

A NON-VIOLENT VALUES CURRICULUM FOR K - 6TH GRADE STUDIES

PEACE
BEGINS
WITH
ME



supported by
a grant from the Hawaii Chamber of Commerce

PEACE BEGINS WITH ME

A Non-Violent Values Curriculum for K – 6th Grade Students

by

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Supported by a grant from the Chamber of Commerce of Hawaii

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To a Peaceful World...

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I NTRODUCTION

Peace Begins With Me is an outgrowth of concern by the Family Violence Program that, as we worked to stop the violent abuse of women by their husbands and boyfriends, we were failing to reach the next generation who had witnessed the abuse or are growing up in a society which seems to condone it. Spouse abuse (95% of the victims are women) occurs in up to one-third of all relationships. The FBI estimates that beatings of women in their homes take place on the average of every 18 seconds. In many hospital emergency rooms around the country, injuries from wife beating head all other types of women's injuries seen by doctors and hospital staff.

The effects of wife abuse include not only immediate injuries to the victim but also injuries to children who suffer both physical and psychological trauma. Children from such homes frequently develop learning disabilities, violent values and aggressive or withdrawn behavior. They are also at high risk for becoming abusive as adults.

This book represents our effort to reach children from violent homes as well as all children who are developing values and beliefs which would make them vulnerable to becoming future victims and abusers.

The Family Violence Program is staffed by a very dedicated group of people who are committed to stopping violence against women in particular and in society in general. Some staff members come from abusive relationships as either victim or perpetrator. Others come from a non-violent philosophy which abhors all forms of violence. Under contracts with the Hawaii State Judiciary and Department of Health the program provides counseling for up to 700 victims and perpetrators of domestic violence each year. We find our work exciting and rewarding as we watch significant changes taking place in the men and women who come to our weekly sessions. But, touching their lives is only the beginning.

Spouse and child abuse arise from social and personal values and beliefs. Throughout this curriculum, we would like to address the following issues, characteristics and behaviors which we hope will lessen violence and promote peace.

SELF ESTEEM

People who are violent against others, are people who are bruised inside. They move through their world feeling inadequate, unloved, and undeserving of love. They are often victims of physical or psychological abuse from their early years and they carry the untended scars of this abuse in their psyches and into their adult relationships.

The abuse occurs not only in their homes, but often in the school yard as well. The victim may have been an unusual, different or exceptional child who suffered torment at the hands of classmates who had little or no empathy for the painful effects of their abuse.

Curriculum Goal:

Help children learn to value and feel good about themselves.

EMPATHY

The individualistic, aggressive, competitive values of our society often fail to instill in us an empathetic understanding of those who are different or less fortunate. For people who are abusive, there is often an inability to understand the impact of their behavior on the victim.

Children, in particular, could benefit from understanding at an early age the importance of caring about and being sensitive to others. Many of the wounds they experience in growing up are inflicted by their peers. These wounds can have a long lasting, detrimental effect on their self esteem and on their ability to be non-violent and caring in their future relationships as adults.

Curriculum Goal:

Help children learn to walk in the shoes of others and to care about the impact of their behavior on others.

NON-VIOLENCE

There are many messages in society which tend to reinforce violence and the use of force as a means to an end. These are seldom accompanied by an attempt to understand the negative effects of violence. Children begin to receive such messages early with cartoons which have an exceedingly high number of violent incidents per segment. To many children, these messages are reinforced within their homes by parents who use physical punishment to discipline the children and/or use physical abuse against their partners, most often the mother.

Studies have found that children who are exposed to violent, abusive modeling are at high risk for developing aggressive and abusive behavior. Because of the abundance of such violent and aggressive modeling not only in our homes, but throughout society at large, "deprogramming" children from violence requires an active rather than passive role.

Curriculum Goal:

Communicate to children that violence is an unacceptable way of dealing with conflicts.

SELF CONTROL

People who are violent not only have poor self esteem and low empathy for others, but also have low impulse control. They may respond to externally imposed controls but do not have the skills to monitor and control their own behaviors, in particular their anger and abusiveness.

Curriculum Goal:

Provide children with Time Out and Self Talk techniques to use in daily interaction with others.

ATTITUDES TOWARD WOMEN

Studies continue to show that children of both sexes develop negative attitudes toward women and girls at an early age. The effect for boys is that they strive to avoid the gentle and sensitive aspects of the female personality to avoid being labeled a "wimp." They also develop a belief that men are superior to women and entitled to dominate them. For girls, the effect is low self esteem and low expectations for themselves in particular and other girls and women in general.

Stereotyped sex role attitudes among boys and girls, if carried into their adult relationships, put them at risk for developing abusive relationships.

Curriculum Goal:

Develop in both sexes an appreciation for the skills and capabilities of women.

In offering the Peace Begins With Me curriculum to teachers, we enlist your support in stopping violence in society. It has long been recognized that you, as teachers, play a profound role in our lives. Perhaps with your commitment and concerted efforts we can reverse the trend of growing violence in not only our streets, but also our homes. Thank you for joining us in that effort.

*Laura Crites, Director
Family Violence Program
Honolulu, Hawaii
July, 1988*

PREFACE

Peace Begins With Me is a curriculum created to teach children how to deal with life's pain and frustration in non-violent ways. It is based on the premise that self-control begins with the child's self-love and self-respect — which engenders the confidence and freedom to love and respect others.

The Chamber of Commerce each year reviews many applications requesting grants-in-aid for projects dealing with protection and maintenance of community health. Proposals must, among other criteria, address at-risk segments of the population, be technically feasible, deal with a public concern and result in social benefit.

The model curriculum by the Family Violence Center certainly meets these requirements. It is a sound, logical, understanding approach to helping youngsters discover their own and others' worth. It is a program that could place in the hearts of children the strength to overcome such perils of youth as cycles of family violence and the siren songs of drugs and alcohol.

Training that produces pride, self-confidence and the ability to face challenge is training that will produce more effective, productive leaders, workers, citizens. We commend this project and are pleased that we were able to assist in its preparation.

Robert B. Robinson
President
The Chamber of Commerce of Hawaii

ACKNOWLEDGEMENTS

The Peace Begins With Me curriculum is a combination of a specific effort to address violent values children are learning in their homes and in society and a self esteem curriculum funded by the Hawaii Department of Health, Division of Mental Health, Windward Counseling Center. Through the DOH contract which began in 1984, young school children were to experience self esteem as a prerequisite to being able to say NO to trouble. The most specific trouble was drug and alcohol abuse. Funding came out of substance abuse and mental health funding, offering a DOH-DOE partnership.

The following schools offered a home for these self-esteem lessons between Fall 1984 and Spring 1988: Aikahi Elementary, After School Kids-Marine Corps Air Station, Enchanted Lake, Heeia, Kailua High School, Kainalu, Kaneohe Elementary, Kapunahala, Lanikai, Mokapu, Pope and Puohala Elementary. Principals, counselors and teachers worked arm-in-arm with the contract social workers and graduate students in social work from the University of Hawaii.

Permission has been given and is gratefully acknowledged from the following:

Timberline Press, P. O. Box 70071, Eugene, OR, 97401.

American Guidance Service, Publisher's Building, Circle Pines, MN 55014.

Ken Marlin, Owner, Practical Parenting Publications, Box 1635, Columbia, MO, 65205.

Family Life Educator, Vol. 6 Number 1, ETR Associates, Santa Cruz, CA.

Paul Pedersen, Syracuse University, Counseling and Guidance School of Education, 370 Huntington Hall, Syracuse, NY, 13244-2340.

Picking up on the concept of self esteem, and seeing its use in broader frames of reference, the Family Violence Program of the Waikiki Community Center, through a grant from the Chamber of Commerce of Hawaii, requested that this curriculum be written and expanded. By developing the self esteem components, they would serve as part of a total program on non-violence. If children could feel good about saying NO to drugs, they could feel equally good about saying NO to fighting and violence.

Before finalizing the curriculum, we asked for the professional assistance of Dr. Ellen Colburn-Rohn, an experienced educator and writer. She reviewed our materials for overall content, appropriateness of activities, and fluency.

And, very special thanks to Alameda Thrift Store for their generous financial support.

From all of the above efforts emerged *Peace Begins With Me*.

Ivalee Sinclair, Executive Director, HAFLID, 200 N. Vineyard Blvd. Suite 401, Honolulu, HI 96817.

Joan S. Kruger, MSW, Preschool Section, Children's Health Services Branch, 3627 Kilauea Ave. Room 101, Honolulu, HI 96816.

Parade Magazine, 750 Third Avenue, New York, NY, 10027.

Los Angeles Times, Washington Post News Service, 1150 15th St. N.W., Washington D.C., 20071.

CURRICULUM GUIDE

MAINTAIN FOCUS ON OBJECTIVES

Each lesson involves explicit objectives or key points. Key points have been printed in order to post them so that each student can view them daily. Simple visual representation of the key points may inspire some to remember to exercise self control.

Refer to the key points frequently as a reminder. Develop other exercises from them, depending on the creativity and skills of the children involved. For instance, some children may want to copy and illustrate the key points in their notebooks. These children may want to take the notes home to show family members as an effort to share curriculum values.

In referring to them repeatedly, a substantial reinforcement of key ideas should take place. Each lesson contains a display-size statement of objectives for use on a classroom bulletin board. Keep the key points before the children as the lessons continue.

In addition, the values represented in the curriculum should be reinforced at every opportunity. They include:

- **empathy for others**
- **feeling good about ourselves**
- **non-violence**
- **self control and self discipline**
- **equal respect for women.**

Teachers can frequently reinforce these values during the portion of each session when children report time outs.

CHOOSE OR DESIGN AN ACTIVITY

There are several activities in each lesson. The teacher is the best judge of the type and level of activity which matches the interests, understanding and maturity of the class. Since each

class is unique, variable characteristics and environmental factors should guide the teacher in choosing, modifying or designing an appropriate activity and its length.

EVALUATE PROGRESS

Some form of pre-and post-testing will assist each child as s/he discovers the changes that are possible through improved self esteem and increased self control. The Behavior Assessment form is one such measure.

Before the first session or at the first session, use the left hand side of the behavior assessment form to establish a rating on each child. Older children may perform self ratings. However, even sixth graders may require some help to understand the concepts. It is preferable that the classroom teacher make the ratings as a way to focus on specific needs of each child. If there are concerns, check yes. Remember to focus on those concerns as the lessons progress.

Keep the initial ratings which are dated and rated on the left side. Put them in a space where they can be retrieved afterwards.

Also included in this curriculum is an observation checklist for parents developed by the principal and school counselor of Heeia Elementary School. Such an instrument can be a valuable tool to help involve parental input and a sense that parent feedback is helpful. A child's self esteem, self control and academic performance can be significantly enhanced when the school and families at home work closely together toward common goals.

Ask parents to complete the Self Esteem Checklist before beginning the curriculum and at the end, possibly at the celebration. Share the comparative results, along with selections from the final Evaluation forms.

BEHAVIOR ASSESSMENT

STUDENT'S NAME _____ GRADE _____

COMPLETED BY (include title) _____

DATE (first observation) _____ DATE (second observation) _____

IS THIS OF CONCERN?

OBSERVABLE CHANGE: (at time of second observation)

Yes No

None Some Much

- | | | | | | |
|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Begins assignments on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Completes assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Stays alert to classroom activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Listens | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Stays in seat according to rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Keeps hands to self in classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Keeps hands to self on the playground | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Mixes well with other children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Has friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Respects property & ownership of others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Tells the truth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Respects authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Accepts praise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Is free of sadness and depression | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Demonstrates positive attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Corrects errors responsibly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Asks for help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. Resolves differences with others in a constructive manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please list any difficulties this student has been involved in which affect good citizenship. _____

Comments at time of termination. _____

DEAR PARENTS LETTER

Dear Parents,

We are beginning a non-violent values curriculum called *Peace Begins With Me*. It is designed to help children resolve conflict in a non-violent, non-abusive way. We will be teaching the children to take a "time out" when they are getting angry, to give themselves positive "self talk" when they are unhappy, to understand and appreciate people who are different from themselves, and to talk about what is bothering them in a non-aggressive way.

We would like your support in reinforcing these values and behaviors at home.

Before we begin the curriculum, we would like to ask for your help. Please fill out the enclosed Self Esteem Checklist and return it right away. It will help all of us to evaluate the success of the program.

If you have any questions regarding *Peace Begins With Me*, or if you would like more information, please call or come by and see me.

Sincerely,

PARENT'S OBSERVATION CHECKLIST FOR SELF ESTEEM

NAME _____ DATE _____

SCHOOL _____ GRADE _____ AGE (CA) _____

PERSON COMPLETING THIS FORM _____

	Seldom or Never	Ocasionally	Considerably	Almost Always
A. Awareness of Self States how he/she really feels, thinks and acts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Sensitivity to Others Demonstrates concern about others' feelings and reactions by listening to family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Self Confidence Participates in activities with assurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Effectiveness Demonstrates cooperative behavior by following family rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Interpersonal Understanding Explains how one person's behavior affects another's attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Tolerance Recognizes and describes others' feelings, thoughts and behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

NOTES...

INTRODUCTION

WHAT IS PEACE ?

The next several months will be spent addressing the concept of peace as an attitude which, when adopted on a personal level, can have a broad impact on not only our personal relationships, but also on the level of conflict and violence in the larger society. The curriculum focuses on achieving peace in interpersonal relations with the broader goal of achieving peace on earth.

It is important to begin the curriculum by having children start to think actively about peace: What is it? How does it affect them? How are others affected by it? Peace begins, essentially, with an individual's feelings about herself or himself which are then translated into words and actions between people. So how one feels about oneself is an important factor in whether or not one can have peaceful relationships.

Peace within oneself means self acceptance. It involves familiarity with one's own needs and choices. It requires appreciation of one's own strengths and limitations. When we are happy and satisfied, feeling "at peace," we bring that feeling into our relationships with others. Similarly, when we have negative feelings about ourselves, we are likely to bring those feelings into our relationships. Without a sense of personal peace, we cannot successfully foster peace with or between others.

Peace within families and between friends depend on the feelings of each person. Disapproval, disrespect and other projected negative feelings can disrupt or block attempts to appreciate, respect and communicate with others in ways that strengthen bonds and promote meaningful relationships. Raising awareness of other people's feelings and situations leads toward the empathy that is necessary for a respectful and peaceful environment.

Peace between people means many things. It means acceptance of others who are different or have differing views. It means the ability to communicate a range of personal ideas, opinions or choices without ignoring, demeaning or abusing others. It means no fighting. It means honest and responsible behavior.

Boys and girls are generally socialized to communicate differently, define themselves differently, and therefore view their futures differently. Such contrasting socialization breeds the potential for disharmony and violence because it encourages inequality and a double standard.

It is essential for children to learn that each one of them is unique and has strengths and limitations, rights and responsibilities. Each one has the opportunity to become an adult with the social, political and economic power that comes from self-confidence nurtured from an early age. When each maturing child is capable of responsibly expressing a full range of feelings and achieving individual goals, there will be greater potential for the personal peace which will grow into peace within families, intimate relationships and communities.

Be prepared to assess the self esteem of each child.

Begin the *Peace Begins With Me* curriculum by asking the children any or all of the following:

- 1) Where, in particular, would you like to see peace?
- 2) How would the classroom/school be different if there were only peace?
- 3) What would you and everyone need to do to achieve peace?
- 4) Is it worth working for?

NOTES...

LESSON 1

10 minutes - Talk about peace and self esteem in simple terms, stressing the importance of being kind and thoughtful.

15 minutes - Develop an activity:

Activity 1 Crossword puzzle

Activity 2 Positive words about self

5 minutes - Review key points

WHAT IS SELF ESTEEM?

So much literature focuses on self esteem that a complete bibliography has been provided. Feeling good about oneself has been equated with increased ability to say no to trouble. Trouble may mean stealing or lying; it may mean drugs or alcohol; it may mean fighting and bullying. To feel good about oneself a person need not be self centered or selfish. A person must have sufficient love to gain the ability to reach out to others. Without self love, a person cannot stand up for him/herself when challenged toward inappropriate behavior and thoughts.

Girls and boys may have different qualities which are worthy of notice and compliments. Frequently, cultural expectations deliver messages which imply that certain qualities of girls are negative, for example, and these messages affect the girl's self esteem. When girls and boys learn that each sex is valuable, they will develop self esteem.

Children learn to appreciate themselves when they hear positive remarks made about them. When children learn to receive compliments, learn to note their successes, learn to value their contributions to a classroom or a household, they begin to experience self esteem. They will not necessarily know they have it. However, their faces will display more smiles than tears. Their posture will be more confident and erect. They will raise their hands to ask questions and to provide responses to what is presented. They will share confidently and stand for correction. Most likely their general appearance will suggest positive health and hygiene practices. The children with high self esteem will be able to enter their classrooms with confidence, tolerating separation from family, and enjoying a return to home after school.

Children with high self esteem need not be trouble free. Some may have learning disabilities. Some may be handicapped. Some may be leaders, but have lots of troubles in the family. Some may wear glasses and some may be short in height.

Some may be very active and some quiet or shy. Nevertheless, it is possible for each individual to achieve self esteem and learn to enhance it. Be prepared to assess the self esteem of each child.

Most likely, young children will not understand an amorphous concept like self esteem. One first grader heard the "steem" part of the word and thought the subject must be about tea kettles. Use vocabulary and analogies appropriate for the age level and environment to illustrate the concept of self esteem. Reinforce the ideas with the term "self esteem." Children will make progress toward understanding at their own rates, but will continue to need help to define and operationalize self esteem in terms of everyday living. To have a pleasant experience while studying self esteem may be the first step toward internalizing the idea.

Incorporating the self esteem concepts during study or academic periods reinforces learning new skills as well as emphasizing learning as a positive experience. Encourage positive experiences beyond the study. To keep memories of positive experiences and expect them to happen will have a major impact on the children as learners. Developing an atmosphere of positive reinforcement and interaction in the classroom helps to intensify the experience.

Key points to cover as the concept of self esteem is introduced:

- 1) Self esteem is feeling good about yourself.
- 2) Self esteem is saying good things about yourself.
- 3) Self esteem is saying good things about others.
- 4) Self esteem is valuing each person and showing it by words and actions.

OBJECTIVE:

Each child will be able to verbalize one idea about self esteem.

What Is Self Esteem?

- 1. Self Esteem is feeling good about yourself.**
- 2. Self Esteem is saying good things about yourself.**
- 3. Self Esteem is saying good things about others.**
- 4. Self esteem is valuing each person and showing it by words and actions.**

WHAT IS SELF ESTEEM ?

INTRODUCE SELF ESTEEM

Objective:

Offer ideas about self esteem. Self esteem serves as a foundation for coping with pressures, choices, changes and problems.

Grade Level:

K-6 adaptable.

Process:

Make a brief presentation. The following narrative may provide you with some ideas.

Self esteem is a positive self image. Your self image is how you feel about yourself, your idea of what you are. It can be thought of as a math problem. Your self image is the whole sum of your thoughts and feelings about yourself. Positive thoughts and feelings build self esteem. Negative thoughts and feelings zap you and lower your self image.

Ask:

- 1) What are some examples of thoughts or feelings which are positive and add to your self esteem?
- 2) What are some examples of thoughts and feelings which are negative and result in a bad self image?

You may hear or see negative things about girls or boys which may affect the thoughts or feelings you have about yourself.

Ask:

- 3) Can you give examples of thoughts you have had about girls (if you are a boy) and boys (if you are a girl) which would add to their self-esteem?
- 4) Can you give examples of thoughts you have had about girls (if you are a boy) and boys (if you are a girl) which would add to their negative feelings about themselves?
- 5) Why is self esteem important?

Self esteem is important because it affects everything about you. It is how you feel about yourself. It is how you think and act, and how you feel about other people. It also affects how successful you are in achieving your goals. High self esteem results in feeling like "I can do it! I can contribute! I am able! I am lovable." Low self esteem can result in thinking "I can't do it, I am no good, I cannot do anything right. I am all alone and no one understands me."

Self esteem can be improved. It is like a gift we give ourselves. To develop more of the gift, we need to understand what adds or takes away from our self esteem. Look at self esteem like a wheel in which you are in the middle and you are surrounded by all of your experiences and personal relationships. (See Experience Wheel on page 9.) Positive experiences and fulfilling relationships help to raise self esteem. Negative and troubled relationships lower self esteem.

Self esteem is related to self confidence, which means believing in yourself. When you believe, you can do something. It is as if you are halfway there. You will give your whole energy to a task or idea when you believe. Athletes learn this through their training. They focus and they concentrate on what they are doing. It is also true of musicians, actors and anybody who takes on a job. The more you believe you can do something, the more you will put into it. After that your performance will improve.

Ask:

- 6) Who takes lessons or attends practice for sports? Why do you have to keep practicing week after week? What happens after many days of practice?
- 7) Has anyone ever felt like quitting lessons or sports? What do you have to believe in to keep going?

Continue:

Good feelings are contagious. We all enjoy laughter and fun. We like to be around happy people. When you feel good about yourself, other people want to be around you, and you in turn will want to be around them and meet people too. You are relaxed and more open to caring and letting people get close.

None of this is easy. Change can be scary because we like to stick to what we know. But if we do not take chances and also learn to adapt, we will never learn anything. This world is filled with so much to learn. Why short-change ourselves by hiding from change? The more we understand about ourselves the happier we can be.

In the third lesson we will talk more about negative self talk. Let us take a look at what it is like when you have low self esteem. First, you do not believe in your abilities. Maybe you tried something before and it did not work out or you felt really badly about it. Sometimes we call this "getting burned." It is hard to try something again if you did not have a good experience. OR, maybe there are several experiences you have had that seem like failures and you feel "doomed to fail." These thoughts can haunt you like a ghost or hang over your head like a dark cloud, whispering comments in your ear such as, "You always mess up." You can decide to fight these self-defeating thoughts by saying something to yourself such as, "Cancel, cancel" or "Erase, erase" to chase away those negative thoughts. Replace them with "I can do it. I will keep trying until I learn it."

Ask:

- 8) Who here says "I am dumb?" Who here says "I'll never get this correct?" What could you say instead that would make a positive point?
- 9) Who has heard someone say, girls don't play baseball? Or boys don't wash dishes? If you wanted to play baseball, or volunteered to wash the dishes, would it affect how you feel about yourself, knowing that others have said negative things?

Sometimes girls will think, because others have low expectations or negative beliefs about girls, "I wish I were a boy" or "boys have all the luck" or "boys can always do the things that I cannot." It is important to remember that both girls and boys have strengths. They deserve support for who they are. Positive thoughts will help you achieve what you want, whether you are a boy or a girl.

Ask:

- 10) Does anyone know the story of the Little Engine that Could? What did it say? "I know I can, I know I can, I know I can..." "I thought I could, I thought I could, I thought I could..." What does that have to do with self esteem and giving yourself positive messages?"

Continue:

If you lack confidence, poor performance can result. If you do not believe in yourself, you probably will make little or no effort to try. It is often this false idea that we cannot do something that is the only reason for not achieving. This has nothing to do with capability. Our thoughts and feelings about ourselves can make the difference.

Have you noticed in yourself or others how people put themselves down? Some people have a hard time giving themselves a pat on the back.

WHAT IS SELF ESTEEM ?

They think other people are better or do things better than they do. They might feel as if things happen to them; that they are just being tossed around by the wind, so to speak. The reverse of such an attitude is to make things happen. You can choose to be a victim or to be in charge.

When you think negative ideas about yourself, and when you act in negative, abusive ways, other people will not want to be around you. You will keep them at a distance and end up feeling lonely and unhappy. Remember we are talking about having negative thoughts, which is not the same as being sad about something and sharing the sadness with another person.

The cycle of low self esteem goes like this:

Lack of self confidence

- ➔ leads to
 - ➔ poor performance
 - ➔ leads to
 - ➔ distorted view of self and others
 - ➔ leads to
 - ➔ unhappy personal life
 - ➔ leads to
- (return to top statement)*

To break out of this cycle it helps to take a realistic assessment of your thoughts and feelings about yourself and others, as well as your responses to others.

BE YOUR OWN BEST FRIEND

Give yourself:

- a. **ACCEPTANCE**
Accept both strengths and weaknesses. It is all part of our human condition.

- b. **HELP**
Be realistic about what you can do. Learn new skills and develop talents.
- c. **ENCOURAGEMENT**
Think positively when you need to encourage yourself. Say, "I can do it." Give yourself enough time to learn a new task or skill.
- d. **PRAISE**
Take pride in your achievements when you deserve it. Give yourself strokes.
- e. **TIME**
Give yourself space and some quiet time to be alone. Do things that you can enjoy by yourself, such as crafts, reading, an individual sport, writing, drawing. Learn to enjoy your own company.
- f. **TRUST**
Pay attention to what your thoughts and your judgment say, and to what your feelings are telling you. Act on what you think is correct and on what you think adds to good feelings about yourself.
- g. **RESPECT**
You are unique and special. Don't try to be someone else. Being yourself is a matter of relaxing and doing what you are good at.
- h. **LOVE**
Give yourself "warm fuzzies." Accept yourself and learn from your own mistakes. Do not over react to errors. It is not the end of the world. Accept your positive and negative qualities until you can make some changes. Those who love you accept you.

It is not easy to change. If you have trouble changing some things you do not like, consider getting help from a counselor. High self esteem does not mean you will succeed at everything or be rich or powerful. It means that you will be happy about yourself and other people, no matter what happens.

You can also help other people feel good about themselves. Just as you can add to someone feeling badly about him/herself by putting him/her down (which also tears you down in the process), you can build self esteem in others through encouragement and patience.

Some people have the idea that it is not good to think about yourself because then you will act like a hot shot or snob or sound as if you are bragging. These are not the same ideas. People who act self centered or act big might really be trying to cover up their own insecurity or low self esteem.

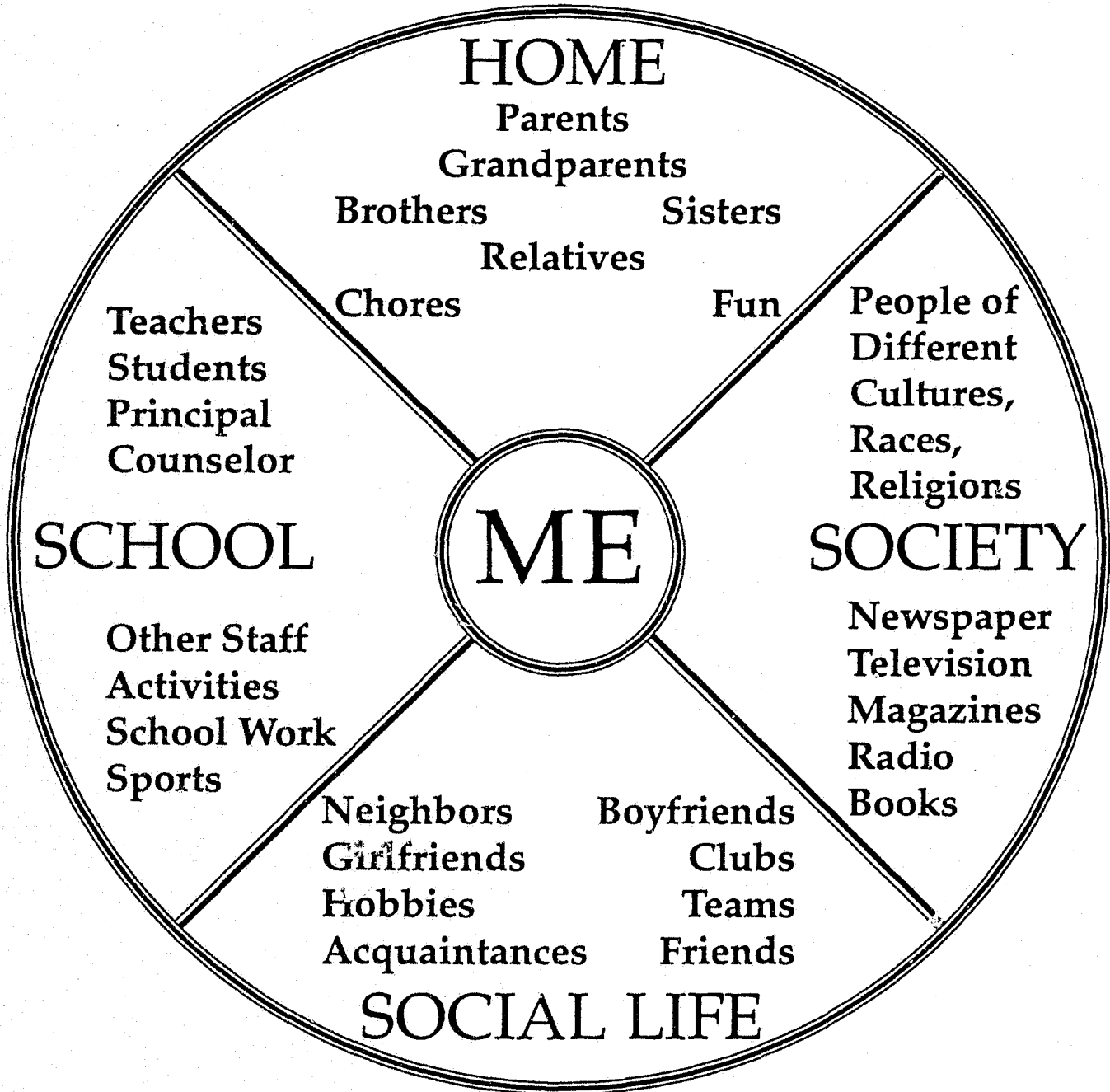
Conclusion:

We want to have good feelings about ourselves so we can be positive with others and be open to developing our talents. How we treat others has an effect on how they feel about us and how we feel about ourselves. We can be in charge of feeling good about ourselves. Look at the Experience Wheel and think of ways to bring more peace to yourself at the center hub and to the different parts that are connected to you. Look again at the Experience Wheel after each lesson to see if you have found new ways to bring peace to yourself and those around you.

WHAT IS SELF ESTEEM ?

EXPERIENCE WHEEL

You Are Surrounded By Your Experiences and Relationships



How can you reduce violence and bring more peace to the sections within the Experience Wheel?

ACTIVITY 1

CROSSWORD PUZZLE

Objective:

Emphasize that positive words connect with positive feelings. People should be able to note positive qualities about themselves and others. Give the children practice in saying and writing vocabulary that denotes positive qualities.

Grade Level::

K-6 adaptable.

Process:

After introducing the concept of self esteem with words and ideas to fit the grade level of the children, tell them that all will participate in making a crossword puzzle. For younger children, write the words as they come up. Use a blackboard or overhead projector with a transparency. With younger children, spell the words, find the connections between words, and simply write them into blank spaces. The children can make the rules about the puzzle. For example, some children like to spell words backwards and at angles in the puzzle. Others insist that everything connect appropriately, up and down, but can be read in only two directions, right to left and up to down. With older children, give them the chalk or grease marker to insert the words that they spell. If this is a larger class, two crossword puzzles can be going at one time. Or, two children can be inserting words simultaneously. Insist that the words be positive qualities about people - either self, or others. Give the puzzle a title, e.g. "I am OK" or "Self Esteem Means Feeling Good About Yourself."

Make sure to copy the puzzle on graph paper so that it has some order to it. Make copies for the children to be handed out during the next lesson. Younger children may want to color and decorate the handout. Older children may make new puzzles based on the model presented. Some may circle the words they like best.

Throughout the process, it is important to encourage the children, maintaining a positive atmosphere. If the children become enthusiastic, they may become noisy. It is important to maintain positive discipline during the exercise so that the experience itself is memorable and enjoyable.

Some questions that can be asked as the children build their puzzle include:

- 1) What words go with what your face says or with what your posture says? List the positive words only.
- 2) Why do you like certain people? Name the positive qualities about them.
- 3) What compliments do others give you? What are the words people use when they say nice words to you?
- 4) Say something nice to the person next to you. How did that person react to your words?
- 5) If you cannot spell a word, how can you find out its spelling so you will remember to write positive words as well as say them?

Conclusion:

Summarize the notions about self esteem. Compliment the work on the puzzle. Tell the children that each will receive a copy by the next lesson. Underline the need to say positive words about self and others. Make it a classroom rule that a positive climate will be established and that positive comments will be noted as contributing to the classroom atmosphere.

WHAT IS SELF ESTEEM ?

CROSSWORD PUZZLE

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ACTIVITY 2

POSITIVE WORDS ABOUT SELF

Objective:

Reinforce the appropriateness of people saying and acknowledging positive qualities about themselves and others. This is not to be confused with conceit or self-centeredness, nor is it to enhance embarrassment for people who are truly shy about their fine qualities. The exercise simply offers permission to each person to be clear about his/her talents, assets, and personal qualities that contribute to being special and unique.

Grade Level:

K-6.

Process:

Announce that each person will be asked to say one good thing about him/herself. The sentence will begin "I am..." or "I can..." Sometimes it is easier to say, "I am good at soccer." Saying "I am a good friend to others," is more difficult. Encourage beginnings and attempts to note positive qualities. If a child is absolutely stymied, ask that someone else say something good about that child. Then ask the stymied child to repeat what the other said, "I am..."

If this exercise brings an enthusiastic response, a second phase can involve each child saying something good about the person on his/her right. So frequently people are experts at

insults and upside-down compliments. In this exercise, straightforward, honest compliments are required. "Johnny helps me when I feel sad." "Susie loans me a pencil when I need a good eraser." When a child is stymied or shy, help can be offered from another. The silent child can be asked to repeat what the other has offered.

Some questions can be asked to stimulate thinking and expression of positive words about self.

- 1) Even if you are embarrassed, say something about a skill, talent, or achievement that describes you. What do you do well?
- 2) Does anyone else know what _____ (child's name) does well? After another volunteers, then ask the child to say "I can (repeat what other child said...)"
- 3) Be a role model and say something positive about yourself as the adult leader. Ask if anyone else feels the same way about self.
- 4) Ask if any child has heard a parent or another adult say anything positive about self in the past week.

Conclusion:

This exercise launches a rule that only positive qualities will be noted about self and others. It gives an opportunity to quietly condemn unwarranted criticism and insult. Only positive remarks will be made in this class. The good things about people will be told out loud.

This activity can also be used or adapted for Lesson 10, Follow People Who Are Positive.

WHAT IS SELF ESTEEM ?

HANDOUTS AND BIBLIOGRAPHY

If there is budget and lead time, two handouts can be ordered.

What You Should Know About Self-Esteem published by Channing L. Bete, Co., Inc., South Deerfield, MA 01373, phone (413) 665-7611, 1983. For younger children the concepts are too advanced. However the younger children can color the pictures and take the booklet home to their family. Older children can take turns reading selected portions to emphasize the key concepts.

Our Children's Self-Esteem Thoughts for Parents and Teachers published by Network Publications, P.O. Box 8506, Santa Cruz, CA 95061-8506, phone (408) 429-9822, 1983. A simpler and less expensive handout, this can be sent home to parents, perhaps with underlining provided by the children with specific instructions from the teacher.

A bibliography follows. It can be used as a personal reference. If duplication resources are available, the bibliography can be sent home to each family. The school librarian can be asked to gather materials on self esteem and other related topics in these lessons. Children should be encouraged to do more reading about and exploration of the topics.

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WHAT IS SELF ESTEEM ?

NOTES...

NOTES...

LESSON 2

WHAT IS SELF CONTROL & TIME OUT?

Throughout the curriculum, self-control will be emphasized as a key to the building of self esteem and the reduction of violence. To help understand self-control, two major concepts — time out and self talk — will be practiced over and over in conjunction with each lesson.

Children frequently understand time out as punishment. This curriculum focuses on self-initiated time out as a way of exercising self control. Younger children will require external help to take time out at first. Older children can develop the ability to practice time out with no more than a hint. Time out can be a few seconds, a few minutes, or perhaps longer. Time out means a pause to think first, before saying or doing something that might hurt somebody or something. It requires anticipation of difficult encounters so that thinking can change the course of activity. Tell the children, "Make your brain control your behavior ...Make your brain work first before your hands or mouth...You can do it."

Also explain to the children that everyone feels angry and hurt sometimes but that it is not a reason for hitting someone. When we are really in control of ourselves we cool down from our angry and hurt feelings before responding.

During time out, the child will leave the situation that has become inappropriate. The child will use that time to calm down. The time out will provide time to relax and think about what has happened or about the consequences. After the time out, the child can return to solve the problem and make a new plan. During time out, the child will repeat messages from self talk. Self talk will be introduced in lesson 3.

Key points to cover as the concept of self control is introduced:

- 1) Self control is thinking before saying or doing something.

10 minutes - Review lesson on self esteem.

5 minutes - Introduce the concept of Time Out and Self Control and how they work together.

10 minutes - Reinforce the idea of Time Out with an activity and examples.

5 minutes - Assign home work to use Time Out regularly. Tell the children that they will be reporting on Time Out from now on at the beginning of each lesson.

- 2) Self control is knowing when to take Time Out and doing it.
- 3) Self control is not being violent and not fighting.
- 4) Self control is being responsible for your words and actions.

Objective:

Each child will use time out successfully by the end of fifteen sessions.

Objective:

Reinforce the use of Time Out until children readily report on its use. Reinforce Time Out until its use becomes second nature to the children who get into difficult emotional and behavioral situations.

Process:

Tell the children that Time Out means making a space to be apart, to withdraw, to think, to say good things about yourself. Time Out does not mean punishment. It means self control. It means that a person recognizes feeling uncomfortable and does something about it.

Ask if anyone has used Time Out. Respond positively to ALL examples. Some will be examples of punishment imposed by an outside source such as a parent or authority figure. Some will be examples of getting away from a difficult

What Is Self Control?

1. **Self Control is thinking before saying or doing something.**
 2. **Self Control is knowing when to take Time Out and doing it.**
 3. **Self Control is not being violent and not fighting.**
 4. **Self Control is being responsible for your words and actions.**
-

WHAT IS SELF CONTROL & TIME OUT ?

situation after it has escalated. For example, blows may be fighting. After blows have been struck, someone may take a Time Out to get away from a worsening situation. Some examples may be appropriate ones. Emphasize these by praising them and highlighting appropriate dynamics. For example, a sophisticated first grader may say, "My dad called me stupid. I did not like that. I went to my room and fell asleep." That the child left an uncomfortable situation is appropriate. Such an act needs follow-up which can be referred to now and re-emphasized later. For example, after the child takes time out he needs to find a way to tell his dad that he felt sad and mad when his dad called him stupid. The child will have to assess a time and place to say this to his dad. The child may have to confide in a teacher or mom before taking this step. Another time the child can report how this talk with the dad turned out, e.g. "I told my dad. He said he was sorry. He said he would not call me stupid again."

Listen for themes. Listen to the children. Let them tell their own versions. Help them with vocabulary to tell their stories. Follow their logic. Follow their expectations. Follow their value systems. Repeat what they say for clarification. Ask for repetition if an idea seems unclear. Make sure the child tells exactly where the Time Out takes place.

Later in reporting Time Out, children will offer a series of Times Out in the same story. As the children become astute about its use, Time Out will happen first as the child is taunted, next as the taunter tries harder with nagging, and next as the child gets help for a difficult situation. Be sure the children count all uses of Time Out in a series to demonstrate that Time Out can be used from the very beginning of an incident. Also be sure to reinforce the value of not fighting.

As Time Out becomes automatic, encourage the children to be cognizant of its use, even though Time Out has become second nature. Encourage the children to tell their parents when Time Out has been used.

Older children may be encouraged to keep a log or journal of Time Out uses. This kind of assignment can double as a writing lesson as well. If so, distinguish comments about use of Time Out from comments and grades related to spelling and grammar. Be clear that the children may have used Time Out appropriately, but their written expression requires correction. Written comments and notes back to the children are opportunities to further develop the use of Time Out as a means to self control. Comments should be positive and supportive as the children struggle with the application of Time Out to everyday circumstances.

A few children may resist the use of Time Out. At some point, it is necessary to become very firm that the concept is here to stay. No child will escape its use. This creates an opportunity to talk about what is lost when uncomfortable feelings of inappropriate but familiar behavior patterns are no longer tolerated.

Be aware of opportunities to call on all children to participate in the project. Encourage all of them to tell their parents and to have successes.

It may be necessary to role play some uses of Time Out. Offer this especially to children who seem to be lagging. Get them to be the one who is bullied or the one who is unhappy. Walk them through a Time Out which offers them retreat and recuperation before handling an uncomfortable feeling.

In some instances, counselors, teachers or parents will offer their personal examples of how Time Out helped them. When this happens, the children's attitude toward Time Out and self control improves considerably. Then self control becomes everyone's issue and everyone has a tool for gaining self control. Then the point can be made that children and adults experience uncomfortable feelings which can be addressed in positive ways.

Time Out may become the core of classroom management. It should become so integrated into the children's behavior that peace, in fact, does come to the classroom as a whole as well as to each individual.

Some classes are successful in making Time Out a function and task of the students themselves. For example, the teachers may appoint a responsible child as "Captain of Time Out." That captain notes the times and incidents when Time Out would be useful to other students. The captain politely taps the parties involved and reminds them that they might consider the use of Time Out. The captain has no power to enforce the Time Out, only to remind. However, the captain may keep a log of each person who successfully uses a Time Out, whether or not reminded. Each week, awards can be given to the people who use Time Out most often or most effectively. The captain may appoint co-captains for a day or week. These must be responsible youngsters who can politely remind classmates of their opportunity to use Time Out.* In this system, the teacher maintains the right to appoint a teacher's Time Out if there is a need. Sometimes incidents will require more authoritative support for self control and peace making. The captain(s) should understand that the teachers will step in as needed. Overall, however, the Time Out usage becomes integral to class function and classroom atmosphere.

After this has taken hold and several lessons later, children will begin to use Self Talk as part of Time Out. For now, taking a break, getting away, planning, thinking, consulting, resting, are beginning phases in the use of Time Out.

Conclusion:

Remind the children that every lesson will include a period of reporting on uses of Time Out and that Time Out should be used to avoid hitting and fighting. Should there be a lull in reports, have the children report on when Time Out could have been used but was not. Bring the use of Time Out back into the classroom whenever possible. Use this method for improving day to day interactions which everyone can observe and experience. Effective application of Time Out on a regular and ongoing basis should bring about changes in behavior assessments from beginning to the end of the project. Combined with increased awareness of their feelings and new skills such as problem solving discussed in subsequent lessons, the use of Time Out can contribute to more constructive conflict resolution.

**A difficult student may benefit from the responsibility of being co-captain and from the positive influence of the other captain.*

WHAT IS SELF CONTROL & TIME OUT ?

IMPLEMENT THE TIME OUT SYSTEM*Objective:*

Introduce self control activities to be used throughout all the sessions. These should be modified to fit the age group and developmental expectations of the children.

Process:

Time Out. Older children can maintain a log or journal of dates and times of successful use of Time Outs. An example of the Time Out log is provided. Younger children need to remember one example each week. The teacher can note successful use of Time Outs during classroom and playground periods.

Every child should participate eventually. However some could be organically impaired or overwrought with impulse control problems. These children may struggle with motivation and internalization of Time Out. They will require much extra attention from counseling staff and possible referral for added services. Other children will grasp the concept as it becomes the rewarded mode of classroom participation.

When listening to reports of Time Out, some questions can be asked to enhance the reflections of children.

Ask:

- 1) How did you get control after you used Time Out?
- 2) How did you feel after you used Time Out?
- 3) What did the other person do when you used Time Out?
- 4) Did your parents notice you used Time Out? What did they say?
- 5) Did you tell the other person (sibling, friend) that you were using Time Out?
- 6) Can you think of other places in that story when you could have used another Time Out? What are they?
- 7) How does taking a Time Out contribute to peace?

Conclusion:

Time Out to control anger and fighting or violence becomes the key to the entire program. It must be introduced and reintroduced until the children can report their personal use of Time Out on a regular basis. Continue to refer to this section throughout the lesson topics on a regular basis.

IMPLEMENTATION

The following are guidelines for how to use Time Out with a child as a preliminary step before the child internalizes the use of Time Out.

- 1) Time Out is not a punishment, but a device which permits a child, and sometimes an adult, to cool off. It provides children with a chance to think about appropriate vs. inappropriate responses.
 - 2) Do NOT threaten a child with Time Out. It defeats the purpose of the device.
 - 3) Be certain the child understands what is expected of him/her, and under what circumstances he or she should use the Time Out device.
 - 4) Lead the child to using Time Out by defining the problem in as few words as possible and asking the child if s/he doesn't think a Time Out would be a good idea right now. Be calm in tone and manner.
 - 5) Don't forget the children who are using Time Out. If after 3-5 minutes the child has not returned to the activity indicated in step 4, go and ask. "Do you think you are ready to return now?" In general, do not go over to a child if he is crying.
 - 6) If a problem persists, record the child's name, time of day and reasons for requiring frequent Times Out. This is to permit analysis of the problem.
 - 7) When a child is engaged in Time Out s/he needs to be alone. Neither adults nor children should communicate with him/her in any way.
-

ACTIVITY 1

PICTURING TIMES OUT

Objective:

Have children begin to conceptualize what a Time Out is and begin to visualize themselves taking self-imposed Times Out.

Grade Levels:

K-6 adaptable.

Process:

Following are several options to choose from in achieving the above objective. For Options 1-4, you will need paper and colored pencils, pens or crayons. You may ask the children to choose their favorite color or a color that would express for them a particular feeling. Children, as well as adults, often find the use of colors as well as pictures an easier way to express needs, feelings and ideas.

Tell the children that they will be working by themselves at first; then they will either explain their pictures to one person or a small group. If time permits, encourage the sharing of pictures with the full class. Give them a choice among Options 1-4.

For Options 5-6, you will have to carefully select books or magazines with pictures that can appropriately illustrate the point of Times Out. The larger the number and variety of magazine materials, the better and more varied the results.

Options:

- 1) Have children draw pictures of a place they would like to go during a Time Out.
- 2) Have children draw a picture of a place, or thing, or person that makes them feel good or peaceful.
- 3) Have children draw a picture showing how they feel when they need a Time Out.
- 4) Have children draw a picture of themselves taking a Time Out.
- 5) Show pictures from a book or magazine which depicts people who need a Time Out or who may be taking a Time Out. Use that as a starter for discussion and their own ideas for illustrations.
- 6) Have children look through magazines for pictures which illustrate concepts covered in the curriculum so far. Younger children can describe the situation and try to think of Time Out solutions. Older children can use the pictures as starters for writing a short story or skit to be acted out.

Sharing of products at the end of any activity is a good way to review and reinforce curriculum values.

Dear Parents Letter

Dear Parents:

We have begun the Peace Begins With Me lessons and so far we are very happy with the way they are working. Today we introduced a concept called **Time Out**. Time Out has many meanings. It can be used as a punishment to isolate a child for doing something wrong. It can be used in a ball game to stop the action and add new strategy. It can also be used as a "stop and think time" and that's what we're asking your children to do with the Time Out idea that is being presented in the lessons.

When something starts to go wrong, instead of flying off the handle and getting mad or frustrated, we want the children to take a Time Out by themselves. That means the child should stop and think about the best way to handle the problem. We are especially encouraging Times Out as an alternative to fighting and hitting others, but Times Out can also be helpful in overcoming sad and hurt feelings.

Here are some examples of how Time Out might be used. Suppose your child is watching television and his/her brother comes in and changes the channel. Rather than hit or yell or start a fight, this would be a time to take a Time Out and think about the best way to deal with the problem. Maybe it would be best to ask politely to change the channel back, or maybe it would be best to ask an adult to decide. Time Out is a very good way to handle teasing. It is not fun to tease someone who stops and considers the consequences rather than getting mad. The whole idea behind Time Out is to help people take responsibility for their own feelings and behaviors, and to feel more in control of what happens to them. To help teach the children Self Control, we would like your cooperation in supporting them and reminding them about using Times Out.

Thanks for your cooperation. Feel free to call if you have any questions.

WHAT IS SELF CONTROL & TIME OUT ?

NOTES...

POSITIVE SELF TALK ?

LESSON 3**WHAT IS POSITIVE SELF TALK?***Objectives:*

Now that children have had a chance to report on Time Out, the added step of saying Self Talk messages during the Time Out develops more self control. Children will become adept at using Self Talk during Time Out before going on to problem solving or action after an uncomfortable feeling.

Process:

Acknowledge that the number of Time Out reports have increased as the children understand and experience its use. Announce that there is another step to take during Time Out. This is called Self Talk. For younger children, the list can be read aloud. For older children, the list can be shared with each child reading one of the Self Talk messages aloud.

Discuss with the children the importance of "self talk." Describe how Self Talk is what we tell ourselves about ourselves or a situation. It can have a very powerful effect on how we see ourselves and how we feel about ourselves. For example, if we continually tell ourselves that we are ugly, stupid, or miserable, we will come to believe all that we say to ourselves. That becomes a self-fulfilling prophecy. We can also affect positively or negatively how we react to a situation. For example, if we are being questioned about what we are saying or doing, our Self Talk can cause us to feel we have to prove ourselves to those persons, or we can tell ourselves that we are confident about our words and actions and there is no need to prove anything. In short, our Self Talk can either get us in trouble or allow us to leave a situation with a peaceful mind and a reinforced sense of our own value.

5 minutes - Review previous lesson topics to reinforce ideas. What is Self Esteem? What is Time Out?

5 minutes - Introduce the concept of Self Talk to be used during each Time Out.

15 minutes - Develop an activity in which the children personalize the Self Talk messages and have a way to remind themselves of these messages. It is especially fun if the message can be on display around the classroom so that there is no question about these messages and the appropriateness of using them regularly.

5 minutes - Ask the children to keep track of the Self Talk messages they give themselves when they have used Time Out. Remind the children that from now on, the reports of Time Out should include the use of Self Talk as well. Sometimes a demonstration helps to explain the sequence of Time Out and Self Talk.

All of us go through life getting both positive and negative messages about what we do, what we say, how we are. It is impossible to have everyone's approval or to live in an insulated, positive environment. Some people accept all of the negative messages they receive and ignore the positive ones. Those negative messages then become part of their Self Talk. As they go through the day, they continue to reinforce the destructive effect of those negative messages by criticizing themselves.

What you will be teaching the children is how to identify positive and negative messages and to begin replacing the negative ones with Positive Self Talk. It is important that they learn to see themselves as their own best friends. When things are not going well, they need to learn how to count on themselves to be kind, caring, and positive to themselves.

Explain to the children that Self Talk is an important part of taking Time Outs. We take Time Outs when we are feeling stressed, unhappy or about to lose control. It is extremely helpful during these times to stop and think about what is causing us to feel that way and then give ourselves Positive Self Talk to stop the feelings. Once

the bad feelings are gone, we can usually go back and deal with the situation in a way that is peaceful and respectful of the other person. Sometimes Self Talk simply allows us to resolve the feelings and go on. In any case, it is very important to give ourselves Positive Self Talk on a regular basis, and especially to use Self Talk during Time Outs.

Put the Self Talk messages on the board and discuss them with the children. Many programs which teach anger control have the messages printed on small cards which can fit into a wallet or purse. If resources permit, give the children such cards to carry with them. For pre-readers, add a simple illustration that will help them remember each message.

Key Points to reinforce throughout the lesson on Positive Self Talk:

- 1) Positive Self Talk is telling myself that I am OK.
- 2) Positive Self Talk is telling myself that I can be calm when there is trouble.
- 3) Positive Self Talk is telling myself that I can act responsibly no matter what anyone else says or does.

Ask

- 1) Are there any questions about how Self Talk is to be used?
- 2) Does everyone know how to use Self Talk during Time Out?
- 3) Can anyone think of other Self Talk statements which could be included on a personal list? What are they?

Conclusions:

The use of Self Talk will become an automatic response during Time Out. From now on, reports of Time Out should include the child's use of Self Talk as the first step to get control. Problem solving and action can occur after gaining self control. One exception occurs when there is a clear and present danger. The child is not to remain behind to be a punching bag or abused in any way. The child is to go for help immediately, seeking authoritative backup to prevent injury. In these cases Time Out means going for help NOW. The children will become astute at implementing these methods.

What is Positive Self Talk?

- 1. Positive Self Talk is telling myself that I am OK.**
 - 2. Positive Self Talk is telling myself that I can be calm when there is trouble.**
 - 3. Positive Self Talk is telling myself that I can act responsibly no matter what anyone else says or does.**
-

Self Talk

I can stay calm.

I can take a deep breath and calm down.

What others say about me does not matter.

I can make my brain control my mouth and body.

I feel good about myself.

I feel good about others.

I can relax.

I can walk away from trouble.

I do not have to be perfect.

It is OK to feel unsure.

It is OK to not know all the answers.

It is OK to be confused at times.

I cannot make anyone else do anything.

I can accept criticism. No one says I have to be perfect.

I do not have to believe all criticism.

If someone else is angry, I do not have to be angry.

If someone else wants to fight, I do not have to fight.

I can walk away from a fight

I do not have to argue.

I can accept myself.

I love myself.

It is OK to make mistakes. People put erasers on the end
of a pencil for a reason.

I may get angry. Maybe I am scared.

I may get angry. Maybe I feel hurt.

I may get angry. Maybe I feel embarrassed.

I am who I am and I am OK.

WHAT IS POSITIVE SELF TALK ?

ACTIVITY 1

IDENTIFYING SELF TALK SITUATIONS

Objective:

Give the children an opportunity to identify Self Talk possibilities and to understand the feelings as they arise.

Grade Levels:

K-6 adaptable.

Process:

There are several ways to approach this activity, depending upon the group's age and experience. Children may sit in a group and respond to each situation with group discussion. Or they may pair up to discuss the situation, followed by a time when each pair reports to the group for a discussion. The latter approach will encourage everyone involved to think about the situations rather than leaving it to the more verbal students. With more mature groups, teachers may ask for volunteers to take roles to dramatize the situations and show how Self Talk may be used.

Read out the situations one at a time. Ask the children to first explore what the people in the examples may be thinking or feeling in the situation. Second, ask how Self Talk can help them leave the situation feeling peaceful. When designing your own examples, use names that the students can relate to.

Situations:

- 1) Maria gets back a paper that she has worked hard on. The teacher has made no comments on it, written or verbal, only giving a grade of "Satisfactory."
- 2) Johnny is on his way home when he walks by a couple of guys from school who call him a name. (Use typical teasing, taunting names.)
- 3) Nalani is working at home on trying to fix her desk drawer. Her brother comes up to her, takes it away from her and says, "Girls can't fix things like that."
- 4) Keola is helping to clear the table when he drops a glass and it breaks. His father makes a sharp comment about how clumsy he is.
- 5) Karen comes home from school and her mother is impatient and angry about something.
- 6) If time permits and the children are responding well and indicate that they want to continue, ask them if they can think of a time in the last week when something happened when they could have used Self Talk.

ACTIVITY 2

USING POSITIVE SELF TALK

Objective:

Give the children an opportunity to identify situations in which they can use and practice Positive Self Talk.

Grade Levels:

K-6 adaptable.

Process:

As in Activity 1, describe a problem situation that is typical of the particular age group and environment. Use names, places, and situations with which they can readily identify. First ask students to comment on the situations and the feelings they could cause. Then lead the discussion toward the use of Positive Self Talk either to prevent a violent or otherwise undesirable outcome, or to be able to walk away feeling confident and peaceful.

As a follow-up activity, ask students to fold a large horizontal drawing paper in half. On the first side, they should draw an illustration of the problem situation. On the second side, they should draw an example of how Positive Self Talk defused the situation.

Depending upon their personal and developmental abilities, provide students with an opportunity to dramatize the above activity, either as an option to the drawing, or as an extension of the drawing. At first, give the students lines to read or memorize, IF they have trouble thinking of their own. Gradually encourage them to write their own scripts. Older students should be able to write and perform interesting, realistic and sophisticated skits illustrating the benefits of Positive Self Talk. Keep the drawings and scripts handy for possible use during the closing celebration. Parents will not only enjoy seeing their children perform, but the drama is an excellent way of educating parents and reinforcing curriculum values.

Conclusion:

Using Positive Self Talk is a very important part of the process of raising self esteem. Taking Time Outs and using Self Talk will contribute toward living non-violently. It is important to stress self esteem each week as the children report on Time Outs they have taken. Leave the Self Talk message sheets posted where they can be easily seen and referred to on a regular basis and as each opportunity arises.

WHAT IS POSITIVE SELF TALK ?

ACTIVITY 3**NEGATIVE SELF TALK***Objective:*

Raise the level of awareness about negative messages and their effects on self esteem. For very sophisticated students, use the Negative Self Talk worksheet.

Grade Levels:

5-6.

Process:

Give everyone a copy of the worksheet. Ask the children to work alone or in pairs. They can write in their answers, which are to reflect the negative messages a person may be saying because of the event pictured.

Soon after noting the negative messages, it is essential to discuss how Time Out and positive Self Talk could see each character through a difficult event. Lead the discussion.

- 1) For the first picture, what could the student say during a Time Out?
- 2) For the second picture, what could the sad person on the right say that would be positive during a Time Out? (If Self Talk statements have been posted in a prominent place in the classroom, children can simply report what has been taught of the Self Talk statements already.) Has anyone here ever had this experience portrayed?

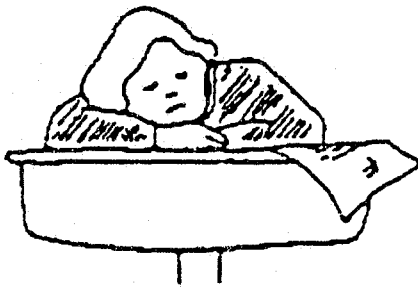
- 3) What positive statements could the person in the lower left say? What difference would those positive Self Talk statements make in the child's interactions with the other two people?
- 4) In the lower right picture, the person needs to be saying positive statements. What might these be? What do you think is happening to that person?
- 5) Do you understand the difference between negative and positive self talk? Do you understand that we are emphasizing the positive qualities about yourself, to be repeated, especially in tough times? Use the positive to accomplish a successful Time Out. In turn, this will help with resisting social pressures as well as some of the other topics and skills we will discuss in the weeks to come.

Conclusion:

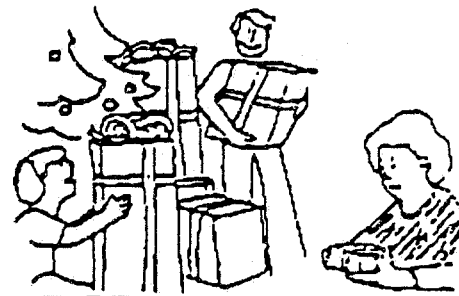
Be selective about using this activity. Only the cognitively developed children will fully grasp this exercise. Use it to encourage in-depth discussions about Self Talk. Be sure that the activity does not inadvertently promote Negative Self Talk. Keep the focus on recognizing it so that it can be discouraged and changed into Positive Self Talk.

Negative Self Talk Worksheet

When things seem to "go wrong" for us, we might find ourselves using a lot of negative "self-talk." This is all of the thoughts we have *about* ourselves, or *about* someone else, that we usually keep inside. Even though we might not say any of it out loud, it might come out in our actions. In each picture below, someone is upset and is having some negative self-talk. Write down what they might be thinking about what is happening.



"I can't do it"
"It's too hard"
"I never do anything right"
"I'm no good"



WHAT IS POSITIVE SELF TALK ?

NOTES...

WHAT IS POSITIVE SELF TALK ?

NOTES...

LESSON 4

EVERYONE HAS FEELINGS

During the past twenty years, the subject of feelings has received enormous attention. Some said let all the feelings hang out. Some criticized if feelings were held in, choked up, or repressed. Some grappled with verbalization of feelings, suggesting that nonverbal expression promotes inadequate recognition of strong feelings. Of particular interest have been love and anger as separate and entwined emotions.

The discussion of women's open expression and men's repression of feelings is certainly a part of the debate on feelings. Women say they need to hear men reveal (or even identify) their feelings, and men say they feel robbed and at a disadvantage from the cultural expectations placed on them with regard to feelings. If we hope to have men and women take responsibility for their feelings, we will need to begin with boys and girls by allowing and encouraging them to express their feelings. We will have to break out of stereotypical notions that girls are more feeling, and boys less so. Children internalize those messages from adults around them.

Children do not inherit genes which allow for verbalization of feelings. Children need to learn the words and acknowledge the sensations that go with feelings. Children learn appropriate responses to strong sensations or emotions. For some families, the exchange of words about feelings has a high priority. For some families, much goes unspoken, but clearly recognized as strong emotions. For others, strong emotions become the focus of expression and problem solving. Some families acknowledge spiritual components to feelings. Some families practice poor impulse control and fear of strong feelings.

Feelings need no positive or negative labels. Perhaps strong and less strong can be helpful adjectives. To suggest that some feelings are bad discredits the human capacity to feel a whole

10 minutes - Ask the children to tell when they used Time Out and Self Talk successfully during the past week. Remember to reinforce non-violence. By this time, one of the children can call on others to tell their stories, developing the leadership which gives the children a sense of autonomy and control. Give equal time to girls and boys. You may help the older student leader to listen closely to the stories by asking him/her to summarize each report as it is offered. This emphasizes understanding.

Present the notion that people can benefit from awareness of how they feel. Young children may simply feel fine, maybe sad or glad. Older children begin to put gut reactions with more words. All of the children can learn new vocabulary to describe feelings.

15 minutes - Develop an activity:

- Activity 1** How do you feel?
Activity 2 Name the feeling

5 minutes - Assign Time Out and Self Talk homework related to when they experience a strong feeling. Ask the children to repeat Self Talk messages during the Time Out. Remind them that there will be more reporting next week.

range of emotions. Perhaps "comfortable" and "uncomfortable" feelings offer a more appropriate description.

Part of self esteem and integral to self control, the first sensations of emotion require recognition. This lesson offers first steps in recognition of common emotions. It suggests that people must take responsibility for the expression of the emotions. Sensing the emotion and expressing it require two different processes. For example, a child may be angry, but does not have to turn blue with a temper tantrum or shout "I hate you" to express the anger. Neither does a child need to be frozen with control. However, practicing appropriate responses builds good habits for the future.

Inevitably, some children report anger and fighting between parents. Generally a child becomes frightened, usually overhearing and sensing the rage amid the explosions. Frequently, the child does not experience the resolution of the fight. Children commonly blame themselves for adult conflict. Children may even try to intervene to break it up, even though they may be powerless to stop the adults. Should a child share these notions, they need recognition and acceptance of their comments. A sympathetic response from the class needs to be followed by referral to a counselor for follow-up.

Comfortable feelings include joy and love, peace and safety. Equal time to these can focus on ways to make them happen. A person needs to notice when such feelings occur, savor them, and look at the circumstances surrounding their development. Emphasize laughter and humor as necessary components to self esteem. Children love to share jokes, play tricks, and tell riddles. Children need to receive the message that laughter receives high priority when many share it at the expense of no one.

Large numbers of books address the various dynamics of emotions. A short bibliography offers some simple guides to broadening the concepts about feelings.

Key points to cover when discussing feelings.

- 1) Everyone has many types of feelings.
- 2) We show our feelings in different ways.
- 3) Each person is responsible for how a feeling is expressed.
- 4) We can express feelings in non-violent and non-abusive ways.
- 5) We can usually control how we feel about something.
- 6) We can usually decide not to be angry or hurt.

Objectives:

Acknowledge that a whole range of personal sensations can be expressed verbally or nonverbally. Encourage children to recognize feelings and label them. Reassure them that it is OK to experience these sensations, but that they must be expressed in non-violent and non-abusive ways.

Everyone Has Feelings

1. Everyone has many types of feelings.
 2. We show our feelings in different ways.
 3. Each person is responsible for how a feeling is expressed.
 4. We can express feelings in non-violent and non-abusive ways.
 5. We can usually control how we feel about something.
 6. We can usually decide not to be angry or hurt.
-

ACTIVITY 1

HOW DO YOU FEEL?

Objective:

Assist the children to develop a vocabulary to express feelings.

Grade Levels:

K-6 adaptable.

Process:

Pass out copies of "How Do You Feel?" Children will identify faces that fit themselves or others after having a few minutes to look over the material. Allow some conversation and comparison of ideas before beginning the class discussion. After the discussion, have materials ready for an art project which will build upon the discussion. Keep the chart clean enough for parents to see distinctions and engage in a discussion with their children. This will reinforce vocabulary building while raising awareness of a broader spectrum of feelings. In the classroom, take an individualized approach to vocabulary building with consideration of personal and developmental abilities and interests.
































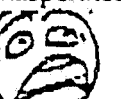
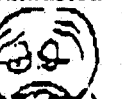
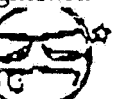


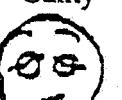
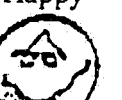
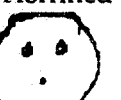
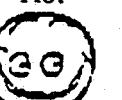
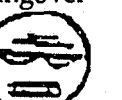



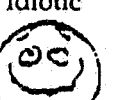

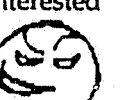
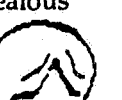
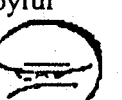


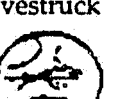
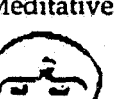

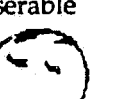
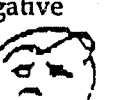
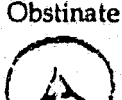

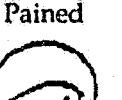
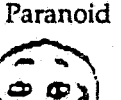
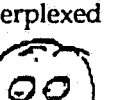
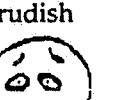
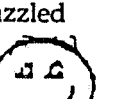


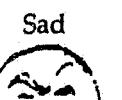
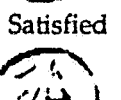
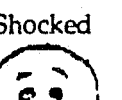
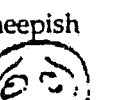
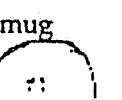
Ask:

- 1) Who will tell what face best represents the way you feel now? What is the name given to that face? (Accept the words used by pre-readers before introducing a new word.)
- 2) Who will tell what face best represents the way you felt first thing in the morning when you got out of bed? What name is given to that face?
- 3) There are comfortable and uncomfortable feelings. Who will point out some faces with comfortable feelings? Who will point out some faces with uncomfortable feelings?
- 4) Please take this chart home with you and discuss it with your family. Who will report back about this family discussion when we have our next lesson?

Conclusion:

Children will become more astute at expressing not only the basic feelings of happy, sad, glad and mad, but also additional and more subtle feelings and emotions with an enlarged vocabulary.

How Do You Feel?

						
Aggressive	Agonized	Anxious	Apologetic	Arrogant	Bashful	Blissful
						
Bored	Cautious	Cold	Concentrating	Confident	Curious	Demure
						
Determined	Disappointed	Angry	Disbelieving	Disgusted	Distasteful	Eaves dropping
						
Ecstatic	Enraged	Envious	Exasperated	Exhausted	Frightened	Frustrated
						
Grieving	Guilty	Happy	Horrorified	Hot	Hungover	Hurt
						
Hysterical	Indifferent	Idiotic	Innocent	Interested	Jealous	Joyful
						
Loaded	Lonely	Lovestruck	Meditative	Mischievous	Miserable	Negative
						
Obstinate	Optimistic	Pained	Paranoid	Perplexed	Prudish	Puzzled
						
Regretful	Relieved	Sad	Satisfied	Shocked	Sheepish	Smug
						
Surly	Surprised	Suspicious	Sympathetic	Thoughtful	Undecided	Withdrawn

ACTIVITY 2

NAME THE FEELING

Objective:

Assist the children in recognizing feelings in situations, naming the feelings, and learning to address the feelings in a positive way.

Grade Level:

K-6 adaptable.

Process:

You can either take the situations which were used in Activity 1 of Lesson 3 or devise situations which have come up in class or are relevant to the school. An alternative is to pair up the students and have them come up with their own situations. Have the children act out situations and play the roles to show the feelings that each person is having. The rest of the group is to guess what the feeling is. It is similar to the game of Charades, but the focus is on feelings. To reinforce the Self Talk messages of the previous lesson, after they have guessed the feeling, have the children help with Positive Self Talk messages.

For younger children, you may want to have a grab bag of feeling words written on small cards. Then ask each child to pick a crayon or colored felt pen to draw something which represents the feeling, also choosing the color that best represents that feeling for them.

EVERYONE HAS FEELINGS

HANDOUTS & BIBLIOGRAPHY

Materials about feelings have mushroomed. Many new books and videos clearly speak to different developmental levels of children. The bibliography can be a personal reference, a resource for the librarian, or a handout to parents. Continue to look for additional titles which come on the market every day.

Books About Strong Feelings

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EVERYONE HAS FEELINGS

NOTES...

NOTES...

LESSON 5

SAY WHAT YOU MEAN OUT LOUD

Children are quick to learn that for them, it just is not wise to always speak out. Children modify their behaviors to read the message, "Say what you mean *sometimes*." Reality requires assessment of each situation and person before presenting an idea. Children may not speak out all the time. They soon assess their chances of being heard, knowing when to retreat and when to use an opportunity. Children quickly learn that some styles of speaking out work and others don't. They also learn that speaking out at home may not be the same as speaking out at school. Different people and different settings limit personal expression. Responsibility should accompany speaking out.

This is America where people have the right to speak out. People have the right to write letters to the editors, to phone in to talk radio shows, to speak at public meetings. Through student council, special committees, and suggestion boxes, children speak out at school. So it seems there are formal and informal rules to govern speaking out.

People need to speak out when danger threatens safety, to express an opinion, to correct injustice and to request what they want and need. People need to speak out to demonstrate competence, to express feelings, and to offer praise and affection.

For some, speaking out comes through silent behavior. Some children withdraw, pout, slump over, stop working, become incontinent, forget homework, refuse food, strike out at others or cry, all nonverbal ways of speaking out. Some adults give similar silent messages. Some families manage messages through traditions and rituals. Speaking out takes many forms.

10 minutes - Review the last lesson's thoughts about feelings. Remind the children that emotions are normal. How emotions are expressed becomes a personal choice.

Ask the children to tell when they used Time Out during the past week.

Ask the children to tell when they used Self Talk messages successfully.

By this time children should be prepared to speak about Time Outs and Self Talk. To add to the discussion skills, ask others:

"Does anyone have a question for (name) about the Time Out?"

"Does anyone have a question for (name) about the Self Talk?"

5 minutes - Develop the idea that what we think needs to be shared with others. Few people read minds. Whether through words or actions, ideas require expression. Encourage the use of "I messages."

10 minutes - Develop an activity:

- Activity 1** Puppet activity
- Activity 2** Assertiveness exercise
- Activity 3** Understanding assertiveness

5 minutes - Assign Time Out and Self Talk homework. Ask the children to take Time Out when they wish to say something to another. Ask the children to repeat Self Talk messages during the Time Out. Ask them to think first before saying what they mean out loud.

Some people cannot say what they mean because it gets scrambled in their thinking or talking systems. Some cannot speak because they stutter. Others cannot hear and subsequently have trouble learning what vocabulary expresses thoughts and feelings. For a variety of reasons and circumstances, people need to learn flexible communication modes with an open mind to grasp and understand personal differences between and among people.

SAY WHAT YOU MEAN OUT LOUD

Self esteem and self-control develop through connectedness with other people. To that end, the person speaking takes a risk in self expression. The speaker must trust both self and sufficiently trust the audience who listens. The speaker develops a sense of timing to know when speaking makes its best impact.

A necessary part of development and learning involves taking the risk of self expression. The tricky part is to learn how and when to be assertive by saying what you mean with confidence because you thought about it first. Acting out your feelings because you are afraid to speak out may cause problems of miscommunication. When we learn to say what we mean, such as, "I feel upset when you ignore my request," we are being open and assertive. If we keep our feelings inside for too long, we may act out our feelings in inappropriate or extreme ways that are aggressive and unacceptable.

These notions present conceptual challenges to children because they involve complex distinction between degrees of assertiveness. Although this is a difficult concept to operationalize, even for adults, by learning the differences and practicing ways of saying what we mean, we can work toward non-violent problem resolution through clearer communication.

Key points to cover when encouraging children to say what you mean out loud.

- 1) Use an "I Message" to say what you mean.
 - 2) Find the right words to say what you mean.
 - 3) Find the right behavior to express what you mean.
 - 4) Recognize when it is wise to remain quiet.
 - 5) Decide on a time to discuss the tough stuff.
-

SAY WHAT YOU MEAN

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-

ACTIVITY 1

PUPPET ACTIVITY

Objective:

Help children practice, through puppets, to say what they feel in an appropriate way.

Grade Level:

K-4.

Process:

Locate or make a set of hand puppets which may be used as characters which are familiar: family members, friends, teachers, principal, school bully, etc. Initiate the activity with ideas about the various puppets: who they might be, what they could be like, where you might meet them, etc. This generates ideas from the children, leaving open the possibilities for numerous creative directions. Ask each child to imagine a character that is different from those already mentioned, encouraging descriptions that are vivid and varied, but real.

Then ask for two volunteers who will decide to be two characters. Younger children will need considerable direction at first, starting with very familiar pairings, i.e. parent-child, sister-brother, teacher-student. A demonstration by the teacher and an aide may be necessary in a less verbal group. Act out typical exchanges which demonstrate ways that people hurt the feelings of others, often unintentionally or unknowingly. Act out pairs of scenarios, the first with hurtful words or actions, the second with a preferred exchange.

Scenario 1: Lani: Hi, mom. I want to show you what I made at school for you today.
Mom: Not now, Lani. I'm busy with the baby.

Lani: But it'll just take a minute.
Mom: Didn't you hear me? I said NOT NOW!
Lani: I hate you. I hate my baby sister.

Scenario 2: Lani: Hi, mom. I want to show you what I made at school for you today.
Mom: Not now, Lani. I'm busy with the baby.
Lani: Can I show you while you're feeding the baby?
Mom: Didn't you hear me? I said NOT NOW!
Lani: I feel like you love my baby sister more than you love me.
Mom: Lani, you're being silly. You know I love you.
Lani: I'm just telling you how I feel when you act like you don't have time for me.

Repeat other two-scenario examples until some children grasp the idea and want to take a turn with their own puppets. Alternate between puppet shows and discussion as time permits, always reinforcing the objective of saying what you mean. Older students are able to build more elaborate shows and skits ranging from spontaneous shows to short skits with scripts. Adjust your activities to the group's interests and capabilities.

Conclusion:

Puppets, skits, or a pair of telephones help children speak in another voice which is usually revealing of feelings and experiences. Listen carefully for the messages and relate them to the focus of this lesson. Listen also for clues which may flag a referral possibility.

SAY WHAT YOU MEAN

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SAY WHAT YOU MEAN OUT LOUD

ACTIVITY 2**ASSERTIVENESS EXERCISE***Objective:*

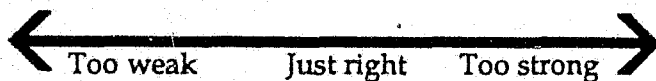
Make saying what you mean and being assertive a double task.

Grade Level:

4-6.

Process:

Write out separately, "Passivity," "Assertion" and "Aggression." Explain what these are and how they differ in character and degree. Then draw the following figure on the board:



Ask the children where they think each of the three words should go above the line on the spectrum.

Start as the role model by asking for a volunteer. First ask the volunteer to step on your toes while walking in front of you. As the child steps on your toes, assume the first posture of very intimidating body language as you shout, "Why did you do that? See what you did? How dare you step on me?" The volunteer and observers will probably be shocked and noisy. Settle the group.

Ask:

- 1) Was my response passive, assertive or aggressive? The children should agree you were aggressive.

Next ask the same volunteer to walk on your foot again. The child may be reluctant to try again. Offer encouragement. When the child walks on your toe this time, say, "Hi (child's name)." Look at your foot calmly, but smile sweetly at the child. Inquire about his health.

Ask:

- 2) Was my response passive, assertive or aggressive? The children should agree you were passive.

Now write out, "I feel...because...I want (the following change)..." Ask the volunteer for one more pass at your toe. This time say, "I feel hurt and annoyed because you walked on my toe. I want an apology."

Ask:

- 3) Was my response passive, assertive or aggressive? The children should agree you were assertive.

Explain more about assertiveness. Then invite the children to try their own assertive responses. Bar all future aggressive and passive responses from now on. Encourage the I-messages by using the formula "I feel...because...I want..." Use the scenarios from the worksheet "How Mad Do You Get When?"

Conclusion:

Remind the children to practice being assertive. If Time Out has become an effective habit by now, the children will have a tool to help think about being assertive before carrying it out. Discuss the relationship between assertiveness and self esteem.

Dear Parents Letter

Dear Parents,

Today's *Peace Begins With Me* lesson was about how to become assertive. We'd like you to know what was taught. First of all there are three ways to handle it when someone does something you do not like. You can be passive and ignore the problem and hope it will go away. This does work well with teasing. You can also become aggressive. That means that when someone does something wrong to you, you can call names, yell, scream, or start a fight. This is not usually the best way to deal with problems. Then you can be assertive. This means that you tell the person how you feel about what they did, and politely tell them what you want instead. For example, suppose you are watching a television program and someone changes the channel. Being assertive means that you would say, "I feel angry when you change the channel of the program I am watching. Would you please change it back?" Being assertive does not always work. However we feel it has the best chance of getting what you want without hurting anyone else. So, we would appreciate it if you would encourage your children in practicing being assertive this week.

Thank you for your cooperation!

SAY WHAT YOU MEAN OUT LOUD

How Mad Do You Get When?

Name _____ Date _____

How Mad Do You Get When?

Circle Answers

1. **Someone bawls you out for playing in the street?**
Grumpy · Angry · Very Angry ·
2. **Someone won't play with you?**
Grumpy · Angry · Very Angry ·
3. **A big kid pushes you down?**
Grumpy · Angry · Very Angry ·
4. **Your teacher scolds you for running in the hallway?**
Grumpy · Angry · Very Angry ·
5. **Your little brother or sister bothers you while you are busy with something else?**
Grumpy · Angry · Very Angry ·
6. **You can't make something stay together as well as the directions on the box say it should?**
Grumpy · Angry · Very Angry ·
7. **Someone tells your mother that you did something you shouldn't do?**
Grumpy · Angry · Very Angry ·
8. **Someone says you did something you didn't do?**
Grumpy · Angry · Very Angry ·
9. **Two older kids take something of yours and play keep-away?**
Grumpy · Angry · Very Angry ·
10. **A boy or girl you fight with gets a prize at school?**
Grumpy · Angry · Very Angry ·

Which of all ten of these makes you the most angry? What do you usually do when this happens?

Write about the time you felt the most angry in your life. Tell what you did about your anger.

HANDOUTS

The lessons in the following sheet "A Memorandum From Your Child" usually impress parents. Some post ideas on the refrigerator door. Some relate to their own childhoods and wish there had been such messages then. Consider sending this handout home to each family.

As role plays become more spontaneous, it helps to set a few guidelines for developing a presentation. See the simple guidelines called "Role Plays."

As a background piece on "Assertiveness," note the following pages in this lesson. Time Out and the specific topics of these lessons lend themselves to assertiveness material. Adjust the situations up or down to be appropriate to the age, developmental level and cultural characteristics of the group. In general classroom operations, use assertive approaches such as I-messages. In this way, communication is direct and cooperation is enhanced. The teacher is modeling how to take responsibility for his/her thoughts, needs, feelings.

SAY WHAT YOU MEAN OUT LOUD

A MEMORANDUM FROM YOUR CHILD

Re: Me

- ___ 1. Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.
- ___ 2. Don't be afraid to be firm with me. I prefer it. It lets me know where I stand.
- ___ 3. Don't use force with me. It teaches me that power is all that counts. I will respond more readily to being led.
- ___ 4. Don't be inconsistent. That confuses me and makes me try to get away with every thing that I can.
- ___ 5. Don't make promises; you may not be able to keep them. That will discourage my trust in you.
- ___ 6. Don't fall for my provocations when I say and do things just to upset you. Then I'll try for other such "victories."
- ___ 7. Don't be too upset when I say "I hate you." I don't mean it; but I want you to feel sorry for what you have done to me.
- ___ 8. Don't make me feel smaller than I am. I will make up for it by behaving like a "big shot."
- ___ 9. Don't do things for me that I can do for myself. It makes me feel like a baby; and I may continue to put you in my service.
- ___ 10. Don't let my "bad habits" get me a lot of your attention. It only encourages me to continue them.
- ___ 11. Don't correct me in front of people. I'll take much more notice if you talk quietly with me in private.
- ___ 12. Don't try to discuss my behavior in the heat of a conflict. For some reason my hearing is not very good at this time and my cooperation is even worse. It is all right to take the action required; but let's not talk about it until later.
- ___ 13. Don't try to preach to me. You'd be surprised how well I know what's right and wrong.
- ___ 14. Don't make me feel that my mistakes are sins. I have to learn to make mistakes without feeling that I am no good.
- ___ 15. Don't nag. If you do, I shall have to protect myself by appearing deaf.
- ___ 16. Don't demand explanations for my wrong behavior. I really don't know why I did that.
- ___ 17. Don't tax my honesty too much. I am easily frightened into telling lies.
- ___ 18. Don't forget that I love and use experimenting. I learn from it; so please put up with it.
- ___ 19. Don't protect me from consequences. I need to learn from experience.
- ___ 20. Don't take too much notice of my small ailments. I may learn to enjoy poor health if it gets me much attention.
- ___ 21. Don't put me off when I ask HONEST questions. If you do, you will find that I stop asking and seek my information elsewhere.
- ___ 22. Don't answer "silly" or meaningless questions. I just want to keep you busy with me.
- ___ 23. Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.
- ___ 24. Don't ever suggest that you are perfect or infallible. It gives me too much to live up to.
- ___ 25. Don't worry about the little amount of time we spend together. It is how we spend it that counts.
- ___ 26. Don't let my fears arouse your anxiety. Then I will become afraid. Show me courage.
- ___ 27. Don't forget that I can't thrive without lots of understanding and encouragement; but I don't need to tell you that, do I?
- ___ 28. Treat me the way you treat your friends: Then I will be your friend, too!

Adapted from "The King's Business Magazine" published by The Bible Institute of Los Angeles, Reproduced with permission from Ken Marlin, Practical Parenting Publications, Box 1635, Columbia, Missouri, 65205

ROLE PLAYS

*Excerpted from
STD, including AIDS, Teacher's Guide*

Role Play is the logical progression from discussing a life situation; it makes the personal identification with the issue even stronger. While safely remaining "in character" students get actual practice in the behaviors we advocate.

Sometimes a class is ready to role play right away. Sometimes more preparation is required. The role play handout on the following page provides time and space for forethought and planning. It could be presented as homework, the best script enacted in the class.

GUIDELINES FOR ROLE PLAYING

FOR THE ROLE PLAYERS

Identify with the Character
Feel, act and talk like the person.

Be Spontaneous
Do not try to decide in advance everything you will say or do.

Focus on the role players and forget the rest of the group.

FOR THE REST OF THE CLASS

Identify with one of the Players.
Pretend you are in their role and feeling what that character is feeling.

Don't Criticize the acting. Keep your attention on the action of the play itself.

Keep in the Background.
Don't distract the players by comments, gestures or laughter.

SAY WHAT YOU MEAN OUT LOUD

ACTIVITY 3**UNDERSTANDING
ASSERTIVENESS****Objective:**

To help students become aware of how assertive, nonassertive and aggressive behavior affects themselves and others.

To enhance students' ability to use assertiveness as an option in communicating with others.

Grade Level:

2-6.

Materials:

Situation handout

Assertive, nonassertive and aggressive behavior handout

Process:

Explain to students that we can respond to situations in many ways. We can be assertive, nonassertive or aggressive. All three types of behavior may be appropriate at different times. The purpose of this activity is to see how assertive, nonassertive and aggressive behavior affects ourselves and others. Much of the behavior we see in our society is either nonassertive or aggressive. We want to look more closely at assertiveness as an option. Review these definitions:

Assertive behavior involves the direct expression of one's feelings, needs, opinions or legitimate rights without being punishing or

threatening to others and without infringing upon their individual rights. Eye contact, facial expression, body posture, tone and loudness of voice are nonverbal behaviors that express one's feelings and opinions honestly and directly rather than counting on the other person to read one's mind.

Non-assertive behavior is failing to express one's feelings, opinions, needs or preferences, or expressing them in an indirect manner. A statement such as "I suppose we could go to the dance" represents an indirect verbal communication in which the other person must infer what the opinions or needs of the speaker really are. Nonverbal behavior you may see are nervous or inappropriate body movements, avoidance of eye contact, hesitant speech pattern, tense body posture and low voice level. Behaving nonassertively in a situation means restricting or denying one's own rights because of failure to express one's feelings. Nonassertive behavior places the responsibility for making decisions on the other person.

Aggressive behavior is expressing feelings and opinions in a way that is punishing, threatening, assaultive, demanding or hostile. Direct verbal aggression would include name calling, threats, verbal assault, humiliation and hostile remarks, sarcasm and malicious gossip. Nonverbal aggression may include threatening or hostile gestures and physical assault. One who engages in aggressive behavior disregards or infringes upon the other person's rights. There is little or no consideration of the feelings and rights of the person who is the object of the aggression. The person who behaves aggressively assumes the responsibility for the consequences of his/her behavior.

- Pass out assertive, nonassertive and aggressive behavior handout. Tell students they can use it as a guideline during the activity.

SAY WHAT YOU MEAN OUT LOUD

- Divide the students into an equal number of groups (3-4 students per group). Give half the groups situations 1 and 2 (A groups) and half, situations 3 and 4 (B groups). Tell students to think of an assertive, nonassertive and aggressive response to both situations. The group members need to agree on the examples. Tell them they will be sharing their responses with another group. Allow 10 minutes.
- After 10 minutes, combine each A Group with a B Group. Have each group read one of its situations and the three types of responses. Ask them to then discuss what a person might be feeling or thinking when using an assertive, nonassertive or aggressive response. Allow 10 minutes.
- After 10 minutes, have groups share their second situations and responses. Once both groups have shared, ask them to discuss what a person might be feeling or thinking when s/he receives the three different types of communication. Allow 10 minutes.
- Reconvene the large group and discuss:
 - a. What were some of the reasons people gave for *using* assertive responses? nonassertive? aggressive?
 - b. What were some of the *reactions* people had to assertive responses? nonassertive? aggressive?
 - c. Why would someone choose to use one type of communication or response over others?
 - d. When does assertiveness work best?
 - e. What signs can you look for in yourself to check if you are being assertive instead of nonassertive or aggressive (i.e., tone of voice, intent of message, body posture)?
 - f. When might a nonassertive or an aggressive behavior be more appropriate or the best option?

Summary:

During this activity we looked at assertive, nonassertive and aggressive responses and their effect on self and others. Learning assertiveness skills can expand our options for dealing with situations and be useful in enhancing communication in relationships.

Developed by ETR Associates, Santa Cruz, CA.

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FLEducator, Winter 1987/88.

SAY WHAT YOU MEAN OUT LOUD

AN OPTION IN COMMUNICATION

ASSERTIVE, NONASSERTIVE AND AGGRESSIVE BEHAVIOR

ASSERTIVE (Straight Talker)

Speech and Voice

Honest statements; direct and to the point.
Smooth, flowing speech pattern.
Clear, firm, relaxed voice that is loud enough to hear but not too loud.
Voice not monotonous.

Eyes

Open with direct, comfortable eye contact but not staring.

Posture

Well balanced, straight-on, "good" posture; relaxed.

Hands

Relaxed motions; gestures are appropriate.

Examples of Behavior

Giving compliments; accepting compliments; asking for what you want; saying no to requests; controlling temper when people get angry and yell; starting, continuing and stopping conversations; receiving criticism without getting angry.

NON-ASSERTIVE (Doormat)

Speech and Voice

Lots of apologies and "ums", "ers" and "I means."
Not coming to the point or "beating around the bush."
Lots of throat clearing.
Soft, wavering voice.

Eyes

Downcast or looking away.
Pleading.

Posture

Leaning for support; stooped; excessive head-nodding.
Holding on to oneself.

Hands

Fidgety; fluttery; handwringing; picking at fingernails.

Examples of Behavior

Denying compliments; saying yes when you want to say no; going along with others when you don't want to; apologizing for something you didn't do; deciding you can't do something before you've tried.

AGGRESSIVE (Bulldozer)

Speech and Voice

"Loaded" words that start fights.
"You" messages.
Superior or put down words.
Sarcastic or smart aleck speech.
Tense, loud voice or cold, deadly quiet voice.

Eyes

Narrowed, cold, staring, not really "seeing" you.

Hands

Clenched; fist pounding; finger-pointing; abrupt gestures.

Examples of Behavior

Yelling; put downs; name-calling; interrupting; demanding; giving orders; ignoring people; hanging up on the phone on people; walking away when someone is talking.

ASSERTIVE, NONASSERTIVE AND AGGRESSIVE BEHAVIOR

STUDENT WORKSHEET

1. A new person/family has just moved in next door. You really want to meet him/her/them. You say:

2. You walk by someone in the hall and they tease you or call you a name. You say:

3. Your friend wants you to go to a party that you don't want to attend. He keeps insisting, giving you one argument after another about why you should go. You say:

4. A friend wants you to do something you know you shouldn't. You say:

SAY WHAT YOU MEAN OUT LOUD

NOTES...

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LESSON 6

WALK IN SOMEONE ELSE'S SHOES

The capacity to walk in the shoes of another underlies peaceful relationships. Although associated with more emotionally developed persons, empathy can be developed in very young children. People who can walk in the shoes of another are less likely to beat them up because they are less likely to attack someone they understand and identify with. Developing a capacity for empathy is a key to basic prevention efforts with young children, who can eventually apply what they know in practical ways.

Association with adults who express and practice empathy will enhance a child's capacity. Family and teachers can do much to influence a child's thoughtfulness, kindness and consideration. Even though many children and teens tend to be self-centered, they can learn some practical joys of giving, understanding and enhancing their interpersonal relationships. These skills should be nurtured equally in boys and girls.

Life experiences affect children, who may feel empathy at an early age. A youngster who experiences the death of loved ones, loss of pets, illness, or relocation may become wiser sooner. S/he may appreciate people as they are, setting people-priorities ahead of self and material gains, and making greater efforts to express frustration and anger in appropriate ways.

The key dynamics of re-educating people who are violent include empathy awareness in addition to Time Out/Self Talk and a change in sexist attitudes and behaviors. The earlier children develop these capacities and skills, the more likely the children are to contribute to a peaceful family life. The children can be expected to practice these attitudes and behaviors in the classroom.

10 minutes - Review the last lesson, thoughts about assertiveness, emphasizing key points and objectives.

Ask for the reports of Time Out and Self Talk used with success since the last lesson. Keep a tally of these reports. Compare the number of reports with the previous week.

5 minutes - Develop the idea that it is vitally important to nurture the skill of walking in another's shoes. Younger children will think that means if two children have the same kind of shoes, they might wind up exchanging the wrong pair. Younger children may also think this means to be like your dad or brother, e.g. walk in dad's shoes. Those interpretations are good starts to develop the concept of empathy, understanding and appreciation for another's experience.

10 minutes - Develop an activity:

- Activity 1** Step into my shoes
- Activity 2** Understand a crisis
- Activity 3** Empathy and trust combined
- Activity 4** Empathy has an impact on decisions

5 minutes - Re-emphasize Time Out as homework. Underscore the notion that Self Talk helps to establish calm and readiness to think before going on to decisions and action related to what has happened.

Empathy awareness starts with, "How would you feel if Johnny did *that* to you?" This comes after Sammy has socked Johnny in the arm. Sammy doesn't really understand the full meaning of the question. However, adults should NOT sock Sammy to make the point. Sammy should pay some consequence, even if he later empathizes and apologizes.

Empathy education develops if more inquiries pursue thoughtfulness about what life is like for others. Teasing is endless among children. If teasing could be abolished in the name of empathy, the world would be a better place. Children have not developed the full ability to judge the impact of their words. The children may make attempts at humor and jokes which result in offense toward other individuals or groups. Develop wit and humor among children as a strength which drains away frustration, but causes no one harm. Attempt to erase all teasing by offering other models for appropriate interaction.

Key points when teaching empathy:

- 1) Notice how teasing hurts others.
 - 2) Show others how you understand that there are many ways to be in this world.
 - 3) Learn to walk in someone else's shoes.
 - 4) Find many ways to express your empathy.
-

WALK IN SOMEONE ELSE'S SHOES

WALK IN SOMEONE ELSE'S SHOES

- 1. Notice how teasing hurts others.**
 - 2. Show others how you understand that there are many ways to be in this world.**
 - 3. Learn to walk in someone else's shoes.**
 - 4. Find many ways to express your empathy.**
-

ACTIVITY 1

STEP INTO MY SHOES

Objective:

Literally walk in another's shoes to begin to understand and express another's point of view.

Grade Level:

K-6 adaptable.

Process:

Find or improvise several pairs of shoes or boots to bring to class. Make them available for volunteers to step into AFTER considerable discussion about the different backgrounds (cultural, economic), situations (handicap, injury), roles (teacher, parent, policewoman) and other differences among people who come together. Without extensive preparation for the activity, especially among young children, the point of the lesson will be lost to the fun and hilarity of trying on the shoes.

- 1) What do you feel like now that you are in _____'s shoes?
- 2) What kinds of things are you in charge of when you wear these shoes?
- 3) What does _____ want from _____? (student, child, robber, patient)
- 4) What does _____ feel like when _____ does not listen?
- 5) What does _____ feel like when someone teases her/him?
- 6) Would you like to be in _____'s shoes all the time? Why not?
- 7) When is life hardest for _____? When does _____ want to run away and not talk to anyone?

The possibilities and levels of sophistication are numerous. Older children can write skits or plays. Encourage thoughtful creativity to reinforce the concept of understanding and empathy.

WALK IN SOMEONE ELSE'S SHOES

ACTIVITY 2

UNDERSTAND A CRISIS

Objective:

Enhance the ability to understand critical situations as a part of growth and wisdom.

Grade Level:

4-6.

Process:

- a. Pair up students
- b. Have students discuss a "crisis" that happened in their lives.
- c. Pose these questions:
 1. What happened to you?
 2. What changes did the crisis bring about?
 3. What problems resulted?
 4. How did you feel at the time?
 5. How did you manage to handle the change?
 6. Did you have anyone to talk to or be with?
- d. If students cannot think of any, suggest these as possibilities: death in the family; divorce of parents; senile grandparent living in the household; forced to move into a new neighborhood and change schools; failure to be promoted to the next class; caught smoking; parent getting remarried; parents spending a lot of time away from home; parents hitting each other; getting lost at a shopping center.

Questions:

- 1) How did it feel to share with someone?
- 2) Have you ever shared a problem with someone before?
- 3) Can you imagine going to someone, anyone you choose, again, if you have a problem and need support?

Summary:

It is a good exercise to have students see that sharing feels good. Carrying around problems alone is a lonely feeling. When students take the risk, they can see that they are still accepted and liked even if they have problems. If they experience such relief and acceptance once, they may be likely to reach out again. Be prepared to help students who have difficulty with this exercise. Some students may have difficulty sharing and other students may have difficulty handling the information. Referrals to the school counselor may be indicated.

ACTIVITY 3

EMPATHY AND TRUST COMBINED

Objective:

Experience understanding, empathy and trust in a brief exercise.

Grade Level:

4-6.

Process:

- a. Teacher brings in blindfolds.
- b. Ask students who wants to participate.
- c. Students get in pairs with someone they don't know well.
- d. This exercise can best be done on a grass playground. Have one student be blindfolded. Have the other students lead the blindfolded person around for a minute or two.
- e. Have "leader" be aware he must insure the safety of the "blind" person.
- f. He shall do this by: having blind person hold his bent arm; walk slowly, at a pace blind person says he is comfortable with; describe everything verbally that the blind person might touch before they get there; and describe any ups or downs in the path before they get there.
- g. Write all the instructions on the board and model the behavior before you go out to the playground.
- h. Have the students switch after two minutes.

Questions:

- 1) How was it for each of you?
- 2) How does it feel to depend on someone that much?
- 3) Are you aware of depending on others that much? For what kinds of things?
- 4) Do you trust the person, a little bit more now for the good job s/he did in leading?
- 5) Would you be inclined to trust that person in other situations?
- 6) Do you respect the person for the good job s/he did in leading you?

Conclusion:

Each person must be trustworthy and available to trust and accept the differences of another. Each person must be able to exercise some degree of trust in others in order to develop a sense of empathy.

WALK IN SOMEONE ELSE'S SHOES

ACTIVITY 4

EMPATHY HAS AN IMPACT ON DECISIONS

Objective:

Learn to integrate empathy into everyday experiences to make it work in human relationships.

Grade Level:

4-6.

Process:

Have students get into groups and act out skits:

- a. *Situation:* A friend's mother is very sick. The friend is worried, but unhappy at the same time because of the extra work and not being able to be with her friends as much.

Roles: Two friends

- b. *Situation:* A boy in class is not very athletic but is talented in art and music. A group of tough boys call him names because of his slim build.

Roles: Two friends who are good at sports

- c. *Situation:* Your friends are making fun of a new kid in class who wears thick glasses. Your friends want to take the glasses and hide them.

Roles: Several friends

Questions:

- 1) How did you feel about the things people did in the skits? How fairly do you think that _____ was treated?
- 2) Think about how _____ was treated. How would you have felt?
- 3) What would you have done?
- 4) When you think of how a person feels, how does it affect your choices about how to behave?

Conclusion:

It is useful for students to act out skits. It allows them to watch behaviors and situations that have the potential for affecting decision making. By connecting their decision making with feelings, children begin to lay the foundation for empathetic thinking. Thinking a situation through and experiencing the consequences, as well as listening to another's feelings (relief, sadness, frustration, shame) expands a person's ability to make good decisions based on empathy. Ask open-ended questions in order to get thoughtful responses.

WALK IN SOMEONE ELSE'S SHOES

NOTES...

LESSON 7

PARENTS ARE PEOPLE TOO

During the past ten years, the Mental Health Association developed an annual theme called "Children Are People, Too." Recognizing the personhood of each human being, young or old, contributes to positive self esteem and self control. When one can walk in the shoes of another, one can develop empathy and understanding.

To be cognizant of another's feelings and rationale accelerates development of young children and adolescents. Children can also learn the behaviors associated with understanding parents as people. Children can practice respect, courtesy, and obedience, as well as appropriate expressions of frustration. Children can learn to notice a human being when there is interaction. Children usually know such sayings as "Treat others as you would have them treat you" or "What if your dad lost his job like Johnny's dad did?" To the extent that the children are treated as less-than-persons at home, those children will have greater difficulty in reaching out to their parents. At least they can be asked to treat their teacher as a person.

When parents and teachers take on human qualities and allow these to show, the adults can continue to maintain responsibility and continue as authorities for children. The adults can continue to be in charge even though a realistic human relationship exists. Being equal as persons does not imply that all else is equal in power, decision making and responsibility. Dad and child may both hate to eat peas, but a different consequence may occur.

Parents get upset. Parents want their children to experience life with improvements over what they had as children. Parents sometimes forget what it was like to be a child. Some parents treat children as miniature adults,

10 minutes - Review self esteem, self control, and other concepts. Ask for reports from the children. Ask them to tell how they used Time Outs and Self Talk during the week.

One method for speeding the pace of the discussion is to point to each child in turn: "Do you want to share and participate?" If not, that is OK. Go on to the next child: "Do you want to share and participate?" If yes, "How did you use Time Out? Give one example. How did you use Self Talk?" Go on to the next child.

2 minutes - Develop the idea that parents and teachers are people, too.

8 minutes - Develop an activity:

- Activity 1 Classroom Discussions
- Activity 2 What Would You Do?
- Activity 3 Revolving Author
- Activity 4 What Mothers Do
- Activity 5 Family Drawing

5 minutes - Give the same Time Out homework. Ask the children to include their parents and ask for help from their parents. Remind the children that more of them will get a chance to tell their positive experiences next time.

forgetting that certain behaviors are neither realistic nor possible at certain stages of development. Parents usually maintain a broader perspective and can see consequences far beyond the perspective of the children. Children can learn that many views exist for any circumstance. It is the parents' values and perspectives that usually prevail. Note that no parent sets out to be a bad parent. By the same token, no child sets out to be a bad child.

Parents can become team members and advocates on behalf of children. Parents and teachers can work together to offer a greater sense of security and predictability to the children.

A bibliography offers resources to develop this notion. Teachers may also find it helpful to make copies of the parent handouts included with each lesson. These can be sent home with the children. Parents naturally appreciate being informed and may be more interested in closer ties with the teacher as a result.

Key points to cover in establishing that parents are people too:

- 1) Parents have feelings just as children do.
- 2) Parents have likes and dislikes just as children do.
- 3) Parents try very hard to make a good home for their children.
- 4) Parents make mistakes.
- 5) Parents need to hear positive messages about themselves.

Objective:

Each child will offer at least one idea that shows some intellectual knowledge and empathy that parents and adults have personalities and feelings too.

Parents Are People Too

1. Parents have feelings too.
 2. Parents have likes and dislikes too.
 3. Parents try very hard to make a good home for their children.
 4. Parents make mistakes.
 5. Parents need to hear good things about themselves.
-

PARENTS ARE PEOPLE TOO

Chorus

Don't you know your mom and dad are persons,
They're special just like you.
We all belong to the human race.
Parents are people, too.

Verses

Your mom is only human
Like sometimes she has to sneeze.
Your father sometimes acts like you
When he hates to eat his peas.

Your mom is sometimes angry.
Your dad is sometimes blue.
They both have feelings just like you.
Parents are people too.

Your parents have needs like you do -
To rest, to think, to eat.
They also need respect and love
To make their life complete.

Your parents are not perfect.
They have their belly aches.
They sometimes have accidents like you.
They even make mistakes.

PARENTS ARE PEOPLE TOO

ACTIVITY 1**CLASSROOM DISCUSSIONS***Objective:*

Encourage the children to talk about their parents in a sharing atmosphere. Increase awareness of parents' roles and responsibilities. The younger children will focus on concrete tasks and the older ones will begin to appreciate what it takes to be a parent. Acknowledge and understand parents' fallibility and capacity to make mistakes.

Grade Level:

K-6 adaptable.

Process:

Listening and responding will be essential skills to holding these discussions. There are many ways to go about approaching the subjects.

1) Ask the children to tell what their mothers, fathers, aunties, uncles, grandparents do for them. List these favors and tasks on the blackboard or on the transparency for an overhead projector.

Do mothers and fathers do different things at home? What are the things that moms and dads do? Can you help both your mother and your father? Can you learn the things that both your parents do?

Do you show your moms you care about them in one way, and your dads in another? Why is that? Can you express to both your mom and dad that you love them?

2) Ask the children how they help their parents. Write the list for them to see.

3) Ask the children to name the kinds of mistakes a parent might make. List these. Reality suggests that children may experience their parents as mean — either because that is the child's name for discipline or because some emotional and physical abuse takes place. Other children may want to discuss humanness in parents when it turns to negative interaction. Be prepared to point out various factors associated with adult negative behavior, e.g., stress, sleeplessness, illness, worry. Sometimes drug and alcohol abuse enter in and sometimes personality type. Once in a great while, a child may reveal some substantially abusive-sounding activity at home. The counselor and principal should be advised so that they can take appropriate steps.

4) Ask the children to name the different kinds of families that exist. Emphasize that all the differences are OK. For example, what is a family? What is a parent? Some families may have one parent present; others may have two. Some children may live with grandparents, aunts, uncles, foster families. Employ caution when asking children to name with whom they live in front of the whole class since this may be a sensitive issue for some. Some may have siblings or a non-relative living with them. List all the differences all of the children can think of.

5) Talk about how the children show their parents or caretakers that they care.

6) Discuss how parents and children are the same and how they are different. List these in two columns.

Conclusion:

Try to include each child in some portion of the discussion. Make sure each has the option to speak or refuse to speak. Talking in generalities or in the third person helps to keep a lid on personal information which often spills out in this kind of discussion. Conclude the time with an emphasis on parents and their need for understanding.

ACTIVITY 2

CASE STUDIES—WHAT WOULD YOU DO?

Objective:

Give children an opportunity to work with each other in recognizing difficulties some children may experience with their parents and possible solutions.

Grade Level:

3-6.

Process:

Read one or both (time permitting) of the following case studies. In a group discuss them with the questions:

- 1) What are some alternatives in this situation?
- 2) What are possible consequences for each of the alternatives?
- 3) What would you do in this situation?

Case Study 1

Mary is 14 and in the 9th grade. Her father is an alcoholic and often beats her up when he is drunk. Her mom is afraid of her husband and can do very little to help Mary. Mary and her mom are close and often talk together about many things. Mary has a 12-year old brother and an 8-year old sister. Often Mary comes to school tired and her homework is not finished because she was beaten up by her father or her parents' yelling kept her up all night.

Case Study 2

Pam, 14, Brad 10 and Troy 8, live with their father and stepmother. Their biological mom was divorced from dad three years ago and lives in another part of the state. They see mom infrequently because of transportation problems. The children are unhappy with their stepmom because they feel she expects too much of them and asks them to help with too many chores. Their father spends a lot of time with stepmom but gives the kids very little attention. Pam seems to have a great deal of responsibility for taking care of Troy and Brad. Sometimes she feels like running away from home. What are some alternatives you can suggest to help solve Pam's problem? What are possible consequences? What would you do if you were Pam?

Conclusion:

Children may be experiencing situations very similar to the ones in the above case studies. If discussion reveals significant problems for a child, be sure to consult with the school counselor.

PARENTS ARE PEOPLE TOO

ACTIVITY 3**REVOLVING AUTHOR****Objective:**

Elicit information about a child's feelings and concerns about the family in an indirect way.

Note that one needs to be able to be privately cognizant of the themes expressed in various activities. It is especially important to *withhold judgment*. Children can experience these activities as a creative release of feelings. If a particular child conveys ideas connoting a common theme of feelings or concerns, it may be appropriate to consult with the school counselor or other helping professional for more guidance.

Note also that these activities have been adapted to the topics of parents. The activities can be adapted easily to other topics as well.

Grade Level:

3-6.

Process:

Seat the group in a circle. If the class is large, divide into smaller groups of ten or twelve each. One child initiates the story with "Once upon a time..." It should be clear that the topic will be parents and families. After 15 seconds, the leader or timer calls "next" so that the next child can pick up the story. The story can grow until an appropriate ending.

If there are some extra tape recorders and blank cassettes, each group can pass a tape recorder to record the story for playback and listening. (When violent or disturbing messages are presented, the story can be redone or taped over to create a different scenario and outcome. This experience offers the children some control over dreadful ideas.)

In some cases, children may be encouraged to use a blank cassette at home where each child can create a personal story for playing later to everyone. For this lesson, the topic should continue to be parents, but be very cautious about crossing the line of invasion of family privacy.

Questions to the children may include the following.

- 1) It sounds as if people were having fun during this activity. What was the meaning of the laughter? Embarrassment? Humor? Laughing at self? Surprise at the sound of your voice?
- 2) What is a fantasy? Did any story about mom and dad or about a parent include a fantasy? How do people use fantasy in their lives?
- 3) Can anyone name some of the feelings which were reported in the stories?
- 4) Does anyone have a new ending for any of the stories told? Please tell what your different ending would be.

Conclusion:

Explore the notion that parents and families evoke feelings and concerns for children. Encourage verbalization and expression of feelings and concerns. Provide a nonjudgmental and non-evaluative framework for expression of these feelings and concerns. Refer the child to a counselor when themes and patterns of concern emerge.

ACTIVITY 4

WHAT MOTHERS DO

Objective:

Continue to challenge stereotypes and often-repeated ideas that have little basis in fact.

Grade Level:

5-6.

Process:

Bring up more questions and ask many children to respond.

- 1) Explore the statement, "My mother doesn't work. She stays home."

Ask further:

What kind of tasks, work does she do all day? Ideas include:

- a. How much does it cost to hire a baby sitter?
- b. How much does it cost to hire a taxi driver?
- c. How much does it cost to hire a laundress?
- d. How much does it cost to hire a cook?
- e. How much does it cost to hire a housekeeper?
- f. How much does it cost to hire a seamstress?
- g. How much does it cost to hire a bookkeeper?
- h. How much does it cost to hire a pet keeper?
- i. How much does it cost to hire a nurse?

- 2) How important is your mother to making sure that the family is fed and clean and happy? Should the mother be paid that much?
- 3) Do you sometimes take her for granted and not appreciate her?
- 4) Is there any reason a father could not do all of the same tasks?

Conclusion:

Saying that someone doesn't work implies s/he has no value. Work is more than paid employment. Work is activity, volunteer or paid, which contributes to the wellbeing of self and others. Value the contributions of each family member.

PARENTS ARE PEOPLE TOO

ACTIVITY 5

FAMILY DRAWING*Objective:*

Elicit information regarding a child's feelings and concerns about parents and family.

Grade Level:

K-6.

Process:

Pass out paper and ask children to use their crayons or markers to create a drawing of their family. Older children can title the pictures. They may include names if they wish or be anonymous. Offer the choice of having the picture displayed or taking it home to share with their family.

Drawings reveal not only content, but feelings and impressions by choice of colors and the arrangement of figures on the paper. The appearance of people portrayed and many other variables allow qualified professionals to read a message expressed in a drawing. For this activity, privately note any impressions.

Develop a Discussion.

- 1) Who will tell what the parent(s) in your drawing are feeling just now?
- 2) Who can tell a story about her/his drawing?
- 3) Who can volunteer to tell what your drawing says about parents?
- 4) Would anyone want to take any extra piece of paper home so that your whole family could work on a drawing together tonight or over the weekend? Sometimes families can talk and share while drawing together. Has anyone here ever made a family drawing before? If someone volunteers, ask the child to tell what that experience was like.

Conclusion:

Summarize what the children expressed about parents and families. Continue to emphasize the point that parents are people too and parents need to be understood just as children need to be understood. There are many ways to express feelings and concerns — music, poems, drawings, games, discussion.

HANDOUTS AND BIBLIOGRAPHY

Parents should be assured that while they were talked about during this lesson, the focus was on reciprocity and mutual consideration. This idea can be enhanced by sending home a brief bibliography on how parents and teachers can be team members and advocates on behalf of the children.

Sometimes parents will share material which they like. Add this to the classroom collection of references and resources for another time when these topics are covered.

PARENTS AS ADVOCATES AND TEAM MEMBERS WITH TEACHERS

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PARENTS ARE PEOPLE TOO

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LESSON 8

BEWARE OF PREJUDICE

The words prejudice and discrimination sound like big ideas. They are. When we prejudge someone without fact or basis we exercise prejudice. When we keep another out of our activity, we discriminate. Sometimes to prejudge and discriminate makes sense. If a soccer coach needs a fast runner, the coach will prejudge a player's ability and discriminate against slow runners. Sometimes, to prejudge and discriminate does not make sense. Sometimes it may even be illegal. If a soccer coach needs a fast runner, but prejudices the runner because s/he has a certain skin color, (not relevant to the speed of running), then the coach practices discrimination against potential players.

Some family members are violent toward others because the violent person expects all others to be obedient. The violent person expects to be in absolute control. This becomes a form of prejudgment and discrimination. Often that violent person feels very weak when another family member does not obey.

A teacher can be hired or fired because s/he is an effective or ineffective educator. A teacher cannot be hired or fired because s/he has a certain skin color, is a certain age, a certain gender (male or female), a certain religion, a certain marital status.

Family members are to be kind toward one another, even though a parent or guardian takes charge. A parent who beats children because they are children, or mistreats a spouse just because she is female acts with unreasonable prejudice and discrimination. Such practice in or out of the family creates unrest, mistrust, poor self esteem, social injury, and imbalance of power. Very specifically children and adults are to treat each other with respect and equality as human beings.

10 minutes - Review last week's lesson.

Remind the children to report on use of Time Out and Self Talk since the last lesson. Tally the reports. Note that children are using the Time Out earlier in incidents and avoiding more and more trouble. Persist in the use of Time Out and emphasis on its importance. Promote conceptualization of its use even if the children begin to use Time Out automatically.

5 minutes - Present the notion of equality as it relates to human beings and their potential for contributing to family life and peace on earth. Stimulate thinking about a variety of roles and responsibilities that children can plan on assuming in their lifetimes.

10 minutes - Develop an activity:

Activity 1	Learning Not To Discriminate
Activity 2	Girls Can Do Anything
Activity 3	We Are All Similar In Some Way

5 minutes - Assign homework of more use of Time Out. Emphasize that Time Out is a key to self control, anger control, and peace with others. Now Time Out should include Self Talk. It should include sound decision making about what to do about the situation. It should include thoughtfulness about others involved to practice empathy. It should include an awareness of the broad range of roles and responsibilities that participating persons may assume in the interaction.

For lower grades especially, this is a difficult concept to teach. It will take repetition and inclusion in daily examples and exercises. Of particular importance in family violence is gender discrimination. For example, if girls are viewed as objects and servants, these girls may accept aggression toward themselves as a necessary evil. If girls are viewed as having life choices and as real persons, they will develop better abilities to say NO to violence, neglect and abuse. By the same token, if boys are raised to believe that girls are inferior, they may grow up to believe that they have a right to physically abuse their wives

or girlfriends. It is vital that daily classroom incidents be handled to correct violation of behavior codes as well as to correct prejudice and discrimination in attitudes. Be very clear about the importance of correcting such incidents in systematic ways.

Key points to cover:

- 1) Prejudging others is often unfair.
- 2) Don't be unkind to people just because they are different.
- 3) Girls are as important as boys.
- 4) Knowing different people enriches our lives.

Objective:

Emphasize the central importance of not discriminating on the basis of race, color, religion or gender.

BEWARE OF PREJUDICE

BEWARE OF PREJUDICE

1. Prejudging others is often unfair.
 2. Don't be unkind to people just because they are different.
 3. Girls are as important as boys.
 4. Knowing different people enriches our lives.
-

ACTIVITY 1

LEARNING NOT TO DISCRIMINATE

Objective:

Develop ideas, thoughtfulness and conceptualization around the connections between equality and peace.

Grade Level:

K-3.

Process:

Hold a discussion around the following questions. Ask the questions of a number of children to emphasize the answers and draw out similarities.

- 1) What color is _____'s blood? (Name a child.) Each answer should be the same for each child named.
- 2) If everyone's blood is red, is that one way we are all very much alike?
- 3) In what others ways are we alike?
- 4) In what ways are we different from one another?
- 5) Does that difference really matter?
- 6) People have different abilities to learn. Does learning ability make a person less important as a human being?
- 7) Each person has a talent. If your talent is different from someone else's, are you more or less important as a human being?
- 8) What is a human being?

Conclusion:

While each person is unique and special, each is similar as well. Count similarities as strengths. Count unique qualities as strengths. Be sure not to discriminate on the basis of inappropriate facts or dynamics.

BEWARE OF PREJUDICE

ACTIVITY 2

GIRLS CAN DO ANYTHING

Objective:

Promote awareness of the abilities of girls and women.

Grade Level:

3-4.

Process:

Hold a discussion around the following questions. Ask the questions of a number of children to emphasize the answers and draw out similarities and differences.

- 1) Are there any jobs (intentionally broad term) a boy cannot do? Why? Lead discussion around abilities.
- 2) Are there any jobs a girl cannot do?

If children say YES, ask what job and pursue why both boys and girls could, in fact, do that job.

If career days, guest speakers, and field visits are planned, open opportunities for the children to meet both men and women who function in these jobs and careers. Continuously broaden each child's vision of opportunity and advancement. Continue questioning any status quo which perpetuates gender and role stereotypes.

Conclusion:

All boys and girls, women and men should be eligible for all sorts of tasks and jobs. Gender is rarely a factor in job and role activity. Only women carry and deliver babies. But men can immediately care for and nurture these babies. Many tasks and functions can be shared or done by either males or females. Think openly and broadly about these issues on a continuous basis. Encourage children to notice positive examples in their lives, in the community, on television, in magazines, etc.

ACTIVITY 3

WE ARE ALL SIMILAR IN SOME WAY

Objective:

Emphasize the similarities we have with each other.

Grade Level:

3-6.

Process:

Pass out 3 x 5 cards to the students. Have them write their names on their cards. Collect the cards, shuffle or mix them up, and then pass them out so that no one gets his or her own name. Have the student who received the card write down his/her own name and one thing that is similar between the two of them (both are Japanese, both like to surf, both have younger sisters, both have names that start with B). Then pass the card back to the person with the original name on it. Suggest that there are many ways we are similar to one another. A variation is to have girls pass the card to a boy in the class. Suggest that there are many similarities between girls and boys.

Discussion questions might include:

- 1) How does it help to understand that someone is like you in many ways?
- 2) How would it affect relationships between people to know that the other person has feelings like you, is hungry like you, likes to laugh and play games like you, wants to be respected and treated in positive ways like you?

Another approach to discussing the topic is to have the students think of someone very important or someone whom they have problems getting along with. Ask them:

- 1) Do you think that person would hurt if slapped?
- 2) Do you think that person's feelings would be hurt if yelled at, called names, or teased?
- 3) Do you think that person feels sad or lonely sometimes?

Conclusion:

Accenting and stressing our differences creates distance between us and allows for violent, hurtful interactions between us. It is important to walk in another person's shoes and know that s/he is very similar to us in many ways.

BEWARE OF PREJUDICE

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LESSON 9

WALK AWAY FROM TROUBLE

Hearing information in a classroom may not result in children practicing appropriate responses when trouble arises. It takes a certain developmental capacity to learn information in one setting and then to apply it when the actual situation arises. This lesson becomes especially important then because the hope and expectation for children to act on what they know will require continual reinforcement.

The older children become, the more susceptible they are to peer pressure. Whereas rights and wrongs are simpler in the early years, the cloudy grays of rules creep in by fourth grade. A five or six year old will confess all. A nine or ten year old might decide to withhold information about something that has happened.

Whether it be substance abuse or violence or invitations from strangers, the temptation must be addressed head on. No amount of influence from peers or strangers or adults outside of the parent and teacher should persuade a child to do something that runs contrary to family values. With confidence and self esteem, children should be able to say NO.

Children need to ask for help. They need assurance that help comes when requested. Children need safety plans developed with their family members. They need encouragement to carry out such plans. They need to practice their safety plans in situations as close as possible to the real event. Such practice can be repetitive and fun.

In the event of difficulty saying NO, the children need to be able to tell someone who will listen. The children need to feel safe when they confide their mistakes. They need encouragement to do better next time. Children are not miniature adults. They do need protection,

10 minutes - Review the last lesson's concepts. Ask the children to tell when they used Time Out during the past week.

To promote responses, tally numbers of reports from each table or row to determine which group of children had the most reports of Time Out and Self Talk.

5 minutes - Develop the idea that with positive self esteem, children can say no to trouble and resist the insistence of others that the children do something which is contrary to the wishes of their parents or teachers. Emphasize that violence, hurting others or oneself with actions or abusive language is never OK. Neither is hurting our bodies and minds with substances like alcohol, tobacco or drugs.

10 minutes - Develop an activity:

- Activity 1** Say NO to strangers
- Activity 2** Laugh and Frown
- Activity 3** Super Survival Skills

5 minutes - Repeat Time Out and Self Talk homework. Ask the children to keep track of the times that they take Time Out before responding to the inappropriate requests of others.

supervision, and oversight. They need someone side-by-side with them — someone who encourages positive behavior and knows how to say NO.

Although children can learn to set some limits for themselves, it is important not to place too much responsibility on children. Situations occur in which any adult may overpower a child either physically or by his/her authority as an adult to do something that is wrong. Caution needs to be employed so that children do not feel responsible for their victimization. Children are sensitive and vulnerable to blaming themselves. In the example of a child being sexually molested by an adult, the child can feel that it was her/his fault because s/he did not say NO. Children need to know they are not to blame in these situations. It is the adult who is responsible.

Even when children say NO to wrong things, an adult may still persist in doing something wrong that involves the child. Emphasize that children can talk to someone they trust and keep telling trusted adults of the problem until they are sure they are believed and that help is on the way.

It seems that the word *stranger* has taken on a new meaning for many children. To many, the word connotes someone who may hurt you. A stranger automatically suggests a fearful and protective response. If that becomes the norm, a new word for friendly newcomer will be needed in the American vocabulary. Discussions around these issues should take into consideration this change in definition.

Eliciting examples of problems confronting the children can encourage a more open discussion about values. Saying NO to trouble assumes that everyone has the same idea of what trouble is. The children will be more receptive if they are taking the initiative to identify what is OK and what is not. At some point someone needs to state that violence is not acceptable and to expand this concept to include physical abuse, verbal abuse, drugs, alcohol and tobacco.

Younger children will know more about saying NO to lying, stealing, and strangers. They know right from wrong — intellectually. Older children know the temptations of smoking and substance abuse. Some can imitate rolling a marijuana cigarette. Some can imitate a drunken adult. Some can imitate sexual activity as well. The emphasis in this lesson should be to increase the children's abilities to say NO.

By taking Time Out, using Self Talk, and then saying NO, children have even better reasons to think and do what they have been taught.

Key points to cover when emphasizing the ability to resist social pressures:

- 1) Learn to recognize trouble.
- 2) Find ways to say NO to trouble.
- 3) Let positive Self Talk help you.
- 4) Always have a safety plan.
- 5) Walk away from people and things when they hurt your feelings, your body and your mind.

Objective:

Children will practice Time Out and Self Talk in order to say NO to trouble.

WALK AWAY FROM TROUBLE

- 1. Learn to recognize trouble.**
 - 2. Find ways to say NO to trouble.**
 - 3. Let positive Self Talk help you.**
 - 4. Always have a safety plan.**
 - 5. Walk away from people and things when they hurt your feelings, your body and your mind.**
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ACTIVITY 1

SAY NO TO STRANGERS

Objective:

Offer didactic information on some of the situations which arise and challenge little children to make an appropriate decision regarding their safety. Little children understand this application of saying NO more than saying NO to drugs or alcohol or fighting.

Grade Level:

K-3.

Process:

The most concrete story telling about saying NO comes through one mom's discovery of a Redbook article "Don't Talk To Strangers - Stories That Teach Children How to Stay Safe" (May, 1985). The short stories can be read to younger children. Older children can take turns reading sections of the stories. Those children enjoy the challenge of reading plus understanding the messages about personal safety. One parent reported her child was frightened after reading these stories. No other reports of negative effects have come in. While the stories may seem scary, the reality of events in the local community offer a reason to prepare children for all possibilities. Children may know neighbor families whose children have been kidnapped, molested or even murdered. A balance is needed between preparation and common sense notions about trust.

Many ideas emerge in such an activity. Ask the following:

- 1) Has anyone here ever had to say NO to a stranger? (Many children have stories these days. The problem will be to put a limit to the story telling and conclude with some sense of control and trust.)
- 2) Without saying what the code word is, how many of you have a special code word to know if your parent has really sent someone to pick you up? Remember to keep your family's code very secret so that you will be safe if an emergency arises.
- 3) Has anyone said NO to other activities which are not appropriate?
- 4) What are activities that you can say YES to and be comfortable? What are some of the correct behaviors that your parents ask of you?

Conclusion:

The story series speaks for itself. It may be necessary to emphasize that a Time Out may have to be very short, just long enough to use an emergency plan, when there is danger.

WALK AWAY FROM TROUBLE

ACTIVITY 2**LAUGH AND FROWN***Objective:*

Help the children have fun while practicing self control.

Grade Levels:

K-6 have fun with this activity. So can adults.

Process:

Form two groups. Each stands in a line, shoulder to shoulder. Each line faces the other, about five feet apart. The leader stands between the lines with a hat. The leader explains that the hat will be thrown into the air. If the hat lands on the floor right side up, everyone in the first group should laugh as hard as they can while group two members stay quiet and refuse to laugh. If the hat lands wrong side up, the players in the second group must laugh as hard as they can while the first group resists and remains silent. If anyone laughs or even smiles a wide grin when trying to be quiet, that person is sent to the other side. The exercise continues until all players are on one side or the purpose of the exercise is very clear experientially.

It will take a few minutes for the children to calm down and return to their desks. When calm is achieved once again, create a discussion.

- 1) Who had a hard time resisting the pressure to laugh? Would you be willing to talk about how you felt or why you had a hard time?
- 2) Who kept self control and resisted successfully? Would you like to tell what that was like for you not to give in? Did you feel alone at any time? Are you willing to stand alone if you believe in something?
- 3) Did anyone feel very powerful when s/he made someone else laugh and come over to the opposite side? Would you talk about that power?
- 4) Did anyone feel pressured and taken advantage of because s/he could not resist the pressure to laugh? Would you talk about that experience?

Conclusion:

This should be fun as the children resist or find they need to work harder to resist. The point should be made that pressures are not always to laugh, but to do inappropriate activities.

ACTIVITY 3

SUPER SURVIVAL SKILLS

Objective:

Develop rules and guides which come to mind easily. In turn, these mental guides give a child more opportunity to resist social pressures because the child has already determined what is correct and appropriate.

Grade Level:

3-6.

Process:

Introduce the Super Survival Skills list from the National Association for Citizens with Learning Disabilities. The study reports behaviors of some 15,000 college students and the likelihood of their being successful. Report the items that were recorded. Ask:

- 1) How many of you think you behave this way already?
- 2) How many of you would be willing to behave this way from now on?
- 3) Your brain can control your behavior. How many of you will think about these ways of behaving along with Time Out and Self Talk?

Have the class generate examples of "trouble situations." Ask volunteers to play the various roles, walking away from trouble using the following guidelines:

- 1) Keep a pleasant face.
- 2) Take a deep breath and stay calm.
- 3) Look at the other person.
- 4) Keep saying NO.
- 5) Suggest something else to do.
- 6) If that does not work, walk away.

Enforce the notion that Time Out and Self Talk are always appropriate foundations for thinking of specific rules for specific situations. Time Out needs to be taken in facing a social pressure which is tempting. Ask:

- 1) What social pressures have you had to resist in the past two days?
- 2) Did you tell someone after you successfully resisted?

Conclusion:

Practice positive behaviors at all times. Have the rules and guidelines in mind so that when tough stuff comes up, you will be ready to handle it successfully. Learning these skills needs time. Take one step at a time. Inch by inch, life is a cinch. By the yard, life is hard.

SUPER SURVIVAL SKILLS

- 1. Keep a pleasant face.**
 - 2. Take a deep breath and stay calm.**
 - 3. Look at the other person.**
 - 4. Keep saying NO.**
 - 5. Suggest something else to do.**
 - 6. If that does not work, walk away.**
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HANDOUTS AND BIBLIOGRAPHY

NON-COMPETITIVE FAMILY GAMES TO PROMOTE DISCUSSION

A number of noncompetitive, social interaction games can be purchased. This might be a good time to ask that some be purchased. School counselors already have the games in their possession. A handout to parents to tell them about the games may inspire some new ways for the family to talk and listen.

Bridges and Gaps: Order free from P.O. Box 30700, Salt Lake City, Utah 84130.

The Changing Family Game: A communication and problem solving game for children of divorce. Order from Berg, Alik and Associates, Suite 205, 2305 Far Hills, Dayton, Ohio 45419.

Reunion: Buy in some stores or order from the Ungame Company, 1440 S. State College Blvd., Building 2D, Anaheim, CA 92806. Phone (714) 635-7132.

Roll a Role: From the Ungame Company.

Social Security: From the Ungame Company.

Talking, Feeling, Doing Game: Order from Creative Therapeutics, 155 Country Road, Cresskill, New Jersey 07626.

Leaving, Waiting, Coming Home: Briefing Children for Deployments: 1986 by Social Work Associates, Inc. P.O. Box 592, Kailua, HI 96734. (808) 261-8400.

WALK AWAY FROM TROUBLE

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LESSON 10

FOLLOW PEOPLE WHO ARE POSITIVE

When people face a dilemma about how to behave or think in a given situation, they frequently revert to the ways of their family members. Adults fall into the patterns of their parents. Children fall into patterns of the adults in their family. This manner of coping is very human and very normal.

In this lesson, children begin to think about the qualities of the persons they like and admire. Following can become a conscious activity which sets the child on a path to appropriate behavior and interaction. It is just as easy to develop positive behavior as it is to develop negative behavior. Positive and negative are relative terms that need to be defined. The children will probably have definite ideas about these words. A positive person is one who frequently behaves in kind and thoughtful ways. Anger is not bad; how it is channeled is the difference between what is hurtful and what is helpful. A person who frequently behaves in obnoxious and hurtful ways is not a bad person; this behavior is not acceptable in certain situations and cultures, however. The following definition is proposed for positive: that which encourages a person to be more open, engaging with others, caring, and loving while still affirming his or her individual feelings. Negative might be that which contributes to a person being closed, distant from others, apathetic or even hateful, denying one's own feelings and the rights of others.

Leaders and role models may fall into many categories. Leaders and role models can be men and women. Men and women may have different qualities that are admirable. Children may fall into patterns of their same sex parent. It is important to suggest that parents of each sex can be valuable models, and that by copying some of what mom does and some of what dad does expands the options for the children. It is OK for

10 minutes - Review last lesson's ideas about saying No to trouble by resisting social pressures and being your own person.

Ask the children to tell when they used Time Out during the past week.

Ask the children when they used Self Talk messages successfully.

Remember that self-disclosure from adults sometimes helps children to know what is expected as well as to know that adults are people, too. The teacher can tell how Time Out and Self Talk was useful to her/him during the week. Younger children may mimic the example to relate concretely to it. Older children will grasp the concept and generally sense permission to further reveal their own uses of Time Out and Self Talk.

2 minutes - Develop the idea that children can admire and copy people who set good examples. Younger children need a synonym for the word admire. Older children know the concept but have to practice it.

8 minutes - Develop an activity:

- Activity 1** Who Do You Follow?
- Activity 2** Saying NO To Negative People
- Activity 3** Writing Exercises.

5 minutes - Assign Time Out and Self Talk homework. Ask the children to take time to think and reflect before following another person, child or adult. Ask the children to repeat Self Talk messages during their Time Out, before making a decision to follow or not to follow another person.

boys to copy their moms, and for girls to copy their dads. It is important to make that clear to the children.

Children frequently name movie stars and cartoon characters as favorite persons. Others name parents and relatives. Some name friends or teachers. These personalities provide a basis for exploration of qualities and values which are

worthwhile to copy. The more a behavior or attitude can be copied and experienced, the more likely the child can integrate it into everyday functioning. Children need to see their favorite people avoiding trouble and saying yes to socially acceptable interactions. Children need to try out these behaviors and be commended when they do.

People who stand for what they feel to be right may be isolated and set apart. Children may experience differentness when they begin to act on principle and values. Even though a role model becomes a point of reference, that role model may not be physically present to appreciate the child who is challenged by negative people. External appreciation must be provided until the child has developed sufficiently to internalize personal satisfaction with having done or said what is appropriate. If channeled, strong willed children are good candidates for developing the ability to be directed toward positive behavior. They can begin to set the tone for others, gaining satisfaction and appreciation for their leadership.

"See what you made me do..." is blaming and not an adequate reason for behavior. Thinking about what positive people would do offers a chance to develop new skills for handling difficult situations. Review poorly handled situations to demonstrate what positive role models would contribute to decisions.

Children can learn to find the good in others. No one develops all one way. For example, a child might copy the way another child makes friends, but not copy what the friends do together. Learning from a model does not mean trying to be exactly like that model. "Remember, everyone makes mistakes." One can learn to behave in thoughtful, decisive or friendly ways, for example, by observing others and yet be oneself — unique! Any behavioral change needs to be developed by practice. By the same token, some positive people may make mistakes. One does not automatically do everything a positive person does. Continued thoughtfulness about what is appropriate needs practice.

Anyone can be a positive role model. One need not be rich and famous. Quiet and shy people can be positive; so can poor people, ugly people, developmentally disabled and short people. No one need apologize for lack of name recognition, fame or wealth. Peace for the world depends on all kinds of people being positive.

Key points to cover when encouraging children to follow positive people.

- 1) Positive people care about being kind and thoughtful to others.
- 2) Positive people do not ridicule or make fun of others.
- 3) Positive people avoid doing or saying things that harm or hurt others.
- 4) Look for positive people to be with and to follow.

Objective:

Children should be able to think about people they admire. Children should begin to pick out the fine qualities of the admired person, adopting some of those positive qualities.

FOLLOW PEOPLE WHO ARE POSITIVE

FOLLOW PEOPLE WHO ARE POSITIVE

- 1. Positive people care about being kind and thoughtful to others.**
 - 2. Positive people do not ridicule or make fun of others.**
 - 3. Positive people avoid doing or saying things that harm or hurt others.**
 - 4. Look for positive people to be with and to follow.**
-

ACTIVITY 1

WHO DO YOU FOLLOW?

Objective:

Emphasize that following positive people gives a guideline to how one should behave in difficult or uncomfortable situations. Remembering the positive people in life serves as a guide and inspiration. For some children, the words "role model" will make sense. For others, the words "favorite person" or "person you like" will be the key words.

Grade Level:

K-6.

Process:

Ask the children who they follow, like, or consider to be a positive person in their lives. Take one answer at a time. Write a list of who these people might be, e.g. aunt, dad, sister, uncle. Then ask why each person is a positive person for the child. Children name such qualities as patience, kindness, help with homework, sharing a motorcycle ride, going fishing together, etc.

Notice whether boys are picking male models, and girls picking female models. Explain that men and women, boys and girls all have positive qualities that are worth copying.

Ask these questions:

- 1) Who are your favorite positive people?
- 2) Why is that person positive? What qualities make her/him positive?
- 3) How do we feel when we are with that person?
- 4) Do other people seem to like that person?

Conclusion:

Sometimes the most popular people are not thoughtful, kind people. They may have fun at someone else's expense. Such people usually end up being unhappy and hollow. People who are kind to others like themselves better. The most important thing is to like and be honest with yourself.

FOLLOW PEOPLE WHO ARE POSITIVE

ACTIVITY 2**SAYING NO TO NEGATIVE PEOPLE***Objective:*

Help children identify and practice with situations where they feel pressure to give in to negative peer influences.

Grade Level:

K-6 adaptable.

Process:

Depending on the age of the group you may either make up situations, use those suggested below, or ask the children to identify situations which have been troublesome to them and that they would like to practice saying NO to. It is suggested that you look for situations which give children an opportunity to work with such problem behaviors as teasing, fighting, getting in trouble. Once the situation has been identified, have the children role play the situation, using "I statements" to respond appropriately to them.

Sample situations:

- 1) Joe is overweight and has trouble running when the children play ball. Kenny, who is a class bully, suggests to Ann that they trip Joe when he goes by.

- 2) Karen and Leilani have agreed to go to the store after school. Karen suggests to Leilani as they are walking to the store that they try shoplifting. The store owner is an older person who doesn't pay much attention to the children when they come in and she argues that she knows they can get away with it.
- 3) Miguel suggests to his girlfriend, Katie, that they try to get a copy of the test from the teacher's desk before the test is given the next day. He saw where the teacher put it.
- 4) Paul walks up to a group of his friends and hears them teasing a boy who is standing at the bus stop.

Ask:

- 1) How did it feel to do the "right" thing?
- 2) What do you think would happen if you did that with your friend(s)?

Conclusion:

It is important for children to understand the value of saying NO to negative people and to have practice doing so. They should understand that it is not always easy to do, but that by doing so they may become the kind of positive person that people want to follow.

ACTIVITY 3

WRITING EXERCISES

Objective:

Write down some personal ideas about positive people. Think about the variety of ways in which ideas may be expressed in writing.

Grade Level:

5-6.

Process:

Announce that there will be one or more writing assignments related to the topic of Follow People Who Are Positive. The first assignment should focus strictly on content, allowing any format they choose: essay, poem, song, script, cartoon, diary, etc. After the ideas begin to flow freely, then move toward more formal assignments, if you wish. In those instances, give the writing two different assessments. One grade will represent grammar, spelling, and good English form. The second grade will include comments about the thoughtful content of the topic and title. Children will have to be reminded of the two-tiered grading to prevent discouragement. Topics can include:

- 1) I Am Responsible for My Day - This paper should name ways the writer can offer positive behaviors and tasks to make the day fulfilling and positive.

- 2) What Friends Mean to Me - This paper will include the behavior and values of people who make good friends. It can include a profile of a person who is a special friend.
- 3) For My Friend I Would - This paper should discuss the nature of a friendship and the positive qualities the writer is willing to offer a friendship.
- 4) Once I Followed the Wrong Crowd/Person - This paper should be a private discussion of a mistake and how it turned out better after the writer took steps to correct the error in judgment.
- 5) The Person I Most Admire - The Woman I Most Admire. The Man I Most Admire - Encourage the children to choose one person of each gender. That will assist them in their appreciation of the value of both sexes.

Conclusion:

There are many ways to express self as well as to integrate these lessons with other classroom activities. The classroom atmosphere should be increasingly positive as the children enhance their self control and become more considerate. Some will require tutorials and individual work to grasp these lessons. Compliment their efforts and encourage their progress.

FOLLOW PEOPLE WHO ARE POSITIVE

HANDOUTS AND BIBLIOGRAPHY

Send home copies of *The Teddy Bear Post* article "Catch Your Child Doing Something Right." Write a similar letter to parents that is appropriate for the age group, using examples that parents and children can identify with. Setting a positive tone by acknowledging a child's strengths builds self esteem. Setting an example of talking about positive qualities helps the child to note positive qualities in others.

CATCH YOUR CHILD DOING SOMETHING RIGHT!

From: *The Teddy Bear Post*

Encouragement can help develop your child's positive behavior, self-confidence, self-respect and sense of accomplishment. Even as adults we appreciate encouragement from our bosses, relatives, mates and friends. We want to know when we've done a job well, when we look nice, and when we've been appreciated for our help. Children need the same sort of encouragement. Without it, they become discouraged. They may doubt their own ability, or doubt their own self worth. When they are discouraged, their behavior will also show it. They may become more negative, more aggressive, or more anxious and fearful. A child may decide to be noticed one way or another, even if that means getting spanked, yelled at or punished.

Try noticing and recognizing more of your child's positive, good behavior and activities instead of just noticing your child's mistakes and misbehavior. If mistakes are made, try to help your child learn what could be tried the next time in order to do better. As parents you can take notice of appropriate behavior in two ways:

- 1) General encouragement - simple verbal and non-verbal recognition. For example:

VERBAL

"Good for you."
 "Thank you."
 "Great."
 "Okay!"
 "Right on."

NON-VERBAL

Hugs
 Kisses
 Winks
 OK sign
 Smiles

- 2) Specific encouragement — This approach tells the child exactly what he or she did that was appropriate. This approach is most effective since the child can hear immediately what behavior is expected, appreciated and recognized. The child is more likely to repeat this behavior because of the positive attention received.

"Thank you for helping me set the table. I appreciate the job you did. It was a big help."

"You worked hard on your drawing."

"You did a nice job of sharing your car with Keone."

"I think you can put your shirt on all by yourself. Keep trying (or try again) and if there is a problem I can help."

"You waited patiently for a turn."

"You used your words instead of hitting. Good thinking!"

"You did it! Good work."

"What a polite way of asking. Thank you."

FOLLOW PEOPLE WHO ARE POSITIVE

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FOLLOW PEOPLE WHO ARE POSITIVE

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LESSON 11

MAKE CAREFUL CHOICES AND DECISIONS

All kinds of problems affect children. Older children may decide to skip or go to school; to do or not do homework; to do chores or watch television; to talk or do school work; to get up early or to stay in bed; to walk or catch the bus; to eat or skip breakfast. From the simplest to the most complicated problems, the decisions which children can make promote autonomy, self worth and responsibility. It makes sense to set up choices for children so that they have the experience of making thoughtful decisions and enjoying the sense of achievement and pride which follows.

Steps of Problem Solving:

- 1) What is the problem?
- 2) Take Time Out . What are your choices? What can you change?
- 3) Who can you talk to?
- 4) Think about a plan or role to practice with someone.
- 5) What are the good things about the plan? What are the weak parts or risks?
- 6) Try out the plan, or think about more choices.
- 7) How did it work? Do you need to try something else?

Such lists from children may not completely conform to the science books. However, the information will support the idea that problem solving can be a planning process and effective in addressing challenges.

10 minutes - Review last lesson's ideas about following positive peer leaders and role models. Emphasize that positive people come in all shapes and forms, from all walks of life.

Ask the children to tell when they used Time Out during the past week.

Ask the children to tell when they used Self Talk messages successfully.

By this time children usually say what part of this routine they like best. They can help to decide how examples of the past week shall be told and shared by others.

5 minutes - Develop the idea that everyone has choices. To exercise these choices takes thought and personal confidence. To feel confident, one must have high self esteem.

15 minutes - Develop an Activity:

Activity 1	Practice in Problem Solving
Activity 2	Problem Solving Through Role Playing

5 minutes - Assign Time Out and Self Talk homework. Ask the children to take Time Out and practice Self Talk before making a decision to solve a problem. Ask them to think hard before going on with an activity or task.

"No choice" is also a decision. Children need not learn to choose by default except if "no choice" is a conscious decision. As self confidence grows, a willingness to risk decisions will grow. Children can be reminded to make a decision because choices work toward getting something specific done. Children can make decisions about what they want to achieve, but they should also plan how to go about reaching that goal.

Some decisions can be made only by adults. The decision to divorce belongs to the adults; custody decisions in a divorce belong to the judge of the Family Court; the decision about values education for children lies with the adults; the decision about drinking age belongs to the legislature. Children can learn which decisions are theirs and which ones are beyond their control.

MAKE CAREFUL CHOICES AND DECISIONS

Younger children will say that problem solving is doing math addition or subtraction. These younger children learn about life's problems as they are labeled by others. From there, the children can learn the broader concept of general problem solving. On the other hand, they would understand, "Let's figure out what to do." They may understand a story and try to make up several endings based on planned approaches to the plot and characters. As many decisions as possible should be turned back to the children individually and collectively. Even younger children know something about how to choose by taking a vote. Children often love the process as much as the outcome — because the process does offer them some control and autonomy. From such experiences, children learn to be in charge of their personal decisions as much as possible.

Key points to cover when covering decision making and problem solving:

- 1) Everyone makes decisions.
- 2) Good decision making means dealing with an issue in an organized manner.
- 3) Children can make good decisions, but some must be made by adults.
- 4) No matter what the challenge, choices always exist.
- 5) Always think about the choices before making a decision.

Objective:

If children understand that they have control over the decisions they make, they should become more enfranchised, at least in limited ways. Since children have so little power in general, it is important that they have power over their own behavior and decisions.

There are many decisions which children can and do make daily. They may decide whether or not to do homework, do in-school work, get up early or stay in bed, walk or catch the bus, etc. Children need to have the experience of making decisions, but they need choices and practice as often as possible.

The willingness to risk the consequences of decisions will grow as the children become more self confident. By encouraging them to make as many decisions as possible, even young children will learn to be good decision makers and in charge of their own personal decisions. Even if their power is limited to a smaller sphere than that enjoyed by adults, children will appreciate a sense of control and power when they are given regular opportunities to make appropriate choices.

PROBLEM SOLVING

1. Take one manageable piece of the problem at a time.
 2. Take time to think about the choices.
 3. Ask for help from an adult.
 4. Try out a solution in your mind.
 5. Think about the advantages and disadvantages of your solution.
 6. Remember to care about how others will feel or be affected by the solution you choose.
 7. Make a plan to carry out your chosen solution.
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DECISION MAKING

1. Everyone makes decisions.
 2. Good decision making means dealing with an issue in an organized manner.
 3. Children can make good decisions, but some must be made by adults.
 4. No matter what the challenge, choices always exist.
 5. Always think about the choices before making a decision.
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MAKE CAREFUL CHOICES AND DECISIONS

ACTIVITY 1

PRACTICE IN PROBLEM SOLVING*Objective:*

Help children understand and practice the process of problem solving.

Grade Level

K-6 adaptable.

Process:

Tell the children a story about one of the following situations:

- 1) Nalani has a new friend, Jennifer, who has invited her to come over and play after school. Jennifer is very popular and Nalani is happy that Jennifer has asked her to play. But Nalani had already promised to go over to Cindy's after school. Cindy has been a good friend, but she isn't very popular. The other kids make fun of her because she walks with a limp. What should Nalani do?

- 2) Mike and Kalani and Pat are best friends. They always do things together. Recently Pat has begun to do things that bother Kalani. He used to be a lot of fun to be with, to go to the beach with, and to talk to. But he has changed recently. He has begun to take things from stores without paying for them, and he has begun to tease and make fun of a new kid who has just moved into the neighborhood. Kalani doesn't like himself so much now after he has been with Pat. Mike seems to enjoy the new Pat and Kalani is afraid that he will lose his best friends if he doesn't go along. What should Kalani do?

Follow the problem solving guide, putting each stage up on the board as the children go through the process of solving the problem.

ACTIVITY 2

PROBLEM SOLVING THROUGH ROLE PLAYING

Objective:

Demonstrate how role playing can help children learn to use the decision making skills in constructive ways. Talking with peers can increase one's understanding of choices and possible results.

Grade Level:

3-6 adaptable.

Process:

For grades 5 and 6, break into smaller groups. Designate a reporter to tell about the group problem solving process. Designate a group leader/narrator to guide the discussion and role playing. Each group is assigned a problem to discuss and solve through role playing. Suggestions follow for possible problem topics. The group leader facilitates discussion according to the following steps:

- 1) Define the problem.
- 2) What are the choices?
- 3) Who can you talk to?
- 4) Make a plan.
- 5) What are the pros and cons of the plan?
- 6) Try it out. How did it work? What might happen?

After each group has discussed the problem and considered how to present the best skit, the group reporter should tell about the problem and issues discussed. The group leader can introduce the skit.

Ask the members:

- 1) How did you decide who would record and who would lead the group?
- 2) How did you decide who would take each role?
- 3) Did the process of needing to make so many decisions get in the way of talking about the problem?
- 4) How did it feel to problem solve together?
- 5) How did it feel to take different roles?
- 6) Did discussing the "problem" with your classmates help you to discover more choices?
- 7) Was the "problem" one that you could relate to or imagine could happen to someone you know?
- 8) Who did you need to consider in making a decision?

For grades 3 and 4 do not divide into small groups. Keep the discussion among the whole class and guide the process yourself. Students may help record responses on the blackboard. The students will probably be eager to take roles, so several of them can take turns acting out different solutions. Be sure to take time to go through ALL the steps of problem solving. The class can be asked:

- 1) What do you think would be good about this choice or decision? What would be bad about it? Would it make more problems?
- 2) How would you feel with this solution? How would other people feel about it?

MAKE CAREFUL CHOICES AND DECISIONS

PROBLEM TOPICS*Grades 3-6:*

- 1) Your brother borrows things from you without asking.
- 2) A classmate starts calling you names and spreading rumors about you.
- 3) You know someone that shoplifted something from the store.
- 4) You and your sister argue about what TV show to watch.
- 5) You are new in school. One of the other students calls you names and dares you to fight.
- 6) You arrive late to school a lot.
- 7) You frequently do not have your homework completed.

Grades 5-6 only:

- 1) A friend is pressuring you to smoke a cigarette.
- 2) Your parent drinks a lot and you are embarrassed to bring your friends over to the house.
- 3) Your parents are arguing and fighting with one another frequently.

Conclusion:

You can demonstrate through this exercise that choices and decisions are continually made. Students get practice discussing a problem, making plans, coordinating a group problem solving process, and enacting solutions through playing different roles.

One of those most difficult areas for decision making among parents is discipline. If the discipline system can increase choices and decisions for the child while continuing to maintain the control and responsibility of the parent, maximum gain and satisfaction should take place for everyone involved.

MAKE CAREFUL CHOICES AND DECISIONS

NOTES...

LESSON 12

OOPS, I MADE A MISTAKE

Young children can clearly say that the remedy for a mistake is first aid, fix up what is broken, correction, clean up. If a few years older, the children may think there are times to cover up errors. They openly say that telling a fib may be more desirable than confession. They say one might be "sly as a fox" for example when there is a broken vase or when juice has spilled. They may argue that it is OK to act as if it were their own when they have found a dollar.

Some older children offer advice as to when telling the truth is OK:

- 1) When you're bigger than the other person.
- 2) When it's a little thing.
- 3) When you know that mom and dad will find out anyway and you would be in more trouble for lying.
- 4) When the victim is feeling better and in a good mood.
- 5) When the item is not important.
- 6) When it is necessary to keep up a good image of not being a liar.
- 7) When one has decided to stop being sneaky.
- 8) When you are not sneaky enough to cover up.

Clearly, values change and develop as reality sets in for growing children. The difficulties of facing reality must be acknowledged. Open discussion is preferable to acting as if there is only one answer for handling mistakes.

10 minutes - Review last week's lesson about decision making and problem solving. Emphasize the multitude of choices which exist, even for difficult situations.

Ask the children to tell when they used Time Out during the past week.

Ask the children to tell when they used Self Talk messages successfully.

By now, even the slow starters and quiet children should be coming up with examples of Time Outs. Be sure that less verbal children are contributing by the end of all the lessons. Some children may want to demonstrate how the Time Out and Self Talk worked rather than just telling it.

5 minutes - Develop the idea that everyone makes mistakes. The important part comes with knowing the mistake has been made and doing something about it. Self esteem rises when self control has been exercised regarding mistakes.

10 minutes - Develop an activity:

Activity 1 Mistakes
Activity 2 Learning to Apologize

5 minutes - Assign Time Out and Self Talk homework. Ask the children to take time to think and reflect when a mistake happens. Ask the children to repeat Self Talk messages during the Time Out, before deciding what to do about the mistake.

Standards and expectations for boys are sometimes even more stringent than for girls. It is expected that boys should be able to achieve what they attempt, handle all situations without help, and that girls need help if they are experiencing difficulty. These subtle expectations lead to a lot of self-imposed pressure, and the unwillingness of adult males to ask others for assistance.

Some children chastise themselves for the smallest of errors as if perfection can be the only goal. Others let life slide as if no discipline could ever develop. Some mistakes carry universal recognition. Some depend on the value system of an individual family unit. What becomes important then is the context of the mistake and the personality style of the perpetrator. A person with self esteem should rectify the mistake and get on with life. Except for death or a few irreversible results, most mistakes can be rectified. For children, the most difficult consequence is the wrath of a parent or a loved one. The fear of disappointing another or being hit seems central to the children's motives to cover up.

A sense of well-being develops through positive experiences, positive feedback, and the ability to manage when difficult choices present themselves. As part of the human condition, mistakes require immediate and conscious handling. Children may first view mistakes as those made on school assignments. Human error in judgment, interaction and commitment broadens the concept of mistakes. Children can be encouraged to take responsibility for their decisions about error. Time Out and Self Talk serve as key steps in promoting a thoughtful approach to mistakes.

For some, a discussion about mistakes may lead to a discussion about differences. Each person is alike as a human being and each person is also unique. Obvious physical differences include developmental disabilities, enuresis, and broken bones. Hidden medical differences including learning disabilities, heart condition or cancer. To understand why people handle situations differently, one must consider the unique personhood of each individual. Encourage the children to look beyond self and stereotypes toward a growing and heightened ability to walk in the shoes of another.

Key points to cover when understanding mistakes and differences:

- 1) Everyone makes mistakes.
- 2) Most mistakes can be corrected.
- 3) Erasers are on pencils because people make mistakes.
- 4) Be honest about your mistakes, forgive yourself, and move on.

Objective:

Make it clear that everyone makes mistakes and each person has a responsibility to correct those mistakes.

OOPS, I MADE A MISTAKE

- 1. Everyone makes mistakes.**
 - 2. Most mistakes can be corrected.**
 - 3. Erasers are on pencils because people make mistakes.**
 - 4. Be honest about your mistakes, forgive yourself, and move on.**
-

ACTIVITY 1

MISTAKES

Objective:

Underline the notion that it is normal and expected that people will make mistakes. Mistakes are accidents with no intentional or willful component. Adults and children make mistakes. It is important to take responsibility for the mistake, correct it or apologize, and get on with life. It is not appropriate to hide the mistake or place blame on someone else.

Grade Level:

K-5.

Process:

Use the words to the songs "Oops, I Made a Mistake" and "Exactly Different." For younger children, repeat the words. For older children, pass out copies of the words. "Welcome to the Human Race" and "Feeling All Right" can be added as desired.

Children do not need music for these songs. Have the children create a rap to the words. Have the children make up their own music. Have the children create dance or rhythm for the words. The lyrics can come alive in a variety of ways. Create a way that meets the interest of the individual children and the group.

Keep the activity short and fun. Invite the children to share the words with their parents.

- 1) What did you like best about these songs? It is the one time you can burp in class and it will be OK. Did you like that? (Leave time for the burping to settle down.)
- 2) Do you understand what it means to be exactly different? Who will tell? Can you tell the class some of the differences between boys and girls? How are boys and girls similar?
- 3) What does it mean to be unique, but similar to everyone else? Who will tell?
- 4) What are you to do when you make a mistake? Who will report on a mistake and what you did about it? Younger children will more likely talk about mistakes in spelling or math. They will need encouragement to talk about interpersonal mistakes. Older children should grasp the notion as applied to relationships as well as other more sophisticated concepts about mistakes.

Conclusion:

Give the children time to settle down after a fun activity. Some will become extra excited over the opportunity to burp with permission. If the excitement rises, give all of the children one last chance to burp together and then quit. Emphasize that everyone makes mistakes. Everyone has control over mistakes. This was a special lesson and meant to be kept for this group of children to share together. Normally people do not brag about mistakes or embarrassing activities.

OOPS, I MADE A MISTAKE

OOPS, I MADE A MISTAKE

Oops, I made a mistake

Oops, I made a mistake.

What should I do when I make a mistake

'Cause I don't feel good at all.

Should I should I should I tell a lie?

Should I should I should I sit and cry?

Should I should I should I belly ache?

No, I should learn from my mistakes.

Oops, I made a mistake

Oops, I made a mistake.

What should I do when I make a mistake

'Cause I don't feel good at all.

Should I should I should I run and hide?

Should I should I should I drink insecticide?

Should I should I should I try and fake?

No, I should learn from my mistakes.

Oops, I made a mistake

Oops, I made a mistake.

It's OK to goof at time

'Cause everyone makes mistakes.

EXACTLY DIFFERENT

Sometimes I hiccup
Sometimes I sneeze
Sometimes I have to burp, if you please
Although I am unique,
I find that I am similar to everybody else.

Some days I'm happy
Some days I'm blue
Some times I catch my breath, or catch the flu,
Although we're all alike,
We're each exactly different from
anybody else.

(Repeat each verse)

OOPS, I MADE A MISTAKE

WELCOME TO THE HUMAN RACE

If you're feeling lousy cause you've had a bad break
Welcome to the human race!

If you've never cried or never made a mistake,
You must be from outer space!

And if you're wondering about this crazy world you're in,
The human race is the one that you can win.

You came to join the club the very day you were born.
Welcome to the human race!

Ears and eyes and arms and legs and fingers and toes.
Well, you look just about like me.

Hopefully you ended up with only one nose
Cause how would you look with two or three?

There is no other person in the world like you
But don't you worry, you're a people too.

Since you are so special, that means I'm special, too.
Welcome to the human race.

If you sometimes feel like you are going insane
Welcome to the human race.

And if you've never laughed, or if you've never felt pain,
You must be from outer space

Although we each have some peculiarities,
We all have human similarities.

Every single person has a body and a brain.
Welcome to the human, welcome to the human

Welcome to the human race.

FEELING ALL RIGHT

Sometimes I feel like singing
Sometimes I feel uptight

But I know everybody has feelings like me (Chorus)
And that makes me feel all right.

Sometimes I'm lower than a toadstool
Sometimes I'm higher than a kite!

But I know everybody has feelings like me (Chorus)
And that makes me feel all right.

Sometimes I'm friendly as a puppy
And sometimes I'm mad enough to fight.

But I know everybody has feelings like me (Chorus)
And that makes me feel all right.

Sometimes I'm happy as the sunshine
Sometimes I'm sadder than the night.

But I know everybody has feelings like me (Chorus)
And that makes me feel all right.

Sometimes I'm braver than a lion
Sometimes I'm filled with fright.

But I know everybody has feelings like me (Chorus)
And that makes me feel all right.

Sometimes I feel like laughing
Sometimes I cry with all my might.

But I know everybody has feelings like me (Chorus)
And that makes me feel all right.

Repeat:
But I know everybody has feelings like me
And that makes me feel All Right!

OOPS, I MADE A MISTAKE

ACTIVITY 2**LEARNING TO
APOLOGIZE***Objective:*

Help children to understand that everyone makes mistakes and give children practice in responding honestly to their mistakes.

Grade Level:

K-6 adaptable.

Process:

Explain to the children that everyone, young and old, rich and poor, makes mistakes. Ask them who can describe a time recently when they made a mistake. Use the following questions to discuss the mistake. Then give them an opportunity to replay the role correcting the mistake in the best way they can think of.

- 1) Think about how you are unique and special. Who will tell one special quality about yourself?

- 2) Everyone makes mistakes. Who would be willing to talk about a mistake you made recently?
- 3) When you make a mistake, most people believe it is important to tell the truth about the mistake. Sometimes that is pretty embarrassing or frightening. Can anyone tell about a time recently when s/he told the truth about a mistake?
- 4) What are some nonverbal ways to say, "I'm sorry"? These might include doing a favor or chore; bringing a gift, candy or some flowers; being extra affectionate toward another person. Try to encourage the notion of first saying they are sorry, then doing something nice.
- 5) How does it feel when someone tells you s/he is sorry?

Continue to keep the focus on such behavioral problems as fighting, being verbally abusive, teasing, using alcohol, and hurting others.

NOTES...

LESSON 13

BEHAVIOR HAS CONSEQUENCES

Actions and words usually have consequences, effects or results. Appropriate actions and words carry positive consequences. Inappropriate actions and words carry negative consequences. Children, by reason of development, and adults, by reason of impulse, do not always think about consequences before proceeding with an action or response. Even then, unanticipated consequences can occur. The actor/speaker must be responsible in any case.

Anticipation of consequences should not place children in the position of living in fear of punishment. Yet, children need to become aware of laws and regulations. Society does not tolerate specific offenses. Schools require civilized behavior. Laws and regulations spell out very specific, and generally negative consequences for those who abridge the standards.

Anticipation of consequences should place children in the position of expecting joy, caring, love, and affection. One would hope that good reasons exist for behaving and speaking appropriately. It is better to be motivated by positive expectations than by fear of punishment. One expects that a higher plane of functioning acknowledges the personhood of another. One would hope that children would innocently discover the pleasure of sharing, of service, of creativity, and of discipline.

Discipline continues to show up as the number one component of success, regardless of the definition of success. Without becoming robots or anxious people, children can learn to apply themselves to express values and skills. Children can learn to reach for positive outcomes so that their focus is the pursuit of excellence. Children can

10 minutes - Review last week's lesson on the humanness of making mistakes. Note that each person is unique and yet the same. One should try to be honest about mistakes, forgive oneself, and move on with life. Personal development requires that each person be responsible for error.

Ask the children to tell when they used Time Out during the past week.

Ask the children to tell when they used Self Talk messages successfully. By now the pattern for sharing details of Time Outs and Self Talk should be well established. The quality and content of these personal vignettes should increase and become the focal point of discussion. Self esteem and self control should be in evidence by now.

5 minutes - Develop the idea that inappropriate behavior results in short term and long term consequences. Thinking about consequences before speaking or doing is a good idea.

10 minutes - Develop an activity:

Activity 1	Consequences
Activity 2	Puppets
Activity 3	Write a Play

5 minutes - Assign Time Out and Self Talk homework. Ask the children to take time out to think about consequences before proceeding with an activity. Ask the children to repeat Self Talk messages, relax and feel secure before deciding what to do or say.

free themselves of fear and anxiety over negative outcomes. They can learn about health, joy, peace, and love, even if they are poor or sickly or abused or disabled.

Children can learn that those issuing consequences can do so in a loving manner. Children can learn to use consequences as guides to improvements and directions for future decisions. A consequence need not mean failure.

Self-imposed, internalized consequences mark a developmentally advanced child. Younger children depend on external sources for effects and results. That is why children have parents and teachers. Society does not release children legally until late teen years because of their need for guidance and structure, judgment and wisdom. At the same time, the internalized norms and values should not result in anxiety, guilt, or neurosis and apprehension. As children relax and enjoy success, pleasure should emerge. Life does not have to be a burden just because it holds consequences.

Children may want to learn which consequences are negotiable and which ones remain steadfast. Some events leave no room for debate or argument. Leniency which undermines discipline makes no sense.

Children need to learn that consequences vary from one setting to another. Rules at grandmother's house may differ from those at home. Rules at the beach differ from those at the playground. In turn, the consequences associated with rule enforcement also differ. It is reasonable that children experience and comprehend that breadth of boundaries in social living.

Key points to cover when acknowledging consequences:

- 1) Most words and actions have consequences.
- 2) Consequences can be positive, negative or neutral.
- 3) Stop and think about the possible consequences for yourself and others.
- 4) Some results are seen quickly, and some take a long time to be noticed.

Objective:

Each child should be prepared to acknowledge major and minor consequences to their thoughts, words and actions.

CONSEQUENCES

- 1. Most words and actions have consequences.**
 - 2. Consequences can be positive, negative or neutral.**
 - 3. Stop and think about the possible consequences for yourself and others.**
 - 4. Some results are seen quickly, and some take a long time to be noticed.**
-

ACTIVITY 1

CONSEQUENCES

Objective:

Make a conscious note of what happens when a person makes a choice. The outcome or consequence of that choice falls to the decision maker. Since people have choices, people also have responsibility for the outcomes of those choices.

Grade Levels:

K-2 adaptable.

Process:

Using a black board or overhead transparency, make a list of possible actions, behaviors, and choices. These may be troublesome or helpful actions. The children will contribute their ideas of what trouble means. Make two more columns labeled yes and no. Begin to fill in what are the consequences if a person says yes to the trouble and what happens if the person says no to the choice. Consider choices such as littering, graffiti, pollution, helping someone, smiling, frowning, telling your feelings, as well as not doing homework, stealing, hitting or using drugs.

Children will name choices that result in jail and public measures of sanction. Children will also mention choices such as not doing chores or disobeying parents. Each idea needs to be considered as important. Take each comment as an opportunity to expand an idea and to broaden the concept of consequences. Listen for opportunities to introduce additional material about non-violence, self esteem, or real life situations as the discussion continues. Be an active listener. Be an active participant in discussions. Reserve the right to have the last word as the leader in charge of outcomes. Be prepared to report to the appropriate authorities if you suspect a child is being mistreated.

This activity needs to be adapted to the age and characteristics of the group. It can also demonstrate how consequences can be positive. Expand beyond the child's home or school life, e.g. the consequences of littering or graffiti to the community; consequences of taking time to help someone; consequences of doing volunteer work at a nursing home; consequences of air and water pollution to Earth; consequences of smiling or frowning; consequences of picking up trash at a park.

- 1) Describe a situation where you have several choices.
- 2) If you say YES to these choices, what are the consequences? (Write them in the YES column.)
- 3) If you say NO to these choices, what are the consequences? (Write them in the NO column).
- 4) Sometimes people are victims of actions where the consequences of an assault, attack, or robbery may be injury, harm or loss of property. Sometimes a person simply needs to go for help as soon as possible. What are the consequences of seeking help immediately? What are the consequences of not seeking help right away?
- 5) Sometimes people consciously decide to hurt another person with words or physical violence. Should that person be ready to take the consequences? Should that person be surprised if there are consequences? Any comments?
- 6) Sometimes a person chooses to use drugs or alcohol. There are health consequences as well as legal consequences. Should that person be surprised to find out that there are consequences to that kind of activity? Any comments?

BEHAVIOR HAS CONSEQUENCES

There are many types of projects that can be designed to illustrate the concepts about consequences. Modify suggestions from earlier lessons.

Conclusion:

Children need to understand that they can often have an impact on consequences when they think about possible outcomes before making choices. If the list is substantial, copy it with summary statements. Duplicate it for distribution to all children. Or, use the list as a model for each child and go on to develop a personalized journal of consequences. Each person must be ready to expect consequences and face them.

ACTIVITY 2

PUPPETS

Objective:

Reinforce the notion that most words and actions carry consequences. Sometimes children do not do well at understanding that today's habits and successes have an impact on their lives far into the future. Yet the attempt must be made to teach that lesson.

Grade Levels:

K-4.

Process:

Select the appropriate story for the age level of the class, whether "Peter Rabbit" or "They Didn't Learn." Locate or make hand puppets for the main roles. Ask for volunteers to act out the parts of the story that had obvious consequences. Discuss the results and possible alternatives. Expand the discussion with the following questions:

- 1) Do your parents ever tell you to do something which you do not understand and then you disobey? What happens when you disobey your parents? Do your parents know more about the future (years and years from now) than you do?

- 2) Does school work ever seem as if it has no importance for you in the future? Do you ever question why you are studying a certain lesson? What will happen if you fail to study and fail those lessons? What happens immediately, and what can happen years later? Do you believe that the later consequences will really happen? Do you know anyone who was in the same position as you with thoughts about school work? What did that person say? Often parents have had experiences similar to what a child is experiencing now. Do your parents ever tell you they know just what you are going through? Do they also tell you about what will happen if you do or do not do as you are told?

Conclusion:

Develop and encourage an appreciation for consequences, foreseen and unforeseen. Today the emphasis is on consequences that are immediate and fairly well recognized. Even so, people need to be ready to face the unknown as well. It is difficult for a person to say something never happened even though that would be a secure position for awhile. We must all learn to face the results of our actions.

BEHAVIOR HAS CONSEQUENCES

PUPPET ACTIVITY

PETER RABBIT

Purpose:

To help children understand the responsibility connected with being independent.

Materials:

Hand puppets (add rabbit ears, cut from paper and attached by safety pins, and a cotton ball for a tail, to five hand puppets to represent mother, Flopsy, Mopsy, Cottontail and Peter). Dust rags */Brooms (pencils or appropriate substitutes) */Flower cutouts. *

* Teacher supplies these.

Introduction:

Review or tell "The Tale of Peter Rabbit," by Beatrix Potter. (Mrs. Rabbit leaves her four young rabbits alone with the instruction not to go into Mr. McGregor's garden. Flopsy, Mopsy and Cottontail do as they are told. Peter runs straight to Mr. McGregor's garden and starts eating the vegetables. Peter is spotted by Mr. McGregor. Mr. McGregor chases Peter, who loses his shoes and his new jacket in his flight. Peter has to hide in a watering can in Mr. McGregor's tool shed, but finally gets away and finds his way out of the garden and back home.)

If you were Mrs. Rabbit, how would you feel about Peter when you wanted to leave the house next time? Elicit response. Why? Would you feel differently toward Flopsy, Mopsy, and Cottontail? Why?

Setting the Situation:

This story doesn't tell just what Flopsy, Mopsy and Cottontail did while mother was away. What do you think they did? Elicit response. Let's use our puppets to show that.

Enactment:

We'll need a mother, a Flopsy, a Mopsy, a Cottontail, and Peter. Choose volunteers. Here are some things they might use — some dusters, brooms, rakes, flowers, whatever props are available. Remember, Peter is asked to do the right thing, but he decided to do wrong by going to Mr. McGregor's. Enact scene.

Discussion:

How did Flopsy, Mopsy, and Cottontail spend their time while mother was away?

Would you have been pleased with them if you had been Mrs. Rabbit? Why? Do you think Flopsy, Mopsy, and Cottontail were thoughtful children? Why? Was Peter thoughtful? Why not?

Flopsy, Mopsy and Cottontail, how did you feel when you knew you were doing things to help mother?

Peter, how did you feel when your sisters asked you to help?

Encourage several enactments.

Extension:

Just for fun, find out what other parts of the story the children would like the puppets to enact. Cast and enact. The children might also develop puppet plays about times they have displayed responsible or irresponsible behavior.

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PUPPET ACTIVITY

THEY DIDN'T LEARN

Purpose:

To help children learn to evaluate the relevancy of school tasks for present and future goals.

Materials:

Hand puppets.

Introduction:

Today let's think about why people go to school. On the board let's make a list of the reasons why education is important. Elicit responses and list them.

Not only do we depend on a good education ourselves, but we hope that people whose services we need have had a good education too. When we are sick, we want a good doctor. When we need our car fixed, we want a mechanic who understands motors.

Enactment:

Wouldn't it be terrible to go to a doctor who had not learned the proper medical skills in school? Who could show us a funny puppet scene between such a doctor, a nurse, and their patient? We could call it "The Doctor Who Didn't Know Medicine." Select volunteers. Remember, girls can be doctors and boys can be nurses. Encourage enactment.

Discussion:

What kinds of things didn't this doctor know about science that we have already learned in school?

Ask patient - How did you feel about the doctor?

Ask nurse - How did you feel about the doctor?

Ask doctor - How did you feel when you found out there were so many things you didn't know? What could you do about it?

Enactment:

What other puppet plays might we show about this same problem of not knowing the skills that one needs? Elicit responses. A possible list might include:

The pilot who can't read the airplane instrument.
The cook who can't read a recipe.
The carpenter who can't measure.
The seamstress who can't read a pattern.
The bus driver who can't read street signs.
The secretary who can't spell.
The policeman who doesn't know the laws.
The store clerk who can't make change.
The baseball coach who doesn't know the rules.

Select volunteers to improvise each situation with puppets. Discuss the number of puppeteers needed for each enactment, type of action to occur and props necessary.

Discussion:

Focus on the practicality of school experiences.

Extension:

These were humorous scenes showing why people need to be educated. Every day we use the things we learn in school. We're not just saving this knowledge for the future. Who can think of some ways we use what we learn in school? Elicit responses.

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BEHAVIOR HAS CONSEQUENCES

ACTIVITY 3

WRITE A PLAY

Objective:

Develop creative expression of the lesson topics. Illustrate the simplicity and complexity of understanding consequences.

Grade Levels:

4-6.

Process:

Use the following sample play written by other children or help the children to write their own play. Some will insist on being extemporaneous. Some love courtroom scenes to demonstrate consequences. Some children apparently view a lot of court room and lawyer scenes on television. The children bring this view of consequences to their dramatic efforts. The children will usually come up with appropriate materials and outcomes. If they should get stuck about an ending or consequence, guide them to a productive outcome. If they should see no options, build in options which offer a way to cope.

- 1) When temptations occur, it is hard to remember what you learned in class and then apply it right there as you need the information. Practice appropriate behavior as much as you can. Think about consequences as often as you can. Has anyone applied what you learned in class to a specific situation this week? What would you tell about it? Did you use Time Out and Self Talk as you sought space to think and act appropriately?
- 2) If you do not approve of laws and legal consequences, how can these be changed? What did you learn about government and the ways that citizens can influence law making?
- 3) Do you know anyone who has lobbied or picketed to make a law more forceful with more stringent consequences? Who can tell an example?

Conclusion:

Through creative expression, the children can play out what they have learned already from other programs as well as this one. Learning increases when it includes enjoyment.

SAY NO TO DRUGS

Written by fourth graders at Puohala Elementary School, Kaneohe, HI. Spring, 1987.

CAST OF CHARACTERS

LESTER THE GIRAFFE	CAPLEN
WILLIE THE MONKEY	TODD
MAX THE MONKEY	MYLES
THE PIG (Narrator)	KIAHA
FRANK THE PARROT	LEON
TIM THE PARROT	ANTHONY

(Use puppets to enact this play)

PIG: "Welcome to our puppet show, called 'Say No To Drugs' "

One day Willie the Monkey was out playing in his yard. He saw his Cousin Max the Monkey walking by. Let's listen..."

WILLIE: "Hi, Max! Will you play with me?"

MAX: "I'm on my way to meet my friends, the parrots. Come with me. Let's have some fun."

WILLIE: "Well, all right. Let me ask my mother first."

MAX: (Looks at the audience and sneers)
"He always asks his mother first."

WILLIE: "She said it was okay for me to go. What are we going to do?"

MAX: "Frank and Tim always have lots of good stuff."

PIG: "Max and Willie are now going to the store to meet the parrots. Along the way they meet Lester the Giraffe."

LESTER: "Hi, Willie. Hi, Max. Where are you going?"

WILLIE: "We're going to meet Max's friends."

LESTER: "Can I come?"

MAX: "Sure!"

PIG: "They meet at the corner of the store. The parrots have a big bag of something. I wonder what it is?"

MAX: "Hi, Frank and Tim. I brought some friends along for fun."

FRANK: "Okay. Who wants to try this stuff first?"

LESTER: "What is it?"

(THE PARROTS & MAX LAUGH TOGETHER)

FRANK: "Just some powdered candy. Go on, try it!"

WILLIE: "No, thanks."

LESTER: "I don't want any either. Doesn't look like candy to me."

TIM: "Ah, you guys are chicken. Come on, try it!"

LESTER & WILLIE TOGETHER: "No."

MAX: "Just take a big whiff like this."

(MAX TAKES A BIG WHIFF AND PASSES OUT.)

FRANK: "I'm getting out of here."

TIM: "Me too!"

BEHAVIOR HAS CONSEQUENCES

WILLIE: "Hurry, Lester. Get help!"

(LESTER RUNS OFF TO GET HELP)

PIG: Max was taken to the hospital. Lucky for him, he was fine after awhile.

WILLIE: "How are you feeling, Max?"

MAX: "I never felt so sick in my whole life!"

LESTER: "I hope you have learned your lesson, Max."

MAX: "I sure did. From now on, I'm saying 'No' to drugs."

PIG: "Max learned his lesson. We hope you know the moral to this story."

CONCLUSION:

PIG: "Boys and girls, do you know what drugs are?"

LESTER: "Some drugs look like medicine or pills. Others look like powder or cigarettes that can be smoked. Sometimes people use needles."

MAX: "But no matter what form drugs come in, they are all dangerous."

PIG: "Do you know what bad things can happen to people who take these drugs?"

FRANK: "Others might do crazy things like jumping off a building. Some develop heart attacks, while others just die."

TIM: "Other people take drugs because their friends take them or force them to take drugs."

WILLIE: "Often these drug addicts tease or call their friends names."

PIG: "If someone did that to you, what would you do?"

ALL: YOU JUST SAY "NO!"

PIG: "Thank you for being a good audience."

The End.

HANDOUTS AND BIBLIOGRAPHY

Emphasizing the place of praise in correcting children, the article "Should You Spare The Rod?" makes another good handout to send home to parents. If the families receive almost weekly material, they should begin to follow the progress of the lessons. We hope that by now many families have caught on to the Time Out concept and implemented it at home. At least they should have seen some positive results from the child's use of Time Out and Self Talk. Since these have been used across all lesson topics, the children should be gaining something substantial for future adjustment.

BEHAVIOR HAS CONSEQUENCES

NEW RESEARCH SHOWS THAT PRAISE WORKS BEST

Reprint from *Parade*
LUBELL

SHOULD YOU SPARE THE ROD?

We all know that praise works better than punishment in helping a child to learn to behave. Or do we? Scientific observations reveal that parents and teachers alike tend to scold, mock, deprive and strike children more often than they offer a few kind words.

Walk into any classroom. Count the number of times the teacher praises his or her pupils; also count the condemnations, the insults, the threats. Negative words, as scientific research shows, outnumber helpful words by 3 to 1 (or more) in most classrooms. Ironically, punishment works only to control the worst behaviors — fighting, lying, cheating, stealing.

The National Institute of Education estimates that school vandalism costs this country almost \$500 million a year. In one California school system, a praise-and-reward system paid off by cutting school vandalism by 78.5 per cent, and one school saved \$425,000 over the previous year. Other schools have reduced absenteeism from 33 percent to a scant 2 percent with free pizza and other rewards for perfect attendance.

The Los Angeles County Office of Education developed a "constructive discipline" program for students. Its chief architects were G. Roy Mayer, a professor of education at California State University at Los Angeles, and Thomas W. Butterworth, now a retired consultant. The program cut vandalism and absenteeism in Los Angeles schools. Parents can easily adapt it at home.

There are three parts to the technique:

- 1) Reward good behavior with praise, recognition, prizes and privileges.
- 2) Ignore minor infractions or work out deals to reward children for reducing minor misbehavior.
- 3) Punish only *major* misbehavior — vandalism, truancy, disruption, fighting, resisting authority, drug use. (The punishments in schools range from a conference called with the student and parents to suspension, expulsion and even a call to police.) Constant punishment actually induces students to escape through tardiness, truancy or dropping out of school. Children punished for every little thing also become more violent and destructive. It was found that vandalism was highest in schools where teachers abused their students the most. After a special teachers' training program on how to be more positive, the incidence of vandalism in those schools plummeted.

Corporal punishment — spanking, paddling, whipping — actually may teach children to be physically aggressive toward those less able to defend themselves. (Physically abused children often grow up to be abusive parents.)

The absenteeism program at San Gabriel High School in California uses constructive discipline this way: Marisela Adams, the attendance counselor, sets up clear rules for unexcused tardiness or absences. The first incident results in a talk with a teacher; the second causes a postcard to be sent to the youngster's home. At the ninth incident, the student comes in for a four-hour Saturday work-study program. The twelfth truancy or tardiness results in suspension.

CONTINUED OVER...

BEHAVIOR HAS CONSEQUENCES

On the positive side, students with perfect attendance are eligible for free pizzas, hamburgers, football game tickets and buttons saying "I am perfect."

Beth Sulzer-Azaroff, a professor at the University of Massachusetts at Amherst, says "With positive techniques, children learn better and retain their lessons longer. What's more, the positive approach to learning is fun."

But, Professor Sulzer-Azaroff cautions, be careful with your praise. She gives these hints: Praise the deed, not the child. You might say, for example, "That's a well-drawn picture, Lilly," not, "You're a good artist, Lilly." And your facial expression must say, "I mean it."

For children who have been starved for praise, words alone may not work, so tangible rewards are given. Some teachers give out points for good behavior and the points are later traded, like Green Stamps, for prizes. Such a scheme is called a contract. And parents can adapt it to reward a child for any desired behavior — washing dishes, taking out the trash, studying, good table manners. Parents and child agree on what kind of behavior wins points, how many points get the prize and what the prize is. Parents must never fail to honor a commitment.

Once the behavior is learned, set up a new contract for a new behavior. Phase out the rewards for learned behavior, so that it becomes important for its own sake. Also, to keep the contract intact, if a child fails to win points for some days, ignore this failure.

Many teachers and parents argue that children should not be rewarded for things they ought to do anyway. They call that bribery. Professors Sulzer-Azaroff and Mayer point out that bribery induces illegal or immoral acts. By rewarding good behavior, they note, you are not inducing something illegal or immoral. The reward is to the child's advantage, not to the advantage of the reward-giver. Mayer adds that most adults are paid for their work and says there is nothing wrong with paying children for their "work."

BEHAVIOR HAS CONSEQUENCES

NOTES...

BEHAVIOR HAS CONSEQUENCES

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10-10-08

LESSON 14

BOTH SIDES CAN WIN

Because we live in a pluralistic world, there will always be differences among people. There will be different looks, different customs, different ideas, different goals, and different behaviors. Although we have been examining ways of accepting differences and looking for similarities, we do not live in a perfect world. Conflict is part of that world.

What is a conflict? A conflict is a fight, a struggle, a clash between two or more people or competing principles. Conflicts do NOT need to be violent. Often they can be prevented. They can always be resolved. And conflicts can be resolved in ways that do not require winners and losers.

Everyone is involved in conflicts at one time or another. Sometimes the conflict is within us. Sometimes the conflict is between us and others. Sometimes conflict is between individuals, groups or countries.

Strong feelings and differing opinions may lead to conflict. Thoughtless actions and words may lead to conflict. Differing ways of doing things may lead to conflict. And thoughtful, caring choices may lead to peaceful resolution.

As all of the preceding lessons and activities have been designed to teach children how peace can begin with them, conflict resolution skills will also contribute to peace within ourselves and between us. It is not too early to introduce important conflict resolution words and concepts like "brainstorm," "compromise," "win-win," "trustworthy," "agreement" and "resolution." They are all related to words more familiar to children, such as "brain," "promise," "win," "agree" and "solution." Help the children make the connections during discussions.

10 minutes - Review the concepts of the lessons on problem solving and decision making. Ask how Time Out and Self Talk helped with problems and decisions in the past week. Ask how admitting mistakes also helped.

5 minutes - Develop the idea that conflict resolution will use skills learned in earlier lessons. Additional skills will help conflict be resolved with a win-win outcome. Self esteem and self control will also play an important part.

15 minutes - Develop an activity:

- | | |
|-------------------|------------------------|
| Activity 1 | Feelings and Trouble |
| Activity 2 | Picture the Resolution |
| Activity 3 | No Losers |

5 Minutes - Repeat Time Out homework. Emphasize ways the children can use this skill to think of the steps toward resolving a conflict. Use Self Talk to gain physical self control and move toward a non-violent solution.

In each unique classroom situation, the children will do best when the starting point is with something familiar to them and within their experiences. Start with THEIR words and THEIR expressions as you talk about "brainstorming" as pulling spontaneous ideas out of their *brains*, about "compromise" as each person deciding what s/he can *promise* to do to help solve the problem, about "win-win" as the opposite of *win-lose*, etc. The teacher's key role is to draw the connections between concepts being taught and the children's situations to which they apply. There is no shortage of material within the experiences of the children themselves.

The grade level designations are only general guidelines. Groups should be matched to activities according to their abilities in conceptualizing and problem-solving as observed by the teacher in earlier lessons. Less sophisticated groups should begin with simpler activities, and more advanced groups should be challenged with the more difficult activities. Adapt the activities while maintaining the key points of the lesson.

There are many ways to approach the subject of conflict resolution. Since this curriculum is intended for use with younger children, general concepts and procedures have been kept to a level of simplicity intended to introduce skills at the earliest possible age.

The basic components of conflict resolution are:

- 1) Acknowledge that feelings are involved by taking Time Out to "cool off."
- 2) Identify the source of the conflict by asking each involved person to describe her/his feelings and to say what the problem is.
- 3) Encourage listening and empathy by asking each person to say how the other person perceives the problem.
- 4) Define a win-win outcome by asking everyone involved to brainstorm about a solution that will have no losers.
- 5) Introduce compromise by asking each involved person to say how s/he can contribute to an acceptable outcome.
- 6) Promote trust and commitment by asking each involved person to agree to follow through with the solution decided upon by everyone together.

Although the six items above are the essential steps toward conflict resolution, the ways in which they are introduced and implemented will depend upon the ages and backgrounds of the participants and the nature of the conflict. Generally one can expect conflicts to become more difficult and complex with older children. As the basic skills are learned, refinements can be made and additional elements, such as written agreements, introduced. As always, the teacher is the key person in deciding how to adapt the concepts to the specific situation.

BOTH SIDES CAN WIN

1. Take Time Out to "cool off."
 2. Describe your feelings and the problem.
 3. Repeat the other person's story.
 4. Brainstorm together for a win-win solution.
 5. Describe your part in the resolution.
 6. Agree to do your part.
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ACTIVITY 1

FEELING AND TROUBLE

Objective:

Help children understand that feelings influence conflict and that there are choices about handling conflicts that erupt unexpectedly.

Grade Level:

K-2

Process:

Ask children to gather in a circle for a story about Tony, who has a fight on the way to school. Ask them to think about Tony's feelings and how the conflict started.

Tony's Terrible Tuesday

Tony couldn't believe it was already time to get up. He was still very tired when his mother called him. He didn't go to sleep when he first went to bed because he could hear his parents arguing. He also had some bad dreams.

When his mother called him again, Tony slowly pushed the covers down and swung his legs down to climb out of bed. Then he noticed that his little sister had marked all over the nice new folder he received from his teacher the day before. His sister got her new crayons on Monday too. He knew she did it because he could see that she tried to write the letters of her name in the middle of the scribbling.

Tony was grumpy from being tired and angry about his new folder as he brushed his teeth and dressed. When he went to the kitchen for breakfast, there was no more of his favorite cereal. He didn't like hot cereal. Tony didn't talk to anyone while he ate or when he picked up his books and went out the door. He decided to walk to school a different way.

When Tony went around the new corner, he did not notice Mark running out from his house until it was too late. Mark, who was older and bigger, knocked Tony over when he bumped into him. Before Mark could say anything, Tony grabbed Mark's pant leg and yanked Mark down.

Mark said, "Hey, I'm sorry. I didn't see you coming."

Tony started crying and hitting Mark at the same time. Tony was punching with his fists as hard as he could. When Mark punched him back, a fight began. Mark finally pushed Tony away, got up and kicked Tony as he ran away without saying anything. Tony didn't want to get up and go to school.

Ask the children questions to show how feelings played a role in the conflict. Start with the way Tony was feeling when he first got up in the morning, including the reasons why he did not sleep well. Move toward Mark's reactions to Tony's impulsive actions after the surprise collision. Bring in the ideas about Time Out and thoughtful choices vs. impulsive reactions.

Some questions to ask:

"How was Tony feeling by the time he left for school? Why?"

"What do you think caused the fight?"

"What would you have done if you were Tony? Mark?"

"Could Tony have expressed his anger in a non-violent way before he left home? How might that have helped?"

"Could Tony and Mark have found a way to laugh about the bump?"

"Could Mark, who was older and bigger, have helped Tony feel better after the accident? How?"

BOTH SIDES CAN WIN

Introduce the idea of "brainstorming" about different possible behaviors and solutions. Brainstorming includes the notion of getting out spontaneous ideas first so that everyone can participate. Then the group can make thoughtful choices about the best ideas put forth. Introduce words and concepts of "compromise," "win-win," "trust" and "agreement" when discussing possible resolutions to the conflict.

If time and interest permit, follow-up activities may range from drawings to acting out the story with different endings. Puppets may also be used to re-enact the story in different ways. The acting activities enable the children to use some of the things they have been learning, from Time Out and Self Talk to Saying What They Mean and Apologizing. Teachers are best equipped to decide on the type and length of follow-up activities.

ACTIVITY 2

PICTURE THE RESOLUTION

Objective:

Develop understanding that a conflict can be resolved without a winner and loser if each person stops to think of choices that will lead to a win-win situation.

Grade Levels:

3-4.

Process:

- 1) Gather children in a discussion circle and ask them, "What is a conflict?" Elicit words describing THEIR experiences with fights, disagreements, incidents.
- 2) Ask what kinds of feelings usually come up in conflicts. Listen for words like angry, scared, excited, strong, hurt, etc.
- 3) Ask if anyone can think of a recent specific conflict which was not able to be worked out. Encourage the use of general terms (my friend, a cousin, a kid from another class) rather than actual names. Acknowledge that conflicts are natural occurrences and that it is normal to have strong feelings during a conflict.
- 4) After a couple of examples from the children, tell them that you are going to give them some pictures to create in their minds. Say, "We are going to close our eyes and think of a time that we had a disagreement that we will call a conflict. Maybe it was a fight with your younger brother or sister. Do you remember feeling angry? Do you remember what words you said to each other? Maybe there was hitting. Maybe the hitting hurt. Maybe the words hurt. It didn't feel good."

"Now try and relax and let a warm feeling come into your brain and into your body and your feelings. Let that warm feeling help you to think of a way that both of you can stop the bad feelings and hurt. Picture your own face. Now picture the other person's face. Try to feel the other person's feelings. Picture yourself saying words that will make the other person feel better. Now picture yourself feeling better. Picture both of you figuring out a way to resolve your conflict. Picture yourselves taking each other's hand and agreeing to solve the problem together. Picture yourselves smiling at each other. Remember what you decided to do together."

"Now slowly open your eyes. Do not say anything right now. Let me give you a paper to take to your seat."

- 5) Pass out large drawing papers with a fold or line down the middle. The left side is labeled "Conflict" and the right side "Resolution." Ask the children to return to their seats. Ask them not to talk to anyone else as they draw the conflict they pictured on the left side. Then draw the resolution on the right. Tell them that if they have trouble remembering what they pictured, to close their eyes and try to picture it again. Be sure it remains a quiet activity until all have begun the resolution drawing. Share or display drawings of those who are comfortable with sharing them.

Visualization exercises may be used with younger children. But they will have to be more directed at first until they get the idea that they can picture their own endings. Visualization exercises which will take them through the conflict resolution steps will also provide another dimension to their learning skills.

BOTH SIDES CAN WIN

ACTIVITY 3

NO LOSERS

Objective:

Develop conflict resolution skills which can be applied to a variety of situations.

Grade Levels:

5-6.

Process:

- 1) Ask the students to form a discussion circle. Ask them to define the word "conflict," each one using a word or description that is different from the ones before. When the ideas appear exhausted, ask if anyone can describe a recent conflict which was resolved in a satisfactory manner. After the description, ask the group to identify the elements that helped resolve the conflict.
- 2) Then ask if anyone can describe a recent conflict which was not resolved. Ask the group to discuss some possible approaches to resolving the conflict. By this time, the group should be engaged in the activity. Conflicts will probably have been described as disagreements between two parties.
- 3) Present the list of items on a large chart of "Both Sides Can Win." Check the previous conflict cases against the list to see which components were present or missing. After the brief analysis, read one of the two following short stories. Since they involve more than two parties, they are more complex situations. They will provide the opportunity for a variety of proposed solutions.

Best Friends

Angela and Momi were best friends. Ellen was new in class. Momi thought that Ellen was fun and invited her to spend the night. Angela felt jealous and hurt, so she phoned Pam, telling her that Momi and Ellen had stolen a tape from the music store. The next day several classmates started calling Momi and Ellen names. "Stealers. Punks. Shoplifters." Momi slugged one girl and kicked another. They then punched Momi back and shoved Ellen. Pretty soon there was a fight between Momi and Ellen against the other two girls. Angela stood on the side and watched. When the teacher came, she asked the girls how the fight started. Momi and Ellen said they didn't like being called names and being accused of something they didn't do. The other girls said that Angela saw them steal the tape. Angela was scared when everyone turned around and looked at her.

Borrowed Trouble

Keola had borrowed Linda's new tape player. When he was listening to it, Alex came up from behind and scared him with a big shout and a push on the shoulders. The tape player dropped and cracked. Keola turned around quickly and slugged Alex in the stomach, yelling "Look what you did, you idiot!" Alex, hurting from the unexpected punch, shoved Keola against the wall, jarring the tape out of the player. Just then, Linda came along and saw what was happening with her player. She started to scream at Keola and Alex, telling them that she would get her boyfriend to beat them both up for wrecking her new player.

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- 4) After reading a story, ask the group to divide into pairs, mixing boys and girls. Ask the pairs to decide on a strategy to resolve the conflict with no losers, using the components on the clearly visible chart. After at least 10 minutes, during which they may use paper and pencil if they wish, call the group together and ask a volunteer to describe the steps to take in resolving the story's conflict. Encourage discussion only AFTER the volunteer has completely finished the proposal.

If time and interest permit, ask for different resolutions. Follow-up activities may include written or taped descriptions of a conflict and its resolution, drawings illustrating conflict resolution, or a research project of conflicts reflected in television programs and resolutions proposed by students.

Conclusion:

The purpose of the activity at this level is to continue to raise awareness about the many conflicts which surround us in our daily lives and the ways in which each person can develop skills that will work toward resolution. The overall concept which should be continually reinforced is that "Peace Begins With Me."

BOTH SIDES CAN WIN

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LESSON 15

TAKE CARE OF YOURSELF AND YOUR WORLD

Environmental health as well as personal, physical, mental and spiritual health are the right and responsibility of each person. With wellness, people can create and achieve. In sickness, people experience distress and dysfunction. In the context of health, self esteem grows. In sickness, self esteem is challenged and diminished.

Respect for plants, animals and the environment is a part of health and a part of peace. Peace and health include waste disposal, proper treatment of animals, and respect for vegetation. When we treat the environment (beaches, forest, water, birds) with care and respect, we can enjoy the beauty. When we visit beautiful places, we feel good. When we feel good, we will be kind to others. In turn, we will bring about harmony.

When we have peace on earth, we will be safe and treated well; plants and flowers will flourish; the water will be free from pollution; the air will be pure; we will get along together, respecting, appreciating and accepting one another.

Taking care of yourself includes:

- 1) Proper eating of healthful foods.
- 2) Sufficient sleep and mental rest.
- 3) Appropriate exercise and physical fitness.

Taking care of your world includes:

- 1) Caring about the plants and animals around you.
- 2) Being careful not to litter or mark on things around you.

10 minutes - Review the concepts of the lesson on Consequences. Take reports of Time Out as children used it during the time since the last lesson. Ask about the use of Self Talk as Time Out was used. Continue to tally the reports of Time Out and keep track of the numbers from lesson to lesson.

5 minutes - Develop the idea that total health underlies positive self esteem and self control. People who feel better physically, mentally and spiritually, as well as function in a positive environment, have a better foundation for developing self esteem and self control.

10 minutes - Develop an Activity:

Activity 1	The Environment
Activity 2	The World is Alive
Activity 3	Take Care of Yourself and Your World

5 minutes - Repeat Time Out homework. Emphasize ways the children can use this skill in establishing control over a situation which is angry, sad, frustrating or lonely. Remind the children Time Out is for all children, even ones who have physical self control, but still experience strong, uncomfortable feelings.

- 3) Enjoying and preserving the beauty around you.

Conscious attention to personal wellness begins in the early years and continues throughout a lifetime. People must take personal responsibility for decisions such as not smoking, not drinking, not taking drugs.

Many health and guidance lessons appear in school curricula. For the purpose of this lesson in peace, integrate that knowledge. Point out why lessons in health and personal decisions for wellness comprise a foundation for self esteem and self control. Approach health as comprised of environmental, physical, emotional and spiritual dynamics.

TAKE CARE OF YOURSELF & YOUR WORLD

Besides the activities suggested here, you may consider having a guest speaker show a film or slides about some aspect of nature and discuss preservation efforts and threats to the environment. Older students can also research conservation efforts that interest them and present their results.

Key Points to cover:

- 1) Total health supports self esteem and self control.
 - 2) Each person makes choices about health; even "no decision" is a choice.
 - 3) Proper food, sleep, exercise and cleanliness support healthful living.
 - 4) Treat yourself and your world with care and respect through thoughtful choices.
-

TAKE CARE OF YOURSELF AND YOUR WORLD

1. Total health supports self esteem and self control.
 2. Each person makes choices about health; even "no decision" is a choice.
 3. Proper food, sleep, exercise and cleanliness support healthful living.
 4. Treat yourself and your world with care and respect through thoughtful choices.
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ACTIVITY 1

THE ENVIRONMENT

Objective:

Children will see that they can take individual action and individual responsibility for bringing about peace in their school, their community, and their planet earth.

Grade Level:

K-6 adaptable.

Process:

First, read the poem "I'm Glad to Help."

I'm glad the sky is painted blue
And Earth is painted green
With such a lot of nice fresh air
All sandwiched in-between.

To keep the sky and earth and air,
One rule is absolute
Conserve, protect and use with care;
Try never to pollute.

Some students may be able to memorize this or organize a way to say the poem in unison. Discuss the meaning of these simple lines.

Second, ask the students to draw a picture of their favorite place in nature. As each picture is completed, note the beauty of each place and ask each child to say a few words about their special place.

Some questions can accompany these projects:

- 1) Why is it important for us to protect all parts of our land and sea?
- 2) What does environmental health have to do with physical, mental and spiritual health?
- 3) What different kinds of pollution are there? (Littering, noise, water, chemical, air, etc.)
- 4) What ways do you know to conserve or protect the land, air, sea, earth? What does conserve mean? What can each of us do every day to protect the earth?
- 5) What does total health have to do with peace?
- 6) What does total health have to do with self control?
- 7) What does total health have to do with self esteem?

Conclusion:

A person can be inspired by poetry, music, and visual art to enjoy nature and appreciate environmental wellness. Each person must make a personal choice to keep the beauty of the world intact by remembering to keep it clean. That means throwing trash in proper places, keeping up the lawns and flowers, respecting the nests and resting places of birds and animals, and daily enjoying the natural beauty around us. Refreshing reflection on these beauties should become a daily practice.

TAKE CARE OF YOURSELF & YOUR WORLD

ACTIVITY 2**THE WORLD IS ALIVE***Objective:*

In a musical manner, emphasize the simplicity of appropriate health habits.

Grade Levels:

K-4.

Process:

Ask the children to get into a comfortable position, relax, close their eyes and begin to imagine. Imagine that the earth is a gentle, living being. Underneath the ground, in the middle of the earth is a huge, gentle heart. The earth cares deeply about children, about trees, about mountains, about oceans. It feels it when a bulldozer plows into the ground, when building piles are pounded into its skin. Tell them to think for a few minutes about the gentle giant, earth. Talk about the earth's children, which are the trees, rocks, mountains, streams. These are born of the earth just as you are born of your mother and father. Imagine how this gentle giant, earth, feels when we throw things down on it, when old cars and tires are left along the side of the road to rot and seep into the ground. What kinds of things does the earth do when it feels happy? How does the earth show happiness? What does the earth do when it is disturbed? When it is angry? Ask the children to think for a few more minutes about the gentle giant, earth. Then begin the discussion.

Use some of the following questions:

- 1) What parts of the island or country do you consider to be most beautiful? Why?
- 2) When do you consider the earth to be most beautiful? Summer? The rainy season? During a storm? Why?
- 3) Think of one special place that you have been in nature where you felt peaceful and where you could feel the gentleness of the earth.
- 4) How do we as human beings destroy earth and her children?
- 5) How do individuals hurt or make ugly their natural environment?

Stress the role that each of us plays in taking care of our environment. This includes not littering, not destroying animals or plants, not writing on trees or buildings, and other destructive acts.

Conclusion:

The children need to understand that what they do has an impact on the world around them.

ACTIVITY 3

TAKE CARE OF YOURSELF AND YOUR WORLD

Visual Imagery

Objective:

Children will be sensitized to the needs for balance in our environment and how this depends on each of us accepting individual responsibility to protect the balance of nature.

Grade Levels:

K-6 adaptable.

Process:

Ask the children how many of them have ever closed their eyes and imagined they were somewhere else and made pictures in their mind with their eyes closed. Let them know they will be doing something similar now and that it is like taking a trip with their mind.

Suggest that they sit comfortably and that sitting up straight can help them concentrate. Explain that you will be asking them to imagine themselves doing one of the following exercises:

- 1) Being a part of the Earth, or
- 2) Traveling into outer space.

(Choose one of these exercises prior to this lesson or if time allows, engage the children in both visualizations.) To prepare for this trip and help their bodies relax, have the children take three quiet, deep breaths. With each breath their bodies get more relaxed. Speaking with a deeper voice and a calming manner will help set a relaxing atmosphere. As they are breathing deeply, tell the children that they can allow their eyes to close.

Exercise 1

How the Earth feels about littering

Imagine that you are outside in one of your favorite places, such as at the beach, in the mountains, in a park, in a meadow, at a lake, on the playground, or in your yard. This is a place that you feel safe and comfortable. Imagine that the sun is shining and that you decide to lie down on your back on the ground. You can look up and see the blue sky, birds, and maybe a few little clouds. While you lie there, you feel yourself getting more and more relaxed. You notice how the Earth is holding you as a mother would hold her child. This is very comforting. You feel yourself wanting to be closer to your Earth mother and allow yourself to merge with her for a brief time. You become the grasses, flowers, earth, and sand. You can look up and feel the warmth of the sun smiling on you. Perhaps a gentle rain comes and quenches the thirst of your plants and helps them grow. You feel strong and loving toward all that resides on you – people, animals, plants. Everything they need to sustain life, you, the Earth, provide. Now imagine someone is taking a walk, admiring your beauty and they accidentally drop something on you. Think about how this feels for someone to drop something on you, the earth. Now notice that the person realizes their mistake and picks up their trash and throws it in a rubbish can. Now notice how you feel that someone was thoughtful about taking care of you. You need the people living on you to take care of you, their home, so that you can take care of them. Now imagine that out of the Earth, you turn back into yourself and you are back lying on the ground at your favorite place. Remember what it felt like to be the Earth and have someone litter on you. We can each help to take care of the Earth. Before you leave this special place, take a deep breath and appreciate the refreshing fragrances of flowers, trees, or the ocean breeze. You may rest here for a while, but whenever you are ready, you can come back to this room. And when you are ready, think about the things in this room and then open your eyes.

TAKE CARE OF YOURSELF & YOUR WORLD**Discussions:**

- 1) Who would like to share what they saw? Were you able to make pictures with your mind?
- 2) What was your favorite place in nature where you felt relaxed?
- 3) What did you think of pretending to become part of the Earth?
- 4) What did you feel when someone dropped something on you when you were part of the Earth? (Some children might report feeling like making an earthquake, volcano, tornado, or hurricane to represent their anger and acknowledging the Earth's power.)
- 5) How did you feel when the person picked up their trash and disposed of it?
- 6) What can each of us do to help take care of our Earth which is our home?

Exercise 2**Seeing our Earth from outer space**

Imagine that you are outside and you are looking up at the sky. You decide that you want to explore what is up in the sky. During the day you see the sun shining on you and at night you can see stars twinkling above. The moon can be seen best on some nights, but you've also noticed it during the day sometimes. You decide to go into outer space and find out for yourself what it is like. Some of you might decide to take a rocket or spaceship to travel to outer space. Some of you might take a jet, a bicycle, or go on your own power. Travel however you want to get to outer

space. Look back to Earth and see it getting smaller. Notice that on one side of the world there is daylight and on the other side it is nighttime. You can see the oceans, mountains, land, and clouds. Such a beautiful sight! Look around you, you can see the sun, moon, and stars. You may decide to go jump on the moon, lasso the sun, or ride a comet! Notice the incredible beauty of space. Look back at the Earth and think of all the people – some are hungry, sick, poor, homeless, and some are healthy, safe, and happy. The world has many people with lots of different needs. Suddenly while you are gazing back at the Earth thinking about all the people living there, a rainbow appears in a full circle surrounding the world. It is the most incredible rainbow you have ever seen – vivid colors of red, orange, yellow, green, blue, and violet. You realize that the Earth can be a safe, peaceful and loving place. Now you decide to circle the Earth and the rainbow, wishing peace and love to all who abide there. You can think about this rainbow protecting the Earth whenever you feel scared or when you see people fighting. This might help you feel better inside. Now you feel ready to come back to Earth and you return whatever way you want – by rocket, jet, or your own power. Now you are back on the ground and can look up at the sky again. It looks very different from the Earth than from outer space! Now we are finished with our journey. Whenever you are ready, think about the things in this room and then open your eyes.

Discussion:

- 1) How did you get to outer space?
- 2) What did you see from outer space? What did you do?
- 3) How many of you could see the Earth from outer space?
- 4) Who could see a rainbow around the Earth? How did you feel seeing a rainbow?
- 5) How can a rainbow help us feel peaceful?

Conclusion:

Visualization can be a powerful tool in learning. Using it with this lesson can help children access their own creative powers and sensitize them to our intimate relationship with nature. Appreciating the world as our home and thinking about how we all share this world together can help further a cooperative spirit and sense of responsibility for taking care of it.

TAKE CARE OF YOURSELF & YOUR WORLD

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LESSON 16

CELEBRATION AND CONCLUSION

In concluding the self esteem and non-violent values curriculum, ask your class the question which began our studies several months ago. "What is peace?" Teachers, students and parents will be proud of the more detailed, educated and insightful responses as they are compared with answers from the opening lessons. Congratulations can begin with acknowledgement of the observable progress made by everyone through their growing awareness of the necessary ingredients of peace. This progress will be a concrete reason for the ritual of celebration, important because it will bring closure to the series of lessons while emphasizing their place in everyday life.

Ideas for Closing Activities

As with activities listed throughout the curriculum, the following ideas are springboard suggestions for how you and your class might celebrate self esteem and affirm peace with one another. Remember that the best ideas may come from the class itself. If parents have been included in the curriculum through handouts and discussions with their children, parents should somehow be involved in the celebratory and concluding activities.

- 1) Send home a packet of self esteem materials and questionnaires to parents about their satisfaction with the program to date.
- 2) Take a trip to a popular local place after permissions and money have been collected. Encourage the children to do the planning and organizing.

- 3) Have a special time for refreshments on the premises. Share music, dance and other joyful activities appropriate to the age group.
- 4) Plan a picnic with activities in skill building and the team partnership. Develop activities from books like Joy Wilt's *Relationship Builders, Ages 4-8 and Ages 8-12*, Waco, TX: Word Pub., 1978. At the end of the day, give everyone a fun prize. To get the prize, each person must read a positive affirmation related to self esteem. (See attached list.)

Since the students have completed the Peace Begins With Me curriculum, it is good to end the classes with a celebration which reinforces the values and skills learned.

Besides celebrating together, sharing what has been learned with others reinforces the values and skills learned. The students can promote healthy self esteem and affirm peace with other schoolmates and family members. The following provides some ideas but is by no means a complete list.

IDEAS FOR SHARING

- 1) Build a Peace Begins With Me bulletin board with photos of all the children. Photos can come from the celebration or from pictures from other activities as they occurred during the lessons. Children can hand-write the peace messages and mount them by photos of themselves.
- 2) Have the children make place cards with peace or self esteem messages. Duplicate these. Have the children give out a place card to each child in the lunch line. Have the children offer positive greetings to others as the place cards are given out.

3) The children can design place mats with things they have learned from the program. Duplicate these. Each child can come to a designated place to pick up enough place mats for all family members in that household. The creators can invite family members to have a relaxing conversation when the place mats are used around the dinner table.

4) Create a Peace Begins With Me booth for the local school fair, for Family Fun Sunday at a local Museum, or any other public family event. For example, have everyone who stops by create a hand puppet out of a lunch bag. Using crayons or markers, make a face, give it a name, make it say positive words to another puppet or another person. Participants take their puppets home with them.

Activities take detailed planning, work, parental permission, school releases, and general cooperation. Extra volunteers may be recruited. The costs of time, energy and expense must be weighed against the value of reinforcing or sharing the self esteem and Peace Begins With Me messages. Keep the activities manageable so that a positive and peaceful environment will be present.

CELEBRATION AND CONCLUSION

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