

Chapter 2

Solving Problems Peacefully and Resolving Conflicts Respectfully

Lesson OutlineThe Five Steps of Solving Problems Peacefully
and Resolving Conflicts Respectfully**Materials per group:** 8½ × 11 paper, pencil, conflict cards (See Resource A)

1. Discuss the importance of learning how to solve problems peacefully and resolve conflicts respectfully. Step 1, Page 19
2. Describe the soccer scenario to your students. Step 2, Page 20
3. On the board, write the five steps of conflict resolution. Step 3, Pages 20–26
 1. Define the problem or conflict
 2. Brainstorm ideas
 3. Weigh the “Pros” and “Cons” of each idea
 4. Decide Plan “A”
 5. Decide Backup Plan “B”
4. Explain and implement each step in relation to the scenario. Teach the physical reminders. Step 3, Pages 20–26
5. Ask a few students what they would choose as a Plan “A” and a Plan “B.” Step 4, Page 26
6. Divide the class into groups of three to four students. In each group assign a scribe to write down the ideas and pros and cons. Step 5, Pages 26–29
7. Hand out a conflict card to each group. Step 5, Pages 26–29
8. Remind the students about respecting others’ brainstorming ideas. Step 5, Pages 26–29
9. Discuss each group’s solutions. Step 5, Pages 26–29

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Creating Empathy**Lesson Outline**
What Makes You Feel...?**Materials:** paper, pencil

1. Define empathy. Step 1, Page 32
 2. On the board write, "What makes you feel . . ." Step 2, Pages 32–33
 3. Ask the students to write their answers to the following questions. Step 2, Pages 32–33
 4. Under "What makes you feel . . .," say and write emotion words such as happy, mad, sad, etc. Step 2, Pages 32–33
 5. Discuss some of the students' answers. Step 3, Page 33
- Lesson Extension: List of emotion words, Page 34–36
- Lesson Extension: Find Emotion Words, Page 37
- Lesson Extension: Word Scramble, Page 38

Lesson Outline
Emotional Statues**Materials:** none

1. Explain that people communicate emotions through "body language." Explain to the students that they will be doing an activity called "Emotional Statues" and they are going to walk around the room respectfully. Step 1, Page 39
2. Explain the rules of "Emotional Statues": when you call out an emotion word, the students will turn toward the middle of the room and strike a pose portraying that emotion. Step 2, Page 39
3. Demonstrate an example of an emotional statue and explain the physical details of your pose. Step 2, Page 39
4. Have the students walk around the room. Call out an emotion word. Describe the differences you see in how different students physically express the same emotion. Step 3, Pages 39–40
5. Have the students face the center of the room. Tell a story using emotion words. When each emotion word is said, the students will become an emotional statue of that word. Step 4, Page 40
6. Describe a one-sentence situation without indicating an emotion word. Each student will express their own emotional statue based on their feeling about the situation. Describe the details of your students' emotional statues. Step 5, Pages 40–41

Chapter 4

Emotional Control and Anger Management

Lesson Outline

Guided Visualizations and Anger Monster Poster

Materials: newsprint, markers of various colors (or crayons), masking tape

1. Lead the class in an anger memory exercise. Step 1, Pages 46–47
2. Ask students what they experienced in their body when they were remembering a situation that made them angry. Step 2, Page 47
3. Conduct a calming visualization. Step 3, Page 47
4. Spread out newsprint to create an ‘Anger Monster.’ Step 4, Page 48
5. Create an outline of a student. Step 4, Page 48
6. Ask the students where in their body they felt physical changes when they were experiencing anger in the visualization. Draw and write their responses on the newsprint. Step 4, Page 49
7. Roll up the poster and have students return to their seats. Step 5, Page 50
8. Display the poster. Step 5, Page 50
9. Discuss and demonstrate how a person who does not maintain self-control when angry can turn into an anger monster. Step 5, Page 50
10. Have each student, on cue, become an emotional statue that expresses how they look when they are angry. Ask the students to be aware of the cues that indicate their body is experiencing anger. Step 6, Page 50
11. Finish this exercise with emotional statues of “relaxed” and “happy.” Step 6, Page 50

Lesson Outline

Feeling Clouds and Charades

Materials per person: 8½ × 11 paper, pencil

1. Explain that each individual has to learn how to recognize their anger and other emotions and still maintain calm, rational behavior. Step 1, Pages 51–52
2. Explain that calming strategies include taking slow, deep breaths, taking a walk, writing in a journal, listening to soft music, going for a run, exercising, playing the drums, or throwing a ball. Step 1, Pages 51–52
3. Instruct the students in making a ‘Feeling Cloud.’ Step 2, Page 52
4. Have students write down three calming strategies that would work for them. Step 3, Page 53
5. Explain the Charades game. Step 4, Pages 53–54

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6. Demonstrate how Charades is played by showing an example of a calming technique. Step 4, Pages 53–54

7. Have the class play Charades using self-calming choices. Step 5, Page 54

Lesson Extension: Mood music, Pages 54–55

Lesson Outline

Deep Breathing and Positive Affirmations

Materials: none

1. Explain the value of deep breathing and positive affirmations. Step 1, Page 56

2. Demonstrate the proper technique of deep breathing and positive affirmations. Step 2, Page 56

3. Demonstrate improper techniques of deep breathing. Step 3, Pages 56–57

4. Lead the class in deep breathing. Step 4, Page 57

5. Add affirmations to the deep breathing exercise. Step 5, Pages 57–58

Lesson Extension: Jumping Jacks, Page 58

Lesson Outline

ABCD Exercise

Materials: none

1. Write the letters “A,” “B,” “C,” and “D” on the board vertically. Step 2, Pages 59–60

2. One by one, write out and discuss what word each letter represents. Step 2, Pages 59–60

3. Teach the physical reminders of the ABCD exercise. Step 2, Pages 59–60

4. Demonstrate the ABCD exercise and the physical reminders. Step 3, Page 60

5. Practice the exercise with the students. Step 4, Pages 60–61

6. When proficient, instruct the students to add, “walk away” to Step C and Step D. Practice the exercise. Step 5, Page 61

7. Conclude the ABCD exercise with deep breathing and positive affirmations as Steps C and D. Step 6, Pages 61–62

Chapter 5
Teaching Assertiveness

Lesson Outline
Teaching Assertive Communication

Materials per student: paper, pencil

1. Explain the advantages of assertive communication. Step 1, Page 64
2. Teach the details of each of the qualities of assertive communication. Step 2, Pages 65–70
3. Discuss and demonstrate the other styles of communication: aggressive, passive, and passive-aggressive. Step 3, Pages 70–72

Lesson Outline
Handshaking

Materials: none

1. Explain that a proper handshake is a good way to understand how to communicate assertively. Page 72
2. Discuss and demonstrate a proper handshake. Steps 1 and 2, Pages 73–74
3. Discuss and demonstrate improper handshakes: aggressive (including twisting), passive, palm pinch, and passive-aggressive. Step 3, Pages 74–77
4. Have the students practice proper handshaking with each other. Step 4, Page 77
5. Practice shaking hands with students. Step 5, Page 77–78

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Recognizing Assertive, Aggressive, and Passive Communication Styles

Materials: three large pieces of paper; one with the word AGGRESSIVE written on it, one with ASSERTIVE on it, one with PASSIVE on it; tape

1. Create a space for the students to move around. Step 1, Pages 79–80
2. Divide the room into three sections: passive, assertive, and aggressive (assertive section between passive and aggressive). Step 1, Pages 79–80
3. Explain the instruction of the activity. Step 2, Page 80
4. Read and role-play the first scenario. Step 3, Pages 80–81
5. Say, “Go,” to have the students determine if the communication style presented was passive, assertive, or aggressive. Step 3, Pages 80–81
6. Ask students how they determined which communication style was used. Step 3, Pages 80–81

Lesson Outline

Practicing Assertive Statements

Materials: paper or index cards with assertive statements on them (see Resource B)

1. Remind the students of the five qualities of assertive communication. Step 1, Page 82
2. Explain that each student will make a statement assertively, using prepared statements. Step 2, Page 82
3. Hand out one assertive statement card to each student. Step 2, Page 82
4. Have each student address you and read their statement. Step 2, Page 82

Lesson Extension: Ask the student, “*When would you have to make a statement like this?*” Page 83

Lesson Extension: Have students compare how to make the statements aggressively and passively. Page 83

Lesson Outline

Assertiveness Role-Plays

Materials: scenarios cards (see Resource C)

1. Put two chairs in front of the room to represent a stage. Step 1, Page 85
2. Tell the students that they will be role-playing situations that call for an assertive response. You will be the person to whom they are speaking. Steps 1 and 2, Pages 85–86
3. Hand out the role-playing scenario cards. Give the students a few minutes to consider how they would respond if they were really in the situation. Step 3, Page 86
4. Role-play with the students. Step 4, Pages 86–87

Chapter 6 Responding to a Bully

Lesson Outline Bully Proofing Plan of Action

Materials: paper (per student), pencil (per student), adult

1. Tell the students that they will learn how to respond to someone who is *directly* bullying them. Step 1, Page 90
2. Review the definition of bully and different types of bullying with the students. Step 2, Pages 90–91
3. On the board write “Bully Proofing Plan of Action.” Toward the bottom of the board, write, “Severity Clause: Protect your body at all times.” Step 3, Pages 91–92
4. Discuss the severity clause. Step 3, Pages 91–92
5. Under the words Bully Proofing Plan of Action, write, “Ignore and/or walk away.” Discuss and demonstrate how to ignore and/or walk away from a bully. Step 4 and Step 5, Pages 92–96
6. Add to the list, “Assertively say ‘Stop!’ *and* walk away.” Discuss and demonstrate how to walk away from an aggressor. Step 6, Pages 96–100.
7. Add to the list, “Go to a trusted adult.” Discuss how to talk to an adult about the problem. Step 7, Pages 100–101

Lesson Outline Role-Playing the Bully Proofing Plan of Action

Materials: none

1. Ask for a volunteer to role-play the Bullying Proofing Plan of Action. Step 1, Pages 102–103
2. Role-play various scenarios with students. Step 1, Pages 102–103
3. Have the students practice the Bully Proofing Plan of Action with each other. Step 2, Pages 103–104

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The Power of Bystanders**Lesson Outline**
What's A Bystander To Do?**Materials per student:** paper, pencil

1. Discuss the term, and influence of, bystanders. Step 1, Page 111
2. Write: "What's A Bystander to Do?" Below that, write: "Don't join in—remove yourself." Step 2, Pages 111–112
3. To the list, add, "Tell the bullying person to 'Stop.'" Discuss and demonstrate. Step 3, Pages 112–114
4. Add to the list, "Separate the bullying student away from the person being bullied." Discuss and demonstrate. Step 4, Pages 114–115
5. Add to the list, "Separate the person being bullied away from the bully(s)." Discuss and demonstrate. Step 5, Pages 115–116
6. To the list on the board, add, "Report to a trusted adult." Step 6, Pages 116–117
7. Discuss Tattling vs. Telling. Step 7, Pages 117–119
8. Create groups of three or four students. Step 8, Pages 119–120
9. Provide bullying scenarios. Have students discuss how they might respond if they were a bystander in each of the bullying scenarios. Step 9, Pages 120–121
10. Provide Tattling vs. Telling scenarios. Have students discuss if choosing to talk to an adult about a situation would be tattling or telling. Step 10, Pages 121–122

Chapter 8

Playful Teasing vs. Hurtful Taunting

Lesson Outline

Defining Playful Teasing vs. Hurtful Taunting

Materials per student: paper, pencil

1. On the board, write:
 - “Lighten up. You’re too sensitive.”
 - “I was just kidding.”
 - “I’m just teasing you.”
 - “I didn’t mean anything by it.”
 - “Can’t you take a joke?”Step 1, Page 126
2. Explain the differences between playful teasing and hurtful taunting. Step 2, Pages 126–128
3. Discuss with the class sensitive issues to consider before attempting to playfully tease. Step 2, Pages 126–128
4. Create groups of three or four students. Step 3, Page 128
5. You Be The Judge: present to the groups the Playful Teasing or Hurtful Taunting scenarios. Step 3, Pages 129–131
6. Have each group determine if the described scenario was teasing or taunting. Step 3, Pages 129–131
7. Have the students explain what criteria they used to determine if the scenario described was teasing or taunting. Step 3, Pages 129–131

Lesson Extension: Don’t Ever Tease About . . ., Page 131

Lesson Extension: Bullying or Play Fighting, Page 132

Lesson Extension: Flirting or Sexual Harassment, Page 132

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Making Friends: Strategies to Resist Social Aggression

Lesson Outline

Likes and Yikes—Determining Friendship Qualities

Materials per group: an 8½ × 11 paper, pencil

1. On the board write, “I have a mean friend.” Discuss the meaning of this statement. Step 1, Page 137
2. Ask students what qualities they want in a friend. Write three responses on the board. Step 1, Page 137
3. Divide the class into groups of four to six students. In each group assign a scribe. Step 2, Page 137
4. Have each group brainstorm eight to twelve qualities they want in a friend. Have the scribe write down these qualities. Step 2, Page 137
5. Instruct each individual in the group to put a check mark next to the top three qualities they most value. Have each group circle the qualities with the most votes. Step 3, Pages 137–138
6. Draw a circle on the board. Inside the circle draw a person with a happy face. Step 4, Page 138
7. Within the circle, write down the most popular responses from each group. Step 5, Pages 138–139
8. Have each group brainstorm qualities they *will not* accept in a friendship. Instruct each individual to put a check mark next to three qualities they believe are the worst qualities. Have each group circle the qualities with the most votes. Step 6, Page 140
9. Outside the circle, write down the qualities with the most votes from each group. Step 6, Page 140
10. Ask, “If you want friends with the qualities you have listed inside the circle, what kind of qualities do you have to have?” Step 7, Pages 140–141
11. Post a copy of the Likes and Yikes results where students line up. Step 8, Page 141

Lesson Outline

Personal Boundaries

Materials: three bandanas or colored index cards: one green, one yellow, one red

Do not let the students know that you have the bandanas or index cards.

1. Create a space in the room. Step 1, Page 142
2. Choose a student volunteer (Vonnie) who is aware of and enforces their personal boundaries. With this student, choose three other students for the activity. Have students and yourself surround Vonnie. Step 2, Pages 142–143
3. One by one, call names of each student to walk towards Vonnie until Vonnie says, “Stop.” Step 3, Page 143
4. Point out the difference between how close each person was allowed to get to Vonnie. Step 4, Pages 143–144
5. Discuss how a person determines their personal boundaries. Step 5, Page 144
6. Choose another student volunteer (Vonnie). Step 6, Page 144
7. Stand 15 feet from Vonnie. Walk slowly until Vonnie says, “Stop.” Display green bandana. Step 7, Pages 144–145
8. Stand 15 feet from Vonnie. Walk slowly until Vonnie says, “Stop,” but keep walking. Realize that you crossed the boundary, step back, and apologize. Display yellow bandana. Step 8, Page 145
9. Stand 15 feet from Vonnie. Walk slowly towards Vonnie. Continue even when Vonnie says, “Stop.” Finally stop and display red bandana. Step 9, Page 145
10. Clarify the importance of respecting both physical and emotional boundaries. Step 9, Page 145

Lesson Outline

Finding New Friends

Materials: one copy of the Personal Interest Inventory for each student (see Page 149), pencil for each student

1. Ask the students to remind you of the qualities they desire in a friendship. Step 1, Page 147
2. Have students fill in the Personal Interest Inventory sheet. Step 2, Page 147
3. Give some examples of what might be on some students’ papers. Have students stand if they have written the example on their paper. Step 3, Pages 147–149
4. Tell students that the information from the Personal Interest Inventory will provide clues as to who in the class has similar interests and who might make good prospective friends. Step 3, Pages 147–149

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