



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

Health Education 3rd Grade

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction
www.schools.utah.gov



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PK-12 Prevention Program**

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Prevention Dimensions Overview



Prevention Dimensions (PD) is a set of resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core and Utah's Safe and Drug-Free Schools and Communities.

The program began in 1982 as a joint effort between the Utah State Division of Substance Abuse, Utah State Department of Health, Utah State Office of Education, and Utah State PTA. Prevention Dimensions is one of the many dimensions of prevention education used by Utah schools and communities to insure the success of Utah students.

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

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

PD teacher trainings develop teacher skills to teach proven prevention strategies, impart knowledge, and help students maintain 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 will assist PD in moving to 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 lessons; 2002 revision

of lesson content; 2003 formatting and redesign of lesson appearance: 2010 added 3 C's [I care for myself. I care for others. I care for 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. 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 dates to teach each foundation lesson (lesson 1, lesson 2 etc.).

Teaching the 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 (called bugs or rocks).
- make smart choices about personal health.
- strengthen decision making skills for self and groups.

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 and healthy choices about personal health including abstinence from alcohol tobacco 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
- bullying prevention
- working together
- law and order
- ways to resist negative peer pressure
- media literacy
- building family traditions

Prevention Dimensions (PD) 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 and should be championed by all who want the best outcomes for student success.



A Short Note About Page Formatting



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

Introduction

Strategies

Share

Stand up

Ask

Tie in the 3 Cs

I care about myself.

I care about others.

I care about community.

Conclusion



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 a reference 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.

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.

Please find a larger poster of the 3 Cs on page 108.

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<p>Recognize why acceptance of self and others is important for the development of positive attitudes. Recognize the health implications of alcohol and tobacco 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.</p>	
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"I" Messages

3 Cs

- ☞ I care about myself.
- I care about others.
- I care about 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

- Home Connection (see page 17)
- MINGL activity (see page 19)

Materials

- paper
- yarn
- cut-apart scenario strips (see page 20)

Music

- "Be a Builder" from the CD *Be a Builder* (see page 140)
- "My Friend" from the CD *Be a Builder* (see page 156)
- "Sticks and Stones" from the CD *Be a Builder* (see page 160)

Vocabulary

- | | |
|---------|--------------|
| builder | put-down |
| breaker | "I" messages |
| put-up | |

Lesson at a Glance

Introduction

1. Be a Builder

Strategies

2. Talking Like a Builder Using "I" Messages
3. Students Make Their Own "I" Messages

Conclusion

4. "Get to Know You" Game

Home Connection

5. "I" Messages

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

Music

Ask

1. Be a Builder

Play the song "Be a Builder."

- What does a builder look like?
- What does a builder sound like?
- How do you feel around a builder?
- How do you become a builder?
- Who do you know that acts like a builder? Why?

Ask the same questions for a breaker.

Smartboard

Put responses on a "Looks Like/Sounds Like/Feels Like" double T-chart

Looks Like...



Sounds Like...



Feels Like...



Tie in the 3 Cs

I care about myself.
I care about others
I care about community.

- Point out the first statement on the 3Cs poster (see page 98 "I have a right to care about myself.")
- Today we will be exploring how to be builders by treating one another with caring and compassion.
- We will be thinking about ways we might be breakers by hurting one another's feelings, and how we can instead be builders and make sure everyone in the class feels safe.

Strategies

Share

2. Talking Like a Builder Using "I" Messages

Have students share their reactions to the following statements:

- "You always forget to put the art supplies away!"
- "I feel annoyed when the art supplies don't get put away every single day."
- "You always get the ball at recess time!"
- "I feel frustrated when I don't get a turn to play with the ball very often."

Stand up

Read the statements again, emphasizing the words "you" and "I." Have the students stand up if the words would invite a fight and sit down if the words would invite a friendship.

Tie in the 3 Cs

I care about myself.
I care about others
I care about community.

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Ask

- If I care about myself, how will I speak to others?
- How will I encourage others to speak to me?
- If I care about myself, will my words invite fighting or friendship?
- What word makes the difference in those statements?



Talking Points	<h3>3. Students Make Their Own "I" Messages</h3> <ul style="list-style-type: none"> • "You" messages are like a big finger pointing and poking at another person. • Almost everybody tries to defend themselves from the poking, pointing finger. "You always forget . . ." "You are lazy," etc. • This is the way a breaker speaks. • With "I" messages, you can get what you need by being strong but not mean. That is called being "assertive." • Identify your feelings about a problem instead of attacking the other person. • This technique makes the listener feel more willing to try to solve the problem. • This is the way builders speak. • Use this little rhyme to remember how to use an "I" message. "You" versus "I." Look inside!
Students Compare	<p>"I feel frustrated when our classroom is a mess because the art supplies don't get put away."</p> <p>"You always forget to put the art supplies away."</p>
Outline on Board	<p>I feel _____ when _____ because _____ and I need _____</p> <p><i>Teachers may also want to address tone of voice and body language.</i></p>
Create Together	<p>Create "I" messages together using the sample scenarios. This could also be a partner activity using the cut apart strips on page 20. Give a strip to each pair, have them finish the sentence above and take turns sharing with the class.</p>
Sample Scenarios	<ul style="list-style-type: none"> • You come home and your younger sibling has gotten into your room and broken your iPod. • A classmate keeps teasing you about your glasses. He or she may not mean to hurt you, but it bothers you anyway. • A friend of yours wants you to join in making fun of a homeless person. • Some kids at lunch make fun of the clothes you are wearing. • A classmate makes fun of a student in a wheelchair. • You hear that a student you don't know well is spreading gossip about you that isn't true. • A friend of yours is being teased for wearing braces. • Your parents do not speak English. You find out that someone in your class, who you thought was your friend, makes fun of your parents behind your back. • Someone on the bus always bullies you to give up your seat for him when he gets on. • A girl in your class is having a birthday party, and all the girls are invited but you. • You got in trouble with your teacher for talking when it was really your neighbor who was talking. • Your friend tells you your t-shirt looks weird.



Conclusion

Snowball

4. "Get to Know You" Game

Choose one of these games to play.

Pass out a half-sheet of white paper for each student.

- Write two or three unique characteristics about yourself on the paper without writing your name.
- Crumple your paper into a ball and throw in any direction.
- Everyone picks up one ball and tries to find the person the snowball belongs to.
- Ask, "Will the real writer stand up?"

Another alternative for sharing would be for students to sit down after they retrieve a paper snowball and then take turns sharing the information about each other.

Get to Know You MINGL

Pass out MINGL cards and have students mingle and find a classmate who meets the description.

Share

Have students share something positive they learned about their classmates.

Closing

It is so much easier to be a builder when we take time to learn about and enjoy each other.

Home Connection

Prepare

4. "I" Messages

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.





Home Connection

Dear Family,

Today I learned that I have the right to care about myself.

I care about myself, so I want to use words that invite friendship, not fighting. When I express my feelings with “you” messages, I invite a fight. “You always get the ball at recess time!” When I use “I” messages, I invite friendship. “I feel frustrated when I don’t get a turn to play with the ball very often.”

This week will you encourage me to share an “I” message with you when I am feeling a strong emotion?

I feel _____

when _____

Love, _____



Home Connection

Dear Family,

Today I learned that I have the right to care about myself.

I care about myself, so I want to use words that invite friendship, not fighting. When I express my feelings with “you” messages, I invite a fight. “You always get the ball at recess time!” When I use “I” messages, I invite friendship. “I feel frustrated when I don’t get a turn to play with the ball very often.”

This week will you encourage me to share an “I” message with you when I am feeling a strong emotion?

I feel _____

when _____

Love, _____



Conexión en el Hogar

Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo.
Yo cuido de mi mismo (a), por eso uso palabras que fomenten la amistad y no las peleas. Cuando yo expreso mis sentimientos por medio de mensajes que contienen la palabra “tú”, estoy provocando una pelea.

“iTú siempre tienes la pelota a la hora del receso!” Cuando uso enunciados que contienen la palabra “yo”, estoy fomentando la amistad. “Yo me siento frustrado cuando no tengo un turno para jugar con la pelota frecuentemente.”

Esta semana ¿podrías motivarme a usar enunciados con la palabra “yo” cuando esté molesto?

Yo siento _____

Cuando _____

Con amor, _____



Conexión en el Hogar

Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo.
Yo cuido de mi mismo (a), por eso uso palabras que fomenten la amistad y no las peleas. Cuando yo expreso mis sentimientos por medio de mensajes que contienen la palabra “tú”, estoy provocando una pelea.

“iTú siempre tienes la pelota a la hora del receso!” Cuando uso enunciados que contienen la palabra “yo”, estoy fomentando la amistad. “Yo me siento frustrado cuando no tengo un turno para jugar con la pelota frecuentemente.”

Esta semana ¿podrías motivarme a usar enunciados con la palabra “yo” cuando esté molesto?

Yo siento _____

Cuando _____

Con amor, _____

M	I	N	G	L
Find someone who wears glasses.	Find someone who doesn't like broccoli.	Find someone who likes baseball.	Find someone who has long hair.	Find someone who has a scooter.
Find someone who has a pet.	Find someone with your same name.	Find someone who has never moved.	Find someone who likes country music.	Find a person with your same color shirt.
Find someone who has a birthday this month.	Find someone who plays the piano.	FREE	Find someone who worked this summer.	Find someone who has blue jeans on.
Find someone shorter than you.	Find someone who likes the same ice cream you do.	Find someone who is wearing earrings.	Find someone who has a pool.	Find someone who likes the color green.
Find someone who has a watch on.	Find someone who likes salad.	Find someone who is taller than you.	Find someone who doesn't have a pet.	Find someone who has never had a cavity.

You come home and your younger sibling has gotten into your room and broken your iPod.

A classmate keeps teasing you about your glasses. They may not mean to hurt you, but it bothers you anyway.

A friend of yours wants you to join in making fun of a homeless person.

Some kids at lunch make fun of the clothes you are wearing.

A classmate makes fun of a student in a wheelchair.

You hear that a student you don't know well is spreading gossip about you that isn't true.

A friend of yours is being teased for wearing braces.

Your parents do not speak English. You find out that someone in your class, who you thought was your friend, makes fun of your parents behind your back.

Someone on the bus always bullies you to give up your seat for him when he gets on.

A girl in your class is having a birthday party, and all the girls are invited but you.

You got in trouble with your teacher for talking when it was really your neighbor who was talking.

Your friend tells you your t-shirt looks weird.

Bugs



3 Cs



- I care about myself.
- I care about you.
- I care about 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

- Home Connection (see page 26)
- Bug Cards (see page 29)
- Helpful Hero (see page 30 and page 31)
- Vocabulary word strips (see page 32)

Materials

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

Music

- "Chill" from the CD *Something Good* (see page 143)
- "The Right Choice" from the CD *Something Good* (see page 165)

Vocabulary

- | | |
|----------|----------------|
| peace | Chill Drill |
| conflict | Helpful Heroes |

Lesson at a Glance

Introduction

1. Explore Peace and Conflict

Strategies

2. What Are Your bugs?
3. How to Sort the Bugs

Conclusion

4. Bug Catching

Home Connection

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

Introduction

Define

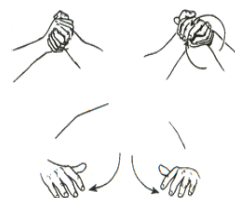
1. Explore Peace and Conflict

Introduce the word “peace” and explain feelings of peace happen most when people are safe and comfortable with themselves and others.

Hand Action

The hands are clasped both ways, and then they open and separate, assuming the “5” position, palms down. The hands are clasped as a gesture of harmony or peace; the opening signifies quiet or calmness.

(Sternberg, M. L., & Sternberg, M. L. (1998). American Sign Language dictionary. New York: HarperPerennial. p.486.)



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 (see page 28). Listen with your eyes, ears, and heart.

Define

- Introduce the word “conflict” and explain that conflict is a word we use to label things that are not at peace.
- Conflict is an unpleasant or uncomfortable emotion.

Hand Action

Smack your two index fingers together. Think of a jousting tournament where two horse riders with lances come into conflict

(English to ASL Dictionary, <http://www.lifeprint.com/dictionary.html>)

- 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.

Strategies

Prepare

2. What are your bugs?

- 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 others butt 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

Tape about six of the bug cards onto the student as you create and tell a story that places the cards into a context.



Example

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 (wrong shirt) to Jenny.

What "I" statement could Jenny use right now?
"I feel unhappy and grumpy when I wear my yellow shirt."

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 (disliked lunch) to Jenny.

What "I" statement could Jenny use right now?
"I feel like my mother doesn't understand me when she gives me sandwiches."

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 (someone cut in front of her) to Jenny.

What "I" statement could Jenny use right now?
"I feel ignored when someone doesn't see me in line ahead of them and butts in."

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 (felt dumb) to Jenny.

What "I" statement could Jenny use right now?
"I feel dumb when I keep getting the wrong answers."

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 (didn't get soccer ball turn) to Jenny.

What "I" statement could Jenny use right now?
"I feel angry when the older kids hog the ball."

"How are you feeling right now, Jenny?"
Let "Jenny" explain how she is feeling. Encourage her to use "I" messages and coach her if necessary.

Ask

- 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 things do some people do that bug 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.

Tie in the 3 Cs

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

I have the right to care about myself.

I have the responsibility to make smart choices when I care about myself.

3. How to Sort the Bugs

Ask

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 children name them.
- Coach the children to include all five types of helpful people who can listen and help solve bugs.
- Emphasize including themselves, because often we can take care of a bug ourselves.

Write on Board

Myself Class Parent Teacher Friend

Sort or “Debug”

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

Talking Points

- Helpful Heroes help people take care of their bugs.
- Show a picture of a Helpful Hero on page 30 or page 31.
- Some teachers have the students create their own Helpful Hero pictures using paper and pencil or even a computer program like Kid Pix (see <http://www.broderbund.com/>). You might even have an art contest to create class Helpful Hero pictures.
- Helpful Heroes use the problem-solving skills to squash bugs in their own lives and in the lives of others.
- This year in third grade we will be learning how to be a Helpful Hero using many different problem-solving skills.

Label

Label the headings: Helpful Heroes.

Conclusion

4. Bug Catching

Prepare

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.



Mini-Lesson

- When we feel a bug at school we can decide to ask a Helpful Hero for help – either a friend, the teacher, or the class.
- 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.
- How can you recognize others' bugs?
- How can you act appropriately when others have bugs?

Ask

If it is a bug that the class should solve together, would you like to put it in the Bug Catcher to talk about during class meetings?

Explain that the Bug Catcher does not hold real bugs – just feeling bugs that we can help squash together as a class.

Home Connection

Prepare

5. I Can Help Others With Their Bugs

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.





Home Connection

Dear Family,

Today I learned that I have a right to care about myself. We talked about ways to respond to bugs that don't involve drugs or alcohol.

I can make smart choices and not use drugs or alcohol because I know how to find peace when things bug me. I learned about how you are one of the best people who can help me when I have a bug that I don't know how to get rid of.

When you catch me helping someone else get rid of a bug, please remind me to write it down.

I helped someone when he or she was bugged because I...

My helpful heroes are _____, _____, _____.

I am a helpful hero for _____, _____, _____.



Home Connection

Dear Family,

Today I learned that I have a right to care about myself. We talked about ways to respond to bugs that don't involve drugs or alcohol.

I can make smart choices and not use drugs or alcohol because I know how to find peace when things bug me. I learned about how you are one of the best people who can help me when I have a bug that I don't know how to get rid of.

When you catch me helping someone else get rid of a bug, please remind me to write it down.

I helped someone when he or she was bugged because I...

My helpful heroes are _____, _____, _____.

I am a helpful hero for _____, _____, _____.



Conexión en el Hogar

Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo.
Nosotros hoy hablamos acerca de diferentes formas en las que podemos responder a cosas que nos molestan las cuales no están relacionadas con alcohol y drogas.

Yo puedo tomar decisiones inteligentes y no usar drogas y alcohol porque yo puedo encontrar paz y se que hacer, cuando hay cosas a mi alrededor que me molestan. Yo aprendí que tu eres una de las mejores personas que pueden ayudarme cuando hay algo que me molesta a mi alrededor, y que no sepa que hacer para librarme de ellas.

Cuando me veas ayudando a alguien que no sepa que hacer para librarse de algo que le molesta, por favor acuerdame para escribirlo en un papel.
Yo ayude a alguien cuando él o ella estaba siendo molestado (a) por algo que le rodeaba porque yo...

Los héroes que siempre me ayudan son _____, _____, _____.

Yo soy un héroe para _____, _____, _____.



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Yo ayude a alguien cuando él o ella estaba siendo molestado (a) por algo que le rodeaba porque yo...

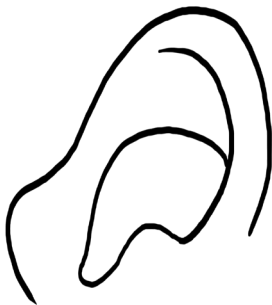
Los héroes que siempre me ayudan son _____, _____, _____.

Yo soy un héroe para _____, _____, _____.

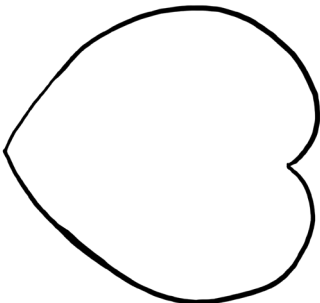
Looks Like...



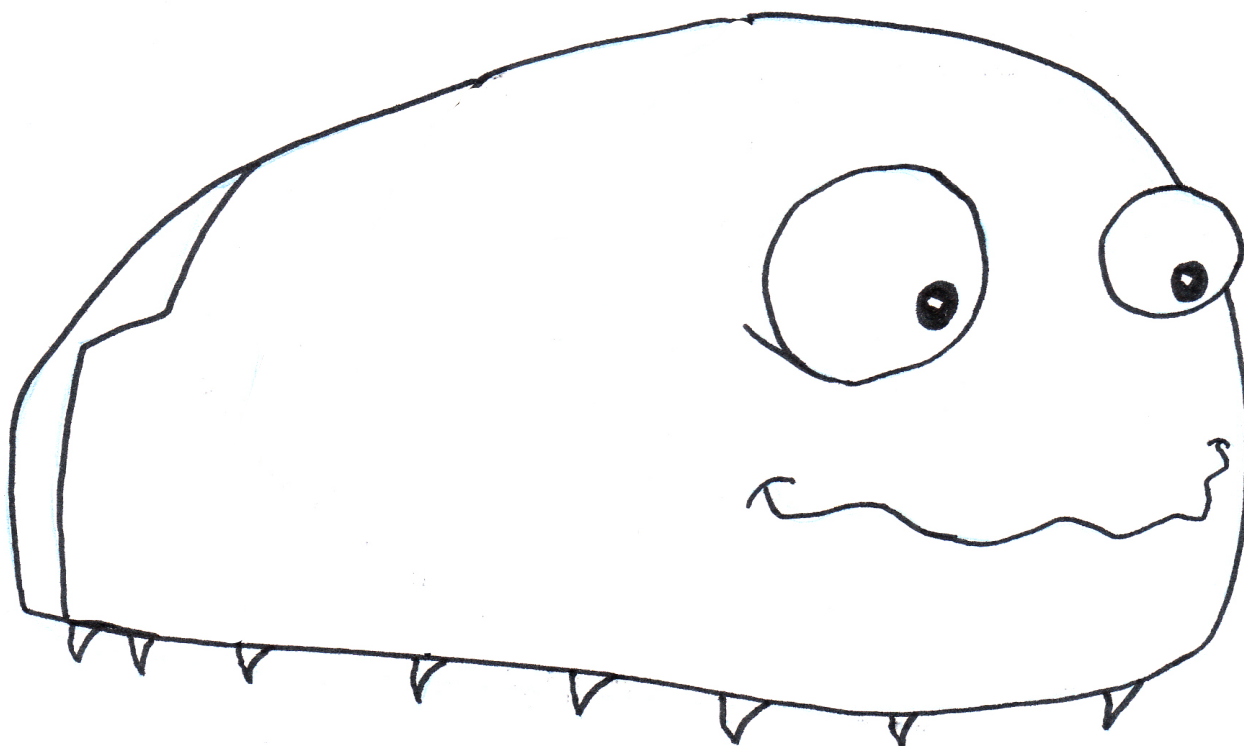
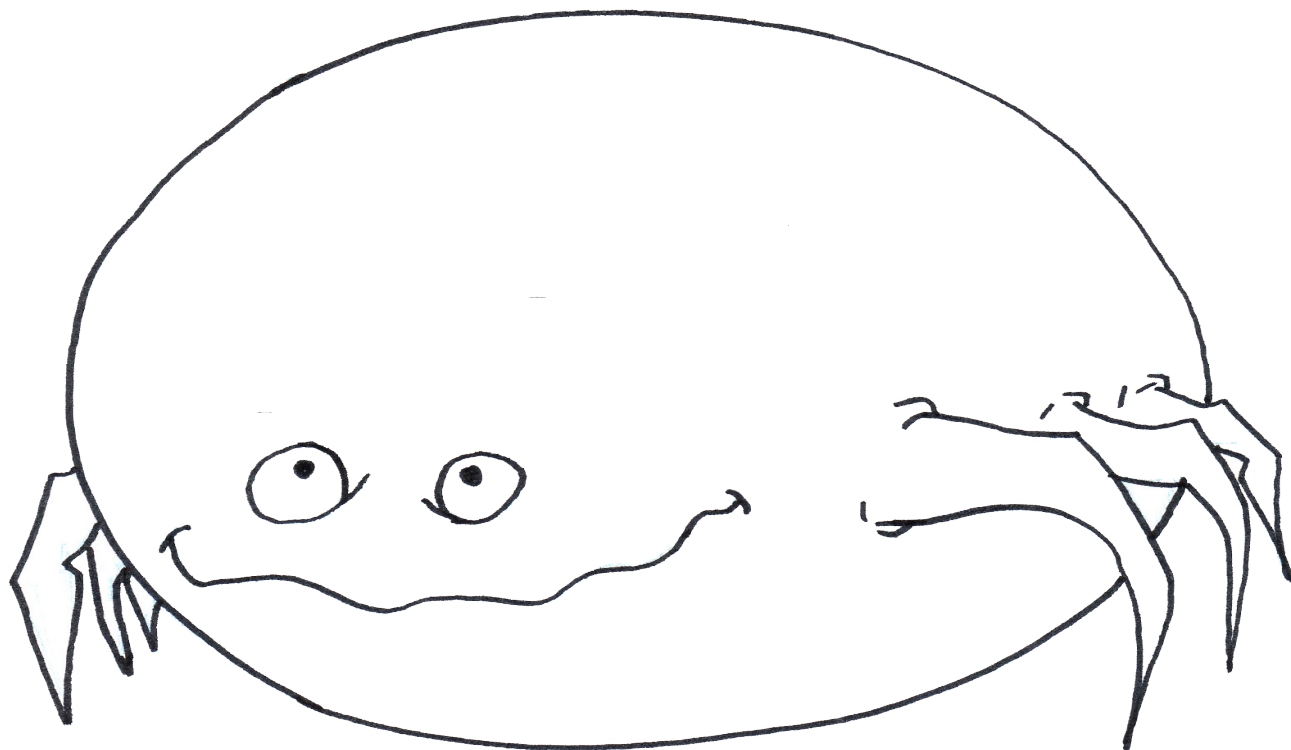
Sounds Like...



Feels Like...



Bug Cards
On these bugs, write conflicts or things that bug us.







Helpful Heroes

Conflict


Peace

Chill Drill

Builders and Breakers



3 Cs

- I care about myself.
-  I care about you.
- I care about 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

- Caring Powers desk strip (see page 45)
- Home Connection (see page 47)

Materials

- Caring Powers cards for game (see page 37) Some teachers have students make personal cards.
- Caring Powers cards for classroom display (see starting on page page 38)
- conflict scenarios (see page 46)
- vocabulary word strips (see page 50)
- backpack conflict strips (see page 51)

Music

- "Be a Builder," from the CD *Be a Builder* (see page 140)
- "I Like Being Me" from the CD *Something Good* (see page 151)
- "I'll Be Nice" from the CD *Something Good* (see page 152)
- "Sticks and Stones" from the CD *Be a Builder* (see page 160)

Vocabulary

compassion	self-esteem	caring powers
put-up	breaker	
put-down	builder	

Lesson at a Glance

Introduction

1. Students Identify With Building Others

Strategy

2. Builders/Breakers and the Conflict Escalator

Conclusion

3. Story Illustrating the Conflict Escalator

Home Connection

4. Practicing Put-Ups



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

Music

Tie in the 3 Cs

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

Talking Points

Strategy

Ask

1. Students Identify With Building Others

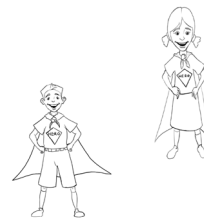
Focus the students together by playing the song "Be a Builder."

- 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.
- We will be exploring how to be builders by using mediation skills to treat one another with caring and compassion.
- Throughout the year we'll be thinking about ways we might be breakers by hurting one another's feelings, and how we can instead be builders and make sure everyone in the class feels safe.

2. Builders/Breakers and the Conflict Escalator

- What is a put-down?
- What are some examples?
Breakers are people who use put-downs.

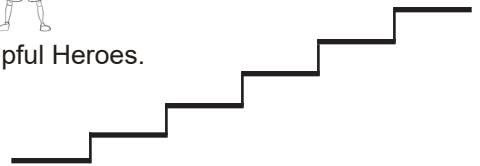
- What is a put-up?
- What are some examples?
Builders are people who use put-ups, like Helpful Heroes.



Ask

Compare

What is an escalator?
Draw stairs on the board.



When a conflict gets worse, we say it escalates.

Write "just a little upset" at the bottom step and "very angry" at the top step.

Talking Points

- Conflict gets worse step by step.
- It begins when someone says or does something that makes you a little upset.
- You might say something back (now that you're upset).
- Your comment makes the other person even more upset.
- Both of you are very angry.
- It can feel like taking a ride on an escalator—once it starts, you're on your way to the top.
- Understanding better what makes conflict escalate can help you stop the escalator before both of you are very angry.
- In our first lesson we learned about inviting a fight and inviting a friendship.
- Inviting a fight is going _____ the conflict escalator.
- Inviting a friendship is going _____ the conflict escalator.
- Which direction do builders go?
- Which direction do breakers go?
- What does the conflict escalator have to do with our right to be in an environment where we feel safe?
- What does it have to do with our responsibility not to hurt others?

www.operationrespect.org, Don't Laugh at Me: Teacher's Guide Grades 2-5, (2000) "Coming Down the Conflict Escalator with 'I' Messages," pp. 55-57.



Tie in the 3 Cs

I Care about myself.
I Care about you.
I Care about community.

Conclusion

Prepare

Story Time

Participation

Place the Strips

Home Connection

Prepare

- 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.

3. Story Illustrating the Conflict Escalator

Draw escalator stairs with four steps on the board.

Copy the Conflict Scenarios Sheet (see page 46).

- While Danielle was getting her snack out of the coat closet, her backpack accidentally fell and clunked Giorgio on the head. "Ow!" said Giorgio, rubbing his head. "You should be careful, stupid."
- Danielle felt bad about hitting Giorgio, but she didn't like being called stupid. It was an accident! "Don't be such a baby. You shouldn't get in the way," said Danielle.
- Giorgio felt himself getting really angry. As Danielle bent over to pick up her backpack, Giorgio kicked it into the classroom.
- Mr. Avazian, their teacher, came back to the coat closet. "What's all this shouting about?" he asked. Danielle and Giorgio pointed at each other. "He/she started it!" they both said.

Pass out four of the conflict strips to four different students.

- Read the story one more time,
- Have the students place the appropriate statements from the backpack conflict strips (see page 51) handout on the board, identifying each step where the conflict escalated.

www.operationrespect.org, Don't Laugh at Me: Teacher's Guide Grades 2-5, (2000) "The Backpack Conflict," p. 52.

- Some teachers use the popular "Zoom Books" by Istvan Banyai to talk about seeing the whole picture.

4. Practicing Put-ups

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.



Additional Ideas

5. Cool Comments Can (Make Your Own)

- In our classroom, we want to contribute to a peaceful solution by emphasizing the good things we are doing. Our tool is a “Cool Comments Can.”
- If you see individuals in our classroom who are contributing to our community, then let’s give them a big hand by filling out a Cool Comment form.

Make your own Cool Comment form or have a contest to see who will design the form the class will use.

Every Friday, we’ll open up the can and read about the cool things that have been happening in our community.

6. Slap the Solutions Game

Copy and cut out a set of Caring Powers cards (see page 37) and a conflict scenarios sheet (see page 46) for each group of three students.

- Divide the class into small groups of three and give each group a set of cards and a scenario sheet.
- One person is the reader and the other two are slappers.
- The reader picks and reads a conflict, and then he/she starts dealing the Peace Tool cards.
- When a slapper sees a solution that he/she could justify, he/she slaps the card and then explains why it will help bring the conflict down the escalator.
- The student takes that solution out of the pile and receives one point.
- If he/she can’t justify the solution, then the other student has a chance to earn the point.
- Emphasize that every situation is different, so different strategies can empower us to solve them.

Prepare

Instructions

Wall Posters

Cut out the Caring Powers wall posters and make a bulletin board.

Desk Strips

Cut out the Caring Powers desk strips and give a strip to each student for reference.

Curriculum Connections

Reading

Stevens, J., & Crummel, S. S. (2005). *The Great Fuzz Frenzy*. Orlando: Harcourt.

Munson, D., & King, T. C. (2000). *Enemy Pie*. San Francisco: Chronicle Books.

Banyai, I. (1995). *Zoom*. New York: Viking.

Woodson, J., & Lewis, E. B. (2001). *The Other Side*. New York: Putnam’s.

Leavitt, J. S. (2006). *Faux Paw Meets The First Lady: Keeping Children Safe Online*. Indianapolis, IN: Wiley Publishing.

For other book ideas, see lesson 12, “Conflict Resolutions,” w



Make a Peace Offering

One person gives a little gift or something that shows he or she wants to solve the conflict.

Say "I'm Sorry"

"Sorry" can mean different things. One reason to say, "I'm sorry" is when you are wrong. It can also be a way of saying, "I feel bad we're having this conflict."

Talk It Out

Many conflicts can be solved by just sitting down and talking to each other about the conflict.

Listen to Each Other

People in the conflict need to be willing to listen to each other. Good listening helps each person understand what the other person is thinking and feeling.

Work Together

Sometimes a conflict can be solved by agreeing to work together on a project or idea.

Compromise

If both people give in a little, they compromise.

Share

If people are having a conflict about who gets to use something, there may be a way to use the object at the same time.

Take Turns

One way to share is to decide that one person uses something first and then the other person has a turn.

Put It Off

Sometimes people are too angry to talk it out or to solve the problem. They may need to take a break and work on it later.

Build Trust

Sometimes one person doesn't believe what the other says. People need to trust each other.

Solve the Problem

Conflicts are problems. If the people solve the problem, then the conflict will be solved.

Skip It

Some conflicts aren't worth bothering with; just forget about it.

Get Help

Sometimes you can't come to a solution by yourselves and you need to ask a grown-up or another child to help you.

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One person gives a little gift or something that shows he or she wants to solve the conflict.

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understand what the other person
is thinking and feeling.**

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Sometimes a conflict can be solved by agreeing to work together on a project or idea.

Compromise

If both people give in a little, they compromise.

Share

If people are having a conflict about who gets to use something, there may be a way to use the object at the same time.

Take Turns

One way to share is to decide that one person uses something first and then the other

Put It Off

Sometimes people are too angry to talk it out or to solve the problem. They may need to take a break and work on it later.

Solve the Problem

Conflicts are problems. If the people solve the problem, then the conflict will be solved.

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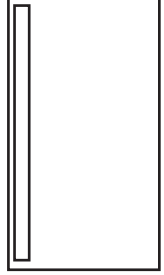
Put It Off

Sometimes people are too angry to talk it out or to solve the problem. They may need to take a break and work on it later.

Take Turns

One way to share is to decide that one person uses something first and then the other person has a turn.

Make a desk strip by cutting out these strips of caring powers cards and taping them together across the top of a desk. A students can then have a convenient hint about caring powers that can be used to solve problems and other bugs.



Conflict Scenarios

You are more comfortable doing your homework assignments while sprawled on your bedroom floor, listening to loud music. Your parents want you to study at your desk with the music turned off. (Compromise, Work Together, Talk It Out, Listen to Each Other, Make a Peace Offering)

You observe a classmate cheating on a test. (Get Help)

An older kid corners you on the playground and threatens to beat you up if you don't give her/him your lunch money. (Get Help)

You and a friend argue over whose turn it is to use the computer next. (Listen to Each Other, Compromise, Talk It Out, Take Turns, Share)

You tripped while getting on the bus and fell into your neighbor's school project that was due that day and damaged it. (Say "I'm Sorry," Work Together, Make a Peace Offering)

You are playing a game at recess and another student says you're out when you don't think you are. (Talk It Out, Skip It, Solve the Problem)

A student walks by your desk and slaps you on your shoulder. (Compromise, Solve the Problem, Talk It Out)

You are working as a small group in class and one student is goofing off and not helping your group. (Work Together, Listen to Each Other, Talk It Out, Get Help)

Your best friend told you that she didn't like you anymore. (Make a Peace Offering, Talk It Out, Listen to Each Other)

You're frustrated playing a game, so you called a friend a mean name. (Say, "I'm Sorry," Talk It Out)

Your friend called you a name and kicked you out of the game. Later, he/she came back and apologized and said he/she wouldn't do it again. (Build Trust, Listen to Each Other)



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. When I help others feel safe, I am building them up or giving them a *put-up*. This thumbs-up sign tells me what I do is building others up. Each time you hear me give a put-up, please remind me to cross off a thumb.

Thank you!





Conexión en el Hogar

Querida familia,
Hoy aprendí que te tengo el derecho de vivir en un ambiente en donde me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad.

Violencia es la intención que tengas de dañar el cuerpo de alguien con palabras, miradas, signos, actos, sentimientos o posesiones. Cuando yo ayudo a otros a sentirse seguros, los estoy animando o los estoy haciendo sentirse bien. Este símbolo de dedos hacia arriba me dice cuando estoy animando a otros. Cada vez que tú me oigas animando a otros, por favor recuérdame que tengo que cruzar uno de esos signos.



compassion

put-up

put-down

Self-esteem

Breaker

Builder

Mr. Avazian, their teacher, came back to the coat closet.

“What’s all this shouting about?” he asked. Danielle and Giorgio pointed at each other. “He/she started it!” they both said.

While Danielle was getting her snack out of the coat closet, her backpack accidentally fell and clunked Giorgio on the head. “Ow!” said Giorgio, rubbing his head. “You should be careful, stupid.”


Giorgio felt himself getting really angry. As Danielle bent over to pick up her backpack, Giorgio kicked it into the classroom.

Danielle felt bad about hitting Giorgio, but she didn’t like being called stupid. It was an accident! “Don’t be such a baby. You shouldn’t get in the way,” said Danielle.

Making Smart Choices for Me I Stop'D



3 Cs

- I care about myself.
-  I care about you.
- I care about 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

- I STOP'D word strips (see page 58)
- Home Connection (see page 59)

Materials

- Powerpoint presentation (notes included with this lesson on page 57)
- About five groups of students with 3-4 dice in each group

Music

- "A Little Bit of Honey" from the CD *Take a Stand* (see page 139)
- "The Right Choice" from the CD *Something Good* (see page 165)
- "Two Heads Are Better Than One" from the CD *Take a Stand* (see page 169)

Vocabulary

- | | |
|-----------|-------------|
| interests | basic needs |
| options | empathy |

Lesson at a Glance

Introduction

1. Game Simulation of Conflict

Strategy

2. I STOP'D PowerPoint and Scenarios

Conclusion

3. I STOP'D Practice

Home Connection

4. I STOP'D Practice

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 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

Game Simulation

Ask

Optional

Strategies

Conclusion

Emphasize

Home Connection

Prepare

1. Game Simulation of Conflict

Dice game – gather five bags with 3-4 dice in each.

- Arrange students into groups of 3-5.
- Pass out the dice bags and tell students to play a game.
- Do not give many rules, or tell them who is in charge of the game.
- Let them try playing.
- Observe closely what students are saying, writing down their positive and negative comments on the board or a paper.
- Gather the class to discuss.
- Did you all know the rules?
- Did you all agree on the rules?
- Was it easy to start playing?
- What were the problems that your group faced?
- Why did you have the problems?
- Tell them the positive things you heard them say as well as the negative things.
- How did these positive and negative comments affect the group working together to play?

Give students some other kind of game or activity and deliberately remove an important piece of the game. Observe how they handle the problem.

2. I STOP'D PowerPoint and Scenarios

Present the PowerPoint presentation, *I STOP'D* furnished with this lesson.

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. The teacher may choose the depth of training that is appropriate for the students. Use your own voice and examples when using the presentation.

3. I STOP'D Practice

Use the I STOP'D formula to solve a problem.

Remember, with practice, most problems can be solved in minutes.

4. I STOP'D Practice

- Make a copy of the Home Connection and the I STOP'D word strip poster (see page 58) for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home and I STOP'D poster home with each student and instruct students to share the information with their families.



Additional Ideas

Idea Sources



Schwartz, L., Armstrong, B., & Butterfield, S. M. (1990). *What Would You Do?: A Kid's Guide To Tricky And Sticky Situations*. Santa Barbara, CA: Learning Works.

Schwartz, L., Armstrong, B., & Butterfield, S. M. (1993). *What Do You Think?: A Kid's Guide To Dealing With Daily Dilemmas*. Santa Barbara, CA: Learning Works.

Ask:

- Have you ever played a game at home or school and watched a small disagreement turn into a big fight?
- What do you think made it happen?
- Have you ever found yourself caught in the middle when other people couldn't agree?
- How did you feel?
- What did you do or say?

Talking Points:

- The funny word I STOP'D helps us remember how we can make a decision.
- It is an acronym. Each letter in the word stands for the first letter of another word. It is a tool people use to help them remember something important like what to do when we STOP and THINK!
- Some other acronyms are: PTA and NASA.

Reference:

The book *Getting to Yes* emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym I STOP'D in their original form:

1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.

Subsequent references will appear as (Fisher, page number).

Fisher, R., Ury, W., & Patton, B. (1991). *Getting To Yes: Negotiating Agreement Without Giving In*. Boston: Houghton Mifflin. pp. 15-81.

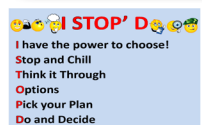
The book *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, has taken the principles in *Getting to Yes* and transformed them into a complete year-long school curriculum that addresses each element of the Prevention Dimensions acronym I STOP'D in exhaustive detail.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

Bodine, R. J., Crawford, D. K., & Schrupf, F. (2002). *Creating The Peaceable School: A Comprehensive Program For Teaching Conflict Resolution*. Champaign, IL: Research Press.

Talking Points:

- Let's look at each letter briefly at first so you can see the big picture.
- Then we'll 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?

Talking Point:

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

Reference:

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

Ask:

- What do you remember about 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 people but firm about 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. pp. 97-98.

Talking Points:

- In 1943, a man named Abraham Maslow introduced the idea that we all have basic needs 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 we identify as our interests. Those unmet needs are what we are "interested" in fulfilling.
- Focusing on interests instead of positions helps us find a joint solution to our problem much faster.

Ask:

Which sounds better? Telling your parents "I am interested in having fun tonight, what do you think about the movies?" or "I need to have fun tonight so I have to go to the movies and you must take me" (Fisher, 40-55).

Reference:

Maslow, A. H. (1943). *A Theory Of Human Motivation*. *Psychological Review*, 50(4), 370-396. doi: 10.1037/h0054346.

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" 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:

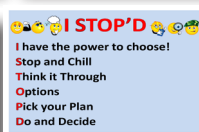
- Does it feel good?
- Is something not quite right?
- Is what I am doing not working?
- Are there consequences I didn't think about?
- Should I try a different option?

Story Application:

- Use an illustrated story from the literature suggestions or one of the following PowerPoint scenarios to illustrate a conflict.
- Apply the I STOP'D process with the students to the conflict. Be sure to keep the first person perspective. The students are practicing their own decision making, not helping others make decisions yet.

Other Ideas:

- Give each group of five an I STOP'D card with one of the steps written on it (see lesson resources).
- Have students take turns describing their steps according to this story and discussing within the group their ideas of how to resolve the conflict.
- Have members pass their cards to the left and practice solving another problem.
- You could also do this as a class and have only those students holding a certain card allowed to answer your questions for that step.



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



Conclusion:

- 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 could be a quick follow-up anytime on any day of the year.

I have the power to
choose!



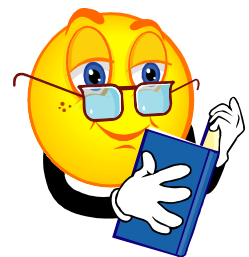
Stop and chill



Think



Options



Pick your plan



Do it!





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. That means I can solve my own problems without hurting the feelings or bodies of other people. Please help me to use my new skills when I am at home by guiding me through the process of I STOP'D when I have a problem to solve.

I have the power
to choose.



S^{top}



T^{hink}



O^{ptions}



P^{lan}



D^{o it!}



Please help me find a special place where I can hang my I STOP'D poster sign so I will remember to try to find a solution where everyone wins.

Thank you!



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. That means I can solve my own problems without hurting the feelings or bodies of other people. Please help me to use my new skills when I am at home by guiding me through the process of I STOP'D when I have a problem to solve.

I have the power
to choose.



S^{top}



T^{hink}



O^{ptions}



P^{lan}



D^{o it!}



Please help me find a special place where I can hang my I STOP'D poster so I will remember to try to find a solution where everyone wins.

Thank you!

I have the power to
choose!



Stop and chill



Think



Options



Pick your plan



Do it!





Conexión en el Hogar

Querida familia,

Hoy aprendí que te tengo el derecho de vivir en un ambiente en donde me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad. Eso significa que puedo resolver mis propios problemas sin herir los sentimientos, ni el cuerpo de otras personas.

Por favor ayúdame a usar esta nueva habilidad cuando estoy en la casa, al guiarme a través del proceso de PARAR cuando tenga un problema que resolver.

Yo tengo el poder de escoger



Parar



Pensar



Opciones



Planes



Hazlo



Por favor ayúdame a encontrar un lugar especial en donde pueda colgar mi poster de PARAR, para que pueda recordar que tengo que tratar de encontrar una solución en la cual todos ganemos.

¡Gracias!



Conexión en el Hogar

Querida familia,

Hoy aprendí que te tengo el derecho de vivir en un ambiente en donde me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad. Eso significa que puedo resolver mis propios problemas sin herir los sentimientos, ni el cuerpo de otras personas.

Por favor ayúdame a usar esta nueva habilidad cuando estoy en la casa, al guiarme a través del proceso de PARAR cuando tenga un problema que resolver.

Yo tengo el poder de escoger



Parar



Pensar



Opciones



Planes



Hazlo




Por favor ayúdame a encontrar un lugar especial en donde pueda colgar mi poster de PARAR, para que pueda recordar que tengo que tratar de encontrar una solución en la cual todos ganemos.

¡Gracias!

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 68)

Materials (Optional)

Milk, chocolate or cocoa flavoring (either liquid or powder), three glasses

Music

- "DO" from the CD *Be a Builder* (see page 145)
- "Children of Many Colors" from the CD *Be a Builder* (see page 142)
- "We're Not That Different After All" from the CD *Take a Stand* (see page 170)

Vocabulary

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

Lesson at a Glance

Introduction

1. Constitution – Rights and Responsibilities

Strategy

2. Classroom Rules or Responsibilities
3. The Class Meeting and Group Mediation Powerpoint

Conclusion

4. We STOP'D Review

Home Connection

5. Family Meetings

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

Introduction

Prepare

Define

Tie in the 3 Cs

I ca out my community.

Create Community Bill of Rights

Easily integrated into 3rd grade social studies section

Optional

Strategies

Talking Points

Ask

1. Constitution – Rights and Responsibilities

As you begin this activity, you may want to integrate it with a discussion of the U.S. Constitution.

- Rights – guaranteed conditions
- Responsibilities – things you are always expected to do; a way you are expected to act or treat someone else
- Rules – the purpose of rules is to (a) let everyone know his or her responsibilities and (b) to safeguard the rights of all
- 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.

Your Community Bill of Rights may include:

- 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.

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

Creative Differences: A Prosocial Approach to Conflict (Illinois: State Farm Insurance, out of print) p. 28.

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 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.



Tie in the 3 Cs

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

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 rules/responsibilities for your community.

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 the list in a prominent place along with your Community Bill of Rights.

Creative Differences: A Prosocial Approach to Conflict (Illinois: State Farm Insurance, out of print) p. 29.

3. The Class Meeting and Group Mediation PowerPoint

Prepare

- Teach Lesson 2 where you establish a class backpack 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 pack 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 70 of this lesson.

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.

Home
Connection
Prepare

4. We STOP'D Practice

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.



Other Ideas

Prepare

Music

Art

Graphing

Ask

Optional

Demonstration

Prepare

Talking Points

Object Lesson

Ask

Tie in the 3 Cs

I care about myself.

I care about you.

I care about my community.

5. The Eyes Above the No's

Half sheet of paper for each student.

Introduce the song, "Children of Many Colors" from the CD *Be a Builder*.

- Give each student a half sheet of paper.
- Have them draw a large eye that fills the page.
- Teach them to include detail.
- Have them color it to match their own eye color.
- Create a class pictograph with the eye colors for display.
- Discuss the similarities and differences.

What if we treated each other differently just because of the color of our eyes?

- For the rest of the day, have the "eye color of the hour."
- Rotate which children will be "favored" in the classroom based on what color their eyes are.
- Discuss the children's experiences after everyone has had a turn being the favorite.

6. Skin Color Changes Depending on the Amount of Pigment

Cocoa flavoring and three glasses of milk.

- Is anyone's skin in the room actually white like milk?
- The only people who have white skin are people who are albinos.
- Albinos have no melanin or pigment in their skin.
- All other people have varying amounts of melanin and are varying degrees of brown.
- The amount of melanin a person has depends on where his or her original ancestors came from.
- Have a volunteer put varying amounts of cocoa flavoring into the milk and notice the varying shades of brown that are created.
- The cocoa is like melanin; the more melanin you have, the darker your skin.

What if we treated each other differently just because of the color of our skin?

- 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.



7. Changing Colors

Prepare

- Draw a large magnifying glass on a fairly heavy sheet of tag board (the frame should be about eight inches in diameter).
- Cut out the center of the magnifying glass and attach red, blue, green, or yellow cellophane to the frame.

Volunteers

- Ask two good friends to come to the front of the class.
- Have one child describe how he/she feels about the other child. Why is he/she a good friend? What is he/she like?

Colored Magnifying Glass

- Give this same child the magnifying glass and have him/her look at his/her friend again.
- Have the student describe how his/her friend has changed. He/she should say that his/her friend has changed colors.

Ask

- Has the new color changed your feelings about your friend?
- Should the color of a person's skin, hair, eyes, or clothes influence how we feel about them?
- How do you really get to know whether you like someone or not?

Byrnes, D. A. (1995). *Teacher, They Called Me A -----! Confronting Prejudice And Discrimination In The Classroom*. New York: Anti-Defamation League.





Home Connection

Dear Family,

Today I learned that I have the right to live in a beautiful and peaceful community. I have a responsibility to contribute to the beauty and peace of my community. Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

By participating in regular class meetings, we will help our class community stay peaceful. Our family is a community too. Having a family meeting to deal with our conflicts might help our family stay peaceful too. Here are the parts of a class/family meeting. Please help me practice what I have learned. Help me solve a problem by working together.

Thank you!



We have the power to choose!

Stop and Chill

Think it Through

Options

Pick your Plan

Do and Decide



Conexión en el Hogar

Querida familia,
Hoy aprendí que tengo el derecho de vivir en una comunidad pacífica y bella. Yo tengo la responsabilidad de contribuir a esa paz y a esa belleza de mi comunidad. La violencia se puede generar por medio de palabras, miradas, signos u actos, para herir el cuerpo, los sentimientos, y las posesiones de alguien.

Al participar en las reuniones de mis clases regulares, ayudaremos a la comunidad de nuestra escuela a convivir pacíficamente. Nuestra familia es una comunidad también. Tener una reunión familiar para lidiar con nuestros conflictos, puede ayudar a nuestra familia a permanecer en paz. Aquí están las partes de una reunión de una reunión de una clase/familia. Por favor ayúdame a practicar lo que he aprendido. Ayúdame a resolver los problemas por medio del trabajo.



We have the power to choose!

¡Nosotros tenemos el derecho de escoger!

Stop and Chill

Parar y reflexionar

Think it Through

Pensar en lo que está pasando

Options

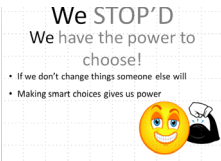
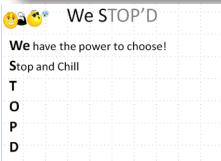
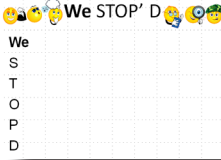
Buscar opciones

Pick your Plan

Construir un plan

Do and Decide

Hacerlo y decidir



- 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).

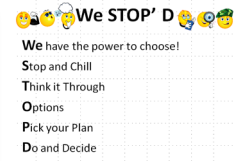
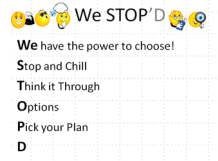
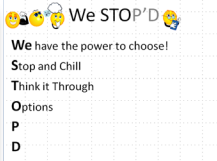
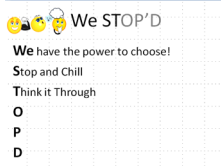
3 Cs – Help students understand and state clearly:

- 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?
- Do you remember the study on leadership?

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

Ask:

- Who is involved in the conflict?
- When a person's needs or interests are not being met, they often create 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.

We STOP'D
Think it Through


- Who is involved?
- I feel...when...
- I am interested in...

Belonging Power Freedom Fun



We STOP'D
Brainstorm Options

- Talk to a wise person
- List options and their pros and cons
- Think win-win



We STOP'D
Pick your Plan

- Pick a plan where everyone wins
- Encourage cooperation



We STOP'D

We
S
T
O
P
D

We STOP'D

We have the power to choose!

S
T
O
P
D

We STOP'D

We have the power to choose!

Stop and Chill
Think it Through
Options
P
D

We STOP'D



Group Problem Solving Process

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; conflict keeps the group from meeting the purpose it was formed to meet, such as a team winning basketball games, friends having fun, 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).
- In 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.)

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 what I am are doing not working?
- Are there consequences I didn't think about?
- Should I try a different option?

Use a conflict from the class backpack in lesson 3, "The Conflict Escalator," to mediate through the steps. For example: Some students continue to talk during reading time, so the whole class gets in trouble...

We STOP'D

We have the power to choose!

Stop and Chill
T
O
P
D

We STOP'D

We have the power to choose!

Stop and Chill
Think it Through
O
P
D

We STOP'D

We have the power to choose!

Stop and Chill
Think it Through
Options
Pick your Plan
D

We STOP'D

We have the power to choose!

Stop and Chill
Think it Through
Options
Pick your Plan
Do and Decide

Congratulations!
You now know how to use the
I 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 or 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., "Competence: Is Your Boss Faking It?" *Time*.
(2009, February 11)




Identifying Feelings

More Practice With “I” Messages



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.

Teacher Notes

Preparation

Copies

- Worksheet “My Many Faces” (see page 75)
- Home Connection “My Many Faces” (see page 76)

Materials

- ABC Emotion Cards (see starting on page 78)

Music

- “I’ll Be Nice” from the CD *I Like Being Me* (see page 152)

Vocabulary

No new vocabulary

Lesson at a Glance

Introduction

1. ABC Emotion Cards.

Strategy

2. Our Many Different Feelings
3. My Many Faces
4. I’ll Be Nice

Conclusion and Home Connection

5. My Many Faces

Core Curriculum Objectives and Standards

Objectives

- Understand that everyone experiences a variety of feelings.
- Identify the different feelings they experience and learn to model appropriate behaviors
- Model behaviors that foster healthy interpersonal relationships.

Standards

- Learn ways to improve mental health and manage stress.

Introduction

Discussion

Strategies

Discussion

Sing

Discussion

Conclusion and Home Connection

1. The ABC Emotion Cards.

- Introduce the ABC Emotion Cards.
- Use one or more cards each day and discuss the emotion identified on the card.
- Discuss times when the teacher or the students have experienced the emotion.
- Some days, have a student draw or select a card and pantomime (act out) the emotion for the other students to identify.
- We all have emotions and feelings.
- Feelings are neither good nor bad.
- Anger and jealousy are strong feelings that everyone experiences occasionally and are not bad if handled appropriately.
- Our reactions to our feelings can help or harm us. For example, when we become angry, it is not acceptable to hurt someone's feelings or to physically harm them but it is okay to feel angry.

2. Our Many Different Feelings

- How would you feel if everyone in class laughed at you when you made a mistake?
- A "you" message might sound like, "You better not laugh at me or I'll ..."
How would you express that feeling with an "I" message?
I feel _____ when I make a mistake and everyone laughs at me.
- How would you feel if you were ignored and left out of a game?
- How could you express that in an "I" message?
- How would you feel if someone said something good about you?
- How could you express that in an "I" message?
- How would you feel if someone tried to persuade you to do something you really did not want to do?
- How could you use an "I" message to be assertive and tell that person you don't want to do what they are asking?
When you ask me to _____ after I've told you I don't want to _____, I feel _____.

3. My Many Faces

- Distribute the worksheet "My Many Faces."
- Use open-ended questions (not questions that can be answered in one word) and discuss the responses on the worksheet.
- Something that often frustrates me is ...
- When I'm angry, sometimes it helps to ...
- Sometimes I worry about ...
- Some things that make me happy are ...

4. "I'll Be Nice"

- Sing "I'll Be Nice" together.
- Use I STOP'D and discuss ways students can manage strong emotions.
- What options do you have to express feeling happy? sad? angry?
- Stop and think. What can you do when you are frustrated? sad? nervous?

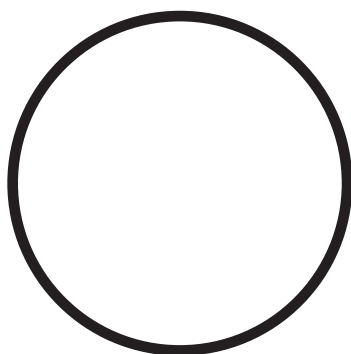
5. "My Many Faces"

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.

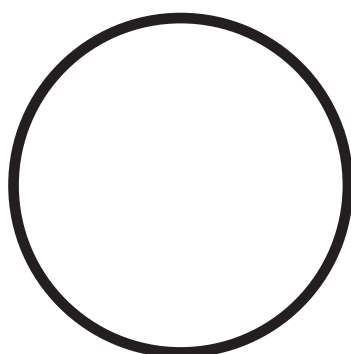


My Many Faces

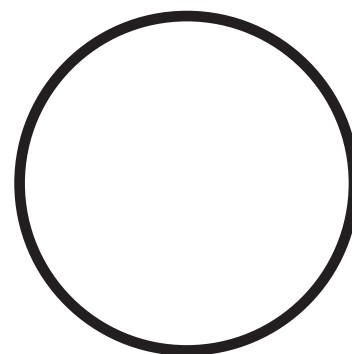
Using the circles below, draw a face showing the emotion that you usually feel in each of the given situations. The last circle is left blank for you to label.



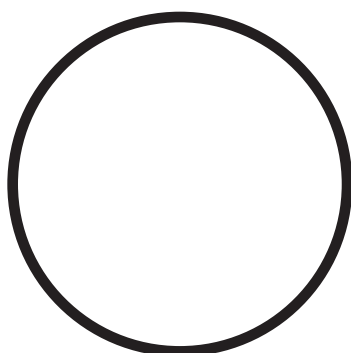
When I play with
my friends.



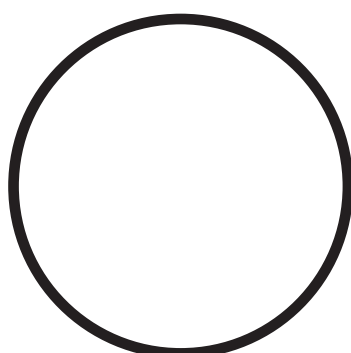
When I get up in
the morning.



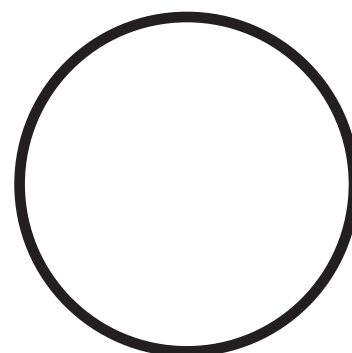
When my teacher
likes my work.



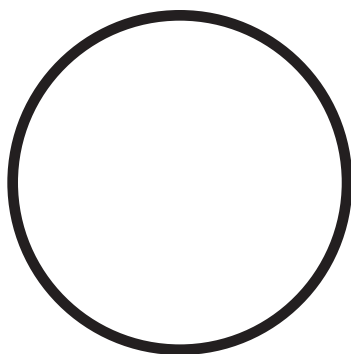
When I take a test.



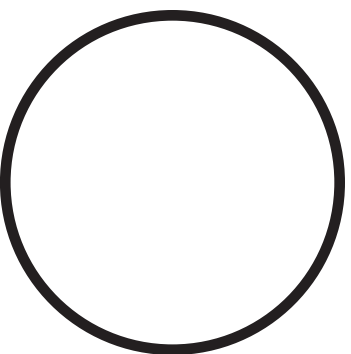
When I take my
report card home.



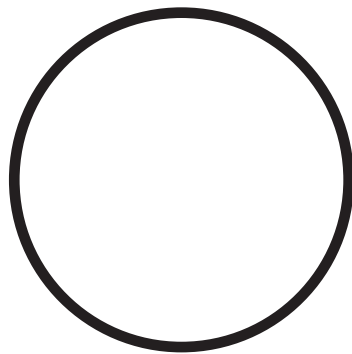
When my friends say
I can't play with them.



Most of the time,
I feel...



Sometimes,
I feel...





Home Connection

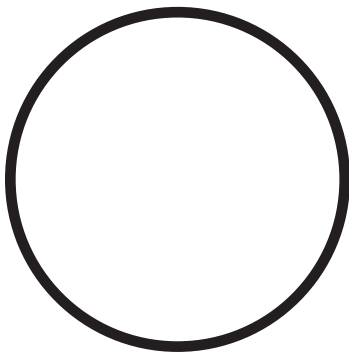
Dear Family,

We learned today about feelings and how I express my feelings.

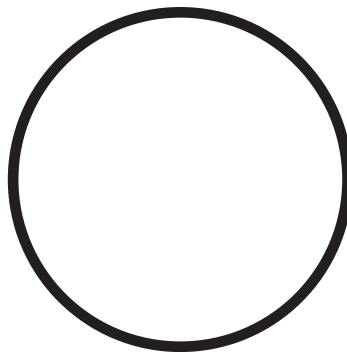
Using the circles below, help me draw a face showing the emotion that you see me usually express in various situations. (The first three are sample situations.)

Help me draw some other faces for situations that occur during the week. Please help me express my feelings in a healthy and constructive way.

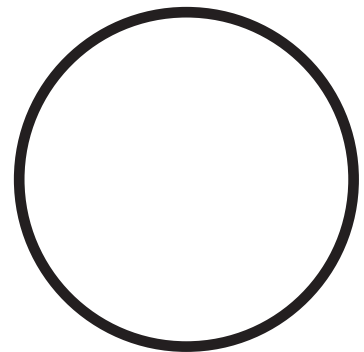
Thanks



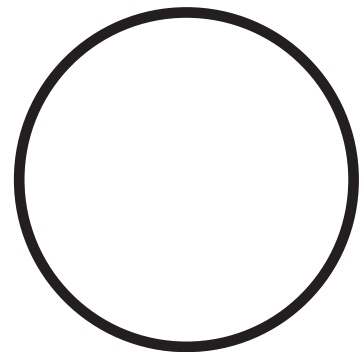
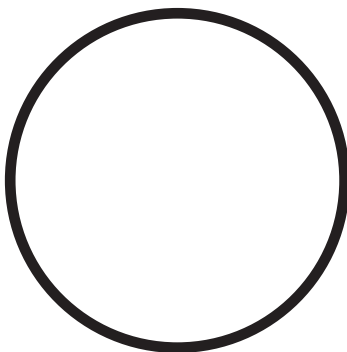
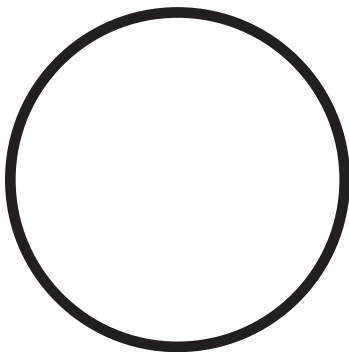
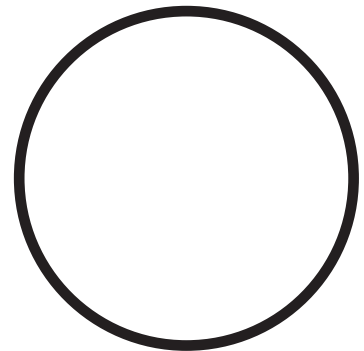
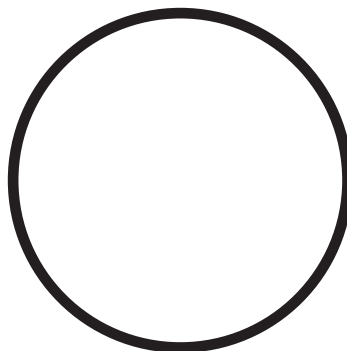
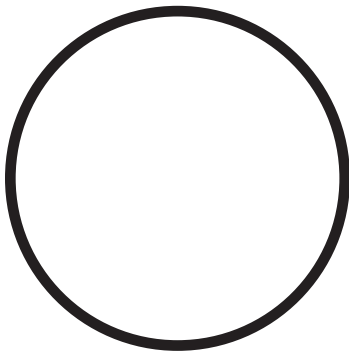
When I get up in the morning.



When I don't obey a family rule.



When I have a lot to do at work.



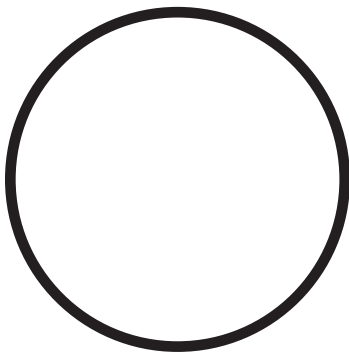


Conexión en el Hogar

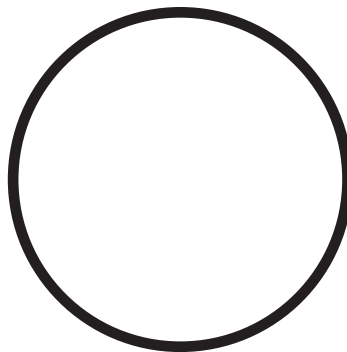
Querida familia,
Nosotros aprendimos hoy acerca de los sentimientos, y de como yo debo de expresarlos. Usando los signos que aparecen abajo, ayúdame a dibujar caras mostrando la emoción que me ves expresando usualmente durante varias situaciones. (Los tres primeros son ejemplos de algunas situaciones.)

Ayúdame a dibujar otras caras para situaciones que ocurran durante la semana.
Por favor ayúdame a expresar mis sentimientos en una forma saludable y constructiva.

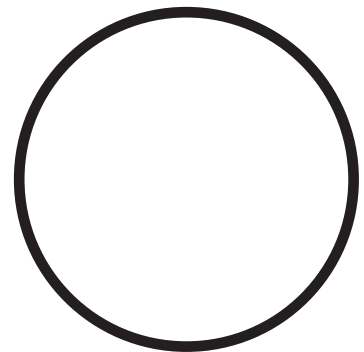
Gracias.



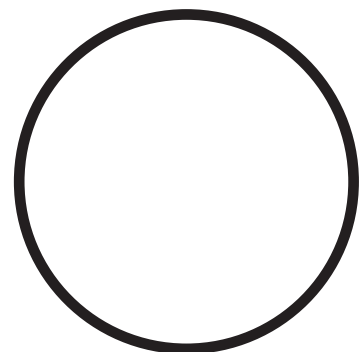
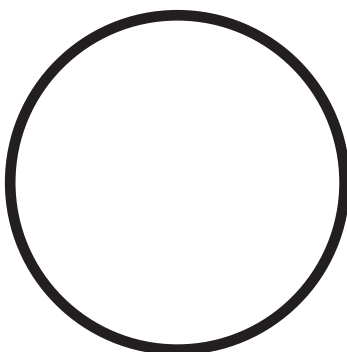
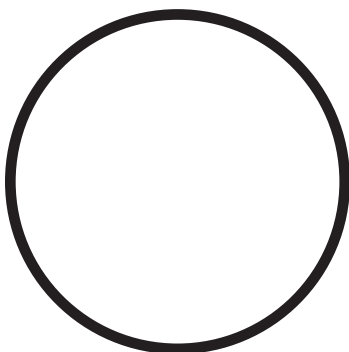
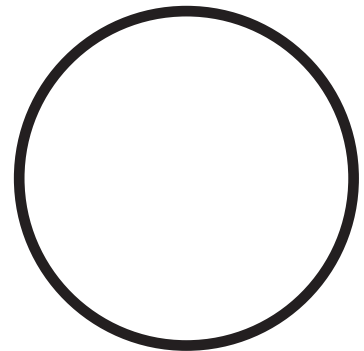
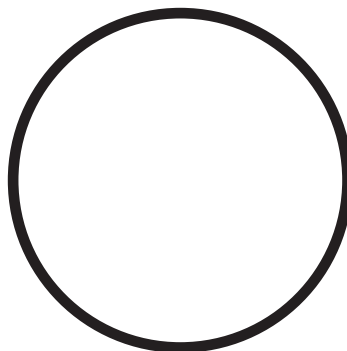
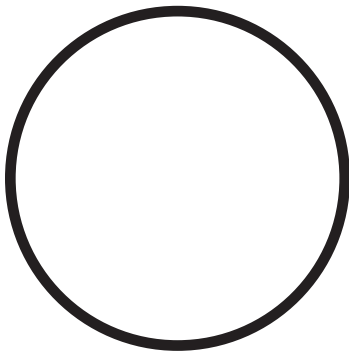
Cuando me levanto en la mañana



Cuando no obedezco las reglas de la familia



Cuando tengo mucho que hacer



PD's ABC Emotions

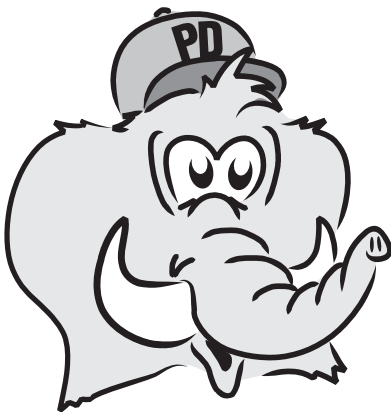
A is for angry.



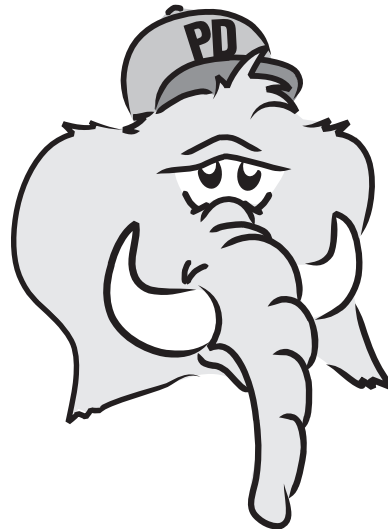
B is for bashful.



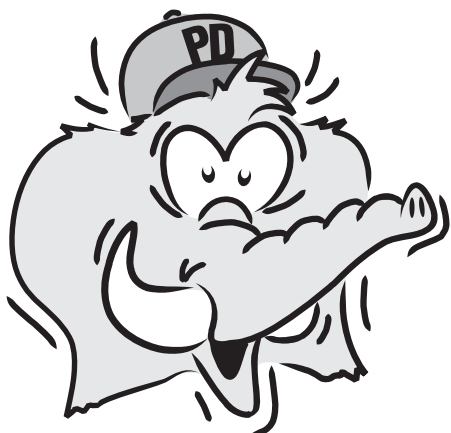
C is for curious.



D is for discouraged.



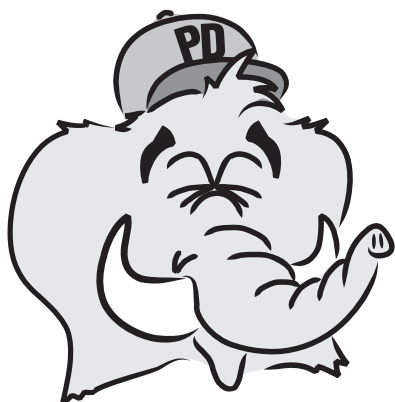
E is for excited.



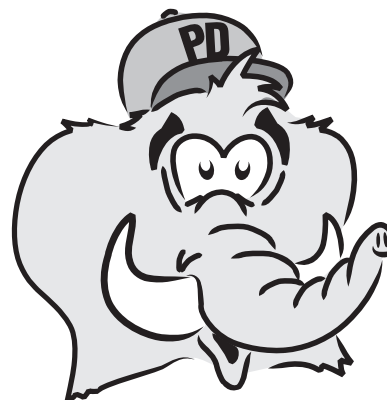
F is for frustrated.



G is for glad.



H is for happy.



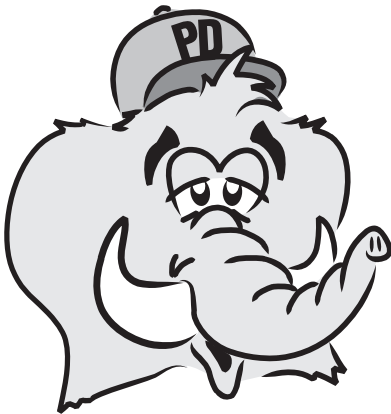
I is for ignored.



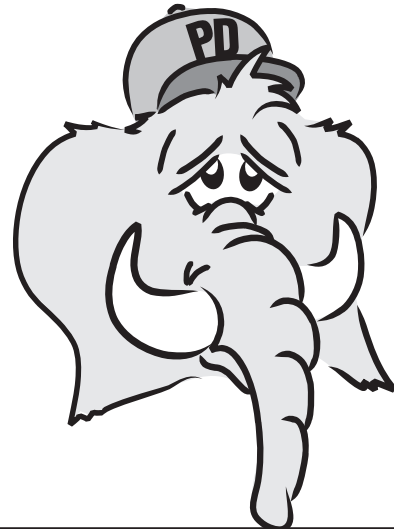
J is for jolly.



K is for kind.



L is for lonely.



M is for mad.



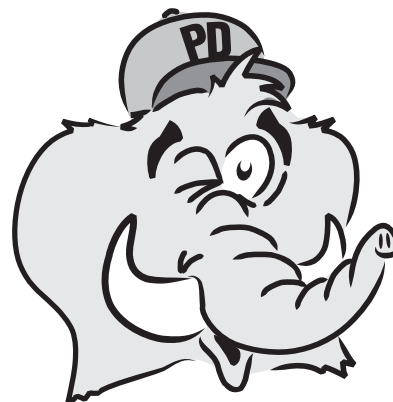
N is for naughty.



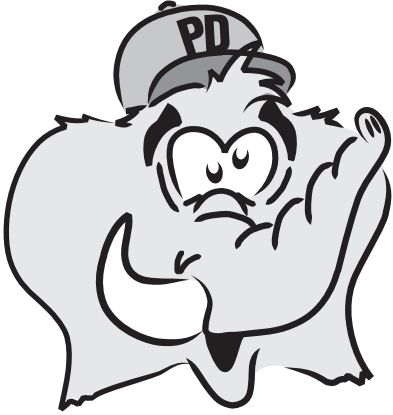
O is for overwhelmed.



P is for playful.



Q is for quite silly.



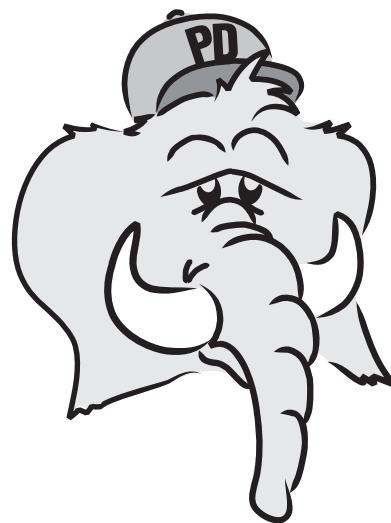
R is for restless.



S is for scared.



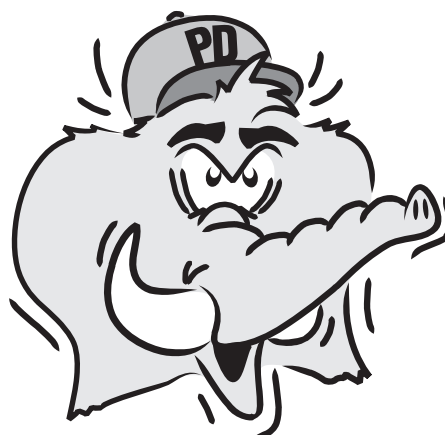
T is for tired.



U is for unhappy.



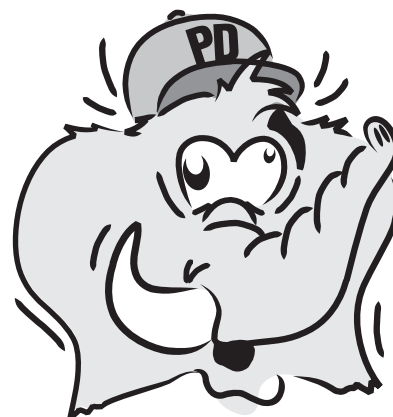
V is for vicious.



W is for worried.



Z is for zany.







Being My Own Best Friend

More Practice With Bugs and Builders/Breakers

3 Cs

-  I care about myself.
-  I care about you.
- I care about 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

- Home Connection: "Personal Quilt" (see page 87)
- "Name Poems" (see page 89)

Materials

- Optional Book from you local media center: Hautzig, Deborah, Tom Cooke, and Jim Henson. *Why Are You so Mean to Me?* New York: Random House/Children's Television Workshop, 1986

Music

- "I Like Being Me" from CD *Something Good* (see page 151)

Teacher Notes

This lesson nicely compliments lesson 10.

For additional book ideas, please see the list of books on page 113

Vocabulary

self-concept

put-down

positive self-talk

Lesson at a Glance

Introduction

1. "I Like Being Me"
2. Five Good Friends
3. Be a Friend to Oneself
4. Your Own Best Friend

Conclusion

5. Identify Personal Strengths

Home Connection

6. Personal Quilt

Optional Activities:

1. Book: *Why Are You so Mean to Me?*
2. Worksheet: "Name Poems"
3. Classroom Quilt

Core Curriculum Objectives and Standards

Objectives

- Identify ways of being a good friend to self and others.
- Practice positive self-talk and demonstrate positive actions.

Standards

- Demonstrate responsibility for self and actions.
- Recognize why acceptance of self and others is important for the development of positive attitudes.

Introduction

Sing
Ask

1. "I Like Being Me."

Sing together the song "I Like Being Me."

When do I feel good inside? (When I do what's right)

- What do my friends help me to see? (I'm somebody special)
- Who should you help and why? (Friends and family, I like being me)
- Listen to the song again and raise your hand every time the word "I" is used (5)
- The song "Be a Builder" says, "They call me a builder 'cause I don't tear anybody down." How can you not tear yourself down?
- Why do you like being yourself?
- When do you not like being yourself?

Strategies

Discussion

2. Identify five good friends.

Have students make a list of the five most important people to them. Emphasize that they should not include people they do not know personally. Have them choose one or two they consider their best friends.

Ask

3. Be a Friend to Oneself

- Would you like this person even though he/she makes mistakes?
- Would you say nice things to your best friend?
- Would you let him/her know you like him/her?
- You do have a best friend: You!

Explain

Being a friend to yourself means helping yourself have good self-concept. It means building yourself up and not breaking yourself with negative thoughts and words. Good self-concept means liking yourself most of the time. Liking yourself is important. If you like yourself, you usually are happy, full of energy, and are more likely to take care of yourself.

List

4. Your Own Best Friend

- Not putting bugs on ourselves.
- Use self-talk to make positive, hopeful statements to yourself, not negative bugs.
- Don't give yourself put-downs (give examples).
- If you forget and give a put-down, change it to positive self-talk right away.
- Remind yourself of your strengths (things you do well).
- You don't have to be perfect, because everyone makes mistakes.
- You are "one of a kind," so don't compare yourself to others.
- Knowing one's own strengths is not bragging

Conclusion

5. Identify Personal Strengths

Each student lists as few of his or her own personal strengths on the personal quilt graphic of the Home Connection page.

Review list of how to be one's own best friend.

Encourage students to value their own strengths.

Teach song "I Like Being Me."

I have the right to care about myself.

I have the responsibility to make smart choices when I care about myself.

Tie in the 3 Cs

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

Home Connection

Prepare

6. Personal Quilt

- Make a copy of the Home Connection for each student.
- Send the "Home Connection" paper home to discuss with the family, adding strengths identified by family members.
- Many teachers combine the returned home connections together to form a classroom paper or muslin quilt.





Home Connection

Dear Family,

Today, I learned how to be my own best friend. I identified some personal strengths and learned to change negative self-talk into positive self-talk.

Help me continue this discussion by helping me list some of my own strengths on the quilt blocks.

Thanks,



Conexión en el Hogar

Querida familia,
Hoy, yo aprendí como ser yo mismo mi mejor amigo. Yo identifiqué algunas fortalezas personales , y aprendí como cambiar lenguaje negativo en lenguaje positivo.

Ayúdame a continuar esta discusión, haciendo una lista de algunas de mis fortalezas dentro de estos recuadros.

NAME POEMS

Students take every letter of their name and write a positive personal statement that begins with that letter.

For example:

Someone who is terrific.

Always kind.

Makes everyone happy.

Name Poem



My Coat Of Arms

More Practice With Builders/Breakers



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.

Preparation

Copies

- Worksheet: "My Coat of Arms" (see page 93)
- Home Connection: "Understanding Me" (see page 94)

Materials

- Complete a sample of a coat-of-arms in advance of teaching this lesson.

Vocabulary

- Coat of Arms

Lesson at a Glance

Introduction

1. Coat of Arms

Strategy

2. Create a Coat of Arms.

Conclusion

3. Coat of Arms review

Home Connection

4. Understanding Me

Core Curriculum Objectives and Standards

Objectives

- Identify personal uniqueness by creating a personal coat of arms.

Standards

- 7030-0101 Demonstrate responsibility for self and actions.

Teacher Notes

Introduction

Explain

1. Coat of Arms

- In the past, symbols on a coat of arms told what a family stood for and what significant things family members had done.
- The coat of arms was a representation of how the family was proud of their heritage to be a builder.
- Show an example of the “Coat of Arms” that you have completed pertaining to your own family.
- Explain some of the symbols you have used on your own coat of arms and how the symbols represent your families building traditions.

Strategy

Explain and Create

2. Create a Coat of Arms

Tell students they are going to create their own personal coat of arms that represents how their family’s building heritage.

The four sections of the shield contain:

- Something about yourself that makes you feel proud.
- What you would like to be doing in ten years.
- A description of your family.
- Something you like doing with your friends.
- Write a family motto underneath the shield.
- Examples of mottos are: Loyalty and Love, Together Forever, Family First, Parents and Kids Unite, Eight is Great, etc.
- Distribute a “My Coat of Arms” worksheet to each student and ask him or her to complete a coat of arms.
- Encourage students to express their ideas through symbols, pictures, and words. Encourage students to work alone on this activity.
- Ask each student to share his/her shield with the class and discuss the different areas.
- Other class members may ask questions.
- The person who is sharing is not obliged to reveal information which makes him or her feel uncomfortable.

Conclusion

3. Coat of Arms review

Ask students the following about the “Coat of Arms” activity:

- What was the hardest part of this exercise for you?
- What part was easiest?
- How did it feel to share some personal information with the group?
- What was it like to listen to others share information?

Home Connection Prepare

4. Understanding Me

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.
- Consider having the students bring the Home Connection back to class for a follow-up discussion.







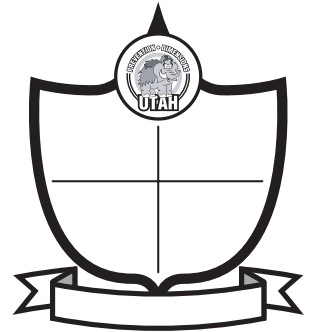
Home Connection

Dear family,

Today I designed a Coat of Arms that represents me, my family and what I like to do. Please ask me about this project.

Please help me better understand myself and my family by answering the questions below.

Thanks.



1. When I am alone, I like to . . .

2. When I am at home with my family, I like to . . .

3. When I am at school, I like to . . .

4. When I am with my friends, I like to . . .

5. The things I can do best are . . .

6. The things I wish I could do better are . . .

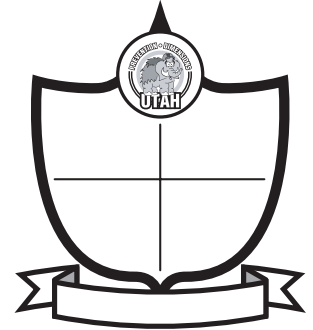


Conexión en el Hogar

Querida familia,
Hoy diseñé un escudo de armas que me representa a mi, a mi familia,
y a lo que me gusta hacer. Por favor pregúntame acerca de éste
proyecto.

Por favor ayúdame a entenderme mejor a mi mismo (a) y a mi
familia al contestar las siguientes preguntas.

Gracias.




1. Cuando estoy solo (a), me gusta...
2. Cuando estoy en la casa con mi familia, me gusta...
3. Cuando estoy en la escuela, me gusta...
4. Cuando estoy con mis amigos, me gusta...
5. Las cosas que yo puedo hacer mejor son...
6. Las cosas que me gustaría poder hacer mejor son...

We're Not That Different After All

More Practice With "I" Messages and Builder/Breaker



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 or other drugs.

Preparation

Copies

graphic "ME (see page 101)

Materials

Two copies of the "ME Heart" on page 100

Please select a book about differences from your own media center such as –
Hautzig, Deborah, Tom Cooke, and Jim Henson. *Why Are You so Mean to Me?* New York: Random House/Children's Television Workshop, 1986.

Lester, Helen, and Lynn Munsinger. *Hooway for Wodney Wat.* Boston, MA: Houghton Mifflin, 1999.

sample size toothpaste tube full of toothpaste

large sheet of butcher paper labeled "I Saw Someone Do Something Good"

Music

"We're Not That Different After All" from the CD *Take a Stand* (see page 170)

Teacher Notes

This lesson is a great companion lesson to lesson 8, "My Coat of Arms."

Vocabulary

diversity
"careless words"

"valuing differences"
courteous

Lesson at a Glance

Introduction

1. "We're Not That Different After All"

Strategy

2. Similarities and Differences
3. Hurt and Sad
4. Negative Words Hurt
5. Positive Words Build

Conclusion

6. I Saw Someone Do Something Good

Core Curriculum Objectives and Standards

Objectives

Appreciate diversity.
Demonstrate kindness through language and actions.

Standards

Recognize why the acceptance of self and others is important for the development of positive attitudes.

Introduction

Strategies

Discussion

Read and Discuss

Object Lesson

Discuss

Object Lesson

Activity

1. "We're Not That Different After All"

- Sing the song "We're Not That Different After All."
- Discuss the meaning of the song.

2. Similarities and Differences

- How are people the same?
- How are people different?

3. Hurt and Sad

What we say to others can affect how they think and feel.

Read and discuss the book, *Why Are You so Mean to Me?*

- What happened in the story?
- What kinds of statements are builder statements and made Grover feel happy?
- What kinds of statements were breaker statements and made Grover feel sad?
- What caused Grover to use a breaker statement and say a mean thing to Big Bird?
- How was Big Bird a builder?
- When was Oscar a builder?
- How do these kinds of comments affect people in our class?
- What do some students say that might hurt others?
- How can a boy or girl be a builder and help when someone is sad?

- Using a tube of toothpaste, push out the paste onto a piece of paper.
- The toothpaste represents mean things that might be said about another person.
- Ask a student to put the toothpaste back into the tube.
- Ask the student to say "Just kidding," while he or she tries to put the toothpaste into the tube.

- What was hard about trying to put the toothpaste back into the tube?
- Does saying words like "Just kidding," help?
- How are mean words like this toothpaste of the paper?
- How easy is it to "take back" mean words?
- Does pretending to joke make mean words any less hurtful?
- Words once spoken cannot be taken back.

4. Negative Words Hurt

- Display a "Me Heart" graphic.
- Say negative words.
- Cut or tear off a piece of the heart every time a mean word is spoken.
- Replace the torn "Me Heart" with another whole copy.
- Change the mean words to positive statements and don't tear the paper.
- Point out that positive words do not create negative and destructive feelings.
-

5. Positive Words Build

- Each student writes his or her name on the back of a "Me" worksheet.
- Pass the "ME" worksheet around the room
- Individual students write positive comments to the owner of the worksheet and then pass it along to the next student.
- Before returning the "Me" worksheet to their owners, the teacher may wish to review the completed worksheets to insure only positive comments were written on the squares.



Conclusion

Activity

6. "I Saw Someone Do Something Good."

Mount a large piece of butcher paper (6 by 8 feet) on a wall. Tell the students that for the next two weeks you want them to keep an eye open for class members doing positive, constructive, kind, and courteous things at school or on the way to and from school. On the butcher paper, have students write the name and comment about the person who was observed doing a positive and helpful thing. Some teachers use sticky notes rather than writing on the butcher paper.

Discussion

Take time at the end of the day to fill and discuss the "I Saw Someone Doing Something Good" chart. Talk about the positive and good things people have observed. Discuss how people feel when good things are said and written about them, instead of negative things.

Emphasize

While it seems to be a common practice in society to focus on negative behavior, encourage students to continually seek out positive things that others do and offer positive feedback. Look for ways people are builders.

Emphasize that it is important to like oneself. One good way to accomplish this is by being kind to others.

I Saw Someone Do Something Good

**Sandy helped a
Kindergarten student
on the bus.**

**Fred was cool
about losing
the game.**

**John was a good
sport at soccer today.**

**Megan cheered me up
when no one wanted
to play with me.**









Finding the "5 Ws" of Care

More Practice With Builders/Breakers



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 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.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

Preparation

Materials

- "3 Cs of Utah's Safe and Drug-Free Schools and Communities" (see page 106)
- Observation Chart: "To See or Not to See?" (page 105)

Vocabulary

- evidence
- respect

Lesson at a Glance

Introduction

1. The "5 Ws": Who, What, Where, Why, When (and How)?

Strategy

2. 3 Cs of Caring
3. "To See or Not to See?"
4. General Classroom Rules of Care

Conclusion

5. Care and Respect in the Media

Core Curriculum Objectives and Standards

Objectives

- Identify rules of respect.

Standards

- 7030-0101 Demonstrate responsibility for self and actions.
- 7030-0102 Recognize why acceptance of self and others is important for the development of positive attitudes.

Teacher Notes

Introduction

Discussion

1. The 5Ws: Who, What, Where, Why, When (and How)?

Discuss skills necessary in solving a mystery.

- Before we can solve a mystery, we must gather evidence about the situation and be able to answer the "5 Ws" (Who, What When, Where and Why).
- We may also add "How."
- What does the word "evidence" mean?
Evidence is the data on which a conclusion or judgement may be based.
- Read the first paragraph of a newspaper article and determine if the reporter used the 5 Ws to start the report.
- The "5 Ws" questions help to understand and examine a situation more clearly.

Strategies

Discussion

2. 3 Cs of Caring

- What are the the "3Cs of Caring?"
Display the poster
- We use the 5 Ws (and how) to help us understand why it is important to care about ourselves and others and how to show that caring.
- What kinds of questions can we ask that use the 5 Ws that will help us understand why it is important to care about ourselves and others.
- Who do we care about?
- What kinds of things do we do that show we care and respect ourselves and others?
- When can we show we care about and respect others and the world around us?
- Where is care and respect appropriate?
- How do we show we care about ourselves? other? community?
- What is the community?
- Just like solving a mystery, answering these questions can begin to help us understand why it is important to care about and respect others.

Discussion

3. "To See or Not to See?"

- Introduce Observation Chart: "To See or Not to See?"
- Tie in the mystery idea of strategy 1.
- Students list in the "Who or What" column people or things they see being cared about.
- Complete the chart and answer the questions about the examples.

Tie in the 3Cs

4. General Classroom Rules of Care

Discuss the "To See or Not to See" chart and create general classroom rules about caring about self, others, the community and the environment.

Conclusion

5. Care and Respect in the Media

- Ask students to find articles and stories in newspapers and magazines about people who are builders and caring for themselves, others or the community..
- Report on the media representations of care and respect.
- Create a classroom collage of care.



To See or Not to See?

An Observation Chart

Who or what is being cared about?	When did the caring take place?	Where did the caring take place?	Which of the 3Cs was used (why)?	How were caring powers used?

For the next three days, observe who or what is being cared about.
Under the “Who or What” column, list a person or thing that should be cared about.
Answer the questions across the chart for that person or thing.

CARE

CARE ABOUT MYSELF

I have a right to care about myself.

I have a responsibility to make smart choices when I care about myself.



CARE ABOUT OTHERS

I have a right to be in an environment where I feel safe.

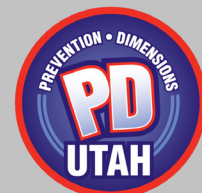
I have the responsibility to help ensure others are treated with kindness.



CARE ABOUT COMMUNITY

I have a right to live in a healthy and safe community.

I have a responsibility to contribute to the health and safety of my community.



Me and the Monsters

More Practice With 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 or other drugs.

Teacher Notes

Preparation

Materials

- Paper
- Pencils
- Video: "Me and the Monsters" (provided on CD with these lessons)

Vocabulary

social responsibility

Lesson at a Glance

Introduction

1. The 3 Cs

Strategy

2. "Me and the Monsters."

Conclusion

3. My Own Monsters and Solutions

Core Curriculum Objectives and Standards

Objectives

- Recognize that everyone develops attitudes about people, things, places, etc.
- Understand that personal attitudes have an important effect on self and on others.

Standards

- 7030-0101** Demonstrate responsibility for self and actions.

Introduction

1. The 3 Cs

Review the material in lesson 11, “The 5Ws of Care”

What is social responsibility?

It is behavior that benefits the society.

How is being kind and courteous beneficial to society?

It creates a safe and inviting environment for people to learn and grow.

Why is having strong convictions about one’s self beneficial?

Strong convictions help us act responsibly.

Confidence builds on positive experiences and knowledge of potential development.

What kinds of things make us feel less confident?

Failures, other people speaking unkindly, rumors, self doubt

Strategy

2. “Me and the Monsters”

View the video entitled “Me and the Monsters” provided on the CD that accompanies this lesson.

Monsters are another name for “bugs.” Discuss the “monsters” in the video by completing a chart of the six secrets that help make the monsters go away.

When we know the bugs we might have, we can prevent them from coming.

Monsters	Secrets
You’ll fail in school someday.	Just do your best in school, and you don’t have to worry about the monster.
Most grown-ups must be feared.	Most grown-ups are nice people just like most kids.
Nobody likes you. Why don’t you just go away?	Always be ready to make new friends.
Your home life is like a war.	Peace and happiness start inside before they happen on the outside.
Drugs? Someday you too will start.	“Oh no!” I said. “I’ll use my head. It is dumb to abuse drugs or anything else.”
Technicolor school and swimming pool – that’s not right. .	Skin just hides the same insides. Color should not separate people.

Sing “Me and the Monsters” together as a class.

Oh I know the monsters
Who live beneath the sea.
Oh I know the monsters AND
The monsters they know me!

Conclusion

3. My Own Monsters and Solutions

- Have students draw a “monster” (a problem they are facing) and write a “secret” (solution) that might help make the “monster” go away.
- Review the concept that our attitudes have an important effect on ourselves and on others.
- Suggest that students remember to use their “secrets” (solutions) to help make the “monsters” (problems they are facing) go away.



Conflict Resolution

More Practice With I STOP'D and Builders and Breakers



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 live in a healthy and peaceful place.

I have a responsibility to contribute to the health and peace of the place I am in.

Preparation

Materials

Please choose a book from your media center from the list on page 111. Many teachers use –

Jones, Rebecca C. and Beth Peck. *Matthew and Tilly*. New York: Puffin Unicorn, 1995.

poster “Caring Powers” (see page 112)

various “Caring Powers” posters and desk strips in lesson 3, “Builders and Breakers

chart paper

magazine pictures of conflicts

optional material: carpet sample for “Pow-Wow Rug”

Music

“Chill” from the CD *Something Good* (see page 143)

Teacher Notes

This lesson is a close companion to lesson 3, “Builders and Breakers.”

Vocabulary

conflict

escalate

caring powers

de-escalate

Lesson at a Glance

Introduction

1. Define Conflict

Strategies

2. Identify Conflicts
3. Things That Send Us Up the Conflict Escalator
4. Caring Powers

Conclusion

5. Reinforce I STOP'D

Core Curriculum Objectives and Standards

Objectives

Resolve differences with others by using the conflict resolution model.

Standards

7030-0302 Model behaviors that foster healthy interpersonal relationships.

Introduction

1. Define conflict.

Ideas for this lesson are used by permission from 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. For more information, please visit operationrespect.org

- What does the word “conflict” mean?
- What is a conflict?

Explore student responses and explain that

- Conflict is a disagreement between people.
- What are some examples of a conflict?
- What conflicts do you have in your day at school?
- What do you think of when you hear the word conflict?
Emphasize that conflict is an opportunity for two people to grow together.
- What kinds of conflicts do grown-ups have?

2. Identify Conflicts.

Show students several magazine pictures of people in conflict.

- What is happening in this picture?
- What do you think the problem is about?
- How do the people feel?
- Where are they in the I STOP'D process?
- How will this conflict be resolved?

Strategies

Ask

Read

Read *Matthew and Tilly* or another similar book from your media center.

Introduce this book by explaining that it is a book about two friends who sometimes have conflicts when they play together.

Ask

- What is happening in this book?
- What do you think the problem is about?
- How do the people feel?
- How did this conflict get resolved?
- What would happen if Matthew and Tilly used the I STOP'D process?

Draw

- Draw an escalator on the board and explain that when a conflict gets worse, it escalates.
- If a conflict is resolved it de-escalates.
- Using the escalator drawing, identify the initial conflict in *Matthew and Tilly*. (Matthew broke Tilly's crayon.)

Tilly: “You’re stupid, stinky and mean.” Both go off alone.

Matthew: “You’re picky, stinky and mean.”

Tilly: “No it wasn’t. You always break everything.”

Matthew: “It was old. It was ready to break.”

Tilly: “You broke my crayon”

Matthew broke Tilly's crayon.

3. Things That Send Us Up the Conflict Escalator

Ask

What did Matthew and Tilly say to each other that made their conflict get worse?

Write each incident that made the conflict escalate on the steps going up.



Discussion

- What would you say to Matthew and Tilly to help them come down the escalator.
- What are some conflicts you have had with friends and what happened?
- What behaviors contributed to the conflict escalator or your conflict?
- When you are in a conflict, what are the things that make you go up the conflict escalator?
- What kinds of things send us up the conflict escalator?
name calling, blaming, shouting, hitting, shoving, spitting, etc.

Ask

4. Caring Powers

- What are some caring ways we can to solve conflicts without hurting someone else?
Display the “Caring Powers” poster or other graphics from lesson 3.
- How can we use these ideas in resolving conflict?
Role-play a situation and use a solution from the “Caring Powers” poster.

Conclusion

5. Reinforce I STOP'D

- Review the I STOP'D decision making model (see lesson 4).
- Sing “Chill” together as a class and practice the “Chill Drill.”

Optional Activity

Pow-Wow Rug

Set up a carpet sample in your classroom and ask students to sit at either end while they are using this model. The teacher may want to sit in the middle to help with the process the first few times. Label the “Pow-Wow Rug” and post clearly the I STOP'D rules. “Pow-Wow Rug” may be used independently by students to solve conflicts.



Optional Books

Jones, Rebecca C., and Beth Peck. *Matthew and Tilly*. New York: Puffin Unicorn, 1995.

Lionni, Leo. *Swimmy*. New York: Knopf, 2008.

Lionni, Leo. *It's Mine!* New York: Knopf, 1986.

Seuss. *The Sneetches and Other Stories*. New York: Random House, 1989.

Seuss. *The Butter Battle Book*. New York: Random House, 1984.

Udry, Janice May., and Maurice Sendak. *Let's Be Enemies*. New York, NY: HarperCollins Publishers, 1989.

Zolotow, Charlotte, and Ben Shecter. *The Hating Book*. New York, NY: Harper & Row, 1989.

Zolotow, Charlotte, and Arnold Lobel. *The Quarreling Book*. Topeka, KS: Econo-Clad Books, 1999.

For other book ideas, please see lesson 3, Builder Breaker, page 38.



Caring Powers

Make a Peace Offering: One person gives a little gift or something that shows he or she wants to solve the conflict.

Say “I’m Sorry”: “Sorry” can mean different things. One reason to say, “I’m sorry” is when you are wrong. It can also be a way of saying, “I feel bad we’re having this conflict.”

Talk It Out: Many conflicts can be solved by just sitting down and talking to each other about the conflict.

Listen to Each Other: People in the conflict need to be willing to listen to each other. Good listening helps each person understand what the other person is thinking and feeling.

Work Together: Sometimes a conflict can be solved by agreeing to work together on a project or idea.

Compromise: If both people give in a little, they compromise.

Share: If people are having a conflict about who gets to use something, there may be a way to use the object at the same time.

Take Turns: One way to share is to decide that one person uses something first and then the other person has a turn.

Put It Off: Sometimes people are too angry to talk it out or to solve the problem. They may need to take a break and work on it later.

Build Trust: Sometimes one person doesn’t believe what the other says. People need to trust each other.

Solve the Problem: Conflicts are problems. If the people solve the problem, then the conflict will be solved.

Skip It: Some conflicts aren’t worth bothering with; just forget about it.

Get Help: Sometimes you can’t come to a solution by yourselves and you need to ask a grown-up or another child to help you.

Control or No Control

More Practice With I STOP'D (Stop and Think)



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 or other drugs.

Teacher Notes

Preparation

Copies

Home Connection Worksheet: "Control/No Control" (see page 115)

Music

"Buckle Up" from the CD *Take a Stand* (see page 141)

Vocabulary

control

Lesson at a Glance

Introduction

1. Things I Cannot Control
2. Things I Can Control

Strategies

3. "Buckle Up"
4. "Control/No Control" worksheet

Conclusion

5. Lesson Review

Core Curriculum Objectives and Standards

Objectives

- Gain control over practices that promote physical and mental wellness.
- Understand the difference between things we can and cannot control.

Standards

- 7030-06** The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

Introduction

1. Things I Cannot Control

Discuss things around us that we cannot control

- We cannot control the processes of nature such as weather, earthquakes, tornadoes, floods, etc.
- We cannot control some other things such as inherited personal traits, behaviors of other people, etc.

2. Things I Can Control

Discuss things around us that we can control

- A person can control things in his or her life like what he or she wears, says, or eats.
- A person can control when he or she takes a bath, brushes teeth, buckles seat belts, etc.

Strategies

3. “Buckle Up.”

- Teach the song: “Buckle Up
- While the music is playing, play the game “Car and Driver.”
Divide into pairs. One person is the car and the other is the driver.
The “car” closes his or her eyes; holds up his or her hands in front of them to simulate bumpers and prepares to be guided around the classroom by the “driver.”
The driver stands behind the car and gently steers them around the classroom, avoiding other drivers and obstacles.
- A less-active role-play is to arrange chairs as if groups of students were riding in a car. Students buckle-up and take a ride while the music is playing.
The driver gets to determine the conditions of the car and road and responds as if the road is bumpy, smooth, swerves, or is straight. The car might slow down, speed up or turn a corner.
Passengers in the car mimic the drivers actions.
Switch drivers and let others determine the car and road conditions.

4. “Control/No Control” worksheet

- Distribute the “Control/No Control” worksheet.
- Have students stop and think about personal traits over which they have no control and write those traits in the “I Have No Control Over” column of the worksheet.
Natural hair color
Bone structure
Type of complexion
Color of eyes
- Have students stop and think about some personal traits over which they have control and write those traits in the “I Have Control Over” column of the worksheet.
Regular exercise
Diet
Tobacco and alcohol use
Hobbies and activities
Study time
Seat belt use
- Review worksheet and discuss student responses.

Conclusion

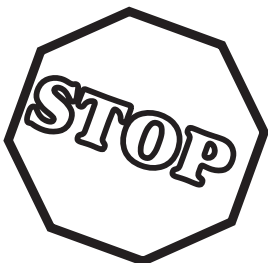
5. Lesson Review

- Putting our energy into things we can control, especially when those things help us be safe and feel good about ourselves.
- Worrying about things we cannot control causes stress.

Control or No Control

I Have Control Over

I Have No Control Over




Hooked On Commercials

More Practice With I STOP'D (Stop and Think)



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 or other drugs.

Teacher Notes

Preparation

Copies

- "Hooks or Persuasion Techniques Used in Advertising" (see page 119)
- Home Connection "Hooked on Commercials" (see page 120)

Materials

- advertisements from magazines

Vocabulary

persuasion techniques
endorsement
bargains

bandwagon
straight sell
snob

statistics
pun

Lesson at a Glance

Introduction

1. What Did You Purchase?

Strategy

2. Advertising Techniques
3. You Are the Advertiser

Conclusion

4. "Hooked on Commercials"

Core Curriculum Objectives and Standards

Objectives

- Identify advertising techniques.
- Develop skills to analyze advertisements.

Standards

- 7030-0702** Describe the influence of media on making healthy choices.

Introduction

Activity

1. What Did You Purchase?

- Ask two volunteers to have a competition to see who can do the best job of selling an object in the room to the class.
- Who did the best job?
- What did that person do to make the object sound desirable?
- Think of a product you've purchased or asked your parents to purchase because of a commercial you've seen (e.g., breakfast cereal, game, toy, etc.).
- What claims were made by the product advertisement?
- How did the advertising promises compare to the actual product performance?

Strategies

Illustration

2. Advertising Techniques

- Talk about the advertising and persuasion techniques described on "Hooks or Persuasion Techniques Used in Advertising."
- Show magazine advertisement samples and decide what techniques are used in the sample.

Create

3. You Are the Advertiser

- As a class, make a list of problems or needs and list them on the board.
- Divide the class into small groups.
- Each group will use the list on the board and create a product to solve that need. The group will also design an advertisement for the product using one of the persuasion techniques.
- Groups will present their products and advertisements to the class.

Discussion

- Which advertisement entices you to purchase the product?
- What parts of the advertisement drew your interest?
- What other kinds of techniques were used in the advertisement?
- How were the techniques used to make the product look its best?
- Sometimes we don't take the time to stop and think but let other people tell us what to think, what to eat, what to wear, what is cool and what music to listen to.
- If we know what to look for in a commercial, we can stop and think and make a more informed decision.

Conclusion and Home Connection

4. Hooked on Commercials

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student, along with the "Hooks or Persuasion Techniques Used in Advertising" resource sheet and instruct students share the information with their families.



Hooks or Persuasion Techniques Used in Advertising

Straight Sell: This appeal is very businesslike. The advertisement tells what the product is, how much it costs, and where it can be purchased.

Bargain: Advertisers using this appeal stress low prices. Everyone likes to get a good buy, but consumers should question why a price has been reduced.

Bandwagon: This appeal claims that everyone is buying the product.

Snob: Advertisements using this appeal show the popular people buying this (usually expensive) product.

Endorsement: This appeal uses a well-known person or group to help sell the product. This appeal personalizes the ad and is a good attention-getter. Consumers need to weigh the endorser's expertise and question their own desire to imitate the endorser.

Details and Statistics: This appeal is often used for products that are technical and/or expensive.

Emotion: This appeal stresses feelings like love, sympathy, and fear that are often used to motivate consumers.

Public Concern: This appeal is used when a company needs or wants to build a positive image. It makes the company look like a good citizen.

Humor: This is an effective appeal because consumers relax and become more receptive to the advertiser's message. Puns and catchy slogans are variations.






Home Connection

Dear family,
Today we learned about some techniques advertisers use to motivate us to buy their products.

Help me practice being aware of these techniques by allowing me to watch one hour of T.V. and recording the commercials I see. Help me complete each column for each advertisement noting the time of day the advertisement was presented, what product is being advertised and what persuasion techniques or “hooks” were used. Some commercials may contain more than one technique.

Thanks

Time of day	Product Advertised	Persuasion Techniques Used
		



Conexión en el Hogar

Querida familia,
Hoy, yo aprendí acerca de algunas técnicas que usan los comerciales para motivarnos a comprar sus productos.

Ayúdame a practicar al estar alerta de estas prácticas, al permitirme ver una hora de televisión y grabar los comerciales que vea. Ayúdame a completar cada columna con cada comercial que vea, anotando a qué hora del día es anunciado, qué producto está siendo anunciado, y que técnica de persuasión o “ganchos” están siendo usados. Algunos comerciales pueden tener más de una técnica.

Gracias.

Hora del día	Producto que esta siendo anunciado	Técnicas de persuasión usadas
		

Understanding the Effects Of Poisons and Pollutants

More Practice With I STOP'D (Stop and Think)



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 or other drugs.

Teacher Notes

Lesson 16, “Natural Highs,” is a great followup to this lesson.

Preparation

Copies

- Home Connection “I’ve Decided” cards and board game (see starting page 125)
- “I’ve Decided” game – one game for each small group (same as above)

Materials

- scissors

Music

- “I’ve Decided” from the CD *Something Good* (see page 154)

Vocabulary

poison and pollute	harmful substances
impairment	legal/illegal

Lesson at a Glance

Teacher Note

- More activities for this lesson, and others, are available in the book – Jackson, Tom. *Activities That Teach*. [Utah]: Red Rock Pub., 2003.

Introduction

1. Poison and Pollution

Strategies

2. Impairment Games
3. “I’ve Decided” Game

Conclusion

4. “I’ve Decided” Song

Home Connection

5. “I’ve Decided”

Core Curriculum Objectives and Standards

Objectives

- Demonstrate responsibility for self and actions.
- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Recognize and name their emotions and have access to calming their unpleasant emotions.

Standards

- The students will learn ways to improve mental health and manage stress.

Introduction

Discussion

1. Poison and Pollution

- What does the word “poison” mean?
- What does the word “pollution” mean?

The following bullets will assist you in this discussion.

- Poisoning or polluting the body makes people less able to be healthy or do tasks effectively and efficiently.
- Drinking alcohol pollutes and poisons the body so it cannot balance itself. (Refer to the impairment game of whirling around in a circle and not being able to stand straight.)
- The brain is poisoned and unable to function properly when some things such as glue or gasoline are misused. (Refer to the impairment game of trying to read through glasses covered with petroleum jelly.)
- Some things might be legal to use by adults but pollute growing bodies.
- Just because something is reachable does not mean it is safe.
- Smelling or breathing poison and pollution can create disease in the body. (Refer to the impairment game of trying to breathe through a small straw while exercising).
- Some things, like gasoline, are safe when used as directed but poisonous if misused.
- When the body is poisoned or polluted, it can become impaired, meaning it cannot properly function.

Strategies

2. Impairment Games

Play the following games with the class.

- Reading with petroleum jelly on glasses.
- Wearing large gloves and threading a needle.
- Talking and drinking at the same time.
- Exercise while breathing through a straw.

These games, and many others, are explained more fully in Tom Jackson's *Activities That Teach* and are used with permission.

Discussion

Discuss the following questions:

- Stop and Think. How can various products that we touch, breathe, eat, smell or taste become a poison or pollutant?
- How can poisons and pollutants impair the body?
- Do all poisons and pollutants effect all people the same way?
- What things can become a poison or pollutant to you?
- How do we keep from becoming a victim of a poison or pollutant?
- How can you help others not be overcome by poisons or pollutants?

Game

3. “I’ve Decided Game”

- Cut out the “I’ve Decided” game cards and provide one set of cards and a game board to each small group of students.
- Each group puts their cards into a draw pile.
- Start at the beginning of the path that is next to PD.
- Select a card from the draw pile and follow the directions on the card.
- Place the card into the discard pile. When the draw pile is depleted, shuffle the discard pile and make it the new draw pile.
- The first player to the end wins the game.

Conclusion

Sing

Sing the song “I’ve Decided,” and discuss the fact that we all have to make decisions that affect our bodies.

Home Connection

Make a copy of the “I’ve Decided” game pieces for each student. Send them home with each student and instruct students play the game with their families.



"I've Decided"

Game Cards

Drank alcohol. Go back two spaces.	I played during all of lunch time and didn't eat. Go back four spaces.	I asked a new person to eat lunch with me. Go ahead three spaces.
Older kids offered me a cigarette. I said, "No." Go ahead four spaces..	Breathed fumes from a container of gasoline. Go back three spaces.	I forgot to feed my rabbit. Go back two spaces.
I ate a hot breakfast before school. Go ahead five spaces.	I only watch one TV show a day. Go ahead four spaces.	I went to bed late. Go back one space.
I ate too much candy and now have a stomach ache. Go back three spaces.	I brush my teeth every morning and night. Go ahead three spaces.	I studied for my spelling test. Go ahead two spaces.
I decided to be happy all day. Go ahead three spaces.	I choose to drink juice instead of pop. Go ahead two spaces.	I didn't do my math. Go back 2 spaces.
Write you own	Write you own	Write you own

“I’ve Decided”

Making healthy decisions helps me be a winner.

Directions
Put the cards
into a draw
pile.

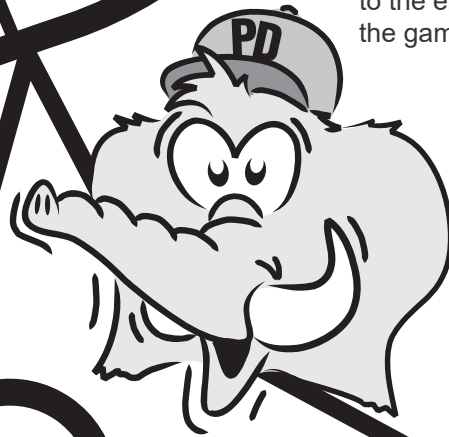
Start at the
beginning of
the path that is
next to PD.

Select a card
from the draw
pile and follow
the directions
on the card.

Place the
card into the
discard pile.

When the
draw pile is
depleted,
shuffle the
discard pile
and make it
the new draw
pile.

The first player
to the end wins
the game.



Natural Highs

More Practice With 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 or other drugs.

Teacher Notes

Preparation

Materials

- Butcher paper
- Paper and pencil

Music

- "Scoot, Scat, Groove" from the CD: Take a Stand (see page 158)

Vocabulary

- natural highs
- unnatural highs

Lesson at a Glance

Introduction

1. Describe Good Feelings

Strategy

2. Natural Highs and Unnatural Highs
3. "Scoot, Scat, Groove"

Conclusion

4. Natural High Mural

Core Curriculum Objectives and Standards

Objectives

- Recognize what they can do to feel the pleasure of a natural high.

Standards

- 7030-0302** Model behaviors that foster healthy interpersonal relationships.

Introduction

Discussion

1. Describe good feelings.

- Think of a time when you felt good because you accomplished something hard, won a race or game, or did something enjoyable.
- What kinds of things were you thinking about?
- What are the words and phrases that you use to describe those good feelings?

List the words on the board.

Strategies

2. Natural Highs And Unnatural Highs.

- These good feelings are called “natural highs.”
- When you receive a natural high, your body actually secretes special chemicals called “endorphins” that affect the pleasure center of your brain.
- You get these feelings without taking any drugs or taking anything unnatural into your body.
- Natural highs have no negative physical consequences.
- Sometimes, people who are bugged try to feel good by using unnatural highs such as feelings caused by drugs.
- Unnatural highs can impair judgement and ruin your health.
- Unnatural highs can create more bugs that can make us feel stressed or out of control.

Song

3. “Scoot, Scat, Groove.”

- Teach song: “Scoot, Scat, Groove.”
- Let children move around to the beat of the music and point out that it feels good to exercise, dance, etc.
- Think of other ways to feel good without taking anything unnatural into your body.
- Instruct students to choose an activity in which they’ve experienced a natural high.
- Write another verse to “Scoot, Scat, Groove” using the chosen experience.
- Allow students time to perform their new verse.

Activity

Tie in the 3 Cs

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

- 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 or other drugs.

Conclusion

Chart

4. Natural High Mural

- Emphasize the importance of looking for natural highs when feeling low.
- Title a chart or mural “50 Ways to Feel Good Naturally.”
- Have students complete and display the mural by listing 50 different ideas for natural highs.




I Can Take A Stand

More Practice With Bugs and 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 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 or other drugs.

Preparation

Copies

Home Connection (see page 132)

Materials

- Poster: "I Can Take a Stand" (see page 134)
- Chart of Step by Step "Refusal Skills" (see page 135)
- "Teacher's Guide to the Refusal Skills" (see page 136)

Music

"Take a Stand" from the CD Take a Stand (see page 161)

Teacher Notes

This is only an introductory Refusal Skills lesson. A more detailed lesson is presented in the 4th grade. If you would like to teach this lesson in more depth, please refer to the end of the lesson for a complete explanation of the Refusal Skills.

Vocabulary

resist	refuse
focus	refusal

Lesson at a Glance

Introduction

1. "Take a Stand"

Strategy

2. Making Choices
3. The Refusal Skills

Conclusion

4. Role-play refusal skills

Home Connection

5. "I Can Take a Stand"

Core Curriculum Objectives and Standards

Objectives

Practice refusal skills to make positive choices when identifying situations regarding health and safety.

Standards

7030-0101 Demonstrate responsibility for self and actions.

Introduction

Strategies

Discussion

1. "Take a Stand"

- Sing the song "Take a Stand."
- Use the 5 Ws (see lesson 10) and review the importance of making wise choices.

2. Making Choices

- Imagine a picture that is out of focus.
- When we make foolish choices, our lives are out of focus like the picture.
- When we make smart choices, our lives become more focused.
- What are some positive choices that we make?
Get enough sleep.
Eat breakfast before school.
Listen for work directions.
Stop at the crosswalk and look both ways.
Eat healthy snacks.
- Sometimes people want us to do things we know are foolish choices,
- When that happens, the choices become harder to make and life gets cloudy and out of focus. We get bugged. What are some of the things that might bug us and make life difficult?
- How can those things make our life out-of-focus?
Dangerous things make our heart start to beat a little faster, or we get worried about what our friends might think.
We know it isn't right, but we don't know what to do.
- What are some things you can do when life is difficult?
- Decide now what you will do when someone wants you to make a foolish choice.

3. The Refusal Skills and ISTOP'D

Using the chart "Step by Step™," introduce refusal skills that will help students "take a stand," avoid danger and keep the bugs away..

Step by Step™

1. Ask questions. (Stop!)
(e.g., "What....?" "Why....?")
2. Name the trouble. (Think!)
(“That’s....”)
3. Identify the consequences. (Think!)
(“If I do that....”)
4. Suggest an alternative. (Select options!)
(“Instead, why don’t we....”)
5. Move it, sell it, and leave the door open. (Do it!)
(“If you change your mind.....”)

Conclusion

Role Play

4. Role-play refusal skills.

Use these scenarios to role-play the refusal skill steps about making good choices.

- Your friend steals a candy bar and wants you to steal one also.
- Your sister finds a cigarette on the ground and tries to get you to light it and put it in your mouth.
- Your friends want to raid the refrigerator and steal some of the beer inside.
- Your best friend says he won't speak to you ever again if you don't steal money from your mom's purse.



Tie in the 3 Cs

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

- Your friend wants you to go to the convenience store and steal something.
- A classmate wants you to take something out of the teacher's treat jar without asking.
- A bunch of kids are playing keep-away with Jonny's backpack and he feels threatened and bullied.

I care about me.

- 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 or other drugs.

I care about others.

- 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 care about the community

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

Home Connection

Prepare

5. "I Can Take a Stand."

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.

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Home Connection

Dear Family,

Today we learned some skills to help me take a stand and refuse things that are unhealthy or would get me into trouble. Please review the refusal skills with me.

Help me practice the refusal skills by crossing out one PD the Mammoth every time I use a refusal skill.

Thanks.

The Refusal Skills

1. Ask questions.
(e.g., "What....?" "Why.....?")
2. Name the trouble.
(“That's....”)
3. Identify the consequences.
(“If I do that.....”)
4. Suggest an alternative.
(“Instead, why don't we....”)
5. Move it, sell it, and leave the door open.
(“If you change your mind.....”)





Conexión en el Hogar

Querida familia,
Hoy, aprendí algunas habilidades que me permiten tomar una decisión y rechazar cosas que no son saludables o que me pueden causar un problema. Por favor ayúdame a rechazar éstas habilidades.

Ayúdame a revisar esto que he aprendido al cruzar un mamut cada vez que yo use cada una de éstas habilidades..

Las habilidades son

1. Hacer preuntas
(¿qué? ¿Porqué?)
2. Nombrar el problema
(Esto...)
3. Identificar las consecuencias
(Si hago eso...)
4. Sugerir una alternativa
(En lugar de eso, porque no mejor nosotros...)
5. Cambiarlo, venderlo y dejar la puerta abierta
(Si tu cambias tu forma de pensar...)



**I
CAN
TAKE A
STAND**



Refusal Skills

- 1. Ask questions.**
(e.g., "What...?" "Why...?")

"Why do you want me to go there?"

- 2. Name the trouble.**
(“That’s...”)

“That’s called stealing.”

- 3. Identify the consequences.**
(“If I do that...”)

“If I do that, my mom will be mad.”

- 4. Suggest an alternative.**
(“Instead why don’t we...”)

“Instead why don’t we jump on my trampoline.”

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

“If you change your mind, please come on over.”

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,.

Teacher's Guide to the Refusal Skills

Step #1

Ask questions. (“What?” “Why....?”)

- Use the troubles from the list to model Step #1 with a student assistant and illustrate asking questions.
- 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. Continue this discussion, modeling, and role playing as long as necessary.

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 list 12 activities that won’t have legal consequences or bring on trouble.
- Students can share some of their thoughts with the class.
- 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.
- Set the stage for students. For example, "Let's say that your friend wants you to go down to the store and help steal some sneakers. You've told your friend that it's wrong, and if you do that, you might get into trouble with the police as well as your family." Now you want to suggest an alternative.
- Don't pressure
- Continue to model the skill. 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 skills.
- Practice with a few students as the class watches.
- You can cue key phrases, and your assistant can portray the "troublemaker."

Review all the steps and remember the following points when practicing Steps #4 and #5:

- Remind students that their alternatives should be specific, but they can be simple.
- Include situations in which students don't have to "leave the door open," because the troublemaker agrees to their alternative.
- Discourage students from omitting selling their alternative and jumping to the next step.
- Don't pressure students, and don't let them pressure each other.

Consider the following options as cues for "sell it":

- Ask students for their alternative selling technique before beginning the role play, and cue key phrases to that information.
- Freeze the role play and help the student think of selling techniques.



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)

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