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BUG BUSTERS

Grade Level: 2nd - 5th

Time: 30 minutes

Purpose: To teach students appropriate and inappropriate ways of dealing with conflict

Materials Needed: Lady Bug Cards, black spots cut out from construction paper, Response cards reproduced and cut out, Bug Buster Questions

Object: To be the first group to fill up their lady bugs cards

Procedures:

1. Reproduce lady bug team cards so that each group has one card. Cut out small spots from black construction paper. (Laminate the paper before cutting out the spots to make this more time efficient.)
2. Place the Bug Buster and Bug Keeper Cards in a basket. Bug Busters are those cards reflecting responses designed to make the situation better. Bug Keepers are those cards reflecting responses designed to make the situation worse.
3. Divide the class into groups of four or five. Give each group a picture of a lady bug.
4. Ask the students to tell you about things that really “bug” them. Tell them that bugs are pesky little creatures, and you have to think of good ways to get rid of them. Explain that today’s lesson will deal with appropriate ways to deal with bullies who might be bugging them.
5. Review appropriate and inappropriate ways of dealing with conflict with the group.
6. After teaching the lesson, ask each group to send up one student to play the game.
7. Read a question and allow each team member to choose a response from the basket. If the answer is an appropriate way to deal with bullies, give the team member a spot to take back to place on their lady bug. If the answer is an inappropriate way to deal with bullies, do not give the student a spot. Discuss why each answer is appropriate or inappropriate.
8. Award the winning team as the team that completely fills up their lady bug card by choosing appropriate strategies and receiving spots enough to fill up their cards.

FOLLOW-UP:

A lot of things in life can bug you. The important thing to do is to develop a plan to deal with whatever it is that is bothering you. Inappropriate ways of dealing with things that bug you simply make you feel sad and like not coming to school. Use adults to help whenever most of the strategies you’ve learned don’t seem to work.

BUG BUSTERS GAME CARDS

<p>Telling them to stop</p> 	<p>Not playing with them</p> 	<p>Walking away from them</p> 
<p>Not paying them any attention</p> 	<p>Ignoring them completely</p> 	<p>Changing the subject</p> 
<p>Telling a joke</p> 	<p>Telling an adult</p> 	<p>Looking confident</p> 

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OBSTACLE COURSE

Grade Level: 3rd - Middle School

Time: 30 minutes

Materials Needed: Obstacle Course Sheet per student

Purpose: To know the problems that keep a person from reaching a goal

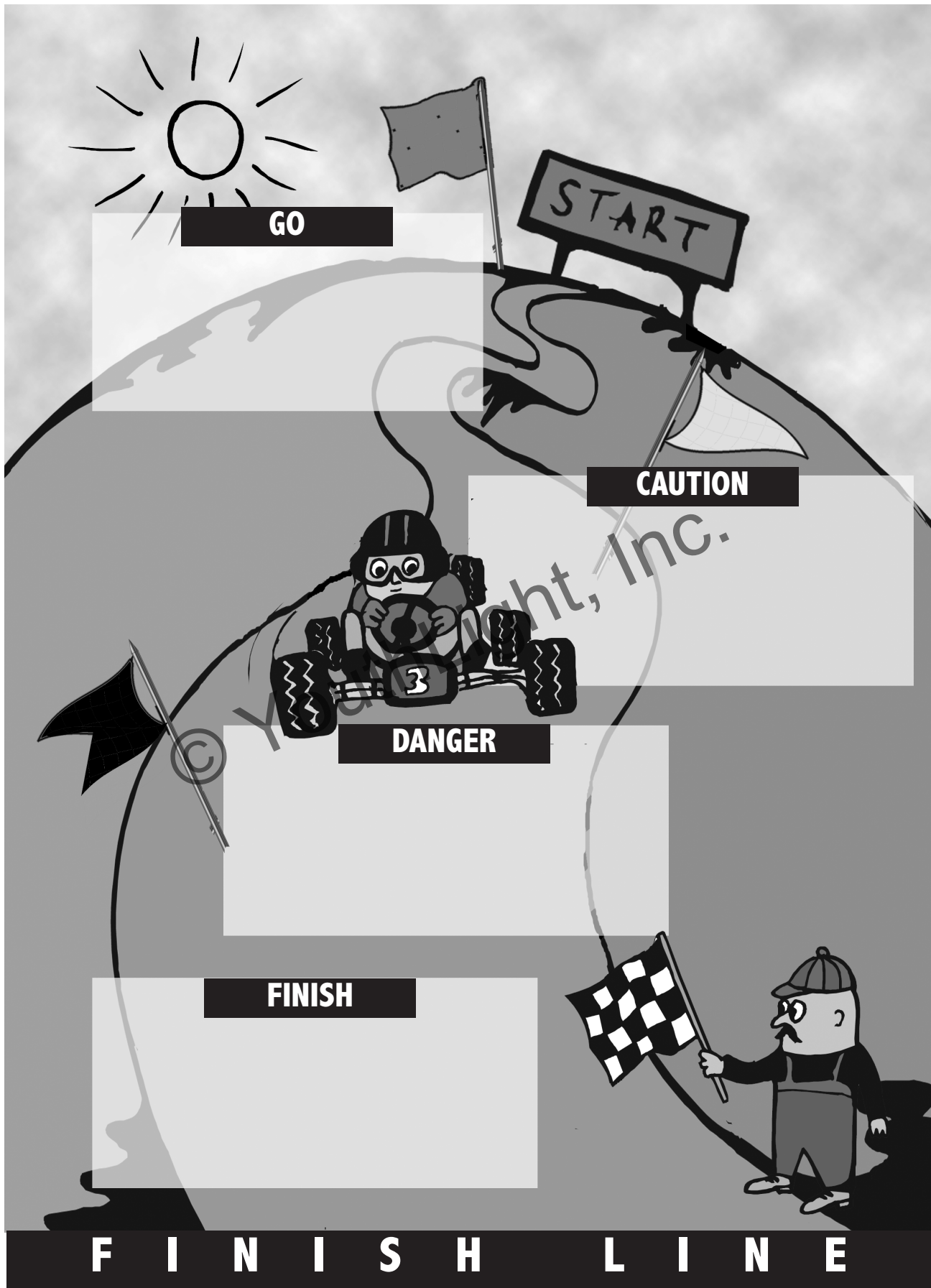
Object: To fill in an Obstacle Course Sheet

Procedures:

1. Review and give examples of setting educational goals.
2. Discuss the problems that come up to keep a person from reaching a goal. For example, a goal of making a higher math grade may not be reached due to too much time spent watching TV.
3. Pass out a Race Sheet for each student. Explain each flag on the Race Sheet. A yellow flag (triangle) tells a person to be careful of something. A green flag (square) tells you to Go, but also tells you that you need to determine where you are going. A red flag (double triangle) means you are in Danger of not reaching a goal. A black and white flag (checkered) is at the Finish Line to show the goal has been accomplished.
4. Write what you would like to set as an educational goal in the box by the green flag. Ask for students to share some examples and encourage them to be specific.
5. Give 1 minute for Goal Setting. Let each student turn to a student close by to share the goal with each other. Ask the students to share the partner's goal aloud to the class.
6. Give one minute for the yellow flag. Ask students to write in the box by the yellow flag something that might be a problem or hindrance in reaching their goal. Give an example or a hindrance such as not controlling the urge to talk to friends during the lesson. After completing this task, ask each student to turn to the same student as before and share what was written in the box. Ask the students to share the partner's Caution aloud to the class, and give a suggestion as to what to do about the Caution situation.
7. Give one minute to write down the biggest Danger that would hinder that person from reaching the Goal. Write the answer in the box by the red flag. Turn to the previous partner to share this danger. Ask the students to share the partner's Danger aloud to the class, and give a suggestion on how to deal with that danger.
8. Give one minute to write down in the box by the black and white flag. What would happen if you got to the Finish Line and completed your Goal? How would your life be different? Share the answer with the previous partner, and then share aloud with the class how your life would be different by achieving the Goal.

FOLLOW-UP:

Why is it important to recognize problems before you get to them? Why do racecar drivers look for possible problems on a racecourse before they even begin the race?



GO

START

CAUTION

DANGER

FINISH

F I N I S H L I N E