


# Making Smart Choices for Us We 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.

## Teacher Notes

## Preparation

### Copies

- Home Connection (see page 33)
- Conflict and Reaction chart (see page 35)

### Materials

- Optional: Select a book that addresses diversity such as:
  - Polacco, P. (2001). *Thank you, Mr. Falker*. New York: Philomel Books
  - Lester, H., & Munsinger, L. (1999). *Hooway for Wodney Wat*. Boston, MA: Houghton Mifflin
  - Cohen, B., & Deraney, M. J. (1983). *Molly's Pilgrim*. New York: Lothrop, Lee & Shepard Books
- PowerPoint presentation *We STOP'D*
- Optional: Butcher paper for Conflict and Reaction chart

### Music

- "Children of Many Colors" from the CD *Be a Builder* (see page 88)
- "Do" from the CD *Be a Builder* (see page 91)
- "We're Not That Different After All" from the CD *Take a Stand* (see page 116)

## Vocabulary

- |             |  |
|-------------|--|
| interests   | empathy  |
| options     | diversity (intellectual, cultural, social, physical) |
| basic needs |  |

## Lesson at a Glance

### Introduction

1. Rocks in Our Class Backpack

### Strategy

2. Option Making

### Conclusion

3. Diversity Literature

### Home Connection

4. Family Meeting

## Core Curriculum Objectives and Standards

### Objectives

- Summarize how communicating with others can help improve overall health.
- 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.

## Introduction

Prepare

PowerPoint  
(available in ppt and  
pptx formats)

## Strategy

Prepare

List

Conflict and  
Reaction chart

Small Group  
Discussion

## Tie in the 3 Cs

I care about me.

I care about you.

I care about my community.

## 1. Rocks in Our Class Backpack

Teach Lesson 2, where you establish a class backpack for class problems to solve in a class meeting. If students have not used this opportunity, then place some of your own concerns in the pack so one will be available to mediate during the class meeting.

Follow the notes in the *We STOP'D* PowerPoint to solve a class problem.

The PowerPoint slides are printed for preview beginning on page 37. Please do not read the notes to the students. Use them for your own information and resource. Use your own examples and experiences to teach these concepts.

## 2. Option Making

Make copies of Conflict and Reaction chart (see page 35).

Create a list of small conflicts that might occur in the classroom or at home, such as someone with glasses; a child who walks differently; weight differences; haircut, or hair that is extremely curly, or no hair at all; someone that talks differently with an accent or speech problem; someone who is playing video games during class; etc.

After you have a good list of possibilities, hand out a Conflict and Reaction chart. Fill out the chart with the class, and then have them choose a few to do on their own when they are confident with what you have done together.

- What are some of the differences you came up with?
- How did you change a negative reaction to a positive reaction?
- What kind of difference would this reaction make for individual classmates and a classroom as a whole?

## 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.

## 3. Diversity Literature

Obtain a book on diversity, such as *Thank You, Mr. Falker*, *Hooway for Wodney Wat*, or *Molly's Pilgrim*.

Ask the students to listen for ways the character(s) are different and how they are treated because of those differences.

Have a brief discussion about the experiences of the character(s) in the story.

## Home Connection

Prepare

## 4. Family Meeting

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.





# Home Connection

Dear Family,

Today I learned that I have the right to live in a healthy and peaceful community. I have a responsibility to contribute to the health and peace of my community. Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

By participating in regular class meetings, we will help our class community stay peaceful. Our family is a community too. Having a family meeting to deal with our conflicts might help our family stay peaceful too. Here are the parts of a class/family meeting. Please help me practice what I have learned.

Thank you!

We have the power to choose.

Stop and search the problem.

Think it through.

Options work best if they are win/win.

Pick a plan.

Do it, then decide if it worked.



# Home Connection

Dear Family,

Today I learned that I have the right to live in a healthy and peaceful community. I have a responsibility to contribute to the health and peace of my community. Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

By participating in regular class meetings, we will help our class community stay peaceful. Our family is a community too. Having a family meeting to deal with our conflicts might help our family stay peaceful too. Here are the parts of a class/family meeting. Please help me practice what I have learned.

Thank you!

We have the power to choose.

Stop and search the problem.

Think it through.

Options work best if they are win/win.

Pick a plan.

Do it, then decide if it worked.



# Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad pacífica y saludable. Yo tengo la responsabilidad de contribuir a esa belleza y salud de mi comunidad. La violencia se puede generar por medio de palabras, miradas, signos o actos, para herir el cuerpo, los sentimientos, y las posesiones de alguien.

Al participar en las reuniones de mis clases regulares, ayudaremos a la comunidad de nuestra escuela a permanecer saludable y pacífica. Nuestra familia es una comunidad también. Tener una reunión familiar puede ayudar a permanecer saludable y convivir en paz. Aquí están algunas ideas que podemos utilizar durante nuestra clase/reunión familiar. Por favor ayúdame a practicar lo que he aprendido.

Gracias!

Nosotros tenemos el poder de escoger.

Para y encuentra cual es el problema.

Piensa en ello.

Las opciones funcionan mejor si estas son para que las dos partes ganen.

Escoge un plan.

Ponlo en práctica, y decide si funciona.



# Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad pacífica y saludable. Yo tengo la responsabilidad de contribuir a esa belleza y salud de mi comunidad. La violencia se puede generar por medio de palabras, miradas, signos o actos, para herir el cuerpo, los sentimientos, y las posesiones de alguien.

Al participar en las reuniones de mis clases regulares, ayudaremos a la comunidad de nuestra escuela a permanecer saludable y pacífica. Nuestra familia es una comunidad también. Tener una reunión familiar puede ayudar a permanecer saludable y convivir en paz. Aquí están algunas ideas que podemos utilizar durante nuestra clase/reunión familiar. Por favor ayúdame a practicar lo que he aprendido.

Gracias!

Nosotros tenemos el poder de escoger.

Para y encuentra cual es el problema.

Piensa en ello.

Las opciones funcionan mejor si estas son para que las dos partes ganen.

Escoge un plan.

Ponlo en práctica, y decide si funciona.

Conflict and Reaction Chart

Conflict	Negative Reaction	Positive Reaction
Example: Student w/glasses	Point and giggle, call names	"Hey, those glasses are cool!" "You look so smart!"

Conflict and Reaction Chart

Conflict and Reaction Chart

Conflict	Negative Reaction	Positive Reaction
Example: Student w/glasses	Point and giggle, call names	"Hey, those glasses are cool!" "You look so smart!"



- We can use the same process to solve problems as a group.
- What different kinds of groups do you belong to that sometimes have conflicts?
- (sports teams, friends, recess games, family)
- 3 Cs – Help students understand and 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.

Reference:

The book *Getting to Yes* emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym I STOP'D in their original form:

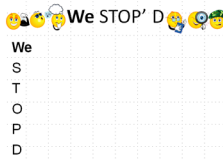
1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.

Subsequent references will appear as (Fisher, page number).

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. Boston: Houghton Mifflin. pp. 15-81.

The book *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, has taken the principles in *Getting to Yes* and transformed them into a complete year-long school curriculum that addresses each element of the Prevention Dimensions acronym I STOP'D in exhaustive detail. Please refer to this publication for comprehensive lessons. This PowerPoint is meant to be an overview. Subsequent references will appear as (Bodine, page number).

Bodine, R. J., Crawford, D. K., & Schumpf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press.

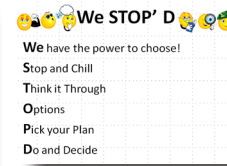
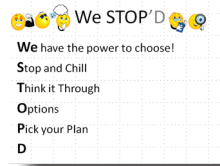
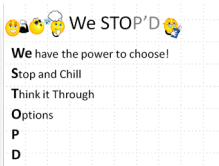
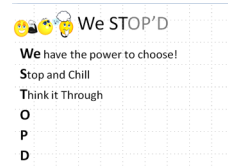
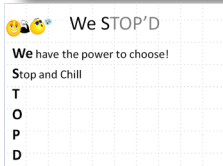


Ask:

Who remembers what each of these letters stand for?



Read briefly; you'll go into depth later.



Ask:

- If something isn't working in the group you are in and you decide not to do anything about it, what might happen?
- How does making smart choices as a group give everyone power?
- Remember the study on leadership?
- 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 38)



Ask:

- What often happens if there is a conflict in a group?  
People start getting angry; everyone's basic needs aren't being met; the group breaks up even if they don't want to; it keeps the group from meeting the purpose it was formed to meet, such as a team winning basketball games, friends having fun, or a class learning.
- What would happen if the group had a way of stopping and chilling?  
The group could know how to immediately resolve conflict and therefore continue to meet its purpose.
- What ways could a group agree to stop and chill every so often?  
Class meeting, family meeting, group time-out to make a decision, etc.
- What does it mean to "separate the people from the problem"?  
We value people, but emphasize a solution to the problem.

**We STOP'D**  
Think it Through

- Who is involved?
- I feel...when...
- I am interested in...

Belonging Power Freedom Fun



Ask:

- Who is involved in the conflict?
- When a person's needs or interests are not being met, they often create conflict in the group. This conflict stops the progress or purpose of the group. (Johnny needs to feel power on the playground, so he hogs the ball, keeping others from enjoying the group game. The team can't fulfill its purpose of winning because other members can't contribute.)

Discuss:

Communication means how we talk to each other while solving a problem. How we communicate can either be a huge boulder that keeps us from solving the problem, or it can make the process go faster. Using "you" messages creates a boulder.

Ask:

- What do you think I mean by a "you" message? What is a statement that starts with "you"? (You always get to choose... You never have to take your turn doing the dishes... You think you are...)
- On the other hand, what do you think an "I" message is? (I feel frustrated when I haven't had a turn to choose the movie for awhile... I feel misunderstood when I am blamed for talking and I wasn't...)

Discuss:


One of the most important I messages we can use encourages us to talk about what our basic needs or interests are. It is "I am interested in..." This helps everyone understand what is important to you in the solution.

Ask:

Who are some of the wise people in your life you feel you can go to if you have a problem? (This could be a neutral third party such as a rule book, law book, people or teams you want to be like etc.)

**We STOP'D**  
Brainstorm Options

- Talk to a wise person
- List options and their pros and cons
- Think win-win




**We STOP'D**  
Pick your Plan

- Pick a plan where everyone wins
- Encourage cooperation



**We STOP'D**  
Do and Decide

- Do it!
- Decide if the plan is working, or...
- Should I try a different option?



Ask:

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

**We STOP'D**

We  
S  
T  
O  
P  
D

**We STOP'D**

We have the power to choose!

S  
T  
O  
P  
D

Use a conflict from the class backpack to mediate through the steps.

For example: Some students continue to talk during reading time so the whole class gets in trouble...

**We STOP'D**

We have the power to choose!

Stop and Chill  
T  
O  
P  
D

**We STOP'D**

We have the power to choose!

Stop and Chill  
Think it Through  
Options  
P  
D

**We STOP'D**

We have the power to choose!

Stop and Chill  
Think it Through  
Options  
Pick your Plan  
D

**We STOP'D**

We have the power to choose!

Stop and Chill  
Think it Through  
Options  
Pick your Plan  
Do and Decide

**We STOP'D**

We have the power to choose!

Stop and Chill  
Think it Through  
O  
P  
D

**We STOP'D**



Group Problem Solving Process

Conclusion:

- Now get out a piece of paper and quickly write "We 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, on any day of the year.



Note to teachers:  
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.