



Bugs

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

Preparation

Copies

- Home Connection (see page 14)
- Bug Cards (see page 17)
- Emotion-Cards (see page 18)

Materials

- tape
- marker
- empty ice cream bucket with lid or similar closed container

Vocabulary

- | | |
|----------|----------|
| peace | mediator |
| conflict | |

Lesson at a Glance

Introduction

1. Explore Peace and Conflict

Strategy

2. What Are Your Bugs?

Conclusion

3. Bug Catching

Home Connection

4. I Can Help Others With Their Bugs

Core Curriculum Objectives and Standards

Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Recognize the health implications of alcohol and tobacco/nicotine use.
- Determine how building relationships with helpful people can be beneficial.
- Model behaviors that foster healthy interpersonal relationships.
- Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.

Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: Understand and respect self and others related to human development and relationships.
- Standard 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

Introduction

Define

1. Explore Peace and Conflict

- Introduce the word “peace.”
- Feelings of peace happen most when people are safe and comfortable with themselves and others.

Hand Action

Use a hand signal to illustrate peace, such as holding your hands and moving them together in a united way.

Ask

- What does peace feel like?
- What does peace look like?
- What does peace sound like?
- How do you become peaceful?
- Where do you feel peaceful?

Smartboard

Put responses on a Looks Like/Sounds Like/Feels Like double T-chart. Listen with your eyes, ears, and heart (see page 16).

Define

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

Hand Action

- Conflict is an unpleasant or uncomfortable emotion.
Use a hand signal to illustrate conflict such as making “horns” with the thumb and pinky of each hand and baning the hands together..
- 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.

Strategy

2. What Are Your Bugs?

Prepare

- Cut out several of the Bug Cards and write one sample conflict idea on each bug.
- The ideas represent conflicts students could solve as a class, with another student, with a teacher, with a parent or with themselves.
- Use “I” messages to write any student examples and substitute for the ones below, as long as each dynamic is covered.

Examples

- (Class) I feel scared when I go out to recess because I am sad when others call me names.
- (Class) I feel scared when I go to lunch because I feel ignored.
- (Class) I feel disappointed when I take the soccer ball out for recess and other kids take over my game.
- (Student to student) I feel frustrated when I stand in line like I am supposed to, and someone else butts ahead.
- (Parent) I feel annoyed when my mom makes me take a sandwich for lunch when I wanted a bagel.
- (Teacher) I feel dumb when I am doing math and I don’t understand as well as other kids.
- (Me) I don’t like to wear my yellow shirt. I’d rather wear my blue one.



Volunteer Example

- Tape about six of the Bug Cards onto a student as you create and tell a story.
- Place the bug cards on the student as you tell the story.

Jenny woke up this morning and put on her yellow shirt instead of her favorite blue shirt. She doesn't feel as nice in her yellow shirt.
Stick the first labeled bug to Jenny.

Then, when she left for school, she looked inside her lunch and saw that her mother had given her a peanut butter and jelly sandwich instead of a bagel and cream cheese. She hates sandwiches!
Stick another labeled bug to Jenny.

When Jenny got to school, she stopped to get a drink at the fountain but she got very frustrated when someone in her own class cut in front of her.
Stick another labeled bug to Jenny.

Later, during math, Jenny felt dumb because everyone else around her knew the right answers and Jenny kept getting them wrong.
Stick another labeled bug to Jenny.

Finally, it was time for recess. Jenny had waited all week for her turn with the soccer ball, but she was disappointed because the older kids took over her game.
Stick another labeled bug to Jenny.

Ask

- How are you feeling right now, Jenny?
- What "bugs" you?
- How would you feel if there were so many bugs on you?
- What do you think when there are so many bugs stuck on you?
- How do friends act around you when you have so many bugs?
- How do you treat others when you feel bugged?
- What do some people do that bugs others?
- What are some hurtful bugs?

Some teachers have students whose parents are deployed or have been deployed with the military. If appropriate, mention that some people who fight in wars often come back with lots of "bugs" on them because of the terrible things they have seen. They sometimes don't deal with the bugs and try to ignore them. Some people have "bugs" and don't get them off. They live with them and don't get rid of them. Some people might react to their bugs by not sleeping or being angry or turning to drugs or alcohol to escape.

Discussion

- Previously, we agreed we all have a right to care about ourselves. Caring about ourselves and others helps us get rid of 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 what bugs us. We also have a responsibility to be kind and not to do harmful things to ourselves and others when we feel bugged. That makes our class safe.
- What are some rules we can make to keep our rights safe and help us remember our responsibilities?



Tie in the 3 Cs

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

A mediator is a person who is helpful in solving a problem.

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

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

Write on Board

Myself Class Family Teacher Friend

Sort

- Take the bugs off the volunteer one by one and ask the class which helpful person can help the child to take care of each bug.
- Stick the bugs under the appropriate heading as they are removed from the child.

Conversation

Who is always responsible for trying to solve the bug first?

ME!

Who can you go to next?

A friend

Finally, if you and your friend can't solve your problem, where can you go to get help?

Teacher, parent

If a problem is private and serious, then going straight to an adult is the best thing to do. If it is a regular problem, like not sharing the playground equipment, then you are expected to try to work it out on your own.

That means that if I hear someone tattling to me, what am I going to say?

Have you tried to work it out yourself first? Have you asked a friend to help? What did you decide? Why didn't it work? What could you do differently?

Am I going to solve your problem for you?

Not usually; I am going to help you solve your problem. If mediation with you fails, then the principal will work out the issue.

Conclusion**Prepare****3. 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.

Talking Points

- When we feel a bug at school, we can usually solve the bug quickly on our own.
- 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.



Discussion

- If it is a bug that the class should solve together, please put it in the Bug Catcher to talk about during class meetings.
- We can advocate for change
- Choose a bug in the Bug Catcher and solve the problem as a class.

Home Connection

Prepare

4. 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 him or her to share the information with his or her family. Please have students check either the "Enjoy at home" or "Please return by" box.

Other Ideas

Conversation

Emotion-Cards

- Sometimes we mislabel the bugs on us as "anger."
- Anger is often a secondary or reactive emotion caused by our inability to express the primary emotion we are feeling.
- Anger might even be caused by guilt (i.e., when hurting someone) or depression (a possible medical condition).

Emotion-Cards

- Students can use the "Emotion-Cards" to identify various emotions. Use them in various ways. Some ideas are listed below.
- Draw an Emoti-Card from a face-down stack and tell what emotion the picture represents. Tell how to express it in an appropriate way. Different students may identify the same picture as a different emotion.
- Pick up an Emoti-Card to show how you are feeling today.
- Use the cards to discuss and learn how the emotion feels, how it is expressed, what students can do to learn to use the emotion for growth, how not to turn it into anger, and any other appropriate discussion topic.

Literature

- Have students look for the bugs (conflicts) in the literature they read.
- Offer the option of doing a book report on a book by listing the bugs encountered by the characters and the helpers or mediators used to solve the conflicts in the book.
- Assign this project as a book report or do it together as the class meets in guided reading groups.
- Identify and talk about what bugs the characters of the book the class is reading together.





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 can make smart choices because I

know how to find peace when things “bug” me rather than trying to use drugs and alcohol to escape. I learned about how you are one of the best mediators who can help me when I have a bug that I don’t know how to get rid of. Will you help me catch two different members of our family helping a different person with a bug?



_____ was a mediator when _____.

_____ was a mediator when _____.



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_____ was a mediator when _____.

_____ was a mediator when _____.



Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo (a).



Yo tengo la responsabilidad de tomar desiciones inteligentes cuando cuido de mi mismo (a). Yo puedo tomar desiciones inteligentes porque yo se como encontrar paz cuando algunas cosas me “molestan” en lugar de usar drogas o alcohol para escapar. Yo aprendí acerca de como tu eres uno de los mejores mediadores, quien puede ayudarme cuando hay algo que me molesta y yo no se como deshacerme de ello. ¿Me podrías ayudar a darme cuenta cuando alguno de los miembros de nuestra familia esté ayudando a alguien con algo que le molesta?

_____ fue un mediador cuando _____.

_____ fue un mediador cuando _____.



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_____ fue un mediador cuando _____.

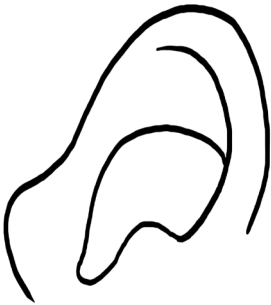
_____ fue un mediador cuando _____.



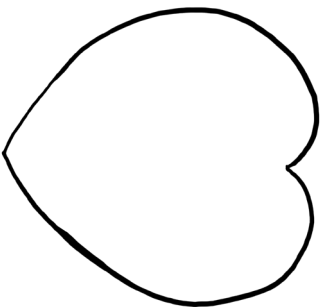
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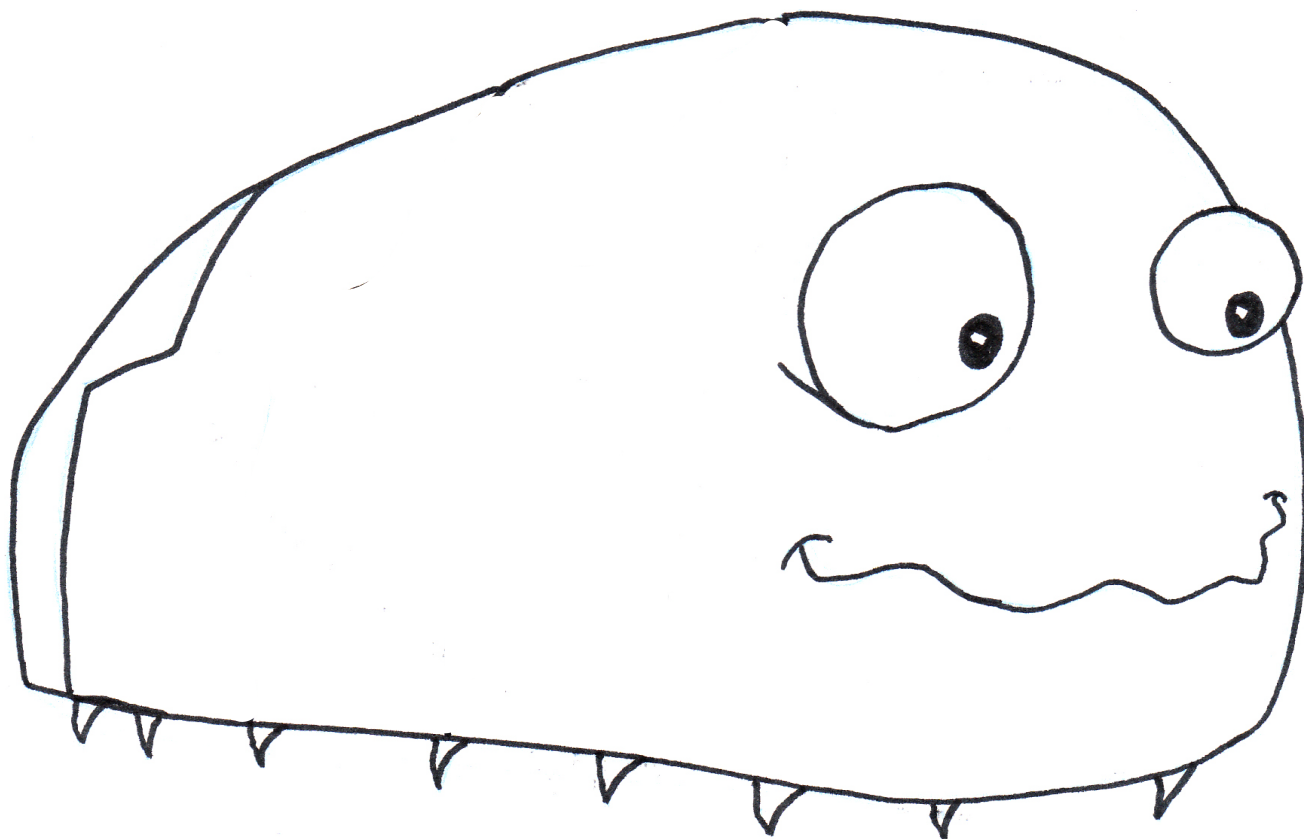


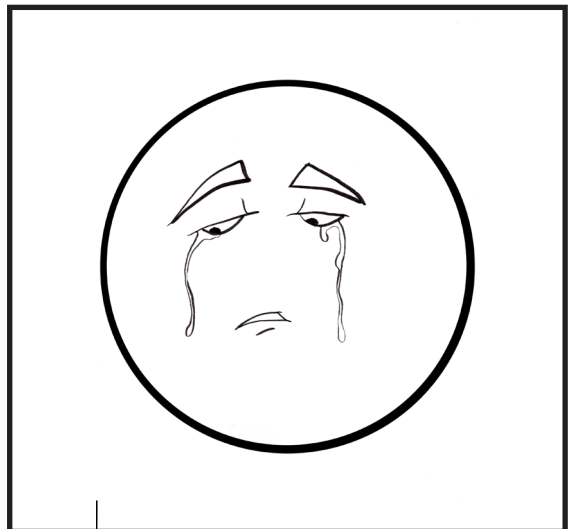
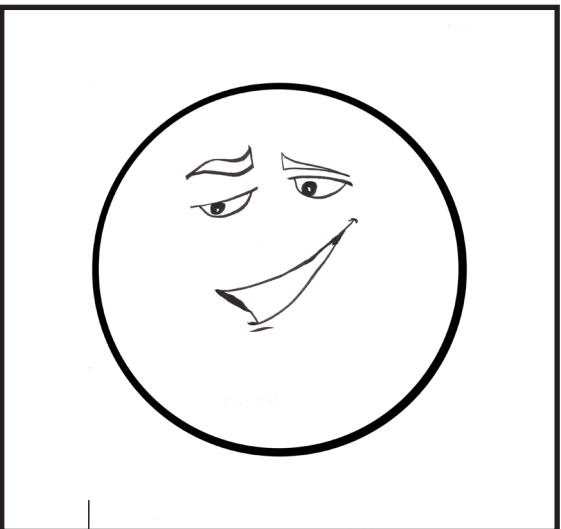
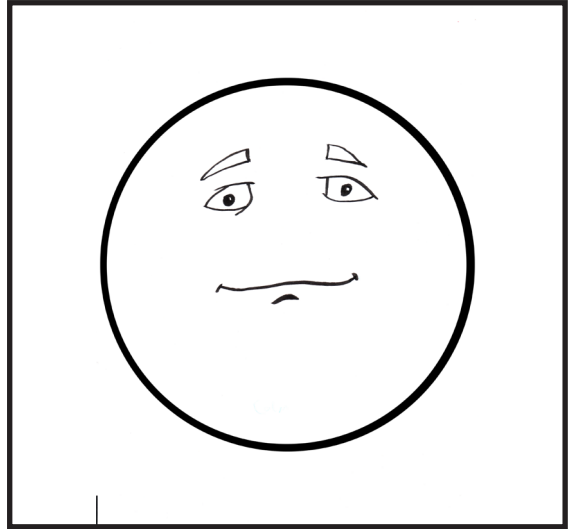
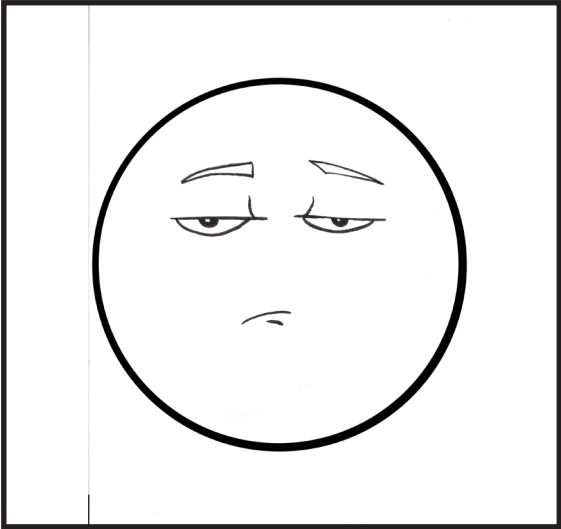
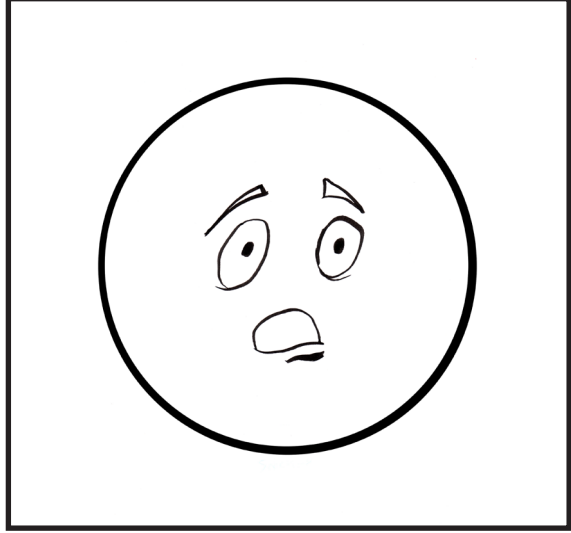
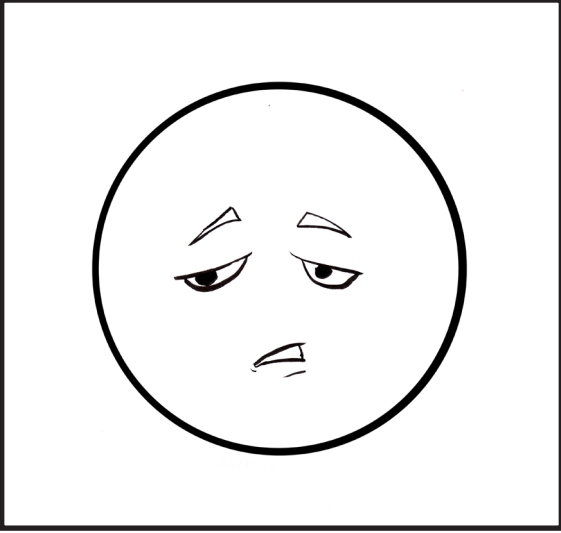
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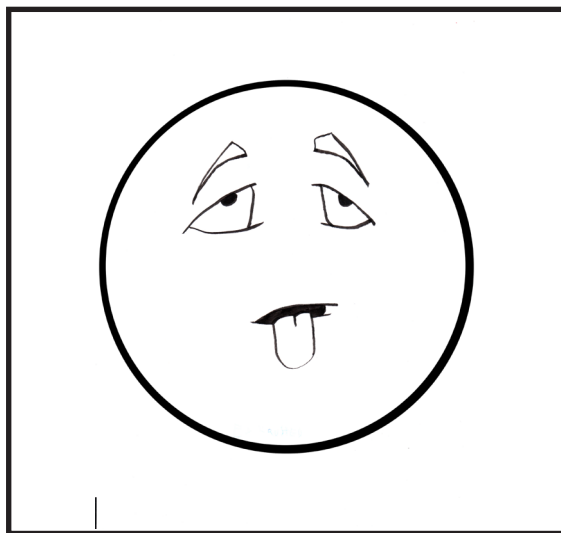
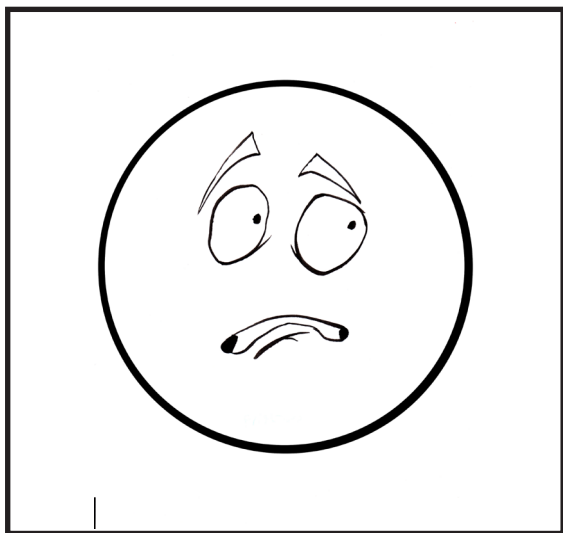
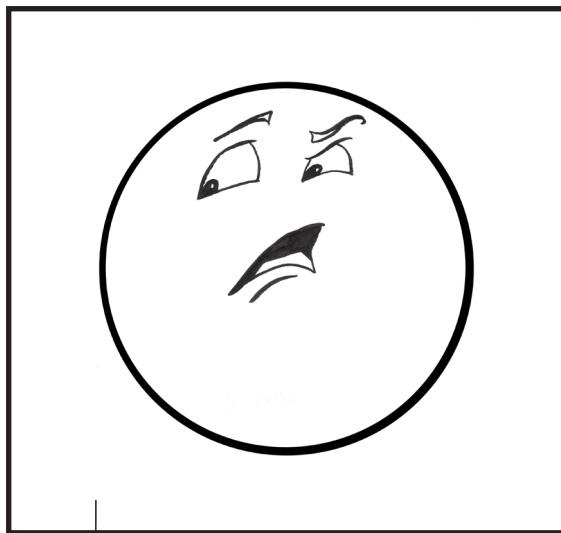
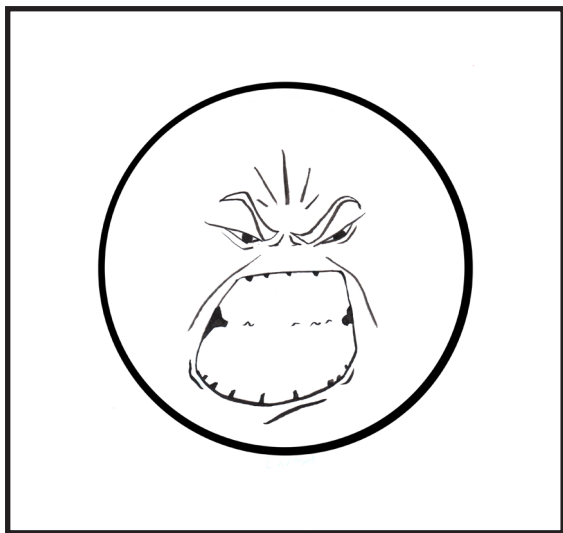
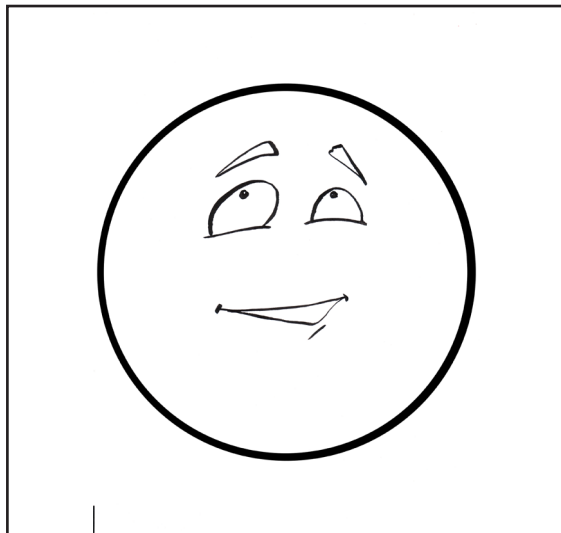
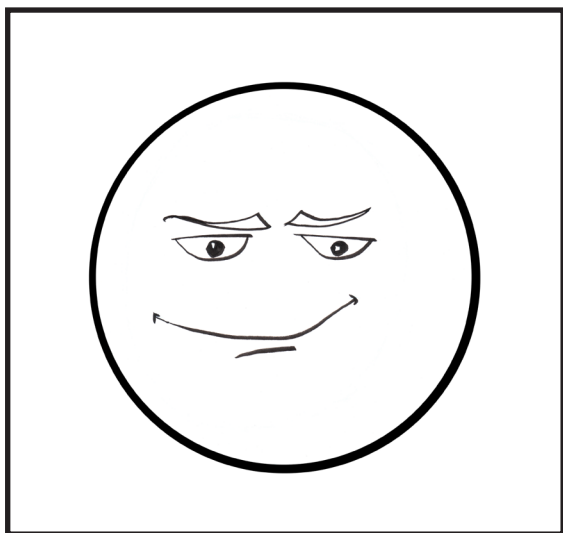


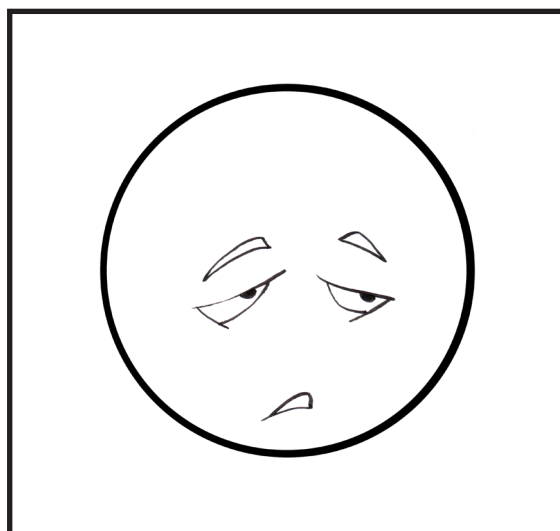
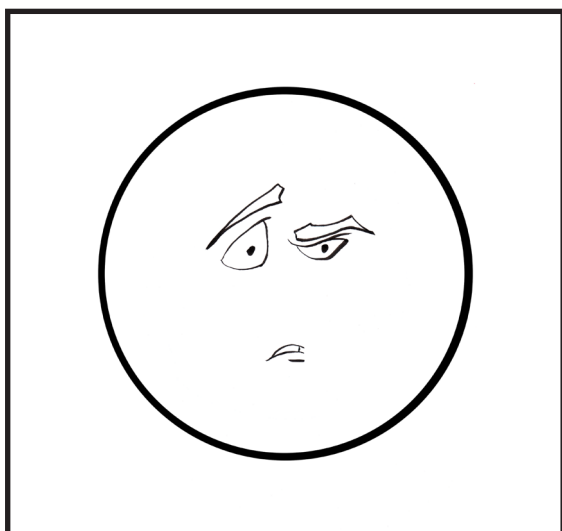
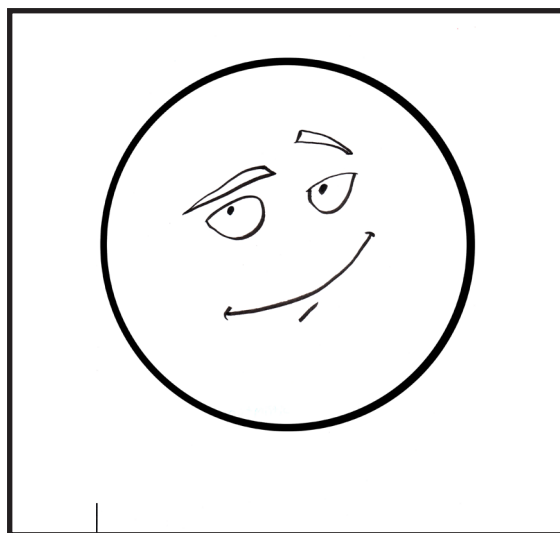
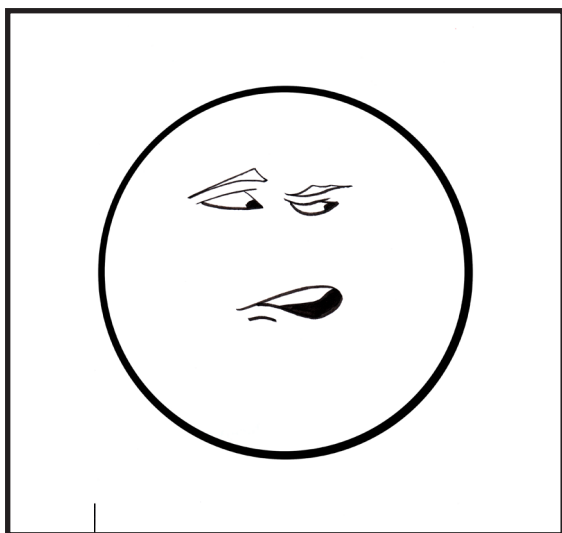
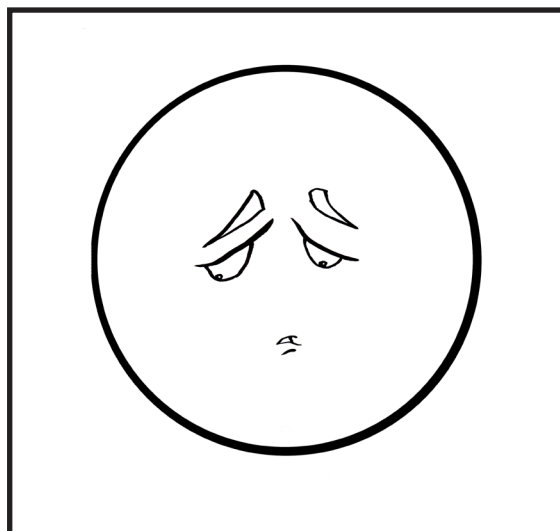
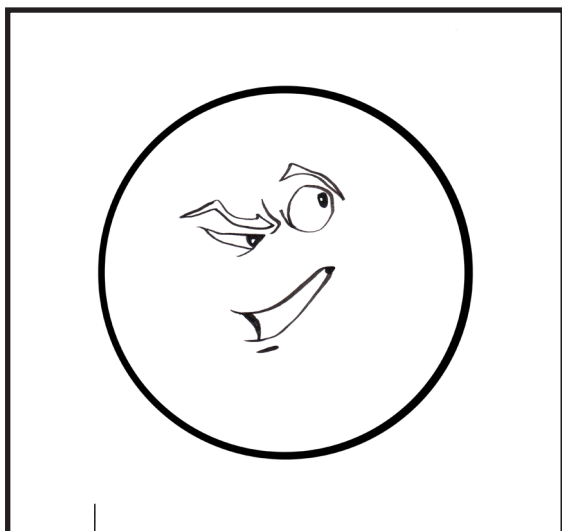
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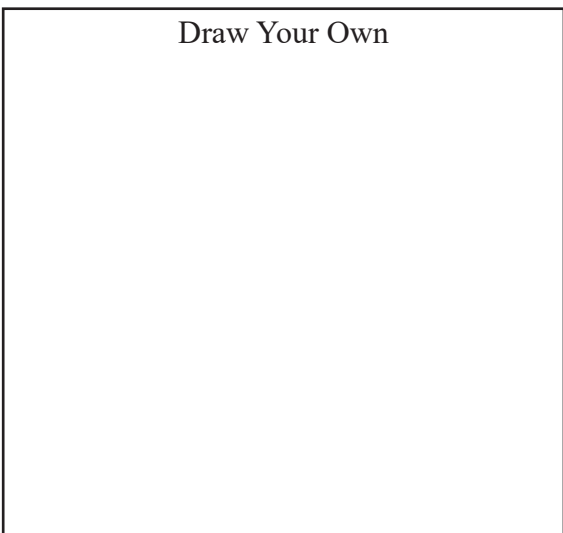
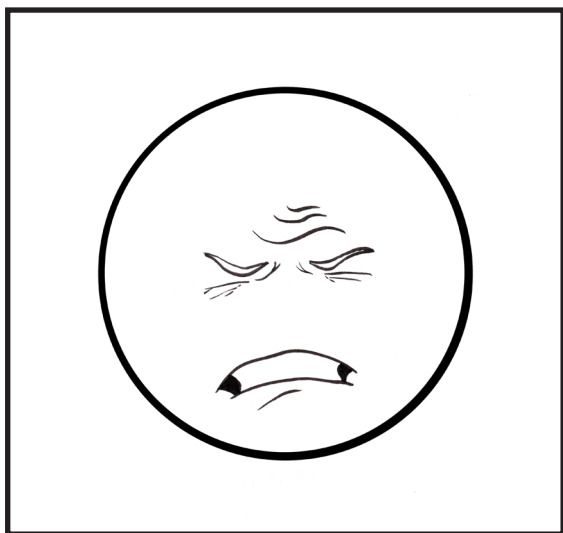




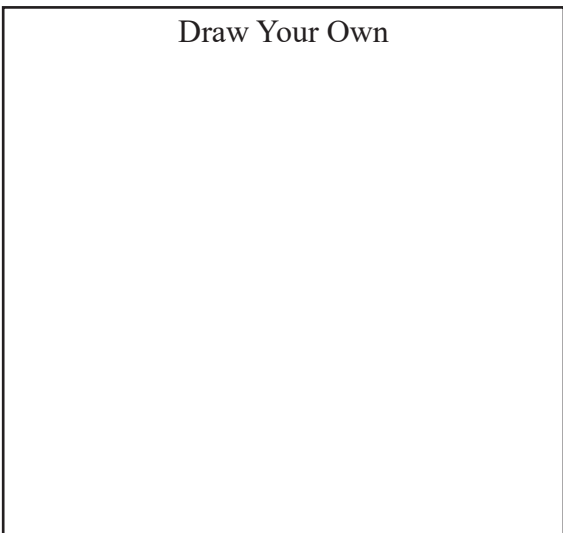
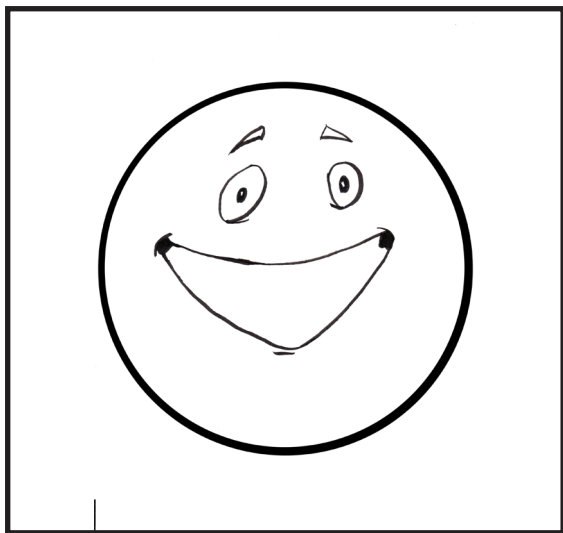




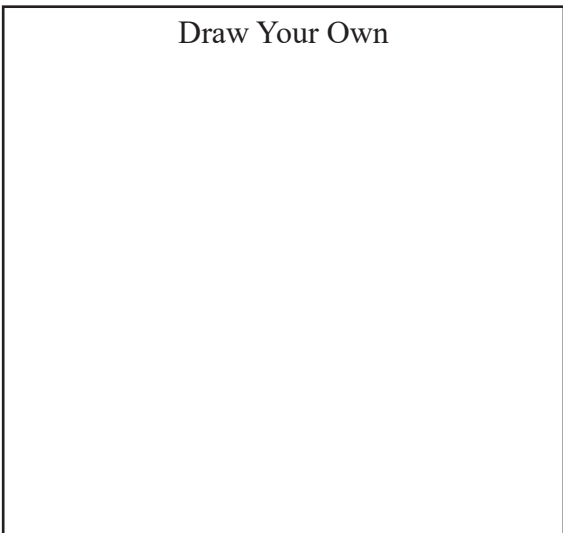
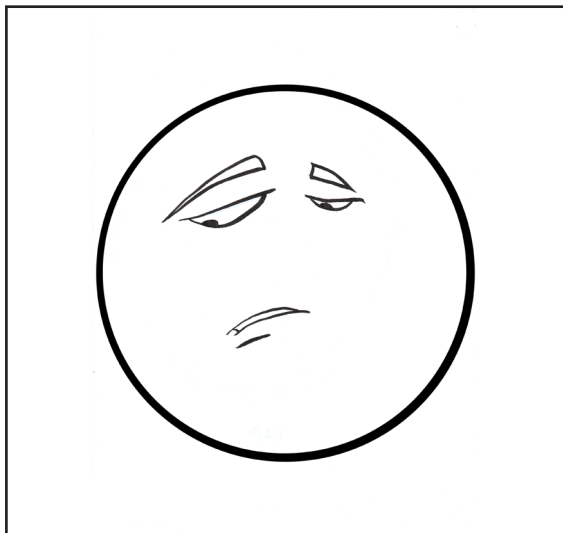




Draw Your Own



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