


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 55)
- Family Traditions questionnaire (see lesson page 57)

Music

- "Children of Many Colors" from the CD *Be a Builder* (see page 160)
- "Do" from the CD *Be a Builder* (see page 163)
- "We're Not That Different After All" from the CD *Take a Stand* (see page 188)

Vocabulary

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

Lesson at a Glance

Introduction

1. Constitution – Rights and Responsibilities

Strategies

2. Create a Classroom Bill of Rights
3. Classroom Rules or Responsibilities
4. The Class Meeting and Group Mediation PowerPoint

Conclusion

5. We STOP'D Review

Home Connection

6. Family Meetings

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: 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

Define

Tie in the 3 Cs

I care about me.

I care about others.

I care about my community.

Strategies

Create Classroom
Bill of Rights

Talking Points

1. Constitution – Rights and Responsibilities

- As you begin this activity, you may want to integrate it with a discussion of the U.S. Constitution.
- This lesson ties in nicely with the Fourth Grade Social Studies Curriculum.
- **Rights** are guaranteed conditions.
- **Responsibilities** are things you are always expected to do or ways you are expected to act or treat someone else.
- The purpose of **rules** is to (a) let everyone know his or her responsibilities and (b) to safeguard the rights of all.

Adapted from Bodine, R. J., Crawford, D. K., & Schrupf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press pp. 89-91.

- 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.

2. Create a Classroom Bill of Rights

- Have students help create their own Classroom Bill of Rights.
- Some teachers type or write the Classroom Bill or Rights on a scroll and have each student sign the document.

This Classroom Bill of Rights may include:

- To be myself.
- To want to do well at school.
- To have my own opinions and interests.
- To say "No" to other students if I don't want to be involved.
- To have strengths and weaknesses.
- To have likes and dislikes.
- To feel safe.
- To be respected.
- To be free from name calling.
- To be free from unkind teasing.
- To be free from bullying.
- To live without fear of injury or threats.
- To seek adult support if I feel unsafe.

Creative Differences: A Prosocial Approach to Conflict (Illinois: State Farm Insurance, out of print) p. 28.



3. Classroom Rules or Responsibilities

- To keep rights safe, we usually need to make rules.
- Rules remind us of our responsibilities.
- Rules and responsibilities are the same thing.
- What rules have you heard of or experienced (in a home, sports team, etc.)?
- Why do these rules exist?
- What would happen if people didn't follow these rules?
- Do you have any personal rules that come before other people's rules?

If you were allergic to peanuts, you might not finish all the food on your plate at a friend's house.



Tie in the 3 Cs

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

Review the 3 Cs you have covered in the last five lessons:

Care for Myself

- I have a right to care about myself.
- I have a responsibility to make smart choices when I care about myself.
- Substance abuse is an act of violence against oneself.

Care for Others

- 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.

Care for My Community

- I have a right to live in a beautiful and healthy community.
- I have a responsibility to contribute to the beauty and peace of my community.
- Breaking, writing, or leaving garbage on other's property is an act of violence against the environment and community.

Brainstorm

Develop a list of rules/responsibilities for your classroom. For example:

- Listen when others are talking to you.
- Give and accept instruction kindly.
- Use peaceful language and actions.
- Obey the rules of the place where you are.

Creative Differences: A Prosocial Approach to Conflict (Illinois: State Farm Insurance, out of print) p. 29.

Teacher Note

Many teachers who use Prevention Dimensions have advised to “practice, practice, practice” what these rules look like and sound like. They also suggest using role plays to reinforce the concepts of these responsibilities.

Display

Display this list of rules and responsibilities in a prominent place along with your Classroom Bill of Rights.

Adapted from Creative Differences: A Prosocial Approach to Conflict. (n.d.). Illinois: State Farm Insurance. p. 29

4. The Class Meeting and Group Mediation PowerPoint

Prepare

Teach Lesson 2, where you establish a class Bug Catcher 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 Bug Catcher so one will be available to mediate during the class meeting.

PowerPoint available in ppt and pptx formats

Follow the notes in the We STOP'D PowerPoint to solve a class problem. However, do not read the notes to the students. Please use them for your own information and resource. Use your own examples and experience to teach these concepts.

The PowerPoint slides are printed for view on page 59 of this lesson.

Home Connection

Prepare

5. Family Meetings

- Make a copy 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.



Conclusion

Additional Ideas

Prepare

Music

Talking Points

Define

Talking Points

Family Tradition Questionnaire

Share

6. We STOP'D Review

Do the concluding activity after showing the "We STOP'D" PowerPoint presentation (see page 60).

7. Family Traditions

Make copies of the Family Traditions Questionnaire (see page 57).

Incorporate the songs, "We're Not That Different After All," "DO," or "Children of Many Colors."

- Different families value different things.
- Traditions are ways a family expresses what they value.

Family traditions are:

- An act done by all members of a group.
- Repeated regularly.
- Something adults teach to children, who then teach it to their children.

By understanding the traditions of my own family and my friend's families, I can appreciate the beauty of our differences.

Make a copy of the Family Traditions Questionnaire for each student (see lesson page 57). Send the paper home with each student and instruct students to share the information with their families.

Have students share their traditions with each other.





Home Connection

Dear Family,

Today I learned that I have the right to live in a peaceful and healthy community. I have a responsibility to contribute to the beauty and health 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 healthy and peaceful. Our family is a community too. Having a family meeting to deal with our conflicts might help our family stay healthy and peaceful. Here are the ideas that can help with our family meeting. Please help me practice what I have learned.

Thank you!

Rights and Responsibilities

- *Rights* are guaranteed conditions.
- *Responsibilities* are things you are always expected to do or ways you are expected to act or treat someone else.
- The purpose of *rules* is to (a) let everyone know his or her responsibilities and (b) to safeguard the rights of all.

Adapted from Bodine, R. J., Crawford, D. K., & Schrupf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press pp. 89-91.

Some Basic Rights and Responsibilities

Care for Myself

- I have a right to care about myself.
- I have a responsibility to make smart choices when I care about myself.
- Substance abuse is an act of violence against oneself.

Care for Others

- 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.

Care for My Community

- I have a right to live in a beautiful and healthy community.
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- Breaking, writing, or leaving garbage on other's property is an act of violence against the environment and community.



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 u 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 reunión familiar. Por favor ayúdame a practicar lo que he aprendido.

Derechos y Responsabilidades

- *Derechos son condiciones garantizadas.*
- *Responsabilidades son cosas que siempre se espera que sean hechas por ti, o formas en las que se espera que actúes, o trates a alguien más.*
- *El propósito de tener reglas es para decirles a todos que responsabilidades tienen y, para salvaguardar los derechos de los demás.*

Adapted from Bodine, R. J., Crawford, D. K., & Schruppf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press pp. 89-91.

Algunos Derechos y Responsabilidades Básicas

- Cuidar de mi Mismo.
- Yo tengo el derecho de cuidar de mi mismo
- Yo tengo la responsabilidad de tomar decisiones inteligentes cuando cuido de mi mismo (a).
- El abuso de sustancias es un acto de abuso en contra de uno mismo.
- Cuidar de Otros.
- Tengo el derecho de estar en un ambiente en donde me sienta seguro (a)
- Tengo la responsabilidad de tratar a otros con amabilidad.
- La violencia se puede generar por medio de palabras, miradas, signos u actos, para herir el cuerpo, los sentimientos, y las posesiones de alguien.
- Cuidar de mi Comunidad
- Yo tengo el derecho de vivir en una comunidad bella y saludable.
- Yo tengo la responsabilidad de contribuir a la belleza y a la paz de mi comunidad.
- Romper, escribir, o dejar basura en la propiedad de otros, es un acto de violencia en contra del ambiente y de la comunidad.



Home Connection

Family Traditions Questionnaire

Dear Family,

Today I learned that I have the right to live in a healthy and peaceful community. I have a responsibility not to commit violence against others.

Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

By understanding the traditions of my own family and my friend's families, I can appreciate the beauty of our differences. Please have a conversation with me about the traditions you grew up with and help me think of the traditions we have in our family right now.

Love,

Family Traditions Questions

Under "Then," write what the family traditions were for an older adult in your family. Under "Now," write about your current family tradition. Use the back of this paper if necessary.

Family Traditions Questionnaire

Mealtime Routine

Then

Now

Birthdays

Family Rules

Family Chores

Holidays



Conexión en el Hogar

Questionario de las Tradiciones Familiares

Querida Familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad saludable y pacífica. Yo tengo la responsabilidad de no generar violencia en contra de otros. La violencia se puede expresar por medio de palabras, miradas, símbolos, o actos para herir el cuerpo, los sentimientos, o las posesiones de alguien más.

Al entender las tradiciones de mi propia familia y de las familias de mis amigos, yo puedo apreciar la belleza de nuestras diferencias. Por favor ten una conversación conmigo acerca de las tradiciones con las cuales tu creciste, y ayúdame a pensar acerca de las tradiciones que nosotros tenemos en nuestra familia en estos momentos.

Con amor, _____

Questionario de las Tradiciones Familiares

Questionario de las tradiciones familiares bajo "Antes," escribe cuales eran las tradiciones familiares de un adulto mayor en tu familia. Bajo "Ahora," escribe acerca de una tradicional familiar actual. Usa la parte de atrás de este papel si es necesario.

Family Traditions Questionnaire

	Antes	Ahora
Rutina a la hora de Comer		
Cumpleaños		
Reglas Familiares		
Family Chores		
Días Festivos		

PowerPoint Notes



Talking Points:

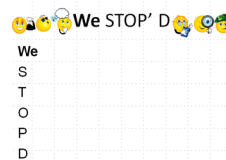
- We can use the same process to solve problems as a group.
- What different kinds of groups do you belong to that sometimes have conflicts? (sports teams, friends, recess games, family)

3 Cs Help students understand and state clearly:

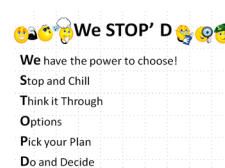
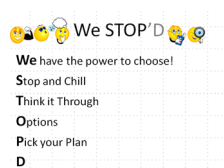
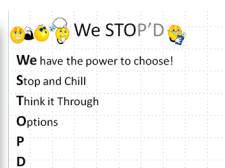
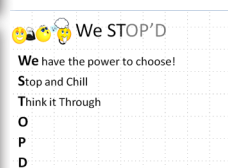
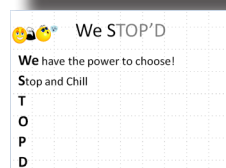
- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

Ask:

Who remembers what each of these letters stands 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 61).

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.

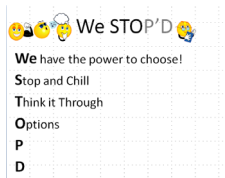
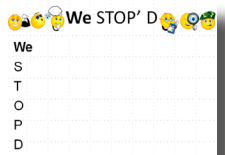
Ask:

- 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:

- 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.

Ask:

Who are some of the wise people in your life you feel you can go to if you have a problem?

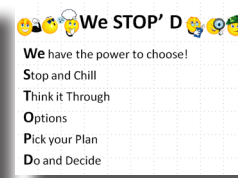
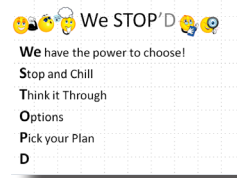
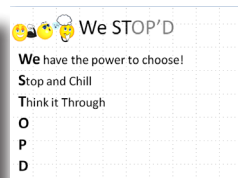
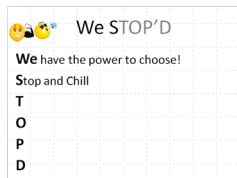
This could be a neutral third party such as a rule book, law book, people or teams you want to be like.

Ask:

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

- Use a conflict from the class bug jar to mediate through the steps.

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



Congratulations!
You now know how to use the
We STOP'D 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 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.

