



Did You Know?

Good social skills increase your success in school.

Thought Starters

My biggest challenge this year will be:

The thing I'm looking forward to most this year is:

Instructions

Your group is a crew of sailors whose ship is sinking off the shore of an uninhabited but forested island. You have been unable to notify anyone of your whereabouts. You have to swim to the island and can only carry *one item* each. Your challenge is to decide together which items you think will help you all survive on the island and get rescued. You have plastic bags on hand to wrap the items in to keep them dry.

The items you have to choose from are:

- Map of where you are
- Book about edible plants for the region
- Large plastic sheet
- Flashlight
- Pocket knife
- Small mirror
- Waterproof metal container holding three pounds of rice
- Box of matches
- Pack of signal flares
- Comb

The four items we have chosen are:

1. _____
2. _____
3. _____
4. _____



Instructions

Below is a list of things that are important for school success. As a group, decide how important each item is. Rank each item by placing a number, 1–5, beside each item.

1 means most important or the highest priority

5 means least important or the lowest priority

_____ Doing all your homework

_____ Having friends who want to do well at school

_____ Not using alcohol or other drugs

_____ Asking for help if you need it

_____ Getting to class on time



Instructions

Below is a list of things that are important for school success. As a group, decide how important each item is. Rank each item by placing a number, 1–5, beside each item.

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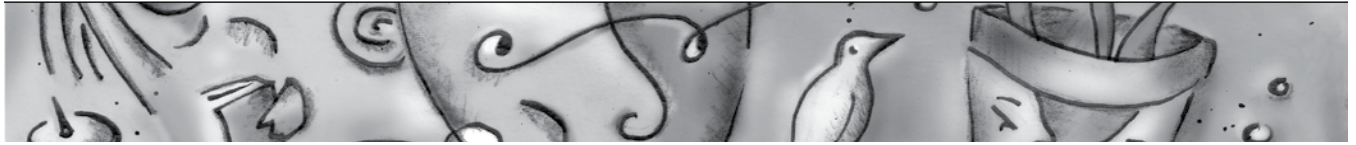
_____ Doing all your homework

_____ Having friends who want to do well at school

_____ Not using alcohol or other drugs

_____ Asking for help if you need it

_____ Getting to class on time



Dear Family,

Wouldn't it be great if there were a way to protect your middle school student from risky behaviors, such as bullying, aggression, and substance abuse, while improving his or her school success? Fortunately, research shows there is a way to do just that.

This week we begin the Stepping Ahead program. Building on and practicing skills throughout the middle school years helps students become better able to use them. As in the programs taught in previous years, this program focuses on skills that will help your student succeed in school and in life. These skills include:

- Empathy
- Communication
- Perspective taking
- Respectful disagreement
- Negotiation and compromise
- Emotion management
- Coping with stress
- Goal setting

You play a vital role in helping your student develop strong social skills. During the next few weeks, the focus of the lessons will be empathy and communication. Ask questions about the skills they are learning, such as:

- “What is the best way to handle a grievance?”
- “Why does it help to consider someone else’s perspective when you negotiate and compromise?”

If you have any questions about the program, please do not hesitate to contact me for more information. Thank you for supporting your student in learning the skills that lead to success in school and in life.

Sincerely,

P.S. Make sure to join **www.secondstep.org** with the activation key **SSP8 FAMI LY34** to watch videos about the *Second Step* program and get information about what your student is learning.

Name: _____

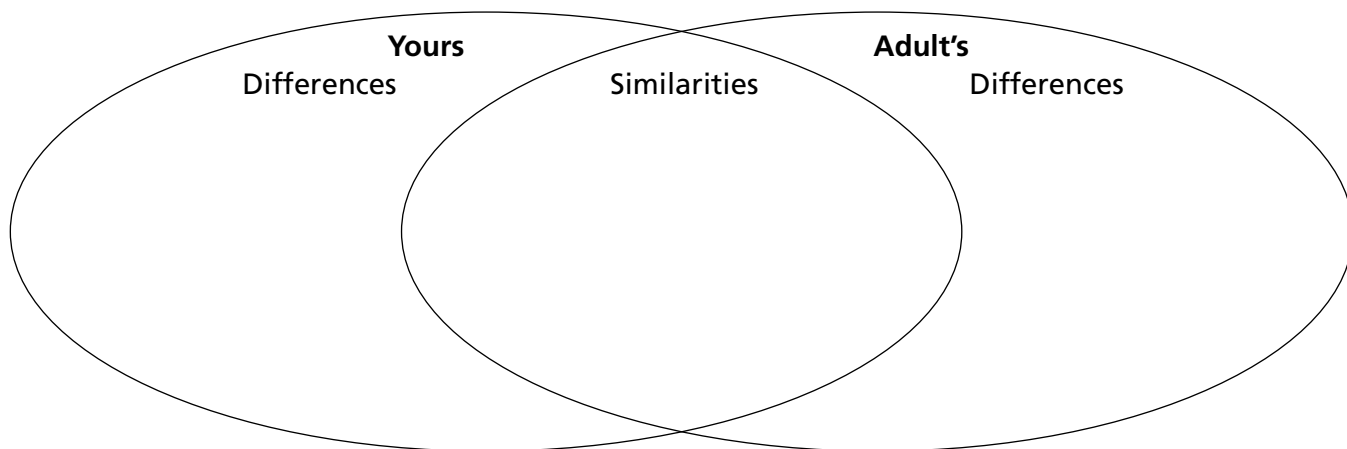
Communication Skills

- Listening
- Respecting others' ideas
- Including everyone
- Being open-minded

What do adults do all day while they're at work? If they work with others, you can bet they practice their communication skills—whether they know it or not! And guess what? The skills that they use every day in the workplace are some of the same skills you're learning about in this program. Don't believe it? Find out for yourself!

With an adult family member, think about the different skills you each use to communicate with other people. Write them in the table below. Then use those skills to complete the Communication Skills Circles. Write the skills only you use in your circle. Write the skills only the adult uses in the other circle. When both you and the adult use the same skills, write them in the middle where the circles overlap.

Your communication skills	The adult's communications skills

Communication Skills Circles

This homework assignment was completed on _____ . _____
(date) [adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

Identify at least three skills and attitudes that are important to successful group work.

1. _____
2. _____
3. _____

What is empathy?

Connecting to My Life

Brainstorm a list of five situations in which you will be able to use any or all of the following: listening, including others, respecting others' ideas, and being open-minded about suggestions.

1. _____
2. _____
3. _____
4. _____
5. _____

The Challenge

With your group, use newspaper to build a bridge that is strong enough to hold a stapler.

Materials for Each Group

Six sheets of newspaper
One foot of masking tape
Stapler

Instructions for Students

1. Work in groups.
2. Build a bridge using the materials provided that meets the following specifications:
 - Has a span of at least eight inches between the two supports
 - Is able to hold up a stapler
 - Allows the stapler to pass underneath it on its side
3. Use the following skills you've been practicing for successful group work:
 - Active listening
 - Respecting each other's ideas
 - Including everyone
 - Being open-minded about the suggestions and perspectives of others
4. When you're finished making your bridge, take turns placing the stapler on top of your bridge and then passing it underneath the bridge.

Group Exchange Post-Activity Questions

What behaviors contributed to your group's success?

--

What behaviors stood in the way of successful collaboration?

--

**Language Arts and Social Studies**

How do governing groups work together?

Have students work in groups to examine how governing groups (such as the Senate, a city council, or a student council) work together. If necessary, have groups research the governing group they are examining using preselected Web sites or search engines (your school librarian can help). Then have student groups list the group skills that the governing group would need to use to function well. Have them give examples of how the governing group might use these skills. Make sure the student groups are using those skills too. Have each group discuss their list and examples with the class.

**Health and Science**

Could you work in an environment like this?

Have student groups research small scientific groups that work in cramped environments (such as the Aquarius Underwater Laboratory or the space station) using preselected Web sites or search engines. Then have groups discuss the following questions: What do you think it would be like to work and live for long periods of time in such a small space? How important do you think it is to get along with the people you work with? What group skills would be necessary in this environment? What do you think would happen if the people working in this environment did not have good group skills? Would you like to work in an environment like this? Have each group discuss their responses with the class.

**Media Literacy**

Can media encourage empathy for victims of natural disasters?

Preselect news stories from newspapers, Web sites, or television regarding any recent international, national, or local natural disaster. Have students work in groups to read or watch the stories, then discuss the following questions: How can media encourage empathy for victims of natural disasters? How do you feel about the victims of this disaster? Do you think disasters get too much coverage? Do you think the media is fair in its coverage of all disasters? Have each group explain their responses to the class.



Did You Know?

Students with allies are happier and do better in school.

Thought Starters

Some of the people I look up to are:

Here's how an older student has inspired me:

Instructions

1. Discuss with your partner some of the things you have learned since sixth grade that you wish you had known then.
 - What do you know about being successful in school?
 - What do you know about staying out of trouble?
 - What do you know about getting along with others?

2. Write three tips for how to act and what to do as sixth-graders.

How to be successful in school

Our tip is:

How to stay out of trouble

Our tip is:

How to get along with others

Our tip is:

Name: _____

*“If your actions inspire others to dream more, learn more,
do more, and become more, you are a leader.”*

–John Quincy Adams

Does this quote look familiar? It should! You thought about this quote and what kind of everyday things you do that show this kind of leadership. Now think about it with an adult in your life. But this time think about how the adult inspires you to dream more, learn more, do more, and become more. Write down all his or her day-to-day actions, attitudes, and behaviors that do this. Then it's the adult's turn to write what you do to inspire him or her!

Inspiring Day-to-Day Actions, Attitudes, and Behaviors

The adult's	The student's

This homework assignment was completed on _____ . _____
(date) [adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

What is an ally?

Why is empathy important?

Connecting to My Life

Brainstorm a list of four creative ways you can be a leader and/or an ally to younger students or siblings.

1.

2.

3.

4.

Instructions for Students

1. Work with a partner.
2. Write one to three sentences about a situation (real or made-up) in which someone needs support or an ally.

3. Trade your situation with another pair of students.
4. Read the new situation and offer specific ways you could be an ally and offer support. Use the checklist below as a guide.

Checklist

An ally:

- ☐ Uses empathy
- ☐ Is respectful
- ☐ Is a good listener
- ☐ Offers encouragement
- ☐ Uses perspective-taking skills
- ☐ Communicates clearly

**Language Arts and Social Studies***Who can make a difference?*

Have students research individuals or small groups of people who made a big difference by standing up for what is right. Direct students to do an Internet search on “The Giraffe Heroes Project” for examples of ordinary people who stick their necks out for the common good. Have student groups create a media presentation or write a brief report to share with the class.

**Health and Science***How do their actions inspire others?*

Malaria is an infectious disease spread by mosquitoes that kills more than one million people every year, most of them children.¹ There is a global effort to fight and eradicate this disease by organizations and individual leaders such as the Bill and Melinda Gates Foundation, World Bank’s Malaria Booster Program, and even a student leadership program called Student Leaders Against Malaria (SLAM) sponsored by Malaria Foundation International. Have students work in groups using preselected Web sites and search engines to research these or other leaders who work together to fight malaria (or other infectious diseases). Then have groups discuss the following questions: How do these groups/individuals show positive leadership? How do their actions inspire others? How are these leaders allies to those who suffer from malaria? What are some positive actions you can take in this area? Have groups report what they found and discussed.

**Media Literacy***How can major media corporations be positive leaders?*

Five corporations control over 90 percent of the media in the United States.⁴ Have students work in groups to discuss the following questions about these corporations: What are the leadership responsibilities of these corporations? Why is it so important that these corporations show positive leadership? Do you think these corporations are showing positive leadership? What can they do to inspire consumers? Have each group report their responses to the class or another group.



Did You Know?

*Repeating back what someone says to you
lets the speaker know you really heard what was said.*

Thought Starters

A grievance is:

A grievance I had with someone was:

"The Accusation," Part 1

How did Vanessa communicate with Lisa?

How did Lisa react?

"The Accusation," Part 2

How did Vanessa communicate with Lisa?

How did Lisa react?

Instructions

1. Decide who will be the characters and who will be the coaches.
2. Characters read the scenario and their characters' perspectives out loud.
3. Characters talk back and forth at least three times.
4. Coaches watch and check off on their checklists the skills the characters use.
5. Coaches say what characters did well and give suggestions for what could be improved.
6. Characters try again using the suggestions.
7. Then switch parts and do the other scenario.

Checklist

Skills for handling a grievance	Character A	Character B
Explain your own perspective clearly.	<input type="checkbox"/>	<input type="checkbox"/>
Consider the other person's perspective.	<input type="checkbox"/>	<input type="checkbox"/>
Be assertive: <ul style="list-style-type: none">• Look at the other person.• Keep your head up and shoulders back.• Use a calm voice.• Use respectful, clear language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Avoid blaming language.	<input type="checkbox"/>	<input type="checkbox"/>

Set 1**Gossip**

Character A hears about gossip that has been spread by Character B about Character A's interest in starting a romantic relationship with a classmate.

Character A: You are embarrassed, upset, and must address the problem with Character B.

Character B: Your perspective is that you were just trying to help spark the new relationship by letting others know that Character A was interested in your classmate.

Missing Book

Character B has taken an important book from Character A's locker.

Character A: You need the book for a project and spent all lunchtime looking for Character B. You are upset. You must address the problem with Character B.

Character B: Your perspective is that you only "borrowed" the book. You were going to return it.

Set 2**Basketball Trouble**

Character B threw a basketball at Character A at the end of a neighborhood pickup game, hitting Character A in the head.

Character A: You are hurt and also angry because you think Character B is always too rough in games.

Character B: Your perspective is that you were just trying to make a joke and meant it to be funny. You didn't think you threw the ball hard enough to hurt.

Long Wait

Character A made a plan with Character B to go to the mall on Saturday morning. Character A waited for an hour, but Character B did not show up.

Character A: You are angry that most of the morning is now wasted. This is not the first time Character B has failed to turn up. You must address the problem with Character B.

Character B: Your perspective is that you needed to stay up late on Friday night doing homework. You accidentally slept in on Saturday. When you woke up it was already noon.

Name: _____

You are the head chef at a fancy restaurant. You've been having some trouble handling grievances with the other chefs at your restaurant. What these chefs need is a clear "recipe" they can follow for handling a grievance!

Your job is to write this recipe for handling a grievance in cooking terms that your chefs will understand. Use the recipe cards below. When you're done, ask an adult to be one of your "chefs" and see if he or she can understand your recipe easily.

Recipe: Handling a Grievance**Ingredients**

[This is the grievance situation. Include who is involved in the grievance, where the grievance is taking place, and what the grievance is about.]

**Cooking Instructions**

[These are the actual skills to use to handle the grievance.]

Cautions

[These are the things to watch out for—things that could make the communication about the grievance less effective.]

This homework assignment was completed on _____ . _____
(date) [adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

Why is it important to consider someone else's perspective?

What are three things to remember when you're assertively explaining your own perspective?

1. About your eyes:

2. About your posture:

3. About your voice:

Connecting to My Life

Now that I've learned more about handling a grievance, I'm going to try:

Preparation

1. Put students into groups.
2. Give each student another copy of Handout 3B.
3. Give each group the set of skill-practice scenarios they did not do in the lesson.

Instructions for Students

1. Work in groups.
2. Read and follow the skill-practice instructions on Handout 3B, using the set of scenarios you have not done yet.

**Language Arts and Social Studies**

How would her life have been different?

Have students read Guy de Maupassant's short story "The Necklace" (you can find this public domain story on the Web). Put students in groups to discuss or write about the following questions: What was Madame Loisel's grievance with Madame Forester? When did Mme. Forester become aware of Mme. Loisel's grievance with her? How did Mme. Loisel handle the grievance? How might her life have been different if she had handled the grievance in a timely manner, using the skills learned in this lesson? Have groups tell their responses to the class.

**Health and Science**

How do you handle an environment-related grievance with a corporation?

Have students work in groups to address an environment-related grievance an individual or group might have with a corporation (such as the low gas-mileage cars or the amount of nonrecyclable plastic used in packaging). Have each group write a letter to a corporation addressing the environmental concern using the skills for handling a grievance. Have each group read their letter to the class. They may choose to mail their letters to the actual corporations.

**Media Literacy**

Does too much exposure to media violence decrease empathy for the victims?

By the time kids enter middle school, they will have seen 8,000 murders and 100,000 more acts of violence on broadcast TV alone.² Put students in groups to discuss the following questions: How do you think seeing violence on TV affects our empathy for victims of violence? What kinds of examples do violent programs give us for handling disputes and grievances? Do you think that modeling non-aggressive handling of grievances and disputes in the media can help decrease violence and aggressive behavior? Why or why not? Have groups discuss their responses with the class.



Did You Know?

Thinking only about your own feelings during a conflict with another person makes the conflict worse.

Thought Starters

How do you feel when you “lose” an argument?

How do you think the other person feels when he or she “loses” the argument?

Describe the problem from one person's perspective.

Emilio: _____

Nina: _____

Describe how that person feels.

Emilio: _____

Nina: _____

Describe what that person needs or wants.

Emilio: _____

Nina: _____

Does either character need more information? If so, what?

Instructions

1. Describe a situation that might cause a conflict between kids at your school.
2. Give Character A and Character B two different perspectives on the situation.

Situation 1:

Character A's perspective:

Character B's perspective:

Situation 2:

Character A's perspective:

Character B's perspective:

Online Trouble

One of your mutual friends is writing threatening emails to another student and posting untrue gossip on the Internet. You both want to do something positive to stop it.

Character A: You know what's going on is wrong, but you don't want to report it because you don't want to become involved yourself. You think you should just tell the person to stop.

Character B: You know what's going on is wrong. You think you should ask an adult what to do.

**Party Problem**

You and a friend want to go to a party at a friend's house on Friday night. You know most of the kids that are going, but you are interested in someone who isn't part of your usual group. You want to tell him or her to meet you at the party.

Character A: You and Character B want to go to a party on Friday night. You want to tell a guy or girl you're interested in to meet up with you there. This is the first chance you've had to go out with him or her. You really want to meet up with him or her.

Character B: You and Character A want to go to a party on Friday night. You think it's a bad idea to meet up with the guy or girl Character A is interested in because he or she is involved with kids who drink, and it's likely that they will try to crash the party too.

**Soccer Field Situation**

You and another student are each part of different groups that don't get along. Each group wants to use the soccer field after school for its own game. There is going to be a fight to settle the dispute between the groups the next day after school. Neither of you wants the fight to take place.

Character A: You think that you should bring in one of the coaches from the school whom everyone respects to settle the matter.

Character B: You think that the groups might be able to find a way to resolve the dispute without adult help.

**Style Struggle**

You and your sibling share a bedroom. The room has one closet, one dresser, and two beds. You each have your own organizational style that works for you.

Character A: You are very neat. You like a place for everything and everything put away in its place.

Character B: You like to have your clothes and other personal possessions out where you can see them. You are most comfortable when it is messy. You know where to find what you need.

Instructions

1. Decide who will be the characters and who will be the coaches.
2. Characters read the scenario and their characters' perspectives out loud.
3. Characters negotiate and compromise to reach a win-win solution.
4. Coaches watch, check off on their checklists the skills the characters use, and give feedback.
5. Then switch parts and do the other scenario.

Negotiation and Compromise Checklist

Negotiation and compromise steps	Character A	Character B
Make a neutral problem statement.	<input type="checkbox"/>	<input type="checkbox"/>
Brainstorm options.	<input type="checkbox"/>	<input type="checkbox"/>
Consider consequences.	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate.	<input type="checkbox"/>	<input type="checkbox"/>
Reach a compromise.	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

You are a high-powered attorney. You walk into the courtroom prepared to win-win. Win-win? Does that mean you win twice? Not exactly. Instead of one side winning and the other side losing, both sides feel good about the outcome—a win-win solution!

Your first trial is “The Clothing Case.” Your client wants to wear her best jeans to her cousin’s wedding. An adult family member will defend the parent of your client, who wants your client to wear her formal dress. But remember—you must come up with a win-win solution. Use the Action Steps below to get you there!

The Clothing Case: Jeans vs. Formal Dress

Analyze the situation	Student’s perspective	Adult’s perspective
What’s the problem?		
How do you feel?		
What do you need or want?		
Do you need more information? If so, what?		

Neutral problem statement:

Brainstorm options:

1. _____
2. _____
3. _____

We considered each option, then decided on this compromise:

This is how we felt when we reached a win-win solution:

This homework assignment was completed on _____ . _____
(date) [adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

List the Action Steps.

A: _____

B: _____

C: _____

D: _____

E: _____

F: _____

Connecting to My Life

Now that you've learned more about negotiation and compromise, write about a possible situation in which using the Action Steps will help you reach a win-win solution.

Preparation

1. Put students into pairs.
2. Give each student another copy of Handout 4C.
3. Give each group two scenarios they did not do in the lesson.

Instructions for Students

1. Work with another student.
2. Read and follow the skill-practice instructions on Handout 4C using the set of scenarios that you have not done yet.

~ OR ~

Preparation

1. Put students into pairs.
2. Give each student another copy of Handout 4C.
3. Have students write their own negotiation and compromise scenarios.

Instructions for Students

1. Work with another student.
2. Describe in one to three sentences a situation in which Character A and Character B have a difference of opinion.

3. Write one or two sentences that support each character's opinion.

4. Read and follow the skill-practice instructions on Handout 4C using the scenarios you created.

**Language Arts and Social Studies**

Can they respectfully disagree?

Have students read William Shakespeare's *Romeo and Juliet*. Then have them take a closer look at Act III, Scene i, in which Romeo kills Tybalt. Put students in small groups to re-write this scene using modern-day language. However, this time all the participants in the scene use the Action Steps to solve the problem, rather than violence. Students will need to identify the problem from the perspectives of the characters involved and then generate solutions through negotiation and compromise. Have each group read their re-written scene to the class.

**Health and Science**

How does hostility affect your health?

Have students work in groups to research the health effects of hostile feelings and behaviors using preselected Web sites or search engines. How can hostility affect your overall health? What is the relationship between hostility and detrimental health behaviors? What is the association between hostility and disease? How can hostility get in the way of reaching win-win solutions? Have the groups report their findings to the class.

**Media Literacy**

Can you find a win-win solution?

Have students work in pairs to write a brief research report on a media-related topic such as "video games and violence" or "the effects of exposure to media violence on teens." Have each pair use the Action Steps before starting the report to analyze the situation, brainstorm ideas about how to find the information, and consider each option (see the Teacher's Guide, Applying the Action Steps to an Academic Task, page 53, for an example). Then have each pair decide on the best option and do it. Have pairs share their final reports with the class. Was each person in the pair happy with the outcome? If not, they should figure out another way so everyone feels good about the outcome (a win-win solution).



Did You Know?

Bullying is not just physical abuse between people who are not friends. Friends can bully friends by teasing, controlling, judging, or trying to embarrass or exclude them.

Thought Starters

How would you feel if you were bullied by a friend?

How would a friend feel if he/she was bullied by you?

Part 1: Emily's Story

Write one assertive statement Emily could use with her friends who are excluding her.

Write two positive qualities she should look for in a group of friends.

1. _____

2. _____

Part 2: Ian or Tyler's Story

Write one assertive statement Ian or Tyler could use with a friend who was crossing the line.

Write two things he could do to make new friends.

1. _____

2. _____

Be part of the solution:

Don't take part in bullying.

- Don't laugh.
- Don't stay to watch.
- Don't encourage.
- Don't pass on rumors.

Offer support.

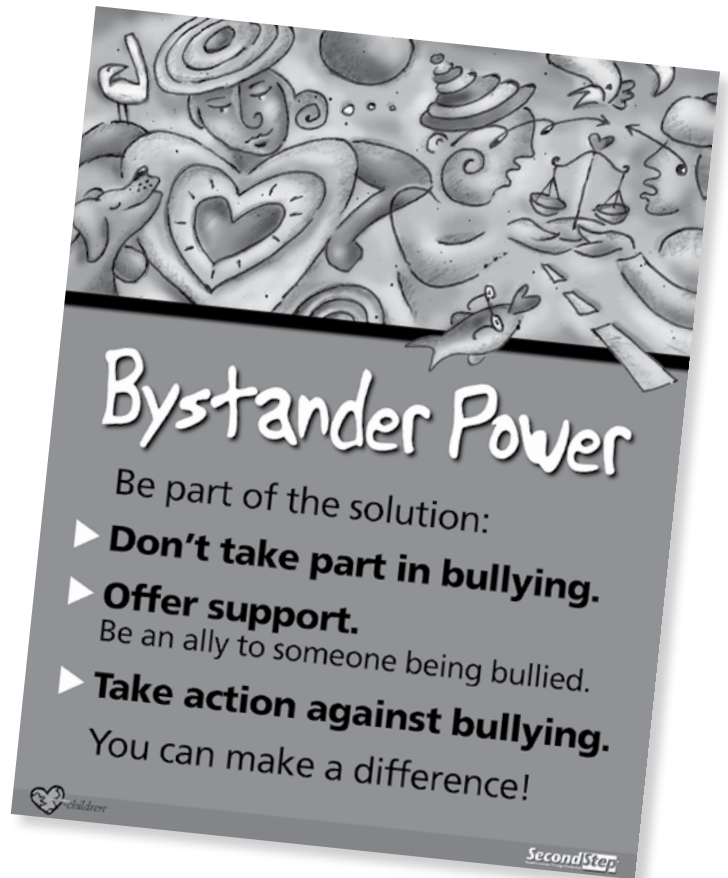
Be an ally to someone being bullied.

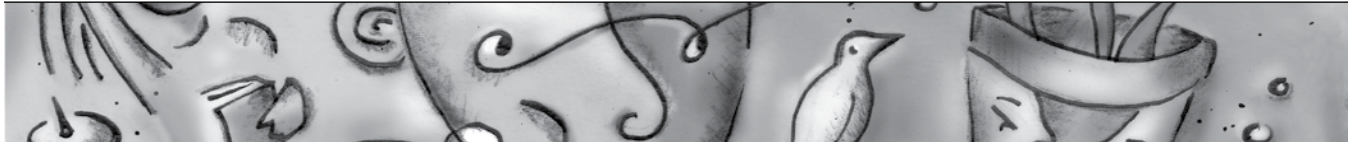
- Label the bullying.
- Talk to the person.
- Offer help.
- Keep the person company.

Take action against bullying.

- Distract the person doing the bullying.
- Walk away with the person been bullied.
- Tell the person doing the bullying to stop.
- Talk to a trusted adult about the bullying.

You can make a difference!





Dear Family,

Middle school is a time when bullying among peers peaks. This week we started a new topic of the Stepping Ahead program: bullying. Your student is learning to recognize bullying, whether it is happening to the student or to someone else. We are also taking a closer look at bullying between friends and in dating relationships, and how labels and stereotypes can lead to these behaviors. We are focusing on what students can do about bullying so they can be safe and happy at school.

Here at school, we are creating a safe learning environment. We would like to work with you to make this happen. There are several warning signs that could indicate that your child is experiencing bullying at school. Please be on the alert for:

- Damaged or missing clothing, books, or other belongings
- Unexpected bruises, cuts, or scratches
- Few or no friends to spend time with
- Fear of going to school
- Fear of riding the bus or walking to school
- Taking an illogical or long route home
- An unexpected drop in grades and/or interest
- Unusual moodiness, depression, anxiety, or crying
- Frequent headaches or stomachaches
- Loss of appetite
- Trouble sleeping

If you suspect your student is being bullied, contact _____ at our school for help. If you suspect your student is participating in bullying, please visit www.cfchildren.org/resources to find online resources that can help guide you in talking to your student about bullying.

Ask your student to talk to you about the Bystander Power suggestions, how labels and stereotypes can be harmful, and the early warning signs of dating violence. Tell your student about your experiences with bullying and/or prejudice and stereotyping, either what you remember from your youth or what you have experienced in the workplace. Ask your student about what kinds of bullying he or she sees happening at school.

Together we can help our youth stay safe and develop confidence and empathy during the middle school years.

Sincerely,

P.S. Make sure to join **www.secondstep.org** with the activation key **SSP8 FAMI LY34** to watch videos about the *Second Step* program and get information about what your student is learning.

Name: _____

No one likes to be bullied, especially by a friend. But how can you tell when a friend is bullying or just joking? If it makes someone feel bad, it's probably bullying. And no one wants to feel bad! And it's certainly not much fun to watch.

With a little practice, you'll be able to identify bullying and do something to be part of the solution. With an adult, come up with situations for the following types of bullying that can happen between friends. Then come up with actions you can take as a bystander to prevent or stop the bullying. Remember, you can make a difference!

Bystander Power

- Don't take part in bullying.
- Offer support. Be an ally to someone being bullied.
- Take action against bullying.

Exclusion

Describe the situation:

Describe actions to be part of the solution to bullying:

Spreading Rumors

Describe the situation:

Describe actions to be part of the solution to bullying:

Teasing

Describe the situation:

Describe actions to be part of the solution to bullying:

Threatening

Describe the situation:

Describe actions to be part of the solution to bullying:

This homework assignment was completed on _____ . _____
(date) [adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

What is a bystander?

How can a bystander be part of the solution?

Connecting to My Life

Now that you understand more about bullying in friendships, what are you going to do differently to become part of the solution?

Instructions for Students

1. Work in pairs.
2. Write one to three sentences that describe a situation when teasing and joking among friends crosses the line into bullying. Do not use real names.

3. Exchange situations with another pair of students.
4. Write at least three positive things bystanders could do in that situation.

1. _____
2. _____
3. _____

**Language Arts and Social Studies**

What does it mean to be a friend?

Have students read Oscar Wilde's short story "A Devoted Friend" (you can find this public domain story on the Web). Put students into groups to discuss or write about the following questions: How does the miller bully Hans? What could Hans have done to stop the bullying? How would you describe what it means to be a friend? How are your views of friendship different/the same as the miller's view and Hans' view? Have groups report their responses to the class.

**Health and Science**

What do you observe?

Have students work in groups to make observations about other people's behaviors that might indicate their relationship to each other. Assign each group a location in your school where groups of people might gather (such as the hallway, lunchroom, or sports field). Have each member of the group take notes about the behaviors of the people they observe for a determined amount of time (such as 10 minutes). While making the observations, see if your students can determine the relationship between the people. Do they know each other? Are they friends? How can you tell? Have groups come back and discuss their observations. Have students use the bullying definition in this lesson to determine if any of the behaviors they observed were bullying—even between friends. Have each group report their findings to the class, without using students' actual names.

**Media Literacy**

What could you say to your friend?

Bullying between friends can happen even online. This is known as cyber bullying. Cyber bullying is when one or more people repeatedly harm, harass, intimidate, or exclude others using technology. It is unfair and one-sided. Because of the nature of technology, even one act of cyber bullying can have repeated and long-lasting effects. Put your students in groups to respond to the following question: If your friend gave out your email password at school without you knowing it, would this be considered bullying? Why or why not? Have each group write down at least two assertive statements they could say to the friend in response to his or her action. Have each group read their statements to the class. Then discuss as a class how an incident like this could have been prevented.



Did You Know?

Stereotyping and labeling others contributes to bullying.

Thought Starters

What are some common stereotypes?

Here's how prejudice causes harm:

Name: _____

Section 1: With your partner

1. Think of all the groups and labels that are used here at school.
2. Write as many of them as you can here.

--

Section 2: On your own

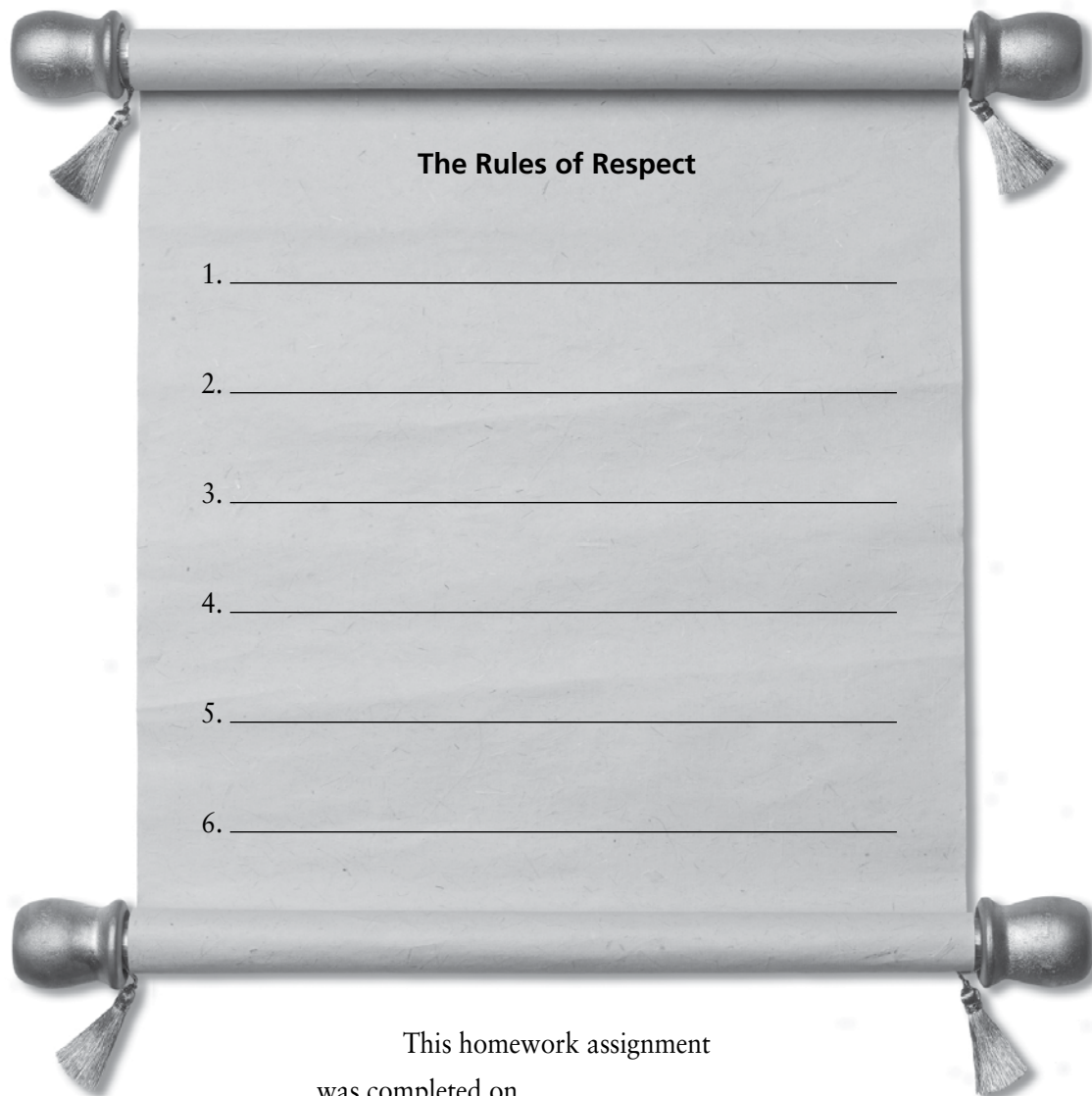
1. Choose two or three of the groups or labels that you think apply to you.
2. Write one in each "Group/Label" box.
3. Write down as many common stereotypes as you can think of about that group or label, both positive and negative, whether you think they are true or not.

Group/Label	Negative stereotype	Positive stereotype

Name: _____

What would happen if no one obeyed stop signs, traffic lights, and speed limits? Chaos! Mayhem! And, no doubt, someone would get hurt. Luckily, there are “rules of the road” in place to keep drivers safe.

Now think about how we can keep ourselves and others safe from labels, prejudice, and stereotypes. With an adult, come up with your own “Rules of Respect” that will keep you and others safe from the harm that labels, prejudice, and stereotypes can do. Make sure your rules tell others what *to* do, rather than what *not* to do.



The Rules of Respect

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

This homework assignment
was completed on _____ .
(date)

[adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

List three negative effects that labeling or stereotyping can have on people.

1. _____
2. _____
3. _____

How can having empathy help reduce bullying?

Connecting to My Life

Reflect on your own prejudices or experiences with labeling or stereotyping others. What can you do to change your own negative attitudes or behaviors?

Preparation

1. Students will work first with a partner and then with their group.
2. Make copies of the additional handout on the next page for each student.
3. Draw an example of a Venn diagram on the board.

Instructions for Students

1. Work in pairs and then in a group.
2. Each pair draws a Venn diagram on the back of the additional handout and follows the Venn diagram instructions.
3. Use the post-activity questions to discuss your results with the other pair in your group.

Venn Diagram Instructions

1. Read and respond to each Venn diagram question with your partner.
2. After each response, determine whether or not you have that experience in common.
3. If you have the experience in common, write it in the overlapping section of your Venn diagram.
4. If only one person has had that experience, write it in that person's section of the diagram.
5. For every "yes" answer, follow up with the question, "What was/is that like?"
6. Write one interesting fact about each of your group members.

Venn Diagram Questions

1. Have you ever stayed overnight in the hospital?
2. Has someone close to you died?
3. Have you ever won an award?
4. Have you ever lost a championship game or important competition?
5. Do you attend religious services?
6. Have you ever worried about the safety of a loved one?
7. Have you ever been really embarrassed?
8. Have you ever changed schools?
9. Have you ever been teased?

Post-Activity Questions

1. In your groups or pairs, did you discover you had more experiences in common or more experiences that were unique to each individual?

2. Did you learn anything you didn't know before about the people in your group? If so, what?

3. What is an experience you have in common with one or all of your group members?

**Language Arts and Social Studies**

How can stereotypes lead to violence?

During many historical conflicts, stereotypes were especially prevalent and problematic. Have students think about historical situations in which stereotypes led to violence and the mistreatment of innocent people (such as the Holocaust, the U.S. Civil Rights Movement, immigration quotas based on racism in the early 1900s, Japanese-American internment camps during WWII, or confiscation of Native American land by the government). Put students in groups to discuss the following questions about the selected historical situation and stereotypes: What is the difference between a positive and a negative stereotype? How do you think it feels to be labeled negatively? What effects did labels and stereotypes have in this situation? How did stereotypes “justify” the mistreatment of innocent people? How can labeling and stereotyping others negatively be prevented?

**Health and Science**

How similar are we?

Biological classification is a method used to group species according to shared physical characteristics. An estimate of the total number of living species is somewhere between 13 and 14 million. Humans are just one these species. Although humans have some differences, they are approximately 99.5 percent genetically identical.³ Have students work in groups. Have each group examine biological classification. You can find various versions of biological classification on the Web and in science textbooks. Then have groups discuss the following questions: How are humans classified? (You can have each group give the kingdom, phylum, subphylum, class, and so on.) Which characteristics do all humans share? Although the differences among humans are only .5 percent, what are some of these tiny differences? How have these tiny differences led to stereotypes and prejudices? Have groups discuss their responses with the class.

**Media Literacy**

What stereotypes do you see?

Preselect and show clips from the Disney movies *Peter Pan* or *Aladdin*. The *Peter Pan* clip should include a scene with the Indians. The *Aladdin* clip should show the characters Aladdin and Jafar and include the song “Arabian Nights.” Have small groups watch the clip, then have each group discuss the following questions: What visual stereotypes do you see? What verbal stereotypes do you hear? Why are these stereotypes? Have groups come up with changes they could make to the movie that would make it not perpetuate stereotypes. Have each group explain their changes to the class.



Did You Know?

There are warning signs you can look for that let you know if you are in an abusive relationship.

Thought Starters

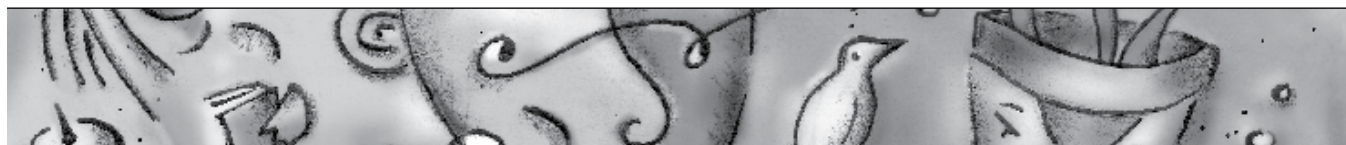
How do you think you should treat a boyfriend/girlfriend?

How do you think a boyfriend/girlfriend should treat you?

Instructions

Is it okay for someone to treat a girlfriend or boyfriend this way? Check “Okay” or “Not okay.”

	Okay	Not okay
1. Tells you what to wear.	<input type="checkbox"/>	<input type="checkbox"/>
2. Gets mad if he or she sees you talking to someone he or she doesn't want you to talk to.	<input type="checkbox"/>	<input type="checkbox"/>
3. Wants to be with you whenever possible.	<input type="checkbox"/>	<input type="checkbox"/>
4. Often criticizes you.	<input type="checkbox"/>	<input type="checkbox"/>
5. Likes to spend time with other friends without you.	<input type="checkbox"/>	<input type="checkbox"/>



Below are suggested follow-up questions to enrich the discussion of each statement.

	Okay	Not okay
<p>1. Tells you what to wear.</p> <p>Why is this not okay? When might it be okay? Special occasions?</p> <p>Is how they ask important?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Gets mad if he or she sees you talking to someone he or she doesn't want you to talk to.</p> <p>Why is this not okay? (Make sure students talk about control issues.)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Wants to be with you whenever possible.</p> <p>What if this gets on your nerves? How can you address that respectfully?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Often criticizes you.</p> <p>What are some criticisms that are really not okay? Why are they not okay?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Likes to spend time with other friends without you.</p> <p>Describe ways in which this could be okay or not okay. (It's okay to have independence and autonomy. It's not okay to make you feel left out or like you don't belong.)</p>	<input type="checkbox"/>	<input type="checkbox"/>



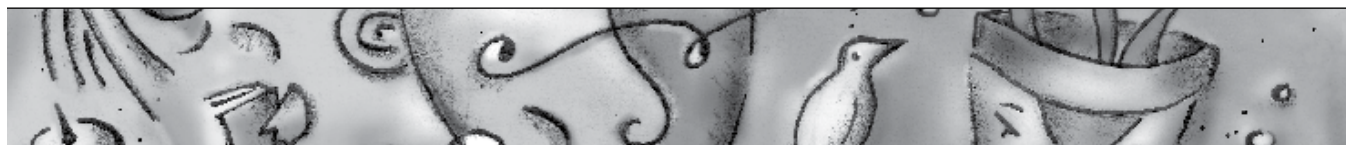
If someone you are going out with does any of the following things, it is a warning sign that the relationship has the potential to become violent:

1. Tries to prevent you from spending time with close friends or family.
2. Yells or swears at you.
3. Is extremely jealous and possessive.
4. Tries to control you and make all your decisions.
5. Tells you what to wear and who you should be friends with.
6. Spreads false rumors about you and tries to make you feel guilty.
7. Threatens physical violence.
8. Pressures you within a short while of beginning dating to get very serious or to have sex.
9. Approves of violence as a way of solving problems.
10. Uses alcohol or other drugs and then says these substances cause his or her behavior.
11. Has been abusive with previous dating partners.

If there is anything about the relationship that is frightening, find a way to leave the relationship. Remember, it is your right to say "No." No one should treat you this way.

If you think you are already in an abusive relationship, get help.

Go to www.cfchildren.org/issues/resource-links for information about hotlines and Web sites that can help.

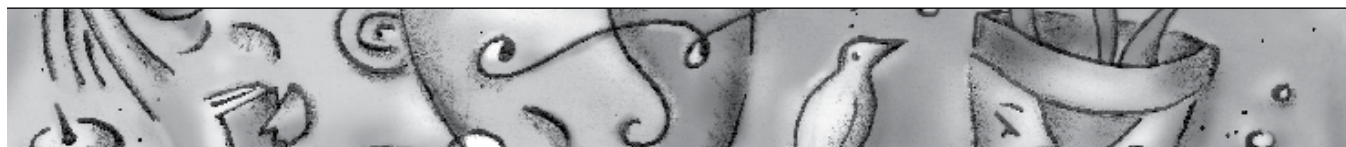


Name: _____

What makes a relationship healthy or unhealthy? Is it okay if your boyfriend or girlfriend doesn't want you to talk to other people? Is it okay that he or she likes to spend time with his or her friends without you? It's important to understand which behaviors are okay in a relationship and which are not. Together with an adult family member, create a pamphlet that includes the "okay" behaviors under the "signs of a good relationship" and the "not okay" behaviors under the "warning signs of a bad relationship."

What are the signs of a good relationship?	What are the warning signs of a bad relationship?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This homework assignment was completed on _____ . _____
 (date) [adult] signature



Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

List three types of bullying that can happen in a dating relationship.

1. _____
2. _____
3. _____

What should you do if you or someone you know is involved in a bullying relationship?

Connecting to My Life

If you were dating someone, how would you want that person to treat you? What would you want that person to really understand about you?

**Instructions for Students**

1. Work with a partner.
2. Take turns saying to each other “Stop, I don’t like that.” Use the following assertive communication skills:
 - Look at the other person.
 - Keep your head up and shoulders back.
 - Use a calm voice.
 - Use respectful, clear language.
3. Now pretend you are in a situation in which you have to tell your girlfriend or boyfriend how you would like to be treated.
4. Take turns explaining to each other how you would like to be treated using assertive communication (two to three minutes each). Use the following sentence starters if necessary:
 - I don’t like it when you make fun of... (*my hair, my legs, my clothes, etc.*)
 - I would like to be treated... (*fairly, like my opinion matters, respectfully, etc.*)
 - When we’re around your friends, I would like...
 - When we’re around our friends, please don’t...

If someone you are going out with does any of the following things, it is a warning sign that the relationship has the potential to become violent:

1. Tries to prevent you from spending time with close friends or family.
2. Yells or swears at you.
3. Is extremely jealous and possessive.
4. Tries to control you and make all your decisions.
5. Tells you what to wear and who you should be friends with.
6. Spreads false rumors about you and tries to make you feel guilty.
7. Threatens physical violence.
8. Pressures you within a short while of beginning dating to get very serious or to have sex.
9. Approves of violence as a way of solving problems.
10. Uses alcohol or other drugs and then says these substances cause his or her behavior.
11. Has been abusive with previous dating partners.

If there is anything about the relationship that is frightening, find a way to leave the relationship. Remember, it is your right to say “No.” No one should treat you this way.

If you think you are already in an abusive relationship, get help.

Go to www.cfchildren.org/resources for information about hotlines and Web sites that can help.

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What makes a relationship healthy or unhealthy? Is it okay if your boyfriend or girlfriend doesn't want you to talk to other people? Is it okay that he or she likes to spend time with his or her friends without you? It's important to understand which behaviors are okay in a relationship and which are not. Together with an adult family member, create a pamphlet that includes the "okay" behaviors under the "signs of a good relationship" and the "not okay" behaviors under the "warning signs of a bad relationship."

What are the signs of a good relationship?	What are the warning signs of a bad relationship?

This homework assignment was completed on _____ . _____
(date) [adult] signature

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2. _____
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 - When we’re around your friends, I would like...
 - When we’re around our friends, please don’t...

**Language Arts and Social Studies**

How do you want to be treated?

Ask students to think about what their own gender might say to the opposite gender about how they would like to be treated by them. Then have each member of your class write down at least three complete sentences on index cards in response to the following question: What would I want a boy/girl to know about how my gender wants to be treated? Encourage students to write down things they might find hard to say out loud, especially if it goes against “popular” ideas about being a boy or a girl. Put all the girls’ response cards in one box and the boys’ response cards in another box. Draw three or more cards from each box. Write down the sentences on the board. Then discuss as a class any reoccurring themes and what surprised them about the responses. You may choose to have students write a reflective piece based on the opposite gender’s responses. To prompt their writing, ask: Do you feel different about or will you change the way you interact with the opposite gender based on these responses?

**Health and Science**

What is the chemistry of love?

Some of your students may be experiencing feelings of being in love for the first time. Have student groups research the chemicals in their brains and bodies that cause those feelings using preselected Web sites or search engines. Have students report back their findings and discuss the following questions: What chemicals are released that cause the feeling of giddiness associated with being in love? Why is it hard to think about anything else during this time? How might your decision-making ability be altered when these chemicals are released?

**Media Literacy**

How are these lyrics respectful?

Select popular music clips with your students, or have them bring in some of their own with lyrics that are respectful to the opposite gender. Prescreen your students’ selections for appropriateness before playing them for the class. Put students in groups, then play the clips. Have the groups discuss the following questions: In what way are the lyrics respectful? Is it important that the lyrics be respectful for you to like the music? Why do you think some music groups write disrespectful lyrics about the opposite gender? What kind of message does that send? What do you think is the effect of listening to disrespectful lyrics on how boys and girls act toward each other? Play the clips again. Have each group write down at least one phrase from the lyrics that they like and is respectful to the opposite gender. Have each group read their phrase aloud to the class.



Did You Know?

When you feel emotions such as anger or fear, your body responds physically. Your heart beats faster, you breathe faster, and your pupils get bigger.

You can use the “thinking” part of your brain to help your body stay in control of strong emotions, such as anger and fear.

Thought Starters

When I get angry I:

Staying in control when I feel angry is important because:

Instructions

Discuss each question with your group and write the answers. Make sure everyone contributes to the answers.

Notice.

What are some common physical signs of strong emotions that people might notice in themselves?

Pause.

Write two or three short words anyone could use as a signal to pause the action.

Think twice.

Write a question that could help people think twice so they don't make assumptions or jump to conclusions about another person's intentions.

Calm down.

List calming-down strategies that anyone can use. (Include at least one suggestion from each group member.)

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____

Words for the Main Character

Steps for Staying in Control:

Pause signal: _____

Think twice questions or statements:

Positive self-talk:

Words for the Other Characters

Positive remarks or reminders for the other characters to help them avoid a fight (include at least one from each member of your group):

1. _____
2. _____
3. _____
4. _____

Scenario

Derek sees someone throw a backpack on the ground. He's convinced it's his sister's backpack. Other students see it too. Derek is angry.

Words for the Main Character (Derek)

Steps for Staying in Control:

Pause signal: Just relax.

Think twice questions or statements: Is that really my sister's backpack?

Positive self-talk: I don't want to make things worse.

Words for the Other Characters

Positive remarks or reminders for the other characters to help them avoid a fight (include at least one from each member of your group):

1. Just ask what happened before you do anything else.
2. Hey, just chill.
3. Ignore the kid. It's not worth getting in trouble for.
4. You can handle this.

Waiting for the Bus

Jonelle is waiting for the bus with a group of students. A boy runs up to get in line and bumps into Jonelle. Jonelle gets pushed into the street. Jonelle is angry.

The Ruler

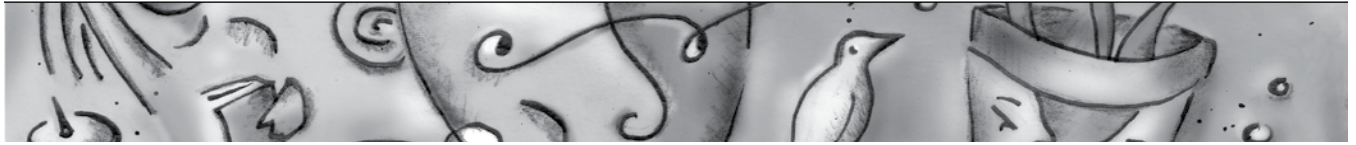
Michael is doing math homework during lunch. He has a ruler on the table. He is working fast to finish before the bell rings. A kid comes up and picks up his ruler and goofs around with it, pretending to use it as a sword. There are other students sitting at the same table. Michael is angry.

The Rude Comment

Alex is walking with his friends to his next class. A boy walks by and says something rude about Alex's sister. Other students overhear the comment. Alex is angry.

Rumors

Leslie is standing in line at lunch when someone tells her that a girl is spreading rumors about her, saying she'd seen Leslie drinking at a party. The other students in line hear about the rumor. Leslie is angry.



Dear Family,

Trouble with friends, coping with homework, responsibilities at home—there are many demands on teens that may cause strong emotions. When strong emotions get out of hand, it can be hard to think straight and make good decisions.

This week we started our Stepping Ahead lessons about managing emotions and coping with stress. The focus of these lessons is on recognizing when you are starting to experience strong emotions and staying in control of these emotions so you can make good choices.

Your student is learning the Steps for Staying in Control of strong emotions.

The Steps for Staying in Control are:

- Notice.** Recognize your physical and mental signs.
- Pause.** Use your signal.
- Think twice.** Use your brain.
- Calm down if necessary.** Use your calming-down strategies.
- Reflect.** How did you do?

Ask your student about the steps. Help your student remember to pause and think twice before doing something he or she might regret.

The strategies for calming down are useful for anyone, adult or teen. They are:

- Doing something physically active**
- Doing something relaxing**
- Thinking about something else (like counting to ten)**
- Using centered breathing**
- Using positive self-talk**

Ask your student to show you how these work!

Staying in control helps students get along with others, cope with stressful situations, and focus on their schoolwork. These things help them be more successful in school. Thank you for your support in creating a successful learning environment for your student.

Sincerely,

P.S. Make sure to join **www.secondstep.org** with the activation key **SSP8 FAMI LY34** to watch videos about the *Second Step* program and get information about what your student is learning.

Name: _____

You are an emotion coach. Instead of coaching teams, you coach “emotion athletes” about how to manage their emotions. Just as an athletic coach encourages a runner to tell herself that she will win her race, you need to encourage your emotion athletes to use positive self-talk. And just as great athletes are able to calm themselves down right before a game or a race, so too must your emotion athletes calm down before their emotions get out of control. Ask an adult family member to help you come up with a “game plan” for calming down, then write it on the clipboard below.

Staying in Control

- Notice.
- Pause.
- Think twice.
- Calm down.
- Reflect.

**When Your Emotions
Start to Get out of Hand****Use positive self-talk**

List positive things you can say to yourself.

Use calming-down strategies

List strategies you can use to calm yourself down.

This homework assignment was completed on _____ . _____
(date) [adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

Why is it important to stay in control when you are experiencing strong emotions?

List the five calming-down strategies.

1. _____
2. _____
3. _____
4. _____
5. _____

Connecting to My Life

Now that I understand that self-talk can help me stay in control, next time I'm feeling really strong emotions, such as anger, I'm going to try:

Preparation

1. Put students into groups.
2. Give each student another copy of Handout 8B.
3. Give each group a scenario they did not do in the lesson.

Instructions for Students

1. Work in groups.
2. Read and follow the skill-practice instructions on Handout 8B using a scenario you have not yet done.
3. Have a different student than last time play the main character.

**Language Arts and Social Studies**

How do politically tense situations escalate?

Select an example of a tense historical situation (such as the Bay of Pigs, Birmingham Alabama, Tiananmen Square, or the Watts riots). Have students work in groups to research the example using preselected Web sites or search engines. Then have groups discuss the following questions: How did this tense situation escalate? Did spectators' responses encourage the escalation? How was this tense situation de-escalated, or how could it have been de-escalated? How are politically tense situations similar to personal tense situations? How are they different? Have each group summarize their responses for the class.

**Health and Science**

What is the "bystander effect?"

Ask students to think about how they react when they see a tense or potentially dangerous situation. Put students in groups to research the "bystander effect" using preselected Web sites or search engines. Then have groups discuss the following questions: What is the bystander effect? How can it be harmful? What can you personally do to avoid this effect? How can bystanders de-escalate a tense situation? Have groups report on what they found and discussed.

**Media Literacy**

How does the media escalate minor stories?

Preselect several news clips on a current "hot" topic (such as a coming storm, celebrity-related story, or political scandal). You can find clips on news Web sites or record them from television. Play the clips for your students. Then put students in groups to discuss the following questions: What makes this story a hot topic? Did this story get so much coverage because it is important, or did the media make it important? How does the media escalate minor stories? How can media escalation of stories be harmful? Have groups present their responses to the class.



Did You Know?

When people say “stress,” they really mean distress, a Latin word that means “to draw or pull apart.” Stress is not always bad. New challenges that may cause stress can help you grow and mature. Being able to cope with stress prepares you for new situations.

Thought Starters

The kinds of things that cause me stress are:

Name: _____

Instructions

- Think carefully about how you typically respond to a stressful situation. For each of the items below,
 - Give yourself two points if it is a way you often respond.
 - Give yourself one point if it is a way you sometimes respond.
 - Give yourself zero points if it is a way you never respond.
- Fill out only the “Score” column. We will fill out the “Avoid or Cope” column together as a class.

	How I respond to stress	Score	(A)void or (C)ope
1	Do something physical for a few minutes to calm down, like playing basketball. Then refocus on the situation.		
2	Take my mind off the situation completely by listening to music or reading.		
3	Blame myself.		
4	Drink some alcohol.		
5	Do some centered breathing to stay in control.		
6	Talk to a friend about the situation and get support.		
7	Worry a lot.		
8	Focus on solving the problem.		
9	Ignore the problem.		
10	Don't tell anybody about it.		
11	Tell myself I can handle it.		
12	Talk to a trusted adult about the situation.		
13	Daydream that the problem has gone away.		
14	Do nothing.		
15	Put energy into working hard and feeling good that I achieved something.		
16	Pretend it isn't happening.		

Something I could do more of is: _____

Something I could do less of is: _____

	How I respond to stress	(A)void or (C)ope
1	Do something physical for a few minutes to calm down, like playing basketball. Then refocus on the situation.	C A if don't refocus
2	Take my mind off the situation completely by listening to music or reading.	A C if able to refocus on task
3	Blame myself.	A
4	Drink some alcohol.	A
5	Do some centered breathing to stay in control.	C
6	Talk to a friend about the situation and get support.	C
7	Worry a lot.	A
8	Focus on solving the problem.	C
9	Ignore the problem.	A
10	Don't tell anybody about it.	A
11	Tell myself I can handle it.	C
12	Talk to a trusted adult about the situation.	C
13	Daydream that the problem has gone away.	A
14	Do nothing.	A
15	Put energy into working hard and feeling good that I achieved something.	C
16	Pretend it isn't happening.	A

Instructions

Check one type of stress, and then describe a situation that fits that type (it can be real or made-up, but realistic). Then fill in the rest of the handout.

- _____ Academic stress
- _____ Money stress
- _____ Stress with friends or with girlfriend or boyfriend
- _____ Stress from being bullied
- _____ Stress from friends in your group beginning to use drugs or alcohol when you don't want to

Describe the situation

Positive self-talk to change your attitude

Say: _____

Ask: _____

Things to do

Calm down. Possible strategies to use:

1. _____
2. _____
3. _____

Get support. Possible people to go to:

1. _____
2. _____
3. _____

Take positive action. Possible options:

1. _____
2. _____
3. _____

Name: _____

Stress can be very painful. When you, a friend, or a family member is stressed, what can you do to feel better? Take a look in your “stress first-aid kit.” You don’t have one? Make one!

Create a stress first-aid kit with an adult family member that contains steps and strategies that will help you cope with stress. First, think of a stressful situation, such as trying to study for a difficult test. Now try to think of things that you would like in your first-aid kit that would help you cope with that stress, and write them below.

This homework assignment was completed on _____ .
(date)

[adult] signature**Coping with Stress**

Coping means doing something positive.

Use positive self-talk to change your attitude:

- Say, “I can cope.”
- Ask, “What can I do?”

Three things to do:

- Use calming-down strategies.
- Get support.
- Use the Action Steps.

Sometimes you do all three.



Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

What does avoiding stress mean, and what are some examples of avoiding?

What does coping with stress mean, and what are some examples of coping?

Connecting to My Life

Think of a stressful situation that happens to you repeatedly. List three examples of things you'd like to try as ways of coping with that situation.

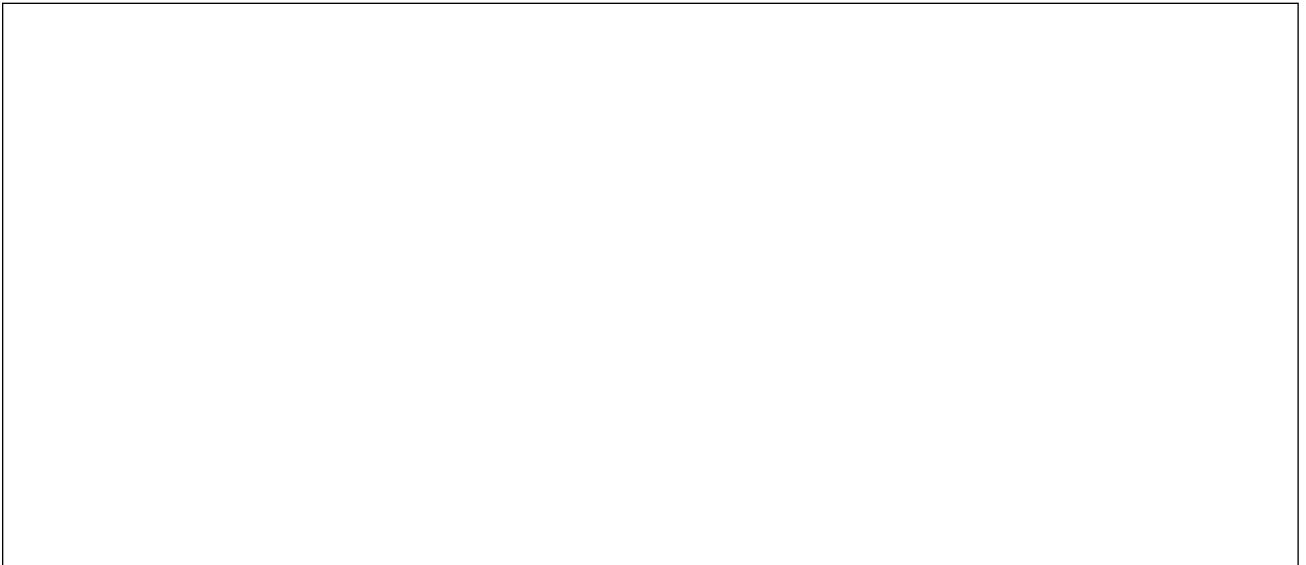
1. _____
2. _____
3. _____

Preparation

1. Put students in pairs.
2. Make sure students have blank copies of Handout 9B.

Instructions for Students

1. Work with another student.
2. Write one to three sentences that describe a different stressful situation from the one you used in the lesson.
Include how the situation makes you feel.



3. Use Handout 9B to figure out how to cope with the situation.

**Language Arts and Social Studies**

How are you coping today?

Have students keep a daily “coping” journal for one week. Have them write for a few minutes each day about what is currently stressful in their lives. First have them identify and describe the stressful situation. Then have them write down at least one positive self-talk phrase they can say to change their attitude. Finally, if it is a situation they can have some control over, have them write down what they can do to change it. During the week, remind students to use the coping strategies they wrote about in their journals and those that were suggested in this lesson. After one week, have students read through their entries. Then discuss the following question as a class: How did your journal entries change from the beginning of the week to the end of the week?

**Health and Science**

How does stress affect your body?

Stress and physical health are closely linked. When a person experiences stress, the physical body reacts in various ways, including sleeplessness, muscle tension, headaches, and stomachaches. Have students work in groups to research how stress affects the body using preselected Web sites or search engines. How can the immediate physical effects of stress turn into long-term health problems? How does chronic stress affect the body? How can coping positively with stress prevent these health problems? Have students report their findings to the class.

**Media Literacy**

Does the news make you feel stressed?

Have students work in groups. Have each group write down the subjects of several recent news stories and how the stories make them feel (such as fearful, anxious, or stressed). Then ask the groups: How many of the stories made you feel stressed, and why? Have each group discuss their thoughts with another group. Then have groups respond to the following question: What can you do to keep from feeling stressed by these news stories? Have the groups brainstorm options and report them to the class.



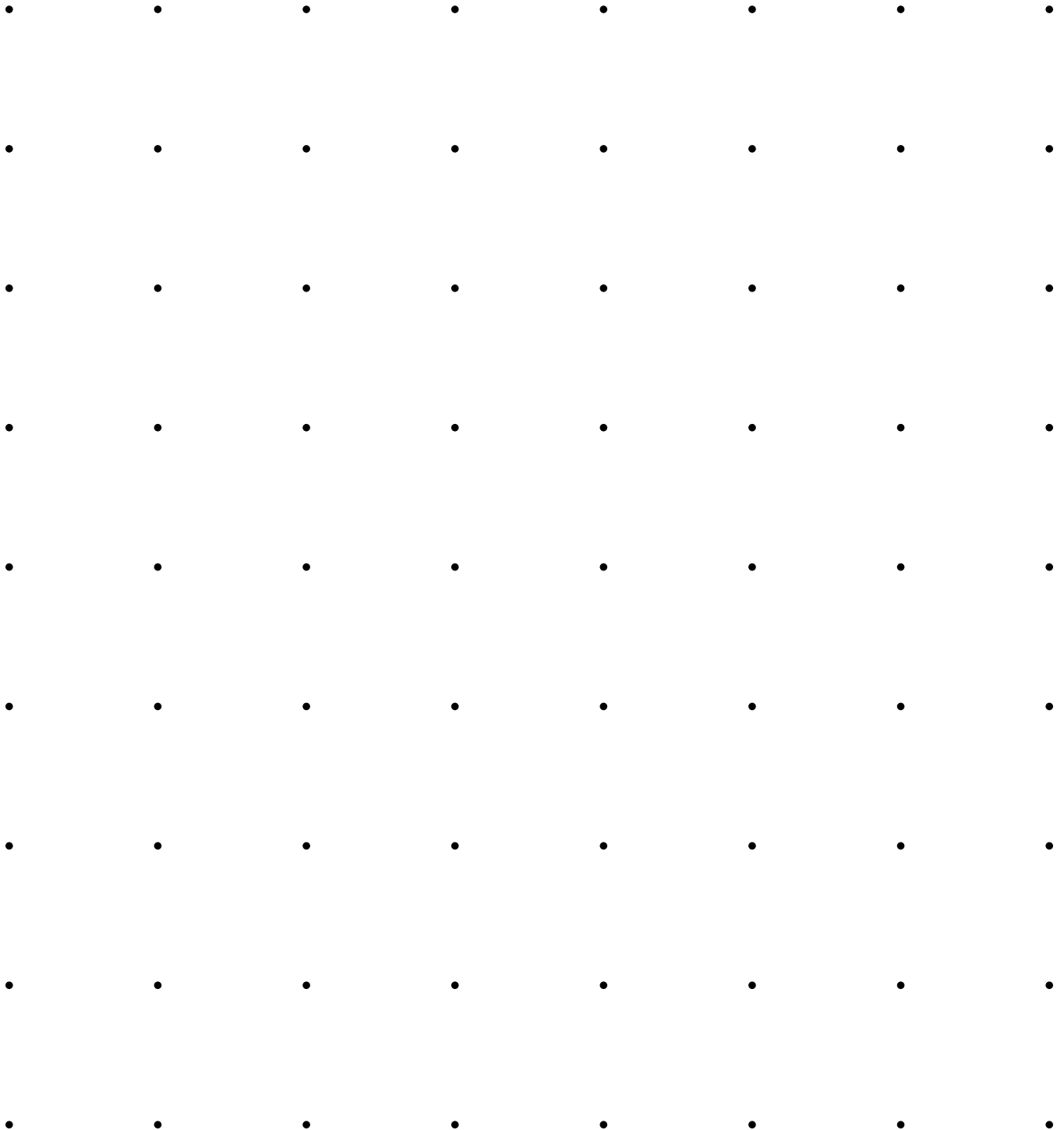
Did You Know?

Goal-setting can foster greater happiness and life success.

Thought Starters

One short-term goal I have is:

One long-term goal I have is:



What is a goal?

A goal must have the following characteristics.

- 1. It must have a clearly defined outcome.**
 - a. “I want to make a lot of money this summer.”
 - b. “I will earn \$200 by September 1.”
- 2. It must have an action plan.**
 - a. “I’ll look around for ways to make money in my neighborhood.”
 - b. “I’m going to make up flyers and put them in my neighbors’ mailboxes advertising my pet-sitting business.”
- 3. It must be measurable.**
 - a. “I’m going to have a party next weekend and invite three people I’ve wanted to get to know better.”
 - b. “I want to be more popular.”
- 4. It must be within your power to make it happen with your own actions.**
 - a. “I have five hours per week to work on earning money. I have the tools I need to do my jobs. I can do the jobs by myself.”
 - b. “I have lots of commitments, but I can try to squeeze in work. Maybe someone in my family will help me if I accept a job but get too busy to do it.”
- 5. It must be important to you. You have to “own” it.**
 - a. “My friend wants me to help him collect box tops so he can earn a cereal company T-shirt.”
 - b. “I need to earn another \$50 to buy the skateboard I’ve wanted for a long time.”

Goal for the week: Canned Food Collection

Group members: _____

A: Analyze the situation.

Clearly define the goal outcome (write what you want to happen by when).

On Friday of this week, we will bring at least 40 cans of food to school for the food bank.

Check:

Is it realistic? Can I make it happen? Yes

Will I be able to measure the results? Yes

Is reaching the goal important to me? Yes

B: Brainstorm options.

Generate several options for achieving the goal.

1. Buy 40 cans ourselves

2. Go through our cupboards at home

3. Ask neighbors to donate cans

4. Set up a stand at the grocery store and ask shoppers for donations

C: Consider each option.

Which options are reasonable, given my resources? 2 and 3

Which options can I do on my own? 1 and 2

Which options require help from others? 3 and 4

D: Decide on and Do the best option.

Option decision: We will take food from our cupboards and ask neighbors to donate enough cans so our group brings 40 cans of food to school on Friday.

Create an action plan on this calendar. Fill in the days of the week, starting with the day you'll begin, in the top boxes. Fill in your action for each day. Include check-in points.

Saturday	Everyone in group checks cupboards for extra canned food.
Sunday	Get permission from parents to take the food from our cupboards.
Monday	Bring what we have to school and put it in our lockers. Check in: Count how many we have at lunch.
Tuesday	Ask neighbors to donate canned food. Find out where to leave cans for the food bank.
Wednesday	Bring cans collected from neighbors to school. Check in: Count how many cans we have.
Thursday	If we still need to get more cans, we will meet after school and go to a store and ask for a donation.
Friday	Take cans to the food bank drop-off site.

Group member signatures: _____

Teacher signature: _____

Adult family member signature (optional): _____

Goal for the week: _____

Group members: _____

A: Analyze the situation.

Clearly define the goal outcome (write what you want to happen by when).

Check:

Is it realistic? Can I make it happen? _____

Will I be able to measure the results? _____

Is reaching the goal important to me? _____

B: Brainstorm options.

Generate several options for achieving the goal.

C: Consider each option.

Which options are reasonable, given my resources? _____

Which options can I do on my own? _____

Which options require help from others? _____

D: Decide on and Do the best option.

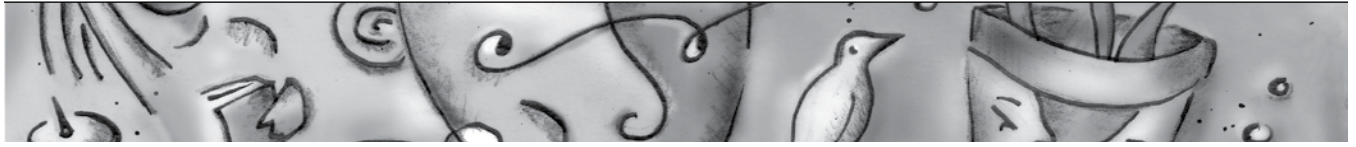
Option decision:

Create an action plan on this calendar. Fill in the days of the week, starting with the day you'll begin, in the top boxes. Fill in your action for each day. Include check-in points.

Group member signatures:

Teacher signature:

Adult family member
signature (optional):



Dear Family,

Abraham Lincoln once said, “A goal properly set is halfway reached.” This week your student will begin the goal-setting section of the Stepping Ahead program. Over the next couple of weeks, students will learn an effective model for planning, executing, and evaluating goals.

We will learn how to use the Action Steps for setting goals. They are:

- A: Analyze the goal.
- B: Brainstorm options for ways to reach the goal.
- C: Consider each option.
- D: Decide on and Do the best option.
- E: Evaluate if it works. *If necessary:*
- F: Figure out another way.

Your student will be working on a group goal project with other members of his or her class. Ask to see the handout that describes the details of the plan to reach the goal.

Cycling through the goal-setting process helps students see how success comes with personal effort rather than luck or natural talent alone. This can build confidence, optimism, and hope for the future. Increased goal-setting skills and confidence support student success in and out of school.

Try using the Action Steps to set family goals. Small successes lead to bigger successes down the road!

Sincerely,

P.S. Make sure to join **www.secondstep.org** with the activation key **SSP8 FAMI LY34** to watch videos about the *Second Step* program and get information about what your student is learning.

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

List three components of a goal:

1. A goal must have a _____
2. You must be able to _____
3. It must be _____

Connecting to My Life

Now that I've learned about the importance and process of setting goals, I'm going to try to set the following goals in these areas of my life:

School: _____

Home: _____

Personal/Health: _____

Preparation

Make additional copies of Handout 10C for each student.

Instructions for Students

1. Write your own clearly defined academic goal for the week on the new copy of Handout 10C. This is your personal goal, not a group goal.
2. Complete the rest of Handout 10C for your personal academic goal.
3. Exchange the complete Handout 10C with a partner. How do your goals and action plans compare?

**Language Arts and Social Studies**

What does this artwork mean to you?

Have student groups look closely at the artwork on the Action Steps poster. What do they think the artwork means? Encourage students to translate the symbols into concepts used in the lessons. Have small groups come up with words that represent main elements of the program or elements suggested by the posters. Then have the groups explain their words and what they mean to the class.

**Health and Science**

What is your plan?

Have students work in groups to accomplish a unified goal, such as helping each other get a B+ grade average between group members on an upcoming science test. Students will need class time to accomplish this goal. Have each group make a plan using the Action Steps. Each group should analyze the goal, brainstorm the options for ways to reach that goal together (such as determining times to study together or mentoring), consider the options, then decide on and do the best option. Have each group summarize their plan for the class. You may consider giving students extra credit if they reach a group grade above a specified level.

**Media Literacy**

Can you live without screen time?

Can your students go without screen time for a week? Have students set a goal of going without screen time for one week (using a computer only for homework). Put students in groups to make a plan using the Action Steps to accomplish this goal. Have each group analyze the goal, brainstorm the options for ways to reach that goal, consider the options, then decide on and do the best option. Have groups notice and keep track of the effects no screen time is having on various areas of their lives, such as sleep, eating, stress levels, time management, alternate activities, and self-talk. Have each group present their plan to the class.



Did You Know?

*The most effective goals are within your reach,
but not so easy to accomplish that there is no real challenge.*

Thought Starters

One goal I have accomplished is:

It is important to have goals because:

Our goal was: _____

Group members: _____

E: Evaluate if it works.

Yes No

- _____ _____ Our goal had a clearly defined outcome.
- _____ _____ We brainstormed options for reaching our goal.
- _____ _____ Our goal was realistic.
- _____ _____ We were able to measure or tell that we reached our goal.
- _____ _____ We cared about achieving our goal.
- _____ _____ We created steps to reach our goal.
- _____ _____ We had check-in points to check on our progress.

We achieved our goal: Yes _____ No _____

If no, then do "F."

F: Figure out another way.

Did you experience unexpected roadblocks in trying to achieve your goal? Explain.

Look at where you checked "no" on the evaluation checklist above. What might you do differently next time to reach your goal?

What would you change in your plan?

Instructions

Give one example each of how a student from the video and someone in your group did the following to achieve a goal.

Learn from mistakes.

A student from the video learned:

Someone from our group learned:

Stay motivated.

A student from the video stays motivated by:

Someone in our group stays motivated by:

Make sacrifices.

Sacrifices a student from the video made include:

Sacrifices someone in our group made include:

Write two positive self-talk statements that students in this video could use to help achieve their goals.

1. _____
2. _____

Write two positive self-talk statements that your group could use to help achieve your goals.

1. _____
2. _____

Name: _____

Personal two-week goal: _____

A: Analyze the situation.

Clearly define the goal outcome (write what you want to happen by when).

Check:

Is it realistic? Can I make it happen? _____

Will I be able to measure the results? _____

Is reaching the goal important to me? _____

B: Brainstorm options.

Generate several options for achieving the goal.

C: Consider each option.

Which options are reasonable, given my resources? _____

Which options can I do on my own? _____

Which options require help from others? _____

D: Decide on and Do the best option.

Option decision:

Lesson 11

Handout 11C: Personal Goal Setting

Grade 8

Create a two-week action plan on this calendar.

	Week one	Week two
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Student signature: _____ Teacher signature: _____

Adult family member signature: _____

Name: _____

“A journey of a thousand miles begins with one small step.”
—Chinese proverb

...and so do your plans for the future! Thinking about your future goals may seem overwhelming. But don't get discouraged. Break your goals down into steps, take one step at a time, and soon you'll be there! Along the way, it might help to hear some encouraging words from great minds that have achieved great successes—and plenty of failures, too. Take a look at the following quotes with an adult. What do these words of wisdom mean to you? Write your own interpretations of what you each think the quote means and how it relates to the Action Steps, the importance of small steps, and learning from failures.

Action Steps**Analyze** the situation.**Brainstorm** options.**Consider** each option.**Decide** and **Do** the best option.**Evaluate** if it works.*If necessary:***Figure** out another way.**Words of Wisdom**

“Only those who dare to fail greatly can ever achieve greatly.”
—John F. Kennedy (U.S. President, 1961–1963)

Student interpretation:

Adult interpretation:

“Goals determine what you're going to be.”
—Julius “Dr. J.” Erving (NBA basketball player)

Student interpretation:

Adult interpretation:

“You don't have to be a fantastic hero to do certain things—to compete. You can be just an ordinary chap, sufficiently motivated to reach challenging goals.”
—Sir Edmund Hillary (First person to reach the summit of Mt. Everest)

Student interpretation:

Adult interpretation:

This homework assignment was completed on _____ . _____
(date) [adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

Why is it important to evaluate and learn from times when you don't reach a goal?

Connecting to My Life

Think of a goal you didn't reach. Reflect on what got in the way of reaching that goal.

Preparation

1. Make additional copies of Handout 11A for each student.
2. Make sure students have their completed Handout 10C from the Additional Practice in Lesson 10.

Instructions for Students

1. Review the week-long personal academic goal you set for yourself in the Additional Practice in Lesson 10.
2. Use Handout 11A to evaluate the plan to reach your academic goal and figure out a new plan, if necessary.

**Language Arts and Social Studies***How well did you symbolize that concept?*

Have students work in groups to create their own artwork for an Action Steps poster that focuses on goal setting. Encourage them to come up with drawings that symbolize what the concepts in the lesson mean to them. Then have other student groups interpret the symbols used in the posters that the groups created. Can they figure out what the symbols mean? Have them come up with words that describe the other groups' symbols and concepts.

**Health and Science***How did you do?*

Have student groups evaluate the plan used to accomplish the unified goal set in the previous lesson's activity (such as studying together to get a B+ grade average on an upcoming science test). Each group should consider the following questions when evaluating their plan: Was the goal clearly defined? Did we brainstorm enough ideas? Was it realistic? Was it measurable? Did we have steps for reaching it? Did we have check-in points? Have groups report their outcomes to the class.

**Media Literacy***Did you accomplish your goal?*

Have student groups evaluate the plan used to accomplish the goal of going without screen time for one week in the previous lesson's activity. Each group should consider the following questions when evaluating their plan: Was the goal clearly defined? Did we brainstorm enough ideas? Was it realistic? Was it measurable? Did we have steps for reaching it? Did we have check-in points? Have groups report their outcomes to the class.



Did You Know?

*Alcohol is a depressant, or “downer,” because it reduces brain activity.
Teens who drink are more likely to suffer from depression,
suicidal thoughts, and violence.*

Marijuana can harm memory and learning skills.

Thought Starters

Some plans I have for the future are:

Alcohol and other drugs could interfere with my future plans by:

Tobacco**Tobacco and Addiction**

- Tobacco is as addictive as heroin or cocaine.³⁰
- You can start feeling addicted after smoking only a few cigarettes or after smoking for only a few days.¹⁴
- Most adult smokers want to cut back or quit, but they can't because they're addicted. Thirty-five million people in the U.S. try to quit smoking every year.³⁸
- Tobacco is so addictive that hardly anyone succeeds in quitting. Only about one out of every twenty who tries to quit is able to make it tobacco-free for a year.³²
- People who start smoking when they're young have the hardest time quitting.³⁰

Tobacco and the Lungs

- There are four thousand toxic substances in cigarette smoke.⁵
- The lungs of teenagers who smoke aren't able to grow as well.³
- Teens who smoke have many more colds, coughs, throat and nose problems, and more phlegm.⁴
- Lung cancer kills more people than any other kind of cancer.²⁴

Tobacco and the Heart

- Smoking tobacco is bad for your heart and is a major cause of heart attacks.⁶
- People who smoke are between two and six times more likely to have a heart attack.¹⁹
- Smoking is the number one cause of heart attacks in younger adults.²²

Tobacco and the Skin

- Smoking gives you wrinkles and makes your skin look older.¹⁸

Tobacco and the Mouth

- Smoking causes bad breath, stains the teeth and tongue, and helps ugly tartar build up on teeth.²

Tobacco and Depression

- Teens who smoke are more likely to have panic attacks, anxiety problems, and depression.²⁵

Marijuana

Marijuana and Addiction

- People can become addicted to marijuana.^{10, 12, 9}
- More than 120,000 people in the U.S. seek treatment for marijuana addiction every year.⁹

Marijuana and the Lungs

- Marijuana has more cancer-causing chemicals than tobacco and four times as much cancer-causing tar.³³
- Marijuana smokers can develop the same kinds of breathing problems as cigarette smokers and are at greater risk for lung infections, such as pneumonia.³³

Marijuana and the Brain

- Marijuana can harm memory and learning.³³
- Long-term marijuana users perform worse on memory and learning-ability tests.²³
- Marijuana can cause anxiety and panic attacks.²⁹
- Twelfth-grade marijuana smokers get lower scores on verbal and math tests than nonsmokers, even compared to students who scored the same as they did in fourth grade.³³
- Marijuana's damage to short-term memory seems to occur because it has negative effects on the hippocampus, a brain area responsible for memory formation.³³

Marijuana and Accidents

- Marijuana affects self-control, sense of time, coordination, and ability to pay attention, making marijuana users more likely to get hurt or have accidents.¹⁷
- People who have smoked marijuana are almost twice as likely to get in a fatal car crash.²¹
- One in five teens treated for injuries in an emergency room tested positive for marijuana.¹⁶

Alcohol

Alcohol, Addiction, and Depression

- People who begin drinking by age 15 are five times more likely to abuse or become dependent on alcohol than those who begin drinking after age 20.³⁹
- Teens who drink are more likely to suffer from depression, suicidal thoughts, and violence.⁷

Alcohol and the Brain

- Alcohol does more damage to teens' brains than to adults' brains.³⁶
- Even drinking a small amount can harm learning and memory far more in youth than adults.³⁵
- Teen drinkers can damage their hippocampus, a part of the brain responsible for memory and learning.^{37, 13, 36}
- Teen drinkers can permanently change their personality and behavior by damaging their prefrontal cortex, a part of the brain needed for decision making and reasoning.^{11, 36}
- Drinking alcohol leads to a loss of coordination, poor judgment, slowed reflexes, distorted vision, memory lapses, and even blackouts.³⁹
- Adolescent drinkers score worse than non-users on vocabulary, general information, attention, and memory tests.^{37, 18}
- Alcohol use causes feelings of sickness, dizziness, and clumsiness; slows reaction times; causes bad breath; and makes skin break out.²⁸
- Alcohol use can cause risky or dangerous behavior.²⁷

Alcohol and Death

- Drinking large amounts of alcohol at one time or very rapidly can kill through alcohol poisoning.⁴⁰
- The number-one cause of death for teens and young adults is car accidents related to alcohol.³⁴
- Half of all drowning deaths among teen males involve alcohol use.¹⁵

Inhalants

Inhalants are poisonous chemicals that can kill you the very first time you use them.²⁶

Inhalants and the Heart

- Breathing in an inhalant can cause the heart to stop suddenly.²⁶
- Inhalants can seriously and permanently damage the heart.²⁶

Inhalants and the Lungs

- Repeated use of inhalants can cause lung damage.²⁶

Inhalants and the Brain

- Inhalants starve your brain and body of oxygen.²⁶
- Inhalants can cause brain damage.²⁶
- Inhalants can change your personality.²⁶
- Inhalants make it harder to think, and they hurt the memory.²⁶
- Inhalants kill cells in the cerebral cortex, causing memory loss and learning problems.³¹
- Inhalants damage the cerebellum, resulting in loss of coordination and slurred speech.³¹
- Inhalants can damage the senses of hearing, smell, and eyesight.³¹

Inhalants and the Skin

- Inhalants can cause a severe rash around the nose and mouth.²⁰

Ali: "I want to become a pro motocross rider."

Reasons tobacco might interfere with Ali's goal (use the tobacco fact sheet):

1. _____
2. _____
3. _____

An additional reason tobacco might interfere with Ali's goal:

4. _____

Kamalo: "I have a few goal choices. One of them is a research doctor."

Reasons marijuana might interfere with Kamalo's goal (use the marijuana fact sheet):

1. _____
2. _____
3. _____

An additional reason marijuana might interfere with Kamalo's goal:

4. _____

Josh: "My goal right now is to pass high school."

Reasons inhalants might interfere with Josh's goal (use the inhalant fact sheet):

1. _____
2. _____
3. _____

An additional reason inhalants might interfere with Josh's goal:

4. _____

Marissa: "My dream is music. I love music. I love music so much. I mean, this is what I want to do when I go to college. This is what I want to study for four years."

Reasons alcohol might interfere with Marissa's goal (use the alcohol fact sheet):

1. _____
2. _____
3. _____

An additional reason alcohol might interfere with Marissa's goal:

4. _____

Eric: "So my long-term goals are to graduate from high school and then go to college for four years—and hopefully to make it to the NBA, because I like basketball."

Reasons alcohol might interfere with Eric's goal (use the alcohol fact sheet):

1. _____
2. _____
3. _____

An additional reason alcohol might interfere with Eric's goal:

4. _____

Keicee: "I really want to be a nurse or a doctor. I want to study that when I go to college."

Reasons marijuana might interfere with Keicee's goal (use the marijuana fact sheet):

1. _____
2. _____
3. _____

An additional reason marijuana might interfere with Keicee's goal:

4. _____

Julia: "My dream for when I get older is to be a choreographer."

Reasons tobacco might interfere with Julia's goal (use the tobacco fact sheet):

1. _____
2. _____
3. _____

An additional reason tobacco might interfere with Julia's goal:

4. _____

Brent: "One of my short-term goals this year is an everyday kind of thing I can work on progressively, is to make sure I make it to all six classes on time."

Reasons alcohol might interfere with Brent's goal (use the alcohol fact sheet):

1. _____
2. _____
3. _____

An additional reason alcohol might interfere with Brent's goal:

4. _____

Name: _____

Instructions

1. Write one to three short-term and long-term goals that are important to you in the indicated spaces.
2. Select one meaningful goal from these lists and write it in the space provided.
3. Write two or three ways you think using alcohol or other drugs could get in the way of achieving this goal.

Goals

My short-term goals:

My long-term goals:

Select one meaningful goal from your lists above and write it in the space below.

Consequences

How could using alcohol or other drugs get in the way of achieving this goal?

1. _____
2. _____
3. _____

Name: _____

Instructions

1. Think about your goal and how using alcohol or other drugs could interfere with reaching it.
2. Brainstorm some phrases or images you could use to remind yourself about your goal and why you don't want to use alcohol or other drugs.
3. Describe other skills from this program that can help you.
4. Write your favorite phrase or describe the image.

Phrases or images that will remind me of my goal and why I don't want to use alcohol or other drugs:

Other program skills I can use that will help:

My favorite phrase or image is:

Teacher Information About the Medical Use of Marijuana

Not for Students

Students may raise the issue of the medical use of marijuana. Since this topic is complicated and controversial, it may be difficult to discuss effectively with students. There is a great deal of information available that ranges from science to myth. The basic facts are:

- Marijuana is not used to cure disease. There is evidence that marijuana may help with nausea and pain, and so it can be used to relieve severe symptoms of nausea and pain.
- Since nausea and pain are commonly experienced during some forms of cancer treatment, some cancer patients use marijuana. It is also used for other medical problems, such as glaucoma and multiple sclerosis.
- Medical use of marijuana is against federal laws, but approved by some state laws.
- Typically, state laws that support marijuana's medical use require a physician's prescription. There are other drugs available that can treat the problems for which people use marijuana.
- Smoking, including smoking marijuana, can have negative health consequences.

References

For references, see page 93 in the Teacher's Guide.



Dear Family,

Middle school is often a time when students first hear about using alcohol and other drugs, see it happening, or begin to experiment themselves. To keep your student safe and on track at school, we have started the final topic in the Stepping Ahead program: substance abuse prevention. When young people use alcohol or other drugs, it gets in the way of school success, and it is linked to increased involvement in violence and other risky behaviors.

New brain studies show that during their teenage years and into their twenties, young people's brains are still developing. These studies show that using alcohol or other drugs at this time has a far more damaging effect than it does on an adult's brain.

The good news is that studies also show that families can play a big role in preventing the use of alcohol and other drugs by young people.

Here are five things you can do to make a difference:

1. Give your student a clear message that it is not okay to drink or use other drugs. Discuss personal, family, social, or religious values that give your student reasons to not use.
2. Arrange for supervision for your student between 2:00 p.m. and 6:00 p.m. Research suggests that these are peak hours for teen drug and alcohol use.
3. Get to know your student's friends and their families. You can help each other keep your students safe.
4. Help your student make a plan for how he or she might avoid or resist both internal and external pressure to use.
5. Make sure an adult is supervising any party your student attends.

Please be aware that students often get alcohol and other drugs, especially inhalants, from their own homes. See our Web site at www.cfchildren.org/resources for links to information about what household items are most toxic.

Your student will be bringing home fact sheets about the personal, health, and social consequences of using alcohol and other drugs. Please read through these facts with your student. Together we can help keep your student safe and healthy.

Sincerely,

P.S. Make sure to join **www.secondstep.org** with the activation key **SSP8 FAMI LY34** to watch videos about the *Second Step* program and get information about what your student is learning.

Name: _____

You are a screenwriter for a major motion picture. You and an adult are co-writing a scene about two teenagers who are going to a dance. Teenager 1's girlfriend is pressuring him to drink before the dance. She tells him that everyone is doing it, and a little won't hurt. Teenager 1 really wants to go to the dance, but he doesn't want to drink. Teenager 1 asks Teenager 2 what he should do. The two teenagers then try to work out a plan together. You and your co-writer need to write the dialogue between these two teenagers about that plan. As all good screenwriters do, practice the dialogue out loud when you're done!



FADE IN: (description of scene) _____

DIALOGUE:

TEENAGER 1

(describe action: _____)

TEENAGER 2

(describe action: _____)

TEENAGER 1

(describe action: _____)

TEENAGER 2

(describe action: _____)

TEENAGER 1

(describe action: _____)

TEENAGER 2

(describe action: _____)

DISSOLVE TO: (description of ending of scene) _____

This homework assignment was completed on _____ . _____
(date) [adult] signature

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

How could using alcohol or other drugs get in the way of reaching your goals?

Connecting to My Life

Imagine a situation in which you have to resist using alcohol or other drugs. Describe the situation and write two things you could say to yourself that feel natural and that you think would help you resist using.

Grade 8

Lesson 12

Additional Practice: Information About Alcohol and Other Drugs



Preparation

1. Have students write down one to three questions they may have for a prevention specialist about the consequences of alcohol and drug use.
2. Invite a prevention specialist or counselor to your class to speak.
3. While the specialist is there, ask questions and encourage students to ask their questions.

**Language Arts and Social Studies**

What are your goals?

Have students keep a daily journal for two weeks. During the first week, have students make at least one entry per day about a goal for their future (either immediate or long-term), why that goal is important to them, and what they might do to accomplish that goal. During the second week, have students make at least one entry per day about the status of the goals they made the first week, including what they are currently doing to accomplish those goals.

**Health and Science**

What are fetal alcohol spectrum disorders?

Prenatal exposure to alcohol can cause a range of disorders. These disorders are known as fetal alcohol spectrum disorders, and include fetal alcohol syndrome. Have student groups research fetal alcohol spectrum disorders and/or syndrome using preselected Web sites or search engines. Is there a safe amount of alcohol to consume when pregnant? What are some of the lifelong effects on the child of a mother who consumed alcohol while pregnant? How can these effects be prevented? Have groups present their findings to the class.

Note: Be aware of students' responses to this information. Do not let students respond negatively to others who may exhibit learning difficulties congruent with fetal alcohol spectrum disorders or allow them to start worrying about themselves.

**Media Literacy**

How can you voice your disapproval?

Have students work in groups to write a letter or email to irresponsible advertisers of alcohol or tobacco products. *Irresponsible* means the advertisers are creating ads that appeal to an underage market. Preselect several irresponsible ads to show your students (you can find examples on The Center on Alcohol Marketing and Youth's Web site). Help your students find the contact information for these irresponsible advertisers. Then have each group write and send the advertiser a letter voicing their disapproval, and why they disapprove.



Did You Know?

The vast majority of middle schoolers do not use alcohol or other drugs.

Thought Starters

Some consequences of using alcohol or other drugs are:

It's important to keep my commitment not to use alcohol and other drugs because:

Below are thoughts or beliefs that students sometimes have that interfere with making good decisions about alcohol or other drugs.

Instructions

1. Read each thought or belief.
2. Imagine it is someone you know who has this thought or belief.
3. Write an assertive statement to counter the thought or belief and to support this person in making a good decision.

1. "At our school, everyone is drinking or using drugs."

An assertive statement:

2. "Drinking is the only way to have a good time."

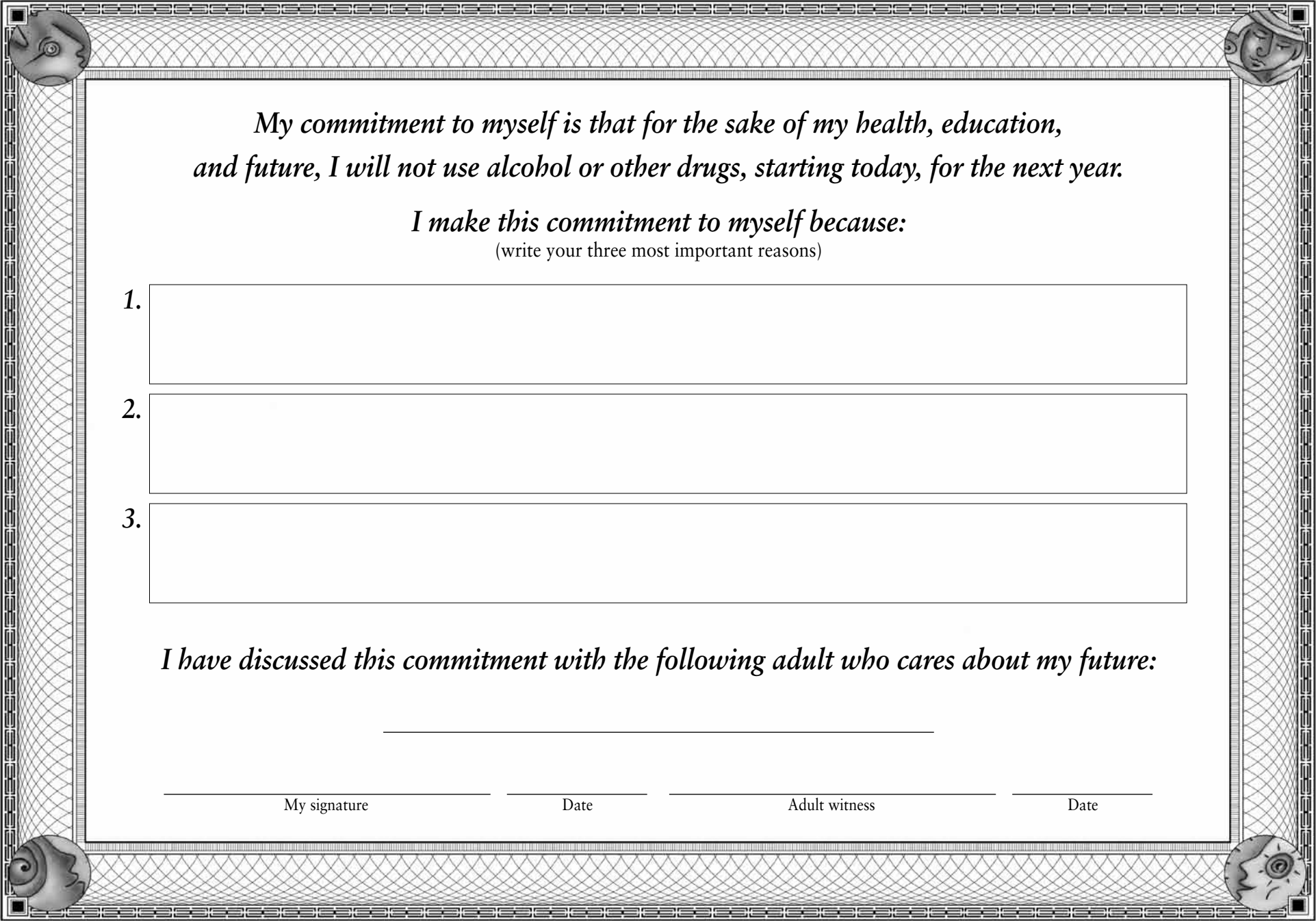
An assertive statement:

3. "Why not smoke cigarettes? Most of my friends do."

An assertive statement:

4. "I really want to be part of that group. They smoke pot. Maybe I'll try it too."

An assertive statement:



*My commitment to myself is that for the sake of my health, education,
and future, I will not use alcohol or other drugs, starting today, for the next year.*

I make this commitment to myself because:
(write your three most important reasons)

1.
2.
3.

I have discussed this commitment with the following adult who cares about my future:

My signature

Date

Adult witness

Date

Instructions

1. Read your situation.
2. Check off the skills the character or characters could use to stick to their decision on the chart below.
3. Answer the questions on the next page.

Skills	Skills to use
Use active listening.	<input type="checkbox"/>
Show empathy.	<input type="checkbox"/>
Disagree respectfully.	<input type="checkbox"/>
Explain your own perspective.	<input type="checkbox"/>
Use assertive communication.	<input type="checkbox"/>
Be an ally.	<input type="checkbox"/>
Be a positive leader.	<input type="checkbox"/>
Use the Steps for Staying in Control:	
Notice.	<input type="checkbox"/>
Pause.	<input type="checkbox"/>
Think twice.	<input type="checkbox"/>
Calm down if necessary.	<input type="checkbox"/>
Reflect.	<input type="checkbox"/>
Use the Action Steps to solve problems, make decisions, and set goals:	
Analyze the situation.	<input type="checkbox"/>
Brainstorm options.	<input type="checkbox"/>
Consider each option.	<input type="checkbox"/>
Decide on and Do the best option.	<input type="checkbox"/>
Evaluate if it works. <i>If necessary:</i>	<input type="checkbox"/>
Figure out another way.	<input type="checkbox"/>
Use coping skills:	
Use positive self-talk to change your attitude.	<input type="checkbox"/>
Use calming-down strategies.	<input type="checkbox"/>
Get support.	<input type="checkbox"/>
Use the Action Steps.	<input type="checkbox"/>

Describe why you chose the skills you did.

Describe what might happen next if the character used the skills.

Write what the character or characters could say to themselves to stick to a decision not to use alcohol or other drugs.

The Boyfriend

Denise has a boyfriend, Robert, who's in high school. Sometimes when they're together, Robert and his friends drink beer. Denise has made a commitment not to use alcohol or other drugs, and she doesn't want to drink, but she's feeling pressure. What skills can Denise use to avoid drinking when she is around Robert? What can Denise say to herself to stick to her decision not to use alcohol?

The Party

Kiara and Janelle have been invited to go to a party by Kiara's older sister. They want to go because it sounds like fun, but they're worried that there will be alcohol there, and neither of them wants to drink. What skills can they use to support each other not to drink? What can they say to themselves to stick to their decision not to drink?

The Big Brother

Antonio has made a commitment not to use tobacco even though some of his family members, including his older brother, smoke cigarettes. More than once, his brother has made fun of him for not at least trying smoking. What skills can he use to keep his commitment? What can Antonio say to himself to stick to his decision not to use tobacco?

The Friends

Michael knows that some of his friends have tried marijuana. He's afraid they'll start changing, and he'll lose his friends. Michael doesn't want to smoke marijuana. What skills can he use to stick to his decision not to use marijuana and have friends who share his values? What can Michael say to himself to stick to his decision not to use marijuana?

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

Give three specific examples of why it's important for teens not to use alcohol and other drugs.

1. _____
2. _____
3. _____

Connecting to My Life

Reflect on what you've learned in the Stepping Ahead program. List two skills you've already tried and describe what happened when you tried them.

1.
2.

List three skills you want to try in the future.

1. _____
2. _____
3. _____

Preparation

1. Put students in groups.
2. Give each group a blank copy of Handout 13C.
3. Have each group write a new situation based on their own experiences, without giving actual names.
4. Have students give you the situations to check.
5. Hand out the situations to the groups, making sure no group gets the situation they wrote.
6. Have students work through Handout 13C just as they did in the lesson.
7. Call on one student from each group to report.

Instructions for Students

1. Work in groups.
2. Write one to three sentences that describe a situation about sticking to a decision not to use alcohol or other drugs. If possible, base the situation on your own experience, but do not use real names.

3. Give the situation to your teacher to check. Make sure you don't get your own situation back.
4. Work through Handout 13C using the new situation.

**Language Arts and Social Studies**

What assertive statements might help younger students?

Have students write letters to other students in younger grades explaining why they have chosen not to use drugs and alcohol. Have them include assertive statements they use to counter thoughts or beliefs that interfere with making decisions not to use alcohol and other drugs that might be helpful for the younger students. Screen your students' letters before sending them to younger students.

**Health and Science**

What are the stages of substance addiction?

Have students work in groups to research the stages of substance addiction using preselected Web sites or search engines. What are the stages of addiction? What are some signs of each stage of addiction? How can you recognize these signs in yourself or others? How can addiction negatively affect your hopes and dreams? What can you do if you or someone you know is addicted?

**Media Literacy**

What is a counter-ad?

Have students work in groups to create a “counter-ad” to alcohol. A counter-ad is a positive message about all the good things there are about *not* using alcohol when you are underage. First have the groups look at several real ads for alcohol that promote its use. Then have the groups determine why they are effective (such as appealing to emotions, creating a desire, establishing an image, or using strong visuals). Now have them use some of those same techniques to convey the opposite message. The ad could be print, video, or Web-based. Have groups show their ads to the class and/or younger grades.