



# Making Smart Choices for Us

## We STOP'D

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### 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 live in a beautiful and peaceful place.
  - I have a responsibility to contribute to the beauty and peace of the place I am in.
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### Preparation

#### Copies

Home Connection (see page 53)

#### Materials

- class bug jar (see lessons 4)
- field or gym
- piece of copy paper for each student for a “Lily Pad”
- PowerPoint presentation “WE STOP'D (provided with this lesson)

#### Music

“Two Heads Are Better Than One” from the CD *Take a Stand* (see page 149)

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### Vocabulary

- win-win
  - brainstorm
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### Lesson at a Glance

#### Note to Teachers

Please do not read to the class all the notes that come with the PowerPoint presentation. Use your own style, questions, and discussion that is appropriate for your classroom.

#### Introduction

1. Choosing a Bug From the Class Bug Jar

#### Strategy

2. Using WE STOP'D to Solve a Problem

#### Conclusion

3. Celebrate Solving the Problem

#### Home Connection

4. We STOP'D Home Connection
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### 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.

Teacher Notes

## Introduction

## Strategy

PowerPoint  
Presentation  
(Note that PPT  
slides are available  
in PPT and PPTX  
formats on the CD.)



### 1. Solving a Bug From the Class Bug Jar

Choose a bug from the class Bug Jar.

If there is no class Bug Jar, make up a scenario or brainstorm things that bug the class.

### 2. Using We STOP'D to Solve a Problem

- These PowerPoint notes are for teacher background and depth of understanding.
- Please do not read these notes to the students.
- Use your own questions, prompts and discussion examples as you teach the We STOP'D lesson.
- Some teachers find it helpful to go through the slides and talk about the concepts, and then repeat the slides and solve a class problem.

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.

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





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, or 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, J. W., & Frick, D. M. (2009). *Seven pillars of servant leadership: Practicing the wisdom of leading by serving*. New York: Paulist Press. pp. 97-98.

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 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:

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.

Review "Ice" and "Nice" Statements

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...") (Bodine, 166-69).





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).

Ask:

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

Focus on the 3 Cs:

- I have a right to live in a beautiful and peaceful place,
- I have a responsibility to contribute to the beauty and peace of the place I am in.

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?



## Conclusion

### 3. Celebrate Solving the Problem!

- 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.

Sing

Sing the untitled class song on page 52.  
 As a class, decide on a title for the song.



## Home Connection

Prepare



## Additional Ideas

Prepare

Review Vocabulary

Encourage

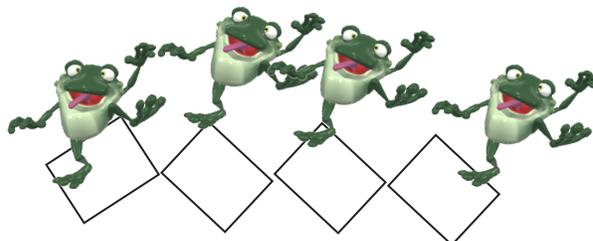
Instructions

Complicating Factor

Process Questions

## 4. Home Connection

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.



## Lily Pad Cooperation

Arrange to use a large open space in the gym or on a field.

active listening, self-esteem, breaker, builder, rights, compassion, put-up, principle-based problem solving, peace, peacemaker, “I” messages, “you” messages, “nice” words, “ice” words, I STOP'D, We STOP'D

Encourage children to apply their new skills when they play the Lily Pad Game.

- Arrange students in teams of 5-7.
- The object of the game is to get all members of their team from one side of the room to the other.
- Students can only be standing on lily pads (pieces of paper or cardstock) which must always be touching.
- No talking to each other.
- If any rules are broken, the team starts over.
- This is not necessarily a race.
- After the teams have completed the first trip across the room, give them another rule (e.g., holding hands, one hand on your head, one eye closed) while two team members are closing their eyes and plugging their ears.
- Students cannot share the new rule with the other team members.
- Gently remind students to start over if they are not keeping all the rules, including the new one.
- Optional: Students are allowed to talk.
- What made the game difficult?
- Why did some groups get across faster than others?
- Did any group learn a strategy by watching other groups?
- What worked and what didn't work?
- What made you feel comfortable or uncomfortable?
- The next time there is a difficult situation in our classroom, how can you use the lily pad activity to come to a solution?
- Show a lily pad high-five (hand clap with a “ribbit”).
- What strengths do we each have to help us discover a solution?



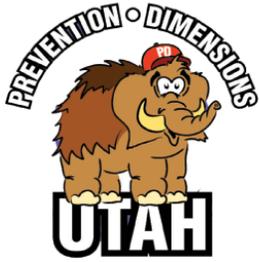


We are second graders and we  
hop along like frogs,  
We use our lily pads so we can get  
across the bogs.  
We come up with solutions by  
working as a team.  
And we keep hopping on.

Ribbit, Ribbit, Ribbit, Croak, Croak  
We are problem-solving green folk.  
Ribbit, Ribbit, Ribbit, Croak, Croak  
And we keep hopping on.

(Sing to the tune of “The Battle Hymn of the Republic.”)





# Home Connection

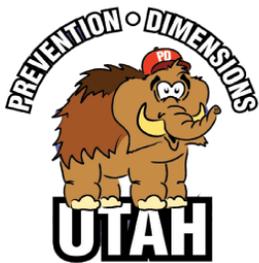
Dear Family,

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. When we work on a problem using a family meeting, please sign this paper and send it to school with me so I can tell my friends about the problem we solved. I need to bring it back \_\_\_\_\_.

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,

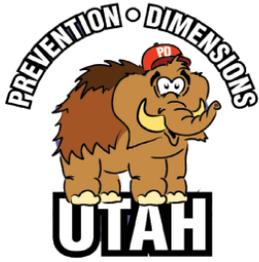
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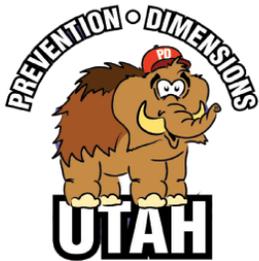
# Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo el derecho de vivir en una comunidad tranquila y bonita. Tengo la responsabilidad de contribuir a la belleza y la paz de mi comunidad. Al participar en una reunión de la clase, ayudamos a nuestra comunidad de clase a sentir paz. Nuestra familia es una comunidad también. Tener una reunion familiar para resolver lo que nos molesta podria ayudar a que nuestra familia tenga paz. Estas son las partes para tener una reunion en la Clase o Familiar. Por favor, ayúdame a practicar lo que he aprendido. Cuando trabajemos en un problema usando una reunión de familia podrias firmar este documento y enviarlo a la escuela conmigo para que yo pueda decir a mis amigos sobre el problema solucionado? Tengo que llevarlo de regreso\_\_\_\_\_.

¡Gracias! ¡Te quiero!

- Tenemos el poder de elegir.
- Detenerse y analizar el problema
- Pensarlo meticulosamente
- Opciones que son de ganar / ganar
- Escojer un plan
- Hágalo después decidir si funciona



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