

ALL FEELINGS ARE O.K.

WE NEED TO EXPRESS OUR FEELINGS

WATCH "BODY-TALK"

THINK ABOUT HOW SOMEONE ELSE
MAY FEEL

YOU CAN CHANGE YOUR FEELINGS

RECOGNIZE AND LABEL FEELINGS

FEELINGS

How Do You Feel Today? (Please indicate which faces apply)



Aggressive



Anxious



Apologetic



Arrogant



Bashful



Blissful



Bored



Cautious



Cold



Confident



Curious



Determined



Disappointed



Disbelieving



Enraged



Envious



Exhausted



Frightened



Frustrated



Guilty



Happy



Horrified



Hot



Hurt



Hysterical



Indifferent



Interested



Jealous



Lonely



Lovestruck



Negative



Regretful



Relieved



Sad



Satisfied



Surprised



Suspicious



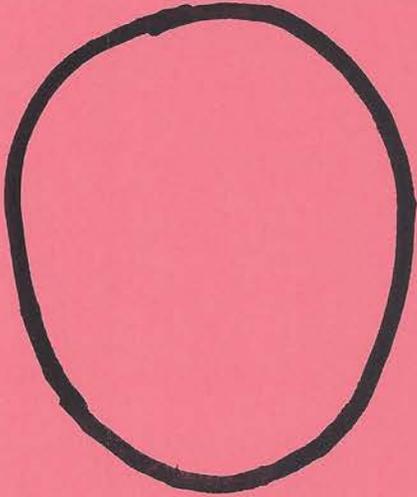
Undecided



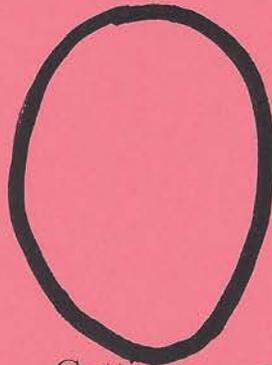
Other ...

all of them / some of them / none of them / not sure / other ... to 3

SOMETIMES I FEEL



Someone gets in front
of me in line



Getting a pet

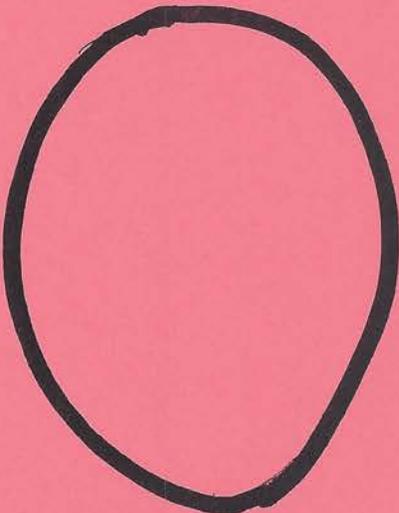


Watching a scary
movie

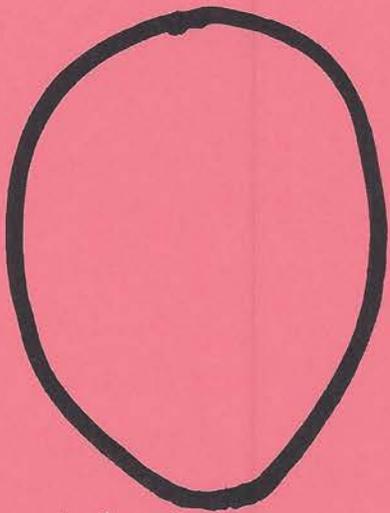
Sometimes I like to sit alone
Inside my quiet home
No friends to hang around
To make even a tiny sound.

Sometimes I like to share
But other times I just don't care
Sometimes I feel like loving
But other times I feel like shoving.

I know it's okay
to feel both ways.



Classmate breaks my
favorite game.



Classmate laughs
when I say the wrong
answer.

Developing Self-Concepts

What I Know: What I Can Do

Purpose:

to help students think about the things they already know how to do and the things that they can look forward to mastering based on grade-level expectations

Materials:

- ◆ copies of page 11, one for each student (or make up your own checklist based on your own school or district skill lists)
- ◆ red and blue markers or crayons

Activity—Part 1:

Begin this activity with the entire class. Show your students the checklist and its boxes. Discuss the things they already know how to do and the things they can look forward to learning during the school year.

Pass out the checklists. Tell the students they will be marking only the boxes in the “Now” column at this time. Have them use a red marker (or crayon) to check off the things they already know and a blue one for things they are going to learn. Read each item from the checklist aloud and give the students time to decide if the item is something they already know how to do (red) or something they are going to learn (blue).

Collect the completed checklists and put them away for use in Part 2 of this activity.

Activity—Part 2:

You will know when to expect all of the students in your class to have mastered the checklist items on page 11. If anyone is having trouble with a particular skill, you can devote some time to that skill and that student before using the checklist for the second time. The idea, of course, is to have all of the students color all of the “Now” boxes red.

At the appropriate time, toward the end of the school year, pass out the checklists again. Then repeat the activity, reading the items aloud and having the students check off the boxes in the column labeled “Later.” Walk around the room while this is being done to make sure that everyone is using red markers. If someone is considering using a blue marker, stop and ask why. If you feel that the student who is hesitating has mastered the skill, ask that student to demonstrate the skill in question for his or her own satisfaction.

Send the checklists home with the students or post them around the classroom for everyone to see.

Evaluation and Processing:

Encourage students to enjoy their successes. Ask the students: Which skills were the easiest? hardest? most fun? Which ones made them feel the proudest of themselves?

Developing Self-Concepts

What I Know: What I Can Do

Directions: Check off the items you know how to do with a red marker or crayon. Use a blue marker or crayon to check off the items you do not know how to do. Fill in only the "Now" column this time. You will fill in the "Later" column later in the year.

Skill	Now	Later
1. I can add, subtract, multiply, and divide whole numbers.	<input type="checkbox"/>	<input type="checkbox"/>
2. I can add, subtract, multiply, and divide decimals.	<input type="checkbox"/>	<input type="checkbox"/>
3. I can add, subtract, multiply, and divide fractions.	<input type="checkbox"/>	<input type="checkbox"/>
4. I can observe, record, and organize scientific data.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can sequence the historical events I have studied.	<input type="checkbox"/>	<input type="checkbox"/>
6. I know the continents and can find places on a map.	<input type="checkbox"/>	<input type="checkbox"/>
7. I can read and understand grade level materials.	<input type="checkbox"/>	<input type="checkbox"/>
8. I can express my ideas orally and in writing.	<input type="checkbox"/>	<input type="checkbox"/>
9. I can use periods and capital letters.	<input type="checkbox"/>	<input type="checkbox"/>
10. I can spell many of the words I use in writing.	<input type="checkbox"/>	<input type="checkbox"/>
11. I know how to use a dictionary and encyclopedia.	<input type="checkbox"/>	<input type="checkbox"/>
12. I can work with others in a cooperative group.	<input type="checkbox"/>	<input type="checkbox"/>

Developing Self-Concepts

What I Know: Twenty Things That I Know

Name _____ Date _____

Directions: Think of twenty things that you know that your classmates may not know about you. Consider your hobbies and activities outside of school and interesting facts about yourself. Try to compile a list which represents more than one aspect of your life (for example, do not only list sports that you are involved in).



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Growing in Social Awareness

Similarities and Differences: Everybody Says Hello

Language	Greeting	Pronunciation
English	Hello	hel-LO
Spanish	Hola	OH-la
Hawaiian	Aloha	ah-LO-ha
Swahili	Jambo	JAHM-bo
French	Bonjour	bon-zhoor
Arabic	Salaam	sah-LAHM
Japanese	Konnichiwa	kon-nichi-WAH
Hindi	Namaste	nam-ahs-TAY
German	Guten Tag	GU-ten TAHG
Yiddish	Shalom	sha-LOHM
Russian	Priviet	preev-YET

Cool Down Conflict

An Actions for Health Poster

Cool Down Conflict



Talk it out.

Walk
away.



Think before
you speak.



Apologize.



Ask for help.

**Use your head,
not your fists.**



UNCONTROLLED ANGER SEQUENCE

R
E
A
C
T
I
O
N
S

TRIGGERS

Something Unpleasant Happens

Our "Buttons" Are Pushed by External or Internal Triggers!

THOUGHTS

We Evaluate—
We Think to Ourselves

UNFAIR!
Jerk!
Terrible!
Shouldn't Be!
They'll Pay!

FEELINGS

Then We Feel
the Way We Think

Hurt
Attacked!
MAD!
Shouldn't Be!
scared!
ETC.

BEHAVIORS

We Act Out
Our Feelings!

Run!
Withdraw
or
Fight!
ATTACK
REVENGE

EFFECTS

Negative Effects
Escalate Our Anger!

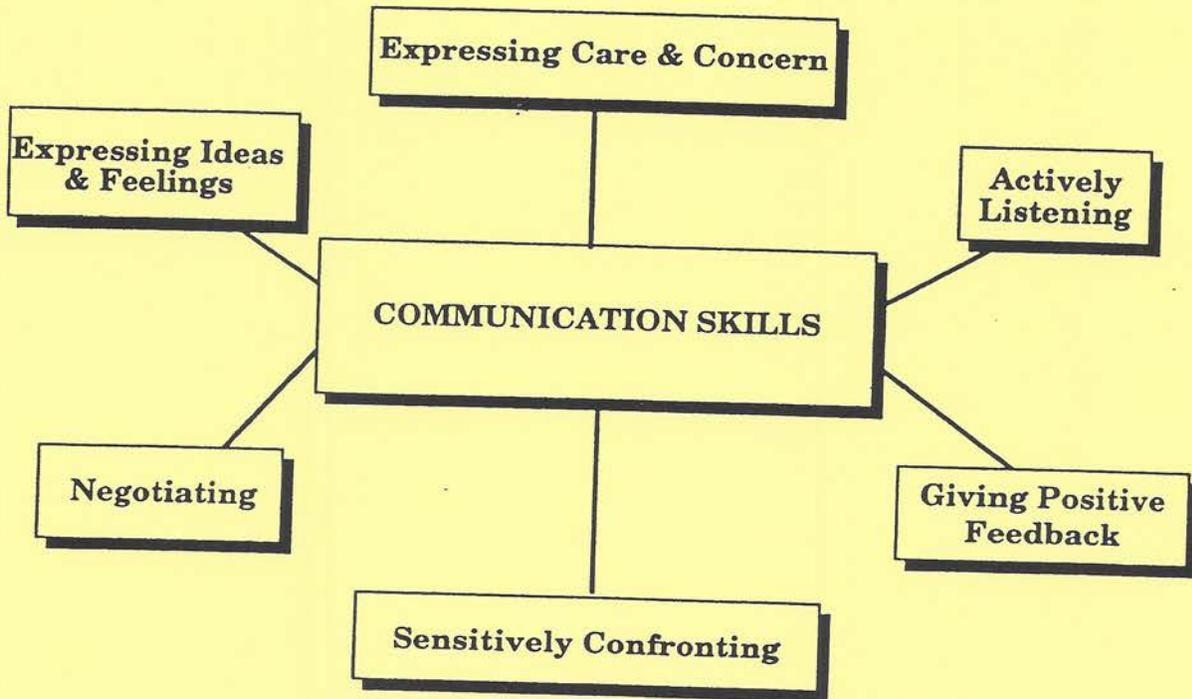
SUSPENDED!
That's It!
REJECTED!
YOU'RE GROUNDED!
I'm Mad!
Oh, No!



INTERPERSONAL COMMUNICATION: AN OVERVIEW

Definition:

The verbal and nonverbal exchanges between people that define their relationships to one another.



GOOD INTERPERSONAL COMMUNICATION

- Helps you **UNDERSTAND** and **BE UNDERSTOOD**.
- Helps you earn someone's **TRUST** and give **SUPPORT**.
- Helps you **RESOLVE** conflicts.
- Helps you resist peer pressure with **ASSERTIVENESS**.
- Brings **EXCITEMENT, WARMTH, AND FULFILLMENT** to your relationships.



ACTIVE LISTENING ACTIONS

Actions that Encourage Understanding

Body Language

- Making eye contact
- Nodding
- Leaning forward
- Saying "uh-huh"

Paraphrasing

- "I hear you saying ... is that right?"
- "It seems that ... is that right?"

Reflecting Feelings

- "It sounds as though you feel ... is that right?"

Asking Clarifying Questions

- "Do you mean ... ?"
- "Can you tell me more about ... ?"

Actions that Discourage Understanding

- Talking to someone else
- Playing with something
- Spacing out
- Making a value judgment
- Changing the subject
- Talking about yourself
- Saying you're not interested

How To SOLVE A DISAGREEMENT

1

We find out the problem.

2

We attack the problem, not the person.

3

We listen to each other.

4

We care about each other's feelings.

5

We are responsible for what we say and do.



FOULS

Blaming
Getting Even
Hitting
Making Excuses
Name Calling
Bossing
Not Listening
Teasing
Put-downs
Threats



Acquiring Communication Skills

Sending: I Feel . . .

Purpose:

to give students information about, and practice in, sending clear messages when they communicate orally, especially about a conflict situation

Materials:

- ◆ none necessary

Activity—Part 1:

This activity is designed to help your students accept the following ideas. Conflict is normal. They have the right to say how they feel and what they want. They will communicate more easily if they learn to express themselves in “*I*” messages rather than “*You*” messages. “*You*” messages use words that attack and blame. Here are some “*You*” messages:

- ◆ You always interrupt me and make me forget what I was going to say!
- ◆ You never ask before you borrow something from me!

“*I*” messages express the feelings of the person who is speaking. To facilitate the use of “*I*” messages, teach your students to use this formula:

I feel _____ when _____ _____ I want _____ _____

Have your students practice turning “*You*” messages into “*I*” messages. Use the samples above and make up some of your own. Here are some possible “*I*” messages for the “*You*” messages given above:

- ◆ I feel frustrated when you interrupt me because it makes me forget what I wanted to say. I want to finish what I am saying without being interrupted.
- ◆ I feel angry when you borrow something of mine without asking. I want to be asked beforehand so that I can decide.

Acquiring Communication Skills

Sending: I Feel . . . (cont.)

Activity—Part 2:

When the opportunity arises in your classroom, have your students rephrase their actual “You” messages into “I” messages. It will take a lot of practice for your students to overcome what is probably a habit. Listen for students who are attacking one another with “You” messages like these:

“YOU” MESSAGES	“I” MESSAGE SUBSTITUTES
Why do you always bump into my desk when you go by? You always make me mess up my work.	I feel so angry when you bump my desk and my work gets messed up. I want you to be more careful.
You promised to remember my book. You never do anything you say you will do.	I feel disappointed because you forgot my book. I want you to do what you say you will do.

Evaluation and Processing:

Discuss the activity . . . Was it hard for you to learn to change “You” messages into “I” messages? Were you in the habit of expressing yourself with “You” messages? Have you tried to use “I” messages on your own? If not, do you plan to? If you have, what kind of reaction did you get? Was the other person more or less cooperative than usual? What was your own reaction? Have you gotten used to saying how you feel?

(Make sure that you model “I” messages constantly. It is not fair to say, “This class is always noisy! You embarrass me in front of the other teachers.” Rephrase your message into an “I” message.)

I feel _____	when _____

I want _____	_____

Incident Report

Student Name: Date: / /

Class: Teacher:

Teacher/Support Staff reporting the incident:

Where did the incident occur?

Behavior displayed:

Bullying Being bullied

physical bullying

- hitting, punching
- pinching, tripping
- kicking, pushing
- scratching, spitting
- damaging/stealing property
- throwing objects at someone
- hiding/taking belongings
- other

verbal bullying

- teasing/name calling
- making offensive remarks
- making discriminatory remarks
- insulting someone
- threatening someone
- repeated teasing
- intimidating someone
- other

emotional/social bullying

- leaving people out
- spreading rumors
- excluding someone
- ignoring someone
- making fun of someone
- stopping people from befriending someone
- other

Comments:

Actions taken after the incident:

Parents informed: Yes No

Date: / /

Follow up:

Date: / /

Parent's signature _____

Teacher's signature _____

Why Do People Bully? – 1

People who bully do so for a variety of reasons. They may also be unaware of how their bullying makes others feel.

1 Can you think of any other reasons why people bully? Write them below.

They may be jealous of the person they are bullying.

They may see it as a way to be popular.

They may do it because they think they will get bullied themselves if they don't.

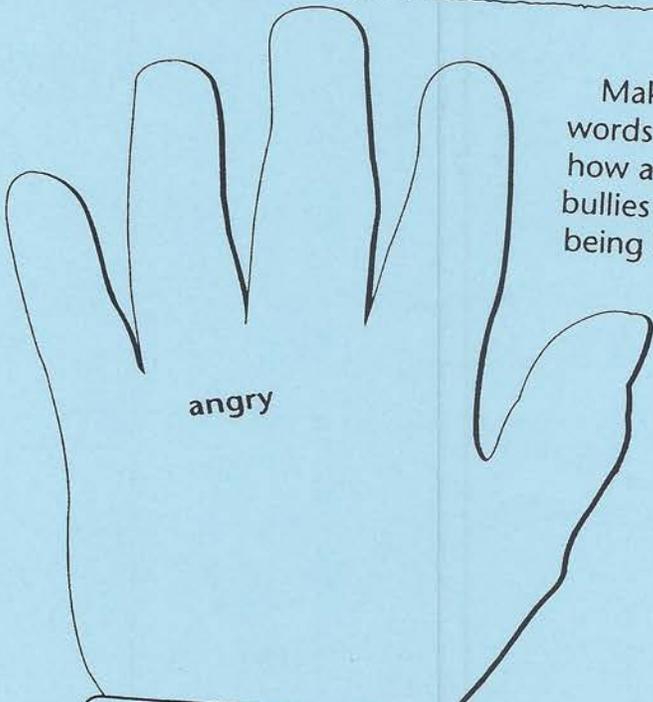
They may do it to get attention.

They may be getting bullied at home.

They may feel it makes them look tough.

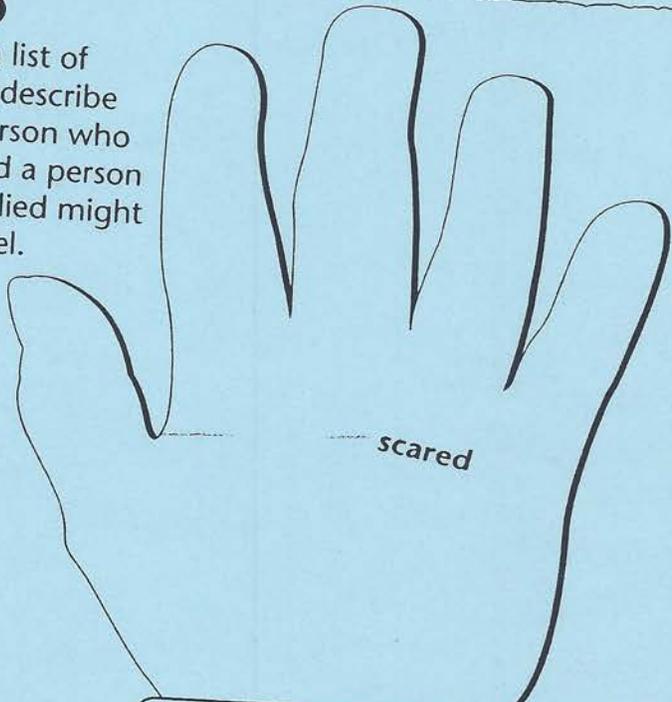
2

Make a list of words to describe how a person who bullies and a person being bullied might feel.



angry

How a person bullying might feel



scared

How a person being bullied might feel

3 In groups, discuss and make a list of tips for people who bully, for example, "Seriously think about what you are doing," or "Your actions could have a serious effect on that person now and in the future." Write on the back of this sheet if you need more space.



Using Techniques for Conflict Resolution

Assertiveness: I Can Stand Up for Myself

I Am Assertive!

I would like _____

Please _____

Please _____

I would appreciate it if _____

Make an Agreement

Mediation Game Plan Checklist

STEP 1: Introductions and Ground Rules



- Introduce yourself.
- Ask the names of students in conflict.
- *Get agreement to mediate.
- Move away from where the conflict took place.
- Get agreement to the ground rules.
 - a. to listen without interrupting.
 - b. to treat each other with respect—no putdowns or calling names.
 - c. to work hard to solve the problem.

STEP 2: Get the Story



- As each student in conflict tells their story, practice good listening.
 - a. show that you're listening.
 - b. pay attention to what the person says and how they feel.
 - c. ask questions and paraphrase to make sure you understand.

STEP 3: Brainstorm for Solutions



- Ask students:
 - a. what each can do to solve the problem.
 - b. to say any idea that comes to mind.
 - c. to come up with as many ideas as possible.
- Make sure no one puts down any idea.
- Ask questions if someone says they don't have any ideas.

STEP 4: Make an Agreement



- Go over the ideas from brainstorming.
- Ask students to choose solutions they can agree to.
- Review the agreement.
- Congratulate everyone and shake hands.



Using Techniques for Conflict Resolution

Compromise: I Can live with This

Name _____ Date _____

Directions: Read the first person's "I" message. Follow the communication steps all the way through to a compromise.

◆ **First Person** (*"I" message*):

I feel furious when you tease me. I wish you would not do that.

◆ **Second Person** (*active listening restated to show comprehension*):

◆ **Second Person** (*other perspective/"I" message*):

◆ **First Person** (*compromise response*):

◆ **Second Person** (*compromise response*):
