

# Making Smart Choices for Me I 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 the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

## Teacher Notes

## Preparation

### Copies

- Poem: "Ations," (see page 48)
- Home Connection (see page 49)

### Materials

- Cherry, Lynne. (2000). *The Great Kapok Tree: A Tale of the Amazon Rain Forest*. Florida. First Voyager Books (reference for I STOP'D presentation)

### Music

- "A Little Bit of Honey" from the CD *Take a Stand* (see page 157)
- "The Right Choice" from the CD *Something Good* (see page 183)
- "Two Heads are Better Than One" from the CD *Take a Stand* (see page 187)

## Vocabulary

- |           |             |
|-----------|-------------|
| interests | basic needs |
| options   | empathy     |

## 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: Understand and respect self and others related to human development and relationships.
- Standard 4: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

## Introduction

### Prepare

### Discuss

### Mini-Lesson

### Sort

### Discussion

### Ask

### Optional

## Strategies

## Conclusion

## Home Connection

### Prepare

## 1. Conflict in Literature

Hand out sticky notes to everyone.

- 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.

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.

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.

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

- Look at how the sticky notes are arranged under the titles.
- Which title has the most sticky notes?
- How does this same pattern happen in real life?

- Read selected portions of *The Prisoner of Azkaban* on page 45.

Rowling, J.K. (1999). *Harry Potter and the Prisoner of Azkaban*. New York: Scholastic Inc.

- Discuss the questions in the excerpt.
- Refer to this conflict when you discuss the PowerPoint.

## 2. I STOP'D PowerPoint and Story

Present the PowerPoint presentation *I STOP'D*, furnished 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.

## 3. See PowerPoint Notes

## 4. Book Report

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.





Ask:

- Have you ever seen a small disagreement turn into a big fight?
- What do you think made it happen?
- Have you ever found yourself caught in the middle when other people couldn't agree?
- How did you feel?
- What did you do or say?

Talking Points:

- The funny word I STOP'D helps us remember how we can make a decision.
- It is an acronym. Each letter in the word stands for the first letter of another word. It is a tool people use to help them remember something important like what to do when we STOP and THINK!
- Some other acronyms are PTA (Parent Teacher Association) and NASA (National Aeronautics and Space Administration).

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:

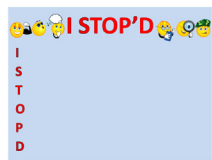
1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.

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).

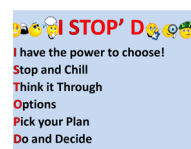
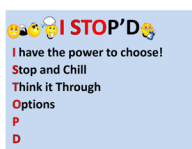
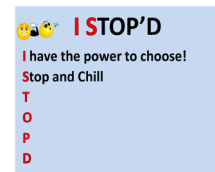
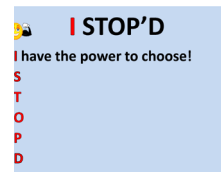
Bodine, R. J., Crawford, D. K., & Schumpf, F. (2002). *Creating The Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*. Champaign, IL: Research Press.



Talking Points:

- Let's look at each letter briefly at first so you can see the big picture. Then we'll 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.



Talking Points:

- "Decide and do" would make sense too.
- You'll see why those words are in that order.



Ask:

Why is it important to use your power to choose?

Talking Point:

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.

Reference:

Kluger, J. (2009, February 11). Competence: Is Your Boss Faking It? *TIME*, p. 48

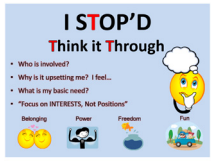
Ask:

- What do you remember of the Chill Drill?
- Why do you think it is important to take a break before you make an important decision?
- What do you think it means to separate the people from the problem?
- We can be kind to the people but firm about wanting to solve the problem. (Fisher, 17-39).

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.





## 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.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396. doi: 10.1037/h0054346Ask:

## Ask:

Which sounds better when talking to parents?

- "I am interested in having fun tonight, what do you think about the movies?"
  - "I need to have fun tonight so I have to go to the movies and you must take me."
- (Fisher, 40-55).

## Ask:

- Who are some of the wise people in your life you feel you can go to if you have a problem?
- What do you think it means to think win-win?
- To find a win/win resolution, you need to look at the interests of all the people involved. This is called "putting yourself in the other person's shoes."
- Why is it important think about the pros and cons?

## Advanced Discussion:

- The chapter, "Invent Options for Mutual Gain" goes into depth on how to brainstorm. (Fisher, 56-80).
- Wise people "insist on using objective criteria" when they make decisions – for example, school rules, consumer reports, the law, or looking at what other people have done and whether it has worked for them. (Fisher, 81-94).

## 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 OK just to make my own plan for me?
- When should we include another person in the plan?
- When do we make plans together as a group?
- When is it ok or even necessary for there to be one plan that one person makes for everyone?

In an emergency

## Ask:

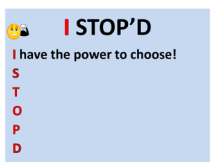
- Does it feel good?
- Is something not quite right?
- Is my solution not working?
- Are there consequences I didn't think about?
- Should I try a different option?



## Story Application:

- Use a story that illustrates a conflict and a resolution
- The following slides use *The Great Kapok Tree* in applying the I STOP'D process.

Cherry, Lynne (2000). *The Great Kapok Tree: A Tale of the Amazon Rain Forest*. Florida: First Voyager Books.



## 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.

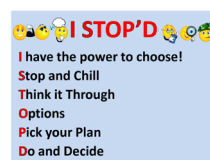
## Ask:

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?



## Ask:

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



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

Discussion

## Conflicts in Harry Potter

How many of you have read any Harry Potter books? If you have then you know that Harry, Ron, and Hermione are best friends and the main characters of the series. Many times these good friends have conflicts, but in the end usually resolve them.

In *The Prisoner of Azkaban*, Ron and Hermione have a conflict that goes through out most of the book. The problem involves Ron's rat, Scabbers and Hermione's cat, Crookshanks. From the very beginning, Crookshanks seems to have it in for Scabbers. Ron takes it very personally, and Hermione is defensive of Crookshanks' actions. Let's listen to some of their conversations and see if they are communicating in a way that will help them solve their conflict:

Read

### page 146

"OY!" Ron roared, seizing his bag as Crookshanks sank four sets of claws deep inside it and began tearing ferociously. "GET OFF, YOU STUPID ANIMAL!" . . . .

"Ron, don't hurt him!" squealed Hermione. . . . .

[Ron and Hermione both get control of their animals.] "Look at him!" he said furiously to Hermione, dangling Scabbers in front of her. "He's skin and bones! You keep that cat away from him!"

"Crookshanks doesn't understand it's wrong!" said Hermione, her voice shaking. "All cats chase rats, Ron!" . . . .

Ron was still in a bad mood with Hermione the next day. He barely talked to her all through Herbology, even though he, Harry, and Hermione were working together on the same puffapod.

"How's Scabbers?" Hermione asked timidly. .... "He's hiding at the bottom of my bed, shaking," said Ron angrily. . . .

Ask

What is the conflict? How do you think they are handling it?

Read

### page 251

[Ron finds out that Scabbers is missing] "LOOK!" he bellowed, striding over to Hermione's table. "LOOK!" he yelled shaking the sheets in her face.

"Ron, what ---?"

"SCABBERS! LOOK! SCABBERS!"

Hermione was leaning away from Ron, looking utterly bewildered. Harry looked down at the sheet Ron was holding. There was something red on it. Something that looked horribly like—

"BLOOD!" Ron yelled into the stunned silence. "HE'S GONE! AND YOU KNOW WHAT WAS ON THE FLOOR?"

"N - no," said Hermione in a trembling voice.

Ron threw something down onto Hermione's rune translation. . . . . there were several long, ginger cat hairs.

Ask

Are Ron and Hermione reducing the conflict or escalating it?



Read

**page 264**

"Anyway. . ." She glanced over at Ron too. "He doesn't want me to join in." There was no arguing with this, as Ron chose that moment to say loudly, "If Scabbers hadn't just been eaten, he could have had some of those Fudge Flies. He used to really like them—"

Hermione burst into tears. [She runs off sobbing to the girls' dormitories.]

"Can't you give her a break?" Harry asked Ron quietly.

"No," said Ron flatly. "If she just acted like she was sorry – but she'll never admit she's wrong, Hermione. She's acting like Scabbers has gone on vacation or something."

Ask

What do you think Ron is feeling? What about Hermione?

Read

**page 274**

". . .but I gotta tell yeh, I thought you two'd value her friendship more'n broomsticks or rats. Tha's all."

Harry and Ron exchanged uncomfortable looks.

"Really upset, she was, when Black nearly stabbed yeh, Ron. She's got her heart in the right place, Hermione has, an' you two not talkin' to her—"

"If she'd just get rid of that cat, I'd speak to her again!" Ron said angrily. "But she's still sticking up for it! It's a maniac, and she won't hear a word against it!"

Ask

How are Ron and Hermione acting towards each other? Is what they are doing working?

Read

**page 275**

"Harry, if you go into Hogsmeade again. . . I'll tell Professor McGonagall about that map!" said Hermione.

"Can you hear someone talking, Harry?" growled Ron, not looking at Hermione.

**page 292**

[Later Hermione brings news that Hagrid lost his case about Buckbeak and will be executed. Ron offers to help her write an appeal.]

"Oh, Ron!"

Hermione flung her arms around Ron's neck, and broke down completely.

Ron, looking quite terrified, patted her very awkwardly on the top of the head. Finally, Hermione drew away.

"Ron, I'm really, really sorry about Scabbers. . . ," she sobbed.

"Oh – well – he was old," said Ron, looking thoroughly relieved that she had let go of him. "And a bit useless. You never know, Mum and Dad might get me an owl now."

Ask

What just happened here?

Near the end of the book we find out that Scabbers was really the villain. Peter Pettigrew, and Crookshanks were trying to helping Sirius Black catch him.



## Other Ideas

Prepare

### Tie in the 3 Cs

I care about myself.  
I care about others.  
I care about my community.

Poem

## 4. Shel Silverstein Poem

Copy a class set of the poem.

- 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.

Apply the 3 Cs to this poem by Shel Silverstein. Have students memorize and recite this poem, or have them use the dictionary to write out the definitions of the "ation" words.

# Ations

By Shel Silverstein

If we meet and I say, "Hi"  
That's a salutation.  
If you ask me how I feel,  
That's consideration.  
If we stop and talk awhile,  
That's a conversation.  
If we understand each other,  
That's communication.  
If we argue, scream, and fight,  
That's an altercation.  
If later we apologize,  
That's reconciliation.  
If we help each other home,  
That's cooperation.  
And all these "ations" added up,  
Make civilization.

Silverstein, Shel. (1981). *A Light in the Attic*. Harper Collins



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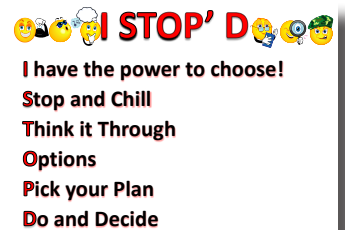


# Home Connection

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. On the back of this paper, I will write about the following prompts.

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. Escribe 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. Escríbelas.
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.

