WHY THE BIG 3 – FOR STUDENTS

When kids treat others right, make smart decisions, and maximize their potential, our schools and classrooms are places where learning happens–where test scores go up, productivity rises, and behavioral battles lessen—all because something amazing happens.

Students begin to feel good about themselves.

You know this to be true – when you are healthy in relationships, when you carefully make choices, and when you do your best – you are in a groove. You feel great about yourself and others. There is no space for bullying and victimizing when your future is bright and dreams are achievable. This can happen for students, too, when we spend time nurturing and developing these three simple skills.

WHY THE BIG 3 – FOR TEACHERS

Imagine if the students in your school would:

- Treat Others Right
- Make Smart Decisions
- Maximize His or Her Potential

Imagine a school free of bullying, full of kids who felt respected, valued, and gave their all. Think about how you deal with behavioral situations as they arise in your classroom. With such little time, how do you address each student in a conflict? With mandated curricula, how do you infuse moments of character education and whole child development?

Consider using the phrase ALL IN as a touch point with your class moving forward:

“Were you ALL IN for the Big 3 on the playground today?”

“Is our class ALL IN for making smart decisions in the hallway today?”

These seemingly small details with carefully chosen words can make a huge difference in creating a school that shows the Big 3 at every turn.

(Note: The idea of using the phrase “ALL IN” refers to an additional product, a school anti-bullying assembly, that your school could optionally use. Of course, you don’t need to purchase the assembly to use the phrase as a way to teach the Big 3 concepts. However, if you are interested in further developing the ALL IN idea, check out our school anti-bullying assembly in our web store.)
SAY IT
Goal: Students are able to repeat the Big 3

Suggestions:
• Find times each day to repeat one or all of the Big 3
• In line at the door of the classroom
• During PA announcements
• In the morning circle/meeting time
• Keep the Big 3 front and center
• Hang posters (printable files included) in the halls and classrooms
• Use the jpegs as computer screensavers or wallpaper for digital whiteboards and other technology

ALL IN:
• Do a class huddle each morning. Decide what you all will commit to being ALL IN for the day (pick one of the Big 3 or any skill needed that day as a class). Once you have decided on something, have all student put their hands in the middle, then say, “1-2-3 ALL IN!”
• Do the Hokey Pokey and remind students about putting their “whole self” into everything they do that day

KNOW IT
Goal: Students are able to say the Big 3 in their own words, give examples of them, and tell why they matter

Suggestions:
• Using the attached scenarios, have students write about each one and how they did or the students in the scenarios did not show the Big 3.

ALL IN:
• Have students create their own ALL IN acronym using words, phrases, or ideas that do show the Big 3.

SEE IT
Goal: Students are able to recognize the Big 3 when they see them in literature, other people, history and nature

Suggestions:
Read biographies of people past and present who showed one of the Big 3 and discuss why that person is an example of the Big 3:
• Treat Others Right: Gandhi, Mother Teresa, Martin Luther King, Jr, Nelson Mandela, William Wilberforce, Princess Diana
• Make Smart Decisions: Albert Einstein, Benjamin Franklin, John Adams, Marie Curie, Florence Nightengale, Johnny Appleseed
• Maximize Your Potential: Helen Keller, Oprah Winfrey, Steve Jobs, George Washington Carver
• In each and every read aloud, ask students to identify someone who showed or didn’t show one of the Big 3
• Rewrite the attached scenarios and role play those versions in class.

ALL IN:
• Make copies of the ALL IN/ALL OUT PDFs and pass them out to the students. As the scenarios are role played, have students turn their signs to show if the character is all in or all out.
• Use ALL IN to help with behavioral discussions with students. Ask if they were ALL IN when dealing with other students, completing work, or interacting with adults
BE IT
Goal: Students are able to live out the Big 3 in school and at home

Suggestions:
Look for and acknowledge the Big 3 in student behavior:

Treat others right:
• Saying “please” and “thank you”
• Helping classmates
• Being polite and helpful to school support staff

Make smart decisions:
• Completing work on time
• Returning library books
• Arriving to school on time and prepared
• Using time wisely

Maximize your potential:
• Improving scores on assessments
• Setting a goal and achieving it
• Going above and beyond what is expected
• Award and acknowledge students who are “caught” showing the Big 3 with pencils and stickers available at coreessentials.org
• Have students acknowledge each other when they see the Big 3 in action.
• Have students write a pledge to be ALL IN for the Big 3. Record it as a video or print it for all students to sign (you can use this very moving video as an example of a video: https://www.youtube.com/watch?v=uljoGDiuW0Q). For other examples, check out niot.org/nios.

ALL IN:
• Create a fun event for the whole school (movie? Field day?) that can only happen once every student has been “caught” showing one of the Big 3.

SCENARIOS

There once was a boy named Thomas. Thomas’ teacher described him as a “nice kid”. During class, Thomas was nice to his classmates...while the teacher was around. When the teacher was speaking with another student in class, Thomas used his neighbor’s pencil without asking, and then didn’t give it back. In the lunchroom, he was nice...when the cafeteria helpers were looking. While they wiped off tables on the other side of the room, Thomas teased Carla next to him and called her names, even after she asked him to stop. At recess, he treated others right...when a grown up was watching. When he and the other boys raced each other, he shoved Bryan next to him so he could win.

Grace is 9 years old, and has always liked school, until Samantha came to her class. For some reason Sam doesn’t seem to like Grace. She calls her names like “Ugly Face Grace”, and “Four Eyed Grace”, because Grace wears glasses. Sam has even hidden Grace’s glasses before when Grace set them down at recess. Grace has never been mean to Sam, and doesn’t understand why Sam treats her so badly. Well, one day Grace had enough. She was going to get Sam back. Their class was walking through the hall on their way back to class after recess, and they noticed a funny smell in the hall. Everyone said, “Ewwww!” when they smelled it, and Grace said, “Gross, Sam! Was that you??” EVERYONE heard, and soon they started calling her, “Smelly Sam”. Sam eventually broke down and cried. Grace felt like she had done the right thing and finally taught Sam a lesson, and was glad to see that Sam was upset, because that means she learned something.
Chris is the shortest kid in the entire school. It seemed that everyone else had a growth spurt last summer, except for Chris. Joey on the other hand, had a HUGE growth spurt. He grew 6 inches since the end of the last school year. He was now much bigger than everyone else in the school, even kids that were a full grade older than him. Well, one school day, Chris was being picked on by some of older kids in the school. Chris couldn’t stop them from pushing him and tripping him throughout the day in the hallway. Well, Joey had seen enough of these kids picking on Chris. One day, one of the older boys knocked a book out of Chris’ hand. Joey stepped up and said loudly, “You need to leave my friend Chris alone!” This got the attention of one of the custodians and the boys quickly went back to class.