



James Burns

Lesson Plans, Ideas,
Activities, Links, and
Podcasts. Also
Includes A Self-Study
Course

**The Real 3R's:
Respect,
Responsibility,
and Resilience**

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The Real 3R's: Respect, Responsibility, and Resiliency

Introduction

It has been over ten years since I wrote “The New 3R’s in Education: Respect, Responsibility and Relationships and a lot has changed. Bullying is on the rise, addiction problems are at a staggering high, cyber crime and bullying are in the news every day, and school related issues never seem to go away. I put together The Real 3R’s with one thing in mind; to try and give teachers and maybe even parents some lesson plans that address how to teach respect, encourage responsibility, and to build resiliency in our children. These are not your garden variety lesson plans. They were written to include one plan for each of the 3R’s with the inclusion of suggestions, links, and podcasts that the reader can click on to listen to. If you purchase a hard copy of the book I have included the link where applicable so it can be copied into your browser. I have gone very narrow and very deep and tried to really hit a home run with the activities. I also included character qualities associated with each one of the 3R’s and in the area of resiliency have included some activities and suggestions that are related to these qualities to be used in a classroom or in a home, and at the end there is a bonus course for you as well.

I am an anti bullying specialist and consultant. I have written and designed The Bully Proof Classroom that is offered at The College of New Jersey and La Salle University. Why is it important to tell you this now? As you listen to the podcasts included you will discover that they were produced as part of Anti Bullying 101 a book that I had written six years ago. I offer anti bullying tips on my website www.bullyproofclassroom.com, and I enjoy the process of creating podcasts on a variety of topics. Some of the podcast that you will listen to are announced with a date of the production, some were done on blog talk radio and may have an advertisement in the beginning, but all are very relevant today and at times they are even more relevant. Because of the bullying epidemic steps now have to be taken to address the needs of the victims of bullying. My hope is that these plans will address the issue of resiliency and help to strengthen the victims going forward.

I see school related problems as intergenerational, and over the years we have compromised in many areas and have allowed what was once a small problem to grow to very large proportions leaving teachers dealing with student issues that may seem almost impossible to overcome. I sight these issues in an article that I wrote many years ago called [“Everybody Knows.”](#) You can access the article by clicking on the title or if you are reading a hard copy of the book I will include the link at the bottom of this page.

Enjoy

Jim

Everybody Knows

<https://drive.google.com/file/d/0B7YYeIComheYcEhlcWNraG1GN1U/view?usp=sharing>

The Real 3Rs Lesson Plans

Lesson Plan One: Respect

(Ask) What is Respect? – Having a high regard for the rights and privileges of another person.

(Ask) What are some ways that you can demonstrate respect?

- 1.) Introduce the meaning of respect. Emphasize how the meaning of respect is influenced by our experiences, such as in our families and community. Respect means more than one thing, and depends greatly in the context. Acknowledge how within the school context students are expected to act respectfully, but that without their help misunderstanding can occur and feelings can be hurt/people can get defensive.
- 2.) Begin by asking students to discuss the Golden Rule: Treat others the way you would like to be treated. What does this mean to you? Tell students that when they follow the Golden Rule, they are being respectful and considerate of others and themselves. Have the students generate examples of ways they show respect IN SCHOOL. Write their responses on the board.
- 3.) Create another list, by asking students how their families show respect to each other AT HOME. Write student responses on the board.

Read and discuss a book, or watch a video that teaches about the quality of Respect

[Click here or copy into your browser for 5 great videos on respect](#)

<http://www.watchknowlearn.org/Category.aspx?CategoryID=7817>

[Click here or copy into your browser for some great worksheets on character development and respect](#)

<https://www.englishworksheetsland.com/respect.html>

(Ask) How would you demonstrate respect if:

1. Your classmates were having side conversations and not listening to the teacher.
2. Someone took something from you and refused to give it back.
3. You were asked where your library book was by the librarian that you had lost.
4. You were confronted for being late to school. Did you blame your parents or another teacher?
5. Everyone was calling one of your classmates a nickname that they didn't like.
6. Someone was saying things to another student that provoked them and made them angry.
7. One of your classmates was always arguing with the teacher.

(Ask) What are some other situations where we can demonstrate respect?

Write the responses on the chalkboard and ask other students to participate in the discussion.

Activity: Complete an activity to go along with your lesson. (*Activity suggestions follow.*) You may choose to incorporate an activity into your lesson at any time. Oftentimes visuals and experiments are very effective at the beginning and will get your students excited about the lesson.

Any closing comment that you care to share with your class

Activities For The Quality of: Respect

[Click here and get 35 activities that you can use to teach the quality of Respect](#)

Often kids believe that in order to give respect they have to get it first. This is the furthest thing from the truth. Take a listen to this podcast and find out why.

[Click Here To Listen](#)

Copy the link if you are reading a hard copy of the book

<https://drive.google.com/file/d/0B7YYeIComheYZ0pyRzY3OGV1MTg/view?usp=sharing>

Helping Kids To Become Respectful

Respectful Thoughts

What is the definition of the word “worry”? Any thoughts? Worry occurs when we assume a responsibility that we were never meant to have. How often do we worry about things that are just out of our control? I do it all the time. But, what responsibilities are ours and ours alone? **We are all responsible for our thoughts, words, actions, attitudes, and motives.** As teachers, we need to teach our kids about these areas. We teach in two ways: through direct instruction and by example. How can I be an example for my students to help them to always evaluate their thoughts? **Instead of asking them “What were you thinking?” ask them daily “What do you have on your mind today?”** Begin an open dialogue with your students. A technique I really like that I learned from Dr. Allen Mendler, author of *Discipline with Dignity* is called the 2X10 exercise. Take a student that is a known bully and have a 2–minute conversation with him as you would with a friend. Ask a question or two about other classes that the student is in, or maybe discuss a sports team you know that he/she is interested in. Do this for 10 days straight. What will happen around the eighth day is that the student will come to you for the conversation. You can then begin to peek into the thought life of this student. You may make a new friend.

Suggestions and Links

We obviously can’t control the thoughts of others but, we can help them change their perspective and substitute positive thoughts for the more negative thoughts that they are having. This is known as Cognitive Behavioral Therapy.

Cognitive behavioral therapy (CBT) is a short-term, goal-oriented [psychotherapy](#) treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behavior that are behind people’s difficulties, and so change the way they feel. It is used to help treat a wide range of issues in a person’s life, from sleeping difficulties or relationship problems, to drug and alcohol abuse or [anxiety](#) and [depression](#). CBT works by changing people’s attitudes and their behavior by focusing on the thoughts, images, beliefs and attitudes that are held (a person’s *cognitive processes*) and how these processes relate to the way a person behaves, as a way of dealing with emotional problems.

If you are reading this book in a hard copy format the website for the link is:

<https://psychcentral.com/lib/in-depth-cognitive-behavioral-therapy/>

As teachers we have taken on many roles but a therapist may not be one of them. So, activities that help students do what I call thought substitution are below. Some of these activities are designed for high functioning autistic children but can be applied to any student who needs behavioral change. Just remember that thoughts lead to words and actions and that’s what we are trying to address. The activities have free downloads for the reader. **If you are reading this as an e-book click on the link to be taken to the website, if you are reading this as a hard copy the link into your browser.**

[Cognitive Behavioral Therapy For Children](#)

<http://autismteachingstrategies.com/autism-strategies/cognitive-behavioral-therapy-teaching-materials-for-children-with-high-functioning-autism-seven-engaging-activities-with-free-downloads/>

[Cognitive Behavioral Activities For Kids Around Ten](#)

<https://www.centerforibh.com/blog/childs-play-cognitive-behavioral-therapy-10-crowd/>

[Listen To The Podcast: Provide A Safe Learning Environment](#)

Copy the link into your browser if you are reading a hard copy

<https://drive.google.com/file/d/0B7YYeIComheYRmgxR0tFYXJDSEU/view?usp=sharing>

Respectful Words

I can say what I want to when I want to. I guess that's freedom of speech. I guess we can post or text anything we want to as well. Kids have been sold this. What kids need to understand is that they can say, post, and text whatever they want, **WITH CONSEQUENCES**. Just because we are thinking something doesn't mean we have to say it. Our students need to evaluate their words and what damage those words can do to others. The tongue weighs about 2 ounces; yet, it can control the events of our life. Healthy confrontations, debates, and constructive suggestion are good qualities of communication that we all should develop. Spewing, spreading rumors, gossip, and hurtful statements will only create a school environment that is void of morals, trust, and integrity. Teach your students that if they are going to say something that could prove hurtful, to just wait 30 minutes. This wait-time will allow them to evaluate the cost of their words and avoid the guilt that they will experience for hurting another person. We are all just a compilation of what others have said and done to us. Remember, victims suffer because of verbal abuse. Words truly can cut deep into the heart of person.

Activities/Suggestions

- x Teach your students the value of compliments and practice giving them freely yourself. Compliment your students and other adults that you come in contact with. Be a model for respectful words.
- x Encourage respectful words in your classroom both student to student and student to teacher.
- x During parent meeting with the child present don't allow the child to be disrespectful to their parents. This will also help to build the parent teacher relationship.
- x Explain to your students the damage that can be done by spreading rumors and gossip about other students and about teachers and administrators. As a role model respect your administrators and work to keep from complaining about decisions that were made that you didn't like.
- x Teach your students how to cooperate even when they disagree.
- x Encourage your students to learn how to disagree with the right attitude.
- x Maintain a positive classroom climate by understanding when you are having a bad day. Remember the classroom is not the place to become angry over personal issues.

Read your students this story and modify it as needed

There were two boys who were brothers. One of the boys was deaf. They had a friend who hung around with them all the time. This friend was the biggest jokester on two feet. He was always telling jokes or making fun of someone or something. One day the three boys were headed out of the house and this jokester started to make fun of the way the deaf boy spoke. Well the deaf kid couldn't hear, and the brother gave a half hearted laugh and they left the house. No harm no foul? The deaf kid didn't hear so no one got hurt. No one heard right? No one heard except the deaf kid's father who was reading the paper in the den. Let's fast forward the tape. At the time of this incident these two boys were sophomores in college. Two years went by and they both graduated with degrees in business administration. They both went on the job hunt. This jokester had an interview with a large insurance company. He had to go through one more phase of the hiring process. He had to meet the Vice-President of the company. Who do you think the Vice-President was? The deaf kid's father, and the only perception that he had of this young man was that he made fun of his son. It cost him.....the job. People hear and they watch too. You never know when you are going to need someone or something. The things that are the greatest desires of our heart are the things that will be withheld from us because of our past words or actions. Self-control is important and if your tongue, a one ounce body part has more control over you than you have of it, it will cost you when least expect it. You never know.

- x Stop the use of profanity in your classroom; student to student and student to teacher. Remember profanity means a lack of vocabulary.

Call students by their given name. Don't use nicknames. Names such as "Bozo," "Goof," "Bo-Bo," and "Sleepy" may be good for the playground, but have no place in the classroom. Many nicknames have a negative connotation, and they only reinforce a student's negative view of himself/ herself. When teachers call students by such nicknames, it has a tendency to eliminate the proper boundaries that should be part of any teacher/student relationship. It also causes students to view their teachers as their peers rather than as authority figures.

I guess everyone has reasons for doing or saying certain things and behaving in ways that are hurtful, disrespectful, irresponsible, and just downright inappropriate. Understanding these reasons helps us as teachers to set reasonable expectations for our students. The problems begin when these reasons become excuses. When student behaviors such as disrespect and emotional cruelty are attributed to poor genetics, or when environmental shortcomings are left uncorrected, by default we communicate to the student that we agree with the behavior. Disrespect is not a condition; it is a learned behavior, and students must be held accountable for their actions. Bullying should never be justified or excused because of poor genetics or negative environmental influences. Respect can always be taught with the imposition of the right consequences. Always let your students know that **BULLYING IS WRONG, AND IT WILL NOT BE TOLERATED!**

Respectful Actions

Actions do speak louder than words, for sure, if you follow the pattern, thoughts lead to words and words translate into action. That is unless, of course, you are a bag of wind and never follow through on anything you say. Kids, though, get placed on the battlefield often during the school day through their words, and get pressured into taking action. Of course, this all starts in their thoughts. The more that gets said, the more action has to be taken. Most of the time, these actions are taken out of impulse, leading to serious problems between two students and students who they are friends with, creating discipline problems for teachers, and school administration. With the advent of social media and cyber bullying these problems could go on long into the night. Always keep your hand on the pulse of your classroom, and your school, and listen for threatening words that you know could lead to a school wide problem. At this point, the child's or teen's thoughts have escaped the confines of his secret life and have now become public. STOP HIM NOW, before you have a bigger problem to deal with.

Activities/Suggestions

- x Teach your students to approach each interaction with respect, regardless of whether they believe that the other person's behaviors have earned that respect.
- x Encourage your students to listen to the other person they are speaking with without interruption and to practice empathic listening skills.
- x Help your students be aware of the problems caused by labeling and stereotyping others. Replace these behaviors with respect for individual differences.

FOX, MSNBC, CNN

Yes, I know all cable outlets for the news. Is it news or is it the networks' slant on the news? I think you know the answer. It is no longer just reporting the news. It's reporting the news based upon the political views of the network. In homes across the country, opinions are being formed by adults who listen to the thoughts of so-called reporters and experts who want everyone to believe that their network is fair and balanced. Thoughts about different countries, races, religions, ethnicities, intertwined with current events can enter homes with the click of a remote. Do families talk about the news? Of course they do. The problem is, they are not forming an opinion based upon their own values, but rather the values of others. How does this relate to bullying? The bias that may result in homes regarding the differences of others impacts our students. This negative communication filters down by osmosis and our students form negative attitudes and can become prejudicial in their thinking. What parents fail to recognize is that their children attend school every day with other students of different backgrounds. Adults need to understand how their thoughts, words, actions, attitudes, and motives affect their children. It is far easier to build a boy than to mend a man. Know who is in front of you. Prejudice is learned. It's not genetic.

Help your students to understand to be mindful of the following quote by Ruth Anne Crouse, “What Peter tells me about Paul tells me more about Peter than it tells me about Paul.”
Recognize that your actions will influence how others perceive you.

- x Encourage your students to show respect for the classroom environment by keep it neat, clean, and orderly. Ask each student to bring in a 20 sheets of pencils and 5 pencils that can be used to share with other students who may be without on any given day. This helps reduce distractions when students come unprepared.
- x Insist that students say please and thank you to each other and to other adults.
- x Respect, Kindness, Caring, Love, and Charity are all learned behaviors. Explain to your students that they all have a choice. They can exhibit these behaviors or they can exhibit the behaviors of disrespect, unkindness, apathy, hate, or selfishness. Then ask which behaviors they want to be recognized for.

Below you will find some character qualities that are related to respect. Teach these qualities to your students.

| Quality | Definition | Opposite |
|----------------|--|-----------------|
| Deference | Limiting my freedom in order not to offend the tastes of those around me. | Rudeness |
| Forgiveness | Ceasing to feel bitterness toward one’s offender and not holding a grudge against him/her. | Resentment |
| Gentleness | Showing personal care and concern in meeting the needs of others. | Harshness |
| Humility | Recognizing that others are actually responsible for the achievement in my life. | Pride |
| Maturity | Having the ability to subordinate my impulses to values | Immaturity |

| | | |
|-----------------|---|---------------|
| Patience | The ability to suppress restlessness or annoyance in waiting. | Impatience |
| Punctuality | Being ready to begin each task at the appointed time. | Lateness |
| Resourcefulness | Finding practical use for that which others would overlook or discard. | Wastefulness |
| Sensitivity | Exercising my senses so I can perceive the true attitudes and emotions of those around me. | Callousness |
| | | |
| Tolerance | Having an understanding or acceptance of the beliefs or practices differing from one's own. | Prejudice |
| Trustworthiness | The quality of being reliable and deserving of trust. | Unreliability |
| Sincerity | The desire to do what is right with no motives of my own. | Falseness |

Respectful Attitudes

Dr. Linda Albert outlines The 5 A's to an A+ Relationship in her book and graduate course Cooperative Discipline. Truly you can't have a positive relationship without positive attitudes. It takes a special person with the ability to facilitate change and takes the time to work these 5 A's into their day. But in reality if it is done the end result will be worth every minute of the effort. The 5 A's are listed below. It is well worth any teacher's effort to explore these further and develop in their classroom.

The 5A's to an A+ Relationship (short form)

| | What The Teacher is Saying | What The Student is Saying |
|--------------|--|-----------------------------------|
| Acceptance | "You're Okay" | "I'm Okay" |
| Attention | "I See You" | "I Am Important" |
| Appreciation | "Thank You For" | "My Efforts Were Noticed" |
| Affirmation | "I Know Something Wonderful About You" | "I Am Worthwhile" |
| Affection | "I Like You" | "Something Cares About Me" |

[Listen To The Podcast: Empathic Listening](#)

Copy the link into your browser if you are reading a hard copy of the book

<https://drive.google.com/file/d/0B7YYeIComheYRIB2Y3dwWXY4cGc/view?usp=sharing>

Respectful Motives

Motives are related to expectations. That's why we are always asking why someone is doing something for us. What are they looking for in return? Maybe nothing or maybe they are looking for something that we can't deliver, like money, sex, or something illegal. We should all work to do things for each other without ulterior motives. Our actions should be kind, caring, and respectful with the motive to help and not to hurt. To help our students develop respectful motives we as teachers need to have clear expectations in our classroom. Our goals should be to get our students to do the required work and behave in the appropriate manner before we allow privileges and activities. A child should always be thinking "what am I going to gain and what am I going to lose" before they engage in behavior that violates the rules of the school or the classroom. Being clear about this will avoid arguments, and power struggles with our students and parents.

Activities/Suggestions

Expectations and Procedure Checklist

Classroom Procedures—Do Students Know What Is Expected of Them for Routine Operations?

Directions: Review the following procedures and check the ones your student will need to know and practice.

A. Beginning the class

- x How should students enter the room?
- x What constitutes being late (in the room, in the seat)?
- x How and when will absentee slips be handled?
- x What type of seating arrangements will be used (assigned seats, open seating, cooperative group seating)?
- x How will the teacher get students' attention to start class (the tardy bell, a signal such as a raised hand or lights turned off and on)?
- x How will students behave during Public Address (PA) announcements?

B. Classroom Management

- x How and when will students leave their seats?
- x What do students need in order to leave the room (individual passes, room pass, teacher's permission)?
- x How will students get help from the teacher (raise hands, put name on board, ask other group members first)?
- x What are acceptable noise levels for discussion, group work, seat work?
- x How should students work with other students or move into cooperative groups (moving desks, changing seats, noise level, handling materials)?
- x How will students get recognized to talk (raised hand, teacher calls on student, talk out)?
- x How do students behave during presentations by other students?
- x How do students get supplies they are missing?
- x How and when do students sharpen pencils?
- x How will students get materials or use special equipment?

C. Paper Work

- x How will students turn in work (put in specific tray or box, pass to the front, one student collects)?
- x How will students turn in makeup work if they were absent (special tray, give to teacher, put in folder, give to teacher's aide)?
- x How will students distribute handouts (first person in row, a group member gets a copy for all group members, students pick up as they enter room)?
- x How will late work be graded (no penalty, minus points, zero, "F," use lunch or recess to finish, turn in by end of day, drop so many homework grades)?
- x How and when will students make up quizzes and tests missed (same day they return to school, within twenty-four hours, within the week, before school, during lunch or recess, after school)?
- x How will late projects such as research papers, portfolios, and artwork be graded (no penalty, minus points, lowered letter grade, no late work accepted)?

D. Dismissal from Class or School

- x How are students dismissed for lunch?
- x When do students leave class for the day (when bell rings, when teacher gives the signal)?
- x Can students stay after class to finish assignments, projects, tests?
- x Can the teacher keep one student or the whole class after class or school?
- x What do students do during fire and disaster drills?

E. Syllabus or Course Outline

- x How are students made aware of course objectives?
- x How are students made aware of course requirements?
- x Are students given due dates for major assignments several weeks in advance?
- x Are students told how they will be evaluated and given the grading scale?

F. Other Procedures

You may need to introduce procedures related to recess, assemblies, guest speakers, substitute teachers, field trips, fire drills, teacher leaving the room, etc. List other procedures that are needed.

Permission has been granted to use this list from:

What To Do With the Kid Who. . .: Developing Cooperation, Self-Discipline, and Responsibility in the Classroom, 2nd ed., by Kay Burke. See the [LessonLab Skylight Bookstore](#) for information on other books for teachers or to find specific information about Kay Burke and this book.

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Are You Effective or Efficient?

Too often our motives in the classroom are related to the expectations and motives of others, (Administration, Parents, and Board Members). In doing this we lose our freedom to teach and work to become more efficient and less effective as a teacher. Read the two statements below and ask yourself what or whose agenda am I following and is that agenda in line with my motive of being an effective teacher.

When you are an effective teacher, your teaching takes hold, and your students slowly but surely learn from you, and the learning is permanent. Remember, too much too fast won't last. It is much better to spend 10 days teaching one skill that your students will be able to use for a lifetime, than teaching 10 different skills in 10 days that your students will forget the day after you taught them. The problem that you may be faced with is being expected to move quickly through an overly ambitious curriculum. If you have the sense that your students have not grasped a concept, then spend more time on it.

When you are an efficient teacher, you have the ability to take care of the day to day administrative paperwork that seems to be never ending such as attendance, grading papers, your grade book, your lesson plans, etc. in an efficient manner. Administrative items must be dealt with efficiently so that you are free to teach. Understanding the difference between being effective and being efficient will help you understand what is important and what you need to devote your time to.

The Real 3Rs Lesson Plans

Lesson Plan Two: Responsibility

(Ask) What is *responsibility*?

- x Being accountable for what you do, for your actions and behavior.
- x Doing the right thing at the right time, so others can trust and depend on you.
- x Having the ability to follow through on a task or a commitment.

(Ask) What are ways you can show *responsibility*?

- x Complete your homework and chores on time without being reminded.
- x Follow through on your commitments, even when you don't feel like it.
- x Accept responsibility for your mistakes and learn from them. Don't make excuses or blame others.
- x Take care of your things and those of other people. Return items you borrow.
- x Find out what needs to be done and do it.
- x Make wise choices, such as choosing to eat healthy foods and wearing a helmet.
- x Always do your very best. Others are counting on you!

Book: Read and discuss a book that teaches a lesson about responsibility.

(Ask) How would you demonstrate *responsibility* if...

- x You broke the wheel off your brother's new skateboard?
- x Your friend asks you to play and you haven't finished your homework?
- x You're playing a really fun game at your friend's house and it's time to go home?
- x You promised your mom or dad you would clean your room but you just don't feel like it?
- x It is time to go to bed and you just remembered that your book report is due tomorrow?
- x You agreed to take care of your neighbor's dog while she is away, but now a friend has invited you to a sleep over?
- x Your mom is not feeling well and could really use some extra help around the house?
- x You forgot to bring your homework home from school, including the book you need to study for tomorrow's test?

(Ask) What are some other situations where we can demonstrate responsibility? *(Encourage students to come up with a few more situations to discuss together as a class.)*

Activity: Complete an activity to go along with your lesson. (*Activity suggestions follow.*) You may choose to incorporate an activity into your lesson at any time. Oftentimes visuals and experiments are very effective at the beginning and will get your students excited about the lesson.

Closing comment: Remember only you have the ability to have responsibility. Be a person others can trust and count on to do the right thing!

Responsibility and Compliance

I had to change my vocabulary. I used to say that kids needed to obey; now I use the word “comply.” Teachers didn’t like it and thought it was too much like dog training. I mean we expect dogs to obey, right? Well, mine doesn’t, but that’s another story. So I watered it down. “Comply” sounds better than “obey.” I myself compromised. I know they mean the same thing right? Wrong. What is the definition of obedience...anybody? Let me help you out. **Obedience is doing what you are told, when you are told to do it, with a good attitude.** Our students can comply in many ways but still lack the correct attitude and timing. Ask one of your students to sit down and determine if he sat down on his terms or yours. How long did it take him/her to get into his seat? Oh, he complied, but when and how is still the question. Compliance can also be very temporary. Obedience is very permanent. I don’t have to keep asking. Wouldn’t it be nice to ask a kid to do something and have he/she just does it? Kids comply all the time but in a very temporary way. Permanence comes when our demands are immediately met and when the student has the right attitude. I left the NJ Turnpike one day and saw a sign that said, **“You Have Left the NJ Turnpike. Obey Local Speed Laws.”** I guess obedience is not such a dirty word after all.

Activities/Suggestions

Responsi-bill-lity (Suggested for grades 2-5) – 4th Grade Classes

Materials: A dollar bill

Look what I brought with me today. (*Hold up the dollar bill for the students to see.*) All of us know how to spend money. Do we all need money? What do we use money for? (*Briefly discuss needs and wants.*) When I hold this dollar bill in my hand it doesn’t block my vision of the things around me. I can see my family, friends, people who might need help, and I can see work that needs to be done. The problem comes when I hold money so close to me (*hold dollar in front of your eyes*) and that’s all I can see or care about. If I love money too much, that can lead to trouble. I might begin to make foolish and selfish purchases, thinking only of myself instead of making responsible choices and thinking about the needs of others. Having money is not a problem. But if I love money too much- and hold it too close-it becomes a problem. What are some good and responsible things we can do with money? (*Object Talks for Any Day, by Verna L. Kokmeyer*)

Responsibili-Tree (Suggested for grades K-3) – **1st Grade Classes**

Materials: White, brown, and green construction paper. Tree trunk with branches and leaf stencils made from heavy cardboard.

Give each student one piece each of the white, brown, and green construction paper. Instruct them to use the brown paper to trace and cut out the tree trunk and then glue it on their white paper. Then use the green paper to cut and trace out leaves and then glue the leaves on the branches of the tree trunk. Students will then write responsible actions that they will perform on each of the leaves, such as take out the garbage, feed the dog, set the table...)

Play the "What if...?" Game (Suggested for grades K - 3) – **2nd Grade Classes**

Materials: A sample lunch, for example, a sandwich, a piece of fruit, carton of milk

Ask the students a series of "What if...?" questions.

1. What if the farmer who grew the grain to make the bread for this sandwich decided to play ball instead of harvesting the grain? (*Explain that we wouldn't have any bread to eat, than take the bread off of the sandwich.*)
2. What if the farmer who raised the animals for the meat decided he was just too tired to take the animals to market? (*Take the meat away*)
3. What if the dairy farmer decided it was too cold and rainy to go out and milk the cows in the morning? (*Take away the cheese and milk*)
4. What if the workers who harvest fruits and vegetables were too busy watching TV to work in the fields? (*Take away any fruit and vegetables*)
5. What if the store manager and employees at Harris Teeter didn't feel like working for a few weeks and played with friends instead? (*Take away everything else and explain that the store wouldn't be open and we could not get the things we need.*)
6. See what can happen when people do not show responsibility? We count on others to be responsible and do their job correctly and on time. The jobs that you have are just as important. (*Ask the students to give examples of their jobs.*) When you do what is expected of you to the best of your ability, then you are being responsible and others can count on YOU! (www.charactercenter.com)

Role Play (Suggested for grades 3 - 5) **Materials:** None

Divide the students into small groups and ask them to develop a skit about responsibility. Have each group present to the class. Be sure and discuss each skit after the students have finished and point out the responsible behavior.

Mr. “No Excuse” Moose (Suggested for grades K – 2)

Materials: Stuffed moose or a picture of one (A stuffed moose is available in the character education library.)

To help students understand the importance of both accepting responsibility and following through, introduce them to your friend Mr. “No Excuse” Moose. Mr. Moose shows responsibility by doing what is expected of him. He does not blame others or make excuses. People can count on Mr. Moose to get the job done. Role play with the students different ways Mr. Moose would respond to a situation. For example, “It’s time for Mr. Moose to take out the trash. Does he say, “I’m too tired or ask someone else?” NO, Mr. Moose does not make excuses...he gets the job done!”

Responsibility Is My Bag! (Suggested for grades K - 2) – **K Classes**

Materials: Paper bag

Give everyone a lunch-sized paper bag. Tell the students how they can show responsibility by helping to keep their family car neat and tidy. Explain that they will decorate their bag. When they are finished, you will put a small hole near the top so the bag can be placed over a switch or knob in the car and used as a trash catcher. Tell the students it will be their responsibility to empty the bag when it's full and put it back in its place. (*Big Activity Book for Building Little Characters, R.Bertolini*)

Sweet Responsibility (Suggested for grades 2 - 5) – **3rd & 5th Grade Classes**

Materials: Small apples and wrapped candy, enough so that you have one for each student

Show the students what you have. Ask them individually which of the two items they would like and let them take the one of their choice. First speak to those that chose the candy, saying something like, "You have chosen the food that will give you quick energy. It is very sweet and delicious to eat. However, it doesn't last very long and it is mostly empty calories. A few minutes after you eat it, you'll be hungry for more." To those who chose the apple say, "The apple will also give you energy and it is sweet to the taste. However, the apple is nutritious and will supply you with extra vitamins. You will feel more satisfied and benefit from the energy it gives for a longer period of time. The decision to take the apple was a very wise one." Now, ask the children how you can compare the apple and candy to our responsibilities and the choices we face every day. Many of the choices we make can bring us immediate pleasure but have no long-lasting value (like the candy) or a wise and responsible choice will bring us a longer-lasting type of happiness and satisfaction (like the apple).

Examples

1. You are working on your homework when a friend calls and invites you to come over and watch a movie. Which choice will probably give immediate pleasure and which choice would give you long-term satisfaction? Which is the responsible choice?
2. You have been saving your money to buy a new skateboard, but as you walk by the arcade you think about spending the money to play a few arcade games.
3. You have the opportunity to finish your science project ahead of schedule or play basketball with your friends.

(10-Minute Life Lessons for Kids, J Miller)

A Symphony of Character *(Suggested*

for all grades) **Materials:** Musical instrument that you can play.

Bring in your instrument and draw a line of music on the board with notes. Play the music as written. Next, erase several of the notes and replay the music. Notice how different the music sounds. Explain the importance of each note in the composition. They all have a purpose to make the music work. It can be beautiful and complete only when each note is doing its part. Each of us is like a note in a musical composition. When we do our part and take responsibility for our actions, then we can make beautiful “music” in our lives and for those around us.

What Are We Responsible For? Listen To the Podcasts Listed To Understand Why Teaching the Five Levels of Responsibility Are So Important

Click to Listen

Responsible Thoughts

Link

<https://drive.google.com/file/d/0B7YYeIComheYaElySnpFNDZoUGM/view?usp=sharing>

Responsible Words

Link

<https://drive.google.com/file/d/0B7YYeIComheYX21wQzFPaEtyclk/view?usp=sharing>

Responsible Actions

Link

<https://drive.google.com/file/d/0B7YYeIComheYUncyek9BZzVvRU0/view?usp=sharing>

Responsible Attitudes

Link

<https://drive.google.com/file/d/0B7YYeIComheYSIFNakRtYkV6Z1U/view?usp=sharing>

Responsible Motives

Link

<https://drive.google.com/file/d/0B7YYeIComheYTWx5dlZNczN0TDQ/view?usp=sharing>

[Click Here For a Great Website For More Activities On Responsibility](#)

Copy this link into your browser if you are using a hard copy of the book

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/teacher-made-activities-teachingresponsibility/>

Responsible Thoughts

Once again understand that the responsibility for our thoughts is so important because it could lead to undesirable words and actions. We can't control another person's thoughts but we can help them be responsible for their own. When someone does something that is wrong and they are not corrected for it guilt starts to build up in their mind. This guilt produces a very critical and nasty attitude. Their behavior is almost saying look at someone else but don't look at me. Demanding compliance in your classroom is the only way to hold kids accountable and to prevent this guilt from building in their minds. Once the guilt starts to build you will see a change in the student's behavior. His words will become unkind and his actions could be jaw dropping.

Instruction – Warning – Correction

[Listen To The Podcast Here On Instruction-Warning-Correction](#)

Copy the link into your browser if you are using a hard copy of the book

<https://drive.google.com/file/d/0B7YYeIComheYZU1JQVVUaE5BVzA/view?usp=sharing>

Responsible Words

Kids have a way of disarming us with their words. Whether the words are disrespectful or delivered with the wrong attitude when we are caught off guard at times we become defensive and place ourselves on a battlefield and really don't know how to get off.

Linda Albert (Cooperative Discipline) and Alan Mendler (Discipline with Dignity) both agree that the best way to handle a power struggle of crisis proportion is to use the correct language. Linda Albert refers to the language as **fogging**, and Allen Mendler suggests that teachers practice, **Listening, Acknowledging, Agreeing, and Deferring (L.A.A.D)**. Both are reasonably the same, and can bring about the same desired result, a graceful exit for the teacher and the student while both parties save face in front of a classroom full of students.

Some Statements That Defuse Power Struggles

Listening

“You must really be upset right now Joe and you are in no mood to listen, I'll respect that.”

Acknowledging

“Tom if I understand you correctly, you are telling me that you are not planning to do what I asked. Did I get that right?”

Agreeing

“Sarah you are right about that, I can’t make you do things. The real question is can you make yourself do it and be proud of your work”

Deferring

“John I have no idea why you would say that right in front of the class and I am embarrassed. Let’s talk later to avoid a fight.”

Fogging

Perhaps the best technique that Cooperative Discipline suggests is something that is called a fogging technique. Fogging involves responding to inflammatory statement as if they are of little or no importance. It is the opposite of active listening and communicates to the student that you are not going to be manipulated by insults. Cooperative Discipline suggests many effective fogging techniques.

- x Agreement with the Student
- x Change the Subject
- x State Both Viewpoints
- x Refuse Responsibility
- x Dodge Irrelevant Issues
- x Deliver a Closing Statement
- x Call the Student’s Bluff
- x Take a Teacher Time-Out

Remember there are different types of fogging techniques: Agreement with the Student, Change the Subject, State Both Viewpoints, Refuse Responsibility, Dodge Irrelevant Issues, Deliver a Closing Statement, Take a Teacher Time Out. You can also just ignore the statement and not react or say anything at all.

If The Student Says:

I don’t know why I have to be in the dumb class anyway?

State Both Viewpoints – “This class may be dumb for you but, it is very important for me and for the rest of the class, now open your book”

You're the meanest math teacher I've ever had!

Agreement: "I will admit I am tough on you, but you will learn a lot in this class." Or ignore the statement completely and move on.

Who ever told you that you know how to coach?

Tip – Anytime a student starts to question you about something understand that you don't have to answer the question. Answering the question starts to put you on the defensive. I have always found that the best way to answer questions from students that are designed to start a power struggle is to ask the student a question in return.

The response from the teacher in this scenario should be: Who have been some of your other coaches? Or you can also **change the subject**, by telling a joke or asking the student if he saw the game last night.

I can't learn anything the way you teach

Refuse Responsibility: "It's not my teaching that I am worried about, it's whether or not you are learning anything, let's look at what we can do together."

This class sucks!

Agreement: "You're right it does, this is a tough subject."

I sure wish I didn't have to be doing this stupid science experiment right now.

State Both Viewpoints: It may be stupid to you but it is very important to me to make sure you learn this material, and then **Refuse Responsibility:** You will do fine if you put your mind to it.

I can't wait for the bell to ring. This class is driving me nuts

Tip: Most students believe that once the bell rings that they can just get up and walk out of class. Let them know that the bell is for me not for you, and that I (the teacher) will dismiss you. Too often students believe that when the bell rings that that means they can walk out of the classroom. The teacher is the one that grants permission for the students to be dismissed

You're not fair – nobody else gives us weekend assignments

Dodge Irrelevant Issues: Don't bite, ignore if possible. If you choose to start justifying why you give weekend assignments you will lose and probably give in. Fairness has nothing to do with the work that has to be completed.

You can't make me redo this report just because the paper got messed up on the bus!

Agreement: "You are right I can't make you redo the assignment. The question is can you make yourself redo it and be proud of your work?"

Who needs to learn this dumb stuff anyway?

State Both Viewpoints: “It may be dumb to you but it is important to me and to the rest of the class. Take out your book.”

I told you that I’m not staying after class just because I was ten minutes late.

Tip: This type of scenario usually occurs in high school during the last period of the day. Now, you can call the students bluff and say, “So what you are saying is you don’t want to make up the 10 minutes and get it over with now, you would rather spend 1 hour in central detention? I’ve observed many teachers who try to block the door when the student decides to leave the room to stop the student from leaving when they were told that they had to stay after class. The teacher stands in the doorway and the student brushes by the teacher, the teacher then ended up in my office stating that the student pushed him/her and want to file a police report. Do yourself a favor and let the kid leave and then write a discipline referral on the student. Don’t be foolish and believe that you can stop the student from leaving the room. The story will get twisted when the student speaks to his parents and they will accuse you of grabbing the student.

It’s your fault I did so bad on the science test. You didn’t give us enough time to review.

Tip: Use the redo retake principal here. Most students who blame the teacher for doing poorly never really review or study the material anyway. What I have used over the years is what I call redo retake. Tell the student that you will let them retake the test. Give them a copy of the test and have them do it at home. Sometime within a day or two the student should retake the test; the same test that he was told to complete at home. Unfortunately what I have discovered is that most kids do poorly on the retake also. It’s not that they didn’t have time to review; they never made the time to review. What has happened here is the responsibility for the student’s poor grade lands squarely on his lap.

Delivering Closing Statement

A closing statement is delivered to make the student aware that the conversation is over, and that there will no further discussion.

Some Closing Statement Might Be

“Open your book and turn to page.....”

“Are you finished?”

“You’ve mistaken me for someone who wants to fight.”

“We can continue this discussion after class if you like.”

“Unless you have something else to add, this conversation is over.”

Responsible Actions

Character Qualities That Can Be Used To Teach Responsible Actions

| Quality | Definition | Opposite |
|----------------|--|-------------------|
| Compliance | Doing What I am told, when I am told to do it, with a good attitude | Willfulness |
| Boldness | Confidence that what I do or say is true, right, and just | Fearfulness |
| Decisiveness | The ability to finalize difficult decisions based on what will make me and others successful. | Indecisiveness |
| Discretion | The ability to avoid words, actions, and attitudes, which could result in undesirable consequences | Simple Mindedness |
| Honesty | A refusal to lie, cheat or steal in any way | Deception |
| Self Control | Exercising restraint over my thoughts, words, actions, attitudes, and motives. | Self Indulgence |
| Wisdom | The ability to discern inner qualities and the ability to use good judgment. | Foolishness |

Responsible Attitudes

[Click Here To Listen To The Podcast: If You Hear It Or See It You Own It](#)

Copy the link into your browser if you are using a hard copy of the book

<https://drive.google.com/file/d/0B7YYeIComheYd1M5X0Z3WEVMUlk/view?usp=sharing>

Responsible Motives

Helping a child to be responsible for their motives is something that requires responsibility in general and it requires responsibility for their thoughts, words, actions, and attitudes. All of the four other areas are driven by motives. We can only hope that we have offered enough instruction and modeling so their motives are designed to help and not to hurt. Below are two podcasts that you can listen to that you have a clear understanding of the many ways that your students use poor motives as a means of hurting, belittling, or bullying. Kids have a knack of acting like they don't know (play dumb) or act like they are only joking when they inflict pain. Nothing could be further from the truth. They are much smarter than we give them credit for.

Click On The Podcasts Below To Listen

[I Was Just Joking Around](#)

Copy the link into your browser if you are using a hard copy of the book

<https://drive.google.com/file/d/0B7YYeIComheYV1ZHZkFzOXpCRG8/view?usp=sharing>

[They Just Don't know](#)

<https://drive.google.com/file/d/0B7YYeIComheYckFoLW1tR0ZaQWc/view?usp=sharing>

What Are You Paying Attention To?

The brain is a wonderful organ and it can be programmed by us and by others. The words that people say to us and the things that are done to us can produce a private logic that can either be believed or stricken from our conscious mind as being just or untrue. Your Reticular Activating System (RAS) is the automatic mechanism inside your brain that brings relevant information to your attention. The RAS is a filter between the conscious mind and the subconscious mind. Let's say you are sitting in your classroom and in the distance, you hear sirens. Your subconscious mind may say, "police, fire, first aid." You are busy concentrating on something else, so your conscious mind focuses on the task at hand. But, then you notice that the sirens were from a fire truck and the truck pulls in front of the school. Your RAS immediately kicks in and those sirens that you heard earlier are now relevant to you. If you start to smell smoke well, now it really has your attention. A student may come to school with his/her conscious mind already programmed. He/ she may have let so many negative thoughts in that they may have become part of his/her belief system. The student may have been bullied at home or punished for small mistakes. His/ her siblings may have picked on him/her to the point that his RAS now allows only negative thoughts in. But worse yet, he/ she now believes them. Negative words and treatment are the things that get his/her attention and they begin to form his/her self-image. His thoughts become actions. The order of the day is to create a climate in your classroom that is kind, caring, respectful, and responsible. Think about the best teacher you've ever had, and how he/she got your attention. Keep a smile on your face and do your best to provide an equitable distribution of your passion and understanding to all of your students. Maybe we have to realize what gets our attention and how good it feels when a smile comes our way.

The Real 3R Lesson Plans

Lesson Plan Three: Resilience

(Ask) What is the definition of resilience? – Being aware of my surroundings and being able to adjust to unexpected changes in people, situations, schedules, or my environment.

(Ask) What are some ways that you could demonstrate resiliency at home or in school?

- 4.) Introduce the meaning of resiliency. Emphasize how the quality of awareness helps to prepare for pending changes and how we need to be prepared to make adjustments.
- 5.) Begin by asking students to discuss a time when a person, or a situation changed and you had to adjust your attitude or mindset because of disappointment.
- 6.) Ask the students how do your family members show resiliency and what can I learn from their ability to make adjustments.

Read and discuss a book, or watch a video that teaches about the quality of Resiliency

Click on the link or copy into your browser for 2 great video on resiliency

<https://youtu.be/losfxbMKwPo>

(Ask)

- x What was Hunter afraid of?
- x Was this fear real or imagined?
- x How did Eve help so Hunter could stay calm on his own?

<https://youtu.be/gA7LZzOGJx8>

(Ask)

- x What three steps did Eve tell Hunter to use when he needs to ask for help?
- x Have you ever needed help with something?
- x Who is a trusted friend that you might use to help you when needed?

Click here or copy the link into your browser for some great books on character development and resiliency.

<https://drive.google.com/file/d/0B7YyKcYVEZ5QjZBSjBmQzg/view?usp=sharing>

Helping Kid Really Become Resilient

Resiliency is not something that is taught but developed over time through experience and life lessons. We are all only a compilation of what people have said to us and what people have done to us. How we perceive the words and actions of others and difficult situations may determine how resilient we are. If a person is raised in a highly critical home and his/her parents do nothing but correct, condemn, berate, and shame, as the person grows older even the slightest amount of constructive suggestion can be a trigger that creates anger and anxiety.

Our goal should be to help our students and children realize these triggers at a young age and give them the tools to become good counter punchers and learn how to bounce back when something that is said or done to them sends them into a tailspin. How is this done? It's done by understanding what we are all individually responsible for and what can be done by "me" and me alone to manage people, situations, and the environment.

So, what do kids need to know? They need to understand that they are solely responsible for themselves regardless of what people, situations, or the environment bring into their life. What are the areas that they are responsible for? They are responsible for their thoughts, words, actions, attitudes, and motives; five areas. Understand that what people think they will often translate into words and then actions. These actions can have positive or negative results based upon what a person is thinking about. The attitudes and motives will be determined by either positive or negative thinking.

The Science of It All

During times of stress or adversity, the body goes through a number of changes designed to make us faster, stronger, more alert, more capable versions of ourselves. Our heart rate increases, blood pressure goes up, and adrenaline and cortisol (the stress hormone) surge through the body. In the short-term, this is brilliant, but the changes were only ever meant to be for the short-term. Here's what happens ...

The stress response is initiated by the amygdala, the part of the brain responsible for our instinctive, impulsive responses. From there, messages are sent to the brain to release its chemical cocktail (including adrenaline and cortisol) to help the body deal with the stress. When the stress is ongoing, the physiological changes stay switched on. Over an extended period of time, they can weaken the immune system (which is why students often get sick during exams), the body and the brain.

Stress can also cause the prefrontal cortex at the front of the brain to temporarily shut down. The prefrontal cortex is the control tower of the brain. It is involved in attention, problem solving, impulse control, and regulating emotion. These are known as 'executive functions'. Sometimes not having too much involvement from the pre-frontal cortex can be a good thing – there are times we just need to get the job done without pausing to reflect, plan or contemplate (such as crying out in pain to bring help fast, or powering through an all-nighter). Then there are the other times.

Resilience is related to the capacity to activate the prefrontal cortex and calm the amygdala. When this happens, the physiological changes that are activated by stress start to reverse,

expanding the capacity to recovering from, adapt to, or find a solution to stress, challenge or adversity.

Children will have different levels of resilience and different ways of responding to and recovering from stressful times. They will also have different ways of showing when the demands that are being put upon them outweigh their capacity to cope. They might become emotional, they might withdraw, or they might become defiant, angry or resentful. Of course, even the most resilient of warriors have days where it all gets too much, but low resilience will likely drive certain patterns of behavior more often.

Positive thinkers are more resilient

When it is nurtured, positive thinking is a powerful coping tool and helps foster resilience. A child learns to better manage life's inevitable disappointments: not making a sports team, rejection from a university program, or failing a test. Studies show older children trained to think optimistically are less likely to develop depression later in life. Consequently, a positive-thinking child becomes a more resilient one.

Links in the above passage

<http://www.heysigmund.com/building-resilience-children/>

<http://www.aboutkidshealth.ca/En/HealthAZ/FamilyandPeerRelations/life-skills/Pages/Positive-thinking-How-to-foster-in-your-child.aspx>

Below you will find ways to help your students to develop resilient thoughts, words, actions, attitudes, and motives. Some are activities others are suggestions. The lesson plan you have on resiliency is only the start, use these suggested ideas to truly develop in your students this needed quality.

Resilient Thoughts

The Positive Monologue - Help your students develop a positive inner monologue. Too often small failures can result in a child believing that they will never be good at math or science or will never develop the ability to hit a baseball. When a child says to you; "I am not good at math" counter it with you are not good at math yet and make them understand that some subjects take more time than others to master. It doesn't mean it will never happen.

Life is not Win-Win – My daughter Grace was and still is involved with a traveling soccer team. Several years ago at the conclusion of the season she and all of the other team members received a trophy at an end of the season party. Grace never missed practice, went to all of the games, and to boot she was the MVP of the team. She received an additional trophy because of this accomplishment. On the way home in the car Grace said to me; "Dad you know that about half of the team missed practices, didn't go to some games, and really never gave their best efforts when they played. How do they deserve a trophy?" Well, how do they deserve a trophy? I don't really know. I do know this though: everyone is not a winner. If that were the case we wouldn't have a Super Bowl, World Series, or political elections. Reinforce the fact that there are those that are bigger, better, smarter, and stronger and recognize those kids for the skills that they have

and not put them on the same level ground as everyone else; because the ground is truly not level. As a young boy myself, I knew that I didn't have the same skills in baseball as some of my teammates, I still respected their skill. The good feelings came because I worked, and practiced, and put forth my best effort. Did the team always win, of course not. We lost a lot. Watching the movie Moneyball really hit home with me. Billy Beane the general manager of the Oakland Athletics put together a baseball team that in 2002 won twenty consecutive games. They went to the playoffs and lost in the first round. His heart and soul was in constructing a team on a shoe string budget, and he did. But in the final analysis he is still trying to win the last game of the season, which would make the Oakland Athletics the World Series Champs. Everybody doesn't win. There are winners and there are losers. Losers lose for a variety of reasons, and they have to accept a lose as part of life. By doing this children will develop the resiliency to move forward and always look to improve and begin to see life as a challenge and not a grind.

Competition is a Good Thing At Any Age – As adults we compete all the time for promotions, academic recognition, and at times status. It is part of life. Kids need to know how to compete in the real world as soon as they are old enough to understand the benefits of competition. Our society wants to eliminate games like dodge ball, tag, and even spelling bees because of the belief that it promotes exclusion and we don't want kids to feel bad. Well, by eliminating competition kids will begin to feel good about themselves for no apparent reason. They will develop an entitlement mentality and believe that the world revolves around them. They will not have a clear understanding of their own limitations and will begin to see competition as a threat to who they are as a person. Several years ago a school district in northern New Jersey faced a dilemma. Six students had grade point averages that were so close that they couldn't decide who the valedictorian of the high school was going to be.

The simple use of a calculator could have helped determine who it was going to be. But because of the fear of parental complaints and law suits, you guessed it all six students were named valedictorian. The parents and the students feared the competition and believed again that we all win. By helping children understand that the world is competitive you will help them avoid disappointment and develop the resilient thoughts necessary to compete in the game of life without fear.

Teach Respect For Someone Else's Ability – Some kids can run faster, jump higher, and are just genetically better athletes and at times better students. Kids know on the playground that if the kid that was "IT" in the game of tag was the fastest running kid in the school that he wasn't going to be "IT" for very long. His speed was respected. The last thing we want to see is the best hitter on the baseball team coming to bat with the bases loaded. Kids need to learn how to be respectful and at times admire those with greater ability than they have. By admiring I don't mean to feel inferior to someone, but just to recognize it as something that is unique to him. Kids can become fearful and at times angry when they enter into competition with someone who has greater athletic or academic skills than they have. The schools then eliminate competition because they don't want to affect the self esteem of the child. This does nothing more than to prepare him for a life of jealousy and envy as they grow older and only wishing that they were someone else. By teaching this skill early kids will develop the resilient thoughts necessary to take positive risks and enjoy the competition not fear it.

Teach Kid How To Make Friends – Kids want and need friends, but knowing how to pick friends is a troublesome job for some. Games like basketball, football, and other sports teach kids a sense of team play. I am not talking here about sports that kids play in an organized way as part of a traveling league or as part of a high school team. I am talking about the games they play by themselves as part of recess during the school day. Most kids today have not been taught how to organize themselves, pick teams, and get a game going. Putting together a pickup game helps kids make friends; friends with similar abilities who they can play and compete with on a reasonable level and offer encouragement to one another. I hate to say it, but once parents and coaches get involved in organizing kids the sense of fun and friendship seems to be taken out of the sport and the kids seem to suffer the frustration, anxiety, and tension of the competition which is imposed upon them by a coach. That is not what competition is about; it's about camaraderie, encouragement, and a love for the sport they are playing. Teaching kids to engage in sports and other activities at a young age builds confidence and encourages the thinking that they fit it. Friendships are also not exclusive and once kids develop multiple friendships they can begin to evaluate how they feel about each relationship and will develop the ability to interact with all of them at different times and during different activities.

Teach a Balance Between Academics and Fun - In almost every state today kids have to pass a standardized test that determines their placement for the next school year. Not to mention the state funding that the district gets if all kids do well. Schools have been trained that teachers have to teach to the test so when the springtime comes and the test is administered all students will have the requisite academic skills in order to pass. All fall and winter kids are subject to what I call drill and kill. Less and less time gets spent moving around and more and more time is spent in a seat. Recesses are shorter and student behavior has gotten worse. The kids get out of balance and suffer from what I call a scarcity mentality. What this means is that time for movement is scarce so the student has to figure out a way to steal it during class time. Gone are the days when if a student finished his/her work they could go outside and play a game of kickball. Now, when the work gets done what the student has to look forward to is, you guessed it more work. An abundant mentality teaches that at some point I will be able to move and play, so by completing the work in a timely fashion I will have that opportunity. Students develop greater academic consistency and success by being given the time to be involved with free play. Knowing this kids develop greater resilient thinking because they know that some fun will come once the work is complete.

Teach the Game of Life – If we want our kids to develop pro social skills we have to coach them through the game of life one step at a time. We have to teach them how to be graceful losers, develop friendship skills, how to compete in a respectful and responsible manner, and how to solve interpersonal problems where space is allowed for productive conflict. This will not happen overnight. The bullying epidemic which society faces today is a direct result of exclusion. Too many things have been excluded from our schools that helps teach kids how to get along and develop the necessary confidence and resiliency to face their fears and understand how to function as part of a class, a group, or a team.

[Listen To The Presentation On Playground Politics](https://drive.google.com/file/d/0B7YYeIComheYLUZjZTifLThYSW8/view?usp=sharing)

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<https://drive.google.com/file/d/0B7YYeIComheYLUZjZTifLThYSW8/view?usp=sharing>

Resilient Words

Stop Knock It Off – At a young age children need to learn how to communicate with others when their boundaries have been violated. Having the ability to say stop knock it off, or that's not kind helps build confidence and allows for greater success in relationships moving forward. There is no guarantee that what is happening will stop and that's okay. All we want is for the child to get into the mindset that he/she does not have to be subject to unkind words or actions. The ability to do this will help the child bounce back during bullying events and will give him/her the resilient words needed at the time.

Productive Conflict - Conflict can be good for individuals and relationships. **Productive conflict** is an open exchange of conflicting or differing ideas in which parties feel equally heard, respected, and unafraid to voice dissenting opinions for the purpose of reaching a mutually comfortable resolution. Too often we can feel concerned about voicing our opinions for fear of starting an argument or a fight. Kids are no different but training them to voice their opinions at an early age can help build character and integrity. Children can back down in the face of bullying or intimidation and feel coerced into agreeing with things that they know or wrong. Teaching children to have productive conflict and helping them to come up with the resilient language will help them to develop the ability to disagree with the right attitude.

Don't Interrupt – We all do it but when kids interrupt and try to cut into an adult conversation it can begin to get on the nerves of adults, siblings, and maybe even playmates. Teaching children to wait their turn when speaking not only makes them more resilient with their words it helps develop patience and respect for other people. Try and work with kids to help them come up with methods on how to enter a conversation without interrupting.

Kid Can Be Funny – The media is loaded with kids who are funny, and at times sarcastic. Children who watch these shows enjoy at the humor and can begin to believe that this type of sarcasm is humorous to everyone. Surprise! It's not, and kids need to be made aware of it. This type of language can usually be used at the wrong times and can create embarrassment for parents or teachers. Teach your kids when and how to be humorous and develop the resiliency to control the urge to try and be funny when in reality it's not.

Truthful, Kind, and Necessary – Words should be fitly spoken and should be helpful and not hurtful. Kids hear and see things everyday and with social media they probably see and hear more than we would like as adults. When we allow kids to say what they want when they want to we set them up to become a person who spreads humor and loves gossip. Remember freedom of speech is not the right to say what you want but, the wisdom to say what you ought. Help you kids to say what they believe to be truthful, kind, and necessary. Doing this will help them to develop the resilient words necessary for lifelong success.

[Listen To The Presentation On Freedom Of Speech](#)

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<https://drive.google.com/file/d/0B7YYeIComheYWk5rUDdLbXBwLUU/view?usp=sharing>

Resilient Actions

In teaching resilient, responsible, and respectful actions the focus should be on character development. Below you will find 12 character qualities with their definitions and their opposites. The 12 qualities I have selected can be used to teach resiliency to your students. I have included a few suggestions you can implement with your students or your children.

| Quality | Definition | Opposite |
|---------------|--|-------------------|
| Alertness | Being aware of that which is going on around me so I can have the right responses. | Unawareness |
| Availability | Making my own schedule and priorities secondary to the wishes of others. | Self centeredness |
| Caring | Giving to others basic needs without having as my motive personal reward | Selfishness |
| Contentment | Realizing that I already have everything I need for my present happiness. | Envy |
| Dependability | Fulfilling what I consented to do even if it means unexpected sacrifice | Unreliability |
| Determination | The inward strength to accomplish my goals regardless of any opposition or | Faintheartedness |

| | | |
|-------------|---|------------------|
| | adversity that stands in my way. | |
| Diligence | Investing all my energy to complete the tasks that are assigned to me | Laziness |
| Discernment | The ability to have acute judgment and understanding | Shortsightedness |
| Endurance | The inward strength to withstand stress to accomplish my goals or the goals of others | Giving Up |
| Enthusiasm | Exhibiting a sense of excitement and maintaining a high energy level in my daily activities | Apathy |
| Flexibility | The ability to adapt to new, different, or changing situations or requirements | Rigidity |
| Initiative | Recognizing and doing what needs to be done before I am asked to do it | Unresponsiveness |

Suggestions /Activities

Alertness - Teach your students/children to identify struggles as challenges to overcome, not tests to avoid, and teach them phrases such as “this is temporary” or “nothing lasts forever” so they can change any negative perceptions.

Availability - Give your students/children opportunities to help others younger than them, starting with simple ways such tutoring students at a lower grade level or being the classroom expert on a subject and helping those who are less capable.

Caring - Enable your student/children to gain perspective about their reality by volunteering for organizations that serve people who have more challenging life circumstances.

Contentment - Give your children/students many opportunities to share their belongings, school supplies and their food, by setting up ways they can be generous.

Dependability - Show your children/students that it is worth making a good decision for the long run even if it’s not the easiest, such as completing assignments during class time or at home choosing healthy foods over junk foods even if they take longer to prepare.

Determination - Resist the urge to run to help you students/children aid when they are in the midst of a struggle with an assignment or a minor conflict. Give them an opportunity to solve the problem on their own.

Diligence - Remind your students/children to do their best on school work, even if it means staying after school to complete assignments or stay for detention.

Discernment – Teach your students/children how to avoid problems by developing the ability to see further down the road than those around them can.

Endurance - Insist that responsibilities be fulfilled even if it means not participating in a fun school activity. Help your students/children develop the strength to complete each task completely.

Enthusiasm - Encourage your students/children to maintain a positive attitude about school or homework by teaching them creative ways to find fun in work.

Flexibility - Introduce new experiences to your students/children which will help them step outside their comfort zone, such as playing with children from other countries or trying out for a new sport or activity.

Initiative - Give your children/students independence to try new things they initiate, such as climbing at the playground even if you think it is “too hard” for them.

[Listen To The Presentation On Teaching Character](#)

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Resilient Attitudes

The Mindset of a Resilient Child

Resilient children are hopeful and possess high self worth. They feel special and appreciated. They have learned to set realistic goals and expectations. They have developed the ability to solve problems and make decisions and thus are more likely to view mistakes, hardships and obstacles as challenges to confront rather than as stressors to avoid.

Resilient children are aware of their weaknesses and vulnerabilities but they also recognize their strong point and talents. They have developed effective interpersonal skills with peers and adults and are able to seek out assistance and nurturance in appropriate ways. They focus on the aspects of their lives over which they have control rather than those over which they have little or no influence.

A Resilient Attitude **is** the first key driver and sets the stage to have the capacity for optimism. It is the expectation that good things will happen in the future. This is the outlook that a person chooses in order to keep adversity in perspective.

Our Job

Without physical and mental well being, teachers will never be able to focus on the huge job they have of teaching the Real 3Rs. Teachers on a daily basis are placed under undue stress and tension. The workload may seem like it is never-ending. Just when they think that they have it under control, a memo appears giving them another assignment that creates more anxiety. Daily, teachers feel less appreciated and often just feel like they want to give up. They leave school exhausted both physically and emotionally, and often when they get home they don't even have the energy to devote to their families or their personal lives. The pressure from the job creates such stress that they lose their focus on their diet and begin to eat the wrong foods. They become so lethargic that exercise isn't even a consideration. Because of exhaustion, they stop reading for enjoyment, and conversations with their loved ones become just small talk that has no real substance. They tend to lose sight of the relationships in their lives that mean the most to them and are with their loved ones physically, but not emotionally. They tend to live day to day just trying to survive and are not even thinking of what their real their life purpose is.

Stephen Covey's book *The Seven Habits of Highly Effective People* describes seven habits that if incorporated into a person's life will motivate and inspire him or her to achieve balance. The habits are **Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize, and Sharpen the Saw.** The seventh habit, **Sharpen the Saw, is particularly relevant.**

The following is an excerpt from *The Seven Habits of Highly Effective People*:

Suppose you were to come upon someone in the woods working feverishly to saw down a tree. "What are you doing?" you ask. "Can't you see?" comes the impatient reply. "I'm sawing down this tree." "You look exhausted!" you exclaim. "How long have you been going at it?" "Over Five hours," he returns, "and I'm beat! This is hard work." "Well, why don't you take a break for a few minutes and sharpen the saw?" you inquire. "I'm sure it would go a lot faster." "I don't have time to sharpen the saw," the man says emphatically. "I'm too busy sawing."

Sometimes we are so busy working that we just don't take the time for ourselves and our family. In his book, Stephen Covey explains that people should spend time in what he calls "renewal." Renewal is when we preserve and enhance the greatest asset we have, which is ourselves. Unfortunately, sometimes our family may just think that we are taking time away from them when in essence we are trying to we make ourselves stronger. By practicing Covey's four dimensions that are explained below, a person will become stronger and be able to fight the stresses of life and be a better parent, spouse, son, daughter, and yes, even teacher.

Now what does all of this have to do with developing a resilient attitude in a child? In order to help a child develop a sense of resilience we have to help them balance their life by making him/her aware of four critical dimensions. Further we as teachers and parents need to be the catalyst that drives these four dimensions into our students and our own children. These four dimensions are critical for the development of optimism, positive self worth, resiliency, and confidence and they need to be taught to all children formally if they want to experience lifelong success.

The Physical Dimension

The physical dimension involves caring for our physical body including eating right and getting enough rest and exercise. If we think that we don't have enough time to exercise, understand that we don't have the time not to. Often, we will think that in order to get the right exercise we have to join a gym and hire a trainer. We can just take a walk or do a few calisthenics, and we will start to get results. Better yet, we can take a walk with our children and enjoy a good conversation along the way. Use this approach in your own life and model it for your students and children.

Activities

Always be certain that students are **not** held out of recess or physical education as part of your discipline program. Those activities can make the difference in how productive they will be going forward.

Use brain breaks. Here is a great website:

<http://minds-in-bloom.com/20-three-minute-brain-breaks/>

[10 Great Activities For Encouraging Movement In Your Classroom](#)

The Mental Dimension

We don't read enough for pleasure or for enrichment. For some reason, when we graduate from college we stop doing any serious reading or research. Too often, our time is spent watching television and not enough time is spent in our mental development. I have known some folks who would get cranky and despondent if they don't see their favorite shows on certain nights. With the advent of streaming and with ability to watch shows from phones, computers, and tablets, we can watch just about anything at any time. We can get so caught up in these sedentary activities that we lose sight of other things we can do with our minds. Our minds are like muscles, and have to be developed and worked on or they will atrophy. We need to find things that we like to read and that inspire and encourage us. Then we should make a commitment to try and read a book a month. Keep in mind that books on tape are in the public library as well. Kids need to see us place an emphasis on reading and research. Often much of what we need to know is in a book whether it be a hard copy or on line. Sadly the most reading that kids do today is when they surf the web. **Make it a requirement in your classroom that kids spend at least 15 minutes of documented reading time a night at the elementary level. This will lay the foundation for better reading and study habits going forward.**

The Social/Emotional Dimension

If we come home worn out from the day, we may not have the energy to devote to the key people in our lives. Often, these key people (husband, wife, son, and daughter) can feel short-changed by the lack of time and attention that we give to them. Too often, we come home and want to talk about some unruly kid who gave us a hard time that day. That is not the conversation our loved ones want to have with us. Oh, they do want to hear about our day, but they also have a desire for us to have an equal interest in their day. Remember one thing, the school we are working in can run with us or without us. We may believe we are indispensable at work, but that is an absolute fallacy. We can be replaced—and we may not even be missed. But can our family run without us? You know the answer. Your family needs you and you need them. There isn't a person alive who on their death bed stated that they wished they had spent more time at work. We must focus on giving the people who love us the time they deserve. Then they will give us their blessing when we go off to work.

For our students and children the social dimension has taken on a very different meaning. The use of social media is now the approach that young people use to communicate with each other. At times even husbands and wives and parents and children don't talk they just text. Face to face communication is almost never done anymore and as a society I believe we are hurting for it. I love you is texted to each other and it is never heard verbally. Our attitudes have changed and what once would never be said face to face is not texted and sent with great impulse. This social dimension that our children now use is hurting them and others emotionally and we need to reevaluate our communicative impulses going forward. If not the guilt that we will feel as a society will become overwhelming in the future. **The Activity below should be used in your classroom as often as time allows.**

“The Thing I Like Most About You”

- 1) Write your name on a piece of paper and place it in a hat or a container.
- 2) The teacher will draw a name out of the hat. Let's say the name is Jim.
- 3) Jim will not be involved in the activity at this time.
- 4) Write one paragraph describing the thing that they like most about Jim.
- 5) The paragraph must contain one quality that they like with supporting details.
- 6) The teacher collects the essays and reads them first to be sure that there are no disparaging remarks made about Jim.
- 7) Each student will then read their short essay to Jim.
- 8) Jim would be given these essays in a decorated folder to take home and to read when he would like to.
- 9) This activity should start around October when the students have had a chance to get to know each other. This activity builds a sense of resiliency and helps the receiving student understand his true self worth and builds confidence

The Spiritual Dimension

The Spiritual Dimension is a very private area for most people. Many people have their own method of feeding their soul. Some folks communicate with nature, read inspirational literature, or spend quiet time alone in prayerful meditation. The great reformer Martin Luther said, “I have so much to do today that I will have to spend three hours praying instead of two.” I have come to realize that there is a spiritual connection that all people want, but that many people do not do enough to develop it. The spiritual dimension often gets ignored, and that can leave a large void in a person's life. For Kids many of them don't even have an understanding a spiritual and need to with the amount of anxiety, drug addiction, and mental illness that has entered out schools. As art of a school curriculum school officials should work to incorporate yoga, and meditation classes into the students schedule. These activities along with exercise, and some form of relationship training will help improve school climate, improve attitudinal resiliency, and help to reduce the bullying epidemic that has been affecting our society for the past decade.

Resilient Motives

Do you ever watch CSI (Crime Scene Investigation)? I do, occasionally. I am at amazed how all of the evidence that is collected can point directly at the suspect in question, but they just can't seem to figure out a motive. They need the motive to convict the person of the crime. The two motives here that need to be addressed are power and revenge. In schools kids want to have power over someone and the person who they have power over usually want revenge. That is truly how the bully victim dynamic works. How do you change the motive of a bully? By being the strongest and most influential person in the classroom. That's right, you, the teacher have this ability. You don't need to use power; you need to use your influence. **When your students realize that you are in charge their motives change from wanting to hurt others, to wanting to help. They have met their match. Remember, it is not about the influence of your power, but rather the power of your influence.** Victims who have been affected by bullying need to develop resilient motives due to the fact that a victim who takes matters into their own hands potentially could hurt their self or others. To ask a victim to forgive doesn't get the best result primarily because unless he/she gets amnesia the thoughts of being bullied can last a lifetime. Holding bullies accountable and helping to strengthen the victim through resiliency activities as the ones mentioned here will help to improve student relationships in your classroom.

Bonus Course

**Click on the link below to get a bonus course on
Motivating Disaffected and Hard to Handle Students**

[Motivating Disaffected or Hard to Handle Students](https://drive.google.com/file/d/0B7YYeIComheYaEI1bzV4bjJkVTA/view?usp=sharing)

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About Jim Burns

Since 1977 Jim Burns has been working with students who have learning disabilities and behavioral problems. He has almost 40 years of experience working as an administrator, teacher, college instructor, and a seminar leader. He is committed to helping administrators, parents, and teachers establish standards of excellence and to help them build successful relationships with their staff, students, and children. He has written and designed The Bully Proof Classroom, a graduate course that is offered at The College of New Jersey and Gratz College in Pennsylvania in partnership with The Regional Training Center and is endorsed by the New Jersey Education Association. Jim was awarded the degree of Doctor of Humane Letters in recognition of his work in the area of anti bullying. He has also written several books on the topic of anti bullying and classroom climate. “Anti Bullying 101” is a great resource for teachers, administrator, support staff, and parents as it provides permanent help in dealing with unruly behavior and can be used as part of any anti-bullying program. He is available for on sight in-services and keynotes.

