**Project Sholom Introduction:**

*Grades 1-4, 5-8 help with implementation*

(Scatter letters of simcha around for kids to find.)

Simcha Hunt:

*Divide into teams. When you say start, each team will try to find as many simcha letters as possible. When you say stop, they will sit down with their teams and try to spell out the word SIMCHA as many times as possible. If they need to switch letters, they can ask other teams to switch or they can give away extra ones. The goal is to have all complete sets among all the teams. Before starting, ask children what they should do during the hunt to make sure that everyone is happy. (e.g. walk, be careful not to push, if someone picks up a piece that you want, just let them have it, do it quietly.)*

*After the children finish putting their letters together, begin the discussion:*

What did we spell with the letters? SIMCHA. What does Simcha mean? It means happiness.

How were we able to spell out the word SIMCHA? By working together as a team and by sharing between teams.

Today we are starting Project Sholom, a special project to show us how to be happy and make other people happy.

We will be using the word simcha to help us. Each letter of SIMCHA reminds us of a different way to be happy and make other people happy. Together, we will learn all the letters and really learn how to use them properly. We all know that it's important to have Ahavas Yisroel. When we are nice to people, it makes them happy, it makes us happy, and it makes Hashem happy too. But what happens to stop us? Sometimes our Yetzer Harah gets in the way and we forget. When we are learning, sometimes we need tricks and reminders to help us remember things. Like if we want to remember the names of the Makos, we can remember D'tzach, Adash, B'Achav. Or L'havdil, when we want to remember math problems, we can use math tricks. With Ahavas Yisroel too, we sometimes need reminders, and tricks to help us remember to do what we should. That's why we will be using the letters of SIMCHA to help remind us.

Every week, we are going to have a special time to talk and do fun activities to help us learn the messages of the letters of Simcha. Have a very happy day!

**Smile and Say Hi**

Elementary School - Outline for Lesson 1

1. Activity: "Make someone smile"

2. Debrief activity: What happened when one person smiled at the other people even when they were not smiling?

3. Smiles are catchy. You can give them to others without losing yours.

4. Introduce letter S of SIMCHA. Smile and Say Hi!

5. Sometimes it's enough to smile and say hi and then walk away.

6. Sometimes you need to smile, say hi, and try to get to know the person to make him/her feel comfortable.

7. Discuss the difference, ask how it makes you feel, give examples of each.

8. Discuss checklist-How can we do "Smile and Say Hi" properly:

Make eye contact, greet the person by name, introduce yourself, ask something about the person.

9. Role play: (ideas: having a guest, meeting someone in a park, meeting someone in the hallways, greeting a classmate when you come into school)

10. Short discussion about when these things apply or don't apply.

11. Project Sholom Cheer

**Elementary School Lesson 1:**

**S**

*Have everyone stand in a line. They have to try to keep a straight face and not smile. Choose one child to be "it." This child has to walk along the line of children and smile at each one, one at a time. If "it" makes one of the children smile, that child becomes "it." Do it several times. If you cannot do it until everyone gets a chance, let the children know that they will have a chance to do something else. After the game, have everyone sit in a circle.*

What just happened? One person would try to make other people smile. How? By smiling at other people. Why does it make other people smile when you smile at them? That's something very special about a smile. Smiles are catchy. When you have one, you can give it to someone else, but you don't lose yours if you give it away.

Today we are going to talk about the first letter of SIMCHA. What's the first letter? S. What's something you can do that starts with an S that will make another person happy when you meet them? Smile.

That's right. When you smile, you show a person that you notice them and you want to be friendly. Sometimes it's enough to just smile at a person, but sometimes if you smile and just walk away, that will not really make the other person feel happy.

Let's try to figure out the difference.

When is just a smile, enough? When you are walking and you meet someone walking past you. You don't have time to have a whole conversation, but you can just smile and say hi.

But sometimes we need to do more than that to make a person happy and feel comfortable.

Think about a time when you went somewhere where people were friendly and nice to you? How did it make you feel?

Did you ever go somewhere where people were not friendly?

How did it make you feel?

Let's think about how it would feel if you came to school for your first time ever.

*Have children give some ideas.*

What are some things you can do to make someone else feel comfortable when they are new?

*Have children give some ideas.*

What are some things you can do when a guest comes to your house for the first time and you don't know him or her well?

Here are a few other things that you can do that would make someone feel comfortable when you meet them.

*Show checklist.*

The first thing to do when you are talking to someone, whether it is someone new or anyone you talk to, is to look at them. Your eyes should look at their eyes. That's called **making eye contact**.

Do you know what a lot of people do when they are shy or uncomfortable? They look down or look away. When you want to make someone feel comfortable, it's important to look at them, but not to stare at them. Sometimes, when people are nervous when they meet someone, they stare at them. How do you think that makes the person feel?

**Greet the person by name**. Instead of just saying hi, you can say:

Hi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If you don't know the person's name, what can you do? That leads us to the next one:

**Introduce yourself.** You say,

Hi! My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,. What's your name?

Then comes the next one. You **ask the person something about him or herself**.

So your conversation could sound like this.

*You can use puppets or mentchies for this if you want.*

 Hi my name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. What's your name? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Oh hi, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Is this your first time in school?

Or if it's a guest, you could say,

Hi! My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . What is your name? Do you live nearby?

What are some other questions you could ask the person?

Ok. Now let's practice it.

*Call up some other children to do role playing. When the other students see them doing any of the 4 things on the checklist, they should raise their hands.*

*Role play ideas:*

*A guest at your house*

*Meeting someone at a store or a park who you don't know so well.*

*Seeing someone you know (but not so well) in the hallway in school.*

*Seeing your classmates when they come into school.*

Not all of the things on the checklist will apply every time you meet someone. (For example, once you know someone, you don't have to ask the his/her name, but it's still nice to say Hi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ instead of just Hi. And you can still ask questions to make conversation, but your questions will be different. They won't be asking basic information about the person.

*End with the Project Sholom cheer. Give me an S, Smile and say hi, Give me an I, I , Give me an M....As you learn each letter, they will also say what it stands for.*

*(If you have kids who want to say all the letters, because they know them, that's fine.)*

**Smile and Say Hi Song:**

(T.T.T.O: Rosh Chodesh Kislev niggun)

There's a very special rule,

When you're at home or camp or school.

Smile and say hi, when someone passes by

Be friendly when you greet

Everybody that you meet.

When you see someone new,

Say "Hello, how are you?"

הוי מקדים בשלום כל אדם

Be the first to greet everyone.

Smile and say hi, is what we do

That is how we treat another Jew.

**Include Others**

Elementary School - Outline for Lesson 2

1. Activity-Children walk around without talking to each other, then only to one person, then to everyone.

2. Debrief Activity - Discuss how it feels to be alone.

3. I = Include others

4. Nobody likes to be alone.

5. Even if it's hard, everyone can make an effort to include other people.

6. Discuss checklist: Look around for someone who is playing alone, ask someone to join you, be nice to everyone, not just your close friends, don't tell or listen to secrets.

7. Role play.

8. Project Sholom cheer.

9. Sing Smile and Say Hi song.

**Elementary School Lesson 2:**

**I**

*Tell everyone that when you say "Go", they should all start walking around. They can stop and sit down or keep walking around until you say stop, but no one is allowed to talk to anyone. (Give them about 2 minutes and then say stop.)Now tell everyone to pair up with the nearest person to them and only talk to that person next to them. Do not talk to anyone else. (Give them 1 minute and then say stop.)Now tell everyone to walk around and talk to everyone until you say stop. After you say stop again, have everyone sit down.*

Let’s talk about what just happened. What did we do first? First everyone was doing whatever he or she wanted, but everyone was alone.

What happened next? Then we talked, but only to one person. If you wanted to talk to a different person, you couldn’t.

And then what did we do? Then everyone could talk to each other. You could talk to anyone you wanted.

Which was the most fun? To be able to talk to everyone.

Now we know what the I in the word Simcha, stands for.

I stands for Include others. It’s not fun to have to be all alone. Sometimes people may want to be alone for a little while because they need space, but nobody wants to be alone all the time. Nobody wants to be left out of something when he or she wants to be part of it.

Some people find it easy to make friends and easy to talk to anyone they meet. Some people find it hard. But everyone can include others if they try.

Here are some ways to help you remember how to include others.

*Go through checklist.*

**Look for someone who is playing alone.** When you are about to play with your friends, take an extra second and look around. Do you see someone playing alone? What can you do?

**Ask someone to join.** Now that you have noticed that someone is alone, what can you do? You can invite him or her to join you in your game or to join you even if you are just sitting, or talking or walking. Think about how another person might feel if other people are sitting or walking together and they are alone. Even if the other people are not playing, it will still make another person feel good to be invited to join in.

Sometimes a person might say, "But we're not doing anything. Why should I ask someone to join us if we are doing nothing?" What do you think? Why should you ask them to join? Because even if you are doing nothing, it is more fun to do nothing with a friend than to do nothing all by yourself.

 For some people it might be harder than others, to go over and invite someone to join, but like anything else, if you practice doing it, it will get easier as time goes by. Don't let your Yetzer Harah convince you that it's too hard for you.

**Be nice to everyone, not just your close friends** A lot of times, people will hang out together with one or more people, but only his/her friends. Sometimes people will only want to play with people from their own class. If someone they don’t know so well, or don't like so much or is from another class, comes along, they will not ask him/her to join or might even move away or tell them they can't play. How does that make another person feel? Left out, not good. That’s called excluding, not including.

**Don’t tell or listen to secrets.** What happens when people tell secrets, just to one or a few friends? Other people might feel left out. Sometimes, other people might even think you are talking about them.

*Role Play: see attached role play cards*

* You walk outside to recess with a friend and are about to start a game. You notice that most of your classmates are busy, but one person from your class is sitting alone and eating a snack. You go over and invite him/her to play.

*Debrief after role play:*

What did \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ do before they started their game? Did \_\_\_\_\_\_\_\_\_\_ (who was sitting and eating a snack,) look sad? If not, why should you ask him/her to play? What should you do if \_\_\_\_\_\_\_\_\_ didn't want to join you?)

* Your friend wants to talk about something. There are other people around and he/she doesn't want anyone to hear, so he/she starts whispering. You say, "I don't think we should talk about this in front of everyone. Maybe you can call me after school?"

*Debrief after role play:*

Why did \_\_\_\_\_\_\_\_\_\_\_\_ start whispering? What is the problem with whispering? Is it hard to tell your friend that you don't want to talk now? What should you do if the friend keeps doing it?

*End with Project Sholom Cheer:*

*Give me an S, Smile, Give me an I, Include Others, Give me an M, M, Give me a C, C, give me an H, H. Give me an A, A. What does it spell, SIMCHA! Sing smile and say hi song.*

Role play cards:

 *Cut up and give out when you do the role play.*

|  |
| --- |
| You walk outside to recess with a friend and are about to start a game. You notice that most of your classmates are busy, but one person from your class is sitting alone and eating a snack. You go over and invite him/her to play. |
| Your friend wants to talk about something. There are other people around and he/she doesn't want anyone to hear, so he/she starts whispering. You say, "I don't think we should talk about this in front of everyone. Maybe you can call me after school?" |

**Include Others Follow up**

Elementary School - Outline for Lesson 3

1. Quickly review 1st 2 letters, checklist, smile and say hi song.

2. Activity- Play a couple of rounds of regular musical chairs, then introduce inclusive musical chairs

3. Debrief Activity- Discuss how it feels to be out in a game.

4. Discuss briefly, the importance of good sportsmanship.

5. Discuss how it feels to be LEFT out of a game.

6. Discuss what effort you have to make to include people.

7. Discuss why people sometimes don't include others or even say no when asked if someone can play and how to help yourself not give in to these reasons.

8. Project Sholom cheer.

**Elementary School Lesson 3:**

**I**

Follow up lesson on including others.

*Review smile and say hi and include others checklists.*

*Sing smile and say hi song.*

*Tell the class that we will be playing 2 versions of musical chairs. The first will be the regular way and the second will be something different. Play the regular way first for just a few minutes.*

*Then stop and restart the game the new way. Set up chairs the same way as regular musical chairs, with one less chair than the amount of people.*

***Instructions for Inclusive Musical Chairs***

*1. Explain that this new game is called Inclusive Musical Chairs, meaning no one will "get out," even though one chair will be taken out every time the music stops. Everyone still needs to find a place to sit.*

*2. Ask the children how they will solve this problem. If they don’t figure it out, explain that they will have to squeeze in, make room for others, and do whatever it takes. Discuss what they need to be careful about so that everyone can enjoy the game. (walking instead of running, being careful not to push anyone, trying to scrunch up to make room for others.)*

*3. Remind them that EVERYONE is a winner each time they make sure that there is a seat for everyone.*

*4. Play until you get down to just a few chairs (Judge when to stop based on the number of people in the group and how calm the game is. Make sure to stop before it gets so crowded that someone could get hurt.) Keep the game fun but short enough that you will have time for the discussion afterwards.*

***Debrief Activity:***

Even though we all know how to play musical chairs, it's not so much fun when you are out. That doesn't mean that we should never play games in which people lose. It's okay to lose. Nobody always has to be a winner. It's important to be a good sport when you lose and not get angry or make excuses why you shouldn't really be out.

Being out in a game is part of playing a game. But being left out of a game because people don't want to include someone, is NOT okay. It's more fun for everyone when they are part of the game.

*Teachers should try to notice which children are quick to make room for others and which are only worried about getting a seat for themselves. As the game goes on, you can try to encourage children who are not looking to include, to make more of an effort, and point out those who you notice doing it. e.g. "I noticed how Chaya moved over so Sara could sit down." Also, look for children who are including some and not others and encourage them to include everyone.*

Was it hard to include everyone? At the beginning it was easier since there was more room, but as time went by, it got harder.

What did you have to do to make sure that you could include everyone? You had to be willing to make space for others. You had to squeeze together and give yourself less space, so there could be room for others. And you had to notice if there was someone who didn't have a seat and let him know that you had space. That's what including is all about. You have to make an effort to notice what other people need, rather than just thinking about your own fun. And of course, when someone asks you to play, you should find a way to include him/her even if it's hard.

***Discussion:***Why might it sometimes be hard to let others play when they ask?

* Maybe you are worried that they won't play properly and they will ruin the game.
* Maybe it is someone younger who doesn't know or understand the rules.
* Maybe you really only feel like playing a small game and you don't want others to join.
* Maybe you just don't enjoy this person's company.

These are all good reasons, but not good enough to miss out on this mitzvah and to make someone feel bad.

So what can you do?

* You can think about how you would feel if someone told you that you can't play.
* You can explain the rules clearly.
* You can change to a game that everyone can play.
* You can tell your Yetzer Harah: "You can't play with me now, but this person can"
* You can tell yourself (and your Yetzer Harah) that it is just for a short time, and you CAN handle playing with this person for a short time, even if you don't enjoy his/her company.

*End with Project Sholom Cheer: Give me an S, Smile and Say Hi, Give me an I, Include others...*

**Include Others Song**

(T.T.T.O: I Have a Little Dreidel)

When you go out to recess,

And you're about to play.

Here's something very special,

To make it a great day.

Look around the playground,

Is there someone on the side?

Don't be shy, go over,

And ask your friend with pride,

"Would you like to join me,

Come and have some fun?"

That the special Mitzvah of

Including everyone.

**Make the Best of It**

Elementary School - Outline for Lesson 4

1. Put out scenario cards. Have children write down which ones might make them upset.

2. Quickly review 1st 2 letters, checklist, smile and say hi song, include song.

3. Happy people make others happy, grumpy people make others grumpy.

4. How do we deal with things that don't make us happy so we can be happy and make others happy?

5. Discuss Checklist.

6. Make plans for video. Start planning if time.

7. Project Sholom cheer.

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**Elementary School Lesson 4:**

**M**

*Put out scenario cards. Go over them together. Then ask children to write down on a card, which one or ones might make them upset if they happened to them. If it's easier, they can write the number instead of the words. Then start the conversation.*

We have spent a lot of time talking about making other people happy. What are some ways we talked about so far? Smile and say hi, include others.

*Review smile and say hi and include others checklists. Sing smile and say hi song and include song.*

What kind of person can really make people happy? A happy person. If you are happy, you can share your happiness with other people. Imagine what happens if a grumpy person tries to smile and say hi to someone. When you are grumpy, you can't make other people happy. No one likes to be greeted by a grumpy person and no one wants to join a grumpy person's game.

But here, on these cards, we have a list of things that might make people unhappy!

So how can you make sure you are happy so you can make other people happy? What happens when something doesn't go the way you want it to go? How can you still be happy? That's what the letter M is for. M stands for "Make the Best of it." What does it mean to make the best of something? It means to try to find a way to be happy with what you have, even if it doesn't seem to work out the way you want it to.

During any day, there can be things that happen to us that we like and things that we don't. Sometimes the same thing can happen to two people. One of them will get very upset and the other one will just accept it and continue to be happy.

Why? It depends how we look at the situation. We can look at it as something not good, or we can find the good in the situation or even find a way to make it good.

Of course, there can be bigger situations that don't seem good, and smaller ones. Today we are going to talk about smaller ones. The kind of things that can happen to us on a regular day, sometimes even more than once during the day. These kind of things can make us angry and ruin our day. If we use our letter, "M," we can find ways to deal with them in a happy way.

But first, let's look at some ways to help us when something comes our way that doesn't make us happy.

*Show checklist*

When something happens that doesn't make you happy, before you do anything, **STOP** for at least 10 seconds. That gives you time to think before you act out of anger.

1**. Think: How long will I have to be in this situation?** Most small things that bother us last for a short time. If you can remember that you will only be in this situation for a short time, you can usually manage to get through it and stay happy. It usually takes longer to get angry than it will take to just wait until the situation passes.

2. **Measure the problem.** *Use real ruler for demonstration.*  Take out your "ruler." Measure how big the problem is. A ruler tells you how big something is. We all have an imaginary ruler that we can use to measure things that happen to us. Something really unpleasant and uncomfortable would be a 12, something that really doesn't matter is a 1. Everything else is somewhere in the middle. If the problem is really only a 1 or 2, tell yourself that and then act like it. Don't treat a 1 like a 12. Do you know what happens when people act like everything is a 12 and they get upset about every little thing, instead of just making the best of things? After a while, people don't take them seriously even if it's a big problem. They just get used to the fact that this person gets angry over everything and they ignore the complaining.

3**. Find a way to make it fun.** If things don't go the way you want them to, find a way to have fun anyway. Let's say you don't like the game that your class is playing. You can play it anyway and find a way to make it fun, or you can decide to play something else on your own that will be fun. (Be careful not to pull other people away from the big game, or to get in the way of others who are playing.)

4**. Remember: If Hashem put you in a situation, it also means that He gave you the strength to handle it. It's your job to use this strength to handle, not waste your energy on getting angry**. Hashem doesn't give us anything that is not good. So you can tell yourself, Gam Zu L'tova. This is really good. I just have to find a way to see the good in it and use it for good.

*Now have the children take turns telling about a scenario from the cards that would not make them happy. Using the points from the checklist, have each one explain how they could make the best of it.*

Next week, we are going to choose one of our situations, act out how we would use these different ways to make the best of it, and take a video to show to the other classes.

*End with Project Sholom Cheer: Give me an S, Smile and Say Hi, Give me an I, Include others, Give me an M, Make the Best of It…*

Scenario Cards

|  |  |  |
| --- | --- | --- |
| 1.You are playing a game and the teams are not fair. | 2.Your mother said that it's time to go to sleep, but everyone else in the family is still awake. | 3.Your teacher told you that youhave to write and you really don't want to. |
| 4.You are playing a game. You don't think you really got out, but everyone else says you are out and your teacher says you have to be out. | 5. You wanted a certain part in a play but instead you got a different part. | 6. You are having a siyum and are hoping to do something really exciting. Your teacher plans a game but you don't think the game is fun. |

Elementary School -Lesson 5

M

(follow up lesson)

Sing the S & I songs.

Review M checklist.

Choose a scene to act out in which the children can demonstrate using at least some of the concepts from the M checklist to be able to make the best of a situation.

Feel free to use your own ideas, especially ones that may be relevant to your class. If you need suggestions, you can choose from the list below.

The skit can be funny, but should explain the concept clearly. Please be careful not to have them act out a negative situation, even if they plan to also do it in a positive way.

* The class is eating lunch and someone accidentally spills all over some of the other children.
* The teacher tells the class that they are having indoor recess, but they don't understand why they have to stay inside on such a nice day.
* The teacher divides the class into groups and some of the children are not happy with their groups.
* The teams are not fair.
* The class is playing a game and one child is out, but does not want to admit it. The teacher tells him/her that he/she has to go out anyway.

Have the children practice the skit and then video it. Try to have them speak clearly and make it clear that they are using the skills. We hope to be able to show the videos to other classes.

**Make the Best of It:**

(T.T.T.O: Yifrach B'yamov)

When something happens

That doesn't go your way.

What can you do so it won't ruin your day?

Take out your ruler

Measure what you see.

Is it a 12, a 6, or 3?

Or maybe just a 1.

It's really very small.

And I don't need to be angry at all.

Maybe I can find

A way to make it fun.

And before you know it, it will all be done.

Hashem made this happen.

He made it come my way.

And He gave me strength to make it a great day.

(The last stanza is a repeat of the same tune as the stanza before it.)

*End with Project Sholom Cheer: Give me an S, Smile and Say Hi, Give me an I, Include others, Give me an M, Make the Best of It...*

Cooperate

Elementary School - Outline for Lesson 6

1. Review previous letters. Sing songs.

2. Activity-Lineups

3. Introduce letter C-Cooperate.

4. Cut word in half, write definitions of Co and Operate on board.

5. Describe or act out baseball game in 3 ways:

 a. only one player

 b. players are all doing whatever they feel like

 c. one player is doing other people's jobs

6. Discuss checklist.

7. Sum up cooperation and teamwork.

8. Project Sholom cheer.

Elementary School Lesson 6:

**C**

*(Briefly review the first 3 letters and the concepts of Smile, Include, and Make the Best of it. Sing the songs as a review.)*

Activity:

**Lineups**

*Without talking or any verbal communication or mouth movements, have the group line up according to: age, birthdays (month and day), alphabetical order by first name, alphabetical order by last name or any other category you can think of. Do a few lineups. To keep it exciting, time each one to see if they get faster.*

*(Notice which students take active participation in reaching the goal, which ones stand around and wait for direction, and which ones try to take control.)*

Today we are going to talk about the 4th letter. What's the 4th letter of the word Simcha? C.

C stands for cooperate.

What does it mean to cooperate?

Let's break the word into parts*.*

*(Cut the word in to 2 parts)*

We have Co and Operate.

What does the word operate mean? Operate has a few meanings, but one of them means ***to work or get something done****.*

*(Write the definition on the board.)*

Co means ***to do something together with someone else***.

*(Write the definition on the board.)*

So to cooperate means to work with someone else. To work together as a team to get something done.

How were you able to get into a line in the right order? You all had to work together.

Close your eyes and imagine a team playing baseball.

*(Or you can act it out and have the children watch you.)*

This game is different than a regular baseball game. There is only one person on each team. The first team is up. The player hits the ball. He runs to first base. But then he has to run back to bat again. He can't run from base to base because then no one will be hitting. And what about the other team? The player on the other team has to be the pitcher, the catcher, the first baseman and everything else too. He will be running back and forth and can't really do it all at once.

What do they need to really make it work, to make it a real game? They need a team. With a team of people, they will be able to play and do everything they are supposed to do.

Now what happens if there is a whole team of people, but some of the team members are not cooperating? They are doing their own thing. For example, the first player hits the ball and runs to first base. But then the second player decides that he doesn't feel like hitting the ball or running. What will happen? Nothing. The game won't continue. That's not a team. A team can only work well if the team members cooperate. What does it mean to cooperate? It means working together.

Now here's one more way. What if all the team members are cooperating together and everyone is trying to do her part, but one player wants to do other people's parts too. Maybe the first baseman wants to always catch all the balls, even if they don't come to him at first base. So when a ball is hit, instead of staying at his place at first base, he runs to where the pitcher is to try to catch the ball and pushes the pitcher out of the way. What will happen then? First of all, he might hurt the pitcher. Second, he is not being nice to the pitcher by not giving him a chance, and third, if he would stay at his place at first base, they are more likely to get the other team out because the pitcher can catch it and throw it to him instead of him running to catch the ball and then trying to make it back to first base on time. So is that player cooperating? No. Why not? Because he is trying to do it all himself instead of working together with his team.

So let's see what it looks like when a person is cooperating.

*(Review checklist.)*

So cooperation means working as part of a team. Doing your part and doing it well. And not trying to do it all yourself. Let others have a chance to join in. That's teamwork!

Give me an S, Smile, Give me an I, include, Give me an M, Make the best of it, Give me a C, Cooperate, give me an H, H. Give me an A, A. What does it spell, SIMCHA!

Cooperate-

Follow Up Lesson

Elementary School - Outline for lesson 7

1. Review previous letters. Sing songs.

2. Review checklist for Cooperate, review meaning of word cooperate.

3. Children write or draw a talent on index cards.

4. Discussion: What to do if you are asked to work in a group and cooperate, but you are more talented than others in the specific skill/activity.

5. Brainstorm ideas and write in chart on board.

6. Project Sholom cheer.

Elementary School Lesson 7:

**C**

**(follow up lesson)**

*(Briefly review the first 3 letters and the concepts of Smile, Include, and Make the Best of it. Sing the songs as a review.)*

What does the letter C stand for? Cooperate

What does cooperate mean? It means to work together, teamwork.

*(Review checklist.)*

We are going to talk about another important thing to remember when we try to cooperate. But first I want everyone to think for a minute.

*(Give out an index card to each child.)*

Think about something that you do well. Maybe you know how to draw nicely or you are good at building or playing sports. Or maybe you are very quick at understanding Chumash. Write it or draw a picture of it on your card.

Now imagine that your teacher asks your whole class to do something. The thing the teacher asks is the thing that you are really good at doing.

We will use drawing as an example.

*(If you think your class would benefit more from using a different example, then choose another one.)*

Your teacher asks your class to make a big mural, a big picture about something you are learning. You are all supposed to work together on this mural and then you will hang it up in your classroom or in the hallway. You are all supposed to cooperate.

You know that you are very good at drawing and that some people in your class are not. What should you do? If you lead the drawing and draw all the pictures, it will come out nice. But if you let other children draw some of it, the mural might not look nice.

It's really a hard decision. You really do want the picture to look good. You want to be proud of it. But if you try to do everything yourself, so it will look nice, will you be cooperating? No. Do you think your friends will be happy to work with you if you want to take over and do it all yourself? No.

So you have a challenge.

*(Write the scenario on the board. Write the job and the challenge. Ask the children to help come up with ideas. Include ideas that are good and ones that may not work. Ask your students to tell you what problems they might encounter by using any of the ideas listed. The teacher can add ideas and problems too. Here is a sample of what it could look like. After the children give their suggestions, end with the last idea listed below.)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Job: Teacher wants class to draw mural together.****You draw much better than your classmates and are worried that the mural will not come out good if other people work on it.****What can you do?**

|  |  |
| --- | --- |
| **Idea:** | **Problem:** |
| **You draw everything and just let your friends color it in.** | **Other people might be frustrated if you don't let them do what they want.** |
| **You let everyone do whatever they want, so they will be happy.** | **You won't be happy with how it comes out.**  |
| **You tell yourself that it's more important to do this project as a class. It's not so important that it comes out perfect.** | **Your Yetzer Harah will be the only one who will not be happy, but that's ok. We try NOT to cooperate with the Yetzer Harah.** |

 |

Is it easy to do this? No. But if you really try, you can make it work. It's the same thing when you are playing sports, building something together, or learning together or anything else that requires teamwork. When we cooperate by letting everyone have a chance, even if the end does not come out perfect, even if your team doesn't win, if you all worked together, you are all winners!

Is there ever a time when you can do something ONLY the way you want it to be done? Of course. Many things that we do, at home, in school, in camp, or anywhere, are fine to do on our own. Maybe you prefer to work alone when you have the choice. That's fine. But if you are asked or told to work together with someone, make sure to use your letter C and cooperate. Then everyone will be happy (except your Yetzer Harah.)

Elementary Lesson 8:

*This week's lesson is a song for Cooperate. Before teaching the song, please review the main points of Cooperate:*

* Do your part, don't expect others to do it for you
* Let others have a part too, don't take away someone else's job
* Even if you are very good at something, you should still let others have a chance to work with you.

The word TEAM stands for:

Together Everyone Accomplishes More

**Cooperate Song:**

Operate means work.

Co means together.

When you cooperate,

You get the job done better.

When there is a job to do,

Get to work, right from the start.

But don't do it all yourself,

Let others have a part.

Even if you think you know

How to do it better,

Be a member of the team

Make sure to work together.

**Help Others**

Elementary School - Outline for Lesson 9

1. Review previous letters through songs and/or checklists.

2. Introduce the letter H for Helping others.

3. Have children give suggestions of ways to help, and write on board.

4. We all know how to help, but we don't always do it.

5. Hashem gave us special "tools" that we can use to be helpful. (eyes, ears, mouth, hands, feet)

6. Act out different ways to help and hang up "tool" used.

7. Review checklist.

8. Project Sholom Cheer

Elementary School Lesson 9:

**H**

*(Quickly review previous letters by reviewing checklists and/or singing songs.)*

Who thinks they can guess what H stands for?

H could stand for a lot of things, but we are going to choose Helping others. Being helpful is something we all know is the right thing to do, but when it comes to doing it, sometimes we miss the opportunity. So our goal is to try to get better at actually doing it. Hashem gave us some special tools to help us do this job well. They are "tools" that we have with us all the time. We just have to get used to using them the right way. Let's think of some ways that people can be helpful to others.

(*Have children give suggestions and write them down on the board. Now choose one example and have 2 children act it out, e.g. have someone act out holding some books or packages and dropping them. Have another child respond with the appropriate help.)*

How could we tell that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ needed help? We could see that his/her packages fell.

*(Hang up the eyes on the board.)*

That's our first tool.

*(Have someone act out a little brother or sister asking for a drink. Have another child respond with the appropriate help.)*

How could we tell that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ needed help? We could hear him/her asking for something.

*(Hang up the ear on the board.)*

That's another tool.

What's another way of helping someone? Do you have to wait until the person asks for help or is already in trouble? Think about the person who dropped his packages. What would be better? If you see the person walking with packages, you could offer to help before he drops them. What tool do we need for that? Our mouth.

*(Hang up the mouth on the board.)*

What do you think we can use to actually do what is needed to be helpful? Our hands, to do what is needed, and our feet to run and do it.

*(Hang up the hands and feet on the board.)*

*(Act out the package scene again, but have someone come and offer help before the other person drops the packages.)*

Helping before a person asks for help, can avoid a problem and extra work later. When we help the person with the packages before they fall, there's no mess to clean up. And when a person asks for help, we should take the time to help right away and not make them have to keep asking.

*Review checklist, Project Sholom cheer.*

Help others

Elementary School - Outline for Lesson 10

1. Review previous letters. Sing songs.

2. Review the "tools for helping"- eyes, ears, mouth, hands, feet and how to use them.

3. Activity- walk around with objects on head, children help each other to pick them up.

4. Discuss tools needed to play game.

5. Discuss why we don't always help- Yetzer harah convinces us not to.

6. Discuss helping even when it's hard or uncomfortable.

7. Discuss not helping if it puts you in danger.

8. Discuss not helping someone if they are asking you to do something not good.

9. Project Sholom cheer.

Elementary School Lesson 10:

H

Follow Up Lesson

*Review the previous letters by singing the songs or going over the checklists. Review H in more detail. Review the idea of using the "tools" Hashem gave us to help others. (Eyes, ears, mouth, hands, feet)*

*Activity: You will need music and an object for each child to put on his/her head, e.g. a roll of masking tape, a bean bag, etc. If you don't have music, you can sing. When the music starts, the children walk around, while balancing the object on their heads. If it falls off, they must freeze until a friend comes and picks up the object for him or her. (Notice which children spend more time trying to help others and which ones are more focused on keeping their own objects on their heads. At first, say nothing to give them a chance on their own to remember to help, but after the first minute, point out children who are making sure to help others.) Play for a minute or two and then stop the music, signaling the end of the game and then have everyone sit down.*

Wow! We just had a lot of chances to use the letter H. What did you have to do to be able to help people? Which "tools" did you need? You needed to use your eyes to notice if someone dropped his/her object. You needed to use your feet to get there quickly and your hands to put it back on.

So we all know what it means to help, we all know how to figure out if a person needs our help. Still, there are times that we don't help other people, even though we see or hear that they need help. Why not? In order to really help someone, we have to be willing to be helpful. We have to ignore the voice of the Yetzer Harah telling us:

*(Use a funny voice)*

 "Don't bother helping him pick up the packages. Someone else will do it" or "He doesn't really need help, it's just a few packages," or "He shouldn't have tried to carry so much at once. It's his problem." Or any other ideas the Yetzer Harah has.

Or for getting the drink, your Yetzer Harah might say: "She acts like she's so little. She has to learn how to get things herself. It's not good for her if I get it for her." or "I'm so tired. Can't someone else do it?" or "She didn't ask me. She asked Mommy to get it."

So how can we make sure we help other people? The Yetzer Harah can really try to give us good reasons not to help.

Even though we usually want to listen when we are told to do something, when the Yetzer Harah tells us not to be helpful, that's when we shouldn't listen. How can we tell that the Yetzer Harah is trying to convince us to do the wrong thing? When there is something good to do and we start thinking of reasons not to do it, we have to remember that this is the advice of the Yetzer Harah. Even if he has "good excuses," if they are going to stop us from doing good, we have to learn how to recognize where it is coming from and not listen.

Let's look at our game. During the game, there were a lot of opportunities to help others. There was also a challenge. By bending down to pick up someone else's object, you might drop your own.

What might the Yetzer Harah tell you? He might say, "If you bend down to pick up someone else's object, you might drop your own, so it's not a good idea to help him this time. You need to take care of yourself now."

Even though it's true that it would make it harder for you to keep the object on your head during the game if you bend down to help someone else, we have to get used to helping people even when it's hard for us. (That's Ahavas Yisroel biz mesiras nefesh.)

(*For older children: use your own judgment, if it is appropriate for your class.)*

Of *c*ourse, if helping someone will put you in a dangerous situation, then it may not be the right thing for you. In such a situation, you should ask an adult for advice. Also, if a friend asks for help to do something that is not right, it can be really tricky. That's when the Yetzer Harah might try to convince you that you should help when really you shouldn't. That's another time that it's a good idea to ask an adult for advice.) *End with Project Sholom cheer.*

**Help Others:**

There are so many ways,

Every single day,

To help a friend, a sister, brother, father, mother

Look around and see

Listen carefully

Run right over, offer help, and do it speedily.

When you see someone, on his way into the store.

Run right over and make sure to hold the door.

If you hear someone asking you to get a drink,

Run right over and get it from the sink.

Hashem gave us the tools to use

Eyes, ears, mouth, hands, feet.

To help each other every day,

Help anyone you meet.

Don't let the Yetzer Harah stop you.

It won't take too long.

And if you think you won't remember,

You can sing this song.

**Avoid Fights**

Elementary School - Outline for Lesson 11

1. Review previous letters through songs and/or checklists.

2. Activity: Frown tag

3. Introduce the letter A for Avoid fights.

4. If we really want to be B'simcha, we have to try to really hard not to get into fights.

5. Just like smiles are contagious, frowns and angry moods are also contagious.

6. In the game of tag, in order not to "catch" the frown, you had to keep away from people with frowns.

7. The word avoid, means to keep away from.

8. In order not to get into fights we have to keep far away from them.

9. Have children think of suggestions for avoiding fights, write them down and put them in box next to Project Sholom letters in upstairs lunchroom or downstairs hallway.

10. Project Sholom Cheer

Elementary School Lesson 11:

**A**

*Review the previous letters by singing the songs or going over the checklists.*

*Choose someone to be "it" " It" must put on a frown or angry face. Everyone tries to run away from it. If " it" tags someone, that person also becomes "it" and puts on a frown or angry face. The 2 together now have to try to tag other children. Each time someone is tagged, he/she puts on a frown and tries to tag other children. Keep going until everyone or almost everyone has been tagged or until you see that the children have played long enough.*

Let’s talk about what just happened. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was "it" and everyone tried to stay away so they wouldn't get tagged. How could we tell who was "it"? Whoever was "it" had a frown or angry face. That's how we knew to avoid them.

What happened when someone was tagged? They also became "it" and put on a frown or angry face. The more people who were tagged, the more people there were with sad or angry faces. How could you manage to avoid becoming it and avoid having to "frown?" You had to stay away from the person with the frown if you didn't want to become the next person with a frown.

Remember when we learned the letter S and we played the smile game? Do you remember what we learned about smiles? Smiles are contagious. If you smile, you can make someone else smile too. Do you know that frowns and angry faces can also be contagious. If you get too close to someone who is sad or angry, you might end up joining in and being sad or angry too or even getting involved in a fight.

 We are finally up to our last letter. This one is probably the hardest one to do, but if you learn how to do it well, then you and others around you will really be B'SIMCHA, they will really be happy.

 What does A stand for? A stands for Avoid fights.

 All the things we discussed until now are ways to help make people happy: Smiling and being friendly, including others, making the best of things, cooperation and teamwork, and helping others. All these things work well as long as everything is going fine, as long as everyone is getting along. The hard part is to stay away from fights and to not let yourself get into a fight even when someone is trying to get you involved in one.

 Do you know what the word AVOID, means? To avoid means to keep away from something. The most important way to not get involved in a fight is to stay far away from them, just like you tried to stay far away from the person with the frown, who was "it."

The letter A reminds us to keep away from fights.

Over the next few weeks, we will learn different ways to avoid fights. You can also try to come up with your own ways and hopefully we will all get very good at avoiding fights. If you have any good ideas, please write them down and put them in the box in the hallway downstairs or in the upstairs lunchroom, next to the Project Sholom letters.

*End with Project Sholom Cheer:*

*Give me an S, Smile, Give me an I, Include Others, Give me an M, Make the Best of It, Give me a C, Cooperate, give me an H, Help others. Give me an A, Avoid fights. What does it spell, SIMCHA!*

**Avoid Fights**

**follow up lesson**

Elementary School - Outline for Lesson 12

1. Review previous letters through songs and/or checklists.

2. Review concept of avoiding fights.

3. Ask children to share their own ideas for avoiding fights. Write them down and save.

4. Introduce 2 new ideas from checklist: Is it worth the fight? and Use an I message.

5. Discuss the difference between using an I message and saying "Stop it."

6. Role play different scenarios using these 2 methods.

7. Project Sholom Cheer

Elementary School Lesson 12:

**A**

**(follow up lesson)**

*Review previous letters by singing the songs and/or reviewing the checklists.:*

Who remembers what the last letter of the word Simcha, the letter A, stands for? It stands for avoid fights. Last time we said that we have to try very hard to avoid fights. We have to stay far away from fights. But it's not always easy. How can we do it? Did anyone take the time to think about something that can help avoid fights?

*Give children a chance to share their ideas. Write them down on a paper and please save it.*

Now we are going to talk about 2 things on the avoid fights checklist. .

1. Ask yourself, "Is it worth a fight?"

Many times, when people get into fights, if they think about it, what they are fighting about is really not worth it. It might help to take out your ruler, the one we talked about when we learned the letter M, and to measure what you are goingt to fight about. If it's really something small, it's certainly not worth getting into a fight about it. You might be able to just let it go.

Now here's one more idea.

2. Use an "I message." Many times, when people do something that bothers another person, they don't even realize that they are bothering someone or they don't know that it is really making the other person very upset. You might think the person knows, but the best way is not to just think the person knows. You have to **tell** him/her about it.

That's called an "I message." You say, " I don't like it when you do that," or "What you are doing is bothering me."

An " I message" is not the same as saying "Stop it." When you say. "Stop it," you are telling the other person what to do. He/she may not want to listen. But when you tell the other person how you feel, there is a much better chance that he/she will listen.

And one more way to avoid a fight. If someone gives **you** an "I message," if someone tells you that he/she doesn't like what you are doing, make sure to listen and stop what you are doing. That will help avoid a fight.

*Role play a couple of situations. Have children figure out which idea from the checklist could help them avoid a fight. In many situations, you could use either one. You can have them role play both ways.*

*Scenario ideas:*

*1. You are singing a song and you make a mistake and everyone laughs.*

*2. You get to the table at lunch and someone takes the seat that you were about to take.*

*3. Someone is singing very loudly in your ear.*

*4. You are going sledding and someone keeps blocking you whenever you try to go down the hill.*

*If you have other ideas of scenarios that apply more to your specific group, feel free to use your own role play ideas.*

*End with Project Sholom Cheer:*

*Give me an S, Smile, Give me an I, Include Others, Give me an M, Make the Best of It, Give me a C, Cooperate, give me an H, Help others. Give me an A, Avoid fights. What does it spell, SIMCHA!*

Elementary School Lesson 13:

**A**

**(follow up lesson)**

*Review previous letters by singing the songs and/or reviewing the checklists. Review first 2 points on Avoid fights checklist-****Is it worth a fight*** *and* ***Use an I message****.*

We have been talking a lot about ways to avoid fights. Today we are going to look at a fight in another way. We are going to compare a fight to a fire. There are some situations where a fire can be good, like when it is used for a mitzva, like Shabbos candles or a menorah. A fire can also be useful when we do something fun in a safe way, like roasting marshmallows and saying a Bracha and eating them. Even if a fire is used for good things, we still have to be careful not to make the fire bigger. And for sure, when we see a fire that is not for something good, we have to try to put it out (get an adult to do this) and definitely not to make it bigger. Do you know what happens if you add wood or lighter fluid to the fire? You will make the fire bigger.

We all have a "fire" burning inside of us. That's the chayus, the excitement we have when we do things. We can use that excitement for good, like to run to do a mitzvah, to be enthusiastic about leaning, to make someone else happy and lots of other ways. That's like a good fire.

That feeling of excitement and energy can be used for good, but when we use our energy to get angry, that's like a fire that is not good. A fight is like a fire that is not good. When we fight, we use our energy to get angry. We shouldn't start a fight and we shouldn't do things that will make a fight bigger. Here are some things that we need to be careful with, to make sure we don't start fights or make them bigger.

These are the next things on our checklist:

1. Use only nice word-no name calling.

When you talk nicely to someone, they are more likely to talk nicely to you. If you use words that are not nice, or call another person a mean name, you might make the person angry. That could either start a fight or make the fight bigger. It's like adding wood or lighter fluid to a fire. It will make it bigger and harder to put out.

2. Talk softly-don't yell.

If you are unhappy about something that someone did, do you know the best way to get the person to listen? Many people think that if they yell, everyone will listen. But most people stop listening when someone yells or they just yell back. The best way to get someone to listen is to speak in a soft voice. It helps you stay calm, and there is a much better chance that the other person will listen to you. You can use an I message in a soft voice.

3. Fold your hands and use your words.

One of the strongest ways to add fuel to a fire is to use your hands to hurt someone. If you use your hands (or feet or anything) to hurt someone, it is like throwing a big piece of wood into the fire. How do you feel if someone hurts you? It makes you angry. It makes you want to hurt the person back. That really leads to a fight and our job is to avoid fights. One way to try to make sure that you don't hit someone when you are angry is to get in the habit of folding your hands or putting them behind your back or in your pockets, when you are angry at someone. It will help you use your words instead of your hands to let the person know that you are angry. Then you can use an I message to try to stop the fight.

Many people think that by hitting, they show how strong they are. In Pirkei Avos, it says, איזהו גבור? הכובש את יצרו. Who is strong? Someone who controls his Yetzer Harah. When you control your Yetzer Harah and don't let him convince you to hit, you are really strong.

***Activity: Marshmallow Roasting****:*

Now we will have a chance to use fire for something good and delicious. This is to remind us to use the fire inside us for good things and to stay away from fights.

*Light a candle. Put out a plate of marshmallows. Give each child a skewer and have them stick it into a marshmallow. Have each child take a turn to roast a marshmallow in the fire until it turns black and lights up. Blow it out as soon as it lights on fire.*

Elementary School Lesson 14:

**A**

**(follow up lesson)**

*Review previous letters by singing the songs and/or reviewing the checklists.*

*Review what you have learned about avoiding fights:*

* Before getting into a fight, think: "Is it worth the fight?" If not, avoid the fight by letting it go.
* If you can't let it go: Use an "I message" to let the person know how you feel.
* A fight is like a fire. Don't start it and certainly don't do things to make a fight bigger. These are some things that help to avoid fights or add fuel to fights:

 - Use nice words,. No name calling.

 - Use a soft voice. No yelling.

 - Fold your hands and use your words. No hitting or hurting.

The more the people around you, your friends and your family, know these things too, the more you can all work on avoiding fights. Sometimes, you are around people who never really thought about how to avoid fights or how nice it would be if there was less fighting. Or sometimes, even if a person knows, he may not be ready to do it right now. He may be too angry to work on avoiding a fight.

What should you do?

You should still try all the tricks that you know. They still might work.

What should you do if you have tried everything you know how to do, and the person is still trying to fight with you? That's the time to ask for help. That's the time to ask an adult or someone older to step in and help you avoid a fight.

Here's the challenge. When you go to an adult to ask for help, what might happen? Here are 2 possibilities:

1. Adults often try not to get involved in children's fights. They want children to learn how to work it out on their own. So when you ask an adult for help, he/she may not step in because then you won't learn how to do it on your own.

2. The adult probably did not see what happened. It's hard for them to help you without knowing the details. If they do end up stepping in, they may stop the fight in a way that doesn't make either one of you happy because they don't know what really happened and they just want the fight to stop.

Here are 2 ways to tell the adult what happened. Let's watch both and see if we can see which one works better.

*(Show video or act it out yourself.)*

*1.Act this out in a whiny voice:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is bothering me. He took my marshmallows and he won't give them back! I want them. He's not being nice.

2. *Act this out in a calm voice:*

\_\_\_\_\_\_\_\_\_\_\_\_\_ and I are were eating lunch. He took my marshmallows and he won't give them back to me. I really want them back. I used an I message to let him know how I feel, but he won't listen. I asked him nicely and calmly and he still won't listen. I don't want to get into a fight. Can you please help us work it out together?

Do you see the difference?

Remember: Going to an adult is not the first thing you do. The first thing you do is use all your tricks: Is it worth it? I message. Nice words. Talk softly. Fold your hands. You have a lot of things to try before asking for help.

Only if all that doesn't work, you ask an adult for help.

When you ask an adult to help you, it's very important to:

1. Ask calmly, so the person sees that you really want to avoid a fight. The adult is much more likely to listen if you ask calmly.

2. Explain what you have tried to do on your own to avoid the fight.

3. Ask the adult to help you work it out together, not just to step in and make the decision for you.

Of course, if the other person is hurting you, then you should ask an adult to help. You should never just let someone hurt you. But you should try not to get into a situation where someone is hurting you. You can do this by trying all these tricks before you get into a real fight where people are getting hurt. (If you hurt the person back before asking for help, the adult may not be willing to listen to you because you also hurt the person.)

*Give out "Fight Extinguisher" cards. Ask children to be on the lookout for things that start fights. Try to notice the kind of things that cause people to get into fights. When they notice something, whether it is something that happened to them or to someone else, they should write it down (without using names and specific situations.) Explain that we are looking for general ideas, e.g. someone taking someone from someone without permission, rather than he took my blue piece of lego. Tell them to bring the card back next week.*

Elementary School Lesson 14:

**A**

**(follow up lesson)**

*Review previous letters by singing the songs and/or reviewing the checklists.*

*Review what you have learned about avoiding fights:*

* Before getting into a fight, think: "Is it worth the fight?" If not, avoid the fight by letting it go.
* If you can't let it go: Use an "I message" to let the person know how you feel.
* A fight is like a fire. Don't start it and certainly don't do things to make a fight bigger. These are some things that help to avoid fights or add fuel to fights:

 - Use nice words. No name calling.

 - Use a soft voice. No yelling.

 - Fold your hands and use your words. No hitting or hurting.

* If you have tried everything else and it hasn't worked, ask an adult for help. Remember to stay calm, explain what you did to help, and ask the adult to **help you work it out.**

*Ask children to take out their "Fight Extinguisher" cards. Give children a chance to tell you what they noticed and write their findings on the board. If someone gives you a very specific situation, write it down anyway. At the end, go through each one and try to summarize each one in a general way. (e.g If one of the points is "when you ask for a drink and the other person ignores you," you would change that to "when someone ignores you when you ask them for something." Or "when someone makes a lot of noise and you are trying to sleep," could be written, "when someone is doing something that bothers you." We want to generalize as much as possible because we want to teach them how to avoid fights all the time, not just know what to do when a specific situation comes up.*

Now that we have this list, we are going to brainstorm ideas on how to avoid getting into a fight in each of these situations. *Divide into groups of 2 or 3. Give a scenario to each group. Give them 5 minutes to come up with a plan of how to avoid a fight, using the tools we have learned so far, or others that they can think of. Give each group an index card. On the front, they should write their situation. On the back, they should list the tools they can use to solve it. If the children have not come up with any ideas, here are some that you can use.*

* Someone tells you to do something in a bossy voice.
* Someone tells you what to do in a way that sounds like he/she is trying to be your mother/father.
* Someone doesn't respond when you ask for something or ignores you.
* Someone mixes in to your business.
* There is a misunderstanding. You think the person did something mean on purpose and the person says he didn't mean it.
* Someone does something mean because they think it's funny and don't seem to care if you like it or not.
* Someone does something you didn't like because they think it's funny, but they didn't realize you wouldn't find it funny.
*

*Have each group explain their challenge and their solution on how to avoid a fight in that situation.*

|  |  |
| --- | --- |
| **Problem** | **Solution** |
| Bossy and controlling  |  |
| misunderstanding |  |
| Mixing in to someone's business |  |
| Did it as a joke |  |
|  |  |

*List results on a chart on the board.*

*Record the results on paper for further use.*

**Avoid Fights:**

(T.T.T.O: Benjy, the Soldier)

**Avoid a Fight Song:**

A fight is like a fire.

Make sure to stay away.

If you avoid a fight,

You’ll have a better day.

If you yell or hurt,

Or call someone a name,

These are the kind of things,

That add fuel to the flame.

Think, ”Is it worth the fight?”

No! It’s not such a big deal.

Or you can use an “I message”,

To tell them how you feel.

Fold your hands and use your words,

Speak softly, do it right.

There are so many ways to avoid a fight.