

Bugs



3 Cs



- I care about myself.
- I care about you.
- I care about 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 26)
- Bug Cards (see page 29)
- Helpful Hero (see page 30 and page 31)
- Vocabulary word strips (see page 32)

Materials

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

Music

- "Chill" from the CD *Something Good* (see page 143)
- "The Right Choice" from the CD *Something Good* (see page 165)

Vocabulary

- | | |
|----------|----------------|
| peace | Chill Drill |
| conflict | Helpful Heroes |

Lesson at a Glance

Introduction

1. Explore Peace and Conflict

Strategies

2. What Are Your 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.
- Recognize the health implications of alcohol and tobacco 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 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Introduction

Define

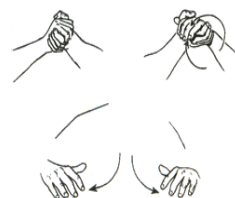
1. Explore Peace and Conflict

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

Hand Action

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, M. L., & Sternberg, M. L. (1998). American Sign Language dictionary. New York: HarperPerennial. p.486.)



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 (see page 28). Listen with your eyes, ears, and heart.

Define

- 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.

Hand Action

Smack 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

2. What are your bugs?

- 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 others butt 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

Tape about six of the bug cards onto the student as you create and tell a story that places the cards into a context.



Example

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 (wrong shirt) to Jenny.

What "I" statement could Jenny use right now?
"I feel unhappy and grumpy when I wear my yellow shirt."

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 (disliked lunch) to Jenny.

What "I" statement could Jenny use right now?
"I feel like my mother doesn't understand me when she gives me sandwiches."

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 (someone cut in front of her) to Jenny.

What "I" statement could Jenny use right now?
"I feel ignored when someone doesn't see me in line ahead of them and butts in."

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 (felt dumb) to Jenny.

What "I" statement could Jenny use right now?
"I feel dumb when I keep getting the wrong answers."

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 (didn't get soccer ball turn) to Jenny.

What "I" statement could Jenny use right now?
"I feel angry when the older kids hog the ball."

"How are you feeling right now, Jenny?"
Let "Jenny" explain how she is feeling. Encourage her to use "I" messages and coach her if necessary.

Ask

- 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 things do some people do that bug 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.

Tie in the 3 Cs

I care about myself.
I care about you.
I care about community.

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

Ask

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 children name them.
- Coach the children to include all five types of helpful people who can listen and help solve bugs.
- Emphasize including themselves, because often we can take care of a bug ourselves.

Write on Board

Myself Class Parent Teacher Friend

Sort or “Debug”

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

Talking Points

- Helpful Heroes help people take care of their bugs.
- Show a picture of a Helpful Hero on page 30 or page 31.
- Some teachers have the students create their own Helpful Hero pictures using paper and pencil or even a computer program like Kid Pix (see <http://www.broderbund.com/>). You might even have an art contest to create class Helpful Hero pictures.
- Helpful Heroes use the problem-solving skills to squash bugs in their own lives and in the lives of others.
- This year in third grade we will be learning how to be a Helpful Hero using many different problem-solving skills.

Label

Label the headings: Helpful Heroes.

Conclusion

4. Bug Catching

Prepare

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.



Mini-Lesson

- When we feel a bug at school we can decide to ask a Helpful Hero for help – either 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.
- How can you recognize others' bugs?
- How can you act appropriately when others have bugs?

Ask

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

Home Connection

Prepare

5. I Can Help Others With Their Bugs

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.





Home Connection

Dear Family,

Today I learned that I have a right to care about myself. We talked about ways to respond to bugs that don't involve drugs or alcohol.

I can make smart choices and not use drugs or alcohol because I know how to find peace when things bug me. I learned about how you are one of the best people who can help me when I have a bug that I don't know how to get rid of.

When you catch me helping someone else get rid of a bug, please remind me to write it down.

I helped someone when he or she was bugged because I...

My helpful heroes are _____, _____, _____.

I am a helpful hero for _____, _____, _____.



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I am a helpful hero for _____, _____, _____.



Conexión en el Hogar

Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo.
Nosotros hoy hablamos acerca de diferentes formas en las que podemos responder a cosas que nos molestan las cuales no están relacionadas con alcohol y drogas.

Yo puedo tomar decisiones inteligentes y no usar drogas y alcohol porque yo puedo encontrar paz y se que hacer, cuando hay cosas a mi alrededor que me molestan. Yo aprendí que tu eres una de las mejores personas que pueden ayudarme cuando hay algo que me molesta a mi alrededor, y que no sepa que hacer para librarme de ellas.

Cuando me veas ayudando a alguien que no sepa que hacer para librarse de algo que le molesta, por favor recuérdame para escribirlo en un papel.
Yo ayude a alguien cuando él o ella estaba siendo molestado (a) por algo que le rodeaba porque yo...

Los héroes que siempre me ayudan son _____, _____, _____.

Yo soy un héroe para _____, _____, _____.



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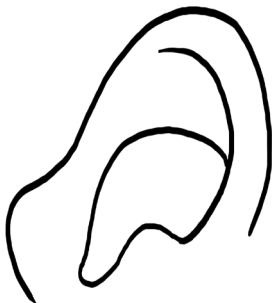
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Yo soy un héroe para _____, _____, _____.

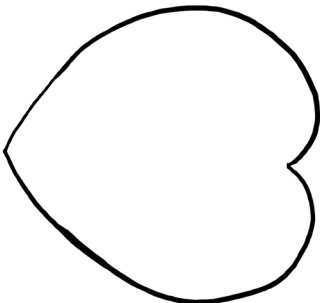
Looks Like...



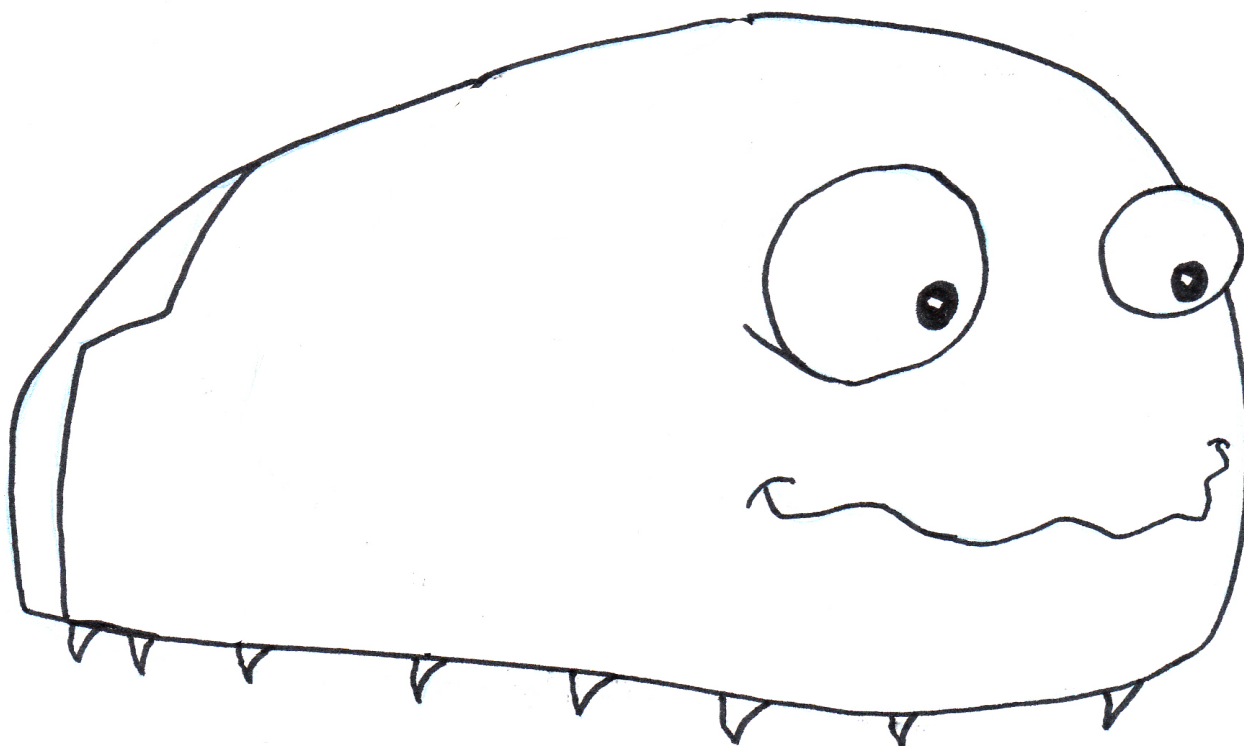
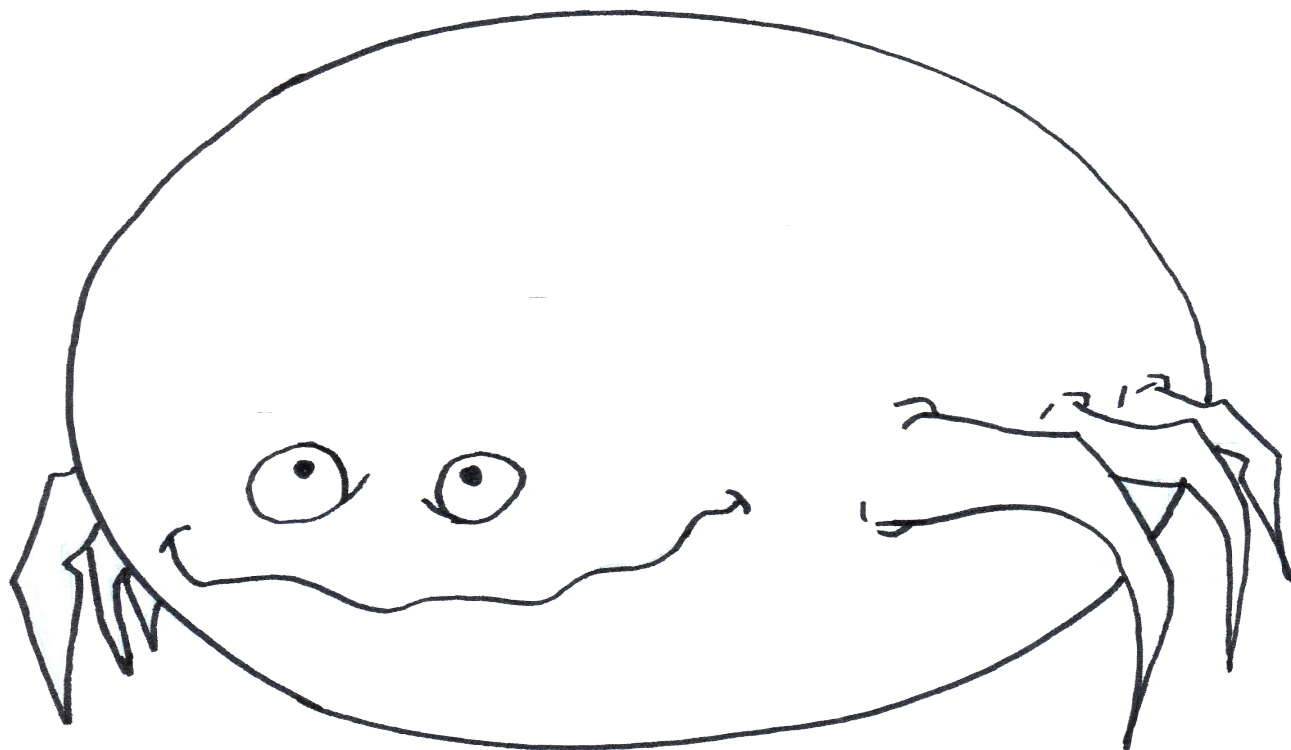
Sounds Like...



Feels Like...



Bug Cards
On these bugs, write conflicts or things that bug us.







Helpful Heroes

Conflict

Peace

Chill Drill