



LESSON 1

BULLYING STOPS HERE!

Grade Level

K-2

Lesson Title

Bullying Stops Here!

Time

45—60 minutes

Objectives

Students will learn how to:

- Define bullying.
- Identify actions of a bully.
- React when bullying is observed or happens to them.

Life Skills Model

- Conflict Resolution
- Concern for Others
- Social Skills
- Resiliency

Supplies/Materials

- White paper or art paper
- Crayons or markers
- Chalkboard or flip chart paper
- Chalk or markers
- Index cards
- Music (CD, iPod, etc.)

Handouts/Resources

- Thumbs Up and Thumbs Down Signs

Extended Activity

- Digital Storybook PowerPoint Template





LESSON 1: BULLYING STOPS HERE!

Say:

Today we are going to begin a new program called Take A Stand. This program is about bullying and teaching you ways to deal with bullying. Who can tell me what bullying is?

Bullying is when someone does something on purpose to make you feel bad or hurt you. When someone bullies you, it may be hard to get away from them or make them stop.

What is the difference between joking with someone and bullying?

Joking is meant to be fun or make someone laugh and is done with a friend. Friends joke with each other while having fun. Bullying is not funny for the person being picked on. Most of the time it is not a friend who is the bully.

Activity 1: What Does A Bully Look Like?

Do: Provide each participant with a piece of white paper or art paper and crayons or markers for activity 1: What Does A bully Look Like?

Say:

Let's do an activity to see what you think a bully looks like. Everyone should have some paper and crayons. I would like for you to draw a picture of what you think a bully looks like. You should not put any names on your paper to identify the people in your picture. Think about a time you saw someone being bullied and what was going on. Draw what you saw happening.

Do: Allow time for participants to complete their picture.

Say:

Let's take a look at your pictures. I would like for each of you to tell the group about your picture and what actions your bully is doing in your drawing.



Do: *As students describe their pictures, write on the chalkboard or flip chart paper a list of actions or characteristics of a bully that they mention.*

Say:

I have written down some of the actions that you mentioned when you told the group about your picture. Can you think of any other things that a bully might do?

Some examples include:

- *Hitting*
- *Biting*
- *Kicking*
- *Pushing*
- *Saying mean things*
- *Calling names*
- *Spreading rumors*
- *Writing mean notes*
- *Ignoring someone and getting others to do it, too*
- *Threatening others*
- *Taking the property of others*

How does bullying make you feel?

Bullying may make you feel sad, mad, scared, alone, or hurt. Being bullied may make you feel like you don't want to go to school because of how you are treated.

It is important to remember that we should always try to treat other people like we would want them to treat us. No matter how mean or hurtful they are, we are supposed to be nice and not fight back.

Why do you think bullies act the way they do?

Sometimes bullies treat others badly because they like being in control or having power over someone else. Sometimes they may be sad or mad and act out toward other kids because of how they feel. Kids who bully may also be frightened or scared about something and act out toward others.

Do any of these reasons make it okay for a bully to be mean to others?

NO! There is never any reason to be mean to other people!



When you see someone being bullied or you are being bullied, what should you do?

You should go get a teacher or adult if you see bullying happening so that they can stop the bully and help the child being bullied. Asking the person to stop bullying may not work, but it is worth trying. If you are being bullied, you should try to walk away from the bully. Tell a teacher or adult what happened. Standing up to a bully with other friends is also a good thing to do. Bullies will often stop if other kids join together and stand up to them. The main thing to remember is to stay safe and try to help others be safe.

Activity 2: Thumbs Up or Thumbs Down

Do: *Copy the “Thumbs Up” and “Thumbs Down” signs at the end of the lesson. Laminate if available for repeated use. Tape the signs on opposite sides of the room where participants can see them.*

Say:

The next activity is called “Thumbs Up or Thumbs Down.” I am going to read a sentence and I would like for you to vote by standing under the sign you think is the correct answer. If you think the sentence is bullying, go stand under the “Thumbs Down” sign which bullying. If you think the sentence is good behavior, go stand under the “Thumbs Up” sign which represents the action is not bullying. After each sentence, you will go back to your seat and then we’ll do the next one.

Sentences:

- **Evan calls Findlay the name “Four Eyes Findlay” every day because he wears glasses. Is this bullying? Why or why not?** *The correct answer is Thumbs Down — yes, it is bullying. The name calling happens every day to the same person and is not nice.*
- **Susan asked Jill to please stand back from the swings because she is too close and might get hit. Is this bullying? Why or why not?** *The correct answer is Thumbs Up — no, it is not bullying. Susan was looking out for the safety of Jill.*
- **Matt told Logan that he would beat him up if he tore up his sand castle. The next day, Matt pushed Logan out of the sandbox and told him he couldn’t play there. The following day Matt kicked Logan when he walked by the sandbox. Is this bul-**



lying? **Why or why not?** *The correct answer is Thumbs Down — yes, it is bullying. Matt repeats bullying behaviors over and over. He has threatened Logan, pushed him, won't allow him to play in the sandbox, and kicked him.*

- **Emma and Annie are friends but had an argument today. They both called each other a mean name and then walked off. Is this bullying? Why or why not?** *The correct answer is Thumbs Up — no, it is not bullying. Emma and Annie both called names but will probably be friends again.*
- **Micah knocked over the building block tower that Gina and Lisa had built. Micah told them it was an accident and that she was sorry. Is this bullying? Why or why not?** *The correct answer is Thumbs Up — no, it is not bullying. Micah admitted it was an accident and apologized.*
- **John and Wade get into an argument over who gets to play with the fireman's costume. Wade takes the costume from John and tells him he's not tough enough to be a fireman. The next day, Wade takes the Policeman uniform away from John. Is this bullying? Why or why not?** *The correct answer is Thumbs Down — yes, it is bullying. Wade takes the costumes away from John more than once.*

Do: *Create more sentences to continue the activity as time allows. Following the activity, discuss how the person being bullied in the sentence could get out of the situation. Ask participants to provide other examples that the group could vote on to determine if it is a Thumbs Up or Thumbs Down situation.*

Activity 3: Circle Up The Bullies

NOTE: This activity is best suited for second grade students.

Do: *Divide group into two teams. Have one team form a circle facing out. Have the other team form a circle around the other and face in toward the other team. Count out the index cards so that you have one card for each participant. Write a "B" on one, two or three of the index cards, depending on how big your group is. Shuffle the index cards and hand them out to all of the participants. The majority of participants will receive blank index cards.*



Say:

Today we are going to play a game called “Circle Up The Bullies.” I will divide you into two teams and then we are going to form two circles, one inside the other. The inside circle will face out and the outside circle will face in so that you each have a partner across from you.

I have some index cards and each of you will get one. A few of the cards have “B” written on them. The “B” stands for Bully and whoever gets a “B” card will be the bully for this activity. The rest of you have blank cards and you will be playing the role of nice people doing the right thing.

I will be playing music when it is time for the game to begin. When the music is playing, teams will both rotate to the right. When the music stops, the participants will pair up with the person in the other circle across from them. We will practice this a few times before we add in the second part of the game.

Do: *Practice moving and stopping to pair up a couple of times before adding a task to role play. Remind participants to rotate to the right in their circle.*

Say:

Now that you understand how the circles will move and how to pair up, we are ready to begin! I am going to read a task to the group. All of you who have blank cards will follow the instructions. The participants with the “B” on their card will do the opposite or an action that represents bullying. I’ll give you clues for what to do when I read each scenario. Let’s begin the music and when it stops, listen for the scenario and do what is instructed.

Circle Up The Bullies Scenarios

- ⇒ Say something nice about your partner’s appearance (the bully will say something not nice their partner about their appearance).
- ⇒ Shake hands or pat the back of your partner (the bully will lightly push their partner).
- ⇒ Say something fun you would like to do with your partner (the bully will say



something mean to their partner).

- ⇒ Apologize to your partner for cutting in line at the water fountain (the bully will cut in line or tell the other person to move out of way).
- ⇒ Ask politely to borrow something from your partner (the bully will tell their partner they want an item and pretend to take it without permission).

Follow up this activity by asking these discussion questions.

- How did the bullies treat their partners?
- If you were bullied in one of the activities, how did the bully's treatment make you feel?
- What are some ideas that kids who are being bullied could use to deal with the bully?

Wrap up:

After completing the lesson and activities, wrap up the lesson with these discussion questions:

- **What was the definition of bullying?** *Bullying is when someone does something on purpose to make you feel bad or hurt you. When someone bullies you, it may be hard to get away from them or make them stop.*
- **What were some actions that we should avoid that could be thought of as bullying?**
 - ⇒ *Hitting*
 - ⇒ *Biting*
 - ⇒ *Kicking*
 - ⇒ *Pushing*
 - ⇒ *Saying mean things*
 - ⇒ *Calling names*
 - ⇒ *Spreading rumors*
 - ⇒ *Writing mean notes*
 - ⇒ *Ignoring someone and getting others to do it, too*
 - ⇒ *Threatening others*
 - ⇒ *Taking the property of others*



- **What can we do to help someone who is being bullied?** *Tell a teacher, go get help from an adult, stand up to the bully with a group of friends., ask the bully to stop.*
- **If you are being bullied, what can you do to stop the bullying?** *Walk away, try to talk to the bully nicely, stay calm, tell a teacher about the incident.*

Just remember, it is the right thing to do to TAKE A STAND against bullying!

Extended Activity: Digital Storybook

The pictures that participants drew for Activity 1: What Does A Bully Look Like?, can be photographed and imported into PowerPoint to create a digital storybook about bullying. Here is a link to an example: http://pirate.shu.edu/~jamesjan/AntiBullying_files/frame.htm

A PowerPoint Template has been created for you. Add photos of your pictures to complete the book and edit as you see fit! Share the PowerPoint with school administrators and ask to show the PowerPoint to the student body as recognition for the students who are participating in Take A Stand!

The PowerPoint can also be printed and given to each participant to take home!

Resources:

- Sacramento State University Department of Sociology. *Bullying Materials.* http://www.csus.edu/cbm/Bullying%20Awareness%20Lesson%20Plan%20K_3.pdf
- Region of Peel. *Working Together To Prevent Bullying.* <http://www.peelregion.ca/health/bullying/pdfs/January-K-LPRF.pdf>
- National Crime Prevention Council. *Bullying: Grades 1-2 Lesson Plan.* <http://www.ncpc.org/topics/bullying/teaching-kids-about-bullying/bullying-grades-1-2->
- Seaton Hall University. Janet James-Shuler. *What To Do If you Are Being Bullied.* http://pirate.shu.edu/~jamesjan/AntiBullying_files/frame.htm



Take A Stand, K-2, is a joint project between Texas A&M AgriLife Extension and the Oklahoma State University Cooperative Extension 4-H Youth Development Programs.

THUMBS DOWN!!!



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LESSON 2

TELLING VERSUS TATTLING

Grade Level

K-2

Lesson Title

Telling Versus Tattling

Time

45—60 minutes

Objectives

Students will learn how to:

- Express themselves using words and body language.
- Define telling and tattling.
- Identify examples of telling and tattling.

Life Skills Model

- Conflict Resolution
- Communication
- Concern for Others
- Social Skills
- Resiliency

Supplies/Materials

- Large, open space for activity 3
- Rope or boundary markers

Handouts/Resources

- Telling Versus Tattling Art Activity Sheet
- Telling Versus Tattling Activity Sheet
- Telling Versus Tattling Activity Sheet Answer Key





LESSON 2: TELLING VERSUS TATTLING

Say:

Who can tell me what the name of the program is that we started that is about bullying?

Take A Stand is the name of the program and I hope all of you are learning how to Take A Stand when you see someone being bullied or if you are being bullied.

What were some of the things you can do if you see bullying or are being bullied that shows you are taking a stand?

You should go get a teacher if you see bullying happening so that they can stop the bully and help the person being bullied. Asking the bully to stop bullying may not work, but it is worth trying. If you are being bullied, you should try to walk away from the bully. Tell a teacher what happened. Standing up to a bully with other friends is also a good thing to do. Bullies will often stop if other kids join together and stand up to them. The main thing to remember is to stay safe and try to help others be safe.

Today the lesson is going to focus on communication. Who can tell me what it means to communicate?

Communication is an exchange of information with others or in other words, talking to someone is communication. Communication also includes your facial expressions and body movement. We call this body language.

Activity 1: Let Me See Your Body Talk

Do: *As you review the information in the next paragraph, demonstrate different body language mentioned in the paragraph below so the participants can understand the concept of body language.*

Say:

Have you ever gotten really excited when you were talking and made big motions with your hands or your face got really excited when you were talking? Your eyes got really big or you frowned really big. If you are trying to show how big or small something is

you may use your hands and arms to show how tiny the puppy was or how tall your uncle is. Maybe your uncle plays basketball and you might show how he shoots! The body language we use when we talk is just as important as what we say because our actions help to tell our feelings.

I would like a volunteer to come up to the front of the group and tell us something really exciting that you did during your summer break. Be sure to use facial expressions and body movements to help tell your story like I did as I was explaining what body language is.

Do: *Allow the volunteer to tell their story with body language. Follow up with discussion.*

Say:

What were some of the actions or movements that he/she made to help tell his/her story?

Now I would like for everyone to get a chance to share a story and practice using some body language. Let's get in pairs and stand facing each other. Each pair will decide who will go first. I will give you a topic and you will come up with a story to tell your partner. Each person will get a turn. Don't forget to add some facial actions and body movement as you tell the story.

The first topic for you to share is your favorite present you ever received. It can be for a birthday, Christmas, or some other reason.

Do: *Allow the participants to each tell their story using body language. Follow up with discussion.*

Say:

What were some of the actions or movements that your partner made to help tell his/her story?

Let's all find a new partner and I will give you a new topic to share. The next topic is share a story about something that made you sad or angry.

Do: *Allow the participants to each tell their story with body language. Follow up*



with discussion.

Say:

What were some of the actions or movements that your partner made to help tell his/her story? Did you see a difference from your story about the favorite present and the sad or angry story? What were some of the actions or movements made when you were happy? What about when you were sad?

All of you did a great job of telling your stories and using body language.

Activity 2: Telling versus Tattling

Say:

How many of you have ever said “I’m telling on you!”? What are some examples of things you might go tell to your mom or a teacher when you say “I’m telling!” to someone?

Do: *Allow participants to answer. If they have trouble thinking of ideas, some examples might include: he won’t share; she cut in front of me; he pushed me.*

Say:

Thank you for sharing examples of things you might tell your mom or teacher. Now, let’s talk about telling and tattling. Raise your hand if you think telling and tattling are the same thing. Raise your hand if you think telling and tattling are different.

Telling and tattling are not the same thing! Can you think of why they might be different?

Telling is when someone reports to an adult that another person is in danger, is being threatened, or is hurt. When you see bullying happening, that is a time you should go tell an adult. If someone fell and hurt their leg on the playground, is that something you would go tell a teacher? Yes, you would tell this to a teacher because someone is

hurt.

Tattling is when someone reports something that another person did or didn't do to try and get them in trouble. An example of tattling might be saying to the teacher that someone did not drink all of their milk at lunch.

Think about the examples given earlier of things you might have told your mom or teacher. Which of those were examples of telling? Which were examples of tattling?

How does it make you feel when someone tattles on you?

Tattling makes kids resent each other or become angry. When someone tattles on others all the time, they may be left out of groups, lose friends, or become lonely.

Here are some questions you can think about before you go to an adult to say something about another person. If you can answer yes to any of these questions, then you would be telling, not tattling.

- Is anyone getting hurt or being unsafe?
- Is anyone in danger of something bad happening to them?
- Is anyone being threatened?

Let's do an activity to make sure that everyone understands the difference between telling and tattling. I am going to read you a short story. At the end we will vote on whether it is telling or tattling.

James went to the football game on Friday night with his parents. A group of boys were playing touch football behind the bleachers. James wanted to play, too, and then went up to one of the boys and asked if he could play football with them. The boy told him that they had enough people playing right now. James went back to his Dad and told him that the boys wouldn't let him play football.

If you think this is telling, raise your hand. If you think this is tattling, raise your hand.

This example is tattling. Let's remember the three questions to help us determine if it is telling or tattling. Was anyone getting physically hurt? Was anyone in danger of something bad happening to them? Was anyone being threatened? No, none of these things were happening in the story. James wanted to get the boys in trouble for not letting him play with them.



What could James have done instead of going to tattle on the boys?

Examples of answers: James could watch and offer to play when someone needed to rest or get a drink. He could have found some other kids to play with. He could go watch the football game with his Dad.

Let's try another story.

Mallory was in the library reading a book. She got up to go down stairs to meet her mother. There was water spilled on the top step and she slipped and fell on the stairs. Jamie was coming up the steps and saw Mallory fall. Mallory was crying and holding her arm. Jamie went to the front desk of the library and told the librarian a girl fell on the stairs and was crying.

If you think this is telling, raise your hand. If you think this is tattling, raise your hand.

This story is an example of telling. What happened in the story that makes this telling and not tattling?

Mallory fell on the stairs and hurt her arm. Jamie did the right thing by reporting the accident to the librarian.

Activity 3: Red Light, Green Light

Do: *This activity requires some space. If possible, go outside to an open area or to a gymnasium to lead this activity. Use a rope or boundary cones to mark the starting line. If using a gymnasium, the half court line can be used.*

Say:

Does everyone remember how to play the game, Red Light, Green Light? This game is similar to Red Light, Green Light but will incorporate telling and tattling. Everyone will line up on the start line and face me. I will be reading some sentences that describe a person's actions. After you hear the sentence, you will decide if this is something you should tell an adult or if it would be tattling if you told an adult. If you think it is something you should tell, you will take one step forward. This is the green light. If you think it would be tattling, you will stay frozen in place. This is not a race. We are just practicing to make sure everyone understands the difference between telling and tattling.

Do: *During this activity, if participants respond incorrectly, ask individuals to explain why they chose their answer. Be sure to give the correct answer so that everyone understands.*

Red Light, Green Light Statements

- *Bobby is making faces at Mandy. (Red Light — tattling)*
- *Ashley put gum in Kelly's hair during recess. (Green Light — telling)*
- *Sam brought his Dad's pocket knife to school and showed it to his friends. (Green Light — telling; this is a weapon and is not permitted at school.)*
- *Lexi chose not to play in the basketball game when Jody asked her to play. (Red Light — Tattling)*
- *Jose' stepped off the sidewalk and twisted his ankle. He fell and can't get up to walk back to class. (Green Light — telling)*
- *Molly walked into the bathroom and two girls were fist fighting. (Green Light — Telling)*
- *Olivia marked on Michael's coloring sheet with her black crayon. (Red Light — Tattling)*
- *Stanley grabbed Rachel's backpack and emptied everything on to the floor in the hall. He then threw the backpack at Rachel and hit her in the head. (Green Light — Telling)*
- *Max put a comic book in the trash can after he read it. (Red Light — Tattling)*
- *Cody slid down the slide and into the pool which made a big splash and got Miranda wet. (Red Light — Tattling)*

Activity 4: Telling Versus Tattling Activity Sheet

There are two different activity sheets available for this lesson that can be copied for participants.

- **Telling Versus Tattling Art** — Have half of the group draw a picture of an activity that would be tattling. Have the other half of the group draw a picture of an activity that would be telling. Display the art in the classroom or on a bulletin board.
- **Telling Versus Tattling Activity Sheet** — This word search puzzle is appropriate for second grade. If participants are not advanced enough to complete this puzzle, use the Telling Versus Tattling Art activity above. The answer key is also provided for this activity sheet.



Wrap up:

After completing the lesson and activities, wrap up the lesson with these discussion questions:

- What is it called when you use your facial actions and body movement to help tell your story? *Body Language*
- What are the questions you need to ask yourself to decide if you should tell an adult about something?
 - ⇒ *Is anyone getting hurt or being unsafe?*
 - ⇒ *Is anyone in danger of something bad happening to them?*
 - ⇒ *Is anyone being threatened?*
- When someone tattles, what are they trying to do to the other person? *Get them in trouble.*
- What can you do instead of tattling when you or someone else is not being hurt, unsafe, not in danger or not being threatened? *Walk away or find something else to do.*

Extended Activity: Telling Versus Tattling Puppet Skits

NOTE: This activity is appropriate for second grade.

Performing with puppets is a great way to reinforce learning. Divide the participants into groups of 3-4. Assign each group a topic from the list below and provide them puppets to use. Allow time for the group to come up with a skit that they can perform to show a positive solution to the problem.

If there are no puppets available, start with an art project and have participants create sack puppets using markers or crayons and paper sacks. Here is a link to some patterns that can be copied on cardstock and colored/decorated by participants. These are objects and/or animal puppets, but would still work well. The faces are then attached to paper sacks to create puppets.

<http://cbolding.wikispaces.com/file/view/Alphabet+puppets.pdf>

Skit Topics:

- *Two kids are arguing over a toy. Others see the argument and must decide whether to go tell or try to help stop the argument.*
- *A group kids all get to the see saw on the playground at the same time and want to ride it. Does someone go tell or can they work it out?*
- *Two kids are riding skateboards in the parking lot after school. They crash into each other and are both hurt. Other kids see the accident and must decide what to do.*
- *A group of kids are in the library and two kids are talking loudly in the reading nook where other kids are trying to read. Does someone go tell or can they work it out?*
- *A group of kids are swimming at the pool. A few of the group want to play “chicken fights” in the water but one doesn’t want to play. Should someone go tell or can they work out this problem?*
- *A group of kids are at the Bounce House Of Fun for a birthday party. The birthday boy/girl is about to open their presents and some kids are pushing each other to try and get the chair on the front row so they can see better. Should someone go tell or can they work out this problem?*

After groups perform their skits for the rest of the participants, consider showcasing their performances for others. For example, skits might be performed for a Parent Night, a school assembly, or for another class.

Resources:

- Kidscharacterbuilding.com. *Tips for Taming Tattling and Techniques to Teach Telling.* <http://kidscharacterbuilding.com/bullying-education/telling-vs-tattling/>
- Region of Peel. *Working Together to Prevent Bullying.* <http://www.peelregion.ca/health/bullying/pdfs/February-K-LPRF.pdf>



TELLING VERSUS TATTLING ART

CREATED BY: _____

INSTRUCTIONS: Draw a picture below of an example of someone telling or tattling. Your teacher will tell you which one to draw.



Take A Stand, K-2, is a joint project between Texas A&M AgriLife Extension and the Oklahoma State University Cooperative Extension 4-H Youth Development Programs.



TELLING VERSUS TATTLING

ACTIVITY SHEET

INSTRUCTIONS: Find the words in the puzzle below and circle them. Match the words to the correct sentence below.

F	C	Z	F	M	E	D	T	S	D	M	V
O	T	A	J	Z	A	G	G	H	N	Y	Y
X	M	Q	R	U	K	R	N	A	A	E	U
Y	F	S	U	I	Y	O	I	R	T	B	Z
A	U	R	U	N	N	A	L	E	S	C	T
Y	K	Z	I	A	Z	G	L	T	J	Q	O
Y	R	H	Q	E	T	L	E	Q	W	T	V
P	B	P	I	E	N	E	T	X	A	F	A
F	U	D	R	I	N	D	S	T	Y	J	I
B	L	Q	O	N	E	I	T	U	N	H	L
Z	L	Q	I	A	K	L	T	W	W	T	X
H	Y	A	P	S	E	C	H	F	K	J	E

- BULLY**
- CARING**
- FRIEND**
- SHARE**
- STAND**
- TATTLE**
- TELLING**

1. I will be a _____ friend!
2. A _____ hurts others on purpose and more than once.
3. It is nice to _____ with others.
4. When I _____ I am trying to get others in trouble.

1. A _____ will help others and be kind.
2. _____ an adult when someone is hurt, threatened or in danger is the right thing to do.
3. It is the right thing to Take A _____ to help others!



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INSTRUCTIONS: Find the word in the puzzle below and circle them. Match the words to the correct sentence below.

F	C	Z	F	M	E	D	T	S	D	M	V
O	T	A	J	Z	A	G	G	H	N	Y	Y
X	M	Q	R	U	K	R	N	A	A	E	U
Y	F	S	U	I	Y	O	I	R	T	B	Z
A	U	R	U	N	N	A	L	E	S	C	T
Y	K	Z	I	A	Z	G	L	T	J	Q	O
Y	R	H	Q	E	T	L	E	Q	W	T	V
P	B	P	I	E	N	E	T	X	A	F	A
F	U	D	R	I	N	D	S	T	Y	J	I
B	L	Q	O	N	E	I	T	U	N	H	L
Z	L	Q	I	A	K	L	T	W	W	T	X
H	Y	A	P	S	E	C	H	F	K	J	E

- BULLY**
- CARING**
- FRIEND**
- SHARE**
- STAND**
- TATTLE**
- TELLING**

1. I will be a CARING friend!
2. A BULLY hurts others on purpose and more than once.
3. It is nice to SHARE with others.
4. When I TATTLE I am trying to get others in trouble.
5. A FRIEND will help others and be kind.
6. TELLING an adult when someone is hurt, threatened or in danger is the right thing to do.
7. It is the right thing to Take A STAND to help others!



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LESSON 3

MIND YOUR MANNERS!

Grade Level

K-2

Lesson Title

Mind Your Manners

Time

45—60 minutes

Objectives

Students will learn how to:

- Define manners.
- Identify examples of good manners.
- Practice using good manners

Life Skills Model

- Conflict Resolution
- Communication
- Social Skills
- Sharing
- Cooperation

Supplies/Materials

- Yellow paper plates—2 per participant
- Crayons or markers
- Large craft stick— 1 per participant
- Black chenille stem (pipe cleaner)—1 per participant
- Tape
- Stapler and staples
- Decks of Cards — 1 set for every 4-6 participants

Extended Activity

- Variety of food items or snacks
- Paper plates, napkins, and plastic silverware
- Craft sticks — three per participant

Handouts/Resources

- Grow Good Manners Coloring Sheet





LESSON 3: MIND YOUR MANNERS!

NOTE: There are five activities provided in this lesson and one extended activity for 2nd grade. Select the ones you wish to cover in a class period or divide the lesson into two class periods to do all activities.

Say:

We have been learning how to Take A Stand when someone is being bullied or we are being bullied. Can you remember what we discussed that can help if you see bullying going on?

You should go get a teacher if you see bullying happening so that they can stop the bully and help the victim. Asking the person to stop bullying may not work, but it is worth trying. If you are being bullied, you should try to walk away from the bully. Tell a teacher what happened. Standing up to a bully with other friends is also a good thing to do. Bullies will often stop if other kids band together and stand up to them. The main thing to remember is to stay safe and try to help others be safe.

Today we are going to be talking about manners and how important it is to use good manners. Who can tell me what manners are?

Manners are things we say, like please and thank you, that show respect to others. Manners may also be something we do that helps others. An example might be letting someone in front of us in the lunch line, opening a door for someone, or giving the last piece of candy to a friend. Manners are also used when we are eating.

What are some examples of manners we should use when we are eating?

Examples include:

- *Come to the table with clean hands and face.*
- *Put your napkin on your lap.*
- *Start eating when everyone else does – or when given the OK to start.*
- *Stay seated and sit up straight.*
- *Keep elbows (and other body parts!) off the table while eating.*
- *Chew with your mouth closed and don't talk until you've swallowed.*

- *Don't make bad comments about the food.*
- *Say "Please pass the ---" instead of reaching.*
- *Chat with everyone at the table.*
- *Don't make rude noises like burping or slurping.*
- *Ask to be excused when finished.*
- *Thank your host or whoever prepared the meal.*
- *Offer to help clear the table.*

How many of you use all of these manners when you are eating all the time? That is a lot of manners to remember, but they are all important for us to use!

How can manners help us avoid fights with others or maybe even bullying?

When everyone uses good manners, there is no reason to be mean or get angry at someone else. When we are kind to one another, we are doing the opposite of what a bully would do. When we are nice to those who might be mean to us, we set a good example of how everyone is supposed to act and that is important.

Activity 1: Bee Polite!

Do: *Provide each participant with two yellow paper plates, one large craft stick, one black chenille stem (pipe cleaner), and crayons. Set out tape dispensers and a stapler. Provide instructions and demonstrate how to make the Bee Polite sign as outlined below. Assist participants with using the tape and stapler to complete the craft project. If you cannot find yellow paper plates, use yellow construction paper or cardstock. Copy a big circle on the paper and have participants cut out circles and draw the faces.*

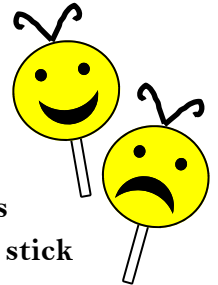
Say:

Today we are going to do a craft activity called a Bee Polite sign. We will be using our bee for another activity once we finish making them! What does it mean to be polite? Why is it important for us to be polite to others?

Being polite is another word for showing good manners. Being polite shows respect to others.

Today we are going to make a bumble bee to help us remember to be polite at all times! What color is a bumble bee? Yellow and black.

Today we are going to use two yellow paper plates to make our bumble bee's face. One plate will be a happy face and the other one will be a sad face. You will use your crayons (or markers) to draw a happy face on one plate and a sad face on the other.



Once you have your faces drawn, turn your happy face over so that the mouth is nearest you. Tape the craft stick on the back of the happy face with half of the stick extending out from the bottom of the plate.

Next, take the chenille stem (pipe cleaner) and bend it in the middle to make the two antenna for your bee. Tape the bottom of the V of the antenna on the back of your happy face at the top so that they extend up above the plate. You can shape your antenna as you like.

Last, place the happy face and the sad face back to back and staple on each side through both plates. Now you have a completed "Bee Polite" sign.

Activity 2: Bee Polite Game

Say:

Now that we all have our Bee Polite signs completed, let's use them to play a game called the Bee Polite Game. You are going to use your Bee Polite sign to answer after I read a sentence to you. You will decide if the sentence was an example of a good manner or bad manners. If you think it was good manners, you will hold up the happy face of your bee. If you think it was bad manners, you will hold up the sad face of your bee. Let's do one example to make sure everyone understands how to play the Bee Polite Game.

Here is the sentence: Amanda raised her hand and waited for the teacher to call on her before she spoke. Is that good manners or bad manners? Raise your bee's happy face if you think it is good or the sad face if it is impolite. *The correct answer is the happy face! Amanda waited for the teacher to call on her before speaking. That is a good manner.*

Do: *As participants show their answers after each statement, ask questions such as: “What word in that statement makes it good manners?” or “Why is that action bad manners?” or “What can be done to turn the bad manner into a good manner?”*

Bee Polite Game Sentences:

- *John told the mailman “Thank you!” when he delivered the mail at his house. (happy face)*
- *Mandy pushed her sister off of the see saw at the park. (sad face)*
- *Zoe asked her mom if she could be excused from the table after finishing her dinner. (happy face)*
- *Sam allowed Grace to get a drink first at the water fountain. (happy face)*
- *Taylor began talking when she had food in her mouth during lunch. (sad face)*
- *Susannah borrowed her brother’s skateboard without asking him. (sad face)*
- *Casey said “excuse me” when he bumped into the teacher. (happy face)*
- *Carter grabbed the snack from the tray before the babysitter offered him one. (sad face)*
- *Abby waited for Paige to finish with the marker before she asked to use it. (happy face)*
- *“Please tie my shoes for me,” said Levi to his Dad. (happy face)*

Do: *Allow participants to create their own examples and continue to play for a few more minutes if time allows. Follow activity with the discussion questions below.*

Say:

You did a great job of picking the correct face for each sentence. Let’s review just a few things before we go on to another activity about manners.

What word do we use when we ask someone else for something or we need to ask permission to do something? We use the word, “please.”

What words do we use when we need to interrupt someone else or if we accidentally do something we didn’t mean to do? We use the words, “excuse me.”

What words do we use when we are given something or someone does something nice for us? We use the words “thank you.”



What words do we say after someone says thank you for something we did that was nice. *We use the words “you’re welcome.”*

What words do we use when we have made a mistake or done something wrong? *We use the words “I’m sorry.”*

Please, thank you, excuse me, you’re welcome and I’m sorry are all words we need to learn and remember to use! These words are all great ways to show others how we use our manners and how we show respect.

Activity 3: Go Fish! Please!

Do: *This activity is designed to allow participants to practice using the good manners just discussed. Divide the participants into groups of 4-6. Provide each group a deck of cards or if you have Go Fish! cards, those are great to use. If using a regular deck of cards, the instructor may need to review with the participants to make sure they understand that the colors on the cards don’t matter, but the number or letter is what they are matching up to form the books. If cards are not available, but you have a variety of other board games, substitute and use what you have.*

Say:

Now that we have learned to identify good manners and the four important words we should use to show good manners, let’s play a game and have a chance to practice those manners. How many of you know how to play the card game, Go Fish?



Go Fish is an easy game to play where each person is dealt 5 cards and the rest of the cards are placed in the center of the table in a stack, face down. This is the draw pile. The object of the game is to collect books which are sets of four cards of the same number. After shuffling and dealing the cards, the player to the left of the dealer will go first. A turn consists of asking a specific player for a specific number on a card. For example, if it is my turn I might say: 'Mary, please give me your jacks'. The player who asks must already hold at least one card of the requested card, so I must hold at least



one jack to say this. If the player who was asked (Mary) has cards of the named rank (jacks in this case), she must give all her cards of this number to the player who asked for them. That player then gets another turn and may again ask any player for any card already held by the asker.

If the person asked does not have any cards of the named rank, they say 'Go fish!'. The asker must then draw the top card of the draw pile. If the drawn card is the rank asked for, the asker shows it and gets another turn. If the drawn card is not the rank asked for, the asker keeps it, but the turn now passes to the next player.

Once a player has 4 cards of the same number to make a book, they lay the book down face up on the table in front of them. Play continues until someone lays down all of their cards or until all of the cards from the draw pile are gone. The winner is the player who has the most books.

Now, here is where our manners come in! I want you to use the words we just talked about as you play the game. I want to hear you saying “please” when you ask another player for a certain card. What do you say if a player gives you a card you asked for? You would say “thank you” to them and they would answer, “you’re welcome!” When might we use the word, “excuse me?” We might use this word if we didn’t hear what card was asked for or if you are not sure who’s turn it is, you might say, “Excuse me, but who’s turn is it now?”

Do: Allow time for participants to play at least one game to practice using the good manners words. Observe the groups and make note of things they did well and things they may not have done so well. Follow up with discussion as outlined below.

Say:

Now that you have had a chance to practice your manners, let’s review how you did.

- Were there any arguments that happened during the game between players? How did you solve the problem?
- Did all players remember to say “please” and “thank you” when they were asking others for a specific card?
- When did you use the word “you’re welcome” during the game?



- Is there anything that could have been done to improve our manners during the game?
- Do we use manners only when we are playing games like “Go Fish?” *No!*
- What are other times we need to use our manners? *Manners are to be used all the time in every situation! During class, when playing sports, when eating, at home, on the playground — these are just a few specific examples of when we should use our manners.*

Activity 4: Mind Your Manners Role Play

Do: *Using the role play scenarios provided, have participants act out how they would use good manners to handle each situation. Use new volunteers for each topic. Use props if available for the scenarios.*

Say:

Now that we have a much better understanding of the good manners we should be using, let’s put them to the test by doing some role playing. I have several situations for us to act out and demonstrate the good manners we have learned. Could I have two volunteers for the first scene?

Mind Your Manners Role Play Scenarios

- *Two Volunteers: Two children are sitting at the art table and one child can’t reach a crayon that they would like to use. How would the children communicate to work out this problem?*
- *Three Volunteers: Two children are kicking a soccer ball back and forth on the playground. Another child wants to play with them. How would this scenario play out using good manners?*
- *Two Volunteers: There is one apple left in the basket for an after school snack. Both children are hungry and want the apple. How would they use good manners to work out this problem?*
- *Two Volunteers: Two children are in the cafeteria eating lunch. One forgot their dessert in their lunch. How could the friend help out the child who forgot their dessert?*
- *Two Volunteers: Two friends are at the snack bar buying some snacks to take into the movie. One doesn’t have enough money. How can good manners be used in this situation?*
- *Three Volunteers: Three friends are eating dinner together with their parents at a restaurant. One friend would like more bread but cannot reach the bread basket. What manners should be used?*

Activity 5: Cooperative Coloring

Do: *Divide group up into pairs. Copy the handout, Grow Good Manners Coloring Sheet for each pair. Provide a set of crayons for each pair. Give the instructions below to the group and allow time for them to work together to color the handout.*

Say:

Do you enjoy coloring? The next activity is going to be a coloring activity with a little twist! Today you are going to work in pairs. Each pair will be given a coloring sheet and a set of crayons. As a team, you must work together and use good manners to color the picture. As you work on your coloring, I want to hear you using your manners and talking about the things we have been learning in this lesson. After you finish your picture, both of you will write your name on the picture and we will display them.

- As you worked on your pictures, how did you decide what colors to use to color each part?
- How did you decide who would color what section?
- What manners did you use to complete the activity?

Wrap up:

After completing the lesson and activities, wrap up the lesson with these discussion questions:

- **What is the definition of manners?** *Manners are things we say or do to show respect to others.*
- **Are there any times when we should not use our manners?** *No! Manners are to be used at all times, even if others are not using good manners.*
- **What are the important words we need to remember to use that demonstrate good manners?** *Please, thank you, you're welcome, excuse me., I'm sorry*
- **What does it mean to be polite?** *Being polite is another word for using good manners or being respectful of others.*



Extended Activity: Meal Manners

NOTE: This activity is appropriate for second grade.

This activity involves serving a meal or snacks to the participants and practicing good table manners while eating a meal or snacks. Provide each participant with three craft sticks. These craft sticks represent bad manners. Any time that a participant uses poor manners during the meal time, the person who recognizes the poor manners and points it out will receive a craft stick from the person who used the poor manners. The person with the most craft sticks at the end of the meal is the winner. Be sure to review the meal time manners provided at the beginning of the lesson before conducting this activity.

If conducting this activity with a school classroom, ask permission from the administration and cafeteria staff to use this activity as a part of their lunch.

Another option to add to this experience is to divide the participants into small groups of 4-6. Give each participant a different snack item, enough for all participants at their table. Participants are then to work together to share their snack with each person in the group, using good manners throughout the experience. An example of snacks to provide might be apple slices, orange slices, cheese cubes, crackers, popcorn, banana, and trail mix. Add in the experience of using the craft sticks as described above to add another element to the snack time.

Resources:

- Emily Post Etiqueta. *Top Table Manners... What Every Kid Should Know!*
<http://www.emilypost.com/home-and-family-life/children-and-teens/408-top-table-manners-for-kids>
- ChildFun. *Manners Activity Theme.* <http://childfun.com/index.php/activity-themes/people-house-home/239-manners-activity-theme.html#sthash.JWISkXTl.dpbs>
- True Aim Parenting & Education. *Pass The Manners, Please!*
http://www.trueaimeducation.com/2012/05/pass-manners-please_25.html



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LESSON 4

BE A GOOD SPORT!

Grade Level

K-2

Lesson Title

Be A Good Sport!

Time

45—60 minutes

Objectives

Students will learn how to:

- Define teamwork.
- Define sportsmanship.
- Identify good characteristics of teamwork and sportsmanship.
- Use teamwork and sportsmanship.

Life Skills Model

- Conflict Resolution
- Communication
- Teamwork
- Cooperation

Supplies/Materials

- Masking tape
- Deck of cards — 1 per 4 participants
- Small paper or plastic cups — 10 cups per 6 participants
- Rubber bands
- String or yarn
- Balloons
- Large open area for activities

Handouts/Resources

- None for this lesson





LESSON 4: BE A GOOD SPORT!

Say:

We have been talking about how we can take a stand when bullying happens. We also talked about different ways that we communicate. Can anyone tell me some ways we communicate with each other?

Communication happens when we talk to each other, listen to each other, and also through using body language or motions.

We have also talked about the importance of using good manners at all times. What are some good manners that we can use with our friends?

Examples might include: saying please, thank you, you're welcome, excuse me, I'm sorry; being polite to others, and other answers expressed by participants.

How many of you are on a team? What team do you participate in?

What does it mean to use teamwork?

Teamwork is when we work together to accomplish a goal. Teamwork also means that when one person may not be able to do something very well, another team member will help them or step up and do the task to help the team.

When we talk about teams, sometimes we talk about using good sportsmanship. Does anyone know what good sportsmanship is?

Sportsmanship is how we act when playing the game. You might say it is using our good manners when playing on a team. Treating others fairly, following the rules, keeping our anger under control, respecting the game officials, and respecting the coach are all examples of good sportsmanship. You might also think of sportsmanship when the players shake hands at the end of the game and say "good game" to the other team. Learning how to be a good loser is just as important as learning how to be a good winner. When things don't go just the way we wanted it to for our team, it is important to take a look at what the team did well and what the team can do better next time to improve.

Today as we go through some activities, I want you to do your best to be a good team member, use your good manners with your teammates and the other team, and be a good sport.

Activity 1: Crossing The Bridge

Do: Place a 5 foot strip of masking tape on the floor or carpet in an open area. Make sure that the tape will not damage the floor or carpet. You will need a masking tape line for every 8 youth.

Say:

The first game we are going to play will require you to work with a partner. On the floor is a strip masking tape which will be our bridge. As you can see, the bridge is very narrow and it will be a challenge for two people to pass each other as they cross the bridge.

Here is how the game will be played. I will divide you into pairs. One person in the pair will stand on one end of the bridge and the other person on the other end of the bridge. You will both start walking toward each other on the bridge, being careful not to step off into the rushing water. When you meet, you have to figure out how to work together to get around each other and complete your walk on the bridge to the other end. If either team member falls off into the water, both team members will go to the end of the line and the next pair will take their turn. Don't forget to use good sportsmanship as you work with your teammate to cross the bridge.

Do: Allow time for pairs to try at least once. If time allows, continue until all pairs are successful in crossing the bridge. If everyone is successful on the first try, challenge them to do the task again with their hands behind their back. Make observations about the teamwork and manners being used in this activity and point out some specific examples during discussion. Follow the activity with discussion questions below.

Say:

Crossing the bridge isn't as easy as it looks, is it? Let's talk about this challenge.

- What things did you do to work together when you were passing each other on the bridge?
- Were there things that you tried that didn't work? Why not?
- What did you see in the other teams that showed good sportsmanship?



Activity 2: Stack The Deck!

Do: *Divide participants into groups of 4. Each group will need a table they can work on or an area on the floor where they can sit in a circle. Provide each group a deck of cards. Depending on age of participants, remove jacks, queens, kings and aces and use only the numbered cards that the participants will recognize. If necessary, demonstrate for the group how the cards will be sorted by suit and stacked in number order from 2 to Ace.*

Say:

The next game we are going to play will require teams of 4 people. I will assign you to a group and each group will be at a different table. On the table is a stack of cards. In the deck, there are four different suits — hearts, clubs, spades, and diamonds — and each suit has 13 cards from 2 all the way through Ace. Your team is to work together to sort the cards in the deck as quickly as possible into the four suits and arrange the cards in each suit or stack from 2 on the bottom to ace on the top. When your team thinks they have completed the task, jump up and yell “We Stacked The Deck!”

Do: *Allow time for teams to complete the activity. If teams struggle with the activity, stop the activity and ask the groups to share ideas of teamwork that will help them to accomplish the task. An example might be one person sorts the cards by suit while the other three can arrange the stacks in number order.*

Say:

Let’s wrap up the Stack The Deck activity with a few questions:

- Did your team talk first before you started the activity to decide who would do each task?
- Was there one person who was the leader and gave instructions to the rest of the team? How did that make you feel?
- What good manners or sportsmanship was used during the activity within your team? What about between all the teams?
- Is there anything your team could have done to get the cards sorted faster?

Activity 3: Cooperative Pyramid

NOTE: This activity may be more appropriate for first or second grade.

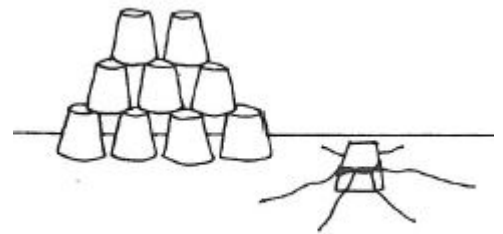
Do: Divide the group into teams of 6. Provide each team 10 paper or plastic cups of the same size and color, a sturdy rubber band with 6 pieces of string or yarn (3 feet pieces) tied to it, and a table or desk to build their cup pyramid. If possible use different colored cups for each team (i.e. team 1—red cups; team 2— blue cups, etc.) or write team numbers on all the cups in a set. Space cups out in the room based on the skill level/age level of the group. The rubber band with the strings should look like a sun with rays coming off of it. (see picture below) Provide the instructions below and allow time for teams to complete the task.

Say:

The next activity is called Cooperative Pyramid. Who can tell me what a pyramid is shaped like?

A pyramid has a wide base and each layer or level of the pyramid is more narrow than the layer below it. The wider base forms a good foundation for the other layers to stack on top of it.

Today you are going to work in teams of 6 to build a pyramid together. Each team will be given 10 cups and pyramid construction equipment. The equipment is made from a rubber band with six strings attached to it to make handles for each team member to hold. Team members can only touch the strings, not the rubber band or the cups. You will work together to figure out the best way to use your pyramid construction equipment to pick up each cup for your team (color of cups or numbered cups) that are on the floor around the room and place it on your team's table to build a pyramid. The pyramid should have 4 cups on the first layer, 3 cups on layer 2, 2 cups on layer 3 and 1 cup on layer 4.



Remember to use good sportsmanship with your team to accomplish this challenge. I would like for you to take one minute to talk as a team and make a plan on how you will work together before we begin the activity.



Do: Allow time for participants to discuss and build their pyramids. If they are working well together and the challenge is too easy for them, initiate some obstacles in the challenge such as: place chair over cups that are not stacked on the pyramid yet and require team to work around chair; create an obstacle for them to go around, under or through to get the cup to the pyramid, etc.

Say:

Let's discuss the challenges of this activity:

- What plans did the team make before the activity began?
- Did those plans work or did you have to change them as you worked on the pyramid construction?
- What communication did you use during the activity?
- Did your team use good teamwork and sportsmanship? If so, how?
- If obstacles were added during the activity, discuss how those obstacles changed the team's plans.

Activity 4: Bloop

Do: Blow up balloons prior to conducting this activity. You will need one balloon for every 5 people in the group. Make sure you have space in the room for the group to form a circle that does not have any obstacles in the way. Divide the participants into groups of 4-6.

Say:

The next activity we are going to play is called Bloop. This game will require you to work in small groups and we will then try it as one big group.

Here are the rules of the game, Bloop. I will divide you into groups of 4-6. Each group will form a circle and hold hands. Your job is to keep one balloon up in the air by batting it with your hands without letting go of hands. If your balloon touches the floor, the group can no longer use your hands, but can use your elbows, shoulders,

heads, and legs to keep the balloon in the air. If the balloon hits the ground a second time, the team is out and must sit down on the floor until all teams are finished with the round.

Let's try one round and see how you do.

Do: *Allow time for groups to try the game once. If teams have trouble with keeping the balloon in the air and working as a team, follow round one with a short discussion of possible solutions and then try a second round with the small groups again.*

Say:

Now that you have finished one round, what problems did your group have in keeping the balloon in the air? What could you do differently to work together as a team better? You can stand up again and join hands with your team. Before you start this round, be sure and talk about what you might do differently to be able to keep the balloon in the air longer. Remember, if the balloon hits the ground once, you cannot use your hands, but can use the rest of your body. If it hits the ground a second time, sit in a circle on the ground until everyone is finished.

Do: *Allow time for groups to try the game again. Following the second attempt, discuss again and then try a third round with the whole group working at one team. Start with one balloon, and if they are doing well with one, add balloons until one hits the ground. Follow the rules of the game as outlined previously.*

Say:

Did you find that your group did a better job this time of keeping the balloon in the air after you heard what other groups were doing and you had a chance to talk as a team? What strategies worked better this time? Now, let's take what we learned from our work in the small groups and try Bloop as one large group. What changes do you think we will need to make in our strategy to do well with this many people and this big of a circle? I will give you time to talk as a group to plan. Don't forget to use good sportsmanship and manners when discussing as a group!

Do: *Allow the whole group to discuss and try the game as one team. If the team*



struggles, offer suggestions to help them be more successful. Examples might include: make your circle smaller by getting closer together so that you can move easier; move some people closer to the middle and some on the outside so that all of the circle is covered.

Say:

Did you feel that the whole team was able to work together to keep the balloon in the air? Is there anything you would do differently as a whole group to make the activity go better?

Wrap up:

After completing the lesson and activities, wrap up the lesson with these discussion questions:

- **Who can tell me what we practiced during this lesson?** *Teamwork*
- **What things do we need for teamwork to work well for a group?** *Working together, good manners or good sportsmanship, listening to others, expressing your ideas to the group, etc.*
- **What are some ways that we show good sportsmanship when we are working with a group or team?** *Saying “good game” to teammates or the other team, listening to instructions from the coach or leader, playing fair, helping others on your team, recognizing team members for trying and working hard, etc.*
- **How can being a good team member help us to avoid being a bully?** *Being a part of a team requires us to rely on other people and do what is best for the group, not what is best for ourselves. When we focus our energy on good things and set an example of the right way to treat others, we are doing just the opposite of what a bully would do.*

Extended Activity: Who Is The Leader?

NOTE: This activity is appropriate for second grade.

Do: *This activity will require a large open space. Arrange participants in a circle for this activity.*

Say:

The game we are going to play next is called Who Is The Leader? This activity will require some concentration for the person who is the guesser and everyone in the circle will also have to pay attention so that they can follow the actions of the secret leader.

Here are the rules for the game:

- One person will start out as the guesser. I'll ask the guesser to step out of the room for a minute after I finish the instructions. Would anyone like to volunteer to be the guesser first?
- After the guesser leaves the room in a minute, the rest of the group will choose a leader.
- Once the leader is identified, the guesser will come back in and stand in the center of the circle.
- The leader of the group will start making movements that the rest of the group will repeat or follow. For example if the leader stomps his left foot three times, the rest of the group will also stomp their foot. The leader is trying to be sneaky and not let the guesser know who is starting each movement. They can start a new movement any time they want to. Each time the movement should be something different. The guesser can turn around and watch the group to try and figure out who the leader is.
- The guesser gets three chances to guess. If they guess the leader correctly, then the person to the right of the leader becomes the guesser and will go out of the room while the group decides on a new leader. If the guesser tries three times and does not identify the leader, the group tells the guesser who the leader is and the person to the left of the leader becomes the new guesser.



- Continue with selecting a new leader and bringing the guesser back into the room to try and figure out who the leader is!

Do: Allow time for participants to play the game for 10-15 minutes. Follow up with the discussion questions provided below.

Say:

Let's discuss about the game, Who Is The Leader?:

- Who had the hardest job in this game — the guesser or the leader? Why?
- What skills did the followers need to have in order to be a good team player? *Closely watching the leader without staring at them the whole time; listening skills, quick actions to follow the leader's movements, etc.*
- What skills did the guesser have to use in order to figure out who the leader was? *Listening skills to hear where the movement started, quick movements to turn around and watch all of the participants in the circle, watch closely to see if they could catch the leader starting a movement, etc.*
- Were the actions of the guesser and the followers different? *No, not really. They had to do similar things in order to participate well in the game.*
- How are these skills — listening, watching closely — used in dealing with a bully? *When we listen and watch closely what is going on around us, we might be able to avoid a situation where bullying might happen. For example, if you see someone playing on the slide who has been bullying others, you might avoid going over to the slide during recess and find something else to do. Listening and watching closely might also help you to see when someone else is being bullied and get help from a teacher or an adult.*

Resources:

- PBSParents. *Activities: Team Challenges.* http://www.pbs.org/parents/arthur/activities/acts/team_challenges.html
- Excellerate. *Bloop.* <http://www.excellerate.co.nz/freeicebreakers.html>



LESSON 5

I AM THUMB-BODY!

Grade Level

K-2

Lesson Title

I Am Thumb-Body!

Time

45—60 minutes

Objectives

Students will learn how to:

- Identify things that they like or enjoy.
- Define the term unique.
- Observe differences in thumb prints.
- Write about differences in thumb prints.

Life Skills Model

- Conflict Resolution
- Accepting Differences
- Cooperation

- Concern for Others
- Social Skills
- Resiliency

Supplies/Materials

- Variety of colors of ink pads
- Magnifying glass (for each participant, if available)
- Wet wipes
- Newspaper or plastic table cloths

Extended Activities:

- Crayons
- Child safe scissors

Handouts/Resources

- I Am Thumb-Body!

Extended Activities:

- My Unique Crayon!





LESSON 5: I AM THUMB-BODY!

Say:

The last few weeks we have been learning how to Take A Stand when we see bullying or are being bullied. Has anyone told an adult when you saw bullying or when you were being bullied?

Today we are going to talk about some big words called cultural awareness. Those are hard words for kindergarten, 1st or 2nd graders, aren't they? Cultural awareness means all of us are different and special in our own way. We all have different things we like to do, we all come from different families, we believe in different things. Let's play a game to learn more about the things we like.

Activity 1: If I Were An Animal, I Would Be...

Do: Arrange participants in a circle for Activity 1. Demonstrate the example provided below for the activity.

Say:

Who likes animals? I am sure that each of you has a favorite animal. Let's do an activity called "If I Were An Animal, I Would Be...".

I would like for you to get in a circle. Each person will get a turn to finish the sentence and share which animal they would be. After telling everyone your animal, please tell everyone why you would want to be that animal and if you have some actions or motions that the animal does, show those to us as well. Let me give you an example.

If I were an animal, I would be...a giraffe! I like giraffes because they have long necks and don't have to use a ladder to reach the top limbs of a tree! They can also see a long way because they are tall.

Do: Allow each child to share their animal and why they would want to be that animal. Follow with discussion.

Say:

You each did a great job explaining why you would want to be a specific animal. Let's talk for a minute about this activity.

- Did everyone choose the same animal? Why or why not?
- Did every animal have the same characteristics? Why?
- Why don't all animals look and act the same?

Each type of animal looks different from all the others so we can tell them apart and because they were each made to act and live a certain way. People are the same way! We each look different. We each know how to do different things. We are all unique and special.

Activity 2: Simon Says...I am Unique!

Say:

Every one of us is different in some way. Even though some of you have blond hair, it may be different by the way it is cut, the shade of it, or how thick it is. What are some other things that make us different or unique?

Do: Allow participants to list things that make them different from others in the group. Following discussion, ask participants to get in a circle for activity 2.

Say:

Does everyone remember how to play "Simon Says?" The game is played by listening to the leader and only doing what the leader does when they say "Simon Says" before they give the instructions. We are going to play a little bit differently today because no one will be out of the game!

Let's get in a circle and listen to the instructions. Today, I will start out as "Simon" and you will do the action only if you like to or know how to do that activity. For example, If I say "Simon Says...I know how to tie my shoes." Everyone who does know how to tie their shoes will demonstrate tying their shoes. Those who do not know how



to tie their shoes will watch the others so that they can begin to learn. Let's practice with that one. "Simon Says, I know how to tie my shoes." Those who know how to tie your shoes, please show us now.

Great! Now let's start playing. Remember, it is okay if you don't like to do the activity or don't know how! I want you to pay attention to how others answer each time because at the end we'll be talking about this activity!

Simon Says Statements:

Simon Says...

- *I know how to brush my hair.*
- *I like to play hop scotch.*
- *I like to jump rope.*
- *I like to rock my dolls.*
- *I like to play football.*
- *I like to pet dogs and cats.*
- *I like to eat strawberry ice cream.*
- *I like to dance.*
- *I know how to skip.*
- *I know how to kick a soccer ball.*
- *I know how to swim.*
- *I like to ride horses.*

Do: *If you feel participants are able to identify something they like to do, allow them to take turns being "Simon".*

Say:

Thank you for your great participation in Simon Says! Let's sit in a circle and talk for a bit. I would like for you to think back to how other people in the group answered each question. Was there something that you didn't know about someone that they liked to do that you also like to do? Here's an example that I can think of. I didn't know that _____ (*insert the name of a child who knew how to tie their shoes*) already knew how to tie his/her shoes. Each person can share one thing and we will go around the circle.



Do: Allow each child to share something that they have in common with another person that they did not know before the activity.

Say:

All of you did a great job of paying attention to what other people in the group like to do.

- **Why is it important for us to get to know about others and what they like to do?**
We might find that we can make a new friend who likes the same things. We learn about others and how we are alike and different. We might be able to learn something from a friend that we didn't know how to do before.
- **If we don't know how to do something, should we get mad at those who know how to do it?**
No, we need to ask them for help in learning how to do it or watch them to learn. We should never be jealous of what others can do. Others who know how to do something should also ask if they can help others.

Activity 3: I Am Thumb-Body!

Do: This activity can be messy! Make sure to take precautions to cover tables with newspaper or plastic table cloths to keep from getting ink on the tables. Duplicate the handout, "I am Thumb-Body!" for each participant. Place a variety of colors of ink pads and wet wipes on the tables. Demonstrate how to do thumb prints on a copy of the handout.

Say:

Does anyone know what on our bodies makes each and every one of us unique or different from everyone else? Our fingerprints, or the tiny lines on the tips of our fingers, are different on every single person.

We are going to do an activity called "I Am Thumb-Body!" Everyone has different thumb prints and that makes us Thumb-Body special! I am going to teach you how to do your thumb prints so that you can take a look at them with a magnifying glass.



Watch me as I demonstrate how to do your thumb print.

- *Make a fist with your hand with your thumb sticking out.*
- *Point your thumb down.*
- *Place your thumb on an ink pad and raise it up. Do not touch anyone or anything with your wet thumb!*
- *Move your thumb over the correct box on your paper and move your thumb straight down and press on the paper. Do not slide or roll your thumb. Raise your thumb up and you have a thumb print!*
- *After you put your print on the paper, clean your thumb off with a wet wipe.*

On the tables you will find some ink pads and each of you have a copy of the handout, “I Am Thumb-body!” Start with your left thumb and place your print in the box labeled “Left.” Be sure to clean your thumb off with the wet wipe before you do your right thumb and place your print in the box labeled “Right.” Clean off your right thumb with the wet wipe. Be careful not to get the ink on your clothes or anyone else.

Do: *Allow time for participants to complete their thumb prints. Hand out the magnifying glasses to participants.*

NOTE: the following instructions that require a writing skill may not be appropriate for kindergarten and first grade. Instructions are provided for kindergarten and first grade and different instructions for second grade.

Kindergarten and First Grade Instructions:

Say:

Now that everyone has completed their thumb prints, let’s take a closer look at them. Each of you have a magnifying glass. Look at your thumb prints with the magnifying glass and tell me what designs you see in your prints.

Next, let’s rotate around the room and look at the everyone else’s thumb prints. Be sure to remember how your thumb prints are different from the others.

Do: Allow time for participants to look at all the thumb prints. Follow up with discussion questions at the end of this activity.

Second Grade Instructions:

Say:

Now that everyone has had a chance to create your thumb prints, let's take a closer look at them. Each of you have a magnifying glass. Look at your thumb prints with the magnifying glass and then write in the box below your thumb prints something that you notice about your prints. For example, do the lines make a circle or straight lines?

Do: Allow time for participants to complete their observation and record what they saw in their thumb print.

Say:

Now I would like for you to trade papers with a neighbor next to you and use your magnifying glass to look at their prints. Write something that you see in their print that is different than your own prints.

Do: Allow time for participants to complete their observation of another participant's thumb prints and record what they saw in their neighbor's thumb print.

NOTE: If time allows, lay out all handouts on the tables and have participants rotate through and look at each person's thumb prints.

Say:

After you finish writing on your neighbor's paper, trade back with them.



Wrap Up for Activity 3 for All Grades:

- **What were some of the things that were different about your prints and your neighbor's prints?** *Possible answers might include: the shape of the print, the overall size of the print, some have straight lines, some have curved lines, some have circles, etc.*
- **What does it mean to be unique?** *Unique means that there is nobody else exactly like you.*

Do: *After the activity, post the handouts on a bulletin board with the title, "I Am Thumb-body!" or allow them to take home to show parents.*

Wrap up:

After completing the lesson and activities, wrap up the lesson with these discussion questions:

- **What does it mean when we talk about cultural awareness?** *Cultural awareness is the way we are different or unique from each other.*
- **What does it mean to be unique?** *Unique means that there is nobody else exactly like you.*
- **Why is it important to know about yourself and about others?** *This helps us to find friends who have the same things in common. It also helps us to get to know others.*
- **If we don't have the same things in common with someone else, does that mean that you can't be friends with them?** *No! It just means that there are things that we might be able to share and teach them and that we can learn from them.*

Extended Activity 1: The Crayon Box That Talked

Do: *Copy the activity sheet, "My Unique Crayon," for each participant. Read the poem, "The Crayon Box That Talked," to the participants.*

Say:

What can you tell me about a box of Crayons? Are all of them exactly the same? No.

A box of crayons holds many different colors. There may be different shades of a color, but each shade is different from the next.

How are we like a box of crayons? *Potential answers might include: each of us is also a different color. We may be the same color but are different shades of that color. Each of us is unique just like each crayon in a box. Some crayons are different sizes, too.*

I would like for you to listen to this short poem called “The Crayon Box That Talked.” After I read it, we’ll do a fun activity!

THE CRAYON BOX THAT TALKED

Poem by: Shane DeRolf

*While walking into a toy store the day before today
I overheard a crayon box with many things to say.
"I don't like Red!" said Yellow and Green said "Nor do I."
"And no one here likes Orange but no one knows just why."
"We are a box of crayons that doesn't get along"
Said Blue to all the others. "Something here is wrong."
Well, I bought that box of crayons and took it home with me
And laid out all the colors so the crayons all could see.
They watched me as I colored with Red and Blue and Green
And Black and White and Orange and every color in between.
They watched as Green became the grass and Blue became the sky.
The Yellow sun was shining bright on White clouds drifting by.
Colors changing as they touched becoming something new.
They watched me as I colored - they watched me till I was through.
And when I finally finished I began to walk away
And as I did the crayon box had something more to say
"I do like Red!" said Yellow and Green said, "so do I.
And Blue you were terrific! So high up in the sky."
"We are a box of crayons each one of us unique
But when we get together the picture is more complete."*



What was it that the crayons first said about each other? *They didn't like each other.*

What happened to make them change their mind? *The person in the story started creating something beautiful by using the different colors. They saw how pretty the picture was when the colors worked together.*

What can we learn from the box of crayons? *That we should all try to get along and help each other because we can all learn something from each other. We are all unique and special and together we can do more than we can by ourselves.*

I have a handout with a crayon on it for you to color. In the center of the crayon, I would like for you to draw your self portrait and then finish coloring the picture. When you finish, cut out your crayon with your scissors. When you finish, we will create our own unique crayon box with all of your crayons!

Do: *Use a piece of cardboard or poster board to create the front of a crayon box. Color it or use colored paper to decorate it. Stack the completed self portrait crayons in the box and display on a bulletin board with the title: "Our Unique Crayons!"*

Extended Activity 2: I Am Thumb-Body Poem or Story

NOTE: *This activity is appropriate for second grade.*

After completing the I Am Thumb-Body activity, have participants create their own I Am Thumb-Body poem or story using notebook paper. Create a book of poems and stories from everyone's creative writing and copy for all participants or post the poems and stories on a bulletin board with their thumb prints.

If you prefer to use this as a penmanship activity, and not a creative writing activity, write the short poem below on the chalkboard or flip chart paper for them to copy.

*I am Thumb-body, yes it is true.
There is something about me different from you.
I am Thumb-body and I am happy to say
You, too, are Thumb-body in your own special way!*



Resources:

- Education World. Bullying and Diversity Lesson: What's Your Name? http://www.educationworld.com/a_lesson/00-2/lp2061.shtml
- Shelby, Barbara. Diversity and Multi- Cultural Intro and Links. <http://www.kidactivities.net/category/diversitymulti-cultural.aspx>. Activities adapted: Help Children See Each Of Us Is Unique, The Crayon Box That Talked.



INSTRUCTIONS: Place your thumb prints in the boxes. In Box 1, write something unique about your thumb prints. Trade papers with a neighbor and write on their paper in box 2 about how your thumb prints are different from theirs.

LEFT THUMB PRINT

RIGHT THUMB PRINT

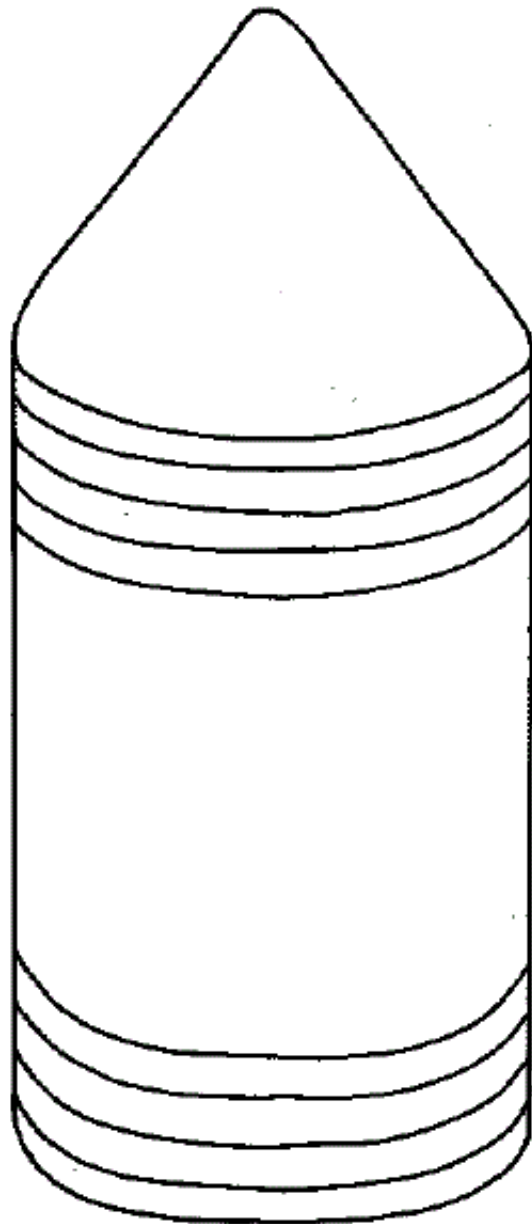
1. I THINK MY THUMB PRINT IS UNIQUE BECAUSE...

2. MY NEIGHBOR THINKS THAT OUR THUMB PRINTS ARE DIFFERENT BECAUSE...



Take A Stand, K-2, is a joint project between Texas A&M AgriLife Extension and the Oklahoma State University Cooperative Extension 4-H Youth Development Programs.

INSTRUCTIONS: Draw your self-portrait in the center of the crayon. Finish coloring the picture.



APPENDIX

- Take A Stand Coloring Book
- Oklahoma PASS Objectives for Kindergarten
- Oklahoma PASS Objectives for First Grade
- Oklahoma PASS Objectives for Second Grade
- Parent Letter
- Teacher Evaluation Form
- Award Of Excellence Certificate



TAKE A STAND

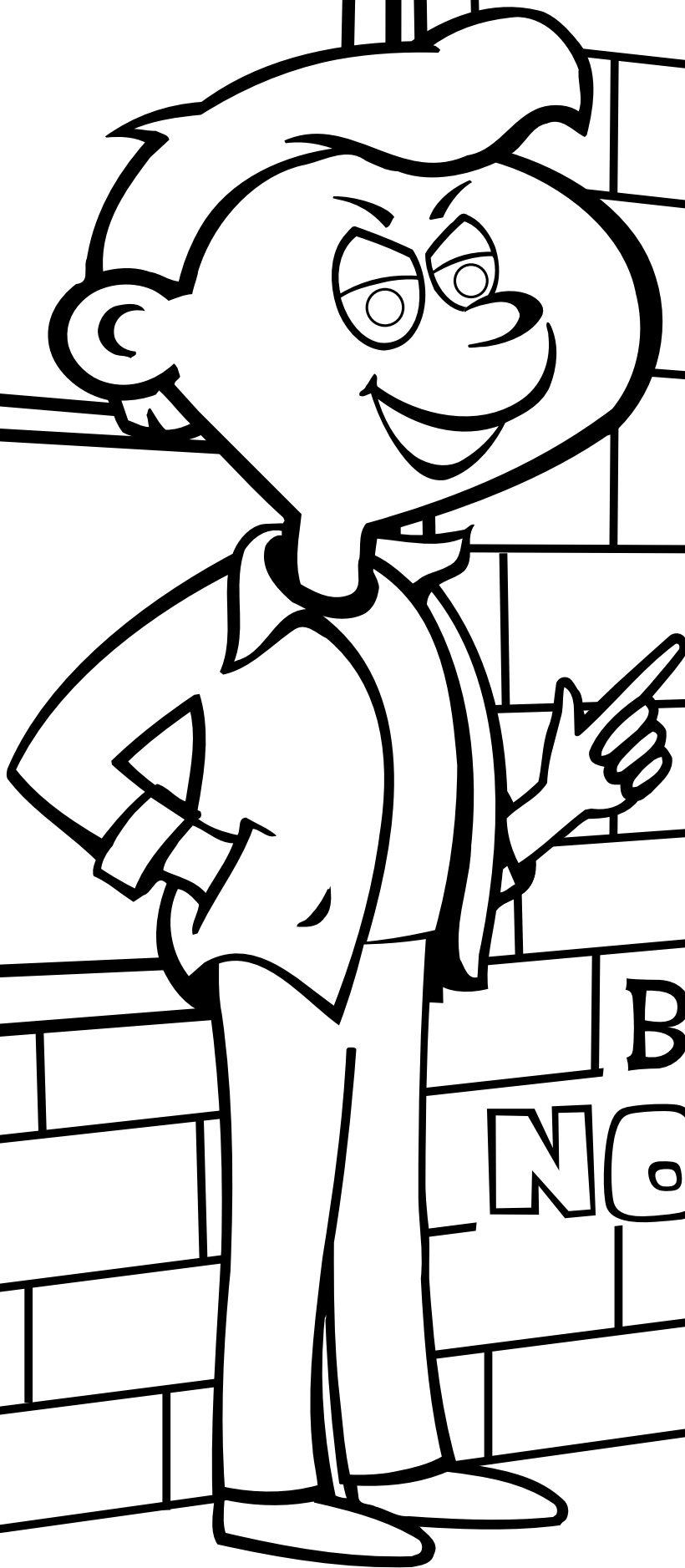
K-2 COLORING BOOK
USED WITH PERMISSION FROM
PAGER.ORG



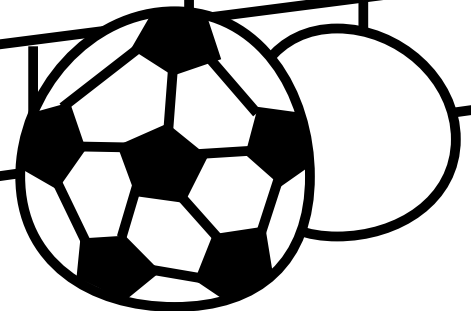


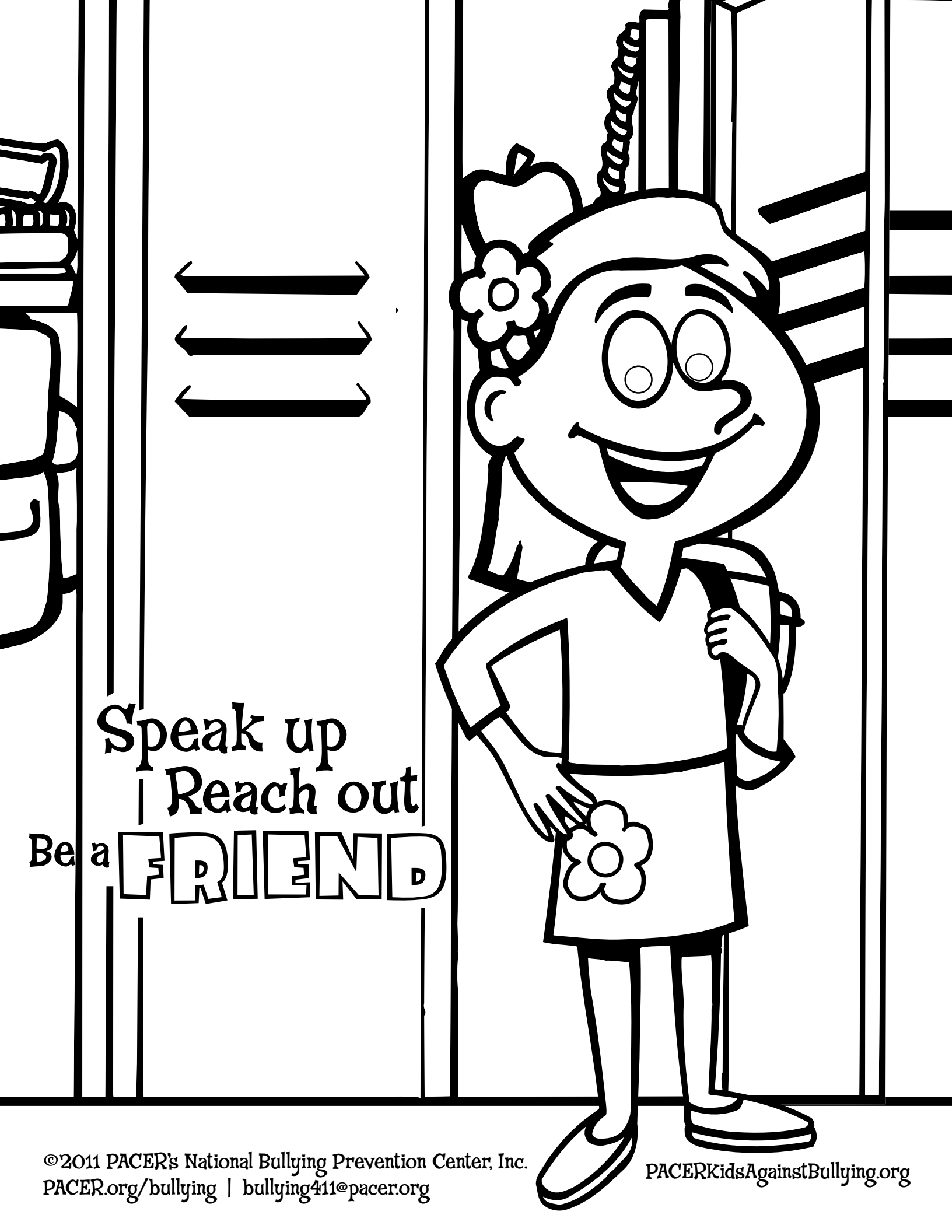
**COLOR
THE CREW**

PACER **KIDS**
Center's
AGAINST
BULLYING



Bullying is
NOT cool





Speak up
| Reach out

Be a **FRIEND**



No one should
be teased for
being **DIFFERENT**

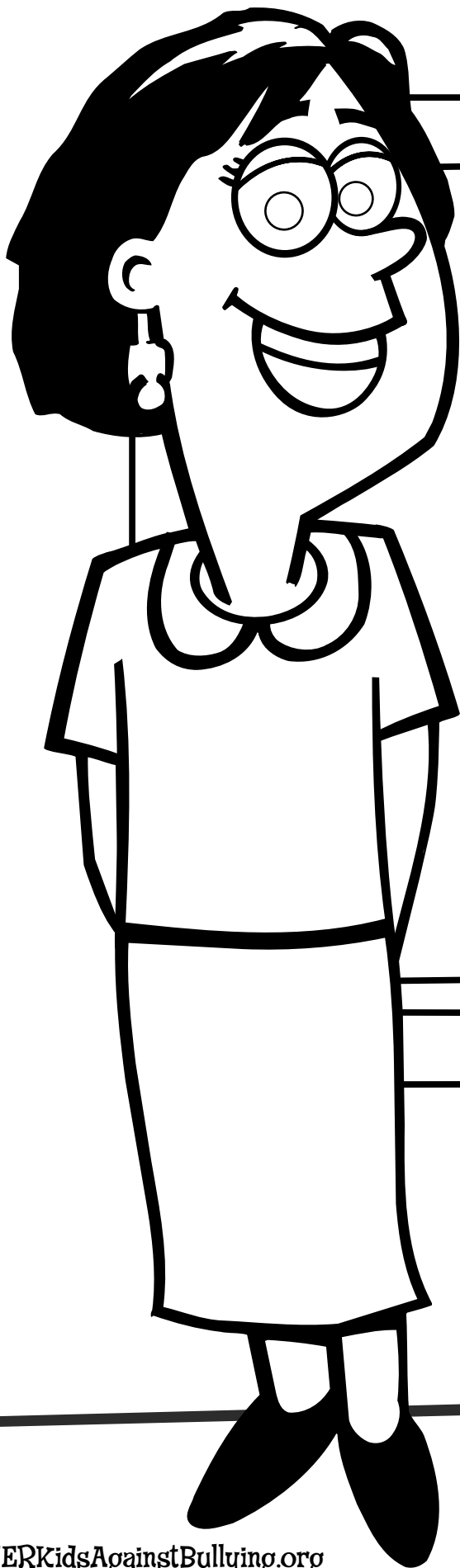
Everyone deserves **RESPECT**



m N n O o P p Q q R r S s T t U u V v W w X x

Everyone
deserves
RESPECT



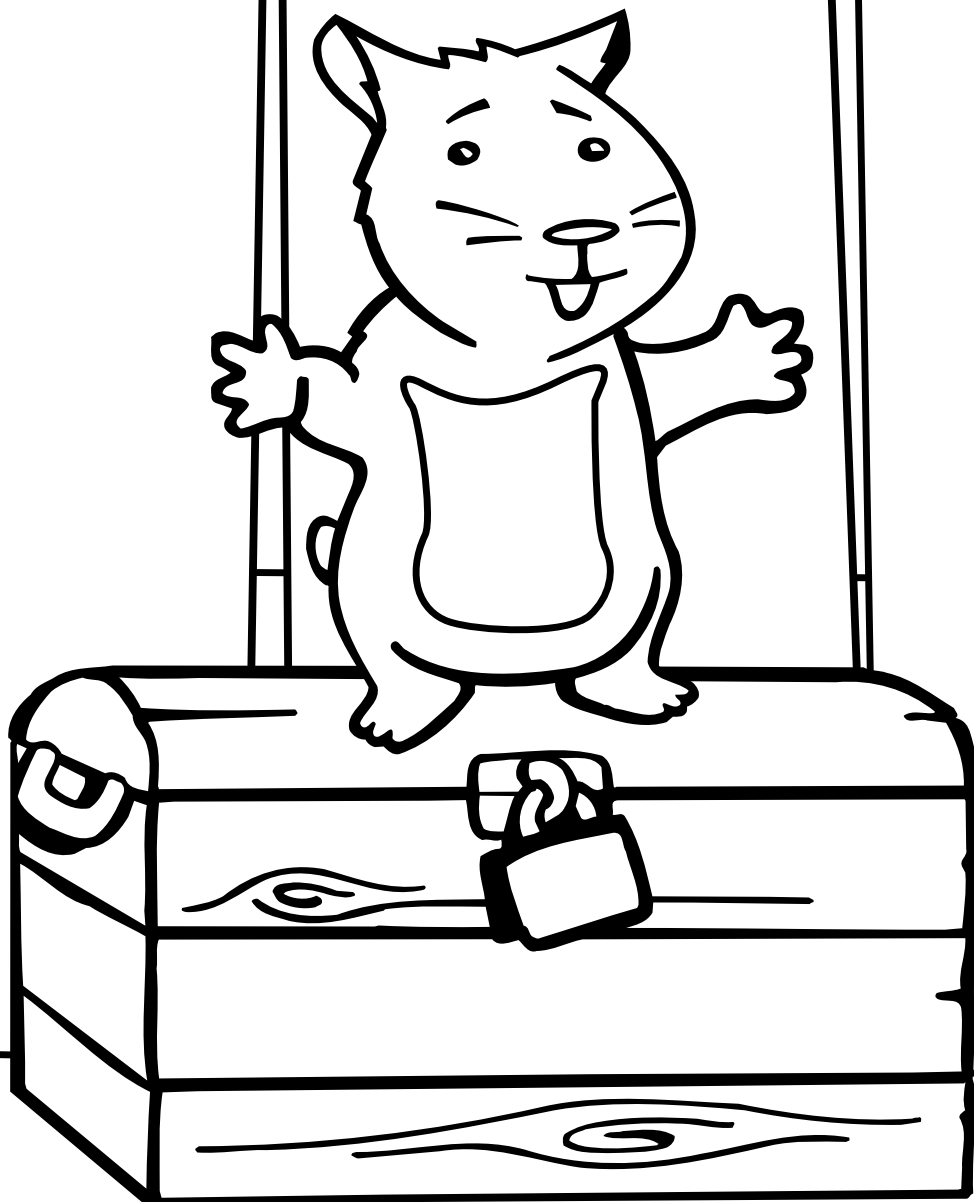


Together,
WE CAN
make a difference.

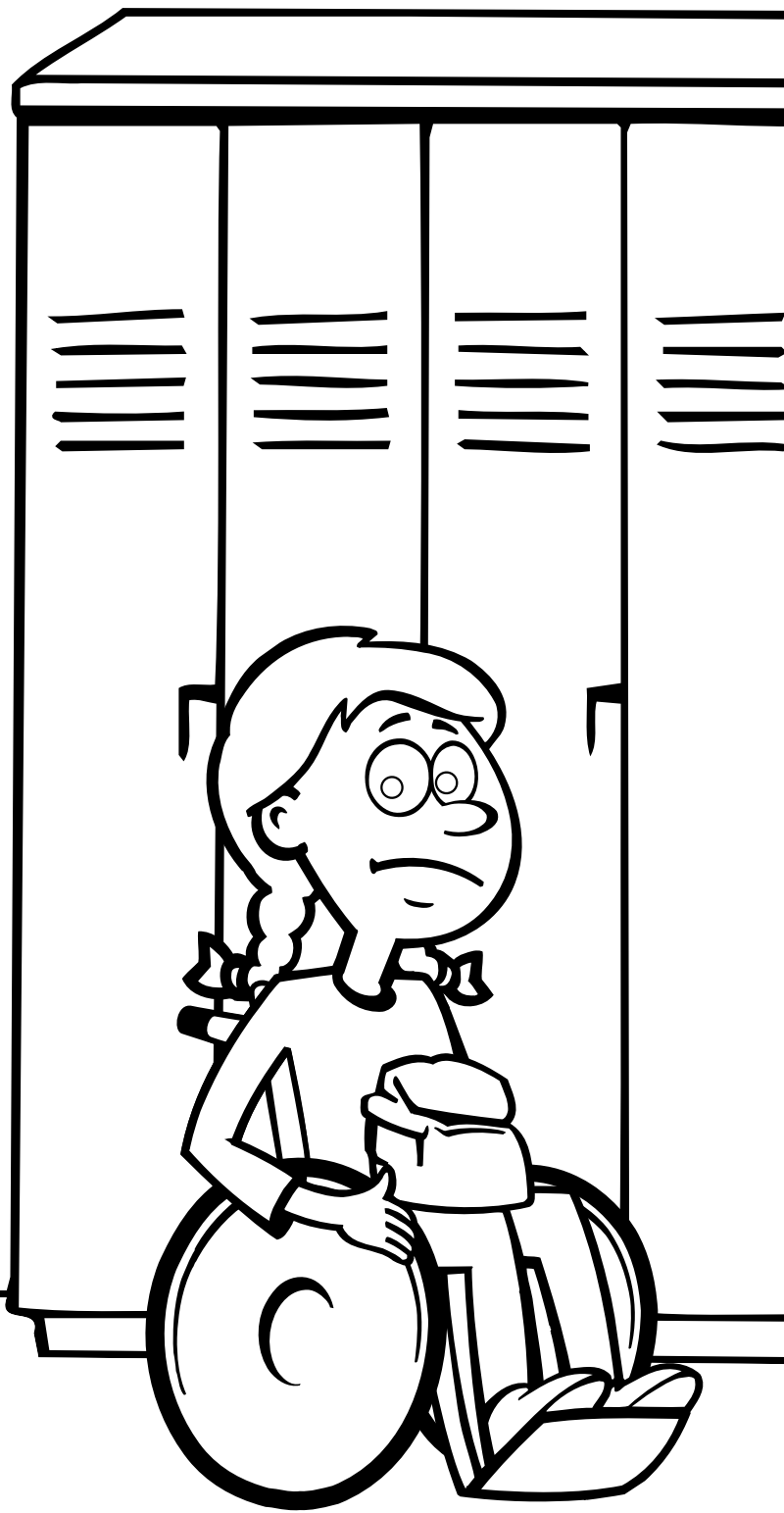
Speak up
Reach out
Be a **FRIEND**



Bullying is
NOT cool



NOBODY
deserves
to be **bullied**





**OKLAHOMA
PASS OBJECTIVES FOR
KINDERGARTEN**

Lesson Title and Objectives	Oklahoma PASS Objectives Kindergarten
<p>1. Bullying Stops Here!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define bullying. ● Identify actions of a bully. ● React when bullying is observed or happens to them. 	<ul style="list-style-type: none"> ● Creative Skills: Standard 1:1, 2 ● Language Arts—Reading/Literature: Standard 4: 1, 2 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 3 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 3: Standard 1: 1; Standard 3: 1, 2 ● Social and Personal Skills: Standard 1:1 ● Civics: Standard 1: 1, 3, 4 ● Motor Skill and Lifetime Activity Development — Small Motor Skill Development: Standard 1: 2 ● Visual Art: Standard 3: 1a, 3; Standard 4: 2, 3
<p>2. Telling Versus Tattling</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Express themselves using words and body language. ● Define telling and tattling. ● Identify examples of telling and tattling. 	<ul style="list-style-type: none"> ● Creative Skills: Standard 1: 1, 2 ● Language Arts—Reading/Literature: Standard 4: 1, 2 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 3 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 3: Standard 1: 1; Standard 3: 1, 2 ● Social and Personal Skills: Standard 1:1 ● Civics: Standard 1: 1, 3, 4 ● Motor Skill and Lifetime Activity Development— Small Motor Skill Development: Standard 1: 2
<p>3. Mind Your Manners!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define manners. ● Identify examples of good manners. ● Practice using good manners. 	<ul style="list-style-type: none"> ● Creative Skills: Standard 1:1, 2 ● Language Arts—Reading/Literature: Standard 4: 1, 2 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 3: Standard 1: 1; Standard 3: 1, 2 ● Social and Personal Skills: Standard 1:1 ● Civics: Standard 1: 1, 3, 4 ● Motor Skill and Lifetime Activity Development — Small Motor Skill Development: Standard 1: 2 ● Visual Arts: Standard 3:1a, 1d, 3; Standard 4: 2, 3

Lesson Title and Objectives	Oklahoma PASS Objectives Kindergarten
<p>4. Be A Good Sport!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define teamwork. ● Define sportsmanship. ● Identify good characteristics of teamwork and sportsmanship. ● Use teamwork and sportsmanship. 	<ul style="list-style-type: none"> ● Creative Skills: Standard 1: 1, 2 ● Language Arts—Reading/Literature: Standard 4: 1, 2 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 3; Standard 1: 1; Standard 3: 1, 2 ● Social and Personal Skills: Standard 1:1 ● Civics: Standard 1: 1, 3, 4 ● Mathematics: Standard 2:7 ● Motor Skill and Lifetime Activity Development — Large Motor Skill Development: Standard 1:2 ● Motor Skill and Lifetime Activity Development — Small Motor Skill Development: Standard 1: 2
<p>5. I Am Thumb-Body!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Identify things that they like or enjoy. Define the term unique. ● Observe differences in thumb prints. ● Write about differences in thumb prints. 	<ul style="list-style-type: none"> ● Creative Skills: Standard 1: 1, 2 ● Language Arts—Reading/Literature: Standard 4: 1, 2 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 3; Standard 1: 1; Standard 3: 1, 2 ● Social and Personal Skills: Standard 1:1 ● Civics: Standard 1: 1, 3, 4 ● Motor Skill and Lifetime Activity Development — Large Motor Skill Development: Standard 1:1, 2 ● Motor Skill and Lifetime Activity Development — Small Motor Skill Development: Standard 1: 2 ● Visual Art: Standard 3: 1d, 3

Source:

- **Oklahoma C3 Priority Academic Student Skills: Kindergarten.** <http://ok.gov/sde/sites/ok.gov.sde/files/C3%20PASS%20k.pdf>

NOTE: When all of the Oklahoma Core Curriculum Standards are in place in 2014-15, these charts will be updated to reflect the new standards.





**OKLAHOMA
PASS OBJECTIVES FOR
FIRST GRADE**

Lesson Title and Objectives	Oklahoma PASS Objectives First Grade
<p>1. Bullying Stops Here!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define bullying. ● Identify actions of a bully. ● React when bullying is observed or happens to them. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 4: 1, 2, 3 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1, 5, 7 ● Visual Art: Standard 3: 2, 4; Standard 4: 2, 3 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 8, 10; Standard 4: 5, 6, 7; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development —Personal and Social Skill Development: Standard 5: 3, 4; Standard 6: 1, 2, 3
<p>2. Telling Versus Tattling</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Express themselves using words and body language. ● Define telling and tattling. ● Identify examples of telling and tattling. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 4: 1, 2, 3 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1, 5, 7 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 8, 10; Standard 4: 6; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development —Personal and Social Skill Development: Standard 5: 3, 4; Standard 6: 1, 2, 3
<p>3. Mind Your Manners!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define manners. ● Identify examples of good manners. ● Practice using good manners. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 4: 1, 2, 3 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1 ● Visual Art: Standard 3: 2, 4; Standard 4: 2, 3 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 8, 10; Standard 4: 5, 6, 7; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development —Personal and Social Skill Development: Standard 5: 3, 4; Standard 6: 1, 2, 3

Lesson Title and Objectives	Oklahoma PASS Objectives First Grade
<p>4. Be A Good Sport!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define teamwork. ● Define sportsmanship. ● Identify good characteristics of teamwork and sportsmanship. ● Use teamwork and sportsmanship. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 4: 1, 2, 3 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 8, 10; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development: Standard 1: 2, 4 ● Motor Skill and Lifetime Activity Development —Personal and Social Skill Development: Standard 5: 1, 2, 3, 4; Standard 6: 1, 2, 3
<p>5. I Am Thumb-Body!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Identify things that they like or enjoy. Define the term unique. ● Observe differences in thumb prints. ● Write about differences in thumb prints. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 4: 1, 2, 3 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1 ● Visual Art: Standard 3: 2, 4; Standard 4: 2, 3 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 8, 10; Standard 4: 5, 6, 7; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development —Personal and Social Skill Development: Standard 5: 3, 4; Standard 6: 1, 2, 3

Source:

- **Oklahoma C3 Priority Academic Student Skills: Grade 1.** <http://ok.gov/sde/sites/ok.gov.sde/files/C3%20PASS%20Int1.pdf>
- **Oklahoma C3 Priority Academic Student Skills: Health, Safety and Physical Education.** <http://ok.gov/sde/sites/ok.gov.sde/files/C3%20PASS%20PE.pdf>

NOTE: When all of the Oklahoma Core Curriculum Standards are in place in 2014-15, these charts will be updated to reflect the new standards.





**OKLAHOMA
PASS OBJECTIVES FOR
SECOND GRADE**

Lesson Title and Objectives	Oklahoma PASS Objectives Second Grade
<p>1. Bullying Stops Here!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define bullying. ● Identify actions of a bully. ● React when bullying is observed or happens to them. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 3: 2 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1, 2, 3; Standard 3: 1, 2 ● Visual Art: Standard 3: 2, 4; Standard 4: 2, 3 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 2, 3, 4, 5, 8, 10; Standard 4: 5, 6, 7; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development—Personal and Social Skill Development: Standard 5: 4; Standard 6: 1, 2, 3
<p>2. Telling Versus Tattling</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Express themselves using words and body language. ● Define telling and tattling. ● Identify examples of telling and tattling. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 3: 2 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1, 2, 3; Standard 3: 1, 2 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 2, 3, 4, 5, 8, 10; Standard 4: 5, 6, 7; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development—Personal and Social Skill Development: Standard 5: 4; Standard 6: 1, 2, 3
<p>3. Mind Your Manners!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define manners. ● Identify examples of good manners. ● Practice using good manners. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 3: 2 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1, 2, 3; Standard 3: 1, 2 ● Visual Art: Standard 3: 2, 4; Standard 4: 2, 3 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 2, 3, 4, 5, 8, 10; Standard 4: 5, 6, 7; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development—Personal and Social Skill Development: Standard 5: 4; Standard 6: 1, 2, 3

Lesson Title and Objectives	Oklahoma PASS Objectives Second Grade
<p>4. Be A Good Sport!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Define teamwork. ● Define sportsmanship. ● Identify good characteristics of teamwork and sportsmanship. ● Use teamwork and sportsmanship. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 3: 2 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1, 2, 3; Standard 3: 1, 2 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 2, 3, 4, 5, 8, 10; Standard 4: 5, 6, 7; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development—Personal and Social Skill Development: Standard 5: 4; Standard 6: 1, 2, 3
<p>5. I Am Thumb-Body!</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Identify things that they like or enjoy. Define the term unique. ● Observe differences in thumb prints. ● Write about differences in thumb prints. 	<ul style="list-style-type: none"> ● Language Arts—Reading/Literature: Standard 3: 2 ● Language Arts—Writing/Grammar/Usage and Mechanics: Standard 1: 1 ● Language Arts—Oral Language/Listening and Speaking: Standard 1: 1; Standard 2: 1, 2, 3; Standard 3: 1, 2 ● Health/Safety Education—Responsible Health and Safety Behavior: Standard 3: 2, 3, 4, 5, 8, 10; Standard 4: 5, 6, 7; Standard 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Standard 6: 1, 2, 3 ● Motor Skill and Lifetime Activity Development—Personal and Social Skill Development: Standard 5: 4; Standard 6: 1, 2, 3

Source:

- **Oklahoma C3 Priority Academic Student Skills: Grade 2.** <http://ok.gov/sde/sites/ok.gov.sde/files/C3%20PASS%20Int2.pdf>
- **Oklahoma C3 Priority Academic Student Skills: Health, Safety and Physical Education.** <http://ok.gov/sde/sites/ok.gov.sde/files/C3%20PASS%20PE.pdf>

NOTE: When all of the Oklahoma Core Curriculum Standards are in place in 2014-15, these charts will be updated to reflect the new standards.



Dear Parent:

Your child is participating in a 4-H Enrichment Curriculum program, Take A Stand! This program focuses on conflict management and bullying. The series of five lessons incorporates topics such as communication, teamwork, etiquette, social skills, and empathy. Students will receive some handouts and other information that they can keep. Below is an overview of the five lessons and topics to be covered.

- **Lesson 1: Bullying Stops Here! (Conflict Resolution and Bullying)** Understand what bullying is and how to identify actions of a bully. Develop skills in how to react to bullying.
- **Lesson 2: Telling Versus Tattling (Communication)** Learn to express themselves using body language. Learn the difference between telling and tattling. Identify when telling is the right thing to do.
- **Lesson 3: Mind Your Manners! (Etiquette)** Learn what manners are and demonstrate examples of good manners.
- **Lesson 4: Be A Good Sport! (Teamwork)** Understand what teamwork and sportsmanship are. Practice using teamwork and good sportsmanship in all activities.
- **Lesson 5: I Am Thumb-Body! (Cultural Awareness)** Understand ways that they are like others and different from others.

Participants in the Take A Stand! program will receive a recognition certificate. Parents are encouraged to talk with their child about what they have learned in the Take A Stand program and help them to practice the good habits and skills.

The Take A Stand! K-2 program was developed through a joint project between Oklahoma Cooperative Extension Service and Texas A&M Agrilife Extension Service's 4-H and Youth Development Programs. The goal of the Take A Stand! program is to educate youth across the state on this important issue. To learn more about the 4-H Program, please contact your county Extension educator, _____ by calling _____ (phone number) or e-mailing _____.

Sincerely,

Name
Title



TEACHER EVALUATION FORM --K-2 GRADE

Your views on the quality and effectiveness of Extension programs are extremely important. Please tell us about your experience with this program to assist us in planning future programs that meet your needs. Thank you!

- Using the scale below, please provide the level of agreement with the following Statements, as they represent your opinion both **BEFORE** and **AFTER** students participated in the Take A Stand Program.

NEVER SELDOM SOMETIMES USUALLY ALWAYS
 1 2 3 4 5

BEHAVIOR STATEMENT:	BEFORE					AFTER				
	1	2	3	4	5	1	2	3	4	5
My students can solve conflict without hitting.										
My students exhibit caring and kindness to each other.										
My students can express their feelings to each other.										
My students understand the difference between telling and tattling.										
My students show respect to others.										
My students exhibit proper manners.										
My students share with others.										
My students use teamwork and good sportsmanship.										
My students can identify differences and similarities in each other.										
My students can cooperate with each other.										

- Do you think this program has positively changed youth behavior? ___ Yes ___ No ___ No Change
- How many youth participated in Take A Stand, K-2? _____
- What was their grade level? ___K ___1st ___2nd
- Males _____ Females _____
- Please list a few examples of positive behaviors that you have witnessed since completion of the program.

Thank You!

TAKE A STAND

AWARD OF EXCELLENCE

is presented to

For promoting peaceful resolutions through communication, manners,
and teamwork by Taking A Stand!

County Extension Educator

Date



Instructor/Teacher

Date