

**S.A.F.E.**

**STUDENT ASSISTANCE HANDBOOK K-5**

**WATERTOWN SCHOOL DISTRICT 14-4**

**WATERTOWN, SOUTH DAKOTA**

**Revised  
2006**

# S. A. F. E.



Student Assistance For Everyone

## WORD OF THE WEEK

- # 1 Cooperation
- # 2 Behavior
- # 3 Feelings
- # 4 Family
- # 5 Differences
- # 6 Friends
- # 7 Honesty
- # 8 Decisions

The lessons in this curriculum have been arranged in sequence and looked at to determine if they fall into the following four categories:

- a) Self-awareness
- b) Relationships
- c) Decision making
- d) Chemical use

The curriculum was examined to insure that the three areas of education and appeal were addressed:

- a) Affective
- b) Behavioral
- c) Cognitive

The curriculum also addresses higher thinking skills and the lessons encourage advancing from level to level with thinking skills:

- a) Factual
- b) Analytic
- c) Decision making

The different learning styles of children are also taken into consideration:

- a) Auditory
- b) Visual
- c) Kinesthetic
- d) Tactile

It is also suggested to add unity to the K-6 curriculum that we have a word of the week. The word of the week will be discussed in all grades at the same time. This common unity will enhance the school climate and build a common bond within all areas of the curriculum.

The lessons in the curriculum are keyed to reducing risk factors with young children. Young people with these risk factors have increased chances of developing a problem with drug use.

## 1. RISK FACTORS

The lessons in the curriculum are keyed to reducing risk factors identified by Drs. David Hawkins and Richard Catalano after extensive review of research findings in adolescent drug abuse. Young people with these risk factors have increased chances of developing a problem with drug use (though having a risk factor does not assure that the child will become a drug abuser). The factors follow:

Family history of alcoholism. Alcoholics and other drug abusers often have a history of parental or sibling alcoholism. The presence of an alcoholic family member approximately doubles the risk that a male child will have a problem with alcohol or other drugs.

Family history of criminality or anti-social behavior

Family management problems, including poorly defined rules for behavior, inconsistent reactions to children's behavior, poor monitoring of behavior, excessively severe discipline, and constant criticism and absence of praise.

Early antisocial behavior and hyperactivity (in early elementary school), including aggression (especially when coupled with shyness among males), nervousness, inattentiveness, impulsiveness, defiance, and negativity

Parental drug use and positive attitudes toward use, including parent modeling of use and involvement of their children in use, e.g., getting a beer from the refrigerator or lighting a cigarette

Academic failure in mid- to late elementary school. Poor school performance increases the likelihood of early initiation of use as well as the amount of subsequent use.

Little commitment to school. Students who are not committed to school and getting an education are more likely to use drugs. Use of illicit drugs, e.g., cocaine, stimulants, and hallucinogens, is significantly lower among high school students who expect to attend college

Alienation, rebelliousness, and lack of social bonding to society. In middle or junior high school, those students who do not buy into the dominant social values, who rebel against authority--particularly their parents and school officials--and who don't attend church tend to be at higher risk for drug abuse than those who are bonded to the primary social groups of family, school, and church.

Antisocial behavior in early adolescence, including school misbehaviors, low social responsibility, fighting, sensation seeking, and general aggressiveness

Friends who use drugs, among the strongest predictors of adolescent drug use. Initiation into drug use happens most frequently through the influence of close friends.

Favorable attitudes toward drug use. Children often have health-conscious anti-drug attitudes in late elementary school. When these attitudes change to become favorable toward the use of alcohol, tobacco, and marijuana, children are more likely to initiate drug use.

Early first use of drugs. Beginning to drink alcohol or use other drugs at an early age (before age 15) increases the risk of drug problems.

For full descriptions of risk factors, consult the following articles: Hawkins, J.D., Lisner, D.M., Catalano, R.F. Childhood predictors and the prevention of adolescent substance abuse, in C.L. Jones and R.J. Battjes (eds.), Etiology of Drug Abuse: Implications for Prevention. Washington, D.C., National Institute on Drug Abuse, aDM8-1385m1985.

Hawkins, J.D., Lishner, D.M., Catalano, R.F., Howard, M.L. Childhood predictors of adolescent substance abuse: toward an empirically-grounded theory. Journal of Contemporary Society (in press).

## EXTENSIONS

The lessons in this curriculum are not contained within the material in the guide and kit you've received. They extend into the schoolyard, the home, and the greater community in which your student lives. We strongly suggest, therefore, that you encourage "continuation" of these lessons outside the classroom, particularly with students' parents. For example, students need to practice the social skills delineated in this curriculum in as many different situations as they can. That is why we recommend regular class sessions throughout the year to reinforce those skills.

## TEACHER CHECKLIST

Teachers help students learn. Students learn not only from using a formal curriculum but also by attending to how they are treated. Therefore, your actions in the classroom are a significant adjunct to this curriculum. Use this checklist at least twice a week to remind yourself of the elements critical to effective implementation of the curriculum. You may find that you can use the list for teaching other curricula as well.

### Environment

1. Am I greeting my students warmly as they enter the classroom?
2. Are the ground rules posted in a conspicuous place?
3. Am I following the ground rules and reinforcing students who follow them?
4. Am I regularly providing positive statements to my students?
5. Am I using humor to make the classroom atmosphere relaxed and non-threatening?
6. Am I taking care of my mental and physical well-being?

## Instruction

1. Am I reviewing the previous day's objective and message?
2. Am I stating the current day's objective clearly at the beginning of the lesson?
3. Am I making the lessons come alive by using examples and stories relevant to my students?
4. Am I modeling what I want my students to do?
5. Am I monitoring my students' understanding of the lessons, and appropriately adapting my instruction?
6. Am I providing for guided practice?
7. Am I providing for independent practice?
8. Am I providing for student discussion before, during, and after the lessons?
9. Am I providing closure for the lessons by restating the objectives and presenting the messages?
10. Am I helping my students to focus on the short term as well as the long term consequences of their behavior?
11. Am I using cross-age teaching?

## DRAMATIC PLAY INTRODUCTION

### Introducing People Puppets

Purpose: To show children how to use puppets.

Materials: Four people puppets, props suggested by the children.

Display the four people puppets and tell children that they will be using the people puppets to give plays.

Demonstrate how to put the puppets on--insert the index finger in the puppet's head and use the thumb and middle finger as the puppet's hands.

Demonstrate one or two of the actions listed below, and then ask for volunteers to take turns putting on the puppets and performing the actions.

- nodding head (yes)
  - shaking head no
  - stretching
  - scratching
  - waving
  - yawning
- pulling something (ask children to suggest prop)
  - pushing something (ask children to suggest prop)
  - falling forward or backward
  - petting an animal (ask children to suggest prop)

Encourage children to suggest props and to use the puppets to perform activities such as:

- building with small blocks
- beating a drum
- coloring
- cooking
- reading a book
- writing

To help children become familiar with the puppets and become comfortable using them, leave the people puppets and props on display. Encourage children to play with them. For additional information on the use of the puppets, see the Dramatic Play section in the Teacher's Guide.(DUSU-Revised), American Guidance Service, Circle Pines, MN

## Introducing Pantomime

Purpose: To introduce the technique of pantomiming and the work "pantomime."

Say: **Sometimes we'll be doing a special kind of pretending called pantomiming. When you pantomime, you pretend you're doing something. You move your body to show what you are doing, but you don't have any real objects, and you don't say anything. Watch my movements and see if you can tell me what I'm pretending to do.**

Pretend to open a milk carton and to pour milk from the carton into a glass; use exaggerated movements. Repeat the movements until someone identifies what you are doing; give clues if children have trouble.

**Now let's all pantomime.** Help children find a space where they won't be too close to one another. Tell them to stand quietly in their places.

**When I say "Ready, begin," start pantomiming and keep on until you hear me say "Stop." Remember not to talk when you're pantomiming. Let's pretend we're sweeping the floor. Ready, begin.**

Continue to pantomime as long as children are interested. Progress from pantomiming simple actions to pantomiming actions and facial expressions that show feelings. For example, pantomime climbing a ladder, bumping your head, feeling sad, laughing at a joke, or crying. For additional information on pantomiming or role playing, see the Dramatic Play section in the Teacher's Guide. (DUSO-R)

# Kindergarten

	<u>Table of Contents</u>	<u>Word of the Week</u>
Lesson #	Title	Book (pages)
1	The Underwater Problem Solvers	1 (1-6)
2	All the Colors of Lefty	1 (35-39)
3	A New Friend	1 (7-11)
4	Pudge Swims Alone	1 (81-84)
5	Duso Talks About Friends	2 (104-107)
6	The Mistake	1 (53-57)
7	Duso and Squeaker	1 (12-15)
		Behavior
		Feelings
		Family
		Differences
		Friends
		Honesty
		Decisions

**Ready**

The students will demonstrate the ability to:  
- follow the rules of group discussion  
- accept instructions without resentment

**WORD FOR THE WEEK:  
BEHAVIOR**

**Set**

Resources:  
Duso Story Book #1, pages 1-6  
Duso D.1 Group Discussion Cards  
Duso Puppet (explain who he is)  
Duso Song (to introduce Duso)  
Duso Song (to say good-bye to Duso)  
Dramatic Play Introduction Card

New vocabulary:  
clam up  
friends  
listen  
problem solvers  
rules  
think together

**Go**

Review the story:  
Who is Duso?  
Who are his friends?  
Why do they call themselves the underwater problem solvers?  
Activity: Pick 5 children to act out the main points of the story.  
1. When we have something to say we must **RAISE YOUR HAND**.  
2. When someone else is talking we must: **LISTEN CAREFULLY**  
3. When we have a good idea we should share the ideas: **DON'T CLAM UP**  
4. When we are talking about a subject we must: **STICK TO THE POINT**  
5. It is much better and easier to come up with ideas when we: **THINK TOGETHER**. Two heads are better than one.

**Grade Kindergarten**

**THE UNDERWATER PROBLEM SOLVERS**

**Lesson #1**



Ready

The students will demonstrate the ability to:

- increase feeling words vocabulary
- increase awareness of own feelings and feelings of others

WORD FOR THE WEEK:

F E E L I N G S

Set

Resources:

- Duso Story Book #1, pages 35-39
- Duso Puppet
- Duso Songs
- Assorted puppets
- Dramatic Play Card #7

New vocabulary:

- angry
- guess
- happy
- invite
- jealous
- sad
- tell

Go

Activity:

- 1) Review the story (page 38 of story)
- 2) Dramatic Play Card #7

Moving to a new place. Have the children act out their feelings and then discuss their feelings about moving.

Review Story:

1. Discuss feelings
2. Discuss or highlight how you felt or why you felt a certain way.
3. What can you do the next time you feel angry, sad, happy or jealous?

## DRAMATIC PLAY CARD 7

How Do You Feel?

Purpose: To encourage children to identify and express their feelings.

This activity can be enacted with puppets or through role playing. Children often enjoy using both methods; for example, presenting a scene with puppets and then role playing it. Guidelines for using puppetry and role playing are in the Dramatic Play section in the Teacher's Guide.

### Introduction

**Today we're going to pretend that certain things are happening to us. Then we'll have a chance to share how we feel about those things.**

### Setting the Situation

**Pretend you have just been told that your family is moving to another town. You start packing your suitcases, but you don't want to move. You want to stay where are.**

**When you get to your new house you discover that right next door is a horse farm!**

**Soon one of the neighbors comes over and tells you that you're a silly city kid who doesn't know anything about riding horses. The neighbors says you'd probably fall off. The person who owns the horse farm invites you to ride the horses. Soon you are galloping over the fields, the wind blowing in your hair!**

### Enactment

**Puppets**

**Materials:** Four people puppets, small boxes to represent suitcases, props suggested by children

**Choose two volunteers to play the children who are moving and two to play the new neighbors. Ask the volunteers to use the**

puppets to show the characters' actions. Possible actions: children packing suitcases, seeing horse farm, listening to neighbor call them silly city kids, riding horseback; other neighbor inviting children to ride.

Then ask the class to suggest dialogue and props.

Encourage the volunteers to enact the scenes combining the actions with dialogue.

### Role Playing

Choose volunteers or ask the whole class to pantomime the actions and facial expressions as you describe the scenes.

Either read the Setting the Situation section or describe the scenes in your own words. Then ask volunteers to dramatize the situation creating their own dialogue.

### Discussion

**How did you feel when you were moving? Why did you feel that way? What could you say to tell someone how you felt?**

**How did you feel when you saw the horse farm? Why did you feel that way? What could you say to tell someone how you felt?**

**How did you feel when the neighbor called you a silly city kid? Why did you feel that way? What could you say to tell someone how you felt?**

**How did you feel when you were horseback riding? What could you say to tell someone how you felt?**

**Ready**

The students will demonstrate the ability to:  
- recognize each person's uniqueness  
- understand importance of sharing feelings

**WORD FOR THE WEEK:**

**F A M I L Y**

**Set**

Resources:

- Duso Story Book #1, pages 7-11
- Duso puppet
- Duso songs
- Assorted puppets - 4 people puppets, small baby doll, small book, bean bag
- Dramatic Play Card #5

New Vocabulary:  
unique  
sea otter  
creature

**Go**

Activity:

1. Listen to and review the story.
2. Dramatic Play Card #5. (Children needing attention and adults not listening and being sensitive enough.) (Optional)

Closure:

It's important to get to know a person before you decide if you want to be friends with them.

**Grade Kindergarten**

**A NEW FRIEND**

**Lesson #3**

## DRAMATIC PLAY CARD 5

### The New Baby

**Purpose:** To help children recognize the feelings that often accompany the arrival of a new baby. This activity can be enacted with puppets or through role playing. Children often enjoy using both methods; for example, presenting a scene with puppets and then role playing it. Guidelines for using puppetry and role playing are in the Dramatic Play section in the Teacher's Guide.

#### Introduction

**When people are too busy to stop and listen to us or to play with us, we feel left out. Sometimes people are so busy that they don't even seem to see us. They might not answer us when we talk to them. Sometimes this happens when there's a new baby in the family.**  
**Today we're going to have a play that shows what it might be like when there's a new baby at home.**

#### Setting the Situation

**Jasper has a new baby brother. Jasper feels left out. When Jasper asks his mother to read to him, she's too busy; she must feed the baby. Jasper feels angry. On Saturdays, Jasper usually plays bean-bag catch with his dad. Now his dad is busy with the baby. On Sunday mornings, the family usually has a special breakfast with all of Jasper's favorite foods. Now the table is full of diapers and bottles and baby food, and there's no special breakfast. People come to see the new baby and bring gifts for the baby. Nobody pays any attention to Jasper.**

#### Enactment

#### Puppets

**Materials:** Four people puppets, small baby doll, small book, bean bag, props suggested by children

Choose four volunteers to play Jasper, Mother, Father, and a visitor. Ask the volunteers to use the puppets to show the characters' actions. Possible actions: Father holding and feeding baby, saying he doesn't have time to play; Jasper holding book, trying to look at it by himself, throwing book down, playing alone with bean bag, trying to get visitor's attention; Mother caring for baby; visitor admiring baby, bringing present.

#### Role Playing

Choose volunteers or ask the whole class to pantomime the actions and facial expressions as you describe the scene. Either read the Setting the Situation section or describe the situation in your own words. Then ask volunteers to dramatize the situation creating their own dialogue.

#### Discussion

**How do you think Jasper felt when Mother didn't have time to read to HIM?**  
**Have you ever felt that way when there's been a new baby at your house? What did you do?**  
**Do you think Jasper's mother still loves him? Why or why not?**

**What are some things Jasper can do so that he won't feel left out? (Encourage children to suggest positive alternatives such as finding someone to play with, helping with the baby.)**

**Could Jasper's mother or father or the visitor have done or said things that would have helped Jasper feel better? What could they have done?**

#### Reenactment

Reenact the scene showing Jasper being more cooperative and showing the adults being more sensitive to Jasper's need for attention.

**Ready**

- The students will demonstrate the ability to:
- acknowledge personal differences
  - appreciate personal differences
  - build resisting peer pressure skills

**WORD OF THE WEEK**  
**D I F F E R E N C E S**

**Set**

Resources

- Duso puppet
- Story Book 1, pages 81-84
- Duso songs

New Vocabulary  
alone  
different  
embarrassed  
favor  
get to know

**Go**

1. Review the story.
2. Discuss the feelings and behavior of the characters in the story.
3. Discuss how the children might feel or act in a similar situation.

**Ready**

The students will demonstrate the ability to:  
- build friendship making skills

**WORD FOR THE WEEK:**  
**F R I E N D S**

**Set**

**Resources:**

- Duso Book #2, pages 104-107
- Duso puppet
- Duso songs
- Dramatic Play Card #23
- Assorted puppets
- Box of crayons
- 4 puzzles

**New vocabulary:**

- friendly
- grouchy
- lonesome
- mope around
- shy

**Go**

1. Read and review the story
  2. Use Dramatic Play Card #23 (2nd activity)
  3. Divide the class into four groups
    - a) give each group a puzzle
    - b) they must cooperate and give all people in the group an opportunity
- Discussion of how children would feel in a similar situation.

**Closure:**

Everybody needs to have friends.  
Friends help each other.

## DRAMATIC PLAY CARD 23

Gordo and Molly

Purpose: To increase children's awareness of the feelings associated with sharing.

Prerequisite: Story, "Gordo and Molly," Story Book 2, Story Illustrations 108-112

This activity can be enacted with puppets or through role playing. Children often enjoy using both methods; for example, presenting a scene with puppets and then role playing it. Guidelines for using puppetry and role playing are in the Dramatic Play section in the Teacher's Guide.

### Introduction

Review the story. Then say: **Gordo and Molly are learning to share. But they still have some trouble with it now and then. Today, Gordo and Molly are supposed to be sharing some crayons. Molly doesn't like black or brown, so she gives Gordo the black and brown crayons and keeps the rest for herself. What do you think will happen?**

### Enactment

#### Puppets

Materials: Three people puppets, small box of crayons, paper, props suggested by children

Choose three volunteers. Ask the volunteers to use the puppets to show the characters' actions. Possible actions:

Molly handing Gordo two crayons, starting to color refusing to give him other crayons; Gordo picking up two crayons, holding out hand for more, arguing with Molly, going to get teacher; teacher showing children how to share fairly.

Then ask the class to suggest dialogue and additional props. Encourage the volunteers to enact the scene combining the actions with dialogue.

#### Role Playing

Materials: Crayons

Choose volunteers to ask the whole class to pantomime the actions and facial expressions as you describe the scene. Then ask volunteers to dramatize the scene creating their own dialogue.

### Discussion

**Did Molly share the crayons? Did she share them fairly?**

**How do you think Gordo felt when Molly gave him the brown and black crayons? What did he do? How did they solve the problem?**

**Has anything like this ever happened to you? What was it? What did you do?**

### Additional Situations

**Gordo says he'll share the blocks with Molly. He tells Molly that he'll play with them for part of free time and then she can play with them. Gordo plays with the blocks until free time is nearly over, and then he gives them to Molly. Gordo thinks he is sharing. What do you think will happen?**

Encourage children to suggest and enact other situations in which Gordo and Molly might have to share. Each time, show one of the characters sharing unfairly at first, and the other character protesting; have a third character suggest a fairer way to share.

**Ready**

The students will demonstrate the ability to:

- recognize that everybody makes mistakes
- we can all learn from our mistakes.
- recognize personal responsibility for actions

**WORD FOR THE WEEK:**  
**H O N E S T Y**

**Set**

Resources:

- Duso Book #1, pages 53-57
- Duso puppet
- Duso song
- Assorted puppets
- Construction paper cut outs for characters
- Small rocks
- Dramatic Play Card #11

New vocabulary words:  
ashamed  
mate  
mistake

**Go**

1. Review the story.
  2. Use review questions at the end of the story.
  3. Use Dramatic Play Card #11
- Review - (factual)  
Review questions. (analysis)  
Discussion of how children might feel or act in similar situations. (Decision making).

**Grade Kindergarten**

**THE MISTAKE**

**Lesson #6**



## DRAMATIC PLAY CARD 11

### The Mistake

Purpose: To help children recognize and accept mistakes as learning experiences.

Prerequisite: Story, "The Mistake," Story Book 1, Story Illustrations 53-57

This activity can be enacted with puppets or through role playing. Children often enjoy using both methods; for example, presenting a scene with puppets and then role playing it. Guidelines for using puppetry and role playing are in the Dramatic Play section in the Teacher's Guide.

#### Introduction

Review the story: Scrap is a penguin who mistakenly sits on rocks instead of penguin eggs. When the rocks don't hatch and Scrap discovers the mistake, he is ashamed and embarrassed. Duso offers Scrap advice and encouragement. At the end of the story, Scrap finds the baby chicks, already hatched.

#### Enactment

##### Puppets

Materials: Duso puppet, four people puppets to represent Scrap and the other penguins (make construction paper cutouts and tape the cutouts to the people puppets), small rocks  
Choose three volunteers, one to play Duso, one to be Scrap, and one to play the older penguin. Ask the volunteers to use the puppets to show the characters' actions. Possible actions: Duso swimming up, talking to Scrap; Scrap looking at rocks, hiding head in shame; older penguin laughing at Scrap's mistake.

Then ask the class to recall dialogue from the story. Encourage the volunteers to enact the scene, combining the actions with dialogue.

Ask for other volunteers to enact the rest of the story, showing Scrap finding the chicks.

#### Role Playing

Choose volunteers or ask the whole class to pantomime the actions and facial expressions as you read the story or tell it in your own words. Then ask volunteers to dramatize the story creating their own dialogue.

#### Discussion

Ask Scrap: **How did you feel when you discovered your mistake? Why did you feel that way? Do you think you'll make that same mistake again? Why not?**  
Ask the class: **What did Duso tell Scrap about making mistakes? What are some mistakes you've made or seen other people make? What have you learned from your mistakes?**

(Encourage enactment of some of these situations. After each enactment, discuss what can be learned from the mistake.)

### Alternate Activity - Making Mistakes

↑ As each mistake is read, ask students to move to various areas of their classroom. (i.e. If you or someone you know has made this mistake move to the east wall; if not, move to the west wall.)

- Overslept and been late to school or work.
- Chosen a food to eat that you didn't like.
- Broken a dish or glass.
- Been mean to a friend or made fun of someone.
- Bought a game and then didn't like to play it.
- Given a wrong answer.
- Call your teacher "mom".
- Suggestions from children.

↑ Discuss the feelings of making mistakes (anger, embarrassment, dumb, etc.)

↑ How do the reactions of others affect you when you make a mistake?

↑ Summarize that making mistakes doesn't make you bad or naughty.

**Ready**

The students will demonstrate the ability to:  
recognize their capabilities and achievements

**WORD FOR THE WEEK:**  
**D E C I S I O N S**

**Set**

Resources:  
Duso Story Book #1, PAGES 12-15  
Duso puppet  
Duso song  
Assorted puppets  
Dramatic Play Card #2

New Vocabulary:  
learn  
practice  
young

**Go**

Activity:  
1. Review the story  
2. Dramatic Play Card #2 (see card #2 for details)  
a) Introduction  
b) Setting situation  
c) Enactment  
d) Role playing  
e) Discussion  
Review Story - Factual information  
Compare and Contrast - aspects within the story and what is happening to students within the class.  
Analysis: Make up and act out a story of your own the way you would like it to be.  
Decision Making

**Grade Kindergarten**

**DUSO AND SQUEAKER**

**Lesson**

**#7**

## DRAMATIC PLAY CARD 2

Learning How to . . .

Purpose: To increase children's awareness of the things they have learned to do. This activity can be enacted with puppets or through role playing. Children often enjoy using both methods; for example, presenting a scene with puppets and then role playing it. Guidelines for using puppetry and role playing are in the Dramatic Play section in the Teacher's Guide.

### Introduction

**Sometimes, when we're trying to learn to do something and it's hard, we feel as if we don't do anything well. We forget about the things we can do well. After we learn to do something, we might even forget how hard we worked learning to do it!**

### Setting the Situation

**What are some of the things you've learned to do?** (Elicit responses; for example: ride a bike, climb a jungle gym, jumprope, tie shoes, write name.)

**Were you able to do that the first time you tried? How did you learn to do it? How did you feel when you were learning to do it and made mistakes? when you did it right the first time?**

### Enactment

#### Puppets

**Materials:** People puppets, props suggested by children  
Select one of the achievements mentioned in Setting the Situation, or choose one of your own. Ask a volunteer to use a puppet to show the actions involved in trying to master the task. Then ask the class to suggest props and to tell what a person who is learning to do that might say to himself or herself or to others; for example "I'll never be able to do this!" "I'm getting better." "Help me!" "I made it!" Encourage volunteers to

enact the scene; suggest that the characters act

discouraged sometimes at the beginning but slowly achieve success. Repeat for other achievements mentioned by the children.

#### Role Playing

Choose volunteers or ask the whole class to pantomime actions and facial expressions as you describe someone learning to master one of the tasks mentioned in Setting the Situation. Then ask volunteers to dramatize the situation creating their own dialogue.

Encourage enactment of several different tasks.

#### Discussion

**How did you feel when you started learning to do something and found it was hard to do? Did you ever want to quit? What would have happened if you had quit?**

**How did you feel when you knew you were getting better at it?**

**Did you want to keep at it then? Why or why not?**

**How did you feel when you were able to to it? Now that you know how to do it, what else would you like to learn to do? What will it take for you to learn to do that?** (Encourage enactments of people learning to do the task mentioned.)

## First Grade

### Word of the Week

#### Table of Contents

Lesson #	Title	Book (pages)	
1.	Cooperation Lesson		Cooperation
2.	The Outsider	2 (90-94)	Behavior
3.	A Happy Fellow	3 (19-27)	Feelings
4.	The New House	2 (137-141)	Family
5.	A Kaleidoscope of Kids		Differences
6.	The Two Best Friends		Friends
7.	The Box From Rainbow Lake		Honesty
8.	Pickle Bingo	2 (185-189)	Decisions

**Ready**

- The students will demonstrate the ability to:
- discuss the value of taking turns in everyday life
  - demonstrate fair methods for settling conflicts
  - practice fair methods for conflict solving

**WORD OF THE WEEK**  
**COOPERATION**

**Set**

Resources  
 Optional: plastic fruit juice bottle  
 strings attached to plastic clothespins  
 plastic zip bags  
 Toobers and Zots ( or other materials such as play dough  
 and pipe cleaners

New Vocabulary  
 cooperation

**Go**

1. How can we get the clothespins out of the bottle?  
 Demonstrations: a) all at once  
 b) one at a time  
 Taking a clothespin out one at a time should illustrate the usefulness of taking turns. This is a lead-in to cooperation.
2. Cooperation: sharing, taking turns, following directions  
 Why do we have rules in the classroom?  
 a) keep safe  
 b) learn more  
 c) best use of time  
 d) classroom atmosphere  
 e) keep friends

**Grade One**

**COOPERATION**

**Lesson #1**

### 3. Cooperation Exercise.

Discuss various methods the groups might use to cooperatively construct one imaginary animal per group.

#### Conflict vs. Cooperation:

If a conflict arises and is settled in an unfair way, how might people feel?

If a group works together cooperatively, how might the students feel?

Elicit techniques that might be used in group work:

- a) "You may go first."
- b) go around the circle
- c) youngest first
- d) girls/boys first
- e) apologizing
- f) sharing
- g) vote

The students will cooperatively construct one animal per group and pick one name per animal.

### 4. Report on Successes/Problems of the Cooperative Exercise.

- a) What is your animal?
- b) What is your animal's name?
- c) How do you feel about how your group worked together?
- d) What might have helped your group to work more cooperatively?

**Ready**

The students will demonstrate the ability to:

- learn to wait to take turns in order to accomplish a task

**WORD OF THE WEEK**  
**TAKING TURNS**

**Set**

Resources  
Colored yarn  
Clothes pins  
Empty plastic bottle

New Vocabulary  
cooperation

**Go**

Attach variously colored yarn to clothes pins. Place the clothes pins inside an empty plastic bottle (e.g., a clean, dry bleach bottle) with the strings hanging out. Invite the children to each take one string and pull out the clothes pins. As they all pull at once, a "traffic jam" occurs! The clothes pins cannot all come out at once. Ask, "How can we get our clothes pins out? What would happen if we take turns?" As the children pull the yarn one at a time, their clothespins come out easily. When the children are finished, point out how easily a job gets done when we wait and take turns.

**Grade One**

**COOPERATION**

**Lesson #1**



**Ready**

The student will demonstrate the ability to:

- recognize that friends sometimes hurt each other
- realize the effect of behavior on others

**WORD OF THE WEEK**  
**B E H A V I O R**

**Set**

Resources:

- Duso Story Book #1, pages 90-94
- Duso puppet
- Assorted other puppets
- Dramatic Play Card #19
- Crackers
- Spoon
- Toy car
- Small container

New vocabulary

- best friend
- fair
- left out
- outsider

**Go**

1. Review the story
2. Discuss the feelings and behavior of the characters in the story.
3. Dramatic Play Card #19

**Grade One**

**THE OUTSIDER**

**Lesson #2**

## DRAMATIC PLAY CARD 19

Others Have Feelings

Purpose: To increase children's awareness of other people's feelings.

This activity can be enacted with puppets or through role playing. Children often enjoy using both methods: for example, presenting a scene with puppets and then role playing it. Guidelines for using puppetry and role playing are in the Dramatic Play section in the Teacher's Guide.

### Introduction

Sometimes people forget about how other people feel. Today we're going to show some people who forget how other people feel.

### Setting the Situation

**Theresa and Gerald are playing in a sandbox together. Gerald is much smaller than Theresa. Theresa tells Gerald to do everything. Gerald runs in the house for crackers, brings water to Theresa can make a lake, and gets a spoon for Theresa so she can dig. Gerald tells Theresa he doesn't want to go get anything else. Theresa tells Gerald he can't play if he won't bring her a toy car. What do you think Gerald should do?** (Pause for responses.)

### Enactment

#### Puppets

**Materials:** One female and one male people puppet, crackers, small container, spoon, props suggested by children  
Choose two volunteers. Ask the volunteers to use the puppets to show the characters' actions. Possible actions: Theresa giving orders; Gerald running for crackers, bringing container of water, getting spoon, arguing when Theresa tells him to get toy car.

Then ask the class to suggest dialogue and additional props. Encourage the volunteers to enact the scene combining the

actions with dialogue and showing what Gerald did.

### Role Playing

Choose volunteers or ask the whole class to pantomime the actions and facial expressions as you describe the scene; read the Setting the Situation section, describing Gerald's solution in your own words, or describe the entire scene in your own words. Then ask volunteers to dramatize the situation creating their own dialogue and showing a different solution.

### Discussion

**When Theresa kept telling Gerald what to do, did she think about how Gerald felt? How did Gerald feel? What did Gerald do when Theresa told him he had to go get the toy car or he couldn't play anymore? How do you think Theresa felt then? What do you think will happen next time Theresa and Gerald play together?**

**What would you do or say if your friends treated you the way Theresa treated Gerald?**

### Additional Situations

**Ritchie and Sally are playing with two toys. One toy is shiny and new; the other one is old. Ritchie insists the new toy is his when it's not.**

**Emilio has just finished drawing a picture. William comes along and says "Here, you need a sun right here. And you need another tree right here." William draws the sun and the tree in Emilio's picture.**

**Ready**

The students will demonstrate the ability to:

- increase feeling words vocabulary
- show understanding of feelings
- express their feelings more openly
- talk about personal feeling situations

**WORD OF THE WEEK**  
**F E E L I N G S**

**Set**

**Resources**

Duso Story Book #3, pages 19-27  
Large expression cards for: sad, nervous, scared, angry, unhappy, jealous, lonely  
Dramatic Play Card #1  
Puppets  
Dial-A-Face Set

**New Vocabulary**  
express  
emotions  
nervous  
jealous  
lonely

**Go**

1. Read story.
2. Allow children to choose ending and predict consequences.
3. Answer questions at end of story.
4. Activity  
Allow children to role-play - T.J. and mom; T.J. and teacher; T.J. and Hubie  
Each adult asks why T.J. won't tell his true feelings.  
T.J. answers with a variety of reasons (helped by the teacher)
5. Set up large expression cards and have students give examples of when they felt that way and what they did.
6. Dial-A-Face Activity

**Grade One**

**A HAPPY FELLOW**

**Lesson**

**#3**

## A Happy Fellow

Purpose: To increase children's awareness of the importance of expressing their true feelings openly.

Materials: Story Book 3, Story Illustrations 19-27

Read the following story as you show the corresponding illustrations in Story Book 3.

### Story Illustration 19

Everyone thought TJ was a happy fellow. People said to his mother, "My, aren't you lucky to have such a happy boy!" And then TJ would smile his great big smile. It looked as if TJ had at least fifty teeth instead of twenty like the other children his age.

But TJ wasn't as happy as everyone thought. In front of other people he always *acted* happy. But then TJ would go to his bedroom and shut the door. He would jump on his bed and hug his stuffed lamb, Mortimer, and yell and cry and talk about sad things.

TJ had been spending a lot of time in his room lately. His mother had married Hubie. And TJ didn't like having somebody new come to live with his mother and his sister and himself. In front of his family, TJ acted happy. Only Mortimer knew that TJ wasn't as happy as he seemed to others.

### Story Illustration 20

And then one day TJ had an *awful* day. Everything went wrong. First, his sister called him a dummy. TJ felt hurt, but he just kept smiling.

Hubie said to him, "I wonder if you're really happy with me being your stepfather."

TJ smiled and said, "Sure, Hubie, I'm always happy."

Hubie said, "You know, you don't *have* to be happy about everything, TJ. You can tell me how you really feel." But TJ just kept smiling. Hubie shook his head and walked away.

TJ's mother got angry with him for drinking the last of the milk and not telling her they were out of milk. TJ knew his sister had drunk the milk. He didn't like being blamed for something he didn't do, but he just kept smiling.

At school the teacher said that if TJ didn't do better in math, she'd have to call his mother. TJ felt nervous and scared, but he smiled and said "Yes, Ma'am".

### Story Illustration 21

TJ had a strange dream that night. He was sound asleep when he felt something move against him. He sat up. Mortimer was crawling over TJ's legs. The little lamb trotted up to TJ's pillow and said, "TJ, I want to talk to you."

TJ was so surprised he couldn't speak. Mortimer was *talking* to him!

"TJ," said Mortimer, "I know you act like a happy fellow. But you're not really happy all the time. Why do you act happy when you're not?"

"Because it's better to be happy. People like you when you're happy all the time," said TJ.

Mortimer said, "I like you, TJ. I've seen you act angry and scared and unhappy and nervous, and I still love you."

"But aren't people *supposed* to act happy?" asked TJ.

Mortimer shook his woolly head. "I don't know where you got that idea," he said. "It's not true. If nice things happen and you feel happy, then you act happy. But if sad things happen and you feel sad, then you act sad. If something scary happens and you feel scared, you act scared. See?"

Mortimer went on, "I know you can show many different feelings because I've seen you do it here in the bedroom. It's okay to show those feelings outside your bedroom, too."

When TJ woke up the next morning, he remembered the things Mortimer had said in the dream. He thought to himself, "Should I try to act the way I feel? What should I do?"

Ask the class: —

What are TJ's choices? What do you think he should do? Why do you think he should do that? (If the children decide that TJ should start showing his real feelings, continue with Choice 1, Story Illustrations 22-24. If they decide he should keep on smiling, continue with Choice 2, Story Illustrations 25-27, and then with Choice 1. If the children suggest other choices, list those choices and talk about them during the discussion, after presenting the illustrated endings.)

### **Choice 1**

#### *Story Illustration 22*

TJ decided that he would start showing his feelings. After dinner Hubie asked TJ to go for a walk with him. Hubie said, "I'd really like to know how you feel about things, TJ. You're always smiling, so I can't tell. I think it would help us get along better if I knew what you were feeling. What do you think about me coming to live with you?"

#### *Story Illustration 23*

TJ had to think for a minute. He was so used to saying he was happy that he didn't know how to talk about his feelings.

"Well, I don't like it," TJ said finally. Then he began to cry. "I miss my dad," he said. "I don't know you. And my mom pays more attention to you than she does to me. And when you try to act like a dad, I get angry." TJ talked and talked. He told Hubie all the different feelings he had.

#### *Story Illustration 24*

Hubie listened to everything TJ said. Then he told TJ, "I can't promise you that everything will be like it was before. That's impossible. But I can promise you that I'll try to work things out with you. We can talk. We can figure out ways to make things nicer around the house. What do you say. Do you want to try?"

Hubie held out his hand. TJ shook his hand and smiled. This time it was a *real* smile.

Let's see what might have happened if TJ had decided to keep smiling no matter what happened.

### **Choice 2**

#### *Story Illustration 25*

TJ thought about what Mortimer had said. But he was afraid to let people see what he felt. He decided it was better to keep smiling all the time.

TJ still had many different feelings inside. He was upset and angry with his whole family. His mother and sister thought Hubie was great. TJ even felt angry when Hubie was nice to him. It got harder and harder to keep smiling. TJ spent more and more time in his room. At dinnertime he said he wasn't hungry. Then he would sit on his bed with Mortimer.

#### *Story Illustration 26*

Soon TJ was spending all his time in his room. It was so hard to keep smiling! He had no friends. He didn't like to be with his family, either. He thought Mortimer was the only one he could talk to.

#### *Story Illustration 27*

Finally TJ said he felt sick and couldn't go to school. Now he was spending all his time in bed. The doctor was puzzled. She said, "I don't know quite what's wrong with TJ, but he sure is a happy fellow, isn't he?"

**Review the story.**

What did TJ do all the time? Was he happy all the time? What were some things he was unhappy about?

**Discuss the feelings and behavior of the characters in the story.**

Why did TJ smile all the time? How did he feel inside? Where did he *show his feelings*? Why did he show his feelings only in the bedroom?

How did TJ feel about Hubie? What happened when he told Hubie how he felt?

What happened when TJ decided to *hide his real feelings* and keep smiling all the time?

Are there some other choices TJ might have made? For each response, ask: What do you think would have happened if he'd done that?

**Discuss how the children might feel or act in a similar situation.**

Do you tell people how you feel? What happens when you tell someone how you feel?

Do you think it's possible to be happy *all the time*? Why or why not?

**Words to talk about:** *hide, feelings, show feelings.*

## DRAMATIC PLAY CARD 1

Nobody's Perfect

Purpose: To increase children's awareness that everyone makes mistakes.

This activity can be enacted with puppets or through role playing. Children often enjoy using both methods; for example, presenting a scene with puppets and then role playing it. Guidelines for using puppetry and role playing are in the Dramatic Play section in the Teacher's Guide.

### Introduction

**A mistake is when someone does something wrong. Sometimes we make mistakes because we don't know something. Sometimes we make mistakes because we're in a hurry and forget to do something. What are some of the mistakes people make? (Pause for responses.) We're going to have a play about someone who thinks he's perfect. We'll show what it's like for this boy to make a mistake.**

### Setting the Situation

**Josh is a boy who has the silly idea that he must be perfect! He thinks he can never make a mistake. Josh keeps telling his teacher to ask him to do things so that he can show how perfect he is. What are some things the teacher might ask Josh to do? (Pause for responses; for example: count, spell, put something away.)**

### Enactment

#### Puppets

Materials: Two male people puppets, props suggested by children

Choose two volunteers. Ask the volunteers to use the puppets to show the characters' actions. Possible actions: Josh

showing how well he does something, making a mistake; teacher patting Josh on the head when he does something correctly, shaking head when Josh makes a mistake.

Ask the class to suggest what the teacher might ask Josh to do and to suggest props that Josh or the teacher might use. Encourage the volunteers to enact the scene combining the actions with dialogue. Have them first show Josh doing one or two things perfectly and then show him making a mistake.

### Role Playing

Have the class pantomime the actions and facial expressions as you describe the scene; start with Josh telling the teacher to ask him things and have the children pantomime Josh doing them. Then ask volunteers to dramatize the situation creating their own dialogue.

### Discussion

**What was Josh's mistake? Why do you think he made that mistake? How did Josh feel when he made that mistake? What did he do?**

**Do people quit liking you when you make a mistake?**

**What does happen? What can you do when you make a mistake? (Emphasize that mistakes help us learn to do things correctly.)**

**What can Josh do to correct his mistake?**

### Reenactment

Encourage children to enact scenes in which several people talk to Josh about mistakes people make, trying to reassure him that everybody makes mistakes. Encourage reenactments that show how Josh might act if he wasn't afraid of making a mistake.

## SITUATIONS

**How would you feel?**

**What might you do?**

1. Your friend asks to copy your paper.

---

---

2. Your teacher tells you you're great

---

---

3. Your brother tells your mom that you kicked him when you didn't.

---

---

4. You get an S in behavior.

---

---

5. You get a U in behavior.

---

---

6. Your friends tell you to steal some gum or you can't be in the club.

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7. A close friend got the part in the play that you wanted.

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8. You borrow someone's pencil, then lost it.

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---

9. You are the line leader and someone cuts in line.

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10. A friend promised to play with you after school, then never came.

---

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11. You were new to your school and someone asked you to play kickball.

---

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**How would you feel?**

**What might you do?**

12. The principal shakes your hand for doing such a nice job on your reading test.

---

---

13. Someone on the playground calls you a name because you dropped the ball.

---

---

14. You see some kids you know throwing stones at the school windows.

---

---

15. You bump into someone at lunch time accidentally and spill their milk.

---

---

16. You get to stay up 1/2 hour later because your teacher sent home a happy note.

---

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**Ready**

**Set**

**Go**

The students will demonstrate the ability to:  
recognize that changes often turn out positively

**WORD OF THE WEEK**  
**FAMILY**

Resources:  
DUSO Book #2, pages 137-141

New vocabulary  
situations  
decision

1. Introduce the story.
2. Read the story
3. Discuss the feelings and behavior of the people in the story.
4. Discuss how the students might feel or act in a similar situation.
5. Draw: What Do You Think Marcie Sees In the Backyard? (see attachment)

Closure:  
Remind the children that changes can be positive.

Name \_\_\_\_\_

I Think Marcie Saw...

**Ready**

- The students will demonstrate the ability to:
- increase awareness of personal differences
  - increase appreciation of personal differences

**WORD OF THE WEEK**  
**D I F F E R E N C E S**

**Set**

Resources  
Book: A Kaleidoscope of Kids, Emma Damon  
Paper doll cutout for each student, if die cuts are available  
or  
I Am Unique badges

New Vocabulary  
differences  
unique

**Go**

1. Read Story
  2. Discuss physical differences mentioned in the book: tall/short, larger, freckles, skin color, hair and recreational activities.
  3. Expand the discussion to differences among people other than physical and recreational.
- Activity:
1. Each student will draw on their die cut doll one way they are different.  
or
  2. The I Am Unique badge may be used to illustrate differences.

**Grade One**

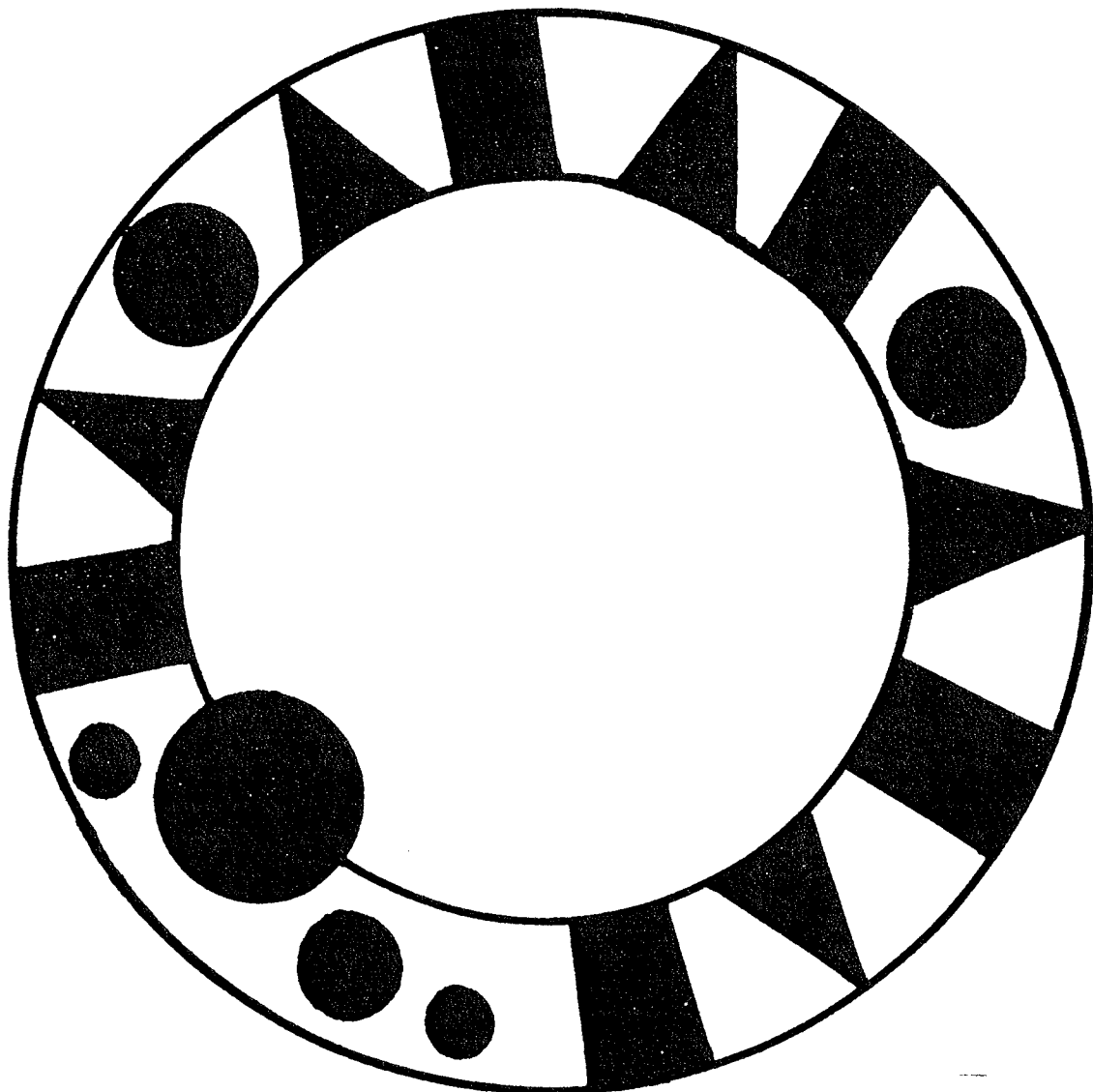
**A KALEIDOSCOPE OF KIDS**

**Lesson #5**



# I AM UNIQUE BADGE

Directions: Color your badge with your favorite colors. Think of the very polite response you will give when people ask, "Why are you wearing that badge?"



**Ready**

The students will demonstrate the ability to:

- increase awareness of the value of friendship
- build friendship making skills

**WORD OF THE WEEK**

**F R I E N D S**

**Set**

Resources:

The Two Best Friends, by Elizabeth Koda-Callan

New vocabulary

friendly  
shy  
lonely

**Go**

Activity:

Read story of "The Two Best Friends"

Talk about the story

Have children draw a picture showing why or how they would be a good friend for someone

**Grade One**

**THE TWO BEST FRIENDS**

**Lesson #6**

**Ready**

The student will demonstrate the ability to:

- discuss mixed emotions when a character chooses between dishonesty and honesty
- increase appreciation of honesty's value

**WORD OF THE WEEK**

**H O N E S T Y**

**Set**

Resources

- Duso Story Book #2
- White sheets of paper or reproduce pictorial problem/solution report
- Pictures (from Duso Kit) of a variety of problem situations

**Go**

Activity

1. Review the story and problem solving steps.
2. Discuss feelings and behavior of the characters in the story
3. Have children, as a group, identify and solve problems in pictures.
4. Children draw their own problem/solution report.

**Grade One**

**THE BOX FROM RAINBOW LAKE**

**Lesson #7**



Name

Date

## **Pictorial Problem/Solution Report**

Draw a picture of a problem you have had.

Draw a picture of a how you could have solved it.

**Ready**

**Set**

**Go**

The students will demonstrate the ability to:  
increase their feeling word vocabulary  
show understanding of feelings  
identify situations specific feelings and definite actions

**WORD OF THE WEEK**  
**D E C I S I O N S**

**Resources:**

Pickle Jar Bingo Game, Patricia Kienzle,  
Marco Products, Inc.  
1443 Old York Road  
Warminster, PA 18974

Activity

1. Play Pickle Jar Bingo. Have students discuss situations and actions relating to Pickle Jar Bingo feelings.

**Grade One**

**PICKLE BINGO**

**Lesson #8**

## Second Grade

### Table of Contents

### Word of the Week

Lesson #	Title	
1.	Cooperation	Cooperation
2.	Anger	Behavior
3.	Feelings	Feelings
4.	Families	Family
5.	Differences	Differences
6.	Friends	Friends
7.	Happy and Sad	Honesty
8.	Pickle Jar Bingo	Decisions

Ready

The student will demonstrate the ability to

- identify behaviors associated with feeling angry
- observe a demonstration of how anger can affect us
- discuss appropriate behaviors to use in expressing anger
- recognize positive and negative behaviors in friendship

# WORD OF THE WEEK

## BEHAVIOR

Set

### Resources

Empty Lizzie Story; balloon, hat pin  
Anger Thermometer Situations/ Anger Thermometer  
Anger Report  
Safe Ways to Handle Anger Sheet

New Vocabulary  
upset  
angry  
furious  
explode

Go

### Discussion

Review feelings from last week. Feelings are pleasant and unpleasant and they are a big part of us. Everyone gets angry sometime but we all show our anger differently. It is okay to feel angry, but it is not okay to hurt someone or yourself or destroy property.

**I want you to close your eyes and think about a time you were very angry. What does your body look like? What does your face look like? Draw a picture of how your body looks when you are angry.**

Review the previous anger lessons. **What have we learned about anger? Anger is an important feeling. Sometimes we lose our friends, or make our families angry when we act angry. Sometimes we get angry when we don't get our way.**

**Anger is a feeling, just like happy and sad. It's okay to have feelings. It's okay to feel angry. But it isn't okay to hurt someone because we are angry, and it isn't okay to hurt ourselves. Have you ever hurt yourself when you were angry?**

Read Empty Lizzie (attached).

In a figure drawn on the board, show how Lizzie fills up with anger as the day goes on. At the end of the day she explodes. You may choose to have students give incidents to "fill up" Lizzie. Sometimes we fill up with slow anger and sometimes our anger is furious. Some people seem to get angrier than others. Some people show bad tempers and try to hurt other people when they are angry.

Grade Two

ANGER

Lesson #2

## ANGER THERMOMETER SITUATIONS

### Possible Situations

My brother or sister hit me.

I got a bad grade on a school paper.

I lost my bicycle.

I couldn't stay up late to watch a TV show.

When I couldn't play with my friends

There wasn't any good cereal for breakfast.

My teacher wouldn't let me go to recess.

I dropped my school papers in a puddle.

My friend broke my favorite toy.

My dog chewed up my favorite slippers.

My parents wouldn't let me go to the movies.

I forgot my lunch.

My dog chewed up some garbage.

I had to clean my room before I could go outside.

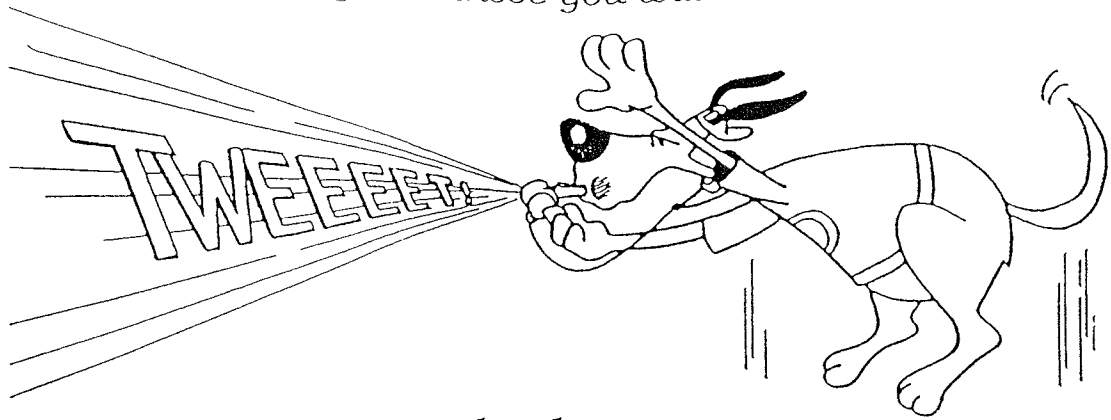
My brother or sister changed the TV program I was watching.

I had to be the last in line for lunch.

I missed the bus.

# SAFE WAYS TO HANDLE ANGER

*Check those you will use.*



- Take time out and relax.  
Count to ten. Take three deep breaths. Feel rubbery.
- Take a warm bath.  
Wash away the bad feelings.
- Walk away from the problem.  
Go to a safe place where you can shout.
- Run and play.  
Have some fun.
- Put your feelings on paper. Draw and color.  
Make some angry pictures showing how you feel.
- Hit something safe.  
Hit your pillow or kick a cushion.
- Use humor. Make a joke out of it.  
See something funny in what happened. Laugh at yourself.
- No big deal. Work with your mind.  
Decide if this problem is worth getting upset over.
- Talk it out. Use "I" messages.  
Tell how you feel. Make a deal. Share. Ask them to stop.
- Say you are sorry and make up.  
Only do this if you really mean it.
- Get help from a grown-up.  
Or ask another kid to mediate.

**Ready**

The student will demonstrate the ability to:  
- describe the importance and uniqueness of families.  
- identify the positive attributes of their family

**WORD OF THE WEEK**  
**FAMILY**

**Set**

Resources  
All Kinds of Families, Norma Simon  
Optional:  
Drawing paper, colors, markers  
(picture of family, family activities, etc.)  
  
Tell Us About Your Family  
Four Family Topics

New Vocabulary  
  
Divorce  
Stepchildren/stepfamily  
Relationship  
Uniqueness

**Go**

Introduction  
1. Discussion  
**What is a relationship? Why are relationships important?**  
(They help us feel wanted, we have people to do things with, etc.)  
What would the world be like without relationships? (lonely, sad, boring, etc.) Brainstorm on the board all the different people you have relationships with, family, friends, teachers, relatives, coaches, etc.  
**Today we are going to look at the most important relationship we have. Here is a riddle: This is something you all have, and it is not a part of your body. It comes in different sizes, types, and colors and is very important to every one of you. What is it?** Your family.  
2. Read All Kinds of Families, by Norma Simon, Albert Whitman  
Read the book. Ask: Which family in the book was most like yours? Do all members of a family live in the same house? Where do

people in your family live? How many last names are there in your family?  
3. House  
Draw a picture of your family members coming to visit. Share the pictures in a small group.  
4. Reproduce worksheet and process it.  
5. Closure  
Share with your neighbor one thing you like about your family.

**Grade Two**

**FAMILIES**

**Lesson #4**

**The People In My Family**

**One Thing My Family Does Together**

**One Thing I Like About My Family**

**Something I Do For My Family**



# Ready

The student will demonstrate the ability to:

- recognize the uniqueness of each individual
- value differences in others as a strength

# WORD OF THE WEEK D I F F E R E N C E S

# Set

Resources:

The Rainbow Fish, Marcus Pfister  
cardboard or tagboard fish for each student (preferably silver-toned)  
markers or colors

New Vocabulary  
admire  
pride  
selfishness  
advice  
possessions

# Go

1. Read the book.
2. Discuss the feelings and behaviors of the characters in the book.
3. Students will decorate their fish in a unique way.
4. Discuss the uniqueness of each fish. Relate this to differences in people.

# GO (cont.)

tive effects of keeping feelings inside, such as having to solve all of your problems without any help from anyone, worrying about something that you don't need to worry about, getting stomachaches because something is bothering you and you don't let it out, etc.)

Personalization Questions:

1. Do you usually feel better or worse when you share your feelings with others?
2. Have you ever had a bigger problem when you haven't expressed your feelings, such as getting a stomachache when something has bothered you or worrying a lot about something when it would have helped to share the worry? Share examples.
3. Do you think it is better to express feelings or keep them inside?

## To the Leader

It is important to emphasize the negative effects that occur when feelings are bottled up. Expressing feelings is important and children need to know that it's OK to do so.

## Activity

1. Read: The Dream Horse
2. The Dream Horse questions:
  - 1.) List specific examples from the story that are happy/sad.
  - 2.) Brainstorm all the choices for the ending of the story.
  - 3.) What were Lempi's reasons for wanting to keep the horse?
  - 4.) What were the reasons for giving it back?
  - 5.) Did Lempi have to feel sad when she returned the horse?
  - 6.) What were some things she could have thought of to make her feel happy?
  - 7.) How do your feelings affect your decisions?
3. Give the students paper plates and crayons or markers. Ask them to draw a happy face on one side of the plate. On the other side draw a sad face. When completed, play a game with the plates by asking the students questions such as "How do you feel about \_\_\_\_\_?" Ask the questions several times using different words to complete the question each time. (Examples: "eating ice cream", "washing dishes", "going to the amusement park".) After each question is asked, have the students hold up either the happy or sad side of their paper plates to show their feelings about each question. After the leader has asked several "How do you feel?" questions, ask the students to think of some. Choose one student at a time to ask the question and have the rest of the class respond by holding up their paper plates showing their feelings. Give as many students a chance to ask a question as time allows.

## 4. THINGS TO DO WHEN YOU ARE SAD

- 1) Admit it
- 2) Talk to someone
- 3) Cry
- 4) Be alone - kick a can
- 5) Take a walk and look around you
- 6) Ride your bike
- 7) Write a story; draw a picture
- 8) Read a book; make a scrapbook
- 9) Be with a friend
- 10) Ask for a hug - give a hug
- 11) Punch a bag or pillow - scream
- 12) Talk to your pet
- 13) Do something nice for someone

## Closure

Tell your neighbor one thing that makes you feel happy and one thing that makes you feel sad.

Illustrations 16-18, and then with Choice 1. If children suggest other choices, list those choices and talk about them during the discussion, after presenting the illustrated endings.)

## **Choice 1**

### *Story Illustration 13*

Lempi loved Dream Horse. She said to him many times, "You galloped right out of my dream. You're mine!" Sometimes she said, "Mrs. Hruska has *several* horses. I don't have any. That's not fair, is it? She wouldn't miss just one horse, would she? She doesn't really need you. But I do!" Then Lempi would hug Dream Horse and cry some more.

But all the time, Lempi couldn't help thinking, "No matter what I say, this is still Mrs. Hruska's horse. Mrs. Hruska paid for him and fed him and took care of him. Even if Mrs. Hruska had a million horses, it doesn't mean that I can take one of her horses for myself."

### *Story Illustration 14*

Lempi told her father the whole story. She explained about her dream.

Her father said, "I didn't know you wanted a horse that badly. I wish I had enough money to buy you a horse." Then he called Mrs. Hruska and told her the horse was found.

When Mrs. Hruska came over, Lempi told her about how she had found Dream Horse.

Mrs. Hruska said to her, "I understand how you feel. I've always loved horses myself. When I was your age, I was dreaming about horses, too. Maybe you'd like to help us take care of Dream Horse."

Lempi knew she'd like that. When Mrs. Hruska left with Dream Horse, Lempi felt sad about losing him, but she knew she could see him any time and maybe even ride him sometimes. And she felt better because she didn't have to keep Dream Horse a secret any longer.

### *Story Illustration 15*

After Mrs. Hruska left, Lempi's father hugged her. He said, "It wasn't easy, but you figured out the right thing to do, Lempi. Let's sit down with a pencil and paper and try to figure out if there's some way we can afford a horse for you. It might take more than a year to save enough money. And maybe even then we won't be able to buy one. But we can start saving for one right away."

Lempi didn't ever forget Dream Horse. But now she had a *new* horse to dream about.

Let's see what might have happened if Lempi had decided to keep Dream Horse.

## **Choice 2**

### *Story Illustration 16*

Lempi made up her mind to keep Dream Horse. She wasn't going to tell Mrs. Hruska about him. She said, "Mrs. Hruska doesn't love you as much as I love you. You're mine because I'm the one who wants you most!" You're just an old cow pony to Mrs. Hruska. But to me you're Dream Horse!"

Lempi led Dream Horse high into the mountains where nobody would find him. Every day she carried food to him. And almost every day she moved the horse to a different place because she was so afraid somebody would find him.

Lempi still had chores to do, and she still had school work. Hiking up the mountain to see Dream Horse was hard work. Moving him from hiding place to hiding place was hard work. Lempi was often very tired. She cried for no reason. Some nights she was too tired to eat her supper. Her father didn't know what was wrong with Lempi.

**Ready**

The student will demonstrate the ability to:

- provide a variety of problem solving experiences
- recognize the relationship between feelings and decisions

**WORD OF THE WEEK**  
**D E C I S I O N S**

**Set**

Resources

Materials:

Pickle Jar Bingo, Marco markers or corn kernels

Optional:

small prizes

New Vocabulary

confused  
curious

**Go**

1. Summarize and review topics of the year.

2. Activity:

Explain bingo game.

Play bingo game.

Have students relate occasions when they have felt: friendly,

happy, hurt, scared, sad, mad, loved, curious, and confused.

Award small prizes.

**Grade Two**

**DECISIONS**

**Lesson**

**#8**

**THIRD GRADE**  
**Table of Contents**

Lesson #	Title	Word of the Week
1.	Cooperation	Cooperation
2.	Violence Prevention I	Behavior
3.	Violence Prevention II	Feelings
4.	Siblings	Family
5.	Self-Esteem	Differences
6.	Compliments	Friends
7.	Alcoholism	Honesty
8.	Peer Pressure	Decisions

# Ready

The student will demonstrate the ability to:  
-identify the meaning of S.A.F.E.  
-understand the ground rules  
-participate in a cooperative activity.

## WORD OF THE WEEK COOPERATION

# Set

Resources:  
1. S.A.F.E. rules poster  
2. Tag board  
3. Individual packets of cup up paper for each group  
4. Glue sticks

Vocabulary:  
1. cooperation  
2. unique  
3. characteristics

# Go

Introduction:  
Reintroduce self and ground rules  
1. Raise your hand  
2. No put-downs  
3. No name rule  
4. OK to pass

Activity:  
1. Create a picture  
or  
optional activities as outlined on sheet.

Closure  
Have students share and display their pictures.

**Create a Picture** (recommended for second and third grades)  
Working in pairs, distribute scraps of paper in all sizes and shapes for the purpose of creating an abstract picture. With the scraps, instruct the pairs to put together an interesting picture while working together. Stress the concept of working together. Allow 15-20 minutes for this activity. After displaying the completed pictures, ask students to reflect on the behaviors which helped their team work together effectively. Ask: "What kind of encouragement did individuals offer one another? Did each member have an equal share in the task? How did teams handle a difference of opinion?"

**Optional Activities:**

**Create a Classroom Quilt:**

Give each child one or more 5" x 5" squares of paper, to draw a picture of a special event they have enjoyed with other classmate(s) or as a whole class. Supply fabric and crayons for them to color the drawings. When the paper squares are completed, iron them onto muslin fabric squares. Complete the project by sewing a "classroom memory quilt" together with the muslin squares. One square of the quilt identifying the class name and date can be centered or stitched in a corner of the finished quilt. Display the quilt.

**Sharing Mutual**

As a class, complete a mural. The theme of the mural should be sharing. Ask the students to draw a picture of people sharing in different ways. Give each student a colored marker. Each student must exchange markers with another student if they desire another color. Students will change markers with each other by sharing and cooperating. Display the mural in the room. Compliment students on the process as well as finished product.

**Camping Trip** (attached)

Read the story. Give each student a copy of the activity sheet.

**Ask:**

"Which of these items do you think is the most important?" Mark a "1" next to it. Mark a "2" next to the second most important, a "3" next to the third, etc.

Break into groups of four or five students. Using their individual sheets, have the students compare their lists. Then have the group decide the order in which the items should be ranked.

Have each group report on the top item on their list. Ask: "Was it easy for you to decide which was the most important item? Did your group have disagreements? How did you handle them?"



**Ready**

The student will demonstrate the ability to:  
- define violence  
- identify different forms of violence

**WORD OF THE WEEK**  
**B E H A V I O R**

**Set**

Resources

Let's Learn About Preventing Violence booklet  
Pencils, crayons

New Vocabulary

violence  
conflict resolution

**Go**

1. Introduce violence - ask for definitions.  
Violence is any thought, word or action that hurts another person.
2. Give each student a booklet; complete the cover page.
3. Turn to page one. Brainstorm forms of violence and have students write them in appropriate spot. Complete the page by coloring in the violence message.
4. Work through first three pages or as far as class can get.
5. Collect booklets. Bring them back for next class.

Closure

Review the definition.

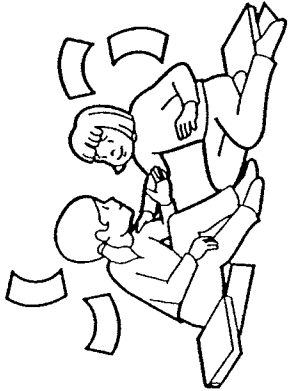
**Grade Three**

**VIOLENCE PREVENTION I**

**Lesson**

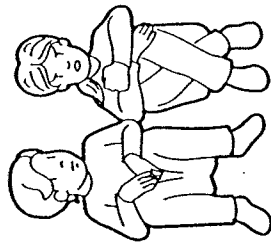
**#2**

# LET'S LEARN



TREAT OTHERS  
AS YOU WOULD  
WANT TO  
BE TREATED.

# ABOUT



CARE HOW  
OTHERS FEEL.

# PREVENTING VIOLENCE

PUT YOUR NAME HERE:

PUT YOUR SCHOOL HERE:

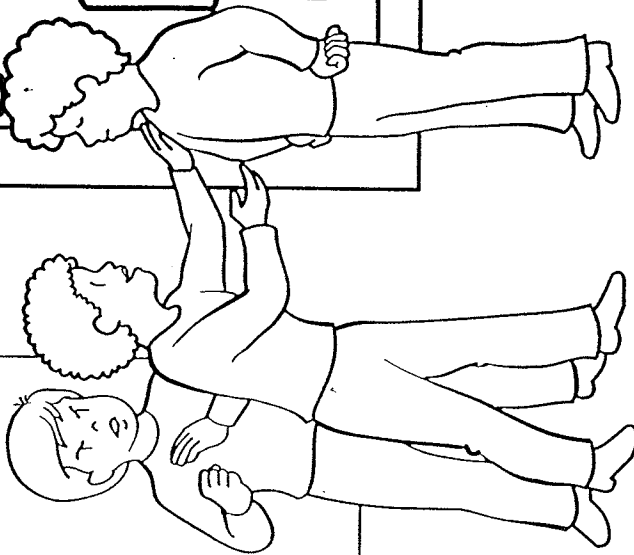
PUT YOUR TEACHER'S NAME HERE:

# BEING VIOLENT MEANS HURTING OTHERS ON PURPOSE.

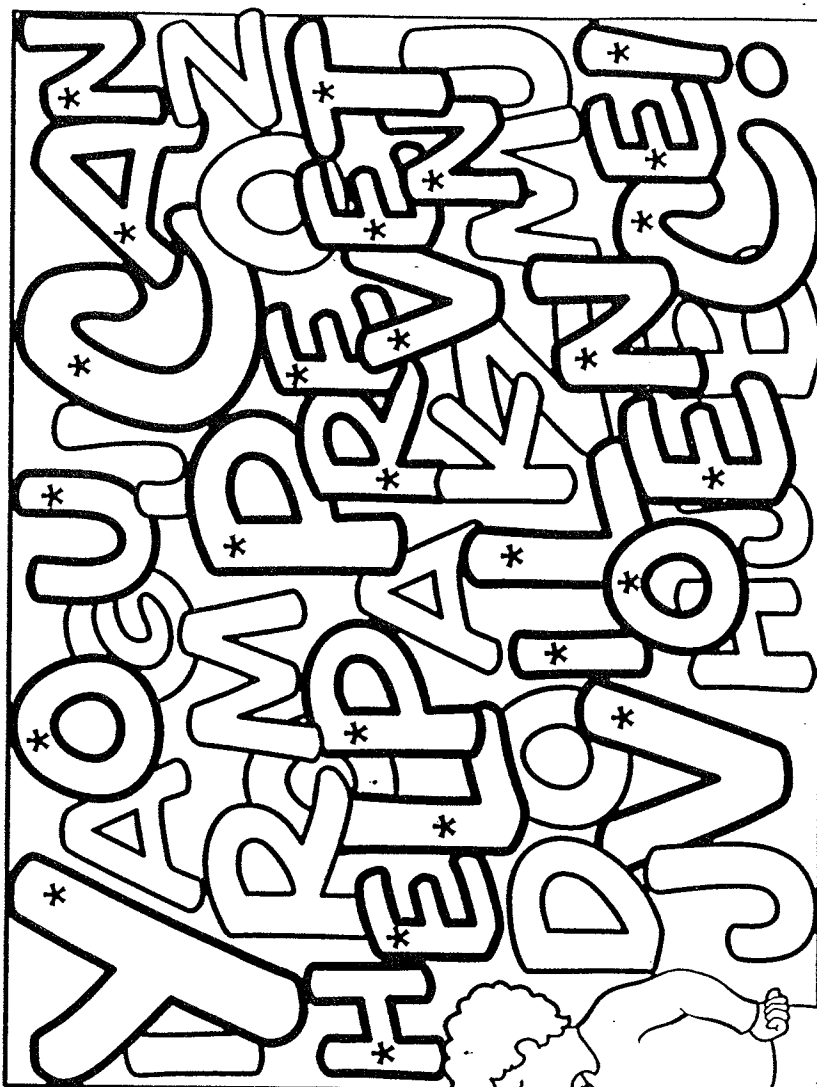
Examples are:

- hitting, kicking or pushing
- throwing something at someone
- yelling or calling names
- breaking someone's things on purpose.

LIST OTHER EXAMPLES  
OF VIOLENCE HERE:



Color in the letters with stars  
to learn an important message.



# YOU MAY HAVE STRONG FEELINGS FROM TIME TO TIME.

It is OK to have strong feelings. But it is not OK to use violence to show them.

Unscramble each underlined word to learn how to calm down when you are angry, frustrated or scared. Write the word in the space.

alkT to someone you trust.  
Tell how you feel.

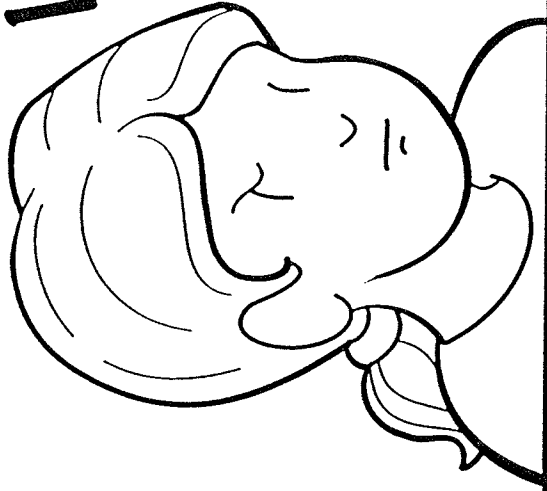


Breathe lswoly.



touch to 20.  
(Or go backwards from 40 in twos.)

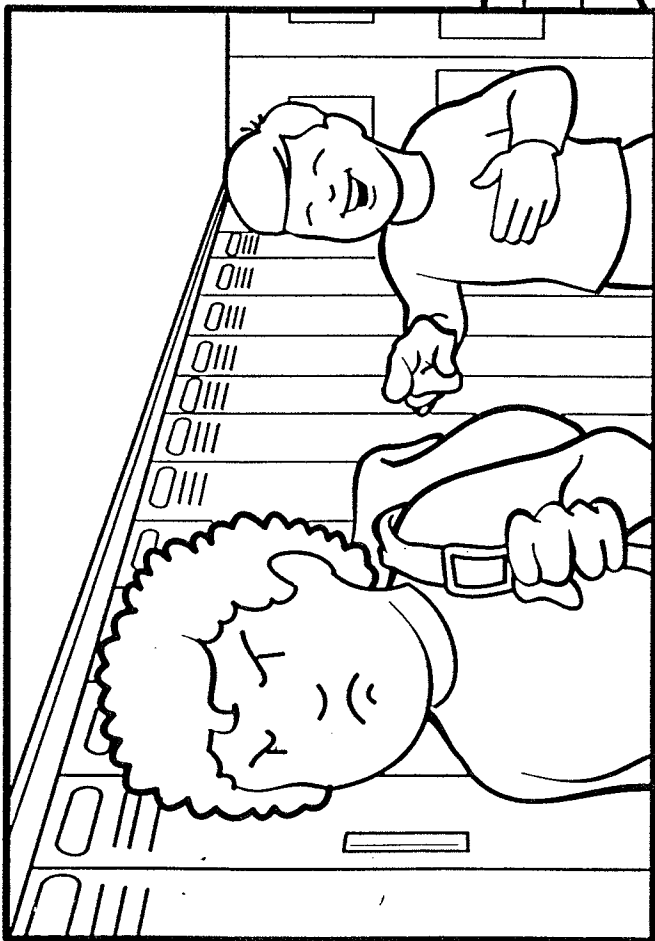
1 2 3 4 5 6...



# YOU CAN SOLVE PROBLEMS PEACEFULLY.

Here's how:

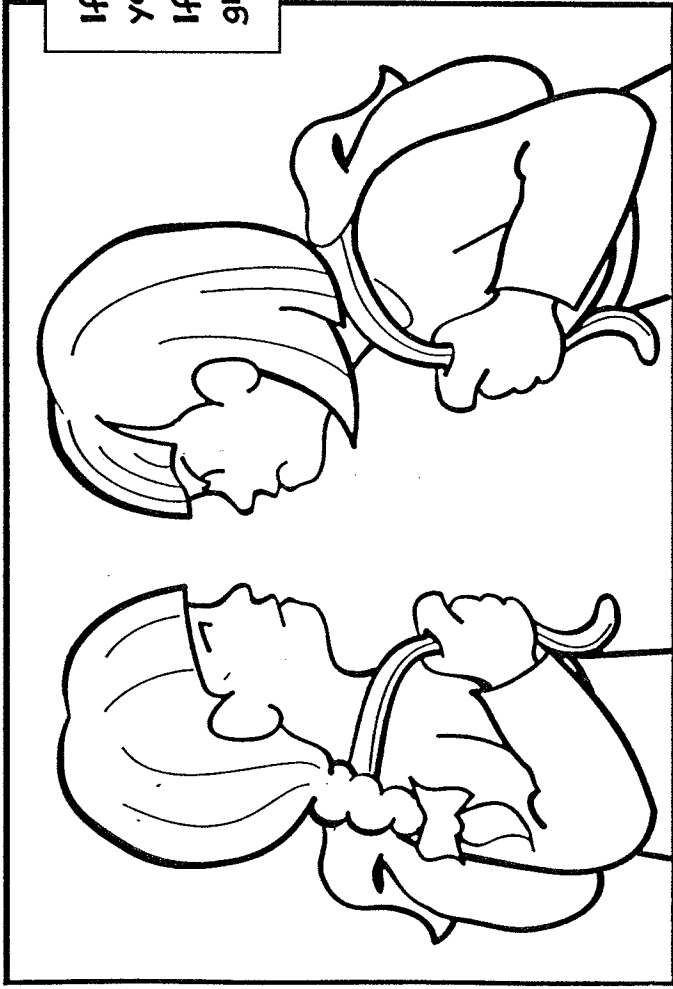
1. Calm down.
2. Tell the other person what you want.
3. Let the other person say what he or she wants. Listen.
4. Take turns thinking of ways to solve the problem.
5. Choose a solution you both like. Try it.
6. Get a grownup you both trust to help, if needed.



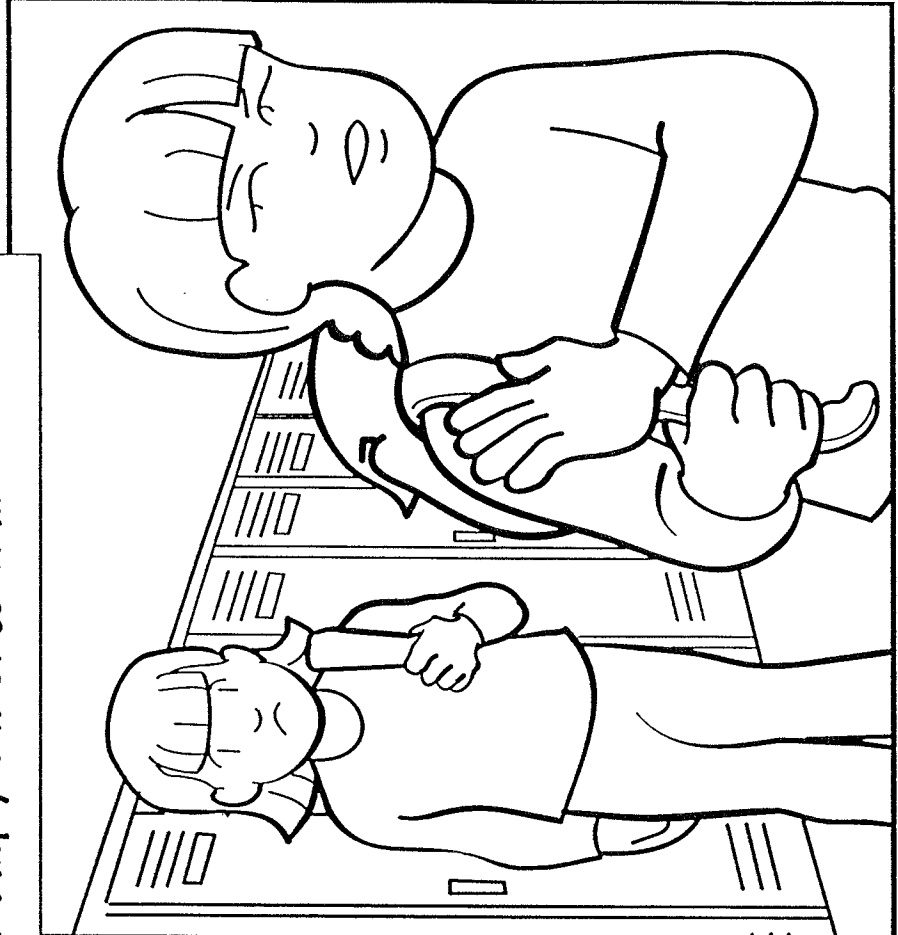
# DO NOT FIGHT.

Fighting just makes a problem worse.

You can also get hurt or get in trouble if you fight.



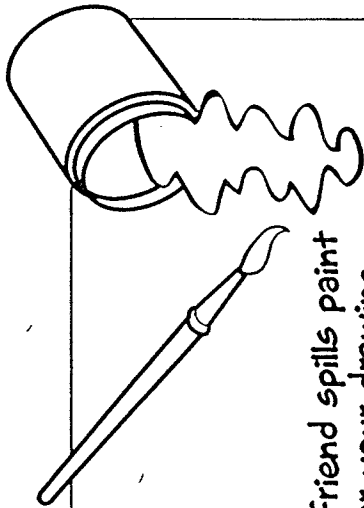
If someone pressures you to fight, say you don't want to. Then walk away.  
If the problem keeps going on, tell a grownup you trust about it.



# STAY CALM.

You do not have to get violent when you are angry.

Here are some things that may make you angry. For each one, write a peaceful thing you could do or say to feel better.



Your friend spills paint all over your drawing.

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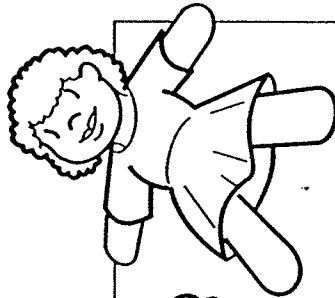
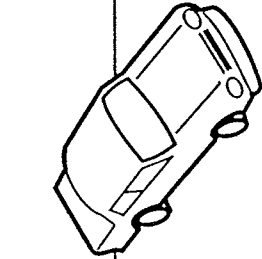
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You want your parent to play with you. But your parent does not have time.

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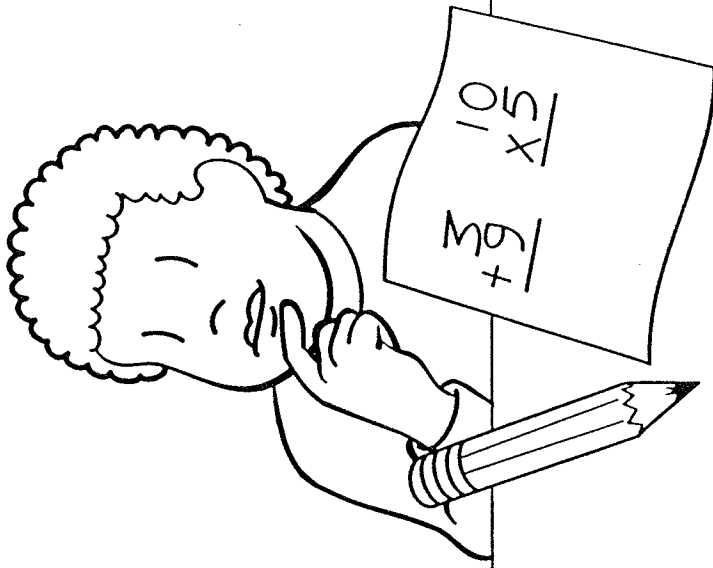
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You do not know how to do a math problem, even though you tried hard.

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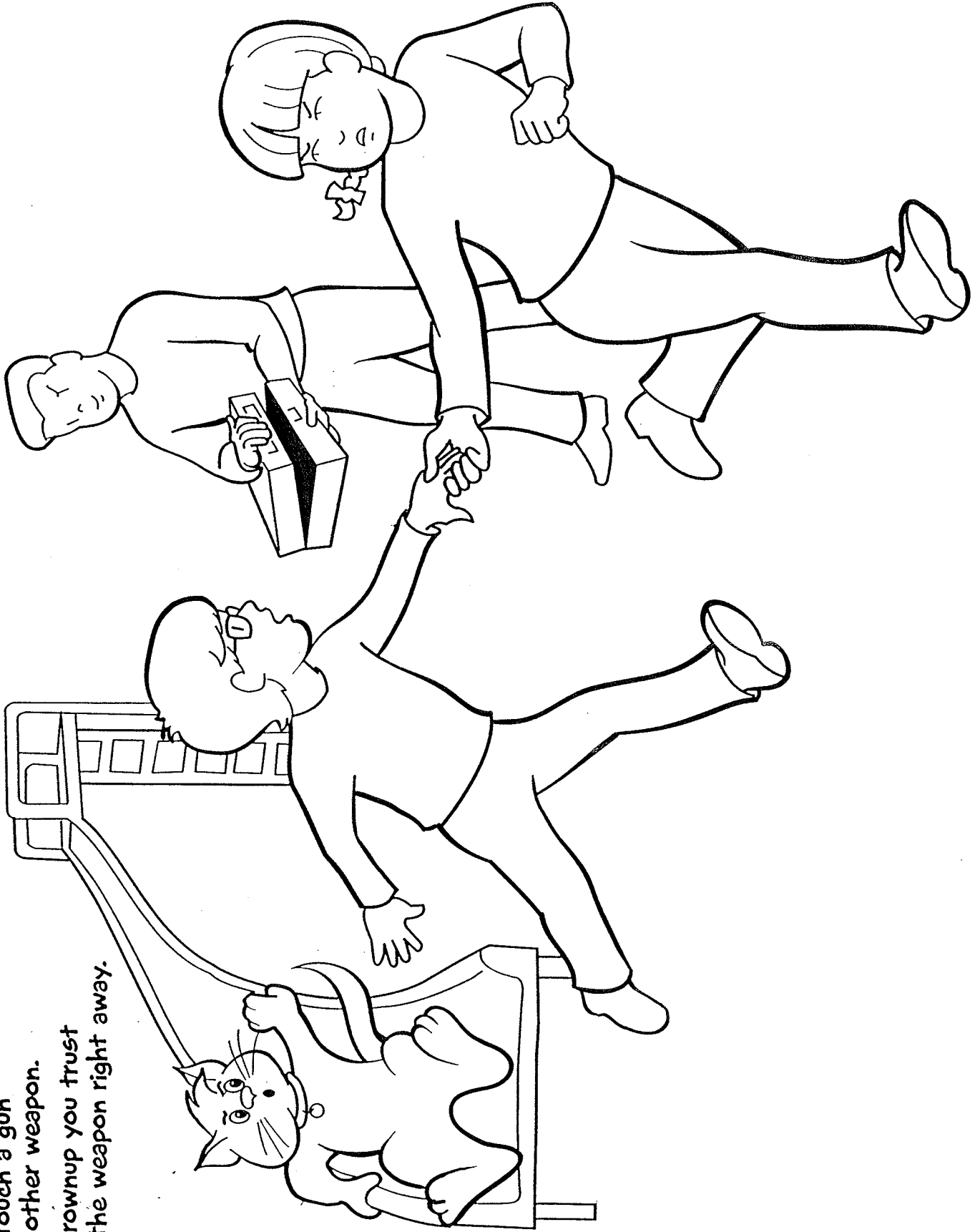
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# **STAY AWAY FROM GUNS!**

Never touch a gun  
or any other weapon.

Tell a grownup you trust  
about the weapon right away.





# BULLYING IS A KIND OF VIOLENCE.

Bullying is when someone:

- picks on you
- tries to scare you
- tries to make you look bad in front of others
- is mean to you in other ways.

If someone bullies you, tell a grownup you trust. Ask how to deal with a bully without using violence.



Cross out every other letter to learn an important message. The first one has been done for you. Write the message in the space.

~~W~~BGURILYIOMNEG QIZS KNEERVIESR WOPK.

\_\_\_\_\_

# LET PEACE BEGIN WITH YOU.

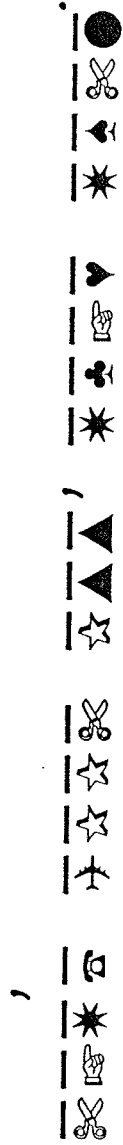


Use the secret code to see some words that help create peace.

### secret code

↑	+	✈	♻	☞	▲	♣	✓	●	=	A	=	L
+	+	✈	♻	☞	▲	♣	✓	●	=	B	=	M
+	+	✈	♻	☞	▲	♣	✓	●	=	C	=	N
+	+	✈	♻	☞	▲	♣	✓	●	=	D	=	O
+	+	✈	♻	☞	▲	♣	✓	●	=	E	=	R
+	+	✈	♻	☞	▲	♣	✓	●	=	F	=	S
+	+	✈	♻	☞	▲	♣	✓	●	=	H	=	T
+	+	✈	♻	☞	▲	♣	✓	●	=	I	=	Y
+	+	✈	♻	☞	▲	♣	✓	●	=	K	=	

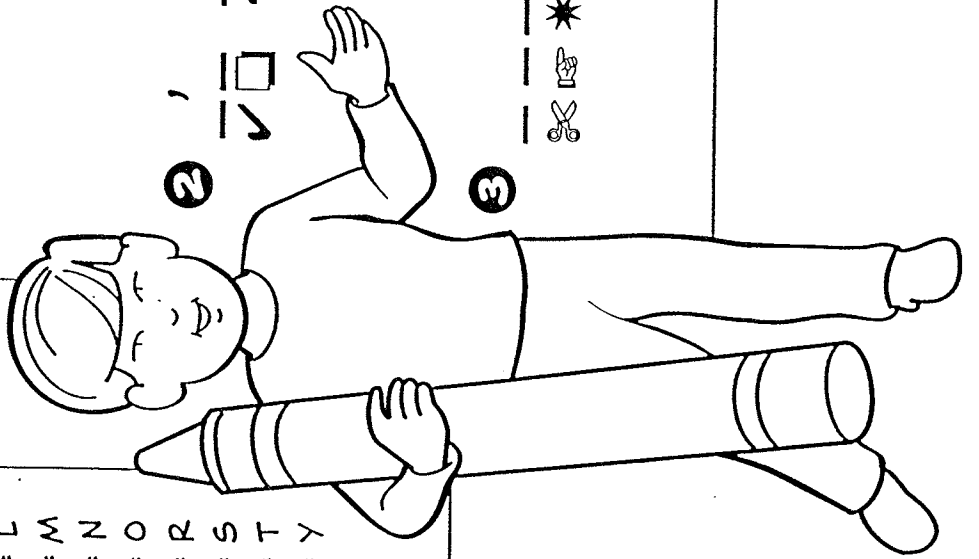
1



2



3



**THESE ARE THE ADULTS I COULD TALK TO ABOUT VIOLENCE:**

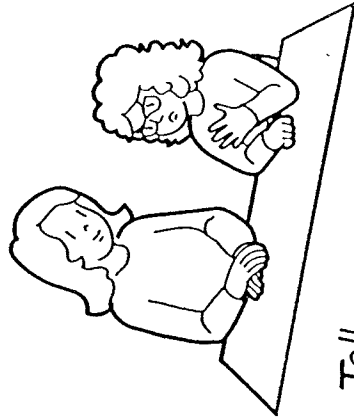
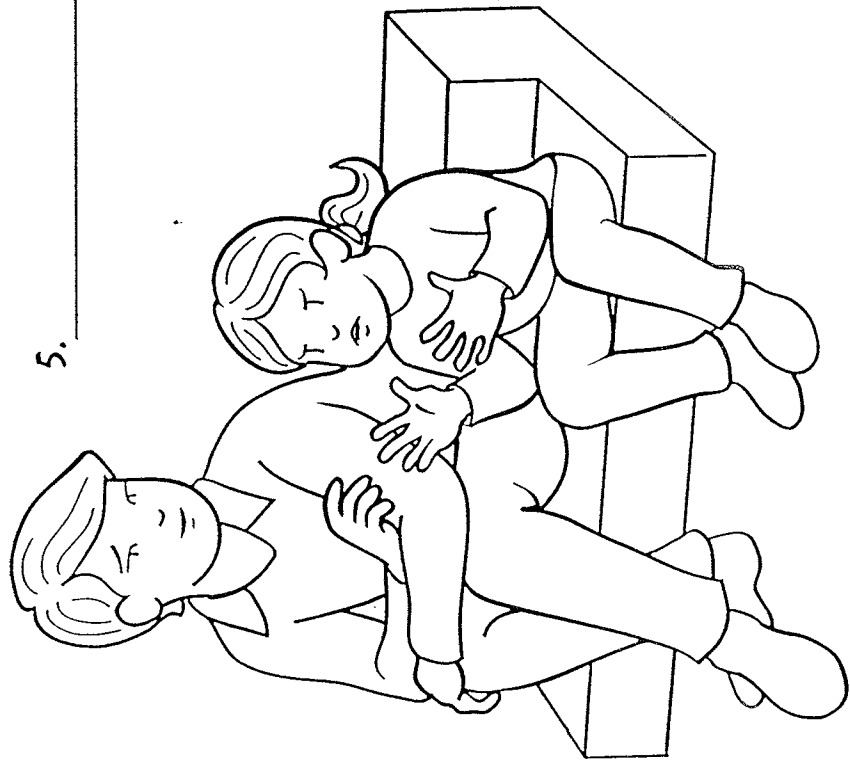
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



*Tell a grown-up  
why you feel angry.*

**Ready**

The student will demonstrate the ability to:

- define violence
- identify angry feelings and actions
- learn peaceful ways to handle conflict

**WORD OF THE WEEK**  
**F E E L I N G S**

**Set**

Resources

Let's Learn About Preventing Violence booklet  
Pencils, crayons  
Sign language examples

Word of the Week Activity

Demonstrate sign language for feelings of Anger, Scared, Surprised, Happy, Proud, and Sad. Allow students to imitate. Feelings can be expressed in many ways.

New Vocabulary

problem solving  
bullying

**Go**

1. Review definition of violence from Lesson 2.
2. Distribute booklets to students.
3. Through discussion, complete the booklet with students.
4. Brainstorm list of adults who could be helpful in violence prevention. Also include phone numbers of police, Boys and Girls Club, etc.

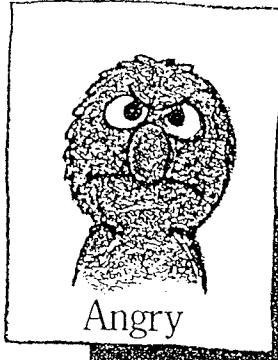
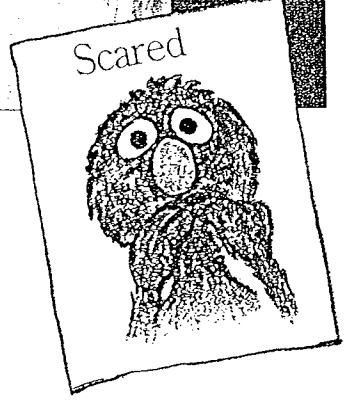
Closure

Students keep booklets in take-home folders.  
Encourage discussion with parents.

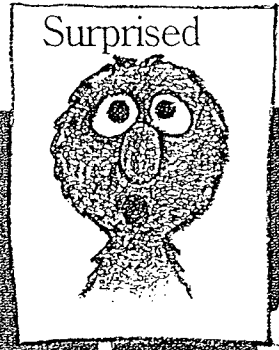
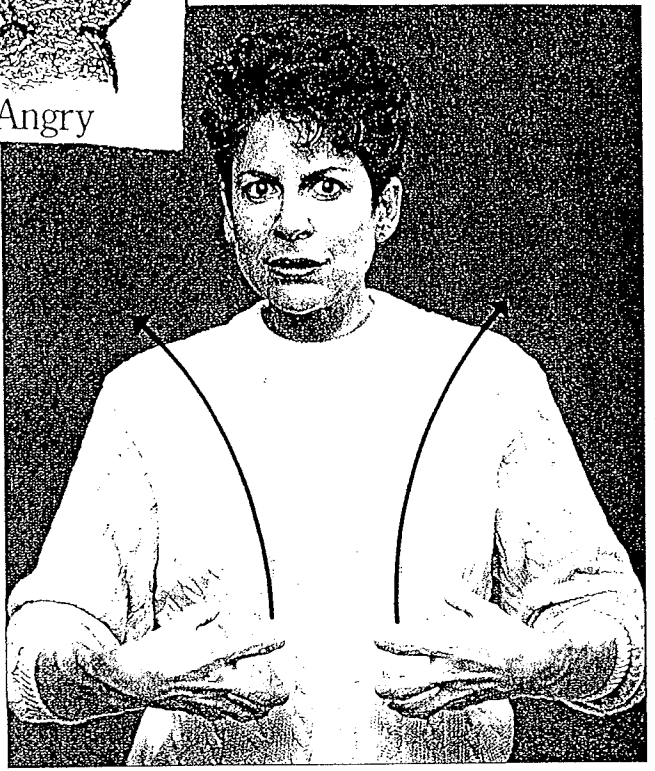
**Grade Three**

**VIOLENCE PREVENTION II**

**Lesson #3**



Angry



Ready

The student will demonstrate the ability to:  
1. define his/her role in the family.  
2. describe characteristics commonly associated with their family placement.

WORD OF THE WEEK  
F A M I L Y

Set

Resources  
Summary sheet for teacher use on family position characteristics. The Pain and the Great One, by Judy Blume  
Word of the Week activity - (opt.)  
Show pictures of various types of families.

New Vocabulary  
Placement  
Sibling  
Family Position  
Self-esteem

Go

**Discussion**  
How many of you are the oldest child in your family? the middle? the youngest? the only? Have you ever wished you had another position? Why?  
Ask all the oldest children to come to the front of the room. Interview children, asking what they liked and what they didn't like about their position. Next ask all the middle, the youngest and only in turn.  
You see that we all have things we like and things we don't like about our position. Would you still like to trade?  
**Activity** (Choose one or more depending on grade level or available time)  
1. Read the book, The Pain and The Great One, by Judy Blume  
Ask: Who has felt like the younger brother? Older sister? Has anything like this happened at your house? "I think they love him/her better than me." Who was right? (Each was surely valued equally by the parents.)

2. Make two dials, with each segment containing one of the following sentence starters:  
I like having brothers and sisters because...  
One way I have fun with my brothers and sisters is...  
One way I have helped my brother or sister is...  
The best thing about my brother or sister is...  
I wish I had a brother or sister because...  
The best thing about being an only child is...  
If a child dials to a sentence that doesn't fit, have him/her ask someone else to finish the sentence. Share in 2 circle groups.

**Closure**  
Summarize the characteristics of each placement.

Grade Three

FAMILIES/SIBLINGS

Lesson #4

The student will demonstrate the ability to:

1. Define self-esteem
2. Explain sources of our self-concept
3. Define put-downs and self-talk
4. To distinguish between what people say about you and who you are

## WORD OF THE WEEK DIFFERENCES

Resources:

Construction paper (large piece) with IALAC printed across the top.

Word of Week activity: Teacher demonstrate first.

1. Have students get into pairs.
2. Give them 10 seconds to observe each other and then turn back to back.
3. Have each student change 3 things about their appearance then turn back around.
4. See if they can notice what is different about partner.

New Vocabulary

- Self put downs
- Self-talk
- Teased
- Family
- Self-esteem

Introduction:

1. Short Discussion

Do you know what IALAC stands for? Each of us carries an IALAC invisible sign inside. At the end of the story, see if you can guess what IALAC means.

2. Read IALAC story (attached)

Each time the character is put-down by his family, friends or teacher, rip off a piece of a large paper printed IALAC. At the end of the story, have one small piece left. You may want to add some positive experiences to the story and tape pieces back on the IALAC sign.

3. Discussion

Now what do you think IALAC stands for? Accept guesses. Explain that it means I Am Lovable and Capable. Why did I rip off pieces of paper during the story? What things happened that made our charac-

ter feel less lovable and less capable? What things do we do in class that make each other feel less lovable and capable? What things can we do to make others feel better, to keep the IALAC signs big?

4. Write Self-Esteem on the board

This is another word that describes IALAC. One way to help develop healthy self-esteem is to receive put-ups or compliments from each other. What are some compliments that people give each other in class that make us feel good? List some on the board. Today we are going to help develop the self-esteem of everybody in the class.

## THE I A L A C STORY

Think of the boy who gets up in the morning with a big IALAC sign showing right straight across his chest. The first voice he hears is his father's, "Get out of bed lazy bones, or you'll never amount to anything." He goes on, "Did you get your homework done last night? If you only planned your studies better, you might get grades as good as your sister."

The boy gets out of bed, looks for his homework finds it rumbled up on the floor. He looks for his shoes and can't find them. His mother calls for him to hurry. He has to put on some old worn-out tennis shoes with no shoe laces. He hurries down to breakfast. "What's for breakfast, Mom?" She says, "You don't have time for anything but cereal. You're going to miss the bus." He gulps down the cereal and runs down the street to the bus stop.

The boy joins the other children waiting for the bus. One of the boys comes up behind him and knocks the books out of his hands. His homework, already rumbled, now ends up in a mud puddle. Quickly he gathers up his papers and books, gets on the bus and sits all alone, as the other children have all found someone else to sit with.

In school the teacher announces that there will be a spelling test. The boy feels okay about his, because he did study spelling the night before, but he can't find his pencil - it must have dropped at the bus stop! He turns to the girl next to him, "May I borrow one of your pencils?" She turns to him and says, "Bring your own pencils to school. I'm not giving you mine."

Later on when the children line up for recess, the teacher says, "I like the way the girls are lining up." On the playground, two boys have been selected to choose up sides for a kick-ball game. The boy waits to be chosen, but when everyone else is on a team, one of the boys says, "You take him. He's no good. He can't kick very well, or catch either."

During lunch the boy is carefully carrying his tray to

the table when he trips and the tray goes clanging to the floor. No one helps. Everyone laughs.

After school when the boy gets home, he calls out, "Mom, how about some milk and cookies?" But mom isn't home. He remembers she had an appointment. He goes in to watch his favorite program on TV, settles down to be comfortable when his big brother comes in a changes the station.

At supper when everyone is eating and talking about the events of the day, he tries to get in a word about what happened to him during the day, but it seems that what everyone else has to say is more important, and no one will listen.

By the time he gets ready for bed, the only thing remaining of his IALAC sign is a tiny piece just about big enough to cover the juice stain on his pajamas. The next morning when he wakes up, his IALAC sign is smaller than the last. Will it get torn away again?

### Discussion.

### Procedure

1. Ask for a show of hands from children who have been teased at some time in their lives. Discuss the fact that, although we can't usually prevent someone from teasing us or calling us names, it is important to decide whether the tease or the name is really "who we are."
2. Invite four volunteers to enact the So They Say Script (Handout 5). Give each volunteer a copy of the script and explain the essence of each character's role to the players.
3. Discuss the Content Questions.
4. Next, without revealing who has teased them, have students brainstorm names they have been called or have heard others be called, such as pig, dumb, four-eyes, etc. Discuss the Personalization Questions.



**HANDOUT 5**

**SO THEY SAY SCRIPT**

The Scene: On the bus going to school. Kid #1 has just gotten braces.

Kid #2 Walks onto the bus, notices Kid #1's braces, and points them out to friends, Kids #3 and #4.

Kid #1: Starts talking to the friend s/he is sitting with.

Kid #2: Leans across the aisle, smiles widely and points to his/her mouth, making crisscross signs on teeth.

Kid #3: Laughs and says to Kid #1. "Hey wire-face, what are you doin'?"

Kid #1: Just sits there and doesn't say anything.

Kid #4: Stands up and announces in a loud voice, "Hey, everybody! There's a new brace-face on the bus. If anyone needs any metal, they know where they can get it!"

Kid #1: Starts talking again to the friend s/he is sitting with.

Kid #2: Says loudly to his/her friends, "Hey, s/he better not talk too much or his/her tongue will get caught up in all those wires."

Kid #1: Getting irritated but says to his/her friend, "It won't do any good to get mad at them. I know I'm not a 'brace-face', so I'm not going to let what they say bother me."

**Discussion**

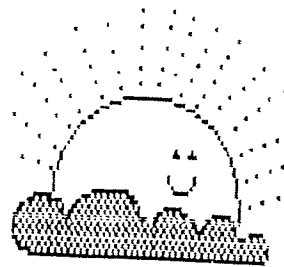
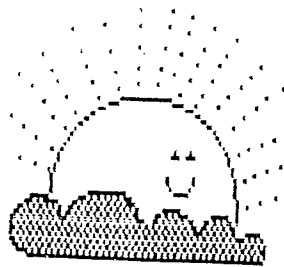
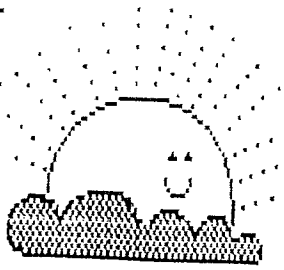
**Content Questions:**

1. To the child being teased (Kid #1): How did you feel about the comments?
2. Do you think that there would have been any way to prevent the children on the bus from teasing about the braces?
3. What do you think about the way that the child being teased decided to cope with the situation?

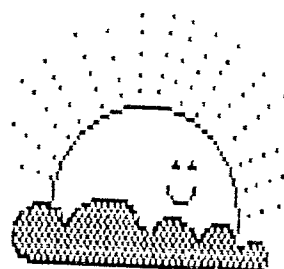
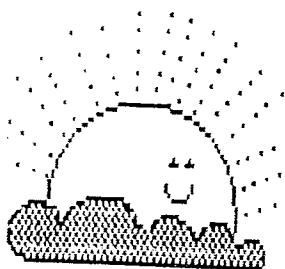
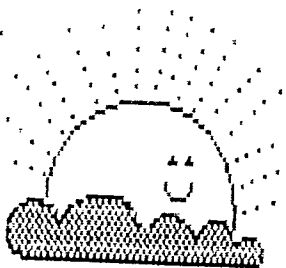
**Personalization Questions**

1. When you have been called names in the past, what was said about you?
  2. What does it really mean if people tease you? Are you what they say you are? Are you less worthwhile because of what they say?
  3. What have you learned?
- To the Leader

Children need to understand that, although they can't control anyone else's behavior, they can control their own reactions to people by recognizing that they aren't what others say they are.



I A L A E



The student will demonstrate the ability to:

1. Describe put-up
2. Share positive thoughts about self
3. Define labels and how people get labels.

# WORD OF THE WEEK

## FRIENDS

**Resources:**

- "Warm Fuzzy" story
- Stamp pad
- Note card for each student

- New vocabulary
- Self-talk
  - Fuzzies
  - Pricklies

**Word of the Week activity -**

Brainstorm and make a list on board the qualities of a good friend. How can we show friends and family that we care about them?

**Introduction:**

Review IALAC and discuss self put-downs. Discuss again, how we accumulate our self-image. (through self and others).

**Procedure**

1. Read "Warm Fuzzy" story to class.
2. Discuss the story
  - a. What is a "Warm Fuzzy"? (a compliment or positive message)
  - b. What is the opposite of a "Warm Fuzzy"? (a cold prickly, an insult, a mean statement, put down)
  - c. Does a "Warm Fuzzy" cost money?
  - d. What can you do if someone will not accept a "Warm Fuzzy"?
  - e. Why is it important to give "Warm Fuzzies"?
  - f. How does a "Warm Fuzzy" make you feel?
  - g. How does a put-down make you feel?

3. Discuss ways to give compliments to yourself and others.
4. Give each student a note card. Using the stamp pad, allow each student to put his/her thumb print on the card.
5. Show examples of "thumbbody" critters and allow each student to create his/her own critter.
6. When students have finished their thumb prints, have them complete the following sentence: "I am thumbbody special because..."
7. Students may share their cards as wanted.

## TITLE: Warm Fuzzies Story

### WARM FUZZIES

Once upon a time there was a beautiful valley that was impossible for tourists to reach. It was not on any maps. There were no motels, no golf courses, no TVs, and no restaurants. The people of the valley didn't miss any of these things. They were ordinary people, just like people you'll find anywhere and they were happy. They had "Warm Fuzzies"! Some people are happy only when they are at a party or when they win a contest. Happy Valley people were happy almost all the time. They enjoyed Monday mornings, blizzards, and picnics in the rain.

They really liked people! They never mistrusted or were suspicious of other people. They went out of their way to do nice things for each other. Most of all, they enjoyed meeting and greeting each other. When Happy Valley people would meet, they would give each other a "Warm Fuzzy." Now what is a "Warm Fuzzy"? It is something like a little puff of warm, soft, fur. The "Warm Fuzzy" loved to be given away. It always made the village people feel better to give them to each other. A "Warm Fuzzy" meant "I care about you."

So the custom of giving "Warm Fuzzies" grew over the years. Happy Valley people gave them to sick people, to young couples starting a new home - to everyone - because the "Warm Fuzzies" brought lots of cheer to people. Everybody looked forward to exchanging "Warm Fuzzies."

One day a wicked witch flew over the valley of the "Warm Fuzzies" and saw what was going on. "This is ridiculous," she said. "I have got to do something about these people. They may spend their whole lives thinking they are happy." Inside the witch's bag were "Cold Pricklies." These were mean, little, scratchy pricklies. The witch flew down to the village and pretended she was sick, and sure enough, a kind lady came up with a "Warm Fuzzy" in her hand to give to the witch. The wicked old witch asked her how many "Fuzzies" she had. She began to convince the lady that someday she would run out of "Fuzzies" and that no one would give them back to her. She gave the kind lady a "Cold Prickly" instead. The witch spread the rumor that there would be a shortage of "Warm Fuzzies." After awhile, the wicked witch's plan worked! The people of the Valley would cross the street to avoid a friend. They stayed home and worried about people stealing their "Fuzzies," and began to give each other "Cold Pricklies" instead. The fuzziless months turned into fuzziless years, and soon there were quite a few people in the Valley who had never even heard of a "Warm Fuzzy." The Valley filled up with strangers and people no longer knew their neighbors.

## ● **TITLE: Warm Fuzzies**

**Learner Outcome:** *The student will practice giving and receiving compliments (put-ups).*

### **Teaching Procedure/ Student Activities:**

**A. Read the Warm Fuzzy Story (attached)**

**B. Discussion**

Ask the students the following questions:

1. "What is a Warm Fuzzy?" (A compliment or a positive message.)
2. "What is the opposite of a Warm Fuzzy?" (A Cold Prickly, an insult, a mean statement, or a putdown.)
3. "Does a Warm Fuzzy cost money?"
4. "What can you do if someone will not accept a Warm Fuzzy?"
5. "Why is it important to give Warm Fuzzies?"
6. "How does a Warm Fuzzy make you feel?"
7. "How does a put-down make you feel?"

Explain to the students, "A compliment is like a gift. A compliment is given freely, without expecting anything in return. Both the giver and receiver of a compliment get warm fuzzies. When someone gives you a compliment, you can say 'thank you' or even give one in return."

Ask for a volunteer. Give the volunteer a compliment and see how he/she responds. Let several students role-play receiving compliments. Stress to the students the importance of giving honest compliments.

Give the students some examples of ways to give honest compliments.

Ask the students:

- "What kind of compliments do you get at home?"
- "What kind of compliments do you get at school?"
- "Who do you give compliments to?"
- "What things do you compliment on?"

Write on the board the following guides:

- I like the way you...
- It makes me feel good when you...
- I like to be with you because...

**TITLE: Warm Fuzzies (continued)**

C. Activity (Choose one or more depending on grade level or time available.)

1. **Warm Fuzzy Circle**

Use cotton balls as "Warm Fuzzies." In a circle, pass a "Warm Fuzzy" to the child on your right while giving that child a compliment (such as, "I think you have a nice smile.") Have each child pass along the "Warm Fuzzy" to the next child along with a compliment.

2. **Warm Fuzzy Picture**

On construction paper, ask students to draw a picture of "Warm Fuzzies." Cotton balls or any art supply may be used. Children may choose to make a "Warm Fuzzy" picture to give to a friend.

3. **Web of Compliments**

In a circle, roll a ball of yarn from student to student in no particular order. Each student gives a compliment to another student as he/she rolls the yarn across the circle to that child. The child receives the yarn and rolls the ball to another, giving a compliment or "Warm Fuzzy" as he/she does this.

Ask the students: "How does it feel to get a compliment?"

4. **Fuzzy Strips (attached)**

Cut out "Fuzzy Strips" and give each child a strip of three. In small circle groups, ask the students:

"What do you think each Fuzzy is feeling?"

Fold the strip to show the Fuzzy that best shows how the student felt that morning. Let each child share. Continue asking the students to fold the strip to show the Fuzzy that best shows how each child felt that morning. Then ask each student to fold the strip to the Fuzzy that shows how the child is feeling now, and how they will feel when it is time to go home. Encourage the students to keep the strip to show others how he/she is feeling.

5. **Thumbbody Special Cards**

Allow the students creativity when it comes to designing their own cards. Some children prefer a card that opens, some not. It works well if you have both white and red construction paper along with black and red ink pads for thumb prints. When the children have designed their cards, have them write, "You Are Thumbbody Special because..." (finishing the statement with a compliment.) The person's name who is to receive the compliment should also be on the card. Pass around the ink pads so each child can press his/her

**TITLE: Warm Fuzzies (continued)**

thumb on it. Encourage the children to create several imaginative thumb print creatures. These cards could also be used for holidays and special occasions.

Divide the class into small groups. Ask each child to share his/her card with the group telling who he/she is giving it to and what the compliment says.

**6. Compliment Circle**

Divide the class into three groups. Each group should get in a circle. Each child takes a turn in the middle of the circle. One by one, each student in the circle gives a compliment to the child in the center. This middle child can only say 'thank you'. When the circle is completed, the middle child returns to his/her place in the circle, covers his/her eyes and has a quiet time to remember all the nice things said, and to feel good about them. The circle remains very quiet.

**7. Activity Sheet (attached)**

Distribute the papers and ask students to write down some compliments ("Warm Fuzzies") they would like to give to some important people in their lives. (For example, parents, siblings, teachers, friends.) Suggest they take the compliment sheets home to share with others.

**8. Compliment Tunnel**

Ask for a volunteer. Explain, "Is there anyone here who is feeling a little sad today? Would someone like to make him/her (pointing to the volunteer) feel better?" Line-up several students on each side of the volunteer, facing each other. Instruct the students to think of compliments to give to the volunteer. As the volunteer goes through the "tunnel," each student gently touches the volunteer and says something nice. At the end of the activity ask the volunteer, "How did that make you feel?" Ask the group, "How did that make you feel?"

**9. Basket of Compliments (sample attached)**

Draw names and ask each student to make a compliment basket for the person whom they chose. Color the basket and deliver it to the classmate. Read the compliment aloud, if so desired.

**Ready**

- The student will be able to:
1. Recognize family involvement in alcoholism.
  2. Identify sources of help.
  3. Recognize that there are others in the same situation.
  4. Know how to keep themselves safe.

**WORD OF THE WEEK**

**H O N E S T Y**

**Set**

**Resources:**

Video: The Cat Who Drank and Used Too Much

New Vocabulary  
Alcoholism  
Addiction  
Treatment

**Go**

**Introduction**

**Ask:** What is alcoholism?

What does it mean to be addicted?

Introduce the video. Let kids know that because cats are playing the parts of people in the film, some of the scenes will seem quite funny. Remember that it is a serious subject.

Discussion after the video.

- 1) What was Pat's problem? (alcoholism)
- 2) What made Pat think he needed to drink and use. (He didn't feel good about himself and he didn't think his life was very good.)
- 3) How did the use of drugs and alcohol affect Pat? (Didn't feel well, trouble sleeping, angry with his family, etc.)
- 4) How was the rest of the family affected? (Kids and mom weren't treated very well, they felt afraid, worried, angry and guilty.)

- 5) Did anyone outside the family try to get Pat to stop drinking and using? (A friend who had been through the same thing.)
- 6) Did the friend succeed? (No. Pat has to realize himself that there is a problem.)
- 7) Can the kittens stop Pat from drinking and using? (No. It's not their fault that he started and they can't make him stop.)
- 8) What can the kittens do to help themselves? (Talk to someone they trust.)
- 9) What caused Pat to finally get help? (He had a nightmare.)
- 10) Was Pat a bad cat? (No, but he was a sick cat.)

**Grade Three**

**FAMILY ALCOHOLISM**

**Lesson #7**



- 1- What was Pat's problem?
- 2- What made Pat think he needed to drink and use?
- 3- How did the use of drugs and alcohol affect Pat?
4. How was the rest of the family affected?
5. Did anyone outside the family try to get Pat to stop drinking.
6. Did the friend succeed?
7. Can the kittens stop Pat from drinking and using?
8. What can the kittens do to help themselves?
9. What caused Pat to finally get help?
- 9- Was Pat a bad cat?

**Ready**

The student will demonstrate the ability to:

- demonstrate decision-making skills
- understand the definition of "alcoholism"
- understand the definition of "addiction"
- demonstrate knowledge of harmful and illegal drugs

**WORD OF THE WEEK**

**D E C I S I O N S**

**Set**

Resources

1 set of "Drug-Free Choices" cards

Word of the Week Activity

Introduce SODAS as a decision making model.

Briefly discuss how and when 3rd graders make decisions.

New Vocabulary

SODAS - decision-making process

**Go**

1. Review "Pat the Cat" for details and terminology.
2. Introduce students to drug terminology (names of drugs, street names, etc.)
3. Introduce the game. You can use this in a variety of ways. Some ways are listed on the inside cover of box 1.

Closure

This is the last S.A.F.E. class.  
Review the year briefly.

**Grade Three**

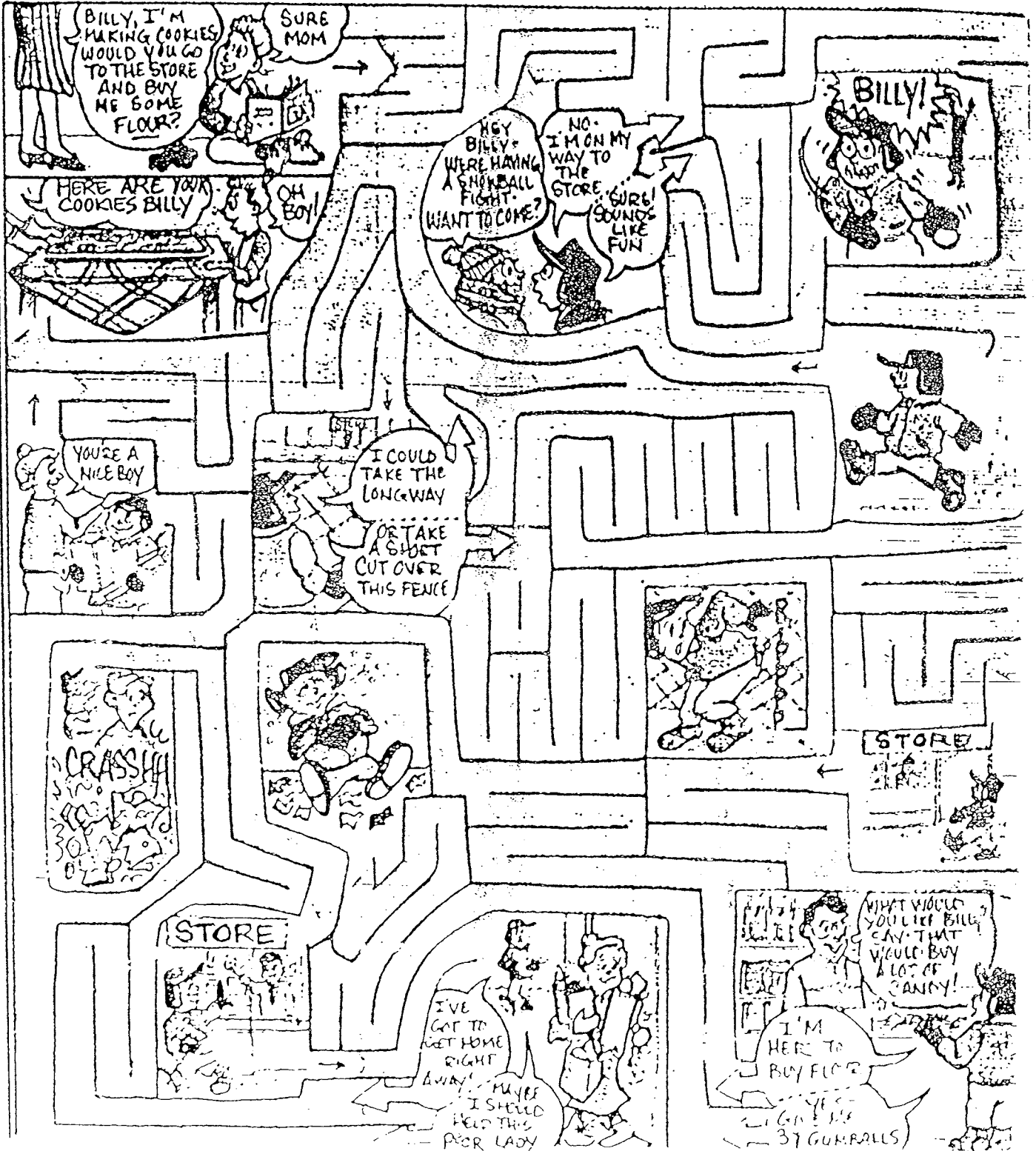
**DECISION-MAKING/ALCOHOL & DRUGS**

**Lesson**

**#8**

# Decisions, Decisions

It's not easy to make decisions. Here's a maze that will help you see how hard it can be sometimes. Try to help this kid get through this maze. On your way, you will get to places that you will need to make a decision. Make a decision and see what happens next. If you get to the end of the maze, you will know you made all the right decisions.



## Review ? for 2<sup>nd</sup> Grade

- 1- What is self-esteem?
- 2- Name the feelings associated with:
  - a - losing your jacket
  - b - getting glasses
  - c - you are punished by your parents
  - d - you can't find anyone to play with
  - e - your pet runs away
- 3- What is violence?
  - 1- Give some examples of violence.
  - 2- Tell a good thing to do if you are angry.
  - 3- Tell something in pt that happened to you in 2<sup>nd</sup> grade.
  - 4- Tell something you learned in 2<sup>nd</sup> grade that you didn't know before.
  - 5- Give an example of good behavior - \_\_\_\_\_ bad behavior  
at home at the Mall  
at school at a school program
- 4- What does I.F.A.C mean?
- 5- What is a warm fuzzy?
- 6- What is a cold prickly?
- 7- How do you make good decisions?
- 8- What is a decision?
- 9- What do a decision mean?

## **FOURTH GRADE**

### **Table of Contents**

<b>Lesson #</b>	<b>Title</b>	<b>Word of the Week</b>
1.	Cooperation and Friend Sheet	Cooperation
2.	Violence	Behavior
3.	Controlling Emotions	Feelings
4.	Divorce	Family
5.	Prejudice	Differences
6.	Resisting Peer Pressure	Friends
7.	Trust Bingo	Honesty
8.	Alcohol and Other Drugs	Decisions

The student will demonstrate the ability to:

- review the rules of S.A.F.E.
- cooperate in a friendship activity
- tell one new thing he/she learned about a classmate

WORD OF THE WEEK  
COOPERATION

Resources

"Friendship Search" for each student

Word of the Week Activity

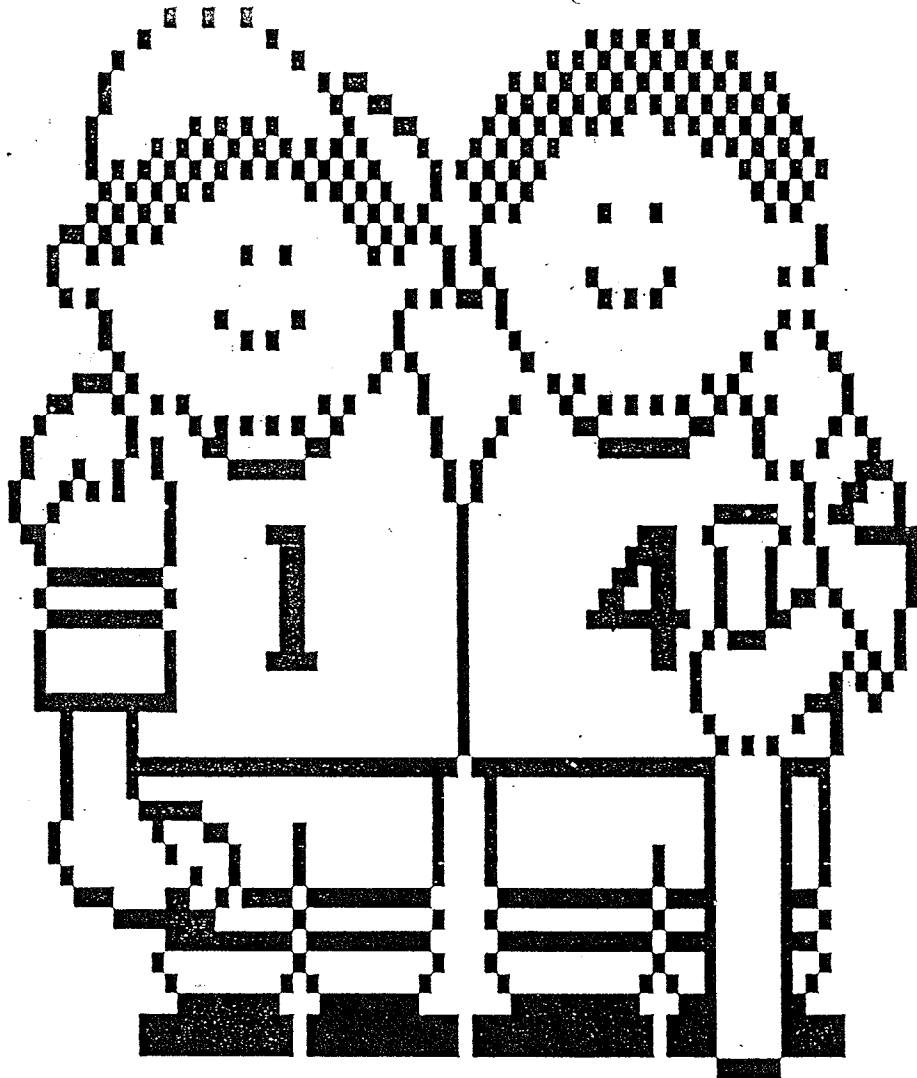
1. Divide class into groups of 4.
2. Give each group a packet of puzzle pieces (the Cooperation Poster laminated and cut apart).
3. Each group assemble puzzle by cooperating.

1. Explain that we all know something about each student in class-- but a friend might always want to learn more.
2. Distribute friendship search sheets.
3. Allow 15 minutes to have each student complete the sheet as much as possible.
4. Each person should sign only once on any sheet.
5. Encourage students to ask and seek--the goal is to have everyone talk to everyone else.

CLOSURE

Compare a few items on each sheet (Who has been to a Twins game in Minneapolis?)

WORD OF WEEK



COOPERATION

Name \_\_\_\_\_

Date \_\_\_\_\_



# Find a Friend

Find a friend who ...	Friend's name
... is an only child.	
... has been to a foreign country.	
... can operate a computer.	
... likes to eat spicy food.	
... has two sisters.	
... was born in March.	
... has earned a trophy.	
... knows how to ski.	
... is about the same height as you.	
... can play a musical instrument.	
... has broken a bone.	
... has a bird for a pet.	
... is the oldest in the family.	
... wears the same shoe size as you.	
... has one brother.	
... is the youngest in the family.	
... likes to fish.	
... can whistle through his/her fingers.	
... has a cat.	
... was born the same month as you.	
... likes to play baseball.	
... takes dancing lessons.	



F R

I E

N D

Taller than you

Was in your room last year

Has a dog at home

Has a cat at home

Who has seen a Twins game  
(in Minneapolis, not on TV)

Who has two brothers

Who has two sisters

Shorter than you

Who likes carrots

Is left-handed

Who has a pierced ear (1 or 2)

Wearing a red shirt

# FIND A FRIEND WHO...

1. is taller than you \_\_\_\_\_
2. has visited a foreign country \_\_\_\_\_
3. has a pet cat \_\_\_\_\_
4. has two sisters \_\_\_\_\_
5. is left handed \_\_\_\_\_
6. has been to a Twins game \_\_\_\_\_
7. has a pet dog \_\_\_\_\_
8. lives on a farm \_\_\_\_\_
9. likes carrots \_\_\_\_\_
10. is wearing a red shirt \_\_\_\_\_
11. plays a musical instrument \_\_\_\_\_
12. has braces \_\_\_\_\_
13. likes country music \_\_\_\_\_
14. has a birthday the same  
month as yours \_\_\_\_\_
15. has a pierced ear \_\_\_\_\_
16. was in your classroom last year \_\_\_\_\_
17. used to lived in another town \_\_\_\_\_
18. has broken a bone \_\_\_\_\_

# FIND A FRIEND WHO...

1. is taller than you \_\_\_\_\_
2. has visited a foreign country \_\_\_\_\_
3. has a pet cat \_\_\_\_\_
4. has two sisters \_\_\_\_\_
5. is left handed \_\_\_\_\_
6. has been to a Twins game \_\_\_\_\_
7. has a pet dog \_\_\_\_\_
8. lives on a farm \_\_\_\_\_
9. likes carrots \_\_\_\_\_
10. is wearing a red shirt \_\_\_\_\_
11. plays a musical instrument \_\_\_\_\_
12. has braces \_\_\_\_\_
13. likes country music \_\_\_\_\_
14. has a birthday the same  
month as yours \_\_\_\_\_
15. has a pierced ear \_\_\_\_\_
16. was in your classroom last year \_\_\_\_\_
17. used to lived in another town \_\_\_\_\_
18. has broken a bone \_\_\_\_\_

The student will demonstrate the ability to:

- describe different ways that students are mean to each other
- acknowledge that teasing, bullying, and fighting are problems.
- identify sources of help.

WORD OF THE WEEK

BEHAVIOR

Resources

Video: Violence: Everyone's Problem

New Vocabulary

- Violence
- Teasing
- Bullying

1. Review definition of violence - "Any thought, word, or action that hurts another person".
2. Tell students they will be watching a video about different kinds of violence--kids about their own age talking about mean and violent things they've seen other kids do.
3. Show video, you can stop after each part. (or part 1).

Discussions:

1. What kinds of mean things did the children see?
2. Who got hurt?
3. Why do you think that doing mean things was a problem?

Closure

1. Do you think that the children in the video were talking about anything unusual?
2. Brainstorm list of things to do or people to talk to.

# Lesson 1: Everyone's Problem

## READY

### Summary

In this lesson, students see a video about other students' experiences with violence and discuss those experiences.

### Student Learning Objectives

- Students will demonstrate the ability to:
- describe different ways that students are mean to each other
  - acknowledge that teasing, bullying, and fighting are problems

### Norm Promoted

- Violence is everyone's problem.

### Risks Addressed

- early and persistent antisocial behavior
- favorable attitudes toward the problem behavior
- parental attitudes favorable toward and involvement in the problem behavior

## SET

### Resources

#### *From the curriculum:*

- document, *Preventing Violence: A Framework for Schools and Communities*
- video, "Violence: Everyone's Problem" (Part 1) (about 8:30 minutes)
- teacher sheets, "Disclosures" and "Key to 'Questions about Violence'"
- work sheet, "Questions about Violence"
- parent newsletter, "Safe & Sound: How You Can Help Your Child Prevent Violence" (Module 1: Vulnerability to Violence)

#### *From the school:*

- butcher paper, marker
- videocassette recorder, monitor

#### *On your own:*

- poster listing ground rules for discussion
- poster listing helping resources

### Preparation

1. If you haven't done so already, make up a poster listing ground rules for discussion and be ready to review the rules with your class. Include at least the following rules:
  - Raise your hand when you want a chance to speak
  - Respect people's privacy by saying, "I know someone who . . ." instead of saying the person's name.
  - Pass if you don't want to speak.
  - Let other people have a chance to speak.
  - Let other people speak without interrupting.

**GO continued**

**Objective**

3. Tell students that in a little while they'll be watching a video about different kinds of violence, but first you'd like everyone to agree on some ways they can help each other get the most out of what they learn.

**Ground Rules**

4. Ask students what kinds of "ground rules" would help make classroom discussions easier and more comfortable. Use one of the Ground Rules as an example, and write their ideas on the board. Display the **poster listing ground rules for discussion**, and add any of the other suggestions.

**Help**

5. Display the **poster listing helping resources**. Explain that the poster gives names, addresses, and phone numbers of places that can help kids concerned about people doing mean or violent things. Tell students that they can suggest additions to the poster at any time.

**Questions about Violence**

6. If and only if you're teaching all three modules, distribute the work sheet **Questions about Violence** to each student, and give everyone several minutes to fill it out. Tell students not to sign their names on the sheet, because you'll be using the work sheet to compare the attitudes of the whole class now with the attitudes of the whole class at the end of the unit. Collect the work sheets when everyone is finished; use the teacher sheet **Key to "Questions about Violence"** to interpret students' responses.

**Violence: Everyone's Problem (Part 1)**

7. Tell students that they'll now see a video about some children their age talking about mean and violent things they've seen other kids do. Say that the video is called "Violence: Everyone's Problem," and ask them to think about the following questions as they watch it:
  - "What kinds of mean things did the children see?"  
(Write "Mean things?" on the chalkboard.)
  - "Who got hurt?"  
(Write "Who hurt?" on the chalkboard.)
  - "Why do you think that doing mean things was a problem?"  
(Write "Why problem?" on the chalkboard.)

8. Show Part 1 of the video **Violence: Everyone's Problem**; stop it after you see the words "End of Part 1."

**Discussion**

9. Focus discussion on the following questions:
  - "What kinds of mean things did the children see?"  
(a girl getting told that she wasn't wanted, a girl being called names, a boy having things taken from him, a fight, a girl with Down's syndrome being teased, people laughing, etc.)
  - "Who got hurt?"  
(the girl in the cafeteria, the girl by the swings, the boy on the bus, the two boys in the library, the girl getting things out of the wastebasket, others who cared about the victims, etc.)

# Ready

The student will be able to:

- identify different emotions
- identify different ways to handle emotions
- see relationships between emotions and actions

## WORD OF THE WEEK FEELINGS

Activity "Pantomime" Feelings

# Set

### Resources:

- Sun Burst "Feeling Good About Me" 15 minutes
- Discussion Questions ( p. 8,9) Teacher's Guide

New Vocabulary  
emotions

# Go

1. Briefly introduce the video and the Human Race Club video.
2. Show video

### Discussion:

1. What feelings/emotions did you see?
2. What actions did you see?  
Which were good?  
Which were bad?
3. What was the message about feelings?  
There are no bad feelings--only bad ways to handle them.

### Optional:

1. Stop the video after girl reads the minutes.
2. Ask class what the girl could do.
3. Finish the video and then discuss.

### Closure:

There are no bad feelings, only bad ways to handle them.

**Ready**

The student will be able to:

- understand divorce as a legal process
- understand the feelings of children of divorce
- hear the options for children of divorce

**WORD OF THE WEEK**  
**F A M I L Y**

**Set**

Resources:

- "Annie's Story"
- Divorce Poster (#10 on next page)
- Divorce and Marriage Quiz (optional)

New Vocabulary  
Divorce  
Legal process

**Go**

Introduction:  
Today we will be discussing a problem that is sometimes quite difficult for some people to talk about.

Activity:

1. What is a bad marriage? (When two people who are married are unhappy being married for whatever reasons. Remember, it is the marriage that is bad, not the people who are married. Blame the action, not the person.)
2. What is a divorce? (The ending of a marriage by the process of law.)  
Show video - continue discussion.
3. Is it better for the children to have their parents stay together in a bad marriage or get divorced? This is a very difficult question that parents have to face. What do you think?

- a. Psychiatrists have found that children who live in homes where there is a bad marriage often have more problems than children whose parents get divorced.
- b. It would be nice if all marriages could be worked out when there are problems; however, this is not reality.

4. What are the feelings children have after divorce? (They may feel sad, lonely, angry, depressed. Remember, it is important for them to accept their feelings. It is all right to feel sad, to cry. It takes time to feel better. It is important to believe that in time they will feel better.)

**GRADE FOUR**

**FAMILY DIVORCE**

**LESSON #4**



5. Why is it important for children to accept the fact that their parents are divorced? (Some children spend their time hoping their parents will get back together. As long as they do this they will remain sad. Children need to accept the truth and move ahead with their lives. Some children who experience the pain of a divorce do not accept or face the problem. Instead they pretend that nothing is wrong. They try to hide their bad feelings. By not facing the problem they can't solve it so it often gets worse. This would be an example of trying to cover up a problem).

6. Why do children sometimes think it is their fault?

a. Most children do wrong things once in a while. Children whose parents get divorced sometimes blame themselves thinking that it was the wrong things that they did that caused their parents to get divorced. Children who think this way may try to be extra good in the hope that their parents will get back together again. This doesn't happen because the children were not the cause of the divorce.

b. As long as a child believes that s/he has caused the parents' divorce, it is easy for his/him to believe s/he has the power to get the parents back together again. This creates a false sense of hope that s/he will be able to get the parents to marry one another again.)

7. Does blaming solve the problem? (No, blaming does not help, it only makes things worse. It won't get your parents to marry again. Whether you blame yourself, your mother or your father, nothing will change. Stop blaming people for things of the past. You must start doing the things that will make the future happier.

8. Why do some children stay angry? (Most children of divorced parents are angry because they want their parents to get married again and they won't. Such children will be angry as long as they keep trying to get their parents together again. They have not accepted their parents' divorce.)

9. If you cannot get what you want, what should you do? (Substitute something you can have or do for what you can't have or do).

**EXAMPLE:** You are angry about your parents' divorce so you start having temper tantrums. These tantrums do not make your parents get back together. They just make you feel worse. You start to spend more time with other children which helps you to feel less angry about your parents' divorce.

10. Divorce is never easy. How can it be made less painful?

(by accepting your parents' divorce,

by not blaming yourself or others,

by not feeling guilty,

by remembering that even in divorce you have two parents,

by trusting your friends to understand,

by knowing where and to whom you can go for help,

by giving yourself time to cope with it).

**Closure:**

Today we discussed divorce which is a rather painful subject for many families. Remember in a divorce it is not the children's fault that it happened nor is it their responsibility to get mom/dad back together.

## Annie's Story

Annie was a girl who lived in a brown, brick house with her mom and dad. Annie loved her parents very much.

Annie's dad worked at a bank and when she heard his car pull up in the driveway she loved to greet him at the door. Her mom was a nurse. She only worked part time so that she could be home when Annie came home from school.

At night, they all had dinner together. Annie used to like having dinner with her mom and dad, but lately she was liking it less and less. It seemed that her parents just couldn't agree on anything. Annie didn't like it at all. What she hated most was when her mom and dad had arguments over her. Their voices would get louder and louder and more and more angry.

Sometimes at night she could hear them arguing. She hated the sound of their voices when they were arguing. They sounded ugly and angry and hateful. It was hard to think of those voices as her loving mom and dad. When she woke in the morning, it was as if nothing had happened.

Lately it seemed that Annie's mom and dad had been arguing more. Her mom was quiet and sad and her dad wasn't at home as much. Sometimes Annie worried that she had done something to make her mother sad and make her father stay away so much.

One day after dinner, Annie's mom said, **"Your dad and I have to talk to you about something."**

Her mom and dad sat down next to her and her mom began to speak.

**"Annie, your dad and I are unhappy living with each other and we've decided to get a divorce."**

**"That means we won't be living together anymore and we'll live in different houses."**

Annie's mouth dropped. She felt as if all her insides had suddenly dropped out through her feet. **"But you can't. You can't get divorced. You're my mom and dad, you are supposed to be together forever."** Annie started to cry.

Mom looked as if she would cry too. **"Annie, we tried to stay together but it makes us too unhappy."**

**"When we met each other long before you were born, we loved each other and that's why we got married. Then a lot of time went by and we started to change. We each started to like and dislike different things."**

We started not getting along with each other, and we were making each other miserable. We can't live together happily anymore, so it's best if we live separately and get a divorce."

"What does it mean if you're divorced?"

"A divorce means that we won't be married to each anymore, but I'll still be your dad and Mom will still be your mom. That won't change."

"But if you loved each other before, why can't you just start loving each other again?"

"Love is very hard even for grown-ups to understand. We tried to keep loving each other, but it just didn't work."

Annie was suddenly very scared. What if they didn't want to live with her either? What if they wanted to divorce her?

"You'll stay here with Mom. I'm going to move out of the house soon."

"But how will I see you?" Annie couldn't imagine not listening for her dad to come home from work again.

"You can come and visit me whenever you like and you can stay with me on the weekends."

"Why can't you just stay here?" Annie didn't want to visit her dad. She wanted him to go on living with her.

"I can't stay here, Annie, but you can come and stay with me. Mom and I will work out regular times for you to visit."

"But I don't want to visit," Annie said and began to cry again. Why couldn't her dad understand that she just wanted him to stay here and be with her? How could he love her and want to live away from her?

Her father shrugged his shoulders and looked at her mom. Her mom put her arms around Annie and said, "Go up to bed, honey, and we'll talk some more in the morning."

When Annie woke up the next morning she remembered something terrible had happened, but it took her brain a few minutes to remember what it was. When she remembered, she rushed downstairs afraid that Dad had

already left, but he was still there. On Saturday, her dad moved to his new house.

Sometimes when Annie thought about the divorce, she worried it was something she had done to make her dad want to leave home. She remembered the times she had misbehaved and her parents had a fight about it. Maybe if they hadn't had so many fights, they wouldn't have gotten divorced.

One day, when Annie and her mom went for a walk, Mom said, **"You know, Annie, when parents get divorced a lot of kids think it was their fault-that if they had been better, their parents wouldn't have separated."**

**"Really?"** Annie was surprised that other kids felt like that too.

**"I want you to know, Annie, that Dad and I separating had nothing to do with you. You're a wonderful daughter and we both love you very much. Our divorce is because of the way we were with each other; it has nothing to do with you."**

**"Whose fault was it Mom?"** Annie had been thinking about this a lot lately. Sometimes she thought it was Dad's fault for moving out of the house and leaving them. Sometimes she thought it was Mom's fault for making Dad so unhappy that he had to leave.

**"It's no one's fault. No one's to blame. We both just changed and it wasn't right for us to stay married. Both of us are very sad it ended this way. We both said bad, angry things to each other when we were upset. We just found that we couldn't get along and we would be happier apart."**

**"What about me though? If I ever said bad, angry things, would you divorce me?"** Annie had been thinking about this a lot. After all, if parents could divorce each other, why couldn't they divorce their kids?

**"We would never divorce you, Annie. It doesn't work that way for children. I will always be your mom and Dad will always be your father. It doesn't matter how angry we get at each other, we will always love you and take care of you."**

That weekend it was Dad's turn to have Annie. The first few times Annie had gone to visit him, he seemed different from the way he used to be. For

instance, he kept buying her things. At first it was fun, but then it felt kind of strange. Also, Dad was always taking her places-to the zoo, the circus, and the amusement park. At first that was fun, too, but then Annie got tired of all the excitement. What she really wanted was just to spend time with her dad.

One day she said to him, **"Maybe we could just hang around the house today. We could play a game or I could even help you wash the car."**

**"Sure, we could do that today."**

At her dad's new house, Annie had a room of her own. She had gone with Dad to pick out some special things to put in it. She really felt like the room belonged to her now.

**"What did you tell the kids at school about the divorce?"** Her dad knew she had been worried about how to tell her friends at school.

**"I just told them what you and Mom suggested. I said that my parents were getting divorced and would be living in different houses. It wasn't as bad telling them as I thought it would be. Some of their parents are divorced too."**

**"Yes, I know. There are a lot of kids whose parents are divorced."**

**"Really?"** Annie was surprised that there were so many.

**"Sometimes it's hard for parents to do the right thing for their kids. When they are so angry at each other and feel so bad inside, parents make mistakes."**

**"Will you and Mom ever get back together again?"**

**"No. We'll always be your parents, but we'll never live together or be married again."**

Annie sort of already knew that. At first when they separated, she hoped they would get back together. Now she was kind of used to it, though, and somewhere inside her, she really knew that they would never be together again.

At school, Annie's mind was on other things. When she tried to concentrate, the words on the page got all jumbled and she had trouble getting her assignments done. She felt very frustrated.

**"I used to be able to do things at school but now I can't. I feel so**

dumb.

**“Honey, you've been worried and miserable with all the things going on in our family. When people worry, they feel like their brain isn't working right. It doesn't mean that you're stupid, just that you're worried or upset.**

**“Really?”** Annie felt relieved to think that she wasn't dumb. And even more relieved that it happens to other people too.

One day Annie's friends were asking her how she was dealing with the divorce.

**“When my parents got divorced, it was just awful. I felt so sad, I thought I was going to die. I didn't know I could feel so sad. So I talked with my mom and dad a little then after a while I guess I started getting used to things. I just started to feel better. I still feel sad sometimes but mostly I don't think about it much. Like after a bad dream, it sort of fades away and then you start to feel better again.”**

Time went by and Annie felt much better. There were still a lot of days when she wished Mom and Dad were back together again, but she was getting pretty used to the way things were now.

## MARRIAGE AND DIVORCE KNOWLEDGE QUIZ

01. MOST MARRIED PEOPLE FIGHT AND ARGUE ALL THE TIME.
02. DIVORCE MEANS GETTING SEPARATED FOR AWHILE.
03. IF YOU TRY REAL HARD, YOU CAN GET YOUR PARENTS TOGETHER.
04. IT'S OKAY TO BLAME YOUR PROBLEMS ON YOUR PARENTS, BECAUSE THEY GOT DIVORCED.
05. YOU'RE THE ONLY ONE IN THE WORLD THAT HAS DIVORCED PARENTS.
06. IT'S BEST TO TRY AND GET OVER YOUR PARENT'S DIVORCE.
07. IT IS BETTER TO END A REALLY BAD MARRIAGE.
08. KIDS HAVE SAD FEELINGS ABOUT DIVORCE.
09. PARENTS USUALLY BLAME THE CHILDREN FOR THEIR DIVORCE.
10. SOME CHILDREN AND PEOPLE REMAIN ANGRY ABOUT A DIVORCE SITUATION FOR LONG PERIODS OF TIME.
11. VERY FEW AMERICANS GET DIVORCES.
12. MARRIAGE IS WORK AND YOU SHOULD KNOW AND BE YOURSELF TO BE A GOOD MARRIAGE PARTNER.

being more cooperatively and supportively with each other. Remember to praise them when they're doing the right thing. Too often we just focus on the negative behavior of our children and ignore the positive. Think about your own and your children's emotional state—is one or more of you really depressed, for instance? If so, seek professional help; you don't have to tough it out all on your own.

Finally, realize that recovery from a divorce takes time. It is foolish to expect that everyone will be perfectly adjusted to the new situation from day one. Each member of the family is bound to go through emotional ups and downs for some time as he or she works through the trauma, pain, and confusion to the eventual resolution.

## annie story

Annie was a little girl who lived in a brown brick house with her mommy and daddy and a big black dog.<sup>1</sup>

Annie loved her mommy and daddy very much. Her daddy worked in a bank and went off to work every morning at 8:30 and came back home at 6:00. Annie was always the first to hear his car stop outside the house and then his footsteps coming up to the door. She would run to greet him, and Blackie, the dog, would run to greet him, too. Sometimes they would get all tangled up in each other. When Daddy opened the door, it looked like he was being greeted by a large, furry little girl.

Annie's mommy was a nurse. She worked at the hospital for only part of the day so that she could be home when Annie was home and at work when Annie was at school. She made Annie's breakfast each morning and took her to school, and then she came to pick her up at 3:00 when school was over.

When they got home, they would chat together while Mom did

<sup>1</sup>For this section, add your own details.

things around the house. Sometimes they went for walks, or Annie had friends over to play.

When Annie had friends over, they drank orange juice and ate toast with peanut butter and jelly. Annie liked to squish the peanut butter and jelly on all by herself. Then they played games. Sometimes they played dress-ups, or hide-and-seek. Sometimes they played tag with the dog.

Annie's friend usually left about 5:30. Then Annie would wait eagerly for her dad to come home so she could tell him everything that had happened to her that day.

Usually they all had dinner at 6:30. Annie used to like having dinner with her mom and dad, but lately she was liking it less and less. It seemed that her mom and dad just couldn't agree on anything. If her mom liked one thing, her dad didn't. If her dad liked something, her mom didn't. Sometimes it was nice all being together, but most often now her mom and dad argued or just sat silently around the table.<sup>2</sup> Annie didn't like it at all. She tried to tell them about all the good things she had done at school, hoping they would be proud of her and forget about disagreeing with each other. Sometimes she worried that they got cross at each other because of things she had done. Once, when she left her toys on the floor, her dad came home and yelled at her mom about the mess in the house. And her mom yelled back at him. Annie felt very bad that time.

What she hated most was when her mom and dad had arguments over her.<sup>3</sup> Sometimes Mom thought that Annie ought to be able to do one thing and Dad thought she shouldn't. Sometimes Dad complained that Mom spoiled her and Mom complained that Dad was too strict. They always started the same way, in low hard voices, as if they didn't want her to hear, and then their voices would get louder and louder and more and more angry. Annie wanted to run upstairs and hide under the bed and cover her ears so that she wouldn't have to listen.

<sup>2</sup>Again, add your own details. In some families, there are many loud fiery arguments before the divorce, in others it's all held in with prolonged silences.

<sup>3</sup>Children can feel like the meat in the sandwich in such situations. It adds to their sense of guilt over the divorce.



"But if you loved each other before," said Annie, "why can't you just start loving each other again?"

"Love is very hard even for grown-ups to understand," said her mom. "We tried to keep loving each other, but it just didn't work."

"What will happen to me when you don't live together?" Annie asked.<sup>9</sup> She was suddenly very scared. What if they didn't want to live with her either? What if they wanted to divorce her?

"You'll stay here with Mommy, darling," said her dad. "I'm going to be moving out of the house soon."<sup>10</sup>

"But how will I see you?" asked Annie. She couldn't bear to think of not listening for her dad to come home again.

"You can come and visit me," said her dad, "whenever you like. You can come and stay on weekends."

"Why can't you stay here?" asked Annie. She didn't want to visit her dad. She wanted him to go on living with her.

"I can't stay here, Annie, because I won't be living here anymore," said her dad. "But you can come and stay with me. Mom and I will work out regular times for you to visit."<sup>11</sup>

"But I don't want to visit," Annie said, and began to cry again. Why couldn't her dad understand that she just wanted him to stay here and be with her? How could he love her if he wanted to live away from her?<sup>12</sup>

Her father shrugged his shoulders and looked at her mom. Her mom put her arms around Annie and said, "Come up to bed, darling, and we'll talk some more in the morning."

When Annie woke the next morning, she knew that something terrible had happened. Her body felt horrible and heavy, as if it didn't want to wake up, and she felt miserable inside. It took her brain a few minutes to remember exactly what it was that had happened.

with the child, a different explanation is necessary—see the introduction to this chapter for more details.

<sup>9</sup>This question is of dire importance to children. They may need continual reassurance on this subject.

<sup>10</sup>It is helpful to give children some notice of the divorce so that they have time to work things through.

<sup>11</sup>It is important for children to feel they can have good, consistent contact with the parent who is moving out.

<sup>12</sup>Children often find this hard to understand.

When she remembered, she rushed downstairs, terrified that Daddy had already left.

He was still there, though, looking a bit tired but eating his corn-flakes as usual. For a moment Annie thought maybe it didn't really happen. Then Mom came in and Annie saw that she had been crying. She knew that it really had happened.

"Please don't go," she said to her daddy.

Daddy looked up very sadly. "I have to, Annie," he said.

Maybe, Annie thought, if she was very, very good, her parents would realize what a nice family they really had and not leave each other after all. That day, and the next, and the next, she did every single good thing she could think of doing. It was hard doing so many good things and being so very, very good all the time, but Annie thought that if she could just keep it up, her parents would stay together. But it didn't work.<sup>13</sup>

On Saturday, her dad moved to his new house. Annie felt so sad, she couldn't even speak. She went upstairs to her doll house and took the father doll out. "I'm going to punish you," she said. "Fathers are supposed to take care of their children." Then she took out the mother doll. "Mothers and fathers are supposed to stay together," she said. "You've been bad, bad, bad."<sup>14</sup>

That afternoon she felt very sick. Her tummy ached and her head ached and her eyes ached. She felt as if she were one big ache. "I think I'd better stay in bed this afternoon," she said to her mom. "Will you call Dad and tell him I'm very, very sick? If I'm sick, he has to come home to stay."<sup>15</sup>

Annie's mother gave her a kiss and smoothed her hair back. "Darling, Daddy still loves you, but he can't come back to stay—he's staying somewhere else now."

<sup>13</sup>This is a common reaction in children. Alternately, sometimes they can be very "bad" so as to bring the parents together in the common goal of controlling or helping them.

<sup>14</sup>Play helps children to work through some of the intense feelings that are aroused. It is common for anger to be among these.

<sup>15</sup>Sometimes children feel that if they are sick and helpless enough, the other parent will come back to look after them.

ing about this a lot. After all, if parents could divorce each other, why couldn't they divorce their kids?<sup>19</sup>

"We would never divorce you, Annie," said her mom. "It doesn't work that way for children. I will always be your mother and Daddy will always be your father. It doesn't matter how angry or mean we get with each other, I'll still be your mom and you'll still be my daughter. I'll always love you and look after you, and I'll never leave you. I'll always be here for you, darling."<sup>20</sup> And she gave Annie a great big kiss.

That weekend it was Dad's turn to have Annie. She went to stay at his new house every other weekend and he would call her during the week to say hi. Annie had his phone number, too, so that she could call him whenever she wanted.

At first she had hated coming to his home. Everything was new and strange to her, and it didn't seem right to be seeing her dad here when he really belonged at her house. But now she had gotten used to it.

Annie remembered the first time she had come to visit Dad in his new house. It had been really weird. It was her first weekend visit with him, and she had been looking forward to it for days. Her tummy felt like it was jumping up and down and she had trouble sitting still when she thought about it. She had woken early that morning and kept looking at her watch trying to make the hands go around faster so that Daddy would be here sooner. Suddenly there he was. Mommy was giving him Annie's little weekend bag to carry downstairs. It was really time to be going.

Annie had suddenly felt very scared. What if she didn't like it at Daddy's house? What if Daddy had changed and wasn't like he used to be? What if he couldn't take care of her properly? And then she saw Mommy preparing to wave good-bye. What if something happened to Mommy while she was away? What if Mommy wasn't

<sup>19</sup>It's important to reassure children on this point—that even if they are bad or angry, you won't "divorce" them.

<sup>20</sup>This explanation will have to be modified in the case where one parent is refusing to see the child. It is unreal and confusing to continue to tell the child that a parent who has disowned her still loves her and always will. It gives a very distorted idea of parental love.

there when she came back? What if Mommy was lonely while she was away?<sup>21</sup>

Annie's lower lip had begun to tremble and her eyes to feel hot, the way they did before she cried. She turned around to her mom. "Annie," her mom had said, putting her arms around her. "It's really going to be all right. Daddy's new house might seem a bit strange at first, but he'll take good care of you. And I'll be fine here. When you come back tomorrow, I'll be waiting here for you." And she had given Annie a big hug.

The first few times that Annie had gone to visit at her dad's, he had seemed different from the way he used to be. For instance, he kept buying her things. All sorts of things. Almost anything she looked at, he would buy for her. At first it was fun, but then it got to feel sort of strange. It didn't feel normal. More than anything else, Annie wanted to feel normal. Also, her dad kept taking her out to things—to the zoo, to the circus, to the amusement park, to almost anywhere where there was noise and crowds and things to do. At first that was fun, too, but then Annie started to get tired of all the excitement and rides and sticky candy. When she got tired, she got grumpy. Often her dad got grumpy, too.<sup>22</sup>

One day she said to her dad, "Maybe we could just hang around the house today. We could play checkers, or I could help you wash your car."

"Sure," her dad said. He seemed happy. "Sure, we could do that. That would be just fine."

At her dad's new house, Annie had a special room that was hers. Her dad had asked her to come with him to pick out some of the things to put in it. Annie picked out some things she liked and it made her feel like the room really belonged to her.<sup>23</sup>

"What did you tell the kids at school about the divorce?" her dad

<sup>21</sup>The transition time between visits, that is, leaving or returning home, is often very anxiety arousing for children. They may need extra reassurance at this time. Let them know you'll be safe and waiting for them and that it is fine for them to have a good time with whichever parent they are visiting.

<sup>22</sup>This pattern is very common and not very helpful to children. See the introduction to this chapter for more discussion.

<sup>23</sup>It helps if the child has the sense that at least some part of the new house, even if it's only a corner, is specially hers.

letters jumped out and jumbled themselves all over the page. She got 3 instead of her usual 9 for spelling that week. She felt very miserable.

"I've gotten stupid," she said to her mom. "I used to be able to do things at school and now I can't. I feel so dumb."<sup>32</sup>

"Honey," said her mom, giving her a big hug. "You're not stupid, you've been worried and miserable with all the things going on at home. When people get really worried, they can feel as if their brain's fogged up. They do silly things that they wouldn't usually do. They can't work properly or they trip over things and drop things. It happens to most people—it doesn't mean that they're stupid, just that they're worried or upset."

"Really?" said Annie. She felt relieved to think that she wasn't really dumb. And even more relieved to find that it happened to lots of people and not just her.

"Poor old Annie," said her mom, giving her another hug. "You've had a really rough time, haven't you. I haven't been able to be around as much as I used to, and I've probably been a bit grumpy when I have been around. I get more tired with all this extra work. You know what it's like when you're tired—it's much easier to get grumpy! Tell you what," she went on, "I've got a good idea—why don't we set aside a special time for just you and me each day. How about a half-hour before bedtime? We can play a game or tell a story or just chat. That way, no matter how busy I am during the evening, you'll always know that we'll have that time together."

"That sounds great!" said Annie. She felt better already. "That's a really good idea."<sup>33</sup>

Time went by and Annie started to feel better. There were still a lot of days when she wished Mom and Dad were back together again, but she was getting pretty used to the way things were now.

<sup>32</sup>Children may fail in all sorts of areas as a result of stress. Reassure them about their worth and ability and explain to them that many people react like this to stress. You might also want to go on to teach them relaxation as explained in Chapter 14.

<sup>33</sup>Finding some special time to be alone with your child in a loving, supportive way is one of the greatest gifts you can give her.

Her mom still worked hard, but they always had their time together before bed and that was nice. She stayed with her dad every other weekend. She liked being there now. Sometimes, after a whole weekend with Dad, she thought she saw even more of him than she did before the divorce. One day when her mom dropped her off at school, she said, "As a special treat today, I'm going to pick up your favorite chocolate cake on my way home from work."

"Oh, goodie!" said Annie. "Can Emily have dinner with us tonight?"

"Sure," said Annie's mom. "I'll call her mother and arrange it." Annie could hardly wait for her friend Emily to come over, but when Emily came, instead of being her usual bouncy self, she looked very, very sad.

"My mom and dad are getting divorced," she said to Annie. "When my mom and dad got divorced," Annie told her, "it was just awful."

"It's horrible, isn't it," said Emily.

"I felt so sad, I thought I was going to die," said Annie. "I didn't know I could feel so sad."

"What happens?" asked Emily. "What did you do?"

"I didn't really do anything," said Annie. "I just felt really sad. I talked with Mom and Dad a little. Then after a while I guess I started to get used to things. It just started to feel better. I still feel sad about it sometimes. But mostly I don't think about it much. I feel happy a lot of the time. Good things still happen, you know. You think they're going to stop happening—that nothing good will ever happen again. But they don't. Like after a bad dream, it sort of fades away and then you start to feel better again."<sup>34</sup>

"Oh." Emily looked doubtful. "Do you think that'll happen to me, too?"

Annie gave her hand a squeeze. "For sure it will," she said, and she took Emily's arm and led her out into the kitchen.

"Look," she said, "Mom's bought some cake specially for us." The cake looked very fancy. It had shiny icing all over its top

<sup>34</sup>This is the positive ending, stressing that even though events may be painful and traumatic, one can still come through them to the light on the other side.

**Ready**

The student will be able to:

- List two forms of prejudice

## WORD OF THE WEEK DIFFERENCES

**Set**

Resources:

Peanuts in the shell

Video: "The Pen Pal" (Human Race Club)

Word of the Week activity:

1. Give each student a peanut in the shell
2. Allow one minute for them to study the peanut
3. Put all peanuts in one pile and have students try to find their again.
4. Discuss similarities/differences of peanuts just like people.

New Vocabulary  
Prejudice

**Go**

Introduction

Ask:

What does prejudice mean? (pre-judge, show a lack of tolerance for others' differences.)

Show video.

After the video ask:

- 1) Was there an example of prejudice in the film?
- 2) What was it?
- 3) What happened?
- 4) Were there really any differences between the two friends?
- 5) What are some examples of prejudice that we see today? (race, color, religion, culture, etc.)

Remind students that it is our differences that make us special, unique, one of a kind.

Closure:

Prejudice means to show intolerance - to prejudice others because of their difference. We should get all the information we can about someone or something before drawing a conclusion.

**Grade Four**

**PREJUDICE**

**Lesson #5**

**Purpose:**

To encourage students to think about individual differences.

**Space requirement:**

Regular classroom setting

**Approximate time:**

20 minutes

**Materials:**

One peanut (in shell) for each student (Other objects such as oranges, bananas, or pencils may be substituted.)  
\*Teacher supplies

**Vocabulary:**

get acquainted smell shake squeeze identify  
like different

**Activity:**

Give each student a peanut and tell students to get acquainted with their peanuts. Allow two or three minutes for them to feel, look at, smell, shake, and squeeze their peanuts. At the end of this time, have students place all of the peanuts on a table and tell them to turn their backs while you rearrange the peanuts. Then have students try to locate their own peanuts and take them back to their seats.

Ask the following questions:

1. Were you able to identify your peanut? How? or Why not?
2. In what ways is your peanut like the other peanuts?
3. In what ways is your peanut different from the other peanuts?

Then say, Just as peanuts are both alike and different, so are people. During the next TAD lessons, we are going to talk about some of the ways in which people are alike and different.

**Outcome:** Students will identify their peanuts and participate in the discussion.

# KIDS ARE DIFFERENT

---

*Kids are diff'rent  
We don't even look the same  
Some kids speak diff'rent languages  
We all have a different name  
Kids are different  
But if you look inside you'll see  
That tall kid, that small kid  
Is just like you and me.  
Some folks are surprised that  
Kids in wheelchairs play  
Blind kids read, deaf kids talk  
Except in a diff'rent way.  
Able kids, disabled kids  
There's nothing we can't do  
Just take a look inside yourself  
You'll be so proud of you  
Because  
Kids are diff'rent  
We don't even look the same  
Some kids speak diff'rent languages  
We all have a different name.  
Kids are diff'rent  
But if you look inside you'll see  
That tall kid, that small kid  
That deaf kid, that blind kid  
Are just like you and me.*

**Ready**

The student will demonstrate the ability to:  
-learn refusal skills and how to copy successfully with peer pressure  
-learn about the harmful effects of alcohol and other drugs

**WORD OF THE WEEK**  
**F R I E N D S**

**Set**

**Resources:**

1. Refusal Skills Cards
2. Video: "The Sky's the Limit"
3. Discussion guide for video

**New Vocabulary:**  
Peer  
Peer pressure  
Refusal Skills

**Go**

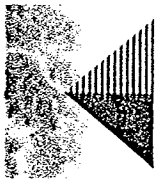
1. Introduction  
What is a peer? (Someone the same age or about the same age as you.)  
What is peer pressure? (Peers try to talk you into doing something)  
Give examples of peer pressure both positive and negative.  
What are some reasons why it might be difficult to resist negative peer pressure? (We don't want to lose friends. We don't want to be put down. We don't know how to "say no".)

**Activities:**

1. Go over Steps to Saying No (refusal skills)
  - a. Say no
  - b. Say no over and over
  - c. Name the consequences
  - d. Suggest another activity
  - e. Walk away
2. Introduce and show video.
3. Use discussion questions.

**Closure:**

Today we talked about peer pressure and how we can use refusal skills to say no in an effective way.



PYRAMID

F I L M & V I D E O

TIME: 22 minutes

AUDIENCE: Elementary grades

SUBJECTS: Self-esteem, coping successfully with peer pressure, the harmful effects of alcohol and other drugs

#### SYNOPSIS

Elementary school children are increasingly faced with the temptation to experiment with alcohol and other drugs. SKY'S THE LIMIT addresses the topic of peer pressure and offers kids practical suggestions and ways to avoid "going along with the crowd".

Jim and Amy are constantly confronted by a classmate who drinks. "If you don't try it," they're told, "You'll be the weirdest loner who ever lived." Just as they are about to give in, they are rescued by Chris "Airman" Edwards, a roller-blading champion who is performing at a local fair.

Chris explains to Jim and Amy why alcohol and other drugs are bad. With exciting sports footage set to great music, he shows all kids that getting high means feeling good about yourself.

In this highly entertaining story, two young children learn about the harmful effects of alcohol and other drugs, and that the best weapon against peer pressure is a positive self-image.

By *Pyramid/Armstrong Moving Pictures*

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# SKY'S THE LIMIT

By Pyramid Films / Armstrong Motion Pictures

and other drugs take you prisoner?

9. Why is it sometimes all right for adults to use alcohol and not children?

10. How is Amy taken prisoner by her mother's drinking? Discuss co-dependency.

11. Does Amy's mother think she has a problem with alcohol? What does Amy do to help her mother?

12. What are some of the ways Chris suggests for confronting peer pressure? How have you confronted peer pressure?

13. What does Jim do after he said "yes" to meeting Brandon and his friends?

14. How does Jim learn to believe in himself?

15. How does self-esteem help you overcome peer pressure? What are some of the ways to increase your self-esteem?

16. Why is it important for Jim and Amy to see the example that Chris sets? Who are some other positive role models?

17. Is it possible to say "no" to peer pressure and not turn down friendships?

#### DISCUSSION GUIDE

1. What does Brandon offer Jim and Amy? How does he make it difficult for them to say "no"?

2. Explain the concept of peer pressure.

3. What are some of the other things kids try to make you do by using peer pressure?

4. Why would Brandon pressure Jim and Amy into experimenting with alcohol and other drugs?

5. How pervasive are alcohol and other drugs in Jim and Amy's world? What about in your world?

6. Explain some of the effects that alcohol has on your body? Inhalants? Cigarettes? Marijuana?

7. What is a "gateway drug"?

8. How does Chris "Airman" Edwards explain the concept of addiction? How do alcohol



**#9 Resisting Peer Pressure**

1. Look at the person
2. Use a calm voice
3. Say "no" clearly
4. Suggest another activity
5. Name the consequences
6. Continue to say "no"
7. Walk away

**#9 Resisting Peer Pressure**

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5. Name the consequences
6. Continue to say "no"
7. Walk away

---

## #9 Resisting Peer Pressure

1. Look at the person.
2. Use a calm voice.
3. Say clearly that you do not want to participate.
4. Suggest something else to do.
5. If necessary, continue to say 'No.'
6. Leave the situation.

**Ready**

The student will be able to:

- 1) Understand what "trusting" means.
- 2) List one reason why someone loses trust in another person.
- 3) Understand that trust can be influenced by behavior.

**WORD OF THE WEEK**

**H O N E S T Y**

**Set**

Resources:

Bingo game  
Extra paper markers for Bingo game  
Hard candy for prizes

New Vocabulary  
Trust

**Go**

Introduction

What does honesty mean? (being truthful)  
What does trusting mean? (believing and having confidence in our friends, responsibility, dependability)

Give each student a Bingo card.  
Students must answer a question dealing with trust in order for the caller to call a number.  
Several students may answer the same question, but must give a different answer.

**Grade Four**

**TRUST**

**Lesson #7**

## TRUST B-I-N-G-O

Name two people you trust, and tell why you trust them.

What is trust?

How do you lose trust in a person?

Why is it important that people trust each other?

True-False: Telling a secret will earn trust.

True-False: Breaking a promise is no big deal.

What does doing chores at home have to do with earning trust?

If you were invisible, could people trust you? How would they know?

Think of something you could do to earn trust from your parents.

You found some money; name at least one thing you could do which would show people you are trustworthy.

If trust is broken, does it ever come back?

If you want to stay home alone, how would your parents know they could trust you?

You find a classmate's paper/book; if you're a trustworthy person, what is one thing you could do?

Why is it important for YOU to be trusted?

You borrowed something from a friend and didn't return it. What if you need to borrow again?

Name one way you can earn trust from your teacher.

Name one way you can earn trust from a friend.

If you promised to sell your bike to a friend, and someone offered you more money, who would you sell to?

Name one reason you would not trust someone.

Tell about a time your parents trusted you.

	B	I	N	G	O
1					
2					
3					
4					
5					
1					

**Ready**

The student will be able to:

- 1) Understand problems that drugs can cause
- 2) Understand what "addicted" means.

**WORD OF THE WEEK**  
**DECISIONS**

**Set**

Resources:

Video "Why I Won't Use Drugs"  
 12 x 18 drawing papers/butcher paper  
 Crayons, markers, etc.

New Vocabulary  
 Addicted

**Go**

Review Making Choices

Introduction

Today we are going to watch a video entitled "Why I Won't Use Drugs".  
 While you're watching, see if you can answer these questions.

- 1) What is a drug?
- 2) What parts of the body are affected by harmful drugs?
- 3) What does "addicted" mean?
- 4) What is nicotine?
- 5) Why do some people do drugs?
- 6) Who might be someone you could talk to about drugs?

After viewing the video, take time for discussion.

Activity:

Pass out 12 x 18 drawing paper.

Instruction the students to develop and draw a poster showing why they won't use drugs. They might want to show things that are great to do, that doing could mess up..or they might want to show what drugs could do to their body. Display if possible.

Opt. - Using 1 or 2 large sheets of butcher paper, have students create one sheet of "messages" to the rest of the school.  
 Display

**Grade Four**

**ALCOHOL AND OTHER DRUGS**

**Lesson #8**

Complete the sentences with the following words.

lungs

blurry

heart

forget

brain

21 years old

dizzy

tobacco

cancer

law

- (1) Nicotine is the drug found in \_\_\_\_\_.
- (2) Alcohol can make your eyes see \_\_\_\_\_.
- (3) Smoking tobacco makes it harder for your \_\_\_\_\_  
to breathe.
- (4) Marijuana is against the \_\_\_\_\_ for everybody.
- (5) It is against the law to drink alcohol before you are \_\_\_\_\_.
- (6) Using tobacco can cause a disease called \_\_\_\_\_.
- (7) Marijuana can make you \_\_\_\_\_ things.
- (8) Alcohol can make you feel \_\_\_\_\_.
- (9) Your \_\_\_\_\_ controls your whole body and makes  
work.
- (10) Smoking makes it harder for the \_\_\_\_\_ to pump  
blood.

# **Why I Won't Do Drugs**

Drugs include narcotics, cigarettes, and alcohol

Drugs have a negative effect on my body:

Drugs will interfere with hobbies and activities that I like to do:

Drugs will keep me from participating in clubs and teams that I want to belong to:

Drugs will ruin my chances of achieving future goals that I have:

Drugs will affect my performance at my future job:

Drugs will cause me to face consequences with the law and people who care about me:



## **FIFTH GRADE**

### **Table of Contents**

<b>Lesson #</b>	<b>Title</b>
1.	Cooperation Exercise
2.	Bullying
3.	Fast Forward Future #1
4.	Alcohol in the Family "Elephant in the Living Room"
5.	Internet Bullying
6.	Fast Forward Future #2
7.	Fast Forward Future #3
8.	Decisions Activity/Student Evaluation

### **Word of the Week**

Cooperation

Behavior

Feelings

Family

Differences

Friends

Honesty

Decisions

**Ready**

The student will be able to:

- participate in a cooperation exercise
- discuss the value of cooperation in various settings
- recognize that each individual

# WORD OF THE WEEK

## COOPERATION

**Set**

Resources:

- Equal # of bags of:
- 25 mini marshmallows
  - 50 toothpicks
  - 25 gum drops

or

- styrofoam packing pellets
- 12" pieces of string
- coffee stirrers

New Vocabulary  
Respect differences

**Go**

1. Introduce lesson - meaning of cooperation.
2. Give each student one bag of materials with instructions to build a bridge with what he/she has.
3. Discuss how difficult it is to complete the task with only one material.
4. Students then form into triads--complete the task (according to attached instructions).

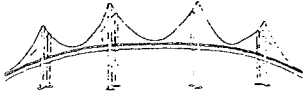
Closure

Each of you contributed something different and important to the bridge. Putting together materials and ideas is exciting.

**GRADE FIVE**

**COOPERATION**

**LESSON #1**



# Fifth Grade—Lesson One Building Bridges

## Objectives

The student will be able to:

- Realize that in order to make connections with others, we need to communicate, cooperate and respect individual differences.
- Recognize that each individual has unique strengths to contribute to a group.
- Participate in a cooperative activity to demonstrate synergy.

## Activities

1 Building Bridges .....	25 min.
2 Synergy .....	10 min.
3 Sharing Our Strengths .....	25 min.

## Materials

- Bridge-building materials
  - Mini marshmallows, gumdrops and toothpicks
  - 1 small, clear, sealable plastic bag for each student
- Construction paper for work mats (1 large piece for each group of 3 students)
- Bridge-building cards (in your kit)
- Workbook page 1

## ♥ Before You Start...

A Peace-Able Place fifth grade curriculum uses the theme of building bridges between people. This lesson teaches that synergy is possible through cooperation. The definition of synergy used here is simplified for fifth graders.

The bridge-building activity included in this lesson starts out as an individual project where students think they must build a bridge out of only one material—mini marshmallows, toothpicks or gum drops. Students begin the activity at their own desks, each student with an individual bag of one bridge-building material. (See Figure 1.) Later in the lesson, students join together in triads, one student with mini marshmallows, one student with toothpicks and one student with gum drops, to build a bridge cooperatively.

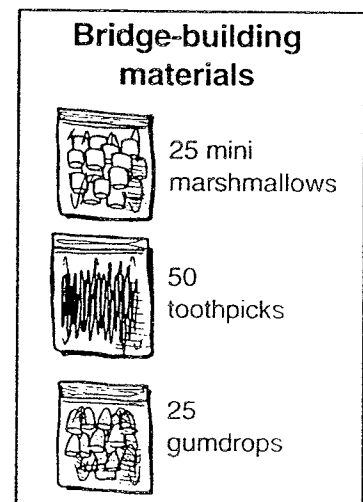


Figure 1

This program is about building bridges. That's why there is a bridge on the front cover of your workbook.

Why do people build bridges? 🧠 *To get from one place to another; to connect things that are apart. Bridges connect things that are apart. They join things that are separated from each other. The bridges in A Peace-Able Place connect people with other people.*

To build bridges between ourselves and other people, we need to do three important things.

♥ *Place each bridge-building card on the chalkboard as you discuss it.*

### 1. Cooperate

♥ *Place the bridge-building card labeled "cooperate" on the chalkboard.*

To build bridges, we need to cooperate. What does "cooperate" mean? 🧠 *Work together. Cooperate means to work together towards a common goal. In A Peace-Able Place, our goal is to get along together peacefully. That means that when we have conflicts, or disagreements, instead of fighting or competing against each other, we will work together to solve our problems in peaceful ways.*

### 2. Respect our Differences

♥ *Place the bridge part labeled "respect our differences" on the chalkboard.*

We need to respect our differences. No two people are exactly alike, so it is normal that we will disagree with other people sometimes. Respecting differences means knowing that each person has needs, wants, ideas and strengths that are important, even though they may be different from our own.

### 3. Communicate

♥ *Place the bridge part labeled "communicate" on the chalkboard.*

We also need to communicate by listening to how other people feel and what they think, and by telling other people our feelings and thoughts, too.

We'll discover that when we build bridges, or make connections with other people, we can do really neat, exciting things.

We're going to start with a bridge-building activity now.

## B. On Your Own

First, each of you will have a chance to build a bridge on your own.

I will give each of you a bag of materials. These are for building, so please don't eat them. Do not swap bags. Do not open your bag until I give the signal. Think

## E. Construction Time

Planning time is over now.

When I give the signal, you may begin working together to build your bridges.

♥ *Point to the building card labeled "cooperate." This is cooperating. Remember to work together **without talking**. I'll let you know when you have one minute of time remaining.*

You must stay with your group and use only the materials you have in your group. Any questions? We are ready to begin building. You may open your bags, but remember not to eat any of your materials.

You may begin. ♥ *Allow approximately ten minutes for bridge building. Monitor and intervene, if necessary. As you circulate around the room, comment on how well students are cooperating. If you see any students using hand signals or writing notes to each other, comment on how well they are communicating without talking.*

*After nine minutes, tell students they have one minute to finish their bridges. When time is up, signal groups to stop working. Distribute wet wipes or damp paper towels.*

Activity

## 2 Synergy

10 Min.

Rationale: *To explain the concept of synergy.*

### A. Creating Synergy

Each of you contributed something different and important to the bridge. Putting all your different materials together allowed you to be more creative and build things that weren't possible to build with only one material.

Each of you contributed more than materials, too. You also contributed good ideas. Putting all your different ideas together created some exciting designs that were not possible when you were working alone.

This is called synergy. ♥ *Write synergy on the chalkboard. Depending on the class, you may also want to write the definition: Synergy means the sum of a group's efforts is greater than the sum of individual efforts. Your bridges are more creative and more interesting than piles of toothpicks, gumdrops and marshmallows.*

You created synergy by bringing your materials together and by bringing your ideas and abilities together. With synergy, groups working together can do much more than individual members working alone.

# Ready

The student will be able to:

- recognize the role of the bully, the victim, and the witness
- respond to the feelings of each participant
- learn response strategies

# WORD OF THE WEEK BEHAVIOR

# Set

### Resources:

TV/VCR

Video: "Bully No More: Stopping the Abuse"

Survey (optional)

Video: "Silent on the Sidelines" - 14" (optional) (available at HSA) P.R.C.

### New Vocabulary

- Target
- Witness
- Abuse
- Tolerance

# Go

### Introduce Lesson

1. Review definition of violence - "Using words or actions to hurt someone's feelings, body, or belongings."
2. Why do kids use violence against others?
3. When violence is happening, school becomes like a jungle - describe the animals:  
lion (bully) zebra (victim) vulture (witness)
4. Today we're going to watch a portion of a video in which you will hear from kids about your own age describing their experiences with bullying.
5. Show video.

### Discussion

1. How do targets get power?
2. How do observers get power?
3. What are some strategies for victims?  
Humor

- Agreement
- Compliment
- "I" Statement
- Feedback
- Question
- Sympathy
- Broken Record

"My" rules

Bizarre statements

STOP!

Closure:

Whatever your role has been,

be aware that everyone around you is affected by it. However, it is possible to change.

# Survey

Please read each item below carefully and think about whether you think it is true or false. Circle your answer. It is very important that you are honest so that we get a true picture of your feelings about teasing and bullying. This information is confidential and you should not put your name on it. Please mark whether you are male or female.

male\_\_\_\_\_

female\_\_\_\_\_

1. Teasing, putdowns, and bullying are a big problem at my school.  
TRUE            FALSE
2. Teasing, putdowns, and bullying are just for fun and don't really hurt anyone.  
TRUE            FALSE
3. Teasing, putdowns, and bullying are a normal part of growing up.  
TRUE            FALSE
4. Bullies are actually hurting inside and may even have low self esteem.  
TRUE            FALSE
5. It's hard to go to school if you are being teased or bullied there.  
TRUE            FALSE
6. If you see someone being teased or bullied you should walk away and stay out of it.  
TRUE            FALSE
7. There are ways to stop teasing and bullying that really work.  
TRUE            FALSE
8. Teasing, putdowns, and bullying have long term effects on kids.  
TRUE            FALSE
9. Bullies enjoy hurting people.  
TRUE            FALSE
10. Teasing, putdowns, and bullying are all forms of violence.  
TRUE            FALSE





**SECTION C** (continued)

C3. Please mark all of the kinds of bullying that took place when you were bullied, saw others being bullied, or you bullied others.

- Call Names
- Hit, Kick, Punch, Push
- Write Notes
- Damage Property
- Exclude or Leave Out
- Threaten
- Steal
- Instant/Text Messaging
- E-mail
- Other (describe): \_\_\_\_\_

Yes	No	Unsure
-----	----	--------

C4. If you have been bullied, did you tell an adult?  Yes  No  Unsure

C5. Did someone in the school (adult or student) stop or try to stop the bullying incident you observed?  Yes  No  Unsure

C6. If someone stopped the bullying, was it an/a...  
 Adult?     Student?

C7. If bullying is a problem at your school, what should students or adults do to help stop bullying?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## #9 Resisting Peer Pressure

1. Look at the person.
2. Use a calm voice.
3. Say clearly that you do not want to participate.
4. Suggest something else to do.
5. If necessary, continue to say 'No.'
6. Leave the situation.

# **"BULLY NO MORE: <sup>©1999</sup> Stopping the Abuse"**

## ***Study Guide Grades 4 - 6***

### **GOALS:**

- TO HELP STUDENTS UNDERSTAND WHY THE BULLY ACTS THAT WAY
- TO ENCOURAGE STUDENTS, & OTHERS, TO TELL WHAT'S GOING ON
- TO ENCOURAGE WITNESSES TO GET INVOLVED
- TO TEACH HOW TO SHOW ASSERTIVENESS
- TO TEACH ROLE PLAYING
- TO TEACH TECHNIQUES TO STOP THE BULLY



# **BULLY NO MORE: Stopping the Abuse**

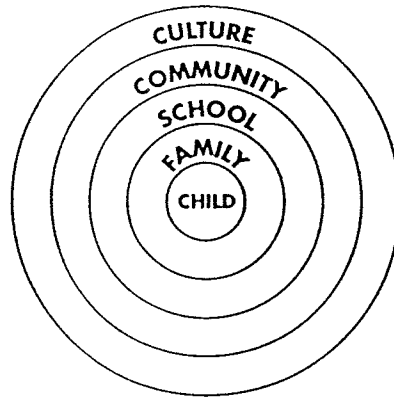
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## Section 1: MESSAGE TO TEACHERS

Every day in the U.S. 160,000 kids stay home to avoid a bully. One in four bullies will probably have a criminal record by age 30. Most kids are good kids, but they need help in learning how to handle anger in a positive way. Ignoring their needs can sometimes have tragic results.

Suellen and Paula Fried, in their book "Bullies & Victims," showed with concentric circles how many forces a child experiences as he or she grows up. These complex factors "ebb & flow" during the day to varying degrees. Your role is a key one.



**According to research, ADULT INTERVENTION is the single best deterrent in stopping bullying. We are asking kids to "tell;" we must be ready to listen to what they have to say, and then we must take action.**

Yours is not an easy job. You wear so many hats already, and now you're being asked to teach anger management, conflict resolution, kindness and empathy for others. My heart goes out to you. I was a special education teacher in the 1970's. Times have changed since then, but children still have great needs and we adults still have very "full plates."

You need the support of your administration, staff and parent community in order to provide a non-violent classroom, playground and school for your students. Your school administrator has been made aware, I'm sure, of the recent Supreme Court ruling that student peer abuse can no longer be denied if witnessed, or if a student comes forward to tell. The school is now **legally liable**. It's important that you ask what your role is in alerting your administration about any abusive situation you learn of. Take notes on what your students tell you, and be sure to date them.

Be a good role model and get support for yourself. You need a caring listener, too!  
Best Wishes to you in all your efforts,  
Ruby Unger  
Creator, "BULLY NO MORE: Stopping the Abuse"

**PLEASE PREVIEW THIS STUDY GUIDE AND THE VIDEO  
BEFORE YOU PRESENT THE PROGRAM TO YOUR CLASS.**

## **Section 2: A SUGGESTED THREE SESSION MINI-COURSE**

The following is a SUGGESTION for how to view the video, ask pertinent questions afterwards, and assign follow-up homework to be done outside of class. You may have particular restrictions on how much time can be devoted to the subject, and what video equipment is available to you. Whatever follow-up exercises you can do with your students will increase their chances of making positive behavior changes.

### **DAY ONE (1st session) OVERVIEW**

- Give the TRUE/ FALSE quiz; date and record the results.
- Show the video in its entirety, 20 minutes.
- Ask, "What do you remember most from the video?" Take notes on the responses.
- Give Homework Assignment I. (see list) to interview an adult about bullying.

### **DAY TWO (2nd session: one, or more days later): THE TARGET**

- Discuss the completed homework assignment; read one or two student interviews.
- Watch the first 10 minutes of the video, STOP THE TAPE after the George Lucas quote, which follows Martinique's confession about bullying.
- Choose from discussion points I.-X. for a classroom activity.
- Choose from homework assignments II., III., or IV.

### **DAY THREE (3rd session: one, or more days later): WITNESSES/ SOLUTIONS**

- Discuss the completed homework assignment.
- Watch the last 10 minutes of the video, from "WITNESSES" through the "Bully Song" heard over the credits. (see song lyrics)
- Do the role playing activities, and/or choose from discussion points XI.-XV.
- Make a plan with your class to continue doing role playing on a regular basis (once weekly?) Perhaps, follow "The Bully Games" format. And, have fun!

## Section 4: WHAT WE KNOW ABOUT BULLYING

### RESEARCH SHOWS:

- Every child is a product of his or her: 1) family 2) school 3) community 4) culture; the combination shapes who we are and what we become. **We cannot change the way we were born;** we CAN change our behavior when motivated and supported.
- Bullying, abusive behavior is NOT normal. "Boys will be boys" cannot be tolerated.
- Bullies are hurting inside and are looking to feel better by picking on someone else.
- This "feeling better" is short-lived and unsatisfying.
- The target is NOT at fault.
- The bullying probably won't stop until someone tells what's going on.
- ADULTS must be involved in stopping bullying. Adults must protect the physical and emotional well-being of all children in their care, and all children in their environment.

**BULLY:** Someone who hurts a person intentionally, without caring about the person's feelings.

- The bully gets momentary pleasure from hurting.
- The bully is probably being hurt by someone else.
- The bully needs help in learning to handle anger and conflict from caring peers & adults.

**TARGET:** Someone who is physically, verbally, emotionally, or sexually (touched inappropriately) abused.

- This abuse is NOT the target's fault.
- The target NEEDS TO BE LISTENED TO when he or she asks for help.
- The target can learn to be respectfully assertive; role playing & Karate training can help.

**WITNESS:** Someone who sees and hears the bully abusing a target.

- The witness IS personally responsible for what he or she sees and hears.
- The witness can:
  - intervene between the target and the bully.
  - coach the target on how to handle the bully.
  - tell someone in authority what's going on.

### WHY TELL A FRIEND OR ADULT ABOUT THE ABUSE?

- The abuse is damaging and it needs to stop. A friend or caring adult can help strategize how to make it stop, or can intervene.
- Telling someone will help the bully as well as help the target. The whole school will benefit from stopping bullies; the community will benefit, too. The bully will have the chance to stop his or her bad habits and can begin to learn how to live a happier life.

## **Section 5: BULLY GLOSSARY (CONTINUED)**

### **TARGET:**

an object, usually marked with concentric circles, to be aimed at in shooting practice or contests; an object of abuse, scorn, derision, etc. as it pertains to this presentation the "target" is the bully's victim.

### **TEASING:**

to irritate or provoke with persistent petty distractions, trifling raillery (good-humored ridicule; banter), or other annoyance.

### **TOLERANCE:**

a fair, objective, and permissive attitude toward those whose opinions, practices, race, religion, nationality, etc., differ from one's own; freedom from bigotry.

### **WITNESS:**

to see, hear, or know by personal presence and perception; to be present at an occurrence as a formal witness, spectator, bystander.



## TRUE / FALSE QUESTIONNAIRE

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Circle either True or False depending on which you believe is correct.

- |   |      |       |
|---|------|-------|
| 1. ALL KIDS ARE BULLIES SOMETIMES: IT'S NORMAL                                  | TRUE | FALSE |
| 2. IT'S OK TO HAVE SOMEONE MAKE FUN OF YOU: IT'S NORMAL.                        | TRUE | FALSE |
| 3. BULLIES ENJOY HURTING PEOPLE.  | TRUE | FALSE |
| 4. BULLIES ARE HURTING INSIDE; THEY ARE PROBABLY BEING BULLIED BY SOMEONE ELSE. | TRUE | FALSE |
| 5. KIDS WHO GET BULLIED ("TARGETS") DESERVE IT. IT'S THEIR FAULT.               | TRUE | FALSE |
| 6. IT'S HARD TO GO TO SCHOOL IF YOU'RE BEING BULLIED THERE.                     | TRUE | FALSE |
| 7. ASKING A FRIEND FOR HELP MAY STOP THE BULLYING.                              | TRUE | FALSE |
| 8. YOUR TEACHER OR PRINCIPAL SHOULD HELP STOP THE BULLYING.                     | TRUE | FALSE |
| 9. HELPING TO STOP THE BULLYING CAN MAKE YOU FEEL GOOD.                         | TRUE | FALSE |

ANSWER: Good habits include things like: brushing your teeth, washing your hands, eating breakfast, being disciplined about doing homework, sports & music practice, etc. Bad habits can include things like: yelling at siblings, biting nails, eating junk food, watching too much TV, etc. The most important fact to impart to the class is that ALL habits CAN change. It takes work, but once the problem is recognized & defined, intervention to give alternative behaviors can begin. Then, it's practice, practice, practice until the new behavior becomes a habit. It requires consciously thinking about the behavior change until, through doing it over and over, it becomes a habit.

**FOLLOW-UP QUESTION:**

**The host of the video said that we all share in the responsibility for stopping the abuses of bullies. We may be bullies, targets for the bully, or witnesses to what's going on. How do you see yourself fitting into these categories? Do you ever switch roles?**

ANSWER: One day you may be a witness, on another day you might be the target. If you ever feel yourself becoming a bully, tell someone about your feelings. You can get help. You're not a bad person and you can change your behavior; you'll be happier in school and you'll have more friends who are true friends who want you to be the best you can be.

**IV. BULLY CARTOON:**

**Why does the video show an X-ray of the Bully cartoon dog? Who is that little dog inside? What's happening in the scene?**

ANSWER: The little dog is the bully at a young age. Some adult is scolding the dog in an unkind way. There may be many legitimate reasons why the adult is angry, but being mean to the small dog sends a negative and defeating message of how to handle anger.

**FOLLOW-UP QUESTION:**

**What do you think about the statement that "meanness is not normal?"**

ANSWER: Some people think "normal" is a "statistical number." In other words, if a lot of people do it, it's normal. We do not agree with that. Normal here refers to the human condition of well being. We want to be treated well by those we meet; that's normal. We want to be given the "benefit of the doubt;" that's normal. We want to be treated without prejudice; we want to be seen as intelligent individuals, contributing to the well being of the society in which we live. That's "normal" for us. Intentionally hurting someone does not represent normalcy to us; taking pleasure in a hurtful act is not normal. Meanness is not normal; it's abnormal. (STATISTICALLY: 1 in 4 children identified as bullies will probably have a criminal record by age 30.)

ANSWER: You'll want to be familiar with your school's policy re: "student peer sexual harassment" before you discuss this example of bullying with your students. This would be a very good opportunity to introduce your class to the subject and the school's policy. You'll be doing a lot of good for your students, your school and yourself by being pro-active and discussing the definitions and ramifications of such abuse before an incident happens.

## **VII. TARGETS:**

**The cartoon characters in the "Target Audition" line are all different from each other. Why do you think they're targets for the bully?**

ANSWER: A target can be anyone. Anyone the bully can get a big reaction from will be "targeted" over and over again. The target suffers this abuse because he or she is tall, short, thin, heavy, light-haired, dark-haired, popular, unpopular, etc. ANY outstanding characteristic, can be reason enough for the bully, or no outstanding characteristic at all. And, if the people watching (kids OR adults) support the bullying by laughing or reacting positively, then the bully will be encouraged to do it again, probably to the same target.

## **VIII. WHAT THE TARGET CAN DO:**

**In the video, the kids gave advice to the targets, like:**

**"Stand up to the bully and let him or her know you're not going to take it any more;" "ignore it and walk away;" "laugh along with the bully;" "tell the bully you understand he or she's hurting inside and try to help them break through their habit of bullying."**

**What advice makes sense for you? What advice would you give?**

ANSWER: The best answer is a non-violent answer. Being a "better person" than the bully by not "striking back," verbally or physically, will make the target feel better about him or herself, and will set a good example for the bully to follow. The best advice is to walk away from the confrontation, and if the abuse continues, tell someone so it will stop and so the bully will get help. And, if the target has empathy for the bully, he or she may be able to "counsel" the bully and make him or her a friend. Unfortunately, at times, the answer of how to stop a bully is a "pop in the nose." You can acknowledge, truthfully, that this is a technique that has been successful for some people. HOWEVER, you should follow with the other truth: violence escalates violence. The bully may retaliate in a more violent way.

**"STICKS AND STONES MAY BREAK MY BONES, BUT WORDS MAY BREAK MY HEART."**

**FOLLOW-UP QUESTION:**

**What would have happened if the girl had kept this abuse to herself? What did she accomplish by telling her parents?**

ANSWER: If she hadn't told, she may have turned her feelings inward and become more depressed. She may have stopped going to school. Or, she may have exploded one day in a violent manner. By telling, she was able to stop the bullying, and Martinique was able to clearly see the hurt she was inflicting. Martinique took responsibility for her actions. Both girls increased their self-esteem.

**XI. WITNESSES (the people who see what's going on):** The kids in the video gave suggestions to the people watching a bullying situation. They said, "stand up to the bully and tell him or her to stop;" "show the target that you care, even if you don't know him or her." What's your opinion of this advice? What would YOU do if you saw someone bullying someone else?

ANSWER: Many kids (and adults!) are afraid to get involved. They may feel that the bully will then attack them. If it's too difficult to confront the bully directly, then showing sympathy and care for the target will help. A witness could become a "coach" for the target, offering advice and encouragement on how to stop the bullying. The coach might even be able to practice, or "role play" some solutions. And, most importantly, the witness can tell an authority figure what's going on. The telling might "ruffle some feathers" at first, but ultimately, everyone will benefit. (It takes courage to be a hero!)

**XII. SOLUTIONS:**

**We are told to TELL SOMEONE. Who would you tell if you saw bullying going on, or if you were being picked on? If you were hurt and angry inside and felt your temper rising, who would you go to for help?**

ANSWER: Start with someone sympathetic, someone who will give you good advice, someone you admire. Keep telling people until someone listens. Don't give up. When you talk about what's happening, it will make you feel better. A philosopher said, "Trouble shared is trouble halved." Talking always helps.

## **XV. CONCLUSION:**

**The program host states that "we all live in this world together."**

**Why is it important for us to get along, even if we don't particularly like each other?**

ANSWER: Some may say the answer is in our hearts, that we all become better people when we include others in our consideration, and that's true. However, there's a logical reason to want to get along: we need each other to provide the talents, skills, etc., that we lack ourselves. We gain more by working together, than by working alone. We all are special in some way and we all contribute to our families, schools, communities and culture. By reducing conflict between us we have more time and energy to do the things that will be rewarding, uplifting and fun!

## **Section 9: ROLE PLAYING between a PRETEND BULLY and a PRETEND TARGET**

### **TECHNIQUES FOR HANDLING BULLIES: VERBAL "COMEBACKS"**

Ignoring the bully and walking away won't always work. Here are some suggestions for what to say to a bully when you have to respond. It's always best to NOT be argumentative, sarcastic, or mean. Those behaviors add "fuel to the fire" and are counter-productive; they don't stop the bullying.

One important aspect of role playing is to **CHANGE ROLES** from being a pretend bully to being a pretend target. It is very instructive for both the bully and the target to have the opportunity to be "the other person." Have a student referee call **FREEZE!** when it seems appropriate, usually when the "action" has stopped and both "actors" would welcome a change of role.

**Try using the following techniques during your role playing activities.** They won't all work for you, but one or two might. It will also become natural to use more than one at a time. The more you practice, the better you'll get at it!

REMEMBER: When using these techniques, **BE RESPECTFUL** and **BE ASSERTIVE**.

#### **HOW TO BE ASSERTIVE:**

- 1. Stand straight, show respect**
- 2. Make eye contact; use the person's name, if possible**
- 3. Speak in a firm voice; don't giggle; show you're serious.**

#### **TECHNIQUES TO USE / VERBAL COMEBACKS:**

##### **1. HUMOR**

Saying something funny, making a joke out of what the bully said, basically, keeping it light, may stop the bully. Using your wit can be very rewarding. Many a comic has perfected his or her skills by growing up using humor to get out of difficult situations.

##### **2. AGREEMENT**

Saying "You're right, I am a \_\_\_\_\_. I've been meaning to get a haircut; glad you mentioned it," or SOMETHING like that, may work. When you agree with the bully, there's no room for further argument. It may also surprise him or her into leaving you alone.

## **8. BROKEN RECORD**

Repeating your response over and over, again, may wear down the bully's energy to keep coming up with things to say to you. You might try leaving as you continue your "broken record."

## **9. MY RULES**

This can be thought of as your "policy statement." State your policy, or rule, and then leave. "I have a rule of never giving away my lunch money," etc., might work. Becoming a "broken record" with your rule might be very effective.

## **10. BIZARRE STATEMENT**

When you make a bizarre, out of context, statement to a bully, it shows that you're not taking their taunts seriously. It's confusing and exasperating for the bully to try to respond to such a statement. Have fun thinking up something weird to say.

(Kani said, "shoes don't talk" to Ryan during their Bully Games role play. You could see she looked for help to the chart and then to the signs on Ryan's vest: she saw the sign "Bizarre" and was able to think of something to say on the spot.)

## **11. STOP!**

When all else fails, you may want to put up your hand, and say loudly and in a low pitch, "Stop!" The sound you make, if loud and low, will not be like the other sounds of kids yelling on the playground. Keep it loud and keep it low, almost like a loud grunt. This will signal to those standing by that you are serious, that this is not a game, and that you might be in a dangerous situation and need help.

## **Section 11: THE BULLY GAMES**

### **THE GOALS:**

- 1. To have fun practicing role playing**
- 2. To be rewarded for positive behavior**
- 3. (Your students may want a "prize;" decide that with them before starting.)**

### **PLAYERS:**

- TARGETS
- BULLIES
- WITNESSES / COACH
- SCORE KEEPER
- REFEREE

### **MATERIALS:**

- Scrap paper
- Pens/pencils
- Basket/box
- Chart with removable Velcroed "signs" and Vest with Velcro patches (see video)
- OR, a chalk board, and a piece of paper pinned to the bully's shirt
- Score keeper pad and pencil

### **TECHNIQUES (SIGNS):**

- 1 Humor
- 2 Agreement
- 3 Compliment
- 4 "I" Statement
- 5 Feedback
- 6 Asking Question
- 7 Sympathetic
- 8 Broken Record
- 9 My Rule (policy statement)
- 10 Bizarre Statement
- 11 Stop!

### **PROCEDURE:**

**BEFORE "game day"**, the eleven techniques are written on the chalk board, or if time and budget allow, a chart with Velcro strips can be prepared (as seen in the video.) These techniques (and any others that you may research) are written on note cards with Velcro on the back. These Velcroed note cards can be removed





## HOW THE GAME IS PLAYED:

- THE STUDENTS (anonymously) write down on a piece of paper a "typical" bullying situation. They are collected by the teacher and placed in a basket or box/other.
- One volunteer takes the role of Bully; he or she wears the Bully Vest and follows the scenario picked at random from the basket (as in Charades) in order to verbally abuse the target.
- Another volunteer takes the role of the Target. He or she chooses techniques in advance that they believe will be helpful to them in responding to the bully's verbal abuse. These techniques/signs are attached to the Bully Vest (or written on a piece of paper which is then pinned to the bully's shirt) in order to have these reminders in clear view.
- The bullying begins: The Bully says something hurtful and uncaring to the target following the scenario written on the paper (NOTE: see Scenario Examples at the end of this section; the Bully can also use his or her own idea of how to be hurtful.)
- The Target tries to stop the bully.
- Witnesses (audience) can rise to help the Target, if moved to do so. They can also offer advice to the target after the action stops. They'll be rewarded with points for their help.
- The Referee calls out "Freeze!" at an appropriate time (i.e., when the Target or Bully gets stumped and the action is stopped.) Points are awarded according to the system devised by the class in advance. Then the roles are reversed and the Bully Vest is turned over to the new Bully (who was just the pretend target.) And, so it goes ...

## **Section 13: QUOTATIONS USED IN THE VIDEO**

### **MOHANDAS (MAHATMA) GANDHI**

Violence degrades and corrupts humans. Humans have an innate desire for peace, justice, order, freedom and personal dignity.

### **GEORGE MATTHEW ADAMS**

If we had no regard for others' feelings or fortunes, we would grow cold and indifferent to life itself.

### **MARIAN WRIGHT EDELMAN**

Being considerate of others will take you and your children further in life than any college or professional degree.

### **LYNDON BAINES JOHNSON**

If we are to live together in peace, we must come to know each other better.

### **GEORGE LUCAS**

You become a hero when you help somebody, when you are compassionate, and when you treat someone with dignity. It's not a giant laser sword fight that makes you a hero, it's the very small things that happen every day of your life.

### **HENRY JAMES**

Three things in human life are important: The first is to be kind. The second is to be kind. And the third is to be kind.

### **MARK TWAIN**

Kindness is the language which the deaf can hear and the blind can see.

### **MARTIN LUTHER KING, JR.**

Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.

**HENRY DAVID THOREAU**

Goodness is the only investment that never fails.

**GEORGE ELIOT**

What do we live for if not to make life less difficult for each other?

**WILFRED GRENFELL**

The service we render others is the rent we pay for our room on earth.

**SIR JAMES M. BARRIE**

Always be a little kinder than necessary.

**ANONYMOUS**

Kindness is the ability to love people more than they deserve.

**GEORGE LUCAS**

We all teach. We all teach every day of our lives. It's the way we live our lives; what we do with our lives and the way we conduct ourselves.

Organisms must realize that they live together and they must live together for mutual advantage.

## **Section 15: BIBLIOGRAPHY**

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by Suellen Fried, A.D.T.R., and Paula Fried, Ph.D., Clinical Psychology  
M. Evans and Company, Inc.  
216 East 49th Street  
New York, New York 10017  
" ... a thorough and highly relevant book with many interesting anecdotal examples and extremely practical skills." Carole R. Lander, elementary school counselor
  
2. CHANGING THE BULLY WHO RULES THE WORLD: Reading and Thinking About Ethics  
by Carol Bly  
Milkweed Editions  
430 First Avenue North #400  
Minneapolis, MN 55401  
Distributed by Publishers Group West
  
3. WHAT DO YOU KNOW ABOUT BULLYING  
by Pete Sanders  
Copper Beech Books, Brookfield, CT  
copyright Aladdin Books Ltd. 1996  
Originally published: London: Watts Book, 1993  
Summary: Discusses bullying, why it occurs, and how it can be handled.  
Juvenile literature.
  
4. HOW TO HANDLE BULLIES, TEASERS AND OTHER MEANIES  
by Kate Cohen-Posey, M.S., LMHC, LMFT  
Rainbow Books, Inc.  
P.O. Box 430  
Highland City, FL 33846-0430  
Phone/Fax 813-648-4420  
Summary: Provides information on what makes bullies and teasers tick, how to handle bullies, how to deal with prejudice, and how to defend oneself when being teased or insulted.

# Ready

The student will be able to:

- brainstorm ways to avoid participating in potentially harmful situations

**WORD OF THE WEEK**  
**F E E L I N G**

# Set

Resources:

TV/VCR

Video: "Fast, Forward Future" Part I

"Steps To Take When Saying No" handout

New Vocabulary  
Refusal skills

# Go

Introduction:

1. Review refusal skills.
2. Show video
3. Handout "Steps to Take When Saying No"
4. Discuss each step.

My name is :

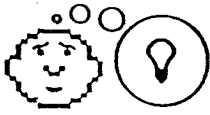
## STEPS TO TAKE WHEN SAYING "NO!"

© 1988, Veronica M. Skerker. Used with permission.



### (1) STOP !!!

Before you do anything, Stop!  
Give yourself time to think.



### (2) THINK !!!

Think what will happen if you do what your friends have asked. What would your parents want you to do? What is the right thing to do?



### (3) LISTEN TO YOURSELF!

Listen to what's inside your own head. Deep down inside, you know what's best for you.



### (4) TRUST YOURSELF!

You probably know more about yourself and what's right for you than anybody else.



### (5) SAY 'NO!'

Tell your friend "no" in a way that is comfortable for you but is not a 'put down' of your friend.



### (6) STATE YOUR REASONS!

Say why you don't want to do what your friend asked. Tell your friend what bad things could happen if you don't say 'no'. You have your good reasons for not doing something harmful. Use them.

# FAST FORWARD FUTURE

An interactive drug abuse prevention video program  
for elementary schools, featuring Richard Kiley.

## Teacher's Guide

Topics, learning objectives, and classroom activities.

A production of the  
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UNITED STATES DEPARTMENT OF EDUCATION



# MAGGIE'S STORY — VIDEO SEGMENT 1

## STORY SUMMARY AND CHARACTERS

The main characters in FAST FORWARD FUTURE are CASEY, a 9-year-old boy who wants to be a drummer more than anything else in the world; MAGGIE, a bright, beautiful 11-year-old math whiz who lacks confidence in spite of her talents; and ZACK, an 11-year-old boy who eats, sleeps, and dreams basketball.

Casey, Maggie, and Zack are called out of class to Room 101, where they discover the magical FAST FORWARD FUTURE MACHINE and the mysterious electronic MENTOR (played by Richard Kiley) who dwells inside it.

In Segment 1, Maggie is forced to confront a humiliating situation in which a group of new friends tries to force her to smoke marijuana. When she just says "no," it just doesn't work. As she uses the REPLAY and INSIGHT buttons on the machine to examine her vulnerability and confusion about how to refuse, Maggie gets in touch with her own strengths. Then she propels herself FAST FORWARD FUTURE to practice saying "NO!" effectively in the future with conviction and confidence.

## DISCUSSION POINTS

Maggie's conflicts dramatize some of the difficulties children have in resisting peer pressure. We also witness her efforts to build self-esteem and find the inner strength to say no effectively.

## BACKGROUND FOR THE TEACHER

In today's society, children frequently feel adrift without intact or extended families to help reinforce their positive self images. They also often lack role models who can demonstrate appropriate ways of saying "NO!" Because of these social changes, schools now play a crucial role in teaching children the appropriate steps they can take to assert themselves and still maintain friendships. School is often the only place where a child can receive the positive feedback which enhances self-esteem. As a teacher, you can be crucial in helping your students develop these skills.

## USING THE INSIGHTS FOR SEGMENT 1

After screening an INSIGHT ask your students to respond to questions or challenges posed by the Mentor or characters on the screen. Then use the additional activities listed in this Teacher's Guide for each INSIGHT.

## MAGGIE'S STORY — INSIGHT #2

### TOPIC: REFUSAL SKILLS

#### PUT YOURSELF IN THE PICTURE — SAYING NO EFFECTIVELY

##### SUMMARY OF INSIGHT

The girls who pressured Maggie now speak directly through the screen to viewers, urging them to smoke pot, be cool, be popular. The Mentor asks viewers to practice refusing. "Is it hard for you to say 'no' when you're under pressure? When everyone's watching? When you're not sure what to say or how to say it? Put yourself in the picture; imagine what you'd say. Remember, you don't need the FAST FORWARD FUTURE machine. All you need is your mind and your own good reasons.

##### OBJECTIVES

- To teach students a method that can be used to help them say "NO!" effectively.
- To have students practice this method of saying "NO!" effectively in a variety of situations.

##### ACTIVITIES

###### 1. SIX STEPS TO TAKE WHEN SAYING "NO"

- a. Copy page 11, "STEPS TO TAKE WHEN SAYING NO"
- b. Discuss each step with students.
- c. Have students practice these steps in response to the offers to smoke pot that they have just seen.

###### 2. REFUSAL SKILLS ROLE-PLAYING EXERCISE

(NOTE: This activity requires 30-40 minutes. You may want to schedule an additional session to conduct this activity in its entirety)

- a. Make the six CUE CARDS printed on page 12. These cards duplicate the six STEPS TO TAKE WHEN SAYING "NO"
- b. Copy and distribute to your students the SCENARIOS printed on page 12, or make up your own.
- c. Ask students to volunteer role-playing each scenario.
- d. As students role-play, hold up appropriate CUE CARDS to reinforce students' understanding of each of the six steps. Be sure to offer frequent praise during the activity to help students feel successful.
- e. If possible, videotape each student's role-playing; then replay the tape. Your students, like Maggie in the program, can enhance their refusal skills by seeing themselves in a video replay.

## ZACK'S STORY — VIDEO SEGMENT 2

### SUMMARY OF STORY AND CHARACTERS

Zack is a terrific athlete, but his personal problems are starting to cramp his style. He does his best to take care of himself and his little sister, Lizzie. But it's getting harder and harder to hide the fact that his parents are alcoholics.

With the help of the MENTOR and the FAST FORWARD FUTURE MACHINE, Zack takes a long hard look at the awful day last week when he was challenged by some junior high jocks to play basketball then got trounced. When Zack panicked under pressure, a group of guys boozing on the bench tempted him to "chill out" and take a drink. Thinking it would make him look older and more confident, Zack chugged an entire wine cooler, got drunk, then vomited in front of everyone.

Using the REPLAY and PAUSE buttons on the FAST FORWARD FUTURE MACHINE, Zack realizes he can handle pressure better when he takes time to make decisions. And he realizes that taking a drink won't make him a better player; it won't make him feel older or less lonely; it will only make things worse. He also begins to realize that he doesn't have to make the same decisions his parents made about drinking. "I don't have to be like Mom and Dad," he realizes; "I just have to be me." Zack becomes a real "winner."

### DISCUSSION POINTS

Zack's story illustrates the dangers of alcohol as a "gateway drug" and provides a role model for many viewers who are or know children of alcoholics. It also dramatizes a model strategy to use in problem-solving and suggests ways of coping with stress.

### BACKGROUND FOR TEACHERS

According to the National Institute on Alcohol Abuse and Alcoholism, as many as one out of every four children in the United States come from an alcoholic or chemically-dependent family. Because these children are so vulnerable to drug abuse, they need early, rapid intervention to help them avoid experimenting with illegal drugs. Teachers who identify children of alcoholics as a result of viewing and discussing this video should consult with the school psychologist, social worker, or guidance counselor, or with other social service agencies within the community to determine the best course of action.

Further information on children of alcoholics appears on pages 22-23.

### USING THE INSIGHTS FOR SEGMENT 2

After screening an INSIGHT ask your students to respond to questions or challenges posed by the Mentor or characters on the screen. Then use the additional activities listed in this Teacher's Guide for each INSIGHT.

My FAST FORWARD FUTURE >> Fact File

My name is :

## STEPS IN PROBLEM SOLVING

- 1) Stop, calm down, and think before you act.
- 2) Say the problem and how you feel.
- 3) Set a positive goal.
- 4) Think of lots of solutions.
- 5) Think ahead to the consequences.
- 6) Go ahead and try the best plan.

## CASEY'S STORY — VIDEO SEGMENT 3

### SUMMARY OF STORY AND CHARACTERS

Casey's older brother Richie uses drugs to help ease his pain over their parents' divorce. Richie's band falls apart when his friends Connie and Gigi find out he's using crack and walk out on him. Back in Room 101, Maggie and Zack urge Casey to ask his Mom for help, but Casey cannot act.

When Casey goes FAST FORWARD FUTURE, he's horrified to see Richie get arrested. When the Mentor allows Casey to erase the arrest scene, he's forced to watch his brother die from an overdose of crack. Casey begs the Mentor to save Richie and change the future. "I can't. But you can," the Mentor answers.

The FAST FORWARD FUTURE MACHINE activates the HELPER FILE: a group of adults who children can turn to for help. As Casey dashes off to find his Helper (his mother, whom he phones to discuss Richie's drug use), the image of the Mentor begins to fade. "You no longer need me or this machine. Now you know how to use your own minds to stop and think; to pause and listen; to understand your past and take control of your future." Then the Mentor smiles and vanishes.

### DISCUSSION POINTS:

Casey's story demonstrates the conflicts children feel when they don't understand the difference between "telling" and "tattling;" when asking for help can be seen as an act of betrayal. Casey's story shows that the best thing a child can do when wrestling with a problem like drugs is to ask for help from a trusted adult, and to keep asking until they get the help they need.

### BACKGROUND FOR TEACHERS

Today, children who need help often are left to their own resources, or turn to peers rather than adults. Many children never learn effective ways of asking for help from adults. When they reach out to adults for help, these children often cannot make their cries for help understood. As a result, adults often miss the message.

Teachers have become essential in helping children learn how to make their message understood by adults. They can help children understand the need to ask different people for help in different ways; that if their message isn't heard by one person in one way, they need to try to say it in a different way; and they need to keep asking different people until they find someone who can hear them and help them.

### USING THE INSIGHTS FOR SEGMENT 3

After screening an INSIGHT ask your students to respond to questions or challenges posed by the Mentor or characters on the screen. Then use the additional activities listed in this Teacher's Guide for each INSIGHT.

## CASEY'S STORY — INSIGHT #2

### TOPIC: GETTING HELP YOUR HELPER FILE

#### SUMMARY OF INSIGHT

"Do you know who your helpers are?" the Mentor asks, encouraging viewers to keep asking until they find the help they need. Then he reveals the deepest secret of all: that the wise and knowing Mentor is part of every child ... just the way he's part of Maggie and Zack and Casey. "I'm the part of you that knows how to make good choices; that can stand up to pressure; that knows how to ask for help. I'm here: find me; find me."

#### OBJECTIVES

- To reinforce the idea that it is important to ask trusted adults for help with problems. To encourage students to think of all the trusted adults they can ask for help.
- To have students identify the different ways they can ask for help.

NOTE: After seeing Casey's Story and doing the following exercises, some students may seek your advice on "Helpers" to whom they can speak. It is important that you be ready to identify for your students the social services or mental health professionals in your school. If possible, ask the appropriate person in your school to attend this session and explain his or her services to your students.

#### ACTIVITIES

##### 1. MY PERSONAL HELPER FILE

- a. Give students a copy of MY PERSONAL HELPER FILE (page 20), or copy it on the board. Ask each student to complete the form with names of HELPERS, where to find them, and how to ask for help.
- b. Ask students to brainstorm ways they might ask these helpers for assistance. For example: "I have a problem. Could you help me?" "I'm frightened. I need help." "I don't know what to do. Will you help me?"

##### 2. HELPERS ROLE-PLAYING EXERCISE

NOTE: This activity may require 30-40 minutes. You may wish to schedule an additional session to conduct this activity in its entirety.

- a. Assign students "HELPER" roles (Parent, Relative, Clergy, Teacher, Coach, School Social Services/Mental Health Professionals, Neighbor Police Officer, etc.). Assign other students the role of "ASKERS" who ask each HELPER for help. Have ASKERS go from one HELPER to another until someone offers to give them the help they need.

# Ready

The student will be able to:

1. recognize that alcoholism is a disease.
2. understand that children are not the blame for the drinking.
3. realize that lots of children have had a similar experience - you're not alone.

## WORD OF THE WEEK

## FAMILY

# Set

### Resources:

TV/VCR

Video: "Elephant in the Living Room"

New Vocabulary  
alcoholism

# Go

### Introduction:

Today we will be discussing a topic which may be difficult for some: "Children of Alcoholics".

### Activity:

1. Why do people get diseases like cancer, leukemia, muscular dystrophy? (No one really knows why some people get these diseases and others do not. It is not their fault. We do not blame people for getting these diseases.)
2. What is alcoholism? (Alcoholism is a disease. Doctors do not know why many people who drink alcohol do not become alcoholics but some people who drink alcohol do become alcoholics. They are no more at fault than people who get other diseases.)

3. Does a parent drink because his/her children are bad? (No. Children do not make their parents drink.)

4. What do alcoholics look like? (Most alcoholics look like regular people, not skid row bums. They have jobs, families, etc. What makes them different is that they cannot control their drinking.)

5. Alcoholics experience "Black Out" periods when they are awake, but because of the alcohol they do and say things that they do not remember doing or saying when they are sober. This could be one reason alcoholics often break promises to their children. They may

never remember having made the promise or having said they would do something.

6. Explain that students will see a video, "Elephant in the Living Room", in which a young girl is dealing with this problem. She is not aware that there are lots of kids like her going through this and she is not sure how to go about asking for help. Show video and discuss.

7. Generate a list of persons/agencies available to children. Give them a worksheet to complete with available agencies and phone numbers.

Closure

Today we learned about some of the difficulties children have when they grow up in a home where alcoholism exists. We learned that lots of kids come from situations like this and that the kids are not to blame for the parents drinking. Finally, we learned that alcoholism is a disease which affects every member of a family.



# An Elephant in the Living Room

Imagine an ordinary living room. . . chairs, couch, coffee table, a TV set and, in the middle, a

## **LARGE, GRAY ELEPHANT.**

The ELEPHANT stands there, shifting from one foot to another and slowly swaying from side to side.

Imagine also the people that live in this house; you, along with your mother and father and maybe some sisters and brothers. People have to go through the living room many times a day and you watch as they walk through it very. . . carefully. . . around. . . the . . . ELEPHANT. No one ever says anything about the ELEPHANT. They avoid the swinging trunk and just walk around it. Since no one ever talks about the ELEPHANT, you know that you're not supposed to talk about it either. And you don't.

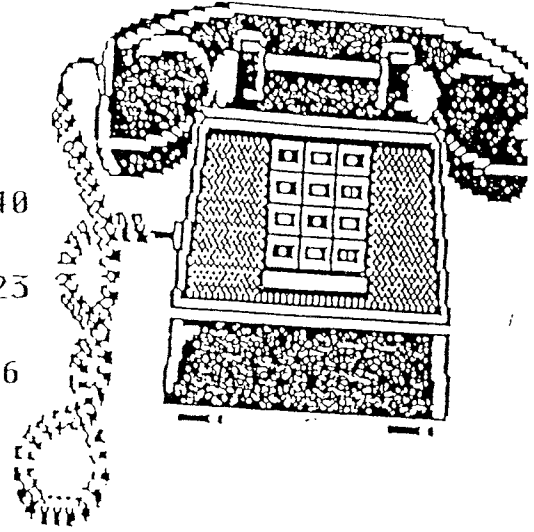
But sometimes you wonder why nobody is saying anything or why no one is doing anything to move the ELEPHANT. After all, it's a very big elephant and it's very hard to keep walking around it all the time and people are getting very tired. You wonder if maybe there is something wrong with you. But you just keep wondering, keep walking around it, keep worrying and wishing that there was somebody to talk to about the ELEPHANT.

Living in a family where drinking is a problem is a lot like living with an ELEPHANT in the living room.

FOR HELP, YOU CAN CALL:

AGENCIES:

LUTHERAN SOCIAL SERVICES	882-2740
HUMAN SERVICES AGENCY	886-0123
BOYS AND GIRLS CLUB	886-6666



OTHER RESOURCES:

WATERTOWN POLICE DEPARTMENT	882-6210
AL-ANON	886-9070

PEOPLE I COULD CALL/ASK FOR HELP:

SCHOOL COUNSELOR

OTHER ADULTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REMEMBER: YOU CAN GET ANSWERS TO YOUR QUESTIONS  
BY ASKING ANY OF THE PEOPLE LISTED ABOVE

**Ready**

The student will be able to:

- understand that their behavior on the Internet is not anonymous
- understand that harassment on the Internet is serious business and can lead to negative consequences for those who harass someone via the internet.
- understand that if they're harassed they should tell their parents or another adult who can help them.

## WORD OF THE WEEK DIFFERENCES

**Set**

Resources:

- Refusal Skills Poster
- Bullying, the Internet and You (video)
- Handouts
- #1 Agree? Disagree?
- #2 You Decide

New Vocabulary  
Refusal skills  
Peer  
Bullying/harassment

**Go**

1. Review refusal skills:
  - Say no
  - Say no over and over
  - Suggest another activity
  - Give a reason
  - Walk away
2. Introduce and show the video
3. Review video through use of selected questions.

Closure

Remind students that they are accountable for their on-line behavior.

# Discussion Questions

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Questions marked with an asterisk (\*) appear on screen in the DVD format.

## **Part One: What is Internet Bullying?**

- (1) What is bullying/harassment? How is it different or the same on the Internet?
- (2) Why is Internet bullying such a big problem lately?
- (3\*) What does the facilitator mean when she says that bullying is "an abuse of personal power over people"?
- (4\*) How much Internet harassment goes on at your school?

## **Part Two: Why Do Teens Bully?**

- (1) What kind of role does racial, religious, and gender intolerance play in Internet bullying?
- (2) How much of a role do you think jealousy plays in Internet bullying? Why?
- (3) Do you think it was a coincidence that Jordan's friends started to bully her after she came back from being away from the group? Why, or why not?
- (4) Why do you think Jordan took a long time to take a stand against the bullies?
- (5\*) Do you think jealousy was a factor in why her friends bullied Jordan? Why, or why not?
- (6\*) Is it common for friends to bully friends? Or is it more common for a bully to target an outsider? Which is easier to get away with? Why?

## **Part Three: The Internet Is Not Anonymous**

- (1) Why do many teens think no one can find out what they're saying or doing on the Internet?

# Agree? Disagree?

Handout 1

Place an A or a D in the space provided depending on whether or not you Agree or Disagree with the statement. Be prepared to discuss your reasons.

- 1) \_\_\_\_\_ Teens who get bullied on the Internet should just ignore it.
- 2) \_\_\_\_\_ Teens who bully others on the Internet are looking for attention for themselves.
- 3) \_\_\_\_\_ It's easy to conceal your identity on the Internet.
- 4) \_\_\_\_\_ A person who has self-respect will show respect for others in all situations.
- 5) \_\_\_\_\_ It's a bad idea to write a personal online journal.
- 6) \_\_\_\_\_ The most important thing to remember when Instant Messaging is to think twice about what you say before you hit the Enter button.
- 7) \_\_\_\_\_ I have the right to say whatever I want on the Internet, or anywhere else.
- 8) \_\_\_\_\_ If something isn't against the law then that means it's okay to do it.
- 9) \_\_\_\_\_ When you're excited and writing an IM fast, it's easy to forget that other people have feelings too.
- 10) \_\_\_\_\_ If you don't think twice, you can write something that upsets someone without intending to.
- 11) \_\_\_\_\_ If you upset someone else with something you say or write, the best thing to do is defend what you said and tell the other person not be so sensitive.

Read the following scenarios and decide if the behavior is harassment.

Explain why or why not.

- 1) Sara and June are online and see that Leslie, a girl they don't like anymore, is also online. They don't respond when she IM's them.

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- 2) Leslie gets mad at Sara and June and calls them brats.

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- 3) Larry finds out June and Sara are mad at Leslie. He finds a picture of a gorilla and using a program he has, he substitutes a picture of Leslie's face on the gorilla. Then he sends the picture to all his friends.

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- 4) Leslie finds out about the gorilla picture and gets her older brother to go online and tell Larry that he's going to get beat up in school the next day.

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- 5) Larry, Sara and June get as many kids as they can to not talk to Leslie, either online or at school.

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# Ready

The student will be able to:

- demonstrate the steps to take when solving problems
- reinforce ability to use the problem-solving steps
- identify the role of friends in problem-solving

**WORD OF THE WEEK**

**F R I E N D S**

# Set

Resources:

TV/VCR

Video: "Fast, Forward Future" Part 2  
"Steps in Problem Solving" handout

New Vocabulary  
problem-solving

# Go

Introduction:

1. Discuss problem-solving
2. Show video
3. Handout "Steps in Problem Solving" sheets.
4. Discuss each step.

My FAST FORWARD FUTURE >> Fact File

My name is :

## STEPS IN PROBLEM SOLVING

- 1) Stop, calm down, and think before you act.
- 2) Say the problem and how you feel.
- 3) Set a positive goal.
- 4) Think of lots of solutions.
- 5) Think ahead to the consequences.
- 6) Go ahead and try the best plan.





# Ready

The student will be able to:

- name trusted adults they can ask for help
- identify different ways to ask for help
- use honesty in dealing with difficult situations

## WORD OF THE WEEK

H O N E S T Y

# Set

### Resources:

TV/VCR

Video: "Fast, Forward Future" Part 3  
Personal Helper File worksheet

New Vocabulary  
resources

# Go

### Introduction:

1. Review the last 2 videos from this series, Refusal Skills, Knowing When to Help, and Problem Solving.

### Activity:

1. Show Part 3 of video.
2. Give handout on Personal Helper File; help student to generate list.
3. Helpers Role-playing Exercise. Assign students "HELPER" roles (parent, relative, clergy, teacher, coach, teacher, counselor, etc.). Assign other students the role of "ASKERS" who ask each HELPER for help.
4. Discuss appropriate ways to ask for help.

### Closure:

It is important to take care of yourself and others. Remember that there are adults who can help. Many situations cannot be solved alone.

# Ready

The student will be able to:

- participate in a cooperative, decision-making activity
- express likes/dislikes about the specific content of 5th grade S.A.F.E. program
- articulate areas of possible improvement

## WORD OF THE WEEK DECISIONS

# Set

Resources:

- 5th Grade S.A.F.E. evaluation form
- Review questions

New Vocabulary  
Personal comments

# Go

Introduction:

1. Review the lessons with the students.  
May use a game show format or some competitive exercise.

Evaluation:

1. Stress that we need student's honest opinion of the 5th grade S.A.F.E. Program.
2. Distribute an evaluation form to each student, explaining carefully the # system.
3. Allow 10-15 minutes to complete.

Closure:

Thank students for their time and attention. Reinforce their efforts and input into the program. Stress also that even though we are finished with the program we hope students will say "hello" when they see us in the building and let us know how everything is going--we're here to help!

## 5th GRADE SAFE EVALUATION

Your teacher's name \_\_\_\_\_ Date \_\_\_\_\_

Your School \_\_\_\_\_

1. Please rate the 5th grade S.A.F.E. program overall (circle ONE choice)

EXCELLENT      GOOD      FAIR      POOR

2. Please rate the lessons for this year. Place a number by each of the lessons listed below:

1=EXCELLENT      2=PRETTY GOOD      3=FAIR      4=POOR

<u>LESSON</u>
_____ Cooperation
_____ Refusal Skills
_____ Refusal Skills
_____ Alcohol in the Family
_____ Bullying
_____ Problem Solving
_____ Honesty/Getting Help
_____ Decisions/Evaluation

<u>ACTIVITY</u>
Building bridges
Role plays
FAST FORWARD FUTURE 1 (Maggie)
ELEPHANT IN THE LIVING ROOM video
BULLY NO MORE video and activities
FAST FORWARD FUTURE 2 (Zack)
FAST FORWARD FUTURE 3 (Casey)
Review game, evaluation sheet

3. Is there any subject that was NOT covered in S.A.F.E. this year that you would like to see added to the program?

4. Please tell me what you liked about S.A.F.E. this year. How could it be improved for next year? (Please write at least two sentences. Use the back if necessary.) YOUR IDEAS ARE IMPORTANT!

**THANK YOU FOR MAKING THIS A GREAT S.A.F.E YEAR!**