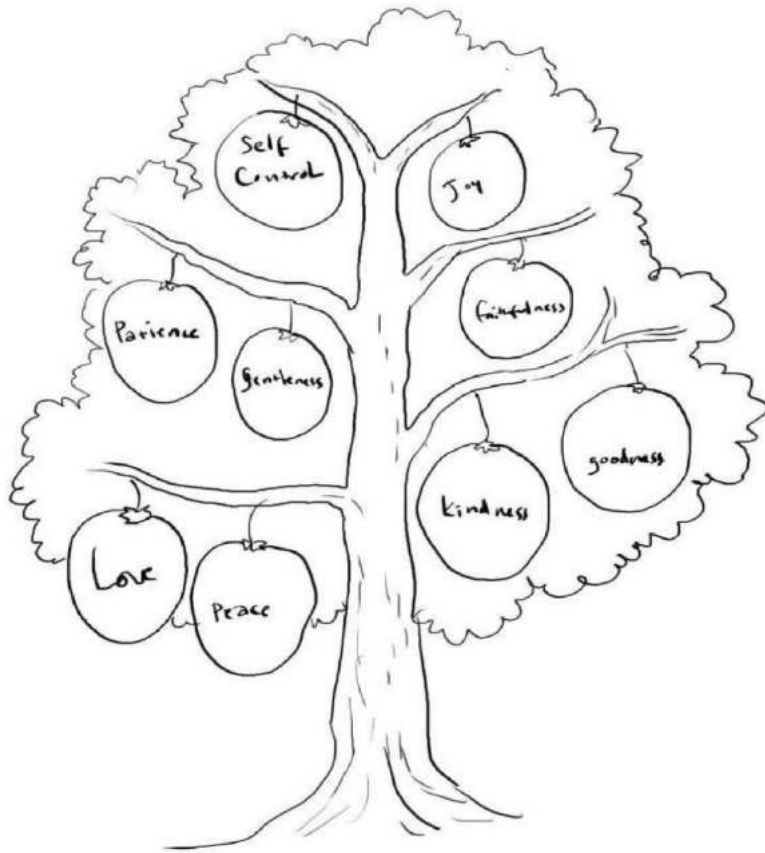
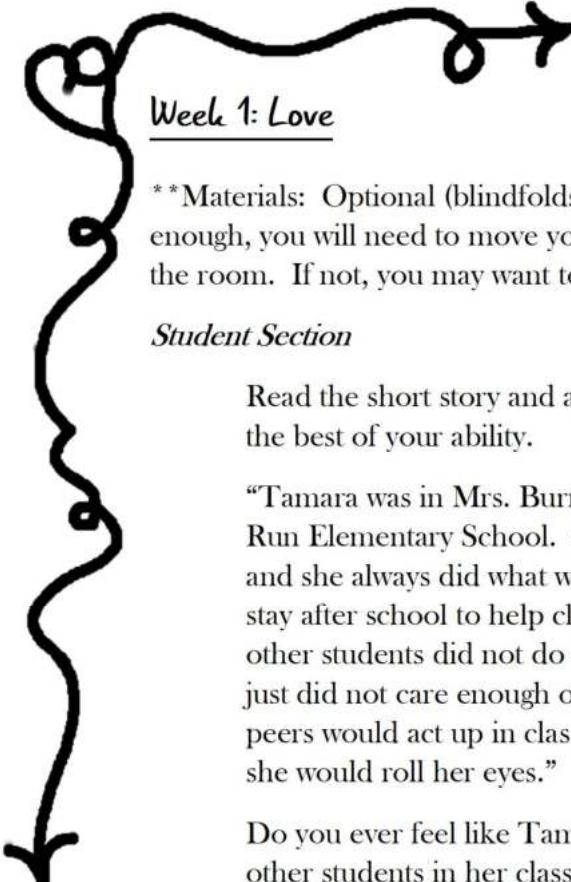


Fruits of Good Behavior

A teacher-guided book of good behaviors in classrooms



Written and Illustrated by Kyra Valovick



Week 1: Love

****Materials:** Optional (blindfolds) – If your classroom is big enough, you will need to move your desks/tables to the sides of the room. If not, you may want to go outside for the activity.

Student Section

Read the short story and answer the questions below to the best of your ability.

“Tamara was in Mrs. Burns fourth grade class at Deer Run Elementary School. She was a straight A student, and she always did what was expected of her. She would stay after school to help clean her classroom. When other students did not do well on a test, she thought they just did not care enough or study enough. When her peers would act up in class, yelling or running around, she would roll her eyes.”

Do you ever feel like Tamara? Do you feel like those other students in her class?

If you were Tamara, what would you do?

How should Tamara act when her classmates do something she does not agree with?

Activity

Diversity and Differences Walk

Everyone starts on a horizontal line standing next to each other. Students all close their eyes and keep them closed for the entire exercise. *If you know your students will have a hard time with

this, you can bring blindfolds.* You will read different statements and students will either take a step forward or backward in response. If they do not identify with the statement, they will not take a step either direction. These questions are meant to show how different everyone is.

*Some of these questions may be sensitive. Use good judgement in deciding which ones to use for your group of students.

Here is a list of statements you can use. If you think of your own statements more specific to your students, you can add them in.

1. If you are right-handed, take one step forward.
2. If you have blue eyes, take one step forward.
3. If you have difficulty finding a Band-Aid that matches your skin color, take one step back.
4. If you ever attended a private school or a summer camps growing up, take one step forward.
5. If you think you will go to college, take one step forward.
6. If you started school speaking a language other than English, take one step back.
7. If you were told by your parents that you were beautiful, smart, or successful, take one step forward.
8. If you have a cell phone, take one step forward.
9. If you grew up in a single-parent home, take one step back.

10. If you were ever discouraged from any personal goal or dream because of a physical/learning disability, take one step back.
11. If you have family members who are doctors or lawyers, take one step forward.
12. If you have ever had responsibilities at home for others that interfered with what you wanted to do, take one step back.
13. If you have any kind of physical disadvantage - eyesight, hearing, mobility, etc. - take one step back.
14. If you studied the history and culture of your ethnic ancestors in school, take one step forward.
15. If you have ever been called names regarding your race, gender, or physical/learning disability and felt uncomfortable, take one step back.
16. If you or your family never had to move due to financial inabilities, take one step forward.
17. If you do not have school during the major holidays you and your family celebrate, take one step forward.
18. If you were ever ashamed or embarrassed of your clothes, house, or car and wished to change it to avoid being judged or teased, take one step back.
19. If you have always received good grades in school, take one step forward.

20. If you have ever been hesitant to speak to avoid being ridiculed because of your accent or speech impediment, take one step back.

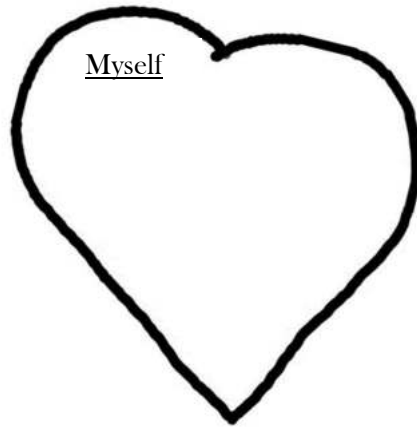
Discussion: After you have asked all your questions, have students open their eyes and look how spread out everyone is. Everyone started on the same line. No one knew where they would end up. At the end, everyone was somewhere completely different. How did it make you feel? Did you end up where you thought you would; are you surprised where you ended up? How did you feel when you took a step forward? Backward? What did you learn from this exercise?

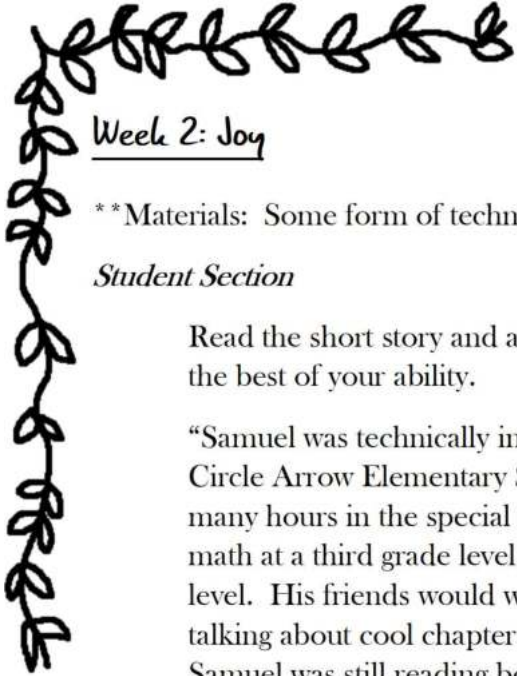
Everyone is very different, but despite those differences, you all started on the same line. Some people may have disadvantages that you do not have, while you may have disadvantages they do not. No two people are exactly the same. In our class, we embrace these differences and love each other anyways. Reflecting back on the story about Tamara, what difficulties might she have, despite seeming so perfect? What about the other students in her class? What advantages/disadvantages might they have?

Student Section

Take Home

What I Love About...





Week 2: Joy

**Materials: Some form of technology to play music

Student Section

Read the short story and answer the questions below to the best of your ability.

“Samuel was technically in Mr. Jones’ fifth grade class at Circle Arrow Elementary School. However, he spent many hours in the special education classroom. He did math at a third grade level, and he read at a first grade level. His friends would whip through book after book, talking about cool chapter books like Harry Potter. Samuel was still reading books like Junie B. Jones. His friends were getting excited for middle school, but Samuel’s teachers were thinking about holding him back a year and having him repeat fifth grade.”

If you were Samuel, how would this make you feel?

What should Samuel do?

If Samuel ends up repeating fifth grade and not moving to middle school with his friends, how should he respond?

Activity

Play happy, dancing music as students come in. You can choose songs beforehand and create a playlist. Here are some potential songs:

Smile by Sidewalk Prophets

Kidz Bop (School appropriate songs)

Party Rock Anthem, by Kidz Bop

Can't Stop the Feeling, by Justin Timberlake

Happy, by Pharrell Williams

Better When I'm Dancin', by Meghan Trainor

Walking on Sunshine, by Katrina and The Waves

After students finish their story and questions, encourage students to dance around to the music. After a few songs, stop the music and have everyone settle down to have a discussion.

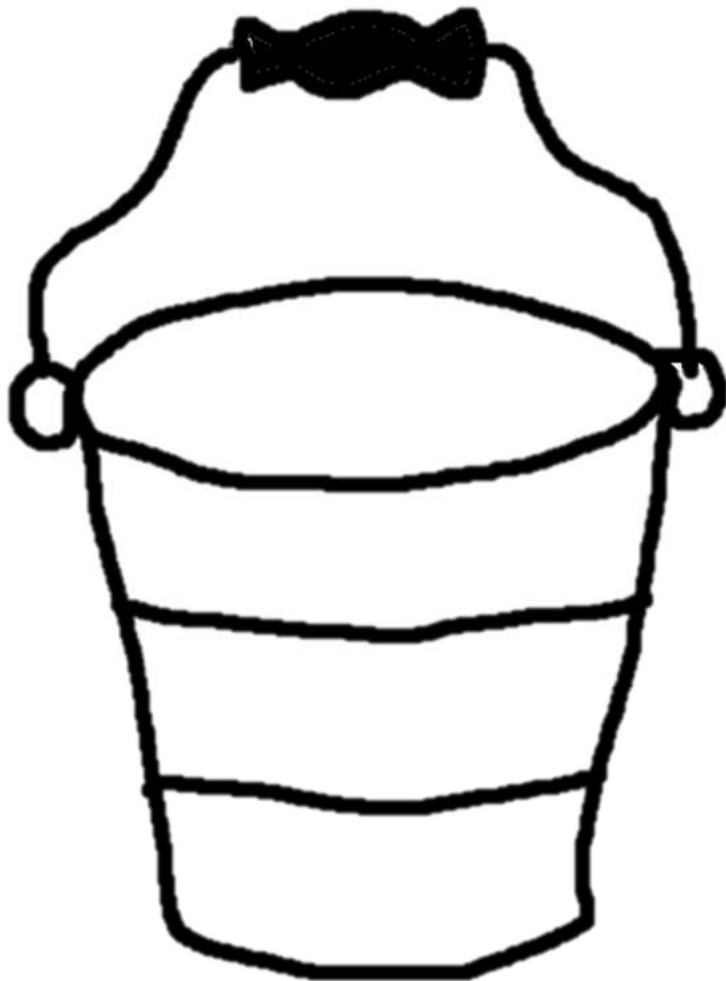
Discussion: How did the music make you feel? When was the last time you felt that joyful? How did you feel when you came into class? You can feel that joy even if you came into class in a bad mood. Is happiness different from joy? Happiness is based on circumstances, while joy is a choice. You can choose to be joyful even if you are having a bad day.

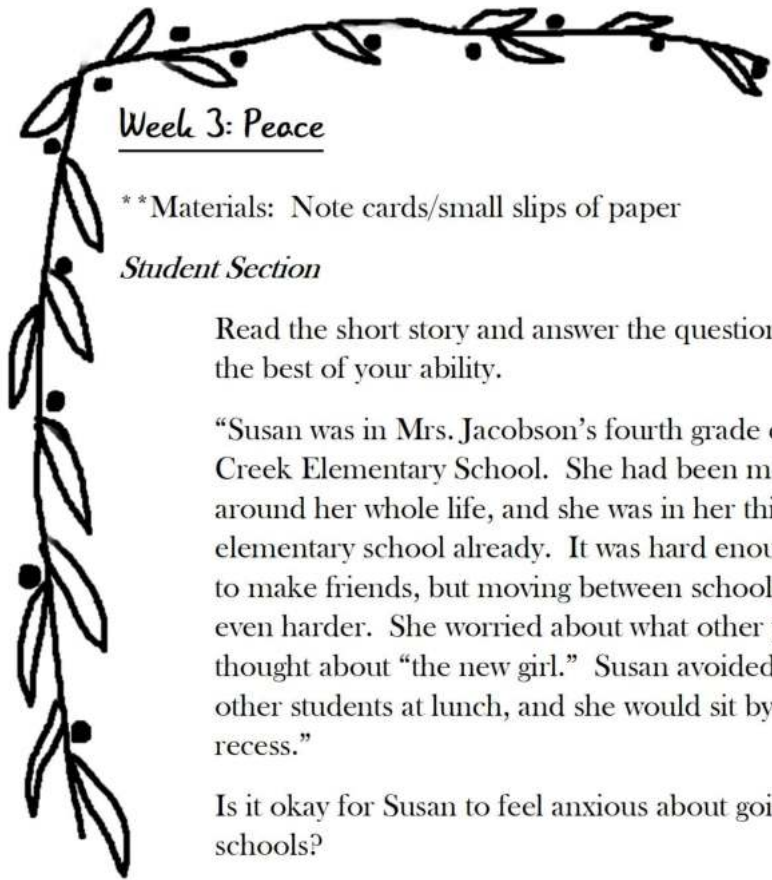
Student Section

Take Home

(* Cup with lines)

What fills your bucket? Fill up your bucket with words and pictures of things that bring you joy.





Week 3: Peace

**Materials: Note cards/small slips of paper

Student Section

Read the short story and answer the questions below to the best of your ability.

“Susan was in Mrs. Jacobson’s fourth grade class at Bear Creek Elementary School. She had been moving around her whole life, and she was in her third elementary school already. It was hard enough for her to make friends, but moving between schools made it even harder. She worried about what other people thought about “the new girl.” Susan avoided sitting by other students at lunch, and she would sit by the wall at recess.”

Is it okay for Susan to feel anxious about going to new schools?

Should Susan keep herself distant from other students?

Who could Susan talk to in order to help feel less anxious?

Activity

Pass out a notecard to every student. Instruct them to write something on the card that makes them anxious or agitated. They will not write their name on the card, unless they want you to know who wrote the phrase; they will stay anonymous in front

of the class. Give them a few minutes to write their phrase, then collect the cards.

*You can let your students know that it is okay to talk to adults if they are ever feeling anxious about anything.

You will read each card out loud, keeping the writer’s name to yourself, then everyone will collectively say, “I can have peace even when...” and fill in what the card says. For example, if someone writes “I get nervous on the first day of school,” everyone would say, “I can have peace even when I get nervous on the first day of school.”

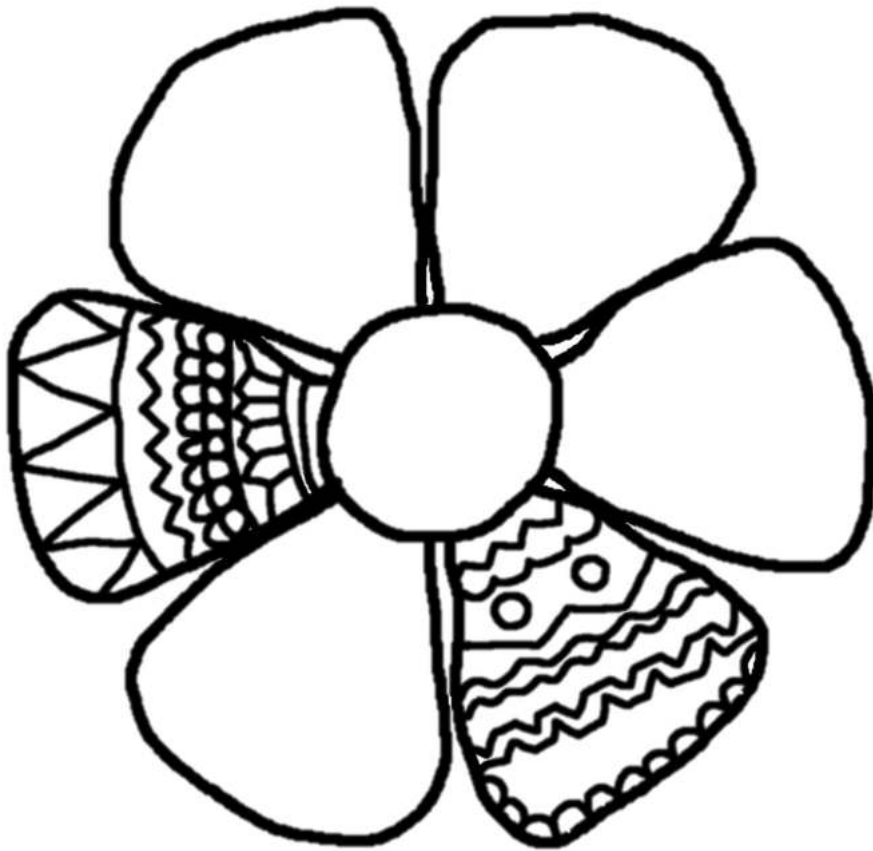
After reading through everyone’s cards, have a discussion about the activity.

Discussion: How did you feel when you were doing this activity? Did any of the phrases surprise you? Did you agree with any of them that you did not write? Take note of the different things that can cause unrest in your classmates. Can you do anything to assure and bring peace to your peers? Who could you talk to in order to receive peace about your anxieties?

Student Section

Take Home

Fill in this flower, journaling in the empty petals and coloring in the other petals. In the empty ones, write anything that comes to mind about peace in your life.



Week 4: Patience

**Materials: Plastic spoons, eggs (you decide based on your students what kind: raw eggs, hard boiled, Easter eggs); optional: small reward (candy)

Student Section

Read the short story and answer the questions below to the best of your ability.

“Jimmy was in Mr. Bill’s fourth grade class at River Elementary School. His desk was right in front of Tom’s desk. It was the fourth week of school, and every day for the past three weeks, Tom would poke Jimmy with his pencil, throw spit wads at his head, and pull his hair when Mr. Bill wasn’t looking. Jimmy tried to ignore Tom, but he was getting very frustrated.”

What would be the easiest thing for Jimmy to do?

What would be the right thing for Jimmy to do?

If you were in Jimmy’s place, what would you do?

Activity

Spoon and egg

Each student gets a spoon. Divide into two teams. Mark a start line and a finish line. The two teams will complete a relay with the spoon in their mouth and the egg on the spoon. (One spoon for each student.) Their hands must stay behind their backs; they cannot touch the egg or the spoon once they start. If they do, they have to start over at the beginning. No running,

only walking, or they will have to start over. They must go down to the end, then turn around and head back to the line, passing the egg to the next person. To pass the egg, they may use their hands. Whichever team makes it all the way through their line first wins.

Discussion: Was it difficult? What was the hardest part? Easiest part? Did you have a hard time walking and not running? Did anyone try to start walking before they had the egg all the way balanced on the spoon? Why do you think you or your classmates were rushing to get the egg and start walking? To the winning team, was it worth it to win? How long will you remember winning this game? Losing?

When was there impatience during the game? (When students were starting to inch past the start line, reaching for the egg before their teammate actually made it back.) Was there patience? Did some students wait behind the line for their teammate to make it all the way back? Did that team lose? Does it matter who won and who lost? Did both teams have fun? Who will remember who won or who lost even in a few days? Being impatient may give you a temporary feeling of victory, but patience is always the better option.

*Optional: Give a reward to specific students who you noticed were patient during the game – a small candy, a bonus point, etc.

Student Section

Take-home

At the end of each statement, circle “Patient” or “Impatient.”

Patience is keeping your cool and waiting.

Impatience is letting things frustrate and bother you.

1. Jimmy sighs and stomps away to his room when his mom is working instead of playing a board game with him. (I)
2. Jimmy rips the pencil out of Tom’s hand when Tom keeps poking him. (I)
3. Jimmy waits for his sister Sally while she tries to tie her own shoes. (P)
4. Jimmy sits quietly at his desk when the rest of his classmates are yelling across the room and getting out of their seats. (P)
5. Jimmy complains about the lunch line taking too long at school. (I)
6. Jimmy is calm when his baby sister keeps throwing her food at him during dinner. (P)

Week 5: Kindness

**Materials: None

Student Section

Read the short story and answer the questions below to the best of your ability.

“Sarah was in Mrs. Smith’s fifth grade class at Oak Hill Elementary. It was her last year before middle school. Mrs. Smith was known for being tough. No one liked her. After lunch one day, Sarah was back in Mrs. Smith’s class, starting math. She never ate breakfast, and she hadn’t had money for lunch that day. Sarah hated math, she really didn’t like Mrs. Smith, and she was hungry. All that put her in a bad mood. She was sitting with a frown on her face, not doing her math when Mrs. Smith came over and asked why she wasn’t doing her work, and if there was something wrong.”

Mrs. Smith seems like she genuinely wants to help Sarah. How does Sarah respond? Answer the following questions.

What is the most likely way Sarah would respond?

What would be the kind way for Sarah to respond?

If you were in Sarah’s place, what would you do?

Activity

If You Really Knew Me...

For this activity, partner up your students, preferably people who do not know each other. There will be a Student A and a Student B. Student A will start by saying “If you really knew me...” then they will finish the sentence with a fact about themselves. It could be anything they want to share about themselves (school appropriate).

- Family information: “If you really knew me you would know that I am the youngest of 4 siblings.”
- School information: “If you really knew me you would know that my favorite topic in school is Art.”
- Favorite/ least favorite things: “If you really knew me you would know that I hate broccoli.”

Student B will listen the whole time to Student A. After 2 minutes, switch roles. If you have a lot of time, or if you have a lot of students who do not know each other, you can switch partners a couple of times.

Discussion: What did you learn about your partner that you didn’t know before? Did your partner really listen to you when you were talking? If Sarah and Mrs. Smith played the “If you really knew me” game, what would they say to each other? When you were talking, did you want your partner to listen to you or talk over you? Which response is kind? When you think about kindness, what comes to mind? What was the last act of kindness you saw, received, or completed yourself? How did it make you feel? How else can you be kind? (volunteering, holding the door open, saying thank you, give compliments - this one is more important than you might realize, listening when someone is talking to you)

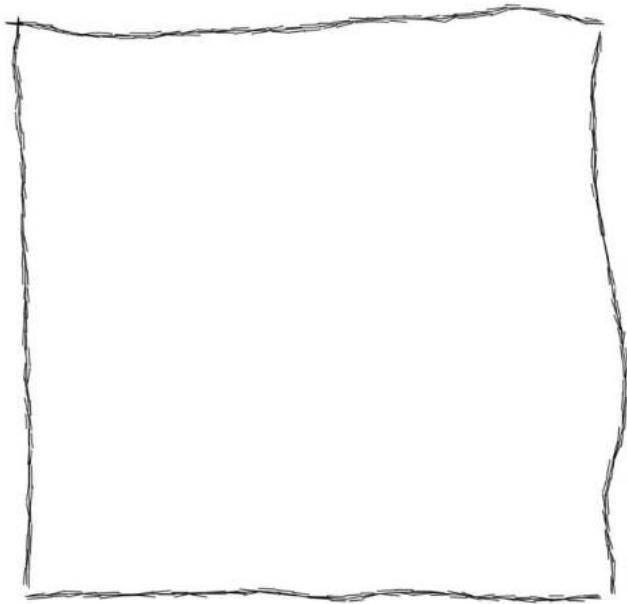
Student Section

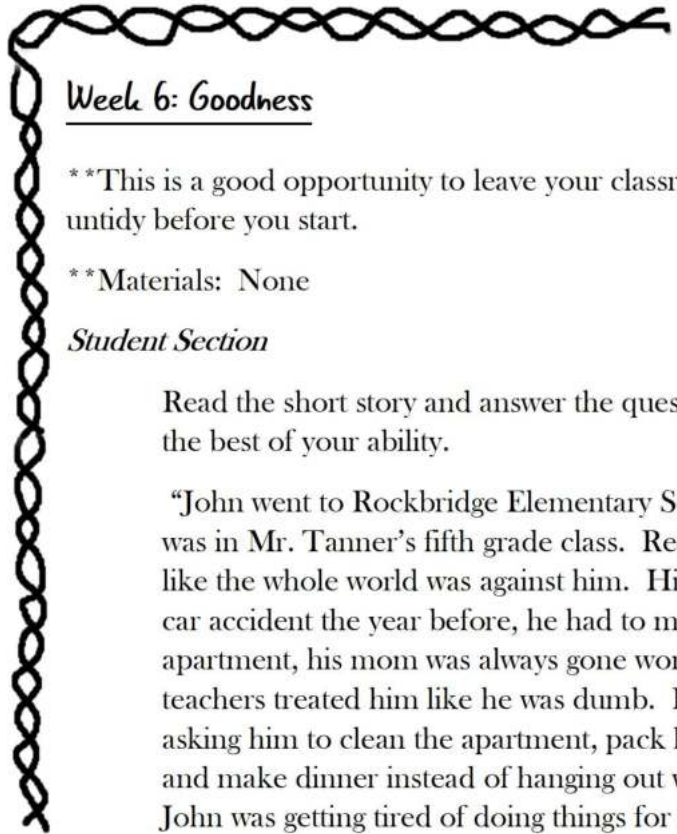
Take-home

Using the space below, draw some designs or words that show kindness.

If you have access to some rocks, paint, and sealer, paint a kindness rock based on your drawings. Put it somewhere out in public and take a picture of it. Show the picture to your teacher.

If you do not have access to those materials, draw your designs on a piece of paper and give it to someone. Take a picture with the person and your drawing, then show it to your teacher.





Week 6: Goodness

**This is a good opportunity to leave your classroom a little bit untidy before you start.

**Materials: None

Student Section

Read the short story and answer the questions below to the best of your ability.

“John went to Rockbridge Elementary School, and he was in Mr. Tanner’s fifth grade class. Recently, he felt like the whole world was against him. His dad died in a car accident the year before, he had to move to a noisy apartment, his mom was always gone working, and his teachers treated him like he was dumb. His mom kept asking him to clean the apartment, pack his own lunch, and make dinner instead of hanging out with his friends. John was getting tired of doing things for other people.”

Is it okay for John to stop helping other people and to just do his own things?

Do you feel like your life is hard like John’s sometimes?

When everything seems like it is going against you, should you continue to focus on the bad things around you?

What would happen if John chose to help his mom before she even asked him to?

Activity

I Say

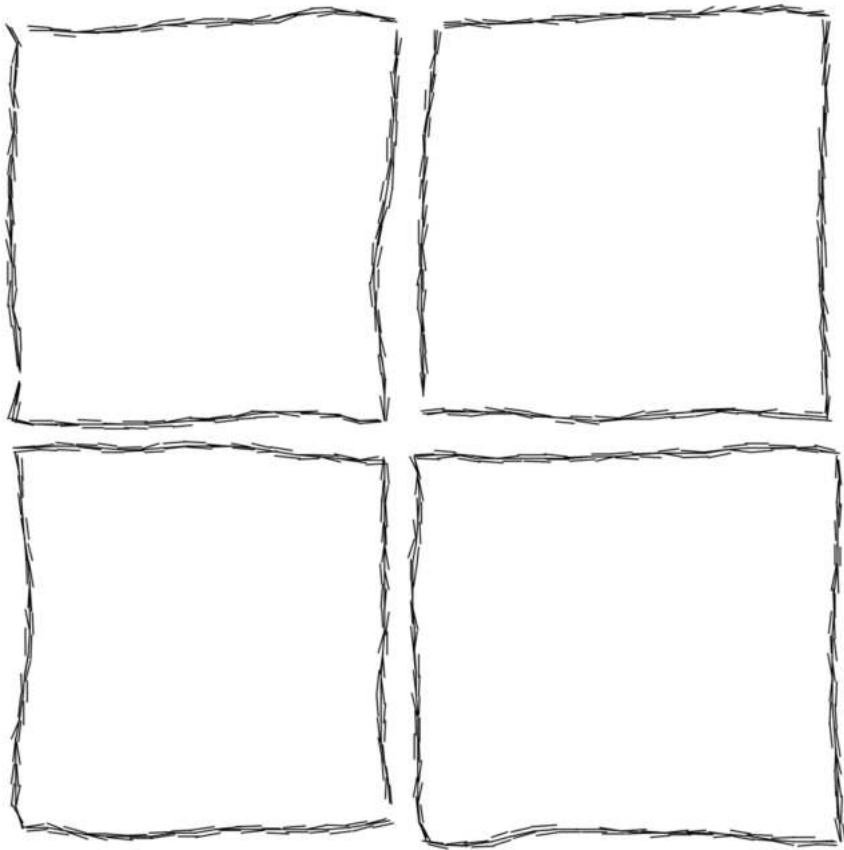
This game is Simon Says with a twist. You will give the command “I say” instead of the traditional “Simon Says.” The actions you choose will vary a little bit too. Instead of commands to touch your toes or spin around, give commands like pick up one piece of trash, or clean your desks off. If you can use commands that would have your students do something for someone else, that would work well.

Discussion: How did you feel doing this game? Were you frustrated or annoyed that you had to do chores during the game? How hard was it to pick up the trash or tidy your desk? Did you have a sense of accomplishment once you had done something for someone else? How can you help someone else in your life today; how can you do something good for someone besides yourself?

Student Section

Take Home

Draw four pictures of what you think of when you think of goodness.





Week 7: Faithfulness

**Materials: Whiteboard and marker OR chalkboard and chalk OR projector OR student volunteer

Student Section

Read the short story and answer the questions below to the best of your ability.

“Lucy attended Four Oaks Elementary School and was in Mr. Jacob’s fourth grade class. She was the most popular girl in her class. Everywhere she went, people knew her name. She could pick up and drop friends as easy as a hat. When she needed something, one of her classmates was always there to get it for her. Every day after school, she picked a different friend to hang out with her.”

Is it better to have tons of friends like Lucy or to have three best friends?

Do you think Lucy is happy with how many friends she has?

How many of her friends do you think she would keep for her whole life?

Activity

Pin the kindness on the person

If you have a whiteboard or blackboard, draw up the outline of a person, similar to the cliché crime scene body outline. If not, you can use a big piece of paper or a projector on a wall. If you

do not have access to any of these items, you can use a student volunteer.

Ask how students can be loyal and faithful to their friends. Get some students to raise their hands and give examples. (Help a struggling friend in math; hug your friend; talk to someone who needs a friend)

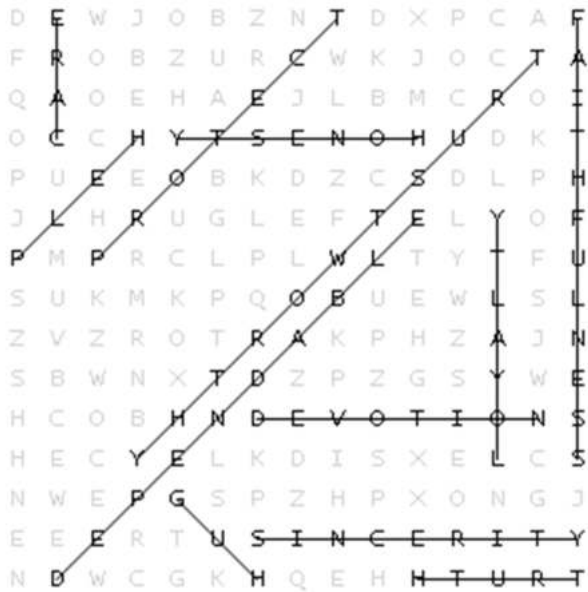
Have students write some of those things on sticky notes, then they will stick the phrases up on the body outline (or student volunteer) where the phrase fits. For example, a hug might go on the person’s arm.

Discussion: Loyalty is a synonym for faithfulness. What other synonyms can you come up with? Are you like Lucy with tons of friends, or do you have only a couple of close friends? How can you show faithfulness to your best friend? How do you expect your friends to act towards you (in relation to loyalty)? What faithful actions have you carried out recently?

Student Section

Take Home

Complete this word search of words related to faithfulness and loyalty.



Care
Dependable
Devotion
Faithfulness

Help
Honesty
Hug
Loyalty

Protect
Sincerity
Trustworthy
Truth



Week 8: Gentleness

**Materials: None

Student Section

Read the short story and answer the questions below to the best of your ability.

“Charlie was in fifth grade at Seven Hills Elementary School. He was in Mrs. Rogers’ class. He was not very good in his regular classes, but he loved PE. He could throw footballs, baseballs, frisbees, and basketballs. He could hit a homerun, and he could run faster than anyone else in his class. Chloe was a bigger girl, and she did not do well in PE. All the boys would snicker behind her back when she could not hit the ball in baseball or when she would always get out in dodge ball. At the end of the year, the class had a mile run they had to do. All Charlie’s friends started laughing and making fun of Chloe before she even started her run.”

If you were in Charlie’s place, what would you do?

If you were in Chloe’s place, how would you feel?

What should Charlie do?

Activity

Role Play

For this activity, students will role-play different scenarios with a “take one” and a “take two.” “Take one” will be a response in bitterness, anger, or harshness, while “take two” will be a response in kindness and gentleness.

Give the scenario prompt, but allow the two responses to be decided by the students. There are some potential responses below each prompt for your own reference. Feel free to come up with your own scenarios.

Scenario 1: Assign a grouchy neighbor and a kid.

The kid will start playing in the neighbor’s yard, and the neighbor comes out and starts yelling at the kid to get off his lawn.

The first take may have the kid responding by throwing something, ripping out the grass, or yelling back at the neighbor. The second response may have the kid just leaving his lawn or apologizing to the neighbor.

Scenario 2: Assign a bully with one or two “sidekicks” and two sandcastle builders.

The sandcastle builders will pretend to be building a sandcastle when the bully and his friends walk up. They may taunt the builders, then they will knock down the castle.

The first response may have the builders shoving the bullies, calling them names, or throwing sand at them. The second response may have the builders telling the bullies that was

unkind, telling a responsible adult what happened, or asking the bullies if they want to rebuild the sandcastle with them.

Scenario 3: Assign a name-caller, a straight-A student, and a bystander.

The straight-A student begins working on homework, while the name-caller comes up and starts bad-mouthing the working student.

The first response may have the bystander doing nothing or joining in with the name-calling. The working student may retaliate with biting words. In the second take, the bystander may stand up for the straight-A student. The working student may also respond by telling the bully it is unkind to say such things.

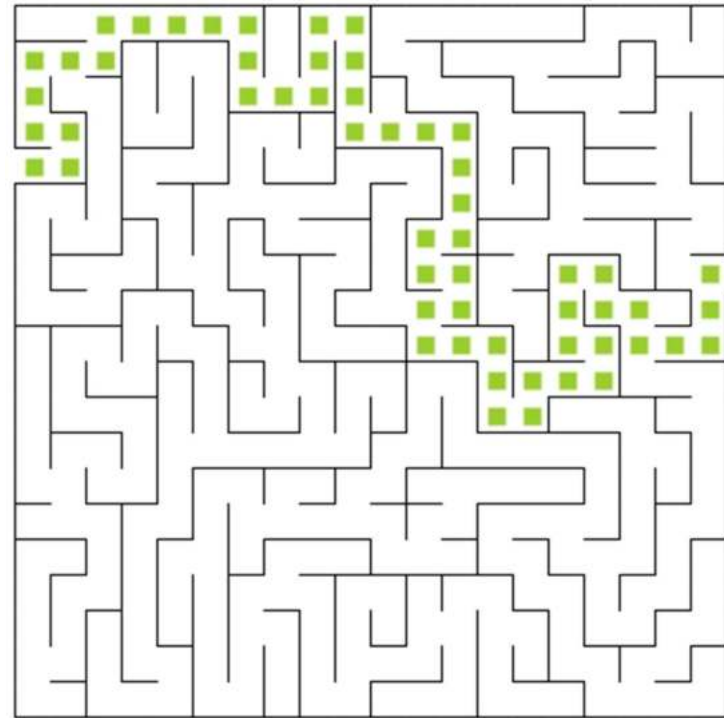
Discussion: While the role-playing was kind of silly, can you think of situations similar to the ones done that you might come across in your own life? How could you respond in those situations? What did you notice about the role-players' facial expressions in the different responses? What response is easiest? What response is best? How did you feel in the role play (or how would you feel in those situations) if you were the antagonist? The person on the reciprocating end of the antagonizing?

Student Section

Take Home

It can be hard to be gentle, and sometimes it takes a lot of different steps to become someone who can show gentleness. You might come across times in your life where you are unsure of what decision to make or how to handle certain situations. Navigating life to find gentleness can be a bit like a maze at times.

Complete this gentleness maze and think about how you might up against road blocks and turns in your own life.





Week 9: Self-Control

****Materials:** None ******You will need some space, either in your classroom or outside.

Student Section

Read the short story and answer the questions below to the best of your ability.

“Melanie is a fourth grader in Mrs. Grainger’s class at Stone Bridge Elementary School. Melanie always gets in trouble. When other kids make a move towards her, she just reacts. If someone looks like they might be about to hit her, she hits them first. When she gets frustrated with her schoolwork, she throws it across the room. When she gets sent to the principal’s office, she tells the principal that it was the other student’s fault; she was just reacting.”

Do you ever feel like Melanie?

What do you do when you get frustrated with your homework or with something you are working on?

What would be a better way for Melanie to act?

Activity

Shipwreck

For this activity, you will need some space. You can move desks and tables to the sides of the classroom, or you can go outside. At the start of the game, you, as the teacher, will be the ship captain. Your crew (students) have to listen to your orders and

complete them as fast as possible. You are heading into a treacherous storm and you are the only one who knows how to navigate through it. If a crew member does the wrong command or is the last member to complete it, he or she must go to the “brig.”

Designate a brig space. It may be the corner of the room. Determine where the bow and stern of your ship will be. The front of the boat is the bow, and the rear is the stern.

The goal of the game is to be the last crew member on deck.

The following are the commands. You may use as many or as few as you would like, and you may write them up on a whiteboard if you would like to. Go through each command you will use before beginning the game.

- **Roll call:** The crew must line up at the midline of the playing area, feet together, toes on the line, salute and say “aye-aye captain!” The crew may not lower their salute until the captain salutes and says “at ease.”
- **Crow’s nest:** Players act as if they’re climbing up a ladder to the crow’s nest, the top of the main mast, an area at the highest point of the ship to lookout.
- **Swab the deck:** Players act like they’re mopping the deck.
- **Shark attack:** The captain becomes a shark and tries to tag the crew. Those tagged go to the “brig” to dance or perform a designated exercise. (A little jig, jumping jacks, etc.)
- **Break time:** Active crew members can run to the “brig” and tag as many people as possible. Those that are tagged can

come back in and play again. Make sure everyone gets let out of the “brig” during break time.

- **Sailor overboard:** Crew pairs up and decides which one gets on their hands and knees and which one stands. The one standing places a foot gently on the other’s back while acting like they’re using a spyglass to find the sailor in the water.
- **Drop anchor:** Crew lies on their backs with legs up and acts like an anchor.
- **Pirates:** Crew closes one eye, puts up a hook finger, hobbles around like they have a peg leg and says “Aaargh!”
- **Row to Shore:** Crew gets in lines of 4; players act as if they are rowing to safety, while singing “Row, Row, Row Your Boat”

Discussion: Was it difficult to remember the commands? How did you feel when you were sent to the brig? Which command was your favorite and why? What was the secret to making sure you were not sent to the brig? What was the hardest part? What made you be sent to the brig? Was it because you were the last one to complete the task? You could not remember the correct move? You rushed into doing one that ended up being the wrong one? If Melanie did this game, how do you think she would have done?

The trick to the game is to think about what the command means before completing it. It was tricky though because you had to be fast. What situations in your life can you think of that could lead to hasty decisions? What could you have done/what could you do to have a better outcome in those situations?

Remember: **Self-Control - Stop, Consider, then act.**

Student Section

Take Home

What are some situations in your life that you might need to stop and consider before acting? Draw or write about them in the stop signs below.

