MESSAGE TO ABC READERS
The focus of this book is to help students recognize that they have personal power and can choose to take control of their response to challenges. Everyone is unique! By noticing, naming and celebrating talents and abilities, we tap into the power of positive thinking and learn to treat each other with respect, tolerance, and sensitivity. Positive personal power prevents us from hurting other people’s feelings and helps us avoid being the victim of hurtful behavior.

Asset Information:
This book builds assets from 6 of the 8 categories:
- **Positive Identity** - #37 Personal Power, #38 Self-Esteem, #40 Positive View of Personal Future, and #41 Positive Cultural Influence.
- Empowerment
- Positive Values
- Support
- Boundaries & Expectations - #15 Positive Peer Influence
- Social Competencies - #32 Planning and Decision Making

**In our lesson today, our goal** is to help students learn about their personal power.
- Students will practice how they can use their positive personal power in a way that benefits both themselves and others.
- The positive actions, words and behaviors we use towards other people makes a big difference in the way they feel about themselves.
- Making other people feel good is a great way to fill our own buckets, too!

Types of Bullying Addressed:
Gerald is teased with name-calling and put-downs at the Jungle Dance. Gerald takes the bait and is humiliated by the teasing until a friendly cricket helps him learn to swim free from the hooks. Gerald learns that he has power and control over his choice of response to the put-downs. This book helps us focus on our personal power to choose how we react in difficult situations. We have the power to choose our response of: bucket dipper, target, bystander, or UPstander.
LESSON

Conversation Starter:
Material: One copy of black dot page
Show the students the paper with the black dot (found in resources).
• Ask them what they see. Most will say a black dot.
• Have them look again—what else is there? (80% white paper)
• Talk about how most people focus on the black dot. Why? People tend to focus on the negative and miss the positive in life.
• What does the white paper represent? Positive energy, the good things that happen in life.
• This book is about learning to focus on the thousands of wonderful gifts and talents we have and can develop in ourselves. Everyone has unique talents and abilities. By recognizing and celebrating them in ourselves and others, we can learn to treat each other with more respect, tolerance, and sensitivity.
• Hint: If you read the book, Don’t Laugh at Me last year, play or sing the song from the book.

Read the Book:
Read the title and show the cover of the book.
• Ask them to think of the title and the word “can’t”. Write the word can’t on the board with a line through it.
• Do they have things that they think they can’t do? Have them quietly think about this for a minute.
• Tell them that you want them to listen and hear what Gerald the Giraffe does in the story to change his I can’t into I can attitude.

Digital Citizenship Lesson: Show Respect Online
Take out your phone or look at a computer screen and pretend to read a text or email about yourself. As you read it, use your body language and tone of voice to convey whether it is a positive or negative message.
1. Talk under your breath, so that the students really have to listen to your words. Use words from the book, “You looked so clumsy at the dance. What a fool! You are so weird.” Pause.
2. Pretend to get another text-this time model standing tall. Use a confident, positive tone of voice and again read it out loud: “Gerald, I was so proud to see you dance to the beat. Your moves were quite creative!”
3. Sometimes written messages can be misinterpreted. Try a neutral message and use your tone of voice to cause the message to become negative, positive or neutral. “Did you see what Johan did in class today?”

Have they ever sent or received one like the first message? How did it make them feel? Talk about the power of words. Have they ever sent or received a message that they thought was hurtful, only to find out that they misinterpreted it? Using technology is a great way to stay in touch with other people. But, just like in face-to-face conversations, sometimes negative and hurtful things are said, or something neutral is misinterpreted. The problem is, online it is hard to see when you have hurt someone unintentionally. This can cause problems in friendships.
Spoken or written negative words can hurt. When we see negative emails or texts written, what can we do as UPstanders to fill the target’s bucket? What can you do to change the

Project Cornerstone, ABC Year 3, Lesson 2, Giraffes Can’t Dance
negative into a positive message? How can you to mend a relationship when something hurtful has been said or misinterpreted online?

Have students listen to the story and do the Email/Text Message activity as a follow-up.

**Discussion:**
- How did Gerald feel at the start of the Jungle Dance?
- What did the other animals do to make him feel this way? What tone of voice did they use when speaking to him?
- What did the cricket do to make Gerald feel better? (gave him support, positive feedback, believed in him).
- What happened to Gerald? How did he feel about himself?
- What does Gerald do to change his *I can’t* into an *I can* attitude?
  - Lets go of negative feelings.
  - Stops listening to the teases.
  - Listens to the support of a peer.
  - Thinks – *I can* try again.
  - Decides--*I won’t* give up.
- At the end, Gerald says, “We all can dance, when we find music that we love.” What does this mean? He is talking about finding your **personal power**. What does personal power mean to you?
  - Control over things that happen to you.
  - Feel secure and confident inside yourself.
  - Make choices and decisions using a positive attitude.
  - Be responsible for your own behavior and feelings.
- Show the ”Tap into your Positive Power“ sign from resources and talk about the steps:
  - Be an optimist. Look on the bright side.
  - Tune into your inner voice. Use positive self-talk.
  - Build a skill. Learn what you need to do to improve. Practice, practice, practice.
  - Be an UPstander. Take responsibility for your actions and comments. Be ready to speak up, reach out and be a friend to others.
  - Find a supportive peer or adult to listen and coach you.

**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.

**Personal Power Bookmark/Bumper Stickers**
Materials: “Tap into your Personal Power” sign, construction paper cut into bookmark/bumper sticker size or *I Can* Bookmark/Bumper Sticker worksheets on heavier paper, markers, jungle stickers, magazine pictures or letters, wrapping paper (optional)

Decide if you are going to do the *I Can* bookmark/bumper sticker or have the students create their own bumper sticker by writing positive personal power words or phrases on the bumper sticker and decorating it with a jungle theme. You can use some of the suggested phrases or have the students write their own slogans. Post their work around the room or on a bulletin board.
*Happy/Sad Faces = Positive/Negative Emotions*

Materials: paper plates, crayons

Pass out a paper plate to each student. Have them draw a happy face on one side and a sad face on the other. Have the students join you on the rug with their faces. Read a list of prepared statements both positive and negative. After each statement, have them hold up their paper plate face to show how the statement makes them feel. Explain that things that make them feel happy are generally positive and ones that make them feel sad are negative. How can they turn negatives into positives? Together brainstorm *positive power* words and list on the board. Then, take some of the negative statements and have them change them to positive ones. Explain that if they use positive words in their interactions with others, they are more likely to be treated in a positive way themselves. If there is time they can write positive words around the rim of their paper plates.

**Email/Text Message to Gerald**

Materials: Access to the computer lab or computers for students

Write the following sentences on the board:
Don’t you know how to play checkers? 
I didn’t know you were going to the circus. 
Why are you eating those carrots?

Model for the students how just changing your tone of voice as you read the first statement in can change the statement from something neutral or positive, to something that feels negative, like a put-down. First, say the statement softly and in an interested, inquisitive tone; then repeat it louder, in an accusatory or condescending tone. Ask them how the statement sounded with the voice variations.

Invite the students to take turns saying the second and third sentences aloud. Have them say each sentence in a friendly way. Then have them change their tone so that they sound annoyed, angry or upset.

Encourage them to think about seeing a sentence written and hearing it spoken out loud. When it is written, the tone isn’t always obvious. Sometimes, a neutral or positive comment can be misinterpreted as a put-down when the tone of the message is unclear to the reader. When they write emails or text messages they can follow simple guidelines to make sure they are being respectful.

- Keep your messages positive. 
- Type only what you would say directly to the person. 
- Do not use rude words. 
- Joking online can be risky. Choose your words carefully. Take care to not hurt other people’s feelings. 
- Be clear in your subject line. 
- Check your spelling. 
- Don’t type in UPPERCASE letters. It is like shouting. 
- Use emotions to help the reader understand you better. 
  - 😊 smiling, ;-)making a joke, 😞 sad

Have the students send an email to you about Gerald using the guidelines you stated above.
For more information from Common Sense Media, click on this link:  
http://www.commonsensemedia.org/educators/lesson/show-respect-online-2-3

**What’s Great About Me**  
Materials: white drawing paper for each student, crayons, markers or oil pastels

Start by sharing a couple of great things about yourself! Have the students think about themselves and their talents. Ask kids to share, too. Next, have them draw a picture of themselves. Then, have them write or draw on the paper things that they can do and things that are great about themselves. Give them about 5-8 minutes to do this.

Divide into partners and have them pair-share with each other what they wrote. Tell them it is OK to add to their paper if they think of something new to write or if their partner thinks of something to add. As a large group, ask if they would like to share some of the things they talked about. Post their portraits around the classroom.

**So You Think You Can Dance—Try Something New**  
Material: kazooos for some of students, recorded music for dancing

Tell the students this activity is to learn about taking a risk and trying something new.

1. Divide the class into dancers and kazoo players.
2. Pass out the kazooos to a few of the students. Have the kazoo band play and the students dance one of the dances from the book—tango, waltz, cha-cha, and Scottish reel for about 1 minute. Stop.
3. How did that feel? (Scary, weird, fun, crazy?)
4. Repeat. How did it feel after you had a chance to practice more? (Less scary, more fun?)
5. Next, let them choose if they will be a dancers or kazoo player. Repeat steps 2-4. Have them do their own jungle dance!
6. How does it feel to choose the role that you prefer? (More confident, less risky, more fun?)

Variation: Do a dance with steps such as YMCA, Macarena or a slide, without teaching the steps first. Ask the students how that felt. Then do again but teach the steps. Ask some of the students to be the experts and help lead the dance. Younger students can do the Freeze dance or even create their own.

Discuss:
1. How does it feel to try a new activity in front of your class?
2. Did you like being told which group you would be in? Did you prefer to choose either the dancing or the music playing?
3. Did you find a way to make this risky activity, fun? What was your secret to success?

De-brief:
The friendly cricket showed Gerald how to notice his inner strengths and celebrate being different. The cricket also showed Gerald how to use his gifts in his own, unique ways. By being comfortable with his gifts and confident in his own abilities, even though they were different, Gerald found a way to dance to his own kind of music. And he had a great time!
It’s Okay to Be Different
Materials: It’s Okay to Be Different worksheet for each student

The cricket told Gerald, “But sometimes when you’re different you just need a different song.”
1. Ask the students about this statement. What does it mean?
2. Pass out the worksheet and have the students fill it out.

Role-Play (Second to Sixth Grades)
Take every day negative situations where a student might feel embarrassed or humiliated and challenge the kids to turn this into a positive. How can they use their words or actions to make their classmate feel better and more confident? Reread in the book the words that the cricket uses to help Gerald as an example. Have them think about positive self-talk and thinking clear thoughts.
• Divide the class into pairs or small groups.
• Give each group a scenario. Have them practice what they would say or do to help their classmate feel better.
• Monitor what the groups are doing. Look for the groups who are on task and ask them to perform the skit for the whole group.

Some role-play suggestions are:
Student gives the wrong answer in class.
Someone drops their homework.
A rumor is posted or texted to the whole class.
People laugh when a student forgets what to say during an oral book report.
Someone uses someone else’s password to pretend to be that person online.
The office asks you to see the nurse to check for head lice.

CLOSING
Three Minute Huddle (Led by ABC Volunteer)
In the book today, Gerald discovered that he had more personal power than he realized. Personal power means feeling secure and confident, making choices and decisions, and being responsible for your own behavior and feelings. Remember to tap into your personal power by... (Show “Tap into your Positive Power” sign from resources)

➢ Be an optimist. Look on the bright side.
➢ Tune into your inner voice. Use positive self-talk.
➢ Build a skill. Learn what you need to do to improve. Practice, practice, practice.
➢ Be an UPstander. Take on responsibility for your actions and comments.
➢ Find a supportive peer or adult to listen and coach you.

Have students pair-share what new thing they will try. When you see someone trying something new and taking a risk to learn, say or do something wonderful to help them find their song!
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 use and internalize the tools.
Parent and Staff Letter:
- 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 automated all call to communicate one key message from the lesson.
Ask your principal about 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.
- Meet with individuals to pass on the message of the month.

Five Days Challenge
The "5 Days" is a challenge to smile, say "hello", greet other students, etc. daily for 5 days in a row. The idea is that on day 1, kids might not trust us. On day 2, they still may think we are crazy. By day 3, they may begin to think we are serious. By day 4, they may say hello back to us. By Day 5, we think more smiles and hellos may be shared as we get to know and trust each other.
How is that for an easy way to improve school climate? Our middle schools, especially, have reported that when they do this during "passing" periods, they really see a difference. In only 5 days!
To adapt the challenge for this book, have a 5 day challenge to not use the words, “I can’t” instead focus on the positive power of I can or If I could I would. Have students make buttons with I can written on them. Simply practicing this phrase will encourage positive personal power.

School Mural
Design a school mural that inspires optimism and good will toward others. You can use a jungle theme or create your own theme. Each classroom can create a part of the mural. Use the Year 1 and 2 ABC toolkits for ideas to foster being UPstanders and using personal power.

Jungle Dance Fever
Hold your own school dance just like the animals in the jungle. Invite adults to come and teach some of the formal dances like the tango, waltz, square dancing, etc… As a school, learn how to do the macarana, hokey pokey, line dancing, the shuffle etc… Have a limbo competition at recess. Watch the video clip from the movie Madagascar to get everyone up and dancing http://www.youtube.com/watch?v=9osbpEHvQVE&feature=related
Give students lots of time to practice and have many role models having fun and moving to the beat.
**Viral Warm Fuzzy or Bucket Filler Grams**
During computer time, let students fill out the grams as an email. To ensure quality control, have the teacher be cced on all communication. Have a template that the whole school uses:

____________________ (your name) wants to send a warm fuzzy to ______________________ (their name) in ______________class.

Reason: ____________________________________________________________________________.

Or

____________________ (your name) wants to give a shout out to ______________________ (their name) in _________class. He/she was able to find a positive by _______________________.

**Thanks for being a bucket-filler!**

**EXTENSIONS FOR TEACHERS**

**Three Minute Huddle** (Led by Teacher)
When you see and hear the positive behaviors you want to promote in your classroom and at school: Notice it! Name it! Celebrate it!

- Notice your students being optimistic, doing well, trying new things, building a skill, and thinking positively.
- Immediately Name the specific action. Comment on exactly the behavior or action you want to reinforce.
- Celebrate the action with complete support. Save any corrections for later. No buts allowed.

**Classroom Enrichment**

**Power Quiz**
Materials: Power Quiz worksheet for each student or just one copy. (Black out answers)

Read aloud the opening paragraph, so that all students know what to do. Have the students answer the questions. (If you have a first-second grade classroom, give the quiz orally and have the students write their answers on a paper numbered 1-10.) Discuss the questions and answers one by one. Talk about some strategies they could use to change their answers. Have the students circle the question they want to work on. On the back, have them write some ideas or ways they are going to add this to their personal power.

**Puppet Show**
Materials: construction paper, Popsicle sticks, markers, crayons

Have each child make a different animal from the story. Attach them to sticks and have the students retell the story using their stick puppets. Have them write a sequel to the story that tells what happens next in Gerald’s life or next year at the Jungle Dance.

Project Cornerstone, ABC Year 3, Lesson 2, *Giraffes Can’t Dance*
Dancing with the Stars
Materials: Music to correspond with different types of dances-tango, cha-cha, reel, waltz, rock-n-roll

Teach your students some of the dance steps mentioned in the story. Have them make up steps to their own jungle dance. This would be a fun Buddy activity!

Letter to Gerald
Materials: letter writing stationery

Have the students write a letter to Gerald. Make sure they tell him about a new skill they are going to build and the steps they are going to use to accomplish this.

My Gifts, Extension of ABC activity
Materials: Gift notes for each student

1. Pass out the gift notes and have students write about their 5 unique gifts. They can use some of what they wrote if they did the “What makes me different” activity for ABC.
2. Create a bulletin board celebrating the favorite “gift” each student would like to share with the class. The “gifts” can be placed next to the student name or self-portrait.
3. Refer to the bulletin board frequently as a tool to promote positive peer influence (Asset # 15), youth as resources (Asset # 8), service to others (Asset #9), the positive values assets (# 26-31) interpersonal competence (Asset #33), cultural competence (Asset # 34), and the positive identity assets (Assets # 37-41).
   - For example, “Joelle needs some help with ______. Sandy has a gift for helping with this.” Or, “Nate is finished with his math page. He has a gift for math and a gift for caring. Could anybody use his help?”

Homework

Black Dot
Copy the black dot on the back of the ABC parent letter. Explain to students to have the same conversation at home as they did at school with their family.

I Can Dance to My Own Song!
Materials: I Can Dance to My Own Song!
Send home the worksheet for students to complete at home with their parents. Younger students can have their parents help them complete the worksheet.
RESOURCES

Books:
- Proud to Be You The Positive Identity Assets by Pamela Espeland and Elizabeth Verdick, The Adding Assets Series for Kids
- Here are some supplementary story books that complement this book:
  - Being With You This Way by W. Nikola-Lisa & Michael Bryant
  - Frederick by Leo Lionni
  - I’m Like You, You’re Like Me by Cindy Gainer [www.freespirit.com](http://www.freespirit.com)
  - Look at Me! A Book About Differences by Allia Zobel-Nolan
  - Swimmy by Leo Lionni
  - The Brand New Kid by Katie Couric
  - The Crayon Box that Talked by Shane DeRolf
  - The Dot by Peter Reynolds
  - Stellaluna by Janell Cannon
  - The Strange Egg by Mary DePalma

Websites:
- Common Sense Media: [http://www.commonsensemedia.org/educators/lesson/show-respect-online-2-3](http://www.commonsensemedia.org/educators/lesson/show-respect-online-2-3)
- Have your students check out the website: [www.kidshealth.org/kid](http://www.kidshealth.org/kid). They can type in words such as “fear” and see if any of the articles appeal to them.
- Watch the clip from the movie Madagascar to get everyone up and dancing: [http://www.youtube.com/watch?v=9osbpEHvQVE&feature=related](http://www.youtube.com/watch?v=9osbpEHvQVE&feature=related)

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

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<tr>
<th>21st Century Learning Skills</th>
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<tr>
<td>Collaboration</td>
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<td>Communication</td>
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<td>Creativity</td>
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Project Cornerstone, ABC Year 3, Lesson 2, Giraffes Can’t Dance
For use in role-play scenarios... have the children say the phrases in a mean tone and then in a kind tone

Nice hair!

You went over to (his/her) house yesterday?

Excuse me!

How come you didn't play with us yesterday?

Do you know how to play soccer?

Do you know how to jump rope?

You didn't finish your homework?

You're going to eat sushi for lunch?

You like peas?

Can you do a cartwheel?

Are you done drinking from the water fountain?

How old is your mom?

You like Justin Bieber?

Can I please use that pencil?

How did you do on the test?

You like reading books for fun?

You got that shirt at Target?

You like snakes?

You've been working on your book report for an hour?
Can You Dance?

Be an optimist. Look on the bright side.

Tune into your inner voice. Use positive self-talk.

Build a skill. Learn what you need to do to improve. Practice, practice, practice.

Be an UP-stander. Take responsibility for your actions and comments.

Find a supportive peer or adult to listen and coach you.
I Can Bumper Sticker

I know *YOU* can!

I can __________________________________________________
________________________________________________________
________________________________________________________

Write one thing that you can do and draw a picture of you doing it.
**It’s Okay to be Different**

“She sometimes when you are different, you just need a different song.”

Your differences are your strengths.

Write about how you are different by answering each question found in the boxes below. Then on another piece of paper, turn your lists into your own song.

<table>
<thead>
<tr>
<th>What is different about you?</th>
<th>What different thing can you do?</th>
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<table>
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<th>What do people like best about you?</th>
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What have you learned about being different?
My Special Gifts

1. Think of **four** unique gifts you have. They are your special skills and talents: being a good listener, baking cookies, playing the clarinet, or roller skating, etc.

2. Write down your name and one unique gift on each tag.

3. Cut the tags out.
Personal Power Bumper Sticker

Choose or write a slogan on your bumper stick. Use crayons, markers, color pencils, etc. to decorate the frame and your letters. Cut out and post your bumper stick where you will see it.

You are the star! Believe in yourself! I can do it all.

Be **yourself**, who else is better qualified than **YOU**!
Power Quiz

Even though you’re just a kid, even though the adults in your life still tell you what to do and you pretty much have to do what they say, you still have personal power. Remember that personal power means having some control over things that happen in your life. It means feeling secure and confident inside yourself. It means making choices and decisions. It means being responsible for your own behavior and feelings.

Read each pair of statements and check the one that is most true for you. When you’re through, turn the page upside-down to discover which statements show personal power.

1. □ a. I would walk out of a movie (or stop watching it at home) if I thought it was trashy and a waste of time.
   □ b. I would watch it all the way through.

2. □ a. I would make friends with a new kid even if my other friends told me not to.
   □ b. I would ignore the new kid to keep my friends happy.

3. □ a. I usually look for what’s wrong with things.
   □ b. I try to look on the bright side of things.

4. □ a. When I do well on a test, I think, “That was lucky!”
   □ b. When I do well on a test, I think, “I studied hard, and I deserved to do well.”

5. □ a. I try to get my friends to like the same people and things I do.
   □ b. I know I can’t control what other people like or don’t like.

6. □ a. If things don’t go my way, I try again.
   □ b. If things don’t go my way, I give up.

7. □ a. If I’m having a bad day and I need a hug, I ask my mom or dad to hug me.
   □ b. If I’m having a bad day, I keep it to myself.

8. □ a. I wait to see what other people think before giving my opinion about something.
   □ b. I have my own opinions, but I’m willing to hear what other people have to say.

9. □ a. I do my best to dress like the popular kids at school, even though it’s sometimes hard to keep up.
   □ b. I have my own personal style.

10. □ a. I try to get my chores done before being told.
    □ b. I do my chores when my parents tell me to do them.


Session 37
Giraffes CAN dance!!
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Giraffes CAN dance!!
TAP INTO YOUR POSITIVE POWER

➢ Be an optimist. Look on the bright side.

➢ Tune into your inner voice. Use positive self-talk.

➢ Build a skill. Learn what you need to do to improve. Practice, practice, practice.

➢ Be an UP-stander. Take responsibility for your actions and comments.

➢ Find a supportive peer or adult to listen and coach you.
Dear Parents/Guardians:

Today in your child’s classroom, I read the book *Giraffes Can’t Dance* by Giles Andreae. In this book, Gerald, a gangly giraffe, wants to join in at the dance; but all the other animals make fun of him. Luckily, Gerald meets a friendly cricket that helps him **tap into his inner-self** and discover his unique talents.

One of the most important lessons discussed in this book is: There are some things we can control, and some things that we can’t control. In the story, Gerald is teased with name-calling and **put-downs**. His new friend, the cricket helps him learn that he only has power and control over how he **responds** to the teases and **put-downs**. He learns to focus on the fact that **you have the power to choose how to react** to situations.

Like Gerald, your child is learning about developing **positive personal power**. One important aspect of **personal power** is being responsible for your own behavior and feelings. We discussed some specific skills to gain personal power:

- Be an optimist. Look on the bright side, and expect good things to happen.
- Tune in to your inner voice, and use **positive self-talk**.
- Build a skill. Learn what you need to do to improve, and then practice!
- Be an **Upstander**. Use your words and actions to make sure that everyone—including yourself, is treated with respect.
- If you need help with any of these skills, find a supportive peer or adult who will offer you the help you need.

**We hope you will talk with your child tonight about Giraffes Can’t Dance. To reinforce the message at home and help your child to develop these skills:**

- Create opportunities to encourage her or him to try new things.
- Offer praise for their willingness to try.
- Whenever possible, give your child control over choices and decisions made at home.
- Whenever they’re in a negative situation, help your child “switch the channel” to reframe their inner dialogue to create an “**I can do it!**” attitude.

If you would like more information about the ABC program, please contact me.

Sincerely,

ABC Volunteer

Telephone/Email

**PS. On the back of this letter is the I Can Dance to my Own Song worksheet for you and your child to do together.**
I Can Dance To My Own Song

Everyone has special talents and unique gifts. Write about your special gifts!

1. What 3 things can you do well?
   • __________________________________________________
   • __________________________________________________
   • __________________________________________________

2. What did you have to do to become good at them?
   __________________________________________________
   __________________________________________________
   __________________________________________________

3. What is something that is hard for you to do?
   __________________________________________________
   __________________________________________________

4. What could you do to make this easier?
   __________________________________________________
   __________________________________________________
   __________________________________________________

Write 3 personal power words/phrases that help you feel strong.
   • __________________________________________________
   • __________________________________________________
   • __________________________________________________