

Making Smart Choices for Me I STOP'D



3 Cs

- ☞ I care about myself.
- I care about you.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

Preparation

Copies

Home Connection (see page 27)

PowerPoint

ISTOP'D (Provided with this lesson, or may be downloaded by contacting the USOE)

Materials

- sticky notes
- scratch paper
- The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry or another book that illustrates a conflict and resolution
- Optional: Shoes of different kinds and sizes

Music

- "A Little Bit of Honey" from the CD *Take a Stand* (see page 85)
- "Chill" from the CD *Something Good* (see page 89)
- "The Right Choice" from the CD *Something Good* (see page 111)
- "Two Heads are Better Than One" from the CD *Take a Stand* (see page 115)

Vocabulary

emotions	smart choices	"I" messages
Caring Powers	not smart choices	rights

Lesson at a Glance

Introduction

1. Conflict in Literature

Strategy

2. PowerPoint and Story

Conclusion

3. Follow the Notes in the PowerPoint

Home Connection

4. Resolving Conflict Book Report

Core Curriculum Objectives and Standards

Objectives

- Summarize how communicating with others can help improve overall health.
- Demonstrate coping behaviors related to grief and loss.
- Demonstrate constructive ways of managing stress.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Explore how relationships can contribute to self-worth.
- Develop vocabulary that shows respect for self and others.

Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: The students will understand and respect self and others related to human development and relationships.

Teacher Notes

Introduction

Prepare

Ask

1. Conflict in Literature

Distribute a sticky note to each student.

- Everyone write the name of a really good book you've read lately.
- Without even asking you, I know one thing that all these books have in common.
- What do you think it is?
They all have conflict.

Mini-Lesson

There are three possible kinds of conflict we can find in any great story.

- Man vs. Man
- Man vs. Himself
- Man vs. Nature

List on the board as headings.

Sort

Without talking, take your sticky note and stick it under the conflict heading that describes the main conflict in your book, and be prepared to defend your placement.

Discussion

Have a few students share their book title and why the conflict in the book fit under the heading they chose.

Strategy

2. PowerPoint and Story

Have a story about making smart choices ready at the end of the PowerPoint.

Use the PowerPoint provided with this lesson.

Note: When the presentation is opened in PowerPoint Normal Mode, notice the accompanying notes. Please do not read these notes to students. There is basic information and more advanced information accompanying each slide. You may choose the depth of training that is appropriate for the students. Use your own voice and examples when using the presentation.

Conclusion

3. Follow the Notes in the PowerPoint

Home Connection

4. Resolving Conflict Book Report

Prepare

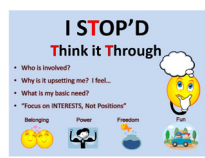
Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.

Additional Ideas

Writing

- Invite each student to bring an old shoe to class.
- When a conflict arises, in order to find a win/win resolution or one where everyone is happy, you must first look at the interests of all of the people involved.
- People often refer to this as putting yourself in the other person's shoes.
- You have to try and see the problem from a different perspective.
- Have the kids write a story from the shoe's point of view.
- Explain that they will write in the first person.





I STOP'D is an acronym

- Each letter in the word stands for the first letter of another word.
- It is a technique people use to memorize organized information.
- Some other acronyms are PTA (Parent Teacher Association) and NASA (National Aeronautics and Space Administration).
- This acronym can also help us remember the process to follow when we make a decision.
- Let's look at each letter briefly at first so you can see the big picture.
- We will read a story and see how the characters apply the I STOP'D process to their conflict.

Read briefly; you'll go into depth later.



Ask:

- Why is it important to use your power to choose?
- A new study in the *Journal of Personality and Social Psychology* found that leaders often were not the smartest people in their groups; they were just the ones that had the most ideas. 94% of the time other group members went with the first idea, even if it was incorrect.

Kluger, J. (2009, February 11). Competence: Is your boss faking it? *Time*. (see page 29)

Ask:

- Some people have learned an exercise called the "Chill Drill." Who can tell me about it?
- Why do you think it is important to take a break before you make an important decision?

Optional:

- Remind students of the song "Chill" by playing a few seconds of it.
- When we use our large cheek muscles to make a smile, we send a signal to our brain to release chemicals that help us relax and handle stress.

Sipe, J. W., & Frick, D. M. (2009). *Seven pillars of servant leadership: practicing the wisdom of leading by serving*. New York: Paulist Press.

Talking Points:

- In 1943, a man named Abraham Maslow introduced the idea that we all have basic needs in order to be able to grow.
- Many times conflict occurs because those needs are not met.
- Our basic psychological needs (as opposed to our physical needs like food and sleep) are belonging, power, freedom, and fun.
- The needs we have that are not being met we identify as our interests. Those unmet needs are what we are interested in fulfilling.
- Focusing on interests instead of positions helps us find a joint solution to our problem much faster.

Ask:

- Which sounds better – telling your parents "I am interested in having fun tonight, what do you think about the movies?" or "I need to have fun tonight, so I have to go to the movies and you must take me"?

Ask:

- Who are some of the wise people in your life you feel you can go to if you have a problem?
- Why is it important to think about the pros and cons?
- What do you think it means to "think win-win"?





Ask:

- How well do plans work for a lot of people when only one person picked the plan?
- Have you ever been forced to go along with a plan that you didn't help make?
- How did you feel?
- When is it okay just to make my own plan for me?
When it just involves you
- When should we include another person in the plan?
When it includes them
- When do we make plans together as a group?
When it involves the group
- When is it okay or even necessary for there to be one plan that one person makes for everyone?
In an emergency

Ask:

- Does it feel good?
- Is something not quite right?
- Is the plan not working?
- Are there consequences I didn't think about?
- Should I try a different option?

Read a story that illustrates a conflict and a resolution. Many teachers choose *The Great Kapok Tree: A Tale of the Amazon Rain Forest*.

Cherry, L. (2000). *The Great Kapok Tree: A Tale Of The Amazon Rain Forest*. San Diego: Harcourt

- Now we are going to apply the I STOP'D process to the book as you click through the remaining slides. The following slides will use *The Great Kapok Tree* as an example.

Ask:

- Why was it important for the animals to realize they had the power to do something about their problem?

Ask:

- What do birds usually do when someone disturbs their tree?
Immediate reaction is to fly away; instead, these animals stopped and chilled.
- What do you usually do when someone does something that disturbs your "tree"?
Whine, just allow them, move somewhere else and not say anything, be victims instead of problem-solvers, bite their head off

Ask:

- What are the basic needs or interests of the main character in *The Great Kapok Tree*?
Write his interests on the board.
- What are the basic needs or interests of the animals?
Write their interests on the board.

Ask:

What options could the characters invent that might satisfy both their interests?

Ask:

- Is their solution a win-win? Why not?
The man just walked away and gave in.
- What could they have done to help the man achieve his interests as well?



Congratulations! You now know how to use the I STOP'D process!



Conclusion:

- Now get out a piece of paper and quickly write I STOP'D down the left hand side.
- Let's see how much of the process you can remember.
- In 30 seconds we will switch papers and see if you can fill in what your neighbor has left blank.

This could be a quick follow-up anytime of the year.

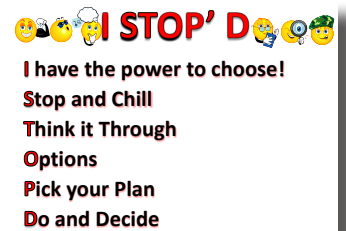


Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. I have a responsibility to treat others with kindness. Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions. I am going to do a book report to practice what I learned. I will do the following (using a separate sheet of paper):

1. Write the title of the book.
2. Read half the book.
3. Identify the setting (where it happens) and write it down.
4. Write down the character who is having a problem and write it down.
5. Write down the problem.
6. STOP and CHILL.
7. THINK about the problem by identifying interests of the main characters involved in the problem. Write them down.
8. OPTIONS: Brainstorm possible win/win solutions to the problem. Write them down.
9. PICK A PLAN: Write down which solution you think the character should use.
10. Finish reading the story.
11. Did your solution match what really happened? Which solution did you like better?
12. Share your book report with an adult family member.



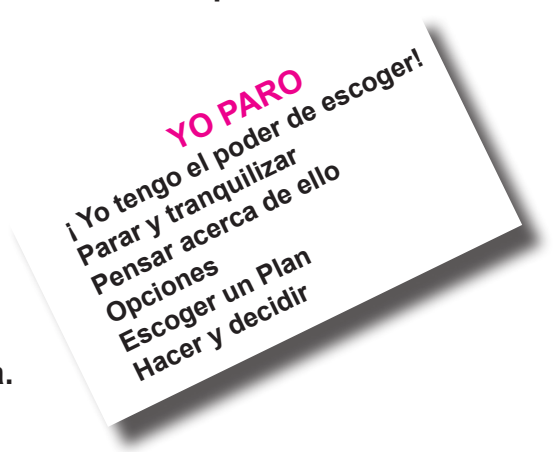


Conexión en el Hogar

Querida familia,

Hoy aprendí que te tengo el derecho de vivir en un ambiente en donde me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad. La violencia se expresa por medio de palabras, miradas, signos o acciones, las cuales dañan el cuerpo, los sentimientos, o las posesiones de alguien. Yo voy a hacer un libro para reportar todo lo que he aprendido. En la parte de atrás de éste papel, voy a escribir acerca de lo siguiente.

1. Escribir el título del libro.
2. Leer la mitad del libro.
3. Identificar el lugar (en donde sucedió) y escribirlo.
4. Escribir el personaje que está teniendo un problema.
5. Escribir el problema.
6. PARA y TRANQUILIZATE.
7. PIENSA acerca del problema y acerca de los intereses del personaje principal envuelto en el problema. Escribe acerca de ello.
8. OPCIONES: ofrece soluciones para el problema que sean ganar/ganar. Escribelas.
9. ESCOJE UN PLAN: Escribe cual es la solución que tu piensas que el personaje debe de usar.
10. Termina de leer la historia.
11. ¿La solución que diste se parece a lo que realmente pasó?
12. Comparte el reporte de tu libro con un adulto que sea miembro de tu familia.



Note to
Teachers on
the Study
Referenced
in PowerPoint
Slide 9

“We have
the power to
choose!”

This is an interesting study about how groups solve problems and how individuals in the group are perceived as offering solutions to problems.

“...The volunteers, competing for \$400 in teams of four, set to work solving computational problems taken from the Graduate Management Admission Test (GMAT). Before the work began, the team members informed the researchers – but not one another – of their real-world math scores on the SAT.

“When the work was finished, the people who spoke up more were again rated as leaders and were likelier to be rated as math whizzes too. What’s more, any speaking up at all seemed to do. People earned recognition for being the first to call out an answer, and also for being second or third.

“...But when Anderson and Kilduff checked the teams’ work, a lot of pretenders were exposed. Often, the ones who were rated the highest were not the ones who gave the most correct answers. Nor were they the ones whose SAT scores suggested they’d even be able to. What they did do was offer the most answers – period.

“‘Even though they were not more competent,’ says Anderson, ‘dominant individuals behaved as if they were.’ And the team members fell for it: fully 94% of the time, they used the first answer anyone shouted out.”

Kluger, J. (2009, February 11).
“Competence: Is Your Boss Faking
It?” *Time*.



This is the cover of Time Magazine from which this article was taken.



