

NoBullies ↔ NoVictims™

Be Bully Free for Life!

Skill Building Meeting Guide

Susan I. Tucker, MSW, LISW-S

No Bullies-No Victims™
Skill Building Meeting Guide

This book is dedicated to all
students, and the adults who guide them.

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Forward

School and teachers are a very important part of childhood. Schools afford children the opportunity to learn ideas, skills and habits that shape them into the adults they are to become. Families are also important, but the vast majority of childhood is spent in school. Schools not only teach academic subjects, they teach us about ourselves through our interactions with other children and adults. We learn positive things about ourselves and the world, and negative things as well. Concepts we learn in school, from kindergarten through graduation, stay with us for a lifetime. Bullying can distort our self concept and turn what should be a safe environment into a minefield that children must negotiate everyday.

Our self concept is an accumulation of all of the messages we receive from teachers, fellow students, our families and ourselves. It is important that these messages, as much as possible, are given in a mindful, caring and supportive way, regardless of the challenges we carry with us into the classroom. When bullies exploit and denigrate others for who they are several things happen: 1) children feel ashamed of themselves and 2) children have great difficulty learning, retaining and retrieving information. The trauma of bullying at school may add to the trauma many children are experiencing at home and create a toxic mix which causes children to act out angrily or withdraw into a position of inadequacy and incompetence.

School age children are charged with showing the world what they can learn and accomplish. Aggression in school and at home impacts everyone. It impacts students individually as well as the school as a whole – from teachers to parents. Children begin to dislike themselves and feel overwhelmed and powerless. Staff may begin to feel that way as well, between the students who are acting out and the students who are withdrawing and failing to succeed.

Being sensitive to student's challenges and helping them to overcome self-defeating behaviors is one of the most important things a teacher can do. Children come to school with a milieu of ideas, experiences, traditions and expectations that cause them to filter information they receive and their interactions with others. Things that may be clear to some adults and children may be a mystery to others. We must be mindful of children's histories, culture, family situation and the treatment they receive from adults and children at school. To ignore this is to run the risk of losing some of our children forever. To illustrate this point, I share the following.

My grandmother on my Mother's side was Chiricahua Apache. She was very proud of her history and her culture. My grandmother and mother had a deep distrust of other tribes, particularly the Yaqui and of Mexican people. My grandmother's family was slaughtered by the Yaqui, who were paid by the Mexican and American governments to exterminate the Apache.

For my grandmother to reveal herself, a young orphan alone, would have been to face imprisonment or death. My grandmother had no formal education, but she was the wisest person I have ever known. She knew what was important in life. She knew medicinal herbs. She raised nine children living well below what we call the poverty line. The children were all well fed, healthy, and every one of them graduated from high school.

My grandmother taught me to view Goyathlay (Geronimo), not as a savage or a predator; but as a freedom fighter, attempting to prevent the theft of our land and the slaughter of our families. Our people were prisoners of war until 1913. Most did not survive the camps or the Indian schools designed to annihilate our culture. It was not until the 1968 Indian Civil Rights Act that we obtained the same rights of due process and to vote as white America. My mother continues to be extremely fearful of anyone finding out she has Indian blood. Indians out west continue to be discriminated against – we are drunks, we are lazy, we are backward, we are thieves. We can be run over, shot, and exploited, with little protection. Some other cultures feel the same.

We Apache are not the most sociable of people. We are fiercely independent, and like our solitude, as do many other native peoples. In our culture, looking directly into someone's eyes, particularly an elder, is considered extremely rude and disrespectful; as is pointing at someone. This can cause problems in a society in which making eye contact is considered a sign of listening and honesty. We don't view success as the acquirement of things and money, but rather in how we take care of family. We value things that have intrinsic value to us, but perhaps not to others. We sometimes appear not ambitious to other cultures in our society; but we are industrious and hardworking in our own way.

We will rarely get in someone's face when we disagree, and if you cross us, we will get you, in a very quiet and subtle way. If you attempt to embarrass us, we will stop listening. We do not reach out to the system for help and we do not share our weaknesses with others. We take care of our problems within the family. We are very strong willed. We survive. We endure. Most people do not really know us. Do you really know the culture of the children you work with?

With the developments in technology; reality shows giving the worst role models of behavior; violent media; and video games simulating violent and sexualized behaviors, the challenges children face today are more extreme and varied than at any time in the last 40 years. The boundaries with which we treat others seem to be eroding away. Many teachers tell me that students are increasingly distracted and out of control.

Some times, this behavior is the result of deep trauma, never appropriately treated, and causing anger and anxiety everyday. Trauma and shame walk down the hallways of all schools.

Trauma never really goes away, but with caring, love and support, children can learn to cope and thrive. Sometimes, teachers, counselors, and administrators at school are the only place children can receive the nurturing, structure and guidance they need to survive and thrive. I know this, because I was a child of trauma. If not for school I would be another statistic of the cycle of failure and dysfunction.

I started school at four years old, because I was bright, and because my mother wanted me out from underfoot. I was the most paddled girl in my first grade classroom. It was not because I did or said mean things; it was because I was really smart and called out the answers; and because I had great difficulty sitting still. I also lacked the ability to understand what I was supposed to do. Other students seemed to be able to pick up on the cues and instructions given by the teacher and their fellow students. I, on the other hand, appeared, and felt, pretty clueless most of the time. No one understood how someone with my “potential” could not consistently perform as the teacher required. Some days I came to school and was able to focus and excel. Other days I was dreamy, or agitated, or just simply out of it.

What no one in my schools ever knew were the difficulties I was experiencing inside myself and the trauma I was experiencing at home. I understand now, thanks to the neurologists that treated my own children, that I have a fairly severe case of Attention Deficit Hyperactivity Disorder and learning disabilities. It was through helping my children, (so they would not grow up thinking they were stupid, as I did), that I learned how to teach myself learning strategies that resulted in graduating Summa Cum Laude with both my Bachelors and Masters Degrees in social work. I have spent my adult life trying, in a variety of settings – child welfare, counseling, court services and bullying education – to help children, and the adults who care for and work with them, understand and help them learn the skills they will need to thrive.

My other issues (low self esteem, fear, anxiety, inability to concentrate, awkwardness, inability to be assertive, guessing at what normal is, etc), lead other children to bully and exploit me. I understand now as an adult, that these characteristics were the result of growing up in a violent and chaotic home. I remember watching other children’s parents as they took them to do fun things; bought them nice clothing and shoes; treated them with respect; praised and loved them; and wondering what I had done to be treated so poorly. Child centered things didn’t happen at my house. My Father made good money and had a good job. We lived in a home in a middle class suburb and my parents had nice clothing, cars and expensive hobbies that did not necessarily involve their children. My older sister refers to our childhood as growing up in a concentration camp.

My father was a violent alcoholic, who could regularly drink a case of beer a day. He was a bully to everyone. He was violent with my sisters and me, and violent with our animals. We never knew from day to day when he might become enraged and begin to beat us or our pets. He

would come home drunk in the middle of the night, with drunken friends, and make my sisters and I get up to entertain them. He came home drunk on numerous occasions and pulled us out of bed to punish us for something we didn't know we had done. The abuse we received covered all forms. No one at school, not even our closest friends, ever knew. My mother never stopped him. She told me as an adult that if she had stopped him he might have been violent with her and, "What good would that have done?"

My sisters and I were never allowed to miss school and my father demanded straight A's. If we failed to perform, (which I did from time to time), the punishment would be severe and long lasting. Everything we received at home we had to earn. We never brought friends home as my father enjoyed belittling us and humiliating us in front of people. Each of us handled the trauma differently. My older sister tried and tried to please my father. She even became a bully with my younger sister and me, in hopes of winning his praise. My sisters and I all had IQ's in the gifted range. My older sister graduated as valedictorian from high school after only 2 ½ years. She moved out immediately. I then became the scapegoat and the target of my father's attention and rage.

By my freshmen year of high school I was responsible for buying all of my books and clothing. I had had a full time summer job from the time I was eleven. I continued to have difficulty concentrating and getting my homework done. I graduated 24th in my class of 450. My younger sister graduated as valedictorian. Obviously, I was the stupid one. My sisters and I all left home before graduating from high school. My father had managed to kick us all out for not living up to his standards. We all married young and none of us went to college then, because we were all underage and he would not sign for scholarships.

I give all of this information, not as a plea for sympathy, I need none. What I desire, is to pay all children back, and give them what I never received - the guidance and the skills to not only survive, but to thrive! Needless to say, I survived as did my sisters. We are all very strong women, who have made our way on our own. Life has not been easy and we have made our mistakes. You might ask how we survived and found a way to thrive. I can tell you in one word – TEACHERS. Each of us had teachers who were willing to take the time to nurture and guide us.

I had many teachers who yelled, screamed, hit me, and threw things, to get me to pay attention, or to humiliate me when my mind was elsewhere. I learned very little from them, other than how to keep a lower profile. However, I had several wonderful teachers who helped to shape me into the person I am today. From them I learned the social and emotional skills that kept me alive and gave me the drive to escape and make a new kind of life. I will tell the story of two of them.

Mr. Charles Ford was my sixth grade teacher. Mr. Ford was a tall, dignified African American man. He was the only African American teacher in our school. Some children made fun of him. He never gave it any attention and was, quite frankly, one of the best teachers I have ever met. I think he knew we had a difficult time at home. If I made mistakes, he handled them with understanding, warmth and education. He encouraged me constantly and told me mistakes could be the best teacher. He never reported my failures home. He never pointed out or punished my perpetual motion. He seemed to understand that I needed to do that to keep my mind focused and stay in my chair (I still do!).

Mr. Ford wanted to give me a way to stay at school for more hours, rather than return home, so he asked me to volunteer for all sorts of projects. He wanted to help me with my math and organizational skills so he called my parents to suggest I take up an instrument. My father, a racist, made it clear he didn't want any suggestions from Mr. Ford, and said I was too stupid to play an instrument. Mr. Ford found an old clarinet at a pawn shop for \$25 and bought it for me. He arranged for a friend to come in and give me private music lessons after school. I played that clarinet all the way through high school, and I have it to this day. Mr. Ford told me I could be something. He told me I was smart. He taught me dignity, social skills and how to communicate my thoughts and ideas. He never judged. He treated his other students in the same way. His classes were always orderly, because he demanded them so. He followed me through high school and would send me little notes of congratulations or encouragement.

In high school, I met a guardian angel and second mother (the good kind). Mrs. Phyllis Schwimmer became my speech coach (I have always talked too much, might as well put it to good use), my friend and my mentor. She taught me how to write a speech, how to interpret literature, how to carry myself as a lady, how to mingle with educated people, and what to do about boys. Mrs. Schwimmer taught me how to deal with difficult people in assertive, effective ways. She inspired me to see myself as a human being with just as much worth as any other. She taught me to build my own self esteem, by changing my self talk and striving hard to achieve.

I succeeded through many difficulties and life challenges to graduate from college, to write this curriculum, because of these two special people. Mr. Ford followed my successes through high school and was always quick with a note of encouragement or congratulations. Mrs. Schwimmer continued to be there for me and for other students, to show off our successes, and even our children! Teachers make all the difference in children's lives. They can provide the nurturing; acceptance; support; guidance; and mentoring, that children need so much. I hope this book inspires you to become that person for the students in your classrooms. This book is meant to help you to help all students find their self worth; find their assertive voice; and find their purpose in life.

Susan I. Tucker

TABLE OF CONTENTS

INTRODUCTION TO SKILL BUILDING MEETINGS	6
A Word about Trauma.....	7
The Importance of Building Good Social Skills	8
How to Use the Skill Building Meeting Guide.....	9
SETTING THE STRUCTURE OF THE CLASS MEETING	6
The Structure of the Skill Building Class Meeting	7
SETTING UP THE CLASSROOM ENVIRONMENT	9
Understanding the Class Meeting	10
Understanding the Whole School Rules.....	11
Establishing Class Rules	13
Establishing Teaching Consequences.....	14
Establishing Positive Consequences	15
Learning New Skills the Three P's.....	16
Taking a Classroom Time Out	18
Respect.....	20
Friendship	21
Classmates	22
Enemies.....	23
Being a Good Friend.....	24
Praise and Encouragement	25
Apologies	26
Forgiveness.....	27
Reporting.....	28

Asking for Help.....29

Following Rules.....30

BULLYING AWARENESS, PREVENTION AND INTERVENTION 31

Bullying – Why Prevention and Intervention is Important32

Bullying Awareness33

Consequences of Bullying (2nd grade and up).....35

Legal Consequences of Bullying (3rd grade and up)36

Cyberbullying Overview – 2nd Grade and Up38

Cyberbullying – Consequences for the Bully40

Cyberbullying Consequences for the Victim.....41

Children’s Thoughts on Aggressive Behaviors42

What are Bystanders?43

Bystanders – Why YOU are Important.....44

Bystanders – Doing Nothing or Something46

Bystanders – Getting Involved47

Bystanders - Courage48

Bystanders - The Rescuer49

Bystanders - Gentle Confrontation50

Gentle Confrontation Practice.....51

Bystanders – Group Support.....52

The Kinds of Things Kids Get Picked on About.....53

Mindfulness Practice - Centering.....54

Something I Have Learned – Self Esteem Building.....55

Why People Do Mean Things56

How People Feel When Others are Mean to Them.....57

How People Might Act When they Get Bullied.....	59
Practical Non-Violent Defense Strategies	60
Eye Contact	61
Eye Contact Practice	62
Standing Strong	63
Putting on Your Game Face	64
Putting on Your Game Face Practice	65
Standing Strong – Not Reacting	66
Choosing Your Tone of Voice	67
What’s Your Point?	68
Agreeing Technique.....	69
Agreeing Technique Expanded	70
Compliments as a Defense Strategy	71
Compliments as a Change Agent.....	72
Wise Retreat.....	73
Safety Planning	74
Safety Planning When Others are Aggressive.....	75
Safety Planning When We are Angry	76
Safety Planning Review	77
REDUCING VIOLENT MEDIA	78
The Importance of Discussing Media Violence	79
Discussing Violent Media	81
Impact of Violent Media	82
Violent Media and our Perceptions of Others.....	83
Media Violence and Perceptions of the Law	84

Violent Media and Language.....85

EMOTIONAL INTELLIGENCE AND RELATIONSHIPS..... 87

Mindfulness89

Emotional Intelligence.....90

Aggressive Behavior91

Passive Behavior92

Assertive Behavior93

Reading Other People’s Facial Expressions94

Emotions – Read their Faces95

Emotions – Read their Faces II96

Gratefulness Skills97

Forgiveness Review.....98

Important Interpersonal Skills (2nd Grade and up).....99

Interpersonal Skills – Knowing What You Want100

Knowing What You Want Process Form101

Interpersonal Skills – Asking For What You Want102

Making a Simple Request Practice.....103

Making Simple Requests Practice II.....104

Saying “NO”105

Saying “No” Practice.....106

Saying “No” Practice II.....107

Interpersonal Skills – Sticking to Your Values (3rd grade & up).....108

Building Your Own Self Esteem.....109

Praise and Encouragement110

Being Supportive with Others111

Cooperation.....	112
Empathy	113
Empathy Practice	114
Empathy Practice Scenarios	115
Gratefulness Skills Practice	116
BUILDING POSITIVE COMMUNICATION SKILLS	117
The Importance of Positive Communication Skills	118
Noticing Positive Moments.....	119
You Messages	120
“I” Statements.....	121
Active Reflective Listening.....	123
Reflective Listening Practice	124
“I” Statements Practice.....	125
Mindfulness Practice – Using Nature to Think.....	126
Conflict Style.....	127
Conflict Style Practice.....	128
Handling Angry Feelings	129
Managing Anger Practice	130
Guidelines for Handling Anger Assertively.....	131
Stress and Relaxation – Breathing	132
Building Your Own Self Esteem Practice.....	133
Relaxation Exercise – Muscle Groups	134
LEARNING TO USE OUR WISE MIND (2ND GRADE AND UP).....	135
Understanding Wise Mind.....	136
Wise Mind	137

The Structure of the Wise Mind.....138

What Wise Mind Does.....139

Using Wise Mind - Observing Ourselves.....140

Using Wise Mind - Observing Others.....141

Using Wise Mind - Observing Situations.....142

Using Wise Mind - Observing Situations Practice I.....144

Using Wise Mind – Observing Situations Practice II.....146

Using Wise Mind - Describing but Not Acting.....148

Using Wise Mind - Choosing Your Response.....149

Chain of Events.....150

Using Wise Mind - Non-Judgmental With Our Self.....151

Using Wise Mind - Non-Judgmental with Others.....152

Being Non-Judgmental – Using Compassion153

Observing Our Emotions Practice154

Using Wise Mind - One-Mindfully155

Using Wise Mind Being Effective (Part I)156

Using Wise Mind Being Effective (Part 2).....157

Being Effective Practice (Part 3)158

Mindfulness Practice -Crackers159

Practicing Gratefulness.....160

PROBLEM SOLVING SKILLS 161

The Need to Teach Problem Solving.....162

The Problem Solving Process163

The Problem Solving Model164

The Problem Solving Model Worksheet.....165

Problem Solving Practice I	166
Problem Solving: Choices and Consequences	167
Problem Solving Practice II.....	168
Problem Solving – Following Up	169
Stress Relief – Soothing.....	170
MANAGING OUR EMOTIONS	171
Managing Our Emotions or Letting Our Emotions Manage Us	172
Dealing with Tough Feelings.....	173
Think – Feel – Do (2 ND Grade & Up)	175
Observing Our Emotions from Yesterday.....	177
Gratefulness Skills	178
Choosing Happiness	179
Mindfulness Practice – Observing Intently	181
Embarrassing Moments	182
Feeling Sad	183
Making Yourself Feel Better.....	185
Having Fun.....	186
Calming	187
Staying Healthy.....	188
Staying Healthy – The Five Basic Needs.....	189
Mindfulness Practice - Taste.....	190
Problem Solving Practice	191
Managing Your Emotions – Opposite Action	192
Praise and Encouragement Practice	193
TOLERATING DISTRESS	194

Tolerating Distress.....195

Tolerating Distress - Radical Acceptance196

The Serenity Prayer for Students.....197

Tolerating Distress – ACCEPTS198

Tolerating Distress – ACCEPTS Worksheet.....199

Tolerating Distress – ACCEPTS Practice200

Tolerating Distress – IMPROVE the Moment.....201

IMPROVE the Moment202

Soothing Yourself with Smell203

Soothing Yourself with Touch204

Soothing with Sound.....205

Soothing with Vision.....206

Soothing with Taste207

Additional Mindfulness Exercises208

ADDITIONAL SESSIONS FOR TEENS AND PRE-TEENS 209

Healthy Dating Relationships210

Characteristics of Healthy Dating Relationships211

Unhealthy Relationships212

Relationship Red Flags.....213

Dating Safety214

Dating Safety Tips215

Social Networking.....216

Sexting217

Knowing When to Ask for Help219

Behavior Red Flags.....220

Helping Someone in a Crisis221

REFERENCES..... 222

Introduction to Skill Building Meetings

Bullying and peer harassment affect millions of children and their families each year. According to the Office of Juvenile Justice and Delinquency Prevention, approximately one third of students report being bullied, physically or emotionally, at school each year (OJJDP, 2009). Nearly one half of children and adolescents have been assaulted within the past year and one out of ten, report being injured in the assault. Nearly one in five girls between the ages of 14 and 17 will be the victims of a sexual assault or an attempted sexual assault (OJJDP, 2009). Of these children, some will become victims, some will be bullies, some will be both; and without intervention, some may take on these roles for life. Special needs children are left out and bullied more than other students (Twyman, et al, 2009). It is our job as adults who work with children, to find creative ways to address the issues that may cause aggressive behaviors and help students build the skills they need to address this aggression and protect themselves from the aggression of others.

It is common thinking that students today face many more challenges and influences than they did even ten years ago. Divorce affects more children each year. Drug and alcohol abuse are common place in some families. According to the Substance Abuse and Mental Health Services Administration, (SAMHSA), more than one in ten children live with a substance abusing parent (SAMHSA, 2009). Seven percent of the nation's children are being raised by a grandparent (U.S. Census Bureau 2009). Twenty four percent of children are now living in single parent homes, where parent's work schedules, financial stressors, and the lack of time make it difficult for parents to give children the time and attentions they need (U.S. Census Bureau 2009). Consistent discipline seems to be a problem for many parents; as is making sure homework and school projects are done. According to The U.S. Department of Health and Human Services (2010) nearly 700,000 children were reported abused or neglected in 2009. Many more instances are not reported.

The U.S. Department of Justice estimates that somewhere between one and three million men and women will experience domestic violence within the coming year. The Bureau of Justice Statistics reports that one out of four of those incidents, children were present. Among adolescents currently dating, as many as 59% have experienced physical violence in the relationship, and as many as 96% have experienced psychological or emotional abuse, (Halpern, et al, 2001). Many domestic violence offenders begin abusing during adolescence, typically by age fifteen (Henton, et al, 1983). These issues cross all social and economic lines. Many children witness this violence and conflict, and then come to school feeling frightened and distracted. Most never tell anyone what is happening at home. Many children also walk through violent neighborhoods to get to school. Considering these factors, it is no wonder that they have a difficult time focusing on the academic and behavioral expectations of the classroom.

This meeting guide is designed to impact all children in a positive way; and children with challenges in a deep, meaningful, and change-oriented manner. The lessons are designed to help students develop the communication and problem solving skills they need to succeed. They are also designed to improve

attention, concentration, and the important transition into the classroom. The curriculum outlines a variety of skill building activities to teach social skills, emotion regulation, bullying prevention and intervention skills, along with appropriate, non-violent defense skills, manners, distress tolerance, mindfulness, and many other competencies. The sessions are outlined in a simple, easy to use format. Meeting should take no more than ten to fifteen minutes a day. Discussing and practicing pro-social behaviors and communication on a daily or weekly basis helps students integrate the skills into their daily lives, improving the classroom and school climate (Durlak, 2011).

Students and adults have different learning styles. The sessions are designed to include auditory, visual, and experiential components to help students learn the skills in a way that best fits their style. You may use them in any order, and repeat sessions that are especially important to your class or school.

A Word about Trauma

As noted above, many children come to school with challenges from their home and neighborhood environments. Each year, in addition to the family issues noted above, natural disasters, auto accidents, illnesses, and deaths occur in communities across the country. Aggression from other students and/or staff at school, can compound the damage done by the outside environment (Carney, 2008). These issues affect every person who experiences them in a different way. Some children are able to survive difficult situations and appear to be unscathed. Some may show mild to moderate upset that requires extra support. But for some children, these situations cause trauma. Trauma is experienced when a child (or adult) finds themselves in a situation wherein they feel terror and powerlessness combined. Trauma changes a child's perception and reaction the world around him/her. They see the world as a much more frightening and dangerous place. They may under or over react to life's demands. (Steele, 2007)

Trauma victims may exhibit:

- Impaired reading comprehension, recall and memorization
- Increase absenteeism
- Inconsistency in academic performance
- Impaired problem-solving and planning
- Increased feelings of frustration, heightened anxiety and being overwhelmed.

Trauma victims (and their parents who may also be traumatized), may see the school as a threatening and overwhelming place. Children may have great difficulty focusing on tasks or being interested in subjects they once liked. Trauma causes children to feel hopeless, ashamed, guilty, and out of control. They experience feelings of overwhelming despair (Cole et al, 2005). They have many intrusive memories of what happened – sometimes the night before. They may be forgetful, disorganized and erratic in their behaviors. They may even develop illnesses and headaches. Everything feels out of their

control – even their own behavior at times. Some trauma victims display the signs of Attention Deficit Hyperactivity Disorder, and do not respond to ADHD medications, (Steele, 2011).

Most children do not have the verbal skills to express their trauma, as trauma is a sensory, not verbal, experience (Steele, 2010). As mentioned above, most children tell no one about what has happened or is continuing to happen in their lives. Some children come to school so filled with fear, that they have great difficulty picking up new information, academically or socially. School staff must be on the alert for the symptoms of trauma, listed above, and help children through nurturing, patience, and structure. Traumatized children need to learn soothing and relaxation skills, as well as have support for managing their emotions and behaviors. School can “become a place where it is possible for traumatized children to forge strong relationships with caring adults and learn in a supportive, predictable, and safe environment “(Cole, et al). This book is designed to help foster this environment.

The Importance of Building Good Social Skills

Many children today come to school without the positive social and emotional skills to interact effectively with adults and other children. Bullying is at an all time high in our schools and has become more vicious and wide spread – extending into children’s homes via cell phones and the internet. Media influences encourage children to use inappropriate techniques to get what they want. Families seem to have fewer boundaries on aggressive behaviors. Violent video games have been shown to change the way the brain operates and cause children and young adults to develop more aggressive behaviors toward others, (Matthews, 2002) and that the effects of violent media can extend into young adulthood and beyond, (Huesmann, et al, 2003)

Programs that work to reverse and change these dynamics are those that involve daily or weekly exercises to build social skills, and encourage children to reduce consumption of violent media, (Robinson, et al, 2002). These programs are interactive and are designed to help students learn to positive communication skills; manage their anger and their emotions; resolve conflicts; and practice emotional defense skills along with pro social behaviors (Boccanfuso and Kuhlfield, 2009). The skills lessons in this book address some of the underlying traits of bullies and targets, and help students learn the prevention and intervention skills needed to reduce bullying and improve learning and success. When students learn to respond effectively, and manage their difficult emotions through specific skills, the powers bullies have to disrupt behavior and learning is minimized.

This book outlines ways to make students a part of the discipline process. Studies indicate that when individuals are made a part of setting the rules and developing creative consequences that teach, they are far more likely to follow the rules, (Pepler & Craig 2000). When they are able to choose a creative consequence from a class generated list, they maintain their dignity and learn from the consequence. Making punishment a collaborative affair, without the negative harsh feelings engendered by traditional punishment, keeps children engaged in the learning process and bonded to the adults involved. In this way, children are much more open to learning and gaining positive skills, (Kounin, 1970, Payne, 2003, Dunbar, 2004).

Building a positive classroom community is an important way to reduce aggression and negative behaviors while developing cooperation and commitment to success. Many children come to school, not having learned to cooperate or to be sensitive to the needs of others. In fact, recent studies have indicated that helping children learn social skills and problem solving can improve academic achievement, (Bremer & Smith, 2004, Durlak & Weissman, et al, 2011, Steinberg, Allensworth & Johnson, 2011). Regular skill building meetings can help to build a sense of connection among children and motivate them to achieve. Morning meetings also help children make the transition from home or neighborhood to learning and academics. The meetings also help children predict their day and get into a positive groove. Especially where students have experienced trauma at home or school, morning meetings can teach students valuable skills to tolerate and overcome the distress that can be a barrier to learning, and receive the support and guidance to overcome trauma, (Steele, 2007, Carney, 2008, Cole, Greenwald, et al, 2005)

Teachers sometimes say it is difficult to find the time to have regular meetings. In schools where most of the population of children are at risk, and parent involvement is low, the morning meeting is an opportunity to set and review rules and values, discuss pro social behavior and give the praise and encouragement needed to help children overcome the obstacles in their lives. Class meetings nurture children and make them feel wanted and cared for – something that may be lacking in their lives. In other populations, class meetings give children the opportunity to know and care about each child in the classroom, making it less likely that they will purposely harm another child. In my work for the last ten years, providing bullying prevention and intervention education and consulting, with thousands of schools, I have learned about the aggression and pressures, faced by students and teachers. This book is designed in a way to address those issues in a relevant and effective way. It is designed to help all teachers become the “warm demanders” all children need; to forge alliances with children that make them want to learn, achieve, and make their teacher proud (Bondy and Ross, 2008, Steinburg, et al, 2011).

Holding class meetings in the morning gives the opportunity for teaching staff to share new ideas, skills and information with students to get them thinking beyond their own needs and focused on the needs of the classroom. It gives a structure to the day that can start students out on the right track, help them transition into learning and prepare them for the day. Morning meetings take very little time, but have shown to improve student learning and test scores. Research shows that teaching social skills and emotional regulation skills can improve learning in even the most at risk populations, (Durlak, et al, 2011).

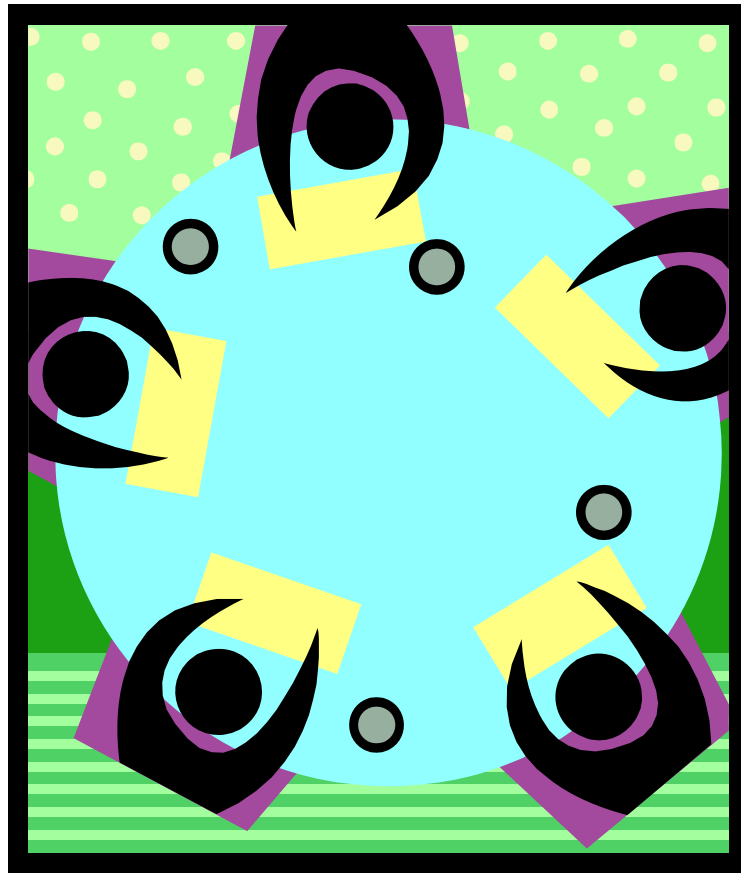
How to Use the Skill Building Meeting Guide

This book is organized by topic areas. Each section is divided into lessons that build on the lesson before. You may use the sections in any order, depending on the needs of your classroom. You may repeat sections, or lessons within the sections, as often as it takes for students to integrate the skills. It

is helpful to practice and rehearse skills often. The lessons are not meant as diagnostic or treatment sessions. They are designed to help students learn specific skills that will help them to manage their emotions and behaviors and concentrate on the tasks at hand. Any complex emotional or behavioral issues should be referred for more intensive assistance.

Lessons are meant to be interactive rather than lecture. Conversations should be give and take. When students are able to come up with ideas and concepts, it reminds them that they have the answers within, and empowers them to try out the new ideas and skills. It is my hope that you will enjoy the activities and sense of adventure along with your students. Don't worry about doing things perfectly, or having all the answers. The process of working together and supporting each other is what this book is all about.

Setting the Structure of the Class Meeting



The Structure of the Skill Building Class Meeting

Setting the tone is imperative in encouraging a calm, positive, caring and non-judgmental atmosphere. Children need to feel safe and listened to as they explore and share thoughts and ideas. Rules need to be established to ensure that what is discussed is not to be used against another student, or shared with others outside the classroom. Flexibility and tolerance are also important in allowing students to share ideas and be ready for the unexpected. Helping children learn these traits through role modeling is helpful not only in achieving classroom tasks, but also skills that are needed to succeed in life.

Make yourself aware (as much as possible) of each student's issues, and be ready to adapt the structure to accommodate their needs. All children need to feel included and respected to make any form of discipline work (Boccanfuso & Kuhfeld, 2011, Bondy & Ross 2008, Dunbar, 2004). This may require that you regularly remind students to respond in a neutral and caring way to all other students. It will be harder for some students, but as students work through the lessons, they may find that they come to really care for even the most difficult students and they will come to care for you. As this bond is built, difficult students begin to care about what the teacher and their classmates want and expect, and come to understand why this is important.

The setting for the morning meeting

- Sitting together in a circle, either in chairs or on the floor is preferable to sitting in rows.
- It is important that children see and learn to read other's facial expressions and body language. Children and youth today are so engaged in electronic or online communications that they are losing the ability to understand their impact on others. This is an important skill for student success in school, in family life and in their future professions
- The meeting should take place after the bustle of getting in and putting things away.
- The meeting can take place later in the day, however the opportunity is missed to start things off in a positive way and prepare children for the schedule that day.
- Playing soft classical or soothing music as children are entering the classroom helps to calm them and encourages more thoughtful behavior. It can also help to improve math and analytical skills (Steinberg, Allensworth & Johnson, 2011).
- Remember, teachers are facilitating discussions, not lecturing. Students need to be helped to see that they have the right ideas and answers within them.

Explaining the purpose of the class meeting

- This is a way for us to get to know each other better and begin to care about each other and help each other succeed
- This is a way for us to greet each other each morning in a positive way
- This is a way for us to talk about important things and share ideas
- This is a way for the teacher to discuss the schedule for the day and help students prepare

- This is a way for us to start the day in a positive way
- Morning meetings can also be used to problem solve classroom situations
- As you adjourn each day, be sure to show faith that students will use the skills discussed

Setting the rules for the meeting (ask for student's input)

- Be here on time
- Put your things away
- Gather in a circle to sit facing each other
- Take a deep breath and smile if you can as you sit down
- A "thinking" word or words will be written on the board. Sit quietly and think about the word until everyone is in the circle. **(Thinking words can be the topic or the greeting for the day)**
- Respect each other's thoughts and ideas, no laughing at ideas, no name calling, no put downs
- Listen while others are talking, no interruptions or talking over others
- Keep personal information in the group, no making fun of or using the information to hurt others. Never share other's personal information with other students.

It is important that teachers and other students look at meetings as an opportunity to gauge children's emotions and skill levels. To do so, it is imperative that the atmosphere is calm, neutral and open to everyone's thoughts and ideas. Ask students to approach meetings with a non-judgmental attitude and make every person feel welcome and wanted. If a child feels rejected through words, facial expressions or body language by others, all learning will be lost in the morning meeting. No one likes everyone, but we ask students not to let their own feelings get in the way of assisting another child to grow and change. Find a morning routine that calms you and you will then be ready to teach and observe, openly, and with warmth and compassion.

During most meetings, there will be an opportunity for students to share, participate, and sometimes practice new skills. As the facilitator, the adult will be asking students for their opinions and ideas. When information comes from the students it reinforces the ideas in a powerful way. Writing down student answers helps them to feel recognized and competent.

Setting Up the Classroom Environment



Understanding the Class Meeting

Gather in a circle

Greeting: Each child states their name, and the group as a whole says: “Hello (name)”

Purpose: Understanding why we are having morning meetings, and the structure of the meeting.

Explain:

- This is a way for us to get to know each other better and begin to care about each other and help each other succeed
- This is a way for us to greet each other each day in a positive way
- This is a way for us to talk about important things and share ideas
- This is a way for the teacher to discuss the schedule for the day and help students prepare
- This is a way for us to start the day in a positive way

Setting the Rules

- Please be here on time.
- Explain how you wish students to put their things away.
- Gather in a circle to sit facing each other.
- Ask students to take a deep breath and smile if they can as they sit down.
- Explain that a “thinking” word will be written on the board. Ask students to sit quietly and think about the word until everyone is in the circle.
- Respect each other’s thoughts and ideas, no laughing at ideas, no name calling, no put downs.
- Listen while others are talking, no interruptions, or talking over others.
- Keep personal information in the group, no making fun of or using the information to hurt others. Never share other’s personal information with other students.
- Ask if anyone else has another rule they think would be important.
- Write the rules on a large paper that is posted near the meeting place.
- Thank students for sharing and ask them to be mindful of the class rules.
- Post the rule

Schedule for the day – review the schedule for the day or the following day and what you hope to accomplish.

Adjourn – Express faith that the class will have a good day.

Understanding the Whole School Rules

(This may take more than one session)

Supplies: koosh ball, copies of the school behavior rubric, the school bullying policy, and the school discipline forms, (Think-About-It Form, Behavior Report Form, Discipline Log, etc.)

Greeting: Explain to students that every morning they will greet each other in a creative way. Have each student take the koosh ball, says their own name and toss the ball to another student. Make sure all students have the opportunity to introduce themselves.

Purpose: It is important when establishing a whole school climate, that all students are educated on the school expectations and discipline policies at the outset of the year. It is important that this discussion take place immediately at the beginning of the year, so that students and their parents are informed of the protocols for managing aggressive behaviors. The whole school rules apply inside and outside the classroom. Whole school rules ensure a sense of fairness and predictability that eliminates student's perceptions of injustice. Whole school rules differ from classroom rules, in that, classroom rules are designed to assist students in getting the work of the classroom completed in an effective manner. For example, a physical education class will have different needs than a science class. Making students a part of setting up classroom rules prepares them for the expectations and requirements of that class. Whole school rules set boundaries on inappropriate behaviors that can harm another student, or the school itself. The materials outlining the discipline protocols need to be supplied in writing and explained verbally to ensure, as much as possible, that students understand and can comply.

- Distribute copies of the discipline materials to students from 2nd grade and up.
- Explain to students that they school wants everyone to be successful in their learning and their relationships.
- Explain that the school has three very important expectations of every student:
(Write these on the board)
 - **BE RESPECTFUL to others and yourself**
 - **BE RESPONSIBLE for your actions and your work**
 - **BE RESOURCEFUL in working together, asking for help, and solving problems**
- Taking one item at a time, review each document verbally.
 - School bullying policy
 - Aggressive Behavior Rubric
 - Think-About-It form
 - Behavior Report Form
 - Classes Only Alternative
 - Letters to parents
 - Discipline Log
- As you go through each form, ask students to repeat important points, and ask students if they have any questions. Be firm about the expectations of the school, and why those expectations exist:
 - Ensure everyone feels safe at school
 - Encourages everyone to succeed

- Provides assistance when needed
 - Helps the school form a caring and considerate atmosphere.
 - Encourages a culture of respect
- Explain that the school feels strongly about involving family in problem situations, so students should note that, most infractions require a call home by the student. Explain that school believes that partnering with students, teachers, and parents, allows them to give all possible assistance a child may need, in order to change negative behaviors.
- Reinforce that school is a place to learn new ideas and meet new people. Reassure students that the adults in the school are available to help in any way a student might need.

Schedule for the Day

Adjourn

Establishing Class Rules

Supplies: Soft ball (koosh ball, squishy ball, nerf ball), flipchart and markers

Greeting: Use a small soft ball. Each student introduces themselves and throws the ball to another student, who then says their own name and passes the ball on. Repeat this until everyone has introduced themselves.

Purpose: All discipline starts with having clear, firm, and fair expectations. Discipline (like disciples) is a teaching and learning experience. All discipline should be administered with warmth, caring and respect (Cole, et al, 2005, Epstein, et al, 2008, Pepler and Craig, 2000, Dunbar, 2004). Those three factors can make all the difference in changing negative behaviors and encouraging positives. When students are a part of establishing the rules of the classroom they are more likely to follow those rules and to hold others accountable.

- Thank students for introducing themselves.
- Ask students what rules they think are necessary to help students get along and maintain a peaceful and productive classroom.
- Write the words **Class Rules** at the top of the flipchart page. Let students brainstorm – you may be surprised that they come up with the rules that you think are important as well. The teacher should add ideas as well. It is important that the rules contain prohibitions against bullying, aggressive and unkind behaviors; as well as pro-social behaviors that tell students what behavior is desired.
- Write down all the ideas on the blackboard or a flip chart.
- With the students' help, narrow down the list to the top five.
- The process of engaging the students in setting classroom rules helps build compliance and buy in to following the rules.
- Narrow the rules down to the five most important.
- Thank students for their help and hard work.
- Post the rules in classroom and send a copy of the rules home for parents or post on your classroom web page.

Schedule for the day – review the schedule and discuss what you hope to achieve that day

Adjourn

Establishing Teaching Consequences

Supplies: soft ball, flip chart and markers

Greeting: Using the soft ball, each student says their name and tosses it to another student. Make sure all are included.

Purpose: When students are a part of establishing the consequence for misbehavior, they are more likely to take the consequences with less argument and strife. Consequences must be administered in a caring and concerned way. Allowing students to choose their consequence empowers them, even in negative situations. They are more likely to comply with consequences they have chosen to take. Try to help students establish consequences that will help them learn from their mistakes, and remain in the classroom

- Explain that now that the class has decided on the rules for the classroom, now they need to decide what the consequences will be for breaking those rules. Explain that after the consequences are decided, a student will choose their own consequence from the list.
- Consequences should teach. Much research has been done regarding the efficacy of teaching consequences over punishment, (Boccanfuso & Kuhfeld, 2011).
- Write the words **Teaching Consequences** at the top of the flipchart page. Brainstorm with students what appropriate teaching consequences should be:
 - Write an apology note
 - Apologize in person
 - Write a paper on a relevant topic
 - Lose recess
 - Take a time out in the classroom
 - Sit in front of class
 - Do something nice for the teacher or the other student
 - Replace something destroyed or taken
 - Do extra chores in the classroom, etc
- Write down all of their comments.
- With the students' help, narrow the list down to the top ten consequences.
- Thank students for their help and hard work.
- Post the consequences in the classroom for easy access and send copies home to parents or post on your classroom web page.

Schedule for the day

Adjourn

Establishing Positive Consequences

Supplies: soft ball, flipchart and markers

Greeting: Each student takes the ball, states their name and their favorite color, and tosses the ball to another student. Make sure all students have the opportunity to share.

Purpose: It is important that students understand that there are positive consequences for doing the right thing. Students will brainstorm realistic positive consequences for each other. They may need some help to focus those positive consequences. Make sure the positive consequences selected are doable and realistic. Focusing attention on the positive things students do, can help to offset the negative, and help to keep things in perspective.

- Explain that now that the “teaching consequences” have been established, it is time to set up the positive consequences, for doing the right thing.
- Explain that the positive consequences must be things that the teacher and students can realistically do.
- Write **Positive Consequences** at the top of the flipchart page. Have students brainstorm positive consequences. Teachers may also add their ideas of positive consequences. For example:
 - Compliments
 - Praise
 - Applause
 - Special privileges and rewards
- Write down all ideas.
- With the students’ help, select ten realistic positive consequences to post.
- Thank students for their help and ideas.
- Encourage them to start putting the positive consequences in use with each other immediately.
- Post the positive consequences in a prominent place in the classroom.

Schedule for the Day

Adjourn

Learning New Skills the Three P's

Supplies: koosh ball, flipchart and markers

Greeting: Each student takes the koosh ball, says their name and their favorite animal, and tosses the ball to another student. Make sure all students have the opportunity to share.

Purpose: Starting off the school year in a positive way enables students to feel safe in making mistakes or having difficulty in learning new information and skills. It is important to set a tone that lets students know that mistakes will happen; not everyone will learn at the same rate; each of us has skills that we do well; and each of us has the power to learn. The Three P's – Patience, Practice and Perseverance - can give students the ability to overcome obstacles. These values help students learn that others will be patient with them, as they need to be patient with themselves and others; that continued practice can help them learn even the toughest skills and information; and that perseverance is key to any success – in school, college, relationships and life.

- Thank students for sharing
- Explain that learning new information and skills can sometimes be tough for anyone.
- Explain that the philosophy of this classroom involves some important values:
- Write **The 3 P's** at the top of the flipchart page. Then write:
 - **Patience** - with ourselves and others
 - **Practice** – to help us learn new things
 - **Perseverance** – sticking with a task until we master it
- Explain that patience is important when learning any new task. Some people may find a new skill easy, while others find it difficult. It is important for everyone to be as patient as possible, to avoid getting frustrated, help themselves focus, and avoid making others feel bad when they struggle.
- Ask students why they think patience might be important.
- Explain that there is a saying that, “practice makes perfect”. This means that most people usually need to practice to be good at anything. Mistakes are opportunities for learning. Mistakes help people to learn how not to do something, and sometimes can help them learn something even faster. Mistakes are opportunities for others to help us, rather than blame us or laugh at us.
- Ask students why they think practice is important.
- Explain that perseverance is the ability to stick with something until we get it right. Perseverance might be coming to class every day determined to learn. Perseverance is doing homework every night. Perseverance is continuing to practice or study without giving up. Explain that perseverance can be much more important than how smart you are or how gifted you are athletically. Without perseverance, you won't have the will to finish what you start.
- Ask students why they think perseverance might be important.

- Explain that all three values serve to help students succeed.
- Give your assurance that you will be patient, help them practice, and never give up until they succeed.
- Thank students for their hard work. Ask them to remember The 3 P's everyday.

Schedule for the Day

Adjourn

Taking a Classroom Time Out

Supplies: koosh ball, flipchart and markers

Greeting: Each student takes the ball, states his/her name and their favorite food, and then tosses the ball to another student. Make sure all students have a chance to participate.

Purpose: It is important early on to promote self control in the classroom. When students are having difficulty with a task, or attention to the task, they may need to take a brief break to gather themselves together. Rude or mildly disruptive behaviors may interfere with the class atmosphere and class focus. It is important to give students the opportunity to manage these behaviors, whenever possible, without losing class time. Losing class time can make something minor escalate into learning disruption and vengeful feelings. Time out should be handled in a respectful and discrete manner. It is imperative that students understand that this is an opportunity for them to get themselves together and come back into the classroom task. Time out should take place in a dedicated part of the classroom. The time out place should be supplied with a desk and chair. It should be free, as much as possible, of distracting materials. Time out should be a teaching consequence, not a punishment. Students should be asked in a caring and respectful way if they “need a little time to take a break or gather themselves together”. It is important that students see time out as a practice in gaining self control.

- Thank students for sharing
- Explain to students that today they will be discussing an important skill for learning self control – taking a time out.
- Explain that everyone has times when they get upset or frustrated. Even adults have times when they feel frustrated and angry, especially when they are trying to learn something new and they just can’t get it!
- Ask students to remember and discuss a time when they felt frustrated with something.
- Explain to students that sometimes when people are frustrated or upset, they may do or say rude or angry things. Explain that saying or doing something rude can disrupt the classroom and cause others to have angry, frustrated feelings.
- Explain that taking a time out gives a student the chance to get control over their feelings and behaviors.
- Write **Time Out** at the top of the flipchart. Ask students what kinds of behaviors they think would warrant a time out. Write their answers on the board, along with your suggestions.
- Point out the time out section of the classroom. Explain that when a child is having a hard time working cooperatively, they will be allowed to take a time out.
- Explain that a student may take a time on their own to get themselves together, or the teacher may suggest a time out.
- Explain that you don’t want students to miss information, or lose track of the topic they are working on, by leaving the classroom to take their timeout.
- Explain that time out is not a punishment. It is a time for gaining self control and coming back to the classroom task.

- Ask students what they think about using time out.
- Thank students for their input. Explain that you will post the Time Out sheet in the classroom to remind students when it is a good idea to take a time out.

Schedule for the Day

Adjourn

Respect

Supplies: koosh ball, flipchart and markers

Greeting: Each student takes the ball, says their name, and makes the following statement, “I like when people...” The student then tosses the ball to another student. Make sure all students have the opportunity to share.

Purpose: Students frequently hear that they need to be respectful. Students, like many adults, may have different ideas of what respect means. In some places, people believe that the only way to get respect is by making other people afraid. Some people believe respect is, never disagreeing with the powerful person. As discussed earlier, some cultures’ idea of respect may be another cultures’ idea of disrespect. It is important that students and staff come to a common definition of respect and discuss in detail, respectful behavior.

- Thank students for sharing
- Write the word **Respect** on the flipchart
- Ask student what it means to act respectful. Write down their answers. Add your suggestions in the form of questions:
 - Could it mean being polite and courteous?
 - Could it mean using our manners, (opening the door for someone, saying please and thank you, waiting for someone to finish talking without interrupting, etc.)?
 - Could it mean not arguing with an adult?
 - Could it mean sitting quietly during a performance and then clapping when it is over?
 - Could it mean keeping someone else’s information private?
 - Could it mean paying attention and looking at someone when they are talking to you?
- Ask students why respect is so important, (maintaining good relationships, not getting in trouble, having people think well of us, etc.).
- Explain that being respectful means managing our own behavior in a way that is sensitive to other people’s feelings and needs.
- Explain that throughout the year, students will be learning different respectful behaviors that will help them in their relationships, at school and everywhere else!

Schedule for the Day

Adjourn

Friendship

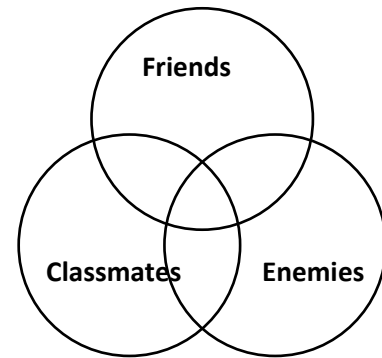
Supplies: flipchart and markers

Greeting: Each student makes the statement, “Something I like about my friends is....”

Purpose: Understanding how to relate to others is one of the most important skills in building your “Emotional Intelligence” (Goleman, 1995). Emotional Intelligence includes awareness of self and others, mood management, self motivation, empathy and managing relationships. Building emotional intelligence skills is important in helping students to build their academic skills as well. Forming friendships is a very important part of developing social skills. Defining the difference between friendship relationships, and other types of relationships, can help students learn to make wise choices in who to select as a friend, how to treat their friends and how to treat students who are not friends.

- Draw the following diagram –

Write the words Friends, Classmates, and Enemies, in the circles on the flipchart. Explain that, at school, we have choices in the types of relationships we have with others. Those choices carry with them certain rules, or boundaries, in how we relate to each other. Explain that we may relate to others as friends or classmates or enemies.



- Flip to the next page of the flip chart.
- Write the word **Friends** at the top of the page.
- Ask students to brainstorm the characteristics of a friend. For Example:
 - Honest
 - Trustworthy
 - Fun
 - Caring
- Write down their answers.
- Add to the list that friends:
 - Protect each other
 - Trust each other and never betray each other
 - Are always respectful with each other
 - Like to hang out and be together
- Thank students for their hard work and ask them to be mindful of how they are treating their friends today

Schedule for the Day

Adjourn

Classmates

Supplies: flipchart drawing from previous session, flipchart and markers

Greeting: Each student makes the statement, “It is important to be polite because ...”

Purpose: It is important for students to understand that just because someone is not your friend, does not mean it is ok to treat them poorly. Developing a sense of community, means caring about and being sensitive to others, even if they are not your friends. Building caring community within the classroom and the school, calls for practicing polite, civil, and cooperative behavior with everyone. The purpose of today’s session is helping students understand the importance of treating others with respect and courtesy.

- Put up the drawing from the previous session.
- Remind students that they have discussed the characteristics of friendship relationships, (You may display the list from the previous session).
- Explain that now they will be discussing the relationships they have with classmates.
- Write the words **Friends** and **Classmates** at the top of a flipchart page.
- Ask students to talk about what kinds of things we might discuss with classmates as opposed to friends.

Friends

Personal information

Hopes and dreams

Secrets

Weaknesses

Classmates

School projects

Activities

Sports or Music

Movies

- Explain that we usually share much less personal information with classmates or acquaintances.
- Write the word **Classmates** at the top of another page. Ask students to brainstorm how we should treat people who are classmates. For example:
 - Polite
 - Considerate
 - Respectful
 - Cooperative
 - Helpful
- Write down their answers.
- Thank students for their hard work and ask them to be mindful of how they are treating their classmates today.

Schedule for the Day

Adjourn

Enemies

Supplies: Flipchart drawing from previous session, flipchart and markers

Greeting: Students share: One thing I don't like when people do is ...

Purpose: Children and youth meet many kinds of people along the way to adulthood. Some people become friends, some remain just classmates, and some become our enemies. Sometimes our enemies choose themselves; they decide to treat us in an untrustworthy and disrespectful manner all on their own, without any provocation. Some enemies were once our friends, but due to some action on someone's part, they become our enemies. Some enemies masquerade as friends, and then betray your trust.

- Put up the drawing from the previous two sessions.
- Remind students that they have now discussed the characteristics of friendship and classmate relationships, (You may use the lists from the previous sessions).
- Explain that today they will be discussing another kind of relationship that may occur with someone they know – enemies.
- Write the word **Enemies** at the top of a new flip chart page.
- Ask students to brainstorm the characteristics or actions of an enemy. For example:
 - Tell your secrets
 - Say mean things to you or about you
 - Betray you
 - Hit you, kick you, trip you, knock your books out of your hands, etc.
 - Leave you out of things
 - Gossip or spread rumors about you
- Write down their answers.
- Ask students to give an example, without mentioning any names, of a situation where someone they thought was a friend, had acted like an enemy.
- Ask students what they could do if someone begins to treat them like an enemy.
- Write down their answers and perhaps guide students. For example:
 - Talk with that person about the problem
 - Make new friends
 - Assert themselves and speak up
 - Talk to an adult
- Thank students for working so hard.
- Ask students to think about their relationships today and think of ways to make them better.

Schedule for the Day

Adjourn

Being a Good Friend

Supplies: flipchart and markers

Greeting: Students share: "One thing I do well as a friend is..."

Purpose: As children form relationships in life, they will have many different friends. Choosing positive friends is an important task. When choosing friends, students need to be sure the people they are with, bring out the best in them. That is not to say that good friends are perfect and without flaws. Rather it is important that the friends they are with, are engaged in pro-social activities, and are respectful, supportive, and kind. Asking students to think of the characteristics of a good friend may help to focus them on these qualities, and encourage them to choose wisely.

- Thank students for sharing
- Write the words **Good Friend** at the top of the page
- Ask students what it takes to be a good friend. For example:
 - honesty
 - generosity and sharing
 - commitment
 - caring and kindness
 - never betraying your secrets
 - good listener
 - being supportive when you are down or having a problem
- Write down their answers
- Ask students to consider whether they are practicing these things, in order to be a good friend. Explain that being a good friend takes practice, patience, and commitment.
- Thank students for their hard work.
- Ask students to think about the qualities it takes to be a friend today, and think about their friendships and their own behavior as a friend.

Schedule for the Day

Adjourn

Praise and Encouragement

Supplies: none

Greeting: Say each student's name and, "Good morning!" As a group, have the class repeat the greeting to each student, using each student's name.

Purpose: To share positive feelings among members of the class. We sometimes lose sight of the strengths and positive attributes of others. It is always good to be reminded of positive things and feel a sense of positive regard. You may use this activity several times a week. It is a helpful activity to calm things when students are being too boisterous or negative with each other.

- Thank students for greeting each other.
- Explain to students that today they will be practicing an important relationship skill – Praise and Encouragement.
- Explain that it always feels good to have someone notice the good things we do, or say nice things about us.
- Explain that when we say something nice to someone else, we both feel good!
- Explain that praise and encouragement motivates others to do well and to keep trying. When we notice the good things about someone, it makes him or her feel like they like us and want to do better. It also makes people feel stronger, like they can overcome problems and weaknesses.
- Explain that any new skill takes practice and that the more you practice, the better you get! Explain that they will start practicing now.
- Ask them to turn to the person on their right and praise them about something they are, (pretty, handsome, smart, strong, funny, etc.); or something they do well, (speaking, running, writing, drawing, sports, music, etc.).
- Then ask students to turn to the person on their left and give them some encouragement on a difficult situation or task he or she may be having.
- Assist students if necessary.
- Praise students' efforts and ask them to use praise and encouragement with others today.

Schedule for the Day

Adjourn

(Use this activity often throughout the year)

Apologies

Supplies: koosh ball, flipchart and marker

Greeting: Each student takes the ball and makes the statement, “I don’t like it when people...” and then toss the ball to someone else. (Remind students, if necessary, to be non-judgmental, and respectful when others are talking.) Make sure all students have an opportunity to share.

Purpose: Sometimes, others do things that hurt our feelings. When this happens, we tend to color all of our other interactions with that person in a negative way. Sometimes, we do things to hurt others, sometimes we know we do it, other times we may not realize we have hurt someone else. Apologies and forgiveness are skills that allows us to start fresh each day; let go of negative emotions that can drain our attention and energy; and view each new interaction in a more objective light. Refusing to apologize can put a barrier between us and the other person. Apologizing is part of recognizing and acknowledging the other person’s feelings.

- Thank students for sharing
- Write the word **Apologies** on the flipchart
- Explain to students that everyone makes mistakes sometimes. Everyone has bad days when they might say or do things that hurt others. When these things happen, it is important to apologize to the person they hurt.
- Ask students why apologies are so important
 - Recognizing other’s feelings
 - Clearing the air
 - Acknowledging the wrong that was done and helping to prevent it in the future
 - Maintaining good relationships with others
- Explain that it is important to apologize whenever we have hurt someone else, even if it was an accident.
- Explain that apologies should be sincere, but even if they are not, it is important to apologize anyway.
- Ask students to be mindful of how they treat others today and to apologize when and were it’s necessary.

Schedule for the Day

Adjourn

Forgiveness

Supplies: koosh ball, flipchart and markers

Greeting: Each student takes the ball and makes the following statement, “I think it’s important to apologize when...” and then toss the ball to another student. Make sure all students have the opportunity to share.

Purpose: Forgiveness is another skill that is paramount to emotional and social health. Forgiveness means to accept another’s apology and put the incident behind you. Forgiveness in some situations can be difficult; especially if the action has happened before. However, forgiveness does not only benefit the person asking for forgiveness, it most of all important for the person doing the forgiving. Not allowing ourselves to forgive, and holding on to past hurts, can cause emotional upset, headaches, stomach aches and cause our behavior to change. Forgiving does not mean forgetting; it simply helps us to let go of negative energy in order to move forward in life. Forgiveness also helps us let go of fear – fear of the other person’s behavior; fear of things happening again; fear of future interactions; and fear that we may not measure up.

- Write the word **Forgiveness** on the flipchart.
- Ask students what it means to forgive someone. Add your own comments in the form of a question, “What about...?”
 - Say “It’s OK”.
 - Letting a person be a friend again.
 - Letting go of anger, hard feelings, etc.
 - Starting over.
- Explain to students that forgiving helps both people feel better when there has been a problem.
- Ask students why it might be important to forgive someone:
 - Helps to let go of bad feelings
 - Maintaining a positive relationship
 - Letting you move on
 - Using you energy for positive things
 - Helping you feel better and more in control
- Explain that forgiving does not mean forgetting, it simply means that we can let go of the hurt and move on. We can still remember what happened, and be cautious in the future, but we don’t have to be upset.
- Explain that we can forgive people for things in the past, without ever telling the person we forgive them.
- Explain that forgiveness is a choice we make to keep ourselves healthy and happy.
- Thank students for their hard work.
- Ask students to spend some time tonight forgiving things they want to let go.

Schedule for the Day

Adjourn

Reporting

Supplies: flipchart and markers

Greeting: Students share: “I think it’s important to tell someone when...”

Purpose: It is important for students to feel comfortable reporting bullying or other inappropriate or aggressive behavior. Many times, students suffer alone, or do not report when someone else is being hurt. Reporting is different than tattling. Tattling is telling on someone with the express purpose of getting them in trouble. Reporting is done in order to protect self or others. This discussion will help students to make the distinction and set up protocols for reporting aggressive or dangerous behaviors.

- Divide the flipchart page into two columns. Write **Tattling**, (Snitching, Rattling, Narc-ing, etc, use the word used by students), across the top of the page on one side, and **Reporting** across the top in a second column. Work with one column at a time, beginning with the Tattling side.
- Explain to students that “Tattling” is telling on someone for minor rule violations, just to get them in trouble. Ask students to give examples of Tattling, and write down their answers, (telling on someone for talking, or for saying a curse word, etc.).
- Explain that “Reporting” is letting someone know when someone is being hurt or property is being damaged. Ask students to give examples of Reporting, and write down their answers, (telling an adult when someone is being hurt, telling an adult when someone is being bullied, telling an adult of threats, telling an adult of damage to property or threats to property, telling authorities of a crime or a plan to commit a crime, telling someone when someone want to hurt themselves, etc.).
- Ask students why it might be important to report harm, (safety of self and others, dangerous activity, damage to property, prevent crime, maintain civil authority, others may see activity and be frightened, etc.)
- Ask students why people don’t report, (fear, apathy, retaliation, think no one will believe them, or no one will care, etc.).
- Impress on students the need and the duty to report harm to self or others.
- Express confidence that students will report harm to self or others
- Ask students what the most effective means of reporting would be for them and set up the protocol.

Schedule for the Day

Adjourn

Asking for Help

Supplies: flipchart and markers

Greeting: Say “Good Morning”, and say a child’s name. All students will then say good morning to that child, saying his/her name. Go around the circle so every child has the opportunity to be greeted and hear their own name.

Purpose: Most children never report problems with school, schoolmates or home. Most suffer silently, afraid that to report the problems will get them in trouble, invite retaliation, or worse, isolate them from others. It is important that students understand that, even if they do not report problems they are having, they still need to find someone they can talk to about their feelings. For some students, this conversation can improve their attachment and connection to the school, the teacher, and their fellow students. Students need to know, it is ok to ask for help; that it does not make them weak; and that someone will be there to assist them.

- Thank students for greeting each other
- Explain that today they will be discussing how and when to ask for help.
- Write the words **Asking for Help** at the top of the flipchart page. Ask students to brainstorm situations when it is important to ask for help. For example:
 - With schoolwork or homework/ having trouble doing something
 - When they feel upset
 - When someone is continuously mean to them/someone is hurting them
 - When they feel scared or frightened/someone is threatening them
 - When they feel like giving up, or feel hopeless or powerless
 - When they feel like hurting themselves
- Praise students for their ideas.
- Now ask students what keeps people from asking for help. Add your own suggestions in the form of questions:
 - Embarrassment
 - Fear of getting in trouble/ fear that no one will believe them
 - Fear of retaliation
 - Fear of looking stupid, incompetent, or weak
 - Finding it hard to talk about things
 - Finding it hard to trust others or trust that others will care
- Thank students for sharing. Explain that when things are not going well, or when students are feeling upset, it is very important that they talk to someone and ask for help. Explain that asking for help actually makes you appear wise and strong.
- Ask students who they have in their life that they can always ask for help. Make sure everyone shares. Urge student to talk to someone when they are upset.
- Impress on students that there are many adults around them who can help when they need it. Ask them to make sure to ask if they need assistance.

Schedule for the Day

Adjourn

Following Rules

Supplies: none

Greeting: Students share: "Rules are important because..."

Purpose: students discuss why the class rules are in place and why it is important to follow them.

- Review the class rules
- Ask students why the rules are in place
- Ask students why it is important to follow the rules
- Ask students to relate the class rules with the law
- Ask students their perception of the fairness of the class rules
- Ask student if they think the class rules or the class consequences lists need to be updated or tweaked.
- Thank students for their input

Schedule for the day

Adjourn

(Repeat this session as needed throughout the year)

Bullying Awareness, Prevention and Intervention



Bullying – Why Prevention and Intervention is Important

Bullying and peer harassment have always been present in every school and every society, since man began to live in groups. Within the last ten years, however, in my work with students and school personnel, I have witnessed bullying become much more open and widespread. The words and behaviors students use to gain control over others have become much more vicious, vulgar, and intense. My personal theory is that as mass media and video games become less and less censored, the boundaries for appropriate and courteous behavior are disintegrating. Instead of looking down on bullying, many students admire, and aspire to, aggressive physical and verbal behavior.

Technology now allows the bullying to continue from school to the home. Weekdays, weekends the barrage of negative messages continues. Most of our young people have access to computers, cell phones with digital cameras with video capability built right in. Skype and other software programs allow real time video of themselves to anyone in the world. Students today seem to think they need to be in contact with their “friends” at all times. Many adults seem to feel the same way. It is now rare to go out to dinner, the mall, even business meetings, without seeing numerous people paying more attention to their equipment than the people next to them.

School can be the place that affords adults the opportunity to begin to create an atmosphere of civility and respect. Students need to learn to handle technology and their relationships in a responsible and positive manner. Many students don’t realize that what they are doing is inappropriate and aggressive. Many targets of these actions need help learning to respond in a non-violent and assertive way. Students need help learning appropriate defense skills to enable them to deflect the negative behavior and focus on their futures. This section of the book helps student build awareness of aggression; learn to assist others; assertively defend against aggression; and stay safe physically and emotionally

Bullying Awareness

Supplies: flip chart and markers

Greeting: Students greet students on either side, by name, in Malaysian – Selamat datang (pronounced seh-la-mat dah-tan; the g is silent)

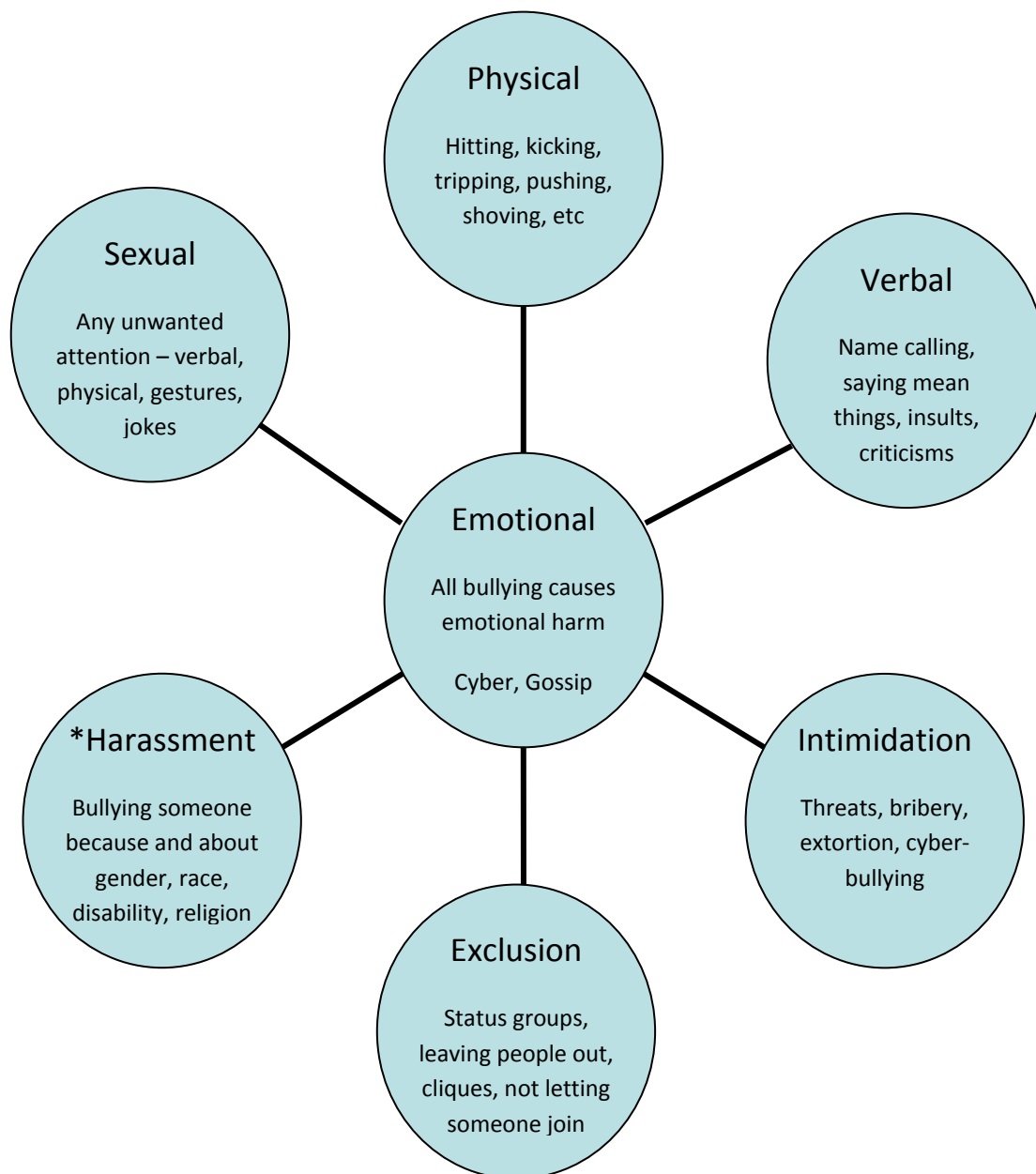
Purpose: helping students to recognize bullying behaviors. Many times students are acting aggressively toward others and do not realize that what they are doing constitutes bullying or possibly, even a hate crime. This meeting is about helping students recognize bullying behavior.

Use the chart on the following page to illustrate the types of bullying at school

- Explain that the definition of bullying is saying or doing mean things to someone else that can hurt their feelings or hurt them physically, and then doing so repeatedly.
- Ask students to raise their hands if someone has done or said something mean to them at school this year.
- Ask students to raise their hands if they have done or said something mean to someone else this year.
- Ask students if they have done or said something mean to a brother or sister at home.
- It is most important to focus on the mean things they see children do at school.
- Teachers should add their own observations of children's mean behavior.
- As the class discusses the things they have witnessed, make sure they know not to single out individuals, but rather talk about the behaviors they witness.
- Ask students if they agree that all of the mean behaviors are done on purpose to hurt others.
- Explain to students that if an adult did many of these things they would be a crime, and that these are crimes for children in most states as well.
- Tell children you want them to report other's aggression if they can't handle it themselves. Impress on them that they need to report the problem if there is a threat to someone's safety, (emotional or physical), or if there is a threat to property.
- Tell students various ways they or their parents can get a message to you.
- Thank students for sharing.

Schedule for the day

Adjourn



All Types of bullying cause emotional harm.

***Harassment means picking on someone because of their race, religion, disability, ethnicity, or gender**

Consequences of Bullying (2nd grade and up)

Supplies: flipchart and markers

Greeting: Students share: “Something I like about our school is...”

Purpose: Many times, children do or say mean hurtful things, without thinking about the consequences. There are short and long term consequences for the victim, the bully, the bystanders, and the school. Today’s session will focus students on looking at those consequences. Students need to be aware of the emotional, social, and legal consequences for bullying, before the commit an act that could cause them long term harm. Second grade may seem young to talk about these things, however, my experience with hundreds of thousands of students over the last ten years, tell me that by second or third grade, (ages 8 or 9), most students are already seeing and using highly sexualized and violent media, and are already engaging in many of the behaviors we are discussing. It is only fair that they are educated about the consequences.

- Thank students for sharing.
- Explain that today they will be discussing the consequences for bullying behavior.
- Bring out the school policy or behavior rubric and explain the rules pertaining to bullying and what the school consequences are.
- Explain that bullying behavior can have other short and long term consequences for the bully who doesn’t change their behavior.
- Ask students their ideas about what kinds of problems bullies might have. Write their answers on the sheet. Add your own suggestions in the form of questions.
 - Family problems
 - Relationship problems
 - School problems
 - Emotional problems
 - Substance abuse problems
- Explain that one other problem that a lot of bullies have later as adults, is feeling guilty about hurting someone, and what they did to that person, that was uncalled for.
- Thank students for sharing. Explain that even if they never get caught, these are the consequences many bullies face for the rest of their lives.
- Thank students for their hard work. Ask students to be mindful of how they treat others today.

Schedule for the Day

Adjourn

Legal Consequences of Bullying (3rd grade and up)

Supplies: flipchart and markers

Greeting: Each student greets the person on their right, by name, and makes the following statement, “One thing I like about you is... “. You may need to assist some of the less verbal, or timid students.

Purpose: Most states have now passed laws pertaining to bullying behaviors. In most states, anything that is a misdemeanor or felony for an adult is now a misdemeanor or felony for children. Most states begin arresting children around eight years old. Some states have age limits on trying children as adults – ages 12-14 – others will commit young children to the adult prison system. It is important to educate children on the legal consequences in order for them to make informed choices about their behaviors.

- Thank students for sharing
- Write the words **Legal Consequences** on the flipchart. Explain that there are legal consequences for bullying behaviors. Some of the crimes they can be charged with are: (write the bolded words)
 - **Assault** – hitting, kicking, shoving, tripping, pranks that harm someone
 - **Menacing** – threats or intimidation in person, by phone, or online
 - **Fraud** – using someone else’s information or identity online
 - **Harassment** – making someone feel threatened, or unwanted, or upset, by constantly calling them names, spreading rumors, pranking them, etc. It is a federal crime to pick on someone because and about their race, religion, gender, or disability. Those are called hate crimes.
 - **Stalking** – following someone around, constantly calling them, hacking into their online accounts, etc.
 - **Sexually Oriented Crimes** – any unwanted attention of a sexual nature, as judged by the victim. Any attention that makes someone else uncomfortable – that could be words, gestures, jokes, touching, coercion, sending inappropriate pictures or asking them to send inappropriate pictures, hazing, etc.
 - **Libel and Slander** – lying about someone, saying untrue things about someone that causes them upset, a loss of reputation, or interferes with their credibility
- Explain to students that in many states, crimes committed by juveniles are open for anyone to see. When people apply for jobs, college, military service, or any kind of a license to practice, they are required to do a criminal background check. Explain that criminal offenses are not automatically wiped off your record after they turn 18. Some criminal offenses can remain on their record for life.
- Remind students that many other students have cell phones, and may take pictures of them while they are bullying. They can then upload them online. Explain to students that they can be arrested for something that is online, as well as in person. Explain that many police departments get their evidence from things that are posted online.

- Ask students to be mindful of what they do, say, and send. Ask them to put behaviors through these five questions before the do or say or post anything:
 - How would I feel if my parents see me doing this?
 - How would I feel if my teacher, my principal, the guidance counselor sees me doing this?
 - How would I feel if the police see me doing this?
 - How would I feel if my future employer, or college, sees me doing this?
 - How would I feel if my grandparents see me doing this?

- Thank students for their hard work. Ask them to be mindful of those five questions when choosing their behaviors in the future.

Schedule for the Day

Adjourn

Cyberbullying Overview – 2nd Grade and Up

Supplies: flipchart and markers

Greeting: Students share: “Today I am feeling...”

Purpose: According to the Pew Research Center (2007) approximately one third of students report being the victim of cyberbullying. Most of the bullying that occurs online or by cell phone, involves mean statements, rumors, or unflattering pictures. Threats and intimidation make up approximately 10% of cyber-bullying, (Hinduja & Patchin, 2009). In my experience, issues of cyberbullying begin with children as young as second grade. According to Hinduja and Patchin, (2009), 83% of school age children have access to a cell phone and to computers. Many students feel they must be in constant contact with others, whether by phone or computer, almost 24 hours a day. Most students who engage in cyber bullying don’t think it’s a big deal; think everybody does it; and think they will never get caught, (2010 Cyberbullying.org)

I have been surprised at how little parents really know about what their children are doing or receiving through the use of technology – whether bully or victim. Very little supervision or training is happening, at home or at school. It is important that students learn how to handle these important tools responsibly. In fact, students who would never engage in aggressive behavior with another student face-to-face will sometimes become vicious online. Victims of cyber-bullying have the same emotional reactions as other victims. The results of what happened on the computer last night frequently comes into school the next day. Helping students understand the dynamics and the consequences of cyber-bullying can sometimes help them to make better choices.

- Explain to students that today they will be focusing more closely on the issue of cyber-bullying. If necessary, explain that cyberbullying is the use of technology – cell phones, computers, cameras, social networking sites, sites where you can post video, etc – to harass, threaten, defraud, or embarrass someone else.
- Ask students how many of them have access to a computer; a cell phone; have Skype. (Ask for a show of hands)
- Ask students what they have heard about cyberbullying; and why someone might do it.
- Ask students how many of them have ever seen or received a nasty message, seen a rumor or gossip, name calling, inappropriate pictures, status groups, etc on the internet or on a cell phone.
- Explain to students that when you use technology in order to harass others, it leaves a permanent trail, through electronic signatures, right back to you.
- Explain that cyberbullying can have many negative consequences, for the bully and the target.

- Explain that everything students do online or with their phones can be considered public record, and is on the internet forever. There is no current software that allows them erase things from the internet.
- Explain they will be discussing consequences of cyberbullying in the next few sessions.
- Thank students for sharing and urge them to think carefully before they text, video, email or post.

Schedule for the Day

Adjourn

Cyberbullying – Consequences for the Bully

Supplies: flipchart and markers

Greeting: “One thing I think you do well is...” (Said to the person on the left)

Purpose: Most students who engage in cyberbullying do not think about what their behavior is really doing to the person or persons they are bullying. They think that everyone does it, and that they will never get caught. The “anonymity” of harassing someone online can allow for evermore vicious attacks. Rumors, threats, innuendo, can cause untold pain and suffering for their victims. What most cyberbullies don’t realize is the short and long term consequences for the bully. Today’s session will focus on those consequences.

- Thank students for sharing.
- Explain that there are many consequences for victims of cyberbullying, and consequences for the bully as well.
- Explain that some consequences are legal. Laws that apply to criminal behavior in person, also apply to the use of technology.
- Laws that apply are (write these on the flipchart):
 - stalking
 - menacing
 - fraud
 - coercion
 - harassment (sexual harassment)
 - slander and libel
- Explain that whatever they post or send on the internet leaves a record forever. Even if they take down the messages, pictures, web page, etc., it is there forever; and it is public record – anyone can get it and anyone can use it against them later. It can be used as evidence against them in court.
- Explain that they may be the bully now, but employers, law enforcement and colleges, all have access to anything they have ever done on the internet.
- Explain that how they talk to people, if they cause drama, the language they use and the pictures they post can keep them from getting a job, or getting into the college they want ten years down the line.
- Process with students, and thank them for their hard work.

Schedule for the Day

Adjourn

Cyberbullying Consequences for the Victim

Supplies: flipchart and markers

Greeting: Students share: “Something “mean” I have seen on the internet is...”

Purpose: Victims of cyber-bullying experience the same feelings of embarrassment, fear and anger as victims of in person bullying. The difference is, that online, many people may join in the bullying. Instead of the issue being between two people, the situation is now engaged in, and witnessed by, possibly hundreds of people. When an unflattering statement is made, or picture is posted, the victim has no idea how many people will see it, and may have no idea who initiated it. It is important to help students understand how victims feel and how to handle cyberbullying.

- Thank students for sharing
- Explain that today they will be discussing cyberbullying from the victim’s perspective.
- Ask students how many of them have ever received a mean or nasty email or text message; or seen a mean posting or picture about themselves.
- Ask students how they felt when they saw those items. Ask students how they think people might feel when they receive mean emails or text messages, or when they see something posted about them online. Write down their answers.
- Explain that victims of cyberbullying have the same reactions as people who are bullied in person, (helpless, angry, hurt, overwhelmed, unwanted, depressed, etc.)
- Ask students what ideas they have for handling cyberbullying. Write their answers on the flipchart. Add suggestions of your own.
 - Tell an adult or talk to a friend
 - Never bully back
 - Shut it down and take a break,
 - Assertively tell them to stop
 - Use some of the non-violent defensive skills – What’s your point, So, Really, etc.
 - Block the sender
 - Don’t respond and don’t take it to heart
 - Understand that people will forget about it eventually
- Remind students that if someone is bullying them they should report it to someone who can help. If someone is threatening them, threatening to destroy property, or sending or posting inappropriate pictures of themselves or anyone under the age of 18, they need to report it to an adult immediately.
- Thank students for their hard work and ask them to be mindful of using technology.

Schedule for the Day

Adjourn

Children's Thoughts on Aggressive Behaviors

Supplies: paper and pencil for students 2nd grade and up, (younger students verbally).

Greeting: Students greet the students on either side in Korean: *ahn nyeong ha se yo* (pronounced on-nyoung-ha-say-yo)

Purpose: Allow children to share their thoughts about aggressive behaviors. Remind children that we are non-judgmental and there are no wrong answers. Remind children to respect others opinions. Stay with thoughts and feelings.

- Have students bring paper and pencils to circle
- Ask each student to take five minutes to write down what they think about when they see someone bully a weaker student (younger students will do this verbally)
- Ask each student to share one thought
- Ask students to think about a situation when they saw someone picking on a weaker person.
- Ask students how many of them were thinking in their heads, "Wow! That makes them look so cool!" Some students will raise their hands – thank them for being honest.
- Ask students how many of them were thinking, "There they go, acting like a jerk again." Most students will raise their hands. Thank them for being honest.
- Explain to students that it is normal to have strong feelings when they see someone being hurt. It is also normal to be nervous about helping out.
- Thank students for their hard work. Ask them to be mindful of their response to bullying situations today.

Schedule for the day

Adjourn

What are Bystanders?

Supplies: flipchart and markers

Greeting: Students share: “When I see someone getting bullied I think...”

Purpose: Bystanders are a vital part of preventing and reducing bullying situations. Most children in any school are bystanders and witnesses to the interactions between bully and target. Bystanders are in the hallways, cafeteria, bus stops, etc. when bullying is happening. It is important to empower bystanders to take a stand and give them the skills to do so. This discussion is the first part of a series to help students become good bystanders and improve the climate of their school. Techniques are designed to minimize conflict and use polite confrontation when necessary.

- Thank student for sharing.
- Write the word **Bystanders** at the top of the flip chart page.
- Ask students what the word Bystander means, (someone standing nearby, people who see what is happening).
- Explain that bystanders always have a choice about what to do when they see someone being bullied. They can walk away, help the person doing the bullying by laughing, or going along with saying or doing mean things, or they can help the target in some way.
- Ask students what they do when they see someone being picked on or bullied.
- Ask students what holds people back from helping out the victim when they see a situation where someone is being aggressive toward someone else.
- Write down their answers on the flipchart.
- Ask students to describe what a witness does, (sees what is happening, reports the facts to someone who can help, or gives a statement about what happened).
- Ask if this is different than being a bystander.
- Thank students for sharing and ask them to be aware and observe today

Schedule for the Day

Adjourn

Bystanders – Why YOU are Important

Supplies: None

Greeting: Students share: “One thing I could use some help with is...”

Purpose: This session introduces the concept of choosing behavior as a bystander. Helping students to understand their importance in the climate and safety of the school can make them more aware of their responsibility when they see bullying happening.

- Thank students for sharing. Explain that they will be talking more about bystanders today.
- For younger students, tell this story:
L’Quan is an eight year old boy. He is in second grade. Everyday on the playground, another boy, named Curtis, picks on L’Quan. Curtis hits L’Quan, calls him names, and threatens to beat him up. L’Quan feels all alone. Curtis has three friends who always stay by his side. Many students are afraid of Curtis and his friends. L’Quan’s mother decided to move L’Quan to another school. All the students in his classroom made cards for L’Quan to tell him good luck, and that they would miss him.
- Andy Lehman was an honor student. A National Merit Scholarship semifinalist. A wiz at math. A brilliant musician. A tender-hearted teen who coached others through tough classes. A gifted student who was always deep in thought and excelled in every subject. To the kids on the bus, to bullies like Kirk Zajac, the boy was worthless. They never bothered to find out the name of the overweight kid with glasses they called Polar Bear. He was an easy target, someone to humiliate every day on the crowded bus ride to Notre Dame-Cathedral Latin High School in Munson Township. They didn't let the boy have a seat. They called him names. They pushed him around. Andy never said a word. He just took it.

Andy missed seven days of school the first three weeks of his senior year. On Monday, Sept. 18, 2006, Andy had had enough. He refused to go to the bus stop that morning. That night he called his dad around 7:30 pm. When his dad started talking about why he was missing school, Andy said, "Don't worry. I know how to handle this. I love you." Andy parked his car along Ohio 2 just east of the Ohio 615 exit. He wrote a letter apologizing to a truck driver he never met but would forever haunt. Then Andy walked onto the highway and stepped in front of a box truck.

When they announced the death of Andy Lehman at school, most kids weren't sure who it was. Kirk Zajac couldn't picture the kid. "Who's Andy Lehman?" Kirk wondered. After class, a girl came up to him sobbing. "Andy, Andy," she cried. "That's Polar Bear. That's him." Students who never knew Andy wrote tributes to him on a banner. The school sent a copy to Andy's dad, Nicholas. A girl wrote a note that made him pause:

"Andy, I'm sorry it took us this long to realize the pain you suffered. I remember riding the bus with you and everyone had some good times but mostly at your expense. I'm sorry for what they put you through and that I laughed. I know you are in a better place now and that this is a lesson to all of us." The girl drew a heart next to her name. (Regina Brett, Cleveland Plain Dealer, October 10, 2010)

- If you were (L'Quan or Andy) what would you have wanted other students to do for you?
- What could students have done for (L'Quan or Andy) while they were still there?
- Ask students if school felt like a positive and safe place for (L'Quan or Andy)?
- Ask student if they think it would have made a difference if one person had helped (L'Quan or Andy)?
- Explain to students that one person who showed caring and concern; who stood up for (L'Quan or Andy) could have made all the difference in the world.
- Ask students if they thought they would have the courage to stand up for someone. Explain that it takes courage and planning, which is what they will be discussing for the next several sessions.
- Ask students to be mindful of students who may need help for the rest of the day.

Schedule for the Day

Adjourn

Bystanders – Doing Nothing or Something

Supplies: flipchart and markers

Greeting: Students share: “When someone is picking on me, I wish someone would...”

Purpose: Today’s session will help students to further explore the concept of bystanders getting involved.

- Thank students for sharing.
- Write the word **Bystanders** at the top of the flipchart sheet. Draw a diagram similar to this on the top half of the page:

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XXXXXXXXX
XXXXXXXXX  B    V
XXXXXXXXX
  
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- Explain that when bystanders do nothing, or laugh at what the bully says, this how the victim feels – that it is everyone against them; they are all alone.
- Ask students to discuss how that might feel to the bully and the victim.
- Now draw a diagram similar to this on the bottom half of the page:

```

XXXXXXXXX
          B    V  XXXXXXXXX
          XXXXXXXXX
          XXXXXXXXX
  
```

- Ask students how this might feel to the bully and the victim.
- Explain to students that even though they are not participating in the bullying situation; they still have an important role and an important choice to make:
 - they can laugh and make fun of the target with the bully
 - they can just stand there and do nothing
 - they can walk away and ignore it
 - they can get involved and make things better
- Explain that in the next session they will talk about taking action in a positive way.
- Thank students for sharing and ask students to be aware of their own bystander behavior today.

Schedule for the Day

Adjourn

Bystanders – Getting Involved

Supplies: flipchart and markers

Greeting: Students share: “Sometimes I need help when...”

Purpose: This session is designed to help students begin to learn effective and safe ways to intervene in bullying situation.

- Thank students for their courage in sharing today.
- Write **Bystanders** across the top of the flipchart page.
- Ask students for ideas they have on how to intervene when they see someone being aggressive or bullying another student
- Take all suggestions and write them down. Add your own suggestions in the form of questions. Remind students to be non-judgmental, as you are just exploring ideas.
- After all suggestions have been given, go down through each suggestion and ask:
 - Is it doable?
 - Is it safe?
 - Will it need more than one person?
 - What will it take to make it happen?
- Thank students for their hard work.
- Share your expectations that they will be positive and helpful bystanders.

Schedule for the Day

Adjourn

Bystanders - Courage

Supplies: flip chart and markers

Greeting: Students share: "One time I felt brave was..."

Purpose: One reason students don't intervene when they see someone in trouble is the fear that they may be retaliated against, or made fun of, by other students. Courage is a value and a quality that all people need in order to meet the challenges of life. Some students believe that having courage means you are not afraid; but courage is really the ability to do the right thing even while you are afraid. Courage allows us to use our skills to stand up to, and for, others in difficult situations. In some grades, fitting in, and not appearing different, is what children most want. We must help them out of that trap, and help them open their minds to new ideas and new strengths within themselves.

- Thank students for sharing.
- Write the word **Courage** at the top of the flipchart.
- Ask students what courage is; what they think the word means. Write down their ideas. Add some ideas of your own in the form of questions.
- Ask students to think of, and share, situations that might require courage.
- Explain to students that the idea of courage is that you do what you need to do - what is right - even though you feel fearful inside.
- Give an example of a time when you needed courage.
- Ask students to think about and share a time when they needed courage.
- Explain that no one is born with courage, but anyone can use courage any time they need it, just by trying a little bit at a time.
- Thank students for their courageous sharing and ask them to be mindful of practicing courage today.

Schedule for the Day

Adjourn

Bystanders - The Rescuer

Supplies: flipchart and markers, 3x5 index cards and pens or pencils for students in 2nd grade and up. Younger students will do this verbally.

Greeting: Students share: "One thing I did even though I was scared was..."

Purpose: This session will focus on one type of bystander action. It is important that each student try it so they can see that it can be done.

- Thank students for their courageous sharing.
- Have students break into groups of three by having students count off 1-2-3
- Be aware of any bully/target/victim situations and do not put bullies and victims in the same group.
- Explain to students that when they see someone getting bullied, they don't have to confront the bully in any way.
- Role Play:
 - Have two students role play a bullying scenario.
 - Quietly instruct another student to go up and tap the VICTIM on the arm, saying loudly, "The teacher wants you – now!"
 - Instruct them to bring the victim to you.
- Ask students to process what they saw.
- Explain to students that they can also say something like, "I've been looking for you, come here!" or "Hey, I need to show you something!"
- Explain to students that they don't need to say anything to the bully, except maybe, "Excuse us!"
- Instruct students to get their victim away from the bully and, if needed, get them to a group of friendly students or an adult.
- Have students try the technique in their own groups of three so that each child has the opportunity to be the rescuer.
- Supervise groups closely to ensure they are practicing appropriately and make sure all students get to be the rescuer.
- Praise students for trying this out. Explain that they have now done it once, so they can do it again.
- Have students write **Bystanders** at the top of their index card
- Then they should write, **1. The Rescuer** so they will remember the technique

Schedule for the Day

Adjourn

Bystanders - Gentle Confrontation

Supplies: flipchart, markers, same 3x5 index cards, pens or pencils.

Greetings: Student share: Sometimes I would like to help when...

Purpose: Students need a variety of methods to intervene when they see aggression happen. This method of intervention is more assertive than the “rescuer” technique. It is important that students take action in an assertive, but courteous and respectful, manner. Gentle confrontation means just that. It is standing up for targets in a way that tells the bully, in a respectful and concerned way, that what they are doing is wrong. It is important that students practice this technique. Gentle confrontation is concerned and discreet. Pay special attention to student’s tone of voice and body language as they practice.

- Thank students for sharing.
- Explain to students that today they will be practicing another way to be a good bystander.
- Write the words **Gentle Confrontation** on the top of the flipchart page.
- Ask students what they think the word means.
- Explain that confrontation happens when someone doesn’t like what someone else is doing, and they talk to them about it.
- Explain that sometimes people can be too aggressive when they confront someone. Give an example: “You’re just mean to everyone!” “Nobody likes you because of what you do!”
- Write down the characteristics of Gentle confrontation:
 - Direct and clear
 - Calm and Caring
 - Respectful
 - Does not try to embarrass
- Give some examples of gentle confrontation:
 - Please stop what you’re doing. You’re hurting someone’s feelings.
 - I am a little concerned that other people might become afraid of you.
 - Hey, dude! That’s not cool! How about backing off?
 - Whoa! Its okay, let’s everybody calm down!
- Thank students for their hard work. Ask students to try gentle confrontation today. Tell students to add **2. Gentle confrontation** to their index card on bystanders.

Schedule for the Day

Adjourn

Gentle Confrontation Practice

Supplies: Gentle Confrontation flipchart page from previous session

Greeting: Students share: "Today I am happy about..."

Purpose: Some say we remember 20% of what we hear; 50% of what we read; and 80% of what we do. Practicing new skills is imperative to integrating them into our behavior repertoire. Practicing gentle confrontation in this session will assist students in having the confidence of knowing that they have done the skill at least once, and so therefore, they will be able to do it again.

- Thank students for sharing.
- Remind students of their discussions on courage and on gentle confrontation. Explain that today they are going to get the chance to practice both.
- Break students into groups of three, being mindful of any bullying relationships. Explain that the groups will quickly role play bullying situations and gentle confrontation. Have each group role play bullying situations, with one person doing gentle confrontation of the bully.
- Make sure to supervise closely to ensure students stay on task and complete the role plays as efficiently as possible. Make sure each student has the opportunity to do gentle confrontation.
- Thank students for their hard work. Ask students to remember gentle confrontation and think about ways they can use it.

Schedule for the Day

Adjourn

Bystanders – Group Support

Supplies: 3x5 index cards, pens or pencils

Greeting: Students share: “One situation when I think gentle confrontation would be best is...”

Purpose: Today’s session will focus on another technique for getting students involved when they witness a bullying situation. This technique revolves around the notion that there is strength in numbers. Many dictators in the world, who ruled their subjects through fear and oppression, have been toppled by uprisings by the people they oppressed. Bullies are similar to dictators. They depend on most people to fear reprisal, and not get involved, when someone else is victimized. When people do join together, even small groups, they can eventually change the world if they stick with it and gather their forces. Make sure students add this to their card.

- Thank students for sharing.
- Explain to students that today they will be learning another technique for being good bystanders.
- Discuss how sometimes, students who are aggressive, may count on other people being too afraid to help out. Discuss how it can be a little scary to stand up to someone alone.
- Explain to students the concept of strength in numbers.
- Ask two students to volunteer to role play a bullying situation.
- Select five other students and take them aside. QUIETLY instruct them, that when the bully starts to be aggressive to the target, they are to:
 - Surround the target
 - Stand up straight and tall with their arms strongly crossed
 - Put a serious look on their face
 - Stare at the bully without saying a word and without threatening the bully in any way
- Process the role play with all of the students. Ask the bully how it felt to have a “wall of kids” letting him/her know they did not approve of what he/she was doing. Ask the target if they felt supportive. Ask the helpers if they felt strong standing together.
- Ask students of ideas for how they could gather a group.
- Explain that even if they are not as big or as strong as the bully, if there are many in the group, it doesn’t matter.
- Ask students if everyone has the right to be safe at school.
- Ask students if they should only do this for friends?
- Thank students for their hard work. Ask student to be mindful of situations that need help and to write **3. Group Support** on their index cards.

Schedule for the Day

Adjourn

The Kinds of Things Kids Get Picked on About

Supplies: flipchart and markers

Greeting: Students share: “Yesterday I helped...”

Purpose: This session helps children understand that anyone can get picked on at any time. Helping children see a common theme and understand that they are not alone can go a long way in helping them feel better about themselves. The session is also designed to help students understand that there is no connection between who they are and other’s choices to do or say mean things. Bullying is always about the bully wanting power, never the victim.

- Thank students for sharing.
- Write the words, **Things Kids Get Picked on About** at the top of the flipchart page. Ask children what kinds of things people get picked on about. (Clothes, looks. Grades, family, gender, sexual preference, race, hobbies, personality, etc.) Write their answers.
- Make sure to ask if some children’s characteristics might get them picked on more than others. (Shy, passive, reactive, timid, etc.) List these things on the page as well.
- Ask children to raise their hands if any of them have been picked on for any of these things. Ask children to hold their hands high and look around.
- Point out that many times when we are being picked on, we think we are the only one. We think that there is something wrong with US. Explain that that can’t be true if almost everyone has been picked on.
- Point out that some of these things they can change, but all of them are about who we are. Ask children if there is really anything wrong with being who they are. Ask if they have a right to be who they are.
- Ask if who we are can cause other people to do or say things to us? Give an example about yourself: Can my clothes make people make fun of me? Can my shoes make your mouth move? Your foot? Your hand? Does who I am or what I wear give me power over your behavior?
- Explain that no matter what our characteristics, we can’t make anyone else hurt us. They choose their behavior. No one has the right to say or do mean things to us or make us feel bad about whom we are.
- Explain that although child may have some of the characteristics, and we are all different, nothing about us can make anybody do anything. Bullying is always a choice.
- Ask students to be aware and value themselves today.

Schedule for the day

Adjourn

Mindfulness Practice - Centering

Supplies: leaves (teacher or students can bring in)

Greeting: Students each greet their classmates in Chiricahua Apache: Dagot' ee
(pronounced: Da goat (pause) eh eh)

Purpose: Sometimes, when people do or say things to upset us, we begin to feel badly about ourselves. Sometimes we are angry or frustrated about things. It is at these times that we need to stop and center ourselves. Centering means calming down, and focusing on the power we have within. Refocusing on the positive, and seeing ourselves as capable and valuable. Centering helps us to get away for a moment and then come back in a positive way. This session's mindfulness exercise teaches students to focus on nature. Supply a leaf to each child.

- After the greeting, explain that today students will be working on a mindfulness skill that can help them to calm down when they are upset.
- Have each child take a leaf.
- Ask children to look at the leaf, noticing all of the veins.
- Ask children to feel the leaf and smell the leaf.
- Ask children to tear the leaf and see if the smell changes.
- Ask them to think about what the smell might remind them of.
- Share the experience
- Explain to students that when someone has done or said something mean to them, it is a good idea to do something to take their mind off the event; do something to help themselves calm down; remember who they are; and remind themselves that most of life is ok. This is called centering.
- Explain that centering can help them focus on something positive and move on, away from the upsetting situation. Centering allows them to get back to things the need or want to do.
- Thank students for their willingness to focus. Ask students to practice centering themselves today.

Schedule for the day

Adjourn

Something I Have Learned – Self Esteem Building

Supplies: none

Greeting: Students greet the student on their right, by name, in Hopi: Lolamai (pronounced: Lo la ma ee)

Purpose: It is important to help students understand that our self esteem comes from several places – what people say to us; what we tell ourselves; and what we accomplish. Learning to build our own self esteem helps us to believe that we can accomplish anything. When using the defensive strategies outlined in this program, it is important for students to believe they have the right to be treated well, and the right to be assertive with others. Some students are naturals when learning new skills. Some students really struggle. Some students give up when the going gets rough; or when people continually give discouraging messages about themselves. Practice, patience and perseverance are needed when learning anything new. This session helps students understand that many people struggle and persevere – and they can too!

- Thank students for greeting each other.
- Explain that today, students will be focusing on self esteem.
- Tell this story: Michael Jordan is one of the greatest basketball players of all time. He was dropped from his high school basketball team because the coach said he wasn't good enough. Michael could have stopped playing basketball, because someone told him he wasn't good enough. But, Michael didn't quit. He loved basketball. He told himself that he could be better. He practiced and practiced every day. Eventually he led one of the best teams in the NBA. Michael is very proud of what he accomplished and no one can take that away from him.
- Explain that self esteem comes from several places – what other people tell us about ourselves; what we tell ourselves; and what we accomplish
- Explain that we are going to give each other encouragement by saying, "Good job!" after each student shares something they feel good about themselves.
- Have students tell the group one thing they have learned, or they have done, that they are proud of.
- The teacher may have to help some of the shyer, more discouraged children.
- After each student shares, encourage others to say Good job!
- Thank students for their hard work and ask them to continue to encourage each other throughout the day.

Schedule for the Day

Adjourn

Why People Do Mean Things

Supplies: flipchart and markers

Greeting: Have each student greet their classmates as a group in Irish Gaelic – *dia duit* (pronounced: gee-ah ditch)

Purpose: Students will explore the real reasons people are mean to others. It is important to stress that the things people get picked on about are not the real reason people are mean. Stress to students that no one can make another person do or say mean things. Stress that when people do or say mean things to others, it is for reasons internal to the bully. Mean behavior is always a choice.

- Thank students for the greeting.
- Explain that today students will be discussing why people do or say mean things. Remind students that the things kids get picked on about – weight, grades, appearance, clothing, are only excuses to be mean. People choose to be mean.
- Write the words **Why People Choose to Be Mean**, and ask students why someone might choose to be mean – focus them on internal reasons
- Make a list on the flipchart of the students ideas for the reasons students think people are mean
 - jealousy,
 - anger or emotional issues
 - home problems
 - wanting to look cool, tough or strong
 - wanting attention
 - fitting in with a group
 - think they are better than others
 - think they can get away with it
 - bored with nothing better to do
 - think it's funny or fun
 - role models from TV, sports, movies, video games, other people
- Ask students if any of those reasons make it ok to hurt someone else.
- Ask students if any of those reasons make it ok to break the rules or break the law
- Thank students for their hard work. Ask that they continue to be good bystanders and continue to choose positive behavior.

Schedule for the Day

Adjourn

How People Feel When Others are Mean to Them

Supplies: Flipchart and markers

Greeting: Students greet the students next to them in Mandarin Chinese: nǐ hǎo (pronounced: nee how)

Purpose: This session is designed to have students share their feelings about being bullied. Teachers may need to approach it by asking students to discuss how they think people might feel when others are mean to them. It is important to stay with it so as to let all students share. Teachers may have to call on students to start the conversation. Teachers may also use examples from the news or situations the teacher may be aware of. Do not use student's names if using a school scenario.

- Thank students for trying out a new language.
- Tell students about a situation from the news, or a situation the teacher is aware of
- Ask students how they think a target might feel when someone is doing or saying mean or threatening things to them. Write down students answers and add your own ideas in the form of a question.
 - Angry
 - Hurt
 - Upset
 - Annoyed
 - Sad
 - Scared
 - Shocked
 - Rejected
 - Embarrassed/ashamed
- Ask students how they think a student might feel if the bullying goes on and on and no one helps. Write down their answers and add your own in the form of questions.
 - Lonely and alone
 - Depressed
 - Unwanted
 - Not want to come to school/want to escape
 - Hopeless, helpless, powerless
 - Suicidal/homicidal
- Ask students if any of them have ever had any of those feelings because of how someone treated them?

- Impress on students that no one has the right to make them feel that way all the time, for any reason.
- Talk with students about where to go for help. Ask students who they have in their own lives that they talk to when they're down, or to whom they can ask for help.
 - Friends
 - Parents/guardians
 - Grandparents/aunts/uncles
 - Siblings
 - Teachers/guidance counselors/principal/vice principal.
- Impress on students not to keep their feelings to themselves, they deserve help.
- Impress on students the need and duty to report behavior that makes them feel this way. Remind students that they have discussed the fact that reporting when someone is hurt or property is being damaged is not weak or sneaky. It is a way to get assistance and help to stop the behaviors, and to get help for both the bully and the target.

Schedule for the Day

Adjourn

How People Might Act When they Get Bullied

Supplies: flipchart and markers, flipchart page from previous session

Greeting: Students turn to the student on their right and say good morning in Kurdish: *roj bahsh* (pronounced rohzy bahsh)

Purpose: Exploring the various actions people may engage in before, during and after bullying can help students use the think-feel-do cycle and choose more positive responses. Review the Think-Feel-Do Cycle and its relation to students' responses to bullying. Explore with students how someone might act when they are being bullied, how it may change their routines and even their thoughts and feelings. This session is meant to help students understand that they can change thoughts, feelings and behaviors related to bullying situations.

- Thank students for the greeting
- Remind students that they have talked about how people feel when others do or say mean things to them – and that those feelings can sometimes be very difficult.
- Explain that students are now going to look at what people might do if others do or say aggressive things to them.
- Write **What People Do When they are Hurt** at the top of the flipchart page.
- Ask students to talk about what a student might do, positive or negative, when someone picks on them and they have the feelings talked about in the previous session. Display the flipchart page from previous session. Write down students answers and add your own in the form of questions. Remind students to be respectful and non-judgmental as others are sharing.
- Thank students for sharing. Now ask students to look at, and discuss, those actions in terms of whether the actions would be positive or negative for the hurt person to carry out and why. Put a plus (+) sign or a negative (-) beside each action following discussion.
- Explain that for the next few sessions they will be discussing positive actions they can use, to respond to other students' aggressive behavior.
- Thank students for sharing and remind them to think about the choices they have in difficult situations.

Schedule for the Day

Adjourn

Practical Non-Violent Defense Strategies

(Provide each student with a copy)

Standing Strong: Using your game face, (serious look, bored, attitude, confident, smile), and strong stance, (stand up straight and tall, head up, good eye contact, feet hip width, knees unlocked, arms crossed, at your side or hands on hips), to stand up to someone who is being verbally aggressive

“What’s Your Point?”: Use a strong stance and your game face, and strongly but firmly use any of the following statements:

- What’s your point?
- So, So what
- Really, Oh well
- OK, Uh Huh
- Right
- And?
- Whatever

Agreeing: Using a strong stance and game face while agreeing with whatever the bully says. When agreeing with the bully you can use a serious voice that acknowledges reality, or a smile and some humor. Choosing the tone of your voice allows you to choose how you respond. For example: “You’re right I did get a bad grade! That test was hard!” “Yeah, I like having four eyes - the better to see you with my dear.” “You think these smell bad, you should smell my other shoes!” “I know my house isn’t as good as yours – my family doesn’t have much money.”

Compliments: Using a strong stance and friendly face and voice, compliment multiple qualities or characteristics of the bully. Do not listen to anything the bully says. Compliment one thing after another until the bully stops.

Assertive Questions and Statements: Using a strong stance and confident face and voice, make assertive statements or ask assertive questions. For Example: “Do you really believe that?” “You’re entitled to your opinion.” “It is what it is.” “Hey, what’s going on? We usually get along.” “I am willing to discuss the problem, but I am not will to be treated disrespectfully”.

Wise Retreat: Stay alert of your surroundings and aware of the bully’s intentions by watching their face and eyes. Retreat to a group of students or adults and stay with them, or ask a group to stay with you in unsupervised settings.

Make a Plan: Talk with others and make a plan before the next aggressive situation.

Eye Contact

Supplies: none

Greeting: Students say good morning to the person on their left in Tagalog (Phillipines):

Magandang umaga po (pronounced: mah-gan-dang oo-mah-gah poh)

Purpose: Helping students understand the importance and meaning of eye contact within the classroom and in relationships. Some students have difficulty with direct eye contact. Other students need to be sensitized to this. It is important for students to understand the meaning of eye contact during teaching activities and when having serious conversations.

- Thank students for greeting each other so creatively.
- Explain that today you will be talking about the importance of eye contact.
- Explain that in different cultures eye contact means different things. Some cultures consider it rude to make eye contact or stare at someone. (Asian and Native American, Pacific Islander) Ask students if this might be true in their family or their culture.
- In some cultures, staring someone in the eye is considered aggressive and might start a fight. (African American, Hispanic, etc.) Ask students if this is true in their family or culture.
- Explain that eye contact can be very difficult for some people – people who are shy, people with Aspergers or Autism; and people with ADD or ADHD. It can even be painful for them!
- Ask students why it might be important to know about how other people might feel about eye contact? (to prevent misunderstandings and conflict)
- How can they find out how someone feels? (Politely asking in a caring way)
- Explain that in school and in relationships, eye contact can be very important.
- Role model – have a student begin to talk to you and start looking at other people or other things. Ask that student how that felt. Explain that you were listening, but ask if it appeared so.
- Ask students why eye contact is so important, what it might show? (interest, caring, confidence, full attention)
- Thank students for their hard work and ask them be mindful of their eye contact today.

Schedule for the Day

Adjourn

Eye Contact Practice

Supplies: none

Greeting: Students each share: “Yesterday I noticed...”

Purpose: Today students will further explore the importance of eye contact. Many people are unaware of how they make contact with their eyes. They may inadvertently stare at others and not realize why others react in a negative way. They may not make eye contact and give others the idea that they are frightened or indifferent. Some student use eye contact appropriately and naturally. Some students, particularly those discussed yesterday, may have difficulty learning to use eye contact appropriately. Students will need assistance, encouragement and coaching to learn to use eye contact in a positive and effective way.

- Thank students for being so observant yesterday and thank them for sharing.
- Review with students that eye contact is important and that different people feel differently about how and when to use eye contact.
- Explain that today they will again be discussing another important reason for eye contact..
- Remind students that having good eye contact in school and in their relationships is really important.
- Explain that another reason to maintain eye contact is to know what someone is going to do next. Maintaining eye contact can keep us safe.
- Reading other’s expressions can also help us to notice how they are reacting to what we are doing or saying.
- Ask them to tell you why that might be important in keeping themselves safe.
- Have a student begin to talk in an aggressive way, and model bad eye contact. Process how that might make a situation less safe or make a situation worse.
- Have the student talk aggressively again and model good eye contact. Ask students if that improves the situation.
- Explain that if students find it uncomfortable to look directly into someone’s eyes, they can look at that person’s forehead, nose or chin. It is most important that they watch the person’s facial expressions.
- Ask students to pair off and practice good eye contact, while the other person talks. Have them take turns. Assist those children having difficulty. (Be sure to praise students efforts)
- Thank students for their hard work. Ask them to practice mindfully making good eye contact today.

Schedule for the Day

Adjourn

Standing Strong

Supplies: none

Greeting: Each student says good morning to the teacher while making good eye contact.

Purpose: An important aspect of the NBNV Skill Building program, is teaching children emotional defense skills. This session begins that process, starting with the basics. Many children have no idea what their body language says to others, especially to bullies. This session will help children practice a strong stance when faced with aggression from others.

- Thank students for their great eye contact.
- Explain that today students will be working on looking and feeling strong, not by exercising or using weights, but by how they carry themselves.
- Have students stand up.
- Ask them to stand with their shoulders slumped and their heads down. Hold this position for at least thirty seconds. While students have their heads down, ask them what they can see; how it feels; if the position is uncomfortable; if they feel strong while standing like this?
- Explain to students, while their heads are down, that whether they are standing, or feeling, that way, it is difficult to feel to feel strong and effective.
- Now have students raise their heads, stand up straight, and “Look around at all of the possibilities there are, just in this room!”
- Ask students to take a strong stance. Some students may make fists. When this happens, point out the fists; and ask students what message it gives when you make fists (You want to fight!). Ask students to tell you what happens to students who fight.
- Explain that fighting is a great way to give away their power. Fighting gives other people power over you and what will happen to you.
- Now model for students a strong stance, while asking them to do it with you:
 - Stand up straight , shoulders back and relaxed
 - Hold your head up, facing forward, making good eye contact
 - Place feet hip width apart, knees unlocked
- Ask students if this position feels different from the first. Ask if it feels stronger.
- Now ask students to cross their arms in a strong way. Explain that this stance means “No nonsense” or “I’m not listening to you.”
- Then ask students put their hands on their hips, fingers forward. Explain that military personnel and athletes stand this way because it looks bigger, stronger, and ready for action. Ask students for their reactions – does it affect their feelings inside?
- Ask students to remember and practice the stance several times today

Schedule for the Day

Adjourn

Putting on Your Game Face

Supplies: none

Greeting: Ask students to turn to the person on their left and greet them in South African English - *hoezit* (pronounced howzit) and say the other student's name.

Purpose: This session is focused on helping children notice their own facial expressions in order to allow them to choose a response. Many times, people have no idea what expression is on their face. Those expressions can communicate more than words. Controlling one's expression is not only important in bullying situations, but also in social situations, classroom situations and even in employment situations.

- Thank students for greeting each other.
- Explain that today students will be practicing controlling their facial expressions. Explain that our facial expressions can tell someone what we are feeling and thinking just as accurately as the words we say. Explain that controlling our facial expression is important in many situations. Ask students when it might be important to control our facial expressions. Thank them for sharing.
- Explain that now students are going to practice choosing facial expressions. Ask students to stand in a strong and assertive stance.
- Ask students to give you a confident look (it may be necessary to model this).
- Ask students to give you a serious, back off, look (once again some students may need modeling and assistance).
- Ask students to look uninterested or bored. (Give lots of praise and encouragement)
- Ask students to show you some "attitude" on their face and in their stance. (Give praise and encouragement)
- Now ask students to give you a peaceful smile. Explain that a smile can be their most powerful weapon. A smile says you're not bothered by what is going on.
- Explain that having your game face on is as important as standing strong
- Have students practice the game face of their choice while you insult them as a group. (Choose non-threatening, general insults – hair, clothes, shoes, etc.)
- Suggest that students practice these different expressions at home or with their friends, so they can be more aware, and more easily choose the face they want to show.
- Remind them to be patient with themselves, practice and persevere!

Schedule for the Day

Adjourn

Putting on Your Game Face Practice

Supplies: none

Greeting: Each student shares: “One thing I feel confident about is...”

Purpose: This session is focused on helping children practice their own facial expressions, in order to allow them to choose a response. Many times, people have no idea what expression is on their faces. Those expressions can communicate more than words. Controlling one’s expression is not only important in bullying situations, but also in social situations, classroom situations and even in employment situations.

- Thank students for sharing.
- Explain that today students will once again be practicing their game faces.
- Ask students to take a strong stance – whichever they feel comfortable with (crossed arms, hands on hips, attitude stance, etc.)
- Now ask them to think about something they do well, in order to shield themselves from the words you are about to use.
- Explain that you are going to begin to insult them. They need to put on the game face of their choice (serious, back off, confident, bored or even smile)
- Begin to insult students in simple ways – hair, clothes, shoes – as students maintain their strong stance and game face.
- Now have students pair up and practice with each other (be mindful of any ongoing bullying situations and discreetly make sure those students are in different pairs).
- Give coaching and encouragement.
- Thank students for their hard work and ask them to continue to practice their game faces and strong stance at home or with family or friends.
- Remind students that everything gets better with practice.

Schedule for the Day

Adjourn

Standing Strong – Not Reacting

Supplies: none

Greeting: Students share: “Something that makes me happy is ...”

Purpose: Learning how to stand strong and not react when people are teasing or taunting you. Students will learn to manage their responses to the inappropriate behaviors of others.

- Thank students for sharing, and ask them to keep those happy things in mind throughout the day.
- Explain to students that today they will be practicing standing strong and saying nothing while, someone else tries to bully them.
- Ask students to stand up and take a strong stance. Remind them that they can decide to look confident, serious, bored or even smile or laugh. (Show examples)
- Explain to students that their stance and their game face is like a shield, keeping them safe from the negative behavior of others.
- Have students face you. Explain that you are going role play insulting them as a group, in ways you hear them insult each other. Remind them to maintain their strong stance and face.
- Praise and encourage students when they are able to maintain their strong stance without reacting to what you are saying.
- Next have students try this with the student next to them, taking turns. Suggest they choose something they actually like about the other person, and insult them for that.
- Coach and encourage students who are having difficulty.
- Praise students for trying this. Ask them to try this out the next time someone is aggressive with them.

Schedule for the Day

Adjourn

Choosing Your Tone of Voice

Supplies: none

Greeting: Ask each student to share: "I feel proud when..."

Purpose: Tone of voice can make the difference between getting your message across in a clear and respectful way, and losing the message through disrespect or aggression. The words we say are only part of communication; just like body language and facial expression. Teaching children to modulate their tone of voice can help them to communicate in a clear and positive way.

- Thank students for sharing, and express your pride at their accomplishments as well.
- Explain that how we say things is just as important as what we say. Explain that today students will be discussing tone of voice. Explain that you are going to give examples of different tones of voice, and ask students to tell you what you might be feeling, by how you make the statement.
- Give examples of different tones of voice, saying this phrase:
"It's okay, do what you want. I don't care"
- Use these different tones
 - Calm and Friendly
 - Angry
 - Bored
 - Disinterested
 - Evil
 - Frustrated
 - Frightened
- Ask students after each statement what you might really mean, how you might be feeling with each tone of voice.
- Process how the same words can sound so different with a different tone of voice. Ask how tone of voice might change what people think you are saying.
- Explain that it is important for students be aware of their tone so they can make sure they are communicating exactly what they mean.
- Suggest that students notice their own other students' tone of voice today.

Schedule for the Day

Adjourn

What's Your Point?

Supplies: none

Greeting: Students each share: "Something that makes me angry is ..."

Purpose: Helping children to develop a variety of strategies for dealing with other's verbal and emotional misbehavior. This technique requires a combination of tone of voice, body language and facial expression. It is important that when students try this technique that they are calm and collected. They can also have body language and tone that have a little attitude, but not rude or aggressive. The tone, face and body language must be confident and strong.

- Thank students for sharing.
- Remind students of the discussions on standing strong, game face, and tone of voice. Explain that today students will be learning a technique that will help them put all of these things together.
- Have students stand in a strong posture and choose a strong facial expression.
- Explain that students can also use a stance with a little attitude.
- Explain that students will need to use good eye contact, and a calm and firm tone.
- Explain that students can use this any time someone is being verbally aggressive.
- Ask students to repeat after you:
 - What's your point?
 - So. So what?
 - Really.
 - Oh well.
 - OK.
 - Uh Huh.
 - Right.
 - And?
 - Whatever.
- Explain that you are going to say something verbally aggressive and you want them to try out the technique on you.
- Remind students that this is a technique that they only use when someone else is being rude or aggressive. Remind them that the more they practice the technique, the better they will become.

Schedule for the Day

Adjourn

Agreeing Technique

Supplies: none

Greeting: Students each share: "One thing I did yesterday that made me feel good was ..."

Purpose: Teaching students another technique to ward off bullies. Agreeing with someone when they are saying unkind things is a very powerful way of appearing strong, and preventing future attacks. Agreeing with a bully can seem counterintuitive; but it is very effective.

Students must be helped to see that agreeing with someone doesn't make what they are saying true, it just takes the wind out of the bully's sails. Agreeing can be done in a calm or serious tone, or with a great deal of humor. This session is focused on the former.

- Thank students for sharing
- Explain that another way to appear strong when faced with bullying is to agree with the bully.
- Explain that agreeing with the bully doesn't mean that you believe what they are saying is true; it is just a technique that can help you maintain your own power.
- Explain that one way of agreeing is to agree with exactly what the bully says, in a calm, serious or friendly way.
- One way of agreeing is to simply say, "I know" or "okay".
- Explain that it is important to remember to maintain a strong stance, and calm face and voice, while agreeing with the bully.
- Some agreeing statements are:
 - I know.
 - You're right.
 - That's true.
 - Okay.
- Ask students first to practice as a group with you. You insult them in general ways and they agree with you. Ask students talk about how that feels. Ask if they feel in control.
- Ask students to now practice with the person on their left and take turns. Students may feel a little awkward. Praise and encouragement can help.
- Thank students for working so hard and ask students to try being agreeable today.

Schedule for the Day

Adjourn

Agreeing Technique Expanded **(Having Fun with a Bully)**

Supplies: none

Greeting: Each student shares: “Today I am happy about ...”

Purpose: To refine the technique of agreeing with a bully. This session will expand on the concept of agreeing to include humor. Teaching students to focus on observing the bully, and concentrate on humorous ways to respond, can take the sting out of what the bully is saying. In fact, they may miss the bully’s statements altogether! It is important to allow students to have fun with this technique.

- Thank students for sharing and ask them to remember to be happy today.
- Review the agreeing technique with students. Agreeing is a way to stop the bully instead of getting upset.
- Explain that when agreeing with an unpleasant person we can choose several different ways to agree – serious, as practiced yesterday - or in a humorous way that disarms the bully.
- Give several examples and really ham it up to be funny:
 - Ewww, you stink – I know! I’ve been working hard at it! You like it?!
 - You look stupid today – I know! I was trying for the whole stupid look! Is it working? Thanks for noticing!
 - You are so dumb – Really? I had no idea! Thank you so much for telling me!
 - Nobody likes you – I know! Isn’t it fabulous?!
- Now ask students to stand up and try it, as a group, while you insult them. It is very important that students maintain a pleasant or excited attitude. Remind them to smile and have fun!
- Explain that when students act like the unkind statements mean nothing, they won’t feel badly about themselves or others. They can keep things in perspective.
- Now ask students to try it with the person on their right, taking turns.
- Ask students to practice using their humor in positive ways today.

Schedule for the Day

Adjourn

Compliments as a Defense Strategy

Supplies: none

Greeting: “One thing I like about you is ... “(said to the person on each student’s right)

Purpose: Many students think the only way to defend one’s self from other’s verbal or emotional aggression is to get aggressive in return. It seems counterintuitive to do the opposite of aggression; however, complimenting the aggressive person frequently calms the situation down, and changes the tone of the conversation. When the target remains calm and friendly, and does not react to the insults or aggression, the bully usually settles down and stops the aggression. The ability to pleasantly and actively compliment someone in the face of aggression is an extremely powerful behavior. It lets the aggressive person know that you are not afraid and takes away any power they have to upset you.

- Thank students for encouraging others.
- Remind students that they have discussed various ways to respond when someone is attempting to bully them. Today they will learn a new strategy.
- Explain that the technique discussed today will follow along with the greetings they just gave each other. Today they will learn to compliment someone who is being aggressive.
- Explain that this technique is very effective in not only stopping the present aggressive incident, but in preventing others. It is another way to have FUN with a bully.
- Ask a student to bully you in a way they see other students bullying each other.
- As the student bullies, compliment one thing after another about the student. DO NOT respond to anything the student is saying; rather, continuously compliment him/her. Most likely the student will give up. They may even say it’s not fair!
- Ask students to process what they just saw.
- Now have all of the students stand up and face you. Explain that you will insult them as a group as they compliment you. Explain that they are not to respond to anything you say, but rather to keep complimenting you until you stop insulting them.
- Now have students pair up and try the technique together, taking turns.
- Ask students to find opportunities throughout the day at school and at home, to practice complimenting other people. Practice makes perfect. Ask them to observe how they feel as they are complimenting others.

Schedule for the Day

Adjourn

Compliments as a Change Agent

Supplies: none

Greeting: “One thing I’ve noticed about you is…” (Said to the person on the left)

Purpose: Understanding the power of positive reinforcement as a change agent. Helping students learn to use compliments in order to change behavior empowers them with a technique that is positive and effective. Many people think that the best way to get others to change their behavior is to criticize, punish, and pressure others. One of the most powerful ways to change behavior is actually by complimenting what you want to see.

- Praise students perceptions of others during the greeting
- Explain that today students will be talking about the power of saying positive things to others. Tell this story:
A man was driving home on a rainy night. As he entered the highway he noticed that construction had closed down one lane. Traffic was very busy and the highway was crowded. Many people were trying to race ahead to cut others off. This man stayed in the lane, and let others get in line in front of him. Suddenly, the man noticed flashing red and blue lights in his rearview mirror. It was a police officer pulling the man over. The man pulled over. He saw the policeman get out of his car and approach.
- Pause and ask students: How do you think the man was feeling? How would his muscles feel? How would his heart be beating? How would he feel toward the policeman? Would he want to argue?
- Continue the story:
The policeman asks the man to roll down his window. He asks for the man’s driver’s license and proof of insurance. Then he tells the man why he stopped him. He tells the man that he noticed the man allowing three other drivers to enter the highway, instead of trying to crowd his way forward. He tells the man that he was very impressed and that if all drivers were that considerate the world would really be a better place. He tells the driver to have a great evening!
- Ask students how the man might be feeling now? How many of them think that the man will slow down and let others in his lane again? How many of them think the man will see himself as a considerate driver? How many think the man might start to be considerate in other ways?
- Explain that praise, encouragement, and compliments are powerful motivators for changing behaviors. They also make the person giving the compliment feel good.
- Ask students to find at least two opportunities to compliment someone today.

Schedule for the Day

Adjourn

Wise Retreat

Supplies: none

Greeting: Each student shares: “Someone I can depend on to help me is...”

Purpose: Many students feel that they must stand and take it when someone is mean to them. Telling every student to be assertive in all scenarios is like saying that all children should play the guitar. Some students have a natural ability to be assertive; others can learn through practice. However, for some students, the idea of being assertive seems impossible. Some situations, particularly those which might result in spontaneous violence, are best handled by choosing a wise retreat. A wise retreat can happen immediately before or even during a confrontation; when it is clear that other techniques might get someone injured.

- Thank students for sharing and urge them to talk to that person when needed.
- Explain to students that today they will be learning and practicing another defense skill for aggressive situations – Wise Retreat. Explain that sometimes people believe that they have to stand there and take it when someone else is verbally or physically aggressive. Explain that this is not necessarily so.
- Explain that sometimes students may find themselves completely overpowered. The aggressive person may be much larger or stronger; may have a very belligerent personality; or is great with words, and the student is not. Explain that instead of staying there and getting hurt, it is a smart idea to make a “wise retreat”.
- Ask a student to role play a bullying situation with you (the student is the bully). After the “bully” begins to say mean things or threaten you, turn and quickly walk to a few of the other students. Ask them if you can stay with them, because someone is being mean to you. Tell them you just don’t want any trouble.
- Ask students to process what just happened.
- Explain to students that as soon as someone begins to bully, they can quickly walk away to a group of other students and ask for help. Explain that a student can even walk away before anything happens, just by being aware of their surroundings and noticing if someone who is always mean to them starts to come near.
- Explain that if someone has threatened to hurt them, they should always seek a group of other students or adults instead of getting hurt.
- Ask if someone calls them a chicken for wisely retreating, if they think they will actually grow wings and feathers.
- Remind students that they can use wise retreat as an effective technique whenever someone else is being aggressive.

Schedule for the Day

Adjourn

Safety Planning

Supplies: flipchart and markers, 3x5 index cards, pencils for older students

Greeting: Each student shares: "Someplace I feel really safe is"

Purpose: Teaching students to plan ahead for when they find themselves in situations that are physically or emotionally threatening is imperative in developing a sense of safety and control.. The ability to plan ahead can empower students to feel that they can handle situations that arise.

- Thank students for sharing.
- Ask students to discuss the kind of situations that might feel unsafe to someone.
- Ask students to raise their hands if they have ever felt unsafe or uneasy in one situation or another. Explain that it is really important for students to listen to that sense of safety. If a situation doesn't feel right, it probably isn't.
- Explain that different people respond to the same situation differently and that is ok. Some people leave, some people confront, some people avoid and some people plan.
- Explain that the best way students can keep themselves safe is by listening to that sense of unease and planning ahead, especially when others are being aggressive. Explain that safety planning requires thinking about each step. Write the following on the flipchart and discuss with students:

Safety Plan

1. What will trigger the plan?
 2. How will you get away?
 3. Where will you go? (Never go off by yourself! Seek out others!)
 4. Who will you tell?
 5. How will you calm yourself?
 6. When or Will you go back?
- Explain that there is nothing wrong in planning ahead to prevent problems and keep ourselves safe.
 - Explain that you are always available to help students make a plan.
 - Ask older students to write down the 6 questions on their index cards and come up with their own safety plans about an unsafe situation to discuss tomorrow.

Schedule for the Day

Adjourn

Safety Planning When Others are Aggressive

Supplies: safety planning flipchart sheet from previous meeting, 3x5 index cards, pencils for older students

Greeting: Each student shares: "One idea I have for keeping myself safe is"

Purpose: This session builds upon the previous session as it specifically discusses safety planning when students are faced with the aggression of others.

- Thank students for the thoughtful answers.
- Put up the flipchart page on safety planning from the previous session.
- Explain that today students will be developing another safety plan.
- Ask students to think of a situation in which they have felt hurt or unsafe because of someone else's behavior
- For younger students, review the safety planning questions verbally; for older students, ask students to write the questions on their index card leaving a line of space in between questions.
- Go through each question and ask students to talk about or write down their ideas.
- Tell students that they can use or share ideas with each other if they wish.
- Ask older students to write down their safety plan for home and school and keep it in their desk, locker or book bag for reference.
- Remind all students that there are adults in the school that are always ready to help them come up with a plan.

Schedule for the Day

Adjourn

Safety Planning When We are Angry

Supplies: flipchart, markers, flipchart sheet from previous session, 3x5 index cards, pencils for older students

Greeting: Each student shares: “The first sign that I am getting angry is ...”

Purpose: Helping students to plan ahead for their own anger or acting out behaviors in order to prevent problems for themselves or others is just as important as planning for other’s aggression. This session takes the idea of safety planning and applies it to students own unsafe behaviors. Everyone gets really angry or upset at times. Wise people make sure they have a safety plan in their minds that helps them to cope with the angry or upset feelings and calm themselves down, instead of acting on the feelings in an inappropriate way.

- Thank students for sharing. Explain that noticing when you are getting angry is a very important skill. It helps us to plan what to do with our anger.
- Explain that safety plans can also be used to help ourselves when we are the ones who are angry or upset and in danger of hurting ourselves or others.
- Explain that today they will be devising safety plans to help them protect themselves and others.
- Explain that everyone gets really upset sometimes. We each respond to that upset in different ways. Some people might yell, argue, hit, (cut), do self destructive things or destroy property.
- Ask students to talk about what they do when they are REALLY upset.
- Write these things down on the flipchart.
- Discuss the pros and cons of those behaviors.
- Ask students to look at the safety planning steps from previous meetings.
- Explain students can make safety plans for their own behaviors, to keep themselves safe and to keep themselves out of trouble.
- Process through the steps again.
- Ask students to think about a safety plan for their anger or upset – one for school and one for home. Ask older students to write their safety plans tonight and bring them in for the next session.
- Thank students for their hard work and remind students that there are adults in the school that can help them develop their own individual plan.

Schedule for the Day

Adjourn

Safety Planning Review

Supplies: flipchart, markers, page on safety planning, 3x5 index cards from previous meetings

Greeting: Each student shares: "One place I can go when I'm upset is ..."

Purpose: Discussing the safety plans students devised

- Thank students for sharing.
- Review the safety plan steps.
- Ask older students to take out their index cards. Ask younger students to think about their safety plan.
- Ask if anyone is willing to share their safety plan. (Do this several times)
- Suggest students choose any new ideas from the sharing they think they can use.
- Suggest students plan to keep in their safety plans in their desk.
- Explain that it is a good idea to use the safety plans in difficult situations so they don't act impulsively and hurt themselves or someone else.
- Explain that everyone one has a right to feel safe and safety planning can help them feel that way.
- Thank students for working so hard, and remind them that there are adults at the school that will gladly help them with their plans

Schedule for the Day

Adjourn

Reducing Violent Media



The Importance of Discussing Media Violence

According to a Kaiser Family Foundations report released in January of 2010, media use by youth from the ages of 8-18 has grown at a tremendous rate in the last five years. Students now average seven hours and thirty eight minutes each day engaged in media use – almost the average adult work day. Children and teens now have unprecedented access to media. Sixty six percent of students from ages 8-18 have cell phones, and eighty three percent have online access at home (KKF 2010). Students today are skilled at multitasking – using more than one media device at a time. Television use has gone down as cell phone and online use has risen. Unfortunately, as students' media use rises, their grades tend to drop, along with their sense of happiness and wellbeing (KKF, 2010). Very little of their media use is regulated or supervised by parents or caregivers.

There has been much controversy over the impact of violent media on behavior. Some studies have found that violence on television has no impact on children and teens others have found both short term impact on behavior and attitudes and long term impact into adulthood. Most of the studies indicating that television and video game violence were done prior to this explosion of media access; and prior to the increase in technology that enabled the manufacturers of violent media to make media “realistic” without censorship. Anecdotally, I have noticed within the last five years that a vast number of children and adult shows, even commercials, feature situations in which a man or boy is being hit in the private area. I do not think it is a mystery that one of the aggressive actions I hear about from boys, girls and teachers in schools is the hitting, flicking, punching or kicking of boys private areas.

Stanford University and Indiana University have done and continue to do research studies assessing the impact violent media has on students. Stanford found that violent media has short and long term effects on children's attitudes toward aggression, aggressive behavior, and perception of the world, (Robinson, et al, 2001). Researcher at Indiana University replicated the study with the same results, and an addition – Magnetic Resonance Imaging (MRI) evidence showed that brain changes occur when children engage in violent video game play. These brain changes increase aggression and hostile attitudes. The brain changes affect children's ability to reason, and heighten their survival instincts. This impact students behavior, learning and approach to the world, (Matthews, et al, 2003).

Lt. Colonel David Grossman from West Point Military Academy with fellow researcher Gloria DeGaetano, looked into the impact of violent media on youth. Their findings indicate that in addition to changes in brain functioning and attitude, video games act like training simulators of the kind used by police departments and the military. These simulators train soldiers to

overcome their trauma response to violence and throw themselves into the fight, rather than flee or freeze. Grossman's concern is that the violent video games do not train children not to kill innocent civilians. Video games teach children to kill anything that moves. He is also extremely concerned about the stereotypic messages students get about women, minorities, and foreigners, (Grossman & DeGaetano, 1999).

The good news is that all of these studies say that brains can return to their normal state with the reduction of media violence. The Stanford University study developed a research project wherein teachers talked to students about reducing media violence, once a week for eighteen weeks. The project took place in an urban school. The results were that students became less aggressive overall and began to appear more peaceful and focus, (Robinson, et al, 2001).

I am not replicating the Stanford study, but I am hoping you will use this information, and the sessions that follow, to discuss media violence with your students. Violent media is like any other subject. It is important to take ideas and look at them from every angle. Discussion and thought can help students put media in perspective and be mindful of the information and training they are integrating into their minds.

Discussing Violent Media

Supplies: flipchart and markers

Greeting: Each student shares: “One consequence that could happen if I bully someone else is...”

Purpose: As outlined in the introduction, violent video games and violent media can have a tremendous impact on a student’s thinking, their world view, and their behavior. School is a place where we take ideas and look at them from different angles. The interactions that occur in a classroom are as important as the subject being discussed. Reducing violent media in student’s lives can bring about a more positive outlook and reduce the amount of aggression both in and outside the classroom, (Robinson, et al, 2001). Reducing violent media in children’s lives takes ongoing discussion and encouragement throughout the year.

- Thank students for remembering and sharing.
- Explain that today they are going to be discussing violence on TV, in movies, in video games, and online.
- Ask how many students have seen a violent show on TV or at the movies in the past month. (It may surprise you just how many students, especially young students, have access to violent media.).
- Ask how many students have played a violent video game, (again, you may be surprised).
- Ask students how people solve problems with each other, in those shows and video games – (physical violence, foul language, revenge, weapons, etc.)
- Ask students how they know who the good guys are, (usually the good guys kill the bad guys).
- Explain to students that companies spend a lot of money developing those shows and video games in order to sell them to children. Explain that rarely is anything in a movie, television show or video really true to life. Even in reality shows, people take on certain roles, in order to make money.
- Explain that the people who make money on violent entertainment are not interested in the impact they have on others. They simply want the money.
- Ask students how they feel about violent media. (You may have to work hard to be non-judgmental. Remember, today is only about gathering information.)
- Thank students for being so willing to share honestly and openly.

Schedule for the Day

Adjourn

Impact of Violent Media

Supplies: none

Greeting: Each student shares: “One thing I like about violent shows is...”

Purpose: Children today have almost unlimited access to violent entertainment. Many parents see nothing wrong with this, believing that children can understand the difference between fantasy and reality. With violent entertainment becoming so realistic, the line between fantasy and reality has become blurred. With the advent of violent reality shows, the line between acceptable and non-acceptable behavior has also become blurred. There is research that posits that children who use violent media are not only becoming acclimated to aggression and violence, but that some media (video games) actually serve as simulators, similar to what is used to train police officers and military personnel (Grossman & DeGaetano, 1999). Disrespectful and vulgar language, along with illicit behavior is the norm.

- Thank students for sharing.
- Ask students how they feel after watching something violent in a show or a game.
- Ask if the images ever stay in their minds for awhile after they have played.
- Ask students if they have ever seen someone act more aggressively after watching or playing something violent.
- Explain that there is an abundance of research that tells us that people who watch a lot of violent entertainment, or place violent video games, have changes made to their brains. The part of their brains that focus on emotions and problem solving shut down, and the part of their brains that only focus on survival get extremely active.
- Ask students what they think about that.
- Explain that the research also shows that watching or using a lot of media violence can change how we think about the world. People can become used to violence; they can begin to think the world is a dangerous place and so they have to be aggressive; they can also become frightened of the world and other people.
- Ask students what they think about this.
- Explain that not all media is bad. There are movies, TV shows and video games that focus on skills and new information that can actually help students become better at sports, strategy, logic and academic subjects.
- Explain to students that it is really important what kind of images and information they put in their brains. Explain that they may not have control over everything that happens in their lives, but they do have control over what kind of entertainment they use.
- Ask students if they will agree to reduce the amount of violence in their entertainment to no more than one hour for the next week.
- Thanks students for their hard work and their commitment to reduce violent entertainment.

Schedule for the Day

Adjourn

Violent Media and our Perceptions of Others

Supplies: flipchart and markers

Greeting: Each student greets the students next to him/her by name in Egyptian Arabic: *Salaam Alekum* (pronounced: suh lam uh la koom)

Purpose: Most violent media portrays women as either sexual objects available for exploitation; or as violent adversaries men are permitted and encouraged to assault. Many minorities are portrayed as criminals using illegal means in order to succeed and profit. Foreigners are treated as subhuman, without value except as targets. These stereotypes can affect not only our perception of self and others it can encourage inappropriate and violent behavior toward these groups. The number of hate crimes in the United States has risen in the last twenty years. A society that portrays itself as a democracy, with liberty, freedom, and equality for all must be aware of the negative impact of these stereotypes, continuing to be promulgated by violent media.

- Thank students for trying something new.
- Explain that today students will be discussing how violent media affects how we view others.
- Ask students to think of recent violent shows they have seen, or video games they have played.
- Ask what images are presented about:
 - Women and how they dress or act. How are women treated?
 - Foreigners and how they act, speak, behave. How are foreigners treated?
 - Minorities and how they act, speak, behave. How are minorities treated?
- Ask if the violence portrayed against these
- Explain that much of the info
- Ask them if all of those negative messages are true – probably not. Explain that it is important to remember, that what they see in violent media, is not always accurate, and that the damage that some of those actions can do in real life, is pretty serious.
- Thank students for sharing. And ask students to be mindful of what they are watching and playing and try to reduce the amount of violence they see as entertainment.

Schedule for the Day

Adjourn

Media Violence and Perceptions of the Law

Supplies: none

Greeting: Each student greets the students next to them in Russian: *Privet!* (pronounced as pree-vyet)

Purpose: Many actions that are rewarded in violent media are actually illegal and extremely destructive. The climate in most violent media is one in which the characters who are the focus of the movie, TV show, video game, online videos, are engaging in questionable activities and get away with it. In fact, illegal behavior is glorified in much violent media. Law enforcement personnel, on the other hand, are often portrayed as corrupt, lazy or incompetent. In fact, in some of the more popular game series, law enforcement personnel are often targets of violence. This message comes through loud and clear to children and teens. Most educators I talk to agree that students, and often their parents, do not seem to respect rules on appropriate behavior and speech. It is important to have conversations with students about these perceptions and help them understand the need to respect the law and civil rules. You may need to work hard at being non-judgmental when students begin to talk about their perceptions of law and law enforcement. Let students share their opinions and slowly get them to think in a logical manner by the questions that are asked.

- Thank students for the greetings.
- Explain that today students will be discussing media violence and the perceptions of the law and law enforcement. Ask students to think about the latest media violence they have seen. Ask students to talk about how the characters in the medium respected or disrespected the law.
- Ask students if they think that, in real life, that kind of behavior would be ok. Ask students what the world might be like if criminals were in charge.
- Now ask students to discuss how law enforcement personnel are treated in violent media, as the good guys and the bad guys. Ask what ideas they get about law enforcement personnel from violent media.
- Ask students if they think that everything they see in violent media is true.
- Ask students if they think that a lot of what is portrayed in violent entertainment is accurate.
- Ask students what might happen to them if they engaged in some of the activities they see in violent media.
- Thank students for their hard work. Ask them to be mindful of what they watch and play, and to make an effort to eliminate violent media from their entertainment.

Schedule for the Day

Adjourn

Violent Media and Language

Supplies: none

Greeting: Students each share: "Cursing makes me feel..."

Purpose: Educators today face students exhibiting fewer inhibitions than students twenty years ago. Students used to address adults by their last names only, and referred to adults as Mr. or Mrs. Students were not permitted, ever, curse or swear in school. I now work with teachers who must suffer through foul language on a daily basis. Students today think nothing of swearing and cursing in front of and at school personnel. Educators report that many parents curse and swear both at school personnel, and at their children.

The line between appropriate and inappropriate language has become extremely blurred. I would challenge you to rent any children's movie, made within the last fifteen years, that does not include some swearing and sexual innuendo. We as a society, through mass media produced by adults, have given our children the message that the best way to get a point across is to swear.

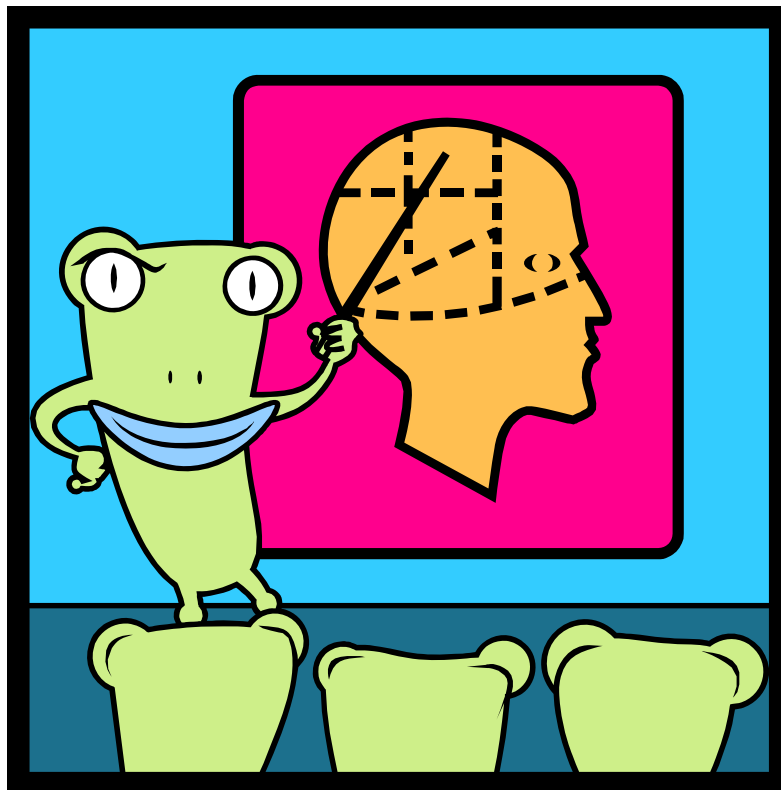
The sexually loaded names that many of the hundreds of thousands of students I have worked with over the last ten years, have become increasingly explicit and denigrating. Students think these names are appropriate enough to share them openly with me in programs discussing sexual harassment. Children as young as second grade are using language that continues to make me blush. They have no idea of the connotations of the words they use, and the impact those words have on adults and other students.

- Thank students for sharing.
- Explain that today students are going to be discussing the language that is used in violent media.
- Ask students to think about what kind of words they hear most often in the music they listen to, movies and TV shows they watch, and video games they play. What kinds of swear words do they use? What kinds of names do they call women? What kinds of names do they call other people?
- Ask students if they have heard other students using those words and names. Ask students how they feel when they hear people using that language.
- Ask students how they would feel if those curse words or names were directed at them. How about at their grandmother, mother, or sister?
- Explain that, sometimes, students may use words that really impact the people hearing them in a negative way. Sometimes in ways they might not understand.
- Ask students why they think people use swearing and name calling.
- Ask students whether swearing and using foul language makes someone look smarter.
- Ask students if there are places that swearing and name calling could hurt the person using them.

- Ask students if swearing and name calling is a good way to make a point or get what you want.
- Ask students if there are better ways to get your point across. What would those be?
- Thank students for their hard work and ask them to think of creative, positive ways to get their messages across today.

Schedule for the Day**Adjourn**

Emotional Intelligence and Relationships



Emotional Intelligence and Why it is Important

Daniel Goleman and others have developed a conceptual framework for understanding and improving how individuals, groups and organizations function within the social environment. Goleman, (2002), proposes that emotional intelligence has four main components:

- Personal Competence - self awareness and self management
- Social Competence - social awareness and relationship management.

Personal competence encompasses an individual's capacity to manage him or herself. Therefore, it includes both self-awareness and self-management (Goleman et al., 2002). Self-awareness includes emotional self-awareness, accurate self-assessment, and self-confidence. Self-management consists of emotional self-control, transparency, adaptability, achievement, initiative and optimism. Social competence is a factor that includes an individual's capability to manage relationships. Social competence is composed of both social awareness and relationship management (Goleman et al., 2002). Social awareness includes empathy, organizational awareness, and service. Relationship management comprises inspirational leadership, influence, developing others, catalyzing change, managing conflict, and teamwork and collaboration.

Salovey and Mayer (2001) propose that emotional intelligences are the ability to:

- Perceive emotion
- Integrate emotion to facilitate thought
- Understand emotions
- Regulate emotions to promote personal growth.

Their concept of Emotional Intelligence includes a number of abilities:

- Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
- Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
- Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
- Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals. (Mayer & Salovey, 1997 and Salovey & Grewal, 2005)

However you look at the idea of Emotional Intelligence, these abilities and skills are important in helping children and adults get along with others and adapt to their worlds in a positive and effective way. This next section focuses on building some of the skills students need to manage their emotions, their behaviors, and their concentration and attention skills.

Mindfulness

Supplies: bell or chime

Greeting: Each student shares: "I feel peaceful when ..."

Purpose: Mindfulness is part of the eastern tradition of meditation. The idea is to help students to focus within and to let go of all distractions. This is difficult for some students, especially in light of our fast paced world, and "instant gratification" society. Many adults have difficulty with focus, and especially patience, (waiting for computers to boot, stop lights to change, food to heat in the microwave, etc). Mindfulness helps students and adults make the transition from the hectic world outside the classroom to the focus and patience they need to complete tasks. Mindfulness helps to keep distractions at bay and allows us to learn to focus on one thing at a time. Mindfulness can also help us to achieve a peaceful, neutral, open and observing mind in the face of stress, emotional upsets and chaos. There are a number of mindfulness activities throughout this book, use them whenever you want to bring students focus back to the tasks at hand.

- Thank students for sharing.
- Explain that today students will begin to learn the skill of mindfulness. Explain that mindfulness exercises help people to learn to focus on only one thing at a time. Mindfulness exercises help concentration and can help people feel calmer and more relaxed. Explain this is the first of many mindfulness activities they will do throughout the year.
- Ask students to sit in a comfortable position. Explain that you are going to ring the bell or chime and students are to listen with their eyes closed, until they can no longer hear any sound at all. Explain that some students will be able to hear the bell longer than others and that is okay. Ask student to raise one finger when they can no longer hear the sound, and remain quiet until you speak. Ask students to close their eyes. Ring the bell or chime.
- Wait until all students have raised a finger before speaking; then ask student to open their eyes. Process how it felt to concentrate so hard on the sound.
- Praise students for working so hard and focusing on just one thing.

Schedule for the Day

Adjourn

(You may use this exercise any time you need to help refocus students to the task at hand)

Emotional Intelligence

Supplies: flipchart and markers

Greeting: Each student shares: “Yesterday, I was mindful about...”

Purpose: Being successful academically in large part depends on being able to manage our emotions and our behaviors. Emotional Intelligence skills are as important as cognitive and academic skills. The following meetings are designed to help children develop emotional intelligence skills – emotional regulation, pro-social relationship skills, stress and anger management, managing behaviors and communication skills. Many children, and even adults, are not aware that they are lacking in these areas. Family issues can prevent children from learning the skills students need to succeed. This session is an introduction to the concept of Emotional Intelligence skills.

- Thank students for sharing.
- Explain that today students are going to be discussing the skills that they need to succeed at their studies and their relationships with other people.
- Write the phrase **Emotional Intelligence** on the flipchart.
- Explain that there are different kinds of intelligence. One kind of intelligence helps us to understand the subjects that are taught at school, (math, language arts, science, etc.)
- Explain that another kind of intelligence helps us manage our feelings and behaviors and get along well with others.
- Write the following phrases on the flipchart
 - **Understanding our own and other’s feelings**
 - **Managing our thoughts and feelings**
 - **Tolerating uncomfortable feelings**
 - **Getting along with others**
 - **Managing anger**
 - **Good communication skills**
- Ask students why these skills might be important.
- Thank students for their participation.
- Explain that in the weeks to come students will be learning and practicing skills that will help them succeed in school and in all of their relationships.

Schedule for the Day

Adjourn

Aggressive Behavior

Supplies: none

Greeting: Students share: “When other people are being rough I worry...”

Purpose: Helping students understand the difference between aggressive, passive and assertive verbal and non-verbal behaviors can open the door to new understandings and new behaviors. Due to a variety of influences, many students believe that aggressive behavior is appropriate in all situations. Some students have difficulty recognizing when they are being aggressive. This session is designed to promote awareness of aggression.

- Thank students for sharing.
- Ask students what they think the word “aggressive” means.
- Explain that aggressive behavior comes from wanting only your own way, without taking into account other peoples’ feelings or needs.
- Illustrate an aggressive verbal behavior - use a loud voice and rude tone:
 - Give me that ball!
 - You’re really stupid.
 - Get out of my way! (give a student near you a little push)
- Model aggressive non-verbal behaviors with various students:
 - Stand too close in an aggressive stance
 - Get in someone’s face
 - Make a mean face at someone
- Ask students for their responses to each behavior.
- Share your response to aggressive behavior.
- Discuss when aggressive behavior might be appropriate:
 - Taking the ball to the basket, or running a touchdown
 - Running a race
 - Studying aggressively for a test
- Discuss when aggressive behavior is inappropriate:
 - Cheating at games or sports
 - Name calling and insults
 - Spreading rumors and gossip
 - Hitting, kicking, shoving and threats and intimidation
- Explain that aggressive behavior can really cost a person – in consequences and relationships.
- Thank students for their hard work. Ask students to be aware of any aggressive behavior they see today

Schedule for the day

Adjourn

Passive Behavior

Supplies: none

Greeting: Students greet the person on their right, by name, and in Japanese: *konnichi wa* (pronounced kon-nee-chee-wa)

Purpose: At any given time about one third of students are being bullied in school (U.S. Dept. of Justice, 2007). Seven to ten percent of children are the victims of repeated and destructive bullying on a weekly or daily basis (U.S. Dept. of Justice, 2007). Some of those children are extremely passive and do not stand up for themselves. This session is designed to create awareness of the positive and negative aspects of being passive.

- Thank students for their greetings. Ask students what they know about “passive” behavior.
- Explain that passive behavior can be “just taking it” when others are rude or aggressive. It might be “doing nothing” when someone else needs help. It could also be standing by instead of standing strong when the situation calls for it. Explain some passive behaviors can leave people feeling hurt and unhappy.
- Ask a student to volunteer to pick on you. Illustrate passive verbal behavior.
 - Speak very softly
 - Be hesitant when you ask for something
 - Say nothing

Model passive body language as well:

 - Stand with your head down
 - Look fearful and unsure
 - Look in another direction
- Process the role play with the students. What was their response as they were watching the role play?
- Ask what problems might occur for someone if he or she is always passive.
- Ask: Does being passive give others the right to harm you?
- Ask students to discuss times when passive behavior might be a positive:
 - Standing by and letting someone try something new, without interfering
 - Not laughing at someone when they make a mistake
 - Deciding not to react when someone is trying to provoke you
- Thank students for their hard work. Ask students to be aware of their own or others’ passive behavior today.

Schedule for the day

Adjourn

Assertive Behavior

Supplies: none

Greeting: students greet students on their left and right, by name, in Korean: *ahn nyeong ha se yo* (pronounced on-nyoung-ha-say-yo),

Purpose: This session is focused on helping students to learn to be assertive when they need something from others or they want to set limits. Assertive behavior is polite and respectful, while asking outright for what you want or need. This session is the prelude for the sessions on interpersonal skills.

- Thank students for their greetings to each other.
- Ask students what they know about assertive behavior.
- Explain that assertive behavior asks for what you want or need, in a straightforward and calm way. Assertiveness understands that other's have feelings and needs, too.
- Illustrate assertive verbal behavior – use a clear, firm voice
 - I don't like when you call me names. Stop.
 - I would like for us to be friends and get along.
 - Please help me by picking up that book.
- Explain that assertive body language is like standing strong, but can be much more relaxed. Model assertive non-verbal behavior and body language:
 - Stand up straight, shoulders back
 - Head up and facing the person
 - Confident look on your face
 - Arms crossed, by your side or on your hips
- Ask students how they respond to assertive behavior. Is the behavior straightforward? Does it make things clear in a respectful way? Would people be likely to respect you when you are assertive? How will you feel about yourself when you are assertive? When would assertive behavior be helpful?
- Thank students for their hard work. Explain that students will be talking a lot more about assertive behavior in coming sessions. Ask students to be mindful of being assertive today.

Schedule for the day

Adjourn

Reading Other People's Facial Expressions

Supplies: Emotions Read Their Faces Sheets for each student 2nd grade and up. Scan and project images if possible.

Greeting: Each student greets the group in Swahili: Habari ya asubuhi (pronounced: Huh bar ee yuh asoo boo hee)

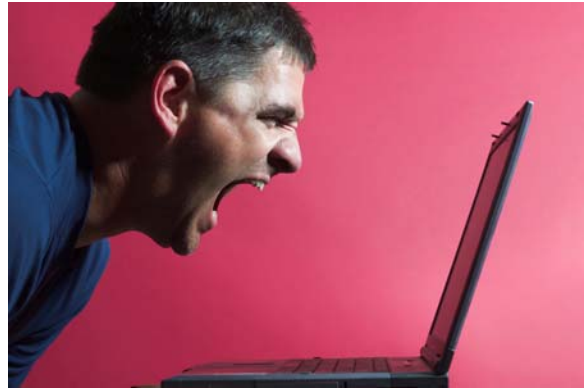
Purpose: Many students and adult today have difficulty reading people's emotions and body language. Our technologically tuned in students are not learning the essential people reading skills they need to succeed in interpersonal relationships as well as professionally. Some children misread other people's faces and may interpret surprise with anger or contempt. Having many students give their perceptions of facial expressions may help children learn to assess more accurately. This session focuses on helping students learn to read other's reactions by interpreting their facial expressions.

- Thank students for the wonderful greeting.
- Review with students that they have been discussing body language and facial expressions as a way to look and feel stronger.
- Remind students that our face can show others what we are thinking or feeling.
- Ask students why it might be important to read other people's facial expressions and body language.
- Show pictures from emotion sheets and ask students to interpret what that person might be thinking or feeling. Go through each picture fairly quickly.
- You may find that students agree or disagree on the emotions portrayed. It is good to be alert to this information as it may give you some insight into students' reactions.
- When there are disagreements about what an expression might mean, ask students how they can find out what someone is feeling or thinking (ask them).
- Thank students for their hard work. Suggest children practice noticing expressions; and asking other students if they don't understand their facial expressions.

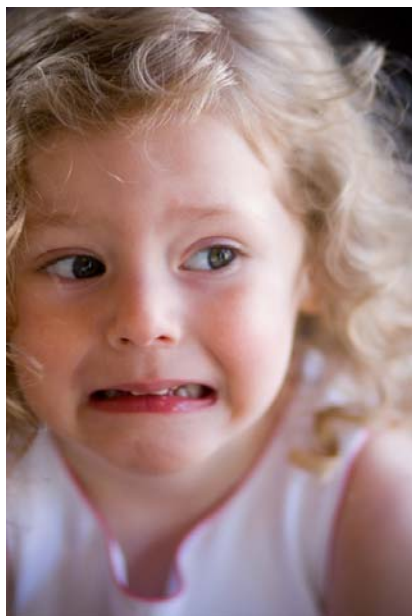
Schedule for the Day

Adjourn

Emotions – Read their Faces



Emotions – Read their Faces II



Gratefulness Skills

Supplies: none

Greeting: Students greet the students next to them in French – "Bonjour" (bo(n)-'zhooR).

Purpose: Gratefulness is an important emotional skill. Gratefulness helps us to focus on the positive things in our lives – to see the glass as half full, rather than half empty. In our consumer based society, where commercials teach us we must have the next best thing, it can be easy to lose sight of the things we already have, and the good, loving people we have in our lives. Gratefulness is a great stress reliever and can help us keep everything in a positive perspective. Reminding ourselves to be grateful for the good things in life can help when things are going wrong and we are feeling down in the dumps.

- Thank students for their greetings.
- Ask each student to talk about something they are grateful for today.
- Explain how important it is to remind ourselves of the good and positive things in our life and how it can make us feel better in difficult times.
- Thank students for their sharing and ask them to be mindful of the things they are grateful for today.

Schedule for the day

Adjourn

Forgiveness Review

Supplies: koosh ball, flipchart and markers

Greeting: Each student takes the ball and shares: “I think it’s important to apologize when…” and then tosses the ball to another student. Make sure all students have the opportunity to share.

Purpose: Forgiveness is a skill that is paramount to emotional and social health. Forgiveness means to accept another’s apology and put the incident behind you. Forgiveness in some situations can be difficult; especially if the action has happened before. However, forgiveness serves not only to benefit the person asking for forgiveness; it is most important for the person doing the forgiving. Not allowing our selves to forgive, and holding on to past hurts, can cause emotional upset, headaches, stomach aches and behavior changes. Forgiving does not mean forgetting; it simply helps us to let go of negative energy in order to move forward in life. Forgiveness also helps us let go of fear – fear of the other person’s behavior; fear of things happening again; fear of future interactions; and fear that we may not measure up.

- Thank students for sharing.
- Write the word **Forgiveness** on the flipchart.
- Ask students to review what it means to forgive someone.
- Remind students that forgiving helps both people feel better.
- Ask students why it might be important to forgive someone:
 - Helps to let go of bad feelings
 - Maintaining a positive relationship
 - Letting you move on
 - Using you energy for positive things
 - Helping you feel better and more in control
- Remind students that forgiving does not mean forgetting, it simply means that we can let go of the hurt and move on. We can still remember what happened, and be cautious in the future, but we don’t have to be upset.
- Remind them that we can forgive people for things in the past, without ever telling the person we forgive them.
- Remind students that forgiveness is a choice we make to keep ourselves healthy and happy.
- Thank students for their hard work.
- Ask students to spend some time tonight forgiving things they want to let go.

Schedule for the Day

Adjourn

Important Interpersonal Skills (2nd Grade and up)

Supplies: flipchart and markers, 3x5 index cards, pens or pencils

Greeting: Each student greets the students on both sides of them in Spanish: Buenos Dias!

Purpose: Some children lack basic positive interpersonal skills. They lack the skills to interact with others in an assertive and cooperative way. The lack of appropriate skills for joining others in conversation or play, can result in repeated rejection; and sometimes aggressive behaviors on the part of that child or others. Building good interpersonal skills takes attention, education and practice. This session is designed to help children begin to build the skills they will need for the rest of their lives.

- Thank students for their greetings.
- Explain to students that today they will begin to focus on building good interpersonal skills. Explain that interpersonal skills help us to get along with others and get what we want in a positive way.
- Explain that there are six core interpersonal skills that can improve their relationships and change the way they feel:
 1. **Know what you want.** (Do you want friendship; personal space; to join in; help?)
 2. **Ask for what you want in a kind, firm way.** (assertive - not aggressive or passive)
 3. **Negotiate conflicts.** (Making sure each person gets some of what they want)
 4. **Get information.** (Finding out what the other person needs; how the feel; what they are thinking.)
 5. **Say “No” in good way.**
 6. **Stick to your values.**
- Ask students to write the six core skills on their index cards
- Remind students of the discussions they have had on how we treat our friends and classmates, and on the discussions about respect.
- Explain that it is very important to respect ourselves as well as others.
- Explain to students that they will be discussing the skills in a more in depth way in the coming sessions.
- Thank students for their hard work. Ask them to be mindful of their relationships with others today.

Schedule for the Day

Adjourn

Interpersonal Skills – Knowing What You Want

Supplies: flipchart and markers, Knowing What You Want Process Forms (one per student)

Greeting: Students share: “I like...”

Purpose: Clarifying your values and desires, as well as the desired outcome of any interaction, can help to guide feelings and behaviors. Being right doesn’t always mean finding a favorable outcome. A person may be right and never get what they want. It is important, in any relationship, that requests be thought out and appropriately expressed. Students must also take a look at what they want and gage for themselves if the request is fair, honest, and able to meet the need they are trying to fill.

- Thank students for sharing.
- Explain that this session will be focusing the first core interpersonal skill – Knowing What you Want.
- Explain that a lot of thought needs to go into this skill. For example, you must be clear and specific about what you want? For example: “I want some friends.” vs. “I would really like for Louis to come and play.” “I want Sara to be nice.” vs. “I want Sara to stop making fun of me at recess.”
- Explain that the more clear and specific you are, the easier it will be to ask for what you really want; and the better chances you have for getting what you need.
- Ask students (without using any names) to think of a problem in a relationship they (family or friends) are currently in. Ask students to think about what the problem is and write it on the Know What You Want Sheet.
- Process through the sheet verbally, one question at a time. Ask students to write their answers on the sheet or think about their answers in their heads.
- Ask students if the problem feels more manageable now?
- Explain to students that this is the process whenever they need to ask someone to change something in their relationships with family, classmates, and friends.
- Thank the students for being willing to work through a problem. Let students know that extra copies of the sheets are available for additional issues.
- Ask students to take an extra sheet home and work through one relationship issue tonight. Ask them to be mindful of making clear requests today.

Schedule for the Day

Adjourn

Knowing What You Want Process Form

1. What is the issue?

2. Who is it a problem for?

3. Why is it a problem?

4. Who will benefit from the change? _____
5. What are my feeling about the issue?

6. Are my feelings fair to me? _____ To the other person? _____
7. What do you want the other person to change?
 - a. More of _____
 - b. Less of _____
 - c. Stop doing _____
 - d. Start doing _____
 - e. When _____
 - f. Where _____
 - g. How often _____

Now, put it all together into an assertive, positive, statement about what you want:

Interpersonal Skills – Asking For What You Want

Supplies: flipchart and markers, 3x5 index cards, pens or pencils

Greeting: Students share: “My favorite book is...”

Purpose: When asking for what you want, it is imperative that you ask in a way that does not threaten the other party. Making simple requests is a way of taking care of yourself and your needs; while respecting the other person, and maintaining the relationship. It is important to modulate tone and intensity to ensure the other person hears the request without getting defensive or leaving the relationship.

- Thank students for sharing.
- Remind students that last session they discussed knowing what you want.
- Explain that in this session students will learn how to ask for what they want in a respectful and positive way.
- Write **Making a Simple Request** at the top of the flipchart page.
- Explain that when making a simple request it is important that students are mindful of what they are feeling, and adjusting their tone to make sure they are respectful and assertive. Identifying and describing their emotions, and taking time to soothe and calm themselves can make all the difference in maintaining a positive tone.
- Explain that being able to make simple, direct requests are important in everyday life (asking to be moved to another table, asking for directions, etc.)
- Explain that there are four important components to a simple request (write the bolded items and explain):
 - **A brief justification for the request** – Explain in one sentence why you are making the request. (“It’s hot in here.” “I’m overwhelmed with work right now.” “It’s a really long walk.”)
 - **A softening statement** – showing you are polite and non-demanding, (“Would you mind if...” “It would be really helpful if...” “I’d appreciate it if you would...” “Could I have...” “I was wondering if...”)
 - **A direct specific question** – say what you want clearly and exactly, without emotion in your voice (“I would really appreciate if you could move your car.” “I was wondering if we could reschedule for another day.” “Would you mind if I spent the day with Charlie and Fred?”)
 - **An appreciation statement** – this makes the other person feel like you value what they are doing (“This will really help me out.” “Thanks for your effort with this.” This will really make a difference.” “I really appreciate this.”)
- Ask students to note the steps on their cards and try making simple requests today.

Schedule for the Day

Adjourn

Making a Simple Request Practice

Supplies: Simple Request flipchart page from previous session, paper, pens or pencils for older students

Greeting: Students share: “Yesterday I made a simple request about...”

Purpose: Helping students practice making simple requests.

- Praise students for sharing.-
- Explain that today they will be practicing making simple requests.
- Display the Simple Request page from previous session. Remind students that simple requests include:
 - A brief justification (reason) for the request
 - A softening statement to show you are polite
 - A direct specific question about what you want
 - An appreciation statement
- Explain that in order to practice making simple requests you will be giving students a situation and asking them to make a simple request. Older students can write their requests on their paper and then review. Younger students will work through the requests verbally, with assistance. Students should make simple requests about the following situations:

Desman has been using LaQuisha’s pencils everyday. LaQuisha wants this to stop.

Larry wants to join some other students in a game of basketball.

Charlotte wants Ben to stop calling her.

Maria wants the teacher to explain the assignment again.

- Process the simple requests after each situation, going through the list.
- Praise students for their efforts and their hard work. Ask students to be mindful of making simple requests today.

Schedule for the Day

Adjourn

Making Simple Requests Practice II

Supplies: flipchart page with the Simple Requests process from previous sessions, paper, pens or pencils for older students

Greeting: Yesterday I made a simple request about...

Purpose: Helping students to practice making simple requests

- Praise students for their efforts.
- Explain that today they will once again be practicing making simple requests.
- Display the flipchart page on Simple Requests. Remind students that simple requests include:
 - A brief justification (reason) for the request
 - A softening statement to show you are polite
 - A direct specific question about what you want
 - An appreciation statement
- Explain that in order to practice making simple requests you will be giving students several situations and asking them to make simple requests. Older students can write their requests on their paper and then review. Younger students will work through the requests verbally with assistance. Students should make simple requests about the following situations:

Maury wants Abe to let him join his friends to play soccer this weekend.

Lucy's friend Joan has been making fun of her in front of other people.

Mark can't find the music room in his new school. He sees Brian in the hallway.

Lee overheard James make racial slurs about Lee to some other students.

- Process the simple requests for each situation.
- Praise students for their efforts and their hard work
- Ask students to be mindful of making simple requests today

Schedule for the Day

Adjourn

Saying “NO”

Supplies: Flipchart and markers

Greeting: Students share: “Yesterday I made a simple request about ...”

Purpose: The ability to say no is an important part of healthy relationships. Saying no can also be a way that we take care of ourselves. People who are unable to say no to others may end up resentful and angry. They may become overwhelmed trying to meet the needs of everyone else; while not having enough time to meet their own needs, or complete their own tasks. The ability to say no to someone who wants a student to engage in high risk or unsafe activities can be paramount in keeping themselves safe and out of trouble.

- Thank students for sharing their efforts at simple requests.
- Explain that today students will be learning an important skill for taking care of themselves, saying “no”.
- Explain that sometimes people may want them to do something that they don’t want to do, or don’t feel comfortable doing. Explain that sometimes people may even want students to do something that is dangerous or bad for them.
- Explain that the ability to say “no” is a very important skill.
- Explain that when you are saying no to someone, it is important to say “no” in the right way.
- Write the word **NO** on the top of the flipchart page. Explain that when students say no it is important to (Write bolded phrases):
 - **Validate the other person’s needs.**
 - **State a clear preference not to do it.**

For example:
 “Scary movies can be a lot of fun, but I would rather watch something else.”
 “Hot pink is a great color, but I was hoping for something more pastel.”
 “I can understand that you really want to do this, but I don’t want to be out so late.”
- Ask students to pair off. Have students practice asking for something and saying “no” to each other with this scenario: One student wants the other to pay for his lunch again. Students will take turns. Supervise and give praise, encouragement and assistance.
- Thank students for their hard work and ask them to practice saying “no” appropriately today.

Schedule for the Day

Adjourn

Saying “No” Practice

Supplies: Flipchart and markers, paper and pens or pencils

Greetings: Each student greets the student on their left in German: Guten tag (pronounced: Goot n tahg)

Purpose: Children need practice saying no and discussing the appropriate times to say no.

- Thank students for their greetings.
- Explain to students that today they will be talking more about saying no.
- Explain that there are times when it is appropriate to say no, and times when it is not appropriate. Give several examples and ask students to vote on whether or not it is appropriate to say “no” in the following situations:
 - The teacher assigns homework for the evening
 - A friend asks you to let them copy your English homework
 - A classmate asks to borrow your notes
 - A couple of friends want you to help them wreck another student’s bike
- For each situation, ask students whether it would be appropriate to say no.
- Ask students to write or discuss how they could say no in each situation. For example:
 - I understand you want to get a good grade, but I don’t feel comfortable letting you copy my homework.
 - I know you don’t like that person, but I am not willing to help you vandalize anything.
- Process the “no” statements.
- Praise students for their efforts.
- Ask students to be mindful today of when it is appropriate to say no.

Schedule for the Day

Adjourn

Saying “No” Practice II

Supplies: Flipchart and markers, paper, pens or pencils

Greeting: Students share: “One time I am proud of saying no is...”

Purpose: Students need practice learning to say no appropriately.

- Thank students for sharing.
- Explain that today they will be practicing saying no in different situations.
- Give students the situations below. Have students write their answers or process each situation independently.
 - Your friend wants you to stay out past your curfew.
 - A friend wants you to try some marijuana.
 - A friend wants you to see a movie you don’t want to see.
 - Your friend wants to go roller-skating but you need to finish your homework.
- Process each situation, using the appropriate “no” statement.
- Praise students for their efforts and remind them to be mindful of practicing saying no in appropriate situations.

Schedule for the Day

Adjourn

Interpersonal Skills – Sticking to Your Values (3rd grade & up)

Supplies: flipchart and markers

Greeting: Each student says good morning by name to the students on the left.

Purpose: Each culture, and each family within that culture, has values that determine how they function. Our values as individuals determine what we think is important, and how we make choices. It is important to help students begin to think about those values at a young age. Valuing honesty, kindness, and helpfulness will make one child act in certain ways, as opposed to another child who values winning at all cost, being in control of others, or being the center of attention. Younger students may have difficulty understanding values at first, and may need more assistance than older students. Additional care may be needed when dealing with a traumatized child, who may have values based on what has happened to them and how the trauma has skewed their reality. Helping children focus on exploring values, and discussing the choices they make because of their values, can help children open their minds to new ideas and choices. **It is important to remind students not to be judgmental when discussing other students' values; but to listen and respond in a neutral and respectful way.**

- Thank students for greeting each other. Explain to students that sometimes it feels good to have someone say your name in a cheerful way!
- Explain that today students will be discussing values. Values are the things we think are important in life. Values can influence the choices we make and how we treat other people.
- Write the word **Values** at the top of the page.
- Ask students to talk about their beliefs as to what is important in their lives; and what kinds of things are important to do when you are going through life.
- Start by writing one of your own values on the page, as an example of what you are wanting from the students. Ask students to state some of their own values. Add your own suggestions in the form of questions as you go along. Examples of values are:
 - Honesty and Integrity
 - Helping others/kindness
 - Education
 - Winning
 - Hard work/Fun
 - Family
 - Dignity
- After students have given the values they think are important, ask the class to help to rank the values – from most to least important – as they relate to getting along with other people.
- Ask older students to write the top five values on their index cards and keep those values in mind whenever they are interacting with others. Ask students to be mindful of their values today

Schedule for the Day

Adjourn

Building Your Own Self Esteem

Supplies: 3x5 index cards, pens or pencils for older students

Greeting: Students share: "One thing I really value in life is..."

Purpose: when students are faced with the unkindness of others, they sometimes lose sight of what they do well. This exercise helps students to focus on their own competence and skills.

- Thank students for sharing.
- Ask students to bring a pen or pencil to the group; younger students will do this verbally.
- Explain that sometimes when we are upset, we might forget about the things we do well. Reminding ourselves of our strengths can get us through tough times when we are feeling down.
- Ask students to write down (or say to the person on their right) five things about themselves that they like or that they do well. Give them five minutes to do so.
- Ask students to share one thing they do well with the group.
- Tell students to keep the list in their desk or their book bags, (or in their hearts), and look at the list whenever they are feeling down.

Schedule for the day

Praise and Encouragement

Adjourn

Praise and Encouragement

Supplies: koosh ball

Greeting: Ask students to toss the ball, saying something nice about the person they are throwing it to.

Purpose: Praise and encouragement are very powerful tools in shaping positive behavior and reducing negative behaviors. Praising children for what they do right helps us to keep our focus on the child instead of the negative things they do. Some children have had nothing but criticism and negative attention. When children (or adults for that matter) gain their sense of purpose from doing negative things, it disrupts their lives and the lives of those around them. There are two kinds of praise: praise for doing or accomplishing something; and praise for being who we are. Encouragement helps to shape behavior by noticing the steps the child is able to accomplish. Some children need a lot of encouragement to keep trying. Encouragement shows faith in a student and gives them the hope that they can succeed.

- Thank students for being kind to other students.
- Explain the two kinds of praise: Praise for accomplishment and Praise for who we are.
- Explain encouragement: Letting people know that we see their efforts.
- Model how to praise for being (for example)
 - I like your hair.
 - I'm glad you're here today.
 - That was a good idea.
 - You're really nice.
 - I like your creativity.

Model praise for doing, for example:

- You're so good at sports.
- Your report was great!
- You always work so hard!
- I admire how you can figure things out.
- Model how to encourage
 - Wow, you really worked hard at that.
 - I know this test was a struggle, but you kept at it.
 - I see you sitting quietly.
 - Hey, you got these three correct!
- Ask each student to praise or encourage the student to their left. Give assistance when necessary.
- Thank students for their hard work. Ask them to be mindful of praising others today.

Schedule for the Day

Adjourn

Being Supportive with Others

Supplies: koosh ball, flipchart and markers

Greeting: Each student takes the ball and shares: “Something I thing I like to do is...” then tosses the ball to another student.

Purpose: Learning how to be aware of other’s feelings and lend appropriate emotional support is an important emotional intelligence skill. It requires that children begin to build empathy toward others and adjust their own behavior in order to make a situation better. Many students who bully lack emotional sensitivity toward others. They are focused only on their own emotions or needs, and are insensitive to their impact on others. Many children, and even adults, will shy away from someone who appears upset. Students who become depressed, anxious, or may even begin to self harm, need for others to be emotionally aware and supportive. When people ignore or avoid an upset person, that person feels isolated, alone, and often hopeless. Support can help an upset student get past the negative emotions, and focus on the future.

- Thank students for sharing.
- Explain that today students will be discussing being supportive with other people. Explain that everyone has down days, or events that upset them. When that happens people can really use support from other people.
- Write the word **Support** on the flipchart.
- Explain to younger students that support is something we do when someone else needs help or is upset.
- Explain that different students need different kinds of support when they are upset.
- Ask students what they would like for others to do for them when they are upset. Write down students’ answers and add your own answers in the form of questions:
 - Asking someone if they are ok, and sitting by their side without talking
 - Giving someone a hug or a pat on the back
 - Letting someone know you care
 - Talking with someone about their feelings
 - Helping them tell an adult
 - Asking them to play with you
 - Standing up for them with others?
- Thank students for their hard work. Remind them to look for opportunities to be supportive of others today.

Schedule for the Day

Adjourn

Cooperation

Supplies: Flipchart and markers

Greeting: Students share: “Something I think I did well yesterday was...” (Remind students to listen and respond non-judgmentally and in a supportive way. You may have to help some students come up with something they did well.)

Purpose: Cooperation, working well with others, is a skill that underlies all of our relationships with others. Cooperating well with others is important in play, in school, and in the world of work. Students who are good at cooperation frequently do well in the classroom, and in their relationships with others, whether friend or foe. Some students come to school already knowing how to cooperate; others lack the skills, or understanding, of cooperating with others. This lesson is designed to help students understand the importance of cooperation with adults and fellow students, and begin to build positive cooperation skills.

- Thank students for sharing.
- Write the word **Cooperation** on the flipchart.
- Ask students to talk about what the word means. For example:
 - Helping others get work done
 - Doing the work you are asked to do
 - Following the rules when playing a game together and taking turns
 - Listening to others when making decisions together
- Write down student answers. Remember that when you add your own ideas, add them in the form of a question (What about...?)
- Ask students why cooperation is important?
 - Getting things done efficiently
 - Having good relationships
 - Doing well in school
- Ask students what might get in the way of cooperating
 - Always wanting things your way
 - Not caring about other people’s feelings
 - Not listening to others
 - Not wanting to do your part
 - Not liking the other person
- Explain that cooperation – working well and listening to others - is very important in every relationship – as students, friends, brothers and sisters, classmates, and even when they are adults and work.
- Explain that people who don’t cooperate well with others will have problems in all of their relationships.
- Ask students to be mindful of being cooperative in the classroom and in their actions with others.

Schedule for the Day

Adjourn

Empathy

Supplies: flipchart and markers

Greeting: Students share: “Yesterday I cooperated with....” (Once again, remind students to remain positive and non-judgmental.) You may have to help some students come up with examples.

Purpose: In this day of video game violence, and other violent or inappropriate media, students may be losing the ability to empathize with others. Our society can be very judgmental about the plight of the poor, racial or sexual minorities; and can encourage rude and disrespectful behavior as the norm. Many students are not able to identify feelings, especially the feelings of others. Empathy is the ability to identify and relate to another’s feelings and reactions. The ability to empathize with others helps students become more tolerant of differences and more supportive of others’ needs. Empathy is a skill that must be practiced’ in order to become adept at recognizing and responding to others.

- Thank students for sharing.
- Write the word **Empathy** on the flipchart.
- Explain that empathy refers to the ability to recognize someone else’s feelings and understand how they feel. It refers to the ability to feel others’ feelings.
- Remind students that people may express their feelings with words, with facial expression and body language.
- Ask students if it is easy to identify people’s feelings thru email, social networking sites or phone.
- Ask students why it might be important to recognize and understand other people’s emotions: (Add your own suggestions in the form of questions.)
 - People might not act like themselves
 - People might need some time to calm down
 - To give that person support
 - To let an adult know that the person may need some help
 - To know when someone might want to talk
 - To know when is a good time to ask something
 - To know how and when to enter into a conversation or a game
 - To keep us from doing or saying things that might hurt someone else
- Thank students for their hard work and that future lessons will focus on identifying feelings and emotions.
- Ask students to be mindful of what others are feeling today, at school and at home.

Schedule for the Day

Adjourn

Empathy Practice

Supplies: koosh ball

Greeting: Students take the ball and share: “Yesterday I noticed someone was feeling...” then toss the ball to another student. Make sure all students have the chance to share.

Purpose: Today’s session will focus on students practicing empathy. This session is the forerunner of many others that will help students identify emotions, and choose a response, instead of simply reacting to others.

- Thank students for sharing and praise them for being mindful of others.
- Explain that today they will practice their empathy skills.
- Tell this story:
 - Marshon was walking to school today, when two older students started making fun of his clothes. Marshon’s family does not have a washing machine and his mom did not have money this week, so his clothes are a little stained. Marshon’s shoes are torn and have holes in them, but his family can’t afford new ones for at least another month. The older students point this out in front of others.
- Ask students what Marshon might be feeling (ashamed, hurt, angry, resentful, embarrassed, etc.).
- Ask students what they might be feeling if they were in Marshon’s place.
- Explain that what they have just done is empathize with Marshon’s feelings.
- Ask students what they might do for Marshon if they saw this happen (walk with him, tell the two students to back off, talk with Marshon about other things, let Marshon know he is fine just the way he is, remind Marshon that he has friends, etc).
- Praise students for their hard work.
- Ask students to be mindful of others feelings today.

Schedule for the Day

Adjourn

Empathy Practice Scenarios

Supplies: none

Greeting: Students share: "Yesterday I noticed someone at home was feeling..."

Purpose: Empathy for some children is an easy skill. For others, especially traumatized children, who may view all emotions as anger, or as something to be feared and avoided, practicing the identification of emotions, and learning how to respond, can help them learn to identify and manage their own emotions and respond well to others. The following are various scenarios to use for empathy practice. Use the scenarios as appropriate for the grades, ages, and abilities of your students. Add real life scenarios any time to practice empathy.

Katy has a friend named Tamika. Tamika is usually happy and friendly. Ever since the weekend, Tamika has acted unfriendly and stays to herself. She doesn't want to talk to or sit with any of her friends. When Katy asked what was wrong, Tamika told her to mind her own business and walked away. Katy found out from another girl that Tamika's parents had a big fight over the weekend and her parents told her they are getting a divorce.

Brian is involved in a lot of sports. He plays basketball, baseball, and football. Basketball season has started and he has practice three times a week. Brian's teacher just assigned a project that requires research and materials to build an Indian pueblo. The project is due on Friday. Brian has a math test on Wednesday and a science test on Thursday. The coach has decided to practice every night this week because they have a game on Saturday night.

Victor is a quiet, shy boy. He doesn't talk to a lot of people. He has a hard time joining in with others in games. Victor's best friend, Daren, likes to do some of the same things he likes to do. They usually play together on the playground, and they visit each other's homes. Daren has just told Victor that Daren's dad got a new job in another state. As soon as Daren's mom sells the house, Daren will have to move away.

Chan is a good student. She usually gets good grades and gets along well with the teacher. Some girls have started to make fun of Chan. They call her a nerd. They call her a geek. They say she's a teacher's pet. Some of the girls used to be Chan's friends.

Jessie is in 7th grade. He is a very talented artist. He has a good sense of humor and is kind to others. Jessie is in choir and has a deep bass voice. Jessie likes to play soccer and is in scouts. Recently, a couple of football players called Jessie gay. This week, Jessie was on a social networking site and found out that a rumor was going all around school that he was gay.

(Use these and other real life scenarios between students to practice empathy anytime)

Gratefulness Skills Practice

Supplies: none

Greeting: students greet the students next to them in Greek: *καλημέρα* (pronounced kalee-ME-ra)

Purpose: Reminding ourselves to be grateful for the good things in life can help when things are going wrong and we are feeling down in the dumps.

- Ask each student to talk about something they are grateful for today.
- Explain how important it is to remind ourselves of the good and positive things in our life and how it can make us feel better in difficult times.

Schedule for the day

Adjourn

Building Positive Communication Skills



The Importance of Positive Communication Skills

The ability to communicate ideas and feelings is essential to success. Verbal and written communications – even texts – give others impressions of who we are and what we want. Many adults have great difficulty communicating in clear and positive ways. Students are trying out a variety of communication strategies and devices. It is important that we guide them in the right direction. Good communication skills are the core of every relationship we have throughout our lives. Whether we are asking for directions, or asking someone to go out with us; the way that we communicate determines others' opinions and responses to us.

How we communicate and the way we use language has a great deal to do with our family, our friends and the context in which we are found. Most of us know not to use slang, and to watch our spelling and grammar when we are speaking, or writing, within a formal context. We also know that we can relax those rules when we are with family or friends – in fact being less formal is almost a requirement with family and friends. Many students today are not as aware of the need to adjust their style for the situation. Teachers have told me that they are now seeing more inappropriate interactions between students and school. Some have told me, that some students are using texting phrases, (R U there?), in papers and homework and homework assignments.

School is an important place for students to learn how to communicate, not just academically, but socially as well. This section of the book focuses on positive communication skills.

Noticing Positive Moments

Supplies: imaginary camera

Greeting: Students share: "Something I did well yesterday is"

Purpose: Giving students a method for rewarding the positive behavior of others is a step on the road to focusing on learning those behaviors. Acknowledgement for doing the right thing helps to build students' self esteem. It is also a tool for encouraging cooperative, pro-social behavior, by getting other students involved in the positive change process.

- Thank students for sharing.
- Explain that just as students were able to talk about something they did well yesterday, today they are going to learn a way to encourage others to do positive things.
- Explain that praise for doing things right, can happen moment to moment. Noticing positive moments, even briefly, tells people that you are aware of the good things they do. This can encourage them to do more good things.
- Explain that noticing positive moments encourage people by making them feel noticed for positive things.
- Suggest that students try to notice at least three positive moments for others today.
- Give examples:
 - I see you sitting quietly and listening
 - Thanks for sharing with me
 - You did a good job catching that ball
 - That was really polite
 - Wow, good job
 - Thanks
 - You read well
 - You're waiting your turn
- Ask students to practice a positive moment with the person on their left.
- Praise students for their efforts and ask them to be mindful of noticing positive moments today.

Schedule for the Day

Adjourn

You Messages

Supplies: flipchart and markers

Greeting: Students share: "I feel frustrated when someone..." (no names)

Purpose: Helping students identify and express feelings in an appropriate way can help when students are faced with challenging situations. It is another way of teaching students assertive communication. Many times students, and even adults, place blame on others when something goes wrong. They frequently want the other person to change, and are unaware of how they themselves are coming across. Coming across in an angry, blaming manner, usually just makes the other person angry and defensive. Many students do not understand how to express their feelings in a safe and positive way. Learning how to confront a situation, without blaming and accusing, is the first step in building cooperative communication.

- Thank students for sharing.
- Explain that today you will be talking about different ways of communicating feelings.
- Write on the flipchart:
YOU! YOU! YOU!
- Explain that one way some people communicate when there is a problem, is by using a **You Message** (write all bolded words on the page).
- Explain that You Messages can be useful in some ways. You messages can be used to **clarify** things: "You want the last piece of chicken and so do I." "You are right, it is the next block" "Are you feeling down?"
- You messages can also be used to **give information**: "I need everyone to pass their papers to the front." "You will need scissors and thread."
- Ask students how it feels to receive a positive You Message?
- Another way You Messages are sometimes used is to **blame or accuse** others. Get close to a student and say loudly: "You did that on purpose." To another student: "You are so mean!" And to another "You're just spoiled!"
- Ask students to talk about how it feels to receive a negative You Message?
- Explain that when You Messages are used in a negative way, people feel that they have to defend themselves and argue. Ask students if they think this is true.
- Ask student to notice and keep track today how they are using You Messages.

Schedule for the Day

Adjourn

“I” Statements

Supplies: Flipchart, markers, 3x5 index cards

Greeting: Students share: “Yesterday I used a You Message to...”

Purpose: Helping students identify and express feelings can make all the difference when students are faced with challenging situations. It is another way of teaching students assertive communication. Many adults do not understand how to express their feelings in a safe and positive way. Learning to identify what you are feeling, say it, and ask for what you want in a respectful manner, can help stop us from acting out those feelings, and help us get what we need.

- Thank students for sharing and for being aware of their use of You Messages.
- Explain that today students will learn a new communication technique that will help them to express themselves when they need to discuss a problem with someone else. Today they will be learning about “I” Statements.
- Explain that I Statements don’t blame others. They keep the focus on the problem and what the person needs and feels. I Statements don’t cause people to argue, since you are only talking about yourself and the situation.
- Write the phrase **“I” Statements** on flip chart. Follow this with the statements in bold below:
 - I feel....**
 - when**
 - because ...**
 - What I would like is**
- Give several examples of how to use the model, for example:
 - “I feel annoyed
 - when you use my pencil without asking,
 - because then I don’t know where it is.
 - What I would like is for you to get your own pencils or at least ask me to borrow mine.”

 - “I felt hurt
 - when you didn’t invite me to your party,
 - because I thought we were friends.
 - What I would like is some time to think this through.”
- Take several of the student’s examples from the greeting today and work through the process together as a group.

- Ask students to write the “I” Statement formula on their index cards:
I feel...
when...
because...
What I would like is...
- Thank students for their willingness to try something new. Ask students to try at least one “I” Statement today. Explain they can say it or write it out.

Schedule for the Day**Adjourn**

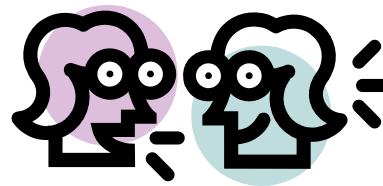
Active Reflective Listening

Supplies: flipchart and markers, reflection drawing

Greeting: Students share: “Today I feel...because...I would like...”

Purpose: Helping children understand the concept of listening to others. Many times when problems arise, people do not really listen to what the other person is saying. They infer meaning that is not there, or are busy thinking up arguments to back up their own side. They don’t really hear what the other person is saying. Reflective listening teaches students to really listen to everything a person has to say, and to reflect back the key points and the emotions that may be behind them.

- Thank students for sharing and for practicing their “I” Statements
- Draw something similar on the flipchart page and Write the phrase **Reflecting Listening** at the top of the page.
- Explain that one of the most important parts of good communication is listening.
- When people don’t feel listened to, they sometimes get louder and more forceful. They may feel that other people don’t care about their feelings and opinions.
- Explain that one way to make people feel heard and understood is by using reflective listening.
- Reflective listening means to listen carefully to what someone is saying and reflect back what you heard them say.
- Reflective listening does not mean agreeing with someone. It does not mean answering them. It is only repeating what they said, and how they might be feeling, to show that they were understood.
- As you process the following statements, encourage students to repeat what you say without answer or comment. Ask them to look for feelings as well.
 - “Nobody likes me. I have no friends.”
 - “Everybody takes advantage of me. I am just somebody they use for supplies.”
 - “I’ll never understand this! You get everything right! You’re the teacher’s favorite!”
- Process each statement for content and feelings.
- Praise students for their hard work and ask students to use reflective listening today.



Schedule for the Day

Adjourn (Repeat this session at least three times now and throughout the year)

Reflective Listening Practice

Supplies: none

Greeting: Students share: “One thing that bothers me is ...”

Purpose: Reflective Listening practice assists students in integrating the skill into their conversations. This session is designed to reinforce the use of reflective listening. By asking students to expand on things that bother them, we give students an opportunity to practice reflective listening.

- Thank students for sharing.
- Explain that today students will be practicing reflective listening with classmates.
- Ask students to turn to pair up by counting off 1-2. Be mindful of any issues.
- Explain that students will take turns talking more about the thing that bothers them, while the other student reflects back what they heard.
- Remind students that they are not to give an answer to the problem, or give advice. They are only to reflect back what students are saying and what they might be feeling.
- Use praise and encouragement, along with gentle guidance as students attempt to use reflective listening.
- Praise students for working so hard.
- Ask students to be mindful of really listening to others today.

Schedule for the Day

Adjourn

“I” Statements Practice

Supplies: flipchart and markers, paper and pencils for older students

Greetings: Students share: “I feel upset when...”

Purpose: Learning any new skill takes practice. Just as in any other subject, learning how to communicate in an assertive way takes repetition and commitment. It is imperative that school personnel model appropriate communication skills on a daily basis as well. It may seem that staff must repeat the lesson over and over, but in time, students will make assertiveness and courtesy a part of their everyday lives.

- Thank students for sharing
- Explain to students that today they will be practicing “I” Statements today.
- Remind students that an **“I” Statement** is (Write bolded items on the flipchart)

I feel...

when...

because...

What I would like is...

- Explain that you will give them a statement, and their job is to turn it into an I statement
 - “You are always clowning around and ruining the game!”
 - “You’ve been lying about me again. You are such a liar!”
 - “I’m sick of you cutting in line. You’re just rude!”
- Process student’s ideas after each statement – for older students, have them write their answers on their papers to; for younger students, process out loud. Ask students to share their thoughts on how to turn each statement into an “I” Statement. Examples:
 - I feel frustrated when the game keeps being disrupted, because we don’t have a lot of time to play. I would like for you to concentrate on the rules and cooperate with everyone else.
 - I felt hurt when I overheard you telling John things about me that are true, because I thought you respected me. I would prefer that you not talk about me to other people.
 - I feel irritated when you cut in line in front of me, because I was here first and I am hungry too. What I would like is for you to wait your turn like everyone else.
- Remind everyone that we are learning something new and to be non-judgmental with other students. Remind them to help their fellow students rather than criticize them.
- Thank students for their hard work and ask them to practice their “I” Statements today.

Schedule for the Day

Adjourn

Mindfulness Practice – Using Nature to Think

Supplies: flowers – either one flower per student or a picture of a flower for each student

Greeting: Students share: “One nice I heard someone say yesterday is ...”

Purpose: To practice mindfulness and attention to the moment as a way to calm yourself before or after a confrontation.

- Thank students for sharing and for focusing on a positive moment.
- Explain that today students will once again be practicing mindfulness. Today’s session will focus on a way that students can calm themselves, gather their thoughts and soothe themselves before or after a confrontation with someone else. Explain that confrontations can be difficult. It is important that students take the time to calm themselves, get things into a proper perspective, and focus on their main points.
- Explain that nature is always available, either by being outside or by nature pictures. Explain that focusing on nature is a great way to feel better.
- Give each student a flower or a picture of a flower.
- Ask students to get in a comfortable position and focus only on the flower.
- Suggest that they explore the color, texture and parts of the flower.
- Ask them to see similarities between themselves and the flower.
- Process their observations – positive and negative.
- Thank students for sharing and for working so hard to focus on just the flower.
- Remind students to practice focusing on only one thing at a time today.

Schedule for the Day

Adjourn

Conflict Style

Supplies: flipchart and markers

Greeting: Students share: “One thing that makes me mad is ...”

Purpose: Helping students to understand and recognize the different ways people approach conflict. It is important that students understand that there are different approaches to conflict. It is also important for students to recognize their own conflict style and understand that, just as they can choose their thoughts and feelings, they can also use different forms of conflict resolution that appropriately fit the situation.

- Thank students for sharing and being aware of their feelings.
- Explain to students that today they will be discussing conflict. Write the word **Conflict** at the top of the flipchart page. Explain that conflict happens when two or more people disagree about something. Explain that conflict can be a good thing, because it can bring about positive changes. Conflict is negative when people are focused only on their differences, and they use the conflict to hurt someone else.
- Explain that people can approach conflict in different ways (write the bolded words):
 - Compete** – I must win, I have to be right, do it my way
 - Collaborate** – We can work together so we both win
 - Compromise** – I will do this only if you do that
 - Accommodate** – I will give in to whatever you want
 - Avoid** – I refuse to get involved; I will escape
- Explain each of the conflict styles.
- Ask students to identify their own style in an argument. Ask who is a competitor, collaborator, compromiser, etc. Ask students to raise their hands as you call out each style. Explain that students may have more than one style.
- Explain that no one style is the “right” way to deal with conflict. Each style has its value in different situations. It is important to be aware of, and flexible with using, different styles.
- Ask students to explore what method of conflict might fit situations below:
 - You are running a race
 - You have to do a group project with someone you don’t like
 - Someone is always threatening you and calling you names
 - Your parents say you have to clean your room before you can go out
 - Your Grandmother wants you to stay the weekend to visit
- Ask students to notice the conflict styles they use for the next several days.

Schedule for the Day

Adjourn

Conflict Style Practice

Supplies: flipchart page with conflict styles from previous session

Greeting: Students share: “One conflict style I used yesterday was...”

Purpose: Conflict is a part of life. Learning to manage conflict in a positive way can help students succeed in school, work and relationships. Understanding that they can choose the style that fits the situation is an important concept. Some people get stuck in one style and are not able to effectively adjust when needed. Today’s session will help students integrate the different styles and know when to use them.

- Thank students for their willingness to share.
- Remind students of the conflict styles they discuss yesterday and post the styles:
 - **Compete**
 - **Collaborate**
 - **Compromise**
 - **Accommodate**
 - **Avoid**
- Remind students that conflict happens all of the time. Conflict can be a positive thing if it is handled in a positive way.
- Remind students that different situations require different approaches and that they are free to choose the style that fits the situation best
- Ask students to choose a conflict style for each situation:
 - Susan and Mary have Saturday to spend together. Susan wants to go shopping but Mary wants to go swimming.
 - Joe and Bob are home on a Friday night. Their parents are out. Joe wants to call some friends to come over, but Bob knows their parents will get mad.
 - Every time George comes near Hector he hits him and calls him names. Hector is much smaller than George and not nearly as strong.
- Process each scenario. It will be helpful if teachers can give students examples verbally of each style. Encourage students to think the situations through for short term and long term consequences.
- Praise students for their efforts and ask them to be mindful of how they are dealing with conflicts today.

Schedule for the Day

Adjourn

Handling Angry Feelings

Supplies: none

Greeting: Students share: “One way I handled a conflict yesterday was...”

Purpose: Handling your own or someone else’s anger in a helpful way, can make be the difference in resolving or not resolving conflict. Many people are put off or frightened by someone else’s anger. Some people don’t realize that they are acting in an angry way. Anger has some positive qualities. Anger can motivate us to make necessary changes. Anger has motivated people into demanding the right to vote, demanding civil rights, demanding equal treatment and equal pay. Anger can also cause us to say things we regret later, to lash out at others and cause us to hurt ourselves. Helping students to understand that anger is an emotion like all others can help students understand that they have a choice in how to deal with their own or another’s anger.

- Thank students for sharing and for their efforts
- Explain that today they will be discussing the emotion of anger. Explain that anger is an emotion that is neither good nor bad. Like all of the other emotions, anger has positive and negative qualities, depending on how we act on it.
- Explain that anger has motivated people to do great things:
 - The American colonists became angry over the taxes and control of England and used that anger to forge a new nation.
 - Martin Luther King and others became angry at the way that blacks were treated in America and started a non-violent protest movement that resulted Civil Rights laws that remain in effect today.
 - Women became angry in the 1920s about not having the right to vote and started the suffragette movement that resulted in women’s rights to vote in the United States.
- Explain that using anger as a motivation to make things better is a good use of the emotion.
- Explain that sometimes anger causes people to do and say negative things with their feelings.
- Ask students to talk about some of the negative ways people respond to anger.
- Ask students what consequences of acting out anger can cause.
- Explain that learning to manage your anger is one of the most important things that students can do to ensure success and prevent problems.
- Ask students to think about positive ways to use their anger today.

Schedule for the Day

Adjourn

Managing Anger Practice

Supplies: Flipchart and markers, Guidelines for Managing Anger Assertively sheets

Greeting: Students share: “One thing I do when I’m angry is...”

Purpose: Helping children to manage their own and other’s anger

- Thank students for their honesty and willingness to share.
- Write the word **Anger** at the top of the flipchart page. Explain that today students will be discussing ways to manage angry feelings.
- Ask students how they know when they are first getting angry (head or shoulders hurt, tight chest, stomach ache, feeling hot, etc.). Write down their answers
- Next ask students how they know someone else is angry (red in face, fists, tense muscles, angry face, etc.)
- Explain to students that it is important to be aware of the first signs of getting angry so they can choose how to handle their anger. Explain that some people think that angry reactions are automatic, but that could not be further from the truth. No matter why we are angry, we can always calm ourselves down, by thinking about things first, by using mindfulness practice, and by planning ahead.
- Explain that the way to deal with angry conversations is to make sure that they remain clam and can problem solve, regardless of how someone else is acting.
- Explain that the most important thing to remember when dealing with other people’s anger is not to be intimidated; be alert for safety issues; know when to walk away; and when to leave it alone until you are both calmer.
- Explain that it is important to remember to (write the bolded phrases on a new page:
 - **Choose your conflict style**
 - **Define the true issue**
 - **Use I Statements**
 - **Listen respectfully and use reflective listening**
 - **Allow others to have their feelings without reacting to them**
 - **Work to resolve the issues if possible**
- Pass out the Guidelines for Handling Anger Assertively to older students.
- Thank students for their hard work and remind them that they can keep their Guidelines for Handling Anger Assertively sheets with them at home and at school.

Schedule for the Day

Adjourn

Guidelines for Handling Anger Assertively

1. Do you really feel angry enough to want and need to work on the problem that caused your anger? Take a deep breath and listen to yourself for a minute.
2. Pick an appropriate discussion place and time. If possible, arrange a time beforehand and describe the situation you need to discuss.
3. State the problem in a neutral manner. Avoid blaming, judging and accusing the other person. Blaming and accusing will only cause a defensive counterattack.
4. Make “I” statements about how you feel. Say “I’m feeling frustrated” rather than “You and your stupidity make me feel fed up.” “I” statements rarely put people on the defensive, since they are statements of your own feelings rather than accusations regarding the other person’s behavior. Feelings are not as debatable as behaviors
5. Say what you need. Make your needs clear and very specific. Don’t say that you want the other person to “be more considerate” (in some unspecified way at some unspecified time). Instead, ask for help at a specific time with a specific problem. Don’t ask the person to feel differently, (“Stop being so cruel”); instead, ask for a different behavior, (“Could we talk in calm way instead of yelling and calling names?”).
6. Allow the person you’re talking to time to respond. Allow them to have their own feelings and opinions; after all, you’re entitled to yours.
7. Practice good listening skills when they respond:
 - Look at them when they talk
 - Don’t interrupt until they are finished
 - Acknowledge that you heard what they said – even if you don’t agree
 - Reflect back what you heard
8. Stop the conversation if you feel your anger or the other person’s anger might get out of control. You can always come back later. Heated arguments, with blaming and accusations are never productive. Let the other person know that you are leaving to calm down and you are willing to continue the discussion later.
9. Repeat the process as many times as necessary.

Stress and Relaxation – Breathing

Supplies: none

Greeting: Students share: “One way I dealt with conflict yesterday was ...”

Purpose: Everyone has stress at some time. Some people have difficulty dealing with stress. They may become so overwhelmed that they develop physical or emotional problems. The key is relieving that stress and calming down so you can focus and problem solve. This exercise releases endorphins in the brain and calms, while improving mood.

- Thank students for sharing and encourage them to continue to be aware of their style.
- Ask children to talk about a time they were stressed – ask for volunteers
- Explain that when we are stressed out, we may not make the best decisions.
- Ask children how they feel when they are stressed – physically and emotionally.
- Discuss how important it is to calm down and think about what is important when we’re stressed. Explain that today students will be practicing another relaxation technique.
- Ask children to find their pulse (wrist or neck).
- Have children close their eyes and feel the beat, the rhythm of their own pulse.
- Have children breathe in to the count of eight, (in their own minds), and out to the count of eight, to the rhythm of their own pulse. Instruct children to make sure their stomach inflates when they breathe in and deflates when they breathe out. Practice a few times until students understand. Then have students close their eyes and repeat the exercise 4 or 5 times.
- Have children comment on how they are feeling now.
- Let children know that they can do this exercise anytime and anywhere they need to relax and calm down.
- Thank students for their focus and remind them that it is always a good idea to calm down before and after any confrontation.

Schedule for the day

Adjourn

Building Your Own Self Esteem Practice

Supplies: 3x5 index cards, pens or pencils for older students

Greeting: Students share: "One thing I like about myself is..."

Purpose: when students are faced with the unkindness of others, they sometimes lose sight of what they do well. This exercise helps students to focus on their own competence and skills.

- Thank students for sharing. Let them know you feel positive about them too!
- Ask students to bring an index card and pen or pencil to the group; younger students will do this verbally.
- Explain that sometimes when we are upset, we might forget about the things we do well. Reminding ourselves of our strengths can get us through tough times when we are feeling down.
- Ask students to write down or think about five things about themselves that they do well. Give younger students a few minutes to do this. Give older students five minutes to do this. Assist students when necessary.
- Ask students to share one thing they do well with the class.
- Tell students to keep the list in their desk or book bag, (or in their hearts), and look at the list whenever they are feeling down.

Schedule for the day

Adjourn

Relaxation Exercise – Muscle Groups

Supplies: none

Greeting: Students share: “One thing that relaxes me is ...”

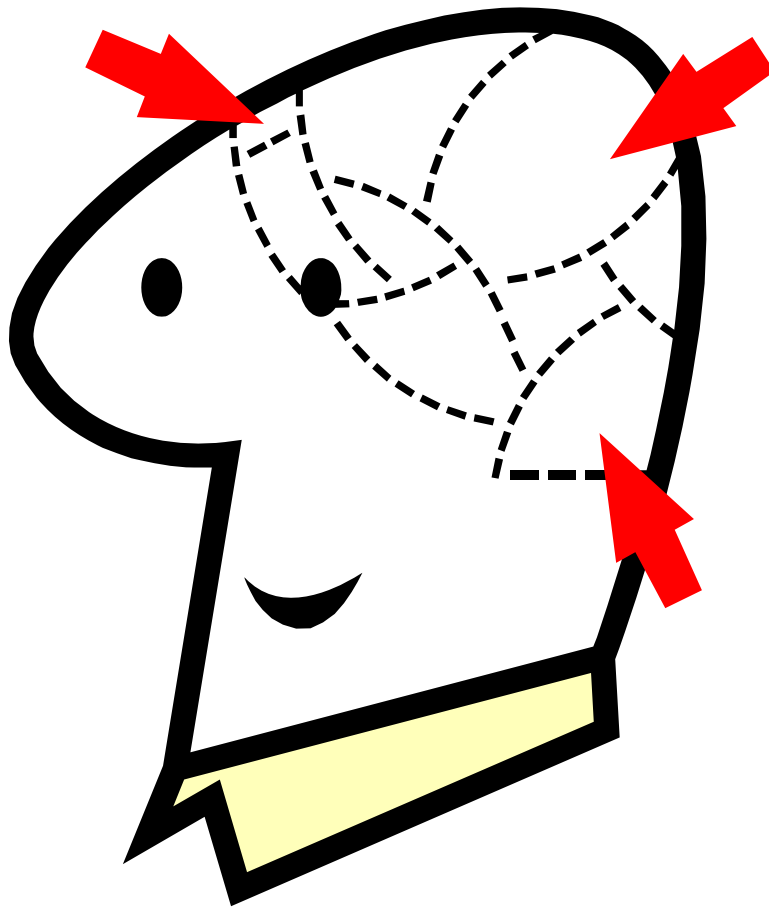
Purpose: Helping children learn a variety of relaxation techniques to use in times of stress.

- Thank students for sharing and suggest students can try different things.
- Remind students of the breathing exercise they learned last session. Ask if any tried it later in the day.
- Explain that today they will learn another relaxation technique they can use.
- Have students sit comfortably and close their eyes. Ask students to focus mindfully on their bodies and what their body is feeling as they move through the exercise.
- Progressively ask students to tighten (holding each for 10 seconds) and release these muscles:
 - Tighten your toes and feet – and release
 - Tighten your calves – and release
 - Tighten your upper legs – and release
 - Tighten your buttocks – and release
 - Tighten your stomach muscles – and release
 - Tighten your back and chest – and release
 - Tighten your upper arms – and release
 - Tighten lower arms and fists – and release
 - Tighten your neck and face muscles – and release
- Ask students how they are feeling after the exercise.
- Explain that students can use this at home whenever they feel stressed or have trouble sleeping.

Schedule for the Day

Adjourn

Learning to Use Our Wise Mind (2nd Grade and Up)



Understanding Wise Mind

As we work with children from kindergarten through high school graduation, we hope to impart them with academic and social wisdom. Wisdom, as most of us know, comes not only from the academic studies we complete, but also from the experience we gain along the way. Learning any new subject or skill takes practice and concentration, no skill is more important than using our Wise Mind. Wise Mind is one of the key concepts of Dialectical Behavioral Therapy, developed by Marsha Linehan (1993), and utilized and expanded by many others.

The concept of Wise Mind is based on the idea that our minds have several different approaches to situations. Reasonable mind is the part of the thinking process that is cool, logical, calculated, and non-emotional. Reasonable mind is great for scientifically and intellectually approaching tasks, (balancing the checkbook, solving math problems, scheduling appointments, baking a cake, or working a crossword puzzle.) Reasonable mind sees the world in terms of numbers, facts, or cause and effect. Reasonable Mind helps us learn new skills by breaking down the steps and doing things in a methodical way. Reasonable mind, however, may miss the emotional nuances of a situation; or step on other's feelings in order to complete a task. Reasonable mind might not be sensitive to others feelings and needs.

Our brain also has an Emotional mind function. Emotional mind is our thinking process that helps us deal with the feeling side of life. Emotional mind keeps us focused on how we feel and how others might be feeling. Emotional mind has reactions to events and people, both positive and negative. Emotional mind helps us feel love, closeness and joy. It also allows us to feel anger, frustration, and rejection. When emotional mind has extreme and intense reactions to situations, it can make it difficult to use our Reasonable mind, for example, when faced with danger, some people will fight, run or freeze. Someone who is feeling extremely sad may find someone else's happiness extremely aggravating and may lash out. Someone, who is extremely elated about an event, may think everyone else is as excited as they are. Emotional mind can sometimes skew our perception of things

Emotional mind is just as important as Reasonable mind. The key is to integrate the two parts of our thinking process into a holistic way of looking at situations and dealing with relationships. Wise Mind is that integration. Wise Mind brings together the logic and reasoning and the emotional sensitivity that is needed to approach situations in a calm, neutral and caring way. Wise Mind is aware of the facts of a situation, the emotional reaction to those facts, and has the ability to manage strong thoughts and emotions to encourage a positive outcome. Wise Mind allows us to note when we feel overwhelmed, and make a plan to remedy to situation. Wise Mind allows us to see the reality of a situation and respond in a controlled way. Developing our Wise Mind takes practice and focus. The following section breaks Wise Mind down into manageable steps, through classroom activities, and lots of practice. Wise Mind can help students succeed both academically and socially for life. The exercises are appropriate for all ages, abilities and grade levels, from second grade and up.

Wise Mind

Supplies: flipchart and markers

Greeting: Students share: “I notice you...” (Said to the person to the left)

Purpose: The concept of “Wise Mind” comes from the work of Marsha Linehan and others, working with difficult populations of high risk adults and children. Their work has evolved into a series of techniques that all children and adolescents can benefit from (Hayes, Follette & Linehan, 2004). Wise Mind is a combination of logical mind and emotional mind; meaning that children can think through a particular problem logically while observing their own feelings and the feelings of others. Wise mind helps students successfully problem solve the most challenging issues and situations.

- Thank students for their observations.
- Explain that today students will discuss **Wise Mind** (Write this on the flipchart).
- Explain that everyone has two different thinking functions.
- Write **Reasonable mind** on the flipchart and explain that this is the part of our mind that is logical and unemotional. Ask students what tasks Reasonable mind might be useful for? Examples:
 - Gathering facts
 - Working out math problems
 - Working crossword problems
- Explain to students that we also have an **Emotional mind** function in our brain (Write the phrase on the flipchart). This is the feelings function in our thinking. Ask students what tasks Emotional mind might be useful for? Examples:
 - Warning us of danger
 - Expressing our feelings
 - Being sensitive to other’s feeling
- Explain that only using Reasonable mind might cause us to be insensitive to others. Only using Emotional mind might cause us to miss the facts of a situation and might cause us to react instead of choosing a response.
- Explain that Wise Mind is the combination and integration (when we put both together) of Reasonable and Emotional mind. Wise Mind allows us to see what is really happening, notice our feelings and other’s feelings, and solve problems in a way that is sensitive and effective for everyone. Write a plus (+) sign between Reasonable mind and Emotional mind on the flipchart.
- Thank students for their help. Explain that they will be focusing on Wise Mind in the next few sessions.

Schedule for the Day

Adjourn

The Structure of the Wise Mind

Supplies: flipchart and markers, What Wise Mind Does sheets (one for each student)

Greeting: Students share: “Yesterday I used Reasonable mind to...”

Purpose: This session focuses on further explaining Wise Mind

- Thank students for being aware of Reasonable mind
- Explain that today they will be exploring how Wise Mind works.
- Write the phrase **Wise Mind** on the flipchart page. Explain that Wise Mind has these characteristics (write bolded words on flipchart)

Wise Mind **OBSERVES** our self and others – both feelings and behaviors

Wise Mind **DESCRIBES** what is happening and how we are feeling without reacting

Wise Mind **PARTICIPATES** in the situation by choosing a response rather than reacting

Wise Mind is **NON-JUDGMENTAL** with our self and others

Wise Mind acts **ONE-MINDFULLY** – focusing only on the moment or the situation at hand; not on everything else that may or may not happen or has happened in the past

Wise Mind acts **EFFECTIVELY** – it focuses on solutions and on doing things that work. It works on feeling effective through practice and support (based in part on Wise Mind, DBTSelfHelp.com, 2010).

- Ask students how these skills might be helpful.
- Remind students that when we use our Wise Mind we can solve problems more efficiently, stay aware of ourselves and others, and work in a cooperative way to make sure everyone gets what they need.
- Ask students to practice using their wise mind today and explain that they will be practicing the skills for using Wise Mind in the coming sessions.

Schedule for the Day

Adjourn

What Wise Mind Does

Wise Mind **OBSERVES** our self and others – both feelings and behaviors

Wise Mind **DESCRIBES** what is happening and how we are feeling without reacting

Wise Mind **PARTICIPATES** in the situation by choosing a response rather than reacting

Wise Mind is **NON-JUDGMENTAL** with our self and others

Wise Mind acts **ONE-MINDFULLY** – focusing only on the moment or the situation at hand; not on everything else that may or may not happen or has happened in the past

Wise Mind acts **EFFECTIVELY** – it focuses on solutions and on doing things that work. It works on feeling effective through practice and support.

(Based in part on Wise Mind, DBTSelfHelp.com, 2010)

Using Wise Mind - Observing Ourselves

Supplies: flipchart with markers, paper and pens or pencils (for students third grade and up; for younger students you will process the observations with them)

Greeting: Students share: “This morning I noticed...”

Purpose: Learning how to observe self and others is an important skill for getting along well and moderating our own behavior (Miller, Rathus & Linehan, 2007). As students become more and more involved in electronic communication, the ability to wait and observe the nuances of interactions is beginning to go by the wayside. It is imperative for students to learn to observe their own reactions to events, *WITHOUT* acting on those reactions, in order to choose a response, rather than to simply react. It is also important for students to be aware of their senses and their reactions, to learn to calm themselves; and not act on impulse, or out of anger or fear, in situations that do not require an immediate response.

- Thank students for sharing their observations during the greeting.
- Explain that today they will be observing themselves and their own feelings and body reactions.
- Explain that you will be having students close their eyes and notice themselves only.
- Explain that learning to observe things around us also involves being aware of ourselves
- Explain that after students observe themselves for 1 minute, you will ask them to write down the answers to these questions on their paper, or process verbally.
- Write this on the flipchart
 - Please Notice Your:
 - Muscle tension
 - Breathing
 - Skin sensations
 - Smells
 - Feelings
- Ask students when it might be important to notice how they are reacting to something or someone. Explain that learning to observe and be aware, without reacting, is a very important part of using Wise Mind.
- Thank students for their hard work and ask them to observe themselves today.

Schedule for the Day

Adjourn

Using Wise Mind - Observing Others

Supplies: None

Greeting: Students share: “Right now I am feeling...” (Remind students to just observe their feelings without making judgments about those feelings)

Purpose: The previous session was designed for students to observe themselves without any judgments. Today’s session is designed to have students learn to observe others without making judgments.

- Thank students for sharing non-judgmentally.
- Break students into pairs by having them count off 1-2.
- Explain to students that today they will be practicing observing others for 3 minutes. Explain that when observing others, it helps to approach the task like watching an educational film – observe the facts, without emotion or judgments.
- Explain that in conflict situations it is most important to observe the other person, in order to use our
- With older students ask students to look at each other and write down observations about the other student, without making any judgmental comments.
- For younger students, ask students to take turns looking at and describing the other student. Make sure to tell them not to make comments about what they think of the other student, just what they see.
- Ask students to talk about how it felt to observe only, and how it felt to be observed.
- Thank students for their hard work. Ask them to be mindful of just “observing” others.

Schedule for the Day

Adjourn

Using Wise Mind - Observing Situations

Supplies: flipchart and markers, picture of people interacting in a positive way

Greeting: Good morning! (Said to the class as a whole)

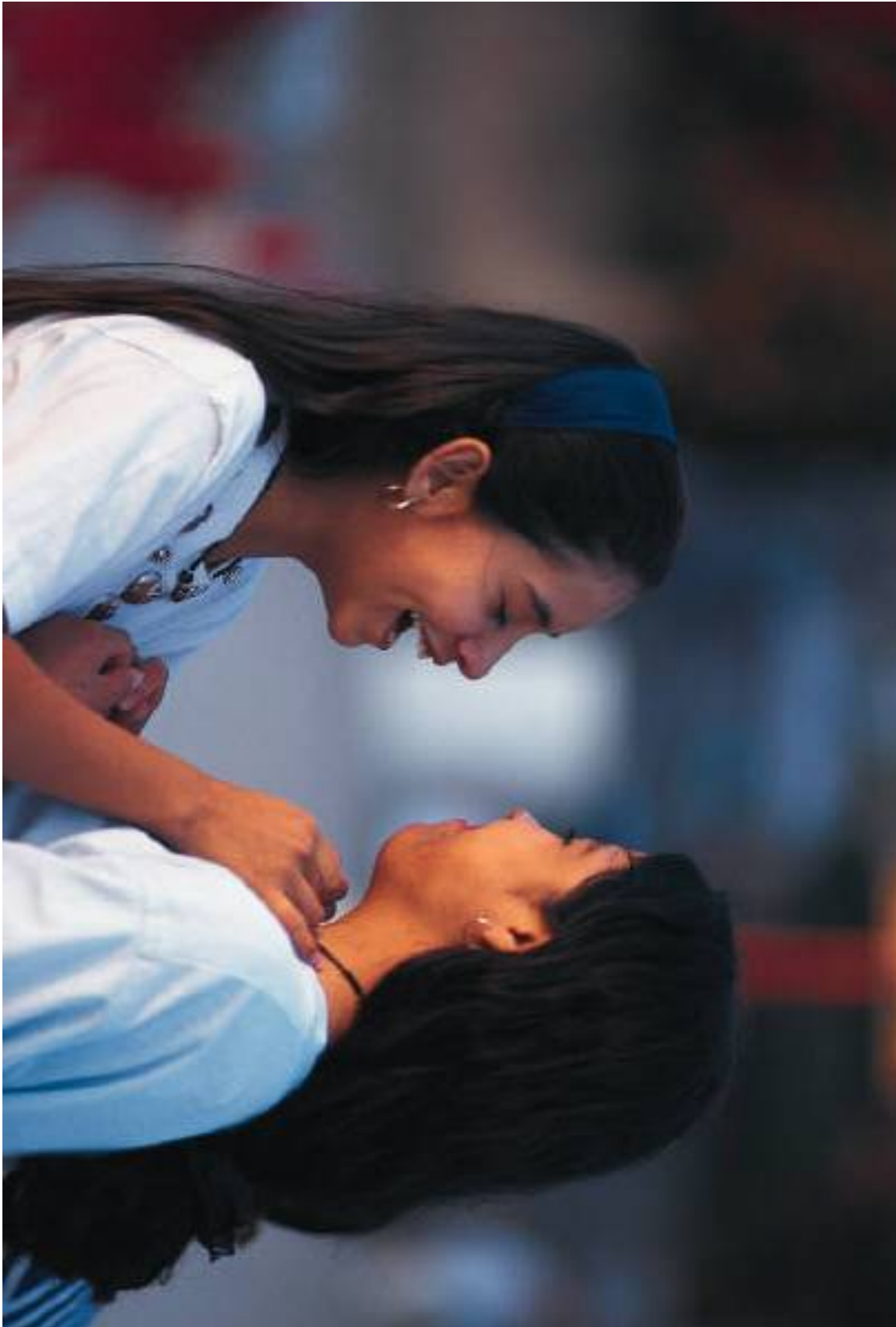
Purpose: Today's session will help students begin to learn how to observe themselves and others during interactions. The ability to simply observe situations, noting what is happening and noting your own feelings without acting on them, can help students minimize the trauma of bullying situations and help them in their quest to respond rather than react.

- Explain to students that today they will be practicing observing others in a different way. They will be looking at a picture, and making observations about what they, (see picture on next page). (You may simply hold the picture up, or make copies of the picture to give to each student. At the end of one minute, take the picture down or ask students to turn their pictures down.)
- Write **Observing Others** at the top of the flipchart page. Write these questions on the flipchart, and explain that you want students to answer these questions inside, while they look at the picture for one minute:
 - **What is happening?**
 - **What are the people feeling?**
 - **What are you feeling?**
 - **Does anything need to be done?**
- Explain that many times, people only have a minute or so to assess a situation. Ask students if they were able to be aware of the four things asked.
- Explain to students that they will be given another chance to practice. Hold the picture up, again.
- Ask students to process the four questions, non-judgmentally, as a group. Did different students have different responses? Praise students for noticing feelings, but not reacting.
- Thank students for working so hard. Explain that they will be continuing to practice observing, for the next few session.
- Ask students to be mindful of observing situations today.

Schedule for the Day

Adjourn

Picture I



Using Wise Mind - Observing Situations Practice I

Supplies: flipchart page from previous session, picture of people interacting in an angry way

Greeting: Students share: “One thing I did in a positive way yesterday was...”

Purpose: Helping to empower students to respond to situations in a positive way by controlling their reactions and behaviors. Today’s session will focus in a more in-depth way on observing situations in a neutral way and noticing our own feelings.

- Thank students for sharing
- Remind students of the activity from the previous session. Explain that today they will be observing another situation.
- Use the page titled Observing Situations and the questions from the session before on the flipchart and explain that you want students to answer these questions inside, while they look at the picture:
 - What is happening?
 - What are the people feeling?
 - What are you feeling?
 - Does anything need to be done?
- Ask students if they were able to be aware of the four questions asked.
- Explain to students that they will be given another chance to try. Use the picture again.
- Ask students to process the four questions, without making judgments on each other’s answers. Did different people have different responses? How might that affect what they do? Thank students for observing and describing the situation, but not acting on it.
- Thank students for working so hard. Explain that the next session will focus on observing situations as well.
- Ask students to be mindful of observing situations today.

Schedule for the Day

Adjourn

Picture II



Using Wise Mind – Observing Situations Practice II

Supplies: flipchart page from previous session, picture of people interacting in an angry way

Greeting: Students share: “One situation I observed yesterday was...”

Purpose: Helping to empower students to respond to situations in a positive way by controlling their reactions and behaviors. Today’s session will focus in a more in-depth way on observing situations in a neutral way and noticing our own feelings.

- Thank students for sharing
- Remind students of the activity from the previous session. Explain that today they will be observing another situation.
- Use the page titled Observing Situations and the questions from the session before on the flipchart and explain that you want students to answer these questions inside, while they look at the picture:
 - What is happening?
 - What are the people feeling?
 - What are you feeling?
 - Does anything need to be done?
- Ask students if they were able to be aware of the four questions asked.
- Explain to students that they will be given another chance to try. Use the picture again.
- Ask students to process the four questions, without making judgments on each other’s answers. Did different people have different responses? How might that affect what they do? Thank students for observing and describing the situation, but not acting on it.
- Thank students for working so hard. Explain that the next session will focus on observing situations as well.
- Ask students to be mindful of observing situations today.

Schedule for the Day

Adjourn

Picture III



Using Wise Mind - Describing but Not Acting

Supplies: paper and pencils for older students

Greeting: Students share: "Something I saw once that upset me was..."

Purpose: Students and adults experience many feelings during the day. It is important that we all learn to understand and express those feelings in a non-disruptive, non-violent way. Today's session will help student to identify their own and other's feelings, but not act on those feelings.

- Thank students for sharing.
- Explain to students that today they will once again be working on their ability to describe their own and someone else's feelings, but not act on the feelings.
- Explain that you will say a phrase in different ways and you want the students to notice how they are feeling when you say it. Explain that you want students to also be aware of how you (the speaker) might be feeling as well. Ask them not to express their feelings until you ask. (You may ask older students to write down their feelings after each statement. Ask them also to write down the feelings the speaker might be having, as well.)
- Say this phrase: "Really, I don't mind. Do what you want." Change the tone and speed of your speech to reflect different attitudes and meanings. Make your voice:
 - Angry and loud!
 - Soft and scared
 - Slow and sneaky
 - Cheerful and happy
 - Warm and friendly
- Ask students for their responses after each statement. As ask them to talk about what someone might be feeling, or trying to say, after each statement, as well.
- Emphasize that you made the same statement each time, but your tone elicited different feelings. Remind students that tone, as well as words, communicates meaning and emotions. Thank students for their hard work.
- Praise students for simply describing their feelings, but not acting on them. Explain that this is an important skill to learn.
- Ask students to be mindful of observing others communication today.

Schedule for the Day

Adjourn

Using Wise Mind - Choosing Your Response

Supplies: Chain of events sheets

Greeting: Students share: “One time when I was really angry I....” (Remind students to be non-judgmental.)

Purpose: Many adults, and students, believe they act automatically when someone does something they don’t like. Some students react impulsively when they get upset. Helping students to slow down, think about, and choose a response, can make all the difference in their school career. Breaking things down into observations, internal description of feelings of them selves and others feelings without acting on it, allows them to fully participate in choosing a helpful response.

- Thank students for sharing. Explain that different people have different responses when they are angry. Some of those responses are positive, and some can be costly in terms of consequences.
- Explain that today students will be working on choosing a response when they are upset, instead of reacting automatically.
- Remind students that they have been working on observing and describing their own and others feelings. They have also been observing situations without reacting. Explain that this means they are ready to try choosing a response on real situations.
- Take several of the situations the students mentioned in their greetings. Ask the students if they are willing to discuss the situations and get support from the group. Do not force a student to discuss a situation.
- Ask the student why the situation made them angry? What were they thinking at the time? Ask the student:
 - What happened before the incident?
 - How they were feeling before the incident?
 - What else they might have been feeling?
 - What were they thinking and feeling after the incident?
- Ask the student how they acted on their feelings.
- If the student acted in an appropriate way, have the other students praise them and support their decision.
- If the student acted inappropriately, ask the other students what ideas they have for improving the situation next time. Thank students for the help and support.
- Ask students to take a Chain of Events sheet and complete it on a situation tonight.

Schedule for the Day

Adjourn

(Repeat this session three times now and at intervals throughout the year)

Chain of Events

1. What was the upsetting event?

2. What was happening right before you got upset?

3. How were you feeling before it happened? _____
Tired ___ Lonely ___ Hungry ___ Angry ___
Stressed ___ Happy ___ Incompetent ___ Calm ___

4. How were you feeling while it was happening ? -

5. What did you think about:
Yourself: _____
The other person: _____

6. What did you do? _____

7. How did you feel afterward? _____

8. What did you think afterward? _____

9. What did you do afterward? _____

10. What can you do to make yourself feel better?

11. What could you do differently next time?

12. Who can help you make a plan?

Using Wise Mind - Non-Judgmental With Our Self

Supplies: none

Greeting: Students share: "One thing I don't like about myself is..."

Purpose: This session will help students to begin the process of feeling compassion for self and others. Applying compassion to situations helps to ease feelings of worthlessness or inadequacy. This session must be handled carefully in order to support children when they are feeling vulnerable. Being non-judgmental with ourselves and others prevents defensiveness and the tendency to condemn ourselves and others.

- Thank students for their courage and willingness to share.
- Explain that everyone has things they don't like about themselves. Explain that when we judge ourselves in a harsh light, it's like being mean to ourselves.
- Explain that today, we will talk about ways to be nice to ourselves and accept ourselves in a positive way.
- Remind students that what people share in the meetings are private and are not to be mentioned to anyone outside the group and are not to be made fun of at any time.
- You will probably hear several students mention the same foible. Take that flaw and note that many people feel that way.
- Ask students to brainstorm ways to take that weakness and turn it into a positive. For instance:
 - Turn stubbornness into persistence
 - Turn timidity into thoughtful observing
 - Turn perfectionism into conscientiousness
 - Turn boisterous into outgoing and friendly
 - Turn talking too much into well spoken
- Explain that weaknesses are just opportunity to grow and get better at something.
- Ask students to support their fellow students today and to quietly tell each other positive things about each other today.

Schedule for the Day

Adjourn

(Repeat this session as needed throughout the year)

Using Wise Mind - Non-Judgmental with Others

Supplies: Flipchart and markers

Greeting: One kind of person I don't like is....

Purpose: Bullying and other aggression happens when people are judged to be different than self. All of us tend to judge others. Sometimes we judge them based on their appearance, sometimes because of their racial or ethnic group, sometimes based on how they talk. There are many different ways to judge others, some of them helpful, some of them not.

- Ask students to discuss ways that people judge others. Write their answers on the flipchart.
- Ask students to talk about ways they judge people – clothes, appearance, activities, etc.
- Ask students if they think that one particular characteristic can totally define another person. (Is a person just his/her clothes, race, sports skills, voice, etc?)
- Ask students to discuss a time they felt judged.
- Ask students what can be done about judgmental behavior.
- Write down their answers
- Ask students to practice being non-judgmental with others today and for the rest of the year.

Schedule for the Day

Adjourn

(Repeat this session as often as necessary throughout the year)

Being Non-Judgmental – Using Compassion

Supplies: Flipchart and markers, 3x5 index cards, pencils or pens

Greeting: Students share: “One thing I am hard on myself about is...”

Purpose: Compassion is a concept we do not see very often today. The mass media seems to send a message that we must all be perfect and think the same way as the different factions vying for our attention. “If you’re not with us, you’re against us”, and we may condemn you in vitriolic ways. Many students see the images portrayed by the media and feel they don’t measure up. It is important for students to learn to be compassionate with themselves and others. In the words of the great chief Seneca, “Wherever there is a human being, there is an opportunity for a kindness.” This session focus students on the ideas of being kind to themselves and others.

- Thank students for sharing. Explain that we are all hard on ourselves for something. Sometimes this is good and sometimes it can be bad.
- Explain that sometimes, we can be really cruel to ourselves and others. It is good to have high expectations of yourself and others, but it is wrong to judge harshly when people aren’t able to meet those expectations. Remind students they have previously discussed their strengths and weaknesses. No one is good at everything. We all have some things we are not good at. Explain that when failure happens, it is important that we treat each other, and ourselves, with compassion.
- Write **Compassion** on the top of the flipchart page. Ask students to define compassion, for example: Seeing and understanding that someone is suffering, and wanting to alleviate that suffering (wanting to make them feel better). Write their definition on the page.
- Explain that compassion requires us to be non-judgmental and kind, with ourselves and others. It requires that we see ourselves, and others, as human beings, worthy of love and caring. It allows us to forgive weakness and lend support in order to build others up when they are down.
- Explain that to help students understand compassion, they will discuss some steps to getting there (write these on the flipchart page:
 - 1) **Understand what the hurt is, and where it came from**
 - 2) **Identify the emotions that are attached to the hurt**
 - 3) **Apply understanding, kindness, and comfort**
 - 4) **Apply love to the human being within the situation**
 - 5) **Focus on solutions rather than blame**
- Ask students to discuss what they think about applying these steps for compassion. Ask them if they think they might be able to use compassion if they focus on the steps. Ask students to write the steps on their cards and practice regularly. Remind them regularly.

Schedule for the Day

Adjourn

Observing Our Emotions Practice

Supplies: flip chart, markers, drawing of Think-Feel-Do Cycle

Greeting: Students share: “Today I feel”

Purpose: Helping students become more aware of the reactions they have to other’s behavior. This session reinforces the idea that we can control our thoughts, feelings and actions. Assisting students to observe their thoughts and feelings, rather than reacting to them, can help them protect themselves from the harmful behavior of others.

- Thank students for sharing.
- Ask students to think about a recent movie they have seen.
- Ask them if they believe the actors really feel all of the emotions they show on the screen.
- Explain that the actors (or the people who speak for the animated characters) are just pretending to feel the feelings they express.
- Most actors learn how to act by watching how people express their feelings – their body language, tone of voice and facial expressions – and mimicking those things.
- Ask students if they have ever been in situations where they had to pretend, (pretend to be happy about a yucky present from a relative, pretend to be happy to see a relative, pretend to be interested in what someone was saying, etc.).
- Explain that we learn a lot about people by just observing how they express their ideas and feelings.
- Explain that we can learn a lot about ourselves by just observing how we think and feel and act. We can watch ourselves.
- Give students the assignment to observe themselves (observe but not react) for the rest of the day, in different situations.

Schedule for the Day

Adjourn

Using Wise Mind - One-Mindfully

Supplies: raisins, grapes or other small fruit

Greeting: Students share: "Yesterday I used my wise mind when..."

Purpose: Using brief activities to help children learn to focus on just one thing at a time.

Regular mindfulness activities have shown to help children make the transition from home to school, help them develop their ability to concentrate, calm them, and reduce aggressive behaviors (Hart, 2004). Mindfulness is non-judgmental. Explain that the point is to keep their focus on only one thing at a time. Mindfulness practices and techniques can be used any time of the day. Most mindfulness activities take no longer than 5 minutes.

- Thank students for sharing and for using their Wise Mind.
- Explain to student that being able to focus on one thing at a time can be useful in completing tasks and letting go of worries.
- Ask students to clear their minds of everything before you start.
- Give each student a piece of fruit. Ask students to:
 - look at the outside of the fruit
 - feel the outside of the fruit
 - smell the outside of the fruit
- Now ask each student to close their eyes and place the fruit on their tongue, without chewing. Ask students to notice the feel and the taste of the fruits on different parts of their tongue.
- Ask students to chew the fruit very slowly, noting the taste and the texture.
- Process the experience with the children and praise them for focusing on just the one thing. Ask students if it was possible to think of other things when focusing so intently. Explain that focusing on one thing at a time helps to get things done more effectively.
- Encourage children to eat slowly today at lunch and really notice what they are eating. Suggest they take each task today and focus on that task alone.

Schedule for the day

Adjourn

Using Wise Mind Being Effective (Part I)

Supplies: flipchart and markers

Greeting: Students share: “Something I did mindfully today is...”

Purpose: Today’s session will be focused on helping students understand effectiveness. Being effective not only means making good choices – solutions that work – but also acting effective when doing tasks. Feeling and acting effective encourages continued effort and eventual success. Many students with poor social or academic skills have great difficulty seeing themselves as competent and capable. Helping children recognize what they do well, and how to act effectively can make the difference between continued poor choices and personal success. No one can change when they do not feel effective.

- Thank students for sharing and for being mindful.
- Explain that students have already discussed how everyone has some weakness.
- Explain that everyone also has something they do well, something they are good at.
- Ask students to each share something they do well. (It might be difficult for some children to come up with a skill. Teachers may have to name something for them.)
- Explain that when we do things well, we are being effective. Explain that students can take the skills they use for being effective in one thing and use those skills to help them become effective in other areas. Explain that they will be talking more about being effective in the sessions to come.
- Thanks students for sharing, and ask them to think about the skills they use when they are doing the things they are good at.

Schedule for the Day

Adjourn

Using Wise Mind Being Effective (Part 2)

Supplies: flipchart and markers

Greeting: Students share: “Yesterday, I was effective at...”

Purpose: Today’s session will continue the focus on helping students understand effectiveness. Being effective not only means making good choices – solutions that work – but also acting effective when doing tasks. Feeling and acting effective encourages continued effort and eventual success. Many students with poor social or academic skills have great difficulty seeing themselves as competent and capable. Helping children recognize what they do well, and how to act effectively can make the difference between continued poor choices and personal success. No one can change when they don’t feel effective.

- Thank students for sharing and for thinking about effectiveness.
- Ask students what they think it takes to do something well.
 - Practice
 - Skill
 - Knowledge
 - Support
 - Hard work
 - Listening
- Write down their answers on the flipchart page. Ask students to think about things they are not so good at. Ask students if they think that applying some of these skills to the things they are not good at could help them improve.
- Explain to students that when they take steps to do something well, they can act with more confidence, which is a part of being an effective person.
- Thank students for their hard work. Ask students to try to apply some effectiveness skills to a subject they are struggling with.

Schedule for the Day

Adjourn

Being Effective Practice (Part 3)

Supplies: flipchart and markers

Greeting: Students share: “Yesterday I practiced...”

Purpose: Today’s session will continue the focus on helping students understand effectiveness. Being effective not only means making good choices – solutions that work – but also acting effective when doing tasks. Feeling and acting effective encourages continued effort and eventual success. Many students with poor social or academic skills have great difficulty seeing themselves as competent and capable. Helping children recognize what they do well, and how to act effectively can make the difference between continued poor choices and personal success. No one can change when they do not feel effective.

- Thank students for sharing and for practicing.
- Remind students that the previous sessions focused on becoming more effective in their daily tasks. Explain that today, students will be discussing looking and acting more effective. Explain that sometimes, just looking and acting confident can make things go more smoothly.
- Write the phrase **Looking and Acting Effective** at the top of the flipchart page. Ask students what they think it takes to look confident and effective, for example:
 - Standing up straight
 - Good eye contact/attentive
 - Calm, firm voice
 - Relaxed body
 - Strong facial expression or smile
 - Information and/or questions outlined ahead of time
 - Sticking to the point
- Write down their answers. Add your own suggestions in the form of questions.
- Ask students to sit or stand and put their suggestions into action.
- Ask students to be mindful of looking and acting effective today.

Schedule for the Day

Adjourn

Mindfulness Practice -Crackers

Supplies: crackers

Greeting: Students share: “One thing I was mindful about today was...”

Purpose: Children practice a mindfulness skill. For this practice the teacher brings in crackers.

- Thank students for sharing and for being mindful.
- Provide each student with a cracker
- Ask students to look at, smell, and feel the cracker
- Ask students to put the cracker in their mouth and just holds it on their tongue – can they feel the sharp edges; what is the first taste they notice?
- Tell the students to chew the cracker slowly – how does it feel as they chew it? Does the taste change? What does it feel like to swallow it?
- How do the student’s mouths feel after they swallow the cracker?
- Process and praise them for focusing on only one thing at a time.
- Remind students to be mindful of one thing at a time today.

Schedule for the day

Adjourn

Practicing Gratefulness

Supplies: none

Greeting: students greet the students next to them in Swahili: Jambo? (pronounced: Jahmbo? How are you?)

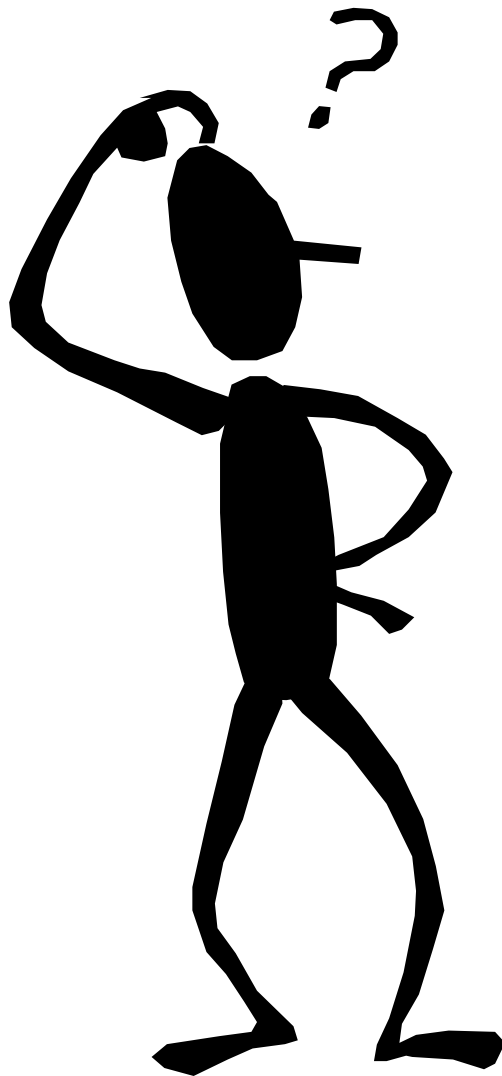
Purpose: Reminding ourselves to be grateful for the good things in life can help when things are going wrong and we are feeling down in the dumps.

- Thank students for the creative greeting.
- Ask each student to talk about something they are grateful for today.
- Explain how important it is to remind ourselves of the good and positive things in our life and how it can make us feel better in difficult times.

Schedule for the day

Adjourn

Problem Solving Skills



The Need to Teach Problem Solving

Most children don't learn math and grammar in one lesson. They need repetition and review on a regular basis. They need to look at the process for each subject in a number of different ways. Many adults don't yet understand how to problem solve, and may continue in a rigid, negative manner when faced with a difficulty. They may avoid the problem; or make impulsive decisions.

Problem solving is a skill that comes with time and practice. Introducing the problem solving process for negative interactions, or friendship issues, can really help students focus on the solution to the problem, rather than to feel bad about themselves or others. Problem solving reduces frustration and gives students a sense of hope. When faced with any stressful event, they can feel more in control, because they can look at options. Remember, students have different learning styles. Some will get what you are talking about immediately, some need examples. Some need to do it to understand. All students need to practice over and over.

The Problem Solving Process

Supplies: flip chart and markers, paper and pencil, copies of Problem Solving worksheet for older students

Greeting: Students share: “One thing that is a problem for me is...”

Purpose: Use the attached problem solving worksheet to help children learn to use the problem solving process (for children second grade and up). For younger children simply walk through the exercise with them.

- Thank students for their willingness to share.
- Ask older students to bring a pencil or pen; younger students will work through the exercise verbally.
- Explain that every problem has solutions and the focus today is on learning to find positive solutions. Explain that today students will be discussing problem solving.
- Provide copies of the problem solving worksheet to each older student; for younger students, copy the Problem Solving Model (following page), one step at a time, on the flipchart.
- Present the problem scenario:
 - John and Max both want to play basketball with their group of friends. The school only has one basketball. Max gets the ball first. John and his friends are angry.
- Process thru the problem solving model together.
- Remind students that problem solving is a part of using “Wise Mind”.
- Ask students to solve one problem today using the using the problem solving process. Remind them that you will have extra problem solving worksheet available if they would like to use the worksheet to work through the problem.

Schedule for the day

Adjourn

The Problem Solving Model

- ✓ **Define the Problem**
 - **Whose problem is it?**
 - **What is the real problem?**
- ✓ **State opinions**
- ✓ **Reflect what the other person says and feels**
- ✓ **Brainstorm solutions**
- ✓ **Discuss the pros and cons (good and bad consequences) of each solution**
- ✓ **Pick one solution to try**
- ✓ **Review what you have decided**
- ✓ **Set a time to evaluate and discuss**
- ✓ **Choose an alternative if necessary**

The Problem Solving Model Worksheet

Everyone experiences problems in their lives at one time or another. Some problems have to do with work that needs to be done. Some problems occur when there are disagreements between people. Some problems involve deciding what choice to make when something happens. The problem solving process makes it easier to decide on the best solution.

1. What is the Problem? Whose problem is it? What is the real problem?

2. State your opinion about the problem. If two people or more are involved, each person states their opinion and reflects back on what they heard the other person say. Reflecting back means to repeat what they other person said.

3. Brainstorm Solutions – each person gives a variety of solutions to the problem. No solution is wrong. Talk about the pros and cons of each solution

1 _____

2 _____

3 _____

4 _____

4. Choose one solution to try

5. Review the decision - who will do what?

6. Set a time to discuss the solution and evaluate how things are going

7. Adjust the approach or try another solution _____

Problem Solving Practice I

Supplies: pencils, problem solving sheets or flipchart and markers for model

Greeting: Students share: “One problem I solved yesterday was...”

Purpose: Reviewing the problems students solved from the day before. Encourage students who may not have completed their assignment to try again. Pay attention during the day to students’ efforts to problem solve; notice them when they do it.

- Thank students for sharing.
- Ask students to bring their problem solving sheets with them to the meeting.
- Ask students to talk about how the problem solving process worked – was it easy or difficult.
- Ask students how they felt afterward – calm or upset.
- Ask the students if they plan to follow the solutions they decided on.
- Encourage students to take a problem solving sheet anytime they have a problem. Encourage them to keep trying. Let them know it gets easier.

Schedule for the day

Adjourn

(Repeat this lesson at least three times and throughout the year as needed)

Problem Solving: Choices and Consequences

Supplies: Problem Solving Sheets, pencils, or flipchart and markers

Greeting: Students share: "One thing I like to do is ..."

Purpose: Helping student understand that every action has a reaction. That reaction is called a consequence. Sometimes we see the consequences for choices we make right away. Sometimes we don't see the consequence until later. Sometimes we have unintended consequences. Consequences can be natural or logical. Helping children learn that they are in control of many of those consequences can empower them to make better choices.

- Thank students for sharing. Express interest in the things they like to do.
- Explain that today students will be working on problem solving again.
- Explain that consequences are the things that happen because of choices we make. They can be positive or negative
- Write **Consequences** at the top of the flipchart page. Write bolded phrases on the flipchart page. Explain that **natural consequences** happen without any planning and **logical consequences** are planned ahead of time.
- Give examples of natural consequences
 - You forget to bring in your bike and it is stolen
 - You eat too much spicy food and your stomach hurts
- Give examples of logical consequences
 - You study really hard for a test and get an A
 - You stay out too late and get grounded
- Ask students to think of a positive or negative consequence they experienced recently and whether it was natural or logical. Ask students first to talk about natural consequences they have experienced. Ask students to talk about logical consequences they have experienced. You may need to assist students in categorizing their consequences.
- Explain that we can't always control natural consequences, except by trying to plan ahead. Explain that we have a lot of control over logical consequences, as they are consequences we know about ahead of time.
- Suggest students think about how problem solving can affect their positive or negative consequences. Ask them to share their thoughts.
- Thank students for their hard work. Ask students to think about the natural and logical consequences that follow from their choices today.

Schedule for the Day

Adjourn

(Repeat this session at least three times)

Problem Solving Practice II

Supplies: flipchart and markers, problem solving sheets

Greeting: Students greet the students on either side by name in Albanian: *Tungjatjeta* (pronounced: To-nyat-yeta)

Topic: Problem Solving – The idea behind today’s session is to practice problem solving. Take a real life problem one of the students is having and walk through the problem solving model together. Getting opinions and suggestions from others, can illustrate how we can ask others for help, and how to open our minds to different solutions. This process also helps students to invest in each other.

- Thank students for their creative greetings.
- Explain that today students will be practicing problem solving, with a real life problem. Ask for a student to volunteer a minor problem they are having or bring up a problem you are having with the class as a whole.
- Use the problem solving model and the flip chart to outline the process.
 - What is the problem? Who is it a problem for? What is the real problem?
 - State opinions about the problem.
 - Brainstorm solutions for the problem.
 - Look at the pros and cons of each solution.
 - Choose one or two solutions to try.
 - Review the actions that will be taken. (Who will do what, when?)
 - Set a time to follow up to review how things are going.
- Have the group share ideas and opinions to help the student, or the group, and work through the problem solving process.
- Ask the student/s to choose a solution to try and set a time to follow up.
- Thank students for their hard work and support. Remind them to continue to use the problem solving process when issues arise.

Schedule for the Day

Adjourn

(Use this process on a regular basis with individual students or as a group)

Problem Solving – Following Up

Supplies: flipchart page from the day before

Greeting: Students greet the person on their left, by name, in Bosnian: Dobro jutro (pronounced: Doh-broh joo-troh)

Topic: Problem Solving – Helping students learn to follow up with others and evaluate and tweak solutions. Many times students try one solution, one time, and give up when it doesn't work. Learning to be creative, flexible, and persistent, in their response to problems, helps students develop resilience in the face of adversity. Getting feedback and support from others reinforces a child's ability to adapt their responses, and feel a sense of hope.

- Thank students for their greetings. Praise them for their willingness to try new things.
- Ask the student/s from the previous meeting how things went when they tried their solution.
- If the student/s lacked the courage to try it out, empathize with how difficult it can be to try something new. Ask what made it most difficult to try. Lend support and then and problem solve as a group to find a more doable solution.
- If the student/s tried the solution and it worked, you or the group congratulate the student/s, and express faith in them.
- If the student/s tried the solution and it didn't work; praise the student's efforts and discuss choosing another solution.
- Show faith or have the group lend support and faith in the students' ability to solve the problem.
- Thank students for their help and support. Remind them to practice problem solving everyday. Explain that you are always available with help and support when they need it.

Schedule for the Day

Adjourn

Stress Relief – Soothing

Supplies: none

Greeting: Students greet the people on either side, by name, in Portuguese: Bom Dia (pronounced: Bomb Dee ah)

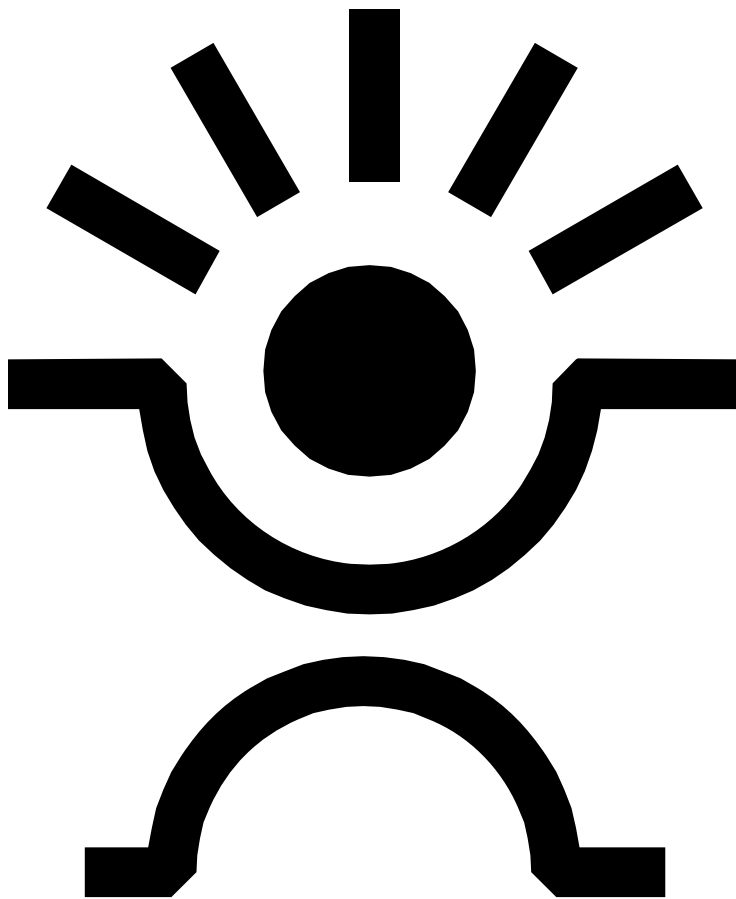
Purpose: showing students another technique for reducing stress, Soothing

- Thank students for their greetings.
- Explain that today students will be learning another stress relief technique. Explain that problem solving, and trying new solutions, can sometimes be stressful. Explain that it is very hard to solve problems in a positive way when we are totally stressed out! People rarely make good choices when they are upset.
- Explain that it is a good thing to find a way to relieve stress, and calm down, before trying to problem solve. Explain that it is also a good idea to be calm and centered when trying out a new solution. Calming down gives us the chance to see ourselves as effective, and plan how to use new strategies.
- Ask students to close their eyes and breathe slowly and deeply, remembering to inflate their stomachs.
- Play a piece of soft, soothing music. Ask students to focus only on the music. On the instruments they can pick out. On the rhythm of the music. On the way it makes the feel.
- Process the experience and ask if students feel calmer. Explain that soothing music calms your body and mind down. Explain that loud and fast music can energize us, but can sometimes fuel angry thoughts or feelings.
- Ask students what other kinds of soothing things they might do.
- Explain they can do things like this to soothe themselves whenever they are upset.
- Thank students for their attention. Ask students to do one thing to soothe themselves today.

Schedule for the day

Adjourn

Managing Our Emotions



Managing Our Emotions or Letting Our Emotions Manage Us

As discussed in previous chapters, emotions are a large part of any student's day. Students walk into the school each morning carrying emotions from the day or night before. Students have emotions stimulated as they think about coming to school that day. Some students manage their emotions in a positive way. Many people, particularly students, have trouble identifying those emotions and managing them in a productive way. When our emotions are strong and intense they can prevent us from making good choices. According to the Center for Disease Control, (2007), the suicide rate for children and young adults is rising at an alarming rate. The number of children, some as young as 5, choosing to engage in self harming behaviors, (cutting, burning, eating disorders, etc.), is also on the rise. Most of these actions are taken in private without the knowledge of parents or other adults.

Suicide, homicide, and self harming behaviors can result traumatic experiences wherein the student feels powerless and hopeless of changing the outcome. Many more suicide attempts occur without completion, thanks to improve medical care and treatment. Many children and adults suffer with mental or emotional disturbance alone. SAMHSA estimates approximately one of every ten students suffers from an emotional disorder each year, (2010). Most of those students are too ashamed, or too frightened, to talk to anyone about needing help. In one study, across socio economic boundaries, 47% of children from age nine to twelve, and 53% of teens from ages thirteen to eighteen, met the criteria for a mental or emotional disturbance, (Narrow, et al., 1998). Most of those students will never receive treatment.

According to the 2009 National Survey on Drug Use and Health, slightly more than half of Americans aged 12 or older reported being current drinkers of alcohol (51.9 percent). This translates to an estimated 130.6 million people, which is similar to the 2008 estimate of 129.0 million people (51.6 percent). Nearly one quarter (23.7 percent) of persons aged 12 or older participated in binge drinking at least once in the 30 days prior to the survey in 2009. This translates to about 59.6 million children and youth. Underage alcohol use also correlates with mental health issues, school problems and delinquency. Many students begin to drink, or use drugs because of emotional disturbance or pain. Alcohol and drugs are negative coping many youth and adults.

Learning to manage painful emotions as we grow is imperative to maintaining our cognitive, emotional, social and physical health. Teaching students to manage strong emotions in a positive way is important in preventing self harming behaviors, delinquent acts, and substance abuse issues, (SAMHSA, 2010). The next section of the book focuses on helping children learn to manage their emotions, learn positive coping strategies, and control their behavior choices.

Dealing with Tough Feelings

Supplies: flipchart, markers, 3x5 index cards, pens or pencils

Greeting: Students greet the person on their right in Hawaiian: Aloha (pronounced: Ah-low-ha)

Purpose: It is important for students to learn how to deal with difficult feelings without harming themselves or others. People can do very destructive things to avoid feeling pain and vulnerability. Part of good mental health is learning to manage our feelings instead of letting our feelings manage us. Many students keep their feelings to themselves. They believe others would not understand their feelings. Learning positive coping strategies can help reduce the pain, help students reach out, and manage tough feelings in a responsible, thoughtful way.

- Say “Aloha” to everyone and thank them for their greetings.
- Remind children of the difficult feelings they have discussed in past sessions. Explain that the next sessions are designed to help students deal with tough emotions in a positive, mindful way.
- Ask students to think about ways people deal with intense feelings. Ask students to share their thoughts.
- Ask students if they think that most people reach out to others, or keep their emotions to themselves.
- Remind students that things they previously discussed – Wise Mind, problem solving, assertive communication – are definitely some ways we can deal with feelings before they become too intense. Sometimes intense feelings happen despite our efforts to resolve issues with other people. At those times, students will need other coping strategies to get them through their feelings.
- Explain that today they will be talking about other things they can do to help themselves to feel better when they are feeling really down or upset.
- Ask students to think of a time they were embarrassed or upset.
- Ask them if that feeling is gone now? Explain that all tough feelings pass and there are things students can do to make them pass faster.
- Explain that one thing that can help when we are feeling bad, is to do something to “nurture” ourselves. Write the word **Nurturing** at the top of the flipchart page.
- Explain that nurturing means to encourage somebody or something, to grow, develop, thrive, and be successful. Nurturing means taking care of ourselves, comforting ourselves, and taking care of ourselves in a gentle way.
- Ask students for ideas of things they do to nurture themselves. Write their answers on the flipchart. Add suggestions of your own as questions. Examples of nurturing behaviors are:
 - Taking a nap, sleeping late on the weekends, or going to bed early

- Writing poetry or music, writing about your feelings, writing an angry letter to someone you are angry with and then tearing it up
 - Watching funny movies or shows to cheer yourself up
 - Walking, running, exercising, riding your bike
 - Listening to music that calms you down or makes you laugh
 - Eating comfort food like toast, mashed potatoes, mac-and-cheese, ice cream (Just don't do this too often!)
 - Long baths with bubbles, candles, or bath oil
 - Playing real or virtual sports
 - Volunteering at a place that serves hot meals, an animal shelter, etc.
 - Playing with pets, or friends
 - Art projects: clay, paint, drawing, etc.
- Point out that all of these activities make us feel better about ourselves and deal with bad feelings in a really good way.
 - Point out that learning to distract ourselves from the painful situation and get active in other activities can help us put things in perspective.
 - Ask students to choose the top five things they will do to help themselves feel better and write those on their index card to use the next time they are stressed.
 - Thank students for their hard work. Express faith that students can tolerate and overcome tough feelings.

Schedule for the Day

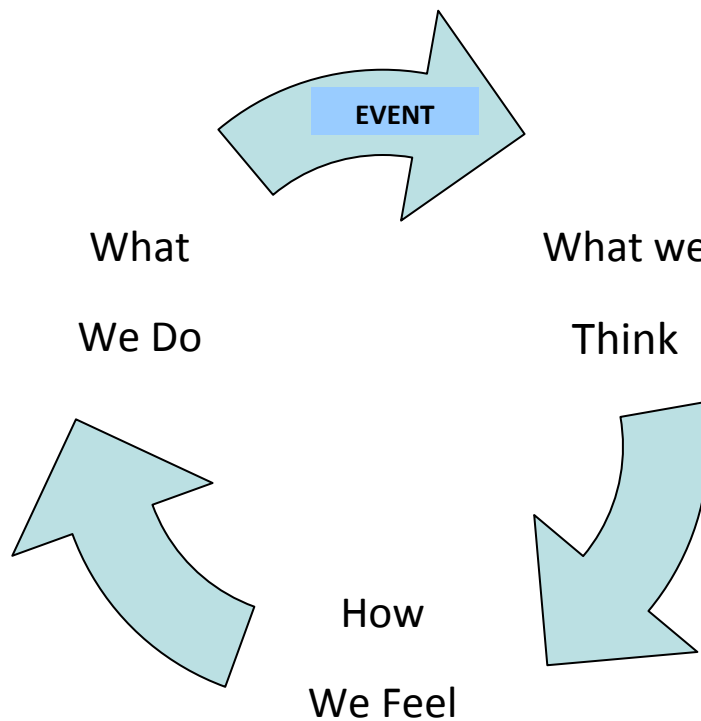
Adjourn

Think – Feel – Do (2ND Grade & Up)

Supplies: flip chart with diagram below

Greeting: Students greet the students on either side in Cambodian: Jum Reap Sour (pronounced: chom-reab-suor)

Purpose: Helping children to understand that how we think about an event affects our feelings; which then affects what we do in response. Most people think that their feelings are automatic as a response to what happens; and their behavior is automatic as well. This session helps children understand that we can choose how we think about something, and even choose our feelings. We can then choose how we respond, rather than just reacting.



- Draw the diagram above on the flipchart page.
- Ask students what they think it means.
- Explain that many people think that their feelings and behaviors are automatic. They think feelings and behaviors happen because someone does something or something happens. Explain that this is not necessarily true. Sometimes in extremely dangerous situations, like a tornado, a car accident, or someone shooting, we may react instinctively. We might freeze and be unable to move. We might run away without thinking, we may even run right into the situation to help or fight

back. Explain that these kinds of situations are usually rare. But that sometimes, when things get out of control, like in abuse situations, domestic violence situations, or even bullying situations, we can react in the same way.

- Explain that aggressive situations, at home or at school, can stimulate very strong feelings and emotional reactions. In those situations it is even more important that we find a way to be mindful of our feelings and our environment so we can choose a positive and safe response.
- Explain that in most situations our thinking, can determine our feelings about what is happening; and how we feel, can determine what we do in response.
- Give examples:
 - If someone calls me a name and I think, “This is terrible! They should never call me names!”
 - If someone shoves me in line and I think, “They are shoving me because they don’t like me. They know I’m a wimp. I am such a loser.”
 - If someone tells me I can’t be on their team, and I think, “I am so stupid. They’re right, I am terrible at sports.”
- Explore each scenario with students asking first how that kind of self talk might make someone feel; and then, how those feelings might make someone act.
- Explore what would happen if they chose alternative thoughts, for examples:
 - Someone calls me a name and I think, (calmly), “Well that was just rude.”
 - Someone pushes me in line and I think, “Maybe they are being pushed from behind.”
 - Someone tells me I can’t be on their team and I think, “Boy, that kind of hurts. I need to do something to make myself feel better.”
- Explore each scenario with students asking first how that kind of self talk might make someone feel; and then, how those feelings might make someone act.
- Explain that most of the time we can choose our thoughts, feelings and behaviors.
- Review with students that choosing how we think about a situation can control how we feel about those situations and allow us to choose healthier responses.
- Ask students to observe themselves and others today and use the think-feel-do cycle.

Schedule for the Day

Adjourn

Observing Our Emotions from Yesterday

Supplies: Flipchart and markers, paper and pencils or pens

Greeting: Students share: “Yesterday one feeling I observed myself having was ...”

Purpose: This session is focused on helping students deal with stressful situations, taking themselves out of the direct discomfort, by practicing observing the feelings they are having, but not acting on them. When students can distance themselves from difficult feelings, it helps them to calm down and look at the situation more clearly.

- Thank students for sharing.
- Ask students to think about a feeling they had yesterday.
- Ask students to think about what happened before they noticed the feeling.
- Ask students to write down or say what they were thinking about what happened.
- Ask students to write down or think about other thoughts they may have chosen.
- Ask students to write down what other feelings they might have had.
- Ask students to write down what other feelings they might have chosen
- Remind students that there is usually more than one way of thinking about things that happen. Explain that thoughts are like crayons – there are many different choices. Just as in art we don’t choose one color all of the time, we don’t have to choose the same thoughts when bad things happen. Our brains have many options (colors) and many ways to think about things.
- Ask students to practice observing themselves today. Ask them to try out new crayons of thoughts when dealing with relationships and situations as well.

Schedule for the Day

Adjourn

Gratefulness Skills

Supplies: none

Greeting: students greet the students next to them in Swedish: Tja (pronounced: sha)

Purpose: Reminding ourselves to be grateful for the good things in life can help when things are going wrong and we are feeling down in the dumps.

- Greet students in Swedish.
- Ask each student to talk about something they are grateful for today.
- Remind students how important it is to remind ourselves of the good and positive things in our life and how gratefulness can make us feel better in difficult times.

Schedule for the day

Adjourn

Choosing Happiness

Supplies: stories

Greeting: Students share: "Something that makes me happy is"

Purpose: Understanding that happiness can be a choice we make in greeting every day can make a real difference in how we view everything that happens. Happiness is a choice we make, every moment of every day. Happiness helps us to overcome obstacles and challenges. It helps us to put things in a more positive and hopeful perspective. Happiness is not the same for everyone. To some it is jumping up and down for joy; for others a sense of quiet contentedness. The same event can make different people think and feel in very different ways. Putting choice into the mix makes life more controllable and understandable.

- **For younger students, tell this story:**

Two girls were the same age and went to the same school. Their birthdays fell on the same day.

One girl woke up in the morning with a frown, because she had to go to school on her birthday. She found three presents sitting on her bed. She quickly opened them. She didn't get the sweater she wanted. When she went down to breakfast she was in a bad mood. She refused to eat the breakfast her mom made and complained that no one ever listened to what she wanted. She complained that another friend's mom went out of her way to get her friend the sweater. When her mom explained that the sweater was too expensive, the girl said her mom was "just cheap"! She told her mom that she hated the other new clothes she got and that she was not going to wear them. She told her mom that she would be embarrassed to wear them.

The second girl woke with up with a smile, because it was her birthday. She was excited about being able to see her friends at school today. She found three presents sitting on her bed. She quickly opened them. She didn't get the one sweater that she wanted, but she knew her parents couldn't afford everything. She put on her new blouse and went down to breakfast. She smiled and ate the delicious breakfast her mom made. She thanked her mom for the great presents. Her mom apologized for not getting her the sweater she wanted. She explained that she couldn't afford it. The girl said she was really happy about the presents she did get; and she knew what a sacrifice her mom made to get them.

Each girl got the same presents. Each girl's mother made the same breakfast.

- **For older students, tell this story:**

Viktor Frankl was a Jewish doctor who lived in Germany during the Second World War. Because he was Jewish, he was sent to a concentration camp. In the concentration camp, there was never enough food; no medical care; filthy bedding; and hard labor every day. Dr. Frankl watched as the other prisoners dealt with their situations in different ways. Some people gave up and died from broken hearts from the loss of family members and the loss of their previous life. Some prisoners became angry, and took things from other prisoners, sometimes by force. Some prisoners betrayed others. Some fought with others, and complained all of the time.

Dr. Frankl also noticed that some prisoners worked hard, and seemed happy! He could not understand how someone could be happy in such desperate circumstances. As he watched these happy people, he noticed a number of things. They deliberately woke up in the morning with a smile because they had survived another day! They had a sense of hope that things would be better some day. They gave their food to others who were closer to death, and felt happy to have helped someone else. Their lives had meaning, and because of that, they could maintain a happy soul in the most dismal of places.

Dr. Frankl survived the concentration camp, and spent the rest of his life helping others to feel happier and more satisfied with life, by finding meaning and purpose in hard times.

- Process the story with students. Ask them:
 - What was the difference between people?
 - Which person likely to have a better day (life)?
 - Which person is likely to be able to overcome challenges?
 - Is happiness a choice?
- Ask students to try to choose happiness for the rest of the day.

Schedule for the Day

Adjourn

Mindfulness Practice – Observing Intently

Supplies: none

Greeting: Students greet each other in Hindi: Namaste (pronounced: Na-ma-stay)

Purpose: Today students will work on being aware of their surroundings in the moment.

- Thank students for their greetings. Explain that Namaste is a traditional greeting and a traditional way of saying goodbye.
- Explain that today students will be practicing mindfulness.
- Instruct students to get in a comfortable seated position.
- Ask students to look at one object in the classroom. ONLY ONE object. Slowly give instructions, allowing students several seconds to comply with each.
- Instruct students to notice the color and shape of the object.
- Suggest that students focus on how the object might feel to the touch.
- Suggest students on think about how the object is used.
- Thank students for concentrating so intently. Ask students to share their experience.
- Praise them for staying in the moment and using mindfulness.
- Ask students to do things mindfully today.

Schedule for the Day

Adjourn

Embarrassing Moments

Supplies: none

Greeting: Students share: “My favorite song is...”

Purpose: Everyone has experienced an embarrassing moment at one time or another. All of us have moments that we look back on and experience a blush or two. Helping students understand that we all have moments in which we feel embarrassed, and that we can overcome that embarrassment, can help students put situations into perspective. By taking responsibility for our thoughts, feelings, and actions, we can find ways to allow ourselves to feel the embarrassment, and then let it go and move on. Understanding that everyone has had an embarrassing moment in their lives can help to normalize the experience, and assist student in finding ways to feel better.

- Thank students for sharing.
- Ask students to raise their hands if they have ever had a time when they felt embarrassed.
- Explain that adults have embarrassing moments as well (share an embarrassing moment).
- Explain that being embarrassed is a part of being human.
- Explain that being embarrassed can happen because of something we do or something someone does or says to us.
- Ask if embarrassing moments can be positive learning experiences. Explain that embarrassing moments that occur when someone corrects us, or explains that we have spoken out of turn, can be used to adjust future behavior. This can be a great learning experience! Embarrassing moments when someone deliberately hurts us, or shames us in front of others, can be a little more difficult to overcome.
- Explain that being embarrassed should only last a short time, and then we need to let go of the feeling, and move on to something else. Explain that when we focus over and over on the same embarrassing moment, we build it into much more of an event than it actually was. The sooner we take what we need to learn and move forward, the less important that embarrassing moment becomes.
- Ask the class how many of them got past their embarrassing moment and hardly think about it now.
- Discuss how the Think-Feel-Do Cycle might impact embarrassing moments. Can how we think about what is happening, or what happened, help us feel better?
- Praise students for overcoming their embarrassment and moving forward.

Schedule for the Day

Adjourn

Feeling Sad

Supplies: none

Greeting: Students share: “Something that makes me feel better when I’m down is ...”

Purpose: Everyone feels sad at one time or another. Feeling sad is an emotion like all other emotions, it is neither good nor bad. Feeling sad should be a passing thing. If a child is feeling sad, day after day, and feeling hopeless, adults should take action to get the child some help. Managing sad feelings, even intensely sad feelings (like a broken heart), is an important skill for children to learn. Exploring different emotions helps to demystify them and make managing them seem easier.

- Thank students for sharing.
- Ask students how many of them have ever felt really sad.
- Explain that everyone feels sad at one time or another – its part of being human.
- Ask what types of things can make someone feel sad, (death, loss of friend, not being picked for something, being left out, etc.).
- Ask what types of thoughts might make someone sad, (I’m a loser, no one likes me, I’m ugly, I’m stupid, things will never get better, etc.)
- Ask what kinds of other feelings might go along with feeling sad:
 - Anger
 - Depression
 - Irritation
 - Fatigue
 - Hunger
 - Loneliness
 - Feeling unwanted or unwelcome
- Explain that sadness is an emotion just like any other emotion. It is not good or bad to feel sad. Explain that feeling sad is appropriate in some situations.
- Explain that there are effective things people can do to help them get over sadness:
 - Exercise
 - Talking to a friend
 - Talking to a parent or counselor
 - Eating healthy food
 - Getting enough sleep
 - Avoiding downer people
 - Avoiding caffeine and sugar
 - Focusing on getting just one thing completed
 - Volunteering

- Ask students who have gotten over sad feelings, what made things better for them?
- Explain that it is a problem if someone is feeling sad everyday. If they are feeling sad day after day, or feeling hopeless, like they want to give up, they need to reach out to someone they can trust. Explain that you are there for them and they can speak to you privately at any time. Asking for help doesn't mean someone is weak – it means they're smart!
- Remind students that they are never alone and there are always people ready and willing to help.

Schedule for the Day**Adjourn**

Making Yourself Feel Better

Supplies: flipchart and markers, 3x5 index cards and pencils

Greeting: Students share: "One thing that helps me when I feel upset is..."

Purpose: Many people, especially children and youth have great difficulty dealing with distress and strong emotions. Strong feelings may cause some to act out their feelings against others. Some adults and youth may engage in self destructive behaviors, such as leaving school, violence, cutting, substance abuse or even suicide. Helping students learn to manage and overcome strong, negative emotions can build positive coping skills they can use, not only in school, but for the rest of their lives.

- Thank students for sharing.
- Explain that everyone experiences strong emotions at one time or another.
- Some of these emotions may be positive strong emotions, like joy, love, loyalty.
- Other times the strong emotions may be difficult, like fear, worry, sadness or anger.
- Explain that learning how to deal with these emotions is a very important skill. Managing your emotions, instead of letting your emotions manage you, can make all the difference in responding to life in an effective way.
- One way of dealing with difficult emotions is by taking some action to distract yourself, or to soothe yourself, and calm yourself down.
- Ask students to discuss things they do, or can do to soothe, themselves and make themselves feel better, for example: (Write down their answers)
 - Drawing or writing
 - A warm bath or shower
 - Sleeping
 - Reading
 - Listening to music
 - Talking to a friend
 - Taking a walk or run
 - Sewing or knitting
 - Lying down in the yard and looking at the sky
 - Smelling something soothing
- Ask students to write down their top five soothing activities on their index card and keep it in their notebook or desk to remind them of what to do when they are really upset.
- Ask students to do something soothing for themselves today.

Schedule for the Day

Adjourn

Having Fun

Supplies: none

Greeting: Students share: “Something I do that’s really fun is ...”

Purpose: It is important for all people – students and adults – to make time for fun each day. The pressure of school, peer, and family expectations, can sometimes seem overwhelming. Making time for fun can relieve stress and distract us from distressing events. Doing something fun, or watching something funny, can help students and adults take a break; make themselves feel better; and more successfully manage their emotions.

- After students share things they do for fun, ask students why they think it might be important to have a little fun each day.
- Explain to students that one of the best things they can do when they are stressed out, is to take a break for some fun. Taking a break doesn’t mean, never dealing with the feelings; it simply means that you take time to let something go for a short while, and then return to the problem with a better perspective.
- Explain that people need to balance hard work with fun to keep their spirits up!
- Explain that when someone, or some situation, has hurt and overwhelmed you, one of the best things you can do is to have some fun. Ask students to tell you why this may be true.
- Thank students for their hard work and make sure students understand that having fun should never involve hurting themselves or others.
- Ask students to make sure to do something fun today.

Schedule for the Day

Adjourn

Calming

Supplies: Soft background music

Greeting: Students share: "Something that always calms me down is ..."

Purpose: It is important to teach students self soothing and calming skills. It is important to calm ourselves down after a stressful situation so that we can think clearly when problem solving. It is also important to do something calming each day. Calming helps our stress level, our digestion, our mood, and our ability to get a good night's sleep.

- Thank students for sharing.
- Explain that today students will be discussing another technique for managing emotions in a positive way. Explain that today students will be discussing calming. Explain that calming is a little like soothing. Calming is more centered and focused.
- Ask students why they think it is important to do something calming when they are having a tough time.
- Explain that many people feel stressed everyday. Explain that being stressed out all of the time can give us headaches, stomach aches, sleep problems, and even physical problems. Calming activities can help us to de-stress and approach life with a better attitude. Explain that calming activities help us rest better and help us to think better too! Explain that everyone needs calming activities everyday in order to stay healthy.
- Ask students if the soft music has a calming effect. Explain that some research indicates that playing calming music, taking time to breathe slowly and deeply, and taking time to stretch or contract and relax you muscles can help calm you, right in the middle of a task. Yoga, meditation, mindfulness activities, looking at something pretty, taking a moment to put your head down and close your eyes, all of these techniques can help to calm you and give you back your focus.
- Ask students to close their eyes their eyes and listen to the music.
- Suggest that students do one calming thing tonight, after the day is done.

Schedule for the Day

Adjourn

Staying Healthy

Supplies: flipchart and markers

Greeting: Students share: “One calming thing I did yesterday was ...”

Purpose: Today’s session is designed to focus students on taking care of their physical, mental and emotional health. This session will highlight the different types of health needed, in order to respond to the challenges of life. This session brings together many of the concepts from previous meetings.

- Thank students for sharing and for doing something good for themselves.
- Explain to students that today they will be talking about staying healthy.
- Ask students what different kinds of “health” there might be (physical, mental, emotional, social, etc.)
- Ask students which kind of health is most important (Answer: all of them).
- Ask students to think back on a time that they were really upset. How did their stomach and head feel? Were their muscles tense? Did they have trouble sleeping? Did they want to stay in bed?
- Now ask them to think back on a time they were really sick. Did they want to do their homework? Could they think clearly? Did they have much energy? Were they grouchy?
- Explain that our bodies are many systems working together to form one big system. If one part of the system isn’t working, the other parts don’t work nearly as well.
- Thank students for their hard work. Ask students to do one healthy thing today.

Schedule for the Day

Adjourn

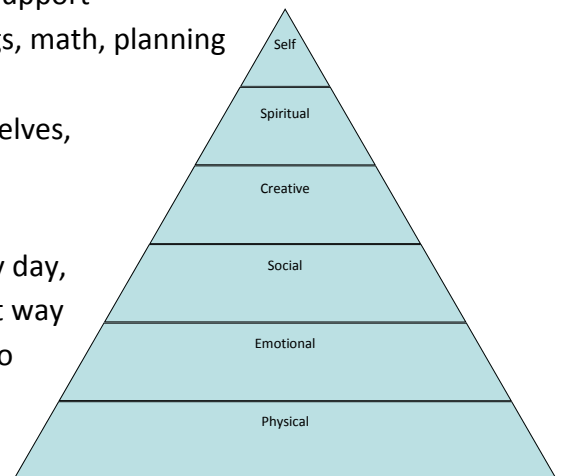
Staying Healthy – The Five Basic Needs

Supplies: small piece of fruit or vegetable, flipchart and markers, 3x5 index cards

Greeting: Students share: “One healthy thing I did yesterday was ...”

Purpose: Focusing students on taking care of their health as a way to feel better, make better decisions and think clearly.

- Give each student a piece of fruit or vegetable to eat. Explain that keeping our bodies healthy can keep our mind healthy as well. If our mind and body are healthy, we can think more clearly and feel better about life.
- Write the phrase **Staying Healthy** at the top of the flipchart page. Ask students what kinds of things are important for staying healthy, for example (exercise, good nutrition, adequate sleep, friends, etc). Write down their answers and add your own suggestions in the form of questions. Ask students how many of them are doing those things everyday. Explain to students that we all only get one body, for life. Explain that taking care of ourselves is the most important thing we should do every day.
- Expand the idea with students by pointing out that we all have certain needs we need to have met every day: (Draw something similar)
 - Physical needs – sleep, nutrition, medical care, shelter, clothing
 - Emotional needs – friends, love, belonging, support
 - Creative needs – writing, art, designing things, math, planning
 - Social needs – clubs, groups
 - Spiritual needs – something larger than ourselves, something to believe in
- Explain that when we work to meet our needs every day, we can store that good energy just like a bank. That way when bad things happen, we have extra resources to help us feel better.
- Ask students to write down the five kinds of needs on their index card. Ask them to find a way to meet each need today.



Schedule for the Day

Adjourn

Mindfulness Practice - Taste

Supplies: small pieces of fruit

Greeting: Students share: "One thing I did to meet a need yesterday was ..."

Purpose: Encouraging concentration and attention by practicing mindfulness

- Thank students for sharing and for doing things to take care of themselves.
- Explain that today students will be practicing mindfulness.
- Give each student a piece of fruit.
- Ask students to focus only on the fruit - how it looks, feels, and smells.
- Ask students to close their eyes, and place the fruit on their tongue.
- Ask students to move the fruit to several places on their tongue to see if there is a difference in the taste from place to place.
- Next, ask students to bite into the fruit, noticing the difference in texture and taste.
- Ask students to see and feel the fruit nourishing them in their minds.
- Ask students to open their eyes. Process the experience.
- Remind students, as they go through their day, to focus on one thing at a time whenever possible.

Schedule for the Day

Adjourn

Problem Solving Practice

Supplies: flipchart and markers

Greeting: Students share: One problem I had yesterday was ...

Purpose: Problem solving one of the keys to managing our emotions. Helping students to see problems as puzzles to be solved; rather than disasters in which someone, or something must be blamed; we free students to creatively address situations as they occur. When finding solutions is the focus, intense feelings can be managed much more effectively.

- Thank students for sharing, and for using their problem solving skills.
- Explain that today students will be practicing problem solving today.
- Reinforce that problem solving takes practice and that practice makes using any skill, second nature.
- Ask students to volunteer a problem they are having difficulty resolving.
- Use the flip chart to walk through the problem solving model:
 - What is the real problem? Who is it a problem for?
 - What opinions do people have about the problem?
 - Brainstorm ideas to solve the problem
 - Look at the pros and cons of each solution
 - Choose a solution
 - Review who will do what
 - Set a time to review the results
- Praise students for their help and creativity. Explain that problem solving can be easier with help and support.
- Ask students to be mindful of problem solving today.

Schedule for the Day

Adjourn

Managing Your Emotions – Opposite Action

Supplies: flipchart and markers

Greeting: Students share: “Something delicious I ate yesterday was...”

Purpose: Managing emotions can be difficult for some children, especially those who are very sensitive, anxious or impulsive. Teaching ourselves to do the opposite of whatever the strong feeling is, can keep us from overreacting to situations, and hurting ourselves or others.

- Thank students for sharing. Comment that those things do sound delicious!
- Explain that today we are going to be talking about another technique to help us manage difficult emotions, and handle our behavior when we are feeling those strong emotions.
- Ask students why they think it might be important to manage our emotions and our behaviors.
- Explain that sometimes, when we are having strong emotions, like fear, anger, sadness, guilt, or shame, we might be tempted to act out on those emotions. We might hit someone; yell; say something mean; run away or avoid the situation; or we might stay by ourselves instead of reaching out for help.
- Explain that a new emotion management skill they will discuss today is, **Opposite Action**. Write this on the top of the flipchart page.
- Opposite Action means that instead of acting in a destructive way, we can choose to do the opposite of what we are feeling. For example:
 - When we are angry, instead of hitting, yelling or saying something mean, we could distract our self with something fun, walk away, soothe our self or use a soft voice and say something nice.
 - When we are fearful, instead of acting scared or avoiding the situation, we could step up and approach what we fear by acting brave and standing tall.
 - If we are sad, instead of isolating ourselves, we can get involved in a fun activity, volunteer to help someone, set goals, and plan for social activities.
- Ask students to think of opposite actions for each of the following: Write these on the flipchart page:
 - Feeling unwanted or left out
 - Feeling lonely
 - Feeling self destructive
 - Feeling hopeless
- Thank students for their hard work. Ask them to use an opposite action today.

Schedule for the Day

Adjourn

Praise and Encouragement Practice

Supplies: none

Greeting: Students share: "One opposite action I took yesterday was ..."

Purpose: Reinforcing positive gains students have experienced

- Thank student for sharing, and for trying opposite action. Remind student that the more they practice, the easier it will become.
- Explain that students will be practicing their praise and encouragement skills today.
- Ask students to turn to the student on their left and complete this sentence: "One thing I've noticed you do well is ..."
- Praise students for doing a good job.
- Ask students to students to be mindful of praising and encouraging themselves and others today.

Schedule for the Day

Adjourn

Tolerating Distress



Tolerating Distress

Supplies: none

Greeting: Students share: “One thing I feel good about today is ...”

Purpose: Helping students learn positive coping skills for stressful times. Everyone faces distress at one time or another. Learning how to tolerate distress helps students build emotional strength, and believe in themselves.

- Thank students for sharing. Comment on how nice it is to hear good things about ourselves.
- Remind students that everyone feels stressed out at one time or another. Sometimes this stressed is accompanied by intense feelings – this is called distress.
- Explain that some ways we can deal with our distress can make us stronger physically, and emotionally.
- Explain that one way to help ourselves when we are in distress is to use imagery, (pictures in our mind), that can relax us.
- Ask students to close their eyes and think about someplace where they have felt really happy and peaceful. Using a calm, warm, voice, ask them to:
 - See the surroundings clearly
 - Remember any sounds they heard
 - Remember any smells that were there
 - Can they feel the sun?
 - Who else was there?
- Suggest that they remain in the place for at least 30 seconds.
- Now quietly ask them to open their eyes. Ask how they feel they feel right now. Are they relaxed? Do they feel happy? Could they see, hear, feel and smell the things they were imagining?
- Explain that the brain has the amazing capability to see, hear, smell, and feel simply by remembering and imagining. Explain that it is a powerful tool for helping us feel better.
- Explain that when they are in distress, they can take 30 seconds to escape to that place and calm themselves down. Explain that it gets easier with practice.
- Ask students to practice imagery at least two times today.

Schedule for the Day

Adjourn

Tolerating Distress - Radical Acceptance

Supplies: flipchart and markers, Serenity for Students (one per student)

Greeting: Students share: “When someone criticizes something about me I feel...”

Purpose: The purpose of this session is to help students simply accept some things that cannot be changed. Often in relationships, people become frustrated over characteristics of the other person that they cannot change. Many times in life, things happen that are completely out of our control. What we can control in all of these situations, is our own thinking, feeling, and response. Radical acceptance is a concept that allows a person to accept the situation for what it is. Not try to change it, but rather decide how to respond. When we radically accept things, we free ourselves from the frustration and anger over what “ought to be” ; and deal with what “is” in a mindful, and effective way. When we do that, oftentimes things do get better.

- Thank students for sharing.
- Explain that today students will be discussing another technique for helping themselves when they are in distress.
- Write the phrase **Radical Acceptance** at the top of the flipchart page.
- Ask students to describe what radical acceptance might mean – write down their answers. For example:
 - Totally accepting something
 - Being ok with how things are
 - Not trying to change something
 - Being totally ok with something
- Explain that Radical Acceptance simply means totally accepting the person or situation, exactly as it is. No anger, no frustration, just accepting that “It is what it is.”
- Explain that radical acceptance does not mean just giving up or giving in; it means looking at the situation realistically and deciding what decisions or actions you want to respond with – instead of reacting over and over.
- Explain that radical acceptance can free us from unhelpful thoughts and behaviors – things like “should” “must” “never” “always” - and let us move on to better things.
- Explain that when students feel completely frustrated with something or someone that won’t change, or is not the way they think it should be; that’s the time to step back and just accept the way things are. They can then make a new plan for how to handle things. Ask students think about how radical acceptance might be helpful in difficult situations they are in. Distribute the Serenity for Students. Explain that it encompasses all the things they have talked about today. Ask them to keep it near them for times when they need to accept difficult things.

Schedule for the Day

Adjourn

The Serenity Prayer for Students

Help me find the serenity
to accept the things I cannot change;
courage to change the things I can;
and the wisdom to know the difference.

Let me accept situations, and people,
exactly as they are;
And show compassion to myself and others;
Let me find the courage be assertive;
And to manage my thoughts and feelings,
in ways that nurture me and keep me safe.

Let me focus on living one day at a time;
Enjoying one moment at a time;
Accepting hardships as the pathway to
physical and emotional strength.
Let me choose my thoughts, feelings and actions;
That I may be reasonably happy in this life.

Based in part on the Serenity Prayer by Reinhold Niebuhr

Tolerating Distress – ACCEPTS

Supplies: ACCEPTS sheets, flipchart and markers

Greeting: Students share: “One thing I have totally accepted is...”

Purpose: Teaching students distress tolerance skills, can help them deal with challenging situations in a more positive way. ACCEPTS can help students learn to reduce anger, depression, and destructive behaviors. Marsha Linehan (1993) has developed a series of skills and exercises to help individuals deal with powerful feelings; regulate their emotions; and become more functional and effective in the face of upsetting situations. This session uses some of her ideas to help students learn to tolerate distress and keep themselves safe and healthy.

- Thank students for sharing.
- Explain to students that today they will be learning some new ways to help themselves think, feel and respond better when they are feeling overwhelmed.
- Write the letters **ACCEPTS** down the write side of the flipchart page.
- Explain that students can distract themselves in different ways when feelings are threatening to overwhelm them. Explain that by distracting yourself and taking a short break from the situation, or feelings, you can come back later with a fresh approach.
- Take one letter at a time and write the words as you explain that students can distract themselves with:

Activities

Contributing to others, like volunteering or helping someone else

Comparisons with people in worse situations, or with less

Emotions (choosing and focusing on an alternative emotion)

Push away the problem, or feeling for awhile

Thoughts (choosing alternative ways to look at the situation)

Sensations (using touch, smell, taste, and vision to distract)

- Ask students to look at their ACCEPTS sheet.
- Take some time for students to look at and discuss each strategy.
- Ask students to use the strategies for a difficult feeling tonight; filling out what they did for each strategy. Explain that you will have a supply of ACCEPTS sheet available any time a students needs to work through an issue.

Schedule for the Day

Adjourn

Tolerating Distress – ACCEPTS Worksheet

This is a skill that is used to distract yourself, for a little while, when you are having strong, uncomfortable feelings. By distracting yourself you give yourself the chance to calm down and get yourself into Wise Mind and problem solve.

Activities: Use positive activities that you enjoy.

Contribute: Help out others or your community.

Comparisons: Compare yourself to either people that are less fortunate; or to how you used to be when you were in a worse state.

Emotions (other): Cause your self to feel something different by provoking your sense of humor or happiness with those kinds of activities.

Push away: Put your situation on the back burner for a while. Put something else first in your mind for awhile.

Thoughts (other): Force your mind to think about something else.

Sensations (other): Do something that has an intense feeling other than what you are feeling, like a cold shower or spicy candy.

Tolerating Distress – ACCEPTS Practice

Supplies: ACCEPTS sheets

Greeting: Students share: “Something I tried that helped me out yesterday was...”

Purpose: Integrating the ACCEPTS technique into students’ repertoire of skills can help students understand that even if they do not have control over situations, they can still have control over their own thoughts, feelings and behaviors.

- Thank students for sharing, and for trying out one of the techniques.
- Ask students to take out their ACCEPTS sheets.
- Ask students to share which techniques they think would be easiest to try when they are upset.
- Ask students if they have learned any new ideas to use when they are in distress.
- Discuss with students which techniques they could use at school when they become upset; and how they might be able to carry those things out.
- Ask students to discuss which techniques will be easiest for them to use at home; and how they might be able to carry those out.
- Ask students how they can support someone who needs to use ACCEPTS.
- Ask students what support would help them to use ACCEPTS.
- Explain to students that the best way to make sure they use the techniques, is to keep a copy at home in their room and one in their desk or locker at school.
- Thank students for their hard work. Make sure students know that there will be extra copies whenever they need one.

Schedule for the Day

Adjourn

Tolerating Distress – IMPROVE the Moment

Supplies: IMPROVE sheets

Greeting: Students share: “One ACCEPTS technique I used yesterday was...”

Purpose: The ability to relax and calm down when one is in distress is an important skill. Making decisions when you are stressed out or in crisis is not usually a good idea. Calming yourself down in the midst of distress can help to ignite the “reasoning” part of the brain, and enable you to make better decisions.

- Thank students for sharing and mindfully trying new things.
- Explain to students that today they will be learning another technique with which to help themselves when they are upset.
- Write the letters **IMPROVE** down the right side of the flipchart page
- Explain that when we improve the moment, we calm down and begin to feel better almost immediately
- Write the cue word after the letter on the page as you go through each tactic

Imagery

Meaning

Prayer

Relaxation

One thing

Vacation

Encouragement

- Pass out the IMPROVE sheets
- Ask students to take a few minutes to study the sheets. Review each concept.
- Explain that students can use these techniques at any time, and in any situation.
- Ask students why calming down might be so important?
- Remind students that they have already discussed many of the concepts. Ask if any of them have used any of these concepts in the past year.
- Thanks student for their work. Ask students to mindfully improve the moment when necessary for the rest of the day.
- Explain that students should keep a copy of the sheet at school and at home. Explain that extra copies will be available when needed.

Schedule for the Day

Adjourn

IMPROVE the Moment

Imagery: Imagine relaxing scenes; imagine things going well; imagine things that make you feel happy – like popcorn, a friend, a smile

Meaning: Find some purpose or meaning in what is happening or how you are feeling.

Prayer: You can pray to your higher power or God; say positive, calming things to yourself; or say the same word over and over until you are calm.

Relaxation: Relax your muscles; breathe deeply and slowly; use self soothing activities

One thing in the moment: Focus your entire attention on what you are doing right now. Keep yourself in the present. Don't think about what has happened before or what might happen in the future.

Vacation (brief): Take a break from it all for a short time. Let go of the difficult feelings and take a few breaths. Focus on something else for a brief time.

Encouragement: Cheer-lead yourself. Tell yourself that you can make it through this. This will pass.

Soothing Yourself with Smell

Supplies: none

Greeting: Students share: "Yesterday I improved my day by..."

Purpose: Helping children understand good ways to soothe themselves on their own

- Thank students for sharing.
- Explain that today students will be discussing ways to soothe with smell.
- Ask students to think about three different smells that make them feel good.
- Let students think for a few minutes.
- Share three smells that make you feel relaxed or happy (baking, melons, grass, etc.).
- Now ask students to share at least one smell that makes them feel relaxed or happy.
- Use praise and encouragement with students who have difficulty.
- Thank students for sharing.
- Remind students that smell is a very important sense.
- Ask students to be mindful of their sense of smell today.

Schedule for the Day

Adjourn

Soothing Yourself with Touch

Supplies: a variety of soft or smooth items (stones, ribbons, fur, silk, fleece, etc.)

Greeting: Students share: “Something good I smelled yesterday was...”

Purpose: Helping students find ways to tolerate tough feelings and soothe themselves in order to calm down and feel better.

- Thank students for sharing, and mention something good you smelled yesterday.
- Explain that today students will focus on soothing with touch.
- Give students the various items and ask them to pass each item around to each student.
- Ask students to focus on the feel of each item.
- Ask students if there are things they have at home that they like to feel (sheets, a dress, a pet, a pillow, a flower).
- Explain that sometimes, just rubbing or touching a smooth object, or even a pet, can be very calming and can help us through tough feelings.
- Ask students to mindfully look for something at home that they can touch to feel better.

Schedule for the Day

Adjourn

Soothing with Sound

Supplies: nature CD with sounds of water, birds, wind, etc

Greeting: Students share: "My favorite kind of music is..."

Purpose: Helping students tune into the sense of hearing to calm and soothe

- Thank students for sharing.
- Explain that today students will be focusing on soothing by sound.
- Ask students to get in a comfortable position and close their eyes.
- Explain that you are going to play a nature CD and ask students to focus on what they hear.
- Ask students to open their eyes.
- Ask students how they are feeling. Ask them what they noticed most about the experience.
- Explain to students that listening to soothing music or nature sounds really can relax the body and mind.
- Explain that students can listen to fountains, go to the park, listen to books on CD, anything that can help them focus on something else, in order to calm down and improve their ability to problem solve in difficult situations.
- Ask students to be mindful of the sounds they hear today.

Schedule for the Day

Adjourn

Soothing with Vision

Supplies: none

Greeting: Students share: "One peaceful thing I heard yesterday was..."

Purpose: Helping students to focus on sight as a soothing mechanism

- Thank students for being mindful of their hearing.
- Explain to students that seeing peaceful things can also help to calm us down. Looking at art or nature, can help when we need to take a mental vacation.
- Explain that sometimes when we are stressed, we can't go anywhere in order to see something peaceful; but we can look at beautiful pictures; and we can create beautiful, peaceful places in our minds.
- Ask students to sit in a comfortable position and close their eyes.
- Using a slow, calm voice, ask students to imagine a beautiful valley. The sun is shining, the grass is green, there are flowers everywhere and the smell of the air is sweet. There is a stream running through the valley, the water is bubbling and gurgling across the rocks in the bottom of the stream. Birds are singing in the trees, and a soft breeze is blowing. The temperature is just right - not too hot, not too cold. The sun feels good on your shoulders and you are totally relaxed. Ask students to see the valley and feel themselves there.
- Allow ten seconds after the last statement then ask students to gently open their eyes.
- Ask students if they could see, hear, feel and smell the different things in the valley.
- Explain that our brains are amazing things. They can experience things just by thinking about them.
- Explain that students can create their own safe and calming place, anytime, anywhere.
- They only need to stay for about 30 seconds to a minute and their muscles, heart, mind and breathing will all relax.
- Suggest students think of their own relaxing place tonight.

Schedule for the Day

Adjourn

Soothing with Taste

Supplies: none

Greeting: Students share: “My idea of a safe and peaceful place is...”

Purpose: Helping students develop ways to soothe themselves when they are upset

- Thank students for sharing their ideas of safe and peaceful places.
- Explain that today students will be discussing ways to soothe themselves through taste.
- Explain that different kinds of food can make people feel safe and happy and comfortable.
- Ask students if they have ever heard the phrase “comfort food”.
- Ask students what kinds of foods can make them feel better (chocolate, mashed potatoes, mac and cheese, ice cream, turkey and dressing, fried chicken, etc.)
- Explain that eating comfort food is one way to soothe ourselves, but we must be careful not to eat too much comfort food or it can affect our health.
- Ask students to be mindful as they eat today.

Schedule for the Day

Adjourn

Additional Mindfulness Exercises

Mindfulness exercises help students to interrupt negative thoughts or behaviors and derail negative or aggressive thinking, feeling and doing. These exercises help students to make transitions between stressful events and the classroom; and can even settle a rowdy classroom down. The more students are encouraged to use mindfulness skills, the more peaceful and confident they will feel. Process each exercise at the conclusion.

Counting – have students take a moment count to 20 both forward and then backward. Tell them to take their time to make sure they get it right

Alphabet – have students write the alphabet forward and then backward

Alphabet Expanded – have students think of and write down a singer, band, historical person or movie star for each letter in the alphabet

Tapping – ask students to sit in a comfortable position, close their eyes, and tap their leg with either hand. Do this for one minute.

Singing in your mind – ask students to get in a comfortable position and close their eyes. Ask them to sing the happiest song they can think of, silently, in their own minds

Drawing a feeling – Have students get out paper and colored pencils, markers or crayons. Ask students to draw a feeling. Explain that they should give it any form they wish and any colors they wish. Use a different feeling each time you use this technique. Ask students to draw what it feels like to be:

- Calm
- Happy
- Sad
- Scared
- Angry
- Joy
- Peaceful
- Proud

Additional Sessions for Teens and Pre-Teens



Healthy Dating Relationships

Supplies: flipchart and markers, Healthy Relationships handout

Greeting: Students share: “I think trust is important because...”

Purpose: Many teens and tweens are initiating intimate relationships with peers. Most of these relationships are not supervised by an adult. One in three of those relationships will experience dating violence. It is important that students understand the characteristics of a healthy relationship, so they can make informed choices about relationships, when to get in – or get out.

- Thank students for sharing.
- Explain that today students will be discussing the characteristics of healthy dating relationships. Explain that deciding ahead of time the characteristics they want in a relationship can help them to choose wisely, and prevent problems before they start.
- Write the phrase **Healthy Relationships** at the top of flipchart page. Ask students to discuss the characteristics of a health dating relationships. Add your own suggestions in the form of questions. For example:
 - Open Communication
 - Balance between giving and taking
 - Compassion
 - Honesty
 - Faithfulness
 - Respect
 - Resolving conflicts
 - Fun
 - Forgiveness
 - Being yourself
- Ask students why each characteristic is so important. Ask if a relationship is really positive without each of those things. Explain that healthy relationships have all of the characteristics above.
- Ask if those characteristics are similar to values? Are those values important to students in other relationships?
- Explain that sometimes we get into relationships without really looking at what we want and need. Clarifying your values, and what you want as a baseline in any relationship, is important for choosing wisely.
- Ask students to take copies of the Health Dating Relationship handout to remind them of what to look for.

Schedule for the Day

Adjourn

Characteristics of Healthy Dating Relationships

Open Communication

People in healthy relationships communicate openly with one another. They give more than just a daily update of events; they talk about personal issues in their lives.

Balance

Relationships where one person is always giving, and the other person is always taking, usually end badly. Balance is not comparing every little act of giving and expecting it to be countered by an equal act from the other person. People in a healthy relationship should simply enjoy giving without expecting something in return, and that goes both ways.

Compassion

The main ingredient for all good relationships is compassion---when you truly care for the other person's needs as much as your own. When both people do this it is heaven!

Honesty

People in healthy relationships are open and honest. They do not hide things of importance from each other, even if it makes them uncomfortable. Lies and cover-ups undermine trust, which is the foundation of a healthy relationship.

Faithfulness

In healthy relationships people stand by each other through thick and thin. They are true to their word and follow through with things they say they are going to do. Faithfulness also means being true to each other, and not bringing others into the mix.

Respect

Everybody has expectations, which sometimes are not fulfilled. Maybe you have opposing viewpoints on an issue. This does not mean you need to part ways. On the contrary, people in healthy relationships learn to respect each other's ideas and opinions. Respect also means: never calling names, never swearing at each other, never hitting, kicking, pinching or shoving.

Conflict Resolution

Healthy relationships have a healthy process of dealing with differences. This involves listening and healthy communication. They use reflective listening and "I" Statement when there are issues. They problem solve together to work things through.

Fun

People in healthy relationships like doing fun activities together; or simply sharing a laugh.

Forgiveness

Forgiving others does not mean inviting them to trample over you time and time again. It simply means that you put the past behind you and hope for better things to come. If one person continues to deliberately offend the other, repeatedly expecting forgiveness, it might be time to end the relationship.

Be Yourself

Your friend should appreciate you for you. You should not have to change anything about your style or personality for somebody to like you.

Unhealthy Relationships

Supplies: Relationship Red Flags, flipchart and markers

Greeting: Students share: “One thing that’s important to me in relationships is...”

Purpose: Dating violence is a serious problem in the United States. Many teens do not report it because they are afraid to tell friends and family. According to the CDC, 72% of 8th and 9th graders reportedly “date”. One in four adolescents report verbal, physical, emotional, or sexual abuse from a dating partner each year. About 10% of students nationwide report being physically hurt by a boyfriend or girlfriend in the past 12 months. Dating violence can have a negative effect on health throughout life. Teens who are victims are more likely to be depressed and do poorly in school. They may engage in unhealthy behaviors, like using drugs and alcohol; and are more likely to have eating disorders. Some teens even think about, or attempt suicide. Teens who are victims in high school are at higher risk for victimization during college. One way of helping teens avoid violent relationships, is by teaching them relationship red flags.

- Thank student for sharing.
- Remind students that yesterday students discussed the characteristics of healthy relationships. Explain that today students will be discussing the characteristics of unhealthy relationships.
- Ask students to think about how an unhealthy relationship might look. Write the phrase **Unhealthy Relationships** at the top of the flipchart page. Ask students what the characteristics of an unhealthy relationship would be. Write down their answers and add your own in the form of questions. For example:
 - Dishonesty
 - Lack of communication
 - Mistrust
 - Disrespect
 - Violence
 - Betrayal
 - Taking and no giving
- Ask students how they would likely feel in a relationship with the characteristics they just discussed. Ask if anyone ever deserves to be mistreated or abused in any relationship. Explain that all relationships should be fun, rewarding, and respectful.
- Explain that each of us has choices in dating relationships – in how we act, and what we expect from the other person. Explain that it is important for us to think about what we want, and what we don’t want, in a dating relationship. Ask students to look at the Red flags handout. Explain that these are warning signs of bad relationship behaviors.
- Ask students to keep the warning signs handy and notice any red flags before dating someone. Explain that part of taking care of ourselves, is choosing relationships wisely.

Schedule for the Day

Adjourn

Relationship Red Flags

All relationships have their ups and downs. No one gets along perfectly everyday. In healthy relationships people work these problems out. But in some relationships one partner may exhibit behaviors that can emotionally or physically harm the other person. It is important to be aware of behavior that can indicate that the relationship will turn violent. People who display the following behaviors are at high risk for becoming violent.

- Extreme jealousy
- Controlling behavior
- Quick involvement
- Unpredictable mood swings
- Alcohol and drug use
- Explosive anger
- Isolates you from friends and family
- Uses force during an argument
- Shows hypersensitivity
- Believes in rigid sex roles
- Blames others for his problems or feelings
- Cruel to animals or children
- Verbally abusive
- Abused former partners
- Threatens violence

Dating Safety

Supplies: flipchart and markers, Dating Safety handout

Greeting: Students share: “One red flag I will remember is...”

Purpose: Students need to learn how to make safety a part of dating. This session will help students learn techniques for promoting safety in any dating relationship.

- Thank students for sharing.
- Explain that today students will be discussing dating safety techniques.
- Ask students their perceptions of the information discussed in the last few sessions.
- Explain that there are some things students can do to prevent problems in dating relationships, especially when they are starting out. Write the phrase **Dating Safety** at the top of the flipchart page. Ask students for their thoughts. Write down their answers, adding your suggestions in the form of questions. For example:
 - Know the person you are going out with.
 - Find out something about them from other people
 - Don't go out with a stranger alone. Ask others to go out with you for your first several dates.
 - Never go alone to meet someone you met online.
 - Don't drink or use drugs when you are with them
 - Trust your instincts, if something feels wrong, get out
 - Be yourself
 - be assertive
- Praise students for their ideas. Ask them to apply those ideas to their own dating behavior.
- Explain that there are a number of safe dating tips in the handout. Ask them to be aware of dating safely and taking care of themselves.

Schedule for the Day

Adjourn

Dating Safety Tips

- Consider double-dating the first few times you go out with a new person.
- Before leaving on a date, know the exact plans for the evening and make sure a parent or friend knows these plans and what time to expect you home. Let your date know that you are expected to call or tell that person when you get in.
- Be aware of your decreased ability to react under the influence of alcohol or drugs.
- If you leave a party with someone you do not know well, make sure you tell another person you are leaving and with whom. Ask a friend to call and make sure you arrived home safely.
- Assert yourself when necessary. Be firm and straightforward in your relationships.
- Trust your instincts. If a situation makes you uncomfortable, try to be calm and think of a way to remove yourself from the situation.

Safety Planning When You Leave an Abusive Relationship

You should think ahead about ways to be safe if you are in a dangerous or potentially dangerous relationship. Here are some things to consider in designing your own safety plan.

- What adults can you tell about the violence and abuse? Have you called the police?
- What people at school can you tell in order to be safe--teachers, principal, counselors, security?
- Consider changing your school locker or lock.
- Consider changing your route to/from school.
- Use a buddy system for going to school, classes and after school activities.
- What friends can you tell to help you remain safe?
- If stranded, who could you call for a ride home?
- Keep a journal describing the abuse.
- Get rid of or change the number to any beepers, pagers or cell phones the abuser gave you.
- Keep spare change, calling cards, number of the local shelter, number of someone who could help you and restraining orders with you at all times.
- Where could you go quickly to get away from an abusive partner?

Social Networking

Supplies: none

Greeting: Students share: “One thing I like about my friends...”

Purpose: A social networking site is an online place where a user can create a profile and build a personal network that connects him or her to other users. In the past five years, such sites have rocketed from a niche activity into a phenomenon that engages tens of millions of internet users. More than half (55%) of all online American youths ages 12-17 use online social networking sites, according to a national survey of teenagers conducted by the Pew Internet & American Life Project, (2007). Millions of younger children are using social networking sites as well. Most children use the sites to stay in contact with friends they see on a regular basis. Many children share thoughts, ideas and photos of themselves and others. Most children are unaware of the short and long term consequences for their choices online.

- Thank students for sharing.
- Ask students to think about how they communicate with their friends – in person and online. Ask students how many of them communicate with their friends online, through email or social networking sites.
- Ask students how many of them have an online profile.
- Ask students how many of them share their thoughts and feelings about things online.
- Ask students how many discuss their friends online.
- Ask students how many of them have read the full policies and disclaimers of the social networking sites they use.
- Ask students to discuss the boundaries they have previously discussed between what you tell and friend, a classmate, or an enemy. Ask students what they think about how those boundaries apply online.
- Explain that everything they put online is public record, which means anyone can get a hold of what they post. Explain that putting too much information out, can cause problems in there relationships and compromise their safety.
- Remind students that many employers and colleges have access to their information.
- Remind students to be mindful of how they communicate online.

Schedule for the Day

Adjourn

Sexting

Supplies: none

Greeting: Students share: “Something I learned about social networking is...”

Purpose: Sending sexually inappropriate pictures and messages has become a popular trend among teens. A national online survey by the National Campaign to Prevent Teen and Unplanned Pregnancy, (2008), found that 22% of teen girls, and 18% of teen boys between the ages of 13 and 17, have sent nude pictures online. The survey also found that 39% of teens had sent sexually suggestive messages. Forty-eight percent of teens report having received such messages. Nearly forty percent of teens say they have shared these photos and messages shared with them. Federal law prohibits the use of minors (children under 18) in nudity oriented materials. Violation of the law is a felony. Some states are attempting to reduce the crime to a misdemeanor, but for now it remains a felony. Other, interpersonal consequences can cause consequences with friends, colleges and employers.

- Thank students for sharing.
- Explain that today students will be continuing their discussion on appropriate boundaries on online behaviors.
- Ask students how many of them have seen someone posting inappropriate pictures or messages online or by cell phone.
- Explain that you know that students see a lot of explicit images in movies, shows and online. Explain that sometimes, because students see so many of these explicit images, they think that it is no big deal to send explicit images of themselves to someone else.
- Ask students why someone might send explicit and inappropriate pictures or messages to someone else.
- Explain that some teens send explicit pictures because someone asks for them. Sometimes they send them because they want to attract someone.
- Ask students to talk about what the consequences might be for sending an inappropriate picture or message. Write their answers on the flipchart page. Adding your own suggestions as questions. For example:
 - Embarrassment if others see it
 - Loss of reputation
 - Colleges or employers see it
 - Someone sees it and notifies law enforcement
 - A future boyfriend or girlfriend sees it
 - Regret later
- Explain that it is a federal offense to take inappropriate pictures of anyone under the age of 18 – even if you’re taking pictures of yourself. Explain that if you receive an inappropriate picture and you save it, or send it to someone else, it is also a crime. Explain that if you are arrested for this any of these actions, it is considered a felony, an offense that can send you to prison for a year or more. You can also be labeled a sexual predator for up to 20 years. Explain that sexual felonies stay on your record for life in most states.

- Remind students that everything they put online put online is there forever. There is no way to erase it or change it once they send it.
- Ask students to think about how they would feel if any of these people see the inappropriate picture or message:
 - Parents or guardians
 - Teachers or other school personnel
 - Law enforcement
 - Future employer or college
 - Grandparents
- Remind students that everything they put online is considered public record. Anyone can get it, and anyone can use it against them.
- Ask students to be mindful of everything they do or send by cell phone or online.

Schedule for the Day**Adjourn**

Knowing When to Ask for Help

Supplies: Behavior Red Flags and Helping Someone in a Crisis, (one per student), flipchart and markers

Greeting: Students share: “One way I know I am getting really upset is...”

Purpose: Sometimes in spite of all of the skills and techniques students use, their feelings can overwhelm them. When students experience intense feelings and are not able to manage them effectively. This may result in major depression, panic attacks and anxiety, hopelessness, and the desire to give up. These feelings may lead a student to contemplate suicide. Frequently when a teen is contemplating suicide, the adults in their lives know nothing about their intent. Many times, students around them know more about their situations; and can frequently notice the signs and symptoms of emotional disturbance. It is important that we give students permission to ask for help and to seek help for other students at risk of self harm.

- Thank students for sharing. Explain that it is really important to know ourselves and be mindful of when we are getting really overwhelmed.
- Remind students that they have discussed many ways to help themselves manage their emotions and tolerate distress. Explain that sometimes things happen, or we can get so down, we feel like giving up; or we may think about hurting ourselves or others.
- Explain that at those times it is really important that we reach out for help from adults in our lives. Write the phrase **When to Ask for Help** at the top of the flipchart page. Ask students to discuss what signs would tell them that someone needed extra help. Write down their answers, adding your own in the form of questions. For example:
 - Depression
 - Withdrawing and isolating
 - Not caring about things that were important
 - Not taking care of yourself
- Distribute the Behavior Red Flags handout. Ask students to take a few minutes to look over the handout and ask questions about anything they don't understand.
- Explain that it is important that if they notice these signs in themselves or another student, they need to reach out to an adult for help. Explain that an adult can help the student get the extra help they need.
- Remind students that it is not weak or shameful to feel emotionally overwhelmed. It is important to ask for help from others. Explain that students can talk with you privately any time they need some help.

Schedule for the Day

Adjourn

Behavior Red Flags

Sometimes we may become overwhelmed by emotions and become depressed or even think or harming ourselves. The following symptoms are cause to be concerned about ourselves or someone else. If you notice these symptoms, in yourself or someone else, for more than a week, it's time to ask for help. Watch for:

- disassociated behavior – zoning out
- exaggerated reactions
- physical and verbal aggression
- detaching from peers
- tearful/despondent
- disruptive
- withdrawn
- obsessive/perfectionism/ compulsive
- sensory issues/easily over-stimulated
- change in grades
- change in personality
- “dark” writings or drawings
- deterioration in hygiene
- giddy
- impulsive
- refusal to work/non-compliance
- chronic lateness
- missing classes/poor attendance
- excessive daydreaming
- falling asleep in class
- change in physical appearance

If you notice any of these signs in yourself or others, reach out to an adult for help.

Helping Someone in a Crisis

DO:

- Be yourself. Let the person know you care, that he/she is not alone. The right words are often unimportant. If you are concerned, your voice and manner will show it.
- Listen. Let the person unload despair, ventilate anger. No matter how negative the conversation seems, the fact that it exists is a positive sign.
- Be sympathetic, non-judgmental, patient, calm, accepting. Your friend or family member is doing the right thing by talking about his/her feelings.
- Offer hope. Reassure the person that help is available and that the difficult feelings are temporary. Let the person know that his or her life is important to you.
- If the person says things like, "I'm so depressed, I can't go on," ask the question: "Are you having thoughts of suicide?" You are not putting ideas in their head; you are showing that you are concerned; that you take them seriously; and that it's OK for them to share their pain with you.

BUT DON'T:

- Argue with the person about their thoughts or feelings. Avoid saying things like: "You have so much to live for," "Your suicide will hurt your family," or "Look on the bright side."
- Act shocked, lecture on the value of life, or say that suicide is wrong.
- Promise confidentiality. Refuse to be sworn to secrecy. A life is at stake and you may need to speak to a mental health professional in order to keep the suicidal person safe. If you promise to keep your discussions secret, you may have to break your word.
- Offer ways to fix their problems, or give advice, or make them feel like they have to justify their feelings. It is not about how bad the problem is, but how badly it's hurting the person.
- Blame yourself. You can't "fix" someone's depression. Your friend's happiness, or lack thereof, is not your responsibility.

Ways to start a conversation:

- I have been feeling concerned about you lately.
- Recently, I have noticed some differences in you and wondered how you are doing.
- I wanted to check in with you because you haven't seemed yourself lately.

Questions you can ask:

- When did you begin feeling like this?
- Did something happen that made you start feeling this way?
- How can I best support you right now?
- Have you thought about getting help?

What you can say that helps:

- You are not alone in this. I'm here for you.
- You may not believe it now, but the way you're feeling will change.
- I may not be able to understand exactly how you feel, but I care about you and want to help.
- When you want to give up, tell yourself you will hold off for just one more day, hour, minute — whatever you can manage.

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Notes

