'Grumble Town' Lesson
for Life Principle of Citizenship

Objective:
- To Identify the 'Grumbles' and make a choice on one's personal response.
- To Identify what we can and cannot control
  Reference Stephen Covey - Circle of Influence and Circle of Concern

Age Level: All Ages

Materials: Paper or 4x4 Grumble Sheets ; Grumble T Chart
Technology Option: Use Padlet or Popplet to create a mind map with Grumbles as the theme.

Literature:
- Grumble Town Story
- The Grumble Family Poem - Source, The Moral Compass, Bennett, William
- Influence Poem by John Norris
- It is Not the Critic Who Counts by Theodore Roosevelt
- Attitude by Charles Swindoll

Directions:
1) After reading and discussing the *Grumble Town Story* and the *Grumble Family* poem, ask your students to take a sheet of paper and write MY GRUMBLES at the top or or use the Grumble T Chart. Have them make a list of the things in their life that would be considered Grumbles.

   1) Have the students evaluate their list and ask themselves:
      a) Do I have any control over changing what is happening?
      Examples:
      Situation; Having to get up 15 minutes earlier so parent can drop us off at school and get to work on time.
      Student Grumble: "My parents rush me to get ready for school!"
      Parent's Grumble: "Hurry up and let's go! Can't you get ready any faster?"

      b) What does grumbling change about the situation?
      c) How does grumbling make me feel better?
      d) How does grumbling make those around me feel better?
      e) How does grumbling affect me? … those around me?
      f) How does grumbling have a negative or positive effect?
      g) What do I have control over changing? (ATTITUDE includes extensive resources)

Resource for discussion:
    Stephen Covey - Circle of Influence and Circle of Concern
  3) Allow time for anyone who feels comfortable to share one of their 'Grumbles'
      or do a pair share.

Options for Stopping the Grumbles:

1) Discuss how Grumbles may be turned into something positive through:
        a) problem-solving - Grumble Town Choice CROSSROADS Worksheet
            Work through the five steps to find solutions and make a choice
            about what, if anything, can be done to alleviate the situation.

        b) changing the GRUMBLE into a GRIN, a positive statement
            Using the example above under 2) a positive change might be:
            "I get to school 15 minutes earlier and have time to visit with my
             friends or finish my homework.'   (Change of Attitude)

 2) Do a QFT - Question Focus Technique Lesson with the focus being
     'GRUMBLES'. Allow students to use the process to personalize and
     determine options for choosing their responses.   Grumble T Chart

 3) Have a GRUMBLE container that stays in the classroom with a stack of
     paper or 4x4 Grumble Sheets nearby for writing .   As 'Grumbles' are heard,
     the procedure is to write them down and decide if they can be thrown away or
     changed.

Options for getting rid of Grumbles that can't be changed:
1)   Have a local trash truck come to the school so the students can throw their
     'Grumbles' away.
2)   Ask the Principal to bring in one of the large school trash containers into the
     room.
3) Do a School Wide Grumble Throw-a-way at an assembly.

Expansion:

1)   Ask learners to listen for Grumbles in the media they watch or read. Discuss
     what effect this might have on the people hearing them.
     a) Short term effects?
     b) Long term effects?

2) Use the Influence Poem by John Norris and It is Not the Critic Who Counts by
    Theodore Roosevelt for a discussion about the influence Grumbles have.