

# Builders and Breakers



## Teacher Notes

### 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 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.

### Preparation

#### Copies

- Caring Powers desk strip (see page 45)
- Home Connection (see page 47)

#### Materials

- Caring Powers cards for game (see page 37) Some teachers have students make personal cards.
- Caring Powers cards for classroom display (see starting on page page 38 conflict scenarios (see page 46)
- vocabulary word strips (see page 50)
- backpack conflict strips (see page 51)

#### Music

- "Be a Builder," from the CD *Be a Builder* (see page 140)
- "I Like Being Me" from the CD *Something Good* (see page 151)
- "I'll Be Nice" from the CD *Something Good* (see page 152)
- "Sticks and Stones" from the CD *Be a Builder* (see page 160)

### Vocabulary

compassion	self-esteem	caring powers
put-up	breaker	
put-down	builder	

### Lesson at a Glance

#### Introduction

1. Students Identify With Building Others

#### Strategy

2. Builders/Breakers and the Conflict Escalator

#### Conclusion

3. Story Illustrating the Conflict Escalator

#### Home Connection

4. Practicing Put-Ups



### 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

### Tie in the 3 Cs

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

### Talking Points

## Strategy

### Ask

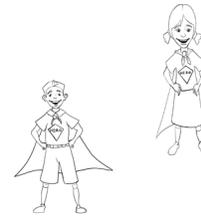
## 1. Students Identify With Building Others

Focus the students together by playing the song “Be a Builder.”

- 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.
- We will be exploring how to be builders by using mediation skills to treat one another with caring and compassion.
- Throughout the year we’ll be thinking about ways we 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.

## 2. Builders/Breakers and the Conflict Escalator

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

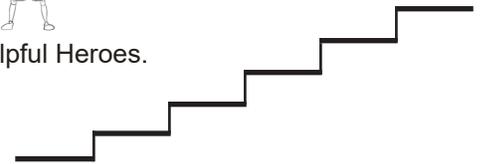


### Ask

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

### Compare

What is an escalator?  
Draw stairs on the board.



When a conflict gets worse, we say it escalates.

Write “just a little upset” at the bottom step and “very angry” at the top step.

### Talking Points

- Conflict gets worse step by step.
- It begins when someone says or does something that makes you a little upset.
- You might say something back (now that you’re upset).
- Your comment makes the other person even more upset.
- Both of you are very angry.
- It can feel like taking a ride on an escalator—once it starts, you’re on your way to the top.
- Understanding better what makes conflict escalate can help you stop the escalator before both of you are very angry.
- In our first lesson we learned about inviting a fight and inviting a friendship.
- Inviting a fight is going \_\_\_\_\_ the conflict escalator.
- Inviting a friendship is going \_\_\_\_\_ the conflict escalator.
- Which direction do builders go?
- Which direction do breakers go?
- What does the conflict escalator have to do with our right to be in an environment where we feel safe?
- What does it have to do with our responsibility not to hurt others?

www.operationrespect.org, Don't Laugh at Me: Teacher's Guide Grades 2-5, (2000) "Coming Down the Conflict Escalator with 'I' Messages," pp. 55-57.



## Tie in the 3 Cs

- I Care about myself.
- I Care about you.
- I Care about community.

## Conclusion

### Prepare

### Story Time

- 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.

## 3. Story Illustrating the Conflict Escalator

Draw escalator stairs with four steps on the board.  
Copy the Conflict Scenarios Sheet (see page 46).

- While Danielle was getting her snack out of the coat closet, her backpack accidentally fell and clunked Giorgio on the head. "Ow!" said Giorgio, rubbing his head. "You should be careful, stupid."
- Danielle felt bad about hitting Giorgio, but she didn't like being called stupid. It was an accident! "Don't be such a baby. You shouldn't get in the way," said Danielle.
- Giorgio felt himself getting really angry. As Danielle bent over to pick up her backpack, Giorgio kicked it into the classroom.
- Mr. Avazian, their teacher, came back to the coat closet. "What's all this shouting about?" he asked. Danielle and Giorgio pointed at each other. "He/she started it!" they both said.

Pass out four of the conflict strips to four different students.

- Read the story one more time,
- Have the students place the appropriate statements from the backpack conflict strips (see page 51) handout on the board, identifying each step where the conflict escalated.

www.operationrespect.org, Don't Laugh at Me: Teacher's Guide Grades 2-5, (2000) "The Backpack Conflict," p. 52.

- Some teachers use the popular "Zoom Books" by Istvan Banyai to talk about seeing the whole picture.

## Participation

### Place the Strips

## Home Connection

### Prepare

## 4. Practicing Put-ups

- 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.



## Additional Ideas

### 5. Cool Comments Can (Make Your Own)

- In our classroom, we want to contribute to a peaceful solution by emphasizing the good things we are doing. Our tool is a “Cool Comments Can.”
- If you see individuals in our classroom who are contributing to our community, then let’s give them a big hand by filling out a Cool Comment form.

Make your own Cool Comment form or have a contest to see who will design the form the class will use.

Every Friday, we’ll open up the can and read about the cool things that have been happening in our community.

### 6. Slap the Solutions Game

Copy and cut out a set of Caring Powers cards (see page 37) and a conflict scenarios sheet (see page 46) for each group of three students.

## Prepare

## Instructions

- Divide the class into small groups of three and give each group a set of cards and a scenario sheet.
- One person is the reader and the other two are slappers.
- The reader picks and reads a conflict, and then he/she starts dealing the Peace Tool cards.
- When a slapper sees a solution that he/she could justify, he/she slaps the card and then explains why it will help bring the conflict down the escalator.
- The student takes that solution out of the pile and receives one point.
- If he/she can’t justify the solution, then the other student has a chance to earn the point.
- Emphasize that every situation is different, so different strategies can empower us to solve them.

## Wall Posters

Cut out the Caring Powers wall posters and make a bulletin board.

## Desk Strips

Cut out the Caring Powers desk strips and give a strip to each student for reference.

## Curriculum Connections

## Reading

Stevens, J., & Crummel, S. S. (2005). *The Great Fuzz Frenzy*. Orlando: Harcourt.

Munson, D., & King, T. C. (2000). *Enemy Pie*. San Francisco: Chronicle Books.

Banyai, I. (1995). *Zoom*. New York: Viking.

Woodson, J., & Lewis, E. B. (2001). *The Other Side*. New York: Putnam’s.

Leavitt, J. S. (2006). *Faux Paw Meets The First Lady: Keeping Children Safe Online*. Indianapolis, IN: Wiley Publishing.

For other book ideas, see lesson 12, “Conflict Resolutions,” w



## Make a Peace Offering

One person gives a little gift or something that shows he or she wants to solve the conflict.

## Say "I'm Sorry"

"Sorry" can mean different things. One reason to say, "I'm sorry" is when you are wrong. It can also be a way of saying, "I feel bad we're having this conflict."

## Talk It Out

Many conflicts can be solved by just sitting down and talking to each other about the conflict.

## Listen to Each Other

People in the conflict need to be willing to listen to each other. Good listening helps each person understand what the other person is thinking and feeling.

## Work Together

Sometimes a conflict can be solved by agreeing to work together on a project or idea.

## Compromise

If both people give in a little, they compromise.

## Share

If people are having a conflict about who gets to use something, there may be a way to use the object at the same time.

## Take Turns

One way to share is to decide that one person uses something first and then the other person has a turn.

## Put It Off

Sometimes people are too angry to talk it out or to solve the problem. They may need to take a break and work on it later.

## Build Trust

Sometimes one person doesn't believe what the other says. People need to trust each other.

## Solve the Problem

Conflicts are problems. If the people solve the problem, then the conflict will be solved.

## Skip It

Some conflicts aren't worth bothering with; just forget about it.

## Get Help

Sometimes you can't come to a solution by yourselves and you need to ask a grown-up or another child to help you.

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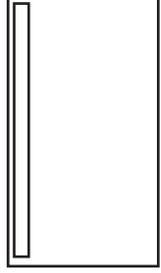
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## Take Turns

One way to share is to decide that one person uses something first and then the other person has a turn.

Make a desk strip by cutting out these strips of caring powers cards and taping them together across the top of a desk. A student can then have a convenient hint about caring powers that can be used to solve problems and other bugs.



## Conflict Scenarios

**You are more comfortable doing your homework assignments while sprawled on your bedroom floor, listening to loud music. Your parents want you to study at your desk with the music turned off. (Compromise, Work Together, Talk It Out, Listen to Each Other, Make a Peace Offering)**

**You observe a classmate cheating on a test. (Get Help)**

**An older kid corners you on the playground and threatens to beat you up if you don't give her/him your lunch money. (Get Help)**

**You and a friend argue over whose turn it is to use the computer next. (Listen to Each Other, Compromise, Talk It Out, Take Turns, Share)**

**You tripped while getting on the bus and fell into your neighbor's school project that was due that day and damaged it. (Say "I'm Sorry," Work Together, Make a Peace Offering)**

**You are playing a game at recess and another student says you're out when you don't think you are. (Talk It Out, Skip It, Solve the Problem)**

**A student walks by your desk and slaps you on your shoulder. (Compromise, Solve the Problem, Talk It Out)**

**You are working as a small group in class and one student is goofing off and not helping your group. (Work Together, Listen to Each Other, Talk It Out, Get Help)**

**Your best friend told you that she didn't like you anymore. (Make a Peace Offering, Talk It Out, Listen to Each Other)**

**You're frustrated playing a game, so you called a friend a mean name. (Say, "I'm Sorry," Talk It Out)**

**Your friend called you a name and kicked you out of the game. Later, he/she came back and apologized and said he/she wouldn't do it again. (Build Trust, Listen to Each Other)**



# Home Connection

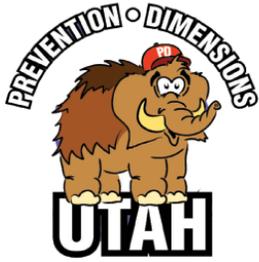
Dear Family,

Today I learned that 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. When I help others feel safe, I am building them up or giving them a *put-up*. This thumbs-up sign tells me what I do is building others up. Each time you hear me give a put-up, please remind me to cross off a thumb.

Thank you!





# Conexión en el Hogar

Querida familia,  
Hoy aprendí que te tengo el derecho de vivir en un ambiente en donde me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad.

Violencia es la intención que tengas de dañar el cuerpo de alguien con palabras, miradas, signos, actos, sentimientos o posesiones. Cuando yo ayudo a otros a sentirse seguros, los estoy animando o los estoy haciendo sentirse bien. Este símbolo de dedos hacia arriba me dice cuando estoy animando a otros. Cada vez que tú me oigas animando a otros, por favor recuérdame que tengo que cruzar uno de esos signos.



**compassion**

**put-up**

**put-down**

**self-esteem**

**Breaker**

**Builder**

**Mr. Avazian, their teacher, came back to the coat closet.**

**“What’s all this shouting about?” he asked. Danielle and Giorgio pointed at each other. “He/she started it!” they both said.**

**While Danielle was getting her snack out of the coat closet, her backpack accidentally fell and clunked Giorgio on the head. “Ow!” said Giorgio, rubbing his head. “You should be careful, stupid.”**

**Giorgio felt himself getting really angry. As Danielle bent over to pick up her backpack, Giorgio kicked it into the classroom.**

**Danielle felt bad about hitting Giorgio, but she didn’t like being called stupid. It was an accident! “Don’t be such a baby. You shouldn’t get in the way,” said Danielle.**

