



SPAVA

SOCIETY FOR THE
PREVENTION OF
AGGRESSIVENESS AND
VIOLENCE AMONG
ADOLESCENTS

Curriculum Guide Grades 3-12 Ten-Session Program

Jefferson County Public Schools

Volunteer Talent Center

330 S. Hubbards Lane • Louisville, KY 40207

485-8185 or 485-3710

SPAVA Curriculum Guide

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SPAVA Curriculum Guide

Ten-Session Program

Suggested Activities

Preparation for Sessions:

Before each session, read its Suggested Activities as outlined in this guide and prepare to cover the session content. Some mentors underline or highlight sections, words, etc.; some create for themselves a brief outline on paper or 3x5 cards—find what works for you. Decide which are the most important issues to cover and address these first. You may not have time to include everything. Keep the 45-minute session length in mind as you prepare. Think about how to best reach your specific students so they are actively involved. This all becomes easier after the first few sessions. Think about shifting focus on the spot (i.e. “Plan B”) if an important issue arises or if students seem disengaged. Visualize yourself using enthusiasm, moving about, involving the teacher, asking questions to start discussions, modeling new skills, role-playing. Prepare your challenge activities and any handouts. Freely consult with the teacher and SPAVA coordinator at any time. Thank you!

Session 1

SPAVA Words: Respect, Empathy

- Resources needed:
- Poster of SPAVA’s four goals
 - Poster of SPAVA’s discussion guidelines
 - Feelings worksheet (for mentor only—page 7)
 - Students’ nametags (provided by classroom teacher or mentor)
 - “How Would You Feel?” activity sheets; two versions are attached (Mentor: Choose the version you prefer, and make a copy for everyone in your class.)
 - SPAVA pocket folders, if provided by school; one for each student
 - **Optional:** Today’s SPAVA words written on cards for word wall (1)*

- Preparation:
- Select one or two “Making SPAVA Fun” activities from this guide for possible use in this session, or plan some other fun activity.
 - Write today’s Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.

(15 Minutes)

Introductions/Orientation

State your name, state that you are a SPAVA mentor, and state that you’ll tell them more about yourself later. Next, say one good thing about yourself. Ask the teacher to say her or his name plus one good thing about herself or himself. Then ask each student to do the same by stating his or her name and stating one good thing about himself or herself.

Ask students if they learned anything new about any of their classmates or their teacher. Call on two or three students to reply. Say that they may wish to pursue common interests.

Then tell students that you are going to introduce them to the SPAVA Program.

*Designates an activity described with the same number on SPAVA Optional Activities, page 75

Introduce the program:

Write on the blackboard: **Society for the Prevention of Aggressiveness and Violence among Adolescents (SPAVA)**. Comment on the meaning of the words. Explain that the program title now includes students in grades one through twelve.

Say, “From now on, we will always call the program SPAVA.”

Ask “Why do we have SPAVA?” State that SPAVA exists to help us all get along better and to teach us to not get hurt and to not hurt others in school, in our neighborhoods, in our families, and everywhere we go. In this program, we plan to have fun, to learn and practice new ways to solve real problems, and to understand and take care of ourselves and other people better.

Point out, using the prepared poster, that the program has **four specific goals**:

1. To promote respect, honor, and integrity among students

Ask a volunteer to state what he or she thinks **respect** means.

State that **respect** is the way we honor or pay attention to ourselves and others by treating others and ourselves kindly. State that using good manners is an important way of showing respect. We can also express respect or its opposite—disrespect—to belongings and property, to rules and authority, and to our earth. Behaving with respect means paying kind attention to our feelings and those of others in how we act and talk. It also means being aware of the fact that we share this world and must take care of our physical surroundings.

Having **honor** means that we are honest, good, and truthful.

Integrity means doing what is right even when it’s hard and when nobody else sees us; it’s standing up for what we believe and being honest with ourselves and others.

2. To recognize and understand feelings

Say, “For example, right now I feel _____ to be meeting you and beginning SPAVA with you.”

Point out that **feelings**—good and bad—affect the way we behave and how we get along with others. Say, “We’re going to look at feelings—explore and recognize our own feelings and then decide how to deal with them. We’ll also work on figuring out how others are feeling so we understand them and so we can show them that we care about them and want to help. This is **empathy**.”

3. To develop anger-management skills

Say, “If I pushed you out of my way, how would you feel? What would you want to do?”

Talk a little about anger.

Ask, “Is it okay to feel angry?” Say, “Yes, of course! We all get angry sometimes; it’s a normal feeling. Most often, anger comes from feeling disrespected or afraid. Sometimes, it is important to get angry about things that aren’t right or fair. But we can hurt others and get in trouble when we get angry, so it is important to control what we do with our anger. We’re going to talk about appropriate ways of doing this and how we can work out problems with others.”

4. To recognize the characteristics of famous men and women of peace

Explain that after today we will be learning about famous men and women of peace—people with great integrity who have resolved human problems peacefully. Also, we’ll talk about peacemakers in our own lives and how we can be peacemakers ourselves.

Spend a few minutes now explaining how and why **you** became involved with SPAVA and what you hope to accomplish by working with the program. (Why do you feel the need to help? Has someone helped you in the past? Be personal and real.)

Briefly discuss your background, education, interests, work, and experiences.

Explain the SPAVA Program by discussing:

- The length of the program—ten weeks. Say, “**This is a program of action I’ll constantly be asking you to share your ideas, try out new behaviors, role-play, identity real problems and solutions, read and write. You, your teacher and I must all be involved.**” Tell students that if you’re boring, they must help you be interesting. Say that **you want to learn from them what matters to them and what needs to be covered** during your sessions together.
- The days and times that the program will take place.
- The attendance policy and information about being tardy. State that it’s important to attend every day.
- The fact that the teacher will attend and participate in all sessions. State that **the teacher is your SPAVA partner** and will try to use SPAVA information/lessons with the class as often as possible.
- The fact that the class will be given a “Challenge Activity” to complete before each SPAVA session.
- The service learning project. State that this will be discussed more at a later session.
- SPAVA scholarship opportunities. Tell students that at another session you will talk more about how they can apply for SPAVA scholarships.

(5–10 Minutes)

Discussion Guidelines

Display the SPAVA Guidelines poster now, and keep it posted during all SPAVA sessions.

Say, “Let’s talk about ways that we show **respect** for each other.” Ask, “**What is respect?**” State that respect is an attitude of caring about ourselves and others and treating everyone with dignity. Say, “We show respect in how we act and talk.”

Explain the **Golden Rule**. Ask anyone (including the teacher) to tell what the Golden Rule is. State that practicing the Golden Rule means treating others the way you want to be treated.

Say also that showing respect helps build self-esteem in ourselves and others.

Ask students what self-esteem means. Ask, “How can we boost someone else’s and our own self-esteem?” Ask, “How can we hurt our own or another person’s self-esteem?”

State, “During our sessions together, let’s use these **guidelines**. Most of these will help us respect and pay attention to the feelings of others.”

Ask different students to read each one.

- Listen politely and with an open mind to different viewpoints.
- Pay attention.
- Participate in our discussions.
- Give others a chance to talk too; take turns.
- Raise your hand when you want to say something.

(20 Minutes)

Feelings Activity

Say, “We’re going to talk today about feelings—our own feelings and other people’s feelings. All feelings are ok. People have the same feelings that other people do. Remember, one of our SPAVA goals is to recognize and understand feelings and to have empathy. **Empathy** is the ability to understand how another person feels and to show caring and concern for that person. Let’s talk about different feelings a person can experience.”

On chart paper or on the blackboard, write these headings: Happy, Sad, Angry, Afraid, Ashamed. Have students think of other feeling words.

(Mentor: See “Feelings” sheet on page 7 for more words.)

Ask the students to write their word under one of the five headings where they think it fits. Talk about how these clustered feelings are similar, yet are not exactly the same, and about how they come from different experiences.

Find a place to display the students’ feelings list for future reference.

Say, “Now we’re going to talk about feelings in another activity.” Pass out “How Would You Feel?” worksheets to everyone in the class, and tell students to follow the directions on the worksheet.

Say, “Every day, try to become more aware of your feelings and the feelings of those around you. Try to look for the best in yourself and in others—for the things that are lovable and admirable. Try to do this every day.”

(Remaining Minutes)

Challenge Activity/Closure

Brief Review of Today's Session

Challenge Activities

Tell students that there will be challenge activities after each session, and that their teacher will give them class time to complete them before the next session.

Teacher: Play Guess Who (5)* at least once before the next session.

Students: Draw a picture that illustrates a particular feeling. Write on your drawing why someone might have that feeling.

All: Look up information on the Nobel Peace Prize. Be prepared to tell about it next time.

Smile and do something nice for someone different every day—something that he or she probably is not expecting you to do.

Ask the classroom teacher to please give students time in class to work on their challenge activities and to remind students before the next session to have their challenge activities completed for the session. Request space in the classroom to display SPAVA student work.

Next Time

Say, “I’m going to bring a surprise, and we’re going to talk about a peacemaker whom most of you know very well. In fact, we celebrate his birthday with a holiday each January. Who is this?” (Answer: Dr. Martin Luther King Jr.)

Optional: Begin a SPAVA Word Wall (1)* or bulletin board (2)* to keep track of important words and concepts (e.g., today’s SPAVA words: Respect, Empathy).

*Designates an activity described with the same number on SPAVA Optional Activities, page 75

Feelings

Which of these feelings have you had? Can you add some more?
Try to figure out your **real** feelings. It usually helps when you are trying to decide what to do next.

Happy

Proud
Excited
Relieved
Cheerful
Grateful
Glad
Joyful
Merry

Sad

Unhappy
Disappointed
Lonely
Blue
Gloomy
Down
Low

Afraid

Terrified
Worried
Shy
Nervous
Scared
Anxious
Confused

Angry

Mad
Annoyed
Insulted
Furious
Frustrated
Ignored
Grumpy

Ashamed

Unworthy
Humiliated
Guilty
Disgraced
Embarrassed

How Would You Feel?

(An activity for students of any age)

Either discuss how you think you would feel in these situations, or write your feeling(s) on the line beside each situation.

1. It's the middle of the school year, and you just learned that you and your family will be moving to another state in a few weeks. _____
2. You just discovered that you won a prize. _____
3. You find out that your friend told someone else a secret you asked her not to share. _____
4. Your dog is hit by a car and seriously injured. _____
5. You saw a student cheating on a test. _____
6. Someone cuts in front of you in line. _____
7. Someone you really admire asks you to help on a project and says it's because you're so talented. _____
8. Someone tells you that your drawing looks stupid. _____
9. Someone says he knows that it was you who stole the camera, but it wasn't you. _____
10. At school, teams are choosing members. So far, everyone has been chosen except for you and one other student. _____
11. The weather reporter just announced that a tornado changed directions and will not hit our town after all. _____
12. Someone sitting near you keeps poking you even after you asked her to stop. _____
13. Your dad tells you to be home at a certain time, and you now realize that you will be late. _____
14. A small gift with your name on it is sitting on your kitchen table when you arrive home from school. _____
15. Someone jerks your backpack away from you and throws it on the floor and laughs. _____

How Would You Feel?

(An activity for older students)

As a class, discuss how you would feel in these situations, or break into small groups and discuss how you felt in two or three of these situations that you have actually experienced.

1. Your best friend moved away.
2. People at school make fun of you and spread untrue rumors about you.
3. You can't afford to dress as you'd like.
4. You didn't make the team.
5. Your parents are separating.
6. A good friend of yours is in trouble with the law.
7. You have a new romantic relationship.
8. School is just too hard.
9. You don't feel as though you belong anywhere.
10. You feel too fat, thin, tall, or short.
11. Someone has been shot, and you know something about it. The police are asking anyone with information about the incident to call them.
12. Your parents always want to know where you're going. You think they don't trust you.
13. Someone calls you a mean name and shoves you against a locker.

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Session 2

SPAVA Words: Peacemaker, Conflict

- Resources needed:
- Question Box, (simple closed box with a top slit, a box that can be opened)
 - A bean bag (or similar object)
 - The Class Feelings Chart from the last session
 - 3" x 5" cards, one for each student
 - Tape or a stapler to hang challenge activities completed as a result of the last session
 - Information sheets on Dr. Martin Luther King Jr., page 17, one for each student and bring a photo of Dr. King to show
 - *Optional:* Today's SPAVA words for word wall

- Preparation:
- Select one or two "Making SPAVA Fun" activities.
 - Write today's Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.
 - Ask students to use their nametags.

(10 Minutes) Greetings/Review of Previous Week's Lesson

Begin by stating that you're glad to be here and that you've thought of the students since meeting with them last week. Demonstrate **good manners** and **good posture** with a couple of students. Tell them that everyone will be working on good manners throughout these sessions. Ask them to stand straight, smile, shake hands properly, and look you in the eye. Tell them that this sort of body language and greeting are the sort of positive communication they should display when meeting potential employers! Add that displaying such positive communication is a way to show good manners and respect for anyone they meet. Standing straight, looking people in the eye, and acting positive and confident also helps discourage people from picking on you or bullying you. We'll talk more about this later. Also, tell students that their appearance influences people. Discuss their clothes, hair, body art, etc.

Ask students to share the results of their challenge activities with a partner. Then ask two or three volunteers to show and explain their pictures to the entire class. Collect the pictures and tell students you'll take them home to look at them all and will return them at the next session.

Ask about the "Guess Who" activity. Ask students how they could tell who the teacher was describing. Ask, "Who is it?" and "Why?"

Tell about one of your (the mentor's) kind acts over the past week. Ask others to share theirs. How did they feel about what they did? Were others surprised?

Ask students to always make doing kind things for others a part of their lives.

Ask a few students to tell about the Nobel Peace Prize. Ask, "Does this prize matter? Why or why not?"

(5 Minutes)

Question Box

Hold up the Question Box. Explain that it is a special box that will stay in the class. Tell everyone that it is for any question/**conflict** they want to discuss in your sessions.

Ask a volunteer to explain what a conflict is (e.g., a fight, a struggle, a disagreement, a war).

At any time, students can write their question or problem on a piece of paper and drop it into the Question Box. No one should write his or her name on his or her question—each question should be anonymous.

Say that, usually, the entire class will work together during SPAVA sessions to answer the questions or problems in the Question Box.

Say that if you have serious concerns about a problem, you'll ask the school counselor to help.

Then, decide with the students where the box should sit.

(Mentor: Look at the questions in the box before each session in order to prepare. No matter what, **be sure to read every item in the Question Box each session before you leave the building**, even if you don't deal with any of them that day. **If any item causes you serious concern, take that paper immediately to the school counselor or principal before you leave the building that same day so he or she can deal promptly with it.**)

(10 Minutes)

More About Respect

Say: "You know, respect is more than having a positive attitude toward other people." Say that we should also respect:

- Belongings and property. (e.g., Ask before you borrow anything, and take care of things you borrow; don't litter.)
- Privacy. (e.g., Knock before entering someone's room, and say "Excuse me" when you need to interrupt.)
- Rules and authority. (e.g., Follow rules even when you think they're dumb; if you think they're wrong, talk and work respectfully to get them changed.)
- **Yourself.** (See below.)

Say that perhaps the most important type of respect is the respect you show for yourself. State that a way of respecting yourself is to be the best person you can be, using and developing all the gifts and talents you were born with.

Tell students to respect:

- Their body—by taking care of it with good nutrition, exercise, rest, and hygiene and by practicing safety measures.
- Their feelings—by accepting and dealing with them safely, by getting help from others when they need it, and by not "bullying themselves" (e.g., by telling themselves that they're not good enough or by referring to themselves using insulting names).
- Their intelligence and potential—by being the best student and learner that they can be and by always trying to do their best, not just enough to get by.
- Their sense of honor and integrity—by always trying to be honest and do what they believe is the right thing so they can be proud of themselves and the choices they make.

Say, "When you care for and respect yourself, you usually find it easier to care for and respect others."

Respecting yourself as a student: Say, "You know that respecting yourself as a student is very

important for each of you, because your job in life now is to be a student. Being a good student is a way of respecting yourself—of developing your wonderful mind, of discovering what you’re good at, and of building skills. All of these things help you give yourself a good future that will include being able to handle life and other studies after high school and being able to get a good job doing what you dream of doing with your life—a job that you enjoy and that pays a decent wage.”

Ask a few students what they want to be and/or do when they grow up and what their dreams are for themselves.

Activity:

Ask, “How can you show respect for yourself as a student?” Throw the bean bag to someone to give an answer; maybe throw it first to the teacher. The first person to catch the bean bag answers and then tosses the bean bag to another student so that he or she must answer. (Sample responses: Come to school every day; be on time; work hard at your studies; do your homework; ask for help when you need it; pay attention; don’t let others influence you to think that being a good student isn’t cool; when you don’t understand something, ask for it to be explained a different way; be sure you understand, etc.)

Ask students if they think these things are important, if they do them already, and if they can do better.

(10 to 15 Minutes)

Introduce “Peacemaker”

Ask, “What is a peacemaker?” State that a peacemaker is:

- A person who stops a fight or helps settle an argument or disagreement without violence; someone who helps others get along and does not use violence.
- Someone who demonstrates “integrity”—that is, who does what is right—even when it’s hard to do so—and does what is right whether or not other people know about it; someone who lives by his or her beliefs and is honest.
- Someone who “channels” anger into nonviolence, for the “greater good.” (Explain “greater good” to younger students.)
- Someone who puts a stop to bad things (provided by a SPAVA student).

Say, “In the next few weeks, we’re going to be learning about important people who actively worked for peace. Today, we’ll talk about **Dr. Martin Luther King Jr.**, his life, what he did to promote peace, and how we can learn from him.” Distribute Dr. Martin Luther King Jr. information sheets.

Before Reading—Help students recall and connect anything they already know about this topic in preparation for this reading.

Ask students what they already know about Dr. Martin Luther King Jr. Review words in the text with which they may be unfamiliar, such as: *civil rights*, *segregation*, *marches*, and *boycott*.

During Reading—Facilitate a good reading of this text.

Ask for student volunteers to read aloud, ask the entire class to read aloud together, or read aloud with individual students. Periodically, stop the readers to ask them about their feelings. Ask, “What would you do here?” to help ensure that they understand the text.

After Reading—Check to be sure students understand the concepts in the text and to be sure that they remember what was read. Ask:

- Why did Dr. King Jr. lead marches and boycotts?
Because he thought black people were treated unfairly and because he wanted to protest and get others to protest to focus on the injustice in a nonviolent manner

- What was he trying to do?
To change segregation laws, which prevented black people from getting equal treatment
- Did he achieve his goal?
Yes, segregation laws were changed—major civil rights laws were passed in the 1960s.
- How did Dr. Martin Luther King Jr. demonstrate respect for human life?
He did all he could to get people to live and work together in a just, nonviolent, peaceful manner.

(Also, see the “Discussion” section on the Dr. Martin Luther King Jr. information sheet.)

(5 Minutes)

Challenge Activity/Closure

Brief Review of Today's Session

Challenge Activities

1. Teacher: Discuss Peacemaker of the Week (8)* with the students. Have the class choose a Peacemaker of the Week for this week.
2. Say, “If Martin Luther King Jr. were alive and made his ‘I Have a Dream’ speech today, what might he be advocating?” Get one or two answers. Then say, “For next time, write a speech **you** could give today that conveys your thoughts and dreams about how to make things better. This could be about making things better in your school, your home, your neighborhood, or the world.”
3. Give each student and the teacher a 3" x 5" file card, and ask the students and the teacher to write on the card at least one dream that they have for themselves. Tell the students to bring the cards to the next session.

Next Time

Tell the students, “We are going to work on ways of dealing with our anger.”

*Designates an activity described with the same number on SPAVA Optional Activities, page 75

Dr. Martin Luther King Jr.

This great American **civil rights** leader was born in Atlanta, Georgia, in 1929. He graduated from segregated schools. Under **segregation**, black and white people went to separate schools and churches and used separate toilets, water fountains, and lunch counters. Black people were thought to be inferior by most of the white majority society. Dr. King went to Crozer Theological Seminary in Pennsylvania and later graduated from Boston University. Like his father, King became a Baptist minister.

Dr. King committed to doing everything he could to change segregation laws so that black people were guaranteed fair and equal treatment. He was influenced by the nonviolence work of Mahatma Gandhi, and he believed and taught **nonviolence** as a way of encouraging change. He participated in the bus boycott in December 1955, and over the years led many peaceful marches to protest unfair segregation laws. He was often beaten up, yelled at and treated badly during his efforts to bring awareness that “all men are created equal.” Perhaps Dr. King’s most important civil rights march was to Washington, D.C., in 1963, where he delivered his famous “I Have a Dream” speech. He received the Nobel Peace Prize in 1964. Major civil rights laws were finally passed in the 1960s.

Not everyone shared Dr. King’s beliefs. He was shot to death in April 1968.

Discussion:

Introduce such vocabulary and concepts as **confidence, passion, perseverance, and working for the “greater good” with personal sacrifice.**

Courage—Ask students, “How many of us would have had the courage to walk with Dr. King when people were throwing stones and the police let dogs loose to bite people who were marching?”

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Session 3

SPAVA Words: Impulse, Responsible

- Resources needed:
- Gandhi quote to post on SPAVA wall space (page 23)
 - STAR Problem-Solving Method poster
 - 2 large sheets of blank chart paper for anger activity
 - Be the Change cards, one for each person (attached on p. 25, copy and cut apart)
 - *Optional:* SPAVA words for word wall

- Preparation:
- Select one or two “Making SPAVA Fun” activities for use in this session.
 - Write today’s Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.
 - Ask students to use their nametags.

(Mentor: Check the Question Box before the session begins; discuss the questions and answers/solutions with the class sometime today as time permits; do this weekly hereafter.)

(10 Minutes) **Greetings and Review of the Previous Week’s Lesson**

Ask who the Peacemaker of the Week is. Ask, “Why was this person chosen?” Say, “Congratulations!” (Shake her or his hand, smile, make good eye contact, and maintain good posture. Comment on your body language to reinforce the student’s awareness of it.)

State that our manners (good or bad) are part of the “respect message” we give others and that our manners affect how others see us.

Say, “Last time, we discussed respect and peacemakers—specifically Dr. Martin Luther King Jr.”

Ask one or two students to read their speeches. Ask them to come to the front of the class, to maintain good posture, and to project their voices well. After each student speech, ask for class comments.

Collect the challenge activity from each student, and say you will read them all.

Ask students to tell a partner about their dreams for themselves. Then ask a few to share theirs with the class. Tell all of the students to tape their dream card at home in a spot where they'll see it very often.

(5 Minutes)

Being a Peacemaker

Tell the class that, like Dr. Martin Luther King Jr. and many others, each of us can be a peacemaker in our own way.

Say, “We can complain and wait for others to improve things, or each of us can start improving things now.”

Ask, “Do you know how?”

Show the class the Gandhi quote, “We must be the change we want to see.” Ask a student to volunteer to explain what that means. State that it is easier to complain and blame others; add that what we’re talking about now takes courage and integrity. Say, “We all have the chance to help make the world be the way we want it to be by changing the way we act—by first doing ourselves what we want others to do too.” Say, “We must be the change we want to see.” Hang the quotation on SPAVA wall space.

Ask a few volunteers what change they want to see and how they could “be the change.” Say, “This is very powerful thinking and action, even if the actions we do seem small.” Tell the class that in future classes you’ll ask about changes they’ve made.

Pass out the “Be the Change” slips to all the students and to the teacher. Save one for yourself!

(20 Minutes)

Impulse and Anger Control

Ask the teacher to help you hang chart paper, to label it “Our Conflicts,” and to help you with this activity by taking a few minutes to write the students’ input on the chart.

Say, “Today we’re going to discuss anger. What is anger? What does it feel like? How does your body feel when you’re angry?”

Ask, “What kinds of things make you and other people your age angry?” (Ask the teacher to write the answers down on the chart.)

Ask, “What would you *like* to do when you’re angry?”

State that the first thing that comes to your mind is an **impulse**. Say that impulsive gestures, such as hitting, lying, stealing, kicking, and cursing, are usually destructive.

Ask, “What *do* you do?”

Ask, “What happens? How does it work?”

Explain that anger is a normal emotion and that we have to learn to “diffuse” or “channel” our anger if we want to win. Explain situations in life in which an angry person can lose (e.g., in school, angry students can get referrals or suspensions; elsewhere, they can get arrested, beaten up, stabbed, shot, and even killed).

State that **we don’t have to get or do what we want right away**. Say, “We can stop and think first and control our impulses. **We are all responsible for our actions.**”

Ask a volunteer to look up the definition of *responsible* in the dictionary and to read the definition to the class.

Ask, “In (name an anger-provoking situation given by the student), how could someone diffuse or channel his or her anger?”

Say, “Now I want to talk with you about a way of controlling your anger, of channeling it, and of solving problems without violence. This is important so people don’t get hurt (body, feelings) or in trouble. It is important that people don’t end up losing because of their uncontrolled anger.”

Say, “Our problem-solving method is called the STAR method: Stop, Think, Act, Review—STAR.”

Display the STAR poster. Give this poster to the class today so that the students can display and use it permanently. Introduce STAR. Say that whenever you feel angry, you should: (Ask for different student volunteers to read each of the following STAR statements.)

- S STOP!** Cool down so you don't do something impulsive that you may regret later. Take a deep breath and count to 5 or do something else that works for you.
- T THINK!** What is the real problem? What are your choices? Ask about each choice: Does it respect everyone? Will it work? Pick your best choice.
- A ACT!** Carry out your best choice.
- R REVIEW!** Ask yourself, "Did it work? If it did, great! If it didn't, try another choice."

Ask the class to use STAR in the following situation: a classmate calls you a bad name, and you get angry. Call on volunteers, and go through each step of STAR. With the THINK step, write the students' choices on how to deal with the situation on the board and, as a class, evaluate each one. Have the class vote on the best choice.

(10 Minutes)

Put-Up Activity (12)*

Mentor: Select a student, and ask her or him to come stand next to you. Take her or his hand, and give her or him a genuine compliment—a "Put-Up." Then ask that student to do the same until the entire class, including the teacher, has been given and has given a Put-Up and is in a circle holding hands.

Ask a few students how coming up with a genuine Put-Up and receiving one was for them. Comment on the students' great circle of positive energy, on how they spread positive feelings so simply. Ask students to make giving Put-Ups part of their lives.

(Remaining Minutes)

Challenge Activity/Closure

Brief Review of Today's Session

Challenge Activities

1. Say, "Write a brief paragraph about a time you were bullied, left out, or ridiculed. Say how you felt."
2. Say, "Think of some way you can 'be the change you want to see,' and write it on your Be the Change card." Add, "I will do this too." Tell the students to bring their cards to the next session.
3. Say, "Keep the chart paper with 'Our Conflicts' hanging up." Tell the students that they can write more of their own anger-producing situations on the chart paper at any time during the coming week. Say, "We will be using these situations for role plays and problem solving in our future sessions. I really need your help with this."

Next Time

Say, "We're going to look at how we show our feelings, how we can put ourselves in someone else's shoes, and how we can cool down when we're upset."

*Designates an activity described with the same number on SPAVA Optional Activities, page 75

**We must be
the change
we want to see.**

— Gandhi

“... Be the Change ...”

A change I want to see is:

A way I can “be the change” is:

“... Be the Change ...”

A change I want to see is:

A way I can “be the change” is:

“... Be the Change ...”

A change I want to see is:

A way I can “be the change” is:

“... Be the Change ...”

A change I want to see is:

A way I can “be the change” is:

SPAVA Curriculum Guide

Session 4

SPAVA Words: Cool Down, Self-Talk

- Resources needed:
- “Feelings Activity” sheet (page 31—copy individual words onto 3" x 5" cards with bold markers), plus large safety pin or tape
 - ““Cool Down’ Suggestions” handout (page 33), one per person
 - “STAR Worksheet” (page 35), two for each student and teacher (one to use today, one to keep)
 - For grades three through five, *The Meanest Thing to Say* by Bill Cosby or another book on conflict
- (Mentor: Read this book before you give it to the teacher. Return this book to the VTC after class has used it.)**
- **Optional:** Today’s SPAVA words for the word wall

- Preparation:
- Select one or two “Making SPAVA Fun” activities.
 - Write today’s Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.
 - Ask students to use their nametags.

(Mentor: Check the Question Box before the session, and address questions with the class.)

(10 Minutes)

Greetings/Review of Last Session’s Lesson

Ask a few students to read their paragraphs on being bullied, left out, and ridiculed. After each student has read his or her paragraph, ask any student in the class who has had a similar experience to stand for a minute. Mentor: Raise your hand to indicate when you have had experiences that are similar to the student’s. Ask the teacher to do the same. Comment on how most of us have had such painful experiences. Collect the students’ writings, and tell the students that you will read their work before the next session.

Call on several volunteers to read what they wrote on their Be the Change cards. Ask for comments on each one. Ask who had similar ideas; then ask how things will be in this class when we all act on the changes we thought of.

Say that you’ll look at the expanded “Our Conflicts” list in a little while.

(15 Minutes)

Empathy Activity

Say, “First of all today, let’s review empathy and feelings.” Ask, “Who wants to tell us what empathy is?” State that empathy is the ability to truly understand how another feels, to put ourselves in someone else’s shoes, and to show caring and concern for someone.

Say, “Let’s talk about how we show our feelings. Do you think others can tell how we’re feeling? Do you think you can tell how someone else is feeling?”

Say, “Let’s use the feeling of anger as an example right now.”

Ask for three volunteers to come forward to help you with this.

Physical/Body language clues: How does someone’s **face**—his or her forehead, mouth, eyes—look when he or she is mad? Ask the three volunteers to demonstrate.

How does his or her **body**—posture, hands, shoulders—look? Ask volunteers to demonstrate.

How does his or her **voice**—volume, tone of voice—sound? What kind of words might he or she use? Ask volunteers to demonstrate one at a time.

What exactly is happening that results in someone feeling angry? One example of what is happening might be that someone has just called the angry person an ugly name.

All of these clues help us understand how someone else is probably feeling. When we think we know how others are feeling, we “can put ourselves in their shoes.” We can guess how it feels to be them at that moment. This is empathy.

Once we can guess how someone else is feeling, we can show that we care about him or her. We can show empathy.

Ask, “Now, how can we show empathy? How can we show that we care about someone when we think he or she is angry?” Say, “A good way to decide is to think of what you would like someone to do for you if you were in that situation.” **Remember the Golden Rule: Treat others the way you want to be treated.**

Ask students for their ideas, and share yours (e.g., go talk with them, ask if you can help, say how you think they might be feeling, listen to them, sit with them if they’re new in school).

Ask, “Can you show empathy for someone who is happy?” Say, “Sure! Celebrate with them, congratulate them, etc. We can feel and show empathy for any feeling, and we can help others know that we care.”

Activity:

Fan out your 3" x 5" Feelings cards in your hand so students can’t see the words written on them. Have a student volunteer draw a feeling card from your hand, and then pin the word to the student’s back without the student volunteer ever seeing the word. Tell everyone that the volunteer is going to turn around and show the class her or his word. The class then must act out that feeling *without saying the word*, and the volunteer must guess what word is on his or her back from their clues. After each “acting,” ask if anyone can give a real-life example of a situation that would probably lead to that feeling. Ask, “How can we show empathy when someone feels that way?”

Summary: Ask the class **why it matters** that we try to understand others’ feelings. Ask why it matters that we try to show that we care?

(20 Minutes)

STAR/Impulse and Anger Control Activity

Say, “Now, we’re going to look more at the four steps of STAR. First, who remembers what the word *impulse* (the first thing you want to do) means?” Call on a volunteer.

1. “S” STOP!

Say, “Here is where we stop and **cool down** as soon as we’re in a conflict and find ourselves upset. When we STOP, we take time to get control of ourselves, to not do something impulsive. Also, we stop telling ourselves things that keep making us feel upset, such as, ‘I can’t believe he was so stupid! That idiot!’” Say, “This negative **self-talk** keeps us angry!” **Self-talk means the things we tell ourselves that make things better or worse and that lead to or maintain our feelings.** You can tell students what you do to cool down when you STOP.

Ask the students and their teacher to state some of the ways they cool down.

Now ask several students to help you pass out the “‘Cool Down’ Suggestions” handout to

everyone in the class. Call on several volunteers to read from the list.

Say that these are all ways of diffusing—or channeling—anger. Add that **using control in a safe way is a serious and important way of using and showing strength**, which is often much harder than just wildly acting on the first impulsive idea we get.

Activity: Teach students how to **cool down** (e.g., breathing deeply; muscle relaxation: tensing one set of muscles at a time, holding it for five seconds, and slowly releasing the tension; combined breathing and muscle relaxation).

2. “T” THINK!

Say, “This is where we begin to solve our problem. The first step is to name the problem. What is **really** the problem? What happened? Why am I upset? How am I feeling? What do I want? What does the other person feel and want?”

Then, tell them to **THINK**. Ask them, “What are some choices you have? Think of all the possibilities to settle this conflict that you can, without judging them.”

Then, tell them to check or **evaluate each one**: “Will it work? Does it respect others? Pick your best choice. Be sure the choice is ‘doing the right thing’—using ‘integrity.’”

(Mentor: Select a real class problem, and model aloud with the class and on the board the process of this THINK step.)

Activity: Pass out the STAR Worksheet to each student/teacher. Divide the class into small groups, and assign a problem from the class list of real conflicts to each group. Give them about five minutes to work out “S” and “T” together, evaluating all their possible choices and choosing the best one. Then ask someone from each group to report on the group’s work.

Note: Say, “The ‘T’—THINK step is one you can do on your own. However, if it is possible, do it with the person with whom you’re having the problem. Talk together so you both identify the real problem. Listen to how each of you feels, what each wants. Afterward, think of all possible solutions you can and evaluate them together until you agree on one to try.”

3. “A” ACT!

Carry out your best choice.

4. “R” REVIEW!

Tell students, “Think about the conflict later. Did your choice work? If not, what should you do now to fix things? Ask yourself why you got upset. What set you off? What can you do next time?”

Point out that it is helpful to find a regular time to think about, or review, how you handled the conflicts that came up in your day. Say that some people do this each night before bed or in a quiet place. Say, “Maybe this would work for you too. Pay attention to what you have learned about ways that work for you. You’ll find that you’re getting better at keeping your cool, staying out of trouble, and working things out.”

Say, “Let’s challenge ourselves to treat others with respect and to control our negative impulses—that means stop and think before we act because **we are responsible for our actions**. *We control what we do.*”

Brief Review of Today's Session

Challenge Activities

1. Ask everyone, including the teacher and mentor, to use STAR at least once this week in a conflict.
2. Divide the class into three groups. Assign each group one of three words: *Aggressive*, *Assertive*, and *Passive*. Each group must look up its word and be ready to define it to the class at the next session.
3. **Grades three through five:** Class and teacher read aloud *The Meanest Thing to Say* by Bill Cosby or another book on conflict, using the BDA steps for reading (see BDA on page 88). Use the STAR chart to identify if/when/how Little Bill used these four steps.
Grades six through twelve: Draw a cartoon of yourself in a real conflict. Make word “bubbles” near the characters and write in them the real words you and others use in that situation. Then think of some safe cool downs you could use in this situation, and write out the steps of problem-solving, using the STAR worksheet.
4. Tell students, “Every day, smile and say hello to someone you ordinarily don’t greet. Spread good will! The person you smile at is more likely, then, to be nice to someone else. We ‘pass it on.’ This is another way that each of us can make a positive difference every day.”

Next Time

Say, “We’re going to work on giving clear ‘I messages’ and being assertive.”

(Mentor: You may not have finished today’s activity on STAR. If this is the case, tell students you’ll continue with STAR next time.)

Feelings Activity

Choose only the words that are appropriate for the age of your students. Add and substitute your own feeling words. Write the individual words you choose on separate 3" x 5" cards, and follow the directions for the activity on page 28.

Joyful

Guilty

Disappointed

Annoyed

Nervous

Relieved

Insulted

Blue

Furious

Worthless

Confused

Confident

Bored

Unloved

Helpless

Misjudged

Rejected

Out of Control

Superior

Suspicious

Excited

Proud

“Cool Down” Suggestions

What works for you?

These are samples of activities that some people use to “cool down” when they are upset. Read them, and see if you find your own favorites here. Decide whether you find others that look helpful for you to try. Add new ones that you can think of too. Remember that by giving ourselves an opportunity to cool down and **not** instantly act on our impulses, we keep better control of ourselves. We are responsible for our actions.

1. Take three deep breaths, and breathe all your anger out when you exhale.
2. Get away for a few minutes, if possible, until you can cool down.
3. Definitely leave if the situation is too dangerous.
4. Play with a pet or stuffed animal, etc. Talk to it.
5. Talk to yourself silently using positive words. Tell yourself, “Wow! I need to cool off,” “I need to slow down here,” “I can deal with this,” etc.
6. Play a game.
7. Get very physical! Run, shoot baskets, do push-ups, jump rope, ride a bike, lift weights, do gymnastics, mow the lawn, etc.
8. Listen to music.
9. Squeeze a small ball or squeeze play dough.
10. Find a friend or someone you trust to listen to you, and talk to her or him.
11. Visualize putting your anger in a rocket and sending it far away.
12. Take a walk.
13. Play a musical instrument.
14. Cry.
15. Think nice thoughts (e.g., of your favorite people to be with, of a safe or beautiful place where you would like to be, of a good time you had).
16. Draw a picture.
17. Close your eyes. Lay down and take a nap.

Add your own ideas.

STAR Worksheet

“S” STOP! Cool down! Get control of yourself.

What cool downs work for you? _____

What did you use this time? _____

“T” THINK!

What is the real problem? _____

What are your choices?

1. _____

2. _____

3. _____

Now ask about each choice. Does it respect everyone? Will it work?

“A” ACT!

Pick your best choice, and do it. Think about all the steps you’ll need to take for this choice.

“R” REVIEW! Think about it later.

Ask yourself, “Did it work?” If yes, great! If not, what could you do now or next time?

SPAVA Curriculum Guide

Session 5

SPAVA Words: Assertive, Passive, Aggressive

- Resources needed:
- “I message” situations (page 41)—Select the appropriate grade level and copy for each student.
 - Mahatma Gandhi information sheet (page 43), one copy per person, plus a picture of Gandhi
 - “About Me” handouts (page 45), a copy for each person
 - *Optional:* SPAVA words for word wall

- Preparation:
- Select one or two “Making SPAVA Fun” activities.
 - Write today’s Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.
 - Ask students to use their nametags.

(Mentor: Check the Question Box before the class session, and address questions with the class.)

(15 Minutes)

Greetings/Review of Last Session

Smile. Look around the room for someone smiling at you. Tell him or her how that makes you feel. Ask volunteers to tell you about their experiences smiling at and greeting others throughout the past week.

Grades three through five: Ask how Little Bill or the other book's character did using STAR. Discuss.

Grades six through twelve: Ask students to turn to a partner and share their cartoons and STAR worksheets. Give them about three minutes. Then ask for one or two volunteers to share theirs aloud with the class.

Mentor: Tell about your use of STAR with a conflict since the last session. Ask another person to do the same.

Ask every student to stand who had the challenge activity word **Aggressive**. Ask one of these students to tell what it means and another to give an example of an aggressive message.

Repeat in the same manner with other students who had the words **Passive** and **Assertive**.

Give some examples of statements, and ask the students to decide if the message is aggressive, passive, or assertive.

For younger students:

1. Hey! I want to try that bike. Let me have it now!
2. Oh, please don't hit me again.
3. I don't like it when you grab my backpack. I want you to ask me if you want something from me.
4. Okay, I don't want to take her things, but I guess I could if you want me to.

For older students:

1. Hey! I'm the one to decide what we're doing next.
2. I feel so embarrassed when you talk to me like that in front of my friends, Mom. Please tell me this stuff in private.
3. I guess I'll just say I'm sick again so I don't have to go.
4. You want my homework answers again? Oh, all right, but you know I don't like it.

(20 Minutes)

"I Messages"

Say, "Listen to this statement: 'You are so stupid! What do you mean by cutting in front of me?'"

Ask: "How would you feel if someone said this to you? And what would you **want** to do?" Call on a volunteer.

Say: "This statement—'You are so stupid!'—is a **'you message.'** 'You messages' usually blame someone. They tend to make things heat up more."

Ask if the statement "You are so stupid! What do you mean by cutting in front of me?" is aggressive, passive, or assertive.

Say, "How about this: 'I feel so angry when you cut in front of me like that!'"

Ask: "How would you feel if someone said this to you? What would you feel like doing?" Call on a volunteer.

Explain that this is an **"I message."** "I messages" put the focus on the speaker's feelings, not on blaming the other person.

Say, "An 'I message' sounds like this: 'I feel _____ when _____.'"

Say, "'I messages' are good for helping us identify what our feelings are, which is the first step in starting to work things out. Also, 'I messages' let another person know how you feel when he or she does something. Again, it's a beginning step to working things out."

Now direct the class to look at their chart of "Our Conflicts."

Mentor: Pick a conflict, and give an "I message" related to it. Then ask a volunteer to pick another conflict and to give an "I message" for it. Help students get this correct as much as is needed.

Practicing "I messages": Pass out the "I message" situations on page 41. Ask students to sit in small groups of three or four and to take turns in their group giving "I messages." Take about five minutes for this. You and the teacher should walk around to help students when they need it. Then ask a volunteer from each group to say aloud one of his or her "I messages." Be sure he or she "gets it"!

Assertiveness (10)*

Write on the board S R I N S . Tell students that this is a SPAVA word. Ask for a volunteer to come up and fill in the blanks. (Assertiveness)

Say, "Great! We're going to use 'I messages' in another way to practice being **assertive**, especially in conflicts. This is a helpful skill to use in all areas of life—being able to speak out for what you think and need. In relation to conflicts, an **assertive message** looks like this:

"You start out with an 'I message.' 'I feel _____ when _____.'"
(Mentor: Use here the same "I message" that you used above from the class list of conflicts.)
Then add: 'I want (or I need) you to _____.'
(Mentor: Model for students. Give the example just stated in the "I message," and now add the "I want you to _____" portion, filling in the blank with your own idea.)

*Designates an activity described with the same number on SPAVA Optional Activities, page 75

Using the following examples, ask students how they would feel if this had been said sincerely to them. Call on volunteers.

Examples:

“I feel really annoyed when you keep changing my computer program when I leave the room for a second. I want you to ask me if it’s okay first.”

“I feel really nervous when you hold my gift that way. I’d like you to give it to me now, please.”

“Hey, I don’t like that! Please quit it now!”

Say, “If you use an assertive I message and the person doesn’t comply and you want help, then add something like this: ‘Since you didn’t stop, I’m going to get help from _____,’ and then go do it.”

Say that it is helpful to us when we think through our feelings and wants in order to be able to give these clear messages to others. Say, “This is helpful all our lives. It is important to be assertive with people in roles of authority too. Many people never learn how to give messages that aren’t blaming or that don’t clearly and assertively express their needs. We hope you do.

Remember: Use respect at the same time you express yourself assertively.”

Practice Assertive Messages. Use the same scenarios as for the earlier activity, now adding “I want you to” Practice in the same small groups again, and ask each group to read one aloud afterward. Then ask the students to assess the messages. Are they assertive? Respectful? Clear?

(10 Minutes)

Peacemaker—Mahatma Gandhi

Distribute Mahatma Gandhi information sheets.

Before Reading: Help students recall and connect anything they already know about this topic in preparation for this reading.

Ask students if they have heard of Gandhi and, if so, what they know about him.

(Mentor: Remember that it was Gandhi’s quote—“We must be the change we want to see”—that we used in Session 3.)

Go over any difficult words or important concepts from the text (e.g., *discriminated*, *protest*, *sit-ins*, *independence*, *nonviolence*). Explain *solidarity* and its importance in life—solidarity with friends, with someone who is being mistreated or bullied, etc.

During Reading: Facilitate a good reading of the text.

Read in unison, or ask for volunteer readers. Stop along the way, and check understanding/reactions as you see fit.

After Reading: Check to be sure students understand the concepts and remember what was read. See discussion ideas at the end of the Mahatma Gandhi information sheet.

Ask, “Why did he become a peacemaker?”

He and others were treated unfairly because of their skin color.

“What was he trying to do?”

Work for the equal treatment of all people and independence for his country

“How did he want people to deal with their feelings? Their anger?”

He wanted them to stop using violence and to treat people fairly.

(Remaining Minutes)

Challenge Activity/Closure

Brief Review of Today's Session

Give the students a sincere compliment.

Challenge Activity

1. Mentor: Pass out the “About Me” handouts. Ask students to complete it and to bring it next time.
2. Ask each person to write down the kinds of things he or she has seen that involve some kind of bullying. Tell them not to put any names on this paper—not their own or the names of those involved in the bullying. Tell them to bring it to the next session. Tell the teacher you'll arrive about 10 minutes early next time to read these before the session; ask the teacher to have these papers collected to hand you when you arrive early next time.

Next Time

Say, “We’re going to talk about bullying, the SPAVA scholarships and awards, and service-learning projects.”

(Mentor: Plan to arrive early next time to read the students' information on bullying. You will be using these actual examples of bullying during that same session.)

For Grades Three and Four

Situations for practicing “I messages” and Assertiveness activity

Cut apart, fold in half, and put in a paper bag for students to draw out.

(Mentor: If you know of real situations that your students face, write them down and use them instead of these situations.)

1. An older kid tries to chase you and your friends away from the playground so they can use it. What would you say?
2. Another student teases you about the clothes you are wearing. What would you say?
3. In the cafeteria, another student won't let you sit where you usually sit. What would you say?
4. A classmate takes your brand new notebook and won't give it back. What would you say?

For Grades Five and Six

Situations for practicing “I messages” and Assertiveness activity

Cut apart, fold in half, and put in a paper bag for students to draw out.

(Mentor: If you know of real situations that your students face, write them down and use them instead of these situations.)

1. One of your classmates pushes you, and you drop your books. What would you say?
2. Someone wants to copy your homework. What would you say?
3. Two of your friends ask you to lie for them so they don't get in trouble. What would you say?
4. You invited your friend to come over to your house on Saturday, and it's all set. Your friend never shows up. Now you see her or him at school on Monday. What would you say?
5. Your family now includes new brothers and sisters. You think your mom or dad is not paying attention to you anymore. What would you say to your mom or dad?

For Grades Seven Through Twelve

Situations for practicing “I messages” and Assertiveness activity

Cut apart, fold in half, and put in a paper bag for students to draw out.

(Mentor: If you know of real situations that your students face, write them down and use them instead of these situations.)

1. You learn that someone is talking about you and spreading information that is private or not true. What would you say?
2. At a fast-food restaurant, the waiter gives you food that looks dried out and like it was cooked a long time ago. What would you say?
3. Kids are making fun of someone with a disability. What would you say?
4. You are being accused of something you did not do, and you are facing serious consequences. What would you say?
5. You want to try out for a part in the school play, and someone tells you, “Don't bother. You wouldn't be any good. You'll never get a part.” What would you say?
6. Everyone knows that you and your girlfriend or boyfriend have been going together. One of your classmates starts flirting with your girlfriend or boyfriend and you hear about it. What would you say to this classmate? To your girlfriend or boyfriend?

Mahatma Gandhi

Gandhi was a great leader of change through **nonviolence**. This man of small physical stature was born in 1869 in India and was educated in India and in England as a lawyer. Gandhi worked in South Africa, where he was treated unfairly because of his skin color. As he became aware of others being discriminated against because of race, he decided to work for equal treatment of all people.

Back in India, Gandhi united the people to protest against British occupation of the country. He became the leader of the Indian nationalist movement against British rule. To achieve India's independence, Gandhi promoted a **policy of non-cooperation**—not going along with unfair laws—and led many marches and sit-ins to bring attention to discrimination. He and many of his followers were beaten up and imprisoned for their efforts. His main way of non-cooperation was directed in a manner so that the oppressor (the British) would understand the suffering of the people. This **changed the heart** of the oppressor by nonviolent methods. Also through international news, the rest of the world saw the suffering of the Indian people and the strength of their desire for independence through nonviolent non-cooperation and the violence of the British against them. As a result of all this, the British left India and India achieved its independence.

Gandhi did not receive the Nobel Peace Prize. He was a mentor to Dr. Martin Luther King Jr. He was assassinated in 1948.

Discussion Ideas: **Perseverance**—how do we **change someone's heart**? Think through **goals and consequences**—just because I am being helpful, I am not going to win a prize.

Gandhi said, "We must be the change we want to see."

Terms to discuss: **equality, compromise, power-sharing**

About Me

My name is _____ . Today's date is _____ .

A nickname that my family or friends call me is _____ .

Things I like to do with my family are _____ .

Things I like to do with my friends are _____ .

A word that describes me is _____ .

I feel happiest when _____ .

Things that make me mad are _____ .

The person I trust the most is _____ .

Things I like about myself are _____ .

A tough problem I have is _____ .

My favorite place in the world is _____ .

I'm glad that _____ .

I think other people _____ .

I'm really good at _____ .

When I'm really upset, I could _____ .

I feel most at peace when _____ .

I am working to improve _____ .

I feel afraid when _____ .

I think I can _____ .

When I am 85 years old, I _____ .

I hope that _____ .

If I could change something, it would be _____ .

I want to _____ .

I will _____ .

SPAVA Curriculum Guide

Session 6

SPAVA Words: Compassion, Grateful

- Resources needed:
- 3" x 5" cards or pieces of paper cut into quarters (one per student)
 - A bag to hold 3" x 5" cards, mentor provides
 - Be sure you understand which SPAVA awards apply to your grade level. Bring a copy of the appropriate award information for each student and for the teacher. Prepare to explain it at this session.
 - Grade three: Storybook on bullying (mentor brings one and later returns it)
 - Grades four through twelve: Challenge activity assignments—prepare four group task cards (one for each group) to give student groups before leaving today. See today's Challenge Activity for clarification.
 - **Optional:** Today's SPAVA words for word wall

- Preparation:
- Select one or two "Making SPAVA Fun" activities.
 - Write today's Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.
 - Ask students to use their nametags.

(Mentor: Arrive early for this session to get from the teacher all the students' challenge activity papers on real instances of bullying. Read them. Use this information during this session and hereafter as appropriate.)

(15 Minutes) Greetings/Review of Main Lessons of Previous Sessions

Mentor: Say, "I am a person who (fill in a true description from the About Me handout)." Tap someone on the shoulder, and ask him or her to stand and do the same. Then that person taps another person. Continue this awhile.

Ask students if it was easy or hard to complete the About Me handout and to say aloud some personal trait. Discuss briefly.

Activity: Give a small piece of paper or a 3" x 5" card to each student in the class. Tell the students that no one is perfect—that we all can improve things about ourselves all our lives. Tell something you have worked on to improve personally. Now ask students to write down two things about themselves that they want to improve. Tell them not to write their names on their statement—to keep it anonymous. Then collect all the students' statements in a bag. Have several students reach into the bag and each read the statement he or she pulls out. Point out how the things we want to improve in ourselves are often the same ones that others are working on too. We all can find things to improve on—**we are all works in progress all of our lives!**

SPAVA word—introduce it by describing this situation: "A student is walking to the front of the class to read her short story aloud, and another student says, 'Hey, (choose one: nerd, dork, loser, lardo)!' The insulted student's face turns red. You know she gets picked on a lot. Now she just stands there looking down."

Say, "If you were a student in that class, what would you do?"

(Mentor: Get students' responses until you have several that show support for the girl. Then name what they expressed as showing **compassion** and feeling empathy for someone in a bad situation and showing that you care).

Have students turn to a partner and tell about **something they learned in SPAVA** and why it matters to them. Then have them tell about **something they've used from SPAVA** and the outcome. After a few minutes, ask two or three students to share this information with the class.

(20 Minutes)

Bullying

(Mentor: You will need to adjust this section according to the age and situations of your students. The following will be basically fine for students in grades four through twelve. Adjust it as you see fit. If you are working with younger students, it would be better to use a storybook for this age on bullying as a springboard for this topic. You can use the bullying situations they already described to role-play with students and with puppets. Use STAR. Be sure to include discussion of feelings and coping behaviors. Look at the following content, and adapt it as is helpful.)

Say, “Now, let’s take a look at bullying. I have read the examples of bullying you wrote about and we’ll deal with some of these today and during our future sessions.”

Tell students **what bullying is**: intentional repeated meanness—physical or emotional—intended to hurt another who somehow is less powerful. It can be hitting, mocking, scaring, insulting, demanding to have someone’s things, spreading rumors. It can be in person and on the internet too.

Ask **why people bully others** (to get power, to get attention, to hurt another; out of jealousy or anger).

Ask for the **difference between teasing and bullying**. (Bullying is mean, is intended to hurt, and is repeated behavior. If everyone can laugh, it’s probably teasing. If someone can’t laugh, it’s probably bullying.)

Say, “I’d like to hear your comment or question on what bullying is.”

(Mentor: Check on this, as many people don’t recognize “teasing” or “just kidding around” behavior as true hurtful bullying.)

Ask **who bullies**—no names—(anyone of any age, often popular folks, gang members, folks who feel better by making others feel worse, people who have been bullied themselves).

Ask **who gets bullied**—no names—(anyone of any age, often people who seem a little different and who are less likely to be able to defend themselves—e.g., people who are shy, new to a setting, quiet, physically smaller).

Say, “**Bullying is always wrong, and it hurts**. It is a serious problem for people of all ages. No one ever deserves to be bullied. It’s not the person’s fault, and he or she is not alone.”

Say that bullying is damaging to everyone involved—the person who is bullied, the one who is doing the bullying, and those who see or hear the bullying.

Say, “Most people who bully others were first bullied themselves by someone else. They are angry and hurt. Bullying is a way of ‘passing it on.’”

Say, “Remember when we talked about smiling or doing something nice for another, how the other person then would be likely to ‘pass it on’ by doing something similar for another person too? Bullying is a negative way of ‘passing it on’—of passing on feelings of hurt and anger. It is always wrong.”

Ask how **bullying hurts everyone involved**. (**The person who is doing the bullying** is feared, doesn’t have true friends, and doesn’t get along with others. Twenty percent end up in prison by age 21. **The person who is bullied** is scared, embarrassed, and angry; begins to feel more and more worthless and depressed; and misses more school. His or her grades may drop, and he or she may act out with violence. **The one who observes** feels helpless to intervene, is afraid he or she will get bullied next, may be glad someone else is doing the bullying and enjoying it, and may be ashamed for not helping.)

Say that these things are very important:

“When we’re bullied, we can always learn ways to cope and get help when we need it.”

“When we bully, we can always learn ways to stop and get help when we need it.”

“We can all learn how to help when we see bullying going on—when we’re bystanders.”

Activity: Say, “Almost all of us have been bullied in some way, and almost all of us have bullied others in some way, whether what we did or said was very serious or not. Also, we’ve all seen others getting bullied. Let’s try something. I’m going to ask everyone to stand and sit down for different situations. You don’t have to if you don’t want to, but it helps us all understand bullying better if you can participate.”

Say, “First, if you were ever bullied for anything, stand up.” Tell folks to look around. Then ask everyone to sit down. **(Use this pattern for all of the following questions.)**

“If you were ever made fun of because of your clothes or hair, stand up.”

“If you were ever called a mean name because of something you said or did, stand up.”

“If you were ever ignored in a mean way or not allowed to join in, stand up.”

“If you ever picked on someone because of something they did, stand up.”

“If you ever spread a rumor you heard about someone, stand up.”

“If you ever stopped and watched a fight, stand up.”

“If you ever stopped and watched someone getting bullied in another way, stand up.”

Ask: “**How did it feel:** to be bullied?”
 to do the bullying?”
 to see others being bullied?”

“**What did you do or say?**”

Say: “We’re going to do more work on bullying later, including our Challenge Activities today.”

(10 Minutes) **SPAVA Awards, Scholarships, Service-Learning Projects**

Explain the Award categories that your students are eligible for according to their grade. Hand out the appropriate information packets/entry forms to the teacher and each student and read through them aloud. Be sure that students and teachers understand this information plus entry deadlines.

Say to the class and especially to the teacher, “I want to say a word here about **service-learning projects**. You’re learning a lot in SPAVA these days. If you want to help others learn something in particular from SPAVA too, you could teach them. One way is by doing a project of some sort – posters, a skit or role-play are some ideas. Doing a project like this – a service-learning project – helps you understand even better what you’re teaching and it helps others learn. If you all want to do a project, folks at the Volunteer Talent Center can help you set one up. Just let me know and I’ll contact them if you like.

Brief Review of Today's Session

Challenge Activities

1. Make a list of at least five things in your life that you are grateful for, and bring your list in next time.
2. (Mentor: Tell the teacher that you really need his or her help to see that this Challenge Activity is done). Divide the class into four groups. Assign each group a different task. Ask the teacher to give students class time before the next session to complete this activity. Remind the class that their solutions must be nonviolent. Give the group's task card to someone in each group or to the teacher. Each group should write up one list of the answers. It should be neatly and clearly written so it can be easily read by all.
 - a. Group 1. What can someone do to not be bullied or to cope when he or she is being bullied?
 - b. Group 2. What can the one who is doing the bullying do to stop himself or herself from bullying?
 - c. Group 3. What can bystanders do to help the one who is bullied?
 - d. Group 4. What can bystanders do to help the one who is bullying?

Next Time

We're going to deal more with bullying and with heroes and role models.

SPAVA Curriculum Guide

Session 7

SPAVA Words: Attitude, Integrity

- Resources needed:
- Yarn ball or similar for playing Hot Potato (15)*
 - Bullying handout, one per person
 - Heart handout, one per person
 - Information sheets for Wangari Maathai (page 59), one per person and a photo of her

- Preparation:
- Select one or two “Making SPAVA Fun” activities.
 - Write today’s Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.
 - Ask students to use their nametags.

(Mentor: Check the Question Box, and address the questions during the session.)

(5 Minutes)

Greetings

Activity: Begin today’s session by playing Hot Potato (15).* You start by holding the ball and saying, “I am grateful for (fill in).” Toss the ball to the teacher so he or she may do the same; he or she passes it to a student. Keep it going awhile.

Comment on how life has good and bad aspects and people have good and bad aspects. Say, “If we decide to look for the good, we’ll find it. If we look for the bad, we’ll find that too. It’s all a matter of our **attitude—how we *decide* to look at life and at people—for the best or for the worst. We all choose our attitude—how we’re going to look at things.** It’s easier to get along and be happy if we have a positive attitude and look for the best. Let’s focus on having a positive attitude as much as possible.”

(5 Minutes)

Heart Activity

Distribute a Heart handout to everyone.

Tell them to imagine that this is their own or someone else’s real heart. How does it look?

Now tell them to fold the sheet over and over until it’s very small.

Next, tell students to open up their heart sheet and look at it.

Ask them how it looks now.

Finally, tell them to imagine that the original heart represents a heart of someone who wasn’t bullied. The heart opened up after having been folded is like the heart of someone who has been bullied—it’s whole, but the marks are always there. We can’t undo all of the harm we do through bullying—the scars are always there.

(20 Minutes) **Challenge Activity From Last Session/Bullying Role Play**

Remember, we all want to be liked, to be accepted, to be included. It hurts to feel isolated, lonely, rejected, ridiculed, be lied about, or be physically abused. **No one deserves this, ever!**

Now ask four groups to take out their group lists on dealing with bullying. Ask each group to

*Designates an activity described with the same number on SPAVA Optional Activities, page 75

come to the front of the room one at a time, and ask each student in the group to take turns reading the assigned question and all of their responses. After each student in each group has read, ask class members for more ideas. Add to the lists.

(Mentor: Be sure to state the following suggestions if they are not mentioned by students.)

To avoid being bullied or to cope when bullying occurs: Ignore it, walk away, stand tall, look the person in the eyes, and give an assertive I message like “I don’t know why you’re doing this. I don’t like how you’re talking at all. Maybe something is bothering you. I want you to leave me alone.” Avoid locations or join with other people in places where bullying occurs. If a situation is dangerous, get help, run away, scream, and holler for help. Point out that violence only challenges the one who is bullying and escalates the conflict. Remember that the purpose of bullying is to gain or to show power. Our goal in SPAVA is to promote nonviolence.

To stop your own bullying behavior: Admit that you do it, be honest in recognizing what your bullying behaviors are, and use empathy—how do you think others feel? How would you feel if someone did this to you? No one ever deserves this. Most people fear but do not respect someone who bullies. Ask yourself why you’re doing this—what’s bothering you. To stop bullying, you must first **want** to stop. Get help to figure this out and/or to stop.

To help someone who is bullied: Speak out with an assertive “I message” to the one who is bullying, invite the one being bullied to leave with you, leave anyway, and do not give any attention to the one who is bullying. (Bullies want attention.) Later, talk privately to the one who was bullied, say that he or she didn’t deserve it at all, invite the one who was bullied to stay with you in the places the bullying is likely to happen, and tell and get help if it is dangerous or doesn’t stop.

To help the one who bullies: Give clear “I messages” about your feelings and what you think would help, and try to notice positive traits and to be a friend to the one who bullies. Reinforce those traits, and do not get involved in the bullying behavior. Help him or her understand how it feels to be treated the way he or she is treating others; if a situation is dangerous, tell a responsible adult and get help immediately!

(Mentor: If possible, take all four of the students’ suggestion lists and type them with their respective headings. Under each of their headings suggestions, add others given above on this page. Tell that you’ll bring this back next time to post in a visible spot in the classroom.)

or

Simply post all the lists of today’s suggestions now.)

Activity: Tell the class that you’re going to do a whole-class **role play** about one of the common bullying situations from the Question Box. Describe that situation. Say that you or the teacher will do the bullying. (You and the teacher decide ahead of time, if possible.)

Divide the class into two groups.

Everyone in Group 1 will play the person being bullied. Ask them all to stand up. They should all say or do something to respond to the bullying, including displaying behaviors the class has discussed. Ask each student in the group to try to use a different response from the others. Remain standing.

Everyone in Group 2 will play the bystanders. After Group 1 gives their responses, ask Group 2 to stand and respond to the one who did the bullying and to the one who was bullied using ideas the students just discussed. Then remain standing.

Now ask everyone to take the hand of someone near them and create a class circle, with you and the teacher in it too. Recognize aloud that we all are a very **powerful circle of support** if we all commit to opposing bullying. Ask everyone to repeat after you.

“Starting right now, I will do my best to never bully others.”

“I will use the power of my mind when I am bullied to be safe physically and mentally.”

“I will give support to people I see being bullied, and I will not stay and just watch bullying.”

Ask everyone to give this powerful circle of support a hand! Then ask everyone to help each other in this commitment. Say, “Let’s use our integrity and courage to protect each other from bullying! This is another way we can be the change we want to see.”

(10 Minutes)

Role Models/Heroes/Integrity

Ask, “What do you think a role model is? What makes a hero? What makes a celebrity? Are they the same? What qualities do they have? What kinds of things do they do?”

Point out that a hero is very often someone who is not famous or well known, and point out the difference between fame and heroism.

(Mentor: Tell about a role model/hero in your own life and why you consider that person to be a role model. Ask the teacher to do the same. Then ask several students to do the same also.)

Say that every day we can work to incorporate into our own behavior and character some of the traits we admire in our role models.

Say that most of our role models or heroes have **integrity**. Integrity is living according to what we believe is right, even when no one else knows or is watching. Say, “**We** know if we are living according to what we believe is right. Every time we do this, and especially when it’s hard, we build our self-respect and make it easier to do the right thing again the next time. We are also good examples, or role models, for others. No matter who or where or how old we are, **every single one of us can make the world a better place by doing our best to do what we believe is right and being the best person we can be.**”

(Remaining Minutes)

Challenge Activity/Closure

Brief Review of Today's Session

This is especially important today!

Challenge Activities

1. **As a class:** Read about Nobel Peace Prize winner Wangari Maathai using the Before, During, and After format. Say, “I will ask you about her next time.” (Give the teacher and the class information sheets on Wangari Maathai.)
2. Say, “Be on the lookout for bullying. Remember our powerful circle of support. If you see bullying, use the suggestions we discussed and practiced. Help each other with this.”
3. Say, “Think of the people in your life whom you trust. Write down the names of a few of these people whom you could talk with about difficult issues.”
4. Say, “If you’re applying for a SPAVA scholarship award, work on your project, writings, and entry form.”

Next Time

Tell the class, “We’ll talk about ‘active listening’ and dealing with difficult feelings.”

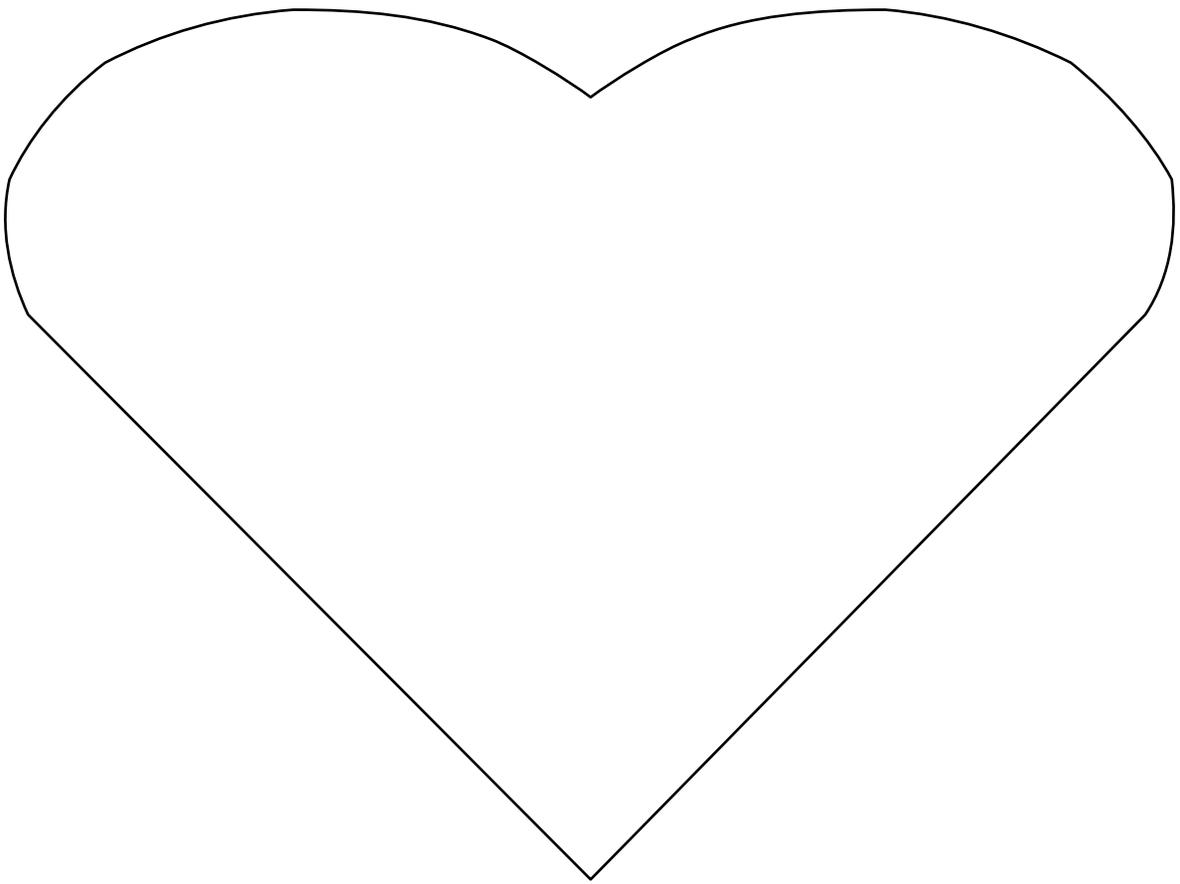
What can you do when you're bullied?

Remember: No one ever deserves to be bullied! It's not your fault. You can deal with this! Think about being bullied and make a plan in advance about how you'll handle the situation. Then practice what you'll do and say. Be prepared!

Here are some things you can do when you're bullied.

1. Stop! Give yourself a moment to cool down and decide what you're going to do and say.
2. Ignore it, or walk away. Don't give the one who's bullying the attention and power he or she is looking for. If you feel truly threatened, shout, get away quickly, report it.
3. Stand up straight—give confident body language. Look the person in the eye and calmly give an assertive message. Remember to use clear “I messages.” “I don't like the way you're talking to me and I want you to quit it!” “I don't like the way you're acting and I'm leaving!” Stick up for yourself without fighting back.
4. Avoid people who bully.
5. Avoid places where you know bullying happens, or be sure you're with other people in these places.
6. Use humor or agree with the one who's bullying. Laugh it off, but not in a way that insults the one who's bullying. “Yup, you're right. I am weird and I work hard at it! See ya!”
7. Get help from an adult. Talk to figure out a good plan to deal with bullying. If the bullying is dangerous to others, definitely report it to an adult right away. If an adult doesn't have time or is not helpful, find another one who will help.
8. Work on building your friendship and your friendship skills with at least one person to build your confidence and to have someone you like to hang out with, especially in places where bullying happens. Remember, no one deserves to be bullied.
9. Try making friends with the one who bullies. They usually have trouble making friends. Look for the good traits he or she has and focus on these.
10. Talk to someone you trust about your feelings—face your feelings honestly and accept them; don't try to deny or ignore bad feelings. Talking helps.

Again, remember: No one ever deserves to be bullied! It's not your fault. You can deal with this!



Wangari Maathai— 2004 Nobel Peace Prize Winner

Wangari Maathai, from Kenya in eastern Africa, is the first African woman to ever win the Nobel Peace Prize. She won it because of her work to save forests, to support **women's rights**, and to promote greater democracy. In Africa in 1977, she started a **movement** to organize poor women to plant trees to save forests. So far, more than 30 million trees have been planted because of her efforts. When others accused poor farmers of being a threat to forest lands because they need wood from the forests to make fires to cook their food, Maathai spoke out, saying, "It is very common . . . to blame poor people. Poor people are the victims, not the cause. In Kenya at the moment, we are fighting to protect the remaining . . . forests from some of the richest people in the country" who want to cut down trees and sell the wood. She spoke up for what she believed in and was put in jail for speaking out against her government's policies that threatened Kenya's parks, wildlife, and forests.

Maathai received science degrees from colleges in Kenya and in the United States. She said that environmental issues affect peace. She stated, "People are fighting over water, over food, and over other **natural resources**. When our resources become scarce, we fight over them." She believes that when we take care of our resources and find ways to continue to provide what we need for ourselves, we plant "seeds of peace." The Nobel Peace Prize committee chairman said that Maathai "represents an example and a source of inspiration for everyone in Africa fighting for **sustainable development**, democracy, and peace."

SPAVA Curriculum Guide

Session 8

SPAVA Word: Active Listening

- Resources needed:
- Mentor’s typed list of students’ bullying solution ideas
 - Self-talk worksheet, one per person

- Preparation:
- Select one or two “Making SPAVA Fun” activities.
 - Write today’s Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.

(Mentor: Check the Question Box, and address the questions during the session.)

(10 Minutes) Greetings/Challenge Activity From Last Session

Ask students to tell you who **Wangari Maathai** is and what they learned about her.

Here are some additional questions you can ask if they do not include this information in their responses.

Why was she awarded the Nobel Peace Prize? Discuss.

What does it mean when Maathai said that poor people often get blamed but that actually poor people are the victims? Can you think of other examples of this?

How do environmental issues affect peace?

Ask who dealt with bullying in any way during this week. How? What happened?

Ask if everyone was able to identify at least one person in their lives with whom they could talk about tough issues. Say, “If you could not think of someone, write a note to me and put it in the Question Box. Make sure that your name is on it, and I’ll help you.” (Be sure to follow up on this! Check the Question Box for this before the next session.)

(10 Minutes)

Active Listening

Active listening: Active listening is showing that you are really listening and paying attention to another with your behavior and are checking to be sure you understand what the other person said. This is very important when you’re trying to work out a problem with someone else. It’s also important when you’re talking with someone about a difficult or important situation and you need to understand exactly what they’re telling you. Say that your **attitude**—your feelings or emotions, your frame of mind—toward problem solving is very important. Ask, “Is your heart really in understanding others and working things out or not? If you have a positive attitude, things almost always go better.”

Active listening behavior: Say, “Turn so that you are facing the other person, look at his or her eyes, and nod or ask questions while he or she is talking. Then tell the other person, in your own words, what you think he or she has just said. If you don’t get it right, ask him or her to say it again and then tell again what you understood. It is important to be sure you both understand the real problem from each other’s point of view. Later, work to solve the real problem from both of your perspectives to meet both of your needs.

Activity:

Mentor: Tell the class that you want to model active listening and you need a volunteer to help you. Ask the volunteer to tell you about something he or she likes or doesn't like about school. Face the person, keep good eye contact, and paraphrase back to the student what you think he or she said. Now ask the class for feedback on what they saw.

Say that you'll read two situations and you need volunteers to role-play them for the class using **active listening**. Remind the class to be respectful of the role-players (Golden Rule), to pay attention, that they may be nervous, and that they should not laugh at them. While one person talks about the topic, the other should keep eye contact, face the other person, and say what he or she thinks the other person said. Mentor, read each example, and ask for volunteers to role-play after you read each one.

Say that the person listening to the speaker should keep good eye contact, face the person, ask questions if he or she is not sure what the speaker means, and then say what he or she understood the speaker to say and mean.

- Situations:
1. Sandy spreads untrue gossip about other girls. This really bothers Temika. Temika finally tells Sandy that she's upset about the gossip. Temika says that Sandy's gossiping really hurts other people and makes them mad, and she tells Sandy that she wants to talk. Sandy says okay. Temika starts by asking Sandy why she gossips. Sandy answers while Temika uses active listening behavior. (Ask for volunteers to role-play Sandy and Temika.)
 2. The teacher heard talking while her back was turned; then she said, "John, I told you to quit talking. That's it! I'm calling your mother right after class." But this time it wasn't John who was talking. After class, John stays behind and asks the teacher if they can talk before she makes any phone calls. He's pretty scared. The teacher agrees to talk with him. She has calmed down, and she is impressed and curious by John's request to talk. She decides to use active listening behavior when John starts talking. (Ask for volunteers to role-play John and the teacher.)

Ask the role-players how it felt to play their roles.

(10 Minutes)

Dealing With Our Own Unpleasant Feelings

Write on the board the words *anxious*, *humiliated*, *out-of-control*, and *ashamed*.

Say that it is normal to have unpleasant and strong feelings like these. Say that we all have them and that it is okay. Ask for other unpleasant feelings (e.g., jealousy, prejudice, grief, incompetence, depression).

Talk about a time when you felt really bad. Say why you felt bad, what you did about it, and how you grew from that experience. (Sharing your personal experiences makes you very real to your students, and you can help them learn from your experience. This also opens the door to more honest sharing and problem solving.)

Talk about recognition of and acceptance of difficult feelings—a very important first step in figuring out how to deal with them. Say that learning to deal with feelings is something we all have to do. It is part of growing up. Grownups also have a tough time dealing with such feelings. We all just have to keep working at it.

Ask what happens if you try to ignore strong unpleasant feelings. Discuss the fact that people can't bury them because they grow and come out in unexpected and inappropriate ways, which causes people to feel more and more anxious.

Talk about the importance of "**self-talk**" here. Ask who remembers what "self-talk" means (from Session 4—the things we tell ourselves in our head that make things worse or better and that lead to or maintain feelings we have).

Give an example, such as when someone is feeling jealous (e.g., “Latasha isn’t so great. Why does everybody like her and not me? Look at her stupid hair, and she’s always grinning like an idiot! Why don’t they see how dumb she is?”)

Ask how the speaker here is feeling after this kind of self-talk and what she’s likely to do.

Now, give an example of constructive self-talk in this same situation (e.g., “They like her better than me—I hate this and feel so worthless and stupid next to her. I wonder why people like her so much. She *is* friendly even to the nerds. I don’t know how she can stand to take the chance of hanging out with them and not being scared that the cool kids won’t like her. I’m scared to death to do that, even though I feel so sorry for Tom sometimes and wish I had the nerve to sit with him in the cafeteria. Oh, I don’t know *what* to do! Maybe Latasha really isn’t the problem. I don’t know what to do.”)

Ask how the speaker is probably feeling after this self-talk and what she might do. Ask, “What would you do?”

After the class discusses this, say that **we always have choices** about how we deal with negative feelings, what kind of self-talk we do, and what actions we take. Our self-talk affects our feelings very directly. Becoming aware of our self-talk and examining it gives us a chance to decide if we are right in what we tell ourselves. This gives us a chance to change our self-talk, which leads to a change in our feelings.

Say that a very helpful activity for many people is to talk about their feelings with someone they trust.

Say, “Something to be aware of is how we can hurt ourselves and our self-esteem with such negative self-talk as ‘I’m a loser, worthless, stupid, ugly, fat.’ We all tell ourselves things like this sometimes. But be careful. **Don’t believe everything you think!**”

Ask the students and the teacher what kinds of things they do to deal with unpleasant feelings.

Remember: Our self-talk leads to our feelings, which lead to our actions. If we want to change our feelings and actions, we need to change our self-talk.

(10 Minutes) **Negative Feelings/Actions of Others—Responsibility**

Say that sometimes we see or hear things from other people that we wish we hadn’t, and then we don’t know what to do about it, or what we think we should do seems too hard. This is tough for all of us and makes most of us very uncomfortable.

Say, “I’m going to give some examples for us to talk about. Let’s say what we think would be good things to do in each case.”

1. You see someone find a wallet. You know it isn’t hers. You see her take the money out and throw the wallet in a trash can.
2. You hear someone say he is going to bring a knife or a gun or a bomb to school.
3. You see someone pushing around a younger person and making fun of him.
4. Someone is feeling so bad that you are afraid she might hurt herself.

Ask students to discuss other tough situations they can think of.

Talk about our responsibility for the safety of ourselves and others.

Ask what the difference is between tattling and telling. Discuss.

Say, “These are tough cases where doing what you believe is the right thing or having **integrity** is very important. It often takes a great deal of courage and can make a huge difference in what happens.”

Discuss some real-life examples.

Brief Review of Today's Session

Challenge Activities

1. Hand out the Self-Talk Worksheets, one per person. When you are feeling down or up this week, think about your self-talk. What did you say to yourself before you had these feelings or when you felt them? Fill out the worksheet and bring it to the next session. Become aware of the direct connection between your self-talk and your feelings. This gives you the power to change your feelings by examining and changing your self-talk.
2. Peacemakers in our own lives

Teacher: Give each student a piece of construction or colored (“special”) paper. Please remind students to complete the activity outlined below and to have their pictures at the next session.

Students: Say, “Think of someone in your life whom you consider to be a peacemaker. This could be a relative, a neighbor, someone from school, someone in our city, etc. Bring in a photo of that person and mount it on your paper, or draw a picture of that person on your paper. Write the name of that person near his or her photo/picture, and write your name on the back of your paper. Come prepared to tell us why that person is a peacemaker.” The photos/pictures can be displayed in the classroom, in the hallway, or at the SPAVA Recognition Ceremony. The class can choose where they would like them to be displayed.

Next Time

Say, “We’ll use all the skills we’ve been working on to problem-solve with someone else, and we’ll talk about friends.”

Mentor: SPAVA can provide you with small treats for a celebration at your final session. If you would like them, telephone the SPAVA coordinator immediately after this session for timely arrangements.

Self-Talk Worksheet

Think about a time when you had a very strong emotional reaction.

Very briefly, tell what happened.

What were you feeling?

What were you saying to yourself then?

Notice how your self-talk directly influenced your feeling. If you don't like your feeling, then look at your self-talk and challenge it.

Remember: Our self-talk leads to our feelings, which lead to our actions. If we want to change our feelings and actions, we need to change our self-talk.

SPAVA Curriculum Guide

Session 9

SPAVA Words: Compromise, Friendship

- Resources needed:
- One large sheet of chart paper for “Friends” activity; prepare this sheet by writing “Friends” in the center at the top; below to the left, write “Things I like in friends,” and next to that on the right, write “Things I don’t like in friends”
 - End of SPAVA Reflection handout, one for everyone

- Preparation:
- *Contact the teacher to say that he or she will need to conduct the beginning of this session while you quickly review the students’ completed Self-Talk Worksheets.*
 - Select one or two “Making SPAVA Fun” activities.
 - Write today’s Challenge Activities on a small paper or 3" x 5" card, and post it in a designated spot in the classroom.
 - Remember to use the BDA format with readings.
 - Arrange the class in a circle.

(Mentor: Check the Question Box, and address the questions during the session; check to see if you have a note from someone who has no trusted adult to talk with. If you do, deal with this with the student and his or her teacher/counselor as you see fit. Do not offer yourself to be a student’s trusted adult.)

(15-20 Minutes)

Greeting/Challenge Activity Review

Mentor: Greet students and collect their completed Self-Talk Worksheets.

Say that you want to read them to prepare for the next activity, and that while you are reading, the teacher will ask them about their Peacemakers.

Mentor: Spend about 5 minutes quietly screening the Self-Talk Worksheets for possible serious content that will require attention of the counselor. If you find such a sheet(s), pull it from the pile and take it to the counselor immediately after this session. Keep all other sheets for use in your Self-Talk activity to follow.

Teacher: While the mentor reads the worksheets, you spend about 5 minutes on the following activity.

Ask volunteers to stand and show their picture of a peacemaker. Ask them to explain why they chose that person. Find a genuine “plus” in each student’s work and be sure to compliment each student.

Activity: Arrange students in groups of 3-4. Pass out a completed Self-Talk Worksheet to each student. Tell them to read all of their sheets aloud in their group and then record on one sheet only the feelings given on their group’s worksheets. Give students about 5 minutes for this.

Then ask each group to give the teacher their list of feelings. Have teacher write the feelings on the board, noting how many times the same feeling was reported.

Read from the list on the board the feeling word used most frequently. Then ask students who have that feeling word on their sheet to read to the class the written self-talk.

Ask what other self-talk could be used to lead to a more positive feeling.

Point out how many people use the same manner of self-talk, and how it is directly related to the feeling.

Repeat aloud: Our self-talk leads to our feelings, which lead to our actions. If we want to change our feelings and actions, we need to change our self-talk.

(15 Minutes)

Problem Solving With Another, Using STAR

Say, “We’re going to spend some time working on how to problem-solve with another person using the skills we’ve been working on—empathy, using “I messages,” having a positive attitude, using active listening, really trying to understand the other person’s meaning and point of view, using a variety of strategies to find solutions, etc. We’re going to do this with STAR. (Point to the chart hanging in the classroom.) We’ve already been using STAR to help control our anger.”

Ask a student to read the steps of STAR aloud.

Say, “Now we’re going to use it in a new way—to work out problems with another person. This is important to do before people get really upset with each other in order to prevent hurting each other’s feelings more and to prevent violence. Deal with problems early after they surface. This is very important to do also with people we especially care about in order to keep relationships on good terms.”

Say, “So what do we do? Use all the skills we’ve been practicing during SPAVA.”

Read this sample conflict: Two friends come into the classroom and sit down across from each other. One ignores the other and won’t even look at her. The ignored friend asks, “What’s the matter?” “Nothing.” “Come on, I feel terrible! You won’t even look at me!” What has happened is that the friend who is now being ignored sat with the popular kids at lunch today and acted like her friend wasn’t even there. She didn’t ask her to come join them. The two friends always sit together, and today the one friend was left standing with her tray with no place to sit.

Use this example in discussing the following. Ask the class to help.

STOP! (Cool down if you’re really angry.) When you are in control, tell the other person that you want to talk together to work this out. Is now or after school a good time?

THINK! **Name the problem.** Use “I messages” to say how you feel. State how you see the problem. Ask the other person to do the same. Use good active-listening skills.

Ask, “**What are your choices?** Check out each one—does it respect all involved? Will it work?”

Activity: Now, use a real problem from the class’s “Our Conflict” chart or a problem that came up in the Question Box until you have a good interpersonal problem to use for this exercise. Say that you want to model problem solving by role playing with a student volunteer.

When you come to the **THINK!** part with this problem, **name the problem.** (See above.) Then **brainstorm** your choices.

Say that you and your volunteer partner will ask the class to help with brainstorming strategies too.

Ask for a volunteer.

Take a minute with the volunteer to prepare together.

(Mentor: Remind the class that we need to show respect for the role players.)

Conduct the role play. When you get to the naming-your-choices part, ask the teacher to write the choices on the board. Then ask the class to add more (e.g., compromise, humor, taking turns, letting it go). Then have the whole class evaluate each choice by asking, “Is it fair? Does it respect all involved? Will it work?” Together, select the best choice.

ACT! Tell students to use their best choice.

REVIEW! Tell students to talk with the other person involved to see if things are working out well. If they’re not, ask students to think of another choice/solution together, to act on the solution, and then to review it again.

(2-3 Minutes)

Finish “Our Conflicts”

Challenge the class to resolve together, using STAR, any remaining problems not yet addressed and to continue doing this throughout the school year. Ask the teacher if this will work and if there can be a regular weekday to deal with these issues.

(5-10 Minutes)

Friends

Activity:

Mentor: Hang up the Friends chart with headings that you prepared in advance.

Ask students to stand and ask the teacher to write the students’ words on the paper. You start by naming one trait you love in friends. The teacher writes it in the correct column. Then tell the students that you’ll call on someone and ask this person to 1) state another trait—positive or negative—then 2) call on the next student, then 3) sit down. Continue this until all students are seated.

Ask if there are different opinions about which traits were suggested as good and as not good in friends.

Keep the “Friends” chart hanging in the classroom. Ask the students to add to it, and ask the teacher to have the students read it aloud from time to time in order for the students to think about what kind of friends they are.

(Remaining time)

Challenge Activity/Closure

Brief Review of Today's Session

Challenge Activities

Have student helpers pass out the End of SPAVA Reflection papers, including to you and the teacher.

1. Ask the students to use STAR to problem-solve with another person in this class at least once, and be prepared to tell about it during the next session.

Teacher: Remind the class of this daily. You should also use STAR in problem solving with students, if possible.

2. Think about our SPAVA time together and fill in this sheet. Your teacher and I will do this too, and we’ll share information from this together next time.

Next Time

Announce that this will be the last session. Say, “We’ll look at what we’ve learned and answer any remaining questions. We’ll talk about SPAVA scholarships and awards again too.” (Mentor: If you decided to have a surprise—e.g., cookies and punch, pencils—tell the class that they’ll have a surprise at the next session.)

SPAVA Curriculum Guide

Session 10

SPAVA Words: Confidence, Support

Resources needed: • *Optional:* SPAVA words for word wall, surprise

Preparation: • Arrange the class in a circle.

(Mentor: Check the Question Box, and address the questions during the session.)

(15 Minutes)

Greetings/Results of Last Challenge Activity

Say hello and anything you want to tell the students as you begin your last regular session.

Ask for one example of how someone used STAR to problem-solve with someone else during the week.

Have students take out their End of SPAVA Reflection papers.

Tell students you'll be the first to read yours and the teacher will be the last to read his or hers.

Mentor: Begin by reading your End of SPAVA Reflection paper. Then ask a student to come stand next to you and do the same. That student should then ask another student to do the same. Continue in this manner until all of the students are standing in a circle. Then ask the teacher to join the circle and read his or her paper. Then comment, "Here's our 'powerful circle of support' again. Congratulations to everyone on your great work in SPAVA!"

(5 Minutes)

Question Box, Peacemaker of the Week

Check the Question Box for any last questions. Resolve any last questions with the class using STAR.

Ask the teacher if the Question Box can be used for the rest of the year and, if so, when it will be checked and addressed.

Ask class and teacher if they want to continue choosing a Peacemaker of the Week. If yes, ask them to decide which weekday they'll do this.

(10 Minutes)

Review of All SPAVA Lessons

Say, "This is our last regular SPAVA session, and I want to review the things we said we were going to try to cover."

Point to SPAVA goals poster.

Ask a different student to read each goal. Ask the following questions to the class after each goal is read.

Goal 1: "What did we learn about **respect, honor, and integrity**? What are some ways to show respect for ourselves, others, property, authority, different viewpoints, different cultures? What is honor? What is integrity?"

Goal 2: "Have we talked about recognizing and understanding **feelings**? What is our "E" word related to others' feelings? Tell me some of the things you have learned."

Goal 3: "What are some ways of controlling our impulses and **dealing with our own anger**?"

Goal 4: "Who are the **famous peacemakers** we learned about? Give some examples of things they did as peacemakers that we too can do."

Ask students if they have any questions.

(10 Minutes)

Provide the Surprise (if you chose to have a surprise)

In any case, ask each student to think of someone in their lives whom they have trouble with or really don't like much. Then, one at a time, ask students to *not* say the person's name but to say aloud one thing that they *do* like about that person. (They can tell the thing they don't like too.) Tell students that focusing on the positive, or having a positive **attitude**, can help us all get along better, solve our conflicts more peaceably, and even make new friends. Ask them to try this in their daily lives.

(Final Minutes)

Last Agendas/Closure

Remind students about the scholarship opportunity. Review the scholarship requirements and the deadline, and state that applications must be submitted to the VTC by (give deadline date and time). Ask the teacher to support/help those who apply and to make extra copies of the scholarship packet available to those who need one. Tell the students that everyone who applies will be invited to the recognition ceremony.

Say, "Also, we will be asking you to answer some questions about our SPAVA Program soon on evaluation surveys."

SPAVA word: Ask, "Who knows what **confidence** means?" (expecting to do well; belief in one's ability to accomplish a goal, etc.)

Say (something genuine, similar to this message) that you have confidence that each of the students can be a positive force for good in his or her school, home, and world. Ask them to be the best (give their names, e.g., Deshawn, Emily, Antonio, etc.) that they can be, to use and develop the wonderful spirit and talents they have, and to be peacemakers and role models for others in their own lives.

Say, "The most important confidence, though, is your confidence in yourself. This comes from decisions you make to do the right thing and to follow through with goals. Confidence is the inner satisfaction and belief that you have power and can make a difference."

Ask the students and the teacher to keep "being the change you want to see," and tell them that you will too.

Mentor: Give the students a sincere message about your work with them and confidence in them. **Tell them that you will return to visit them in the future and see how they are all doing.** Work out with the teacher when that will be.

Mentor: When you leave today:

1. Leave the three SPAVA posters with the class.
2. Return to the VTC any VTC resources you borrowed (e.g., books, videos).
3. Know that the VTC will be asking you to complete an evaluation form in the near future.

Thank you, mentors, for sharing yourselves and this program with these young people and their teachers! You have affected the present and touched the future with your work.

SPAVA Optional Activities

These activities can be used and adapted to vary SPAVA sessions and to accommodate the specific lesson content and age of students. Add your own ideas. Variety keeps participants alert and interested!

1. **Create a SPAVA Word Wall**—(Get the teacher’s okay on this in advance.) Bring blank cut-up word strips and a marker. At each session, ask a student to write a new SPAVA word on a strip and put it on the wall. Or you can prepare your own written word strips in advance and even laminate them. Add no more than two or three words per session. Ask students to try to use these words during the week. At the next session, ask all who did to stand and say their word and how they used it.
2. **Adopt-a-Bulletin Board**—In the classroom or hallway, designate a SPAVA spot. Each week, a different student chooses a SPAVA word and writes it and its definition on a word strip. An example of the word in use and a picture illustrating the word can be added. **OR** ask students to post any SPAVA concepts or messages that the class decides to post.
3. **Taking Turns, Showing Respect**—Ask four to six volunteers to come to the front of the room. Ask them all to talk at once, saying their favorite classroom subjects, talking about sports, friends, anything. After a minute, say, “Stop,” and ask the class what person number one said, what person number two said, etc. When the class can’t accurately answer, say that one person speaking at a time is one of the classroom guidelines so that each speaker can be heard.
4. **Word Association**—Make up a list of emotionally charged words or phrases, such as *monster*, *tornado*, *mother*, *exam*, *tragedy*, and *tattletale*. Tell students that you will say a word and they should raise their hands if they know a feeling this word makes them think of. Call on volunteers. Ask students to offer their own words. Have each student say their word aloud and call on a classmate to answer.
5. **Guess Who**—Without naming the student, the teacher, mentor, or a student tells the class a story of something good he or she saw that student doing that day or week. The class must guess who the student is.
6. **Tell It Again**—After some time has passed, the teacher or mentor tells again the same story of a student’s good deed or accomplishment.
7. **Feelings in Books**—Choose a book to read aloud in class. The book should be on the class’s reading level and deal with some issue taught in SPAVA (e.g., feelings, friends). Use the Before, During, and After reading format to have the students read the book, taking turns. Decide on the purpose for reading the book in advance, and tell it to the class. Afterwards, use STAR to discuss how this conflict could have been prevented, resolved differently, etc. Tell the class to watch for character/feelings/conflict issues in the stories they read. You can divide the class into small groups and let each group tackle something different and report it to the class.

8. **Peacemaker of the Week**—Make a simple Peacemaker of the Week certificate that includes a line to fill in a student’s name. Ask students to be thinking of a classmate to be named Peacemaker of the Week for the following week and the reason why. At the beginning of the next session, ask for nominations and the reason the classmate was nominated. Have the class vote, and fill in the certificate. Congratulate the winner. Ask the students to try to think of new nominees so this honor is shared throughout the class. The teacher can independently conduct this activity too.
9. **Chair Scramble**—Make a circle of chairs. Ask student volunteers to sit in these chairs. Stand in the middle, and state that students must be truly honest while playing this game. Say, “Find a new chair if you practiced (e.g., kindness, respect, impulse control) today.” All who did must get up and scramble to change to a new vacant chair, including the mentor. All who did not must stay seated. The person left standing with no chair is the new leader and must tell how he or she practiced the named behavior. Then she or he says, “Find a new chair if you practiced _____ today,” and the scramble resumes.
10. **Finish the Word**—Silently select an already introduced SPAVA word, and draw a line for each of the word’s letters on the board, filling in only a few letters, e.g., _ O _ _ S T (Honest). Ask for a volunteer to guess the word. The correct guesser fills in the blanks and tells what the word means.
11. **Physical Activity to Encourage Participation**—Form a circle of any number of volunteers. Stand in the center, and shake hands with someone in the circle who must say how he or she has been a peacemaker (or has reacted to a put-down, or has used a cool-down strategy, etc.). Then the mentor retires from the circle, and the student who spoke goes to the center and continues in this manner until no one is left in the circle.
12. **Put-Ups**—Give a genuine compliment or “put-up” to one student (e.g., “I like how you smiled at me when I came in”). The complimented student then stands and gives a put-up to another student. Discuss how it felt to give and to receive a compliment, and talk about how to graciously receive a compliment. You also can ask how it feels for the complimentor if the complimented person refutes the compliment (e.g., “Aw, no I don’t”).
13. **Positive Me Goal Sheet**—Ask each student to write his or her own name vertically on a piece of paper. Then tell them, next to each letter, to choose and write a positive word that describes that student (e.g., Sarah: S-serious, A-attentive, R-respectful, A-assertive, H-honest). Then ask the students to name a positive trait that they want to develop or improve in themselves, and write activities they can do to reach this goal.
14. **“Hang Out With Me”**—(e.g., have lunch with me, walk to school with me). Ask students to do this with a classmate/schoolmate/neighbor who seems to need a friend. Remind them to do this. Every few weeks, ask for a volunteer to tell how they practiced this.
15. **Hot Potato**—(The object could be a rubber ball, a ball of yarn, etc.). Pass the object around until each student has a turn finishing a sentence, such as, “I’m getting better at _____” (e.g., using “I messages” to tell people how I feel, using STAR when my brother yells at me). Another such sentence could be, “When I get mad, I cool down by _____.”

16. **Cool-Downs**—After you have introduced STAR, spend time on the “S”—STOP. Ask students for their favorite cool-downs, and write them all on the board. Give each student a 3" x 5" card, and ask them to write their favorite two or three on their card. Then ask them to add at least one new one to try. To extend this activity, you could read from the board each cool-down and ask for all students who wrote that cool-down on their list to raise their hands. Ask which cool-downs seem to work for the most people in the group.
17. **Charades**—(Silent role-plays) During the first sessions, ask students for real-life conflicts that they face. Then write brief, simple, nonverbal scripts for pairs of student volunteers to act out. The class must guess the conflict depicted and the feelings expressed. This activity teaches empathy through identifying feelings through body language.
18. **Song**—Use a cassette player to play and then sing a song or a rap involving getting along, peacemaking, etc. Or have the class create such a song or rap and record it. Play it back from time to time.
19. **SPAVA Word Scramble**—Select 10 to 15 SPAVA words, and write them down. On the Internet, go to <http://puzzlemaker.school.discovery.com/code/buildwordsearch.asp>. Follow the directions, and the program will produce a word scramble. Make a copy for each student. You also can do this with the students' first names.
20. **Daily Newspaper**—(Read it in advance for appropriateness and to pre-select articles.) Point out the prevalence of articles dealing with **conflict**, and say that not only do conflicts arise daily, but readers also want to know about them. Ask why this may be true. Discuss how conflicts in the articles were dealt with and how else they might have been dealt with, including using STAR. Also look for articles that cover **everyday peacemakers**. Ask students how can they tell whether a person is a peacemaker. Ask what the person did. Ask how we can learn from him or her. You could use the daily newspaper in a Challenge Activity by asking students (or small groups) to find an article dealing with _____ and to be ready to lead a discussion of it at the next session.

Making SPAVA Fun!

Curriculum Boosters, Energizers, Role-Playing (2–10 minutes)

Mentors and Teachers: Students ask us to make SPAVA more fun, to talk less and involve them in more activities. These brief activities are offered in response to this request. They can be used at any session to help engage students in playing, laughing, moving about and discussing the important life issues and skills we teach in SPAVA. Please incorporate some of them in your work and incorporate enjoyable activities from your own life (e.g., “Simon Says. . .”) adapting them to SPAVA themes. Make SPAVA fun!

Curriculum Boosters

(5-10 minute activities)

Understanding Emotions (topic discussed in Session 1 and thereafter)

Activity: **Pass the Emotion (whole class)**

Purpose: To notice how different people express same emotion a little differently and interpret an expressed emotion differently, to pay attention to communication, to prepare for role playing

How to Play

1. Everyone stands in a circle. Mentor just tells the name of this activity but not the purpose. (Students will tell afterwards what they got from it.)
2. Mentor expresses an emotion with a gesture or facial expression and a sound.
3. Person to the right of the mentor mimics the expression of this emotion exactly. There should be no comments or judgments made during the game.
4. Once this emotion has moved all the way around the circle, mentor asks several students for the name of this emotion (may be multiple emotions named based on interpretation).
5. A student volunteer begins the same process with another emotion.
6. After 2 rounds of this, ask students what they noticed.

Activity: **How I’m feeling (whole class)**

Purpose: To become aware of one’s current feelings and their intensity; to promote recognition of one’s feelings and sharpen identification of them; this is a good warm-up activity to use at the beginning of each session

How to Play

1. Mentor begins (models) activity by naming his or her current feeling (e.g., calm, energetic, weary) and ranks its intensity on a scale from 1-5, with one being low and 5 being high.
2. Each student takes a turn doing the same until all have spoken.

Resource: List of feeling words (posted or handouts) - optional

Practicing body language awareness (discussed in Session 3 and thereafter)

Activity: **Detective (whole class)**

Purpose: To practice observation skills, body language awareness

How to Play

1. Everyone sits in a circle. One student is chosen to be the detective and leaves the room.
2. Mentor gives instructions to rest of group while detective is out of room.
 - a. Mentor picks one student to lead the group in a movement, e.g. whispering to student to their left, clapping hands softly, smiling at the detective, etc.
 - b. Everyone in circle must observe the leader and mimic his/her movement without letting the detective know who is the leader.
 - c. The leader must change the movement or gesture after a minute or so.
3. The detective is called back into the room to stand in the middle of the circle and the leader begins.
4. Using observation skills, the detective has three chances to guess who is leading the movement.

Activity: **Family Portraits (small groups)**

Purpose: To identify and use appropriate body language to convey a message; to work cooperatively; to notice stereotypes

How to Play

1. Quickly assign students to small groups of 4-5.
2. Mentor tells each group that they will be having their picture taken for a family portrait.
3. Mentor gives each group a slip of paper that describes the family the group is supposed to be (e.g., family of people who bully, family of peacemakers, family of teachers, family of shy people, etc.). Mentor gives groups a minute or two to prepare for the picture-taking.
4. Then mentor picks one group to pose for their picture while rest of class watches.
5. Mentor says "Click!" to take the photo. Then group can relax and rest of class tries to guess what the family's identity is.
6. Repeat with each group.

Communication skills (discussed in Session 2 and thereafter)

Activity: **Telephone (whole class)**

Purpose: To show how listening to what a person is saying and clear communication can really affect how a message gets transmitted (i.e. can be distorted or changed). This happens with gossip or just retelling things. Discuss the value of active listening afterwards (full attention, eye contact, repeating message for understanding).

How to Play

1. Participants stand and form two equal length lines.
2. Mentor whispers a separate random statement to the first person in each line.

3. The first person whispers the message to the next person without the others hearing. This continues to the end of the line.
4. When both lines have finished, mentor asks the last person in each line to say aloud the message as he or she understood it.
5. Mentor tells original message.
6. All check to see how the final message compares with the original message. What happened?

Activity: **Howdy! (whole class)**

Purpose: To practice appropriate, respectful ways of greeting people in various situations

Preparation: Mentor writes situation on mini-slips of paper, folds them and puts them in a container (e.g. greeting a new student who is clearly physically disabled, greeting your principal, greeting your best friend, greeting someone who appears homeless as you pass them on the sidewalk, greeting someone you haven't seen in a long time who has changed a lot and looks terrible to you, greeting someone who smells bad, etc.).

How to Play

1. Group stands in a circle.
2. Mentor explains purpose of activity, and mentor draws out one paper slip and makes an appropriate respectful greeting.
3. Group offers comments and additional ideas.
4. Several others draw from the container and repeat this process.

Activity: **Eye Contact (whole class)**

Purpose: To experience the emotional and communication impact of eye contact

How to Play

1. Have students stand in two lines that are about two feet apart from each other. Tell each student to face a partner just opposite him or her in the other line.
2. Now, ask students to stare into each others eyes without talking for about a minute.
3. Mentor calls time, and now asks students to do the same thing, except for students in line one to stare at their same partners and to talk for 30 seconds about what they had for breakfast today.
4. Mentor calls time after 30 seconds and ask students partners to switch roles, for those in line two to look down (not into their partners' eyes) and tell for 30 seconds what they wish they could have for dinner today.
5. Mentor calls time. Whole group discusses effect of eye contact when silent, when talking with another, when there was no eye contact.

Activity: **Proximity—Personal Space (whole class)**

Purpose: To experience personal comfort zones during communication and individual adjustments (different for some individuals within same culture, different between cultures)

How to Play

1. Have students stand in two lines that are about two feet apart from each other. Tell each student to face a partner just opposite him or her in the other line.

2. Mentor asks students in line two to talk with good eye contact to their partner for about 30 seconds about their favorite shoes.
3. Mentor calls time after 30 seconds. Mentor asks ½ of the partners in line one to move one step closer to their partners. Mentor asks the other ½ of line one to move one step backwards—farther away from their partners.
4. Mentor asks all partners in line one to use good eye contact and talk for about 30 seconds to their partner about their favorite season.
5. Mentor calls time and asks for reactions. Discuss feelings, ability to focus, etc. Can listener repeat back what speaker said? Was focus on message or on proximity?

Problem-Solving, Cooperation (discussed in Session 3 and thereafter)

Activity: **Tangled! (whole class)**

Purpose: To have fun contact with others while problem-solving together

How to Play

1. Form circle(s) with about 8 people in each circle.
2. Ask each person with their right hand to hold the hand of a circle member who is not just next to them.
3. Do the same thing with all left hands joining hands with someone not just next to one.
4. Now groups must work with those in their group to get untangled without letting go of each others' hands. They can climb over or under, turn, twist, etc.

Activity: **Group Order (whole class)**

How to Play

1. Mentor asks class to stand.
2. Mentor instructs class to arrange themselves in order according to any suggestion by the mentor. This could be from tallest to shortest, according to birthdays, alphabetical order of name, etc.
3. Class has several minutes to accomplish this.
4. Mentor asks how they worked it out. Discuss.

Getting to know you better activities (use anytime)

Activity: **Matching up partners (just for partner selection)**

Preparation: Mentor learns how many students are in class. If there is an odd number, include the teacher too to end up with an even number. Mentor cuts up enough pairs of string/yarn (i.e. two pieces of the same length) of clearly different lengths so there is one string for each student in class and puts them all in a bag.

How to match up partners

1. Mentor asks each student to quickly pull one string out of a bag.
2. Students must find their partner who is the one with the same length of string as theirs.
3. Proceed with a partner activity.

Activity: **Alike & Different (pairs)**

Preparation: Prepare enough sheets of paper on which you draw overlapping circles (Venn Diagram) so that all pairs of your students will have one sheet per pair. Draw your circles so that each of the three areas is about the same size.

How to Play

1. Have students pair up at tables and pass out one Venn Diagram sheet to each pair. Students write their own name above one of the circles, not above the overlapping part.
2. Give students about 3-4 minutes to talk with each other to discover many ways they are alike and different.
 - a. As they discover similarities, they write them in the overlapping part of the circles (e.g. like math, have a younger brother, am good at art, born in March).
 - b. As they discover differences, write them in the circle portion under their own name.

Activity: **Alike & Different (large group)**

How to Play

1. Mentor asks class to notice their similarities and differences as they play.
2. Class stands in a single circle.
3. Mentor calls out a description, e.g. everyone whose name begins with the letter “T”.
4. All who match this description come into the middle of the circle. Stay for a few seconds and then return to the large circle.
5. Mentor names another description (e.g. everyone who was born after 1999, every one who likes soccer, everyone who wants to be in a play, everyone who knows the words to the song _____, etc.) and students who match the description come into the circle, as before.
6. Continue for about 5 minutes.
7. Mentor tries to end with one description that fits everyone (e.g. everyone who is in Ms./Mr. _____’s class).

Activity: **Pairs Share**

How to Play

1. Have students each find a partner, preferably someone they don’t know well.
2. Mentor tells partners to spend 2-3 minutes discussing a topic with each other. (Possible topics: favorite compliment they like to receive, 2 or 3 things they have in common, most maddening thing someone does to them, what they would do if someone _____, etc.)
3. Change partners and repeat with new topic.
4. At end, ask for few volunteers to share what they learned.

Activity: **Show & Tell (pairs)**

Preparation: Mentor tells students to bring a special item that means a lot to them to the next session to share with others in the class.

How to Play

1. Mentor tells students to get out their show and tell items and to find a partner.
2. Partners take about 2 minutes to show and tell each other about their special items and why they are meaningful to them.
3. Mentor calls time and asks students to switch partners. Repeat process.
4. At the end, ask for volunteers to tell whole group about their item.

Activity: **True or False (pairs or small groups)**

How to Play

1. Each student quickly writes on a paper her or his name and three true statements and one false statement about himself or herself. This could be things they do well, things they would like to accomplish, people they admire, etc.
2. Students trade or swap papers.
3. Each student tries to tell which are the three true statements about the person and the one false statement.

Activity: **Seat Swap (whole class)**

How to Play

1. Everyone arranges seats in a circle and sits in one except for mentor who has no chair and stands in the middle of the circle.
2. Mentor calls out a phrase or statement and all who identify with this must leave their chair and quickly go to a chair across from them (not next to them). The mentor in the middle dashes to sit in a vacant seat.
3. The one left without a seat becomes the person in the middle and repeats the process with her or his own statement.

Examples of statements:

- Everyone who likes pizza.
- Everyone who is the oldest child in their household.
- Everyone who was ever in a play.

Activity: **Presents/Gifts (whole class)**

How to Play

1. Class stands in a circle.
2. Mentor tells students that they'll get a number and to remember it. Students begin counting around circle with first one saying "one" and second one saying "two". The third student counts "one" and the fourth "two" until all students have a number either one or two.
3. Mentor instructs all students with number one to hand an invisible gift to the student number two on their immediate right.
4. The student receiving the gift thanks the giver, names the gift and tells why they are so glad to receive this gift.
5. Take about 2-3 minutes for this and then swap roles with the number two folks giving invisible gifts to the number one students.
6. Class can discuss variety of gifts received, similarities, why they were important.

Esteem-building activities (respect for self and others—anytime)

Activity: **Yup, that’s us! (whole class)**

Preparation: Post a large blank piece of poster paper on wall. Mentor asks teacher to help by, in just a moment, listing student’s input on the left hand side of this paper.

How to Play

1. Mentor asks students for traits they like or admire in others—words only, not sentences.
2. Students call out and teacher records list with about an inch between words. Continue till there are about 20 traits listed.
3. Mentor tells students to write their names next to each word that they truly believe describes them. They should complete this before next session. (Mentor and teacher should include themselves on this too!)

Activity: **True goodies! (whole class)**

Preparation: Mentor brings one piece of 8 1/2 x 11” paper for each student and tape. Pass out the papers and ask students to write in small print their name at the top. Then have students tape the papers to each other’s back so that each person has their own name on their paper. Each student needs a pencil.

How to Play

1. Mentor tells students to all visit every other student and to write in just a few words something positive about that person on their back paper. It can be something they like or admire or respect—it must be positive and true.
2. Continue till everyone is finished.
3. Have students stop, remove their sheets from their backs and read the messages.
4. Any surprises? Feelings?

Peacemaker Activity (Use after several peacemakers have been discussed.)

Activity: **Peacemakers’ 20 Questions (whole class)**

Purpose: To review peacemakers; one player guesses which peacemaker he or she “is” through a series of questions which the class must answer correctly. The fewer the questions needed to accurately guess, the better.

Preparation: Mentor, have your class learn about and discuss several peacemakers—Nobel Peace Prize winners, local peacemaker, Peacemaker of the Week—before you use this activity. On separate sheets of paper, write in bold print the names of several of these peacemakers. Have tape available.

How to Play

1. Without allowing students to see the peacemaker’s name on the paper, tape the paper to a student’s back. This student is the peacemaker.
2. This student then shows her or his back to the class.

3. The “peacemaker” asks questions—as few as possible up to 20—to figure out which peacemaker’s name is on his or her back. He or she must ask one question at a time to the class that can be answered with a “yes” or “no” (e.g., “Did I win the Nobel Peace Prize?” “Am I alive now?” “Am I a woman?”).

Reflection/Closure Activity

Activity: **The Web (whole class)**

Purpose: To reflect on today’s session and identify what was learned or valued from it; to pull everyone together physically via the web

Material needed: Mentor needs to bring a ball of yarn. Mentor decides whether to ask students what they learned from this session, or what they think they will use.

How to Play

1. Class stands or sits in a circle.
2. Mentor holds the ball of yarn, and tells that he or she is going to say what he or she learned or will use from this session.
3. Then mentor holds on to the loose yarn end tightly and throws the yarn ball to someone across the circle who catches it.
4. This student now tells what he or she learned or will use from this session, holds tightly to the piece of yarn and throws the ball to someone across from him or her.
5. Continue this process until everyone has said something and holds a piece of the yarn. There should be a web formed by the yarn.

Energizers—to “wake up” and focus

(2-4 min. each)

1. Freeze a Feeling!

- a. Mentor says: “Stand up. Now, with your face, body and voice, show: Glee! Worry! Disgust! Caring! (others)”
- b. After a second to allow students to get their pose, mentor says, “Freeze!”
- c. Students each hold their emotional expression for a few seconds. Then they can glance at others while still holding their position to see how they chose to express it.
- d. Mentor then names a new feeling and all repeat the above process.

2. Focus! (for concentration—can we focus on multiple activities at the same time?)

The object of this activity is to grab the finger of the person on your right while not allowing your left finger to be grabbed.

- a. Stand in a circle.
- b. Each person puts right hand in front of person on their right with their palm up. They point their left pointer finger down just above the open upturned palm of the person on their left. Mentor gives everyone a chance to get in the correct position.
- c. When mentor says “Go!”, each player tries to grab the finger of the person on their right while jerking their own finger away from being grabbed by the person on their left.
- d. Do this several times.

3. Stretch

- a. Everyone stands and reaches for the sky. Remain this way and rise onto tiptoes. Hold for few seconds.
- b. Drop over at the waist and let fingers touch toes or just dangle downwards. Hold for few seconds.
- c. Stand up straight, breathe in deeply, roll shoulders back and exhale. Then sit back down and resume session.

4. Walkabout (fun and QUIET!)

- a. Everyone stands, and in single file walks out quietly into the hall taking only giant steps.
- b. Walk down the hall and back to classroom in this way.
- c. Variation: One student is chosen to be the leader and gets to choose and model the action that everyone else must copy. The leader can change the leaders several times during the Walkabout.

Role—Playing

(5-10 min.)

What is Role-Playing?

Role-playing is an informal activity in which a few people are given a specific situation to portray for others. It is a good way to demonstrate and contrast bad and better ways of doing things. Role-playing provides a chance to practice skills in a constructive safe setting so that one is prepared to use them in real life. It is important for the role-players to try to portray a situation realistically rather than to over-act or be unrealistic or comical. This is a learning opportunity for the role-players and the audience. Most students of all ages love role-plays. In a class setting, it is usually preferable to give role plays to several small groups to use simultaneously so that all students are engaged, rather than only two students in front of the class.

How does it work?

1. A situation is identified, e.g. student is being ridiculed, a friend is in trouble, etc.
2. Students are selected to portray the situation realistically. They are the role-players.
3. Role-players are given a few minutes to prepare, and then act out their situation.
4. Audience role: be respectful to role-players—treat others as you would like to be treated. After the role-play, audience should give clear and kind feedback, offering support, suggesting other solutions. Role-players can tell how they felt, why they chose certain acts, responses, etc.
5. Use STAR to help find better alternate solutions when needed.

Before, During, and After Reading— BDA Format for Reading

A suggested format for SPAVA mentors to use for reading with students to build reading skills and to make meaning of the text

Before Reading

- Introduce the text—title and author.
- Ask students what they already know about this topic—build background related to their existing knowledge of this person or topic.
- Set a clear purpose for reading.

During the Reading

- Student(s) or mentor or a combination of both read the text aloud.
- In a long or possibly difficult text, stop periodically and ask questions to be sure students understand.

Sample questions:

What did we just learn here?

What happened here?

Why do you think ____ did this?

What do you think will happen next?

After the Reading

- Facilitate a discussion that relates to the original purpose for reading this text.
- Ask how students can relate what was read to their own lives and how it relates to what you are addressing in SPAVA.

Storybooks, Guides and Biographies with SPAVA Themes

Mentor: A great way to vary the format of your SPAVA sessions in order to keep students' interest is to incorporate the use of storybooks or books written as guides for young people. The students, the teacher, and you can take turns reading them aloud. Stop throughout the readings to be sure students understand, to discuss a point briefly, etc. Readings can serve as springboards for discussion.

When reading a storybook or any other content aloud, please use the BDA format as much as possible. It is listed on the Table of Contents in this guide.

The VTC has a lending library with many enjoyable and informative books on SPAVA topics available for your use. They include stories, peacemaker biographies, and young people guides. Books are grouped according to grade levels. Many titles are listed below, though more books are being added all the time. Recently, a mentor noted that the best thing mentors can do is to go to the VTC to see these extra materials.

The VTC is usually open between 8:30 a.m. and 4 p.m. It's best to phone the VTC at **485-3710** before coming to be sure it is open.

Storybooks and Guides

Better for elementary-grade students (Additional books are listed in the SPAVA Curriculum Guide for Grades One and Two and are available at the VTC.)

1. *Talk and Work It Out*, by Cheri J. Meiners, M.Ed.; 33 pp. picture book. Better for grades one through three.
Issues: Conflict and problem-solving using methods taught in SPAVA
2. *King of the Playground*, by Phyllis Reynolds Naylor, illustrated by Nola Langner Malone; 28 pp. picture book. Better for grades one through three.
Issue: Dealing with bullying
3. *When I Care About Others*, by Cornelia Maude Spelman, illustrated by Kathy Parkinson; 20 pp. picture book. Better for very young students.
Issues: Feelings, empathy
4. *We Can Get Along, A Child's Book of Choices*, by Lauren Murphy Payne, illustrated by Claudia Rohling; 30 pp. picture book. Better for children ages three through eight.
Issues: Feelings, the Golden Rule, thinking before acting, etc.
5. *Mama, Do You Love Me?*, by Barbara M. Joosse, illustrated by Barbara Lavalley; 22 pp. picture book. Better for students in grades one through three.
Issues: Feelings, checking limits of parent's love
6. *We Are Best Friends*, by Alike; 28 pp. picture book. Better for students in grades one through three.
Issues: Moving away, loss, sadness, resiliency
7. *How Do You Feel?*, by JoAnne Nelson, illustrated by R. Scott Vance; 24 pp. picture book. Better for students in grades one through three.
Issues: A range of feelings within situations
8. *Everett Anderson's Goodbye*, by Lucille Clifton, illustrated by Ann Grifalconi; 20 pp. picture book. Better for students in grades one through three.
Issues: Grief, sadness, acceptance of death

9. *Mr. Peabody's Apples*, by Madonna, art by Loren Long; 28 pp. picture book.
Issues: jumping to conclusions, spreading rumors, consequences, making amends
10. *The Boy of Steel*, by Ray Negron, illustrated by Laura Seeley; 39 pp. picture book
Issues: dealing with major struggles, empathy, compassion, love, resilience, heroes
11. *Rosie's Story*, by Martine Gogoll, illustrated by Noela Young; 24 pp. picture book. Better for students in grades one through four.
Issues: Teasing, misery, coping, empathy
12. *Stop Picking On Me, A First Look at Bullying*, by Pat Thomas, illustrated by Lesley Harker; 27 pp. picture book. Better for elementary students.
Issues: Bullying, causes, feelings, what to do, resources are available
13. *Feelings*, by Aliko; 32 pp. pictures, stories, cartoons. Better for elementary students.
Issues: Recognizing wide variety of feelings in scenarios.
14. *How to be a Friend, A Guide to Making Friends and Keeping Them*, by Laurie Krasny Brown and Marc Brown; 32 pp. chapter book/picture-story book. Better for elementary students.
Issues: Feeling shy, bullies, choosing friends, problem-solving, etc.
15. *When I Feel Angry*, by Cornelia Maude Spelman, illustrated by Nancy Cote; 21 pp. picture book. Better for elementary students.
Issues: What prompts anger, how it feels, how to deal with it
16. *The Skin I'm In, A First Look at Racism*, by Pat Thomas; 29 pp. picture book. Better for elementary school students.
Issues: Prejudice, bullying, racism
17. *Jamaica Tag-Along*, by Juanita Havill, illustrated by Anne Sibley O'Brien; 30 pp. picture book. Better for elementary school students.
Issues: Being left out/ostracized, friendship, sharing, empathy
18. *The Brand New Kid*, by Katie Couric, illustrated by Marjorie Priceman; 31 pp. picture book. Better for elementary school students.
Issues: Being left out/ostracized, friendship, empathy
19. *Swimmy*, by Leo Lionni; 28 pp. picture book. Better for elementary students.
Issues: Fear, loneliness, working with others to deal with a common threat—strength in numbers
20. *The Quarreling Book*, by Charlotte Zolotow, pictures by Arnold Lobel; 30 pp. picture book. Better for elementary school students.
Issues: How others' feelings can affect us and vice versa
21. *Amazing Grace*, by Mary Hoffman, illustrated by Caroline Binch; 25 pp. picture book. Better for elementary school students.
Issues: Stereotypes, confidence building, persistence in the face of difficulty, accomplishment
22. *Somewhere Today, A Book of Peace*, by Shelley Moore Thomas, photographs by Eric Futran; 24 pp. photos and text. Better for elementary school students.
Issues: Kindness, thoughtfulness, caring acts that anyone can do
23. *Brave Irene*, by William Steig; 28 pp. picture-story book. Better for students in grades three through five.
Issues: Love, responsibility, courage, persistence

For elementary and middle school students

24. *Say Something*, by Peggy Moss, illustrated by Lea Lyon; 28 pp. picture book.
Issues: teasing, bullying, empathy, feelings
25. *My Secret Bully*, by Trudy Ludwig, illustrated by Abigail Marble; 21 pp. picture book.
Issues: teasing, bullying, figuring out real friendship
26. *Our Friendship Rules*, by Peggy Moss and Dee Dee Tardif; illustrated by Alissa Imre Geis; 30 pp. picture book.
Issues: friendship, betrayal, forgiveness
27. *For Every Child, A Better World*, by Kermit the Frog, illustrated by Bruce McNally; 41 pp. picture book. Better for elementary and middle school students.
Issues: Awareness of conditions of children around the world, empathy
28. *Secret of the Peaceful Warrior*, by Dan Millman, illustrated by T. Taylor Bruce; 30 pp. advanced picture book. Better for elementary and middle school students.
Issues: Fear and loneliness of dealing with bullying, multigenerational relationship, developing self-confidence, empathy, friendship

For any students grades four and up

29. *Bullies Are a Pain in the Brain*, by Trevor Romain; 105 pp. chapter-picture book. Better for students in grades four and up.
Issues: What bullying is, coping, self-questioning about bullying, myths, messages, and resources for adults
30. *The Day the Animals Lost Their True Colors*, by Dan Rhema, illustrated by Blaine Adams; 29 pp. picture book. Better for students in grades four and above.
Issues: Identity, pride, adapting to change, appreciation of differences
31. *The Butter Battle Book*, by Dr. Seuss; 42 pp. picture book.
Issues: Dealing with differences, dislike and mistrust growing to violence, intolerance
32. *Don't Pop Your Cork on Mondays! The Children's Anti-Stress Book*, by Adolph Moser, illustrated by Dav Pilkey; 42 pp. drawings and text. Better for students in grades five and above.
Issues: Stress at all ages, losing control, ways to deal with stress
33. *Smoky Night*, by Eve Bunting, illustrated by David Diaz; 30 pp. picture book.
Issues: Anger, fear, rioting, empathy, how hardship helps people overcome differences
34. *The Big Orange Splot*, by Daniel Manus Pinkwater; 32 pp. picture book.
Issues: Uniformity of thought, challenge, independent thinking, dealing with peer pressure, freedom/courage to be one's self
35. *The Sneetches and Other Stories*, by Dr. Seuss; 65 pp. picture book.
Issues: Jealousy, prejudice, struggle for equality and for status of "better than"; discovery of common dignity, equality; fear of unknown being overcome by "knowing"
36. *The Gold Coin*, by Alma Flor Ada, illustrated by Neil Waldman; 28 pp. picture book.
Issues: Crime and despair, slow rediscovery of goodness, trust, kindness, generosity, and redemption

For middle and high school grade students

37. *Pink and Say*, by Patricia Polacco; 52 pp. advanced picture book. Better for high schoolers.
Issues: Civil war memoir of two young boy-soldiers—empathy, compassion, finding shared emotions and dignity, bravery, love, remembrance
38. *Chicken Soup for the Teenage Soul Letters, Letters of Life, Love and Learning*, by Jack Canfield, Mark Victor Hansen, Kimberly Kirberger; 308 pp. individual letters each 3–8 pp. from readers, categorized.
Issues: Overcoming obstacles, helping others, insights, gratitude, tragedy

Biographies

1. *Young Martin Luther King, Jr., "I Have a Dream"*, by Joanne Mattern, illustrated by Allan Eitzen; 32 pp. picture book. Better for elementary school students.
2. *Martin Luther King, Jr.*, by Mary Winget; 48 pp. indexed chapter book with photos. Better for elementary and middle school students.
3. *I Have a Dream, Dr. Martin Luther King, Jr.*, An illustrated edition, foreword by Coretta Scott King; 40 pp., text of speech.
4. *Martin Luther King, Jr., Civil Rights Leader*, by Kathy Kristensen Lambert; 80 pp. indexed chapter book with photos. Better for upper elementary-level and older students.
5. *Gandhi*, by Demi; 30 pp. picture book. For elementary and maybe middle school students.
6. *A Picture Book of Rosa Parks*, by David A. Adler, illustrated by Robert Casilla; 30 pp. Better for upper elementary and older students.
7. *Rosa Parks*, by Maryann N. Weidt; 48 pp. indexed chapter book with photos. Better for elementary and middle school students.
8. *Eleanor Roosevelt, a Photo-Illustrated Biography*, by Lucile Davis; 24 pp. chapter book with photos. Better for upper elementary-level and middle school students.
9. *Thomas Jefferson*, by Victoria Sherrow; 48 pp. indexed chapter book with photos. Better for upper elementary-level and older students.

Mentors: Contact SPAVA if you have titles to recommend for this program.

Videos and DVDs for Use During SPAVA Sessions

Videos are wonderful additions to the SPAVA curriculum; pictures are worth a thousand words. Showing brief clips that relate to your current topics will grab students' attention, and they are good conversation starters.

Most of these videos are about 20 minutes in length and contain four individual segments, each of which lasts between 3 and 5 minutes. You can choose to show only those segments that serve your purposes. Most of these videos also include discussion questions after each segment.

The Sunburst Visual Media videos have related Teacher Guides that include activity sheets that may be copied for individual classroom use.

Mentors are invited to screen these videos at the VTC and to check them out for classroom use. Because we have only one copy of most of these, we ask mentors to keep them no longer than two weeks so that others may use them also.

New video and DVD titles for various grade levels not listed here are available at the VTC. Contact the VTC for more information.

Kindergarten Through Grade Two

1. *What's Respect?* (Sunburst Visual Media)
2. *Learning to Care* (Sunburst Visual Media)
3. *Learning About Honesty* (Sunburst Visual Media)
4. *Yes, I Can!—Building Self-Confidence* (Sunburst Visual Media)
5. *What is Violence? Tracee Won't Share* (Creative Media for Learning)
6. *Learning Self-Control: Rudy Talks It Out* (Creative Media for Learning)
7. *How You Can Handle Anger: Veronica's Fight* (Creative Media for Learning)

Grade Two Through Grade Four

8. *Put Yourself in Someone Else's Shoes* (Sunburst Visual Media)
9. *Respect Yourself and Others Too* (Sunburst Visual Media)
10. *What is Honesty? Building Character* (Sunburst Visual Media)
11. *You Can Count on Me: Building Character* (Sunburst Visual Media)
12. *Fighting Fair—Dr. Martin Luther King Jr. For Kids* (Peace Education Foundation, Inc.)

Grade Five Through Grade Nine

13. *Respect: The Real Deal* (Sunburst Visual Media)
14. *Silence the Violence: Skills for Prevention* (Sunburst Visual Media)
15. *Anger, Rage and You* (Sunburst Visual Media)
16. *When You're Mad! Mad! Mad! Dealing with Anger* (Sunburst Visual Media)
17. *Cool to Be Me: Self-Esteem* (Sunburst Visual Media)
18. *Building Character* (Sunburst Visual Media)
19. *All About Respect* (Sunburst Visual Media)

Grade Six Through Grade Twelve

20. *Increase the Peace: Conflict Resolution* (Sunburst Visual Media)
21. *I'm All That! Building Self-Esteem* (Sunburst Visual Media)
22. *Honesty* (In Search of Character—Distributed by Sunburst Visual Media)
23. *Integrity* (In Search of Character—Distributed by Sunburst Visual Media)
24. *Courage* (In Search of Character—Distributed by Sunburst Visual Media)
25. *Fairness* (In Search of Character—Distributed by Sunburst Visual Media)
26. *Trustworthiness* (In Search of Character—Distributed by Sunburst Visual Media)
27. *Responsibility* (In Search of Character—Distributed by Sunburst Visual Media)
28. *Respect* (In Search of Character—Distributed by Sunburst Visual Media)

Sunburst Visual Media

2 Skyline Drive, Suite 101
Hawthorne, NY 10532-2130
Phone: (914) 347-1500
www.sunburstvm.com

Creative Media for Learning

P. O. Box 5454
Louisville, KY 40255
Phone: (502) 451-3506
www.cmlnetwork.com

Peace Education Foundation, Inc.

1900 Biscayne Boulevard
Miami, FL 33132
Phone: 1-800-749-8838

Additional Videos and DVDs are available dealing with the following topics:

- Bullying
- Name calling
- Avoiding becoming a victim
- Assertiveness skills
- Social skills
- Diversity, differences, tolerance

Mentors: Contact SPAVA if you have titles to recommend for this program.

Books and Other Materials for SPAVA Mentors' Information and Planning

Books

These resource materials provide additional information for mentors' personal understanding. Many have sections that can be read with students or that offer class activities. They may not be copied without written permission from the copyright holders. Mentors are free to peruse them and borrow them from our SPAVA lending library. Please call **485-8185** or **485-3710** to be sure the office is open before you come.

1. *Emotions Activity Manual I*, edited by Estelle Leutenberg and Kathy Korb-Khalsa. Wellness Reproductions & Publishing, Inc., 1999.
2. *Emotions Activity Manual II*, edited by Estelle Leutenberg and Kathy Korb-Khalsa. Wellness Reproductions & Publishing, Inc., 2000.
3. *Peacemaking Skills for Little Kids—An Activity Book*, by Fran Schmidt, Alice Friedman, Elyse Brunt, Theresa Solotof. Peace Education Foundation, Inc., 1992.
4. *Creative Conflict Solving For Kids, Grades 4-9*, by Fran Schmidt and Alice Friedman. Peace Education Foundation, Inc., 1985.
5. *Creative Conflict Solving For Kids (Student Workbook)*, by Fran Schmidt and Alice Friedman. Peace Education Foundation, Inc., 1991.
6. *Creative Problem Solving for Kids, Grades 5-8*, by Dianne Draze, illustrated by Amber Tornquist. Dandy Lion Publications, 1994.
7. *Fighting Fair; Dr. Martin Luther King, Jr., For Kids—Student Workbook*; by Fran Schmidt and Alice Friedman. Peace Education Foundation, Inc., 1990.
8. *The Virtues Project—Educator's Guide*, by Linda K. Popov. Jalmar Press, 2000.
9. *What Do You Think?—A Kid's Guide to Dealing With Daily Dilemmas*, by Linda Schwartz, illustrated by Beverly Armstrong. The Learning Works, Inc., 1993.
10. *How to take the GRRRR Out of Anger*, by Elizabeth Verdick & Marjorie Lisovskis. Free Spirit Publishing Inc., 2003.
11. *Bullies Are a Pain in the Brain*, by Trevor Romain. Free Spirit Publishing Inc., 1997.
12. *Cliques, Phonies, & Other Baloney*, by Trevor Romain. Free Spirit Publishing Inc., 1998.
13. *Stick Up for Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem*, by Gershen Kaufman, Ph.D., Lev Raphael, Ph.D., and Pamela Espeland. Free Spirit Publishing Inc., 1999.
14. *Don't Pop Your Cork On Mondays! The Children's Anti-Stress Book*, by Adolph Moser, Ed.D., illustrated by Dav Pilkey. Landmark Editions, Inc., 1988.
15. *Don't Feed The Monster On Tuesdays! The Children's Self-Esteem Book*, by Adolph Moser, Ed.D., illustrated by David Melton. Landmark Editions, Inc., 1991.
16. *The Me I'm Learning to Be, Open-Ended Activities For Self-Awareness And Values Clarification*, by Imogene Forte. Incentive Publications, Inc., 1991.
17. *Proud to Be You, The Positive Identity Assets*, by Pamela Espeland and Elizabeth Verdick. Free Spirit Publishing Inc., 2006.

18. *The Struggle to be Strong, True Stories by Teens About Overcoming Tough Times*, edited by Al Desetta, M. A., of Youth Communication and Sybil Wolin, Ph.D., of Project Resilience. Free Spirit Publishing Inc., 2000.
19. *Character Education, Years 1 & 2, Grades K-6 and 6-12* (four separate books), by John Heidel & Marion Lyman-Mersereau. Incentive Publications, Inc., 1999.
20. *The Good Book, Character is the Thing*, by William Jenkins. William Jenkins Enterprises, 2003.
21. *The Good Book Teacher's Manual, Teaching Values and Developing Character in Today's Schools*, by William Jenkins. William Jenkins Enterprise, 2004.
22. *Cultivating Kindness in School—Activities That Promote Integrity, Respect, and Compassion in Elementary and Middle School Students*, by Ric Stuecker. Research Press, 2004.
23. *Nonviolent Communication Companion Workbook—a Practical Guide for Individual, Group, or Classroom Study*, by Lucy Leu. Puddle Dancer Press, 2003.
24. *I Have a Dream, Writings and Speeches That Changed the World*, by Martin Luther King, Jr., edited by James M. Washington. Harper San Francisco, 1992.
25. *Think Big, Unleashing Your Potential for Excellence*, by Ben Carson, M.D. Zondervan Publishing House, 1992.
26. For mentors' reading: *Letters to a Young Brother, MANifest Your Destiny*, by Hill Harper. Gotham Books, 2006.

Other Materials (available at the VTC)

1. *SPAVA Curriculum Guide for Grades One and Two*
2. *SPAVA Supplement* for use with the SPAVA Program in Jefferson County Public Schools, Louisville KY—a packet of games, songs, activities, more peacemakers, tips and suggestions
3. Audio CDs dealing with violence, songs, etc. plus CD player that may be borrowed
4. *Role Plays, Practicing Assertive Skills!* (Deck of cards) Wellness Reproductions & Publishing, LLC. USA, 2002.
5. DVDs for mentors: actual SPAVA sessions, other examples of in-class activities
6. Craft idea books

Web Sites

1. **www.tolerance.org/**
Teaching tolerance, school and classroom ideas, resources
2. **<http://esrnational.org/>**
Educators for Social Responsibility, info on conflict resolution, peacemaking, etc.
3. **www.goodcharacter.com**
Teaching Guides, Grades K–5, Elkind + Sweet Communications; deals with resolving conflicts, preventing fights, relaxation techniques, and other matters
4. **www.safeyouth.org/scripts/teens/conflict.asp**
National Youth Violence Prevention Resource Center; information on bullying, aggression, etc.
5. **http://nobelprize.org/nobel_prizes/peace/laureates/index.html**
Lists all Nobel Peace Prize Winners from 1901 to present
6. **www.google.com**
Enter any key words and click “Google Search” (e.g., peacemakers, cyberbullying, children—developmental stages, teens and violence, etc.).
7. **<http://education-world.com>**
8. **www.abcteach.com/peace/PeaceCircleHistory.htm**
9. **www.acei.org/peaceweekactivities.htm**
Activities useful for SPAVA classes or their service learning projects
10. **www.wikipedia.org/**
Free online encyclopedia that anyone can edit; enter any word in “search,” and click “go.”
11. **www.stopbullyingnow.org**

Tips and Suggestions for Working with SPAVA Students

General

1. **Relationships.** Let students know you as a person. Be real. The more you connect and share experiences from your own life in the context of SPAVA topics, the more students realize that we all have feelings and problems in common, that we can help each other, and that we can learn and grow from our experiences throughout life. We are always “works in progress!” Try hard to be aware of the realities and influences in your students’ lives. (See sections below.)
2. **Actively partner with your classroom teacher!** Talk with her or him regularly to adapt program content to your specific students. Involve the teacher during sessions: ask for her opinion or experiences, give him tasks such as writing student responses on chart paper, model skills together—role-playing, etc. The more your teacher participates, the more he or she learns and can reinforce SPAVA always, plus students see the program as valuable to everyone.
3. **Be a model of what you want students to be.** If you want them to be respectful and inclusive (or calm, enthusiastic, etc.), model this over and over. Force yourself to notice positives and genuinely compliment students, stating the reason for your compliment. Tell students to do this with people in their lives. Personally, *be enthusiastic*—no quiet deadpan demeanor! (This advice comes from teachers.)
4. **Try to recognize every student at each session.** Smile, nod, say “Hello” or “Good job,” move to stand next to them, etc. Include everyone and respect different cultures, races, ideas, styles, etc. Be positive and caring—reinforce students’ self-worth. Help students *feel* that you care and respect them.
5. **If a student is seated separately in the classroom,** try to have that student be your helper (e.g., pass out things, read aloud). Compliment this student often.
6. **If a problem arises,** focus on the problem, not on the student(s). “I feel frustrated because there’s so much talking going on that we can’t deal with this topic. I know how well we can work together and would appreciate it if the talking stops so we can continue.” If a student names/blames another, say that we need to address the problem; then proceed to do so together using such SPAVA methods as STAR, I messages, active listening, etc.

No boring lectures! Get students actively involved and talking! Make it fun!

7. **Use partner-sharing and small-group discussion often.** When you ask questions or want discussion, ask students to turn to a partner or cluster of students and share. Then call on a few people or small groups to share results with the class.
8. **Use role-playing!** Students of all ages love this especially when they act out their real problems to find better resolutions. Let them do this often with a partner or small group.
9. **Ask students to read materials aloud** (e.g., on peacemakers, their writings from Challenge Activities, etc.), to give examples of problems and solutions. Invite students to lead a class activity.
10. **Vary your sessions.** Use videos, storybooks, incorporate physical movement, music, visuals, drawing, crafts. (SPAVA has resources at the VTC that you can use for all of these suggestions.)

11. **Be creative.** Bring a puppet or talking stick or karaoke microphone, etc. for students to hold while sharing with the entire class. Wear something unique that is tied to your session content.
12. **Free Talk.** For any grade, especially for older students, plan 5-10 minutes occasionally for them to talk more about their feelings, problems, what to do about real life concerns. Start by saying, “Let’s have 5 minutes of Free Talk. What’s happening these days? What do you want to deal with?”
13. **If the majority of the group seems to be losing focus, stop!** Always be prepared with “Plan B”—something else to shift to. Options include doing a fun or movement activity, shifting to a new topic, addressing items in the Question Box, asking students what they want to discuss, or reminding them of behavior expectations. As a last resort, close the session early.
14. **Relax and have fun!** Enjoy this opportunity to make a positive difference in the lives of others. You will have a powerful impact on your students and teacher even if you can’t tell for sure at the time—teachers ask us to tell you this! Also, you will learn from them—guaranteed!

“Blessed is the influence of one true, loving human soul to another.”—George Eliot

“We must be the change we want to see. . .”—Mahatma Gandhi

Understanding your students

Knowing your students’ ages, become familiar with issues they face in their lives today, e.g., music, popular TV culture, local/neighborhood issues involving crime, neglect, abuse, gangs, pressure for success, competition, family members in prison, students raising themselves and siblings, living with distant relatives, homelessness, adjusting to a new culture, etc. Talk with the teacher; open your eyes to young people’s real worlds.

You may also check the internet for information about the developmental level (intellectual, social, etc.) of your students.

Working with various grade levels

For younger students, you may need to spend more time on fewer concepts (e.g. feelings, cool downs, kindness, manners, STAR, I messages) and give lots of practice using the skills involved. Also, you may need to use alternative SPAVA words or definitions. Until about age eleven, children’s thinking is concrete; they take what you say literally, so skip analogies and generalized thinking. Say exactly what you mean and work with them on specific examples. Many concerns for younger students relate to siblings and family members. Bullying is an issue.

Older students have growing abstract thinking skills and easily discuss, challenge, question. It helps to ask open-ended questions (those that require more than a yes or no response) about topics to engage them. If a session’s language or activity seems too juvenile for your class, modify it appropriately. Concerns include search for their own identity, image issues, peers, relationships, neighborhood and real world events. Serious bullying happens mostly through grade eight. Other issues they face involve prejudice, gangs, being beaten up, relationship abuse, internet abuse. Have meaningful activities that address the really difficult issues many face.

For all students, identify their real problems. Teach the skills in SPAVA and guarantee lots of student practice using them to deal with their real problems through role plays, modeling and discussions—whole class, with partners, in small groups. Show and discuss relevant DVDs, stories, articles, etc. Always give students lots of talk and activity time, again in pairs, small groups, etc. Arrange your class in a circle for SPAVA for better participation and group cohesion. Teach students to help each other resolve conflicts, to care and get along.

THANK YOU!



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