Making Smart Choices for Me
I STOP’D

3 Cs

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

Help students to understand and invite them to state clearly:
I have a right to be in an environment where I feel safe.
I have a responsibility to treat others with kindness.
Violence is intent, by words, looks, signs, or acts, to hurt someone else’s body,
feelings, or possessions.

Preparation

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

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

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

Vocabulary
interests
options
basic needs
empathy
sympathy

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.
1. Conflict in Literature
Hand out sticky notes to everyone.

Say

- Everyone write the name of a really good book you’ve read lately.
- Without even asking you, I know one thing that all these books have in common. What do you think it is?
  They all have conflict.

Mini-Lesson
There are three possible kinds of conflict we can find in any great story.

- Man vs. Man
- Man vs. Himself
- Man vs. Nature
  List on the board as headings

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

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

2. PowerPoint and Story
Use the Powerpoint presentation to discuss how students can solve problems using the I STOP’D process.
Note: When the presentation is opened in PowerPoint Normal Mode, notice the accompanying notes. Please do not read these notes to students. There is basic information and more advanced information accompanying each slide. You may choose the depth of training that is appropriate for the students. Use your own voice and examples when using the presentation.

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

Reference:
The book Getting to Yes emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym I STOP’D in their original form:
1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.
Subsequent references will appear as (Fisher, page number).

The book Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution, has taken the principles in Getting to Yes and transformed them into a complete year-long school curriculum that addresses each element of the Prevention Dimensions acronym I STOP’D in exhaustive detail. Please refer to this publication for comprehensive lessons. This PowerPoint is meant to be an overview. Subsequent references will appear as (Bodine, page number).
Talking Points:
- Let’s look at each letter briefly at first so you can see the big picture.
- We will read a story and see how the characters apply the I STOP’D process to their conflict.

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.

Optional:
- Remind students of the song “Chill” by playing a few seconds of it.
- When we use our large cheek muscles to make a smile, we send a signal to our brain to release chemicals that help us relax and handle stress.

Reference:

Talking Points
- In 1943, a man named Abraham Maslow introduced the idea that we all have basic needs that need to me 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
Lesson 4: I STOP’D

Ask:
• Who are some of the wise people in your life you feel you can go to if you have a problem?
• What do you think it means to think win-win?
• Why is it important to 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.
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.

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

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

Enfocarme en los INTERESES y no en las POSICIONES
-Convivir -Poder -Libertad -Diversión
What Would You Do?

Apply the I STOP’D process of effective decision making to the following situations.

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

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

3. Tim’s class is ready to go on its annual class trip to Mega-Ride Park. Tim is excited about going but is also worried because he has heard that some of the students in his group of friends plan to get high before going on the rides. He doesn’t want his friends to smoke marijuana, but he’s afraid that if he tells one of the adult chaperones, the trip will be canceled. What could Tim do?
Elvis: Cause of death was listed as cardiac arrhythmia.
Underlying Factors: At least 10 different drugs present in his body when he died, which caused cardiac arrest.
Elvis was a trend setter. He opened the door for future musicians to widen the scope of music. He was controversial when he performed. Most programs would not show him from the waist down because of his dance movements – which were considered inappropriate at that time. He held many music records. The world was ready for a new music direction, and Elvis provided that. He was #1. He tried making movies, but they did not do well. He was married and had 1 daughter, but was later divorced. He died in 1977, at the age of 42.

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

Michael Jackson: Died of cardiac arrest in June 2009. Painkillers were found in his body.
Michael Jackson did for music what no other before him did. He revolutionized the way it was presented. He started out at the age of five. He and his brothers, the Jackson 5, had many hits. As Michael aged, he went out on his own. He had one number one hit after another. He was dubbed the “King of Pop.” He accepted that title. He wrote the words of his music, and then produced them with his unique sound. He could dance! He was the first to choreograph what we think of today as music videos. His told a story, and Thriller is still the number-one-selling album of all time. He was the first African American performer to have his videos shown on MTV. That opened the door for others.

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

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

___  1. Where to shop for clothes
___  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