

# 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 a right to be in a place where I feel safe.
- I have a responsibility to be kind to others.

Teacher Notes

## Preparation

### Copies

- "I" and "you" "ice and nice" message strips (see page 40 and page 41)
- Home Connection (see page 43)
- Conexion en el Hogar (see page 44)
- I STOP'D paper strips, one set for each group (see page 45)

### Materials

- "Ice" and "Nice" labeled 9" x 13" manila envelopes (see page 38 and page 39)
- I STOP'D PowerPoint

### Music

- "Take a Stand" from the CD *Take a Stand* (see page 141)
- "My Friend" from the CD *Be a Builder* (see page 136)
- "I'll Be Nice" from the CD *Be a Builder* (see page 132)
- "Be a Builder" from the CD *Be a Builder* (see page 120)
- "Friendship Song" from the CD *Something Good* (see page 128)
- "Chill" from the CD *Something Good* (see page 123)

## Vocabulary

- |            |         |
|------------|---------|
| win/win    | options |
| brainstorm | plan    |
| stop       |         |
| think      |         |

## Lesson at a Glance

### Introduction

1. Ice Words or Nice Words?

### Strategy

2. Problem Solving Using I STOP'D

### Conclusion

3. Ordering the I STOP'D Process

### Home Connection

4. I STOP'D Practice

## Core Curriculum Objectives and Standards

### Objectives

- Learn ways to improve mental health and manage stress.
- Understand and respect self and others related to human development and relationships.

### Standards

The Utah State Office of Education is currently updating core objectives and standards. They will be inserted here when the standards are finished.

## Introduction

### Prepare

## 1. Ice Words or Nice Words?

Display the “Ice” and “Nice” envelopes (see illustrated labels on page 39 and page 38) in front of room on opposite sides of board.

Have a container with the “I” and “you” message (Nice and Ice) scenarios inside, cut into strips and folded in half (see starting on page 40).

### Examples

Discuss the difference between “ice words” and “nice words.” Give examples that use “I” messages for nice words and “you” messages for ice words.

### Ice or Nice Sort

Students take turns choosing a strip from a container.

A student reads a scenario and the “nice” or “ice” response on the back.

The class chooses which envelope it goes in.

After a few examples, students come up with their own “ice” or “nice” responses before the example on the back is read and the paper sorted.

### Keep in Mind

Remind the students of this activity when “I” messages come up in the I STOP'D PowerPoint.

## Strategies

## 2. Problem Solving Using I STOP'D

PowerPoint  
Available in ppt. and  
pptx.

Use the I STOP'D PowerPoint and discuss its content.

- The written material is only for the teacher's information and help.
- Please don't read the written notes to the students.
- Explain the slides in your own style and language. (Some teachers reported that they rap the I STOP'D steps.)
- Some teachers have the students create a movement for each step.
- Some teachers have the students role play different scenarios and practice different “I” messages.
- Teachers may want to explore more about these ideas. The references will give them a place to start.

### “Ice” or “Nice” Sort

- Present a scenario based around one of the “you” messages from the introduction (“Ice Words or Nice Words”) to the whole class.
- Divide students into groups of five.
- Give each member one I STOP'D paper strip (see page 45) with a different step written on it.
- Have students take turns describing their steps in order and discussing their ideas about how to resolve the conflict.
- Move to a problem-solving scenario, and have the group members exchange step cards for an opportunity to share ideas about the new story.





Focus on the 3 Cs:

- I have a right to be in an environment where I feel safe.
- I have a responsibility to be kind to others.

Ask:

- What do you think it means to stop?

Raise your hand to make a "stop" sign with arm lifted and palm flat pushing outwards; hold a small paper stop sign with the other hand, like a traffic cop.

- What do you think it means to chill?

Take a deep breath and blow out. Perhaps play the song "Chill" from the CD *Something Good*.

Reference

James W. Sipe and Don M. Frick, *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving* (New Jersey: Paulist Press, 2009) pp. 97-98.

Talking Points:

- The funny word I STOP'D helps us remember how we can make a smart choice.
- 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 PE (physical education).

Optional Review Questions:

- What do you remember about Alexander and his bugs?
- What were some of the things that Alexander did when he had bugs?
- He had lots of choices to make.
- I STOP'D helps us stop and make smart choices when we have bugs to solve by ourselves.

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., & Schruppf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press.

Talking Points:

- The "I" stands for me, myself ... "I."
- The "S" stands for "stop" or chill.
- The "T" stands for "think" about what to do.

Talking Points:

- When we stop, chill and think, we are taking the time to express ourselves using "nice" statements instead of "ice" statements.





#### Talking Points:

- Options are all the things we can think of that we could choose to do.
- When we think of these options, it is called "brainstorming."
- Making a choice can happen very, very fast in our head, like when we choose what to wear in the morning.
- We can take hours and hours if it is a very important "Mommy and Daddy" decision.

#### Explore Options:

- Choose a "nice" or "ice" conflict to focus on.
- Explore options in a quick, casual, manner (they will learn to do longer, group brainstorming sessions in Lesson 5).
- Ask yourself, "What would a builder do?"
- This entire process should take the class less than five minutes to talk through together, because the choices they are making are really 10-second decisions. (Fisher, 56-80).

#### Advanced Discussion:

- Brainstorming options can go a lot faster when we are older if we make "second grade decisions" now.
- We can decide we won't do things that we know will hurt us.

#### Ask:

- What are some things we can decide right now we will never do?
- So if you are with a friend who steals a candy or offers you alcohol, do you need to make a list of options and try to decide what to do?

#### Share:

After the children share their commitments, share with them your experience with making "second grade decisions" and how your life has been better because of those decisions you made as a young child.



#### Ask:

Which plan do you want to try first?



#### Ask:

What do we do then?  
Do it!

#### Optional:

Use the duplicate slides to explore another problem.



## Conclusion

### Ordering Games

## 3. Ordering the I STOP'D Process

- Make large class-sized “I STOP'D” word strips, or make enough small copies for each pair to have a set.
- Cut them out and have the children practice putting them in order on their own.
- Play “memory” in larger groups, or any other simple game.
- Have small groups divide up the I STOP'D strips and go through the process solving one of the “ice” word strip problems.

### Music

Listen to a song such as “Take a Stand” from the CD *Take a Stand*; “My Friend,” “I’ll Be Nice,” or “Be a Builder” from the CD *Be a Builder*, or “Friendship Song” from the CD *Something Good*.

## Home Connection

### Prepare

## 4. I STOP'D Practice

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.







## Ice Strips

**Jan has a hard time remembering to be quiet during reading time. Ben says, “You are always pestering me!”**

**Ben feels very thirsty and jumps in front of Jan in line at the water fountain. Jan says, “You’re a butter!”**

**Jan comes home from school and drops her backpack on the floor. Her mom says, “You always leave your backpack on the floor!”**

**Jan’s favorite thing to do at school is play on the swings everyday. Ben says, “You never let me have a turn!”**

**Jan feels sad that none of her friends have saved her a seat for lunch. She says, “You never save me a seat in the cafeteria.”**



## Nice Strips

**Ben comes to school and finds garbage on his desk. He says to the class, “I feel annoyed when other people put their things on my desk.”**

**Jan was home sick, and when she came back to school she found her special pencil was broken. She says, “I feel sad when other people use my special pencil with the pink eraser.”**

**Ben starts to feel angry on the bus ride home from the field trip. He says, “I feel frustrated when I don’t have time alone.”**

**Jan finds out school lunch is going to be egg rolls. She says, “I feel disappointed when I don’t like my school lunch!”**

## Nice Strips

**“I feel upset when other people put their things on my desk.”**

**“I feel sad when other people use my special pencil with the pink eraser.”**

**“I feel frustrated when I don’t have time alone.”**

**“I feel upset when I don’t like my school lunch!”**

**“I feel disappointed when I don’t win the game.”**

**“I don’t feel like I can play with you because we always get into trouble.”**



# Home Connection

Dear Family,

Today I learned that I have a right to be in a place where I feel safe. I have a responsibility to treat others with kindness. That means I can solve my own problems without hurting others' feelings or bodies. Please help me to use my new skills when I am at home by guiding me through the process of I STOP'D when I have a problem to solve.

I 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.



Please help me find a special place where I can hang this I STOP'D sign so I will remember to try to find a solution where everyone wins.

Thank you! I love you!



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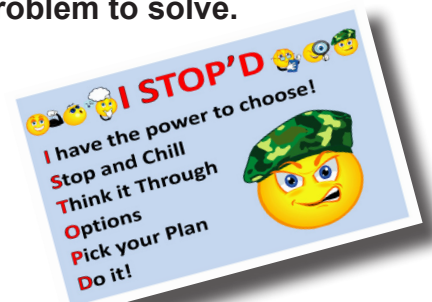
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# Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo derecho de estar en un lugar donde me siento seguro. Tengo la responsabilidad de tratar a los demás con amabilidad. Eso significa que puedo resolver mis propios problemas sin herir los sentimientos de otras personas o sus cuerpos. Por favor, ayúdame a utilizar mis nuevas habilidades cuando estoy en casa al guiarme a través del proceso de TAPOEH cuando tengo un problema a resolver.

Tengo el poder de elegir.

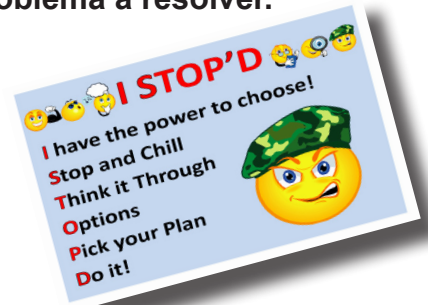
Alto

Pensar

Opciones

Escojer un plan

¡Hacerlo!



Por favor, ayudarme a encontrar un lugar especial donde pueda colgar mi TAPOEH signo para así recordar de tratar de encontrar una solución donde todos ganan.

¡Gracias! ¡Te quiero!



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to choose!**



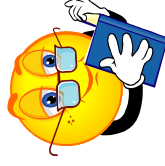
**Stop and Chill**



**Think it through**



# Options



# Pick your plan



# Do and decide

