win the game.”

“I don’t feel like I can play with you because we always get into trouble.”



Home Connection

Dear Family,

Today I learned that I have a right to be in a place where I feel safe. I have a responsibility to treat others with kindness. That means I can solve my own problems without hurting others' feelings or bodies. Please help me to use my new skills when I am at home by guiding me through the process of I STOP'D when I have a problem to solve.

I have the power to choose.

Stop and search the problem.

Think it through.

Options work best if they are win/win.

Pick a plan.

Do it, then decide if it worked.



Please help me find a special place where I can hang this I STOP'D sign so I will remember to try to find a solution where everyone wins.

Thank you! I love you!



Home Connection

Dear Family,

Today I learned that I have a right to be in a place where I feel safe. I have a responsibility to treat others with kindness. That means I can solve my own problems without hurting others' feelings or bodies. Please help me to use my new skills when I am at home by guiding me through the process of I STOP'D when I have a problem to solve.

I have the power to choose.

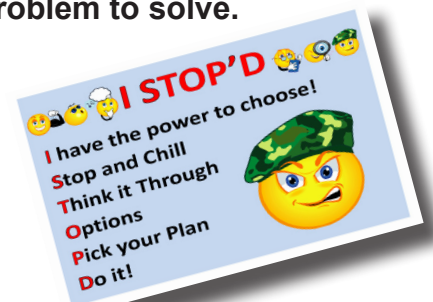
Stop and search the problem.

Think it through.

Options work best if they are win/win.

Pick a plan.

Do it, then decide if it worked.



Please help me find a special place where I can hang this I STOP'D sign so I will remember to try to find a solution where everyone wins.

Thank you! I love you!



Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo derecho de estar en un lugar donde me siento seguro. Tengo la responsabilidad de tratar a los demás con amabilidad. Eso significa que puedo resolver mis propios problemas sin herir los sentimientos de otras personas o sus cuerpos. Por favor, ayúdame a utilizar mis nuevas habilidades cuando estoy en casa al guiarme a través del proceso de TAPOEH cuando tengo un problema a resolver.

Tengo el poder de elegir.

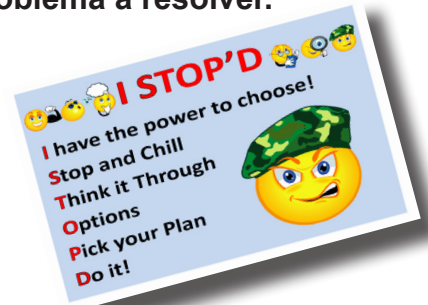
Alto

Pensar

Opciones

Escojer un plan

¡Hacerlo!



Por favor, ayudarme a encontrar un lugar especial donde pueda colgar mi TAPOEH signo para así recordar de tratar de encontrar una solución donde todos ganan.

¡Gracias! ¡Te quiero!



Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo derecho de estar en un lugar donde me siento seguro. Tengo la responsabilidad de tratar a los demás con amabilidad. Eso significa que puedo resolver mis propios problemas sin herir los sentimientos de otras personas o sus cuerpos. Por favor, ayúdame a utilizar mis nuevas habilidades cuando estoy en casa al guiarme a través del proceso de TAPOEH cuando tengo un problema a resolver.

Tengo el poder de elegir.

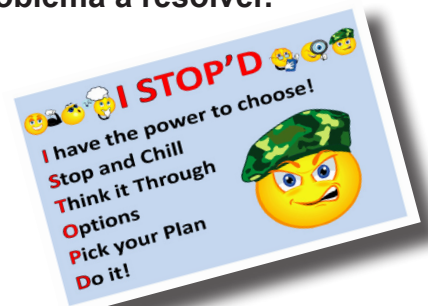
Alto

Pensar

Opciones

Escojer un plan

¡Hacerlo!



Por favor, ayudarme a encontrar un lugar especial donde pueda colgar mi TAPOEH signo para así recordar de tratar de encontrar una solución donde todos ganan.

¡Gracias! ¡Te quiero!

**I have the power
to choose!**



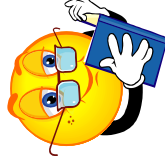
Stop and Chill



Think it through



Options



Pick your plan



Do and decide






Making Smart Choices for Us

We STOP'D

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

Preparation

Copies

Home Connection (see page 53)

Materials

- class bug jar (see lessons 4)
- field or gym
- piece of copy paper for each student for a “Lily Pad”
- PowerPoint presentation “WE STOP'D (provided with this lesson)

Music

“Two Heads Are Better Than One” from the CD *Take a Stand* (see page 149)

Vocabulary

- win-win
- brainstorm

Lesson at a Glance

Note to Teachers

Please do not read to the class all the notes that come with the PowerPoint presentation. Use your own style, questions, and discussion that is appropriate for your classroom.

Introduction

1. Choosing a Bug From the Class Bug Jar

Strategy

2. Using WE STOP'D to Solve a Problem

Conclusion

3. Celebrate Solving the Problem

Home Connection

4. We STOP'D Home Connection

Core Curriculum Objectives and Standards

Objectives

- Learn ways to improve mental health and manage stress.
- Understand and respect self and others related to human development and relationships.

Standards

The Utah State Office of Education is currently updating core objectives and standards. They will be inserted here when the standards are finished.

Teacher Notes

Introduction

Strategy

PowerPoint
Presentation
(Note that PPT
slides are available
in PPT and PPTX
formats on the CD.)

We STOP'D



1. Solving a Bug From the Class Bug Jar

Choose a bug from the class Bug Jar.

If there is no class Bug Jar, make up a scenario or brainstorm things that bug the class.

2. Using We STOP'D to Solve a Problem

- These PowerPoint notes are for teacher background and depth of understanding.
- Please do not read these notes to the students.
- Use your own questions, prompts and discussion examples as you teach the We STOP'D lesson.
- Some teachers find it helpful to go through the slides and talk about the concepts, and then repeat the slides and solve a class problem.

Talking Points:

- We each have bugs, and different Helpful Heroes can help us solve our bugs.
- One of the Helpful Heroes we can use is our class when we have a class bug.
- You can use I STOP'D for your own bugs, and we can use We STOP'D for our class bugs.

Solve a bug:

- Guide the children through the We STOP'D class meeting process and solve a bug from the class Bug Jar or a bug that you have noticed.

Focus on the 3Cs:

- Help students understand and 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.

Reference:

The book *Getting to Yes* emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym I STOP'D in their original form:

1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.

Subsequent references will appear as (Fisher, page number).

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Ask:

- If something isn't working in the group you are in and you decide not to do anything about it, what might happen?
- Someone else could make a choice to solve the problem and we might not like it.
- How does making smart choices as a group give everyone power?
- If we help solve the problem, then we can make a decision we like.
- If we never did anything about the class bug we have, what could happen to the good feeling we have in our class?

Ask:

What often happens if people in your group don't get along (this is called "having a conflict")?

- The members get angry.
- The group breaks up even if they don't want to.
- The group can't meet its purpose, such as a team winning basketball games, friends having fun, or classes learning.

What would happen if the group had a way of stopping and chilling?

- The group could know how to immediately resolve conflict, and therefore continue to meet its purpose to win, to have fun, or to learn.

What can we use as our class way of stopping and chilling?

- Have a regular class meeting.

Reference:

Sipe, J. W., & Frick, D. M. (2009). *Seven pillars of servant leadership: Practicing the wisdom of leading by serving*. New York: Paulist Press. pp. 97-98.

Ask:

- What am I doing to make the problem?
- How am I feeling?
- How would I (or the class) feel if the problem was solved?

Focus on the 3 Cs:

Help students understand and 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.)

Advanced Discussion:

Communication means how we talk to each other while solving a problem. How we communicate can either create a huge boulder that keeps us from solving the problem or make a bridge to understanding. "You" messages create boulders.

Review "Ice" and "Nice" Statements

Talking Points:

Things we can communicate with I-messages:

- Feelings ("I feel...when you...")
- Wants ("I want to...")
- Interests ("I am interested in...")
- Contribution to the problem ("I am part of this problem because I...") (Bodine, 166-69).





Ask:

- Who can we ask for ideas that might fix our problem?
- Wise people
- Others who have solved the problem before
- Objective criteria like school rules
- Each other
- Why is it important not to say mean things about someone else's idea?

Focus on the 3 Cs:

Help students understand and 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.

Advanced Discussion:

We call this process brainstorming. Can you imagine a storm in your brain? It's a whole bunch of ideas that come from everywhere.

Talking Points for a Brainstorm:

- Write the problem on the board so everyone can focus on it
- Encourage wild ideas
- Absolutely no criticism of ideas
- Record ideas on the board
- "Invent options for mutual gain" is the technical term for what is otherwise known as thinking win-win. (Fisher, 56-80).

Ask:

- Which options have a plan where everyone wins?
- Which options encourage cooperation?

Focus on the 3 Cs:

- 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.

Advanced Discussion:

Talking Points for After a Brainstorm:

- Star the most promising ideas.
- Try to make ideas better by using phrases like "What do you like best about that idea?...How might it be better?" (Fisher, 61-63).

Ask:

- How are we going to actually do our plan?
- When are we going to look at our solution and decide if it is working or not?



Conclusion

3. Celebrate Solving the Problem!

- Take a moment and appreciate each other for working together to solve a problem.
- Have the children pat themselves on the back or shake their neighbor's hand to indicate their willingness to do the plan.

Sing

Sing the untitled class song on page 52.
As a class, decide on a title for the song.



Home Connection

Prepare

4. Home Connection

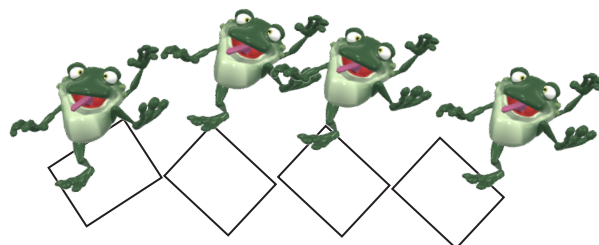
Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.



Additional Ideas

Prepare

Lily Pad Cooperation



Review Vocabulary

active listening, self-esteem, breaker, builder, rights, compassion, put-up, principle-based problem solving, peace, peacemaker, “I” messages, “you” messages, “nice” words, “ice” words, I STOP'D, We STOP'D

Encourage

Encourage children to apply their new skills when they play the Lily Pad Game.

Instructions

- Arrange students in teams of 5-7.
- The object of the game is to get all members of their team from one side of the room to the other.
- Students can only be standing on lily pads (pieces of paper or cardstock) which must always be touching.
- No talking to each other.
- If any rules are broken, the team starts over.
- This is not necessarily a race.

Complicating Factor

- After the teams have completed the first trip across the room, give them another rule (e.g., holding hands, one hand on your head, one eye closed) while two team members are closing their eyes and plugging their ears.
- Students cannot share the new rule with the other team members.
- Gently remind students to start over if they are not keeping all the rules, including the new one.
- Optional: Students are allowed to talk.

Process Questions

- What made the game difficult?
- Why did some groups get across faster than others?
- Did any group learn a strategy by watching other groups?
- What worked and what didn't work?
- What made you feel comfortable or uncomfortable?
- The next time there is a difficult situation in our classroom, how can you use the lily pad activity to come to a solution?
- Show a lily pad high-five (hand clap with a “ribbit”).
- What strengths do we each have to help us discover a solution?





We are second graders and we
hop along like frogs,
We use our lily pads so we can get
across the bogs.
We come up with solutions by
working as a team.
And we keep hopping on.

Ribbit, Ribbit, Ribbit, Croak, Croak
We are problem-solving green folk.
Ribbit, Ribbit, Ribbit, Croak, Croak
And we keep hopping on.

(Sing to the tune of “The Battle Hymn of the Republic.”)





Home Connection

Dear Family,

Today I learned that I have the right to live in a beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. By participating in a class meeting, we help our class community stay peaceful.

Our family is a community too. Having a family meeting to deal with our bugs might help our family stay peaceful too. Here are the parts of a Class/Family Meeting. Please help me practice what I have learned. When we work on a problem using a family meeting, please sign this paper and send it to school with me so I can tell my friends about the problem we solved. I need to bring it back _____.

Thank you! I love you!

We have the power to choose.
Stop and search the problem.
Think it through.
Options work best if they are win/win.
Pick a plan.
Do it, then decide if it worked.



Home Connection

Dear Family,

Today I learned that I have the right to live in a beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. By participating in a class meeting, we help our class community stay peaceful.

Our family is a community too. Having a family meeting to deal with our bugs might help our family stay peaceful too. Here are the parts of a Class/Family Meeting. Please help me practice what I have learned. When we work on a problem using a family meeting, please sign this paper and send it to school with me so I can tell my friends about the problem we solved. I need to bring it back _____.

Thank you! I love you!

We have the power to choose.
Stop and search the problem.
Think it through.
Options work best if they are win/win.
Pick a plan.
Do it, then decide if it worked.





Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo el derecho de vivir en una comunidad tranquila y bonita. Tengo la responsabilidad de contribuir a la belleza y la paz de mi comunidad. Al participar en una reunión de la clase, ayudamos a nuestra comunidad de clase a sentir paz. Nuestra familia es una comunidad también. Tener una reunion familiar para resolver lo que nos molesta podria ayudar a que nuestra familia tenga paz. Estas son las partes para tener una reunion en la Clase o Familiar. Por favor, ayúdame a practicar lo que he aprendido. Cuando trabajemos en un problema usando una reunión de familia podrias firmar este documento y enviarlo a la escuela conmigo para que yo pueda decir a mis amigos sobre el problema solucionado? Tengo que llevarlo de regreso_____.

¡Gracias! ¡Te quiero!

Tenemos el poder de elegir.
Detenerse y analizar el problema
Pensarlo meticulosamente
Opciones que son de ganar / ganar
Escojer un plan
Hágalo después decidir si funciona



Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo el derecho de vivir en una comunidad tranquila y bonita. Tengo la responsabilidad de contribuir a la belleza y la paz de mi comunidad. Al participar en una reunión de la clase, ayudamos a nuestra comunidad de clase a sentir paz. Nuestra familia es una comunidad también. Tener una reunion familiar para resolver lo que nos molesta podria ayudar a que nuestra familia tenga paz. Estas son las partes para tener una reunion en la Clase o Familiar. Por favor, ayúdame a practicar lo que he aprendido. Cuando trabajemos en un problema usando una reunión de familia podrias firmar este documento y enviarlo a la escuela conmigo para que yo pueda decir a mis amigos sobre el problema solucionado? Tengo que llevarlo de regreso_____.

¡Gracias! ¡Te quiero!

Tenemos el poder de elegir.
Detenerse y analizar el problema
Pensarlo meticulosamente
Opciones que son de ganar / ganar
Escojer un plan
Hágalo después decidir si funciona



Identifying Feelings

More Practice With I STOP'D (Ice and Nice)



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

- Worksheet: "Mixed Emotions" (see page 60)
- "Feelings Heart Chart" for each student (see page 57)

Materials

- One completed "Feelings Heart Chart" for demonstration (see page 57)
- Book (Get this book from you media center, if available.): Crary, Elizabeth, Shari Steelsmith, and Mits Katayama. *When You're Mad and You Know It*. Seattle, WA: Parenting Press, 1996

Music

- Music: "If You're Happy" (see page 58)
- Music: "Smiles" (see page 59)

Vocabulary

scared	jealous	angry	confused
anxious	nervous	discouraged	uneasy
surprised	proud	excited	sad
furious	lonely	bored	

Lesson at a Glance

Introduction

1. Set the Stage

Strategy

2. Sing the song, "Smiles."
3. "Feelings Heart Chart"
4. Sing the song, "If You're Happy."

Conclusion

5. "Mixed Emotions."

Home Connection

6. "Feelings Heart Chart"

Core Curriculum Objectives and Standards

Objectives

Students will identify a variety of feelings and how to communicate feelings constructively.

Standards

7020-0102 Adopt behaviors that have a positive impact on mental health.

Introduction

1. Set the Stage

If available, read, *When You're Mad and You Know It* by Elizabeth Crary.

- Today, we will be talking about feelings.
- There are many different types of feelings and it is normal to experience those feelings.
- Before we can use words that describe our feelings, we must know how we feel.
- What would it help if all we could do was say we are happy or sad?
- What other kinds of feelings do we feel besides happy and sad?
- It is important to set an atmosphere of respect and acceptance for each other to be safe about sharing our many feelings.
- What can we do to make our classroom a safe place to talk about feeling?

Strategies

Discussion

2. Sing song, "Smiles"

- What are some things that make us smile?
- What are some things that make us frown?
- Why do different people smile and frown at different things?

Activity

3. "Feelings Heart Chart"

- Show an assembled copy of the "Feelings Heart Chart" and discuss each emotion listed.
- Give an example to students.
 "I feel happy when it is my birthday."
 "I feel sad when I can't play a game I wanted to play."
- Allow students to come to the front of the room and turn the pointer to a feeling they would like to share with the class.
- Encourage students to respond to the same feeling already used by others and give a different reason to expressed that feeling.

Activity

- Select a student to come to the front of the class and secretly choose an emotion on the chart.
- The student pantomimes the emotion and the class tries to guess which emotion is selected.

Music

4. Sing the song, "If You're Happy."

- Teach the song, "If You're Happy."
- Replace the word "happy" with the different emotions and use different actions.
 "If you're angry and you know it, stomp your feet."
 "If you're lonely and you know it, then look down."
 "If you're excited and you know it, shout 'Hurray!'"

Conclusion

5. "Mixed Emotions."

- Have students complete the worksheet "Mixed Emotions."
- When the class reviews and finds the various feeling words on the worksheet, discuss different and appropriate ways of expressing those feeling words.

Home Connection

6. "Feelings Heart Chart"

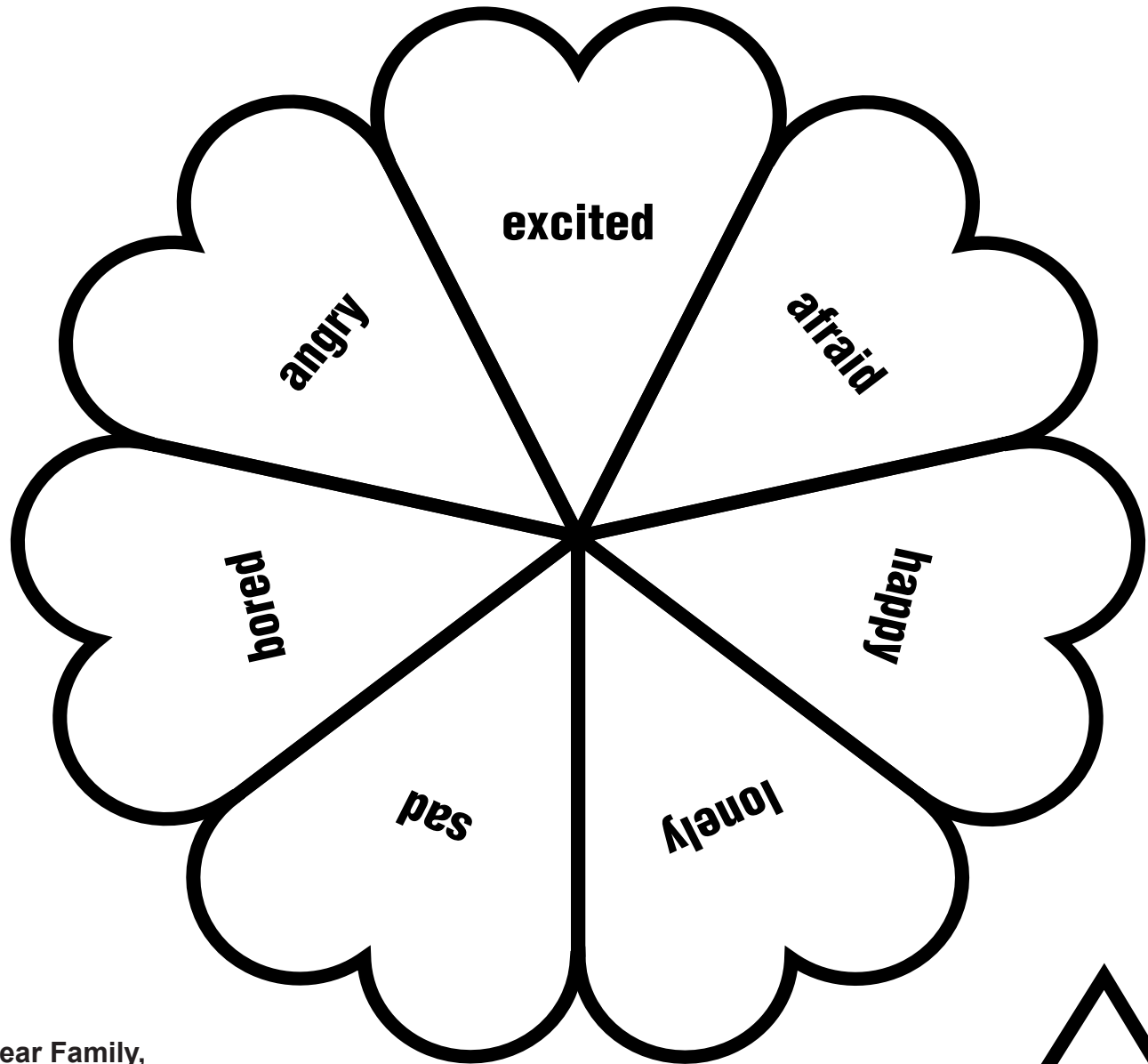
Make a copy of the "Feelings Heart Chart" for each student. Send the chart home with each student and instruct students share the information with their families.





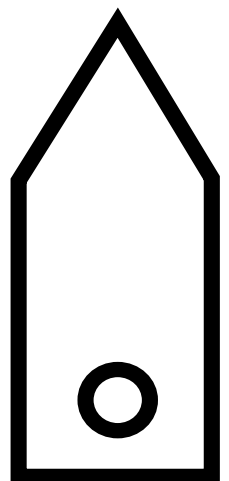
Home Connection

Feelings Heart Chart



Dear Family,
Today, we talked about feelings.
Please help me assemble this "Feelings Heart Chart" by cutting out the heart-flower and the pointer. Help me carefully insert a paper fastener through the hole in the pointer and through the center of the flower.

Each family member can turn the pointer to a feeling and pantomime an appropriate expression for that feeling.



pointer

If You're Happy



Happily ♩ = 116-126

First system of music for "If You're Happy". The melody is in G major (one flat) and 4/4 time. The lyrics are: "If you're hap-py and you know it, clap your hands. (clap, clap)* If you're". The music includes fingerings (2, 5, 3, 2) and a repeat sign.

Second system of music. The lyrics are: "hap-py and you know it, clap your hands. (clap, clap) If you're". The music includes fingerings (3, 4, 1, 2) and a repeat sign.

Third system of music. The lyrics are: "hap-py and you know it, Then your face will sure-ly show it. If you're". The music includes fingerings (5, 1, 5) and a repeat sign.

Fourth system of music. The lyrics are: "hap-py and you know it, clap your hands. (clap, clap)". The music includes fingerings (2, 3, 2, 1, 5) and a repeat sign.



Smiles

Articately ♩ = 80-96

1. If you chance to meet a frown, Do not let it stay.
2. No one likes a frown - ing face. Change it for a smile.

Quick - ly turn it up - side down And smile that frown a - way.
Make the world a bet - ter place By smil - ing all the while.

Improvise actions as suggested by the words.

Words: Daniel Taylor

Music: Anon.

Mixed Emotions



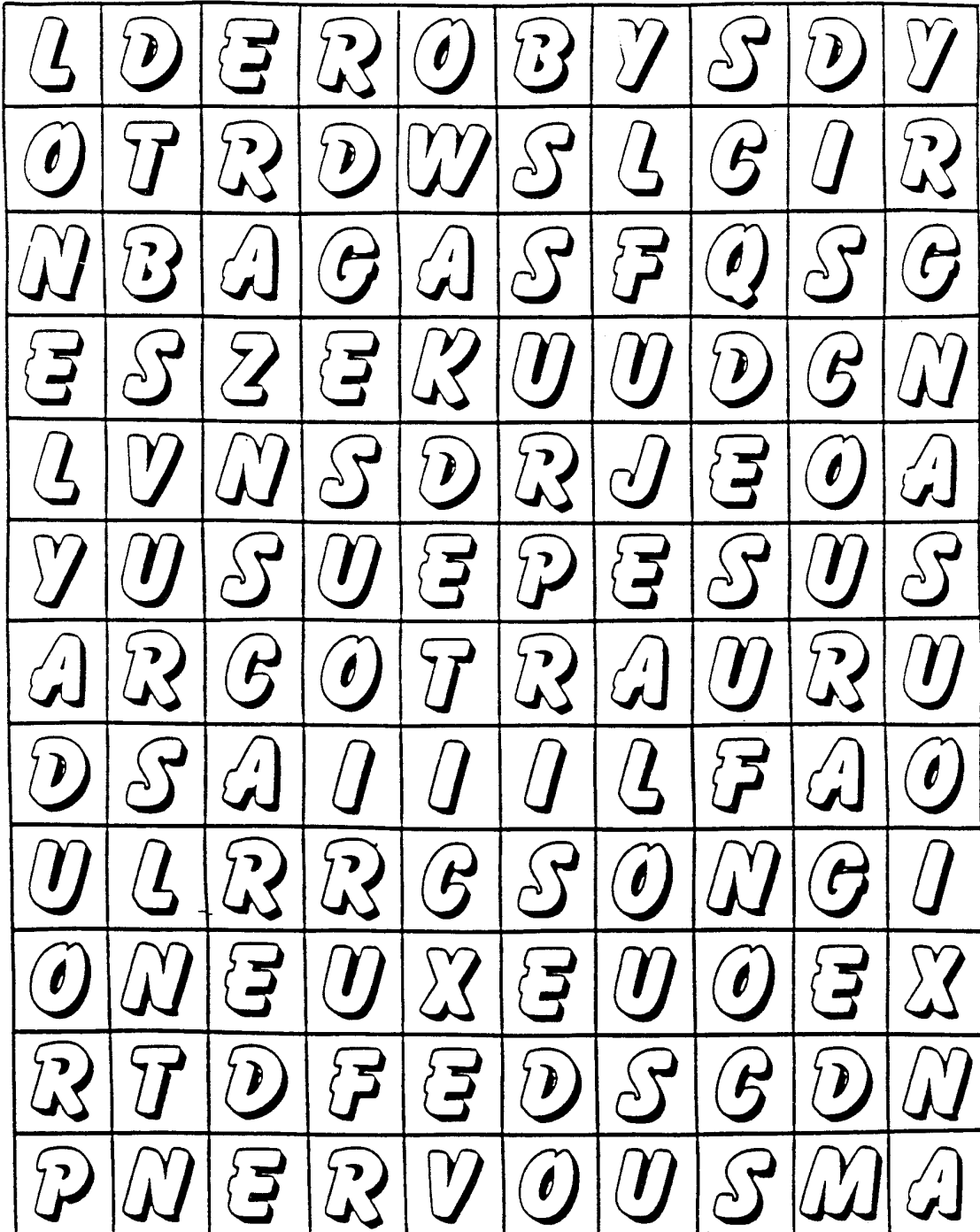
Below you will find words that describe our common feelings.
Find and circle.

scared
jealous
angry
anxious

nervous
discouraged
proud
bored

lonely
furious
surprised
sad

confused
uneasy
excited



Expressing Feelings

More Practice With I STOP'D (Ice and Nice)



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

worksheet: "Feelings Thermometer" (see page 65)

Materials

Teacher Resource Sheet: "Feeling Statements" (see page 64)

Feelings Toss Game: One Feelings Toss Die for each pair of students or for each small group (see page 66)

"Feelings and Choices" Situation Cards (see page 67)

for each student: coat hanger, construction paper, old magazine, glue, scissors, yarn

Music

"Thinking Positive" from CD *Something Good* (see page 147)

Vocabulary

content
curious

attitude
embarrassed

Lesson at a Glance

Introduction

1. Funny Experiences.

Strategy

2. Feeling Statements
3. Thinking Positive
4. Feelings Thermometer
5. Feelings Toss

Conclusion

6. Feelings Mobile

Home Connection

7. Take Home Art Projects

Core Curriculum Objectives and Standards

Objectives

Students will recognize, express, and cope with a variety of feelings.

Standards

7020-0103 Recognize causes of stress and ways to cope.

Introduction

Discuss

Strategies

Play

Music

Ask and Discuss

Play

Discuss

Play

Play

1. Funny Experiences.

- Introduce the subject of feelings by asking each student to share a funny experience he/she has had.
- Point out that it is good to laugh at funny experiences, but that poking fun at people can hurt their feelings.

2. Feeling Statements

- Gather the students in a circle and ask students to share feelings when you read a statement from the "Feeling Statements" resource sheet
- Each child will indicate his/her feeling by holding a thumb up or a thumb down.
- Not every statement evokes the same response from every student.
- We all feel differently about different things.

3. Thinking Positive

- Teach and sing the song, "Thinking Positive."

What does attitude have to do with feelings?

- What we already feel, expect or want affects how we will feel about an experience.
- What we expect to feel affects how we will feel about an experience.
- Planning our response to different experiences can help us manage our feelings.
- Attitude fills the space between what happens and what we think and feel about what happened.
- Attitude has more to do with how we feel than the actual experience.

4. Feelings Thermometer

- Use the "Feelings And Choices Situation Cards" and the "Feelings Thermometer" to play a game.
- Mix the cards face down and have a student select a card.
- He or she will move the arrow up or down to the happy or sad face according to how he/she feels about a situation statement.
- Note how different students might have different feelings or different levels of feelings about the same situation.

- Even though the situation looks the same, each person has his or her own unique experience with that situation.
- Each person feels differently about his or her unique experience.
- How can different people feel differently about the same situation?
Each has different expectation or attitudes.
- How can a person change how he or she feels about something?
Have a different thought, attitude, expectation or understanding.
- How can a person manage a negative feeling?
Have a different thought, attitude, expectation or understanding.

- Place the "Situation Cards" in the center of the circle of students.
- Divide the group into pairs.
- Have each pair pick a card and read the situation.
- Ask each pair to role-play a response to the situation.
- Have each pair choose and role-play a different response to the same situation.

5. Feelings Toss

- Make a die (from the template on page 66) for each pair of students.
- One student tosses the die so a feeling face is up.
- He or she suggests two or three possible behaviors or actions that he or she might do to express that feeling.
- Repeat the toss several times between players.



Conclusion

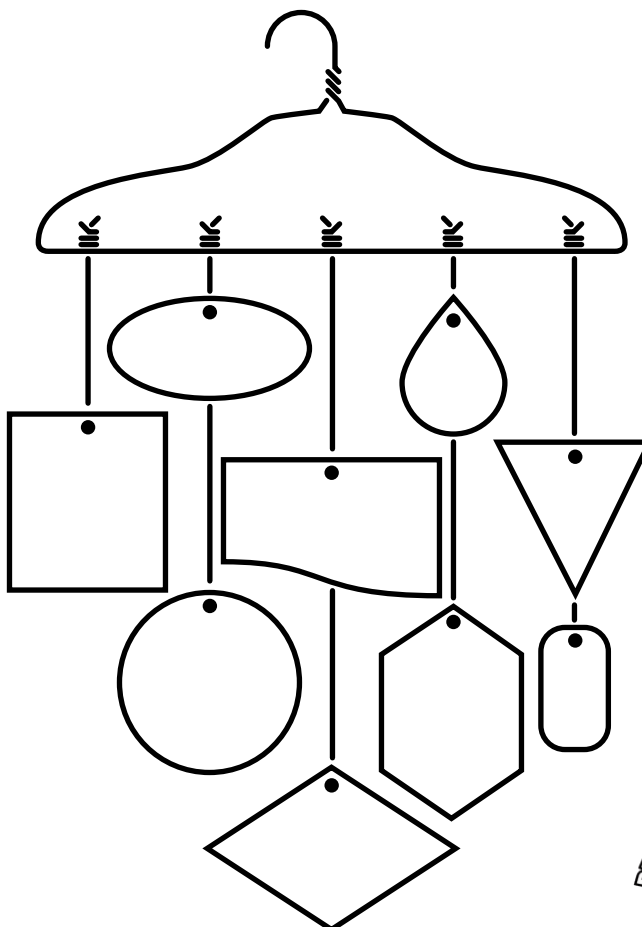
6. Feelings Mobile

- Use a coat hanger.
- Cover the upper part with paper and label it with these words:
“How do feelings influence my choices and actions?”
- Cut out nine construction paper shapes and label each one with one of the following statements. Have students draw on the shapes or select a magazine picture of a time when:
 - I felt happy.
 - I felt curious.
 - I felt excited.
 - I felt afraid.
 - I felt lonely.
 - I felt mad.
 - I felt embarrassed.
 - I felt content.
 Color one shape with a color that helps me feel relaxed.
- Punch holes in the top of each shape and hang them at different heights from the bottom of hanger.
- Display in the classroom.

Home Connection

7. Take Home Art Projects

When the mobiles are finished being displayed in the classroom, send each student home with his or her own mobile to share the mobile with his or her family.



Feeling Statements

- How do you feel when someone pushes you?
- How do you feel when someone smiles at you?
- How do you feel when the teacher calls on you?
- How do you feel about reading?
- How do you feel when no one plays with you?
- How do you feel when your best friend is sick?
- How do you feel when someone tells you that he or she likes you?
- How do you feel when it rains all day?
- How do you feel about pumpkin pie?
- How do you feel about riding in an airplane?
- How do you feel when a loved one is sick?
- How do you feel during the summer?
- How do you feel in the dark?
- How do you feel when someone gives you a gift?



Feelings Thermometer

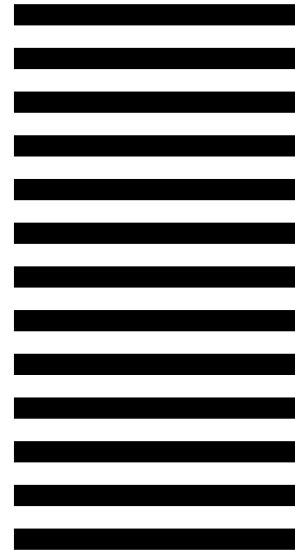
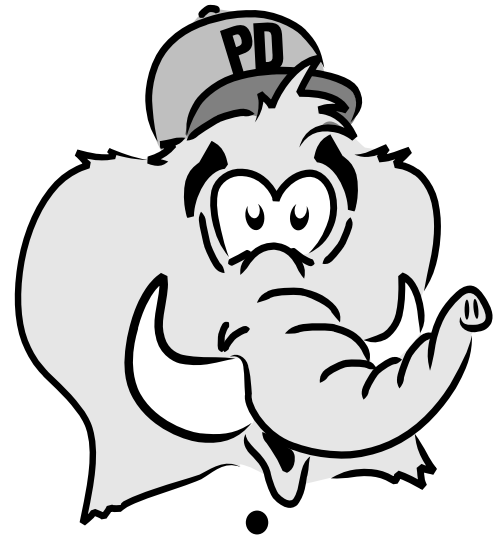
SITUATION STATEMENTS

- Talking in front of the class makes me feel ...
- When I make things with my hands, I feel ...
- During reading, I feel ...
- During free time, I feel ...
- When I come to school each morning, I feel ...
- Doing reports for class makes me feel ...
- When I share, I feel ...
- When my family visits my classroom, I feel ...
- During lunchtime, I feel ...
- Friends make me feel ...
- When my teacher reads a story, I feel ...
- During recess, I feel ...
- When I get my papers back, I feel ...
- When I clean the classroom, I feel ...
- During spelling tests, I feel ...

1. Cut down the middle of the page and cut out the arrow.
2. Punch holes where indicated.
3. Thread yarn through two dots on arrow and then thread either end of the yarn through top and bottom holes.
4. Fasten yarn in the back with a piece of tape.
5. Arrow should move up and down easily along yarn.



FEELINGS THERMOMETER



Determined



Feelings And Choices

Situation Cards

Somebody calls you a bad name.	Nobody will play with you at recess.	Your best friend broke an arm.	You left your homework at home.
The teacher asks you to talk in class.	Your friend just pushed you down.	Your lunch money is missing.	Your friend told you that you did a nice job.
You won first place in a race.	Your bike has a flat tire.	Your friend received a new toy and you didn't.	Your teacher didn't choose you for the game.
You had a nightmare last night.	You have the chickenpox.	You hear thunder.	You are going to fly to Disneyland.

The Chill Drill

More Practice With I STOP'D



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.
- 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.

Preparation

Copies

- "The Chill Drill"® (see page 73)
- Home Connection (see page 74)

Materials

- stars or stickers or Post-it notes
- smiley face stickers
- small balloons for Chill Drill

Music

- "Something Good" from the CD *Something Good* (see page 137)
- "Chill" from the CD *Something Good* (see page 123)

Vocabulary

- | | |
|----------------|---------------------|
| anger | abdominal breathing |
| anger triggers | violence |

Lesson at a Glance

Introduction

1. What Is Anger?

Strategy

2. Personal Anger
3. Pinpointing Anger
4. The "Chill Drill" Part One
5. The "Chill Drill" Part Two

Conclusion and Home Connection

6. "Chill Drill" Practice

Core Curriculum Objectives and Standards

Objectives

- Students will take control of their anger and practice healthy coping skills.

Standards

- 7020-0103** Recognize causes of stress and ways to cope.

Teacher Notes

Introduction

1. What Is Anger?

- Anger provided our ancestors with a useful tool for survival in a dangerous environment.
- The powerful physical and emotional energy that anger produces supplied courage to defend loved ones from enemy attack and it helped speed an escape from a hostile beast.
- Anger energizes you and prepares you to stand up to the problem or to withdraw from it.
- Your breathing changes and your heart races to pump extra oxygen to your brain for quicker thinking and to your muscles for extra strength.
- You may feel a rush of adrenaline, a powerful chemical that stimulates and energizes your whole body.
- Certain muscles become tense in preparation for action.
- Your face frowns, your jaw tightens and your fists begin to clench.
- Your body's temperature also changes, you may sweat, or you may shiver.
- Anger resulting in self-destructive behavior that destroys property or hurts others is a problem.

Strategies

2. Personal Anger

- Ask the students to show you how they look when they get angry.
- Select a few students to demonstrate their angry looks for the class.
- Encourage them to describe the sensations they experience in their bodies (e.g., facial expressions, body language, heartbeat, and muscle tension) when they feel angry.
- Ask the students to describe some of the things that cause their anger warning signs to occur.
- What makes them angry?

3. Pinpointing Anger

- Give a sticker, a star, or a Post-it note to each student and tell them to stick it on the part of their body that gives off the most noticeable sign of their anger.
- Demonstrate on yourself.
- Emphasize that this is the part of the body they should pay attention to when they become upset; this anger warning sign is their cue to Stop and chill.
- Explain that when we are angry, we don't think clearly and need to chill so we can stop and think.

4. The "Chill Drill" Part One

NOTE: In the interest of time, you may decide to separate the CHILL and CHOOSE portions of this lesson into two lessons, or you may choose to selectively emphasize certain steps over others.

- Display "THE CHILL DRILL" poster.
- Read the first four steps "Calm Your Body's Angry Energy."

Chill

- Chill is your signal to start to calm down.
- Take a deep breath, get rid of that frown.
- When you first become aware of your anger flags and trippers, such as the location on your body where you attached the stickers, tell yourself to CHILL.
- Thinking CHILL is your cue (or signal) to pay attention to what is happening in your body so you can begin to calm and control yourself.
- CHILL also reminds you that you have CHOICES about how to respond to your anger.



Blow

- Blow means to breathe as if blowing a balloon.
- Take three balloon breaths; you'll be calmer soon.

Distribute the balloons and instruct the students to blow them up.

- "Thinking CHILL is your cue to take a balloon breath, to breathe as if you were blowing up a balloon. (This is called abdominal breathing.)
- After a few balloon breaths, return to normal breathing.

Face

- Your face shows your anger; it gives off a frown.
- Relax your face—SMILE; you'll quickly calm down.
- Have the students practice changing their facial expressions from angry ones to relaxed, positive expressions.
- SMILE. Distribute the smiley face stickers.
- Instruct the students to place the stickers on their noses and try to wiggle them off.
- Comment on their wonderful bright smiles.
- Tell them to make sure that they use their smile muscles during "THE CHILL DRILL."

Space

- Your personal space is important to protect.
- Take a step back; take time to reflect.

Instruct the students to stand, stretch out their arms, and turn in a complete circle, being careful not to bump into people or things.

- You all have a personal comfort zone, an invisible boundary around yourselves.
- When you're angry, it's important that you give yourself and others plenty of space
- It also helps to take a giant step backward or even to get away from the situation for a while to get a different view of things."

- Lead the students in a Chill Drill Chant ("CHILL, BLOW, FACE, SPACE".
- Remind students of the importance of practicing the steps of "THE CHILL DRILL" until it becomes automatic.

Note: "THE CHILL DRILL" works best when it becomes a "conditioned response." Therefore, provide the students with multiple, varied practice opportunities. Associate "THE CHILL DRILL" with a routine or with an everyday circumstance. For example, start each day off with the song "Chill" or pair students and have them practice the "Chill Drill" to role-play situations.

5. The "Chill Drill" Part Two

Read the next four steps of the poster's second section "Focus Your Mind on Positive Action."

Claim Your Anger

- Your anger is yours to own and to claim.
- Try not to deny it, stuff it, or blame.
- You choose how you feel and how you act.
- Blaming others for causing you to feel the way you do prevents you from taking control of your own anger.
- Ask yourself, "What is my part in the anger?"

Name The Pain

- Anger protects us, it covers our pain.
- Admit that you're hurting; you've so much to gain.
- Your angry feelings often protect you from the emotional pain caused by feeling hurt.



- When you feel an angry feeling, put aside the anger for a moment and try to identify your hurt feelings.

Ask the class for examples of hurt feelings and write them on the board.

Tame Your Anger

- Your temper is yours to lose or control.
- Choose wisely and well to accomplish this goal.
- Think about all the things that you can do to cool down your anger such as take a long walk, count slowly to ten, blow your anger into a balloon, or CHILL.

Ask the class to brainstorm ideas that can help them cope with anger and write them on the board.

Make A Plan

- Anger results from problems unsolved.
- Plan for solutions until they're resolved.
- Anger often lets us know that something is wrong and needs correcting.
- Make a plan and then take positive actions.
- If you get stuck, ask someone for help.
- Anger is okay; violence is not!

Help the students identify the persons to whom they might turn for help in resolving a problem or conflict.

Conclusion and Home Connection

6. “Chill Drill” Practice

Make a copy of the Home Connection and the “Chill Drill” poster for each student. Send the Home Connection paper home with each student and instruct students share the information with their families.

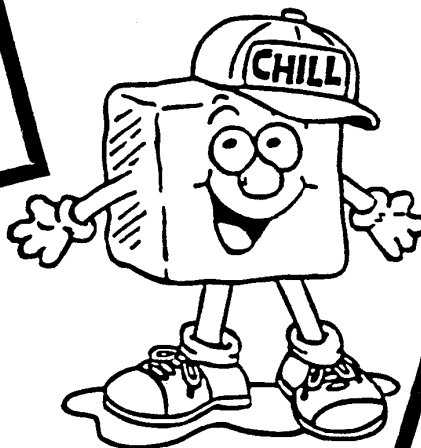


"THE CHILL DRILL"

CHILL: Calm your body's anger energy.

CHOOSE: Focus your mind on positive action.

Take Control of Your Anger!



1. CHILL

As soon as you notice your anger triggers and signs, **TELL YOURSELF TO "CHILL."** Thinking "Chill" is your cue to pay attention to what is happening in your body and your mind so that you can begin to calm and control yourself. "Chill" also reminds you that **YOU HAVE CHOICES** about how to respond to your anger.

2. BLOW!

When you are faced with a disturbing, tense, or scary situation, your breathing changes; you may briefly hold your breath, or your breathing may become rapid and shallow.

Thinking "Chill" is your cue to **TAKE A BALLOON BREATH**, to breathe as if you were blowing up a balloon. Blowing up a balloon requires strong steady breaths and uses the muscles in your stomach as you exhale. (A balloon should be given to you to help you practice "abdominal breathing.") After a few balloon breaths, return to normal breathing.

3. FACE

It's the look on your face that shows other people how you really feel, more than your body language, your tone of voice, or even the words you say.

RELAX YOUR FACE. As your anger grows, your face may be giving off negative or hostile messages that could make the situation much worse.

Try to **SMILE.** Your face's smile muscles signal your brain to start your body's natural calming abilities. Practice changing your face from an angry expression to a neutral or positive one until it feels natural. Keep this positive look as you continue "THE CHILL DRILL."

4. SPACE

We all have a personal comfort zone, an invisible boundary around ourselves. When someone steps over that imaginary line and enters our personal space, it can feel quite unpleasant, especially during a conflict. This is what it means to "get in someone's face," or to be "too close for comfort."

GET SOME SPACE. When you're angry, it's important to give yourself and others plenty of space. **MAINTAIN YOUR COMFORT ZONE.** Take a step back and place your body in a balanced position. Remain in an open and relaxed posture to be sure that you don't look threatening. Your body should be saying that you are willing to work out your differences.

1. CLAIM YOUR ANGER

Your angry feelings are **NOT** caused by people, situations or events outside yourself. Blaming others for "causing" you to feel the way you do prevents you from taking control of your anger energy. **Instead, TAKE RESPONSIBILITY** for your thoughts, feelings, and reactions, and for any part of your behavior that may have contributed to the problem.

2. NAME THE HURT

Your angry feelings often protect you from the emotional pain caused by feeling hurt. Anger can defend you against feeling afraid, ashamed, lonely, and frustrated. Anger can even completely block your awareness of how much you hurt.

When you feel an angry feeling, put aside the anger for a moment and try to **IDENTIFY YOUR HURT FEELINGS.** What are you really feeling under that anger of yours? Search for ways to soothe your discomfort. This lessens your anger so you can begin to work on a constructive solution to your problem.

3. TAME YOUR ANGER

Think about what else you can do to take the edge off your anger. Find a way to gain some distance from the situation to get a different perspective. Consider things that make you calm—take a walk, count slowly to ten, say a prayer, or **Chill.** **CONTAIN YOUR ANGER:** As you blow up your balloon, imagine breathing all your anger into it. When the balloon is full, let it go and watch it drift away.

4. MAKE A PLAN

Anger often lets us know that something is wrong and needs correcting.

Therefore, when you become angry, determine what you can do to relieve your hurt feelings. **FOCUS ON SOLUTIONS.** Make a plan and then take positive actions. If you get stuck, ask someone for help.



Home Connection

Dear Family,

Today I learned a simple yet effective technique for controlling anger called “THE CHILL DRILL.” I used an imaginary balloon as our chill tool and practiced a special breathing technique that acts to instantly calm the body’s anger reactions.

Please read about “The Chill Drill” with me and take a few moments to help me practice it. We might want to do some on these activities together.

1. Study the “Chill Drill” poster and discuss the chill process, including how anger effects our body.
2. Complete this sentence: “I get really upset when . . .” and discuss how we could use the “Chill Drill” to calm our anger.
3. Teach other family members how to CHILL. Practice “The Chill Drill” a few times together.



Home Connection

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3. Teach other family members how to CHILL. Practice “The Chill Drill” a few times together.



Conexión en el Hogar

Querida familia,

Hoy aprendí una técnica sencilla y simple pero muy efectiva para controlar mi enojo llamada “El Simulacro de Enfriamiento” Yo usé un globo imaginario como nuestra herramienta de enfriamiento, y practiqué una técnica de respiración especial que tiene como objetivo el calmar inmediatamente las reacciones de enojo del cuerpo.

Por favor lee acerca del “Simulacro de Enfriamiento” conmigo y toma unos minutos para ayudarme a practicarla. Nosotros deberíamos de practicar algunas de éstas actividades juntos.

1. Estudia el cartel del “Simulacro de Enfriamiento” y discute el proceso conmigo, incluyendo como el enojo afecta a nuestro cuerpo.
2. Completa éste enunciado: “Yo me enojo mucho cuando . . .” y discute como nosotros podríamos usar el “Simulacro de Enfriamiento” para calmar nuestro enojo.
3. Enseña a otro miembro de la familia como ENFRIARSE. Practiquen juntos “El Simulacro de Enfriamiento” algunas veces.



Conexión en el Hogar

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3. Enseña a otro miembro de la familia como ENFRIARSE. Practiquen juntos “El Simulacro de Enfriamiento” algunas veces.

I Am One of a Kind

More Practice With Builder / Breaker



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

Worksheet: "I Am Somebody"

Materials

- paper
- pencil
- "I Like Being Me" pennant

Music

"I Like Being Me" from the CD *Something Good* (see page 131)

Lesson at a Glance

Introduction

1. Alike and Different

Strategies

2. Partner Work
3. Personal Pennants

Conclusion

4. I Like Being Me

Core Curriculum Objectives and Standards

Objectives

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

Standards

- 7020-0101** Recognize how similarities and differences among people make our society unique.
- 7020-0203** Explain how positive role models can help people choose healthy behaviors.

Introduction**Discussion****Play****1. Alike and Different**

- As class members, we will differ not only in physical characteristics but also in the things we like to eat, things we like to do, places where we have lived, etc.
- Who can give an example of how we are alike and how we are different?
- Circle the class and have each student stand on a spot marker.
- Have one student stand in the middle of the circle. Remove the empty spot marker from the circle.
- Have the middle student say something about themselves. It could be something they like to eat, someplace they have visited, a favorite color or any other appropriate personal characteristic.
- Everyone in the circle who has that same like or characteristic must leave the spot marker on which they are standing and move to another open marker.
- The student who can't find a marker is the new person in the middle.
- Repeat the activity until the energy goes down.
- How many people liked the same things:
- How often did people like different things.
- What if we all like the same things all the time?
- How did liking different things make the game fun?
- How did liking the same things make the game fun?

Strategies**2. Partner Work.**

- Assign students in pairs.
- Have each pair identify and write ways they are alike and ways they are different.
- How can we be a builder and accept the differences of others?
- How can we be a builder and accept how others are like us?

3. Personal Pennants

- Distribute a copy of "Personal Pennants" to each student.
- Have each student draw a self-portrait and write his or her name on the portrait.
- On the back of the pennant, write how they will be a builder.
- Listen to the song "I Like Being Me" several times while designing the pennants.
- Hang the pennants around the room.

Conclusion**4. I Like Being Me**

- Stress the importance and acceptability of being alike yet different.
- Teach song "I Like Being Me."

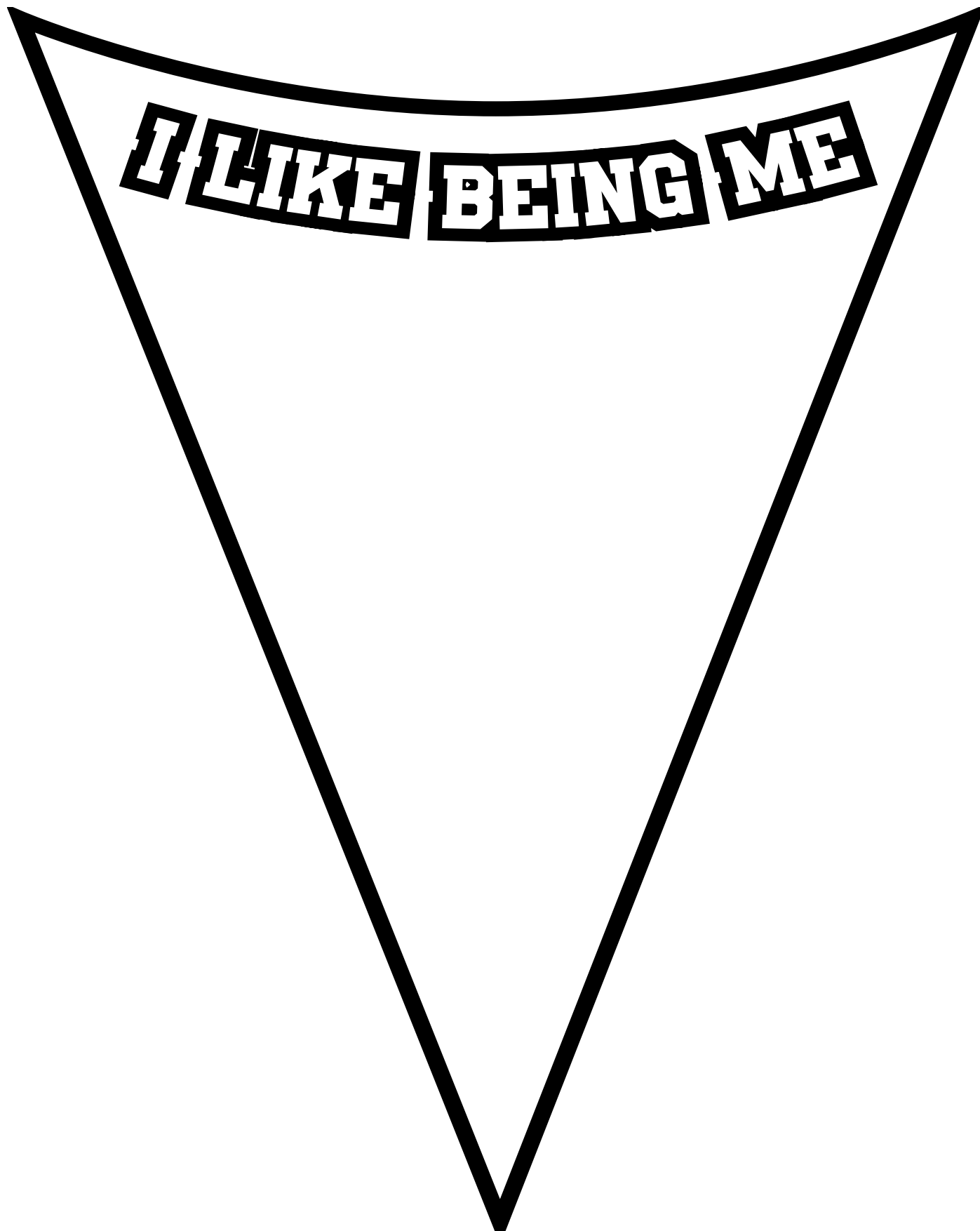
Optional Activity**5. I Am Somebody**

- Have students complete the "I Am Somebody" worksheet.
- As a class, recite the statement on the bottom of the worksheet.



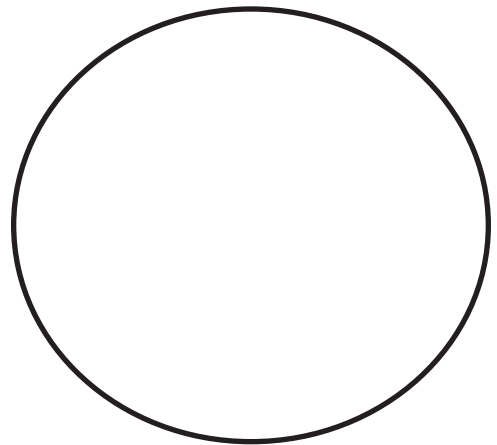
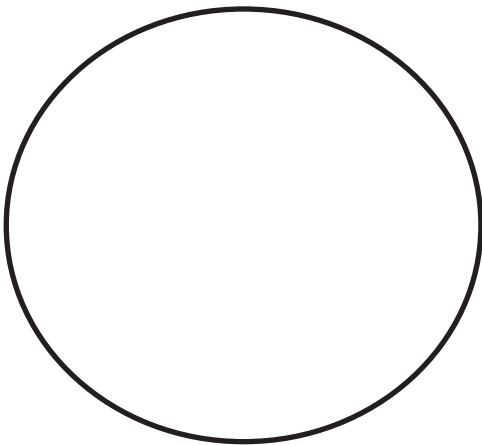
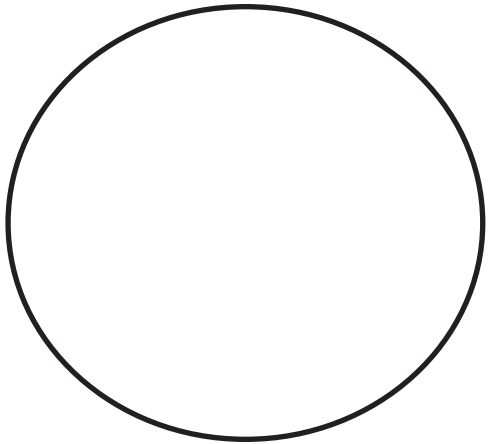
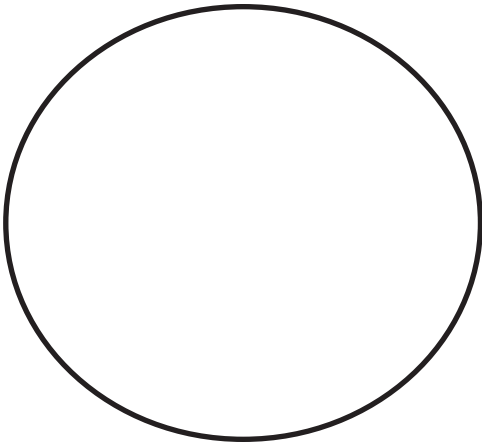
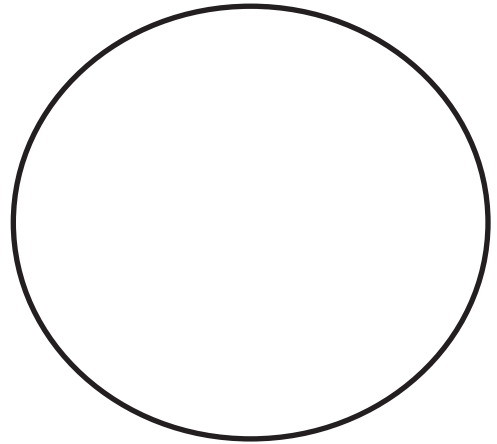
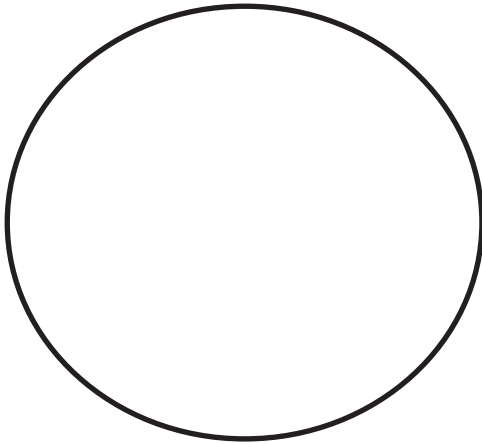
Personal Pennant

On the pennant, write or draw something special about yourself.



I AM SOMEBODY

In each circle, write or draw something special about yourself.



***"I am me.
There's not another person in the whole world exactly like me.
I have my very own personality.
I am special."***




Teacher Notes

Take Care of Your Body

More Practice With I STOP'D

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.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies

Worksheet: "Take Care of Your Body" (see page 84)

Materials

Poster: "When Are the Things in This Picture Safe or Unsafe?" (see page 83)
 Mystery Box: Small box or sack with question mark graphics (see page 88)
 New vocabulary words word strips (starting on page 86)

Music

Piggyback Songs (see ideas on page 85)
 "Take Care of Your Body" from the CD *Something Good* (see page 142)

Vocabulary

prescription drugs	caffeine	poison
over-the-counter (OTC) drugs	marijuana	
alcohol	pollutant	

Lesson at a Glance

Introduction

1. Take Care of Your Body

Strategies

2. "Mystery Box"
3. "When Are the Things in This Picture Safe or Unsafe?"
4. Complete worksheet "Take Care of Your Body."

Conclusion

5. Sing "Piggyback Songs" about healthy living.

Core Curriculum Objectives and Standards

Objectives

Students will identify substances that are harmful to the body.

Standards

7020-02 The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.

Introduction

Sing

Strategies

Play

Conclusion

1. “Take Care of Your Body.”

- Learn the song, “Take Care of Your Body. (Many teachers use this song as an exercise song.)
- Use the I STOP’D decision model to brainstorm options for caring for our bodies.

2. “Mystery Box”

- Place the new vocabulary word strips into a small box or sack.
- Label the sack “The Mystery Sack.”
- If you wish, use the figures on “Question Mark Graphics” on page 88 to decorate the sack or box.
- Have members of the class draw words from the box.
- As a class, decide the definition of the word.

3. “When Are the Things in This Picture Safe or Unsafe?”

- Use the I STOP’D model to think of safe and unsafe options for these products.
- What kinds of decisions would you make about using these products?

4. “Take Care of Your Body.”

- Distribute the worksheet, “Take Care of Your Body.”
- Have students complete the worksheet and discuss as a class or small groups.

5. “Piggyback Songs”

- Divide the class into small groups.
- Each group writes a piggyback song similar to the model on page 85.
- Each group sings its song to the class.



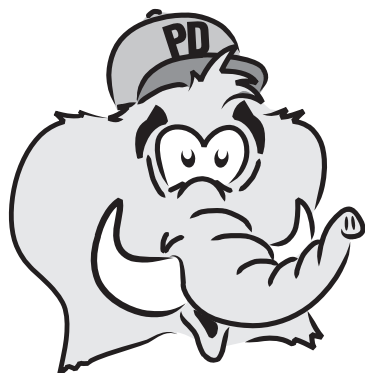
When Are the Things in This Picture Safe or Unsafe?



Take Care of Your Body

Draw a line from the happy PD to those things which are generally used to care of your body.

Draw a line from the sad PD to things which could generally harm your body.



banana

vegetables

carrot

cigarette

beer

poison

household cleaner

wine

bread

nicotine

apple

eyeglasses

bath

banana

walking

brush teeth

sleep

cocaine

smokeless tobacco

breakfast

exercise

pollutants

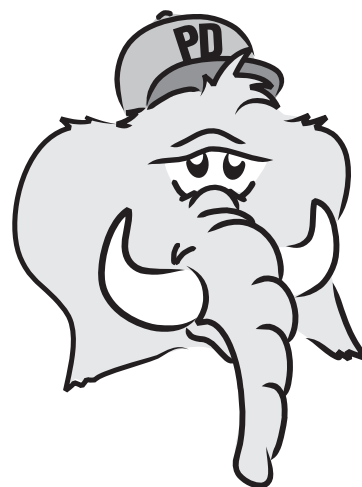
marijuana

water

fighting

caffeine

milk



Piggyback Songs

Teach your students the following song to the tune of “Frere Jacques”
 (“Are You Sleeping, Brother John?”)

**I don't take drugs
I don't take drugs
It's not cool, it's not cool.
I would rather run
I would rather play
I'm no fool, I'm no fool.**

Encourage students to add stanzas of their own.

Have children to compose simple tunes of their own with lyrics that reflect drug awareness,
or think of new words to go with songs they already know.

Example: to the tune of “Farmer in The Dell,” they might sing:

**Drugs we will not use
Drugs we will not use
Just say no, don't break the law,
Drugs we will not use.**

**Drugs harm bodies and minds
Drugs harm bodies and minds
Say no, 'cause it's wrong to do,
Drugs harm bodies and minds.**



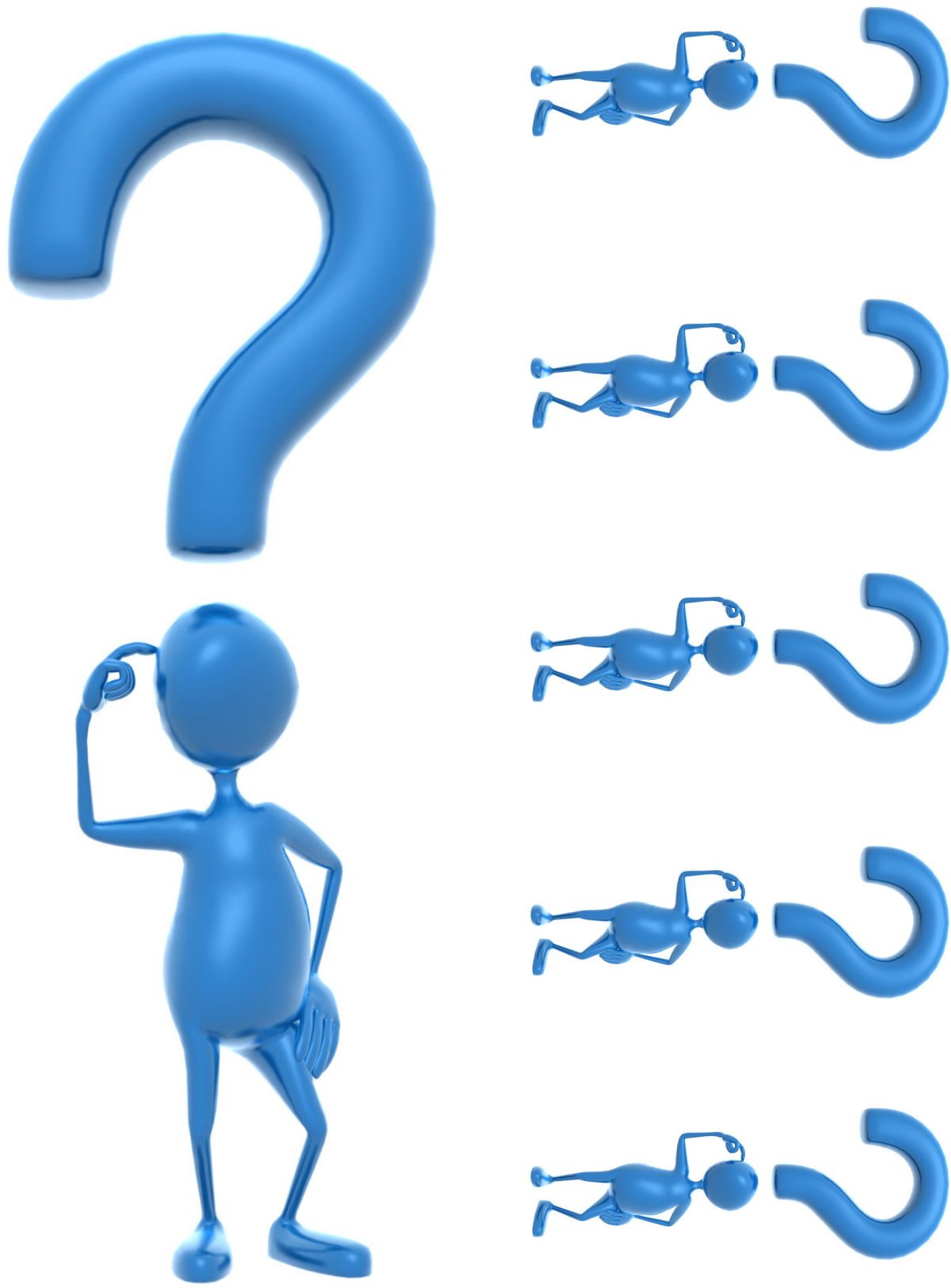
Prescription drugs

Over-the-Counter

(OTC) drugs

Alcohol

Marijuana
Pollutant
Poison
Caffeine



Making Decisions

More Practice With We STOP'D



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

- Worksheets:
- “Who Makes the Decision?” (see page 93)

Materials

- 75 round toothpicks and 100 miniature marshmallows for each group
- Timepiece (watch, wall-clock, stopwatch) with second hand
- “Tell What Happens If...” (see page 92)

Music

- “I’ve Decided” from the CD *Something Good* (see page 134)
- “The Right Choice” from the CD *Something Good* (see page 145)

Vocabulary

- | | | |
|-----------------|-------------|----------------|
| decision-making | incorporate | responsibility |
| evaluate | contemplate | |

Lesson at a Glance

Introduction

1. Who Makes the Decision?

Strategy

2. Marshmallow Tower
3. The “We STOP'D” model

Conclusion

4. “What Happens If...”

Core Curriculum Objectives and Standards

Objectives

- Students practice decision making by using the We STOP'D model.

Standards

- 7020-0102** Adopt behaviors that have a positive impact on mental health.

Introduction

Discussion

1. Who Makes the Decision?

- When do we make decisions during the day?
- Who is involved in making decisions that affect us?
Myself or "I", people together or "we", others or "they"
- What does the word "responsibility" mean?
Answerable for an act, able to respond, accountable, able to be trusted
- How does being responsible affect the types of decisions a person can make?
- How can one student be responsible?
- How can two students together be responsible?
- How can a group of students be responsible?
- When does one student make "I" decisions?
"I" decisions should be ones appropriate for students in the second grade.
- When does a small group of students make "We" decisions?
"We" decisions are ones that students make with others, sharing the responsibility with other students or other adults as appropriate.
- When do other people make decisions for us?
"They" decisions are ones that parents, teachers, and other adults make for students because of health, safety, and welfare considerations (e.g., school fire-drill procedure, home safety rules, etc.).

Ask the questions below and have the students respond by:

- (1) Snapping fingers for "I."
- (2) clapping hands for "We."
- (3) patting legs/lap for "They."
- Help students identify three groups of people who make decisions: I, We, and They.
- What time do you go to bed at night?
- What clothes should you wear to school today?
- With whom will you sit at school today?
- What game will you play at recess today?
- With whom will you eat lunch today?
- What time will you eat lunch at school?
- Where will you go after school today?
- When will you do your homework tonight?
- What movies can you see?
- With whom will you play on the weekends?
- For extra practice, distribute the "Who Makes the Decision" worksheet.

Strategies

2 "Marshmallow Tower"

Jackson, Tom. Activities That Teach. [Utah?]: Red Rock Pub., 2003. (Used with permission)

Marshmallow Tower Activity: (20 minutes plus discussion time)

Concept: Sometimes the decisions we make are not ours alone to make. There might need to be a group of people involved. You need to know how decisions are made in a group, and the dynamics that take place. Our ability to influence a group decision will play a major role in our staying out of trouble, since many of our troubles occur when we are in groups and not by ourselves.

Divide the class into groups of six. Give each group a handful of toothpicks and a pile of miniature marshmallows. Groups may get more marshmallows and toothpicks from the teacher if they run out. Explain that the object of the activity is to have each small group build the tallest freestanding tower. Groups will have ten minutes to complete their tower. The tower must stand by itself for fifteen seconds.

Judge the towers that stood for fifteen seconds to see which one is the tallest.



Discussion

- How did the group decide what the tower was going to look like?
- How did the group decide on the plan for building?
- How successful was the plan?
- How did the plan change as the group worked?
- How was the group process comfortable?
- Who was the leader? How was the leader selected?
- What would you change next time?
- What can this activity tell us about making decisions?
- What was your role with the group in the tower building?
- What did your teammates do?
- Who was left out of the process?

3. The We STOP'D model

Discussion

Process the “Marshmallow Tower” activity using the six-step We STOP'D model learned in lesson 5: We STOP'D (see page 47).



- The “We” means that we are a group. We have the power to make decisions that affect our group. What kinds of decisions can we make when we build a marshmallow tower?
- The “S” stands for “stop” or chill. Sometimes, the group must stop what it is doing and make a new choice. When did you decide that you needed to build the tower in a different way?
- The “T” stands for “think” about what to do. We can all express our ideas and listen to the ideas of others. How well did your group listen to others?
- When we stop, chill and think, we are taking the time to express ourselves using “nice” statements instead of “ice” statements.
- The “O” stands for “Options.” Options are all the things we can think of that we could choose to do. When we think of these options, it is called “brainstorming.” Listening to other people’s ideas might give us new, more effective ways of solving the problem. What are some of the options your group discussed?
- The “P” stands for “Pick a plan.” As a group, we can choose the best course of action to follow. How did your group decide what plan to use to build your tower?
- The “D” stands for “Decide and Do it!” The group must act together to get the job done. How well did your plan work?
- Did you have to stop and think of other options?

Conclusion

5. What Happens If....

Use the “What Happens If...” page to conduct a class discussion about consequences.



What Happens If...

Sometimes it helps to predict outcomes by using “IF . . . THEN” statements.

Think of each possible solution to a problem as an “IF (“If I do . . .”).

Think of each predicted outcome as a “THEN” (“then . . . might happen”).

Think of both positive and negative “THEN” statements for each “IF” statement.

Complete each “IF” statement below with a positive (+) “THEN” statement and a negative (-) “THEN” statement.

IF . . . (Possible solutions) **THEN . . . (Predicted outcomes)**

1. If you copy on a test,

-

+
2. If you borrow a friend’s bike without asking permission,

-

+
3. If you tell one friend’s secret to another friend,

-

+
4. If you tell a friend to stop doing something that is bugging you,

-

+
5. If you save your allowance all year,

-

+
6. If you go to a movie that your parents have forbidden,

-

+
7. If you go to school when you’re sick,

-

+
8. If you stay up late to watch TV,

-

+

Tell What Happens If...

Who Makes the Decision?

I Decisions



You have **ALL** the say in this type of decision. You decide all on your own.

WE Decisions



You have **SOME** of the say in this type of decision. You decide together with others.

THEY Decisions



You have **NONE** of the say in this type of decision. Others (usually adults) decide without you.

Write I, WE, or THEY next to each decision below to show what type of decision it is for you.



What time do you go to bed at night?

What clothes should you wear to school today?

With whom will you sit at school today?

What game will you play at recess today?

With whom will you eat lunch today?

What time will you eat lunch at school?

Where will you go after school today?

When will you do your homework tonight?

What movies can you see?

With whom will you play on the weekends?

Did you use all three types of decisions in the examples above? YES NO

Circle all the WE decisions above.

Next to each circled WE decision, write the names of the people who make/made that decision with/for you.


Star (*) the first WE decision above.

We Can Say No!

More Practice With We STOP'D



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.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Materials

- magazines advertisements
- glue
- paper

Music

- The "Right Choice" from the CD *Something Good* (see page 145)

Vocabulary

- | | |
|------------|----------|
| resistance | pressure |
| persuasion | peer |

Lesson at a Glance

Introduction

1. Examples of Advertising

Strategy

2. Techniques with real-life situations
3. Ways to Say 'No!'

Conclusion

4. The Right Choice

Core Curriculum Objectives and Standards

Objectives

- Students will understand peer pressure and techniques on how to say "No."

Standards

- 7020-0702 Recognize the positive and negative impact of media.

Teacher Notes

Introduction

1. Examples of Advertising

Show examples of advertisements.

- What is this advertisement trying to suggest?
- What is the purpose of this advertisement?
- Who is this advertisement targeting?
- What kinds of persuasion is this advertisement using?
- Do advertisements tell the whole story?
- What are things this advertisement is not telling us?
- Do we have to buy what this advertisement is trying to sell?
- What kinds of things do friends try to “sell” us?

Strategies

2. Techniques with real-life situations

In cooperative learning groups, video or role-play a commercial in which others are persuaded to buy a product.

- Discuss other situations in which advertisements are used.
- Discuss ways to respond to advertisements.
- Discuss how advertisements can be like peer pressure.
- Discuss how the three ways to say, “No!” may be used when we are pressured to do something we don’t want to do.

3. “Ways to Say ‘No!’”

Using the “Ways to Say No!” resource sheet on page 97, teach the three ways to say, “No.”

- Broken Record
- Find a Friend
- Walk Away

Conclusion

Music

4. The Right Choice

Learn and sing the song “The Right Choice.”



Ways to Say No!

Broken Record

Pick one phrase. Keep repeating it no matter what is said in response.

For example:

No, thanks.

No way.

No, I don't want to.

No, I want to stay healthy.

Find A Friend

When the pressure gets stressful, pick a person in the group who is a friend.

Ask him or her if he or she would be a buddy.

It's much easier to leave an uncomfortable situation with a friend.

Walk Away


When friends just don't seem to want to take "No" for an answer, just leave the situation.

Scoot, Scat, Groove

More Practice With Bugs



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.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Teacher Notes

Preparation

Copies

"Truth About Fitness" cards for each group of students

Materials

Please note the many optional activities that accompany this lesson (see page 101).

Music

"Scoot, Scat, Grove" from the CD *Take a Stand* (see page 138)

Vocabulary

physically fit

Lesson at a Glance

Introduction

1. The Truth About Fitness

Strategy

2. Physically Fit
3. Fitness Components
4. "Scoot, Scat, Groove"

Conclusion

5. "Scoot, Scat, Grove" Game

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 calming their unpleasant emotions.

Standards

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

Introduction

Play

1. The Truth About Fitness

Play the "Truth About Fitness" game.

- Divide students into groups of five or six.
- Each group receives a stack of "Truth About Fitness" cards and places them face down in the middle of the group.
- One student draws a "Truth About Fitness" card from the draw pile.
- He or she answers the question.
- He or she keeps the card if the question is answered correctly.
- Place cards that were not answered correctly in the discard pile.
- After all the draw pile is exhausted, students may draw from the discard pile or use the discard pile for class discussion.

Answer key for "Truth About Fitness" cards

- True
- True
- False (To cool down is to allow your heart time to slow down.)
- False (The Physical Best is a kind of fitness test.)
- True
- False (Your heart works to pump blood to all parts of your body.)
- True
- True
- True
- False (Before you stop exercising, you should cool down.)
- True
- True
- True
- True
- True
- False (Balance is a fitness skill that helps keep you from falling.)

Strategies

Discussion

2. Physically Fit

- What does it mean to be "physically fit"?
muscles are strong and flexible
heart and lungs work well
feel good
don't tire easily
- What kinds of "bugs" would you have if you were not physically fit?
have no energy
unable to fit illness (depressed immune system)
can't participate in some activities
- What do you have to do to be "fit"?
eat properly
drink plenty of water
get plenty of rest
keep clean
exercise.
- How can being physically fit help with other "bugs" in your life?
feel better
able to enjoy various activities
better immune system

3. Fitness Components

Eat properly:

Eat foods from all four food groups every day and avoid "junk" food.



Discussion

Continued
Discussion

Get plenty of rest:

When you don't get enough sleep, your body gets tired and "run down" and you are more likely to get sick. Everyone's sleep needs are different, but you should feel rested when you get up in the morning. Most students your age need at least 8-10 hours of sleep a night.

Exercise:

Activity keeps your body running smoothly; strengthens your heart, lungs, and muscles and keeps them flexible; and helps reduce feelings of stress. When everything in your body is running smoothly, you feel better and have more energy.

Sing

4. "Scoot, Scat, Groove"

Listen to and learn the song, "Scoot, Scat, Groove."

- When exercising, always have a "warm-up" time.
- Try some of the warm-up activities suggested on page 106.

Continued
Discussion

Drink plenty of water

Liquids keep the body running smoothly. Water helps clean the body and keeps the digestive system working properly. Drink plenty of water every day.

Keep clean

Keeping clean means bathing regularly, brushing your teeth, washing your face and hands before and after eating, and washing your hands after using the restroom. You will not only feel better, but you will get sick less often.

Germs are so small they cannot be seen without a microscope. Even though they are very small, they can cause big problems with illnesses. When we don't keep ourselves clean, germs can more easily be spread from person to person.

What are some ways germs can be spread?

- sneezing or coughing without covering mouth
- drinking out of someone else's cup
- playing and not washing hands before eating

Conclusion

5. "Scoot, Scat, Groove" Game

- Place enough markers (paper plates) on the floor for each student (similar to a cake walk).
- Label one or two of the markers with the words "junk food."
- Instruct the students to move from card to card while the music is playing.
- Students stop moving when the music stops.
- When a child is left standing on a "junk food," he or she is out.
- Students may dance or exercise from card to card as they move.
- This activity can be used anytime to give the students an opportunity for exercise.

What We Snack On

Complete the graph on page 103 as a "Home Connection" or as a classroom activity.

Warm-Up Activities

Practice some of the warm-up activities on page 106.

Ahhh-Choo Puppets

Distribute small sacks and complete the activity described on page 104.

Snooze Graph

Discuss the "Snooze Graph" on page 105 and create one for the class.

Optional
Activities


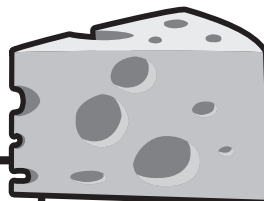




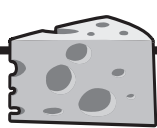



Truth About Fitness

n. Having a strong heart is a part of good physical fitness.	f. Your lungs work to pump blood to most of your body.
e. You may not tire as easily when your muscles are strong.	i. Being able to move and bend easily is part of good physical fitness.
c. To warm up is to allow your heart time to slow down.	o. Being able to change directions quickly is a fitness skill.
m. Fitness skills help you play sports and games.	a. Being at a healthy weight is a part of good physical fitness.
h. Using your muscles helps you make them strong.	k. Your heart is a muscle.
b. Running slowly helps your muscles warm up.	g. Playing tag is a way to get exercise.
j. When you are finished exercising, you should stop right away and rest.	d. The Physical Best is a race to see who can run the fastest.
p. Balance is a fitness skill that helps you change directions quickly.	l. Stretching muscles is a part of warming up.

What We Snack On

Keep track of your snacks for two days.
Color the appropriate box when you snack

						
8						
7						
6						
5						
4						
3						
2						
1						
How Many	 Fruit	 Nuts & Crackers	 Juice	 Candy	 Cheese	 Vegetables

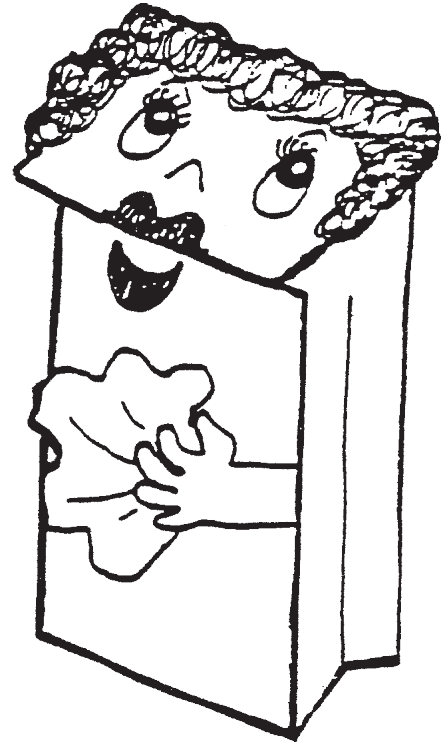
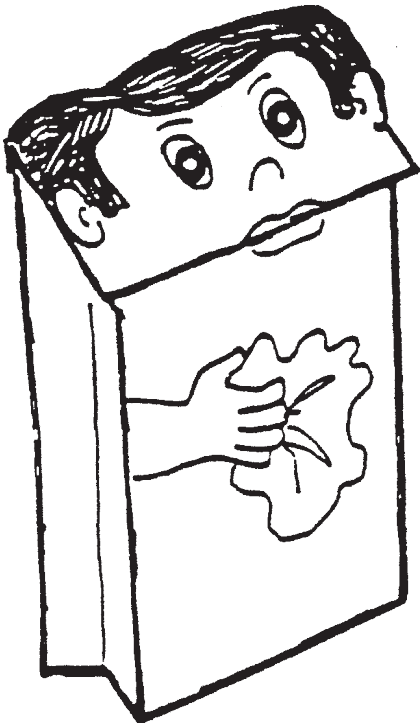
Ahhh-Choo Puppet

These puppets are a delightful way to remind students about the dangers of spreading germs.

Ahhh-Choo

Need a tissue?
Yes, I do.
A cold, I think.
Ahhh-Choo, Ahhh-Choo.

A cough, a sneeze.
Maybe the flu.
Catch those germs
I do, Ahhh-Choo.



CONSTRUCTION

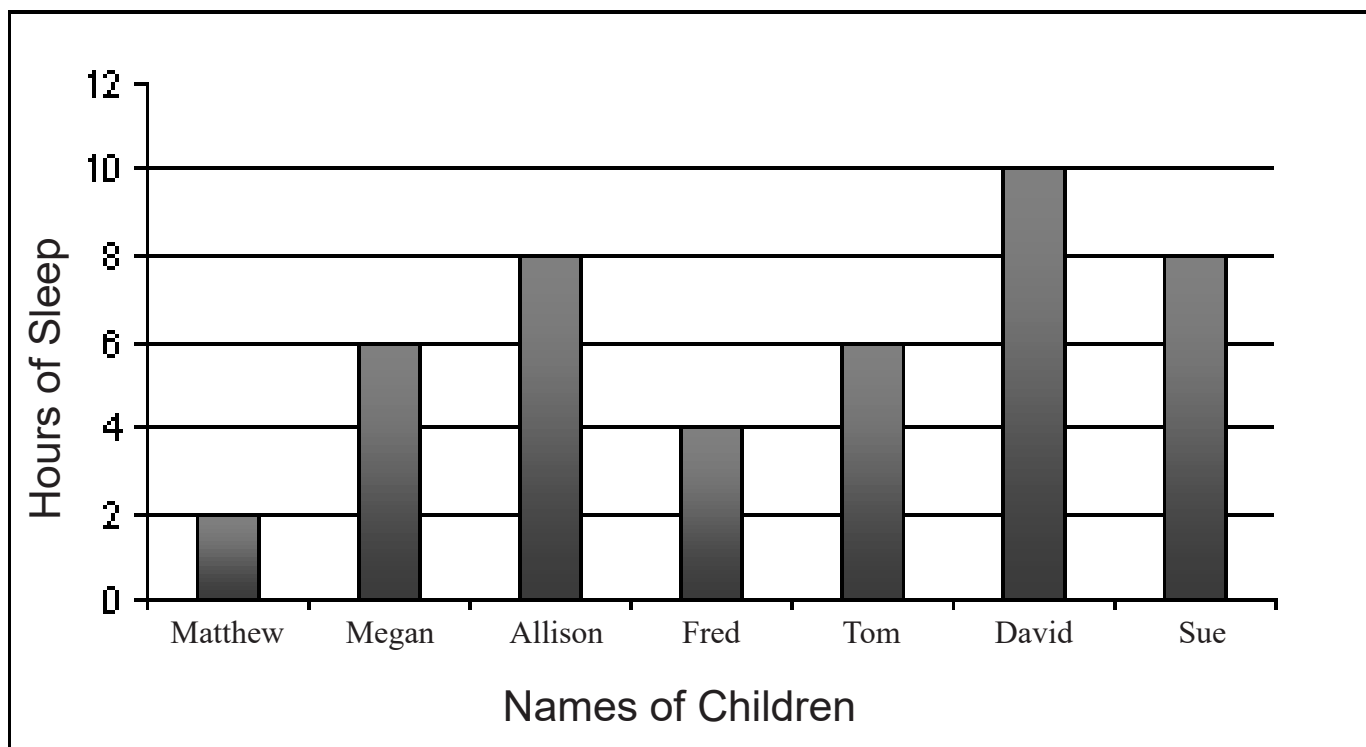
- Supply each student with a brown lunch bag, markers or crayons, and construction paper.
- Have them draw a face on their bags.
- Hair can be made from paper or yarn.
- Have students trace a hand on construction paper and cut it out.
- A tissue is glued to the hand and both are attached to the bag.

USE

After the class has constructed the puppets, they may be manipulated while students repeat the poem "Ahhh-Choo."

Send the puppet and poem home to be shared with each student's family.

Snooze Graph



Each child in Mrs. Fritz's second grade class gets a different amount of sleep each night.

Use the graph to answer the questions below:

Who gets the most sleep?

How long does that person sleep each night?

Who gets the least sleep?

How long does that person sleep each night?

How many more hours of sleep does David get than Mathew?

Allison than Fred?

Sue than Megan?

Who sleeps eight hours every night?

Who sleeps less than five hours every night?

Who sleeps more than five hours every night?

How many hours do you sleep every night?

Work with your class and make a graph for your class like the one above.

Warm-Up Activities

With young students, any motor activity should begin with an opportunity to stretch and warm up muscles. Try some of these winning warm-up activities called “The Super Heroes.”

SUPER HEROES

Count to 10 as you do each one

SUPERMAN STRETCH

Students attempt to keep their balance while up on tiptoes with arms stretched over their heads. The teacher could compare this to the “Superman” takeoff position for flying.

BATMAN BOUNCE

Students find a spot (their “home”) and jump (both feet together). The teacher could indicate this is how “Batman” jumps into his “Batmobile.” Students are to stay in their own spots.

ROBIN RUN

Again, students find spots. They will run in place. The teacher could compare this to “Robin’s” running to catch up to Batman.

SPIDERMAN SWIVEL

Students stand (feet are shoulder-width apart) firmly planted “in cement” (meaning feet do NOT move). Hands are placed on waist while children twist from side to side. This is like “Spiderman” moving on his web.

WONDER WOMAN WINDMILLS

Students stand with feet (shoulder width apart) firmly “planted in cement.” Arms are stretched sideways. This activity will use the hand of one side of the body touching the foot of the opposite side. To accomplish this, the teacher must say, “TURN, TOUCH TOES, AND UP.” “UP” means body is erect in a standing tall position. Repeat.






Being a Friend

More Practice With Bugs

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 healthy and peaceful place,
- I have a responsibility to contribute to the health and peace of the place I am in.

Teacher Notes

Preparation

Copies

- Worksheets: "Wanted: Good Friend" (see page 110)
- "Good Friends Math Problem" (see page 112)
- "Open-Ended Sentences" (see page 113)

Materials

- | | | |
|---------------|---------|-----------|
| poster paper | pencils | newsprint |
| magic markers | yarn | bean bags |

Books: *Find these or other books about friendship in your school media center.*

Collicott, Sharleen. Toestomper and the Caterpillars. New York: Houghton Mifflin Co (Jp), 2002.

Crimi, Carolyn, and Lynn Munsinger. Don't Need Friends. New York: Dragonfly Books, 2001.

Anglund, Joan Walsh. A Friend Is Someone Who Likes You. New York: Harcourt, Brace & World, 1958.

Music

- "Friendship Song" from the CD *Something Good* (see page 128)
- "Something Good!" from the CD *Something Good* (see page 137)

Vocabulary

There is no new vocabulary for this lesson.

Lesson at a Glance

Introduction

1. Read a book on friendship.

Strategy

2. Play the "Yarn Web Game."
3. Make "Circle of Friends" cutout.
4. Learn and sing the "Friendship Song."
5. Complete worksheets "Wanted: Good Friend," and "Good Friends Math Problem"
6. Complete worksheet: "Open-Ended Sentences."

Conclusion

7. Sing "Something Good" and play a circle game.

Home Connection

8. Encourage students to teach "Friendship Song" and "Something Good" to other family members.

Core Curriculum Objectives and Standards

Objectives

Students will learn the qualities and characteristics of friendships.

Standards

7020-0301 Identify healthy friendships.

Introduction

Write and
Discuss

Strategies

Play

Art project

Sing

Discussion and
Art

Discussion

Conclusion

Home Connection

Additional
Idea

1. Read a book about friendship

- Write the word "FRIEND" on the board and have students brainstorm characteristics of a friend. Write the ideas around the word "FRIEND."

2. Play the "Yarn Web Game."

- Have students stand in a circle.
- One student will hold the end of a ball of yarn, toss the ball of yarn across the circle to another student, and give a compliment to the person who catches the yarn.
- Continue until each student is holding yarn and a web has been formed.
- Talk about how each person is important and is needed to form the web.
- Take a few students away and drop their yarn to show that everyone is needed.
- All must be included to work as a team.

3. Make "Circle of Friends" cutout.

Give each student a piece of newsprint or newspaper (see illustration on page 109).

- Fold the paper in half.
- Fold it in half the other way.
- Fold "1" over to "2" making a cone shape.
- Draw a doll shape and cut (similar to folded dolls).
- Open the paper to reveal a "Circle of Friends."

4. Learn and sing the "Friendship Song."

5. Complete worksheets "Wanted: Good Friend, " and "Good Friends Math Problem"

- Brainstorm what makes a good friend.
- Use the "Wanted: Good Friend" worksheet and have students make an advertisement.
- Use the worksheet "Open-Ended Sentences" and conduct a group discussion to fill in the blanks.

7. Sing "Something Good" and play a circle game.

Play a circle game that emphasizes friendship

- Arrange students in a circle.
- Students take turns tossing a bean bag to each other.
- Each time a student throws the bean bag, he/she must give a characteristic of a good friend.
- Students should try to throw it to someone who has not had a turn.

Sing "Something Good" as a class.

8 Encourage students to teach "Friendship Song" and "Something Good" to other family members.

Complete the math worksheet: "Good Friends."

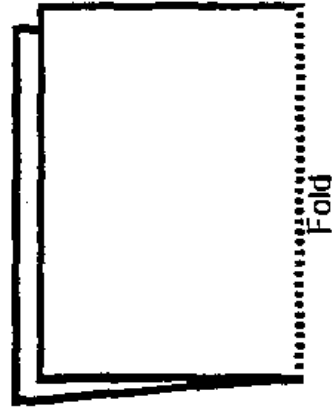


Circle of Friends Pattern

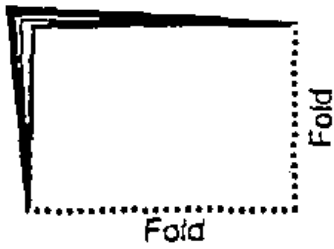
a)



b)



c)



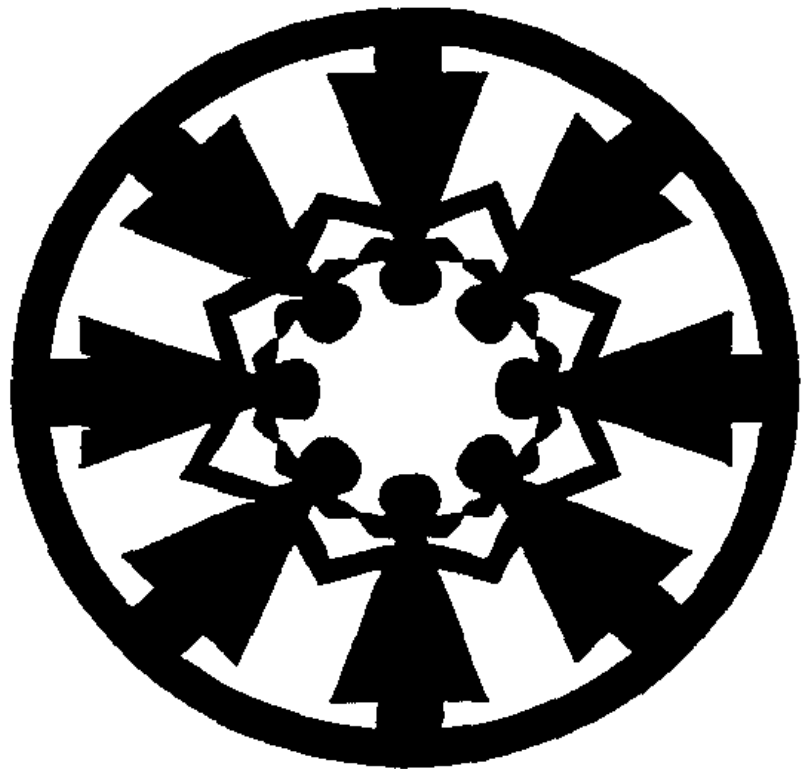
d)



e)



Draw and Cut



Wanted: Good Friend

Write words that describe a good friend and then draw a picture that illustrates one of those words.



A large empty rectangular box for drawing a picture that illustrates one of the words described in the list below.

My good friend must be:

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Good Friends Math Problem

Complete the math problems.
Match the answers to complete the sentence below.

GOOD FRIENDS

Complete the sentences in each puzzle piece and color each piece a different color. Paste to stiff paper and cut out the pieces to make your puzzle.



$6 + 4$



$9 + 7$



$11 - 2$



$8 - 3$



$6 + 7$



$9 - 7$



$12 + 6$



$8 - 7$



$7 + 5$



$9 - 2$



$9 - 6$



$13 - 7$

$\frac{9}{5} \quad \frac{5}{13}$

$\frac{1}{2} \quad \frac{18}{12} \quad \frac{5}{5}$

$\frac{5}{10}$

$\frac{6}{18}$

$\frac{12}{12}$

$\frac{1}{10} \quad \frac{10}{10} \quad \frac{16}{16}$

$\frac{7}{2} \quad \frac{9}{18} \quad \frac{3}{16}$

Good Friends Math Problem

Answer Key

GOOD FRIENDS

Complete the sentences in each puzzle piece and color each piece a different color. Paste to stiff paper and cut out the pieces to make your puzzle.



$$6 + 4$$



$$9 + 7$$



$$11 - 2$$



$$8 - 3$$



$$6 + 7$$



$$9 - 7$$



$$12 + 6$$



$$8 - 7$$



$$7 + 5$$



$$9 - 2$$



$$9 - 6$$



$$13 - 7$$

$$\frac{9}{5} \quad \frac{5}{13}$$

$$\frac{1}{2} \quad \frac{18}{12} \quad \frac{5}{5}$$

$$\frac{5}{10}$$

$$\frac{6}{18}$$

$$\frac{12}{12}$$

$$\frac{1}{10} \quad \frac{10}{10} \quad \frac{16}{16}$$

$$\frac{7}{2} \quad \frac{9}{18} \quad \frac{3}{16}$$

Open-Ended Sentences


1. A good friend is
2. A good way to keep friends is...
3. Friends are people you can...
4. Pets can be good friends because...
5. I like my friends because...
6. People in my family are good friends because...
7. My best friend likes to...
8. It is good to have many friends because...
9. My favorite thing to do with my mom/dad is...
10. When I am with my friends I feel...
11. Making new friends is...
12. Sometimes I get angry at my friend because...
13. Friendship means...
14. I like it when my friend...
15. My friend and I like to...
16. I am a good friend because...

Rules and Laws

More Practice With We STOP'D



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

Materials

- Special guest: law enforcement officer (Officer Friendly), prevention specialist, health educator or government worker
- The 3 Cs (see page 118)

Music

- Additional Resource: CD: *Take A Stand*, Songs: "Take a Stand" and "Buckle Up"

Vocabulary

rule law consequences

Lesson at a Glance

Teacher note:

- Invite a law enforcement officer, prevention specialist, government worker or health educator to discuss laws and the consequences of breaking them.

Introduction

1. The Importance of Rules.

Strategy

2. Rules, Laws and Consequences
3. Paper Chain

Conclusion

4. Review of Rules and Consequences

Core Curriculum Objectives and Standards

Objectives

- Students will recognize why rules are important in the home, school, and community. They will identify individuals who follow rules.

Standards

- 7020-0202** Show how acceptance of individual responsibility increases fairness and freedom in families, schools, and communities.
- 7020-0203** Explain how positive role models can help a person choose healthy behaviors.

Introduction

Discussion

Strategies

Discussion

Tie in the 3 Cs

I care about me.
I care about others.
I care about my community.

1. The Importance of Rules.

- Why are family and community rules necessary?
- How do rules help us cooperate.
- Name some rules and laws you know about.
- Which of those rules apply to our classroom?
- Which of those rules apply to your family?

- What are our classroom rules?

2. Rules, Laws and Consequences

Option A: Without Guest Speaker

- How do following rules at home build self-responsibility?
- What situations arise in the family that cause conflict?
- Mom needs to go shopping, but you want to go to the park.
- Your championship softball game is on the same day as the trip to Grandma's house.
- What are consequences?
- that which follows something it depends on
- that which is produced by a cause
- a result of actions
- What are some rules we use in our lives or classroom?
- What are some laws that are in our community?
- seat belt use
- prohibiting child abuse
- restricting child labor
- regulating tobacco and drug use
- What is the difference between a rule and a law?
- A rule is something that governs a game, conduct or other arrangements that are agreed on by people.
- A law is usually established by the community or the government.
- How do rules and laws provide order in our lives?
- get along together
- avoid confusion and chaos
- help get something accomplished.
- What rewards do we get when we keep laws and rules?
- keep playing the game
- be healthy
- keep order in society
- Show the 3Cs poster
- How can we make the 3Cs part of our classroom rules?
- 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 choices to live healthy and not use alcohol, tobacco or other drugs.
- 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.
- 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.



Option B: With Guest Speaker

- Ask the guest to discuss laws regarding drug use and some consequences of breaking these laws.
- Discuss laws concerning students.
- Laws requiring seat belt use, prohibiting child abuse, restricting child labor, and regulating tobacco and drug use.
- Talk about how laws are made by government.

Answer the following questions:

- Why were each of these laws established?
- Who do they protect?
- What happens if someone breaks a law?
- What are the purpose of laws?

Object Activity

3. Paper Chain

- Give each student a strip of construction paper to form a link.
- Students write his or her name on the link and a rule he or she followed.
- Make a classroom chain by linking the strips together.
- Sneak in one blank link.
- Tear the blank link and talk about how unity in a classroom is broken when someone breaks a school rule.
- Hang the chain in the classroom.
- Emphasize that we're linked and that we work together with classroom rules.

Conclusion

Discussion

4. Review of Rules and Consequences

- What do each of the following words mean?
rule
law
consequence
- How do rules, laws and consequences help us cooperate at school and at home?
- Let's play the a "What If" game.
- What would happen if there were –
no rules about throwing snowballs?
no starting and ending time for school?
no rules about where to put your bike at school?
no rules at home about when to eat, go to bed, or get up in the morning?



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.



Music Lyrics

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

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)

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)

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