

Table of Contents

PREFACE: <i>Why No Putdowns</i>	3
INTRODUCTION: "Kids Today..."	4
PART 1: Program Guide	
Section 1: Understanding No Putdowns	
What is <i>No Putdowns</i> ?	9
The Five Skills	10
<i>No Putdowns</i> Video	18
Section 2: Using No Putdowns	
Creating a Putdown-free School	25
The Role of the Building Coordinator	28
Student Kick-off Event	31
Taking It Home To Parents	32
Daily Announcements	42
Troubleshooting	47
Program Evaluation	49
Keeping It Going	55
PART 2: Classroom Activities	
Grade K	57
Grade 1	133
Grade 2	209



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Feelings and Choices

Ask students if they have used or heard any putdowns, and invite them to tell the class about them. Caution them not to use the names of other people involved. Give appropriate feedback.

If puppets are not available, use stuffed animals, dolls, or even other children in role-play.

Explain that when they feel happy, they get along with other people. If they are angry at one friend, though, they might take it out on lots of other people too. If they are happy, they may not get upset about a small problem or disappointment. But if they are already angry or sad about something, little disappointments or problems seem even bigger.

Remind students to continue to pay attention to any putdowns they use or hear.



Time Needed: 15 minutes



Purpose: Students will label situations with a feeling (happy, sad, angry, scared, proud)



Main Idea: Recognition of feelings is a step in beginning to deal with putdowns.



Materials: Puppets

Using This Activity

1. Ask the class to form a circle. Explain that they will be doing some acting with the puppets. You will set the scene, and a child will use a puppet to respond.

Suggested situations:

- The other person calls you a bad name.
- Nobody will play with you at recess.
- You are talking to your friend who has a broken arm.
- The teacher calls on you in class.
- Your friend just pushed you down.
- You had a nightmare last night.
- You are going to Disneyland tomorrow.
- Your teacher said, "That's great."
- You lost the game you were playing with a friend.
- Your friend told you that you did a good job.
- Your friend received a new toy and won't let you play with it.
- Your teacher didn't choose you for a game you wanted to play.
- It is Saturday.
- Your bike has a flat tire.
- Your pet died.
- You have the chicken pox.
- Your lunch money is missing.
- You won first place in a race.
- You have to go to the dentist.
- You hear thunder.

2. After each role-play, ask the rest of the class to identify the feeling the actors were showing: happy, sad, angry, scared (or other feeling words they have learned). Then ask the child who acted it out what he or she was feeling.

Manners Matter



Time Needed: 15-30 minutes depending upon whether guests are invited



Purpose: Students will review age-appropriate manners and contrast them with putdowns.



Main Idea: When we use putdowns, we are not being polite.



Materials: None

Using This Activity

- **1.** Review any classroom behavior rules you have established, such as raising one's hand to speak, not talking when someone else is talking, not touching someone else's possessions without permission. Explain that these rules are examples of good manners. Adults and children try to follow good manners. Ask, "Why are good manners important in getting along with one another?"
- 2.** Ask, "Why are we talking about manners in the same lesson as put-downs?" Help children understand that putdowns are the opposite of good manners because putdowns hurt people. When we use put-downs, we are not being polite.
- **3.** Present several situations and ask children how to respond with manners instead of putdowns.

<i>Situation</i>	<i>Putdown response</i>	<i>Polite response</i>
• Somebody falls in a puddle	Laugh, call names	Help person get up
• Someone makes a mistake in class	Laugh, point finger	Let person try again
• Someone burps	Groan, mimic	Say nothing

- 4.** If time allows, invite a cafeteria worker, bus driver, or other adult to class to explain manners in the context of their work with children.

Ask children to report on put-downs they have witnessed, used or received since yesterday's lesson. [See Day 2 note.]

You may want to begin with a simple definition of manners as rules about how to behave around other people.

The class could be divided into small groups to discuss this question about the need for good manners. The students can then be brought together as a class to compare their answers. Children may answer that manners are important because they help people work together, keep people from getting hurt emotionally or physically, make the school a safer place.

You may want to think about creating a chart that contrasts putdown responses and polite responses to use as your Day 10 wrap-up project to share with the rest of the school.

Ask students to listen and watch for putdowns again.

ACTIVITY 9

Stay Cool Role-plays



Time Needed: 15 minutes



Purpose: Students will practice “Stay Cool” strategies in role-plays.



Main Idea: Practicing appropriate responses helps make them easier to do in real situations.



Materials: None

Using This Activity

1. Have the class sit in a circle. Ask for volunteers, or call on children to role play situations with you or with each other. Present situations that are likely to make children lose their cool:
 - Your little sister broke your favorite toy.
 - Your mother punished you for something you didn't do.
 - You can't find your shoes and the bus is waiting for you.
 - You were supposed to spend the weekend with your father and he forgot.
2. The actors should respond to the situations as if they are beginning to lose their cool. “Freeze frame” situations as the tension rises. Ask: “How can you calm down? What technique would work best for you in this situation?”



You may want to have the child use the technique chosen on Day 5, when the bar charts were colored in.

This activity may be used at any time as a review or for practice and reinforcement.