




Making Smart Choices for Us We STOP'D

3 Cs

- I care about myself.
- I care about others.
-  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 66)

Materials

- crayons
- We STOP'D PowerPoint (included with this lesson)

Music

"Children of Many Colors" from the CD *Be a Builder* (see page 124)

Vocabulary

- | | |
|-----------|-----------------|
| alike | unique |
| different | characteristics |

Lesson at a Glance

Introduction

1. Solving a Bug From the Class Bug Jar

Strategy

2. Using We STOP'D to Solve the Problem

Conclusion

3. Celebrate

Home Connection

4. Practice We STOP'D at Home

Core Curriculum Objectives and Standards

Objectives

The Utah State Office of Education core objectives and standards are being rewritten and will be included in this section when they are completed.

Introduction

We STOP'D



1. Solving a Bug From the Class Bug Jar

Use the WE STOP'D PowerPoint as a template for solving a class bug from the bug jar (see lesson 4).

Talking Points:

- We each have bugs, and different Helpful Heroes can help us solve our bugs.
- One of the Helpful Heroes we can use is our class when we have a class bug.
- You can use I STOP'D for your own bugs, and we can use We STOP'D for our class bugs.

Solve a bug:

Guide the children through the We STOP'D class meeting process and solve a bug from the class Bug Jar or a bug that you have noticed.

Focus on the 3Cs:

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.

Other ideas the teacher may want to use:

The book *Getting to Yes* emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym We 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.

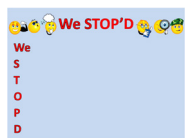
Subsequent references will appear as (Fisher, page number).

Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving in*. Boston: Houghton Mifflin, 1991. 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 We 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, Richard J., Donna K. Crawford, and Fred Schrupf. *Creating the Peaceable School: a Comprehensive Program for Teaching Conflict Resolution*. Champaign, IL: Research Press, 2002

Strategy



2. Using We STOP'D to Solve the Problem

Ask:

I need at least six people to raise their hands, so when I point you will tell me what one letter stands for.

Ask:

If something isn't working in the group you are in and you decide not to do anything about it, what might happen?

Someone else could make a choice to solve the problem, and we might not like it.

How does making smart choices as a group give everyone power?

If we help solve the problem, then we can make a decision we like.

If we never did anything about the class bug we have, what could happen to the good feeling we have in our class?

Ask:

What often happens if people in your group don't get along (this is called "having a conflict")?

- The members get angry.
- The group breaks up even if they don't want to.
- The group can't meet its purpose, such as a team winning basketball games, friends having fun, classes 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 to win, to have fun, or to learn.



What can we use as our class way of stopping and chilling?

Have a regular class meeting.

Reference:

Sipe, James W., and Don M. Frick. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. New York: Paulist Press, 2009.

Ask:

- What am I doing to make the problem?
- How am I feeling?
- How would I (or the class) feel if the problem was solved?

Focus on the 3Cs:

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.

Advanced Discussion:

Communication means how we talk to each other while solving a problem. How we communicate can either create a huge boulder that keeps us from solving the problem or make a bridge to understanding. "You" messages create boulders.

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." "You think you are..."

- On the other hand, what do you think I mean by an "I" message?

"I feel frustrated when I haven't had a turn to..." "I feel misunderstood when I am blamed for..."

Talking Points:

Things we can communicate with "I" messages:

- Feelings ("I feel...when you...")
- Wants ("I want to...")
- Interests ("I am interested in...")
- Contribution to the problem ("I am part of this problem because I...")

Ask:

Who can we ask for ideas that might fix our problem?

- Wise people
- Others who have solved the problem before
- Objective criteria like school rules
- Each other!

Why is it important not to say mean things about someone else's idea?

Focus on the 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.

Advanced Discussion:

We call this process brainstorming. Can you imagine a storm in your brain? It's a whole bunch of ideas that come from everywhere.

Talking Points for a Brainstorm:

- Write the problem on the board so everyone can focus on it
- Encourage wild ideas
- Absolutely no criticism of ideas
- Record ideas on the board
- "Invent options for mutual gain" is the technical term for what is otherwise known as thinking win-win (Fisher, 56-80).





Conclusion

Home Connection

Prepare

Additional Ideas

Prepare

Ask:

- Which options have a plan where everyone wins?
- Which options encourage cooperation?

Focus on the 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.

Advanced Discussion:

Talking Points for After a Brainstorm:

- Star the most promising ideas.
- Try to make ideas better by using phrases like "What do you like best about that idea?...How might it be better?" (Fisher, 61-63).

Ask:

- How are we going to actually do our plan?
- When are we going to look at our solution and decide if it is working or not?

3. Celebrate

- Take a moment and appreciate each other for working together to solve a problem.
- Have the children pat themselves on the back or shake their neighbor's hand to indicate their willingness to do the plan.

4. Practice We STOP'D at Home

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families. Please have students check either the "Enjoy at home" or "Please return" box.

Venn Diagram

Draw a Venn diagram on the board labeled with two students' names. (See the Home Connection on page 68 for an example.)



Participation

Have these two children stand in the front of the room and face their classmates.

Ask

- Which one of these students do you think is ___?
- Which is ___?
- How did you know?
- What if I turned them around so you couldn't see their faces? Could you still tell who is who? How?
- Do they both have hair?
- What is unique about each student?

Fill in

- A Venn diagram helps us see how we are different and how we are the same.
- It is useful for finding common solutions, and assists the We Stop'D process in a visual way.

Use responses to fill in the Venn diagram.

Apply

- How are people alike in some ways and different in other ways?
- Why are differences important?
- How can the Venn chart help resolve a problem?

Tie in the 3 Cs

I care about me.
I care about others.
I care about my community.

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.

Ask

- How can people be unique?
- What would it be like if we all looked the same, talked the same and liked the same things?





Home Connection

Dear Family,

Today I learned that I have the right to live in a beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. By participating in a class meeting, we help our class community stay peaceful. Our family is a community too. Having a family meeting to deal with our bugs 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! I love 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 beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. By participating in a class meeting, we help our class community stay peaceful. Our family is a community too. Having a family meeting to deal with our bugs 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! I love 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 bella y pacífica. Yo tengo la responsabilidad de contribuir a la belleza y a la paz de mi comunidad. Al participar en una reunión con mis compañeros de clase, estamos ayudando a la comunidad de nuestro salón a estar en paz. Nuestra familia es una comunidad también. Tener una reunión familiar para lidiar con las cosas que nos molestan, puede ayudar a tener una familia pacífica.

Aquí están las partes de una reunión familiar/ o de grupo. Por favor ayúdenme a practicar lo que he aprendido.

¡Gracias! ¡Los quiero mucho!

Nosotros tenemos el poder de escoger.

Parar y tratar de resolver el problema.

Pensar en el.

Pensar en soluciones que sean buenas para que todos ganen.

Escoger un plan.

Hacerlo, y decidir si funcionó.



Conexión en el Hogar

Querida Familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad bella y pacífica. Yo tengo la responsabilidad de contribuir a la belleza y a la paz de mi comunidad. Al participar en una reunión con mis compañeros de clase, estamos ayudando a la comunidad de nuestro salón a estar en paz. Nuestra familia es una comunidad también. Tener una reunión familiar para lidiar con las cosas que nos molestan, puede ayudar a tener una familia pacífica.

Aquí están las partes de una reunión familiar/ o de grupo. Por favor ayúdenme a practicar lo que he aprendido.

¡Gracias! ¡Los quiero mucho!

Nosotros tenemos el poder de escoger.

Parar y tratar de resolver el problema.

Pensar en el.

Pensar en soluciones que sean buenas para que todos ganen.

Escoger un plan.

Hacerlo, y decidir si funcionó.





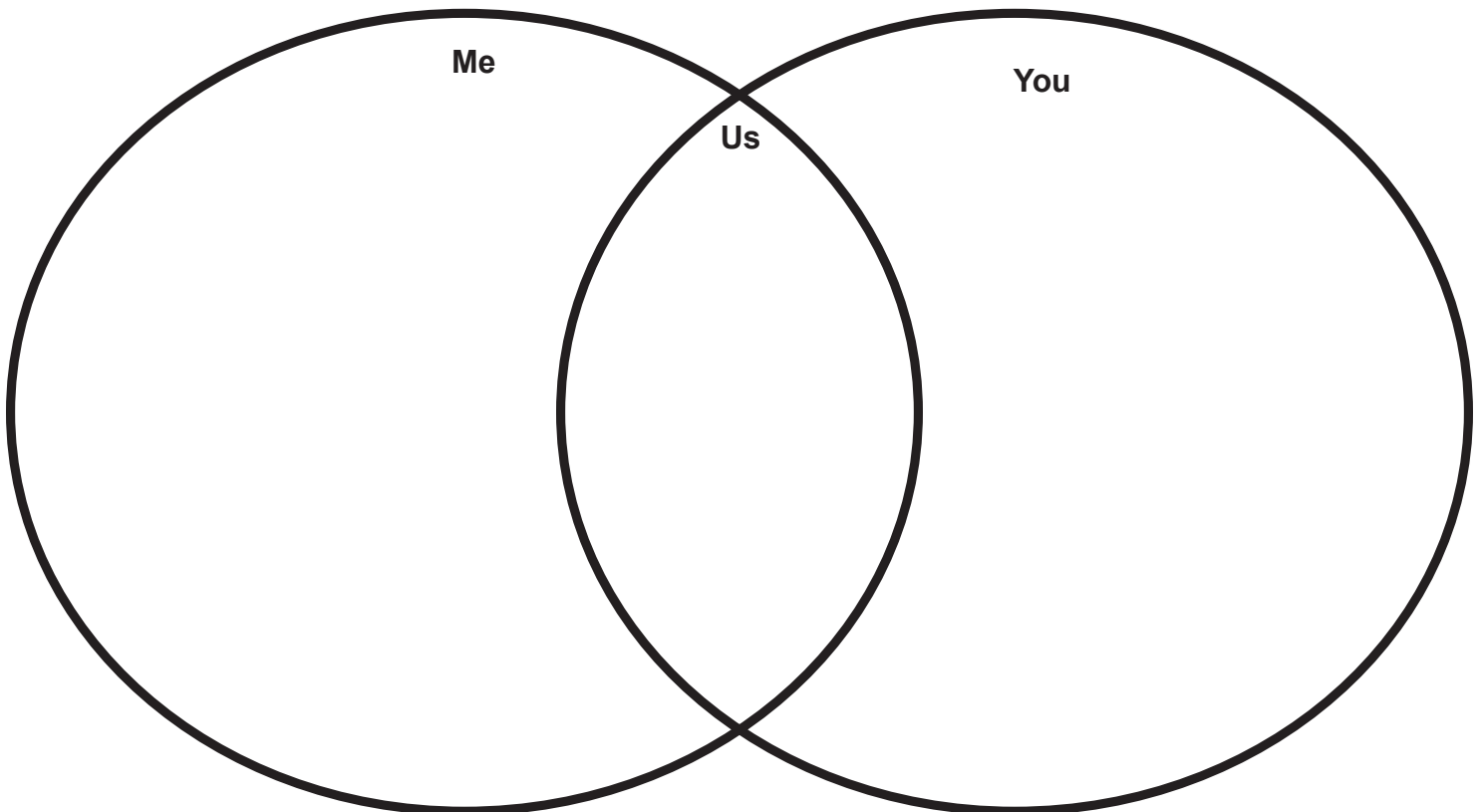
Home Connection

Dear Family,

Today I learned that I have the right to live in a beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. We have a beautiful community when we celebrate everyone's differences. Please help me complete this Venn diagram. I get to see how we are alike and different.

Family member: _____

Student: _____





Conexion en el Hogar

Querida Familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad bella y pacífica. Yo tengo la responsabilidad de contribuir a la belleza y a la paz de mi comunidad. Nosotros tenemos una comunidad hermosa cuando celebramos las diferencias de todos nosotros. Por favor ayúdenme a completar este diagram de Venn. Necesito saber como todos somos iguales y diferentes.

Family member: _____

Student: _____

