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Tips for Working with SPAVA Students in Grades One and Two

1. Be friendly and enthusiastic. Smile. Get students' attention with your caring, lively manner and friendly, inclusive actions. Let them know you as a person. Build positive relationships.
2. Try to understand your students. Talk with the teacher to learn real issues they're dealing with outside of the classroom. Check the internet for developmental information about young children. Adapt.
3. Model what you want your students to learn and do and say! You *are* on candid camera and are keenly observed – your kindness, respect, listening skills, compliments, requests, manners, language, self-control, attitude, etc.
4. Use concrete, specific, simple language and explanations. Say exactly what you mean, give clear examples and repeat important messages often. Very young students' brains are not yet wired for understanding analogies and generalities.
5. Keep explanations very brief. Demonstrate; *show* rather than explain whenever possible. Lectures are boring and kids lose interest. Keep things moving – little people have short attention spans.
6. Always have your students actively involved with you and the teacher and each other – telling examples, role-playing, asking questions, partner-sharing, reading aloud, singing, drawing, practicing. Include movement regularly.
7. Use partner-sharing or small-group sharing often so that *all* students get to participate. When you ask questions, tell students to turn to a partner seated next to them (or others at their table) and give their answers to each other. Then call on a few students to share their answers with the class.
8. When students ask you a question, turn it back to them whenever possible, e.g., "Well, what do *you* think?" Let *them* do the talking and get them thinking and participating.
9. Involve your teacher! Give the teacher tasks regularly, e.g., writing students' responses on chart papers, using t-charts, role-playing with you and students, helping with activities. Contact your teacher with questions or ideas.
10. When preparing to read a book, convene the group on the carpet close to you. Tell students you'll show them some of the pictures, but not all of them (not enough time). Limit carpet time to no longer than 20 minutes. If students get antsy, have them stand and stretch and go back to their seats.
11. Continuously tie topics to students' lives – at school, home, play. Help them see how to use these ideas and skills.
12. Positive reinforcement if powerful – use it often! Thank students often for appropriate behavior while specifying the exact behavior, e.g., "Thank you for being such good listeners." "What good problem solvers you are!" "I like how you are sharing with your partner."
13. If a child is physically segregated in the classroom, try to get that child to be your helper (to hold things, to pass out things, etc.). Compliment this child whenever possible.
14. If the group gets fidgety or loses focus, stop! Always be prepared with "Plan B" – something else to shift to. Some options: sing; do a stretcher activity; read aloud; ask students to tell how they problem-solved, helped others, if there's something they want to deal with, etc.
15. If a problem arises, focus on the problem, not on a specific child. Use "someone," not specific names. If a child blames another, refocus onto the problem, not on the child.
16. Have fun. You will make a positive difference in the lives of your class even if you can't tell for sure at the time (teachers ask us to tell you this) and you will learn from them – guaranteed!

SPAVA Curriculum Guide

Ten-Session Program, Grades One and Two

Suggested Activities

Preparing for Sessions:

Before each SPAVA session, read its Suggested Activities as outlined in this guide and prepare to cover the session content. Some mentors underline or highlight sections, words, etc.; some create for themselves a brief outline on paper or 3x5 cards – find what works for you. Confer with your teacher regularly – if a topic needs more or less attention, adjust. It is better to cover a few things well than skimming through too much. Keep the 45-minute session length in mind. You may not have time to include everything. Think about shifting focus on the spot (i.e. always have a “Plan B”) if an important issue arises and needs attention or if students seem disengaged. This all becomes easier after the first few sessions.

Most important is having all students actively engaged in each session. They can be practicing new skills you demonstrate, role playing, sharing experiences or problem-solving with a student partner, singing, moving about, asking questions. Think about how to best reach your students so they are actively participating. Your caring relationship with them is very important.

For your part, be lively, enthusiastic and inclusive in your work. Demonstrate new skills, ask questions to start discussions, role play, include physical activities, move about, involve your teacher regularly. Personalize the way you cover SPAVA topics in this guide. Freely consult with the teacher and SPAVA coordinator at any time. Know that you will have a tremendous impact on young people; teachers have asked us to tell you so. Thank you!

Session 1: GETTING ACQUAINTED, INTRODUCTION OF SPAVA

**SPAVA Words: Respect
Golden Rule**

Resources needed: SPAVA Goals poster
SPAVA Guidelines poster
“Golden Rule” mini-poster, to hang in class after introduced
A small soft toy or ball to toss, supplied by mentor
“Everybody Likes to Be Liked” song, copy for everyone
Skinny books, one per student (from VTC), supplied by mentor
SPAVA Word cards to post (3x5 card with SPAVA words printed with bold marker), supplied by mentor
Nametag for each student, supplied by teacher
SPAVA folder for each student, supplied by teacher

Preparation: Make copies.
Prepare to teach the song.

(10- 15 minutes)

GREETINGS AND INTRODUCTIONS

Tell the students your name and that you will tell more about why you’re here in a few minutes, but that first you want to meet everyone and play a game together.

Activity:

Ask everyone to come and stand together in a circle with you and the teacher.
Hold a stuffed toy or ball and tell that you’re going to say your name and one thing you like about yourself (a trait, a skill, etc.).
After you finish, you’re going to throw the ball to someone else to who will do the same thing.
When that person finishes, he or she throws it to another until everyone has had a turn.

Start: Say, "My name is _____. Something I like about myself is _____."

Now, toss the toy/ball to someone in the circle.

After everyone has had a turn, ask a few students what they learned about others; suggest that they may like to play with some of their classmates because of something they just learned about them.

(10 minutes)

WHAT IS SPAVA?

Say, "Now, I want to tell you about SPAVA and what we'll be doing together. SPAVA is a program that helps teach us how to get along better and how to take care of ourselves and other people. We plan to have a good time, to get to know each other, and to learn a lot!"

SPAVA's Goals

Present the poster of SPAVA's goals. In language that students can understand, explain that these topics are what we'll be working on. Give an example for each one.

1. **Building respect – being kind, fair and nice to ourselves and to others; using the Golden Rule – treating other people the way you want to be treated**
(Show the **Golden Rule** mini-poster and hang it up. Say that this is really important and we'll be talking about it a lot.)

Building integrity - doing what we think is the right thing to do, even when nobody else sees us or knows we're doing it

2. Understanding **feelings** - figuring out how we're feeling; getting better at guessing how other people are feeling and showing them that we understand and care
3. Learning about our **anger** and good ways to solve problems with others
It's ok to feel angry. We all feel angry sometimes. We're going to learn about safe ways to control ourselves when we're angry and good choices we can make to solve problems with other people.
4. Learning about **peacemakers** – people who help others get along
We'll also be learning how we can be peacemakers and help others get along.

The SPAVA Program

Say, "We want to have fun, do lots of activities together and learn a lot.

"We're going to:

- Meet ten times, every (say the day of the week) at _____ o'clock.
- Read story books and maybe see videos and talk about them.
- Talk with each other a lot and practice things we're learning.
- Sing, move around and do some fun activities each time.
- Learn some new SPAVA words that we'll be using.

"I'll be giving you some things to do with your teacher in between our meeting days. These things are called Challenge Activities.

"**Your teacher will always be my partner** and will help you remember what we're learning in SPAVA when I'm not here too.

"SPAVA has some awards that you can try to win. We'll talk more about this later."

Say something about yourself briefly, that you are a volunteer, and why you are involved in SPAVA. The more real you are to students, the better. Throughout SPAVA, give brief examples from your own life that relate to session topics – how you had trouble with this or that, how you felt when you were their

age and something happened to you, how someone helped you, how you're still learning this or that, etc.). Ask the teacher to do the same.

SPAVA Guidelines

Show the Guidelines poster and review it, commenting that these guidelines are a lot like the classroom rules.

Ask, "Do you want to ask me any questions about SPAVA or what we'll be doing?"

(10 – 15 minutes)

RESPECT

Say, "OK, we're going to play a little game to see how we like other people to treat us. Your teacher and I are going to start to show you how it goes.

Activity:

"I'm going to ask your teacher to tell me what she or he would like people to do and say to her or him in a few different situations. Ready? OK.

"It's your birthday and your friend knows it and you see her in school.

What would you like your friend to do or say?" (Teacher replies.)

"You bumped into a chair and dropped all your stuff at school, and someone sees it.

What would you like them to do or say?" (Teacher replies.)

Now, to students, say, "Now I want you to play this with a partner. I'll say some more situations, and each partner tells the other what they would like. Here we go.

"Your grandmother gave you a surprise gift and you just told your friend.

What would you like your friend to do or say?" (Let partners share.)

"You want to join a game that some kids are playing.

What would you like them to do or say?" (Let partners share.)

"Someone calls you a mean name and shoves you; a girl nearby is watching.

What would you like her to do or say?" (Let partners share.)

"You can't find your jacket when it's time to go and everyone is telling you to hurry up.

What would you like them to do or say?" (Let partners share.)

Now ask a few students to tell the class what they and their partners said for any of these examples.

Point out that we like people to **be kind, nice and fair** to us – to treat us with **respect**. Say that it makes us feel good and it helps us all get along when we treat each other with **respect**.

Say, "We just played a little game where we knew what we'd like others to do or say to us. This is what ~~we should do or say to others too!~~ This is **treating others with respect** and using the **Golden Rule – treat others the way you want to be treated.**

Point out that when we feel respected and treated nicely, we feel good and we're much more likely to do something nice for someone else.

Say that we need to **show respect also for ourselves, for animals, for property and belongings, for rules, for our earth.**

Ask students for examples of ways we can show respect for all the above categories. Help them as they need it.

(5 minutes)

Everybody Likes to Be Liked (song)

Ask student helpers to help pass out a copy of the song to everyone.

All together, read it aloud.

Tell the students you're going to sing it next time and do something fun with it.

Tell them to keep it safe in their SPAVA folders.

(remaining minutes)

CLOSURE & CHALLENGE ACTIVITY

Brief review

Say, "Today, we met each other and learned something good about everyone.

"We learned what the SPAVA program is all about and about the things we're going to be doing together.

"We practiced thinking of ways we want **respect** from others and how we should treat others with respect too.

"Finally, we read the words to our song."

Challenge Activities

Ask the teacher to pass out the Skinny Books, saving one for herself or himself too. Say that these are our Challenge Activities for us all to do before we meet next time.

1. Every day, do nice respectful things for different people, the kind of things that would make you happy if someone did them for you. It can be anything you think of. These are *acts of kindness*.

2. Every day in your Skinny Book, write down the act of kindness you did that day, and whom it was for. There are only four pages in the book, so you can use each page for more than one day.

Next time

"We'll talk about our acts of kindness, and work on understanding our feelings."

Say something complimentary about students today.

THE GOLDEN RULE

TREAT OTHER PEOPLE

THE WAY

YOU WANT TO BE TREATED!

Everybody Likes to Be Liked

A song for young SPAVA students

(to the tune of "London Bridges")

- Teach a little at a time, always allowing time for the bridge activity below. Be sure students understand the song's messages.
- Teacher and mentor make the hands-up bridge usually associated with "London Bridges" by facing each other with their hands up and their opposite palms together for students to walk under during the singing. Students keep moving under the bridge in a continuous circle. Then on the last word of each verse, the bridge quickly falls down to catch in it the students walking under it at that moment. Kids love to be caught, so try to catch as many as possible each time the bridge falls down. Then release the caught students and everyone resumes singing the next verse in the same manner.

1. Everybody likes to be liked
Likes to be liked
Likes to be liked
Everybody likes to be liked
It makes us feel good!
2. When you see someone all alone
All alone
All alone
When you see someone all alone
Go and be their friend.
3. Treat other people the way you want to be treated
The way you want to be treated
The way you want to be treated
Treat other people the way you want to be treated
Use this Golden Rule.
4. When you are someone all alone
All alone
All alone
When you are someone all alone
Find someone to (play with). (or substitute: sit with, talk with, etc.)
5. Say, "Hello, my name is_____."
What's your name?"
What's your name?"
Say, "Hello, my name is_____."
Can we (play) together?" (or sit, talk, etc.)
6. Everybody likes to be liked
Likes to be liked
Likes to be liked
Everybody likes to be liked
It makes us feel good!

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 2: OUR OWN FEELINGS

SPAVA Word: Self-talk

Resources needed: One story book from this list (All relate to today's topic.)

<i>Ira Sleeps Over</i>	Bernard Waber
<i>Jamaica Tag-Along</i>	Juanita Havill
<i>Daniel's Duck</i>	Clyde Robert Bulla
<i>The Carrot Seed</i>	Ruth Krauss
<i>How Do You Feel</i>	JoAnne Nelson
Poems from <i>I Like Being Me</i>	Judy Lalli
Don't Say Crybaby	
I Like Being Me	

List of Feelings, one for everyone
SPAVA Word printed on 3x5, mentor provides

Preparation: Prepare BDA for the story you chose.
Make copies.
Make the SPAVA Word card.
Be ready to tell about your acts of kindness.
Write the Challenge Activities on slip to leave with class.

(10 minutes)

GREETING, REVIEW

Say hello and that you've been thinking of the class since last time – something genuine.

Review of last session

Say, "Last time we learned all about SPAVA and what we'll be doing in our sessions.
"We told each other something we like about ourselves, and we talked about respect.

"Our Challenge Activities involved doing nice respectful things – some acts of kindness – for others, and writing them in our Skinny Books.

"Let's start today with a look at our acts of kindness."

Challenge Activity Review

Form a class circle that includes you and the teacher.
Describe an act of kindness that you did for someone in the past week.
Ask the teacher to do the same.
Have the teacher pick a student volunteer to do the same.
Then have the student pick another student.
Keep going for several minutes.

Then, ask students what happened when they did their kind acts.

"What did the other person do or say?
How do you think the other person felt?
How did *you* feel?"

Say, "When we do nice things for others, we show them that we respect them and care about them. It helps us all feel good and helps us all get along.

Back to seats.

(5 minutes)

Everybody Likes to Be Liked (song)

Ask students to take out their song sheets.

Sing the first two verses together, seated.

Then everyone prepare to sing the two verses again using the bridge activity.

(20 minutes)

UNDERSTANDING OUR OWN FEELINGS (Heart of the Session)

Introduction of concept

Tell students the following, giving examples and asking questions to be sure these are clear.

- **"All of us have many different kinds of feelings, and these are normal and they OK.**
- "Some feel good – like happy or excited; some feel bad – like lonely or scared.
- "Sometimes we are not sure how we feel, or we might even be scared of how we feel – like when we're REALLY mad!
- It's important to accept how we feel; all of our feelings are real, and they're OK.
- **Our feelings are not the same thing as our behavior.**
- **"There are good things we can do to help ourselves feel better.**
- "We can tell ourselves things that help us feel better. We can talk with someone else about how we feel.
- **"Our feelings change."**

Read the book (~10 minutes)

Say, "Now, we're going to read a book called _____."

It's about (describe the book in one sentence).

While I'm reading, I want you to be thinking about the different feelings you notice in this story, and why they are happening."

Gather students close to you on the carpet and read the story using great expression.

Show several pictures.

Stop periodically; ask students to turn to a partner and tell each other how they think a character feels.

After the reading (~7 minutes)

Ask students how they think the character(s) felt in different instances.

Ask if the characters' feelings changed. What made them change?

Ask students to turn to a partner and tell about a real situation they were in that made them feel like a character in the story felt. What happened? How did they feel? What did they do? (Allow 2-3 minutes for this.)

Now ask 4-5 students to share this with the group – how they felt and what they did.

Point out that

- **people have the same feelings** as other people.
- sometimes different **people feel differently about the same thing** (e.g., the teacher calls on you – excited or full of dread; it's storming outside – afraid or curious).
- sometimes we have **more than one feeling at the same time** (e.g., riding a bike - excited and nervous; riding the bus home from school – happy and tired).

(5 minutes)

HELPING OURSELVES FEEL BETTER

Say, "There are two things I want to talk about today that we can do to help ourselves feel better when we're feeling upset.

1. "Find someone you trust and talk with him or her about what happened and how you're feeling. Talking helps.
2. "By yourself, think about what happened and what you're telling yourself in your head – the words you're saying to yourself. Maybe you need to change what you're telling yourself."

Now, explain that **the words and ideas we tell ourselves in our head are often called self-talk.** Our **self-talk helps create our feelings.**

Our self-talk helps us feel one way or another – like happy, mad, scared, etc.

"For example, if my brother says I'm dumb, I could say to myself, 'He thinks I'm dumb, so I must be really dumb.' If I used this **self-talk**, I would probably feel sad and maybe mad.

"But what if I changed my **self-talk**? What if I said instead, 'I know I'm not dumb. There are lots of things I can do well.'

"If I told myself this, how do you think I would probably feel?" (Ask for replies.) (Probably I'd feel all right, just wondering what's up with my brother.)

Say, "**If we want to change our feelings, we need to think about changing our self-talk. If we have a bad feeling, we can change our self-talk and help ourselves feel better.**"

Give students an example – "Your Mom smiles at your brother and says that he can have more ice cream. She doesn't say anything to you.

"What would be some self-talk that you could use that would make you feel bad?" (Get some responses – be sure students understand this.)

"What would be some self-talk that would make you feel all right?" (Get responses. Again, be sure students understand this.)

(remaining minutes)

CLOSURE AND CHALLENGE ACTIVITIES

Brief review

"Today we told about our acts of kindness and then sang our song.

"We talked about our feelings and read (name of book), and things we can do to help ourselves when we're feeling upset."

Challenge Activities

Pass out the Feelings handout.

1. Pay a lot of attention to your own feelings this week. Use this Feelings paper to see if your feelings are on it. Draw a circle around the feelings you have this week.

2. On the back, draw a picture of something that happened showing why you were having that feeling. Write your feeling word under your picture. We'll use these next time.

3. When you have a difficult or bad feeling this week, think what you can do to feel better and do it.

Next time

"We're going to work on understanding how *other* people feel."

FEELINGS

Do you know these feelings?

Find the words you know.

Under the words you know, draw a little face that shows how someone looks who has this feeling.

Write more feelings that you can think of.

Happy

Sad

Afraid

Angry

Ashamed

Excited

Lonely

Nervous

Mad

Guilty

Proud

Disappointed

Shy

Furious

Embarrassed

Glad

Sorry

Worried

Insulted

Better

Upset

Scared

Ignored

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 3: UNDERSTANDING HOW OTHER PEOPLE FEEL

SPAVA Words: Empathy
Body Language

- Resources needed: Soft toy or ball, mentor provides
Video or DVD on empathy, mentor borrows from VTC
Statement slips for "Read My Body Language" activity, cut apart and folded
Bag or cap to hold statement slips
Empathy handout, one per student
SPAVA Words printed on 3x5 cards, mentor provides
- Preparation: Cut apart statement slips, fold and place in bag or cap.
Make copies.

(20 minutes)

GREETING, REVIEW

Circle time (~10 minutes)

Say hello and get everyone in a circle.

Play Put Ups (12)*

Begin by saying something nice about someone in the circle, by giving them a compliment, and tossing the toy or ball to that person. The person receiving the compliment should say, "Thank you." (Point out that this is good manners and a message of respect.)

Then he or she says something nice about someone else and tosses the toy or ball to that person. Recipients should all say, "Thank you."

Continue until everyone has received and has given a Put Up.

Talk for a moment about how this feels. Include a message about manners, i.e. saying "thank you." It's like a little gift. Someone gives you a little gift in words – a compliment, and you give them back a little gift in words – thank you.

Ask for two or three volunteers to tell about an act of kindness they did this week.

Back to seats.

Challenge Activity review and connection with last lesson (~10 minutes)

Say, "Please take out the drawings you did for your Challenge Activity.

"Turn to your partner and show each other your drawings, telling the feeling you had when it really happened."

Ask for a few volunteers to share their drawing and feeling with the class.

For several negative feelings just shared with the drawings, think aloud with the class of what someone with this situation could do to feel better. Include constructive self-talk, talking with another.

*Designates a SPAVA Optional Activity with this same number, beginning on page 77

Ask students to give thumbs up if they thought about their self-talk since last time.
Ask for a volunteer or two to share.

Say, "Last time we talked about our own feelings and about different things we can do to feel better when we're upset.

"Also, we read the book about _____ and discussed it."

(15 – 20 minutes) **UNDERSTANDING HOW OTHER PEOPLE FEEL**
(Heart of the Session)

Say, "Today, we're going to focus on understanding how other people feel.

"Turn to a partner and **tell each other if you think it is important to understand how other people feel. Why does it matter?**" (Give students 2-3 minutes.)

Ask a few volunteers to tell the class their ideas. Ask the teacher; add your own ideas plus these:
- to know if the person needs help, to figure out how to help them, if it's probably a good or bad time to talk with them, to decide if this new person seems safe or not safe to be with.

Ask, "**How can we tell how other people are feeling?**" Get several replies.

Tell class:

- "We can usually tell how others feel from their **body language, by looking at their face and their body and thinking about what just happened.** We can think about how we would feel if this happened to us. Usually, we're right – the other person probably feels this way.
- "It is important to show that we understand and care about others by what we do and say. This helps others feel good or feel better. It also helps us feel good when we share or help."

Give examples. When someone falls down, help him or her up and ask if he or she is hurt. When someone is called a bad name, say, "I don't like it when you say that; it's not nice!" When no one wants to play with your sister, ask, "Want to color with me?" When someone does a good job, say, "Gosh! You really did a nice job!" When someone is crying, ask, "What's the matter?"

- "**If we can understand how others feel and show them that we care, we have empathy.**"
"Having empathy is very important in helping us all feel worthwhile and being able to get along."

(10-15 minutes) **Video or Game**

Mentor: If you have a video on empathy, show it and discuss it. Save a few minutes for the following game afterwards.

If you are not showing a video, spend 10-15 minutes on this game. If you have any extra time during the session, ask students if they can tell how others are feeling, e.g., someone in their family, on the playground, etc. How can they tell?

Game: Read My Body Language!

1. Ask students what the word "language" means and discuss it until the meaning is clear.
2. Now ask them to partner share for 2-3 min. to figure out what **body language** means.

3. Then get a few of the partners to share their ideas with the class. Be sure the definition of body language is clear. Reinforce two things to look at to read a person's body language: a person's facial expressions (eyes, eyebrows, forehead, mouth) and a person's body (shoulders, hands, posture, how they stand/sit/walk).

Ask several volunteers to make their bodies look (name different feelings).

Name a third clue: thinking about what just happened to the person.

4. Tell the students that we're going to try to figure out how someone is feeling by reading their body language.

5. Ask teacher to take one statement slip out of the bag and to read the situation aloud to the class.

6. Then the teacher tries to convey her or his feeling with body language and without saying the feeling.

7. Students try to guess the feeling.

8. Now, have student volunteers take turns drawing statement slips, reading them aloud, using body language to convey feelings, and having the class guess their feelings.

9. After several turns, repeat reading the statements and ask students how they can show **empathy** in each of these.

You and the teacher should model the first one.

10. Have several student volunteers read a statement slip that was already used and do and/or say something that would demonstrate **empathy**.

(remaining minutes)

CLOSURE & CHALLENGE ACTIVITY

Brief Review

Say, "Today we gave each other compliments when we played Put Ups.

(If you showed and discussed a video, comment on it here.)

"We talked about and practiced figuring out other people's feelings by reading their **body language**.

"Finally, we practiced ways of showing **empathy**."

Challenge Activity

Pass out Empathy handouts.

1. Say, "This week, when you see someone who is upset, try to understand how that person is feeling and do something to show you care. Then draw a picture of this or write about it on this paper."

2. Ask the teacher to read and sing with the class the next two verses of the Everybody Likes . . . song.

Next time

"We're going to figure out some good ways we can control ourselves when we're angry. Also, we'll start learning about peacemakers."

Statement slips for READ MY BODY LANGUAGE activity

Cut apart these statements, fold them and place them in a bag or cap for this activity. Substitute actual situations that your students experience if you know some.

1. Your classmate says you can't sit next to him or her at lunch.
2. You see a huge dog growling and running toward you!
3. Someone tells you that your new jacket looks stupid.
4. Your mom says she can't take you to the park after you've been waiting all day.
5. An important visitor at school wants to meet you after he or she saw your drawing for a contest.
6. You borrowed your brother's toy and lost it – now you finally found it.
7. ~~You thought no one could see you so you took a marker that didn't belong to you. When you turn to go, you see your teacher watching you.~~
8. Your friend says he or she likes you; but when another friend comes along, he or she ignores you.

EMPATHY

I think this person is feeling _____.
Write the name of the feeling here.

This is a picture of me showing the person that I care. I'm showing empathy.

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 4: SELF-CONTROL, PEACEMAKER

SPAVA WORDS: Impulse
Cool down

Resources needed: Peacemakers description paper, one copy to hang in class
Chart paper headed, "Why we get angry" to hang in class, mentor provides
One book from this list to leave with teacher for the Challenge Activity:

<i>When Sophie Gets Angry</i>	Molly Bang
<i>When I Feel Angry</i>	Cornelia Spelman
<i>Mean Soup</i>	Betsy Everitt
<i>The Quarreling Book</i>	Charlotte Zolotow
<i>I Was So Mad</i>	Mercer Mayer
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Judith Viorst

Cool Down Suggestions handout, one per person
"When I'm angry, I can. . ." handout, one per student
Dr. Martin Luther King Jr. information sheet and picture, mentor provides
SPAVA Words on 3x5, mentor provides

Preparation: Write the heading "Why we get angry" on the chart paper
Make copies.
Locate a picture of Dr. Martin Luther King Jr.
Choose a Stretcher Activity. (A list is in this guide.)

(10 minutes)

GREETING, PEACEMAKERS

Say hello and give a positive message.

Peacemakers

Say, "Please raise your hand if you have heard the word 'peace.'"

"Tell us what that word means to you. (Get several responses, and clarify the meaning – a state of calm, quiet, everyone getting along.)"

"Now, raise your hand if you can guess what a 'peacemaker' is." (Get several responses.)

Using the Peacemakers description paper, choose different students to stand with you and each read aloud a different line.

After students read each statement, give a brief example to clarify the meaning.

Tell that you'll be talking about both some famous peacemakers and some everyday peacemakers in our own lives.

Ask students for examples of any peacemakers they can think of now, anyone who does things we just read from the Peacemakers information paper. It could be someone famous or in their family, neighborhood or school.

Say that we all can be peacemakers.

Refer to Peacemaker description paper and give an example of how we can be peacemakers for the first one or two statements.

Ask students to give examples for the remaining statements.

Hang a copy of the Peacemakers information paper in the class in the SPAVA section.

Review of Challenge Activities

Ask students to take out their Empathy drawings and share them with a partner, telling what the event was in the drawing and how the student expressed empathy showing that he or she cared.

Ask for a few volunteers to show and tell about their drawings with the class.

(15-20 minutes)

SELF-CONTROL, COOL DOWNS (Heart of the Session)

Say, "Today, we're going to look at some other things we can do to help us all get along. This is very important for all of us. It's how we can handle our anger and other strong feelings when we're upset.

"We all get angry sometimes – anger is a normal feeling. **All of our feelings are OK, but we have to control what we do with them. We are always responsible for our actions.**"

Say, "Everyone stand up and make your face and body look angry. Show me what anger looks like with your body language."

Compliment their efforts. Have everyone sit down.

Why we get angry

Ask the teacher to write students' upcoming responses on the chart paper headed, "Why we get angry."

Now, ask students to give real examples of why they get angry. Ask the teacher to add to this.

After you have a few examples, select one and ask:

"When this happens and you feel angry, what do you *want* to do?
What's the first thing that you think of doing?" (Get a response or two.)

Explain that this is an **impulse – the very first thing that we want to do.**

Give a real example of a situation in which you were angry and tell what your impulse was.

Say, "A lot of times, our impulse is to do something not good – like hitting, name-calling, lying, breaking something.

"But, **we always have choices!** We can *choose* to control our impulses so we don't do something that's not good.

"Some impulses are good, as when we see someone who is hurt and we have the immediate impulse to help. Another is when someone gets good news and we immediately want to cheer."

How can we choose to control our impulses?

Say, "We can do something to cool down!"

"Cool downs are things we can do to calm ourselves down so we don't immediately act on our impulse, especially a bad impulse.

"Using a cool down **puts us in better control of ourselves**, and helps us feel proud of ourselves for being able to do this. It's easy to just act on our impulses.

It's harder to get control of ourselves, and it helps so much!

Tell about a cool down you use. Ask the teacher what he or she does to cool down.

Activity:

Say, "Let's use one of the situations on the 'Why we get angry' chart we just made.

"I want you to turn to a new partner and do two things:

1. "Say what your impulse would be when this happens, the first thing you want to do.
2. "Tell about a safe cool down that you could do to control yourself so you don't act on a bad impulse."

Read one situation from the chart. Give students about 3 minutes.

Ask several students to share their responses: the impulse and the cool down.

Now, pass out the cool down handout and ask different students to each read aloud one cool down on the handout.

Tell students to write their own cool down(s) on the handout, and to circle some they want to try. Tell them to put this where they'll see it at home or at school.

Summarize:

- **We don't have to do or get what we want right away.**
- **In any situation, we always have choices.**
- **We can choose to stop and cool down and control our impulses.**
- **We are responsible for our actions.**
- **Every time we choose to control ourselves, we get stronger at doing it and we feel better about ourselves.**
- **Our choices affect what happens next.**

Ask if anyone has a question.

(2-4 minutes)

Stretcher Activity

Conduct a brief fun activity.

(5 minutes)

A FAMOUS PEACEMAKER – DR. MARTIN LUTHER KING JR.

Read or tell students about Dr. King and show a picture of him. Cover facts that relate to our description of peacemakers. Then ask students to tell how he was a peacemaker.

(remaining minutes)

CLOSURE AND CHALLENGE ACTIVITIES

Brief review

"Today we learned what peacemakers do and we talked about a famous peacemaker, Dr. Martin Luther King Jr.

"We discussed our drawings about how we felt empathy with someone and showed them that we cared about them.

"Also, we learned about impulses and how we can control our impulses when we're angry by using different kinds of cool downs.

"We did a lot today!"

Challenge Activities

1. "Your teacher will read you a book about dealing with anger. Listen to see how the characters cool down and make some good choices. See if you think something they did would work for you too."

(Give the storybook to the teacher now.)

2. Pass out the "When I'm angry. . ." handouts. Tell students to write or draw pictures on it of some ways they can cool down when they're angry. Say that you will make a class book of their work afterwards.

3. Tell the class to add more situations to the "What makes us angry" chart when they think of them.

Next time

"We're going to learn about what happens after we use cool downs – some good ways we can solve problems."

PEACEMAKERS

Peacemakers are important in our lives and in the world.

These are some things that peacemakers do.

Are you a peacemaker?

- 1. Peacemakers do not use violence.**
- 2. Peacemakers help others get along.**
- 3. Peacemakers help make things fair.**
- 4. Peacemakers put a stop to bad things.**
- 5. Peacemakers respect themselves and others.**

Sometimes it is hard to be a peacemaker.

Anyone can be a peacemaker.

COOL DOWNS

What works for you?

These are some things people do to cool down when they are upset. When we choose to cool down, we help control our impulses so we don't quickly do something we might later feel sorry about. Cool downs help us control ourselves. Remember: we always have choices, and we are always responsible for our actions.

See if you find some cool downs that work for you. Add others that you already use or that you want to try.

1. Take three deep breaths, and breathe all your anger out when you exhale.
2. Hug or play with a pet or stuffed animal. Talk with your pet or stuffed animal.
3. Draw a picture.
4. Find someone you trust and talk with them.
5. Cry.
6. Get physical! Jump rope, run around the yard, bounce a ball, ride a bike, or do something else that won't hurt you or anyone else and won't break anything.
7. Lie down and rest or take a nap.
8. Play a game.
9. Watch TV.
10. If the situation is dangerous, quickly get away, shout, report this to an adult!

More ideas:

Think about what you can do to cool down when you are angry, to stop yourself from doing something you might feel sorry about later. Then write or draw pictures here of ways you can cool down.

"When I'm angry, I can . . ."

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 5: PROBLEM SOLVING

SPAVA Words: Grateful
STAR

Resources needed: Piece of chart paper headed as a t-chart with "Good choices, Bad choices",
mentor provides
3x3 slips of paper to use as ballots, mentor provides
"I am grateful for . . ." sheets, one per person
SPAVA Words on 3x5 cards, mentor provides

Preparation: Prepare t-chart.
Make copies.
Make ballots.
Write Challenge Activities on 3x5 to leave with class.

(10 minutes) **GREETING, GRATEFUL, PEACEMAKER OF THE WEEK**
Say hello and something nice about the class.

Grateful

Say that you're grateful for the way we all work together in SPAVA.

Explain that **grateful means thankful, that you appreciate something** and give some examples of what you're grateful for (e.g., your family, a place to live, food, friends, a neighbor who always says "hi" to you, your health, your pretty hair, how you're learning to control your impulses).

Ask a few students to tell what they're grateful for.

Say that it is important to think about good things in our lives that we're grateful for.

Especially when we're feeling bad, it helps to think about things we're grateful for, to remember that **life has good and bad, and we can always find good things if we try.**

When we try to think more about things we're grateful for and that are good instead of things that are wrong or bad, we create for ourselves a **good attitude.**

Peacemaker of the Week (8)*

Say, "Last time we read about Peacemakers from the paper we hung up. We talked about how each one of us can be a peacemaker. We also talked about a famous peacemaker, Dr. Martin Luther King Jr.

"Right now, I'd like you to tell me what you remember about Peacemakers that we read from the paper."
(Get several responses.)

"Good! Let's read the entire paper once more before our next activity. Listen carefully."
Read the Peacemaker information paper.

With the teacher, pass out a ballot to each student.
Tell students that are going to vote on these "ballots."

Tell them to think of someone in the class (not himself or herself) who was a good peacemaker this past week and to write the person's name on the paper. (Allow about 2 minutes for this.)

*Designates a SPAVA Optional Activity with this same number, beginning on page 77

Ask the teacher to collect them all and find out who has the most votes. Have the teacher do this while you move on to the next activity.

Before the end of the session, ask the teacher to announce the Peacemaker of the Week.

Repeat this voting for Peacemaker of the Week at every future session.

(10 minutes)

REVIEW AND CHALLENGE ACTIVITY

Say, "Last time, we talked about impulses and cool downs."

The story

Remind students of the storybook that the teacher read them.

Ask them to think about how the characters cooled down. What did they do? Did they work?

Ask, "Who has tried any cool down that the book characters used? What did you do?"

When I get angry. . .

Ask students to take out their "When I get angry. . ." papers.

Ask 2-3 students to show and tell about their papers to the class.

Say, "These are some really nice ways to cool down and to give ourselves a chance to stop and not act on a bad impulse.

"They help us feel proud that we are strong enough to control ourselves.

"You know, there are many people who never learn to do this."

Say, "Give me a thumbs-up if you have used a cool-down strategy since I saw you last time."

Tell students that you are looking forward to seeing all of their work, that you'll put them all their papers together for next time in a class book. Collect them all.

(Mentor, please create a simple cover and staple the pages all together into a book; materials are available at the VTC.)

(20 minutes)

SOLVING PROBLEMS WITH STAR (Heart of the Session)

Introduction of Topic

Say, "Today, we're going to learn a special way to peacefully solve problems with other people. It works very well. It's called STAR."

Hang up the STAR poster.

Mention that they already know the first step – Stop, cool down.

Now, ask different students to read one of the letters, words, and message of STAR.

S	STOP!	Cool down! Take a deep breath and count to 5.
T	THINK!	What is the problem? What's wrong? What are your choices? Does your choice respect everyone? Will it work? Pick your best choice.

A	ACT!	Carry out your best choice. Do it!
R	REVIEW!	Did it work? If it did, great! If it didn't, pick another choice and try again.

Activity – Good choices, Bad choices

What about T – THINK?

Point to the T-Think! again and say that you're going to do a little activity now just looking at good choices and bad choices.

Tell them that you'll be giving them some examples and you want them to vote if each one is a good or a bad choice.

Have the teacher write the choices on the prepared t-chart under the heading students choose: Good choice, Bad choice.

Now give these examples: hitting, walking away, calling bad names, taking turns, ignoring, apologizing, yelling.

Ask students and the teacher for more examples and give your own. Have students vote on each one: good choice or bad choice and the teacher records in the column students choose.

Ask the teacher to keep this paper hanging up in class.

Tell students to **predict how others would feel** if they used various choices. We can predict by thinking how we would feel if someone used this choice with us. We're usually right!

Real-life connections using STAR

Tell students that now you're going to take a real problem they named at the last session and use STAR with them to solve it.

From the list recorded last time by teacher on chart paper, choose a problem in which students get angry.

Ask for a few volunteers to stand and **role play** this problem for the class. Talk with them to be sure they're ready. Then let them role play.

Now use the steps of STAR together to solve this problem. TEACH and show the class how it works! Work out all the steps together.

Point to and say "Stop!"

Ask several students for some cool downs that would work for them in this situation.

Point to and say, "Think!"

What is the problem here? What's wrong?

Ask students to brainstorm and think of all the choices they can use to solve this problem.

Don't judge them yet, just think of lots of choices.

Have the teacher write all their choices on the board (not on the previously-used chart).

After a number of choices have been given, go back to each one and ask students to decide: Does it respect everyone?

If it doesn't, have the teacher cross it out.

Will it probably work?

If it won't, have the teacher cross it out.

Then students vote on what they think would be the best choice.

Next, point to and say "Act!" Tell students that this is the step when you use your best solution. Do it.

Finally, point to and say "Review!" After using your best solution, you review what you just did – you ask yourself if your choice worked. If it did, great! If it didn't, you need to try a different choice.

Briefly restate all the steps of STAR.

(2 minutes)

Peacemaker of the Week

Ask the teacher to announce the Peacemaker of the Week.

Applaud.

Ask why students chose this person.

(remaining minutes)

CLOSURE & CHALLENGE ACTIVITY

Brief review

"Today, we talked about things we're grateful for, and how important it is to often think about the good things in our lives.

"You shared some of your cool downs and we reviewed how using cool downs to control ourselves makes us stronger and helps us feel proud of ourselves.

"We learned about STAR and used it to solve a real problem that comes up sometimes.

"Also, you chose your first Peacemaker of the Week!"

Challenge Activity

Have two to three helpers pass out an "I am grateful for. . ." blank sheet to each student.

1. Ask each student to draw pictures or write on this paper of some things that he or she is grateful for and to share it with a family member.

2. Say, "I'd like to ask your teacher to use STAR with you in class with a real problem that comes up. You can put your choices on the board like we did together today."

3. Say, "Remember to keep using cool downs when you get upset, and use STAR! You get stronger every time you decide to control yourself and do it! You are a good role model for others, too."

Next time

"We're going to learn how to clearly tell people what we want or need using 'I messages,' and we'll talk about the problem of bullying."

Write or draw pictures of what you are glad to have in your life, what you are grateful and thankful for.

I am grateful for . . .

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 6: BULLYING

SPAVA Word: I message

Resources needed: I message situation slips, cut apart and folded in half
Bag or cap to hold I message slips, mentor provides
Bullying Situations page for mentor's use
One of these books to leave with the teacher

<i>King of the Playground</i>	Phyllis Reynolds Naylor
<i>Stop Picking on Me</i>	Pat Thomas
<i>Rosie's Story</i>	Martine Gogoll
<i>The Brand New Kid</i>	Katie Couric
<i>The Meanest Thing to Say</i>	Bill Cosby
<i>Playground Push-Around</i>	Jim and Joan Boulden
<i>Bully Trouble</i>	Joanna Cole

3x3 ballot slips for Peacemaker of the Week, mentor provides
SPAVA Word on 3x5 card, mentor provides

Preparation: See above.

(15 minutes)

GREETING AND REVIEW

Say hello and gather everyone including the teacher in a circle.

Put ups (~3-4 minutes)

Tell everyone that when you say "go," everyone will go to someone in the circle and give that person a compliment.

Then we'll keep going to one person after another and giving them compliments.
We'll all be giving and receiving a lot of compliments.

Remember to say "thank you."

Ask if there are any questions.

Say, "OK, go!"

Back to seats.

Peacemaker of the Week Voting (~2 minutes)

Pass out ballots and repeat the process of voting for a new Peacemaker of the Week.
Teacher collects and counts votes as before, waiting till the session's end to announce the Peacemaker.

Challenge Activity Review

Show students the book you made from their "When I am angry, I can. . ." papers.

Compliment them on their work, mention anything notable, and give the teacher the book for the class to keep and read.

Ask students to take out their "I am grateful for. . ." papers and to tell a partner about their paper, who they shared it with at home and what that person said.

Then ask a few to share the same aloud with the class.

Say that last time we talked about the use of STAR.

Ask for a volunteer to tell what STAR stands for.

Then ask *what class problem was solved using STAR*, and how they solved it.

Comment, compliment, ask questions, and correct any confusion about using STAR as needed.

Be sure the STAR process is well understood!

Ask individuals to tell how they used STAR.

Give an example of your own.

(10 minutes)

I MESSAGES

Explain that using an "I message" is one way to solve problems with others.

Say, "**An 'I message' tells the other person how you feel and what you want in a clear, respectful way.**

"It is a nice way of standing up for yourself."

"It is a way of talking that **starts to solve the problem and not blame** the other person."

In language your students understand, explain the difference between a "You message" (blames, puts the other on the defensive, doesn't lead to settling the problem) and an "I message."

Explain how you give an "I message."

I feel (or I'm) _____ because _____.

I want you to _____ (say what would make it better).

Give an example or two.

"I feel sad because you said you would share your game with me today and then you let Ariel use it and not me.

"I want you to do what you tell me you're going to do."

"I'm really angry because you're making fun of me again.

"I want you to quit it now and don't do it again!"

Practice using "I messages."

You and the teacher should demonstrate this first.

Draw a slip from the bag or cap, read it aloud, and model the use of an "I message." Model a second one.

Then, try out a third and fourth one with a student.

Tell the class that you'll leave this bag with the "I message" slips so they can practice more.

(15 minutes)

BULLYING

"We're going to talk about a bad problem that almost everyone faces sometime. It's called *bullying*.

"Bullying means doing mean things on purpose to make someone else feel bad.

The mean things can be *physical* with our bodies, like hitting, pushing, grabbing, punching, taking someone's things.

They can also be with our *words*, like calling bad names, making fun of someone, telling bad things or lies about someone, being bossy in a mean way.

Tell about a situation in which you were bullied in your life and how you felt.

Say, "I'd like to hear about some ways you have been bullied or have seen someone being bullied."
Call on a few volunteers.

Say, "There are some important things for us all to know about bullying.

- **No one ever deserves to be bullied.**
- **It is always wrong and it hurts.**
- **There are ways we can help ourselves and others when bullying happens."**

Bullying and teasing are different.

In bullying, the person doing it wants it to hurt.
The person it's aimed at doesn't think it's funny.

In teasing, the person doing it does not want to hurt anyone.
The person it's aimed at can laugh with everyone else. It doesn't hurt.

Say, "Let's talk about how we can help ourselves when someone bullies us. It really helps to plan how we can help ourselves and others when bullying happens so we and others don't feel so bad and so we can help stop the bullying."

Tell students to remember the steps of STAR, especially the Stop and cool down, and Think. Tell them to think of some good choices we talked about already.

What can you do when you're being bullied?

Ask students for one or two ideas, then give these.

1. *Stop and cool down. Try not to get upset.* Tell yourself, "I'll be OK." Use positive self-talk. People who bully want you to get upset. If you show you are upset, they'll probably come back and bully you again. If you don't look upset, they'll probably leave you alone.
2. *If you think it's really dangerous, run away and holler.* Report it to an adult. Get help.
3. *Just walk away* and ignore the one who's bullying you.
4. Smile and say, "You're right!" or "So?" and walk away. Make a joke of it.
5. You can *use an I message*, like "I don't like the way you're talking to me. I want you to quit it."
6. Use strong body language. *Stand up tall* and look the person who's bullying you in the eye and tell them to leave you alone.
7. *Join friendly kids*, especially when the person who bullies is around. People who bully usually don't pick on somebody who is with other people.
8. *Stay away from the person who bullies you and the places he or she usually does it.*

Role Play ways to help yourself when you're bullied.

Say, "Let's try this now. Your teacher and I will start, and then you can do it."

(Use the Bullying Situations page included at the end of this session. After you and the teacher model one, read the others one at a time for students to role play with a partner. Then ask for several partners to model their role plays for the class.)

How can you help someone else who is being bullied?

1. Tell the one who is bullying that you don't like that and it's not funny.
2. Go to the person who is being bullied and say, "Let's go," and walk away together.
3. Privately, tell the person who was bullied that you're sorry it happened, that it wasn't her or his fault and she or he didn't deserve it.
4. Make friends with the one who is being bullied. Be with him or her when the one who bullies is around.
5. Report the bullying to an adult to get help.

Role Play ways to help someone else who is being bullied.

(Have the teacher and one student help you model one of the same bullying situations.

Either the mentor or teacher should be the bystander and model a way to help. Then proceed with students in trios partnering to role play, as above.)

What if you are the one who is bullying others?

1. Think about how you would feel if someone did that to you. That's probably how others feel when you bully them. If you wouldn't like it, don't do it to others. Remember the Golden Rule.
2. Even if you bully sometimes, you can choose to stop this. You always have choices.
3. You are not being a friend if you bully others and make fun of them.
4. Ask yourself why you are doing this. Is someone else bullying you? If you need help, talk to an adult you trust.

(few minutes)

Peacemaker of the Week

Ask the teacher to announce the winner. Applaud. Ask why students chose this peacemaker.

(remaining minutes)

CLOSURE AND CHALLENGE ACTIVITIES

Brief review

Today, we: shared what we are grateful for,
learned to use I messages,
learned about bullying and practiced what to do when we are bullied,
chose another Peacemaker of the Week.

Challenge Activities

1. Your teacher will be reading you this book about bullying. Afterwards, talk about what the bullying was, and what helped.

(Give the book to the teacher.)

2. Practice using I messages with the rest of the slips in the bag.

Next time

"We'll spend more time on bullying and we're going to talk about friends."

"I message" situation slips for use in practicing I messages

Cut these situation slips apart and place them in a bag or cap. Have a volunteer draw one out, read the situation aloud, and then tell how he or she feels and what he or she wants.

Using I messages helps the other person hear us clearly and not feel like he or she has to defend himself or herself so much. It is a step that starts solving the problem.

"I feel (or I'm) _____ when _____. I want/need _____."

E.g., "I feel so angry when you just take my pencil. I want you to ask me if you want to use it."

1. Someone says something bad about your best friend.
2. Your little brother starts talking loudly to you when you're on the telephone.
3. Your sister sees the bathroom towel on the floor and starts hollering at you about it. You weren't the one who left it on the floor.
4. Someone bumps you and knocks your things out of your hands. They fall on the floor, and the person who bumped you just walks away.
5. You did your homework and forgot to put your name on it. Someone else grabs it and writes his or her name on the top and says it belongs to him or her.
6. You want to play on the jungle gym on the playground, but it's crowded already. You wait nearby till someone gets off. When someone does get off, another student runs and gets on before you can.

Think of some other real situations that happen. Now use I messages to tell how you feel and what you want.

BULLYING SITUATIONS

Read the situations below.

- Pretend that someone is bullying you. What could you say or do to take care of yourself?
- Then read each example again and pretend that you see someone bullying another person. What could you do or say to help?

1. Someone says, "You're so dumb. Hey, everybody! Look at her nasty hair!"
2. Someone says, "Give me your backpack! Hey, Baby! – I said, give me your backpack!"
3. Someone says, "You can't play with us. We don't like you. Nobody likes you."
4. Someone pushes you hard and says, "Get out of my way!"
5. Someone grabs the toy you're playing with and breaks it on purpose.

Add other situations that you know about.

What could you do or say to take care of yourself?

What could you do or say to take care of someone else being bullied?

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 7: FRIENDSHIP – WHAT IS A FRIEND?

SPAVA Words: Integrity
Friend

Resources needed: BINGO game sheets, one per person, including teacher and mentor
Minute timer for BINGO game, mentor provides
One book from the following list

<i>Amos and Boris</i>	William Steig
<i>Matthew and Tilly</i>	Rebecca Jones
<i>Rosie and Michael</i>	Judith Viorst
<i>We Are Best Friends</i>	Aliki

3x3 ballots for Peacemaker of the Week, mentor provides
"It takes two to. . ." sheets, one per student
SPAVA Words on 3x5 cards, mentor provides

Preparation: Prepare the story and BDA.
Make copies and ballots.
Be ready to give an example of when you used integrity. Use an example that students will understand.
Write Challenge Activities on 3x5 card.

(15 minutes)

GREETING, REVIEW

Opening game: BINGO (~10 minutes)

Say, "Hello! Today, we're going to start by playing BINGO to learn some fun things about each other."

Choose two or three student helpers and ask them to pass out a BINGO sheet to everyone in the class, including the teacher and you.

Explain the game. Tell that you and the teacher are playing with everyone too.
Get student volunteers to read aloud all the categories in the nine boxes.

Ask everyone to get out a pencil.

Purposes of the game:

- To see how many of us can fill in any two rows on the BINGO sheet before the time is up. The rows can be going across or down.
- To learn more about each other.

How to play:

1. When you say, "Go," everyone should take their BINGO sheet to anyone in the room.
2. Ask that person to find a box that is true about him or her.
3. Ask them to write their name in that box.
4. In the box about "My favorite color is. . ." and the box labeled "I am learning to. . .," the other person writes his or her answer and name in the box.

5. If you have two rows all filled in with people's names and the timer still hasn't gone off, keep getting more names in the other boxes.

6. Have everyone stop when the timer goes off. Count how many players filled in two rows, and see if anyone did more! Also, see what new things everyone learned about each other!

Set the timer for 5 minutes and say "Go!"

After the game, tell the students to partner share some things they learned about others. Ask a few volunteers to report to the class what they learned.

Challenge Activity

Say, "Since our last time, your teacher read you a book about bullying.

"Talk with a partner for a few minutes about what things people did or said in the story to help."
(Give about 2 minutes for this.)

Now ask for a few volunteers to share with the class.

Next, ask for a few volunteers to tell how they used STAR.

Peacemaker of the Week Voting

Pass out ballots and ask students to vote with teacher collecting and counting ballots as before.

(20 minutes)

FRIENDS **(Heart of the Session)**

Introduction of Topic

Say, "Today, we're going to talk about relationships we have with others in which it's very important to understand feelings and show we care. We're going to talk about 'friends'."

- **Friends are people who like and trust each other.**
- **Friends help each other feel special.**
- **Friends can be like us or different (e.g., age, race, gender, interests, talents, size, ethnicity).**
- **Friends are important. It's really important to have a good friend.**

"We're going to read a story now about friends."

Read the book. (10-15 minutes)

Gather students close to you on the carpet.

Tell students to listen while you read for clues that help us know that they are friends.

Read, using lots of expression, showing a few pictures, and stopping once for a partner share when you ask them, "What is the problem? What will happen next?"

After the story, ask how students knew that these characters were friends.

Say, "What did they do that let you know?"

"How do you think they felt about each other? Why?"

Ask for other things that students know about friends, e.g., they look forward to spending time together, they are interested in some of the same things, they say and do nice things to/for each other, they solve problems in a nice way.

Ask, "What do YOU like to do with a friend?" Get several replies.

(5 minutes)

INTEGRITY

Say, "Integrity is important for us all to have. **Having integrity means doing what we think is the right thing, even when it is hard, and even when no one else knows about it.**

If we have **integrity**, we make good choices even when no one else knows or sees it.

Ask, "What are some ways we can do what is right?"

Give an example or two to get started, e.g., telling the truth, doing what we say we'll do.

Get several replies.

Be sure these are included: apologizing when we do something wrong, doing what we know we should do, following rules.

Say, "When we have integrity, we feel good about ourselves, and we are good role models to others. Others trust us too when they know we do the right thing."

Give an example of when you used integrity. Ask the teacher and students for examples too. Make it simple and clear.

Activity: What would you do?

Ask students to tell what they would do in the following situations if they have integrity.

- You see a lady drop a dollar bill in the grocery and she doesn't notice.
- Your mom always blames your sister for making a mess in the kitchen. This time you made a mess, and you know your mom will blame your sister.
- People start laughing at a student who dropped his lunch tray.
- Your friend asked you to come over and you said yes. Now a different friend invites you to do something at the same time that you would really rather do instead.
- It's your job at home to sweep the floor on Saturdays. Usually your Mom reminds you. This time she doesn't.

(2 minutes)

Peacemaker of the Week Announcement

Ask teacher to announce the Peacemaker of the Week. Applaud. Ask class why this student was chosen.

(remaining minutes)

CLOSURE & CHALLENGE ACTIVITY

Brief review

Say, "Today we played BINGO and learned some nice things about each other.

"We talked about the book your teacher read to you last time, and read a new book about friends.

"We talked about what friends do.

"Also, we learned about integrity."

Challenge Activity

Ask two or three helpers to pass out an "It takes two to . . ." sheet to each student.

1. Tell students to complete the statement "It takes two to . . ." (e.g., it takes two to play checkers, to talk on the phone) and then to draw a picture of that statement and color it.
2. Ask the teacher to make these sheets into a class book entitled, *It Takes Two*.
3. Tell class to keep using STAR and doing acts of kindness. You'll ask about both next time.

Next time

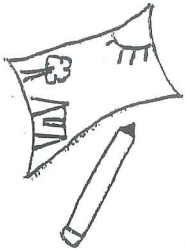
"We'll read your new class book, *It Takes Two*, and talk about some good ways friends work together."

BINGO

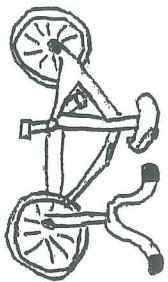
Yes, I have a dog or cat.
Name: _____



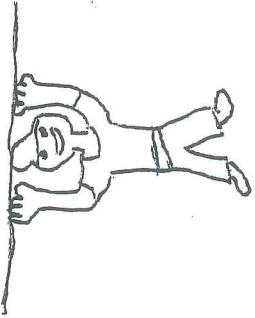
Yes, I can draw well.
Name: _____



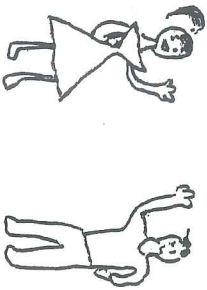
Yes, I know how to ride a bike.
Name: _____



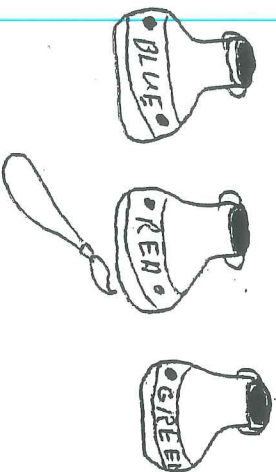
Yes, I can stand on my head.
Name: _____



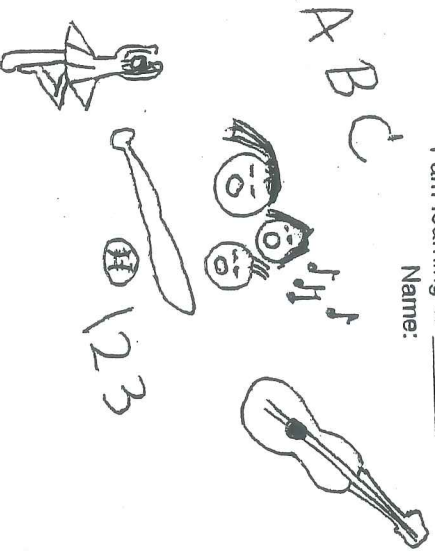
Yes, I am a friendly person.
Name: _____



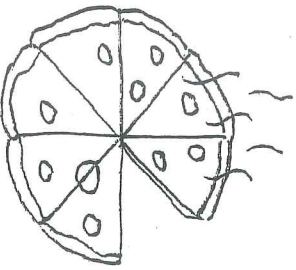
My favorite color is _____
Name: _____



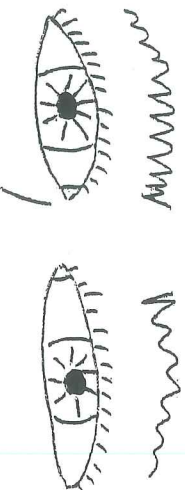
I am learning to _____
Name: _____



Yes, I like Pizzai!
Name: _____



Yes, I have brown eyes.
Name: _____



Draw several things that need two people in order to do them (e.g., to talk on the telephone).

It takes two to . . .

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 8: FRIENDSHIP – WORKING TOGETHER

SPAVA Words: **Active Listening Manners**

Resources needed: One book from the following list to read at this session:

<i>Chester's Way</i>	Kevin Henkes
<i>It's Mine</i>	Leo Lionni
<i>Talk and Work It Out</i>	Cheri J. Meiners
Poems from <i>I Like Being Me</i>	Judy Lalli
"I Can't Move It"	
"Someone Who Knows How to Share"	
"I Forgot to Say 'Please' and 'Thank You'"	

3x3 ballots for Peacemaker of the Week voting, mentor provides
SPAVA Words on 3x5, mentor provides

Preparation: Prepare the BDA for this session's book reading.
Talk with the teacher about the active listening role play. Ask her or him to choose a topic for a two-minute conversation that demonstrates active listening. In the conversation, the teacher will talk and you will demonstrate active listening.
Write the Challenge Activities on 3x5 to leave with class.

(15 minutes)

GREETING AND REVIEW

Song

Greet everyone and begin this session with the song, Everybody Likes to Be Liked. Sing several verses together using the bridge activity.

Class book

Ask the teacher to come to the front and read the class-created book, *It Takes Two*, from last session's Challenge Activity.

Compliment the class on the book.

Say that you will read an example from *It Takes Two*, and you need a pair of students to **role-play** how that example might look between friends. Do a few of these.

Compliment students on their role plays.

Ask students what you just did - what is that word for telling someone something nice about themselves? A compliment.

STAR

Ask students to tell the class how they have used STAR recently.

Ask students and teacher to think of a new problem that occurred (or take one from the class chart "Why we get angry") and use STAR to problem-solve this together now.

(25 minutes)

GOOD THINGS FRIENDS DO (Heart of the Session)

Intro of Topic

Say, "In the last few sessions, we've spent time talking about feelings and friends.

"Today we're going to look at some of the special things friends do when they're together.

"These are very good things to do with people in order to get along.

Some special ways to act with friends and others are

- **to really listen using active listening,**
- **to try to understand each other well,**
- **to use good manners and let others know they are special to us,**
- **to give them compliments,**
- **to share."**

Read the book. (10 minutes)

Introduce the book/poems.

Say, "This is a story about_____. When I'm reading, I want you to listen to find out (purpose)."

Read with great expression and show a few pictures.

Afterwards, conduct the discussion related to the purpose for reading.

Ask students what they learned from the reading that they can use in their own lives; ask for examples.

Active Listening Role Plays (10 minutes)

Tell the class that you and the teacher are going to show them what active listening is.

Ask the class to **watch for three things you do while active listening** and that you'll be asking them afterwards to tell you what these three things might be.

While the teacher talks, demonstrate **active listening** by

1. **facing** the teacher while the teacher is talking,
2. **using good eye contact** - looking into the teacher's eyes while he or she talks,
3. **making sure you understand** teacher's message by asking a question or by briefly repeating back an important idea to see if you understood it correctly.

After the role play, ask students what three things they noticed.

If they don't name all three, give the answer.

Explain that this is active listening, and it really helps us understand what the speaker wants us to know.

Active listening is a way of listening that shows respect, good manners, and that we care about what the speaker wants us to know.

Activity:

Ask students to practice these three behaviors of active listening with a partner at their seats.

For a topic, they can tell about something they like to do with a friend.

Give them several minutes.

Then ask for a volunteer pair to come to the front to demonstrate for the class.

Compliment them on remembering the three components of active listening.

Good manners (5 minutes)

Tell class that **good manners are things you say or do in different situations that show respect and thoughtfulness for others.**

Using good manners is great for everyone.

It shows other people you respect them and that you are considerate.

Say that you think everyone here probably uses good manners a lot.

Ask for some examples of how they use good manners. Compliment this.

Ask for some examples of bad manners. Ask how others would probably feel if we use bad manners.

Remember: When you are nice to others, it usually makes them want to be nice to you and to other people too.

Practice:

Ask the teacher to write students' following responses for good manners on the board.

Now, ask students what we should say in these situations, using good manners.

1. You want someone to give you a toy that is near them. (Please give me that toy.)
2. You bump into someone. (I'm sorry.)
3. You want to say something to the teacher, but he or she is talking to someone else. (Go and stand quietly where she or he can see you, and when the teacher looks at you, say, "Excuse me, please.")
4. Someone lets you borrow his or her pencil. (Thank you.)
5. You want a turn to use the swing on the playground and someone is already on it. (May I have a turn on the swing too, please?)
6. You're using the blue crayon and someone else wants it. (Share or say, "You can have it in a minute; I'm almost done.")
7. Someone says they like your drawing. (Thank you.)
8. You see your classmate in the store – someone you don't like very much. (Smile and say "Hi.")
9. You don't understand something someone said. ("I'm sorry, I didn't understand you. Would you please say that again?")
10. Someone takes something that you're not finished using yet. ("Excuse me. I'm not finished using that yet. May I have it back please? I'll give it to you as soon as I'm done.")

(few minutes)

Peacemaker of the Week

With the teacher, pass out the ballots and ask students to vote for the Peacemaker of the Week.

While the teacher collects and counts the votes, ask students to tell some of the acts of kindness they've done recently.

As soon as the teacher is ready, ask her or him to announce the new Peacemaker. Applaud. Ask students why they chose this peacemaker.

(remaining minutes) **CLOSURE & CHALLENGE ACTIVITY**

Brief review

"Today, we read our new class book, *It Takes Two*, and acted out a few situations.

"We used STAR again, and we sang our song.

"We read a story about friends.

"Then we practiced some of the important things friends do, such as using active listening and good manners. These are respectful important things to do with everyone.

"Finally, we chose a new Peacemaker of the Week!"

Challenge Activity

1. Use active listening with someone at home today.
2. Use good manners as often as you can every day – at school, on the bus, and at home.
3. On a paper, write at least four of the good manners you used. We'll share them next time.
4. Keep using STAR and doing acts of kindness.

Next time

Tell students that there are only two sessions left after today.

Say that next time, you'll tell them about some great peacemakers and about the SPAVA awards.

Mentor and Teacher:

1. SPAVA can provide free snacks and little items for Session 10 if you want them. To request any of these items, please call SPAVA coordinator immediately to make arrangements.

2. Consider inviting your principal, counselor and others to attend Session 10. Students reveal some very touching and impressive information then. If you do invite others, be sure to request enough snacks for everyone. Also, give those you invite plenty of advance notice.

3. Complete and return your SPAVA evaluation surveys promptly after the last session.

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 9: PEACEMAKERS, SPAVA AWARDS

Resources needed: Peacemaker information sheets from mentor's Supplemental Resources booklet plus pictures of these peacemakers if possible, for mentor's use
All SPAVA awards materials for students in grades one and two, copies for all
"End of SPAVA Reflection" sheets, one per person

Preparation: Select three to four peacemakers and prepare to discuss them.
Be ready to explain the SPAVA awards thoroughly.
Make copies.
Write Challenge Activity on 3x5 card to leave with class.

(10 minutes)

GREETING, REVIEW, VOTING

Greet everyone.

Review

Ask a few volunteers to tell about acts of kindness they did for others this week.

Ask the teacher and students to tell and show how they used STAR this week.

Use STAR again now with a new problem the class presents or one on the "Why we get angry" chart.

Comment, compliment, ask questions, and correct any confusion as needed.
Be sure the STAR process is understood.

Say, "Last time, we talked about good ways to listen to others so we understand them. We talked about using good manners and how this shows respect and helps us all get along."

Ask students to take out their manners list and share their list with a partner.

Then ask everyone to **role play** how they used manners with their partner.

Get several volunteer partners to role play using manners for the class.

Peacemaker of the Week Voting

Hand out the ballots and ask student to vote for Peacemaker of the Week, with teacher collecting and counting votes as before.

(15 minutes)

GREAT PEACEMAKERS

Remind students about the information paper you all read and hung up that describes what peacemakers do.

Ask volunteers to say aloud what they remember about peacemakers.

Refer to the Peacemaker information paper and be sure all the information is covered.

Tell students you're happy that we have good peacemakers in this class!

Now say, "When you think about the things we just said peacemakers do, think of people in your school, your family, or your neighborhood who do these things too, who are peacemakers that you know.

Ask students to tell about peacemakers they know. Get one or two replies.

Say, "Today we're going to learn about some other peacemakers.

"Your teacher and I are going to tell you about different ones.

As we're talking, listen to figure out why people call them peacemakers."

Using information sheets about several of the peacemakers you selected, ask the teacher to read the first one.

Discuss

Ask what students thought about this peacemaker.

Also ask about the role of fairness, respect and helping make things better in the peacemakers' actions.

Alternate reading about the other peacemakers with the teacher.

After each peacemaker reading, ask the discussion questions.

Now, ask again how students can *be* peacemakers in their own lives.

Let them partner share, and then ask a few to share with the class.

(10 minutes)

SPAVA AWARDS

Tell class about the different SPAVA awards that they are eligible for.

Explain how winners are chosen.

Hand out all relevant materials to all students and the teacher.

Ask for questions and be sure everyone understands these awards and how to apply for them.

(few minutes)

Quick recap of SPAVA topics

Say, "Let's take a few minutes to think about all the things we've covered in SPAVA over all these weeks."

Briefly name them all. Refer to your own notes and curriculum guide to see what you actually did cover.

(few minutes)

Peacemaker of the Week

Ask teacher to announce the Peacemaker of the Week. Applaud.

Ask class why this student was chosen.

Ask the class and teacher if they want to continue choosing a Peacemaker of the Week after SPAVA ends. If so, ask teacher which day it will happen weekly.

(remaining minutes)

CLOSURE & CHALLENGE ACTIVITY

Brief review

You showed us how you used good manners this week, and we used STAR again.

We learned about some more peacemakers and talked about how we all can be peacemakers too.

We learned about the SPAVA awards that you may win.

Challenge Activity

1. Tell someone in your family about a peacemaker you learned about today.
2. Everyone work on being a peacemaker this week.
3. (Ask volunteers to pass out the End of SPAVA Reflection sheets to each student.) Say, "On this paper, write down at least three things you learned from SPAVA, and at least three ways you've changed because of our work together in SPAVA. If there is something you want to work on so you are better at it, write that at the bottom.

Spend some time thinking about this before you write.
You don't need to write a lot, just what is really true.
Your teacher will help you if you need it.

4. Keep doing your acts of kindness as often as you can, at least two times every day. Do this always.

Next time

Say, "Next time will be our last session together. It will be a celebration.

"It's going to be special because you all will be conducting the class by reading from your Reflection sheets, one at a time, the things you learned from SPAVA and the ways you've changed.

"After you all have a turn, your teacher and I will read what we learned and how we've changed too."

The celebration could include singing a song, rereading a favorite book, etc.

Mentor and Teacher: Consider if there is some way your students can share what they have learned with others and/or teach it to others by doing a SPAVA service-learning project. It could be visiting other classes to teach a SPAVA skill, making posters for the hallway or classroom door or cafeteria, using the school's in-house TV during morning announcements to share concepts including role-playing demonstrations, etc. This could be done at any time with or without the mentor's involvement.

If you would like help planning this, contact the SPAVA Coordinator at the Volunteer Talent Center to make arrangements.

End of SPAVA Reflection

Name _____

Date _____

What I learned:

How I've changed:

What I want to work on:

SPAVA Curriculum Guide

For Students in Grades One and Two

Session 10: "WHAT I LEARNED, HOW I'VE CHANGED"

Resources needed: Any celebration items you may have prepared
Your completed End of SPAVA Reflection sheet

Preparation: Complete your own End of SPAVA Reflection sheet.
Be sure you have any celebration items ready.

(15 minutes) **GREETING, PREVIEW, REVIEW**

Greet everyone.

Introduce any guests who may be present today.

Tell students what you will do today.
If you will have a little celebration, announce this too.

Sing the Song

Stand together and all sing (with the hands bridge) "Everybody Likes to Be Liked."

Then, standing in a circle, ask a few students to tell which peacemaker they told a family member about.

Ask two or three students how they *were* peacemakers this week.

Ask two or three others to tell about an act of kindness they did this week.

Have students return to their seats.

(20 minutes) **WHAT I LEARNED, HOW I'VE CHANGED**

Say that now we will all begin sharing with the class what we wrote on our reflection papers.

Have the teacher call on all students, one after another, to come to the front of the class and read their End of SPAVA Reflection sheets.

Lead applause after each one.

When all students have read their papers, the teacher and you should do the same.

Comment on how you've all grown and what powerful, peaceful forces each of us can always be.

(optional) **(Conduct the celebration)**

(remaining minutes)

CLOSURE

1. Remind the class about the SPAVA awards and deadline dates. Ask the teacher to support students in this.
2. Give students a sincere message about your work with them, how special each one of them is, and your confidence that they will do well in life.
3. Remind them to keep performing acts of kindness, using STAR, being peacemakers, and using what they learned in SPAVA. Tell them that they are truly making the world a better place every time they do.

Strongly suggested, though optional:

Tell students that you will return to visit them in the future to say hello and to see how they are doing.

Work out with the teacher when that will be.

Mentor:

1. **Please leave the three SPAVA posters with the class.**
2. **Return to the Volunteer Talent Center (VTC) all VTC resources you may have borrowed –books, videos, etc.**
3. **Return your completed evaluation survey to the VTC promptly.**

Thank you for your wonderful work with these young people and their teacher to help create a more peaceful world!

B D A – Suggested Format when Reading Aloud

Using this format when reading aloud with students helps them understand the story and make connections to their own lives. Please follow it as much as possible.

B – Before Reading

- Announce the book's title and author.
- Build background (e.g., for *Zinnia & Dot* – "This book is about two hens that live in the same henhouse and have a problem.").
- Set a purpose for listening (e.g., for *Zinnia & Dot* - "Listen to find out what they did to make the problem worse, and how they solved the problem.").

D – During

- Read the text aloud modeling good expression, emotions, etc. Show students some of the pictures.
- In a long text, stop at critical points and pose a question. Ask students to turn to a partner (partner-share) and tell each other what they think will happen next, or why _____ did this, etc. Then ask one or two partners to tell aloud what they thought. Keep this brief to keep the pace of the story moving along.

A – After

- Facilitate a discussion related to the purpose set for this reading in the Before Reading section.
- Extend the discussion to connect with students' experiences and this session's topic.

Suggested Role-Play Format

Role-playing is an activity that young students enjoy. It is a good way to demonstrate bad and better ways of doing things.

- Select a situation from real life or from a story (e.g., name-calling, not sharing, etc.).
- Describe the situation to the students. Tell them you and the teacher will try to act out this situation realistically.
- First, the mentor and teacher role-play the situation with the mentor being the “bad” guy.
- Ask students to evaluate what happened.

“What was the problem?”

“How did _____ feel?”

“What could he or she have done differently?”

“What would have been a better choice?”

- Then, ask for a student volunteer who will show a better way to act.
- Mentor and student act out the situation again, with the mentor always being the “bad” guy if there is one. You can also have two students do the acting out.
- Following this role-play, have observers evaluate what happened. Could they use this “better way” in real life? Relate this to the goals that SPAVA is promoting.
- To involve all students, assign a role-play situation to different tables or sides of the room and ask student to role-play with a partner.

Stretcher Activities

(1 – 2 minutes each)

Use these fun movement activities as needed, e.g., at the start of a session, between session topics, when students are fidgety, etc. Add your own ideas of fun movement energizers!

You can also sing a verse or two of familiar children's songs you may remember. Ask the teacher which ones your students know.

Popcorn Kernel

Each student makes himself or herself into a ball. As the mentor describes getting hotter and hotter and getting bigger and bigger, the students stretches until the mentor says, "Pop!" Then each student extends completely and hops about.

Sit Down Chant

Have students stand and follow the directions.

Hands to the side
Hands in the air
Hands on your tummy
Hands in your hair
Hands over your eyebrows
Look all around
Hands on your knees
Sit down please.

Melting Ice

Each student sits on the floor with his or her arms wrapped around himself or herself. As the mentor describes the temperature beginning to warm up, each student melts until finally spread in a flat puddle on the floor.

Volcano (yoga)

Each student builds pressure inside the volcano by pushing hands together with eyes focused on his or her hands. As pressure builds up to the top of the mountain, students move hands up to the sky, continuing to press them together and taking a deep breath. The lava (pressed hands) reaches the top of the mountain and then slowly flows down the mountain (blow out as hands/arms come down slowly to students' sides).

SPAVA Optional Activities

These activities can be used and adapted to vary SPAV sessions and to accommodate the specific lesson content and age of students. Add your own ideas. Variety keeps participants alert and interested!

- 1. Create a SPAVA Word Wall** – (Get the teacher’s okay on this in advance.) Bring blank cut-up word strips and a marker. At each session, ask a student to write a new SPAVA Word on a strip and put it on the wall. Or you can prepare your own written word strips in advance and even laminate them. Add no more than two words per session. Ask students to try to use these words during the week. At the next session, ask all who did to stand and say their word and how they used it.
- 2. Adopt-a-Bulletin Board** – In the classroom or hallway, designate a SPAVA spot. Each week, a different student chooses a SPAVA Word and writes it and its definition on a word strip. An example of the word in use and a picture illustrating the word can be added. **OR** ask students to post any SPAVA concepts or messages that the class decides to post.
- 3. Taking Turns, Showing Respect** – Ask four to six volunteers to come to the front of the room. Ask them all to talk at once, saying their favorite classroom subjects, talking about sports, friends, anything. After a minute, say, “Stop” and ask the class what person number one said, what person number two said, etc. When the class can’t accurately answer, say that one person speaking at a time is one of the classroom guidelines so that each speaker can be heard.
- 4. Word Association** – Make up a list of emotionally charged words or phrases, such as *monster, tornado, mother, quiz, tragedy, tattletale*. Tell students that you will say a word and they should raise their hands if they know a feeling this word makes them think of. Call on volunteers. Ask students to offer their own words. Have each student say their word aloud and call on a classmate to answer.
- 5. Guess Who** – Without naming the student, the teacher, mentor, or a student tells the class a story of something good he or she was that student doing that day or week. The class must guess who the student is.
- 6. Tell It Again** – After some time has passed, the teacher or mentor tells again the same story of a student’s good deed or accomplishment and compliments the student on this.
- 7. Feelings in Books** – Choose a book to read aloud in class. The book should be on the class’s reading level and deal with some issue taught in SPAVA (e.g., feelings, friends). Use the Before, During, and After reading format to have the students read the book, taking turns. In advance, decide on the purpose for reading the book and tell it to the class. Afterwards, use STAR to discuss how the conflict could have been prevented, resolved differently, etc. Tell the class to watch for character/feelings/conflict issues in the stories they read. You can divide the class into small groups and let each group tackle something different and report it to the class.
- 8. Peacemaker of the Week** – Make a simple Peacemaker of the Week certificate that includes a line to fill in a student’s name. Ask students to be thinking of a classmate to be named Peacemaker of the Week for the following week and the reason why. At the beginning of the next session, ask for nominations and the reason the classmate was nominated. Have the class vote, and then fill in the certificate. Congratulate the winner. Ask the students to try to think of new nominees each week so this honor is shared throughout the class. The teacher can independently conduct this activity too.

9. **Chair Scramble** – Make a circle of chairs. Ask student volunteers to sit in these chairs. Stand in the middle, and state that students must be truly honest while playing this game. Say, "Find a new chair if you practiced (e.g., kindness, respect, impulse control, etc.) today." All who did must get up and scramble to change to a new vacant chair, including the mentor. All who did not must stay seated. The person left standing with no chair is the new leader and must tell how he or she practiced the named behavior. Then she or he says, "Find a new chair if you practiced _____ today," and the scramble resumes.

10. **Finish the Word** – Silently select an already introduced SPAVA word, and draw a line for each of the word's letters on the board, filling in only a few letters, e.g., _ O _ _ S T (Honest). Ask for a volunteer to guess the word. The correct guesser fills in the blanks and tells what the word means.

11. **Physical Activity to Encourage Participation** – Form a circle of any number of volunteers. Stand in the center, and shake hands with someone in the circle who must say how he or she has been a peacemaker (or has reacted to a put-down, or has used a cool-down strategy, etc.). Then the mentor retires from the circle and the student who spoke goes to the center and continues in this manner until no one is left in the circle.

12. **Put-Ups** – Give a genuine compliment or "put-up" to one student (e.g., "You have such a nice smile!"). The complimented student then stands and gives a put-up to another student. Discuss how it felt to give and to receive a compliment, and talk about how to graciously receive a compliment. You can also ask how it feels for the one who compliments if the complimented person refutes the compliment (e.g., "Aw, no I don't.>").

13. **Positive Me Goal Sheet** – Ask each student to write his or her own name vertically on a piece of paper. Next to each letter, students should write a positive word that describes him or her (e.g., Sarah: S-serious, A-attentive, R-respectful, A-assertive, H-honest). Then ask students to name a positive trait they want to develop or improve in themselves and to write activities they can do to reach this goal.

14. **"Let's play"** – (or have lunch together, or walk to school together, etc.) Ask students to think of a classmate, school mate or neighbor who seems to need a friend, and to say this to them – to initiate a friendship. Days later, ask what happened.

15. **Hot Potato** – The "hot potato" could be a rubber ball, a ball of yarn, etc. Pass the object around until each student has a turn finishing a sentence such as, "I'm getting better at _____" (e.g., using good manners, using STAR when my brother yells at me, etc.) or "When I get mad, I cool down by _____."

16. **SPAVA Words Scramble** – Select about 10-15 SPAVA Words. On the internet, go to <http://puzzlemaker.school.discovery.com/code/buildwordsearch.asp>. Follow the directions and the program will produce a word scramble with these words. Make a copy for each student. You can do this also with your students' first names.

Resources for Mentors

The SPAVA office at the Volunteer Talent Center (VTC) has the following materials available in its lending library for mentors' use. They focus on SPAVA topics and can serve as springboards for dialogue and activities in SPAVA sessions.

Story books

Videos and DVDs (We have a player in the VTC so you may screen them.)

Background information books and guides

Craft activity books

Song cassettes and DVDs (plus a player that can be borrowed)

Chart paper

Videos and DVDs are wonderful additions to the SPAVA curriculum and provide variety to your sessions. Showing brief clips that relate to your current topics grab students' attention and are good discussion starters. Most of these we have for very young children are about 20 minutes in total length and contain four individual segments each lasting about 3-5 minutes. You can choose to show only those segments that serve your purposes. Many post discussion questions on the screen following each individual segment.

While we have a variety of these resources, there are very few copies of each title. Therefore, we ask mentors to keep what is borrowed for only a week or two so others may also use them.

Feel free to visit the VTC to peruse materials and sign them out. Generally, the VTC is open Monday through Friday from about 8 a.m. – 4 p.m. It's advisable to phone before you come to be sure it is open. 485-3710

