


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

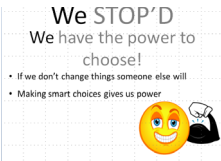
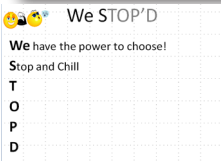
Buscar opciones

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).

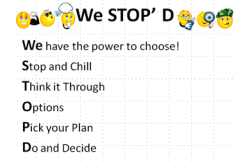
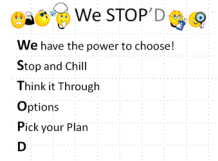
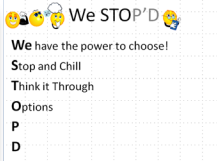
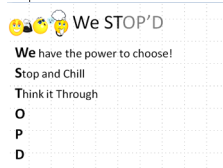
3 Cs – Help students understand and state clearly:

- 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

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We STOP'D

We have the power to choose!

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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
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We STOP'D

We have the power to choose!

Stop and Chill
Think it Through
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P
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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)

