PEACE4Kids and Families Curriculum Module II Training

Social Skills and Moral Reasoning Lessons
Module 2 Training  
Skill Rehearsal

1. Look at the lesson that the instructor has assigned for you to do.

2. Figure out what modeling example you are going to use when you teach the lesson to the group. There is one included in the lesson.

3. Decide who is going to write in the template and who is going to explain.

4. Hand out the step sheets to the students

5. Remind them of the Rules for Role-plays

6. Prepare your teaching space and review the criteria for a successful role playing session included in your packets

7. Decide what in-class activity you will have us do after the role play.

8. Rehearse and plan and get ready to teach!

You should be teaching with the template only through the first student’s role play; then explain your in class activity and we may or may not have time to do it.

So it goes like this:

1. One of you explains the skill you will teach and tells the kids to get their step sheets
2. The next person asks what the skill means
3. Then the next person asks why it is important
4. Then the next person asks when and where and gets and example from each student. Remember to write yours down first.
5. Then another explains the steps with examples.
6. then another explains Icing and gives examples
7. Then one of you role plays the skill after assigning the steps
8. Then have one student role play and then explain the in class activity
<table>
<thead>
<tr>
<th>Name of Skill</th>
<th>Steps</th>
<th>Icing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Why:</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>When/Where:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Name:</td>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>6.</td>
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<td>7.</td>
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<tr>
<td>8.</td>
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</tbody>
</table>

Note: The when/where should include each student's name followed by a simple specific example that is "G" rated.
Social Skill of the Day Step Sheet

Name of Skill _____________________________________

**WHAT** does the skill mean?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**HOW** do we use this skill?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**STEPS**

1. __________________________________________

________________________________________________________________________

2. __________________________________________

________________________________________________________________________

**WHY** is the skill important?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. __________________________________________

________________________________________________________________________

4. __________________________________________

________________________________________________________________________

**WHEN AND WHERE** can the skill be used?

________________________________________________________________________
________________________________________________________________________

5. __________________________________________

________________________________________________________________________
K=2 Social Skills Step Sheet

Name: ____________________________ Date: ____________________________

The Skill ____________________________________________________________

Why? ______________________________________________________________

Where/When? ________________________________________________________

Steps:

[Blank spaces for steps]
Essential Social Skills #8 – How to Join Others

Skill: How to Join Others
Time: 1 or more class periods
Group Size: Small groups of 6-30
Materials: Step sheets, index cards, butcher paper, markers
Competency: To learn to join a group appropriately

Rationale: When you want to join your friends or a group activity, there is an appropriate way to do so. This skill is very useful for students who have difficulty deciding what to do in social play situations.

Directions:
1. On the board, write:

   How to Join Others
   What? Steps Icing
   Why? When and Where?

2. The trainer leads discussion using the following questions:
   a) What does it mean to “join other”?
   b) Why would you want to join others?
   c) When and where is it appropriate to join others?
   d) Describe situations in which you might want to join others

3. Write the process steps for joining others and discuss each one:
   a) Decide if you want to join others.
   b) Think about what you could say to the group.
   c) Decide on the best time to ask.
   d) Ask to join in a friendly way.
   e) Have fun in the activity.

4. Also, discuss options if your request if refused by the group.

Model:
1. The teacher and an assistant will model the steps using a scenario of their choice.
2. Ask the students observe and identify the steps.
3. After the teacher role-play, ask the student to evaluate how you did with each step.
Role Play:

- Ask students to think of a time when they wanted to join in but did not. List those examples on the board.
- Some examples include:
  - You ask to join a group at lunch
  - You sign up for a sport team
  - A group of friends are talking in the gym—demonstrate how to join in
  - You have gone to the mall and you see a group of people that you know—they are talking outside a store. You are interested in joining them
  - Some friends are playing a game and you want to join in
- Assign groups of two or three to come up with role-plays using the process steps for joining others. Remind them that the content of the role-play should be school appropriate.
- Give each group time to practice their role-play.
- As the groups act out their skits, assign other students to watch for each of the steps and be ready to evaluate how the group did.

In Class Activities:

1. In-Class Activity 8a:
   a. Students will be asked to stand up for this activity.
   b. The teacher will call out a number, for instance, “number 4.”
   c. The students will have to get into any group of four students. If they cannot get into a group of four they are eliminated from the game.
   d. The teacher continues to call numbers until only two people are left.
   e. This game works well with large numbers. If you do not have many students in the class, draft adults (parents, secretaries, administrators, teachers) who might be willing to help out.
   f. Upon completion of this game, discuss with the students how they felt when they were unable to “join in” when a number was called.
      1) Why did they feel uncomfortable?
      2) Did cliques form?
      3) What groups are particularly hard to penetrate?
      4) Did adults make the game work more smoothly than if it had been played with just students?

2. In-Class Activity 8b:
   a. Give the students 3 x 5 index cards to write process steps on as they try to “join in” in a variety of situations.
b. The cards will serve as a log of their successes and failures throughout the week.
c. The students should seek feedback from cafeteria and playground supervisors. They need to know if their attitudinal changes are apparent in their behavior.
d. Students should report back to the class to share what happened when they tried to "join in."
e. Ask them if they have ever made it difficult for someone else to join in. How does it make them feel to be in charge of admitting someone to a group or deciding they are not allowed?
f. Using a large piece of butcher paper, chart the answers to the discussions/report questions. Make a graphic organizer of the student’s answers.
g. Use a variety of shapes and colors to make the organizer something that will enhance the classroom and draw their attention to it for weeks to come.

Independent Practices:
1. Independent Practice 8a:
   a. The students will be given various situations where they might be joining a group.
   b. They will write two different things that they might say in order to join into the activity.
2. Independent Practice 8b: Picture It
   a. The students will write one step in each box of the table.
   b. They will then draw pictures of themselves going through the steps to join in an activity.
   c. Have students share their work and discuss.

Monitoring Forms:
Form 1:
1. The students will choose a time in the past week that they had to join a group in an activity.
2. They will read each step of the skill and circle a smiley or frowning face to show how they did on that step.
3. Finally, they will write ideas for doing things differently next time, particularly for any steps for which they circled the frowning face.
Form 2:
This is a more generic form where the students track how they did at joining in during different situations during the week.
Directions: Sometimes it is hard to know what to say when you want to join others. Here are some scenarios that will help you practice some good things to say that will help you join the group. Try to think of two examples for each situation.

1. Joining a basketball game that is being played

First example: __________________________________________________________
Second example: _________________________________________________________

2. Joining a group sitting at a lunch table

First example: __________________________________________________________
Second example: _________________________________________________________

3. Joining a workgroup in a classroom

First example: __________________________________________________________
Second example: _________________________________________________________

4. Joining a group at a party.

First example: __________________________________________________________
Second example: _________________________________________________________

5. Now list a situation of your own.________________________________________

First example: __________________________________________________________
Second example: _________________________________________________________
**Independent Practice 8b**  
**Picture It**

**Directions**: Write each of the steps of Joining In on the blanks in the following boxes. Then draw pictures of yourself following the steps to join into activities.

<table>
<thead>
<tr>
<th>Step 1: ________________________</th>
<th>Step 2: ________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: ________________________</th>
<th>Steps 4 and 5: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School-Home Link

Directions: Tell your parents that you have been working on how to join in a group which is sometimes a fairly difficult skill. Ask your parents to brainstorm opportunities for you to practice the skill together. For example, you could join another family at Parent Empowerment meetings.

Write some of your ideas down here:
1) ______________________________________________________________
2) ______________________________________________________________
3) ______________________________________________________________
4) ______________________________________________________________

Write the steps of the skill here:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Decide where you will practice the skill and do it!

Now, write what happened, how you felt and if you would have done anything differently the next time.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Draw a cartoon of your family joining in here:
Joining Others
Self-Monitoring Form

Think of a time when you had to join a group in the last week. Circle the smiley face (😊) or a frown (😢) to show how you did on each step.

1. Decide if I want to join. 🌟🌟
2. Think about what to say. 🌟🌟
2. Decide on the best time. 🌟🌟
3. Ask in a friendly way. 🌟🌟
4. Have fun. 🌟🌟

What could I have done differently to turn a frown into a smile?
**Joining in a Group**
**Monitoring Form**

Name: ________________________________ Date: ________

**Steps for Joining in a Group:**
1. Decide if you want to join in.
2. Think of what to say to the group.
3. Decide on the best time to ask.
4. Have fun.
5. Icing: smile...nice words....etc.

**Directions:** Fill out the form below for the upcoming week. Try to join a group each day and record what happened.

<table>
<thead>
<tr>
<th>DAY OF THE WEEK</th>
<th>I USED ALL THE STEPS 😊😊😊</th>
<th>I FORGOT TO USE THE STEPS 😞😞😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS ON YOUR WEEK**  ________________________________________________
#8. How to Join Others

Steps:

1. Decide if you want to join others
2. Think about what you could say to the group
3. Decide on the best time to ask
4. Ask to join in a friendly way
5. Have fun in the activity
**Category:** Skills, Lesson #12

**Competency:** Joining in an Activity for Young Children

**Time:** 30-45 minutes

**Group Size:** 4-6 students

**Materials:** chart w/ illustrated steps, worksheets

**Level:** K-3

**Goal:** To help students develop the skill of joining a group that has already been playing.

**Objective:** Students will join a group by asking nicely and waiting their turn.

**Directions:**

1. Prior to class, enlarge the illustrated step card for “Joining a Group” and place it on a chart holder or chalkboard.

2. Seat the students in a circle and tell them that they are going to learn how to join a group of children who are playing a game or doing an activity.

3. Develop a mental set for the lesson through this process:

   **What:** Ask what we mean by “joining a group.” One definition is to enter into an activity with others. Examples of group play include “hide and seek” or children playing a board game. Pointing to the chart, say that we will use this chart to learn this new skill.

   **Why:** Ask why we need to know how to join a group. Explain that this skill helps us make friends and be polite about entering into their activity.

**Skill Rehearsal #12**

*Joining a Group*

**When/Where:** Ask students when and where we would use the skill of joining a group. Examples include a soft ball game at the park, a card game at home or a game of tag at school.
Steps:
1. Decide if you want to play.
2. Ask in a friendly way if you can play.
3. Wait for your turn.
4. Have fun playing with others.

Model:
Choose several students to model the skill with you. Tell the students what to do during the role-play. Ask the class to watch carefully to see if the steps have been followed.

Role-Play:
Explain to the group that the students are playing Simon Says and you want to play with them. Role play several times, using the 4 steps. Reinforce the role play by asking them to read the "Joining the Group" chart, as you point to the words and pictures.

Comments/Discussion
Skill Rehearsal #12
Joining in an Activity

Facilitator’s Notes:

In-Class Activity:
Activity #1
Divide the students into groups of 3 and tell them they will each take turns asking to join the play of the other two students in their group. Remind them to use the 4 steps of ‘joining a group.’
Circulate around the groups, and give cueing and modeling as necessary.

Activity #2
Give each student the activity #2 worksheet and ask them to make a list of games or activities that they are interested in playing. Then instruct them to list several friendly things they could say to join a group.

Practice at Home:
Give each student a Practice Sheet and tell them they are to practice joining a group at school, home and in their neighborhood. On the worksheet, they will tell how they followed the four steps for ‘joining a group.’

School-Home Link:
Ask the students to show the ‘School-Home Link’ worksheet to their parents. Parent and child will share their individual experiences in joining a group.
GAMES OR ACTIVITIES I WOULD LIKE TO JOIN

1._______________________  2.________________________
3._______________________  4.________________________

FRIENDLY THINGS I COULD SAY TO JOIN A GROUP

1.___________________________________________
   ____________________________________________
2.____________________________________________
   ____________________________________________
3.____________________________________________
   ____________________________________________
Practice at Home
Skill Rehearsal #12-Joining a Group
Name:_____________________________ Date:____________
Practice joining a group at school, home and in your neighborhood. Tell how you followed the four steps for 'joining a group' by drawing a picture or writing about it.

JOINING AN ACTIVITY AT SCHOOL

JOINING A GROUP AT HOME

JOINING A GROUP IN THE NEIGHBORHOOD
Joining a Group

Name: ___________________________ Date: __________

Steps for Joining An Activity

1. Decide if you want to play.
2. Ask in a friendly way if you can play.
3. Wait for your turn.
4. Have fun playing with others.

Dear Parent: Please help your child learn and review the steps for “Joining a Group” by doing the following activities together:

Student: Show your parent the Practice at Home worksheet that tells how you joined groups at school, home and in the neighborhood and answer these questions:

Which group or activity did you enjoy the most? __________

What made the activity fun? ________________

Parent: Tell about two group activities you enjoyed doing when you were your child’s age: ________________

_________________________________________________

_________________________________________________

Name: ___________________________ Date completed: __________

Activity: ___________________________ Time Spent Together: _______

Parent Signature: ______________________

Parent Comment: ____________________________________________
#12. Joining a Group Activity

1. Decide if you want to play.


3. Wait for your turn.

4. Have fun playing with others.
What did you try to join? (circle 1)

- Video Game
- Board Game
- Sports game
- Chores
- Shopping
- Talking
- Party
- Other (Draw it!)

How did you do? (circle 1)

- Not so good
- Great!!!

Parent signature_____________________________________________________

Independent Practice- Joining Others
Essential Social Skills: Complaining Appropriately

General Information
Skill: Complaining Appropriately
Time: 1 or more class periods
Group Size: Groups of 6-30
Materials: Step Sheet, pencils, Independent Practice sheets
Competency: To teach students that there is an appropriate way to complain.

Introduction
1. On the board, write:

   Complaining Appropriately
   
<table>
<thead>
<tr>
<th>What?</th>
<th>Steps</th>
<th>Icing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   When and Where?

2. This lesson teaches the skill of being able to complain appropriately.
   a. Students who find fault usually provoke negative feelings in others. Often, they
      will complain to those persons who do not have the ability to change the
      situation. Thus, the situation doesn't change and the student becomes more
      irritated and the behavior starts to become negative.
   b. Begin the lesson by asking the students if they ever wanted to complain about
      something in school; but when they complained to a teacher or another adult,
      instead of changing the situation, they were corrected by the adult.
   c. Say: “Today we are going to learn the best way to make a complaint so that it
      will minimize angry results.”

3. Ask students what they think it means to make a complaint. Write their answers in
   the WHAT section of the table.

4. Then ask why a person would need to learn an appropriate way to complain. Answers
   might include the idea that we want people to listen to us, that we want to complain
   to someone who can actually make a change, etc.

5. Ask for some situations when and where a person might need to know how to make
   an appropriate complaint. Write down their ideas in the WHEN/WHERE section.
   These will be used later for role-playing.

6. Then write the steps on the board as you are describing them. Explain the steps as
   you go along.

   Steps to Complaining Appropriately
   1. State your complaint to yourself clearly.
2. Ask yourself, "How can I make this complaint so it will be heard?"
3. Phrase the complaint clearly in your mind or write it down.
4. Decide on the best person to tell.
5. Make your complaint in a friendly way. (Consider the "I" message)

7. Remind students about managing their angry feelings before making a complaint.
   a. Ask: When someone is angry about something that happens, how do they stay calm and confront the person?
      Talk about: anger management techniques, counting breathing, imagery
   b. Ask: What are the consequences for doing it with anger?
      Talk about: Getting the other person angry and provoking a fight; making the person uncooperative and less likely to comply.
   c. Ask: How does a calm person who is about to confront someone look?
      Talk about: respectful personal distance, calm voice, normal tone, eye contact, hands by side.

8. One of the best tools to use when making a complaint (or in any situation where one needs to "confront" another person) is to use the "I" message.
   a. Review the "I" message with the class.
   b. Remind them that we can only talk about what we feel and what we would like to feel. Also, we can only describe the other person's behavior, not their thoughts during that behavior.
   c. An example might go as follows:
      You spent all weekend getting your house clean, down to the baseboards. Then you came home on Monday night and there was a giant spot on the kitchen floor where someone had spilled juice and not wiped it up very well, letting it dry into a sticky mess. You could say, "I feel extremely frustrated when you don't clean up spills thoroughly and they become sticky messes; and I would like you to clean up the spill and then wipe the area with some floor cleaner."

Model:
1. The trainer and a co-trainer or student will role-play the skill.
2. Use the technique of the inside voice (pointing to your head) to help students to understand the idea of thinking aloud.
3. Remember that all modeling ends in successful experiences. Try to do at least one role-play using an "I" message.
4. Assign student to watch for and identify the steps as they watch the role-play.
5. Examples:
a. A student complaining to another student that she is always chosen last for a team,

b. A student complaining to the teacher that more time is needed to complete a task,

c. A student complaining to another student that they have his/her chair.

6. Modeling Sample: (Parenthesis notes inside voice)

a. Trainer and Co-trainer are students working side-by-side at their desk. The Trainer has no room to work. The Co-trainer has his stuff overlapping the trainer's desk.

   Trainer:    (Step 1) (points to head) I need room to write and Bob has all his stuff on my desk. I'll have to do the assignments over if the teacher can't read my writing.

   (Step 2) (Points to head) How can I make this complaint so someone hears me? I should offer a solution instead of just complaining.

   (Step 3) I could say, "I'm having a really hard time getting this assignment done because I can't write with Bob's books on this side of the desk." My solution could be for me to move the books to another spot, like the table over here.

   (Step 4) (Points to head) It won't do any good to tell the teacher until I've tried to talk to Bob myself; so I'll start with him and then go to the teacher if he won't help me out. I'll have to wait until the teacher is finished talking, then I'll say something.

   (Step 5) (Remove finger from head)Bob, I'm really having a hard time getting this assignment done. I can't seem to write legibly with your books over on this side of the desk. Can I put them somewhere else, like that table over there?

   Bob:    I guess so. Just don't get them all messed up.

Student Role-Play:

1. Assign pairs of students to select situations from the What/Where section.
2. If the participants are reluctant, randomly pick out a situation from the written list.
3. Remind the participants that everyone will have a chance to act out their situations. Also, remind them of the basic rules of role-play, especially that the skits should be school-appropriate and have positive outcomes.
4. Give the groups time to set up and practice their role-plays.
5. Each pair will assign other students to watch for the steps as they view the skit.
6. Give the actors a signal to begin.

   1. Be prepared to restructure the play if it gets off track.
2. Make sure the students can see the still steps and the trainer can point to them as the student acts out the situation.
3. Remind the student to "think aloud."
7. Provide Feedback
   1. Ask the other students how they thought the students followed the skill steps.
   2. Ask, "What did you see __________do to know that the skill step was being followed?"
   3. Rephrase each of the students' responses. Focus on the positive.
   4. The trainer gives feedback last. It may be necessary to ask: "What skill step did __________skip?"

In-Class Activities:
1. In-class Activity 23a:
   1. The students will write each step for Making a Complaint below one of the boxes.
   2. Then they will draw cartoons to match the steps.
2. In-class activity 23b: The "I" Message
   a. First, the student will read a situation and decide how state his/her needs in an "I" message.
   b. Next, the student will describe a situation from his/her own experience, possibly even one where their complaint did NOT go so well, and create an “I” message to deal with that situation.

Independent Practice:
1. The students will read the situations and then write their thinking and what they would say for each step.
2. Also, the students will describe the icing for each situation (i.e. smile, calm face, look at the person, etc.)

School-Home Link:
1. The students will share the steps for making a complaint with a parent or other adult in their lives.
2. Then they will ask the adult to describe a time when they had to complain.
3. They will apply the steps of the skill to the situation described by the adult.
4. Finally, they will ask for and record the adult's comments about using the steps.

Self-Monitoring Form:
1. The students will choose three times during the following week when they make complaints.
2. They will describe each situation and then answer questions about how they did with each step.
In-Class Activity 23a

Directions: Write the steps for making a complaint below each box. Then draw a cartoon where someone goes through the steps.

1. ____________________________ 2&3. ____________________________
   ____________________________  ____________________________

4. ____________________________
5. ____________________________
   ____________________________
In-Class Activity 23b
The “I” Message

Directions: Sometimes it’s helpful to use an “I” message when making a complaint because it becomes less confrontational and focuses more on what you need to happen.

1. Read the situation and create an “I” message that you could use to complain about the situation.
   
   You can’t find your cell phone. After looking all over the house, you find it in your brother’s room under the bed, with a dead battery. You say,
   
   “I feel _____________________ when ____________________________ and I would like ____________________________."

2. Now write about a time when you wanted to complain and either didn’t or did so in an unsuccessful way. Then write an “I” statement that you could have used to complain.

   I feel _______________________________________ when __________ ___________________________ and I would like _____________________________.

Social Skill #
Independent Practice

**Directions:** Write the steps for making a complaint on the back of this sheet. Read each of the situations and then write what you would think or say for each step for Complaining Appropriately.

**Situation 1:**
While you are standing in line, another person cuts in front of you.

Steps:
1. 
2. 
3. 
4. 
5. 

Icing: 

**Situation 2:**
You are trying to work during a study time in class, but someone starts talking and it’s interfering with your concentration.

Steps:
1. 
2. 
3. 
4. 
5. 

Icing: 


School-Home Link

Write the steps for Complaining Appropriately below and explain them to an adult family member. Be sure to talk about icing like “I” messages, facial expression, etc.:

1. 
2. 
3. 
4. 
5. 

Ask the adult to tell you about a time when he/she had to make a complaint. Describe the situation below:

Who: 
What: 
How did it go? 

Plan together how you would handle the same situation using the steps for Complaining Appropriately and write your ideas below:

Step 1: 
Step 2: 
Step 3: 
Step 4: 
Step 5: 

Ask the adult for comments about using the steps to make a complaint:
**Self-Monitoring Form**

**Directions:** Choose three times in the next week that you appropriately make a complaint. Describe each situation and then answer the questions to rate your performance.

**Situation 1:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I complain appropriately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I state the complaint to myself?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I decide how to make my complaint heard?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I phrase the complaint ahead of time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I decide on the best person to tell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I complain in a friendly way?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I use an “I” statement?</td>
<td></td>
<td></td>
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</tbody>
</table>

**Situation 2:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I complain appropriately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I state the complaint to myself?</td>
<td></td>
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<tr>
<td>Did I decide how to make my complaint heard?</td>
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<td></td>
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<tr>
<td>Did I phrase the complaint ahead of time?</td>
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<tr>
<td>Did I decide on the best person to tell?</td>
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<td></td>
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<tr>
<td>Did I complain in a friendly way?</td>
<td></td>
<td></td>
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<tr>
<td>Did I use an “I” statement?</td>
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</tbody>
</table>

**Situation 3:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I complain appropriately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I state the complaint to myself?</td>
<td></td>
<td></td>
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<tr>
<td>Did I decide how to make my complaint heard?</td>
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<td>Did I phrase the complaint ahead of time?</td>
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<tr>
<td>Did I decide on the best person to tell?</td>
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<tr>
<td>Did I complain in a friendly way?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I use an “I” statement?</td>
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</tbody>
</table>
#23. Complaining Appropriately

Steps:
1. State your complaint to yourself clearly.
2. Ask yourself, “How can I make this complaint so it will be heard?”
3. Phrase the complaint clearly in your mind or write it down.
4. Decide on the best person to tell.
5. Make your complaint in a friendly way. (Consider the “I” message.)
Essential Social Skills #15 - Responding to Teasing

Skill: Responding to Teasing in a Positive Way
Time: 1 or more class periods
Group Size: 6-30
Materials: Step Sheets, pencils, Independent Practice and School-Home-Link Sheets

Purpose:
To develop the student skill to be able to handle teasing without exhibiting aggression and getting into a fight

Write on Board:
Lesson: Handling Teasing in a Positive Way

<table>
<thead>
<tr>
<th>Name of Skill</th>
<th>Steps</th>
<th>Icing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When/Where</td>
<td></td>
<td></td>
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</tbody>
</table>

Directions:

Introduction:
1. Ask students for a definition of handling teasing in a positive way. Elicit discussion to get students to verbalize when it means to react to someone making fun of you and teasing is sometimes meant to be playful or sometimes meant to be mean.
2. Ask students for reasons why it would be important to know how to handle teasing effectively. Discuss how often teasing occurs and how it can cause fights and hurt feelings.
3. Ask students when and where they would need to handle teasing. Obtain at least one example from each student. Examples might include: school—the way you're dressed, how tall or short you are, if you wear glasses, have a new haircut, old shoes, wrong answer in class, that someone might like you; at home—siblings tease you when you are being punished, others tease you when you miss a shot, parents tease you for wearing the newest fashion craze; on the bus—you trip while getting on, you sit by someone no one likes; in the cafeteria—eating a big meal when you are overweight, wearing the wrong clothes, dropping food or spilling.
4. Write down the skill steps for handling teasing in a positive way on the template on the board. Have students copy them as you write and teach the steps.
a. Decide if you are being teased.
b. Think about at least 3 different positive ways to deal with the teasing (ignore, laugh it off, I-message, and walk away, etc.)
c. Choose the best way and follow through.

Teacher Role Play:
1. Use a co-trainer or student to demonstrate the skill with you. Tell your partner what to say and have the class observe to make sure they are watching you follow the steps correctly.
2. Assign the students the steps to watch so they can give feedback.
3. Model two situations.

Scenario #1: Set the scene by telling the students your co-worker is teasing you when you drop all your papers in the hallway.
Teacher: (carrying a pile of books, fumbles with the keys, then drops all the books)
Teacher: “Oh, no! I’ve dropped all these books!”
Partner: (laughing) “Hey, ‘Grace’, getting a little clumsy there, aren’t we?”
Teacher: (thinking out loud, pointing at head) “She’s laughing at me because I dropped my stuff. I could ignore it or I could say something smart right back, but I guess I’ll just laugh it off and make a joke myself.”
Teacher: (turns to the person and says) “Yeah, just call me Grace, all right. I can’t hang on to anything today; maybe I should go back home and start all over”

Scenario #2: Set the scene by saying someone is teasing you because you got a new haircut.
Teacher: (pulled off a hat and people see the new cut)
Partner: “Hey, nice hair. What happened, anyway, did you run into a lawn mower?”
Teacher: (thinking out loud) "Well, there he goes again—he’s making fun of my new haircut. I could laugh it off, I could ignore him and change the subject, or I could use an I-message and tell him not to tease me. I think I will try an I-message.”
Teacher: “I really feel hurt when you make fun of my hair; I’d like you to stop doing that.”
Partner: “Oh, all right; I didn’t mean it anyway.”

4. Get feedback from the students who were watching their assigned steps. Ask them what you did on each step. Don’t forget to get their ideas on icing.
**Student Role Play:**

1. Have students use their examples from the When and Where list. Each student will role-play one scenario in class. Remind them of the positive outcome after the role play. Allow students to prepare briefly in front of class while you assign the rest of the class the steps to watch.

2. Following each role play, observers give feedback on the steps. Remember to ask the students for any “icing” that was shown in the role play. The teacher gives feedback last.

**Guided Practice:**

1. The students will create posters illustrating positive responses to teasing.
2. Each poster should include the following:
   a. Descriptor of the response
   b. An appropriate illustration or clip art
   c. Color
   d. Neatness

**In-Class Activities**

1. **Activity 15a:** (approximately 45 minutes)
   a. Have one jar of craft sticks labeled with teasing scenarios. Examples include: the way you dress, giving a wrong answer in class, skin color, parents, talking, girlfriend, and boyfriend. You could also use the suggestions in In-Class activity b.
   b. Divide the students into groups of 3 or 4.
   c. Each group picks one stick to use for the activity.
   d. Each student suggests an option for handling the situation in a positive way. The group chooses the best way by voting.
   e. Each group sets up a role-play with a director, teasing actor, and decision actor. A fourth student can be the monitor, who will write down whether the steps are followed and if icing is demonstrated.
   f. Finally, each group will write a positive, observable goal for teaching the rest of the class how to handle teasing in a positive way.

2. **Activity 15b:**
   a. Have the students cut out or write out the situations individually and place them in a container.
   b. Each student will draw at least one situation out of the container to read aloud to the group. The student who is reading then tells the group what to do to respond correctly.
**Independent Practice:**
1. Have the students take home the Independent Practice Sheet.
2. Tell the students to find an opportunity to practice the skill steps outside of class. When sheets are returned lead a discussion about what happened.
3. Discuss the events and have a couple of students re-role-play what happened and offer suggestions.
4. Ask what was easiest and most difficult about using the skill.
5. Conclude by having students write down on their Step Sheets what they would do to improve next time.

**School-Home Links:**
1. School-Home Link 15a:
   a. Give students the worksheet and make sure they understand the directions.
   b. Discuss their families' responses when they turn them in.
2. School-Home Link 15b:
   a. Direct the students to interview three people and ask for examples of a time when they were teased.
   b. They should also ask how they handled the situation.
   c. Then the students will record their responses in the chart.
   d. Remind the students not to include names.

**Self-Monitoring Activities:**
There are two different self-monitoring forms available. You may choose the one that is most appropriate for your class; or you may assign both forms at different times to check on progress.
In-Class Activity 15a
Responding to Teasing

Your group will be receiving a situation stick from the teacher. When you have read the situation, each student will suggest a positive way to handle the teasing. Record the suggestions in the chart below.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Now the group will vote on which suggestion is the best one.

You will be creating a role-play for the situation using the selected suggestion for handling it. You will assign the following roles for each group member.

Director - 
Teaser - 
Decider - 
Monitor - 

You may use the back of this paper to plan your skit. Make sure to include each step (including "thinking" steps) and icing.

The monitor (or director if there are only 3 of you) will complete the following questions.

1) Did the Decider think about whether someone was teasing them? __________
2) Did the Decider think of 3 positive ways to deal with the teasing? __________
3) Did the Decider choose the best way to handle it and follow through? _______
4) What was the icing? ____________________________________________

Finally, write a group goal for teaching others about how to handle teasing in a positive way: ____________________________________________
In-Class Activity 15b
Responding to Teasing

Directions:
1. Cut apart the following situations.
2. Fold each one individually and put it in a small container.
3. When it’s your turn, pick one and read it aloud to your classmates.
4. Tell what you would do to show you have mastered the skill of responding to teasing.

| You have a new haircut. You wanted to leave your hat on, but there’s a “No Hats” rule. |
| You were invited to a friend’s birthday party. Everyone is making fun of the gift you brought. |
| When you get up to sharpen your pencil, you trip. |
| You have food on your face after eating lunch. |
| You go to the nurse’s office to take the medication your doctor has prescribed. When you come back, everybody calls you crazy. |
| One of your friends finds out you made the lowest score on the math test and tells everybody. |
| Somebody offered you a cigarette and you just said “no.” |
| Your pants are too short. |
| Your mother came down to the basketball court and told you to come home. |
Independent Practice
Responding to Teasing

Directions: Write and study the steps at the top of this sheet. Then practice using the steps for real. After you have tried the skill, complete the rest of the sheet and bring it to the next class.

Steps:
1. 
2. 
3. 

Where I used the skill: ________________________________

I used it at this time and place: ______________________________________

I used the skill with this person: ________________________________

Describe what happened when you used the skill: ________________________________

What was the reaction of the person you used it with? ________________________________

Write down the steps you used best. _______________________________________

Rate yourself in following the steps:

Great      Good      Fair      Need to Improve

What would you do differently the next time? ________________________________

Comments/Discussion
Steps:
1. Decide if you are being teased.
2. Think about at least 3 different positive ways to deal with it (ignore, I message, walk away, laugh it off, etc.)
3. Choose the best way and follow through

1. With your family, watch a current television program like a cartoon or a show where there is teasing going on.
2. Find a situation where someone was teased and write about it on the back of this paper or on another sheet of paper.
3. Start with a topic sentence something like this: “When we watched the Saturday morning cartoons, my family and I noticed several examples of teasing.
4. Include the following supporting sentences:
   a) Describe the event.
   b) Who was doing the teasing?
   c) What happened in the event?
   d) How did the person deal with it?
   e) Tell how using the steps would have caused the situation to turn out differently.

Now talk about teasing within your family.
1. Ask your family to rate itself on the amount of teasing that goes on in the family itself.
   A whole lot Quite a bit Some Hardly any
2. Ask your family to decide on one good way to deal with teasing more positively and write that here: _________________________________
   ________________________________________________________________

Comments/Discussion

……………………………………………………………………………………………………………………………………………

Detach and return
Name: __________________________ Date Completed: _________________
Activity: ________________________ Time spent together: ______________
Signature: ______________________
School-Home Link 15b  
Responding to Teasing Interview Form

**Directions:** Interview three people and ask for an example of a time when they were teased. Ask how they handled the situation and record their responses in the chart below. Please do **not** include names.

<table>
<thead>
<tr>
<th>Person</th>
<th>Situation</th>
<th>How it was handled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Goal Statement:**
As a result of these interviews, I believe another strategy I can use to respond to teasing is...

_________________________________________________________________
_________________________________________________________________
Handling Teasing
Self-Monitoring Form 15a

Directions: Record one situation each day for a week where you dealt with teasing. Then answer the questions below. Answer the questions at the bottom and turn in to your teacher at the end of the week.

<table>
<thead>
<tr>
<th>WHAT WAS THE SITUATION?</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>WHAT I DID IN THE SITUATION.</th>
<th>HOW DID IT WORK?</th>
</tr>
</thead>
</table>

Which situation did you seem to handle best? Why?

What would you do differently? Why?

___

___

___

___
Handling Teasing  
Self-Monitoring Form 15b

**Directions:** Monitor yourself for the next week. Circle each step that you successfully completed after a teasing incident. Then answer the questions at the end of the page.

**Step One:** Decide if you are being teased.  
**Step Two:** Think about at least 3 positive ways to deal with it.  
**Step Three:** Choose the best way and follow through.

<table>
<thead>
<tr>
<th>Day /Date</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Steps I need to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>2</td>
<td>yes</td>
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<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>3</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>4</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>5</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>6</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>7</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

1) **How did this skill work for you?** Explain your answer. ________________________________________________________________

2) **Which step was hardest for you?** ______   **Why?** ______________________________________________________________

3) **Which step was easiest for you?** ______   **Why?** ______________________________________________________________

**Overall Goal for Improvement:** ______________________________________________________________
#15. Responding to Teasing

Steps:

1. Decide if you are being teased.
2. Think about at least 3 different positive ways to deal with it (ignore, I message, walk away, laugh it off, etc.).
3. Choose the best way and follow through.
Essential Social Skills #19: Sportsmanship

Time: 1-2 class periods
Group size: Small group to full class size
Materials: Step Sheets for each student
Overhead with transparency, Flipchart/Markers or Chalkboard/Chalk; board games; bubble-blowing kits
Level: Upper Elementary to Secondary

Write on Board:

<table>
<thead>
<tr>
<th>Skill: Sportsmanship</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
</tr>
<tr>
<td>Why?</td>
</tr>
<tr>
<td>When/Where?</td>
</tr>
</tbody>
</table>

Directions:

1. Ask students **what** it means to show good sportsmanship.
   1. Write appropriate responses on the board under “What?”
   2. Ask questions to lead students to include how players treat their own team and their competitors as well as how we act when we win or lose.
2. Ask students **why** it is important to show good sportsmanship. Write appropriate responses on the board under “Why?”
   1. Seek a variety of answers.
   2. Examples: bragging or gloating make others feel bad and show poor self-esteem; showing respect encourages others to play with us again; we show good self-esteem by giving other players credit for playing well; and we show cooperation by doing our best while encouraging others to do the same.
3. Ask students **when and where** they may need to show good sportsmanship.
   1. Record student responses on the board.
   2. Since these responses will be used for role-plays get a response from each student in a small group or every 3 students in larger groups.
   3. Examples: at school when your team in class wins, at home when your brother or sister beats you at Aggravation or with your friends playing a game of football.
4. Write the **Process Steps** on the board or transparency.
   1. Analyze how you and the other person or team played in the game.
   2. Think of several positive things you could say to the person or team.
   3. Choose the best comment.
   4. Compliment the person/team in a sincere way.

**Model:**
1. Select a student to demonstrate the skill with you (two sample scenarios are included below).
2. Tell the partner what to say.
3. Have the class observe, to be sure you do all of the steps.
4. Remind students that when you point to your head, you are thinking out loud and not talking to the other person.
5. For this skill, you may want to model twice - once as the winner and once as the loser.
6. Suggested model scenario #1: Set the scene by saying you have lost "Wheel of Fortune" to your friend.
   **Partner:** I won! I won!
   **Facilitator:** (point to head to indicate thinking out loud) She's beaten me three games in a row! I feel bad, but she beat me fair and square. I could say, "I'll get you next time"... or I could say "I let you win", but those would be put-downs. I think I'll tell her she did a good job.
   **Facilitator:** You are unstoppable today! Good job.

---

7. Suggested model scenario #2: Set up the scenario by saying you just won the bowling trophy by defeating your friend.
   **Facilitator:** Hooray! I won!
   **Partner:** (despondently) Yeah, I blew the last frame.
   **Facilitator:** (point to head) I'm thrilled that I won, but she played well too. I could rub in my victory, but that would be mean. I could say I was just lucky but I worked hard to get this good. I think I'll compliment her game by saying how much it took to win.
   **Facilitator:** You were a tough opponent! I knew I'd have to bowl my best to beat you - good playing!
   **Partner:** Yeah, you were excellent.
8. Then ask students to comment on each step. Have them explain what was done for each step.

**Role-play:**
1. Have students use the examples from the When/Where? section to create a role-play.
2. Remind students that role-plays need to be brief, demonstrate a positive outcome, and must be G-rated.
3. Allow students no more than 5 minutes to rehearse what they will say.
4. Before each role-play, assign observing students to watch for each step.
5. Following each role-play, briefly discuss what was done for each step.
6. Discuss Icing as ways we can improve the skill. Examples might be to shake hands or high five, smiling, giving them a pat on the back or making eye contact while talking.

**In-Class Activities:**
1. In-Class Activity 19a:
   a. The activity involves the students playing a board game in small groups of 2-4 while practicing the skill of Sportsmanship. (If games are not available, have the students play Hangman or a similar game.)
   b. Hand out copies of the In-Class Activity to each student.
   c. Review the directions with the students, “Work with your small group in playing a game. You will play for 15 minutes. Practice the Sportsmanship skill with each person you are playing with during the game.”
   d. Have students write the name of the game and the names for the members of the group.
   e. Allow students 15 minutes to play the game. Provide Guided Practice by walking around and checking in with each group. Remind them to practice Sportsmanship.
   f. After the activity, have the students complete the In-Class Activity form and explain how they used the Sportsmanship skill during the game.
   g. Follow up with a brief conversation about the activity.
      • How did the students do on Sportsmanship?
      • How did it feel to give a compliment to another player?
      • How did it feel to get a compliment?
      • Was the game more fun when good sportsmanship was practiced?

2. In-Class Activity 19b: Bubble blowing
   a. Divide the class into groups of 4.
b. Each group will have a contest to see who can blow the biggest bubble using bubble-blowing solution.
c. All group members should practice all the steps in showing sportsmanship.
d. Each group member will fill out his/her own worksheet.

3. In-Class Activity 19c: Tic-Tac-Toe
   a. Partners will play 4 games of Tic-Tac-Toe, practicing the steps of showing sportsmanship during each game.
   b. Then they will document how they showed each step of the skill and answer some questions.

4. In-Class Activity 19d:
   a. Divide the class into two teams (4 teams for a large class).
   b. Have the students stand in two lines, facing each other.
   c. Say the following:
      "At the signal, you are going to play an imaginary game of Tug-o-War! You must listen to me as I side-coach you during the game. You will play as if you are really pulling on a rope, using both verbal and non-verbal responses to the action showing sportsmanship. Keep it G-rated!
   d. Coaching phrases to say before the game:
      • Listen to me, your coach!
      • Feel the rope in your hands.
      • Grip the rope and allow yourself to really feel it!
   e. Coaching phrases to say during the game:
      • Pull harder!
      • Keep tugging!
      • You can do it!
   f. At different points during the game, call out, "FREEZE!"
   g. Ask different kids to come out of the line and observe all the frozen faces.
   h. Then have that kid to go back in a line and call out another.
   i. Repeat throughout the game until all the kids have had a chance to observe.
   j. Have all the students do three-minute writing processes describing the sportsmanship they observed in their classmates.
Independent Practices:
1. Independent Practice 19a:
   a. The students will read three situations involving competitions and then write statements that they can make to the people on each side of the contest or game.
   b. Then they will answer a couple of questions and identify three situations in their own lives when they can practice sportsmanship.
2. Independent Practice 19b:
   a. Each student will look for examples of sportsmanship in their lives or in media.
   b. They will record their observations on the practice sheet and write a paragraph about any conclusions they may have drawn.

School-Home Link:
1. The students will go home and talk about sportsmanship with their family members and adults in their homes.
2. The family will then play a game together and practice the skill.
3. Then each person playing will evaluate how they handled winning or losing the game.
4. The student will write a paragraph about his/her observations during the game.

Self-Monitoring Activities:
1. Assign the Self-Monitoring activities when you feel that your students are ready to monitor themselves.
2. Be sure that the students all set goals based on their observations.

Goal-Setting Activities:
1. Sportsmanship Goal Setting:
   a. Each student will practice showing sportsmanship for a week.
   b. Then, using information from various activities and self-monitoring activities, he/she will set a goal to work on for another period of time.
2. Family Sportsmanship Goal:
   a. The student and members of his/her household will think of ways that they can learn to be good sports in or out of the house.
   b. Each person will set a goal and create a plan to achieve it.
   c. Then the student will illustrate an activity the family can do together after setting their goals.
**Sportsmanship Maze:** This is a fun activity for the students to complete in class or at home.

**In-Class Activity 19a**

Work with your small group in playing a board game. You will play for 15 minutes. Practice the Sportsmanship skill with each person you are playing with during the game.

Game selected: ____________________________________________

Group member’s names: ______________________________________

________________________________________

________________________________________

Write the steps below. After playing the game, identify what you did for each step of the Sportsmanship Skill:

1. _____________________________________________

2. _____________________________________________

3. _____________________________________________

4. _____________________________________________

How did the person respond to your compliment?

How did you feel about giving the person a compliment?

What could you do to improve on using this skill?
In-Class Activity 19b: Blowing Bubbles

**Directions:** Your group will spend a few minutes having a bubble blowing contest. Try to have at least 5 where everyone blows a bubble and tries to blow the biggest bubble. Record the results below. Use the steps of sportsmanship after each attempt.

<table>
<thead>
<tr>
<th>Attempt #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winner's Name</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Now** answer the following questions on your own.

1. Did you use the steps for sportsmanship when you were a winner? Explain.

2. Did you use them when you were not a winner? Explain.

3. What were the specific things you said or did to show sportsmanship?

4. What could you do better when trying to show sportsmanship?

5. What kinds of conflicts could be prevented by using sportsmanship?

6. Set a Sportsmanship goal for yourself. Make sure it is a SMART goal (specific, measurable, action-oriented, reasonable, and time-determined).
In-Class Activity 19c

Directions: Work with a partner in playing Tic-Tac-Toe. You will play 4 games. Practice the sportsmanship skill with your partner during the game.

<table>
<thead>
<tr>
<th>GROUP NAMES</th>
<th>WINNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
</tr>
</tbody>
</table>

*******Please use the back to draw and play the game************

- After playing the game, identify what you did for each step of the Sportsmanship skills.
  1. Think about how you did and how the other person did in the game.
  2. Think of several ways that you can compliment the person.
  3. Choose the best way to compliment your partner.
  4. Give the compliment in a sincere way.

- Answer the questions:
  1. How did the person respond to your compliment?
  2. How did you feel about giving the person the compliments?
In-Class Activity 19d
Tug-o-War! Three-Minute Process Writing

Directions: After you have played your tug-o-war game, please spend three minutes writing about each of the following questions. Continue on the back if you run out of room when answering each question.

1. Describe the different facial expressions you saw when you were asked to look at your teammates? Were there angry faces, happy ones, other types...? What were your feelings about those expressions?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Describe one specific example of good sportsmanship that you noticed during the game. What was said or done? What was the response of the person on the receiving end? What was YOUR response to it, even if you were not on the receiving end?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Write about anything you may be taking away from this activity, anything you may have learned or that the activity made you think about more.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Independent Practice

For each of the situations below, write a statement you could make to the people on your side and a statement you could make to the people on the other side.

1. You are playing baseball with a group of friends. Your team works together well and keeps the other team from scoring, even though the other team is also playing well.
   To your team:
   ___________________________________________________________
   To the other team:
   ___________________________________________________________

2. Your class has divided into teams for a spelling contest. Your team is not doing very well and the other team is winning.
   To your team:____________________________________________________
   To the other team:
   ___________________________________________________________

3. You are playing Monopoly with your friends. You have the most money and the most property.
   To yourself:
   ___________________________________________________________
   To the other players:
   ___________________________________________________________

4. You wanted to go to the store with your mother to buy groceries. She took your brother instead of you because he was listening to her better.
   To your mom:
   ___________________________________________________________
   To your brother:
   ___________________________________________________________
   Was it hard for you to come up with compliments? Yes ___ No_____

Identify at least 3 situations when you can practice sportsmanship?
1._____________________________________________________________
2._____________________________________________________________
3._____________________________________________________________
Independent Practice 19b

Directions: Look around your world or in the media (TV, movies, etc.) for examples of sportsmanship. Record your observations in the chart below, at least one example of you showing sportsmanship and one of another person doing the same.
Then, write a paragraph (3-5 sentences) about any conclusions you drew from your observations.

I showed sportsmanship when ... | This is what I did... | The result was ...
---|---|---

I saw someone show sportsmanship when ... | This is what they did... | The result was ...
---|---|---

Things I've learned about sportsmanship:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

...
School-Home Link 19a

Directions: Explain to your family members that your class has been talking about and practicing showing sportsmanship. Write the steps below and go over them with everyone. Ask some family members to play a game with you and that you will all be evaluating yourselves on how you each used the step of sportsmanship.

Steps:

1. 
2. 
3. 
4. 

Ratings: 1=Did not use the step  2=Did it a little bit  3=Really tried to do it  4= Did OK  5=Did a great job

<table>
<thead>
<tr>
<th>Name</th>
<th>Won/Lost?</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Comments?</th>
</tr>
</thead>
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</table>

Now, write a paragraph (at least 4 sentences) about things you observed about yourself and your family members during the game. (Ideas: Did you see good examples of sportsmanship during the game? What about poor sportsmanship? Do you agree with the self-ratings done by everybody? What do you think you could do differently?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
(Continue on the back of this page if you need more space.)
School-Home Link 19b

In PEACE CURRICULUM, we have been talking about Sportsmanship. Please talk with your student about your experiences with both good and bad sportsmanship. We defined Sportsmanship as "showing respect to the other players (on your side and the other side)".

Ask your student to write the steps to sportsmanship here:
1. 
2. 
3. 
4.

Talk about a time you played in a game and someone showed poor sportsmanship.
1. What was the game?
2. How did the person show poor sportsmanship?
3. How did you feel about this behavior?
4. Did you feel comfortable continuing to play with someone acting this way?

Talk about a time you played in a game and someone showed good sportsmanship.
1. What was the game?
2. How did the person show good sportsmanship?
3. How did you feel about this behavior?
4. Did you feel comfortable continuing to play with someone acting this way?

What are some ways you can encourage your student to have good sportsmanship?

Signature ___________________________ Date: ________________
PERSONAL MONITORING FORM

Directions: You are going to keep track of your sportsmanship behaviors for the next two weeks. Log what the situation was, what you did, and the reaction of the people involved.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Your Behavior</th>
<th>Results</th>
<th>Reaction to Your Sportsmanship Behavior</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Self-Monitoring Activity

Student: _____________________    Date: ____________

Skill: _______________________________________________________

Steps:

Who did I try this with?
_______________________________________________________________

When?
______________________________________________________________

What Happened?
______________________________________________________________

How did I do?            GREAT           OK           NOT SO GOOD

What were my reasons for analyzing myself this way?
______________________________________________________________

How can I improve the next time?
______________________________________________________________
Sportsmanship
Goal Setting

Directions: Set a goal after you have practiced sportsmanship for a week. Think about what you need to work on with this skill set. How do you need to improve?
Set your goal here:

Goal: __________________________________________________________
_______________________________________________________________
_______________________________________________________________

Follow these criteria:
1. Is your goal realistic? Yes___ No___
2. Is it desirable—do you want to? Yes___ No___
3. Is the goal written positively? Yes___ No___
4. Can you measure the goal? Yes___ No___

Write an example of positive self-talk you can use. I can say this to myself___________________________________________________

Evaluate your goal. How did I do?
Excellent____ Good______ Okay____ Needs work____

You can be a good sport!
Family Sportsmanship Goal

Directions: Think about ways your family can learn to be good sports. This could take place within the family or outside the family.

Your goals are to involve yourselves in being a good sport!

<table>
<thead>
<tr>
<th>Family Member</th>
<th>The Goal</th>
<th>Plan to achieve it</th>
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</table>

Illustrate an activity your family will do after setting these goals!!

What character trait can you use to help you all become good sports?
SPORTSMANSHIP MAZE

Directions:
Complete this maze to show what you should do to show good sportsmanship.

Start

Y o u ’ r e
W e a k !

1.

Nice
Shot!

The Ref was
on your
side!

Just Lucky

You
Cheated

Good
Game!

Way to
Go!

...
#19: Sportsmanship

Steps:

1. Analyze how you and the other person or team played in the game.

2. Think of several positive things you could say to the person or team.

3. Choose the best comment.

4. Compliment the person/team in a sincere way.
Essential Social Skills: Accepting “No” for an Answer

General Information
Skill: “Accepting 'No' for an Answer”
Time: One or more class periods
Class size: Small group or class
Materials: Chalkboard, step sheet, activity sheets, Independent Practice sheets, Character Trait cards

Introduction:
1. On the board, write:

   Accepting “No” for an Answer

   What? Steps Icing
   Why?
   When and Where?

2. Ask students what it means to accept “no” for an answer. Write the appropriate response on the board under “What?”
3. Ask students why it is important to be able to accept “no” for an answer. Write the appropriate responses on the board under “Why.”
4. Ask students for examples of when and where it would be important to accept no for an answer. List the examples on the board under “When and where?”
   a. Be sure to put YOUR example first.
   b. Write the student examples on the board after your example.
   c. The students will role-play from their examples.
5. Write the steps on the social skills template.
   a. Explain each step and give an example.
   b. Be sure to say the name of the step and what it is (ex. “Step number 1 is ‘Look at the person in a calm way.’”)
   c. Accepting No for an Answer Steps:
      1. Look at the person in a calm way.
      2. Listen carefully to the person who is telling you “no”.
      3. Ask questions if you don’t understand.
   a. Ask the students to give examples of icing for this particular skill (ex. Open posture).
6. It might also be helpful to ask students to come up with positive consequences for accepting “No”.

Model:
2. Select a student to demonstrate the skill. Have the class observe you and your partner during your role-play to see if you follow all the steps.
   a. The situation is: You ask a friend to a music concert you have tickets for, along with your older sister.
      
      Teacher: “Do you want to go to the concert with my sister and me on Friday night?”
      Partner: “Thank you for asking me, but I won’t be able to attend. I am not allowed to go to concerts without an adult.”
      Teacher: “My older sister is 16 and she will be taking us.”
      Partner: “My parents will only allow me to attend if there is an adult over 21 years of age. Thanks again for the invitation, maybe next time.”
      Teacher: “No problem, I understand.”
   
b. Other situations for the modeling might be the following:
      1) Myra asked the teacher if she could go to the office to make a phone call. The teacher answered, “No.” Myra was reminded that students were not allowed to use the office phone.
      2) Byron continuously asks to go to the water fountain during the teacher’s lecture. The teacher says, “No,” and asks Byron to wait until directions are given.

Student Role-Playing:
1. Assign the students to pairs or groups of three.
2. Have each group select a different example from the “When/Where” section of the Skills Step sheet.
3. They will create a short role-play using the example.
4. They should follow the steps for Accepting “No”, and their role-play should have a positive outcome.
5. Although they may be about some of the difficult topics that are part of the lives of students, the language and actions in the skits should always be school-appropriate.

In-Class Activities:
1. If possible, show your students the short video at http://www.centerforsafeschools.org, under “Tools and Resources”.

***
2. Teach your students the **Accepting No** rap song developed in Martin County, Florida.

3. **In-Class Activity 17a:**
   a. The activity presents three different situations.
   b. The students are asked to decide which Character Traits would be useful in working through each step of the Accepting "No" process.
   c. They should also explain their choices.

4. **In-Class Activity 17b:**
   a. The students will create a picture book for Accepting “No”.
   b. The book will have at least three pages:
      1) A decorated cover page stating the skill
      2) Two or more pages drawing and explaining a real life situation where the student used or could have used the skill.
      3) A last page showing the student’s response to the “No” and their feelings about it.
   c. **In-Class Activity 17c:**
      1) The students will work in pairs, helping each other to complete their sheets. So, each pair will do the activity twice.
      2) The partners will create a conversation that might occur between friends where one person is asking the second person to do something and the second person gives a “No” answer.
      3) Situations are suggested, or the partners can create their own scenarios.
      4) They will follow the steps and write the conversation in the boxes on the paper.

**Independent Practices:**
1. **General Information:**
   a. Assign the independent practice sheet. These sheets are due the next school day.
   b. The teacher should lead discussion when sheets are returned, asking students to tell the class when/where they applied the skill steps.
   c. The teacher should also ask what was easiest/most difficult about using the skill.
   d. Discussion concludes with each student telling what they want to try to do differently next time and what they want to be sure to do!
   e. Remember to role-play the skills again and give students suggestions regarding how they can improve.
f. That is the importance of independent practice; students need to have time
to process what went wrong, what went right and have the opportunity to
role-play each skill correctly.

2. Independent Practice 17a:
   a. Each student will practice respectfully responding to a "No" answer.
   b. There are four conversation starters, and the student will create a
      respectful reply to the "No" answer.
   c. Then the student will create three more conversations of his/her own.

3. Independent Practice 17b:
   a. The student will actually use the steps of Accepting “No” for an Answer in a
      real-life situation.
   b. Then the student will answer questions about the situation, rate him/herself
      on following the steps and decide what he/she would do differently the next
time they are in the situation.

School-Home Links:
1. School-Home Link 17a:
   a. The student will log each time a family member responds to a request with
      “No”, as well as, whether the person on the receiving end accepted or
      rejected the answer.
   b. At the end of the week, the student and an adult will discuss the situations
      where the “No” answer was rejected.
   c. Then they will role-play a positive response for those situations.

2. School-Home Link 17b:
   a. First, the student will share and practice the steps of Accepting “No” with
      household members.
   b. Then the student will ask each person for examples of when the student
      accepted a "no" answer well and examples of when they did not do so well.
   c. The students should listen to the examples calmly and with the goal of
      understanding the other person’s point of view.
   d. Finally, the student will write a goal for how they would do better in each
      situation where improvement was needed.

Self-Monitoring Forms:
1. Several monitoring forms for Accepting "No" have been created by teachers and
   other PEACE Curriculum facilitators, possibly showing the importance of this
   skill.
2. Select any or all of the forms that work for you and your students.
3. Remember that the more a student is able to practice and monitor his/her own progress in using the skill, the more that skill will become his/her own.
Social Skill of the Day Step Sheet

Name of Skill ________________________________

**WHAT** does the skill mean?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

**WHY** is the Skill important?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

**WHEN & WHERE** can the skill be used?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

**How do we use this skill?**

1. __________________

   ________________________________________

2. __________________

   ________________________________________

3. __________________

   ________________________________________

4. __________________

   ________________________________________

5. __________________

   ________________________________________

What are some examples of **ICING** with this skill?

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Accepting “No” for an Answer Rap

My response to your dismay, I say, 
Is to look at the person in a calm way. 
When I listen carefully, 
It helps me to live peacefully. 
I ask questions if I don't understand, 
‘Cause it helps me to live in the land. 
I say, "Okay, I understand" 
‘Cause accepting “no” is a better plan. 
I learned that staying calm is a skill, 
It's just a matter of having the will. 
I don't like trouble, 
And that's the truth; 
And accepting “no” will always help you.
**In-Class Activity 17a**

**Directions:** Please read the situations below and identify the character traits that would help you work through the steps. Explain your choices.

<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
<th>STEP 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are invited to a party that you know is going to be “poppin”. You are told by your mom that you cannot attend the party.</td>
<td>![Smiley](ex: empathy because …)</td>
<td>![Smiley](ex: patience because …)</td>
<td>![Smiley](ex: respect because …)</td>
<td>![Smiley](ex: caring because…)</td>
</tr>
<tr>
<td>You meet a hottie at school. You get up the courage to ask them out and they tell you “No, thanks, I’m not feeling you like that.”</td>
<td></td>
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<tr>
<td>Your family is having a family reunion and you want to go. You go to your probation officer/DJO and she tells you “no”.</td>
<td></td>
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</tbody>
</table>
In-Class Activity 17b

Directions: Create a picture book demonstrating Accepting "No" for an Answer.

You will have at least three pages:

Page 1: Cover
State the social skill and decorate the cover.

Page 2+: 
Draw and explain a real life situation where you have used or could use this skill.
- Who you asked
- What you asked
- What was their answer

Last page:
Show your response and how you felt.

Example:

Accepting "No" for an Answer

Hmm

Can I ...?
In-Class Activity 17c

Work with a partner to create a conversation that might occur between friends. You are the one trying to accept “no” for an answer so your partner responds by saying “no” to the situation. Remember to follow the steps: Write your conversation in the boxes below.

Choose one of these situations or create one of your own:

a. You want to go out with your friend.
b. You ask your parents for a higher allowance.
c. You want to switch homeroom teachers.
d. You want to order pizza for dinner.
e. You want to go to a certain movie.

REMEMBER: You are going to accept “No” for an Answer!
Independent Practice 17a

You have the best intention of accepting “no” for an answer... but sometimes you find it hard... You want to respect their answer; yet that means you do not always get what you want.

**Directions:** Read all of the following conversations. Then create a reply for each one that gracefully accepts the second person’s “no” answer. After you have done the four conversations written for you, write three more of your own.

<table>
<thead>
<tr>
<th>You Say</th>
<th>The Other Person Says</th>
<th>Your reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let's go see the new horror movie.</td>
<td>No, I really don't like scary movies.</td>
<td></td>
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<tr>
<td>The weather's great for sledding! Can you go?</td>
<td>No, I have to watch my brother.</td>
<td></td>
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<tr>
<td>Mom, can I come home late from John's house tonight so we can watch the late movie on TV?</td>
<td>No, you need to get some sleep because you have that big test tomorrow.</td>
<td></td>
</tr>
<tr>
<td>Do you want to play Monopoly with me?</td>
<td>No, I made plans to go with Ronnie to the mall.</td>
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</table>
Independent Practice 17b: Using the Skill

Accepting “No” for an Answer Steps:
1. Look at the person in a calm way.
2. Listen carefully to the person who is saying “no”.
3. Ask questions if you don’t understand.

Directions: Study the steps at the top of this sheet. Then practice using the steps for real. After you have tried the skill, complete the rest of the sheet and bring it to the next class.

* * * * * * * * * * * * * * *
Used where?
_________________________________________________________________

Used when?
_________________________________________________________________

Used with whom?
_________________________________________________________________

Describe what happened when you used the skill.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Write down all the steps you used.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Rate yourself in following the steps.

Great    Good    Fair    Need to Improve

What would you do differently next time? ___________________________________
Keep a daily log with your family of how many times family members respond to a request using “No”. Keep note if the person hearing the “No” accepts or rejects it. At the end of the week, discuss with an adult family member the specific situations where the answer “no” was not accepted. Role-play those situations using the steps of accepting “no” for an answer.

<table>
<thead>
<tr>
<th>People Involved</th>
<th>Situation</th>
<th>Accepted “No”</th>
<th>Rejected “No”</th>
<th>Role-played better response?</th>
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</table>

Comments/Discussion: record on back

Detach and return
Name: ____________________________ Date Completed: __________
Activity: ________________________ Time Together: __________
Signature: ________________________
School-Home Link 17b

Directions:
- Share the steps of Accepting “No” with members of your household.
- Practice the steps with them.
- Ask each person to give you some examples of when you accepted “No” very well and examples of where you could improve.
- Try to listen to these examples by being calm and trying to understand the other person’s point of view.
- Write a goal where improvement is needed.

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Example of Accepting “No” well</th>
<th>Example of not accepting “No” well</th>
<th>Goal for Improvement</th>
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</tr>
</tbody>
</table>

____________________________________________

Detach and return

Name: __________________________ Date Completed: __________

Activity: ________________________ Time Spent together: ______

Signature: __________________
## Accepting “NO” for an Answer Monitoring Form 17a

**Directions:** Keep track of how you are using the skill of Accepting “No”. Mark the space on the weekly schedule describing how you used the skill. Decide each time how you could improve next time and write a short-term, specific goal. Finally, write a SMART long-term goal for Accepting “No”.

<table>
<thead>
<tr>
<th>Days</th>
<th>Who</th>
<th>Followed Steps?</th>
<th>Reaction of Person</th>
<th>Improvements</th>
<th>Specific Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
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<td>Wednesday</td>
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<tr>
<td>Saturday</td>
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<tr>
<td>Sunday</td>
<td></td>
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</tr>
</tbody>
</table>

**Overall goal for improvement**

No, because…

---

81
**Accepting “No” Monitoring Form 17b**

**Directions:** For each day, when told “no”, place a tally mark under the reaction you had when you were told “no”. At the end of the week, total your tally marks and answer the questions below.

<table>
<thead>
<tr>
<th></th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Cool, I'm OK, I understand&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calmly discussed – asked questions &quot;Why? Let's talk&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stomped away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slamming doors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crying, yelling and cussing</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How well did I accept “NO” for an answer? What CHARACTER TRAIT helped me the most?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Accepting "NO" for an Answer Self-Monitoring Activity 17c

Directions: Think about at least three times this past week when you had to accept "no" for an answer. Then review each one of the steps in the skill set and rate how well you practiced each step using the rating scale on the bottom of the page.

Accepting "No" for an Answer
1. Look at the person in a calm way
2. Listen carefully
3. Ask questions if you don't understand.
4. Say, Okay, I understand."

Rating Scale: 1 (needs to improve) 2 (okay) 3 (good job) 4 (great job!)

<table>
<thead>
<tr>
<th>Situation/ Event</th>
<th>Step 1 Rating</th>
<th>Step 2 Rating</th>
<th>Step 3 Rating</th>
<th>Step 4 Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What did you learn about yourself? Explain your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Self-Monitoring Form 17d
Accepting “No” For an Answer

Give two examples of when you accepted “No” for an answer.
1.

2.

List the steps taken to accept the decision:
1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
4. _____________________________________________

Possible reasons why you were told “No”:

Oka
y, I
gue
ss
I’ll

Overall how did you handle this situation?

Great       Good       Fair       Need to Improve

Goal for improvement:

__________________________________________
#17: Accepting “NO” for an Answer

Steps:

1. Look at the person in a calm way
2. Listen carefully to the person who is telling you “no”.
3. Ask questions if you don’t understand.
Essential Social Skills – Refusing Trouble with Others

Skill: Staying out of Trouble
Time: 1 or more class periods
Group Size: 6-12
Materials: Chalkboard, skill cards, newspapers

Write on Board:

Refusing Trouble with Others

<table>
<thead>
<tr>
<th>What?</th>
<th>Steps</th>
<th>Icing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When and Where?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions:
1. Tell the students that this lesson involves learning a refusal skill when someone is trying to talk you into doing something that might get you in trouble.
2. Ask students what the skill “Refusing Trouble with Others” means and solicit examples. The teacher should give the first example (i.e. A friend of yours is trying to talk you into smoking pot). What can happen to us if we don’t avoid trouble? Encourage students to give examples of ‘refusing trouble with others.’ Write the appropriate response on the board under “What?”
3. Ask students why it is important to stay out of trouble with others. Why is getting into trouble with others harmful to us? Why is it harmful to others? Reasons to stay out of trouble can include building self-esteem, self-control and honesty. We can also help others by keeping them safe. Write the appropriate responses on the board under “Why.”
4. Ask students for examples of when and where it would be important to stay out of trouble with others. Where are some of the places that trouble can occur? When are you most likely to be tempted to join in trouble-making? Examples can include at school when we’re feeling angry or at a party when we want to look “cool.” List the examples on the board under “When and Where?”
5. Write the steps of the skill on the chalkboard one by one, asking students to copy them on their Step Sheet. Review each step and encourage discussion on why it is helpful. And write a section called “Icing” to identify finishing touches.
Steps for Refusing Trouble with Others

2. Decide if you are about to get into trouble.
3. Decide that you want out of the situation.
4. Tell the other person what you decided and why.
5. Suggest positive things you might do in the situation.
6. Do what you think is best for all concerned.

Teacher Model:

1. Use a co-trainer or select a student to model the skill for the class. Select an example that is socially appropriate and has a positive ending.
2. Tell your partner what to say and assign each student a step to watch. Remind the students that when you point to your head you are "thinking out loud" and this is not something you would say out loud.
3. Set the stage by telling students that you meet a friend at the mall and he asks you to go out in the parking garage to smoke pot.

Friend: "Hey, let's get high. We can sit in my car in the parking garage. Then we can walk around the mall."

Teacher: (pointing to head) "We could definitely get busted and be in trouble with the law. And I'm trying to stay away from pot; I don't think this is a cool idea."

Teacher: "Let's not. We could really get into trouble."

Friend: "Oh, come on. No one's going to see us."

Teacher: "No, I'm trying to stay clear of marijuana and trouble. Let's go down to the arcade. We can get a soda and play some games for awhile."

Friend: Well....

Teacher: (thinking out loud, finger to head) "Man, I have got to keep away from getting high. My buddy doesn't need to take the risk either."

Teacher: "Come on, let's go the arcade. I'll buy the cokes."

Friend: OK, man.

4. After the modeling is completed, the students give feedback step-by-step on the role play. Ask the students to give you feedback starting with step 1 and repeat the skill step out loud. (Example: How did I do on step number 1 which is deciding if I was about to get into trouble?)

5. Explain the Icing section to the students and ask them to list any "finishing touches" that you put in the skill.
6. Write examples on the board. Examples may include staying calm, looking the person in the eye and using humor.

**Student Role-play:** (Guided practice)
1. Have the students use their examples from the When/Where section of the board.
2. The students are always allowed to choose the person to role-play with. If they cannot choose, the teacher can select a partner.
3. Remind students that in their role plays in class, they will always demonstrate a positive outcome so they can see it done successfully.
4. Each student role plays one scenario with a partner- allow a few minutes for rehearsal.
5. Assign steps before each student role plays and get feedback once the role play is completed. The teacher gives feedback last.
6. Make sure to get icing and to write it on the board on the Skill Rehearsal template.
7. Role play continues until all students have the opportunity to role-play the skill.

**In-Class Activities:**
1. Activity 13a: The students will list four places/situations where they could get into trouble with others. They will then choose one of the places and draw pictures for each step of “Staying out of Trouble”.
2. Activity 13b: The students will use the worksheet provided to think of a possible trouble situation and answer the questions provided.
3. Activity 13c: Materials needed: newspaper articles, particularly ones about people in trouble.
   a. Explain the activity sheet and distribute newspaper sections.
   b. Following worksheet completion, allow the students to share their responses and to role-play some of the situations.
   c. Alternative pages for doing the writing follow the In-Class Activity sheet: “News Story—How You Could Have Stayed out of Trouble!” and “A Time I Didn’t Stay out of Trouble & What I Could Have Done About It”.

**Independent Practices:**
1. **Writing Activity:**
   a. The students will think about a time when they could have gotten into trouble.
   b. When they have answered the questions on the first page, they will write two paragraphs about the situation (paragraph 1) and how they handled or could have handled it (paragraph 2).
   c. They will proofread their first draft and then write a final draft.
2. **Monitoring Forms:**
   a. Over about a week, the students will watch for three situations when they had to avoid trouble using the seven steps of the skill.
   b. Then they will fill out the monitoring form, indicating whether or not they followed the steps.
   c. Finally, they will reflect on their success and set a goal for the next time a situation arises.
   d. There are three forms available for recording their responses; select the one that matches your needs.

School-Home Links:
1. School-Home Link 13a:
   a. This can be used in conjunction with the self-monitoring activity, or it can be used on its own.
   b. The student will explain the steps of avoiding trouble to their parent/guardian.
   c. Then they will have a discussion based on the questions on the sheet, including a positive role-play of a past situation.
2. School-Home Link 13b:
   a. The student and parent will remember a situation when they were faced with getting into trouble.
   b. They will discuss the situation and decide on things that they could have done differently.
   c. Their answers will be written in the appropriate parts of the illustration.
   d. Finally, the family will set a goal for avoiding trouble at home.
In-Class Activity 13a

Directions:
List four places where you could get into trouble with others:
1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________

Directions:
Choose one of the places that you listed above and draw a cartoon in each box to show the steps of “Avoiding Trouble with Others”.

1. Decide if you are about to get into trouble.  
2. Decide that you want out of the situation.

3. Tell the person what you have decided and why.  
4. Suggest positive things that you might do in the situation.

5. Do what you think is best for all concerned.
In-Class Activity 13b

Directions: Please write answers to the following questions in the space provided.

1. Think of a situation where you might be about to get into trouble and write it in the space provided.
   Ex: My friend wants me to cheat on a test.

2. What do you want to happen?
   Ex: I don’t want to cheat because I might get caught and it could affect my grade.

3. What could you say about your decision to the other person?
   Ex: “I don’t think it’s a good idea to cheat because we might get in trouble.”

4. What are some positive activities you could do instead?
   Ex: “We could ask John to have a study session with us because he knows this stuff.”

5. Is your solution the least hurtful and the best for everyone involved? Why?
   Ex: Yes, because then we can learn the material and do well on the test, rather than get caught cheating and do worse.

Great Job!
In-Class Activity 13c

With a partner, choose an article from the newspaper about a person/persons getting into trouble with others. Decide how trouble could have been avoided and re-write the story below. Be prepared to role-play the situation with your partner, using the steps for avoiding trouble with others.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Now, with your partner, share a time when you did not say no to trouble with others and talk about what you could have done to avoid it. Apply the steps. Listen to your partner share his/her situation and a positive alternative. Give each other suggestions. Write your situation and the positive alternative below.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
News Story—How You Could Have Said NO to Trouble!
A Time I Didn’t Say NO to Trouble
& What I Could Have Done About It
Independent Practice
Writing Activity

Directions: Think about a situation in which you could have been easily misled and gotten into trouble.

Who: ____________________________________________________

Where: ____________________________________________________

When: _____________________________________________________

What: _____________________________________________________

Now, ask yourself these questions.
1. Were you about to get into trouble? Explain. ______________________________

2. Did you want out of the situation? ________________________________

3. What did you decide? ____________________________________________

    Why? _________________________________________________________

4. What positive things could you suggest to do with that person? __________

5. What was the best solution for everyone involved? _____________________
Write two paragraphs about the situation and how you handled it. In the first paragraph, describe the situation. In the second, describe how you handled it or could have handled it. Remember to write for an audience that may not know who or what you are talking about.

Title: _____________________________________________

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
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________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

96
After you have written your first draft, proofread it for the following items. List 2-3 changes you made in each area.

- Did you use capitals and end punctuation correctly?
  - ___________________________________________________
  - ___________________________________________________
  - ___________________________________________________

- Did you use proper grammar?
  - ___________________________________________________
  - ___________________________________________________
  - ___________________________________________________

- Did you check your word usage, making sure that your nouns and verbs match?
  - ___________________________________________________
  - ___________________________________________________
  - ___________________________________________________

- Did you correct spelling errors?
  - ___________________________________________________
  - ___________________________________________________
  - ___________________________________________________

- Do you think you described the situation clearly for your audience?

Finally, when you are satisfied with your draft, write your final draft on another sheet of paper. You may want to add illustrations.
Independent Practice
Self-Monitoring Report Form 1

**Directions:** Over the next week, look for at least three situations when you can use the skill of Avoiding Trouble. Fill out one column for each situation and check whether or not you followed each step. Then reflect on how you did that time and write a goal for the next time a situation comes up. BE HONEST with yourself.

<table>
<thead>
<tr>
<th>Day:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Steps:</td>
</tr>
<tr>
<td>1. Decide if you are about to get into trouble.</td>
</tr>
<tr>
<td>2. Decide that you want to get out of the situation.</td>
</tr>
<tr>
<td>3. Tell the other person what you have decided and why.</td>
</tr>
<tr>
<td>4. Suggest positive things you might do with the person.</td>
</tr>
<tr>
<td>5. Do what you think is best for all concerned.</td>
</tr>
</tbody>
</table>

**Reflection (How did I do?):**
|  |
|  |
|  |

**Goal:**
|  |
|  |
|  |
**Independent Practice**
**Self-Monitoring Report Form 2**

**Directions:** In the following week, keep track of the times when you encountered situations where you were able to follow the steps for avoiding trouble. Use the following table to record your information.

<table>
<thead>
<tr>
<th>What was the event?</th>
<th>Did you follow the steps?</th>
<th>What was the outcome?</th>
<th>Was it difficult or easy? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

...
School-Home Link 13a
Refusing Trouble with Others

Steps:
1. Decide if you are about to get into trouble.
2. Decide that you want out of the situation.
3. Tell the other person what you have decided and why.
4. Suggest some positive things you might do in the situation.
5. Do what you think is best for all concerned.

- Share the steps of staying out of trouble others with your parent/guardian.
- Tell them you will be practicing the steps with them as part of an Independent Practice assignment. Give your parent this sheet so they can watch the steps.
- Talk about a time when you did not avoid trouble with others. Re-create the situation by going through the steps and changing the outcome to a positive one. How did it work?
- Ask your parent to share a time when he/she did not avoid trouble with others and talk about what could have been different if the steps had been used. Write it here.
- Write down some “icing” ideas.
- List several especially good ways of avoiding trouble with others.
Independent Practice

Weekly Monitoring Form

Steps:
1. Decide if you are about to get into trouble.
2. Decide that you want out of the situation.
3. Tell the person what you decided and why.
4. Suggest positive things you might do with that person.
5. Do what you think is best for all concerned.

Directions: Check off each step as it is completed. Tell how you feel afterwards and how the other person reacted.

<table>
<thead>
<tr>
<th></th>
<th>Stopped to think?</th>
<th>Decided?</th>
<th>Said, “NO!”</th>
<th>Suggested Other Ideas</th>
<th>How do you feel?</th>
<th>Their reaction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<tr>
<td>Saturday</td>
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<td></td>
</tr>
</tbody>
</table>

Set a goal for improving your refusal skill: ________________________________
School-Home Link 13b
Family Examples of Staying Out of Trouble

Directions: On the left side of the shape above, write a situation where you and your family did not avoid trouble. Then on the right, write how it could have been changed for the positive by following the steps of Avoiding Trouble with Others. Write what you learned below along with a goal that you and your family can establish for the future.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

______________________________

Comments/Discussion

Signature- ____________________________  ____________________________
#13. Refusing Trouble with Others

Steps:
1. Decide if you are about to get into trouble.
2. Decide that you want out of the situation.
3. Tell the other person what you decided and why.
4. Suggest positive things you might do in the situation.
5. Do what you think is best for all concerned.
<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there were issues from the last session, was a follow up done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the group rules reviewed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the homework reviewed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were visual aids used? (Skill cards, Skill Title and steps displayed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the Skill introduced, defined, steps read, briefly explained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the animators correctly model the skill?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the skill steps identified during the modeling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the role-play relevant to the trainees?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the trainees discuss their need for the skill?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did each trainee correctly role-play as the main actor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did all the trainees provide performance feedback?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were new homework assignments distributed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was behavior management an issue during the session?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Moral Reasoning Dilemmas
Training Practice

1. Remember to encourage the free form debate when you ask each question; be careful not to reinforce what you think is the “right” answer; the kids learn from the debate itself
2. Return to the advanced reasoners throughout the debate for their opinion
3. Come to consensus at the end about the character traits involved
4. Then use the activity involved with the trait for the students to practice
Level 2 Training
Character Education—Moral Reasoning

Directions:

Take these scenarios that have been written and do the following:

With your team, assign the presentation of the moral scenario to one person. Then assign the questions to each team member. Encourage the debate and then bring the students to consensus surrounding the character traits.

If time permits, we will work on the following:

1. Change and update the scenario and then change the questions so they make sense.
2. Design an in-class activity
3. Develop an independent practice activity
4. Develop a school home link activity
   Present to the group
Goal:
To learn the importance of being honest and helpful in a relationship.

Directions:
The trainer will read the following scenario to the class and ask the question. Ask each student to give their answer before proceeding to the next question.

Scenario:

Jasmine’s Problem Situation-

Jasmine and Dominique are at school one day admiring her jacket that Sheila is wearing. The next day Jasmine is visiting Dominique’s house and notices that Dominique is wearing a jacket just like Sheila’s. Jasmine is impressed and asks if she can wear the jacket to school the next day. Dominique says she can only wear the coat at home because her mom doesn’t want it to get dirty at school.

The next day at school Sheila is crying and reports that her jacket is missing. Jasmine finds Dominique and asks her where she got her new jacket. Dominique pulls her aside and tells her that Sheila left her coat on the bus yesterday afternoon. Dominique picked it up and planned to return it but likes it so much that she really wants to keep it now. She begs Jasmine to promise not to tell anyone.
Discussion Questions:

What should Jasmine do?
1. Should Jasmine tell someone that Dominique took the jacket?  
   Yes/no/can’t decide
   Who should she tell?
   A teacher/Dominique’s mother/Sheila’s mother
2. How good of a friend is Dominique? Would Jasmine be able to trust Dominique not to steal from her? 
   Yes, could trust/no couldn’t trust/can’t decide
3. Dominique stole the jacket because her family can’t afford to buy one for her. Does that make it all right for Dominique to steal the jacket? 
   Yes, all right/no, not all right/can’t decide

*Make sure the students know the right answer and why it is the right answer.*
Service, Honesty

Directions:

Students work in groups of three or four. Choose a spokesperson for each group. Upon completion of the activity, the spokesperson shares the results of the activity. Discuss with the whole group the traits of service and honesty listed from the activity.

Volunteers are frequently used to make _________________. Your ___________ it to make your school beautiful. You are in charge of the volunteers.

Your first activity is to list in the appropriate column projects to be done to make your school beautiful. Then list the activities the volunteers need to do to complete the project. Volunteers work on their own without supervision.

Volunteers need to demonstrate honesty if they are to work on a project to completion. In the last column, what traits of honesty do the volunteers need to display. List them.
<table>
<thead>
<tr>
<th>PROJECTS</th>
<th>ACTIVITIES</th>
<th>HONESTY</th>
</tr>
</thead>
<tbody>
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Name: ______________________________________

This is what I learned from doing this thinking exercise:
______________________________________________________________

I learned______________________________________________about honesty.
Character Education

HOMEWORK

Name: ____________________

Date: ________ Hour: ___

Service, Honesty

Directions:

Observe persons in your community displaying the traits of service and honesty. These persons could be a cashier at K-Mart, a food service person at a fast-food restaurant, a minister, or neighbor. Do not write the real name of each person but identify by occupation.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SERVICE</th>
<th>HONESTY</th>
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<tbody>
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</table>
School-Home Link #4 Service

Dear Parent:

We are learning about the importance of “service” in class. Your child has already been involved in a project to think of ways to keep the school beautiful and orderly so that it is the best place to learn.

Now we would like for you to sit down with your child and talk about ways that your child can help perform one to three acts of service that will add to your home. Brainstorm ideas and decide on up to three activities that your child can perform and write the results,

My Acts of Service At Home

<table>
<thead>
<tr>
<th>My First Act of Service</th>
<th>What I did</th>
<th>Results</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>My Second Act of Service</th>
<th>What I did</th>
<th>Results</th>
</tr>
</thead>
</table>

What is it like to be of service?

How does it feel to be of service?

Name of student:

Parent Signature: ___________________ Date: ___________________
Category: CHARACTER EDUCATION #5
Character Traits: Humanity, Respect
Time: 45-60 minutes
Group Size: 4-6 students
Materials: Chalkboard or white board is optional
Level: Elementary

Goal:
To learn the importance of respecting other’s property for the good of society.

Directions:
The trainer will read the following scenario to the class and ask the question. Ask each student to give their answer before proceeding to the next question.

Scenario:

Jose’s Problem Situation-
Jose’ and Rodney are walking down the main hallway of their school. Rodney looks at the artwork displayed by the eighth-grade class and says to Jose’ “Hey, I bet I can tear down more paintings that you can in the next 30 seconds!”

Discussion Questions:
What should Jose’ say or do?
1. Should Jose’ take the challenge and start ripping the artwork down? Yes/no/Why?
2. If Rodney starts ripping down artwork without waiting for a response, what should Jose’ do? Join in/try to stop Rodney/go tell an adult/go on to class, stay out of it
3. What if Rodney tells Jose’ that third-graders are constantly doing new art projects, so ripping these down won’t hurt anything. Should Jose’ still try and persuade Rodney not to tear down the art? Should persuade/should let rip/should rip too/Why?

4. What if Rodney tells Jose’ that he used to tear things off the walls all the time last year and he never got caught? Then what should Jose’ do?
4. Let’s say some of your art is hanging on that wall. Jose’ is Rodney’s friend, but Jose’ is also your friend. Jose’ knows it’s your artwork. Then should Jose’ try to persuade Rodney not to vandalize the art?

Should persuade/should let rip/should rip too/Why?

6. In general, how important is it for people not to destroy thing that belong to others?
   Very important/important/not important/Why?

Make sure the students know the right answer and why it is the right answer.
Character Education
ACTIVITY
Name: _______________________

Date: ________ Hour: ____

Respect—What Does That Mean
Materials Needed: ____________________________
Pen or pencil, worksheet

Directions:
1. Discuss with the class the definition of the word respect. Ask students what the word means to them.

2. Ask the class if anyone would like to share an example of when he/she felt respected.

3. Refer the class to Jose’s problem and ask them to discuss how respect is a factor in this vignette.

4. Divide the class into 2 groups. Have them share their homework assignments with each other. Each student should read their list of twenty respectful behaviors.

5. After sharing their lists of respectful behaviors with each other, tell them that as a group they must agree on the most frequently mentioned or frequently observed respectful behavior.

6. List the top twenty behaviors in column one and fill our chart completing columns two, three and four.

7. Join your group with another group. In the larger group, compare your choices. Discuss those that you have in common and focus the ones that the larger group sees as the most influential respectful behavior.

8. Develop a plan to present to the entire class that can help students devise means of aiding each other in being more respectful.
Character Education  
HOMEWORK  

Name: ____________________  
Date: _______ Hour: _____

Respect- What Does That Mean?

<table>
<thead>
<tr>
<th>1. Respectful behaviors</th>
<th>2. What is the immediate impact on the people involved?</th>
<th>3. How does this behavior affect you (as an observer or the observed)?</th>
<th>4. What are the consequences of this respectful behavior?</th>
</tr>
</thead>
</table>
| Ex: A student is using the copier when a teacher needs to use the machine. The student steps aside and asks, "Would you like to go ahead of me?" | On the teacher-  
• She gets her paper copied quickly  
• She’s positively impressed with the student’s actions | I liked the way  
the teacher  
smiled and said,  
"Why, yes, thank you!" to the student. | 1. The teacher commended the student on the student’s behavior  
2. The teacher was positive regarding the student.  
3. The student has positive feelings toward a person in authority. |
| | On the student  
• He gets his paper copied while missing only a little additional class time.  
• He enjoys the positive interaction with an adult | | |
Character Education
HOMEWORK

Name: ____________________
Date: _________ Hour: _____

Respect - What Does That Mean?

<table>
<thead>
<tr>
<th>1. Respectful behaviors</th>
<th>2. What is the immediate impact on the people involved?</th>
<th>3. How does this behavior affect you (as an observer or the observed)?</th>
<th>4. What are the consequences of this respectful behavior?</th>
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</table>
Respect- What Does That Mean?

Directions: Answer these questions with your parent

1. Define the word respect and write the definition on your paper.

2. Write ten examples of respectful behavior that you have observed at your school.

3. Write at least five examples of respectful behavior that you have observed among your friends in your community.

4. Write at least five examples of respectful behavior that you have observed in your home.

5. Choose 10 of these observations. Then complete Homework page 2 sheet for each of the 10 observations you choose.
Character Education #4- Honesty, Responsibility

Time: 45-60 minutes  
Group Size: 6-8 students  
Materials: Activity sheet, Independent Practice sheet, school-home link sheet  
Goal: To learn the importance of being loyal to your family and making responsible decisions for your behavior.

Directions:
Write on Board:
Honesty and Responsibility

The trainer will read the following scenario to the class and ask the questions. Ask each student to give their answer before proceeding to the next question

Ronald’s Problem Situation

"You’re late for family night!" Ron’s mother tells him as he walks in the door. "We’ve already eaten dinner; you know our rule about everyone being present for family night. You weren’t with that group of kinds I told you to stay away from, were you?" Ron thinks to himself... "I was with that group of kids. I knew it was family night, and I knew I wasn’t supposed to be with those kids. But everyone was going to the park and I didn’t want to look like a wimp. What should I tell my mom?" "Ron, you’re not answering me. Where were you?" his mother says.

Discussion Questions:
1. What should Ron do?

2. Should Ron cover for himself by lying to his mother? Why?

3. Should Ron tell his mom the truth, even if it means he will be punished?

4. Does Ron’s mom have the right to tell him who his friends are?

5. Is age a factor? What if Ron is 8? 10? 15? 21?

6. Is it more important to be loyal to
a) family
b) friends

7. How important is it to tell the truth?

In-Class Activity

Facilitator’s Notes:
Decide whether you want students to work individually or in pairs. Distribute the "Steps to Good Decision Making". Go over instructions as a group and check for understanding.

When students complete the activity, discuss and share their ideas.
In-Class Activity
Lesson #4- Honesty, Responsibility

Directions:
Making a decision involves using what you know to get what you want.

Steps to Good Decision Making
1. Identify the decision to be made.
2. Define what is important to you and what your goal is.
3. Examine the information you have
4. Think of all your choices.
5. List advantages and disadvantages of each choice.
6. Make your decision.
7. Formulate a plan for carrying out your decision.

Now apply these steps to Ron's situation:
Identify the decision Ron needs to make.

What is important to Ron? What is his goal?

What information does Ron have?

What are his choices?
   a.
   b.
   c.

What are the advantages/disadvantages for each choice?
   Advantages       Disadvantages
   a.               
   b.               
   c.               

If you were Ron, what decision would you make and why?

What is your plan for carrying out your decision?
Independent Practice
Character Ed #4- Honesty, Responsibility

Directions:
Think of a decision that you had to make recently or one that you will need to make soon. First, write out the scenario of your situation. Next, complete the “Steps to Good Decision Making” to make your decision.

Scenario:

Steps to Good Decision Making
1. Identify the decision to be made.

2. Define what is important to you and what your goal is.

3. Examine the information you have

4. Think of all your choices.

5. List advantages and disadvantages of each choice.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
</tbody>
</table>

6. Make your decision.

7. Formulate a plan for carrying out your decision.
School-Home Link
Character Ed #4- Honesty, Responsibility

Directions:
Parent and student can work together to complete the assignment. Help each other to remember a situation that involved one or both of you that you would like to do over if you had the opportunity. Remember the theme is Honesty and Responsibility. First write out the scenario of your situation, including the result of the decision you made then. Next, complete the "Steps to Good Decision Making" to make your new decision.

Scenario:

Steps to Good Decision Making
1. Identify the decision to be made.

2. Define what is important to you and what your goal is.

3. Examine the information you have and think of all your choices.

4. List advantages and disadvantages of each choice.

5. Make your decision.

6. Formulate a plan for carrying out your decision.

Comments/Discussion

Detach and return
Name: ________________________________ Date Completed: ____________
Activity: ________________________________ Time Spent Together: ____________
Parent Signature: ________________________________
Character Education #21
Responsibility – Moral Reasoning
Alonzo’s Story

Time: 90 minutes
Materials: chalkboard and lesson sheets
Goal: To reinforce the concepts of responsibility

TEACHER DIRECTIONS:

On the board, write:

RESPONSIBILITY

What?
Why?
When and Where?

Ask students to define responsibility. (One definition is ‘a willingness to be accountable for your own actions without blaming others.’) Write the appropriate responses on the board under "What"

Ask students why it is important to be responsible. Write the appropriate responses on the board under "Why?"

Ask students for examples of when and where it would be important to use responsible behavior. List the examples on the board under “When and Where?”

Tell students that you are going to read a story about a boy who had an opportunity to use responsibility in a challenging situation.

Alonzo’s Story

Alonzo is walking along a side street with his friend, Rodney. Rodney stops in front of a beautiful new sports car. Rodney looks inside and then says excitedly, “Look! The keys are still in this thing! Let’s see what it can do! Come on, let’s go!” What should Alonzo say or do?

Ask the following questions and discuss as a class
1. What is the main character trait that Alonzo has the opportunity to practice?
   (responsibility)

2. This situation challenges Alonzo to use additional character traits. What are they? (self-control, honesty, courage)

3. Should Alonzo allow Rodney to persuade him to steal the car?

4. What if Rodney says to Alonzo that the keys were left in the car and that anyone that careless deserves to get ripped off? Then should Alonzo try to persuade Rodney not to steal the car?

5. What if Rodney says to Alonzo that the car's owner can probably get insurance money to cover most of the loss? Should Alonzo state that he is not going to get involved because he feels it is still wrong?

6. What if Rodney tells Alonzo that stealing a car is no big deal, that plenty of his friends do it all the time? Then what should Alonzo do?

7. What if Alonzo knows that Rodney has a wife and child who will suffer if Rodney gets caught, loses his job, and goes to jail? Then should Alonzo try to persuade Rodney not to steal the car?

8. In general, how important is it for people not take things that belong to others?

9. Let's say that Alonzo does try to persuade Rodney not to take the car, but Rodney goes ahead and takes it anyway. Alonzo knows Rodney’s in bad shape from being high—he could have a serious accident and someone could get killed. Then what should Alonzo do? Would he be assuming responsibility for his friend or would he be choosing responsible behavior in light of the circumstances?

**In-Class Activity #1** This activity is designed to give students the opportunity to think about and practice responsibility. Divide the class into groups of three. Give each group one or two of the characters below.
1. PARENT  
2. BROTHER OR SISTER  
3. TEACHER  
4. POLICEMAN  
5. FRIEND  
6. SCHOOL BULLY  
7. BUS DRIVER  
8. STORE CLERK  
9. DRUG DEALER

Ask them to create a situation between a teenager and the character that will demand the use of responsibility. They will then role play the situation in two ways:

1. using irresponsible behavior and
2. using responsible behavior.

As a follow-up, ask the groups to share their situations and outcomes with the class.

In-Class Activity #2  
Distribute the ‘responsibility’ scenarios on the next page and ask students to choose the one situation that would be the most challenging, in terms of using responsibility. Encourage them to share with the class the reason for their choice. Have the format of a bar graph prepared prior to this activity: Draw a 30” x 30” (approx.) graph on bulletin board paper, poster board or chalkboard in the following manner or

Give each student a 3x5 index card and ask them to write the name of the person representing the scenario that is the most challenging for practicing responsibility (parent, clerk, friend, policeman, and bus driver.) With tape, each student can place their card in the appropriate category on the bar graph. (Graph builds from bottom, upward.) Encourage discussion of the results and ask volunteers to share how they would handle these situations.

Independent Practice

School-Home Link
## RESPONSIBILITY CHALLENGE' GRAPH
(omit top line and place words at bottom of chart)

<table>
<thead>
<tr>
<th>PARENT</th>
<th>CLERK</th>
<th>FRIEND</th>
<th>POLICEMAN</th>
<th>BUS DRIVER</th>
</tr>
</thead>
</table>

## RESPONSIBILITY SCENARIOS

1. Your **parent** tells you that you can’t see certain friends because they have been kicked out of school. You want to be trustworthy in your parent’s eyes, but you also feel a responsibility to your friendships.

2. The supervising **clerk** in a music store where you work reminds you of your responsibility to alert her if you observe anyone stealing. Your cousin slips a tape into her backpack.

3. A **friend** wants you to hide his drugs in your home because his parents have been searching his room.

4. It is late and you and friends are partying in a park. A **policeman** reminds all of you that it is past curfew and you need to go home. Everybody rode to the park in your car.

5. A **bus driver** rudely yells at you to turn off your music, when you get on the bus.
Character Education #21
Responsibility - Moral Reasoning

Independent Practice

Name: ___________________________ Date: ___________________

Directions: Fill out the various responsibilities you have in the different areas of your life. There is an other box, to add anything not on the chart.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>HOME</th>
<th>WORK</th>
<th>FAMILY</th>
<th>OTHER</th>
</tr>
</thead>
</table>


Dear Parent,

Today in PEACE CURRICULUM your child did a character education lesson on ‘responsibility.’ One definition of responsibility is ‘a willingness to be accountable for your own actions, without blaming others.’ Please do the following activity with your child, to further help her/him think about the character trait of ‘responsibility.’

Talk about the responsibilities you have as an adult (home, job, family) and list them below. Your child’s Independent Practice assignment asks for a list of her/his responsibilities. He/she can discuss them with you and list them on the right side of the chart.

<table>
<thead>
<tr>
<th>ADULT RESPONSIBILITIES</th>
<th>CHILD RESPONSIBILITIES</th>
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Discuss with your child the responsibilities you had when you were a teenager. Which ones were the most difficult? Which ones did you enjoy the most? Were there any that seemed unfair?
**SESSION CHECKLIST: CHARACTER EDUCATION/Moral Reasoning**

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<thead>
<tr>
<th>Skill</th>
<th>YES</th>
<th>NO</th>
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<tr>
<td>Date:</td>
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<tr>
<td>Animators:</td>
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</tbody>
</table>

If there were issues from the last session, was a follow up done?  
Were the group rules reviewed?  
Was the homework reviewed?  
Was the Character Trait introduced, defined, briefly explained?  
Did the animators read the moral dilemma?  
Were the questions, that follow, discussed and free debate encouraged?  
Did the leader return to the level 6 students for opinions throughout the debate?  
Was consensus reached about the character traits emerging from the dilemma?  
Were activities related to the character trait done?  
Were new homework assignments distributed?  
Was behavior management an issue during the session?  

Comments: