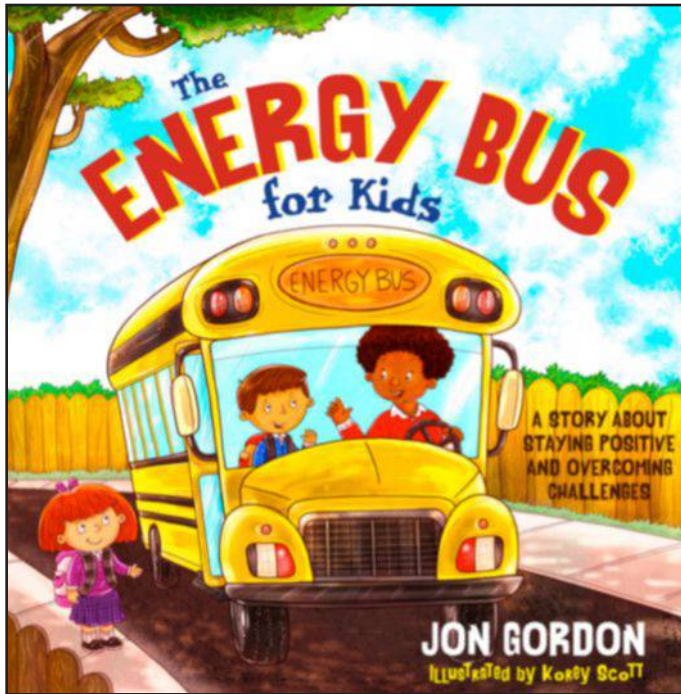


Lesson Plans and Activities

BY JON GORDON, KATHY DODGE CLAY AND JEANNE CURTIS



This booklet is a teacher's guide for *The Energy Bus for Kids* by Jon Gordon.

The guide was written by Jon Gordon, Kathy Dodge Clay and Jeanne Curtis. *The Energy Bus for Kids* is available where books are sold.

Visit www.EnergyBusKids.com for additional information, free downloads, resources, and to sign up for Jon Gordon's free Positive Tip newsletter.

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Overview and Introduction

This facilitation guide is based on the book, *The Energy Bus For Kids* by Jon Gordon. The purpose of the guide is to provide ideas and activities to develop and extend concepts contained in the book.

The timeline for incorporating the activities may be modified and adjusted to personally fit your schedule. For example, you may want to read the book in its entirety and then go back and focus on one of the rules for the next five weeks.

The most important thing is that you take the time to teach the rule and to facilitate the discussion in a meaningful and purposeful way. Through these discussions you will begin to develop a common language that will serve as a positive vehicle to discuss various other issues that may arise throughout the school year.

Feel free to modify, adapt, and differentiate the activities to best fit the learning needs of the students in your classroom. The activities are listed by the rule and include some points for discussion and suggested activities. You may need to simplify or extend some of the activities depending on the age level of the students in your classroom.

It is also important to post the rules in your classroom to serve as a positive visual reminder for students.

We encourage you to use the tickets in the resource section of this guide to invite students on the bus and peak their curiosity prior to reading the book.

We also encourage you to utilize the student journal that accompanies this guide.

Let's Get Started... Enjoy the Ride!

Welcome Aboard!

Invite your Students on the Bus!

We all want to be part of a positive team. When you invite children on the bus you are letting them know you want them to be a part of your team. You're telling them that you are going to learn and grow together and it's going to be a fun, meaningful ride.

As a teacher or parent, this is a great way to engage your children and make the teaching and learning process a fun and dynamic experience.

To invite children on the bus, distribute the tickets found at the end of the guide to your students. Allow them to paste their tickets into their Student Journals and write their names on the tickets.



Tickets can be found in the resources section of this guide

The Energy Bus Rules

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will be able to demonstrate the hand motions and learn the Five Rules while singing, "The Energy Bus" song.

MATERIALS

1. Student Song, "The Energy Bus" (set to the tune of B-I-N-G-O)
2. Small Five Rules run on cardstock and laminated for desk

Summary/Procedure

The facilitator will begin by reading *The Energy Bus for Kids* to students. After reading the story, distribute the cardstock cards with the five rules found on the resource page of this guide and online at www.EnergyBusKids.com and help students tape them to their desks. Model and teach students the hand motions and movements to the song. Use the suggested hand motions and movements or create your own motions for the song with your class. Provide each student with a copy of the Five Rules to tape to their desks to serve as visual reminders throughout the school year.

The Energy Bus Song

(TO THE TUNE OF B-I-N-G-O)

I'M THE DRIVER OF MY BUS
I KNOW WHERE I AM GOING!
DRIVE! DRIVE! DRIVE MY BUS
DRIVE! DRIVE! DRIVE MY BUS
DRIVE! DRIVE! DRIVE MY BUS, I DRIVE ALL THROUGH THE DAY!

Students point to themselves. Then point to where they are going. For the chorus, students act like they are holding a steering wheel and driving a bus.

I FUEL MY BUS WITH ENERGY
IT KEEPS ME GOING STRAIGHT!
DRIVE! DRIVE! DRIVE MY BUS
DRIVE! DRIVE! DRIVE MY BUS
DRIVE! DRIVE! DRIVE MY BUS, I DRIVE ALL THROUGH THE DAY!

Students pretend to pump gas with their hands then smile and laugh. For the chorus, students act like they are holding a steering wheel and driving a bus.

I PICK WHO RIDES MY BUS WITH ME
I PICK THEM VERY WISELY!
NO, NO, BULLIES
NO, NO, BULLIES
NO, NO BULLIES, NO BULLIES, NO WAY!

Students point to one another and then to their brains. For the chorus, students fold their arms in front of themselves saying No! No! then make a mean face. repeat fold arms for No! No! then mean face.

I LOVE THE PEOPLE ON MY BUS
I LOVE THEM EVERYDAY!
DRIVE! DRIVE! DRIVE MY BUS
DRIVE! DRIVE! DRIVE MY BUS
DRIVE! DRIVE! DRIVE MY BUS, I DRIVE ALL THROUGH THE DAY!

Students hug themselves. For the chorus, students act like they are holding a steering wheel and driving a bus.

I ENJOY MY RIDE EACH DAY
I LIKE WHAT I AM DOING!
DRIVE! DRIVE! DRIVE MY BUS
DRIVE! DRIVE! DRIVE MY BUS
DRIVE! DRIVE! DRIVE MY BUS, I DRIVE ALL THROUGH THE DAY!

Students smile, have fun, etc... For the chorus, students act like they are holding a steering wheel and driving a bus.

5 RULES FOR THE Ride of My Life

1

CREATE A POSITIVE VISION

2

FUEL YOUR RIDE
WITH POSITIVE ENERGY

3

NO BULLIES ALLOWED

4

LOVE YOUR PASSENGERS

5

ENJOY THE RIDE

5 Rule cards can be found in the resources section of this guide

Rule 1

Create a Positive Vision

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will visualize themselves as successful and create positive images of achievement using words or pictures.

MATERIALS Rule #1 pages in Student Energy Bus Journals

Summary/Procedure

Joy told George, "If you can see, it you can create it. If you have a vision, then you also have the power to make it happen."

Take some time to review the points for discussion listed below. Discuss with students how important it is for them to visualize success. You may use the example of how Olympic athletes use this technique to visualize themselves bringing home the gold medal. Have students think about what success would look like for them today, next week, next month, and next year. You may even ask them to think about where they see themselves five years from now and to think about where they would like to go to college and what they would like to study. Emphasize that creating a positive vision can help them to paint a bright picture for their future.

Points for Discussion

- As the driver, you are the one who must choose your vision of where you want to go. You have the best seat and the best view of your life, so it's up to you.
- A vision gives you something positive to look forward to and work towards.
- Your vision and goals may change over time. That's ok. Just create new goals and visions as you get older.
- Discuss short term goals vs. long term goals.

Activity

Have students complete the Rule #1 pages in their Student Journals. Allow several days for this activity so there can be plenty of discussion & guidance as students build their vision (s).

Rule 1

Create a Positive Vision

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will create a positive vision for what they are going to learn during the school year.

MATERIALS Rule #1 pages in Student Energy Bus Journals

Summary/Procedure

It is very important for students to have a positive vision for what they are going to learn during the school year. Discuss with students some of the things they are going to be learning and then have students complete the handout. This will help them to develop a positive vision for the school year and what lies ahead.

Points for Discussion

- Prior to having students complete the Develop and Announce Your Vision handout, tell students the goals that you have for their learning for the year. Then brainstorm with class things that they would like to be better in and something new they hope to learn. You may also include examples of responsible citizenship.
- Stress to students that if they create a positive vision of something they really want to do, and believe that they can do it, then it is bound to produce a positive result.
- Discuss the importance of an action plan and mapping out the steps necessary to attaining the goal.

Activity

Have students complete the Rule #1 page in their Student Journals and share their vision with classmates. Have classmates sign each other's vision, showing they are on board and will help their friend accomplish it!

Rule 2

Fuel your Ride with Positive Energy

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will identify the highlights and successes of their day and then take a class “Thank-You Walk”.

MATERIALS Rule #2 pages in Student Energy Bus Journals

Summary/Procedure

Discuss with students that success in school is a result of hard work and making good choices. Having a positive attitude about school can also help us to be more successful. Have students talk about what makes them feel happy and what makes them feel successful. Emphasize that the highlights and accomplishments of the day could be the one thing, person or event that made you smile, laugh, and feel great. Then allow each student to complete the page in their Student Journal before they leave school at the end of the day.

Encourage students to take a “Thank-You Walk” each day when school is dismissed. As they depart for the day, encourage students to walk and focus on the good things happening in their lives. Being grateful floods the body and brain with positive endorphins and emotions, and combined with walking, is a powerful way to become more positive. It’s also physically impossible to be stressed and thankful at the same moment.

Points for Discussion

- Positive energy is the positive thoughts and emotions you think and feel and share with others. It consists of smiles, laughter, gratitude, trust, faith, and joy.
- Smiling makes you feel happier.
- Being grateful makes you feel more positive and happier.
- Positive people are happier people. Positive people are healthier and are also better at overcoming obstacles. They also make more friends and are more successful.
- You can’t be stressed and thankful at the same time.
- When you think about your success of the day you look forward to creating another success tomorrow.
- If you fuel up with positive energy you develop the power to overcome life’s obstacles and achieve your positive vision.

Activity

Have students complete Rule #2 page in their Student Journals. Next, take a classroom “Thank You Walk” walk to show students the many things you are thankful for. Encourage students to take their “Thank You Walk” walks on their way home.

Rule 3

No Bullies Allowed

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will become more aware of how bullies and negativity affect them. Students will learn a 3-step plan to help them deal with bullies.

MATERIALS Rule #3 pages in Student Energy Bus Journals

Summary/Procedure

Discuss with students how negative people and bullies can hurt their feelings and self esteem. Have students think about their own experiences when someone was mean to them. Review discussion points and steps for dealing with bullies. Review who the bullies in George's life. What mean things did they say and do? Have students learn the 3 step plan to deal with bullies and have several students share the 3 steps with the class.

Points for Discussion

- Negativity is a part of life. We will always have to deal with negative people and we have to learn how to overcome them.
- Your positive energy must be greater than all the negativity. Positivity is much more powerful than negativity.
- Bullying is wrong and no one should be a bully.
- If you are being bullied you need to talk to your teacher, principal and parents about it right way.

3 Step Plan to Deal with Bullies

1. **Avoid Them!** Stay away from bullies who try to drain your positive energy. When they are mean, say, "You are bullying me, stop bullying me." Then, **Walk Away!**
2. Picture yourself driving your bus and shutting the door on them. Don't allow them on your bus and then their words cannot affect your ride. Remember, you decide who rides on your bus.
3. If the bullying continues, **Tell Someone!** Your parents, your teacher and your principal at school need to know so they can stop it. No one should have to deal with bullying at school. It is wrong.

Activity

Have students complete the Rule #3 pages in their Student Energy Bus Journals.

Rule 4

Love Your Passengers

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will establish positive interpersonal relationships with their classmates through the Positive Passenger Avatar small group activity.

MATERIALS Poster board or butcher paper, markers, rulers, etc...

Summary/Procedure

Part of loving our passengers involves getting to know others and making connections. Divide class into small groups and have them work together to create their group Positive Passenger Avatar and come up with a short little positive energy cheer.

Points for Discussion

- Be a powerful force of positive energy and share love with your passengers. The more love you put out, the more that comes back to you. Be Kind/Help Others/Make a Difference. When you show love and kindness, you attract it right back to yourself like a magnet. Love is something that needs to be nurtured. When you love someone you want the best for them.

- Ways to Love Your Passengers:

Listen

Offer to lend a hand

Value others and their feelings

Eat with friends and family

Activity

Follow the directions on the next page to create your Positive Passenger Avatar.

Rule 4

Love Your Passengers

Positive Passenger Avatar

Each team will use chart paper and markers to complete their Group Avatar.

Create an Avatar that represents your group

Head—What we like to learn about in school

Ears--What we all like to listen to

Eyes--How we want others to see us

Shoulders--Challenges we may face

Hands--Things we like to make or do with our hands

Stomach--Things we like to eat

Heart--Things we feel strongly about

Feet--Places we would like to go



Now create a cheer that captures the positive energy and spirit of your team.

Be prepared to share it with the group. Make sure you write the first and last names of all team members on the chart.

Sample cheer: Hop on the bus. Ride with us. Work real hard. Get an A plus!

Rule 4

Love Your Passengers

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) To help students show that they care about others by appreciating them and giving them a "Ticket of Appreciation."

MATERIALS Ticket of Appreciation

Summary/Procedure

Discuss with students that when we appreciate others it lets them know we care about them. Ask students what a policeman gives someone when they are breaking the law. They get a ticket. We are going to be giving out some tickets but they are going to be much more positive. Have students identify one or two individuals who have helped them or who they appreciate. Complete a Ticket of Appreciation for each person.

Points for Discussion

- One of the ways to show you love someone is to share appreciation with them.
- When someone appreciates you it makes you feel good.
- When you appreciate others it makes them feel good.

Activity

Distribute tickets of appreciation and have students pass out to their friends. Allow students time to place the tickets they receive in their Student Journals.

Tickets of appreciation can be found in the resources section of this guide.



Rule 4

Love Your Passengers

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will learn that they can demonstrate love in many ways by being considerate of others with their words and actions.

MATERIALS Care and Kindness Notes Handout

Summary/Procedure

Students will create notes for other classmates to demonstrate care and kindness. Explain to students that during this lesson you will be discussing some ways that they can “Love Your Passengers” through their words and actions. Brainstorm with students examples of ways they can show love both at home and at school. Some examples include: showing respect, using kind words, helping, caring, giving and showing compassion.

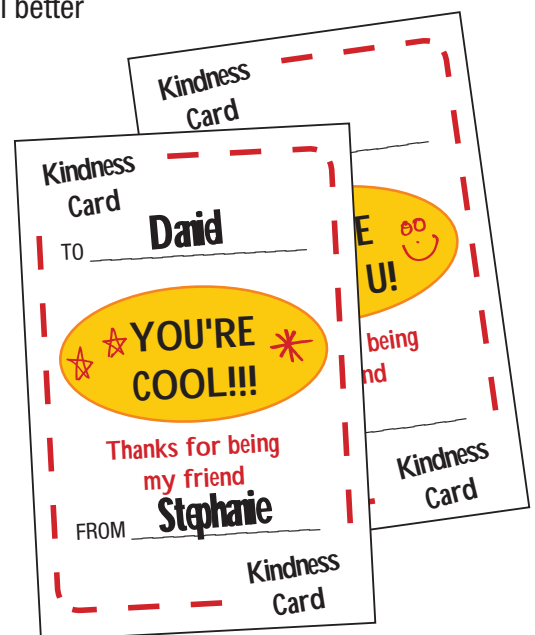
Points for Discussion

- We can show love by caring for others.
- When we give compliments to others, in return, it makes us feel better about ourselves.
- Remember that what we say or do may influence how another person feels.

Activity

Have students create kind notes to share with others. Allow them time to place the notes they receive in their Student Journals.

Kindness notes can be found in the resources section of this guide or have students make their own cards.



Rule 5

Enjoy the Ride

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will work together in small groups (3-4 students per group) and come up with things that they enjoy and like to do.

MATERIALS Poster board or butcher paper, markers, crayons, etc.

Summary/Procedure

Have students work in groups of 3-4 and come up with a list of some things that they enjoy. They may write words or draw pictures. Have students review the things they listed that they like to do and put a dollar sign next to the activities that cost over five dollars every time they are done. Have them put a “P” next to the activities that they enjoy doing with another person and an “A” next to the activities that they enjoy doing alone. Now have them look over the activities and write a “PL” if the activity requires planning and not something that can be done spontaneously.

Points for Discussion

- Once the coding is completed, have students reflect and make a few “I learned...” For example: I learned that I don’t need money to do the activities that I enjoy the most. I learned that some of the activities that I enjoy most involve planning and are done with other people.
- Finally, have students think about how long it has been since they last participated in one of the activities that they most enjoy listed on the chart.
- Display student work on a bulletin board and have them share with the class.

Activity

Students create their group posters. Then have students create the Thinking Map in their Student Journal with the things that they like to do.

Rule 4

License Plate Lesson

GRADE LEVEL Kindergarten-6th Grade

OBJECTIVE(S) Students will create a license plate that represents who they are.

MATERIALS License Plate page in the student's Energy Bus Journal, markers, crayons, etc.

Summary/Procedure

Provide copies of the license plate on the following page for students to decorate and place in their Energy Bus Journal. In life, every driver must have a license and that license always shows the state they live in. Our license will show our positive "state" of mind. Ask students to create a license plate slogan that represents a positive message they want others to know about them or a personal positive goal they wish to reach for.

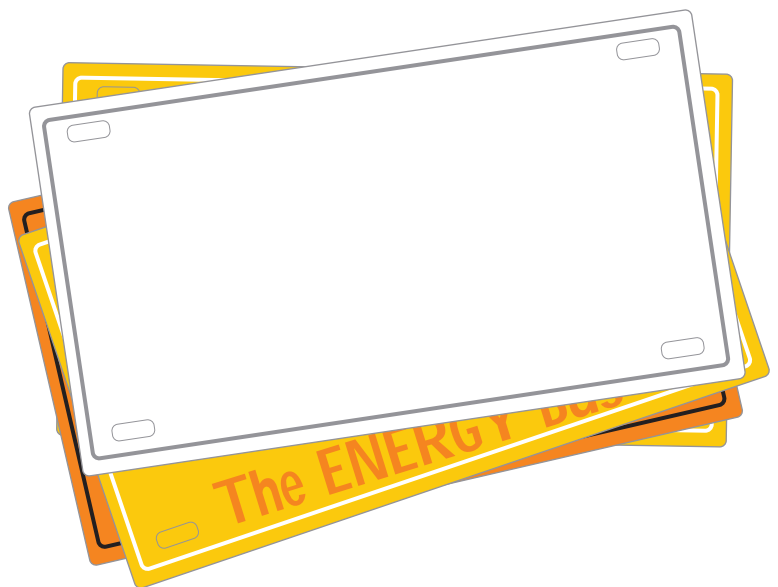
Points for Discussion

- Explain that their license plate is meant to be something they want others to know about them.
- Give examples of various personal license plates.
- Discuss that a license plate can be a positive state of mind, something positive about them, or something else that is important to them.

Activity

Students create their license plates in their journals. License plates can also be made using the image below and posted on a wall in the classroom for a while before they are placed in their journals.

License Plate template can be found in the resources section of this guide.



Additional Ideas and Applications

We've worked with many school districts and schools to implement the Energy Bus. We've seen first-hand successful practices that principals and teachers have implemented in their schools and classrooms. Here are a few best practices.

- Start each day's lesson with "The Energy Bus" song to help get your students back on board.
- Send students a welcome back postcard with a ticket inviting them to "Hop On The Energy Bus" prior to school starting.
- Personalize campus TV or newsletter by highlighting students to show that you love and value them.
- Have students make posters to hang around the building illustrating The 5 Rules.
- Have students make posters with some of the positive sayings from *The Energy Bus* on them.
- Put a picture of a large bus on the wall of the classroom and have a white board under the picture. Allow students to write positive sayings and appreciation and gratitude on the white board.
- Encourage students to earn bus tickets when they are caught doing positive acts.
- Create a slideshow to be aired on Fridays during announcements to highlight the positive energy of the school.
- Interview and create a video of teachers and students responding to the question, "What Drives You?"
- Design t-shirts for students with the 5 Rules.
- Let parents know what's going on in a column in your newsletter appropriately titled "The Energy Bus."

Possible Writing Prompts

- After reading this book, how do you define positive energy? What are your ideas on creating and maintaining it?
- Share a situation that could have been negative, but was resolved by being energized and positive.
- Think about a time you have displayed negative energy. How did you react? How did others around you react to it?
- How do you deal with bullies?
- We are often faced with a challenge, setback or adversity. What can you learn from this challenge? How might you improve because of it?
- Rank the rules in order of importance. How would you rank them? Why?

Resources

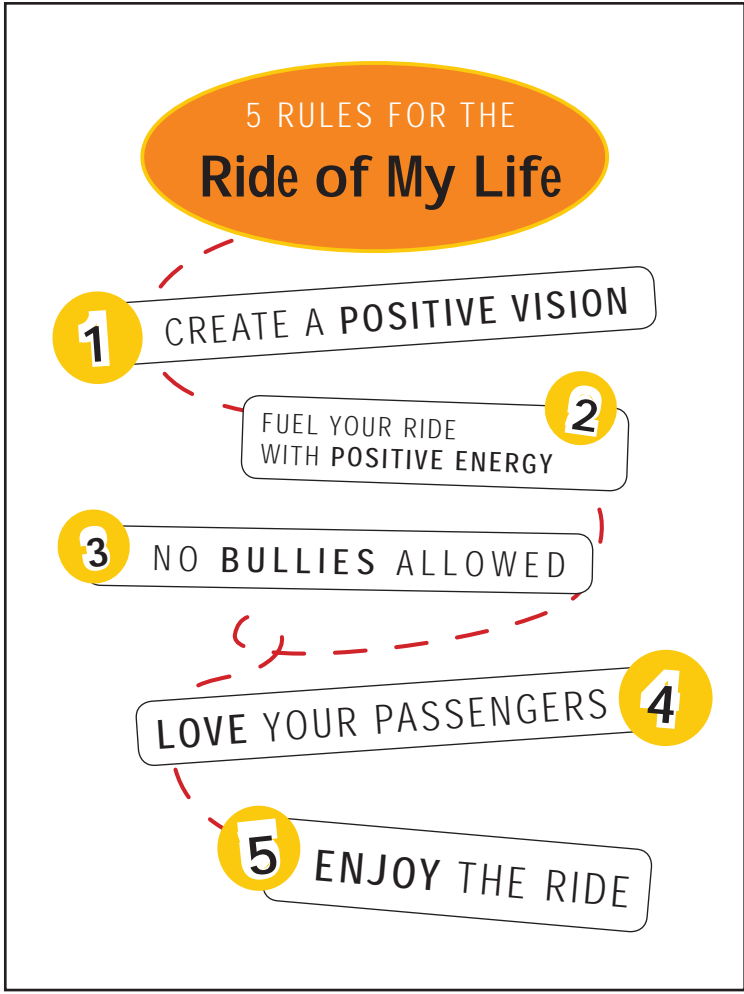
Ticket of Appreciation

Thanks for Fueling My Ride with Positive Energy!

TO _____

FROM _____

FOR _____



Admit 1 POSITIVE PASSENGERS WANTED

You're Invited on My Bus

Admit 1

PREPARE FOR THE RIDE OF YOUR LIFE

Resources

Blank Kindness Note for
Creating Your Own

<p>Kindness Card</p> <p>TO _____</p> <p>YOU'RE COOL!!!</p> <p>Thanks for being my friend</p> <p>FROM _____</p> <p>Kindness Card</p>	<p>Kindness Card</p> <p>TO _____</p> <p>I CARE About U!</p> <p>Thanks for being my friend</p> <p>FROM _____</p> <p>Kindness Card</p>	<p>Kindness Card</p> <p>TO _____</p> <p>FROM _____</p> <p>Kindness Card</p>
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