

# Teacher's Edition

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Compare the ten steps listed here with the list your students made.

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After reading this section, discuss the people at your school who are available to help students (principal, secretary, counselor, librarian, etc.). If possible, ask one or more of these people to come and talk about what they do to assist students.

## Where to Go for Help

Your school is full of caring people. If you look around your school, you'll find teachers, principals, and counselors. You'll also see librarians, tutors, and secretaries. All of these people are there to help you.



If you are having trouble learning something, or if a subject seems too hard, talk to your teacher. Maybe you need some extra help. If you have a problem or need help with anything, be sure to let someone know.

*“I was having a lot of trouble with fractions. I asked my teacher for help, and she worked with me after school. Now I understand how to do fractions and I’m getting a good grade in math.” Carlos*

*“There was a boy who was bothering me. I asked one of my teachers how to handle it. She helped me figure out what to do.” Hannah*

Tell your parents right away if you are having trouble with a subject or a class.

Also let them know if there is a problem with a teacher or another student. Your parents love you and will help you with any problem you’re having.

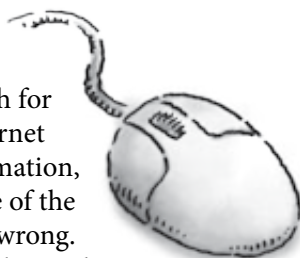
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## The Internet

In the upper elementary grades, you need to do research for reports and projects. The Internet is a great place to gather information, but you must be careful. Some of the information on the Internet is wrong.

Only use the Internet if you know that you have permission from your teacher and a parent. Then make sure that the information you use is correct. If you have a question, ask your teacher or librarian.

At home, you may use the Internet to play games and watch videos. You may also use it to keep in touch with your friends. *You must be careful, however, when you use the Internet.*



How has technology (Facebook, YouTube, etc.) affected the social scene? Are these good or bad things? Discuss the term cyberbullying. (*Using technology to harass or intimidate someone else.*)

Remind students that if they put something on the Internet, it's not only there for their friends to see, parents, relatives, and teachers may also see it.

Here are some Internet safety tips.

- ▶ Don't give your name, address, telephone number, or school name to anyone.
- ▶ Remember that people online may not be who they say they are.
- ▶ Don't give your password to anyone.
- ▶ If you come across anything that makes you feel uncomfortable, tell your parents.

***Never put anything on the Internet that you wouldn't want your parents or teachers to see!***

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## Step 4 Set Goals

*It's important for people of all ages to have goals.*

What kind of dreams do you have for your life? Do you dream about being a good student? Playing well in the next game? Going to college? Having a great job?

The best way to help make your dreams come true is to set goals. If you're not in the habit of setting goals for yourself, now is the time to start.

### Set Short-Term and Long-Term Goals

Long-term goals take a long time to reach. They might take weeks, months, or even years to achieve.

Short-term goals are goals that you can reach in a short period of time. Sometimes short-term goals help you achieve your long-term goals.

Ask students for some examples of both short-term and long-term goals.

Discuss how setting short-term goals can help someone achieve a long-term goal.

If, for example, a student's long-term goal is to make the middle school basketball team, what are some short-term goals that he/she might set? (Be able to run a mile in less than 12 minutes, make 30 out of 100 foul shots, etc.)

#### Examples of short-term goals:

*Get a B on my next math test*

*Read a chapter of my book tonight*

#### Examples of long-term goals:

*Get all As and Bs on my next report card*

*Go to college and become a lawyer*

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## Set Goals that are Specific, Measurable, and Realistic

**Not specific** - *I will do better in math.*

**Specific** - *I will get a B in math this quarter.*

**Not measurable** - *I won't be so shy in class.*

**Measurable** - *I will raise my hand at least three times today.*

**Not realistic** - *Even though I usually get all Cs on my report card, I will get straight As this time.*

**Realistic** - *I usually get all Cs on my report card. On my next report card, I will get at least two Bs.*



Discuss the meanings of the terms specific, measurable, and realistic.

Ask students for two examples of goals that are not specific, not measurable, and not realistic (e.g., do better in school, save money, get better at soccer). Write these on the board. Then change each goal to make it specific, measurable, and realistic.

## Set Both School and Personal Goals

At the beginning of the grading period, think about your classes. Then figure out what grade you think you can get in each class. These will be your school goals.

At the end of the grading period, congratulate yourself if you were able to meet your goals. If you didn't achieve your goals, try to figure out why. Then set new goals for the next grading period.

Also set one or two personal goals for yourself. For example, maybe you want to be able to play a difficult piece on the piano by the end of the month. Come up with at least one thing you want to accomplish that doesn't involve grades.

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Discuss activities that are available in your community.

Ask students to share one activity (in or out of school) that they're involved in.  
Ask students what they like about this activity.

Ask students to tell about an activity or hobby that they do on their own.

Writing option:  
Describe your favorite activity outside of school.

## Get Involved in Activities Outside of School

There are lots of interesting activities for students your age. Here are just a few.

- ▶ Recreation centers offer sports programs.
- ▶ Communities have scouting programs.
- ▶ Local art centers offer classes in acting, dance, and painting.
- ▶ Churches have youth groups.

Ask a parent to find out what kinds of activities are available in your community.

## Develop Some Hobbies

Friends and group activities are important. It's also important to have things that you like to do by yourself. Take time to develop some personal hobbies.

*Find something that you love to do, and then do it!*

### Things You Can Do On Your Own

Read	Draw	Write stories	Start a collection
Hike	Dance	Shoot hoops	Build something
Cook	Fish	Ride a bike	Listen to music
Skate	Sew	Juggle	Take care of a pet

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## Step 6

## Make Good Choices and Decisions

*Making good choices and decisions means knowing what to do in difficult situations.*

### Making Good Choices

Do you realize how many choices you make every day? You choose what snacks to eat, what clothes to wear, and what to do in your free time. These are easy choices. As you get older, the choices you make will become more difficult.

The hardest choices that students have to make often involve their friends. Sometimes students decide to go along with what their friends are doing, even when they know their friends are making bad choices. These students are often sorry later.

When you are with your friends, don't ever do something that doesn't feel right to you. If someone asks you to do something that you don't want to do, just say, "No," or "No, thanks." If that doesn't work, tell your friends that you'll see them later, and then leave.

*Be true to yourself.* Think about who you are and who you want to be. This will make it easier for you to make good choices and decisions.



Discuss the rewards that students get for making good choices and decisions (e.g., extra privileges, parent's approval, more freedom).

Also discuss the consequences for poor choices and decisions.

What are the possible consequences for cheating on a test or disobeying parents?

Ask students to think about a difficult choice or decision that they've had to make. Do they feel good about the decision they made?

Think of a situation that your students can relate to, and role play "saying no."

Show how exaggeration or humor can be helpful. For example, in response to being offered a cigarette, a student could respond with "Hey, my mom has a nose that can smell smoke a mile away. If she smells smoke on me, I'll be grounded for life."

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## **Jake's Dilemma**

*My best friend invited me to go to a movie, but I was saving my money to buy a new computer game. I couldn't decide if I should spend my money on the movie or save my money for the game. So I wrote down the good and bad things about each choice.*

### **Going to the movie - Good things**

- 1. I get to spend time with my friend.*
- 2. I really want to see this movie.*

### **Going to the movie - Bad things**

- 1. It costs a lot of money.*
- 2. It's a beautiful day. I hate to spend such a great day in a movie theater.*

### **Saving money for a new game - Good things**

- 1. I almost have enough money to buy my game.*
- 2. Movies last only a couple of hours. I will have my game for a long time.*

### **Saving money for a new game - Bad things**

- 1. I will miss spending time with my friend.*
- 2. I will have to wait to see the movie.*

*I looked over the good and bad things about each choice, and I decided to save my money. Instead of going to the movie, I rode my bike to the park. My other friends were there and we had a great time.*

Ask students for examples of decisions they have had to make.

Were these decisions easy or difficult to make?

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## Step 7

## Deal with Stress, Anger, and Bullies

Before reading this section, talk about how we feel when we're under a lot of stress (heart pounds, anxious feeling in the pit of the stomach, etc.).

Tell students about a time or situation in which you personally felt stressed.

Ask students to talk about times when they feel stressed (before a big test, when they are worried about something or someone).

Ask students to share how they handle stress.

*As students get older, sometimes they feel more stressed. Some students get angry more often. A few students even act like bullies.*



### Dealing with Stress

We all have days when everything seems to go wrong. Maybe you get in trouble at home or school. Then you get a bad grade on a test or you have a fight with a friend. As more bad things happen, you may feel more stressed.

Stress affects the way our bodies work. You might feel sick, or your heart might beat faster. Stress can also make it hard to sleep.

If you are feeling worried or stressed, there are things you can do to help you feel better.

#### When You Feel Stressed...

- ▶ Eat right, exercise, and get plenty of sleep.
- ▶ Talk with your family and friends about how you feel.
- ▶ Try to keep a sense of humor.
- ▶ Do things that help you relax.