



**Utah's Safe and Drug-Free Schools and Communities  
PK-12 Prevention Program**

## **Health Education 6<sup>th</sup> Grade**

**Sydnee Dickson, Ed.D.**  
**State Superintendent of Public Instruction**  
[www.schools.utah.gov](http://www.schools.utah.gov)



**Utah's Safe and Drug-Free Schools and Communities  
PK-12 Prevention Program**

Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

**Sydnee Dickson, Ed.D.**  
**State Superintendent of Public Instruction**  
[www.schools.utah.gov](http://www.schools.utah.gov)



Utah State Board of Education  
250 E 500 S | PO Box 144200  
Salt Lake City UT 84114-4200

**District 1: Terryl Warner**

623 Anderson Avenue  
Hyrum UT 84319  
435.512.5241  
Terryl.Warner6@gmail.com

**District 9: Joel Wright**

9102 Silver Lake Drive  
Cedar Hills, UT 84062  
801.426.2120  
joel.wright.uted@gmail.com

**District 2: Spencer F. Stokes**

4259 Skyline Drive  
Ogden, UT 84403  
801.923.4908  
utahboard2@gmail.com

**District 10: Dave Crandall (Chair)**

13464 Saddle Ridge Drive  
Draper, UT 84020  
801.232.0795  
crandall@xmission.com

**District 3: Linda B. Hansen**

5149 Village Wood Drive  
West Valley City, UT 84120  
801.966.5492  
linda.hansen@schools.utah.gov

**District 11: Jefferson Moss**

1668 Aspen Circle  
Saratoga Springs, UT 84045  
801.916.7386  
jeffersonRmoss@gmail.com

**District 4: Dave Thomas (First Vice Chair)**

7875 South 2250 East  
South Weber, UT 84405  
801-479-7479  
dthomas@summitcounty.org

**District 12: Dixie L. Allen**

218 West 5250 North  
Vernal, UT 84078  
435.790.6673  
dixieleeallen@gmail.com

**District 5: Laura Belnap**

845 East 1500 South  
Bountiful, UT 84010BE  
801.699.7588  
lbelnap@utahonline.org

**District 13: Stan Lockhart**

1413 South 1710 East  
Provo, UT 84606  
801-368-2166  
stanlockhartutah@gmail.com

**District 6: Brittney Cummins**

4601 Poseidon Drive  
West Valley City, UT 840120  
801.969.5712  
b4cummins@gmail.com

**District 14: Mark Huntsman**

435 South 700 East  
Fillmore, UT 84631  
435.979.4301  
mhuntsman@sunrise-eng.com

**District 7: Leslie B. Castle**

2465 St. Mary's Drive  
Salt Lake City, UT 84108  
801.581.9752  
lesliebrookscastle@gmail.com

**District 15: Barbara Corry**

1022 Cedar Knolls  
Cedar City, UT 84720  
435.586.3050  
Barbara.corry@schools.utah.gov

**District 8: Jennifer A. Johnson (Second Vice Chair)**

802 Winchester Street, #100  
Murray, UT 84107  
801.742.1616  
jj@jenniferajohnson.com

# Acknowledgments

Verne C. Larsen

Utah State Office of Education Program Coordinator

---

## STEERING COMMITTEE

**Karlee Adams**  
Utah State Department of Health

**Arlaine Austin**  
Utah PTA

**Jolene Blackburn**  
Central Utah Counseling

**Jaynie Brown**  
Mothers Against Drunk Driving

**Kim Clausing**  
Tooele County Health Department

**Lana Coombs**  
Alice Harris Intermediate School

**Mike Cottam**  
Utah State Office of Education

**Jonelle Fitzgerald**  
Wasatch County Health Department

**Linda Flynn**  
Snow Horse Elementary School

**Allen Grunig**  
Bear River Health Department

**Mitch Hall**  
Something Good Inc

**Klea Harris**  
Consultant

**Rodney Hopkins**  
Social Research Institute U of U

**Jeani Mulliner**  
Jordan School District

**Craig PoVey**  
State Division of Substance Abuse  
Mental Health

**Paula Price**  
Weber Human Services

**Shelley Stevens**  
Granite School District

**Clint Stoeber**  
Salt Lake School District

**Liz Zentner**  
Utah PTA

---

## PROGRAM 2002 ENHANCEMENT COMMITTEE

**Diane Albrechtsen**  
Weber County Health Department

**Marthanne Argyle**  
Nebo School District

**Julie Brush**  
Southwest Prevention Services

**Mike Cottam**  
USOE

**Stephanie Cottam**  
Alpine School District

**Kathy Day**  
Wasatch Prevention Services

**Jennifer Edwards**  
Jordan School District

**Anna Griffin**  
Bear River Health Department

**Marty Heiskell**  
Jordan School District

**Karen Hunter**  
Weber School District

**Shar Linford**  
Consultant

**Nikki Lovell**  
Consultant

**Jenna Perego**  
State Department of Health

**Jeani Mulliner**  
Jordan School District

**Paula Price**  
Weber Human Services

**Margaret Pruitt**  
Central Utah Mental Health

**Shelley Stevens**  
Granite School District

---

## PROGRAM EDITING COMMITTEE

**Mike Cottam**, USOE

**Klea Harris**, Consultant

**Emily Iizuka**, USOE

**Shar Linford**, Consultant

**Jeani Mulliner**, Jordan School District

---

## PROGRAM MUSIC COMPONENT

**Steve James**, Something Good, Inc.

## PROGRAM GRAPHIC ARTISTS

**Matt Shay**, Shay Design and Illustrations

**Aaron Anderson**, Consultant

**Lee Gray**, USOE

---

## Spanish Translations by Paola V. Colorado

---

## SPECIAL RECOGNITION

We give a special thanks to the J. Rueben Clark Law School, Brigham Young University,  
for their counsel, resources and encouragement.

## SPECIAL TRIBUTE

*For their years of dedication and service to Prevention Dimensions*

**Merlin F. Goode**

November 16, 1945–May 23, 2002

For more information, call (801) 538–7713, or e-mail [verne.larsen@schools.utah.gov](mailto:verne.larsen@schools.utah.gov).

# Prevention Dimensions 2010 Re-Write Group

<u>Name</u>	<u>Grade</u>	<u>School District/Agency</u>		
Karlee Adams – Health Dept. State Department of Health 1458 East 3010 South SLC, UT 84106 karleeadams@utah.gov			Linda Flynn – Counselor – Snowhorse Elementary 1095 Smith Lane Kaysville, UT 84037-9653 (801) 402-7350	Tami Munns – 5th – Box Elder Box 204 Riverside, UT 84334 Tami.Munns@besd.net (435) 458-9949
Roxanne Bailey – 5th – Alpine 1008 North 700 West Orem, Utah, 84057 bail212@alpine.k12.ut.us			Shirley Gaither – Kindergarten – Jordan 11438 South River Front Parkway South Jordan, Utah 84095 shirleygaither@comcast.net	John Paynter – 6th – Alpine 257 West 200 North #3 Springville, UT 84663 jpaynter@alpine.k12.ut.us
Susan Bradshaw – J. Reuben Clark Law School Brigham Young University 898 North 1200 East Provo, Utah 84604 (801) 422-4274			Carol Garrick – 6th – Jordan 10853 Clear Creek Drive Sandy, UT 84070 carol.garrick@jordan.k12.ut.us (801) 680-6253	Terry Perkins – 5th – Millard P.O. Box 158 Kanosh, Utah 84637 precinct@frontiernet.net
Brandilee Chacon – 2nd – Jordan 9124 Quail Creek Circle Sandy, Utah 84094 Brandilee.Chacon@jordan.k12.ut.us			Allen Grunig – Health Department Bear River Health Department 655 East 1300 North Logan, UT 84341 allengrunig@utah.gov	Terri Pettet – 2nd – Granite 11648 South Player Circle Sandy, Utah 84092 tpettet@graniteschools.org
Linda Christensen – Kindergarten – Alpine 616 East 920 North Orem, UT 84097 lmchristensen@alpine.k12.ut.us			Kenessa Haight – 3rd – Granite 4777 South Settler's Way #20 Taylorsville, UT 84123 khaight@graniteschools.org (801) 898-2959	Diane Reese – 6th – Salt Lake 2817 East 3220 South Salt Lake City, UT 84109 Diane.Reese@slc.k12.ut.us (801) 484-4815
Mike Cottam – Consultant – Utah State Office of Education 3786 South Lake Mountain Drive Saratoga Springs, Utah 84043 (801) 360-5747 jmikecottam@gmail.com			Klea Harris – Consultant 656 West 40 North Orem, UT 84058 klea.dawn.harris@gmail.com	Joani Richardson – 1st – Jordan 816 East Drystone Avenue Sandy, Utah 84094 joani.richardson@jordan.k12.ut.us (801) 572 0815 home (801) 572 7000 school
Stephanie Cottam – Counselor – Alpine 3786 South Lake Mountain Drive Saratoga Springs, Utah 84043 scottam@alpine.k12.ut.us			Kristi Jones – Health Department Weber-Morgan Health Department 477 23rd Street Ogden, UT 84401 kjones@co.weber.ut.us	Wendy Wilson – 6th – Granite 1264 Pitchfork Road Murray, Utah 84123 wwilson@graniteschools.org
Patricia Denning – 3rd – Jordan Altara Elementary 800 East 11000 South Sandy, Utah 84094 (801) 572-7000 patricia.denning@jordan.k12.ut.us			Verne Larsen Utah State Office of Education 250 East 500 South Box 144200 SLC, UT 84114 4200 (801) 538-7713 verne.larsen@schools.utah.gov	Brittany Wiseman – 1st – Jordan 3586 South 2445 East #A Salt Lake City, UT 84109 brittany.wiseman@jordan.k12.ut.us
Crystal Englehart – 4th – Washington 1112 North Cedar Boulevard Cedar City, Utah 8472 cenglehart@pes.washk12.org			Jeani Mulliner – Specialist – Jordan 1261 Country Mile Drive Riverton, Utah 84065 jeani.mulliner@jordan.k12.ut.us	Alison Wuthrich – Kindergarten – Box Elder Box Elder District 110 Wapiti Loop Hyrum, UT 84319 Alison.Wuthrich@besd.net
				Gloria Yugal – Health Department Davis County Health Department 22 Sount State Clearfield, UT 84015 gyugel@daviscountyutah.gov





## 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 3 Cs



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 Of Contents

6th Grade



<b>1.</b>	<b>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.</b>	
<b>3.</b>	<b>Don't Laugh at Me</b> Recognize why acceptance of self and others is important for the development of positive attitudes. Explore how relationships can contribute to self-worth. Teach and model qualities that help form healthy interpersonal relationships. Develop vocabulary that shows respect for self and others.	<b>1</b>
<b>4.</b>	<b>Bugs</b> 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. Teach someone how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.	<b>9</b>
<b>5.</b>	<b>Bully Blockers</b> Develop and model vocabulary that shows respect for self and others.	<b>21</b>
<b>6.</b>	<b>I STOP'D – Making Smart Choices for Me</b> Summarize how communicating with others can help improve overall health. Demonstrate coping behaviors related to grief and loss. Demonstrate constructive ways of managing stress. Demonstrate qualities that help form healthy interpersonal relationships. Explore how relationships can contribute to self-worth. Develop and model vocabulary that shows respect for self and others.	<b>29</b>
<b>7.</b>	<b>WE STOP'D – Making Smart Choices for Us</b> 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 and model vocabulary that shows respect for self and others.	<b>39</b>
<b>8.</b>	<b>Alcohol: Knowing The Facts! – More practice with “I STOP'D”</b> Identify the effects of alcohol on body organs. Identify effects of alcohol on performance. Identify and demonstrate reasons for not using alcohol.	<b>49</b>
<b>9.</b>	<b>The Gateway Drug: Marijuana – More practice with “I STOP'D”</b> Understand both the short- and long-term effects of marijuana use.	<b>53</b>
<b>10.</b>	<b>Choosing Good Friends – More practice with “Bully Blockers”</b> Identify why it is important to choose friends wisely. Model good friendship skills	<b>61</b>
<b>11.</b>	<b>Coping With Strong Feelings – More practice with “Don't Laugh at Me”</b> Identify the feelings people have when faced with life situations.	<b>67</b>



# Table Of Contents

continued



<b>12. Managing Anger – More practice with “Bugs”</b>	<b>71</b>
Identify anger warning signs, and develop a strategy for managing them in positive and pro-social ways.	
<b>13. Setting Goals – More practice with “I STOP’D”</b>	<b>77</b>
Recognize the importance of setting short-term, long-term, and lifelong goals. Set some personal short-term, long-term and lifelong goals.	
<b>14. Support Systems – More practice with “Bully Blockers”</b>	<b>81</b>
Recognize situations wherein students may need support and show them how to access it.	
<b>15. Refusal Skills – More practice with “I STOP’D”</b>	<b>85</b>
Identify potentially troublesome situations and use the steps of “Refusal Skills ®.”	
<b>Music Lyrics</b>	<b>93</b>
<b>Prevention Dimensions Bibliography</b>	<b>125</b>





# 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.

Teacher Notes

## 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.

## Introduction

Discuss

### Tie in the 3 Cs

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

Introduce Music

Play Music

Ask

Pass Out Cards  
and Ask

Randomly Pass  
Out and Share

Discussion

## Strategy

Talking Points

Brainstorm Rules

### 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](http://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.

- 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?

Give each student an index card

- 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.

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

- 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	<ul style="list-style-type: none"> <li>We want to generate a list of guidelines that will help the group to work together productively, communicate effectively, and treat each other respectfully.</li> <li>Use the brainstorming process to create ideas for these class guidelines.</li> </ul>
Sample List	<ul style="list-style-type: none"> <li>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.</li> <li>Talk one at a time. (Don't interrupt another student while he or she is speaking.)</li> <li>Avoid being judgmental.</li> <li>Give everyone a chance to speak.</li> <li>Keep what is said in class confidential.</li> <li>Be open and honest.</li> <li>Look at people when you speak to them.</li> <li>Listen and discover, rather than giving advice.</li> <li>Don't make fun of what other people say or do.</li> <li>Help each other out.</li> </ul>
Solid Concepts (Make certain the class list contains these ideas)	<ul style="list-style-type: none"> <li>Everyone has the right to privacy. Students may pass if they do not want to share something too personal.</li> <li>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.</li> <li>Everyone has the right to be respected.</li> </ul>
List and Discuss	<ul style="list-style-type: none"> <li>List the ideas on the board to discuss and clarify each suggestion.</li> <li>Choose from the list to create guidelines for the class.</li> </ul>
Ask	<ul style="list-style-type: none"> <li>Have you ever been in a situation when an agreement was not observed?</li> <li>How would observing the suggestion make a difference in our class?</li> <li>Are there any revisions or objections to the items on the list?</li> </ul>
Sign and Post	Have students sign or initial the agreement and post it in the classroom.
<b>Conclusion</b>	<b>3. Watch “Don’t Laugh at Me” Music Video</b>
Music	Show the “Don’t Laugh at Me” music video available to download for free through <a href="http://operationrespect.org">operationrespect.org</a> . 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.



## Home Connection

Prepare

Talking Points

## Additional Ideas

Share

Optional Closing

## 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.

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

Have students share something they learned about their classmates.

- 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.



**Choose 5 Items  
for the "Me Bag"**

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  
time in my life

A mistake I've made

Something special about my  
family

**Choose 5 items  
for the "Me Bag"**

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  
time in my life

A mistake I've made

Something special about my  
family

**Choose 5 items  
for the "Me Bag"**

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  
time in my life

A mistake I've made

Something special about my  
family

**Choose 5 items  
for the "Me Bag"**

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  
time in my life

A mistake I've made

Something special about my  
family



# Home Connection

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:

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.

# 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 chiefting,  
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)





# Bugs

## 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 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    | mediator |
| conflict |          |

## 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.

Teacher Notes

## Introduction

### Define

## 1. Explore Peace and Conflict

- 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.

### Hand Action

- 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

## 2. What Are Your Bugs?

### 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.



## Volunteer Example

- Tape about six of the Bug Cards onto a student as you create and tell a story.
- Place the bug cards on the student as you tell the story.

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?



## Tie in the 3 Cs

I care about myself.  
I care about you.  
I care about my community.

### Talking Points

- 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.

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

**Myself      Class      Family      Teacher      Friend**

### 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

### Prepare

### 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

#### 4. I Can Help Others With Their Bugs

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. Please have students check either the "Enjoy at home" or "Please return by" box.

## Other Ideas

### Conversation

#### Emotion-Cards

- 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.





# Home Connection

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

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 \_\_\_\_\_.



# Conexión en el Hogar

Querida familia,

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



Yo tengo la responsabilidad de tomar desiciones inteligentes cuando cuido de mi mismo (a). Yo puedo tomar desiciones 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 \_\_\_\_\_.



# Conexión en el Hogar

Querida familia,

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



Yo tengo la responsabilidad de tomar desiciones inteligentes cuando cuido de mi mismo (a). Yo puedo tomar desiciones 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 \_\_\_\_\_.

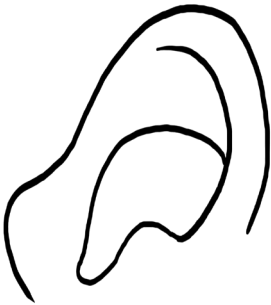
\_\_\_\_\_ fue un mediador cuando \_\_\_\_\_.



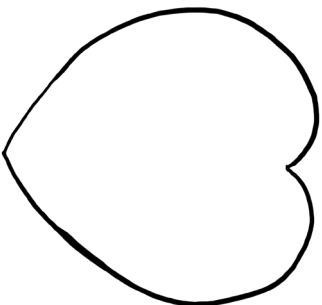
**Looks Like...**

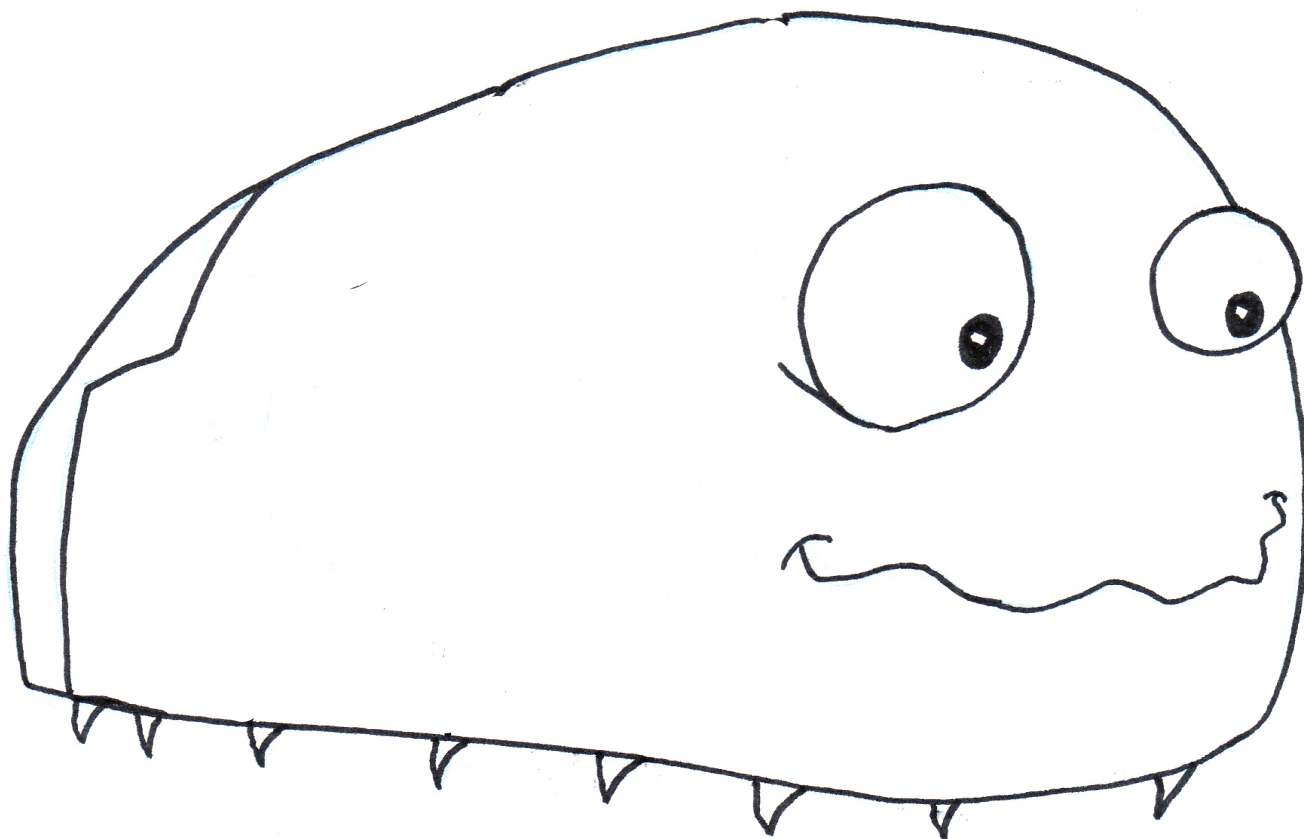
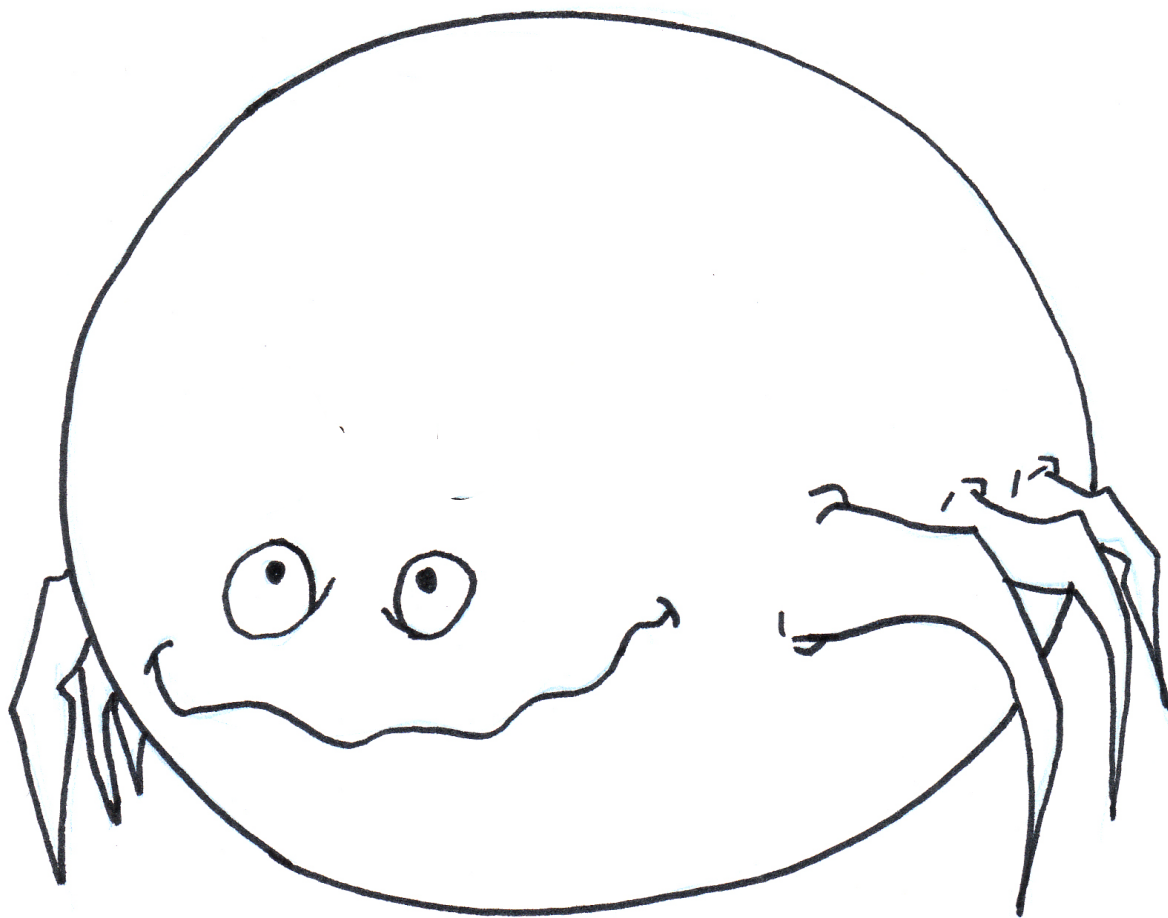


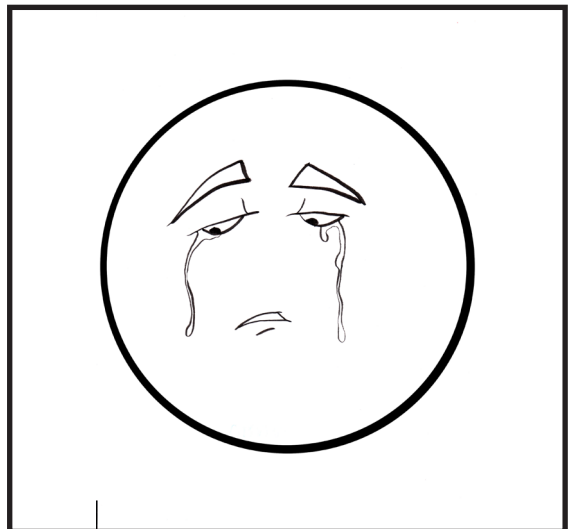
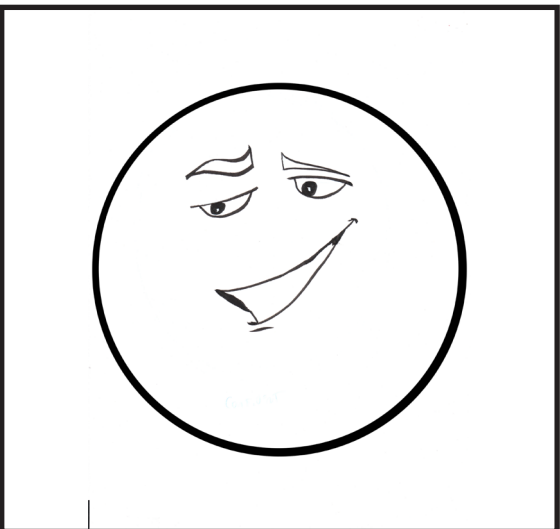
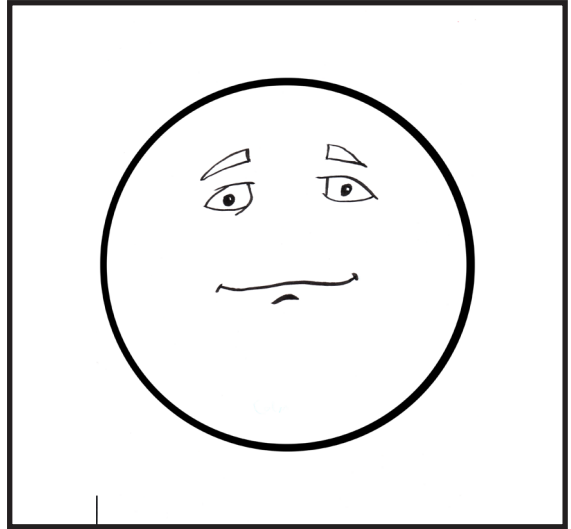
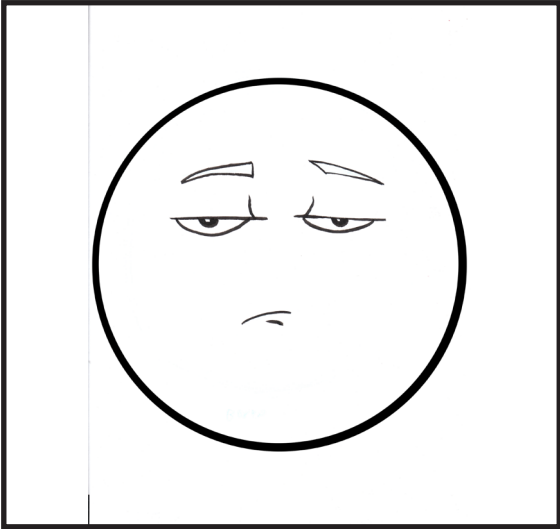
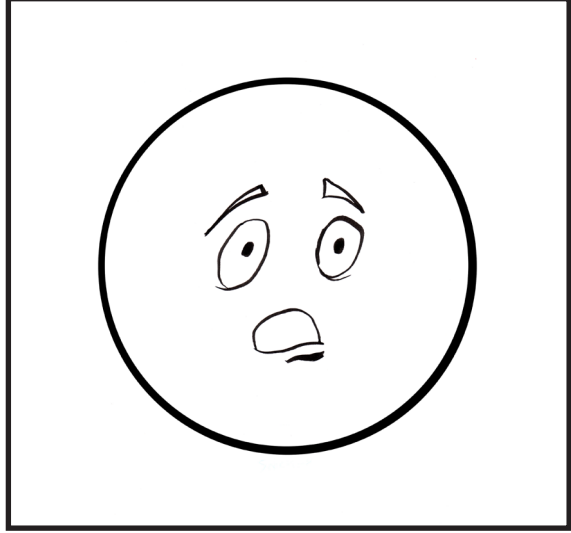
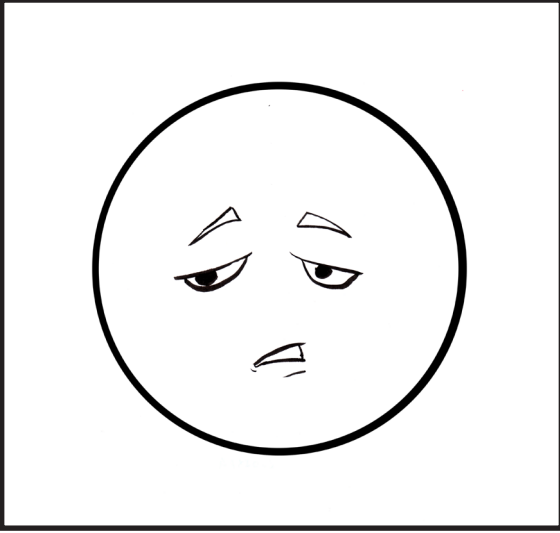
**Sounds Like...**



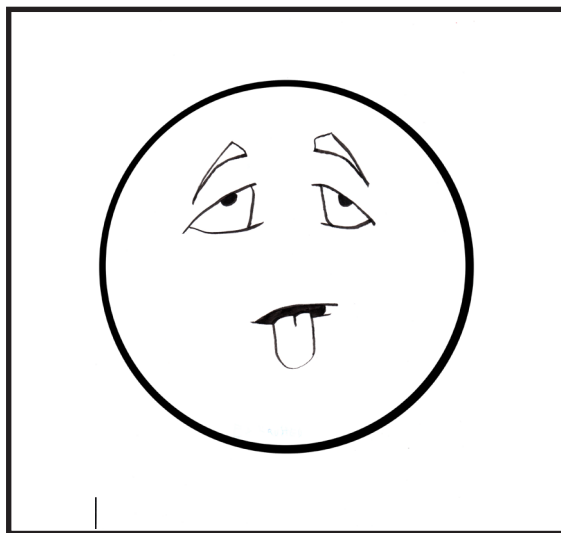
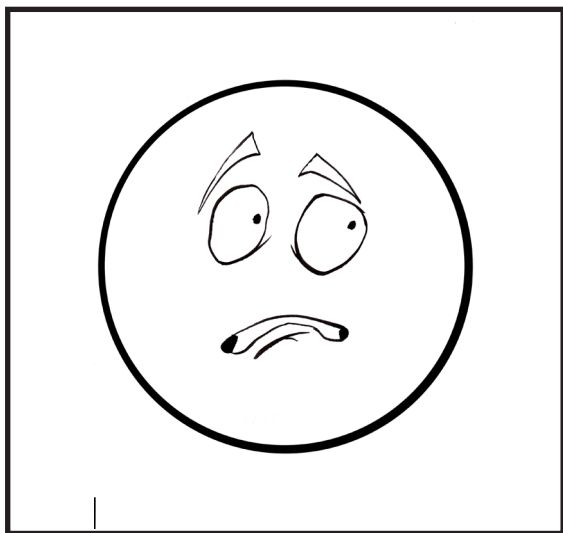
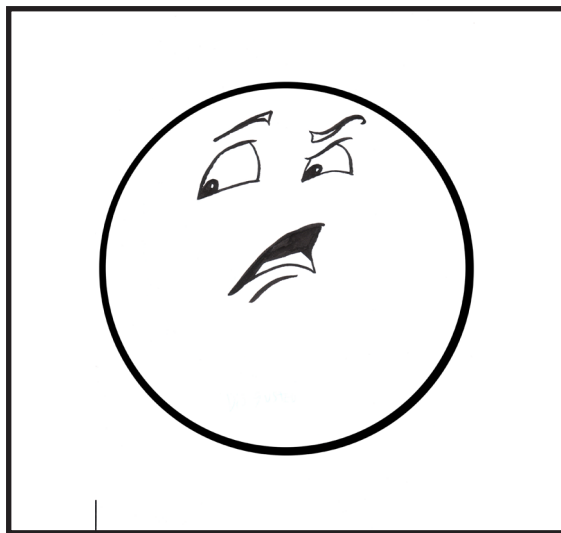
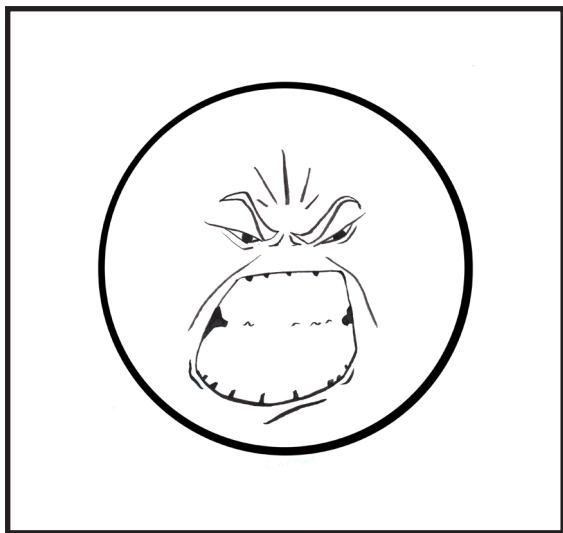
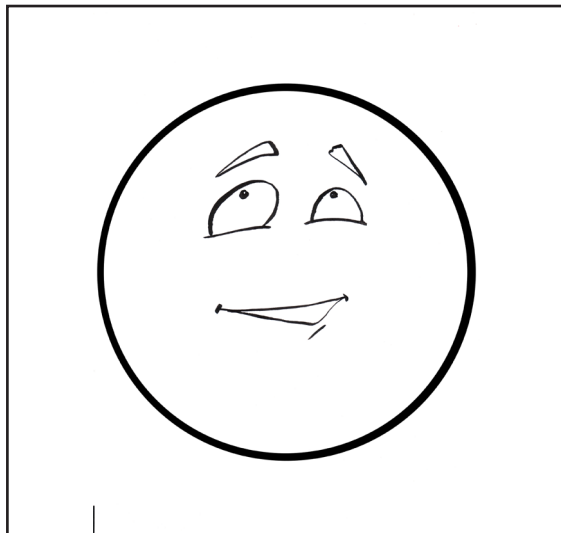
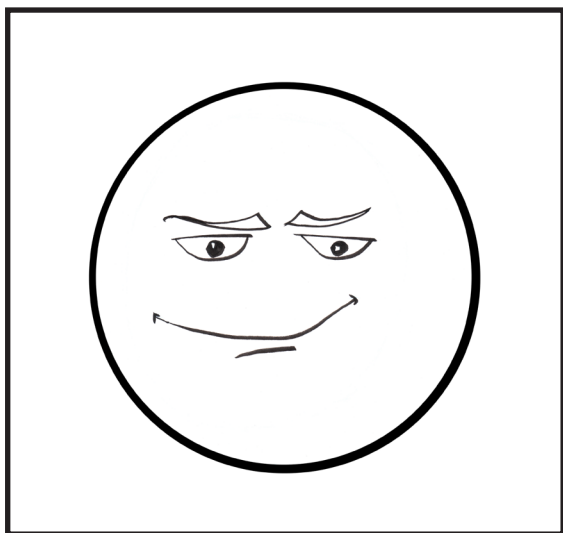
**Feels Like...**

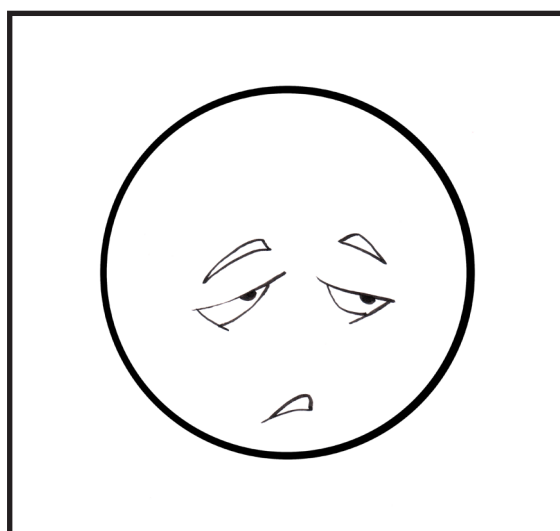
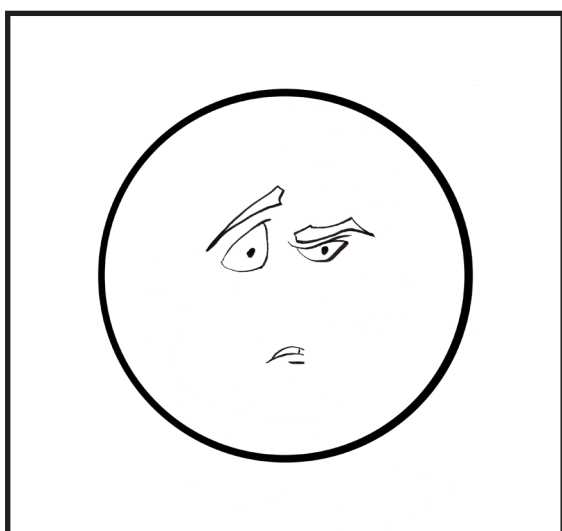
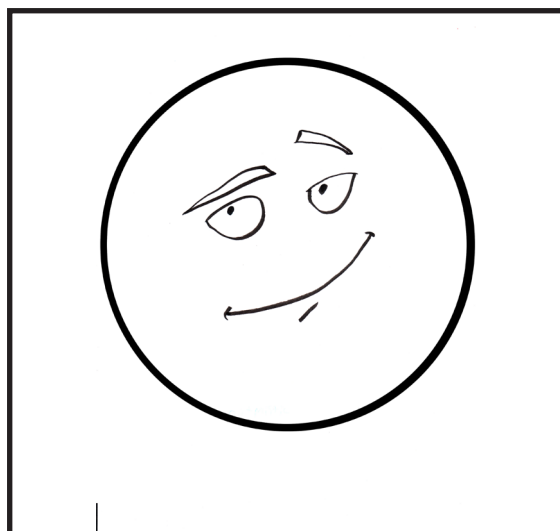
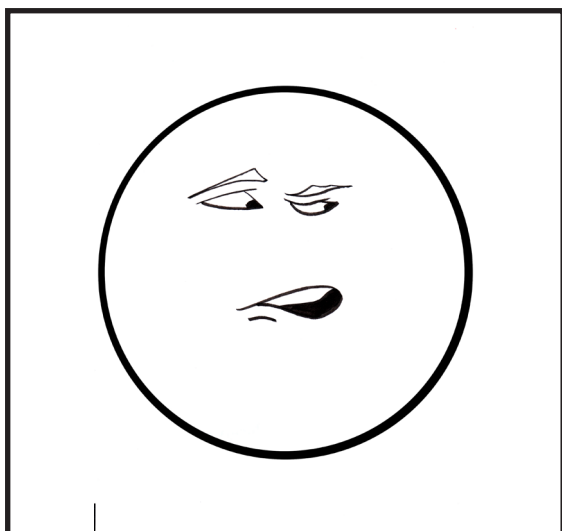
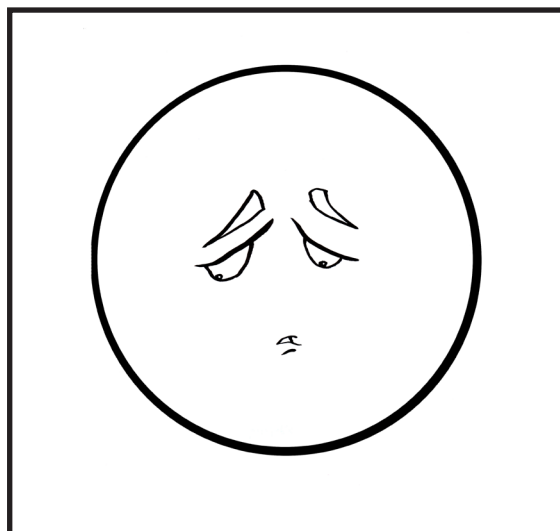
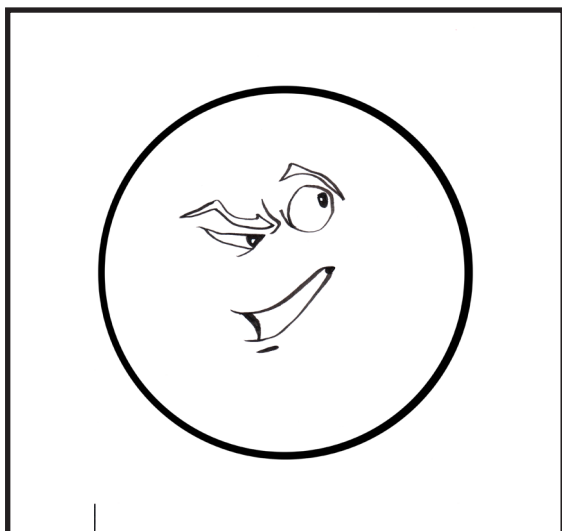


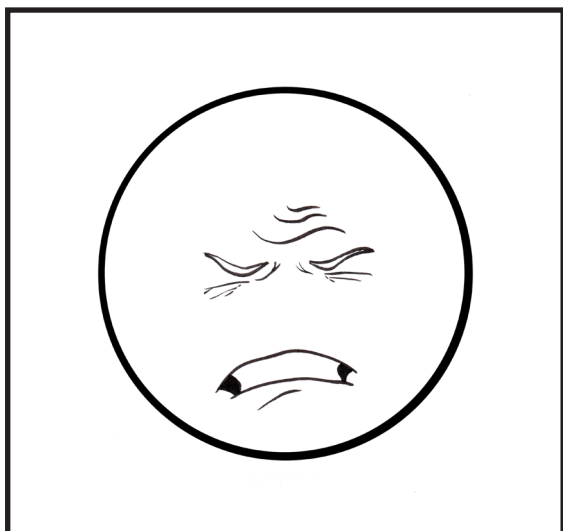




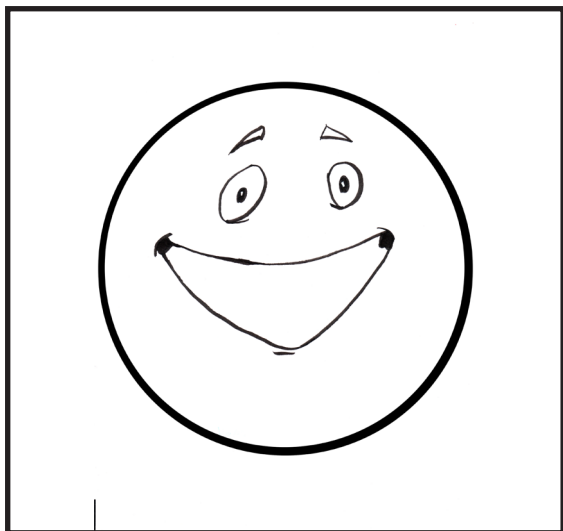




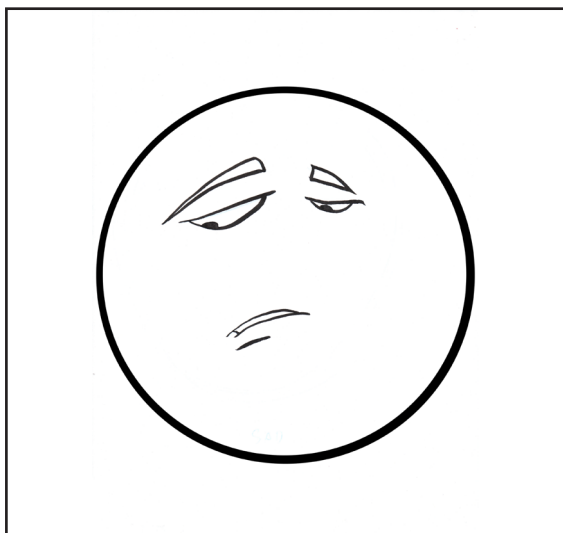




Draw Your Own



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.

## Teacher Notes

## 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	ally	bystander
target	assertive messages	

## Lesson at a Glance

Note: This lesson extensively quotes from [www.operationrespect.org](http://www.operationrespect.org), *Don't Laugh at Me: Teacher's Guide Grades 6-8*, (2000) "Be a Bullying Buster" pp. 65-68.

### 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.

## Introduction

Ask and Say

Video  
Time 4:31

Ask

Video Statements

Talking Points

### Tie in the 3 Cs

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

Focus

## Strategies

Prepare

Instructions

Ask

### 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](http://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.
- 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.
- 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."
- 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.

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*

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

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).

- 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?



Prepare	<p>Have chart paper with two columns: ideas that mean confronting the bully and ideas that do not.</p>
Brainstorm	<p>Tell me things you can do when you or someone else is being hurt or bullied.</p> <p>Explain that you are looking for ideas that are nonviolent. Explore with students why a violent response would be a bad choice.</p>
Ideas to Incorporate	<p>Doesn't Involve Confrontation:</p> <ul style="list-style-type: none"> <li>• Refuse to join in.</li> <li>• Report bullying you know about or see to an adult.</li> <li>• 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.</li> </ul> <p>Does Involve Confrontation:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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."</li> <li>• Distract the bully with a joke or something else so he/she stops the behavior.</li> <li>• Share your perspective. Say, "That sounds like an assumption to me..."</li> <li>• Provide accurate information. "Here's what I know about (the situation/person)..."</li> </ul> <p>One important rule is that if students see someone being hurt physically or see an interaction that might escalate into physical violence, they should not confront the bully. Rather, they should quickly go and get help from an adult. Discuss with students signs that might indicate such a physical threat.</p>
<h3>4. The Bully Blocker Machine</h3>	
Talking Points	<ul style="list-style-type: none"> <li>• It takes practice and courage to know how to act strong without being mean when you or someone you know is being bullied.</li> <li>• Sometimes an "assertive" response is required.</li> <li>• Assertive is defined as "strong and direct, but not mean or hurtful."</li> </ul>
Bully Blocker Machine	<ul style="list-style-type: none"> <li>• Students form two lines facing each other about three feet apart.</li> <li>• Students imagine they have switches on their arms.</li> <li>• When you touch the arm switch, they give an assertive (strong but not mean) message to the bully.</li> <li>• The teacher walks down the aisle pretending to be the bully.</li> <li>• Recite a scenario from the ones listed below, or, if you are comfortable role-playing, act out the scenario.</li> <li>• Choose a student randomly and, after turning on the pretend arm switch, have him or her tell you a strong Bully Blocker response.</li> <li>• Practice with several students before moving on to another scenario.</li> </ul>
Sample Scenarios	<ul style="list-style-type: none"> <li>• 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.")</li> <li>• Someone tells you to do something you don't want to do.</li> <li>• Someone is calling someone else a bad name.</li> <li>• Someone is making fun of someone else because she is blind.</li> <li>• Someone wants you to call someone else a bad name.</li> <li>• Someone tells you you can't sit with him/her at lunch.</li> </ul>





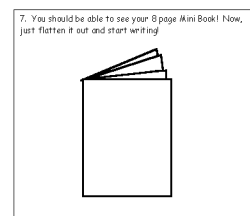
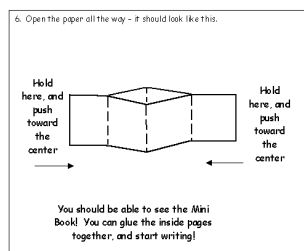
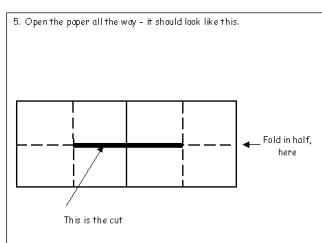
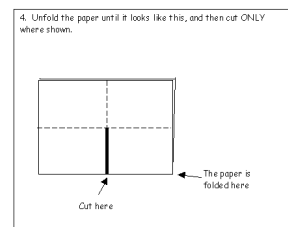
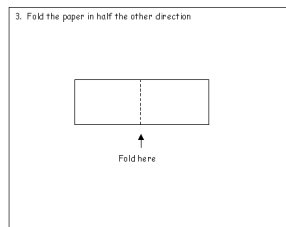
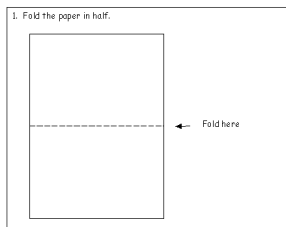
## Conclusion

### Prepare



## 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.



### Video

Rewatch the *Block-a-Bully* video and pause after each statement.

### 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.

Page 1	Title – Be a Buddy, Block a Bully
Page 2	Being a buddy is _____
Page 3	Buddy behavior can cause _____
Page 4	Buddies exist where there is _____
Page 5	Buddies repeat _____ over time.
Page 6	Buddies can be _____ or _____.
Page 7	Buddies can be in a _____.
Page 8	Buddies can use _____ words.

## 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.

### Home Connection Prepare





# Home Connection

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!



# Home Connection

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!





# Conexión en el Hogar

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!



# Conexión en el Hogar

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!



Ally

Ally

Bystander

Bystander

Target

Target

Ally

Ally

Bystander

Bystander

Target

Target

# 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.

## Teacher Notes

## 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

interests	basic needs	sympathy
options	empathy	

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

## Introduction

Prepare

Say

### 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.

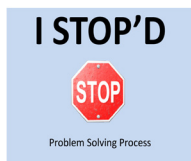
## Strategy

PowerPoint versions ppt (for Windows 97) and pptx (for Windows 2007) are available on the CD.

### 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).

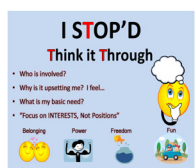
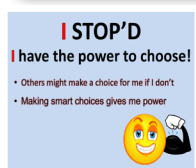
Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. Boston: Houghton Mifflin. pp. 15-81.

The book *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, has taken the principles in *Getting to Yes* and transformed them into a complete year-long school curriculum that addresses each element of the Prevention Dimensions acronym I STOP'D in exhaustive detail. Please refer to this publication for comprehensive lessons. This PowerPoint is meant to be an overview. Subsequent references will appear as (Bodine, page number).

Bodine, R. J., Crawford, D. K., & Schumpf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press.



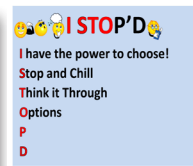
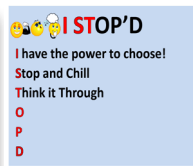




### Talking Points:

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

Read briefly; you'll go into depth later.



### Talking Points:

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

### Ask:

- Why is it important to use your power to choose?
- A new study in the *Journal of Personality and Social Psychology* found that leaders often were not the smartest people in their groups; they were just the ones that had the most ideas. 94% of the time other group members went with the first idea, even if it was incorrect.

Kluger, J. (2009, February 11). "Competence: Is Your Boss Faking It?" *Time*.

### Ask:

- What do you remember of the Chill Drill?
- Why do you think it is important to take a break before you make an important decision?
- What do you think it means to separate the people from the problem?
- We can be kind to the people but firm 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:

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

### 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:

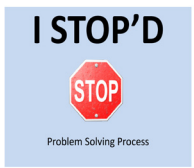
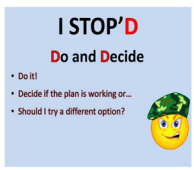
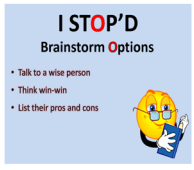
Which sounds better when talking to parents?

- "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."

### Reference

A. H. Maslow, "A Theory of Human Motivation," *Psychological Review*, Vol. 50, No. 4, 1943, pp. 370-396. (<http://psychclassics.yorku.ca/Maslow/motivation.htm>).





## Conclusion

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:

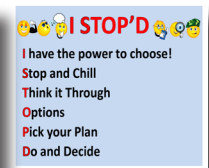
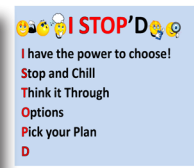
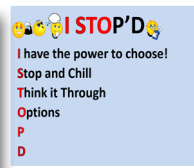
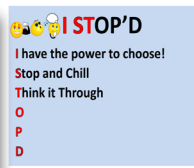
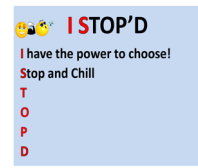
- How well do plans work for a lot of people when only one person picked the plan?
  - Have you ever been forced to go along with a plan that you didn't help make?
  - How did you feel?
  - When is it OK just to make my own plan for me?
  - When should we include another person in the plan?
  - When 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.



## Home Connection

Prepare

## Additional Ideas

Prepare

## 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.



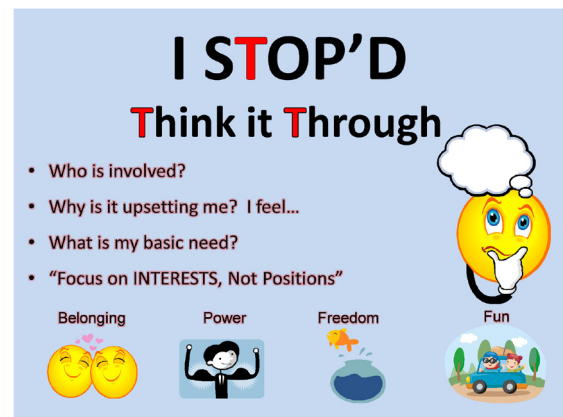


# Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. I have a responsibility to treat others with kindness. Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions. I am going to do a book report to practice what I learned. 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?
12. Share your book report with an adult family member .



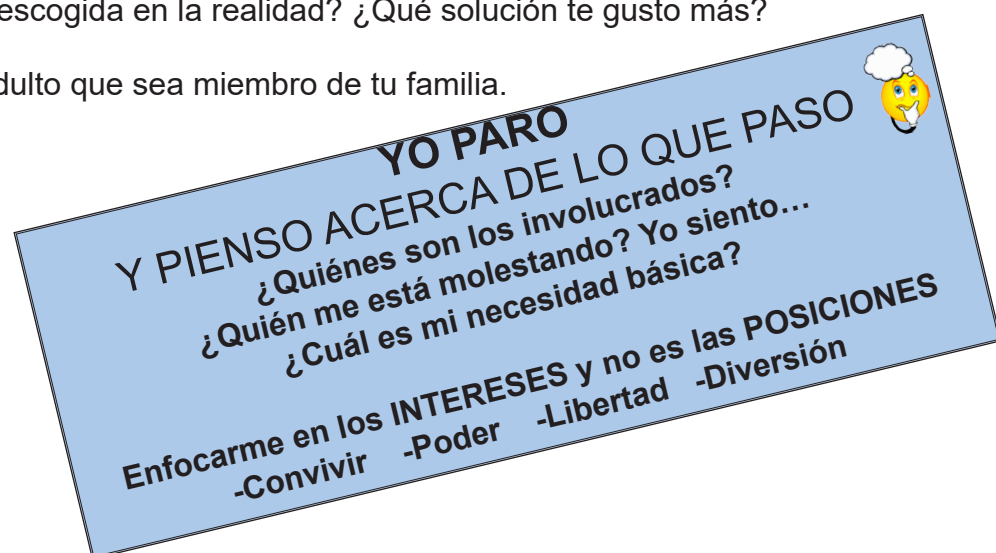
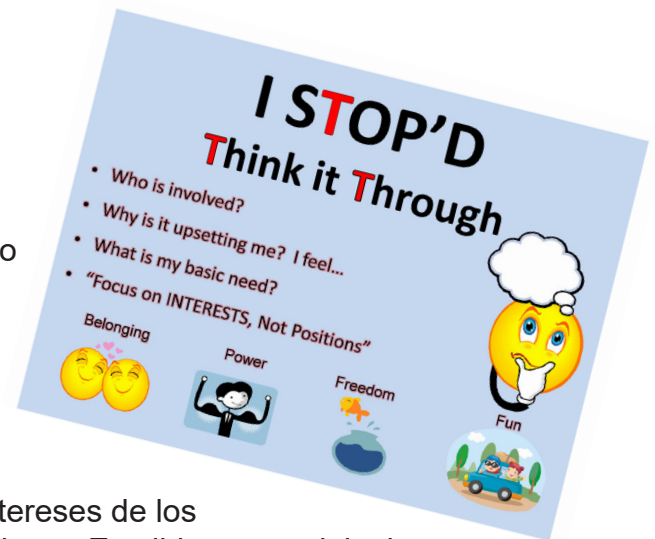


# Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de estar en un ambiente en el cual yo me siento 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 sucedió 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.



# 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
- \_\_\_\_\_ 2. Whom to talk to on the phone
- \_\_\_\_\_ 3. The length of the telephone conversation
- \_\_\_\_\_ 4. How much time to spend on homework
- \_\_\_\_\_ 5. Who to eat with in the cafeteria
- \_\_\_\_\_ 6. What time to go to bed
- \_\_\_\_\_ 7. How much time you spend watching TV
- \_\_\_\_\_ 8. What books to read
- \_\_\_\_\_ 9. How to spend "free time" in school
- \_\_\_\_\_ 10. How to spend school vacation time
- \_\_\_\_\_ 11. What to do on Saturday
- \_\_\_\_\_ 12. What to do on Sunday
- \_\_\_\_\_ 13. With whom to spend your free time
- \_\_\_\_\_ 14. Whether to try alcohol, tobacco/nicotine, or other drugs
- \_\_\_\_\_ 15. How you express yourself
- \_\_\_\_\_ 16. Whether to report cheating
- \_\_\_\_\_ 17. What kind of music you enjoy
- \_\_\_\_\_ 18. Whether or not to eat junk food
- \_\_\_\_\_ 19. How you behave in order to be liked or respected
- \_\_\_\_\_ 20. Whether or not your parent(s) come(s) to parent-teacher conference




# 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.

Teacher Notes

## Introduction

Prepare

Define

Create Community  
Bill of Rights

### Tie in the 3 Cs

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

Optional

## Strategies

Talking Points

Ask

## 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.

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

- 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.
- 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.

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

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

## 2. Classroom Rules or Responsibilities

- To keep rights safe, we usually need to make rules.
- Rules remind us of our responsibilities.
- Rules and responsibilities are the same thing.
- What rules have you heard of or experienced (in a home, 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?

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

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

**Conclusion****3-4. The Class Meeting and Group Mediation PowerPoint****Prepare**

Teach Lesson 2, where you establish a class Bug Catcher for class problems to solve in a class meeting. If students have not used this opportunity, then place some of your own concerns in the Bug Catcher so one will be available to mediate during the class meeting.

**PowerPoint  
available in ppt and  
pptx formats**

Follow the notes in the WE STOP'D PowerPoint to solve a class problem.

- 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 you own information and resource. Use your own examples and experience to teach these concepts.

**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

### Music

## 4. We Aren't That Different After All

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.”
- Incorporate the song “We’re Not That Different After All.”

Group Benefits:

No one individual knows everything. Some people might think and act like they do, but in reality everyone is experienced in different areas due to their background, heritage, interests and abilities. When we look at a community, we will see a melting of those experiences reflected in the values of that community. Individuals influence those groups to which they belong, and then those groups influence the communities as a whole. Each group may add something different. Without each group’s contribution, communities and the workplace would lose the richness that comes with diversity. Working together to produce a thriving community, profitable product or successful concept happens when we accept not just the contributions of one or two individuals but the thoughts and suggestions of many people. A group can improve its work through the use of synergy, while an individual must use more energy to get the same result.

### Preparation

Mind Mining

Provide a pen or pencil and a piece of paper for each team of four. Also, have a watch with a second hand.

### Directions

Divide your group into teams of four and have them sit in a circle. Give each team a pen or pencil and a piece of paper. 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?

Activities used with permission.

Jackson, T. (2000). *Still More Activities That Teach*. [Cedar City, Utah]: Red Rock Pub.





# Home Connection

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.



# Home Connection

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.



# 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:

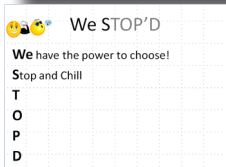
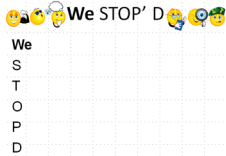
1. Derechos- condiciones garantizadas
2. Responsabilidades- cosas que se espera siempre sean hechas por ti; formas en las que se espera que actúes, o que trates a los demás
3. Reglas- el propósito de las reglas es (a) dar a conocer a cada persona sus responsabilidades y (b) salvaguardar los derechos 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.







## 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)

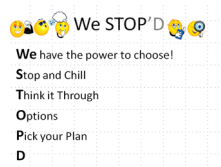
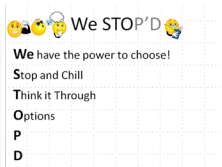
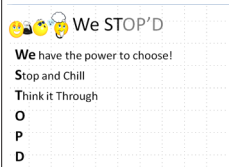
## 3 Cs Help students understand and state clearly:

- 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. Kluger, J. (2009, February 11). Competence: Is Your Boss Faking It? *Time*. (See page 48.)

## 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.



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:

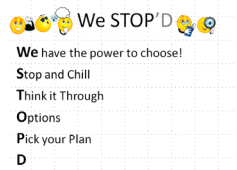
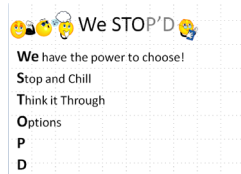
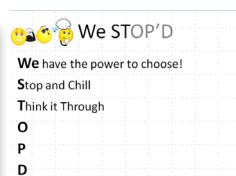
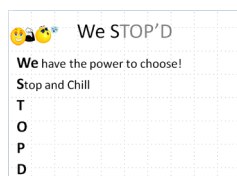
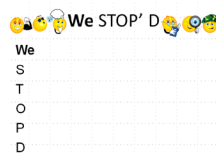
Who are some of the wise people in your life you feel you can go to if you have a problem?  
This could be a neutral third party such as a rule book, law book, people or teams you want to be like, etc.



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.

Note to Teachers on the Study Referenced in PowerPoint Slide 9

"We have the power to choose!"

This is an interesting study about how groups solve problems and how individuals in the group are perceived as offering solutions to problems.

"...The volunteers, competing for \$400 in teams of four, set to work solving computational problems taken from the Graduate Management Admission Test (GMAT). Before the work began, the team members informed the researchers – but not one another – of their real-world math scores on the SAT.

"When the work was finished, the people who spoke up more were again rated as leaders and were likelier to be rated as math whizzes too. What's more, any speaking up at all seemed to do. People earned recognition for being the first to call out an answer, and also for being second or third.

"...But when Anderson and Kilduff checked the teams' work, a lot of pretenders were exposed. Often, the ones who were rated the highest were not the ones who gave the most correct answers. Nor were they the ones whose SAT scores suggested they'd even be able to. What they did do was offer the most answers – period.

"Even though they were not more competent,' says Anderson, 'dominant individuals behaved as if they were.' And the team members fell for it: fully 94% of the time, they used the first answer anyone shouted out."

Kluger, J. (2009, February 11).

"Competence: Is Your Boss Faking It?"  
*Time*.



This is the cover of Time Magazine from which this article was taken.

Time Magazine Article

# 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.

Teacher Notes

## 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	impairment	cardiovascular
stimulant	vasodilator	simulation
cirrhosis		
intoxicating		

## 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.

## Introduction

### Ask

### 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

### Strategies

### 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.

### Discussion

- 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?



## Activity

**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?

## 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?

**Conclusion**

## Skit

**5. Talk Show Skits**

- 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 I STOP'D from lesson 7.
- Use the information in this lesson to prepare the skits.
- Present the skits to the class.





# Teacher Resource Sheet

## 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—the 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.)



# 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.

Teacher Notes



## Introduction

Draw

## Strategies

Pretest

Discussion

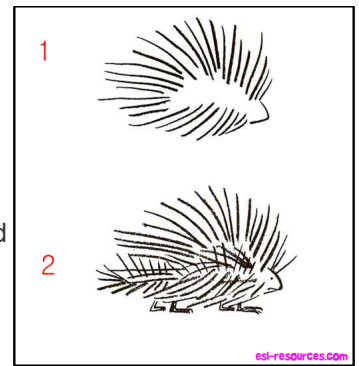
Clarify

Game

## Conclusion

### 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.



Marijuana

### 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 you 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.
13. Marijuana smoke contains more cancer-causing chemicals than cigarette smoke.
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

- 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 - F \_\_\_\_ 10. Marijuana is a stimulant. ( It depends on the mental state of the user.)
- F \_\_\_\_ 11. Marijuana use expands short-term memory.
- T \_\_\_\_ 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.

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>

\* In some states, small amounts of marijuana are legal; in Utah, it is not legal.



# Marijuana Facts

## Teacher Resource Sheet

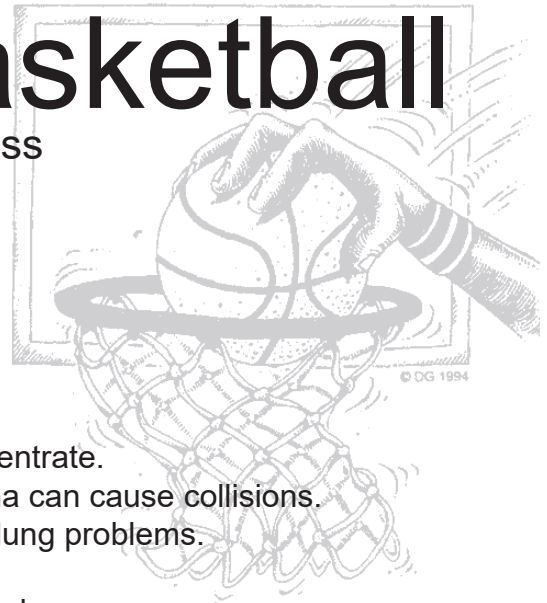
- Marijuana is a green, brown, or gray mixture of dried, shredded leaves, stems, seeds, and flowers of the hemp plant (*Cannabis sativa*). Cannabis is a term that refers to marijuana and other drugs made from the same plant. Other forms of cannabis include sinsemilla, hashish, and hash oil. All forms 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.  
National Institute on Drug Abuse, Marijuana Facts Parents Need to Know, September 2004
- Among 12-17 year olds surveyed as part of the 2009 NSDUH, 7.3% reported past month marijuana use.  
Substance Abuse and Mental Health Services Administration, Results from the 2009 National Survey on Drug Use and Health, September 2010
- 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.  
<http://www.oas.samhsa.gov/marijuana.htm>
- 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.  
<http://oas.samhsa.gov/2k5/MJageSMI/MJageSMI.cfm>
- 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."  
National Institute on Drug Abuse/University of Michigan, 2009 Monitoring the Future Study Drug Data Tables, December 2009
- 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.  
National Center for Natural Products Research (NCNPR), Research Institute of Pharmaceutical Sciences, Potency Monitoring Project - Report 107, September 16, 2009 thru December 15, 2009, January 2010
- 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.  
National Institute on Drug Abuse, Marijuana Abuse Research Report, September 2010
- 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.  
National Institute on Drug Abuse, Marijuana Abuse Research Report, September 2010

## Marijuana Facts Continued Teacher Resource Sheet

- 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).  
American Council for Drug Education
- 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.  
European Respiratory Journal, 2008, 32:815-816
- 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.  
American Council for Drug Education
- 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.  
Partnership for a Drug Free America, <http://www.drugfree.org/drug-guide/marijuana>
- 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.
- F 11. Marijuana use expands short-term memory.
- T 12. Though THC is the main ingredient in pot, 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.
- 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
- 28. Define dependency.  
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.

Teacher Notes

## 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.



## Introduction

Review

Discussion

## Strategies

Discussion

Sing

Worksheet

## Conclusion

Create

### 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.

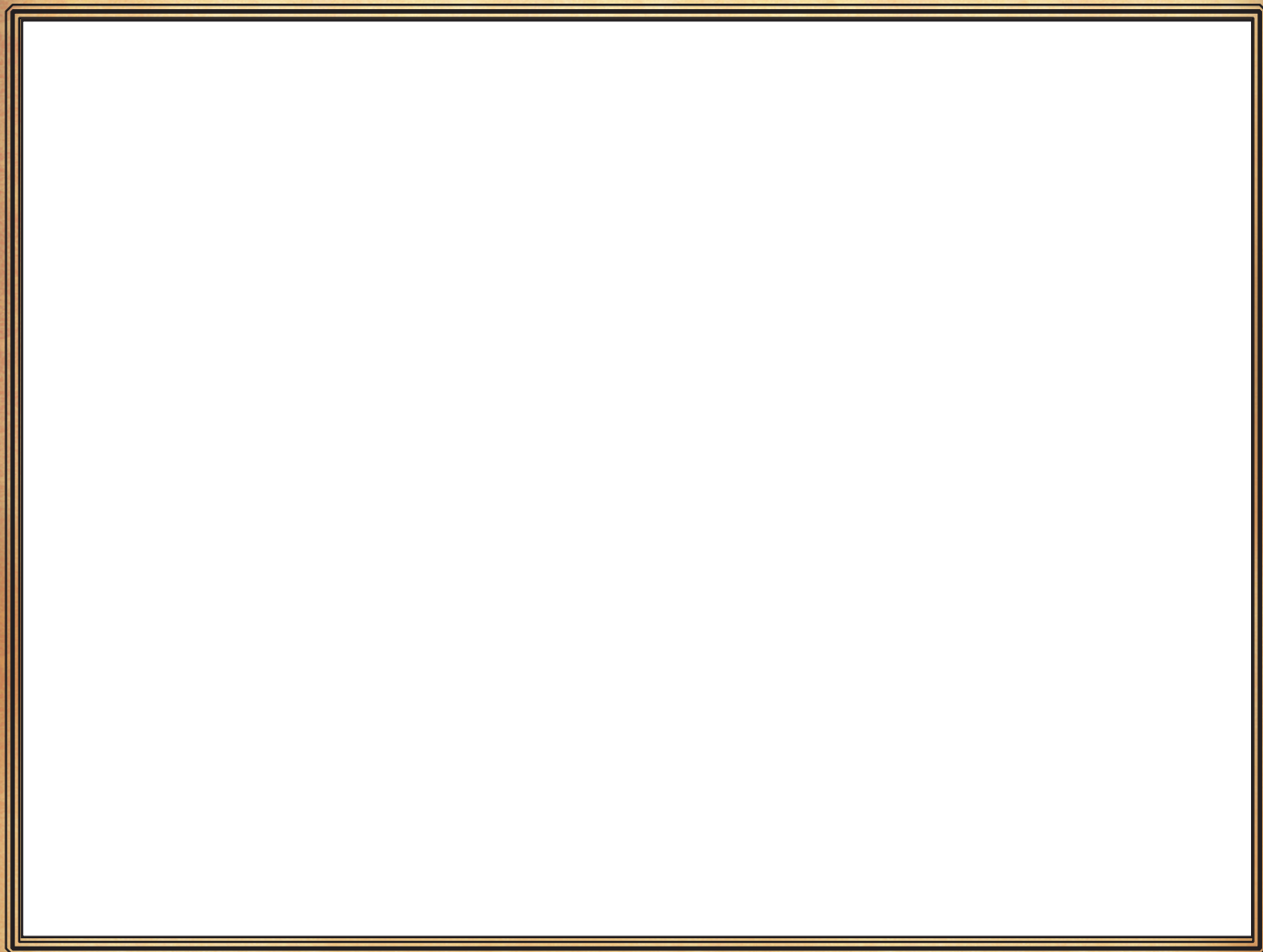


# **WANTED!**

## **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.

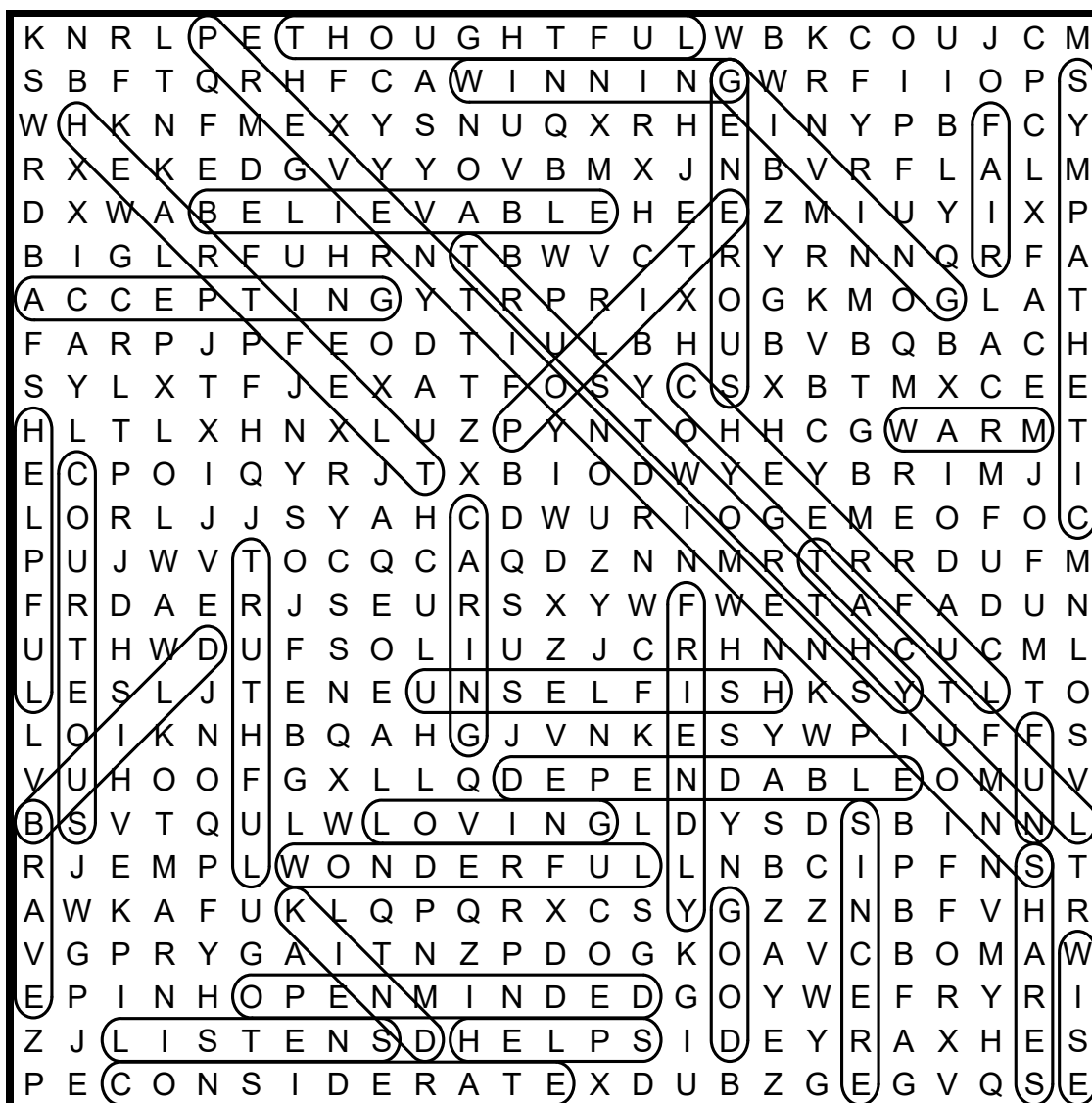


There are 36 words in the puzzle. Can you find them?

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

# MAKING PROPER CHOICES IN FRIENDS

## Word Search Solution



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

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



# 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.

## Teacher Notes

This lesson is a great expansion lesson to lesson 4, "Bugs."

## Introduction

Explain

### Tie in the 3 Cs

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

## Strategies

Activity

### 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.

## Introduction

### Discussion

### Tie in the 3 Cs

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

## 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?

## Strategies

### Demonstration

### Ask



## Worksheet

- The energy the body feels when anger is caused by a body chemical called "adrenaline."

**3. My Anger Warning Signs**

- 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.)

## Worksheet

**4. Managing My Anger**

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.

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

**Tie in the 3 Cs**

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

**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

**Strategies**

## Demonstration

**6. Chill**

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

- 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.

**Conclusion**

## Sing

**Tie in the 3 Cs**

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





# 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.

Teacher Notes

## 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.



## Introduction

### Discussion

#### 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

## Strategies

### Discussion

#### 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

## Game

#### 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.

## Object Lesson

#### 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.

Worksheet

Discussion

**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.

**Conclusion**  
Collage

# 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

Day	What will I do?	Who will help me?	What I did/How I felt.
1			
2			
3			
4			
5			
6			
7			

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.

Teacher Notes

## 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.

## Introduction

### Discussion

## Strategies

### Discussion

## Tie in the 3 Cs

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

### 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

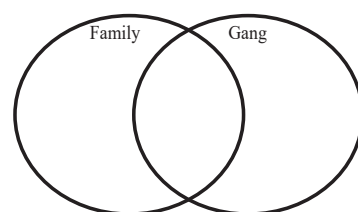


us what we want to hear and sometimes tell us what we need to know to get rid of bugs. They do this in a way that builds rather than breaks. They want you to be successful and they are working to be successful themselves.

- 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.



# Family Situation Cards

<p><b>FATHER SITUATION</b></p> <p>He was injured on the job and is out of work for three months and in bed at home.</p>	<p><b>SISTER (age 10) SITUATION</b></p> <p>She wants to join an “all boy” football team.</p>
<p><b>MOTHER SITUATION</b></p> <p>She just decided to go back to college and finish master’s degree.</p>	<p><b>BROTHER (age 8) SITUATION</b></p> <p>He just received an award for reading the most books in the school reading contest.</p>
<p><b>BROTHER (age 15) SITUATION</b></p> <p>He tried out for high school basketball team but did not make it.</p>	<p><b>GRANDFATHER SITUATION</b></p> <p>His wife died and he has just come to live with our family.</p>
<p><b>SISTER (age 13) SITUATION</b></p> <p>She has a chance to enter a gymnastics contest.</p>	<p><b>TEENAGER SITUATION</b></p> <p>His or her date comes to visit and all the siblings stand and stare and ask embarrassing questions.</p>




# 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.

## Teacher Notes

This lesson is the same as the Refusal Skill lesson in the 5th grade. It is suggested as a refresher lesson to reinforce these important skills.

This lesson is probably too long to teach in one session. Please consider breaking the lesson into smaller time segments over several days.



## Introduction

### Discussion

### Tie in the 3 Cs

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

## Strategies Worksheet

### 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.

### 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

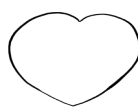
- As we get older and more mature, we are able to understand that people communicate by using several different attitudes or styles.
- Three common styles are: assertive, passive and aggressive.
- Here are some key words that will help you understand these three styles.
- Assertive – don't yell or call 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.



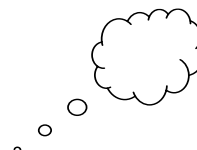
Looks Like



Sounds Like



What it Feels  
Like to Me



What They  
Might be  
Thinking



## 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 the 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 friends 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 friends 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



- Other = friends
- Coach makes observations and asks the process questions

### Scenario seven

- You're waiting for a ride and see some smokeless tobacco/nicotine. Part of you wants to try it. Part of you doesn't.
- Youth = the part of you that doesn't want to try it.
- Other = the part of you that does want to try it.
- Coach makes observations and asks the process questions.

### Scenario eight.

- There is a new tobacco/nicotine product. You're curious to know what it's like. Part of you wants to try it and part of you doesn't.
- Youth = the part of you that doesn't want to try it.
- Other = the part of you that does want to try it.
- Coach makes observations and asks the process questions.

### Sample Questions for Scenarios

- What happened when your communication style was \_\_\_\_\_?
- How did the other person respond?
- How effective did you think you were?
- Did you feel like you were heard?
- What would be a more effective style for you?

## 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.

### Discuss Each Step

Become familiar with each of these steps and teach them in your own words.

If appropriate, use examples from actual events in your class or community,.

### 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.

## Learning with Role Plays

**Model the five steps of the skill, without pressure:**

**Step #1: Ask questions.**

(e.g., “What . . . ?” “Why . . . ?”)

**Step #2: Name the trouble.**

(“That’s . . .”)

**Step #3: State the consequences.**

(“If I do that . . .”)

**Step #4: Suggest an alternative.**

(“Instead why don’t we . . .”)

**Step #5:**

**Move it, sell it, and leave the door open.** (“If you change your mind . . .”)

- 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!”.

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.

Learning with  
Role Plays

Conclusion

Optional  
Activity



# 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





# Music Lyrics

## A Little Bit of Honey

From the CD *Take a Stand*  
Music and Lyrics by Steve James  
© 2000 BMI  
Performed by Steve James  
Featuring The Basin Street Band

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)



# Be a Builder

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

(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 Smauldon

(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 chiefting,  
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."]

# 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

Something 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

(Chorus)

(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 Smauldon 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 Bibliography and References

- Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*. New York: Harcourt, Brace & World, 1958.
- Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*. San Diego: Harcourt Brace Jovanovich, 1988.
- Banyai, Istvan. *Zoom*. New York: Viking, 1995.
- Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears and Too Much Junk Food*. New York: Random House, 1985.
- Berenstain, Stan. *The Berenstain Bears and Too Much Tv*. New York: Random House, 1992.
- Bianco, Margery Williams, Meryl Streep, George Winston, and David Jorgensen. *The Velveteen Rabbit*. New York: Knopf, 1985.
- Bodine, Richard J., Donna K. Crawford, and Fred Schruppf. *Creating the Peaceable School: a Comprehensive Program for Teaching Conflict Resolution*. Champaign, IL: Research Press, 2002.
- Boynton, Sandra. *If at First...* Boston [u.a.: Little, Brown, 1980.
- Brown, Margaret Wise, and Clement Hurd. *The Runaway Bunny*. New York: HarperFestival, 2008.
- Byrnes, Deborah A. *Teacher, They Called Me a -----! : Confronting Prejudice and Discrimination in the Classroom*. New York: Anti-Defamation League, 1995.
- Cherry, Lynne. *The Great Kapok Tree: a Tale of the Amazon Rain Forest*. San Diego: Harcourt, 2000.
- Cohen, Barbara, and Michael J. Deraney. *Molly's Pilgrim*. New York: Lothrop, Lee & Shepard Books, 1983.
- Collicott, Sharleen. *Toestomper and the Caterpillars*. New York: Houghton Mifflin Co (Jp), 2002.
- Cooper, Melrose, and Dale Gottlieb. *I Got a Family*. New York: Henry Holt, 1997.
- Crary, Elizabeth, Shari Steelsmith, and Mits Katayama. *When You're Mad and You Know It*. Seattle, WA: Parenting Press, 1996.
- Creating Compassionate, Safe, Respectful Environments - Operation Respect. Accessed January 05, 2011. <http://www.operationrespect.org/>.
- Creative Differences: A Prosocial Approach to Conflict*. Illinois: State Farm Insurance.
- Crimi, Carolyn, and Lynn Munsinger. *Don't Need Friends*. New York: Dragonfly Books, 2001.





## Bibliography Continued

- Curtis, Jamie Lee, and Laura Cornell. *Today I Feel Silly & Other Moods That Make My Day*. New York: HarperCollins Publishers, 1998.
- Eastman, P. D. *Are You My Mother?* New York: Random House, 1998.
- Eggert, Leona L., and Liela J. Nicholas. *Reconnecting Youth: a Peer Group Approach to Building Life Skills*. Bloomington, IN: National Educational Service, 2004.
- Everitt, Betsy. *Mean Soup*. San Diego: Harcourt Brace Jovanovich, 1992.
- Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving in*. Boston: Houghton Mifflin, 1991.
- Freyman, Saxton, and Joost Elffers. *How Are You Peeling?: Foods with Moods*. New York: Scholastic, 2004.
- Galdone, Paul. *The Little Red Hen*. New York: Seabury Press, 1973.
- Hautzig, Deborah, Tom Cooke, and Jim Henson. *Why Are You so Mean to Me?* New York: Random House/Children's Television Workshop, 1986.
- Hawkins, J. David, Brian H. Smith, Karl G. Hill, Rick Kosterman, Richard F. Catalano, and Robert D. Abbott. "Promoting Social Development and Preventing Health and Behavior Problems during the Elementary Grades: Results from the Seattle Social Development Project." *Victims & Offenders* 2, no. 2 (2007): 161-81. doi:10.1080/15564880701263049.
- Heine, Helme. *Friends*. New York: Atheneum, 1982.
- Henkes, Kevin. *Chrysanthemum*. New York: Greenwillow Books, 2007.
- Hillert, Margaret, and Irma Wilde. *The Three Little Pigs*. Chicago: Norwood House Press, 2007.
- Images from the History of Medicine (IHM). (n.d.). National Library of Medicine - National Institutes of Health. Retrieved April 29, 2011, from <http://www.nlm.nih.gov/hmd/ihm/>
- <http://library.thinkquest.org/J001156/makingbooks/minibook/index.htm>.
- Jackson, Tom. *Activities That Teach*. [Utah?]: Red Rock Pub., 2003.
- Jackson, Tom. *Still More Activities That Teach*. [Cedar City, Utah?]: Red Rock Pub., 2000.
- Jones, Christianne C., and Kyle Hermanson. *Chicken Little*. Mankato, MN: Picture Window Books, 2011.
- Jones, Rebecca C., and Beth Peck. *Matthew and Tilly*. New York: Puffin Unicorn, 1995.
- Kluger, Jeffery. "Competence: Is Your Boss Faking It?" *Time*, February 11, 2009.



## Bibliography Continued

- Kraus, Robert, Jose Aruego, and Ariane Dewey. *Herman the Helper*. New York, NY: Sagebrush, 1999.
- Leavitt, Jacalyn S. *Faux Paw Meets the First Lady: Keeping Children Safe Online*. Indianapolis, IN: Wiley Publishing, 2006.
- Lester, Helen, and Lynn Munsinger. *Hooway for Wodney Wat*. Boston, MA: Houghton Mifflin, 1999.
- Lionni, Leo. *Frederick*. New York: Random House, 1973.
- Lionni, Leo. *It's Mine!* New York: Knopf, 1986.
- Lionni, Leo. *Swimmy*. New York: Knopf, 2008.
- Locker, Thomas. *Where the River Begins*. New York, N.Y., U.S.A.: Puffin Pied Piper Books, 1993.
- Maslow, A. H. "A Theory of Human Motivation." *Psychological Review* 50, no. 4 (1943): 370-96.  
doi:10.1037/h0054346.
- Mayer, Mercer. *Just Grandpa and Me*. New York: Golden Book, 2003.
- Mayer, Mercer. *Just Me and My Dad*. New York: Golden Press, 1977.
- Mayer, Mercer. *Me Too!* New York: Golden Books, 2003.
- McPhail, David. *Something Special*. Boston: Joy Street Books, 1988.
- Munson, Derek, and Tara Calahan King. *Enemy Pie*. San Francisco: Chronicle Books, 2000.
- O'Neill, Alexis, and Laura Huliska-Beith. *The Recess Queen*. Gosford, N.S.W.: Scholastic, 2006.
- Orr, Wendy, and Ruth Ohi. *Aa-choo!* Toronto: Annick Press, 1992.
- Pinkney, Jerry, Jacob Grimm, and Wilhelm Grimm. *Little Red Riding Hood*. New York, NY: Little, Brown, 2007.
- Piper, Watty, George Hauman, and Doris Hauman. *The Little Engine That Could*. New York: Grosset & Dunlap, 2009.
- Polacco, Patricia. *Thank You, Mr. Falker*. New York: Philomel Books, 2001.
- Riverside, By The. "About Us - Mission." Creating Compassionate, Safe, Respectful Environments - Operation Respect. Accessed August 27, 2010. <http://operationrespect.org/curricula/index.php>.
- Roberts, Tom, David Jorgensen, and Peter Christen Asbjørnsen. *The Three Billy Goats Gruff*. Edina, MN: ABDO Pub., 2005.



## Bibliography Continued

- Rogers, Fred, Johnny Costa, Bobby Rawsthorne, and Carl McVicker, writers. *Mister Rogers' You Are Special*. Family Communications, 1992, CD.
- Rowling, J. K., and Mary GrandPré. *Harry Potter and the Prisoner of Azkaban*. New York: Scholastic, 2001.
- Schwartz, Linda, Beverly Armstrong, and Sherri M. Butterfield. *What Do You Think?: a Kid's Guide to Dealing with Daily Dilemmas*. Santa Barbara, CA: Learning Works, 1993.
- Schwartz, Linda, Beverly Armstrong, and Sherri M. Butterfield. *What Would You Do?: a Kid's Guide to Tricky and Sticky Situations*. Santa Barbara, CA: Learning Works, 1990.
- Seuss, Steve Johnson, and Lou Fancher. *My Many Colored Days*. New York: Knopf, 1998.
- Seuss. *The Butter Battle Book*. New York: Random House, 1984.
- Seuss. *The Sneetches and Other Stories*. New York: Random House, 1989.
- Silverstein, Shel. *A Light in the Attic*. New York, NY: Harper & Row, 1981.
- Silverstein, Shel. *The Giving Tree*. [New York?]: HarperCollinsPublishers, 1992.
- Sipe, James W., and Don M. Frick. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. New York: Paulist Press, 2009.
- Sternberg, Martin L. A., and Martin L. A. Sternberg. *American Sign Language Dictionary*. New York: HarperPerennial, 1998.
- Stevens, Janet, and Susan Stevens. Crummel. *The Great Fuzz Frenzy*. Orlando: Harcourt, 2005.
- Telljohann, Susan Kay, Symons Cynthia Welford, and Beth Pateman. *Health Education: Elementary and Middle School Applications*. Boston: McGraw-Hill, 2007.
- Udry, Janice May., and Maurice Sendak. *Let's Be Enemies*. New York, NY: HarperCollins Publishers, 1989.
- Utah Tobacco Prevention and Control Program Home Page. Accessed April 14, 2011. <http://www.tobaccofreeutah.org>.
- Viorst, Judith, and Ray Cruz. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Atheneum Books for Young Readers, 2009.
- Werner, Emmy E., Jessie M. Bierman, and Fern E. French. *The Children of Kauai; a Longitudinal Study from the Prenatal Period to Age Ten*. Honolulu: University of Hawaii Press, 1971.
- Woodson, Jacqueline, and Earl B. Lewis. *The Other Side*. New York: Putnam's, 2001.



## Bibliography Continued

- Yarrow, Peter, Mark Weiss, Laura Parker Roerden, and Linda Lantieri. *Don't Laugh at Me: Creating a Ridicule-free Classroom : Teacher's Guide, Grades 6-8*. New York: Operation Respect, 2000.
- Zins, Joseph E. *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* New York: Teachers College Press, 2004.
- Zolotow, Charlotte, and Arnold Lobel. *The Quarreling Book*. Topeka, KS: Econo-Clad Books, 1999.
- Zolotow, Charlotte, and Ben Shecter. *The Hating Book*. New York, NY: Harper & Row, 1989.
- Zolotow, Charlotte, and Bois William Pène Du. *William's Doll*. New York: Harper & Row, 1972.
- Zolotow, Charlotte, and James Stevenson. *I Know a Lady*. New York: Mulberry Books, 1992.

