Utah’s Safe and Drug-Free Schools and Communities
PK–12 Prevention Program

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We give a special thanks to the J. Rueben Clark Law School, Brigham Young University,
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SPECIAL TRIBUTE
For their years of dedication and service to Prevention Dimensions
Merlin F. Goode
November 16, 1945–May 23, 2002

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<th>Name</th>
<th>Grade</th>
<th>School District/Agency</th>
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Prevention Dimensions Overview

Prevention Dimensions (PD) is a set of resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core and Utah’s Safe and Drug-Free Schools and Communities. The program began in 1982 as a joint effort between the Utah State Division of Substance Abuse, Utah State Department of Health, Utah State Office of Education, and Utah State PTA. Prevention Dimensions is one of the many dimensions of prevention education used by Utah schools and communities to insure the success of Utah students.

The mission of PD is to give students a strong foundation of effective violence and substance abuse prevention skills. The lessons are age-appropriate and meet the objectives through a scope and sequence methodology.

PD is based on the risk and protective factors prevention model identified through research by Drs. David Hawkins and Richard Catalano of the University of Washington. Studies have shown that young people with identified risk factors are more likely to engage in substance abuse and other antisocial behaviors. Conversely, students with strong protective factors are less likely to engage in substance abuse and antisocial behaviors. Lessons are therefore designed to decrease the risk factors and promote protective factors.

PD teacher trainings develop teacher skills to teach proven prevention strategies, impart knowledge, and help students maintain a positive prevention attitude.

Statewide surveys conducted by the Utah Division of Substance Abuse indicate the positive outcomes of the PD skill objectives. The PD Steering Committee uses these surveys to identify effectiveness of strategies utilized in the PD lessons and periodically revises lessons to meet current trends. The continual submission of teacher evaluation data assists PD to become a “best practices” program.

Prevention Dimensions revisions include the 1990 alignment of lessons to better assist teachers in integration of prevention as part of the school day; 1994 inclusion of necessary prevention components based on Botvin’s life skill research and sophistication of secondary lessons; 1996 music component enhancement project; 1996 inclusion of Search Institutes 40 Developmental Assets; 1999 inclusion of media literacy lessons; 2000-2001 State Health Department inclusion of research-based tobacco/nicotine lessons; 2002 revision of lesson content; 2003 formatting and redesign of lesson appearance; 2010 the 3Rs become the 3Cs [I care about myself, others and the community.] and training on negotiating and mediation skills; 2010 revised lesson format and content.

Young people can overcome the many risk factors in society when they see positive examples, hear clear and consistent messages and practice healthy living. Prevention Dimensions has become a powerful tool for teachers to increase protective factors in students’ lives.
How to use these materials

Prevention Dimensions begins with five foundation lessons that teach core concepts of caring about self, others and the community. These lessons are bracketed in the table of contents and should be taught to students before any other lessons. Teaching these five lessons first will help students identify and express feelings, build skills to solve personal trials and the negative feelings often associated with such life events, make smart choices about personal health and strengthen decision making skills for self and groups. The first five lessons are aligned between grades to insure common vocabulary and core ideas are taught by the entire school. It is suggested that schools choose specific time periods to teach each foundation lesson (lesson 1, lesson 2 etc.).

The remaining lessons may be taught in any order. Notice that all the lessons refer to the concepts in the five foundation lessons. Prevention Dimensions is useful in many issues which arise in the typical classroom including making smart decisions: making smart and healthy choices about personal health including abstinence from alcohol, tobacco/nicotine and other drugs; understanding and expressing thoughts and feelings in constructive and healthy ways; building positive and constructive connections with others; personalizing skills to stop unhealthy behaviors and adopting more robust and productive alternatives; goal setting; personal safety; mental health awareness; violence prevention; bully prevention; law and order; ways to resist negative peer pressure; media literacy; building family traditions and much more.

Prevention Dimensions is both an effective and efficient classroom tool for teachers to provide a comprehensive behavioral health foundation for students. Prevention Dimension is a gem owned and distributed free of charge to Utah educators by the Utah State Office of Education.

A Short Note About Page Formatting

The left hand part of the page lists lesson parts and teacher actions. The lesson introduction, strategies and conclusion are noted as well as actions that the teacher will use to teach various parts of the lesson.

The right hand part of the page organizes the content of the lessons.

Words written in light print are ideas and information for the teacher. They give the teacher background information to use with the lesson.

Words written in normal type are for the teacher to voice to the students. These are words the students will hear and questions they will answer.
The 3Cs are central to all the lessons in Prevention Dimensions. You will note multiple references to the 3Cs in every lesson and are encouraged to help students understand these concepts.

Formally, Prevention Dimensions used the “3Rs of Respect – Respect self; Respect others; Respect the environment. A review of prevention literature suggested that the concept of respect was often accompanied by a demand. “You will respect me!” Sometimes someone can demand respect and do it with arrogant or demeaning intentions.

Care, according to the literature, is difficult to demand and is more often given. We give care as a choice. It is hard to say, “You will care about me!” and expect to receive more than a cursory feeling of obligation. It is not likely a person can care about someone without feeling respect. Care is the reason behind respect.

Students can and do learn to care about themselves, care about others in their group and care for the community and environment as a whole.
A special note for sixth grade students

The first lesson in the 6th grade Prevention Dimension curriculum will review the major concepts learned from Kindergarten through 5th grade. During the year, we will turn these concepts into projects and service that will improve your classroom, school and community.

- For six years, you have learned about the 3 Cs and practiced skills of caring about yourself, caring about others and caring about your community.
- You know what it takes to be a builder, not a breaker.
- You understand your emotions and can use “I” messages to share with others what you think and feel.
- You can analyze a problem, think through options, choose a plan and get to work to get the project done.
- You know the smart choices to make regarding W/nicotine, alcohol and other poisons, toxins and pollutants.
- You have skills that others don’t have such as setting goals, achieving results, creating meaningful relationships and making a difference in your world.

You will be able to put the knowledge of the 3 Cs into positive action. You will become a person who is truly thought of as a leader, an ambassador and an example of being a builder in the community.

A special note for sixth grade teachers

The 6th grade Prevention Dimensions curriculum is centered on student action and leadership. Note the action words in the objectives – model, demonstrate and serve. 6th graders will be challenged to create their own service learning ideas that will make an impact on their own classroom, school or community. Teachers can assist by helping students create positive work and service goals and then facilitating students to achieve those goals.

If students have not had a continual stream of Prevention Dimensions training throughout the past years, you will find five basic lessons that will develop the 3 Cs concepts beginning in lesson three “Don’t Laugh at Me” and ending with lesson eight, “We STOP’D, Making Smart Choices for Us.”

The remainder of the PD lessons in this curriculum were selected by 6th grade teachers to help students with concepts important to 12 and 13 year old youth.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>We are awaiting completion of service learning lessons to begin the 6th grade Prevention Dimensions materials. When using Prevention Dimension as a whole school learning module, please begin with lesson 3.</strong></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Don’t Laugh at Me</strong>&lt;br&gt;Recognize why acceptance of self and others is important for the development of positive attitudes.&lt;br&gt;Explore how relationships can contribute to self-worth.&lt;br&gt;Teach and model qualities that help form healthy interpersonal relationships.&lt;br&gt;Develop vocabulary that shows respect for self and others.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Bugs</strong>&lt;br&gt;Recognize why acceptance of self and others is important for the development of positive attitudes.&lt;br&gt;Recognize the health implications of alcohol and tobacco/nicotine use.&lt;br&gt;Determine how building relationships with helpful people can be beneficial.&lt;br&gt;Model behaviors that foster healthy interpersonal relationships.&lt;br&gt;Teach someone how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.</td>
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<td>5.</td>
<td><strong>Bully Blockers</strong>&lt;br&gt;Develop and model vocabulary that shows respect for self and others.</td>
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<td>6.</td>
<td><strong>I STOP’D – Making Smart Choices for Me</strong>&lt;br&gt;Summarize how communicating with others can help improve overall health.&lt;br&gt;Demonstrate coping behaviors related to grief and loss.&lt;br&gt;Demonstrate constructive ways of managing stress.&lt;br&gt;Demonstrate qualities that help form healthy interpersonal relationships.&lt;br&gt;Explore how relationships can contribute to self-worth.&lt;br&gt;Develop and model vocabulary that shows respect for self and others.</td>
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<tr>
<td>7.</td>
<td><strong>WE STOP’D – Making Smart Choices for Us</strong>&lt;br&gt;Summarize how communicating with others can help improve overall health.&lt;br&gt;Demonstrate constructive ways of managing stress.&lt;br&gt;Demonstrate qualities that help form healthy interpersonal relationships.&lt;br&gt;Explore how relationships can contribute to self-worth.&lt;br&gt;Develop and model vocabulary that shows respect for self and others.</td>
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<tr>
<td>8.</td>
<td><strong>Alcohol: Knowing The Facts! – More practice with “I STOP’D”</strong>&lt;br&gt;Identify the effects of alcohol on body organs.&lt;br&gt;Identify effects of alcohol on performance.&lt;br&gt;Identify and demonstrate reasons for not using alcohol.</td>
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<td>10.</td>
<td><strong>Choosing Good Friends – More practice with “Bully Blockers”</strong>&lt;br&gt;Identify why it is important to choose friends wisely.&lt;br&gt;Model good friendshipping skills</td>
</tr>
<tr>
<td>11.</td>
<td><strong>Coping With Strong Feelings – More practice with “Don’t Laugh at Me”</strong>&lt;br&gt;Identify the feelings people have when faced with life situations.</td>
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<td>12. Managing Anger – More practice with “Bugs”</td>
<td>71</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>Identify anger warning signs, and develop a strategy for managing them in positive and pro-social ways.</td>
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<tr>
<th>13. Setting Goals – More practice with “I STOP’D”</th>
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<tbody>
<tr>
<td>Recognize the importance of setting short-term, long-term, and lifelong goals.</td>
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<tr>
<td>Set some personal short-term, long-term and lifelong goals.</td>
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<td>Recognize situations wherein students may need support and show them how to access it.</td>
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<th>15. Refusal Skills – More practice with “I STOP’D”</th>
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<tr>
<td>Identify potentially troublesome situations and use the steps of “Refusal Skills®.”</td>
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<th>Music Lyrics</th>
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Don’t Laugh at Me

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.

Preparation

Copies
- Me Bag list of items (see page 5)
- Home Connection (see page 6)

Materials
- Paper, index cards, chart paper

Music
- “Don’t Laugh at Me” (free download of several versions) from http://www.operationrespect.org/curricula/index.php (see page 8 and page 9)
- Numerous other versions of “Don’t Laugh at Me” are available for download and viewing. Please Google the title.

Vocabulary
- builder
- put-up
- breaker
- put-down

Lesson at a Glance

Introduction
1. “Don’t Laugh at Me”

Strategy
2. Create Group Agreements

Conclusion
3. Watch “Don’t Laugh at Me” Music Video

Home Connection
4. Are You Listening?

Core Curriculum Objectives and Standards

Objectives
- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Explore how relationships can contribute to self-worth.
- Demonstrate qualities that help form healthy interpersonal relationships.
- 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 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.
1. “Don’t Laugh at Me”
   - In the next few weeks, we will be exploring how to treat one another with caring and compassion.
   - We will be thinking about ways we might hurt one another’s feelings, and how we can instead make sure everyone in the class feels safe.

   - 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.

   I’m going to play a very special song for you now. It is entitled “Don’t Laugh at Me.” Get comfortable, close your eyes, and be aware of the feelings, thoughts, and images you have as you hear the words.

   Play music video or mp3 of Peter Yarrow from Peter, Paul & Mary singing “Don’t Laugh at Me.” Available to download for free through operationrespect.org. Go to the Media Center on the home page and click “view and download.” A rap version by Baby Jay is also available.

Ask
   - What is this song about?
   - What thoughts or feelings did you have while listening to it?
   - Why do you think you had these feelings?
   - What does this song have to do with being a builder instead of a breaker?

Pass Out Cards and Ask
   - Think about a time when you heard someone being ridiculed or put down.
   - Write the put-down on the top of the card.
   - Write the emotion you believe the person had who was put down.

Randomly Pass Out and Share
   - Collect cards, shuffle, and read the emotions written on the cards.
   - Have student scribes write the emotions on the board.

Discussion
   - What comments come to mind about this list?
     Acknowledge how harmful put-downs can be.

2. Create Group Agreements
   - To feel safe from put-downs, we need a list of agreements or class rules for working and learning together.
   - Brainstorming is a process that encourages creative thinking.

   - All ideas are accepted; every idea will be written down.
   - There should be no comments made, either positive or negative, about any of the ideas presented.
   - Say anything that comes to mind, even if it sounds silly.
   - Think about what others have suggested and use those thoughts to get your ideas moving along new, creative lines.
Discuss

• We want to generate a list of guidelines that will help the group to work together productively, communicate effectively, and treat each other respectfully.
• Use the brainstorming process to create ideas for these class guidelines.

Sample List

• When someone mentions listening, take a moment to emphasize the power of listening to each other. Encourage them to listen and discover rather than giving advice. This will be emphasized in the Home Connection.
• Talk one at a time. (Don’t interrupt another student while he or she is speaking.)
• Avoid being judgmental.
• Give everyone a chance to speak.
• Keep what is said in class confidential.
• Be open and honest.
• Look at people when you speak to them.
• Listen and discover, rather than giving advice.
• Don’t make fun of what other people say or do.
• Help each other out.

Solid Concepts
(Make certain the class list contains these ideas)

• Everyone has the right to privacy. Students may pass if they do not want to share something too personal.
• Everyone has the right to confidentiality. It is not appropriate to talk about someone else outside his/her presence. Exceptions would be when there is danger to that person.
• Everyone has the right to be respected.

List and Discuss

• List the ideas on the board to discuss and clarify each suggestion.
• Choose from the list to create guidelines for the class.

Ask

• Have you ever been in a situation when an agreement was not observed?
• How would observing the suggestion make a difference in our class?
• Are there any revisions or objections to the items on the list?

Sign and Post

Have students sign or initial the agreement and post it in the classroom.

Conclusion

3. Watch “Don’t Laugh at Me” Music Video

Music

Show the “Don’t Laugh at Me” music video available to download for free through operationrespect.org. Go to the Media Center on the home page and click “view and download.” Search for “First Segment: Peter Paul and Mary DLAM Music Video.” Right click and press “Save Target As” or “Save Link as” if you have a Mac. Lower on the screen is “Baby Jay Video Hip Hop Version of DLAM” as well as “Christine Evans Video Rock and Roll Version of DLAM.” Show the video that is most acceptable to your class.
4. Are You Listening?

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.

Talking Points

If you had students return the Home Connection, use the returning papers for this discussion.
- Choose a few of the statements and discuss why they are a problem.
- Have students share experiences when others have used poor listening skills. How did it make them feel?

“Get to Know You” Games

Two Truths and a Lie:
- Students write three sentences about themselves.
- Two sentences are true and one is a lie.
- Each student reads his or her three sentences in any order, and the rest of the class attempts to choose which statement is the false one.
- Discuss how well we know each other, and that each of us has something unique and different about ourselves.

Me Bag:
- Instruct students 2-3 days in advance to bring an empty lunch sack, or secure enough sacks for each student.
- Make a class set of copies of the item list (see page 5).
- Collect 3-D items (NO pictures or “flat” objects) to represent each item.
- The item needs to fit in the lunch sack.

Choose five items from the “Me Bag” topics.
- Something I want to improve
- A talent or skill I have
- Something that reminds me of a favorite vacation
- A place I want to visit
- Something that I’m afraid of
- Something that reminds me of a special time in my life
- A mistake I’ve made
- Something special about my family

Share

Have students share something they learned about their classmates.

Optional Closing

- What needs do we all have that make us the same? Food, shelter, water, love, acceptance
- How are we more alike than different?
- When it comes to people, what does it mean to be a “builder”?
- What does it mean to be a “breaker”?
- It is so much easier to be a builder when we take time to learn about and enjoy each other.
<table>
<thead>
<tr>
<th>Choose 5 items for the “Me Bag”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something I want to improve</td>
</tr>
<tr>
<td>A talent or skill I have</td>
</tr>
<tr>
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</tr>
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<tr>
<td>A mistake I’ve made</td>
</tr>
<tr>
<td>Something special about my family</td>
</tr>
</tbody>
</table>
Dear Family,

In the next few weeks, I am going to be learning about how to treat others with caring and compassion. One way to do that is to listen and understand what other people are thinking and feeling.

Help me learn more about how I relate to others by helping me take this test. If I am uncertain about a response, you might give me some feedback regarding how I might mark the question.

Instructions:
Read through each item below and indicate whether each statement describes you most of the time, some of the time, or never. Total the number of each type of responses using the following scale:

Give yourself 2 points for each “most of the time.”
Give yourself 1 point for each “some of the time.”
Give yourself 0 points for each “never.”

1. When listening, I assume I know what the other person is going to say.
2. I interrupt others when they are talking.
3. I find myself thinking about what I am going to say while the other person is talking.
4. I avoid eye contact when listening to the other person.
5. I do several things while I listen, such as doodle, watch TV, or play music.
6. I find that my mind is wandering while someone else is talking.
7. I make judgments on what is being said.
8. I have to ask for things to be repeated.
9. I carry on several conversations at one time.
10. I do not ask questions if I don’t understand what is being said.

If you scored...

0-6: Excellent. You have very good listening skills. Keep it up!
7-13: Good. You have some good listening skills, but could develop your skills more.
14 or more: Needs improvement. Improving your listening skills may help improve your relationships.
Conexión en el Hogar

Dear Family,

In the next few weeks, I am going to be learning about how to treat others with caring and compassion. One way to do that is to listen and understand what other people are thinking and feeling.

Help me learn more about how I relate to others by helping me take this test. If I am uncertain about a response, you might give me some feedback regarding how I might mark the question.

Instructions:
Read through each item below and indicate whether each statement describes you most of the time, some of the time, or never. Total the number of each type of responses using the following scale:

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7-13: Good. You have some good listening skills, but could develop your skills more.
14 or more: Needs improvement. Improving your listening skills may help improve your relationships.
Don’t Laugh At Me

Rap Version
Written by Allen Shamblin and Steve Seskin for
Sony/ATV Tunes/David Aaron Music/Built On Rock Music
Additional Rap Lyrics: Jonathan Gutierrez, aka Baby Jay
and Hector Chavera III for Roland Jovan Music (BMI)

(Verse 1)
I’m the one they’re laughing at because I got glasses on
I’m getting called a geek; don’t show my teeth, cause I got braces on
I know how it feels to have to cry myself to sleep
What can I do? I guess I’ll just sit here and weep
Is it just me or do the others see flaws in my appearance?
It’s clear to see they always find something to laugh and stare at
Or is it cause I’m last left to get chosen next round?
Day after day I’m just the playground’s clown
As wrong as it is, the truth is you choose who you want to mess with
You’re running me down, but stand in my shoes for a second, (uhh-uhh!)
Whether it’s too much to ask, it’s on you to listen or pass me up
Don’t have to be my friend, all I ask is that you don’t laugh and stuff

(Chorus)
Don’t laugh at me
Don’t call me names
Don’t get your pleasure from my pain
In God’s eyes we’re all the same
Someday we’ll all have perfect wings
Don’t laugh at me

(Verse 2)
The cost of living that’s risen has left me in criticism prison
It isn’t about who you are no more, but about what’s worn or driven
Everyone’s lust for material riches is what really eats me up
Almost the same ill little feeling witnessing streets fill up
With people stuck, handicapped, begging looking for bites to eat,
Had it been me, explain then why when you pass our eyes never meet
Is getting spit on surprising? No, never, its just life in the street
Last night I caught the blues cause I wouldn’t give up my bike,
See the weak are the ones that fight for no reason,
I fight against the peer pressure, no banging, stealing, or chiefing,
Why choose living for the street?
Now if it’s not too much to ask, it’s on you to listen or pass me up
Don’t have to pay attention, all I ask is you don’t laugh and stuff

(Chorus)

(Pre-Hook)
Even if I’m fat, thin, deaf, blind, short or tall,
Well aren’t we all? (Well aren’t we all)
So if I’m fat, thin, deaf, blind, short, or tall,
Then aren’t we all? (Then aren’t we all)
And since we are, don’t laugh or call me names, or
Get your pleasure from my pain, in His eyes we’re all the same
Someday we’ll all have perfect wings

(Chorus)
Don’t Laugh At Me

Traditional
Performed by Steve Seskin/Allen Shamblin

(Verse 1)
I’m a little boy with glasses
The one they call a geek
A little girl who never smiles
‘Cause I have braces on my teeth
And I know how it feels to cry myself to sleep
I’m that kid on every playground
Who’s always chosen last
A single teenage mother
Tryin’ to overcome my past
You don’t have to be my friend
But is it too much to ask

(Chorus)
Don’t laugh at me
Don’t call me names
Don’t get your pleasure from my pain
In God’s eyes we’re all the same
Someday we’ll all have perfect wings
Don’t laugh at me

(Verse 2)
I’m the beggar on the corner
You’ve passed me on the street
And I wouldn’t be out here beggin’
If I had enough to eat
And don’t think I don’t notice
That our eyes never meet

(Chorus)
I’m fat, I’m thin, I’m short, I’m tall
I’m deaf, I’m blind, hey, aren’t we all

(Chorus)
Lesson 2: Bugs

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.

Preparation

Copies
Home Connection (see page 14)
Bug Cards (see page 17)
Emotion-Cards (see page 18)

Materials
tape
marker
empty ice cream bucket with lid or similar closed container

Vocabulary

peace
conflict
mediator

Lesson at a Glance

Introduction
1. Explore Peace and Conflict

Strategy
2. What Are Your Bugs?

Conclusion
3. Bug Catching

Home Connection
4. I Can Help Others With Their Bugs

Core Curriculum Objectives and Standards

Objectives
Recognize why acceptance of self and others is important for the development of positive attitudes.
Recognize the health implications of alcohol and tobacco/nicotine use.
Determine how building relationships with helpful people can be beneficial.
Model behaviors that foster healthy interpersonal relationships.
Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.

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 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.
Introduction

Define
- Introduce the word “peace.”
- Feelings of peace happen most when people are safe and comfortable with themselves and others.

Hand Action
Use a hand signal to illustrate peace, such as holding your hands and moving them together in a united way.

Ask
- What does peace feel like?
- What does peace look like?
- What does peace sound like?
- How do you become peaceful?
- Where do you feel peaceful?

Smartboard
Put responses on a Looks Like/Sounds Like/Feels Like double T-chart. Listen with your eyes, ears, and heart (see page 16).

Define
- Introduce the word “conflict” and explain conflict is a word that we use to label things that are not at peace.
- Conflict is an unpleasant or uncomfortable emotion.
- Use a hand signal to illustrate conflict such as making “horns” with the thumb and pinky of each hand and baning the hands together.
- Conflict is a signal that we need to choose an action that will bring us back to peace.
- We may not be able to change some conflicts around us, but we do have the power to have peace within ourselves.

Strategy

Prepare
- Cut out several of the Bug Cards and write one sample conflict idea on each bug.
- The ideas represent conflicts students could solve as a class, with another student, with a teacher, with a parent or with themselves.
- Use “I” messages to write any student examples and substitute for the ones below, as long as each dynamic is covered.

Examples
- (Class) I feel scared when I go out to recess because I am sad when others call me names.
- (Class) I feel scared when I go to lunch because I feel ignored.
- (Class) I feel disappointed when I take the soccer ball out for recess and other kids take over my game.
- (Student to student) I feel frustrated when I stand in line like I am supposed to, and someone else butts ahead.
- (Parent) I feel annoyed when my mom makes me take a sandwich for lunch when I wanted a bagel.
- (Teacher) I feel dumb when I am doing math and I don’t understand as well as other kids.
- (Me) I don’t like to wear my yellow shirt. I’d rather wear my blue one.
Jenny woke up this morning and put on her yellow shirt instead of her favorite blue shirt. She doesn’t feel as nice in her yellow shirt. Stick the first labeled bug to Jenny.

Then, when she left for school, she looked inside her lunch and saw that her mother had given her a peanut butter and jelly sandwich instead of a bagel and cream cheese. She hates sandwiches! Stick another labeled bug to Jenny.

When Jenny got to school, she stopped to get a drink at the fountain but she got very frustrated when someone in her own class cut in front of her. Stick another labeled bug to Jenny.

Later, during math, Jenny felt dumb because everyone else around her knew the right answers and Jenny kept getting them wrong. Stick another labeled bug to Jenny.

Finally, it was time for recess. Jenny had waited all week for her turn with the soccer ball, but she was disappointed because the older kids took over her game. Stick another labeled bug to Jenny.

**Ask**

- How are you feeling right now, Jenny?
- What “bugs” you?
- How would you feel if there were so many bugs on you?
- What do you think when there are so many bugs stuck on you?
- How do friends act around you when you have so many bugs?
- How do you treat others when you feel bugged?
- What do some people do that bugs others?
- What are some hurtful bugs?

Some teachers have students whose parents are deployed or have been deployed with the military. If appropriate, mention that some people who fight in wars often come back with lots of “bugs” on them because of the terrible things they have seen. They sometimes don’t deal with the bugs and try to ignore them. Some people have “bugs” and don’t get them off. They live with them and don’t get rid of them. Some people might react to their bugs by not sleeping or being angry or turning to drugs or alcohol to escape.

**Discussion**

- Previously, we agreed we all have a right to care about ourselves. Caring about ourselves and others helps us get rid of bugs in smart and healthy ways.
- Whenever we have a right, we also have a responsibility. They are partners and go together.
- We have a right to care about ourselves by noticing what bugs us. We also have a responsibility to be kind and not to do harmful things to ourselves and others when we feel bugged. That makes our class safe.
- What are some rules we can make to keep our rights safe and help us remember our responsibilities?
**Lesson 2: Bugs**

**Tie in the 3 Cs**
- 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.

**Talking Points**
A mediator is a person who is helpful in solving a problem.

Who are some of the helpful people we can go to with our feeling bugs?
- Write the people on the board as headings while the students name them.
- Coach the students to include all five types of helpful people who can listen and help solve bugs.
- Have them include themselves because often we can take care of a bug ourselves.

**Write on Board**

<table>
<thead>
<tr>
<th>Myself</th>
<th>Class</th>
<th>Family</th>
<th>Teacher</th>
<th>Friend</th>
</tr>
</thead>
</table>

**Sort**
- Take the bugs off the volunteer one by one and ask the class which helpful person can help the child to take care of each bug.
- Stick the bugs under the appropriate heading as they are removed from the child.

**Conversation**
Who is always responsible for trying to solve the bug first?
ME!

Who can you go to next?
A friend

Finally, if you and your friend can’t solve your problem, where can you go to get help?
Teacher, parent

If a problem is private and serious, then going straight to an adult is the best thing to do. If it is a regular problem, like not sharing the playground equipment, then you are expected to try to work it out on your own.

That means that if I hear someone tattling to me, what am I going to say?
Have you tried to work it out yourself first? Have you asked a friend to help? What did you decide? Why didn’t it work? What could you do differently?

Am I going to solve your problem for you?
Not usually; I am going to help you solve your problem. If mediation with you fails, then the principal will work out the issue.

**Conclusion**

3. Bug Catching

Create a Bug Catcher bucket using an old ice cream bucket or other closable container. Cut a hole in the lid and snap it onto the bucket. Place the bucket on the desk next to a pile of Bug Cards.

**Talking Points**
- When we feel a bug at school, we can usually solve the bug quickly on our own.
- We will always start with ourselves, and ask what we can do to solve the problem.
- Next, we can go to a friend and ask for help.
- Last, we can go to the teacher and ask for help to solve the problem.
Discussion

- If it is a bug that the class should solve together, please put it in the Bug Catcher to talk about during class meetings.
- We can advocate for change
- Choose a bug in the Bug Catcher and solve the problem as a class.

Home Connection

Prepare

Other Ideas

Conversation

- Sometimes we mislabel the bugs on us as “anger.”
- Anger is often a secondary or reactive emotion caused by our inability to express the primary emotion we are feeling.
- Anger might even be caused by guilt (i.e., when hurting someone) or depression (a possible medical condition).

Emotion-Cards

- Students can use the “Emotion-Cards” to identify various emotions. Use them in various ways. Some ideas are listed below.
- Draw an Emoti-Card from a face-down stack and tell what emotion the picture represents. Tell how to express it in an appropriate way. Different students may identify the same picture as a different emotion.
- Pick up an Emoti-Card to show how you are feeling today.
- Use the cards to discuss and learn how the emotion feels, how it is expressed, what students can do to learn to use the emotion for growth, how not to turn it into anger, and any other appropriate discussion topic.

Literature

- Have students look for the bugs (conflicts) in the literature they read.
- Offer the option of doing a book report on a book by listing the bugs encountered by the characters and the helpers or mediators used to solve the conflicts in the book.
- Assign this project as a book report or do it together as the class meets in guided reading groups.
- Identify and talk about what bugs the characters of the book the class is reading together.
Dear Family,

Today I learned that I have a right to care about myself. I have a responsibility to make smart choices when I care about myself. I can make smart choices because I know how to find peace when things “bug” me rather than trying to use drugs and alcohol to escape. I learned about how you are one of the best mediators who can help me when I have a bug that I don’t know how to get rid of. Will you help me catch two different members of our family helping a different person with a bug?

____________ was a mediator when_______________________________.
____________ was a mediator when_______________________________.

Dear Family,

Today I learned that I have a right to care about myself. I have a responsibility to make smart choices when I care about myself. I can make smart choices because I know how to find peace when things “bug” me rather than trying to use drugs and alcohol to escape. I learned about how you are one of the best mediators who can help me when I have a bug that I don’t know how to get rid of. Will you help me catch two different members of our family helping a different person with a bug?

____________ was a mediator when_______________________________.
____________ was a mediator when_______________________________.

Home Connection

Home Connection
Querida familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo (a).

Yo tengo la responsabilidad de tomar decisiones inteligentes cuando
cuido de mi mismo (a). Yo puedo tomar decisiones inteligentes porque yo se como
encontrar paz cuando algunas cosas me “molestan” en lugar de usar drogas o alcohol
para escapar. Yo aprendí acerca de como tu eres uno de los mejores mediadores,
quien puede ayudarme cuando hay algo que me molesta y yo no se como deshacerme
de ello. ¿Me podrías ayudar a darme cuenta cuando alguno de los miembros de
nuestra familia esté ayudando a alguien con algo que le molesta?

________________ fue un mediador cuando_______________________________.

________________ fue un mediador cuando _____________________________.

Querida familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo (a).

Yo tengo la responsabilidad de tomar decisiones inteligentes cuando
cuido de mi mismo (a). Yo puedo tomar decisiones inteligentes porque yo se como
encontrar paz cuando algunas cosas me “molestan” en lugar de usar drogas o alcohol para escapar. Yo aprendí acerca de como tu eres uno de los mejores mediadores, quien puede ayudarme cuando hay algo que me molesta y yo no se como deshacerme de ello. ¿Me podrías ayudar a darme cuenta cuando alguno de los miembros de nuestra familia esté ayudando a alguien con algo que le molesta?

________________ fue un mediador cuando_______________________________.

________________ fue un mediador cuando _____________________________.

________________ fue un mediador cuando_______________________________.

________________ fue un mediador cuando _____________________________.
Lesson 2: Bugs

Draw Your Own

Draw Your Own

Draw Your Own
Bully Blockers

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.

Preparation

Copies
- Home Connection (see page 25)

Materials
- “Block-a-Bully,” available from iTunes Educational Library, or use the video provided on the Prevention Dimensions CD
- Five Steps for Sending Assertive Messages (see page 28)

Vocabulary

- bully
- target
- ally
- assertive messages
- bystander

Lesson at a Glance


Introduction
1. Block-a-Bully (Download or use the Block-a-Bully video on the Prevention Dimensions CD)

Strategy
2. Ally, Target, Bystander
3. Assertive “I” Messages
4. The Bullying Blocker Machine

Conclusion
5. Block-a-Bully Becomes Be-a-Buddy

Home Connection
6. Ally, Target, or Bystander

Core Curriculum Objectives and Standards

Objectives
- Develop vocabulary that shows respect for self and others.

Standards
- Standard 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.
1. **Block-a-Bully**
   - What behavior do you think is bullying?
   - Raise your hand if you have seen someone being bullied or have been bullied yourself.
   - Show the *Block-a-Bully* video available to download for free through iTunes. Go to the iTunes store at itunes.com and download the iTunes software for free. Search for “Utah Electronic High School Block a Bully.” Click on “Get.” Once it has downloaded, you will find it in your library under “iTunes U.”
   - Encourage students to take notes during the video.
   - What did you learn about bullying that you didn’t know before?
   - Now raise your hand if you have seen someone being bullied or have been bullied yourself.

**Video Statements**
- Encourage students to recall the statements from the video.
- Bullying is behavior that is intended to cause harm or distress.
- Behavior that exists in a relationship in which there is an imbalance of power.
- This behavior may be repeated over time.
- Bullying can come from a boy or a girl or a group.
- Bullies can use mean words.
- Bullies can be physical.
- Bullying can be leaving someone out.

**Talking Points**
- Point out that everyone in this room will or already has at some time found themselves in a situation where they are either a target of bullying (the person being bullied) or a bystander (someone who witnesses the bullying).
- When we witness a situation in which an individual or a group is targeted, we can make a choice to be a bystander (someone who doesn’t say or do anything to change the situation), or we can choose to be an ally (someone who works with and acts in support of a targeted person or group).
- Write on the board and define “ally,” “bystander,” “target,” and “bully.”

**Tie in the 3 Cs**
- 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.

**Focus**

Today we’re going to learn:
- How to be an ally when you see someone being bullied.
- How to stand up for yourself if you’re bullied.

2. **Ally, Target, Bystander**

**Prepare**
- Create groups of three.
- Copy, cut, and distribute one set of cards that say ally, bystander and target to each group (see page 27).

**Instructions**
Give each student one minute to tell about a time when he or she was an ally, a target or a bystander (the role assigned by his or her card).

**Ask**
- What did it feel like to be the target?
- What did it feel like to be the bystander?
- What did it feel like to be the ally?
3. Assertive “I” Messages

Have chart paper with two columns: ideas that mean confronting the bully and ideas that do not.

Tell me things you can do when you or someone else is being hurt or bullied.

Explain that you are looking for ideas that are nonviolent. Explore with students why a violent response would be a bad choice.

Idea to Incorporate

Doesn’t Involve Confrontation:
• Refuse to join in.
• Report bullying you know about or see to an adult.
• Be a friend to the person who has been bullied by showing him you care about him: put an arm around him, give him a put-up, etc.

Does Involve Confrontation:
• Invite the person being hurt to join your group. Then ask the person who was bullied if it’s okay to have the bully join your group if the bully apologizes.
• Speak out using an “I” message. Say, “I don’t like it when you treat him like that.” “I want you to stop calling him that name.” “I wouldn’t want someone to say that to/about me.”
• Distract the bully with a joke or something else so he/she stops the behavior.
• Share your perspective. Say, “That sounds like an assumption to me…”
• Provide accurate information. “Here’s what I know about (the situation/person)…”

Talking Points

• It takes practice and courage to know how to act strong without being mean when you or someone you know is being bullied.
• Sometimes an “assertive” response is required.
• Assertive is defined as “strong and direct, but not mean or hurtful.”

Bully Blocker Machine

• Students form two lines facing each other about three feet apart.
• Students imagine they have switches on their arms.
• When you touch the arm switch, they give an assertive (strong but not mean) message to the bully.
• The teacher walks down the aisle pretending to be the bully.
• Recite a scenario from the ones listed below, or, if you are comfortable role-playing, act out the scenario.
• Choose a student randomly and, after turning on the pretend arm switch, have him or her tell you a strong Bully Blocker response.
• Practice with several students before moving on to another scenario.

Sample Scenarios

• Someone calls you a bad name. (Possible Bullying Blocker machine response: “I feel hurt and angry when you call me that name. Please don’t do that.”)
• Someone tells you to do something you don’t want to do.
• Someone is calling someone else a bad name.
• Someone is making fun of someone else because she is blind.
• Someone wants you to call someone else a bad name.
• Someone tells you you can’t sit with him/her at lunch.
5. Block-a-Bully Becomes Be-a-Buddy

- Have students create his or her own “Be-a-Buddy” booklet.
- There are many book designs and many ways to make a book.
- These directions are an example from http://library.thinkquest.org/J001156/makingbooks/minibook/index.htm.
- Have students create a “Block-a-Bully Becomes Be-a-Buddy” cover for their booklets.

Buddy Books

Have students use each page of the booklet to define and draw what a buddy does, replacing the word “bully” used in the video.

Use the following statements to begin each page.

<table>
<thead>
<tr>
<th>Page 1</th>
<th>Title – Be a Buddy, Block a Bully</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 2</td>
<td>Being a buddy is ______________</td>
</tr>
<tr>
<td>Page 3</td>
<td>Buddy behavior can cause _______</td>
</tr>
<tr>
<td>Page 4</td>
<td>Buddies exist where there is ______</td>
</tr>
<tr>
<td>Page 5</td>
<td>Buddies repeat ______ over time.</td>
</tr>
<tr>
<td>Page 6</td>
<td>Buddies can be _______ or _______.</td>
</tr>
<tr>
<td>Page 7</td>
<td>Buddies can be in a __________.</td>
</tr>
<tr>
<td>Page 8</td>
<td>Buddies can use ______ words.</td>
</tr>
</tbody>
</table>

6. Ally, Target, or Bystander

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.
Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. Tell me about a time when you were an ally, a bystander, or a target of a bully. How old were you? What happened? What helped? What do you wish you would have done differently?

Thanks! You’re the best!
Querida familia,

Hoy aprendí que tengo el derecho de estar en un ambiente en el cual yo me sienta seguro (a). Dime acerca de alguna vez en la que tu fuiste un aliado, un testigo, o un objetivo de algún rufian (alguien que te moleste). ¿Qué edad tenías?, ¿Qué pasó?, ¿Qué piensas que pudiste haber hecho diferente?

¡Muchas gracias! ¡Tu eres el mejor!
Five Steps For Sending Assertive Messages

**Prepare** the “I” message. Think about it ahead of time. Talk about it with another person. It may be a good idea to practice saying it.

**Give** the message to the person. Use body language and a tone of voice that reinforces the message.

**Wait** a moment or two. The other person may not respond immediately. When the response comes, it may be defensive—the other person may offer excuses, attack, or withdraw.

**Listen** actively to the response, paraphrasing what the other person is saying and reflecting feelings. Ask questions that encourage the other person to look for a solution. Restate the problem and ask, “What do you think would be fair? What can we both do now?”

**Look** for a solution that meets both of your needs.

Note: Depending on how the other person responds, you may need to go through the steps above several times before reaching a solution.
Making Smart Choices for Me
I STOP’D

3 Cs
- I care about myself.
- I care about you.
- 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.

Preparation
Copies
- Home Connection (see page 34)
- Conflict Cards (see page 36)
- Famous Person Conflict Cards (see page 37)
- Optional: “Handy Decisions” worksheet (see page 38)

Materials
- Prevention Dimensions CD with “I STOP”D PowerPoint
- sticky notes
- scratch paper
- Optional: Choose a book that illustrates a conflict and resolution.

Music
- “Chill” from the CD Something Good (see page 97)

Vocabulary
<table>
<thead>
<tr>
<th>interests</th>
<th>basic needs</th>
<th>sympathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>options</td>
<td>empathy</td>
<td></td>
</tr>
</tbody>
</table>

Lesson at a Glance
Introduction
1. Conflict in Literature

Strategy
2. PowerPoint and Story

Conclusion
3. PowerPoint and Story

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.
- 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 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.
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.

Mini-Lesson

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

Say

Without talking, take your sticky note and stick it under the conflict heading on the board that describes the main conflict in your book. Be prepared to defend your placement.

Discussion

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

2. PowerPoint and Story

Use the Powerpoint presentation to discuss how students can solve problems using the I STOP’D process.

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.

I STOP’D is an acronym

- Each letter in the word stands for the first letter of another word.
- It is a technique people use to memorize organized information.
- Some other acronyms are PTA (Parent Teacher Association) and NASA (National Aeronautics and Space Administration).
- This acronym can also help us remember the process to follow when we make a decision.

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).

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).
Talking Points:
- Let’s look at each letter briefly at first so you can see the big picture.
- We will read a story and see how the characters apply the I STOP’D process to their conflict.

Ask:
- Why is it important to use your power to choose?
- 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:

Talking Points:
- Decide and Do would make sense too.
- You’ll see why those words are in that order.

Ask:
- What 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 with 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.

Reference:

Talking Points
- In 1943, a man named Abraham Maslow introduced the idea that we all have basic needs that need to be met 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 are our interests. Those unmet needs are what we are “interested” in fulfilling.
- Focusing on interests instead of positions (the point we often argue about) helps us find a joint solution to our problem much faster (Fisher, 40-55).

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.”
Lesson 4: I STOP’D

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?
- Why is it important think about the pros and cons?

Advanced Discussion:
- The chapter “Invent Options for Mutual Gain” in Getting to Yes: Negotiating Agreement Without Giving in goes into depth on how to brainstorm in any setting (Fisher, 56-80).
- Wise people “insist on using objective criteria” when they make decisions.
- For example, school rules, consumer reports, the law, or looking 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 the plan not working?
- Are there consequences I didn’t think about?
- Should I try a different option?

Story Application:
- Use another conflict to practice applying the I STOP’D process.
- Do the Famous People mini-lesson under “Other Ideas” and use one of their conflict scenarios to follow the I STOP’D process with the class.

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

- Now get out a piece of paper and quickly write I 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 would be a quick follow-up anytime, on any day of the year.
Additional Ideas

Group Conflict Resolution:
• Divide your class into groups.
• Have the conflict cards copied and clipped (see page 36).
• Give each group a conflict card.
• Have them brainstorm solutions to their conflicts.
• Make an overhead of the conflicts.
• Discuss one at a time.
• Either talk or have your class write about how their conflicts could have been solved.
• Take one conflict at a time.
• Make a list of all possible solutions.

Handy Decision Worksheet:
Give each student a worksheet to practice decision making processes (see page 38).

Tie in the 3 Cs
I care about me.
I care about you.
I care about my community.

3. Resolving Conflict Book Report

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.

4. Conflicts for Famous People

Conflict Cards:
• Make enough copies of Conflict Cards so each student receives one (see page 36).
• Use the “What Would You Do?” scenarios as an alternative if you do not want to focus on famous people.

Famous People:
• Obtain a recording of a song by Elvis Presley, one by the Beatles, and one by Michael Jackson.
• Have students complete a short research project about conflict in the lives of a famous person before a class discussion (see page 37).

Class Discussion:
One teacher reports that her class discussed the cards together. The students wanted to write about their own famous person and that person’s conflicts. It was a good research and writing lesson. They discovered that all people have conflicts, not just the ones with the obvious problems.

Group Conflict Resolution:
• Divide your class into groups.
• Have the conflict cards copied and clipped (see page 36).
• Give each group a conflict card.
• Have them brainstorm solutions to their conflicts.
• Make an overhead of the conflicts.
• Discuss one at a time.
• Either talk or have your class write about how their conflicts could have been solved.
• Take one conflict at a time.
• Make a list of all possible solutions.

Handy Decision Worksheet:
Give each student a worksheet to practice decision making processes (see page 38).

• 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.
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. I will do the following (using a separate sheet of paper):

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?
Querida familia,
Hoy aprendí que tengo el derecho de estar en un ambiente en el cual yo me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad. La violencia se manifiesta por medio de palabras, miradas, señales, o actos, con el objetivo de herir los sentimientos o las posesiones de los demás. Yo voy a hacer un libro para reportar acerca de lo que he aprendido y de los momentos en los que he puesto en práctica mi conocimiento. Voy a hacer lo siguiente (haciendo una hoja aparte):

1. Escribir el título del libro.
2. Leer la mitad del libro.
3. Identificar en qué lugar sucedio todo y escribirlo.
4. Escribir el nombre del personaje que está teniendo un problema, y escribir cual es.
5. Escribir acerca del problema.
6. PARAR y CALMARME.
7. PENSAR acerca del problema identificando los intereses de los personajes principales quienes son parte del problema. Escribir acerca del mismo.
8. OPCIONES: pensar en algunas soluciones las cuales incluyan soluciones que impliquen ganar/ganar para solucionar el problema. Escribir acerca de ello.
9. ESCOGER UN PLAN: escribir cual es la solución que el personaje debería de escoger.
10. Termina leyendo la historia.
11. ¿Tu solución fue la misma escogida en la realidad? ¿Qué solución te gusto más?
12. Comparte tu libro con un adulto que sea miembro de tu familia.

YO PARO
Y PIENSO ACERCA DE LO QUE PASO
¿Quiénes son los involucrados?
¿Quién me está molestando? Yo siento...
¿Cuál es mi necesidad básica?

Enfocarme en los INTERESES y no en las POSICIONES
-Convivir -Poder -Libertad -Diversión
What Would You Do?
Apply the I STOP’D process of effective decision making to the following situations.

1. Alwyn is at a friend’s house watching a video one evening when they are joined by his friend’s older brother, who lights up a joint and watches some of the video before leaving. Alwyn’s friend tells him that he is worried because his brother smokes marijuana. He also thinks his brother might be dealing. What could Alwyn do?

2. Jaycee is visiting her older sister Carla at college for the weekend. As they are eating pizza in her dorm room, one of Carla’s friends pokes her head into the room, hands Carla a plastic bag with marijuana inside, and says, “You can pay me later.” Jaycee had no idea her sister smoked pot. What could Jaycee do?

3. Tim’s class is ready to go on its annual class trip to Mega-Ride Park. Tim is excited about going but is also worried because he has heard that some of the students in his group of friends plan to get high before going on the rides. He doesn’t want his friends to smoke marijuana, but he’s afraid that if he tells one of the adult chaperones, the trip will be canceled. What could Tim do?
Elvis: Cause of death was listed as cardiac arrhythmia.

Underlying Factors: At least 10 different drugs present in his body when he died, which caused cardiac arrest.

Elvis was a trend setter. He opened the door for future musicians to widen the scope of music. He was controversial when he performed. Most programs would not show him from the waist down because of his dance movements – which were considered inappropriate at that time. He held many music records. The world was ready for a new music direction, and Elvis provided that. He was #1. He tried making movies, but they did not do well. He was married and had 1 daughter, but was later divorced. He died in 1977, at the age of 42.

The Beatles: John Lennon was shot outside his home. George Harrison died of cancer.

The Beatles One of the most successful rock groups in history. The world was ready for a change, and a fresh direction. This group appeared on the scene, and literally “rocked our world!” They set every record in music that could be set, and still hold some of them. Even today’s generation knows who they were. At the height of their popularity, they broke up. There were conflicts. John Lennon was tired of Paul McCartney. They were both writers, and there was dissention between the two of them regarding their songs. George Harrison felt snubbed. He very seldom sang, and very much wanted to. Simultaneously, John Lennon met and married Yoko Ono. Many fans felt that she was the reason for the breakup. The other Beatles felt that she should not have been present at the practice/recording sessions they did. Some fans blame Paul’s wife Linda, as well.

The Beatles opened the door for many rock groups. They set the bar. John went on to do very successful recordings, as did Paul and George. Ringo married and lives in the United States.

Michael Jackson: Died of cardiac arrest in June 2009. Painkillers were found in his body.

Michael Jackson did for music what no other before him did. He revolutionized the way it was presented. He started out at the age of five. He and his brothers, the Jackson 5, had many hits. As Michael aged, he went out on his own. He had one number one hit after another. He was dubbed the “King of Pop.” He accepted that title. He wrote the words of his music, and then produced them with his unique sound. He could dance! He was the first to choreograph what we think of today as music videos. His told a story, and Thriller is still the number-one-selling album of all time. He was the first African American performer to have his videos shown on MTV. That opened the door for others.

Michael’s conflicts were mainly within himself. He says he did not have a childhood. He was never happy with the way he looked. He had many plastic surgeries done on his face. At the time of his death he did not resemble his boyhood self. He had earned close to a billion dollars in his life, but at his death, he owed about four million dollars. He lived on his “Neverland” estate for most of his career. It was like a carnival, complete with animals.
HANDY DECISIONS

We do not always make our own decisions, but we have the opportunity to decide on our reactions to others' decisions. Some decision-makers are family members, teachers, and peers. Using the first letter of each decision-maker, place an M (Me), F (Family), T (Teacher) or P (Peers) in the blank according to who makes this decision for you. Select as many decision makers as necessary for each statement. As you are deciding who makes the decisions, also decide on your own possible reactions and consequences for those reactions.

1. Where to shop for clothes — M
2. Whom to talk to on the phone — M
3. The length of the telephone conversation — F
4. How much time to spend on homework — P
5. Who to eat with in the cafeteria — P
6. What time to go to bed — M
7. How much time you spend watching TV — M
8. What books to read — M
9. How to spend “free time” in school — M
10. How to spend school vacation time — M
11. What to do on Saturday — M
12. What to do on Sunday — M
13. With whom to spend your free time — M
14. Whether to try alcohol, tobacco/nicotine, or other drugs — P
15. How you express yourself — M
16. Whether to report cheating — M
17. What kind of music you enjoy — M
18. Whether or not to eat junk food — M
19. How you behave in order to be liked or respected — M
20. Whether or not your parent(s) come(s) to parent-teacher conference — M
Making Smart Choices for Us
We STOP’D

3 Cs
- I care about myself.
- I care about you.
- 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.

Preparation
Copies
- Home Connection (see page 44)

Materials
- PowerPoint presentation “WE STOP’D” (see accompanying CD)
- Optional:
  - pinto beans for each student (unshelled peanuts could also be used), a pen or pencil for each team of four, a piece of paper for each team of four, a watch with a second hand

Music
- “We’re Not That Different After All” from the CD Take a Stand (see page 124)

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

Lesson at a Glance
Introduction
- 1. Constitution – Rights and Responsibilities

Strategies
- 2. Classroom Rules or Responsibilities
- 3. The Class Meeting and Group Mediation PowerPoint

Conclusion
- 4. Use PowerPoint

Home Connection
- 5. Family Constitution

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.
1. Rights and Responsibilities

As you begin this activity, you may want to integrate it with a discussion of the any ancient civilization and how they formed a society.

- 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.


Create Community 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 Community Bill of Rights may include:

A title or preamble such as “You are entering a caring and respectful classroom.”
- 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.


Optional

- You may wish to include rights that pertain to teachers and visitors to the classroom.
- Post the rights on the wall.


Tie in the 3 Cs

I care about me.
I care about you.
I care about my community.

- 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.

Strategies

Talking Points

- 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, on a 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?

Ask

If you were allergic to cheese you might not finish all the food on your plate at a friend’s house.
| Review | 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 peaceful 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 respectful or caring rules/responsibilities for your class. 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.  
| Display | Display in a prominent place along with your Community Bill of Rights  
| Conclusion | 3-4. The Class Meeting and Group Mediation PowerPoint  
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.  
| Prepare | Follow the notes in the WE STOP’D PowerPoint to solve a class problem.  
- The PowerPoint slides are printed for view beginning on page 55 of this lesson.  
- 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.  
| PowerPoint available in ppt and pptx formats |  
| Home Connection | 5. Family Bill of Rights  
Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students share to the information with their families.  
|
Other Ideas

Prepare

Discuss

Get to Know the Bean:
• Provide a pinto bean or unshelled peanut for each person. Distribute a bean to each student.
• Have students write down (or memorize) characteristics about “their” bean and get to “know” their bean.
• Have half the class close their eyes while the other half “kidnaps” one bean and takes it to their desk. Silence is very important.
• Repeat so everyone has a new bean and knows who that bean belongs to.
• Have students silently walk around and try to find their bean.
• Have students take turns making an accusation about who has their bean.
• Have a small prize for those who capture their “kidnapper.”
• Discuss how the beans have the same make-up on the inside, and yet each has unique characteristics – just like us! We are human “beans.”

Discuss the beans with the students and ask them to each sit in a circle. Give each team a pen or pencil and a piece of paper to write down their answers. Explain that you are going to give them a challenge. They will have two minutes to complete the challenge. The challenge will consist of trying to create the longest list of answers possible from the categories that you will give them. As each team creates their list, the paper they are using to write down their answers will be passed around the circle with each person adding one answer to the list when it is their turn. A team may not have any duplicate answers. There is no talking as the paper is passed around the circle. If one person cannot think of an answer, he/she must write the word “skip” on the paper and then pass it to the next person. The paper continues around the circle, with each person either adding a new word or the word “skip” each time it comes to him/her. Remember there is no talking during the two minutes. When time has expired, have each group report out their total number of answers; skips do not count. Then have each team read their list. Repeat this three times, using a different category for each round. Since the first person to write will have the easiest time, have each round begin with a different person.

For rounds four and five, use the same process, except that the group may talk during the two minutes. They may brainstorm and suggest answers to whoever has the piece of paper at the moment. Remember that the paper must still be passed from person to person, with each individual writing down an answer before it is passed on to the next person. (The “skip” rule may still be used, but with the group helping no one will likely have a need for it.)
Examples of Topics
- Major league baseball teams
- Breakfast cereals
- Television shows
- Countries from around the world
- States in America
- Sports
- Colors

Ask “What” Questions
- How many answers did your team get in each rounds one, two and three?
- How many answers did your team get in rounds four and five?
- How did these numbers compare to the other groups?
- What category did you find the easiest? The hardest?
- If you could choose a category that wasn’t listed, what would it be?

Ask “So What” Questions
- What can this activity teach us about working together?
- Did one person on your team always contribute the most?
- If your team only had two people, how well would the team have done?
- Why was your team able to create a longer list when you were allowed to talk?
- Why can’t one person know everything?
- What role does a person’s interests play in what he/she knows?
- How does a person’s background influence how he/she lives?
- Does having people with various experiences help a community thrive?
- How does working together help make a problem easier to solve?

Ask “Now What” Questions
- How can people from different backgrounds help make a community a better place to live?
- How can people from different backgrounds help solve a problem?

Dear Family,

Today we started to write a Bill of Rights for our class. We are including these ideas about rights, responsibilities and rules:

1. Rights – guaranteed conditions

2. Responsibilities – things you are always expected to do; ways you are expected to act or treat someone else

3. Rules – The purpose of rules is to (a) let everyone know his or her responsibilities and (b) to safeguard the rights of all.

Please work with me on writing our Family Bill of Rights, which might include rights, responsibilities and rules. We could choose to share this document with my class.

Thanks.
Conexión en el Hogar

Querida familia,
Hoy empezamos a escribir una declaración de derechos para nuestro salón. Vamos a incluir las siguientes ideas acerca de derechos, responsabilidades, y reglas:

1. Derechos- condiciones garantizadas

2. Responsabilidades- cosas que se espera siempre sean hechas por ti; formas en las que se espera que actúes, o que trates a los demás

3. Reglas- el propósito de las reglas es (a) dar a conocer a cada persona sus responsabilidades y (b) salvaguardar los derechos de todos.

Por favor trabaja conmigo para que podamos escribir nuestra declaración de derechos familiar, la cual debe de incluir, derechos, responsabilidades, y reglas. Nosotros podemos compartir éste documento con mi clase.
Gracias.
Lesson 5: We STOP'D

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 stand 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.

Ask:
• Who is involved in the conflict?
• When a person’s needs or interests are not being met, he/she often creates 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.
Lesson 5: We STOP'D

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.

- What does it mean to “separate the people from the problem”?
  We value people, but emphasize a solution to the problem.

Ask:
- Does it feel good?
- Is something not quite right?
- Is something 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 Catcher 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.
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.”

Alcohol: Knowing the Facts!

More Practice With Bugs and 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.

Preparation

Materials
- Teacher Resource Sheet: "Alcohol’s Effects on the Body" (see page 52)
- Soft sponge or yarn ball (or something similar)
- Tennis balls
- Gloves (one pair for each 5–6 member team)
- One bolt and corresponding nut (for each 5–6 member team)
- One pair of sunglasses with lenses that have been covered with petroleum jelly (one pair for each 5-6 member team)

Vocabulary
- Depressant
- Stimulant
- Cirrhosis
- Intoxicating
- Impairment
- Vasodilator
- Cardiovascular
- Simulation

Lesson at a Glance

Introduction
1. Alcohol Facts

Strategy
2. Impaired
3. Alcohol Ball
4. Liver Overload

Conclusion
5. Talk Show Skits

Core Curriculum Objectives and Standards

Objectives
- Identify the effects of alcohol on body organs.
- Identify effects of alcohol on performance.
- Identify reasons for not using alcohol.

Standards
- 7060-0201 Examine the possible physical effects of substance abuse.
- 7060-0202 Summarize the legal, social and emotional consequences of substance abuse.
1. Alcohol Facts

True or false?

• Alcohol is a drug.
  True—alcohol is a drug that affects the way the body naturally functions. It is a depressant, which means that it slows down the body’s processes.

• Alcohol is the oldest and most abused drug in the world.
  True

• Alcohol is addictive.
  True

• Ethyl alcohol is the intoxicating ingredient present in alcohol.
  True

• A 12-ounce can of beer, a 5-ounce glass of wine, and one ounce of whiskey all contain the same amount of alcohol.
  True

• Everyone who drinks alcohol experiences various physical effects. These vary from person to person.
  True

• Alcohol affects many of the body organs and their functions.
  True

• Only time will cause a person to become sober.
  True

2. Impaired

The following activities are used by permission from the wonderful book, Activities That Teach, by Tom Jackson. Please refer to this book for many more similar activities. A full bibliography reference is in the references section of these Prevention Dimension lessons.

This simulation activity demonstrates how alcohol use impairs ability to perform tasks that require manual dexterity.

• Divide the class into teams, with 5–6 students per team.
• Distribute a nut and bolt to each team. Explain that each person must thread the nut all the way onto the bolt and then off again. When the task is complete, pass the nut and bolt on to the next team member and repeat the process until the entire team has completed the task.
• Time this process and record each team’s time.
• Distribute a set of gloves to each team and repeat the game using the gloves. Distribute a pair of sunglasses to each team and repeat process a third time, using the sunglasses.
• Continue to time and record each team’s time.

How hard was it to thread the nut when you were not wearing gloves? Wearing gloves? Wearing sunglasses?

How were you impaired when wearing gloves? Sunglasses?

How is this simulated impairment similar to someone under the influence of alcohol?

Compare the times of each team. How does alcohol affect reaction time?

What are tasks or jobs that would be negatively influenced by alcohol use?

Some people may want to be impaired to escape certain bugs. How does the impairment affect other parts of their lives?
3. Alcohol Ball
This simulation activity demonstrates how alcohol use can cause blurred vision and poor coordination. Several students volunteer to catch a ball tossed to them by the teacher.

- For practice, play catch with the students.
- Spin students around fast, then instruct students to squint their eyes. After spinning, toss the ball to them and ask them to toss it accurately back.

Discussion
- What effects of being under the influence of alcohol did the spinning and squinting eyes simulate?
- People who drink too much alcohol have blurred vision and poor coordination. How might blurred vision and poor coordination be harmful to the person drinking as well as others?
- Why wouldn’t you want to ride in a car with a person who has these impairments?
- What can you learn about the effects of alcohol from this activity?

4. Liver Overload
This simulation activity demonstrates how the liver becomes overloaded when too much alcohol enters the bloodstream.

- Five students face the class, in a line, shoulder to shoulder.
- Hand a soft sponge or yard ball to the first person in line. His or her job is to pass the ball down the line, hand to hand, until it reaches the “liver,” who is the last person in the line.
- The “liver” will squeeze the tennis ball five times, then let it drop to the floor.
- Begin by sending the balls down the line slowly. The “liver” should be able to handle his or her task.
- Speed up the sending of the balls down the line. This will cause the liver to “fail” and the soft sponge or yarn balls will back up down the line and fall on the floor.

Discussion
- What occurred when the tennis balls were introduced slowly into the bloodstream?
- What happened when the tennis balls were sent more quickly?
- What do you think would happen to a liver that experiences this very often?
- What do you think this activity can tell us about alcohol and our bodies?

5. Talk Show Skits

Skit
- Divide students into groups of five.
- Have the students prepare a skit in a talk show format. Use the following parts: talk show host, a doctor, a drinker, a former drinker, and a nondrinker.
- Instruct the groups to review and use the ideas about bugs from lesson 4 and STOP’D from lesson 7.
- Use the information in this lesson to prepare the skits.
- Present the skits to the class.
Alcohol’s Effects on the Body

**Brain/Central Nervous System**
Alcohol is a depressant that also acts as an anesthetic in the central nervous system. Although it is a depressant, alcohol has a unique action that initially creates a feeling of mild and pleasant stimulation. Alcohol affects the thinking, judgment, and reasoning abilities first. More alcohol intake means that breathing and reflexes will also be impaired. Heavy social drinking may cause brain atrophy. Over time, the brain and nervous system become less sensitive to alcohol’s effects.

**Liver**
Almost all the alcohol consumed is metabolized in the liver at the rate of ½ ounce of pure alcohol per hour. Since each typical drink of beer, wine, wine cooler or distilled spirit contains about ½ ounce of pure alcohol, it takes about two hours for the body to fully recover from one typical alcoholic drink. Prolonged heavy drinking can cause fat to accumulate in the liver, which will eventually become nonfunctional scar tissue, or cirrhosis, the sixth leading cause of adult deaths in the United States.

**Lungs**
Some alcohol is exhaled through the breathing process, which is why alcohol can be smelled on the breath of a person who has been drinking. Extremely high alcohol levels result in unconsciousness, coma, and even death through the suppression of the brain’s breathing center, the cerebellum.

**Stomach**
Some of the alcohol consumed is absorbed quickly from the stomach into the blood stream. The amount of food in the stomach helps determine the effect alcohol has on a person. Alcohol stimulates the stomach to secrete more stomach acid. Prolonged heavy drinking is related to ulcers and even cancer of the stomach, mouth, tongue, and esophagus.

**Kidneys**
Alcohol is a diuretic, so it increases the production of urine from the kidneys. Drinking alcohol on a hot day greatly increases the risk of dehydration.

**Small Intestine**
Almost all alcohol consumed is absorbed from the small intestines into the bloodstream.

**Cardiovascular System/Circulatory System**
Alcohol is a vasodilator, which means it opens up blood vessels, especially those near the surface of the skin. This gives drinkers a feeling of warmth, even though their body temperature may actually go down. This phenomenon is often observed at football games played in very cold weather. Some fans will drink so much alcohol they will take their jackets off to “cool off.” Unfortunately, they often find themselves in bed days later with upper respiratory infections.

**Reproductive System:** Alcohol decreases production of the male sex hormone testosterone. Women who drink during pregnancy risk giving birth to an infant with Fetal Alcohol Spectrum Disorder, a disorder that causes heart malformation, joint problems, growth deficiencies, and mental challenges.

**Some of the factors that can influence HOW alcohol affects the individual include:**
- Quantity—amount of alcohol consumed
- Time—how quickly/slowly the alcohol is consumed
- Body weight
- Age (young people and the elderly are the most sensitive)
- The presence of other drugs in the system (prescription medication, illegal drugs, etc.)
- The presence or non-presence of food in the stomach
- Previous drinking experience (If one develops a tolerance, it takes more and more of the drug to get the desired effect.)
Lesson 9: The Gateway Drug: Marijuana

More Practice With Bugs and 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.

Preparation

Materials
Marijuana Pretest/Post-Test (see page 55)
Teacher Resource Sheet: "Marijuana Facts" (see starting on page 57)
"Marijuana Basketball" (see page 59)

Vocabulary

cannabis  joint  grass
Mary Jane  THC  weed
pot  reefer  dope

Lesson at a Glance

Note to teacher
Before teaching this lesson, review "Marijuana Facts." (see page 57)

Introduction
1. Marijuana: What Do You Know?

Strategy
2. Marijuana Pretest
3. Marijuana Discussion
4. Marijuana Basketball

Conclusion
5. Marijuana Post-test

Core Curriculum Objectives and Standards

Objectives
Understand both the short- and long-term effects of marijuana use.

Standards
The students will learn ways to improve mental health and manage stress.
1. Marijuana: What Do You Know?
   - On the board, draw a porcupine with lots of spikes or quills.
   - Name the porcupine “Marijuana.”
   - List any statement from the students, whether accurate or inaccurate, next to a spike on the porcupine.
   - What do you know about marijuana? List the statements of the students by the quills as described above.

2. Marijuana Pre-test
   - Orally give the Marijuana pre-test.
   - Have students write the answers on a piece of paper.

3. Marijuana Discussion
   - The porcupine is a slow animal that protects itself from aggression with very sharp quills. The quills detach and stay stuck in the aggressor.
   - If you play with a porcupine, you will get stuck with quills.
   - How is a porcupine like marijuana use? Users will get hurt, lots of inaccurate information, looks easy to avoid but easy to get stuck.

Use the teacher resource sheet to clarify the fuzzy and inaccurate information from the porcupine’s quills.

4. Marijuana Basketball
   - Use the questions on page 59 to play this game.
   - Divide the class into two teams.
   - Alternating between teams, each team scores by having one of its players answer a question about marijuana correctly (or the team confers with a “captain” who speaks for the team).
   - If the question is answered incorrectly, the point amount of the question is deducted from that team, and the other team has a chance to answer the question correctly.
   - The team that reaches 30 points first (or another agreed-upon number) wins.

5. Marijuana Post-test
   - Give the Marijuana post-test as instructed on the test form.
   - Have students compare answers with the pre-test.
Marijuana Pre-test

and

Post-Test

Directions for pre-test:
Number your paper from 1 - 20.
Place a “T” for True or an “F” for False next to the number of the question I read.

Directions for post-test:
Use the paper you used for the pre-test.
Turn your paper to the other side.
Number your paper from 1 - 20.
Place a “T” for True or an “F” for False next to the number of the question I read.

1. Marijuana can be eaten or smoked.
2. Marijuana is a form of cannabis.
3. Marijuana can slow a person’s reaction time.
4. Marijuana increases a person’s ability to concentrate.
5. People driving under the influence of marijuana can cause collisions.
6. Smoke from a marijuana cigarette can cause lung problems.
7. Dependency or addiction cannot happen with marijuana.
8. Marijuana stays in several body organs for weeks.
9. Marijuana is better for the lungs than cigarettes.
10. Marijuana is a stimulant.
11. Marijuana use improves short-term memory.
12. THC is the main ingredient in pot. However, when smoked, pot produces over 2,000 chemicals.
14. Marijuana is stored in the fatty tissue in the body.
15. The marijuana sold today is a lot weaker than that sold in the 1960’s.
16. Marijuana used in small amounts (one joint or less) is legal.
17. Marijuana could lead to the use of other drugs.
18. The more pot you smoke, the more you need in order to get high.
19. Smoking marijuana makes you smarter.
20. Snorting is one way marijuana can be used.
MARIJUANA TEST
ANSWER SHEET

1. Marijuana can be eaten or smoked. T
2. Marijuana is a form of cannabis. T
3. Marijuana can slow a person’s reaction time. T
4. Marijuana increases a person’s ability to concentrate. F
5. People driving under the influence of marijuana can cause collisions. T
6. Smoke from a marijuana cigarette can cause lung problems. T
7. Dependency cannot happen with marijuana. F
8. Marijuana stays in several body organs for weeks. F
9. Marijuana is better for the lungs than cigarettes. T
10. Marijuana is a stimulant. (It depends on the mental state of the user.) T-F
11. Marijuana use expands short-term memory. F
12. THC is the main ingredient in pot. However, when smoked, pot produces over 2,000 chemicals. T
13. Marijuana smoke contains more cancer-causing chemicals than cigarette smoke. T
14. Marijuana is stored in the fatty tissue in the body. F
15. The marijuana sold today is a lot weaker than that sold in the 1960s. T-F
16. Marijuana used in small amounts (one joint or less) is legal.* T
17. Marijuana could lead to the use of other drugs. T
18. The more pot you smoke, the more you need in order to get high. F
19. Smoking marijuana makes you smarter. F
20. Snorting is one way marijuana can be used. F

Please see the wonderful website of the National Institute on Drug Abuse for more information about marijuana and other drugs of abuse.
http://www.nida.nih.gov

*T in some states, small amounts of marijuana are legal; in Utah, it is not legal.
Marijuana Facts
Teacher Resource Sheet

- Marijuana is a green, brown, or gray mixture of dried, shredded leaves, stems, seeds, and flowers of the hemp plant (Cannabis sativa). Cannabis is a term that refers to marijuana and other drugs made from the same plant. Other forms of cannabis include sinsemilla, hashish, and hash oil. All forms of cannabis are mind-altering (psychoactive) drugs.
- The main active chemical in marijuana is THC (delta-9-tetrahydrocannabinol). Short-term effects of marijuana use include problems with memory and learning, distorted perception, difficulty in thinking and problem solving, loss of coordination, increased heart rate, and anxiety.
- Marijuana is usually smoked as a cigarette (called a joint) or in a pipe or bong. Marijuana has also appeared in blunts, which are cigars that have been emptied of tobacco/nicotine and refilled with marijuana, sometimes in combination with another drug, such as crack. It can also be mixed into foods or used to brew a tea.

Among 12-17 year olds surveyed as part of the 2009 NSDUH, 7.3% reported past month marijuana use.

- Contrary to popular belief most teenagers have not used marijuana and never will. Among students surveyed in a yearly national survey, about one in six 10th graders report they are current marijuana users (that is, used marijuana within the past month). Fewer than one in five high school seniors are current marijuana users.

- Adults who first used marijuana before age 12 (21%) were twice as likely as adults who first used marijuana at age 18 or older (10.5%) to be classified as having a serious mental illness in the past year.

- Approximately 69.8% of eighth graders, 59.5% of tenth graders, and 52.4% of twelfth graders surveyed in 2009 reported that smoking marijuana regularly was a "great risk."

- In recent decades, marijuana growers have been genetically altering their plants to increase the percentage of delta-9-tetrahydrocannabinol (THC), the main active ingredient in marijuana. The average potency of marijuana has more than doubled since 1998.

- The use of marijuana can produce adverse physical, mental, emotional, and behavioral effects. It can impair short-term memory and judgment and distort perception. Because marijuana affects brain systems that are still maturing through young adulthood, its use by teens may have a negative effect on their development.

- Contrary to popular belief, marijuana can be addictive. Marijuana addiction is also linked to a withdrawal syndrome similar to that of nicotine withdrawal, which can make it hard to quit. People trying to quit report irritability, sleeping difficulties, craving, and anxiety. They also show increased aggression on psychological tests.
Another concern is marijuana’s role as a "gateway drug," which makes subsequent use of more potent and disabling substances more likely. The Center on Addiction and Substance Abuse at Columbia University found adolescents who smoke pot 85 times more likely to use cocaine than their non–pot smoking peers. And 60 percent of youngsters who use marijuana before they turn 15 later go on to use cocaine.

But many teens encounter serious trouble well short of the "gateway." Marijuana is, by itself, a high-risk substance for adolescents. More than adults, they are likely to be victims of automobile accidents caused by marijuana’s impact on judgment and perception. Casual sex, prompted by compromised judgment or marijuana’s disinhibiting effects, leaves them vulnerable not only to unwanted pregnancy but also to sexually transmitted diseases (STDs).

Smoking marijuana is far more dangerous than smoking cigarettes, according to a group of scientists in New Zealand. The researchers found that smoking one joint is equivalent to 20 cigarettes in terms of lung cancer. "Cannabis smokers end up with five times more carbon monoxide in their bloodstream (than tobacco/nicotine smokers)," team leader Richard Beasley, at the Medical Research Institute of New Zealand, said in a news release. The scientists also noted that marijuana could be expected to harm the airways more than tobacco/nicotine since its smoke contained twice the level of carcinogens, such as polyaromatic hydrocarbons, compared with tobacco cigarettes.

Although U.S. law classifies marijuana as a Schedule I controlled substance (which means it has no acceptable medical use), a number of patients claim that smoking pot has helped them deal with pain or relieved the symptoms of glaucoma, the loss of appetite that accompanies AIDS, or nausea caused by cancer chemotherapy. There is, however, no solid evidence that smoking marijuana creates any greater benefits than approved medications (including oral THC) now used to treat these patients, relieve their suffering, or mitigate the side effects of their treatment. Anecdotal assertions of beneficial effects have yet to be confirmed by controlled scientific research.

Short-term effects of marijuana include problems with memory and learning, distorted perception (sights, sounds, time, touch), trouble with thinking and problem solving, loss of motor coordination, increased heart rate, and anxiety. These effects are even greater when other drugs are mixed with weed. A user may also experience dry mouth and throat.

Marijuana smoke contains some of the same cancer-causing compounds as tobacco, sometimes in higher concentrations. Studies show that someone who smokes five joints per week may be taking in as many cancer-causing chemicals as someone who smokes a full pack of cigarettes every day.

People give many reasons for smoking marijuana. Some say it helps with mental, emotional and physical exhaustion (sometimes called "burnout").
Marijuana Basketball
Questions for Class

FREE THROW: (1 POINT)-EASIEST

T 1. Marijuana can be eaten or smoked.
T 2. Marijuana is a form of cannabis.
T 3. Marijuana can slow a person’s reaction time.
F 4. Marijuana increases a person’s ability to concentrate.
T 5. People driving under the influence of marijuana can cause collisions.
T 6. Smoke from a marijuana cigarette can cause lung problems.
F 7. Dependency cannot happen with marijuana.
T 8. Marijuana stays in several body organs for weeks.
F 9. Marijuana is better for the lungs than cigarettes.
T or F 10. Marijuana is a stimulant.
____ 12. Though THC is the main ingredient in pot, when smoked, pot produces over 2,000 chemicals.
T 14. Marijuana is stored in the fatty tissue in the body.
F 15. The marijuana sold today is a lot weaker than that sold in the 1960s.
T-F 16. Marijuana used in small amounts (one joint or less) is legal.
T 17. Marijuana could lead to the use of other drugs.
T 18. The more pot you smoke, the more you need in order to get high.
F 19. Smoking marijuana makes you smarter.
T 20. Snorting is one way marijuana can be used.

GOAL: (2 POINTS) MEDIUM DIFFICULTY

23. What is burnout?
Burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress.

24. How does marijuana affect learning?
memory and learning, distorted perception, trouble with thinking and problem solving, anxiety

25. What is tolerance?
Larger doses are required to achieve the same effect.

26. What are two side effects of marijuana use?
Problems with memory and learning; distorted perception; difficulty with thinking and problem solving;
loss of coordination; increased heart rate; anxiety, paranoia and panic attacks; hunger

27. What is a slang word for marijuana?
pot, herb, grass, weed, Mary Jane, reefer, Aunt Mary, skunk, boom, gangster,ganja, "Texas tea," "Maui wowie," and "Chronic

A person needs a drug to function normally.

29. True or false: dependency cannot happen when using marijuana. (False)
30. Where does marijuana remain in the body after use? 
   fat cells

31. Define stimulant. True or false: marijuana is a stimulant. 
   A substance that raises levels of physiological or nervous activity in the body. 
   It can be either a stimulant or a depressant depending on the psychological make-up of the user. 
   Marijuana can produce feelings of relaxation or unpleasant feelings of fear and paranoia. 

32. True or false: marijuana inhaled deeply may cause more long-term damage to lungs 
   and heart than cigarettes. (True)

33. Marijuana smoke, like cigarettes, contains two products that cause problems. 
   They are: ___________ and ___________. (tar and carbon monoxide)

THREE-POINT SHOT: (3 POINTS) MOST DIFFICULT
These questions require more subjective and require analytical thinking and personal responses. 
Please evaluate the answer based on the class discussion.

34. What are three ways that marijuana use increases the chance of car crashes?
35. Describe three ways that marijuana can affect the body.
36. How can addiction affect your life?
37. What would concern you most about a friend using marijuana?
38. How does marijuana use affect the personal life of the user?
39. How can marijuana use disrupt a family?
40. How do you pick supportive friends who are drug-free and who help you remain 
   drug-free?
41. How can marijuana use affect future hopes and dreams?
42. How can you tell if your friend is using marijuana?
43. What can you do to help someone who is using marijuana or other drugs?
44. Besides what has already been named, what are other effects of marijuana use on 
   schoolwork?
45. Besides what has already been named, what are other effects of marijuana use on 
   one’s relationships with others, including parents and siblings?
Choosing Good Friends

More Practice With Builder/Breaker and 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 have a right to live in a healthy and peaceful place.
- I have a responsibility to contribute to the health and peace of the place I am in.

Preparation
Copies
- wanted poster (see page 63)
- wordsearch: “Making Proper Choices in Friends” (see page 64)
Materials
- markers and paper for each student
Music
- "My Friend" from the CD Be a Builder (see page 110)

Vocabulary
- attributes
- tactful

Lesson at a Glance
Introduction
1. Review I STOP'D
Strategy
2. Evaluate friendships
3. Attributes of a good friend
Conclusion
4. “Wanted: Good Friend” posters

Core Curriculum Objectives and Standards
Objectives
- Identify why it is important to choose friends wisely.

Standards
- Standard 4: Demonstrate respect for self and others through responsible personal and social behavior.
1. Review I STOP'D
   Review the I STOP'D decision making model (see page 29)
   • How can friends effect decision making?
   • What kinds of decision can we make with friends?
   • Why is it important to make wise decisions with our friends?

2. Evaluate friendships
   • What attributes and qualities are found in friends?
   • Why are these qualities important?
   • How do these qualities apply to you as a friend?
   • How does it matter whether you are a good friend, as long as you have good friends?
   • How can good friends build you?
   • How are good friends and decisions related?
     Friends usually like to do the same things.
   • How does having good friends makes you a better friend.
     When you have friends who make the right decisions, it’s easier for you to make good decisions.

3. Attributes of a good friend
   Teach and discuss song "My Friend."
   • Listen for attributes discussed in the song.
   • What kinds of attributes are associated with good friends?
   • How can you acquire friendly attributes?
   Complete word search "Making Proper Choices in Friends."
   • What characteristics of a good friend are your favorites?
   • How can you show others that you have some of the characteristics of a good friend?

4. “Wanted: Good Friend” posters
   • Use markers and paper to create a "Wanted: Good Friend" poster.
   • Use the words in the word search and the example or look on the internet for poster templates.
   • Display "Wanted: Good Friend" posters for the entire school.
WANTED!
TO BE A GOOD FRIEND
MUST POSSES THE FOLLOWING ATTRIBUTES
DRAW A PICTURE OR WRITE WORDS THAT DESCRIBE THE FRIEND YOU ARE LOOKING FOR.

REWARD
ANOTHER GREAT FRIEND
MAKING PROPER CHOICES IN FRIENDS

Word Search

Circle the words in the word search that are listed below.

Accepting Fair Kind Tactful
Believable Friendly Listens Thoughtful
Brave Fun Loving Trustworthy
Build Generous Open Minded Truthful
Caring Giving Polite Unselfish
Cheerful Good Prevention Dimensions Warm
Considerate Heartfelt Shares Winning
Courteous Helpful Sincere Wise
Dependable Helps Sympathetic Wonderful

There are 36 words in the puzzle. Can you find them?
There are 36 words in the puzzle. Can you find them?

Accepting  Fair  Kind  Tacitful
Believable  Friendly  Listens  Thoughtful
Brave  Fun  Loving  Trustworthy
Build  Generous  Open Minded  Truthful
Caring  Giving  Polite  Unselfish
Cheerful  Good  Prevention Dimensions  Warm
Considerate  Heartfelt  Shares  Winning
Courteous  Helpful  Sincere  Wise
Dependable  Helps  Sympathetic  Wonderful
Coping With Strong Feelings
More Practice With Bugs

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.

Preparation
Copies
Worksheet: "How I Felt and What I Did" (see page 70)

Materials
Instead of a worksheet, use the "How I Felt and What I Did" worksheet as a resource to have a class discussion (see page 70)

Vocabulary
compassion

Lesson at a Glance

Introduction
1. Define Feelings

Strategy
2. Feeling Role-Play

Conclusion
3. How I Felt and What I Did

Core Curriculum Objectives and Standards

Objectives
Identify the feelings people have when faced with life situations.

Standards
7060-0101 Develop strategies for appropriately and safely expressing emotions.
1. Define Feelings
   • Feelings are the reactions of the body to thoughts and perceptions.
   • They are called "feelings" because a person has a body sensation about something that is sensed. We feel a feeling.
   • The words "feeling" and "emotion" are often used to describe the same thing.
   • Some situations bug us and we feel a negative feeling, even anger.
   • Some situations are pleasant and we feel a positive feeling.
   • People think differently about the same situation or event and have very different emotions about the same event.
   • It is okay to feel and express strong emotions in appropriate and non-hurtful ways.
   • People’s emotions should be accepted and respected.

2. Feeling Role-Play
   • Invite four students to the front of the classroom.
   • Present one of the following situations or create your own.
   • Students respond with the first feeling word that comes to mind.
   • Students may have different responses.
   • Allow different students to participate until the situations are adequately explored.
     Birth of a new baby
     A death in the family
     Falling in love
     Breaking up
     Finding a lost child
     Getting a new puppy
     The outbreak of war
     The house catches on fire
     An automobile accident
     Receiving an outstanding report card
     Being left out when you really wanted to be included
     Living with one or more alcoholic parent(s)
     Going through a divorce
     Going on a family vacation
     Getting a new stereo
     Getting a poor report card
     Learning to ski
     Coming home to discover the house has been robbed
     The death of your pet
     Moving to a new school
     Zits (pimples)
     Hug from a parent
     Hug from a parent in front of your friends
     Teacher praises you in front of the class
     Seeing your best friend cheat
     Being asked to dance
Discussion

• What kinds of emotions were expressed?
• How can two people have different feelings about the same event?
• Why do some people have negative emotions about an event and others do not?
• Why do we have emotions or feelings?
• How do feelings help us make smart choices?
• How can you use the emotions you feel to help you better resolve the things that bug you?
• How do feelings get in the way of smart choices?
• How can feelings get mixed up sometimes?
• What would you do if some friends asked you to do something you thought was wrong and you didn't feel good about it but you liked your friends and felt good hanging out with them?
• If you don't like the way you feel, how can you change your feeling?
• Why do you feel differently about something when you change the way you think about it?
• What are some ways to appropriately express strong emotions?
• How can you respect the emotions of others?

Conclusion

Worksheet

3. How I Felt and What I Did

• Complete the worksheet "How I Felt and What I Did."
• Share the student responses.
How I Felt and What I Did

Pick four of the prompts below and write a brief paragraph which explains what happened to you. If necessary, use the back of this paper to finish your writing.

1. When I felt embarrassed, I...

2. When I felt frightened, I...

3. When I felt terrific joy, I...

4. When I was angry, I...

5. When I felt excited, I...

6. When I felt the most left out, I...

7. When I felt like I really needed my privacy, I...

8. When I was really bored, I...
Managing Anger
More Practice With Bugs and 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 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.

Preparation
Copies
Worksheet: My Anger Warning Signs (see page 74)
Worksheet: Managing My Anger (see page 75)
Materials
clear glass, vinegar, baking soda, lemon juice
Music
“Chill” from the CD Something Good (see page 97)

Vocabulary
adrenaline physiological neutralize

Lesson at a Glance
Introduction
1. Define and Discuss Anger
Strategies
2. Anger Demonstration
3. My Anger Warning Signs
4. Managing My Anger
5. Bubbling Over With Anger
Conclusion
6. Chill

Core Curriculum Objectives and Standards
Objectives
Identify anger warning signs, and develop a strategy for managing them in positive and pro-social ways.

Standards
Standard 1: Develop personal assets that help promote resiliency.
Demonstrate positive strategies for managing stress.
Standard 5: Develop strategies for appropriately and safely expressing emotions.
Manage abusive situations.
Examine emotions that may lead to violence and determine safe ways to manage them.

Teacher Notes
This lesson is closely related to lesson #4, "Bugs." as well as the previous lesson about coping with strong feelings.
1. Define and Discuss Anger

- Anger is a sneaky emotion that catches most of us off guard. It often seems sudden and unexpected. Some people get angry very easily and don't know another way of dealing with the problems or bugs in their life. However, even these people figure out that sudden rage is very risky and seldom solves the problem or takes away the bugs.

- Usually, we don't even get angry about things we think we get angry about. For example, you might get angry because another person won't let you play on his or her team. You are probably not angry about being bugged for not playing on the team; you are angry because you trying to meet your basic needs of power, freedom and fun and especially for belonging (see lesson 4, I STOP'D).

- All of us want to feel accepted, even loved, just the way we are with nothing more important than just being who we are (even though we aren't very good at some things). We want our basic needs met and we try to get others to fill those needs. Others are often not very good at being or doing exactly what we want and that "bugs" us. We feel unsafe, rejected and resentful.

- Anger energizes us to deal with the things that bug us in a healthy way or in a destructive way that can hurt others.

- We can understand our anger by understanding how we react to the world around us and what bugs us. When we discover what our body does and how it feels, we learn that anger is not as unexpected as we first thought.

- We can manage angry feelings by stopping and thinking how to care about ourselves and others.

- We can understand that everyone has the same basic needs of belonging, power, freedom and fun. We know that we often won't get exactly what we want but allow others to accept us how they can.

- Anger causes physiological changes in the body that are designed to increase energy.

- Some areas of the body that change are –
  - Breathing changes
  - Heart races
  - Muscles tense
  - Face frowns
  - Jaw tightens
  - Fists clench
  - Body temperature changes (i.e., sweating or shivering)

2. Anger Demonstration

- Select a few students to demonstrate how they look when they are angry.

- Help the demonstrators describe what they are showing e.g., facial expressions, body language, heartbeat, and muscle tension.

- When do you first notice you are getting angry?

- When do others notice you are getting angry?

- What might others notice about our anger that we don’t?
5. Bubbling Over With Anger

Combine the baking soda with the vinegar and watch the bubbles.

• The bubbles represent anger.

Neutralize the bubbling with a few drops of lemon juice.

• The lemon juice represents ways to decrease anger.

• What are some ways you could reduce or redirect anger?
  ride a bike, listen to music, play sports, talk to friends

3. My Anger Warning Signs

Worksheet

• Have students complete the worksheet, "My Anger Warning Signs."
• Share the answers students circled on their individual worksheets.
• Why should we pay attention to our bodies when we start to feel upset?
  (It can help us stop and think so we use the energy in a healthy non-destructive way.)

4. Managing My Anger

Worksheet

Have students complete the worksheet "Managing My Anger."

• What bugs you so much that you become angry?
• What is the basic need that is not being met?
• Why is blaming others for your anger not caring about yourself or others?

When we blame others for our anger, we are giving them control of our lives. If they can make us angry, why can't they make us happy, sad or safe? People just can't provide that kind of need. We can realize that we control our own perception of how our needs are filled and how we choose to express our wants.

• In what ways can your anger work for you?
• In what ways can your anger work against you?
• How can you make your anger work for you instead of against you?

When we chill, stop and think about the options we have to solve bugs, we can more effectively use the angry energy for positive outcomes. For example, think of a sports team. The players are bugged that the game is not going as planned and begin to feel angry. Destructive anger will not produce positive results. However, they can direct their anger within the rules of the game and use the energy to play harder and more focused.

• What does this saying mean? "Anger is OK; violence is not."

5. Bubbling Over With Anger

Strategies

• How can you be responsible for your feelings and actions?
• How can you direct your anger in positive ways?

Demonstration

• How can you make your anger work for you instead of against you?

When we chill, stop and think about the options we have to solve bugs, we can more effectively use the angry energy for positive outcomes. For example, think of a sports team. The players are bugged that the game is not going as planned and begin to feel angry. Destructive anger will not produce positive results. However, they can direct their anger within the rules of the game and use the energy to play harder and more focused.

• What does this saying mean? "Anger is OK; violence is not."

6. Chill

Sing

Sing the song "Chill" and review how people can chill, stop and think in order to use anger in a positive way.

Tie in the 3 Cs

• I have the right to care about myself.
• I have the responsibility to make smart choices when I care about myself.
• 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.
My Anger Warning Signs

When you get angry, your body lets you know you are being bugged about something.
   Draw a simple outline of your body.
   Color in the areas of your body that are affected by your anger.
Label the colored areas with a word or words that describe what is happening to that area of your body (e.g., squinting eyes, pounding heart, red face, etc.).
   Circle the area that YOU notice first when you get angry.
Managing My Anger

Think about some of the situations or individuals that set off your anger warning signs. What bugs you and really makes you mad?

Complete the sentences below by writing in your answer.

I get mad when...

I get mad when...

The parts of my body that let me know I am feeling anger are...

When I get mad, I...(Circle all that apply.)

- Keep it in
- Cry
- Blame it on others
- Say mean things
- Pout
- Throw things
- Hit things
- Hit people or animals
- Eat
- Break things
- Hide
- Try to figure it out
- Talk it out
- Watch TV
- Write in my journal
- Read a book
- Walk away from the situation
- Count to ten
- Yell and scream
- Get help
- Try to hurt myself
- Sleep
- Listen to music
- Talk to a friend or family member
- Go for a walk

Stop and Think! Which of the above actions are healthy and which ones don’t work very well for me. Put a plus sign (+) next to the healthy choices and a minus sign (-) next to the things that don’t work well.

Stop and Think! Chill! What are my methods of chilling?

How can I express my anger or manage my bugs in a healthy, appropriate manner?
Setting Goals
More Practice With 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.

Preparation
Copies
Worksheets: Plan for Success (see page 80)

Materials
- magazines, Internet images, personal artwork, photos, etc.

Vocabulary
- goal
- long-term
- short-term
- lifelong

Lesson at a Glance
Introduction
1. Define Goals

Strategies
2. Short-Term, Long-Term, And Lifelong Goals
3. Goal Setting Pantomime
4. Balloon Demonstration and Metaphor
5. Plan for Success

Conclusion
6. Be It, See It

Core Curriculum Objectives and Standards
Objectives
Recognize the importance of setting short-term, long-term, and lifelong goals.

Standards
7060-0103 Develop personal assets that promote resiliency.
1. **Define Goal**
   - **What is a goal?**
     something desired and worked toward
   - **What are some examples of goals?**
     getting an “A” on a test, saving for a CD, practicing the piano, making an athletic team, being a good friend, graduating from the sixth grade.
   - **What goals have you achieved?**
     learning to ride a bike, never missing a day of school, or saving your money for a special toy.
   - **How did you feel after you achieved your goal?**
   - **Why are goals important and what can they do for you?**
     gives a purpose for work, increase effectiveness, better decision making, have more confidence

2. **Short-Term, Long-Term, And Lifelong Goals**
   - **What is an example of a short-term goal?**
   - **What is an example of a long-term goal?**
   - **What is an example of a lifelong goal?**
   - **How are short-term, long-term, and lifelong goals the same? Different?**
   - **How can short-term goals help achieve long-term/lifelong goals?**
   - **What goal could you achieve in the next 24 hours?**
   - **What goal could you achieve within a year?**
   - **What career would you like to pursue in the future?**
   - **What lifelong goals do you have?**
   - **How can using I STOP'D help you to achieve your goals?**
     You may wish to review the lesson #6, I STOP'D

3. **Goal Setting Pantomime**
   - **Divide the class in to small groups of three to five students.**
   - **Each student decides on a short, long-term or lifelong goal.**
   - **The student pantomimes his or her goal to the small group.**
   - **The group tries to guess the goal being pantomimed.**

4. **Balloon Demonstration and Metaphor**
   - **Balloons come in different shapes, sizes, and colors, and all have a special beauty. We all have some of the same goals in life, but how we achieve them may be different.**
   - **Different goals make interesting people and help people have an interesting life.**
     - Have three students blow up a balloon of different sizes, shapes, and colors and leave the balloon untied.
     - Have them hold the **untied** balloons and stand at the front of the room.
     - **How are these balloons different?**
     - **How are these balloons the same?**
     - **How are goals like these balloons?**
       - Goals can be short- or long-term, different kinds and sizes, color our lives in different ways, be bigger or smaller, difficult to start, or difficult or easy to hold.
       - Sometimes the hardest part is starting the goal and sometimes the hardest part is accomplishing the goal.
     - **Sometimes the hardest parts to blowing up a balloon are getting it started and tying the knot. Likewise, sometimes setting a goal is easy and sometimes working through and accomplishing the goal is the hard part.**
• Have the first student tie her or his balloon.
• A person with more “pucker power” than you can be a great help in starting stubborn balloons. We may never get started on a goal until someone gives us help or a boost.
• If you don’t have a tight grip on your balloon and tie it off, it might flutter and sputter away from you.
• Likewise, with a goal, you need to keep working on a goal, or it might just sputter away.
• One way to tie off your goals is to write them down and post them where they are easily seen and reviewed.
• What other ways could you start and keep your goals?
• Have the second student release his or her balloon.
• If your balloon gets going in the wrong direction, the best thing to do is let the air out, and start again.
• Don’t be afraid to start over when you realize your goal isn’t exactly what you expected.
• How can starting over with a goal be a smart choice?
• Give the third student some safety goggles and have him or her blow up a balloon until it pops.
• Sometimes balloons will keep expanding until they pop.
• Setting unrealistic goals or bragging can backfire.
• How could bragging or setting unrealistic goals be a foolish choice?
• Sometimes there are other obstacles that might deflate a balloon or cause it to pop.
• What kinds of obstacles might get in the way of goals?
• Having a written goal is like having an inflated balloon. It is fun and healthy
• You can carry it around with you and you can enjoy it for a very long time.
• Sometimes making a foolish choice is like letting a bit of air out of the balloon. You still have the option to blow it up and keep going.
• Sometimes, making a very foolish choice is like popping the balloon. You lose what you had and it is very hard to get it back.

5. Plan for Success
• Distribute the student worksheet, “Plan for Success: A Short-Term Goal.
• We will practice writing down a goal and creating a plan of action to achieve that goal.
• We can use I STOP’D to help us with the goal.
• Think about your goal and ask yourself –
  Who are some people who can help me achieve my goal?
  If my goal involves others, how can I get a win-win?
  What options do I have?
  What will I do each day to achieve my goal?

6. See It, Be It
• Collect pictures or images that visually express your dreams, career goals, aspirations, and visions.
• Tape or stick the pictures on a poster to create a collage of your dreams and goals.
Display student collages.
Plan for Success: A Short-Term Goal

Choose a goal that you can accomplish in one week. Break the goal down into smaller goals that you can do each day. Use I STOP’D to come up with options you can do each day to reach your goal. Evaluate your Plan for Success each day by completing the "What I did" column.

Describe your goal:

PROGRESS CHART

<table>
<thead>
<tr>
<th>Day</th>
<th>What will I do?</th>
<th>Who will help me?</th>
<th>What I did/How I felt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>7</td>
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</tr>
</tbody>
</table>

1. Describe your progress.

2. How do you feel about the progress you made?

3. If you didn't reach your goal, stop and think. What options do you have to create a plan of action to complete your goal?
Support Systems

More Practice With Bugs and We STOP’D

3 Cs
- I care about myself.
- I care about you.
- 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.

Preparation

Copies
- "Family Situation Cards" copied for each group (see page 84)

Music
- "Be A Builder" from the CD Be A Builder (see page 94)
- "Children of Many Colors" from the CD Be A Builder (see page 96)

Vocabulary

- support group
- support system

Lesson at a Glance

Introduction
1. Support Groups And Support Systems

Strategy
2. Positive And Negative Support Systems
3. Comparing Support Systems

Conclusion
4. Family Situation activity

Core Curriculum Objectives and Standards

Objectives
- Recognize situations wherein students may need support and show them how to access it.

Standards
7040-0302 Develop skills for building healthy interpersonal relationships.
1. Support Group
   • Play or sing either “Be A Builder” or “Children of Many Colors.”
   • What is the message of this song?
   • What is a support group?
   • People in a support group help each other with various parts of life.
   • The group is usually composed of friends or acquaintances who share common characteristics or needs.
   • Sometimes support groups could be arranged (like an academic tutoring group) or naturally occurring (like a group of friends who like to play together).
   • Sometimes people use the words support group and support systems to describe the same thing.
   • How does a support group or support system work?
     The group talks about things, shares stories, works together, listens to each other, has empathy and understanding for each other, tolerates each other’s weaknesses, helps build strengths of members, establishes friendships, creates new friendships and helps with difficult situations.

2. Positive And Negative Support Systems
   • What would happen to an athlete who only ate junk food and drank very little water?
     He or she would eventually be out of shape and out of energy. They would no longer be able to be very athletic.
   • What happens to plants if they do not receive the right kind of sunlight, water and nutrients?
     They wither and die. Positive support systems are like athletes and plants.
   • What kinds of bugs would we have to deal with if we do not build positive support systems in our lives?
     poor thoughts, foolish choices, difficult situations
   • What kinds of situations or bugs might a positive support group help you deal with?
     difficult relationships, difficult school subjects, divorce of parents, a friend moving away, death of a family member or friend, chronic illness
   • Why would having a positive support system be important?
     The people who surround you feed your mind on a regular basis. Your mind takes this input and decides what is important in life. Your thinking determines what you believe, your perceptions of the world, how you feel and how you act.
   • What are some of the negative support systems that some people get into?
     gangs, negative media, unhealthy peer relationships
   • What are some of the positive support systems that we belong too?
     friends/peers, family, school, and church
   • We can build a positive support group by following the basic principles of Prevention Dimensions – I care about me; I care about you; I care about my community.
     • When we care about ourselves, we hang around people who help to build us and want to make us great.
     • When we care about the people around us, we want them to become the best they can be. We feed them great thoughts and ideas.
     • Our support group needs to include people who can help us with our bugs. These people don't always tell
us what we want to hear and sometimes tell us what we need to know to get rid of bugs. They do this in a way that builds rather than breaks. They want you to be successful and they are working to be successful themselves.

- When we care about our community, we work to help others in our support group be the best they can be. We are builders rather than breakers. We don't put others in harms way just to feel powerful, mean or humored.

- What are some ways you could build a positive support group?
  - get involved in healthy activities; build friendships; help others with homework, assignments, and school tasks; encourage classmates to make smart choices.

- How could you assist your family to be a positive support group?
  - help parents and siblings complete household responsibilities; share day-to-day experiences together; be a good listener; eat meals together, do things with the family; talk as a builder, not a breaker

3. **Comparing Support Systems**
   - A venn diagram is a graphic device that compares two or more sets.
   - Draw a large two circle venn diagram on a piece of paper.
   - Label one circle "Family" and the other circle "Gang."
   - In each circle, write things that describe each group.
   - Things that are unique to each group are written outside the part of the circles that overlap.
   - Things that are shared by each group are written in the part of the circle that overlaps.

- Create a large venn diagram on the board.
- Use the ideas from the individual assignment to have a class discussion about what families and gangs share in common and how they are different.

4. **Family Situation activity**
   - Divide the class into four "family groups."
   - Give each group a set of "Family Situation Cards" which are placed face down in the center of the group.
   - In turn, each group member draws a card and reads it aloud to the group.
   - The group uses the We STOP'D model to decide ways they can show and express support and come up with a plan to help solve the situation. (If necessary, review Prevention Dimensions lesson #5)
   - Stop the game after a few minutes and use the questions like the following to further understanding of support systems.
     - What kinds of situations did you have?
     - Who did you think of as helpers who could help you with the situation?
     - When is it important and helpful to include other people (such as police officers, health workers, religious leaders, school teachers or principals, counselors) into your support system?
     - What options did you brainstorm?
     - How did you use empathy and understanding as part of the solution?
     - What was your final plan of action?
     - Resume the game.
<table>
<thead>
<tr>
<th>FATHER SITUATION</th>
<th>SISTER (age 10) SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was injured on the job and is out of work for three months and in bed at home.</td>
<td>She wants to join an “all boy” football team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTHER SITUATION</th>
<th>BROTHER (age 8) SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>She just decided to go back to college and finish master’s degree.</td>
<td>He just received an award for reading the most books in the school reading contest.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BROTHER (age 15) SITUATION</th>
<th>GRANDFATHER SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>He tried out for high school basketball team but did not make it.</td>
<td>His wife died and he has just come to live with our family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SISTER (age 13) SITUATION</th>
<th>TEENAGER SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>She has a chance to enter a gymnastics contest.</td>
<td>His or her date comes to visit and all the siblings stand and stare and ask embarrassing questions.</td>
</tr>
</tbody>
</table>
Refusal Skills
More Practice With Smart Choices and 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.

Preparation
Copies
- Worksheets: “Ways of Saying ‘No!’” (see page 91)

Music
- “Hot to Not” from the CD Take a Stand (see page 107)

Vocabulary
- peer (fear) pressure
- assertive
- aggressive
- Refusal Skills
- passive

Lesson at a Glance

Introduction
1. Resistance is Not Futile

Strategies
2. Ways to Say “No!”
3. Styles of Communication
4. Refusal Skills
5. Practice Smart Choices With Scenarios

Conclusion
6. Hot to Not

Core Curriculum Objectives and Standards

Objectives
- Identify potentially troublesome situations and use the steps of “Refusal Skills ®.”

Standards
- 7050-0201 Explore how relationships can contribute to self-worth.
- 7050-0202 Use decision-making skills to increase the likelihood of positive outcomes.
- 7050-0301 Demonstrate qualities that help form healthy interpersonal relationships.
Introduction
Discussion

1. Resistance is Not Futile
• What kinds of things might make it difficult to say no to something you don’t want to do?
  - friends pressure you
  - media and advertising
  - personal curiosity
  - looking for fun
  - fitting in
  - impress others
• Sometimes we get into trouble because we are with friends and they pressure us into doing something we would not usually do.
• This is called “peer pressure” or “fear pressure.” We fear going against the group or how others will feel or act toward us.
  - I have a right to live in a healthy and peaceful place.
  - I have a responsibility to contribute to the health and peace of the place I am in.
  - I have a right to be in an environment where I feel safe.
  - I have a responsibility to treat others with kindness.

Tie in the 3 Cs
I care about me.
I care about others.
I care about my community.

Strategies
Worksheet

2. Ways to Say “No!”
• There are many ways to say “No” to things that are unhealthy, self-defeating or just plain wrong.
• Distribute the worksheet, “Ways to Say ‘No!'”
• Have students complete the worksheet and review some of the statements and ideas they write.

3. Styles of Communication
• As we get older and more mature, we are able to understand that people communicate by using several different attitudes or styles.
• Three common styles are: assertive, passive and aggressive.
• Here are some key words that will help you understand these three styles.
  - Assertive – don’t yell or call names; clearly restate; state exactly what you want; friendly, pay attention to the feelings of others; ask people to clarify if you don’t understand; use “I” messages; speak in short, direct sentences; respect other’s rights; use “please,” and “thank you”
  - Passive – let others choose; is the victim; often manipulated; avoid conflicts; inhibited; believes in pleasing others at his or her own expense; considers others better than self
  - Aggressive – hostile; likes to get his or her own way; controlling; dishonest; defensive; insecure; self serving; achieve goals at others’ expense
• We’ll use a “Looks Like/Sounds Like/Feels Like to Me/ What Are They Thinking” chart to better understand these three attitudes.
• Draw a chart like the example.

Sixth grade page 86
Role Plays

• Discuss the three styles by having the class comment on what someone would look like, sound like (the words, voice and volume) and is thinking when using the style. Also, talk about what kinds of things a person might be thinking who is using one of the styles.

• We are going to role-play a few scenarios and you can demonstrate an assertive, passive or aggressive communication style.
  • Choose two or three of the following scenarios.
  • Explain the following instructions in your own voice.
  • Role-play assertive, passive and aggressive styles with some of the following scenarios.
  • Divide students into groups of three. One student is the “youth;” one student is the person the youth is interacting with (parent, friend, older sibling); one student is a coach. The youth plays themselves, using his or her choice of style assertive, aggressive, or passive. The person with whom they are interacting plays a parent, a friend, or some other person.
  • The coach’s job is to listen to the interaction and make observations about what they saw. The coach then asks the three process questions to the youth.
  • Write these questions on the board for class reference.
    How did that work?
    How did it feel?
    Was it effective?
  • Rotate group members between roles after each role-play.
  • Rotate groups as needed.

Scenario one.
• You bring your report card home to your parents and one of the grades is missing.
  • Youth = self
  • Other = parent
  • Coach makes observations and asks the process questions.

Scenario two.
• A friend wants you to hang out with him, but your parents want you home.
  • Youth = self
  • Other = friend
  • Coach makes observations and asks the process questions.

Scenario three
• Friends want you to help them shoplift.
  • Youth = self
  • Other = friend
  • Coach makes observations and asks the process questions

Scenario four
• An older sibling offers you tobacco/nicotine. Your parents are not home.
  • Youth = self
  • Other = older sibling
  • Coach makes observations and asks the process questions

Scenario five
• You are at a friend’s house, and his or her older brother offers you tobacco/nicotine. You don’t want any.
  • Youth = self
  • Other = friend’s older brother or sister
  • Coach makes observations and asks the process questions

Scenario six
• Your parents expect you at a school concert, but your friends want you to leave early and go with them to the mall.
  • Youth = self
4. Refusal Skills

Another way to make smart choices is to use the Refusal Skills learned in the fourth grade. (See fourth grade Prevention Dimensions “Tobacco/Nicotine on Trial, Refusal Skills.)

I’ll review each step to help you remember how the Refusal Skills work.

After we talk about the skills, we will practice them with some role-plays.

Step #1
Ask questions. (“What ....?” “Why....?”)
- If you are not certain what is going to happen or what the person is thinking, ask questions in an assertive style. Be polite but insist on honest answers.
- Sometimes you will find that there is no trouble; sometime there could be trouble.
- Once you’ve “discovered the trouble,” indicate the end of the role play by saying, “That’s trouble.”
- Emphasize that the person using the skill asks questions only until there is evidence of trouble.

Step #2
Name the trouble. (“That’s . . .”)
- Explain that using legal terms like “vandalism,” “assault,” or “possession” often makes people think more seriously about the trouble. You may want to explore the definitions of some legal names with students.
- Tell students that many troubles don’t have legal terms, like making fun of someone or not telling parents where they are after school.
- Explain that people using “Refusal Skills” can always say: “That’s trouble,” “That’s wrong,” or “That’s mean,” etc.

Step #3
State the consequences. (“If I do that. . .”)
- Explain to students that troubles have different kinds of consequences (legal, school, family, health, and personal consequences, both for themselves and for others), and then briefly discuss them.
- Say that consequences may be different for each person.
Step #4
Suggest an alternative. (“Instead why don’t we . . .”)
- Take a few minutes, and brainstorm activities that won’t have legal consequences or bring on trouble.
- The smart choice would be to choose activities that will not bring trouble.
- Point out that suggesting an alternative lets the “troublemaker” know that the person using the skill is rejecting the activity, not the troublemaker.
- Point out also that alternatives work better if they’re specific to the situation. Add that they don’t have to be more exciting than the friend’s idea, but can be simple, like “going for a walk” or “sitting and talking.”
- Tell students that it’s good to have several alternative activities in mind that could relate to a variety of situations.
- Have students brainstorm some of these general alternatives.

Step #5:
Move it, sell it, and leave the door open. (“If you change your mind . . .”)
- Point out that moving away from the situation helps the person using the skill to stay out of trouble and it also lets the friend know that the person is serious.
- Moving away from a foolish choice and towards a smart choice shows others you are in control.
- Explain different ways of selling alternatives—making the alternative sound fun or challenging, mentioning other people who will be involved, and emphasizing the importance of the friendship.
- If students have trouble understanding the concept of “selling” an alternative, try to use other words to describe it (e.g., “persuading someone or talking someone into” going along with the alternative).
- Say that friends don’t always have to agree on everything and that sometimes students will just have to leave the situation, and then leave the door open for the other person to reconsider. Emphasize that students “leave the door open” only if, after selling their idea, they get a response from their friends that indicates their friends won’t be going with them.
- Point out to students that the purpose of leaving the door open is for them to let their friends know that they still want to be friends and do things together.

Don’t use pressure; let students get used to the idea that the responses work.
Continue to model the steps; you may want to “think out loud,”
so students can hear the thought process behind the steps, or “ask for help” from different students so that you get an idea of how well they’re understanding the steps.
• Practice with a few students as the class watches; you can use key phrases, and your assistant can portray the “troublemaker.”
• Remember not to use pressure.

5. Practice Smart Choices, Refusal Skills and Styles
• Practice making smart choices with the following scenarios by using the Refusal Skills, and ways to say, “No” coupled with styles.
• Continue in the same pattern with groups of three.
• The coach uses the same processing questions as before.
• Use the following scenarios or make up some of your own to practice various ways of making smart choices

Scenario one
• Your friends want you to throw toilet paper wads at the mirror.

Scenario two.
• Your seat partner wants the answers to the test.

Scenario three.
• Your brother or sister wants you to try a tobacco/nicotine delivery device.

Scenario four.
• Your friends want you to steal some smokes from your big sister.

Scenario five.
• At recess your friend wants you to ignore the new kid.

Scenario six.
• At recess your friend is passing around some shoe and wants you to try it.

Scenario seven.
• At lunch, your friend wants you to trip the nerd.
• Reassure students that they’re practicing the skills for later use, and they shouldn’t worry about memorizing steps or about sounding artificial.
• Explain that after practice, they will become more comfortable with the skill and make it their own, using their own words and mannerisms.

6. Hot to Not
• Listen to and sing the song, “Hot to Not.”
• Use the song to introduce another practice session with Refusal Skills and other ways to say “No!”.

Conclusion

Optional Activity

Have students practice a role-playing and then video them.
Show the videos to the class.
Use the videos for reflection or just for entertainment.
Ways of Saying “No!”

Peer pressure can be a barrier to staying out of trouble or not using tobacco/nicotine or alcohol. Use the following prompts and fill in the blanks to practice how to say “No” in a variety of ways.

“No, Thanks” technique
Simply say, “No.” (Write the words you would use to simply say, “No.”)

Broken Record
Repeat the same phrase over and over again.
(Write the words you would use in the “broken record” technique.)

Giving a Reason or Excuse
“No, I want to keep my brain cell.”
(Write your own words you would use in the “giving a reason or excuse” technique)

Cold Shoulder
Ignore the person and walk away.

Changing the Subject
“Ya, right. Let’s get started with a ball practice.”
(Write your own words you would use in the “changing the subject” technique.)

Reversing the Pressure
“No, I thought you were my friend.”
(Write your own words you would use in the “reversing the pressure” technique.)

Other cool ways to say, “No.”
Avoiding the Situation
Strength in Numbers

Isn’t it funny how a little bit of honey
Makes every day worth while
A little bit of kindness
Making up your mind
Just to give a little smile
If someone’s unhappy
quick and make it snappy
Ask if they need help
’Cause a little bit of honey
Can make a day so sunny
You’ll feel good
about yourself
(Repeat)
(Verse)
They call me a builder
’Cause I don’t tear anybody down
I like to be a builder
Don’t wanna see anybody frown
I like to make people feel better
Whenever I am around
(Chorus)
I like to shake someone’s hand
Help them understand they’re special
And that’s my style
I’m part of a team to build self-esteem
So I go the extra mile
Cause I’m a builder
Constructin’ somethin’ worthwhile
(Verse)
I’m a builder
I won’t tear anybody down
I’m a builder
I won’t see anybody frown
I wanna make people feel better
Whenever I am around
(Repeat Chorus)
(Gospel Choir)
Build up my neighbor
Do the world a favor
With every labor
Build up my neighbor
I’m not gonna tear my neighbor down
(Repeat)
I’m gonna build up the world
I’m gonna be a builder
Buckle Up

From the CD Take a Stand
Music and Lyrics by Steve James
© 2000 BMI
Performed by Spencer Forsey
Arranged by Todd Sorensen, Steve James

(Verse)
When I get in the car
When I ride around
I always buckle up
The minute I sit down

(Chorus)
Buckle up
Buckle up
When I’m in the car
I buckle up
Buckle up
Buckle up
Every time I sit
I buckle up

(Repeat verse & chorus)

(Bridge)
Anyone who’s in the car
They better buckle, too
It’s important to be safe
Me and you, me and you

(Chorus)
Children of Many Colors

From the CD Be a Builder
Music and Lyrics by Steve James
Native American Chant by Steve James and Mitch Hall,
© 1999, BMI
Performed by Lisa and Steve James

(Verse 1)
From the ocean
Cross the desert
To the mountain high
Live our people
Hear our voices rising to the sky
(Chorus)
We are the children of many colors
And ever since our birth
We’ve been sisters
We’ve been brothers
And we live on mother earth
(Verse 2)
Sun of daylight
Moon of midnight
Guard our mother’s land
We together must protect her
Every grain of sand
(Repeat Chorus)
(Chant)
We move in the rhythm of the circle of life
And listen to earth’s song
We dance to nature’s heartbeat
And keep our mother strong
(Bridge)
We all share the water we drink
The food we eat
The air we breathe
We all share the sky above
The river below
The land we love
(Chorus Repeats)
Chill

From the CD *Something Good*
Music and Lyrics by Steve James
© 1997, BMI.
Performed by Nolanda Smauldion

(Chorus – Can be sung in a round)
You gotta chill
Take a deep breath and say
Everything’s gonna be alright
Things are gonna be okay

(Bridge)
If you’re feelin’ pressure
And life is gettin’ you down
There’s a little somethin’
To turn it all around
Clear the Air

From the CD Take a Stand
Music by Steve James, Lyrics by Clay Aquin and Steve James
© 2000 Steve James Productions, BMI
Performed by Jared Young (vocal) and Clay Aquin (rap)
Arranged by John Hancock

(Chorus)
Be smart, don’t start
Everybody breathe freely everywhere
Be smart, don’t start
Clear the air (repeat)
(Verse)
There’s somethin’ I wanna say to you
About a problem I see people goin’ through
So listen to what I have to say
You never know, it just might save your life one day
(Pre-chorus)
Some people think they’re tough when
You see them puffin’
But I don’t think it’s cool
Don’t want to hear them wheezin’
When there’s no reason
Do you wanna hear my rule?
(Chorus)
(Rap)
Be strong, don’t smoke, here’s my song
And if you follow what I’m sayin’ sing along
About that little white stick that isn’t cool
Make your lungs turn black, it’s true
You see I’m true to my statement when I say,
“Don’t start”
Not good for the body or that little ol’ heart
So if you see a friend take it from his hand
Be a friend, not a fan, take a stand
Thinkin’ about the bond that everyone will share
Once we all come together just to clear the air
You want to talk like this… say no
You want to cough like this… say no
I often think to myself how would it be
If everywhere in the world were smoke-free
Some say secondhand is worse than the first
Would you rather hear it from a doctor or a nurse?
Smoking’s bad, yep it will make you sick
Did I mention a hard habit to kick
So just remember four words and do your part
All together now,
Be smart, don’t start
(Chorus)
So listen to what I have to say
You never know, it just might save your life one day
(Pre-chorus)
(Chorus)
Do

From the CD Be a Builder
Music and Lyrics by Steve James
© 1997 BMI
Performed by Moana Wolfgramm Feinga, Elizabeth Wolfgramm Atuaia, and Jennifer Wolfgramm Tupuola

(Verse 1)
All around the world I see
So many places
So many faces
People just like you and me
So many voices
So many choices
If I could change the world
I’d sing
(Chorus 1)
We gotta be kind
We gotta be free
We gotta reach out to someone in need
If we could just love
If we could be true
And do as you’d have others do to you
Do as you’d have them do
(Verse 2)
And though we’re different
We’re the same
We need each other
Why hurt another
Hearts are cryin’
And who’s to blame
If someone’s hurtin’
Let’s lift the burden
And if I could change the world
I’d sing
(Chorus 2)
We gotta be kind (to each other)
We gotta be free (as any other)
We gotta reach out to someone in need
If we could just love (love another)
If we could be true (true to our brother)
And do as you’d have others do to you
Do as you’d have them do
We can make a difference
In every life we see
If everyone would do the same
Think how it would be
(Chorus 2 repeats)
Don’t Laugh At Me

Traditional
Performed by Steve Seskin/Allen Shamblin

(Verse 1)
I’m a little boy with glasses
The one they call a geek
A little girl who never smiles
‘Cause I have braces on my teeth
And I know how it feels to cry myself to sleep
I’m that kid on every playground
Who’s always chosen last
A single teenage mother
Tryin’ to overcome my past
You don’t have to be my friend
But is it too much to ask

(Chorus)
Don’t laugh at me
Don’t call me names
Don’t get your pleasure from my pain
In God’s eyes we’re all the same
Someday we’ll all have perfect wings
Don’t laugh at me

(Verse 2)
I’m the beggar on the corner
You’ve passed me on the street
And I wouldn’t be out here beggin’
If I had enough to eat
And don’t think I don’t notice
That our eyes never meet

(Chorus)
I’m fat, I’m thin, I’m short, I’m tall
I’m deaf, I’m blind, hey, aren’t we all

(Chorus)
Don’t Laugh At Me

Rap Version
Written by Allen Shamblin and Steve Seskin for
Sony/ATV Tunes/David Aaron Music/Built On Rock Music
Additional Rap Lyrics: Jonathan Gutierrez, aka Baby Jay
and Hector Chavera III for Roland Jovan Music (BMI)

(Verse 1)
I’m the one they’re laughing at because I got glasses on
I’m getting called a geek; don’t show my teeth, cause I got braces on
I know how it feels to have to cry myself to sleep
What can I do? I guess I’ll just sit here and weep
Is it just me or do the others see flaws in my appearance?
It’s clear to see they always find something to laugh and stare at
Or is it cause I’m last left to get chosen next round?
Day after day I’m just the playground’s clown
As wrong as it is, the truth is you choose who you want to mess with
You’re running me down, but stand in my shoes for a second, (uhh-uhh!)
Whether it’s too much to ask, it’s on you to listen or pass me up
Don’t have to be my friend, all I ask is that you don’t laugh and stuff
(Chorus)
Don’t laugh at me
Don’t call me names
Don’t get your pleasure from my pain
In God’s eyes we’re all the same
Someday we’ll all have perfect wings
Don’t laugh at me
(Verse 2)
The cost of living that’s risen has left me in criticism prison
It isn’t about who you are no more, but about what’s worn or driven
Everyone’s lust for material riches is what really eats me up
Almost the same ill little feeling witnessing streets fill up
With people stuck, handicapped, begging looking for bites to eat,
Had it been me, explain then why when you pass our eyes never meet
Is getting spit on surprising? No, never, its just life in the street
Last night I caught the blues cause I wouldn’t give up my bike,
See the weak are the ones that fight for no reason,
I fight against the peer pressure, no banging, stealing, or chiefing,
Why choose living for the street?
Now if it’s not too much to ask, it’s on you to listen or pass me up
Don’t have to pay attention, all I ask is you don’t laugh and stuff
(Chorus)
(Pre-Hook)
Even if I’m fat, thin, deaf, blind, short or tall,
Well aren’t we all? (Well aren’t we all)
So if I’m fat, thin, deaf, blind, short, or tall,
Then aren’t we all? (Then aren’t we all)
And since we are, don’t laugh or call me names, or
Get your pleasure from my pain, in His eyes we’re all the same
Someday we’ll all have perfect wings
(Chorus)
Friendship Song

From the CD Something Good
Music and Lyrics by Steve James
© 1997, BMI.
Performed by Steve James

I’ll sing a song to help me along
When I choose my friends
Who will help me be good
And do what I should
Who will be my friends
A friend would never hurt you
Or ask you to do something wrong
And so every day
When I go to play
I’ll sing my friendship song
Honesty

From the CD Take a Stand
Music and Lyrics by Steve James
© 2000 BMI
Performed by Steve James
Brass Arrangement by Jay Lawrence

(Verse 1)
I tell the truth
The truth is what I tell
In any situation
I can never fail
With honesty
Honesty

(Verse 2)
Es la verdad
Que siempre digo yo
In any situation
It’s the way to go
Honesty
Honesty
(Chorus)
Diré diré
Diré diré yo
La verdad
Yo diré
(Repeat)

[Spanish translation:
“I will always tell the truth”]
Hot to Not

From the CD Take a Stand
Music by Steve James
Lyrics by Steve and Lisa James
© 2000 BMI
Performed by Lisa James
Narrative: Stacia Price and Lisa James
Arranged by Todd Sorensen

(Verse 1)
I think I feel a chill is in the air
I look around at people everywhere
Some do things they’re not supposed to do
Some come face to face with me and you

(Pre-chorus)
And if they ask you to do something wrong
Just look them eye to eye
And tell them you’ll never ever go along

(Chorus)
Turn around and tell them to get lost
That kind of consequence is never worth the cost, yeah
Life is short so give it all you got
And when you make decisions know it’s hot to
Hot to not

(Verse 2)
If you find you’re sitting on the fence
You don’t know what to do, then think in future tense
It’s your choice, completely up to you
Whatever lies ahead depends on what you do

(Pre-chorus)
So if they ask you to do something wrong
Just look them eye to eye
And tell them you’ll never ever go along

(Chorus)
(Repeat Verse 1)
(Chorus)
I Like Being Me

From the CD *Something Good*
Music and Lyrics by Steve James
© 1997, BMI.
Performed by Lisa James

I like being me
And my friends help me see
I’m somebody special
Happy as can be
I feel good inside
When I do what’s right
I help my friends and family
I like being me
I’ll Be Nice

From the CD Something Good
Music and Lyrics by Steve James
© 1997 Steve James Music, BMI.
Performed by the Salt Lake Calvary Baptist Choir, Steve James,
and Children’s Choir

(Part 1: Choir)
Gdomo kpa kpa jimi
[Pronounced: bomo papa jimmy]
Se mo no ni hi
[Pronounced: say mo no nee hee]

(Part 2: Adult)
I’ll be nice
Nice to my brother
Kind to each other
I’ll be a friend
And I won’t
I won’t be violent
Keep anger silent
Control within

(Part 3: Children’s Choir)
I’ll be nice
I’ll be kind
Treat others right
Made up my mind

[The words in Part 1 are from the African language of Ghana and
directly translate as, “I will do the right thing.”]

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It Takes Love

From the CD Be a Builder
Music and Lyrics by Steve James,
© 1999, BMI
Performed by Moana Wolfgramm Feinga

(Verse 1)
I’ve come to know that
giving’s worth the sacrifice
If I can take away
another’s pain
Or at least give them a moment of happiness
’Cause if I give I’ll never live in vain

(Verse 2)
If I could only keep the lonely company
No matter the condition in their life
Or if I could dry some tears and help a child see
That hope is real and life is worth the fight

(Chorus)
It takes love to fill an empty heart
It takes everyone to do their part
Help each other rise above
Any problem
It takes love

(Verse 3)
Another day another opportunity
To make the time and offer any help
And I learn that when I make a difference
I can see
By serving others I can find myself

(Repeat Chorus)
I’ve Decided

Somethign Good
Music and Lyrics by Steve James
© 1997, BMI.
Performed by Nolanda Smauldon, Ashley Scott, D.J. Smauldon

If by chance someone comes along
And asks you to do something wrong
I’ll turn around I’ll walk away
It doesn’t matter what they say

(Chorus)
’Cause I’ve decided to say no
If they don’t like me
That’s the way it goes
’Cause I’ve decided
I’ve decided to do what’s right
It doesn’t matter
If it’s day or night
’Cause I’ve decided

(Repeat)
To drinking and drugs
I say no
To violence and crime
I say no way
To drinking and drugs
I say no
To violence and crime
I say no way

(Chorus)
Libre
From the CD Be a Builder
Music and Lyrics by Steve James
© 1999, BMI
Performed by Zack Wilson, Mike Sackett, Jeremy Hill, Dan Cahoon

(Verse 1)
Too many broken hearts
Too many broken rules
I don’t think it’s smart
I don’t think it’s cool

(Verse 2)
Everywhere I turn
Everywhere I go
People need to learn
People need to know

(Pre-Chorus)
It’s the rules that make us free
That’s the kind of life
The life for you and me

(Chorus)
Libre libre
Sigue la le
Libre libre
Sigue la le

(Verse 3)
Live the life you should
Or live a life of crime
You can do some good
Or you can do some time

(Pre-Chorus)
(Chorus)
(Bridge)
It’s your life and you can choose
You’ve got so much to win
You’ve got so much to lose

(Repeat Chorus)
My Friend

From the CD Be a Builder
Music and Lyrics by Steve James
© 1999, BMI
Performed by Moana Wolfgramm Feinga,
Steve James, and Eugene Hunt

(Verse 1)
My friend
You look sad I see
You can talk to me
Call me anytime
(Verse 2)
I’m your friend
You don’t have to hide
What you feel inside
What is on your mind
(Chorus)
No matter what you do
Or what you’re going through
I’ll be there for you
(Verse 3)
Oh . . . friend
You can count on me
I will always be
A shoulder you can lean on
(Bridge)
Hey my friend
When you’re feeling down
When you’re feeling down
Know I’m around
(Repeat Chorus)
(Repeat Verse 3)
(Chorus Repeats)
Something Good!

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI
Performed by Valerie Harris and Holli Ammon

(Intro)
When I’m at school
And friends aren’t cool or kind
If they make fun
Or tease someone I find
I remember what my mama told me, she said
Child, if you could only see. . .

(Chorus)
You gotta do something good
For someone else each day
You gotta try and find
Something good to say
’Cause when you help someone
They smile wide
And you feel something good inside
Well you know you should
Try and do something good

(Repeat Chorus)
(Bridge)
And if I ever have bad days
I won’t take it out on you
’Cause I can find some better ways
To work my problems through
(Repeat Chorus)
Scoot Scat Groove

From the CD Take a Stand
Music by Steve James,
Lyrics by Steve James and Mitch Hall
© 2000 BMI
Performed by Kelly Eisenhour, Lisa and Steve James
Arranged by Jay Lawrence

(Verse 1)
Have you ever felt that natural high
Endorphins risin’ to the sky
Scoot scat groove
You gotta move
The feeling when you exercise
Hits you right between the eyes
Scoot scat groove
You gotta move

(Chorus)
Ouu, ouu, and when you get that groove
You want to move

(Verse 2)
When the red is rushing through the veins
Oxygen goes to the brain
Scoot scat groove
You gotta move
Cleaning out those arteries
 Burning off those calories
Scoot scat groove
You gotta move

(Chorus)

(Bridge)
When your heart is pumpin’, jumpin’ to the beat
It makes you want to get up off of your seat
Then the second wind will blow you back on your feet

(Repeat Verse 1 and Chorus)
Step by Step

From the CD Take a Stand
Music and Lyrics by Steve James
© 2000 BMI
Performed by Lisa James
Arranged by Vince Frates

(Part 1)
No need to worry
You’re doing fine
Life is just learning
One step at a time
No need to hurry
You’ll be okay
Growing up every day

(Part 2)
Step by step
I am learning
Step by step
I will try
Growing as each
day goes by

(Parts 1 and 2 together)
(Part 1 Ending)
Sticks and Stones

From the CD Be a Builder
Music and Lyrics by Steve James,
© 1999, BMI
Performed by Steve James

(Verse 1)
Well, you can call me names
You can play your games
You can do whatever you want to
But it’s not gonna hurt me
So leave me alone
You’re gonna find inside
I’m stronger than sticks and stones

(Verse 2)
Well, if you stare me down
I’ll just turn around
You can do whatever you want to
But it won’t affect me
That’s my comfort zone
You’re gonna find inside
I’m stronger than sticks and stones

(Chorus)
Sticks and stones
Stronger than sticks and stones
Sticks and stones
Stronger than sticks and stones
You’re gonna find inside
I’m stronger than sticks and stones

(Verse 3)
I’m not gonna break
I’m not gonna take
Anything at all inside me
That is going to hurt me
Now or when I’m grown
You’re gonna find inside
I’m stronger than sticks and stones

(Chorus)
You’re gonna find inside
I’m stronger than sticks and stones
Take a Stand

From the CD *Take a Stand*

Music and Lyrics by Steve James

© 2000 BMI

Performed by Steve James

(Verse 1)
When you’re home or when you’re at school
You want your friends to think you’re cool
There’s a way to get respect
You gotta choose
You gotta elect to take a stand

(Chorus)
Stand for something good each day
Stand for something, lead the way
Stand for something, it’s your call
Stand for something and you won’t fall
Just take a stand

(Verse 2)
There are some who might make fun
Causin’ trouble for everyone
Stand for something, don’t give in
You can do it, you’ll be a winner, take a stand

(Chorus)

(Bridge)
I’m gonna take a stand
I’m gonna take a stand

(Repeat Chorus)
Take Care of Your Body

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI
Performed by Aaron Watene and Moana Wolfgramm Feinga

(Verse 1)
Take care of your body everybody
It’s the thing to do
Take care of your body
And your body will take care of you

(Chorus)
Day-o, Day-o
Day-o, Day-o
Day-o, Day-o
I’m gonna feel okay

(Verse 2)
Take care of my body
It’s my body, healthy I want to be
Take care of my body
And my body will take care of me

(Repeat Chorus)

(Bridge)
I want to be strong
I want to live long
I want to be well
And take care of myself

(Repeat Bridge)

(Repeat Verses 1 and 2)

(Repeat Chorus)
The Heat Is On

From the CD Be a Builder
Music and lyrics by Steve James
© 1993 BMI
Performed by Dan Cahoon, Ashley Scott, and Nolanda Smauldon

(Verse 1)
Someone walkin’ up to my face
Wants to talk to me
Passin’ me the stuff
They want to smoke
What will it be?
Gotta take some action
Won’t give them satisfaction
What am I gonna say
When the heat is on

(Chorus)
The heat is on
Oh, I stay away
The heat is on
Oh, I stay away

(Verse 2)
Walkin’ through the door
Party’s on, someone calls my name
Passin’ me the glass
Just a drink
But it’s not the same
Gotta have some vision
Makin’ the decision
What am I gonna say
When the heat is on

(Bridge)
Hey, you
Look into the mirror and see
Your own reflection
Who you gonna be
What you gonna do
When they look your way
You gotta keep tryin’
It’s better then dyin’
Of heartache
I won’t break
(Repeat Chorus until end)
The Leaders of Tomorrow

From the CD Be a Builder
Music and Lyrics by Steve James
© 1997 BMI
Performed by Lisa James and Choirs

(Verse)
The leaders of tomorrow
All across the land
How I long to see them
Standing hand in hand
The builders of the future
Starting on their way
To bring a brighter day

(Chorus)
We are the leaders of tomorrow
We are the builders of the American dream
We’ll raise our voices so the whole world can see
Because of you, America, we’re free

(Descant)
I’ll give back to America
Who gave so much for me
A land of freedom and opportunity
Build a bridge to the future
With hope and liberty
And I’ll give back to America
Who gave so much for me

(Repeat Chorus and Descant together)
The Right Choice

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI
Performed by Lisa James, Travis Price, and Stacia Price

(Verse 1)
When I do something right I am glad
If I do something wrong I feel sad
And I learn from mistakes
And try not to make them again

(Chorus)
So I choose to do the right thing
’Cause I know the joy it will bring
If I’m all by myself
Or asking for help
I’ll lift up my voice
To make the right choice

(Kids Repeat)

(Bridge, Kids)
If I have a decision to make
But I don’t know, which road
I should take

(Adult)
If you don’t know you must turn to
Someone you trust
To show the way . . .

(Repeat Chorus)
The Stranger Song

From the CD Something Good
Music and Lyrics by Steve James
© 1998, BMI
Performed by Steve James

(Verse 1, Adult)
There’s a stranger calling out to you
Asking your name, what do you do
If they offer you something, what do you say?

(Kids)
I turn around and run away . . . singing

(Chorus)
I do, I do not know you
I do, I do not know you

(Verse 2, Kids)
There’s a stranger calling out to me
Asking my name, I can see
If they offer me something, what do I say?

(Adult)
You turn around and run away

(Bridge)
So many people you don’t know
But they are strangers too
Some are good, some may be bad
But any stranger you don’t talk to

(Chorus)
(Verse 3, Adult)
There’s a stranger driving up to you
A stranger’s stopping, what do you do
If they roll down the window or open the door
You run away and stay no more

(Kids)
There’s a stranger driving up to me
A stranger’s stopping I can see
If they roll down the window or open the door
I run away and stay no more . . . singing

(Repeat Chorus)
Thinking Positive

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI
Performed by Nolanda Smaldon and Maria del Socorro Vega

(Chorus)
I’m thinking positive and that’s a fact
My attitude affects the way I act

(Repeat Chorus)

(Bridge)
There may be problems all around
But I won’t let them get me down

(Repeat Chorus Twice)
Thinking Positive
Siento bien (I feel good)
It’s my attitude
Mi actitud (my attitude)
(Spoken Twice)

(Chorus Repeats Twice)

(Spanish Counterpart)
Siento bien
Mi actitud

(Bridge in Spanish)
De vez en cuando encuentro problemas
Si siento bien los puedo hacer pequeños

(Repeat Chorus with Counterpart)
Try

From the CD *Be a Builder*
Music and Lyrics by Steve James
© 1997 BMI
Performed by Nolanda Smauldon and Marissa Porritt

(Verse 1)
Days will come, days will go
Some will leave you feelin’ low
But it’s all right, yes it’s all right
Cause everybody has those times

(Verse 2)
Some days you feel alone
When you find you’re on your own
But it’s okay, yes it’s okay
Tomorrow can be a better day
If you...

(Chorus)
Try to give a little more
Try a little harder than before
If you ever lose the battle
Doesn’t mean you lose the war
If every day goes by
You just try

(Verse 3)
When I give, I’ll reach out my hand
Help someone to understand
They’re all right, yes they’re all right
And I’ll feel better inside
If you...

(Chorus)
Hold on, don’t let go
Help each other grow

(Repeat Chorus Twice)
Try again and again
Two Heads Are Better Than One

From the CD *Take a Stand*
Music and Lyrics by Steve James
© 2000 BMI
Performed by Jeni Gubler

(Verse 1)
You can do some things better than I can
I can do some things better than you
We can all learn by workin’ together
Think of the many things we can do

(Chorus)
Work, work, workin’ together
Play, play, playin’ our part
Helpin’ each other gettin’ things done
Sometimes two heads are better than one
Two heads are better than one

(Verse 2)
You can learn some things quicker than I can
I can learn some things quicker than you
We can all learn by workin’ together
Think of the many things we can do

(Chorus)

(Bridge)
We’re workin’ together
Gettin’ things done
Helpin’ each other
Havin’ so much fun

(Repeat Bridge)

(Chorus)
We’re Not That Different After All

From the CD Take a Stand
Music and Lyrics by Steve James
© 2000 BMI
Performed by Lisa James, Steve James and Devin Neilson
Arranged by Todd Sorensen and Vince Frates

(Verse 1)
Some people say we’re different
I don’t think it’s so
We have so much in common
Everyone should know
We’re not that different after all

(Verse 2)
We each tell our own story
Come from other lands
So many ways of speaking
Still we understand
We’re not that different after all

(Chorus)
We have one heart that beats the same
We hear each other’s cries
Let’s speak kind words to everyone
And see the good within their eyes
We’re not that different after all
We’re not that different after all

(Repeat Verse 1)
(Chorus)
Prevention Dimensions
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