



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



ABC YEAR 2 LESSON #1

Stand Tall, Molly Lou Melon

By Patty Lovell

MESSAGE TO ABC READERS

The focus of this book is to help students recognize that they have the power within themselves to deal with bully behaviors. The main character is empowered by a caring adult, her grandmother. As her grandmother *fills her bucket*, Molly Lou gains self-confidence which empowers her *to stand up* to bullying behaviors. Molly Lou models *positive self-talk* to other students in the class and shows how positive energy can change negative behavior.

Asset Information:

This book builds assets from 7 of the 8 categories:

- **Support** - #3 Other Adult Relationships
- **Positive Identity** - #37 Personal Power and #38 Self Esteem
- **Boundaries and Expectations** - #14 Adult Role Models, #15 Positive Peer Influence
- Empowerment - #10 Safety
- Commitment to Learning - #24 Bonding to School
- Positive Values - #28 Integrity, #30 Responsibility
- Social Competencies - #33 Interpersonal Competence

The goals for this lesson are:

- Students will identify and be empowered by caring adults in their lives.
- Students will gain a sense of control over things that happen to them by using positive thinking.

Types of Bullying Addressed:

Molly Lou, the main character, is the victim of name-calling and teasing. However, she does not react to the *hooks* that Ronald Durkin throws her. When students hear this story, they will be reminded of another book, *Simon's Hook*. As in *Simon's Hook*, they will learn that it is their reaction to bully behaviors that is key. This lesson reinforces the message that students have power to control their own responses to bully behaviors. **"Don't focus on the bully; focus on the fact that *you* have the power to choose how *you* react!"**

LESSON

Conversation Starter:

You may be a new ABC reader or an experienced reader. So, please adapt your first visit to the comments which apply to you. From the very first moment you meet your class, invite the children to build a relationship with you. Spend a little time setting the mood and clearly stating your expectations for your ABC Reader time with the students.

1. Take your time. Introduce yourself. Share a little bit about yourself.
2. State explicitly, "I want you to look to me as one of the caring adults that care about

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you on this campus.”

3. Say, “I am happy to be here and I look forward to getting to know you as we read together and do activities.”
4. Learning students’ names is key to building a relationship. Ask them their names and/or make sure they are wearing nametags every time you read.
5. Explain that ABC is part of Project Cornerstone. Remind students that they may have read Year 1 books in their classroom last year. You can ask them or show them some of the books they may have read last year. Tell them they are going to continue to practice the tools they learned and also learn new ones. Talk about *Recess Queen* and building a caring playground climate to help all kids know that they are safe and belong at school. Show the students the “Rules for Being a Free Fish” from *Simon’s Hook*. Have the students tell you what they remember about these books.
6. Recognize that your school may be in its 5th or 7th year of ABC, so if you are reading to older grades they may have familiarity with the books and lessons. Let them know that you are counting on them to be the resources in the room and you will be a part of their team. They have been introduced to most of the tools in the ABC toolkit, but may not have mastered all of them. Let the students know that the focus this year will be to internalize and learn to apply the tools as they need them.
7. Go over the ABC Rules or classroom rules with them. If you bring the ABC Rules Sign, you can ask the teacher to post it in a special ABC area.

Read the Book:

- Read the title and show the cover of the book. Ask students to think about the title and what *stand tall* means. Have them show you what *standing tall* looks like.
- Have them all practice *standing tall* (standing up straight with shoulders back, using friendly eye contact, a smile, taking a few relaxing deep breaths).
- How does *standing tall* make them feel?
- What other things make them feel strong, powerful, good, or in control? Possible responses: “To use your “inner voice” to say positive things.”, “I’m confident.”, “I have choices.”, “I like myself.”, and “I am good at that activity!” Here are some other ways they use body language: speaking loudly, shaking hands, high fives, using hand gestures and positive body language while talking, using an *I message*, *swimming free* etc..”
- Write student responses on the white board or poster paper cut out as a shield with the words: *positive self-talk* on the top.
- Tell the students that they are going to hear a story about Molly Lou and two important characters; her grandmother, a loving and caring adult and Ronald Durkin, a student whose bucket is empty.
- Have them use their eyes and ears to focus on Molly Lou’s interactions with both characters.

Upper Grades: (Recommended for schools that are in 6th year of ABC.)

Molly Lou is able to fill Ronald’s bucket by visualizing and understanding why he is *bucket dipping*. She realizes she has a responsibility to help him *fill his bucket*. Write on the board, “With great power comes great responsibility.” Do you know who said this? Spider Man. You can also show students the following link: www.marvel.com/universe/Spider-Man. Write the word “citizen” on the board. What is this? Explain that one can be a citizen of all kinds of communities, not just a country. What does it mean to be a good citizen at school? We all have responsibilities that are official and unofficial. When we are online, we are *digital*

citizens and we have responsibilities to ourselves, our friends and family, and our community to be *bucket fillers and to stand tall*.

Divide the students into groups of 6-8. One person is their self, 2-3 are friends and family, and 2-4 are community.

- Ask the students representing self to answer, "What responsibilities do you have to yourself when you are online?" Protect password, keep private information private, communicate with people I know, don't meet anyone in person I don't know, and think about what I read on the internet.
- Ask the students representing friends and family, "What responsibilities do you have to your friends and family online?" Be a good friend. Don't tag photos without permission. Don't forward, reply all or copy and paste without permission or careful evaluation of who it is being sent to.
- Ask the students representing the community, "What responsibilities do you have to your community online?" They might respond with: don't participate on online bullying, *make a report, tell a caring adult*, don't copy others work and claim it as mine, or *stand up* for someone else if they are receiving negative texts or emails.

A detailed lesson plan can be found at Common Sense Media at www.common sense.org under Education Lessons titled Rings of Responsibility, if you wish to extend this activity.



Discussion:

With this book, it is recommended that you take your time with the discussion. Please adapt the length of the discussion to the needs of your students.

1. What advice does Molly Lou's Grandmother give her? (*walk proud, smile big, and sing loud*)
 - a. At this point, students have been sitting awhile. Have them stand up and talk about Molly Lou and what she looked like when she did this. Have them all *walk proud* for a few paces, stop turn to a partner and *smile big*, and *sing loud*-use a firm, strong voice. Sit back down.
 - b. How does *sitting tall* look?
2. As a result of hearing these statements, what skills did Molly Lou learn?
3. What have people told you that have made you feel confident? *Positive words help shield you from negative behaviors/crumple on your heart.*
4. In another ABC Reader book, *Simon's Hook*, we met another grandmother. Who was she? How is she similar to Molly Lou's grandmother?
 - a. What do they *say or do* that makes them caring adults?
 - b. Who is one of your caring adults—ME!
 - c. Who else? teacher-current or former, principal etc...
 - d. Remember you can always ask us for help with *positive self-talk* if you need support.
5. In this book, when Molly Lou is teased, how does she *swim free* from Ronald's bully behaviors? How does she use her lid to prevent *bucket dipping*?
 - a. *Stop, think and understand* what is happening.
 - b. Be thoughtful and use clear thinking to protect your bucket.
 - c. Some people may have empty buckets or not know how to fill them. Their hurtful words can hurt.
 - d. *Stop, think and visualize* why they are not *bucket fillers*.
 - e. You control how much can be taken out of your bucket. Don't believe the *bucket dipping* words and don't repeat them to yourself.
 - f. Let go of bad feelings. Forgive the person in your heart. Use *positive self-talk* to

replace negative with positive words about you or to help others.

- g. *Keep your lid on* temporarily to protect yourself.
6. To be a positive *digital citizen*, how could you keep a *lid on your bucket* on online or with a text?
7. How do the bystanders feel when Molly Lou *swims free*? What changes start to happen at school between Molly Lou, Ronald and their classmates?
 - a. You can talk about the ripple effect. What is the ripple you want to have?
 - b. Is it positive or negative? Your positive actions cause a positive ripple to flow to others.
 - c. You choose your own attitude. *You have the power!*
8. How can you use these skills and others to make changes on your campus?
9. If you are online and a difficult situation arises, how can you *stand tall*? How can you model *UPstander* behaviors for a friend or a classmate?

GROUP ACTIVITIES:

Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.

*Turn Fears into Strengths

Materials: Index cards, Peer Abuse worksheet

Pass out cards to students. Have kids brainstorm ideas for things that might worry a kid. (Don't write name.) If there is a lack of ideas, refer to the Peer Abuse worksheet to stimulate conversation. Collect the cards. Read them out loud and have the students respond with a different perspective using *positive self-talk* ...For example: I am the smallest on my hockey team. Students responded with, "I bet you are the fastest!"

*Positive Self-Talk Shield

Materials: Cut cardstock or construction paper in the shape of shield with a hand loop taped to the back. Cut a thunderbolt out of cardstock. Think of ideas for teases or bully behaviors—you can reference the Peer Abuse worksheet for ideas—OR pass out the Shield of *Positive Self-Talk*. Online Extension: Have students go to Kerpoof: <http://www.kerpoof.com/> to create their shield on the computer.

The purpose of this activity is for the children to design their own shield to write positive words they can refer too when they need them. Brainstorming ideas, using the Year 1 toolkit or using a personal story will help the students. Pass out the shield to each child. Have the younger students write positive action words of support and words that describe them. Older students can divide them it into 3 parts. In part one, they write *bucket filler* words that describe themselves. In the second part they write what makes them feel supported and the third part they write a tool they have mastered from a previous ABC book and one they want to learn and internalize this year.

Then help the students practice using their shield. Using the thunderbolt with a tease or bully situation, have them refer to something on their shield to help them *stand tall*, be an *UPstander*, or use positive energy to change the negative to a positive. Students can add more ideas as they see others use their shields.

*Our Umbrella of Support

Materials: Our Umbrella of Support Worksheet, large umbrella cut in 3 pieces with the same titles as the worksheet

This is similar to the shield activity. As you debrief the lesson, you can put the large umbrella up and use it to discuss the techniques Mollie used to *keep a lid on her bucket*. Also have a copy of the toolkit from last year to refer to tools learned last year for ways to stand tall. Tell students that you can stand under your umbrella when you are having a hard time. You can be an *UPstander* and let others stand under your umbrella if they need too. Have the students fill out their own worksheet after your large group discussion.

*Molly Lou Says, "I am Proud to Be Me" (follow rules of the game, Simon Says...)

Play *Molly Lou Says...* with some of the ideas listed, below. Add your own examples of using *positive self-talk* and body language to boost self-confidence, too!

- *Molly Lou Says*:
 - Walk proud; *stand up tall*, show me the power of your smile; shake hands and mean it, make eye contact, walk the walk, shoulders back etc.,
 - Tell yourself: I am a lovable and capable person, I can do it, I am good at..., I feel strong, etc.
 - Talk: use a strong, confident voice, use an *I statement*, state something to stop a negative like stop _____, be calm,

*Follow the Leader/Charades

Play "Follow the Leader" around the playground or classroom performing the actions listed above in *Molly Lou Says*.

Change the game and turn it into a charades game. Have one student come up and act out one of the *positive self-talk* action words.

Proud of Me List

Materials: Journal or *Proud of Me List* worksheet, mirror

Remind the students about Molly Lou's skills at building her self-confidence and how she used them to *swim free*. Ask them to think about themselves. Have them look in the mirror and ask:

1. What special skills do I have?
2. What accomplishments am I proud of?
3. What do I *say or do* that makes me feel good?

Make a "Proud of Me" list in a journal or on the worksheet.

Extensions:

Snowflakes-Have students make snowflakes and relate to how each snowflake and student is an individual, unique and each one is beautiful. Have them write something on the snowflake that is from their list. Post them on a poster or bulletin board.

Positive Thoughts

Materials: lined paper or construction and pencils, pens or markers

Students write their name at the top of the page in a decorative manner. Pass the paper

around to other students for them to write a *warm fuzzy* sentence that will *fill that student's bucket*. It should be something they admire or have noticed about this person. After they're done, you can collect and read the *warm fuzzy* out loud asking, "Who is this true for?" Return the papers to the original student, so they can keep or put in their ABC folders.

Extension:

Students can choose 1 word that reflects them the best. Using the button maker or construction paper cut in a circle; they can print the word on this and then have it to remind them.

***Your Cheering Section**

Materials: straws with a paper cut in pennant shapes for each student, pom-poms or 7-paper size construction paper pieces with one letter on each to spell: CARING

Using pom-poms be silly and do little "cheers" like:

- "G-O! Go, Samantha! Way to go!"
- Or, ask for 6 volunteers to come up to the front of the room. Each volunteer holds one of the papers (in order) to spell CARING (Have them hold the paper so the letters are hidden). Shout out a "cheer" of: Give me a C (student reveals the C) and the audience echoes the letter "C", give me an A, etc. Then, the cheerleader says, "What does that spell?" The audience replies, "CARING!" Then, the cheerleader says, "Say it again, I didn't hear you..." The audience replies again, "CARING!" Then, the cheerleader says, "Now say it... (in a whisper, like you are underwater, while pinching your nose, etc.)" This is fun to do with younger grades. Grades 4th and up, may think it is just too silly.
- Upper Grades-Write on slips of paper, things that they are good at. Put them in a bucket. Pull out one at a time. Read out loud. Have all students that feel they are good at this stand up. Cheer the students on.

Ask the students:

- "Who was Molly Lou's cheerleader?"
- "How did she show that she loved, cared and supported Molly Lou?"
- "Think of who is in your cheering section. What do they do to cheer you on?"

Have the students write the name of their personal cheerleader on the pennant as a reminder. This can be peers as well as adults.

Role-Play

Digital Citizenship Role-Play Ideas:

- Place students in groups of 2, 3, or 4 or keep the class together as one large group.
- Have one person "type" a message into a pretend keyboard or pretend cell phone and then hit the pretend "send" button.
- They should say the message out loud before they hit send. (See scenarios below.)
- The receiver or receivers should pretend to sit at their computer or open their cell phone and read the message and respond appropriately.

Scenario 1: Sending *Warm Fuzzies*

You attend a band concert. One of your friends plays the saxophone and the concert is really good. Later that day, what messages can you send to your friend via email or text to *fill their*

buckets?

Make up other scenarios about your friend:

- He/she is going away to camp for a week.
- He/she won a math award.
- He/she is staying at home sick for a few days.
- He/she scored his first goal on your soccer team.

Scenario 2: *Standing tall, Swimming free, Using your lid* online

Discuss with the students which techniques work better than others online. Let them be the experts in this area. It will help you understand more about their online experience.

Give the students some scenes and have them come up with the appropriate ABC tool to use. Practice sending out online/text teases and role play the responses. Here are some ideas:

- Someone spreads a rumor online. What should you do as a good *digital citizen*?
- Someone cheats on an assignment for school and gets an A! What should you do as a good *digital citizen*?
- Someone uses your password to send out mean things about your friend. What should you do as a good *digital citizen*?

Discuss with them if the tool worked in the digital world or if there was a better one to use. When discussing if a tool works, here are some ways to approach the tools.

- Make a joke—this one doesn't work because it is hard to tell when someone is joking online. You can't see body language. It can get you in more trouble due to this. Give examples. Talk about LOL (laugh out loud).
- Agree—again this one might be misunderstood online.
- Distract-change the subject, focus on a different part of the message. This may be worth trying.
- Ignore—you can choose not to *take the bait* and respond in a positive way or respond to part of the message and not the hook part.

Walk away and *take 5**. Here is how to do it!

1. Take time to cool down. Put down the mouse and step away from the computer for a count of 5.
2. Give yourself time to think about how to respond without *bucket dipping*.

*From stopcyberbullying.org

Scenario 3: Talk to your Grandma Rose!

Who is your grandma, your cheerleader, your *caring adult*? If something online upsets you (i.e. email, a text, a picture) who would you tell?

For this role-play:

- 1. Practice figuring out who is your "Grandma Rose" with friends. How would you find out? How can you be sure? 2. What if you don't have one? What can you do to solve this problem? Create a scene with option 1 or option 2.
- Create a scene where you receive negative email or texts and you try to talk to a caring adult. The first caring adult you talk to is busy and does not respond, what happens next? Show persistence and keep at it until you find an adult who can help.
- In addition to your own personal Grandma Rose, many websites (i.e. Games like Club Penguin) have areas to place complaints right on their site. Create a scene where you and your caring adult *make a report*. Your adult doesn't know how to do this. How do the two of you work together to solve this?

CLOSING

Three Minute Huddle (Led by ABC Volunteer)

Tell the students that you will be in their classroom all year and you want to be their cheerleader, like Molly Lou Melon's grandmother. Ask students to give some examples of caring adults at school who are in their cheering section. These are the people at school that are the caring adults that they could go to for advice or help.

To sum up your discussion, ask the students to choose one of the strategies they have learned in today's lesson to put into action on the playground.

- As you go out to recess, how will you *stand tall*? Have students model what their positive body language, good posture and *positive self-talk* looks or sounds like.
- What will you say if you hear or see a *hook*? How can you be an *UPstander*? Give examples.
- Remind the students to remember that they are in control of being *free fish* and they have the power to choose to *swim free* and not *take the bait*!
- As the students are dismissed for recess, have everyone walk out the door *standing tall*.

SCHOOL WIDE EXTENSIONS

School Communication

Think of ways to inform others about the message, language and goals of the ABC lesson. The more ways you can communicate with parents, students and staff the more they will internalize the tools.

- Use the parent letter to create an article for your school newsletter.
- Send home the letter in hard copy or via email as a classroom or school blast.
- Post information on the school website. Create a Cornerstone corner.
- Use the all call to communicate one key message about the book.

Staff Letter

Ask your principal the best way to get the information in the staff letter to teachers, yard duties, secretaries, school volunteers, media center staff, cafeteria, custodian etc.

- Email the soft copy to all.
- Attend or have a representative at all meetings (staff, PTA, School Site Council, Chat with the Principal) talk about the message of the month.

Standing Tall Week or Month

Choose a week or month, when everyone, including staff, practices *standing tall* for the whole week. Consult or have the Cornerstone Kids at your school come up with daily activities. In planning this out they can also work with the PTA, yard duties, and teachers.

- Every day on the intercom announce one way to *stand tall* for the day.
- Bulletin Boards with ways to *fill buckets*, ideas for *positive self-talk*, etc...
- Poster creating station at lunch time.
- Role-plays at a school-wide assembly.
- Write with chalk ways to fill buckets, have clear thoughts etc...
- Video students and adults *standing tall*, *bucket filling*, modeling the behavior.
- Have tons of *bucket filler grams* available and have everyone fill a *bucket gram* stating:
Whose bucket they filled?
What they said and did?
How they felt? How they thought the other person felt?
Post them everywhere. Talk about the experience.

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)

Here are some ideas to use on a daily basis to promote self-confidence and *positive self-talk*:

- In the morning line, before walking into the classroom, have the students *stand tall* (shoulders back, smiles on faces, heads up), ready to learn.
- When walking around school, practice as a class to walk with confidence (step lively, eyes open and alert, with a smile).
- Practice *positive self-talk*. Listen for positive statements and reinforce them.
- Before starting a challenging activity, ask the class to pause and quietly think positive thoughts like, "I can do this!" "I have the skill to...." "*I have the power.*"

Tell the class that you are a caring adult at school and are part of their cheering section.

Explicitly tell them you are there for them. Role-play with them. Brainstorm ways they could ask for help from you. Show them ways you will be there when they need you, like:

- Position yourself eye to eye. Listen.

- Respond first with empathy when told about issues. Phrases such as: “Hmmm. That must be hard for you.” “Umm. I see.” “It sounds like that made you feel _____.”
- After acknowledging their feelings, ask the student guided questions that lead to problem solving, like: “Did you *bite*?” “It sounds like you *took the bait*.”
- Brainstorm together some ideas on how to handle the situation. “How could you avoid that *hook* next time?” “How can you *use your lid*?”
- Consider using a *Challenge Journal* to record progress and growth in self-confidence using the problem-solving skills discussed in the ABC Lessons.

Classroom Enrichment

“What I like about _____”

This is a clapping and snapping game. Have the students sit in a circle. The teacher starts a rhythm using a sequence of knee-slap, handclap, right-hand finger snaps, and left-hand finger snap. Once the class is able to keep the rhythm going, the teacher calls out, “What I like about Jeff is...his smile.” The students go around in the circle and call out positive characteristics about Jeff (and other students).

The Mud Pot

Materials: Container labeled as “Mud Pot”, slips of light brown paper cut into mud puddles

This activity helps students become aware of the power of *positive self-talk* by learning to turn *mud thoughts* into positive, *clear thoughts*. A *mud thought* is negative (a *self put-down thought or statement*) like, “I’m not good at math.” It implies that the situation is permanent and unsolvable. While a *clear thought* is, “I blew it this time. I can do better if I ask my mom to help me.” *Clear thoughts* are transitory and optimistic. They focus on the positive and something that is actionable.

Talk to your students about strategies for turning *mud thoughts* into *clear thoughts*. When you or your students hear or think of a *mud thought*, you can say, “That sounds muddy to me, how can we make that a clear thought?” Ask other students to help if the one with muddy thoughts is having problems with rephrasing. You can also have them write it down and put it in the mud pot. Every few days go through the mud pot and have the class restate the *mud thoughts* as *clear thoughts*.

Homework

In your classroom newsletter, let parents know that your class has been working on identifying the many caring adults in the lives of your students (adults who give them love and support), developing their personal power and belief that they have control over their lives, and increasing their self-esteem:

1. Boost Each Other Up: Celebrate each family member’s special talents and abilities. Go around the dinner table and have each family member say one thing they like about each of the other members.
2. Wall of Fame—create a special place in your house to display items that family members are proud of. Assign a space for each family member. Post items in this space that they are proud of (special drawings, an assignment they worked hard on, photos, etc.). Make sure there is a space for mom and dad, too!

3. Have your student "expert" explain the concept of "*mud thoughts* and *clear thoughts*" to the family. Have the family practice changing "*mud thoughts* into *clear thoughts*."
4. Encourage adults at home to have frequent conversations about the caring adults in the lives of youth. Identify who they are at school, in the neighborhood, in the family. Who are the caring adults for the adults? Send home the Cheering Section worksheet.

RESOURCES

Books:

- A Unit for ***Stand Tall, Molly Lou Melon*** is in [Tickles, Tricks, and Treasure](#) or, contact [Kids' Wings](#) to download this eight page unit separately. Cost: \$8. Call (512) 558-1121 or <http://www.suzyred.com>. This unit includes a reader's theater.
- Read *Courage* by Bernard Waber. It talks about the many types of courage.
- *Choose your Life, A Travel Guide for Living* by Karen Gedig Burnett contains more information about *positive self-talk* and *mud thoughts* for middle school students.

Websites:





- Check out the website: www.kidshealth.org/kids for more ideas around self-esteem including lesson plans with reproducible activities. Type in the key word "self-esteem."
- www.common sense media.org for lesson plan ideas (Rings of Responsibilities lesson for 4-5th) and ideas for parents.
- www.marvel.com/universe/Spider-Man
- www.kerpoof.com is a website where you can draw and create lots of different digital media-pictures, cartoons, etc...

Video:

- Digital Life Parent/Teacher Intro Video at www.common sense media.org

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

21 st Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication
	Creativity