

3rd Grade Objectives

Topics:

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Standards of Learning:

- 1) 3.1 The student will demonstrate a sense of belonging in group work and play.
- 2) 3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.
- 3) 3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.

Objectives:

- 1) Students will identify positive characteristics about themselves and their classmates.
- 2) Students will identify behaviors a good friend should exhibit.
- 3) Students will recognize that we are all different in some ways.
- 4) Students will define and practice cooperation.
- 5) Students will identify their own and others' emotions, and learn how to communicate when they are angry.

By teaching students to recognize their own strengths and the strengths of others, they will learn to see everyone as an individual. This will give them more understanding of empathy which will in turn make them less likely to hurt others. They students will learn how to work together to solve problems rather than trying to push others into doing things their way. They will also learn how to recognize feelings in others, so they can learn to treat others with kindness. They will also learn how to recognize their own anger, and will learn to express it in healthy ways rather than by hurting others.

3rd Grade Session #1

Self-Esteem & Friendship

Supplies Needed:

- Construction paper strips
- Friendship Fish Coloring Page
- Chatterline Stickers
- Post Test

Introduction (5 minutes)

Introduce yourself and explain that you are from Crisis Line of Central Virginia (try not to use SARP). Explain what we do at Crisis Line and ask students why they think it's important to help people who are feeling sad or having a tough time. Explain that you will be in their class today and two other times.

Activity #1: High and Low Self-esteem (5 minutes)

Q: Ask students to define self-esteem.

A: *Self-esteem is the way we feel about ourselves.*

Explain that feeling good about yourself can help you in everything you do. If you feel good about yourself, we call this "high self-esteem." This can help you do better in school, make new friends, play sports, etc.

Also explain that sometimes we don't feel good about ourselves. This is called "low self-esteem." Ask the students if they can be good friends when they don't feel good about themselves. Explain that having low self-esteem is like waking up feeling crummy. When you feel crummy everything seems to go wrong. Ask the students if they are nice to other people when they feel crummy.

Explain that part of having high self-esteem is recognizing the things that you are good at doing. These things bring you joy. Give each student two pre-cut construction paper strips. The strips should be 8 ½ by 2 inches. Tell them to write one good thing about themselves on each strip, then to place the strips on the edge of their desk.

Activity #2: What makes a good friend? (5 minutes)¹

Ask the students if they each have a good friend.

Tell them that you will read a list of things that a friend may do and they will need to decide if it describes a good friend or a bad friend. Tell them that if the action

¹ Adapted from Family Resource Center 3rd Grade Curriculum, Session #2, "Healthy Relationships", 2006

describes a good friend, they should pat themselves quietly on the back, and if the action describes a bad friend, they should hold their head (like they have a headache) and shake it. Have them practice doing both motions (without talking!) before you begin.

Then, list the following actions and have the students decide whether the action would be done by a good friend or a bad friend.

- Someone asks you to cheat on a test
- Someone hits you
- You tell someone a secret and they tell the whole class
- Someone shares their new toy with you
- Someone invites you to play a game with them
- Someone doesn't like you, so they tell the whole class not to like you either
- Someone tattles on you when you weren't doing anything wrong
- Someone helps you up after you've fallen down
- Someone calls you a mean name
- Someone invites you to come over to their house to play
- Someone takes your pencil without asking first
- Someone tells the class something about you that isn't true
- Someone laughs at your joke
- Someone tries to look at your test in order to cheat

Afterwards, explain that in order to get a good friend, we have to be good friends ourselves.

Q. What we can do that would show that we are good friends?

A. *share, listen, help them out, give them gifts, encourage them, etc.*

Activity #3: Recipe for good friends – The Friendship Fish! (10 minutes)

Show the students a completed "Friendship Fish" coloring sheet. The fish should have qualities of a good friend written on its scales and fins. For example, be kind, help, listen, share, respect, include, etc. Explain that this fish reminds you how to be a good friend.

Pass out the Friendship Fish coloring sheets. Tell the students that in each scale, they are to write down one characteristic of a good friend. Then they can color the fish any way that they like. Explain that they can keep their fish to remind them how to be a good friend.

Activity #4: Keeping out chain together (5 minutes)

While the students are coloring their fish, walk around the room and collect their strips. Staple one strip into a loop, then stick the other strip through the loop and staple it. You will be creating a paper chain.

Show the students the completed chain. Explain that these are all the good qualities in their class. Read some of the strips to the class. Point out that the chain is many different colors. This represents the fact that we are all good at different things.

Stretch the chain slightly. Point out to the students that when we put all of our good qualities together, it makes us stronger.

Pick a strip near the middle of the chain and read it to the class. Ask the students how that person would feel if someone made fun of them for what they liked to do. Explain to the class that this damages that individual and makes them feel like they are being torn apart. Then rip that strip so the chain falls apart.

Explain to students that when one member of the group is hurt, it makes the whole group fall apart. We should recognize the differences we have because they make us stronger as a group.

Repair the chain and ask teacher to hang it in the room.

Closing (5 minutes)

Hand out Chatterline Stickers

Remind everyone that you'll be back two more times, and ask if anyone has any questions. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

3rd Grade Session #2

Being Different and Working Together

Supplies Needed:

- Coloring Pages
- Cooperation Word Searches

Introduction (5 minutes)

Introduce yourself and ask the students if they remember where you are from and what you do at Crisis Line. Correct their answers if necessary. Explain that you will be in their class today and one more time.

Ask the students what you talked about in the previous class. *Self-esteem and how to be a good friend*

Activity 1 – We are all different (5 minutes)²

Ask the students if we are all the same. Remind them of the paper chain they made on the first day. We all had different things that we were proud of.

Q. What sometimes happens to people who are different?

A. *They get picked on and bullied.*

Q. Do you think this is a nice thing to do?

A. *No.*

Explain that we are going to play a game to see how we are alike and how we are different. Tell the students to raise their hands if...

1. they have blond hair.
2. they have brown hair.
3. they have red hair
4. they are wearing a blue shirt.
5. they are wearing a red shirt.
6. they have blue eyes.
7. they have brown eyes.
8. their name starts with A.
9. their name starts with Q.
10. their favorite food is spinach.
11. their favorite food is octopus.
12. their favorite food is ice cream.

² Adapted from Project Horizon, Prevention Education Program Curriculum, First Grade, “Accepting Differences.”

Ask the students if anyone was exactly the same as them. Explain that we are all unique and special.

Activity #2 – Creative Coloring³ (20 minutes)

Divide the class into groups of four. Explain that they will be coloring a picture as a group. Each person in the group will select 2 colors to use and these are the only colors they may use. Everyone must have a turn to color, and all 8 colors must be used in the picture.

Pass out a coloring picture that is appropriate to the season. (For example, a picture of a scarecrow for Fall.) Ask the students to first choose their colors. Then they can begin coloring. As they are coloring, write positive examples of working together that you observe on the board.

When all the groups have finished, ask the following questions.

Q. Was this a difficult task for the group? Why or why not?

Q. How did you work as a group to complete the picture? *Be sure to point out good examples that you saw.*

Q. Is it easier to do things by yourself or with others?

Q. Why is it important to be able to work with others as a member of a team?

A. *We cannot always accomplish everything by ourselves, we are all in the group together*

Activity #3 – Cooperation Word Search⁴

As groups finish, they can begin to work on their cooperation word search. If students do not finish their searches in class, remind them that they can take them home.

Activity #4 – Defining Cooperation (5 minutes)

Explain to the students that even if someone is different from us, we need to work together, not hurt each other. Remind them that during the first session we talked about being a good friend. Point out that during that session they talked about sharing their toys and helping out their friends. These are both examples of working together.

³ Jones, Alanna. 104 Activities That Build: Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills. Richland, WA: Rec Room Publishing, Inc., 1998

⁴ Project Horizon, Prevention Education Program Curriculum, Third Grade, “Cooperative Relationships.”

Ask the students for examples of working together. Use the following prompts to get them thinking.⁵

- Is listening to others a part of working together? (yes)
- Is letting others do all the work a part of working together? (no)
- Is taking turns a part of working together? (yes)
- Is telling someone thank you for their work a part of working together? (yes)
- Is doing all the work yourself a part of working together? (no)
- Is making sure everyone has a job part of working together? (yes)
- Is not letting someone play a part of working together? (no)
- Is sharing a part of working together? (yes)
- Is taking someone's things a part of working together? (no)
- Is interrupting someone a part of working together? (no)

Q. What do you think cooperation has to do with bullies?

A. *Bullies are people who do not cooperate with the group.*

Explain that it is okay to disagree with others but it is not okay to hurt someone because you disagree with him or her. This is what bullies do.

Activity # 5 (if time allows) – Make a Symphony (5 minutes)

Ask the students if they play any musical instruments. Ask them if they know what a symphony is. Explain that a symphony makes music by several different instruments playing at the same time. Each instrument plays its own part, but because they play it together, it makes music.

Break the kids into four groups and tell them they're going to make music. One group claps, one group whistles, one group taps on their seats, one group makes shushing sounds with their mouths (like cymbals). Each group plays their sound when you point to them. The object is for each group to get itself coordinated into something that sounds good without talking to the other member(s) of the group. In order to accomplish this they have to listen to what each other is doing and adjust accordingly. Point to the groups one at a time, letting each group get their act together. Then, start adding the groups together allowing time for them to adjust what they're doing until they start to sound good. Eventually, you'll have all the groups going at once in a well coordinated ensemble.

When the concert is over, ask the kids what made this activity fun and why it required cooperation to make it work. What would have made it work better? If it didn't work, why not?

Conclusion

⁵ Adapted from Family Resource Center 3rd Grade Curriculum, Session # 3, "Cooperation", 2006

Remind everyone that you'll be back one more time and ask if anyone has any questions. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

3rd Grade Session #3

Identifying Feelings

Supplies Needed:

- Feelings Charades Cards
- ABC's of Anger handout
- Chatterline Bookmarks

Introduction (5 minutes)

Introduce yourself and ask the students if they remember where you are from and what you do at Crisis Line. Correct their answers if necessary. Explain that you will be in their class today and one more time.

Ask the students what you talked about in the previous 2 session. *Self-esteem, being a good friend, working together.* Refer to the chain that they made in the first session and the book that they made in the second session.

Activity #1: Feelings Charades (10 minutes)

Ask students for some examples of feelings.

A. mad, sad, happy, scared, excited, lonely, nervous, jealousy, etc.

Q. How can we tell how someone is feeling?

A. what they say, tone of voice, facial expressions, body language

Explain to the students that they will have the opportunity to act out their feelings. Divide the class into groups of 2 to 3 students. Pass out the Feelings Charades cards. Have the groups come up to act out the feelings without saying anything. They need to use their faces and bodies to act out what they're saying. Then the other students should guess how they are feeling and what is happening in the story. (Note for students that have trouble behaving: explain that if a pair does not take the game seriously but tries only to be funny, the activity will end.)⁶

1. Nobody will play with me (*sad, lonely*)
2. I'm going to Disney World! (*excited, happy*)
3. That movie was really scary. (*scared*)
4. I love playing outside! (*happy*)
5. He won't share! (*mad, sad*)
6. I have to go to the dentist. (*nervous, scared, mad*)

⁶ Adapted from Family Resource Center 3rd Grade Curriculum, Session # 4, "Identifying and Communicating Feelings", 2006

7. Look at my new puppy! (*excited, happy*)
8. I wish I had a backpack like Michael's (*jealous*)
9. My new toy just broke. (*sad, mad*)

Activity #2: the ABC's of Anger (10 minutes)⁷

Explain to students that many of the things we saw make us angry. Explain that sometimes we might be sad or scared or jealous, but we act like we are angry. That is why it is so important to know what to do when you are angry.

Ask the students what makes them angry.

Q. What are some things that people do when they get angry?

A. *Yell, kick, scream, pout, etc.*

Explain that there are healthy and unhealthy ways to express your anger. Some healthy ways to express anger are to talk about what is bothering you, walk away, find something else to do, etc.

Explain to the students that they can practice the ABC's of Anger to deal with their anger.

Write "Aware" on the board. Explain to students that this means they should be aware of when they feel angry.

Q. What happens to you physically when you get angry?

A. *you get tense, your heart beats fast, you cry, you raise your voice, you frown, your face turns red.*

Write "Back Away" on the board. Explain to students that this is usually the hardest part of the ABCs of anger. Tell the students that when you are angry your body tenses up and you want to do all the things that they listed. Instead of doing this, we need to back away. Act this out for the students.

Write "Calm Down" on the board. Explain to the students that when they have backed away, they need to calm down. Ask the students for examples of how they calm themselves down. Explain that we all have different methods but that each person needs to find something that works for them.

Write "Decide and Do" on the board. Explain to them that this is when they do something to change the thing that made them mad.

⁷ Adapted from Family Resource Center 1st Grade Curriculum, Session #2, "Dealing With Anger", 2006

Explain to students that they need to use the entire ABCs of anger. Ask them if they would make a good decision if they knew they were angry but went straight to making a decision. Ask them if they would make a good decision if they were aware they were angry and they backed away, but they didn't calm down.

Remind students about the chain they made on the first day and that when we hurt others with our words or actions we affect the whole group.

Pass out the ABCs of anger handout.

Activity #3: Using "I Messages" (5 minutes)⁸

Write "I feel _____ because _____." On the board.

Explain to students that "I Messages" are a way to communicate your feelings. They are really helpful when we are mad or frustrated with someone. They are not used to be mean to others but are used to explain how you feel. They should not be used to insult another person (i.e. I feel mad because you're stupid).

Read the following statements and ask for volunteers to complete the I message statement. To prompt the students, ask them how this situation would make them feel and why.

- You want to have ice cream for dessert but your parents won't let you
- Your brother won't stop bugging you while you're doing your homework
- You forgot your lunch and a classmate shared theirs with you
- Your best friends said they don't want to play with you anymore
- Nobody will play with you after lunch & you're sitting by yourself
- Your teacher gave you an A on your test
- Your favorite cousin just moved away
- Summer vacation just started

Activity # 4 – More ABCs of Anger (if time allows)

If time allows, have students come up with a calming activity for each letter of the alphabet. For example:

Act silly
Breath deeply
Catch a ball
Draw a picture
Etc.

Conclusion (10 minutes)

⁸ Adapted from Family Resource Center 3rd Grade Curriculum, Session # 4, "Identifying and Communicating Feelings", 2006

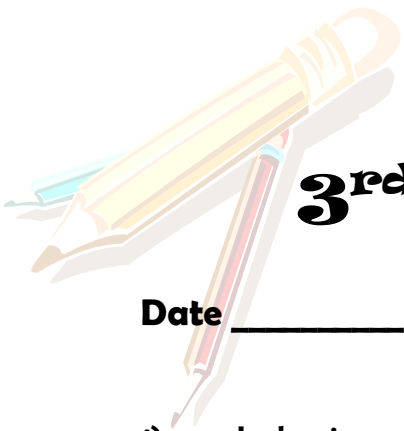
Q. What have we learned together?

A. The importance of self-esteem, how to be a good friend, how to work together, how to communicate our feelings.

Challenge the students to remember these lessons and act this way in their lives.

Hand out Post-Test. Read questions out loud.

Pass out Chatterline bookmarks.



3rd Grade Post Test

Date _____

Teacher _____

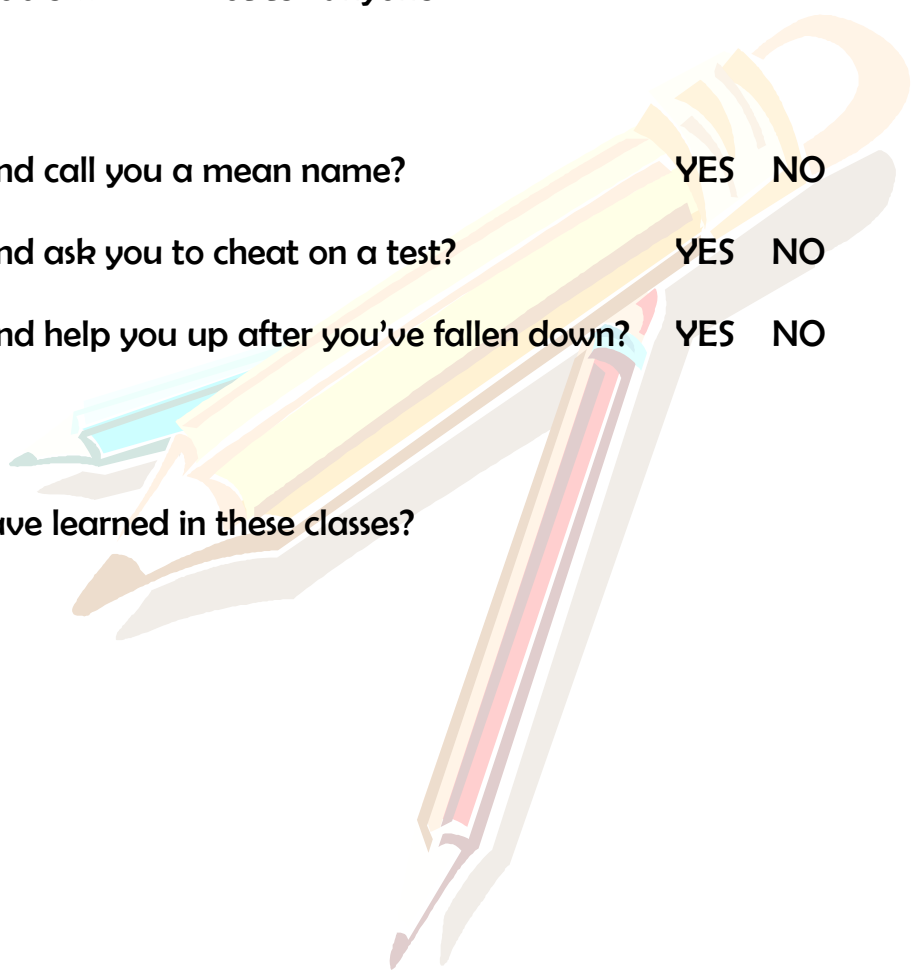
- 1) Is sharing a part of working together? YES NO
Is taking someone's things a part of working together? YES NO
Is taking turns part of working together? YES NO

- 2) What should you do when you are angry?
(Circle all the right answers)

Back Away Yell Calm Down Hit
Talk about you problems Not tell anyone

- 3) Would a good friend call you a mean name? YES NO
Would a good friend ask you to cheat on a test? YES NO
Would a good friend help you up after you've fallen down? YES NO

What is one thing you have learned in these classes?





How Can I Calm Myself Down??

A

N

B

O

C

P

D

Q

E

R

F

S

G

T

H

U

I

V

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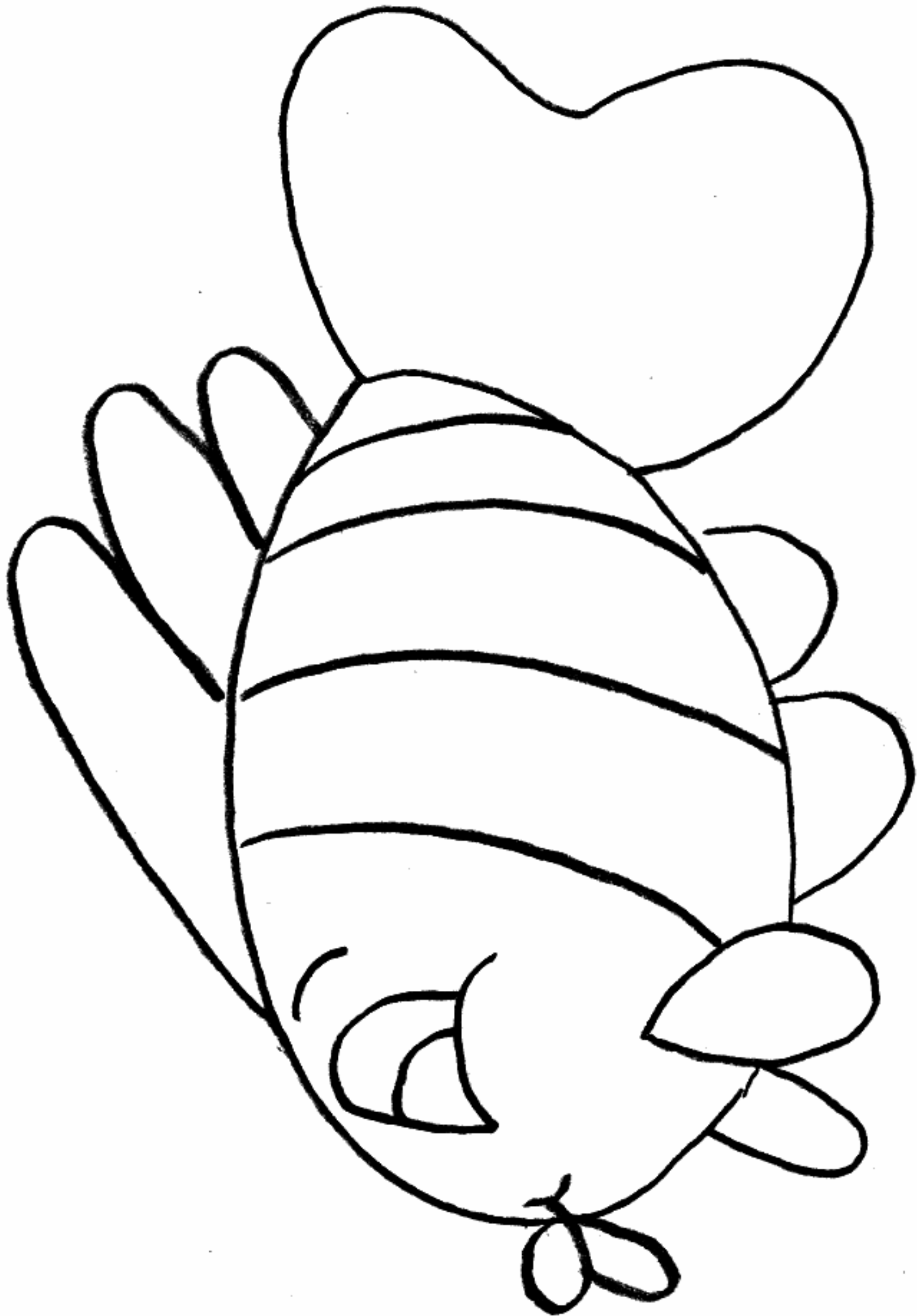
X

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The ABC's of Anger

A

Aware: Become aware that you are getting angry.

B

Back Off: Walk away, ignore the person...

C

Calm Down: Breathe, do something you like to do...

D

Decide and Do: Handle the problem.

