


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:

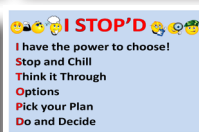
- Does it feel good?
- Is something not quite right?
- Is what I am doing not working?
- Are there consequences I didn't think about?
- Should I try a different option?

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!



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S^{top}



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P^{lan}



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Thank you!

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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.

iGracias!



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.

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Parar



Pensar



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Planes



Hazlo



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