




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.

Teacher Notes

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 | empathy |
| options | diversity (intellectual, cultural, social, physical) |
| basic needs | |

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.

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

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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.



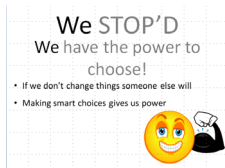
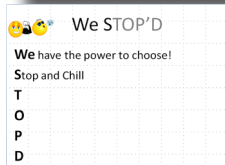
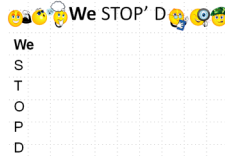
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Talking Points:

- 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)

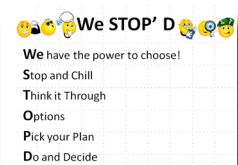
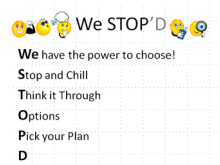
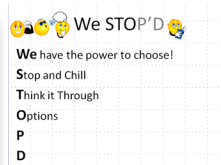
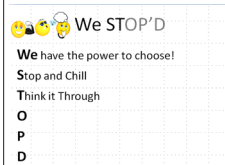
3 Cs Help students understand and state clearly:

- 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.

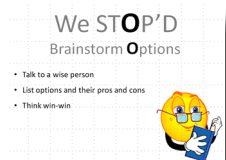


Ask:

- 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:

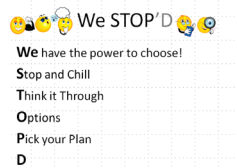
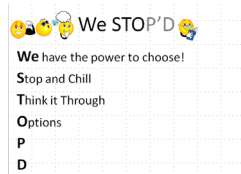
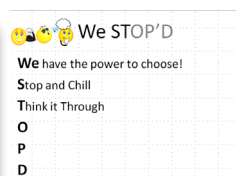
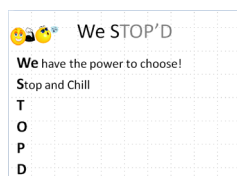
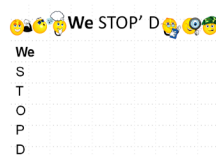
Who are some of the wise people in your life you feel you can go to if you have a problem?
This could be a neutral third party such as a rule book, law book, people or teams you want to be like, etc.



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