

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
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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

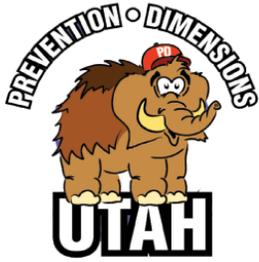
6. Thumbs-Up

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,

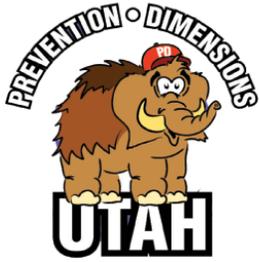
Today I learned that I have a right to be in a place where I feel safe. Feeling safe means that I know my feelings and my body are safe. When I help others feel safe I am building them up or giving them a put-up.

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 _____



