




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.

Teacher Notes

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.

Introduction

Define

Hand Action

Ask

Smartboard

Define

Hand Action

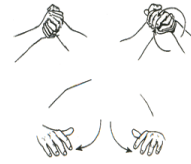
1. Explore Peace and Conflict

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

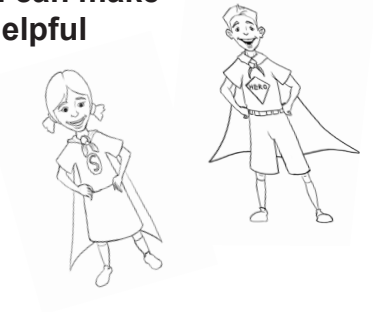
Dear Family,

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



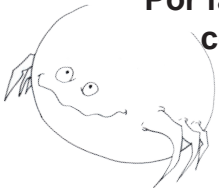


Conexión en el Hogar

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

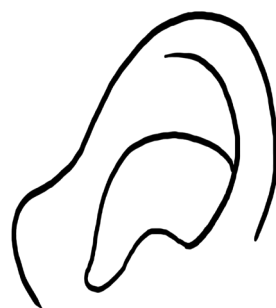
How in the heck can I wash my neck
C
When it ain't gonna rain no more?

(Chorus)

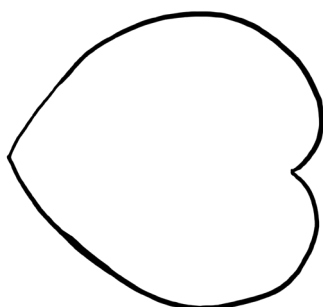
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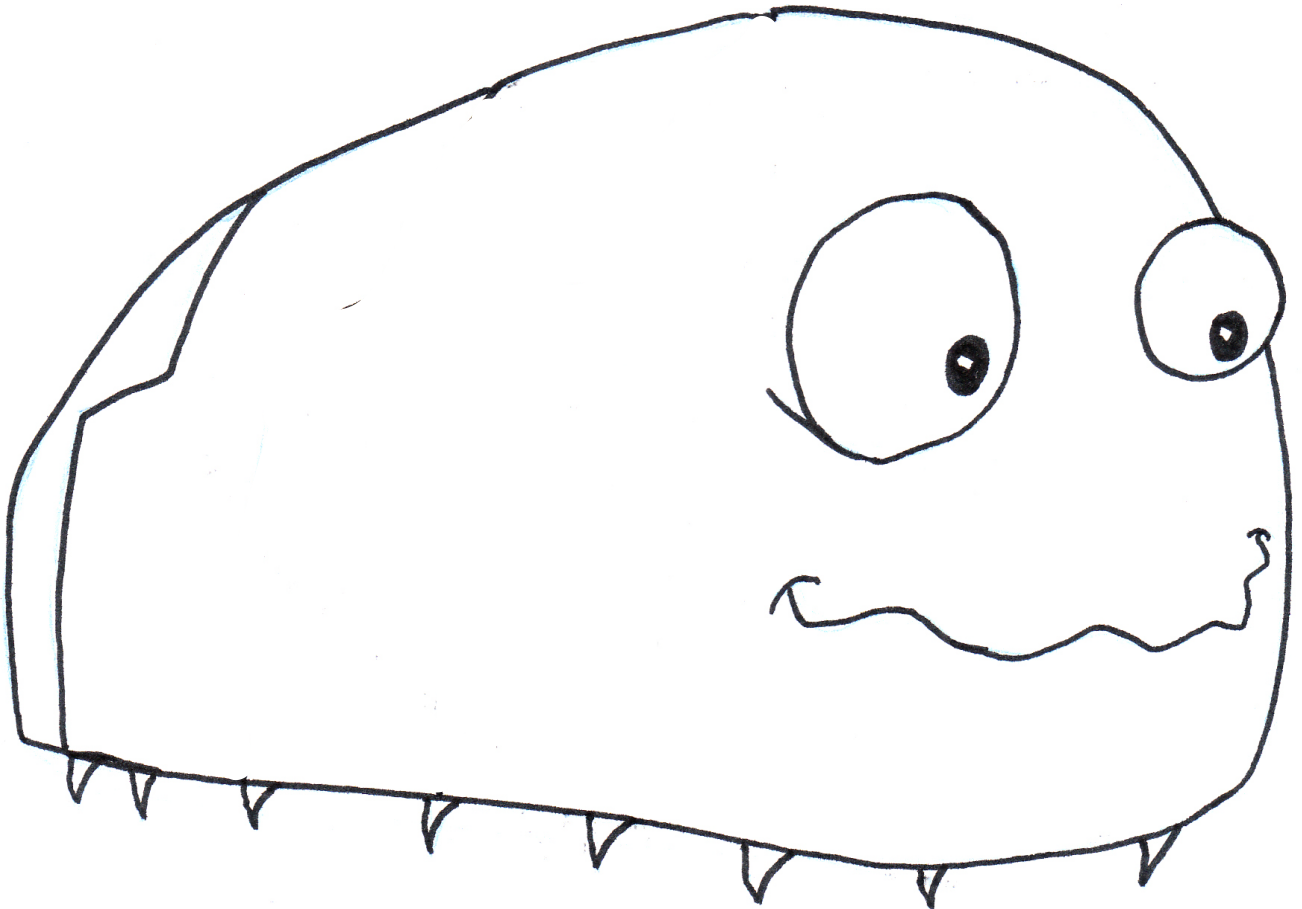
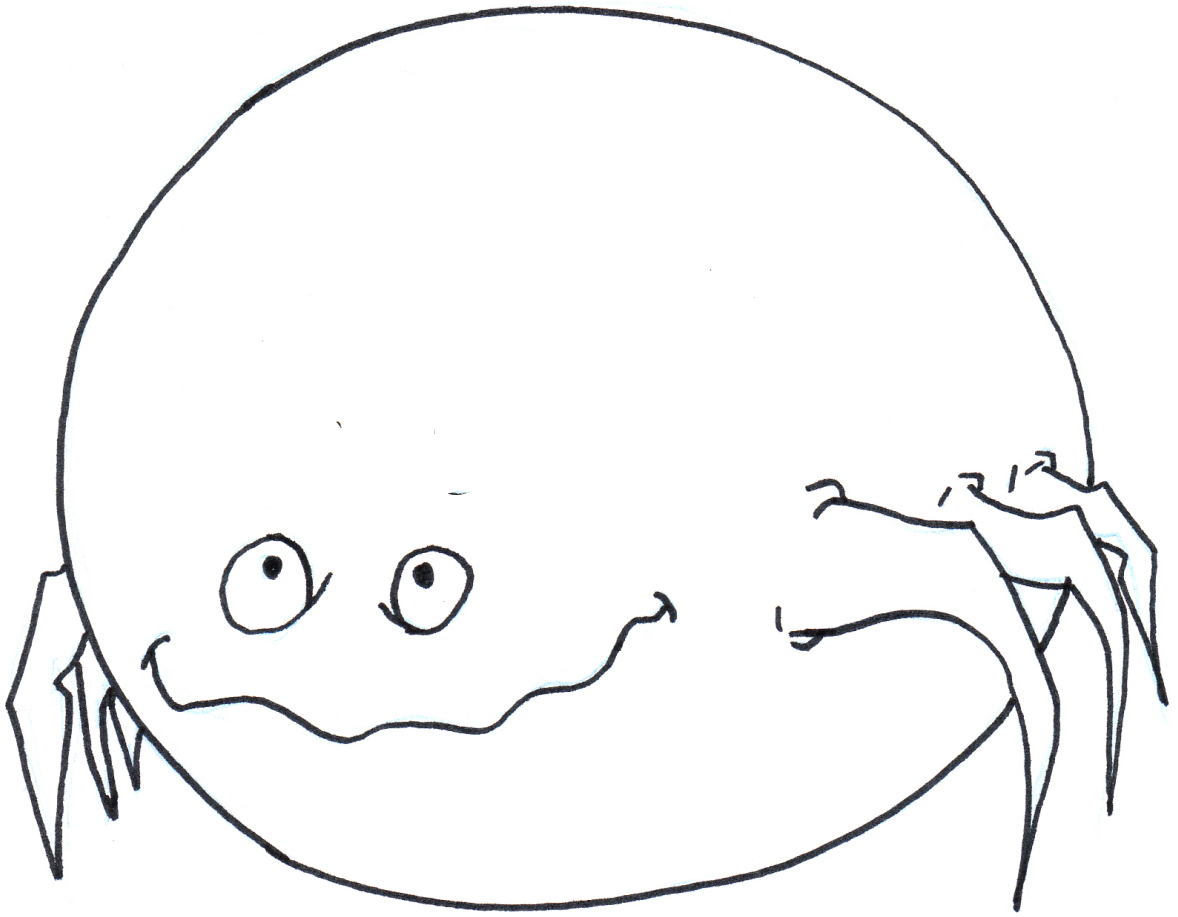


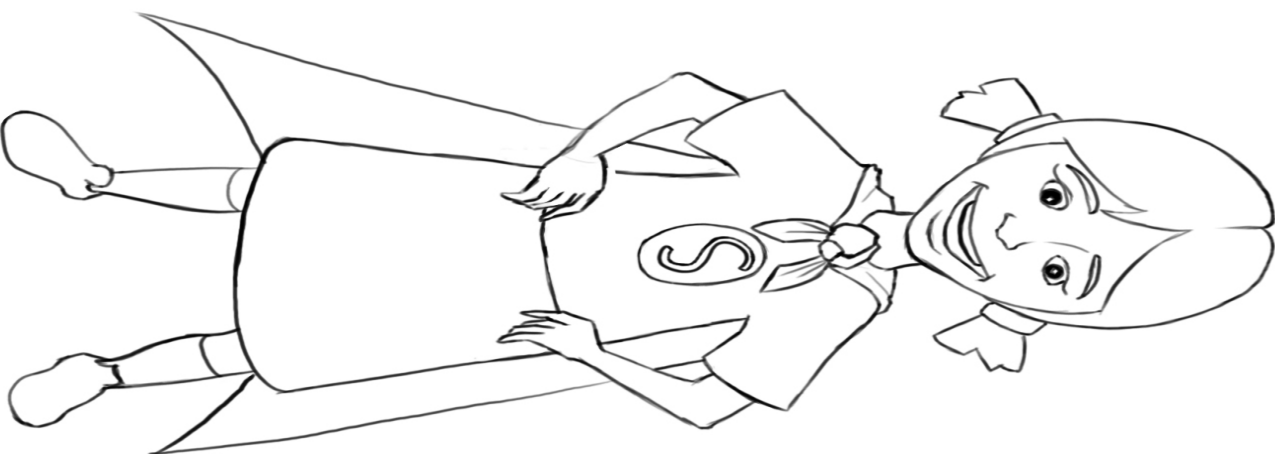
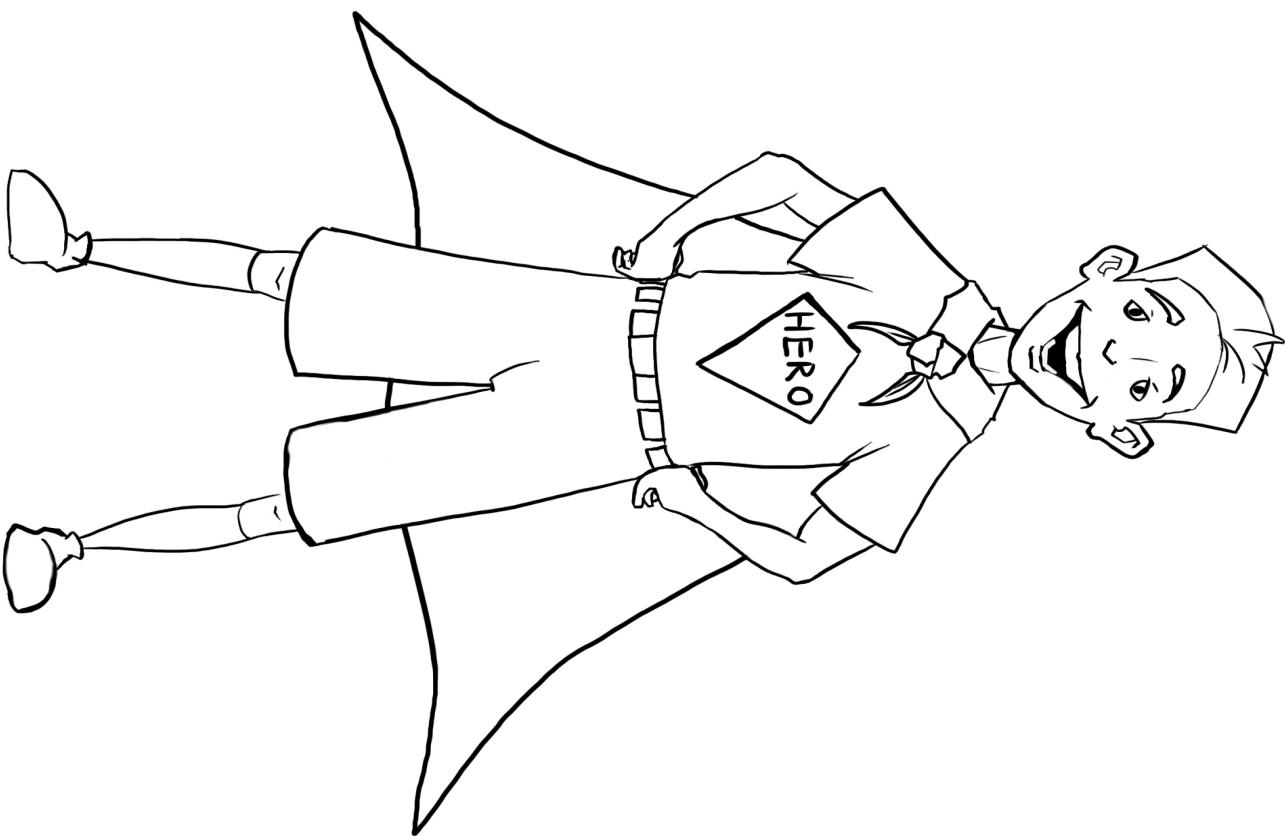
Sounds Like...



Feels Like...

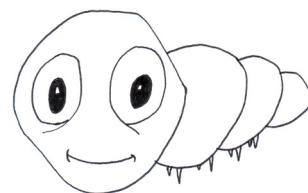
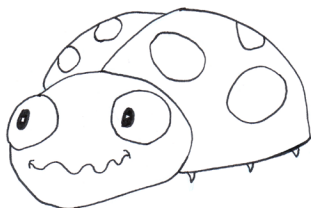
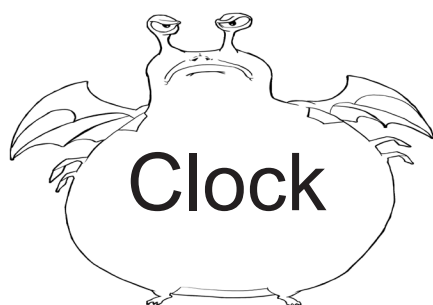
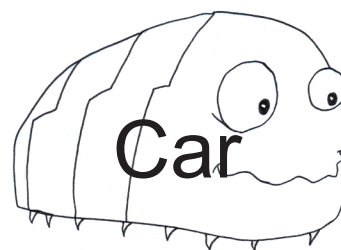
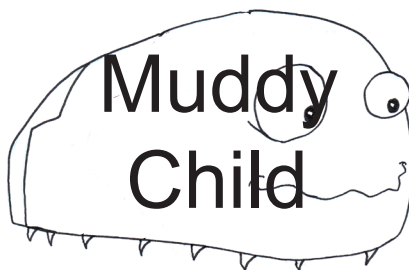
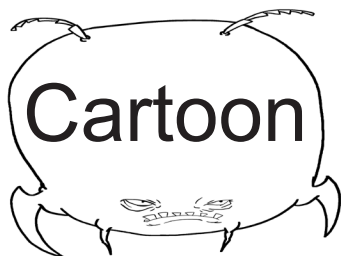
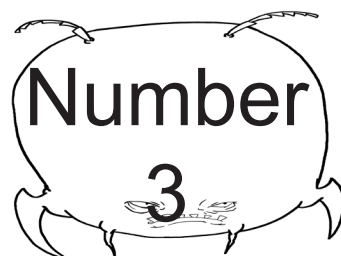
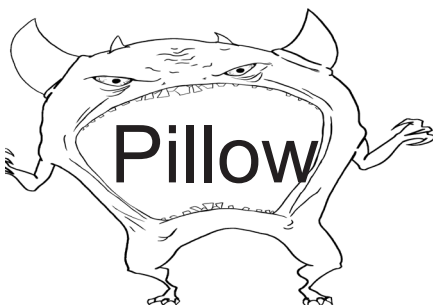
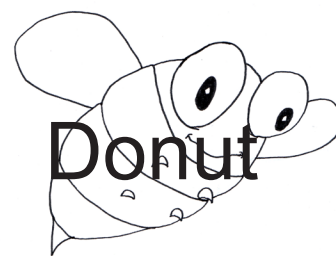






Alexander's Bugs

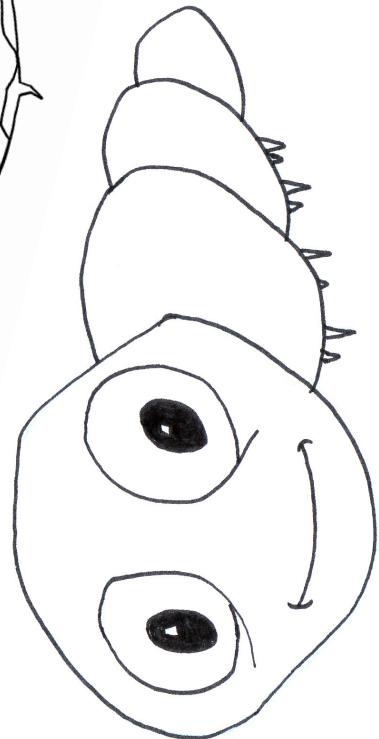
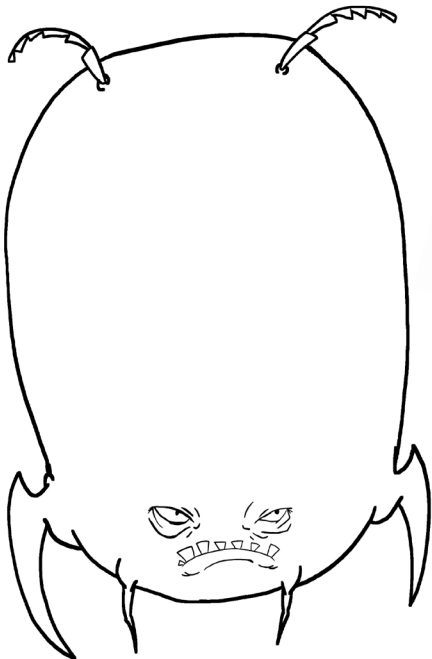
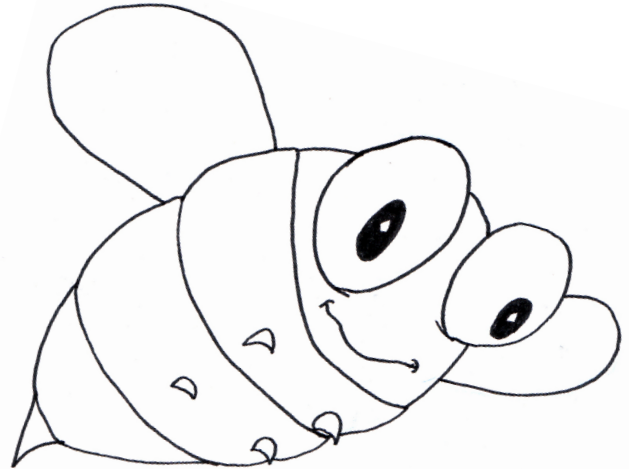
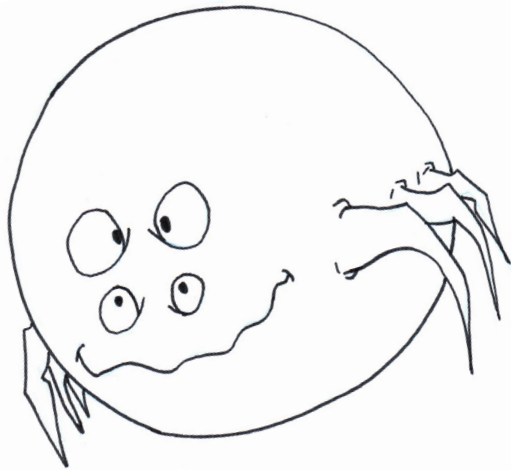
- 1) Gum – Alexander woke up with gum in his hair. He tripped on his skateboard and dropped his sweater in the sink.**
- 2) No Toy – Alexander's brothers found toys in their cereal box. Alexander only found cereal.**
- 3) Car – On the drive to school, Alexander got scrunched and smushed and felt carsick. 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.

