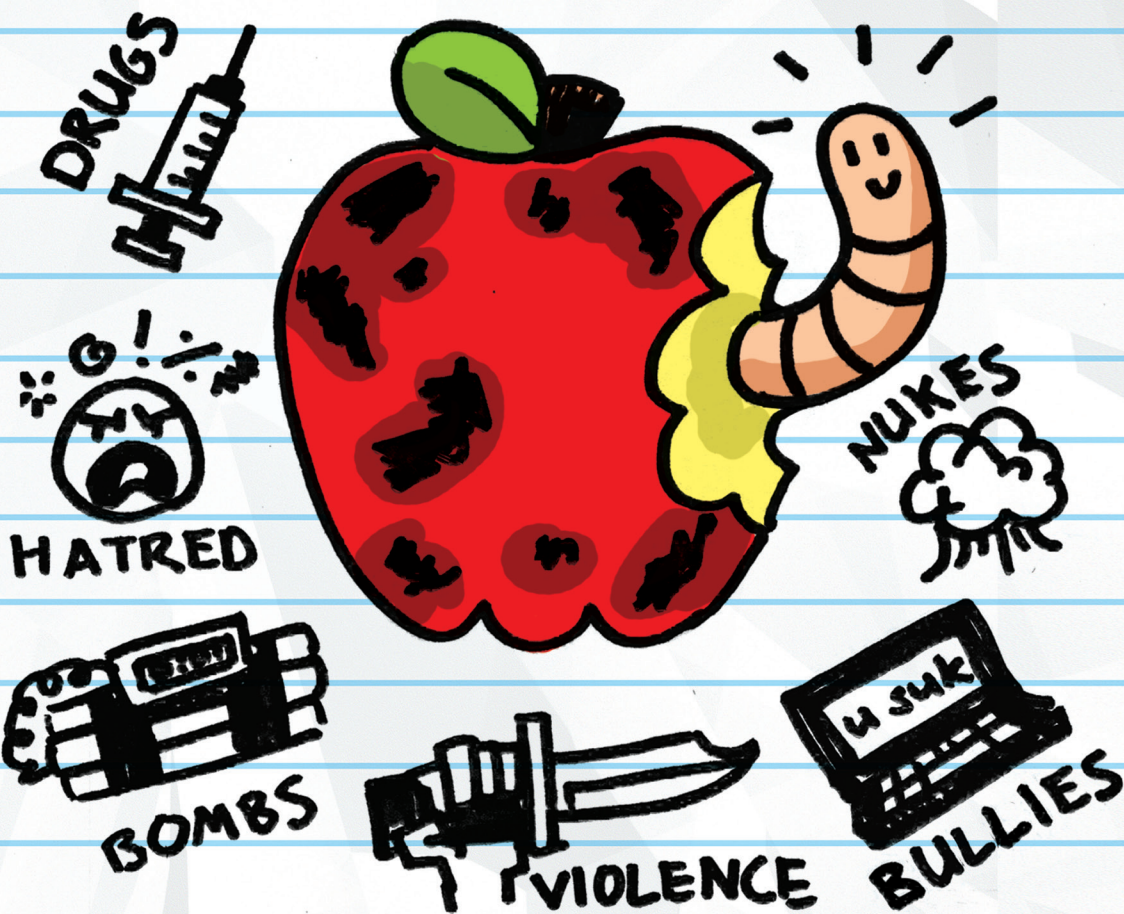


How to be a

GOOD KID

— in a —
ROTTEN APPLE WORLD



Carole Marsh Longmeyer

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TEACHER/PARENT GUIDE

CAROLE MARSH LONGMEYER

GALLOPADE



How to Be a Good Kid in a Rotten Apple World

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Design & illustrations by Susan Van Denhede

Published by Gallopade International,
Peachtree City, Georgia USA

BISAC: JUVENILE NONFICTION / Social Topics /
Self-Esteem & Self Reliance

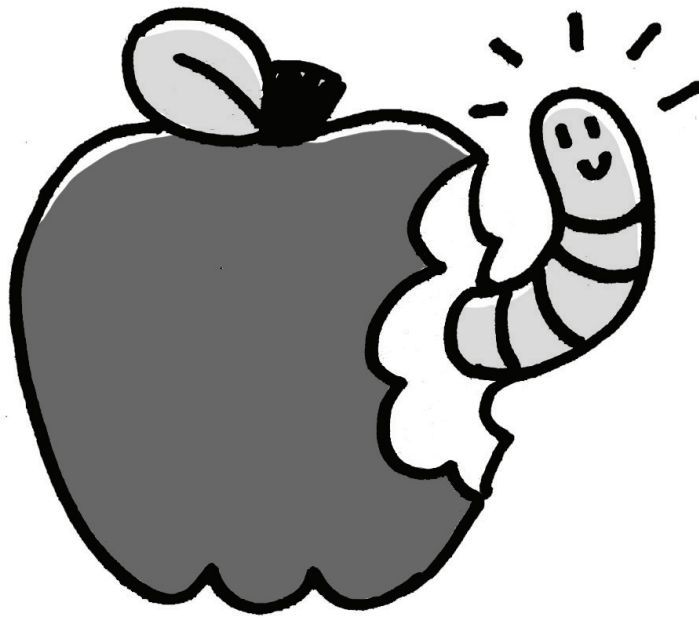
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Teachers or group users have permission to copyright individual pages or checklists for use in the classroom or small group.

Teachers, parents, and group leaders,

To make this guide easy for you, I have followed the GOOD KID book pretty much page by page, adding ideas, comments, activities, etc. to do. Because of the ever-changing nature of this subject, I'll try to keep the book and online edition updated and welcome any ideas. Thank you for helping kids be good kids!

Carole Marsh Longmeyer



**YOU CAN
DO THIS!**

Start a Good Kid inspiration board in your classroom or study area. Post this graphic, articles, cartoons, and other items that help inspire kids to be good kids. You'll find other items throughout this book you can post to the board. (Such as the quotation on the next page.) Help kids celebrate being a Good Kid!

HAVE KIDS USE THE MY FIRST CHECKLIST FROM PAGE 128 HERE, IF YOU WISH.

Note: While many of the Self Checklists at the end of the Good Kid book can be used anytime, you can use some as you go along where they have been specified if you wish.



“God has nothing to make men and women out of but boys and girls.”

—Lucy Craft Laney

Have kids discuss what this quotation means.

Have they ever thought about how to get from being a good kid to a good adult?

Have kids use a thesaurus and look up other quotes on children and childhood.

Also, if you wish, have kids print the quotation (or others) above and add to their inspiration board. These could come from cartoons (Winnie the Pooh had lots of good things to say) or other sources that are more contemporary, say from a rap song.

Pages 15-18 : A Personal Reflection

On these pages, Carole Marsh Longmeyer shares some personal information from her childhood. Read these pages aloud to your kids, then discuss:

- How does it help us to hear the stories of others, the things they had to cope with and try to overcome?
- Do we appreciate people being open and not being “perfect” but admitting to problems they have had?
- How might it help us to discuss our circumstances, past problems, things going on with us now, questions, concerns, and etc. with people we trust?
- How do things “change for the better”? How can you be part of good change for yourself? For others?

You can also have kids read aloud the personal reflection on page 42 of Good People the Author Has Met and name a good person they have met and admire.

Page 19: No Goody Two Shoes

Read page 20 and the top of page 21 aloud to your kids. Discuss the following:

- Is the author right: Do you really want to be a good kid?
- Why do you want to be a good person?
- Do you think most people are good?
- Do you think it's easier to be good when you are younger, or older?
- What is "good" anyway?
- Do you believe good kids generally "come out on top?"
- The author lists some words that can be the source of "not so good." What words would you add to this list?

ANGER • JEALOUSY • BITTERNESS • FEAR • INSECURITY • AGGRAVATION
• FRUSTRATION • CONFUSION

Add the box at the bottom of page 43 to your inspiration board.

HAVE KIDS COMPLETE THE CHECKLISTS ON PAGE 128-129.

Page 21: Good on Him

Good on Him!

A correction's officer on vacation spotted a seven-year-old trapped in a pool, drowning. He set his own child down and jumped in the pool with all his clothes on. Not only did he try to get the boy (who was stuck in a drain) out of the pool, he stuck his head under the water and gave him CPR until they could get him free of the drain and out of the pool. Smart thinking!

Name other good things you have seen or heard people do.

What do you think you would you have done in this "Good on Him" circumstance?

Post this item on your Good Kid inspiration board.

HAVE KIDS DO THE FRIENDLINESS CHECKLIST ON PAGE 130.

Pages 22-23: Good For You!

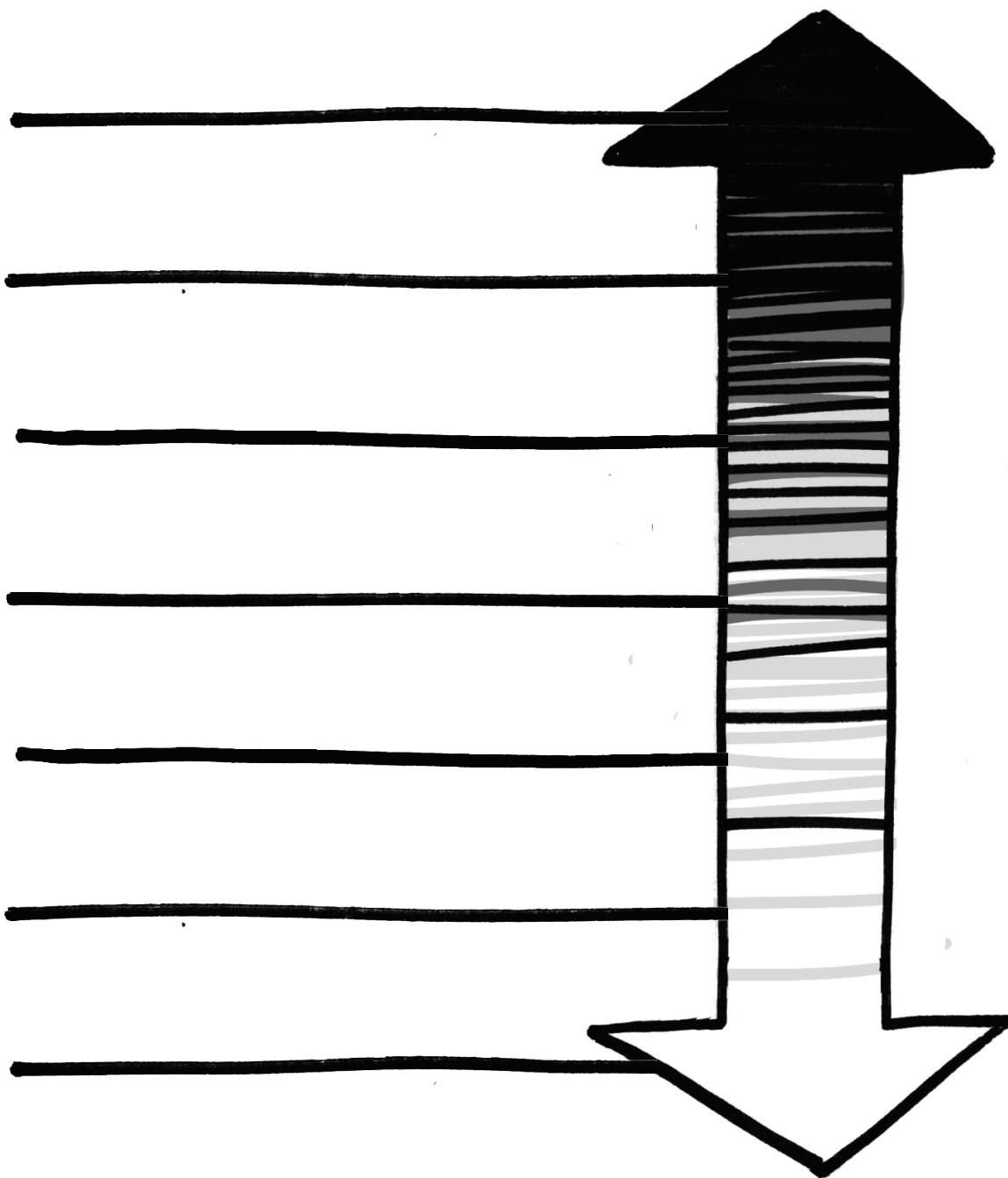
On these pages, the author shares some ideas worthy of discussion:

- Do you think you “know what good is”? Do you feel you do the right thing all the time or sometimes ignore what is good to do what seems like more fun or what you just want to do, right or wrong?
- Most religions have some version of The Golden Rule. Do you have your version of a golden rule you keep in the back of your mind to inspire you to be good or do the right thing?
- Most religions have some sort of “commandments.” If they don’t, your parents sure do! What would be your personal list of top 10 things to do to be good?
- When and why are we tempted to be bad?
- Do you think people can be bad and become good? Do you think people can be good and become bad?

Use the graphic on the next page to let kids assess where they feel they are on the good-bad scale. Post the graphic on your inspiration board.

KIDS CAN DO THE CHOICES CHECKLIST ON PAGE 131.

BAD



GOOD

Page 26: Good Might Be Boring, But Good Is Safe!

Questions for discussion:

Do you HAVE to be good? Who says? How does someone control that, if they do?

Are “bad” kids cooler than “good” kids?

What part does peer pressure play in being bad or good?

Do you agree that some kids may want to “bring you down”? If so, why would they want to do that?

When is being BAD just dumb? The author lists an example. Have kids share other “dumb and dumber” stories they may know. Consider the following:

- When we read of stupid bad stuff people do, why do we laugh? Is it really funny?
- Would the bad person think they were so smart or cool if they knew they were being laughed at?
- When is being bad just plain stupid?
- When is being bad just plain dangerous?
- When is being bad avoidable?

USE GOOD HABIT CHECKLIST ON PAGE 132.

Pages 28-33: Being Bad Today/The Gray Area of Bad

Have kids discuss:

Was it easier to be good in the past? Why or why not? What about during the Great Depression? The Civil War? Let kids pick other times or places.

Is being good or bad a process more than an event? Explain what you mean or give an example.

Do you think you have the good habit or the bad habit?

Why is the gray area in between good and bad so dangerous?

How do we “play with fire” but hope not to get burned?

How can you avoid letting bad kids (even if they are your friends) suck you into bad behavior?

Can you get unbad?

What’s more important: what you say or how you act?

Can you tell a good or bad person by how they look?

Add the Good on Them graphic to your inspiration board.

KIDS CAN DO THE BAD-TO-THE-BONE CHECKLIST ON PAGE 133.

Pages 34-41: Who Are the Good People? Who Are the Bad People?

The author gives examples of people that a kid might assume are good or bad, when just the opposite is true. Use these examples first, by reading them aloud and letting kids vote on whether they are Good or Bad. (You can mix them up from the two categories given so it is not as obvious who is good and who is bad.)

Activity: Let kids be one of the characters and read their part aloud. After kids vote, have another kid read the explanation of whether they are good or bad.

Discuss: Can you judge a good person from a bad one just by how they look?

Activity: Have kids bring small mirrors to class (or provide them, or have a larger one in front of the class). Have each kid look in the mirror and answer if they see a good or bad person, or someone in between. They do not have to answer aloud.

Discuss: Is good or bad how you look, or what you say and do?

TRY THE HOW GOOD AM I? CHECKLIST ON PAGE 134.

Pages 42-43: Another Personal Reflection

Activity: The author lists various good people she has met over the years. Assign kids to select one GOOD person they know. Let them bring a photograph to class and say who the person is and why they feel this is a good person.

Activity: Have kids make two lists: One of characteristics of a “good” person, for example, KIND, COURTEOUS, HELPFUL, FRIENDLY, etc. Do another list of characteristics of a person who is not so good; for example: ANGRY, MEAN, HATEFUL, LIES, CHEATS, etc.

Let kids discuss: Can we “build” ourselves into better human beings? How might we do this? Can we exchange bad characteristics for good ones? How might we do that?

Art Activity: Have kids draw a kid and add lines to the head, body, etc. with comments on what makes him/her a “better human being.”

KIDS CAN DO THE EGO CHECKLIST ON PAGE 140.

Pages 44-46: Conflict Avoidance

Have kids discuss the difference between Fact and Opinion. Stress that everyone has an opinion, and is entitled to an opinion, even if you think it is wrong or just disagree with it. Have them make a list of FACTS and OPINIONS and then see if they all agree!

Have kids discuss the difference between an argument and a disagreement. Discuss how most people can “agree to disagree.” Discuss how a minor argument can easily escalate into a fight!

The author suggests two ideas to avoid conflict are:

- Walk away.
- Be the calm one.

Have kids add their own ideas to expand this list.

Read Dumb and Dumber II aloud. Discuss and add this graphic to your inspiration board.

DO THE CONFLICT RESOLUTION CHECKLIST ON PAGE 135.

Pages 47-49: Skip the Drama!

Take a show of hands: “Are there any drama queens in the classroom? Any drama kings?”

Have a kid read the italicized paragraph on page 47 aloud (and with drama!) and see how kids respond. Let kids make up their own “drama” paragraph and read it aloud, with pizzazz.

Discuss the difference between exaggeration and drama.

When is “drama” good and ok?

When is “drama” bad and dangerous?

DO THE RELATIONSHIP DRAMA CHECKSLIST ON PAGE 136.

Page 50: Don't Invite Trouble!

Discuss how your choice of friends can affect how much trouble you get into!

Let kids describe their version of “troublemakers.”

What is “accessory to the fact” in law? How can being an accessory to the fact get you in trouble—even if you didn’t do anything!

Have kids make up real life kinds of bad scenes, troublesome situations, dangerous encounters, then discuss options to avoid such situations as well as how to get away from such scenarios as fast and safely as possible.

Make a DON'T INVITE TROUBLE “invitation” and post it on the inspiration board. [You are cordially invited to NOT INVITE TROUBLE kind of thing. Kids may enjoy doing.]

HAVE KIDS COMPLETE THE TROUBLE CHECKLIST ON PAGE 137.

Pages 51-54: Anger Management

Obviously, nothing gets some kids in more hot water than an inability to control anger.

Discuss what anger is, that it is a natural emotion, but often irrational. Discuss the causes of anger.

Let kids make a list of synonyms for anger (mad, livid, road rage, etc.) and rank them in order of severity.

Help kids practice some anger management. Divide into teams of two and have them set up a scenario where one is angry because of something the other one said or did. Then let them act out how they would react.

Discuss good anger management:

- Avoiding angry people
- Counting to 10, 20, 100, whatever it takes!
- Not jumping to conclusions
- Saying “Sorry” to diffuse the situation if you are at fault before things escalate
- Turning the other cheek
- Ignoring some things
- Not overreacting
- Laughing some things off
- Not even thinking about physically fighting or seeking revenge
- Walking away
- Turning a deaf ear

HAVE KIDS DO THE ANGER MANAGEMENT CHECKLIST, PAGES 138-139.

Pages 55-57: The Fruits of the Spirit

While the “Fruits of the Spirit” is a religious term, you could also call this “A Basket of Good Life Skills.” If kids think some of these words are hokey, they should think of adults they know who exhibit these traits and consider whether or not they might have started using them at a younger age and so built some good habits. Remind them that this is why it’s a great idea to find good role models and watch how they handle situations so you can learn how these traits work in real life action!

Activity: Have kids write down the words LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, GENTLENESS, FAITHFULNESS, SELF CONTROL. Have them cut these words out so they have small strips like in a fortune cookie. Have a basket or bucket and ask kids: “Ok, if you don’t want to have LOVE as one of your fruits/skills, give it back, please...just toss it in this bucket.” Go through the entire list. At the end ask kids to look and see which traits they kept. Just turn around and end the discussion like that! Pull your wastebasket to the foreground and dump all the “returned” fruits/skills into the trash. Give a sigh and make no further comment. They will have something to think about!

KIDS MAY COMPLETE THE FRUITS OF THE SPIRIT CHECKLIST ON PAGE 141.

Pages 58-59: This Too Shall Pass!

Have an open-ended discussion of why kids (and adults) are often so impatient. Why does the grass always seem greener when you are FINALLY 6 or 12, 18, 21, etc.? When you focus on the future like that, how much do you miss of the present?

Ask kids:

- What's your rush?
- How do you know 12 is better than 6, or 21 is better than 12?
- When is impatience OK?
- How does it help to think of kids who have things worse than you do?
- Does it help to think of kids who don't have to get up early for school...because they don't even have a school to go to, or are not allowed to go to school?
- Discuss keeping a journal: it can help put your impatience in its place...on paper. Maybe it will turn into a book or movie like *The Diary of a Wimpy Kid*?
- What year of your life would you be willing to "give up" so you could be older, be on to the next thing?
- What age might you one day look back on with the most fondness?

Add the Good on Her! item to the inspiration board.

KIDS CAN DO THE "I THINK I'LL TRY THESE!" CHECKLIST ON PAGE 150.

Pages 60-61: Color is Only Skin Deep

Well, a discussion on race is up to you. Obviously your school, classroom, and neighborhood demographics might affect your discussion. In this volatile “politically correct” environment, I hesitate to recommend anything, but here are a couple of ideas.

1. Have kids put on blindfolds (if this is allowed); they must follow the rules... and go around the class and feel as many hands as they can...just the top of the hand. Then have them take a seat. Ask them how many black hands they touched, how many white? How many female, how many male? How many _____ (fill in your own blanks.) If we could never see skin color, would we react differently to people?
2. The author makes a humorous supposition that if aliens actually came to earth, we might be a lot more concerned at that time about the “little GREEN men” than we are about what color our friends and neighbors are; what do they think about this?
3. Have kids make GOOD GRIEF, BE GOOD! signs and add them to the inspiration board.

Post the We Are All the Same Person! from page 72 to the Good Kid inspiration board.

KIDS CAN DO THE WISDOM CHECKLIST FROM PAGE 149.

Social Media...Discussions

From pages 78-79, discuss the ideas here, especially about making wise choices about which social media to use, the concept of living your life online versus in the real world, etc.

From pages 118-119, discuss Internet etiquette. Do kids agree with this list? Do they practice Internet etiquette? Do they have ideas to add to this list?

From pages 124-125, discuss Miss Glenda's Internet Advice.

Activity: Take a classroom poll of how much time kids think they should spend online each day. Then ask them to pretend they are a parent and ask them how much time they think their kids should spend online each day. (You can define this as their digital devices, television, etc....whatever combo you think most resonates with your kids.)

How much difference is there, if any, between the two polls?

KIDS CAN TRY THE PARENT CHECKLIST FROM PAGE 148.

Checklists Round Up!

Let kids complete the checklists on pages 142-147.

If you are brave: discuss pages 120-121 and see if kids feel adults do these things with them.

Go over Sherry's Advice on pages 122-123 and see if they agree with these concepts or want to expound on them.

Discuss Boyfriends and Girlfriends on pages 116-117.

Discuss pages 113-114 on sex!

Talk about pages 106-110; can kids wrap their head around helping and being helped?

Help your kids discover wonderful bios to read! Your librarian can make great suggestions!

And the author's personal favorites!:

- Pages 79-82: Why learning a skill is so important and why you go to school! (It ain't busy work!)
- Pages 87-88: Get Up, Get Dressed, and Get Going! (Those are the only kinds of kids I hire!)
- Pages 89-90: The Value of Reading
- Pages 91-92: What Separates the Boys from Men, and Girls from Women
- Page 103: Phooey with Failure!

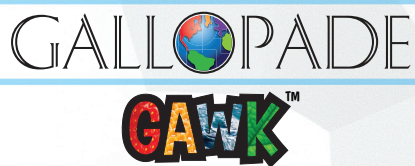
Also add to your inspiration board the items on page 91: Why Be Good?

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This book is so necessary! Kids today live in a confusing world, and it's hard for them to know what is REALLY right, and who may be SO WRONG in their actions. All adults are not excellent role models—some are just mean, uncaring, and make bad choices that children are then left to see. So, how are kids supposed to know how to act themselves? This neat book takes a great stab at this issue: what are the values kids today should have, and how should they deal with those adults around them who are making poor choices? There are lots of good suggestions here that should make kids stop and think about the person they wish to become as they "grow up." As the author says, it's sad that we even have to discuss these real, but terrible, tragedies that have occurred in our country in the recent past, but the reality is that we do have a Rotten Apple world more than we would like to admit. Our kids are the strength of our world and they need all the help they can find to make good decisions for life. Read and learn.

—Fran Stanley, former teacher, pediatric nurse and child advocate



TEACHER/PARENT GUIDE