



OSU EXTENSION
4-H YOUTH DEVELOPMENT



TAKE A STAND

The title "TAKE A STAND" is written in large, bold, block letters. The word "TAKE" is orange, "A" is purple, and "STAND" is yellow. A small 4-H logo is positioned to the left of the word "TAKE".

Curriculum for grades 3-5
Lessons 1-5

for manner
communication
against bullying
for teamwork
for cultural awareness



TAKE A STAND

Curriculum for Grades 3-5

Lessons 1-5



Oklahoma 4-H is pleased to provide you with this educational resource to address the serious issue of bullying and conflict resolution.

The Take A Stand! Curriculum was developed by Texas AgriLife Extension Service in partnership with the Texas Rural Mediation Services. We are excited to be given permission from Texas AgriLife Extension Service and the Texas 4-H Program to adapt their curriculum for Oklahoma. Both of these agencies are given credit in the curriculum. You will see the Texas AgriLife Logo and the Texas Rural Mediation Services Logo throughout and the Oklahoma logo has been added so that we can properly market this resource to Oklahoma audiences.

Oklahoma Cooperative Extension Service is focused on providing educational programs to help Oklahomans solve local issues and concerns, promote leadership and manage resources wisely. The Take A Stand! Program addresses the following objectives by:

- Teaching youth to work out their conflicts using peaceful methods and learning how to express themselves with their words instead of physical actions
- Teaching youth skills in communication, teamwork, cultural awareness and etiquette that will help them as they become leaders in organizations, their careers and more
- Involving educators, volunteers and teens to teach and be significant role models for youth
- Providing youth an opportunity to be involved in a 4-H experience and develop skills that will benefit them throughout life

Thank you for your commitment to positive youth development and for recognizing the need to address this issue of bullying.





Acknowledgments

Take A Stand! was developed by:

Kelli D. Lehman, Extension Program Specialist-4-H
Cheryl A. Newberry, Extension Program Specialist-4-H
Mike Smith, Dispute Resolution Center of Lubbock County

Special thanks to:

Dr. Chris Boleman, Texas 4-H and Youth Development Program Director, for his support and assistance in developing the evaluation instruments.

Dr. Martha Couch, Associate Director-4-H and Youth Development, retired, and

Dr. Jeff Howard, former Associate Professor and Extension Program Specialist, for their support during the development of Take A Stand!

Gene Valentini, Director, Lubbock County Office of Dispute Resolution, **Crystal Stone**, Assistant Director, Lubbock County Office of Dispute Resolution, and **Mike Smith**, Outreach Manager, Lubbock County Office of Dispute Resolution, for their involvement and financial support to develop the Take A Stand! Program.

Kyle Merton, Extension Assistant, for his assistance in developing the evaluation instruments.

Judy Franklin, Extension Communications Specialist; **Mary-Margaret Shread**, Graphic Designer; **Linda Anderson**, Communications Specialist; and **Tammisha Farmer**, former Extension Communications Specialist, for their tireless work on editing and designing the Take A Stand! Program.

Jim Reeves, Director, Texas 4-H Youth Development Foundation, for his assistance in securing funding for the project.

The following county Extension agents and 4-H program assistants coordinated the pilot testing of the curriculum, which was instrumental in ensuring that a high-quality product was produced.

3-5 Grade Pilot Coordinators

Adrien Arredondo, Wise CEA-4-H
Courtney Barbee, Irion CEA-FCS
Amy Baugh, Lynn CEA-FCS
Laurinda Boyd, Kerr 4-H Program Assistant
Sarah Brandes, Victoria CEA-4-H
Mark Carroll, Terrell CEA-AG
Michael Clawson, Swisher CEA-AG



Alinda Cox, Jack CEA-FCS
Maranda Davis, Wichita CEA-4-H
Shana Fleming, Parmer CEA-FCS
Brenda Gladney, Potter CEA-4-H
Hilary Grider, Henderson CEA-4-H
Phyllis Griffin, Cooke CEA-4-H
Kyle Gronewald, Hunt CEA-4-H
Karan Heffelfinger, Pecos CEA-FCS
Alfornette Holloway-Timms, Falls CEA-FCS
Tracie Jackson, Wood CEA-4-H
Pamela Lincoln, Cass CEA-FCS
Shelley Pappas, Fort Bend CEA-UYD
Amber Parkinson, Hockley CEA-4-H
Alyssa Puckett, Liberty CEA-4-H
Leicia Redwine, Armstrong CEA-FCS
Kelly Thorp, Sutton CEA-FCS
Rocky Vinson, Shackelford CEA-AG
Amy Wagner, Oldham CEA-FCS
Rene Walls, Kerr CEA-FCS
Milissa Wright, Concho CEA-FCS

The following sites were hosts for pilot testing of the curriculum. Many teachers and other staff were involved in delivering the pilot program and provided feedback on the curriculum.

3–5 Grade Pilot Sites

Humphrey's Highland Elementary School, Amarillo
Sudan Elementary School, Amherst
Mimi Farley Elementary School, Boys Ranch
Claude Elementary School, Claude
Rann Elementary School, Decatur
Era Elementary School, Era
Trevis Elementary School, Greenville
Ingram Elementary School, Ingram
Jacksboro Elementary School, Jacksboro
Linden Kildare Elementary School, Linden
Marlin Elementary School, Marlin
Irion County Elementary School, Mertzon
Murchison Independent School District, Murchison
Paint Rock Elementary School, Paint Rock
Quitman Elementary School, Quitman
Sanderson Elementary School, Sanderson
Smyer Elementary School, Smyer
Sonora Elementary School, Sonora
Tahoka Elementary School, Tahoka
Swinburn Elementary School, Tulia
Valley View Elementary School, Valley View
Mimi Farley Elementary School, Vega
Dudley Elementary School, Victoria
Whitharral Elementary School, Whitharral



The following agencies, organizations, and individuals allowed us to include materials from their resources in this curriculum:

- 2000 Texas Census, <http://www.census.gov/census2000/states/tx.html>
- Cooperative Extension Program, University of Illinois, http://web.aces.uiuc.edu/vist/pdf_pubs/chldcare.pdf
- Hallmark Corporation Foundation, Kansas City, MO
- <http://www.draveanddee.com/manners1.html>
- <http://www.preschooleducation.com/smatters.shtml>
- <http://www.teachervision.fen.com/safety/lesson-plan/2962.html>
- <http://wilderdom.com/games/descriptions/gamesballoons.html>
- Laura J. Petty, Guadalupe County Extension Agent – 4-H and Youth Development
- Gretchen Sanders, Blanco County Extension Agent–Family and Consumer Sciences
- The Dispute Resolution Training Institute, a Division of the Texas Dispute Resolution System, Lubbock, Texas
- University of Oregon Holden Leadership Center





Take A Stand! Introduction

The Oklahoma 4-H Youth Development Program is pleased you have chosen to teach life skills to youth through the Take A Stand! program. This enrichment curriculum is designed to stimulate discussion and engage young people in learning about conflict management, bullying, and more.

Overview of Take A Stand!, 3-5 Grade

The Take A Stand! curriculum has five lessons, each divided into two parts for a total of 10 lessons. Each session takes roughly 45 minutes to complete. Some lessons provide additional activities that can be incorporated as time permits or used in additional class periods. Each lesson also provides the PASS objectives subject matter areas that are addressed. The complete PASS objectives chart with the coding numbers is included. Letters to parents also are included in the curriculum.

The 3-5 grade curriculum features POWER PHRASES to make remembering the lessons more fun. Below is a brief overview of the main concepts taught in each lesson:

- ☞ **Lesson 1: Keep Your Cool (Conflict Resolution and Bullying)**
 - Understand signs of anger in themselves and others and learn how to control anger
 - Understand the consequences of violence
 - Learn the power phrase: Staying cool's the way we choose. When we fight, we all lose.
- ☞ **Lesson 2: Walk In My Shoes (Communication)**
 - Explain their own point of view and listen to another person's point of view
 - Learn to solve problems through talking and listening
 - Learn the power phrase: If we both say how we feel, we'll work out a better deal.
- ☞ **Lesson 3: A Manner of Speaking (Etiquette)**
 - Learn 10 basic manners kids should use to show respect
 - Learn how to show respect through writing thank-you notes
 - Learn the power phrase: Good manners are the perfect way to show respect every day.
- ☞ **Lesson 4: Get in the Game (Teamwork)**
 - Understand the importance of teamwork and how to be a good team member
 - Learn the power phrase: Whether the task is big or small, we'll use teamwork to solve them all.
- ☞ **Lesson 5: You + Me = Harmony (Cultural Awareness)**
 - Understand ways people are alike and different
 - Learn to appreciate the traditions, customs, and gestures of other cultures
 - Power Phrase: Look at the world. What do you see? A rainbow of cultures in harmony.



Resources provided with this Curriculum CD include:

- Curriculum lesson plans
- Black and white handouts for each lesson
- Printable color banners of the power phrases
- Giant puzzle
- End-of-unit game using PowerPoint
- Parent letters in English and Spanish (Appendix)
- Evaluation instrument (Appendix)
- Recognition certificate, Commitment to Excellence Certificate, and Backpack Tag Master (Appendix)

How Can the County Extension Office Facilitate Success?

Youth who participate in the Take A Stand! Program are involved in a 4-H group. County Extension educators work with schools to expand the 4-H program's outreach by providing enrichment curriculum to schools, afterschool programs, housing authority sites, and more. You can help the Oklahoma 4-H program continue to grow through the following steps.

- **Track Participant Numbers:** In order for county Extension educators to track the number of youth reached through 4-H enrichment curriculum, they need help in gathering information. The Oklahoma 4-H Group Enrollment Form provides demographic information on both youth participants and volunteers who deliver the program.
- **Provide Feedback:** Instructors also can provide feedback on the curriculum to the educator so the resources can continue to be improved.
- **Recognition of Participants:** Recognition certificates are included on this Resource CD and can be customized with the student's name, county Extension educator's name, instructor's name, and date. Educators can provide these forms and assist in presenting them at the conclusion of the program.
- **Tell the 4-H Story:** The county Extension agent also can incorporate lessons on 4-H into the enrichment curriculum experience so that young participants know they are a part of the 4-H program.
- **Evaluation Data:** An evaluation instrument is provided through the Risley Behavior Issue Team. Educators can use the summarized data to show impact and successes.

Thank you for joining us on this journey as we TAKE A STAND! to "make the best better!"

TAKE A STAND! PROGRAM—CORRELATION

Oklahoma PASS Objectives for 3-5 Grade Curriculum

Lesson #	Objectives	3rd Grade PASS	4th Grade PASS	5th Grade PASS
1 Keep Your Cool	<p>Students will learn to:</p> <ul style="list-style-type: none"> Recognize signs of anger in themselves and others Understand consequences of violence Identify ways to control anger 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 1-2, 1-4, 2-6, 3-5, 3-6 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 3-1 <p>Health</p> <ul style="list-style-type: none"> Responsible Health & Safety Behavior – Standard 3-8, 4-5, 4-5, 4-7, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8, 5-9, 5-10, 6-1, 6-2, 6-3 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 2-3 and 3-4, 4-5, 4-5, 4-7, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8, 5-9, 5-10, 6-1, 6-2, 6-3 <p>Health</p> <ul style="list-style-type: none"> Responsible Health & Safety Behavior – Standard 3-8, 4-5, 4-5, 4-7, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8, 5-9, 5-10, 6-1, 6-2, 6-3 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 2-3 and 3-4, 4-5, 4-5, 4-7, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8, 5-9, 5-10, 6-1, 6-2, 6-3 <p>Health</p> <ul style="list-style-type: none"> Responsible Health & Safety Behavior – Standard 1-9, 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7
2 Walk In My Shoes	<p>Students will learn how to:</p> <ul style="list-style-type: none"> Explain their own point of view Think about another person's point of view Consider several ways of looking at a problem Listen and acknowledge what another person says Solve specific problems 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 2-2, 3-5, 3-6 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-5, 3-1, 3-2 <p>Health</p> <ul style="list-style-type: none"> Responsible Health & Safety Behavior – Standard 3-8, 4-5, 4-5, 4-7, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8, 5-9, 5-10, 6-1, 6-2, 6-3 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 3-4, 3-6 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4, 3-1, 3-2 <p>Health</p> <ul style="list-style-type: none"> Responsible Health & Safety Behavior – Standard 3-8, 4-5, 4-5, 4-7, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8, 5-9, 5-10, 6-1, 6-2, 6-3 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 2-2 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-2, 2-4, 3-1, 3-2 <p>Health</p> <ul style="list-style-type: none"> Responsible Health & Safety Behavior – Standard 1-9, 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7
3 A Manner of Speaking	<p>Students will learn:</p> <ul style="list-style-type: none"> 10 Basic manners for kids The definition of respect How to gain and give respect How to write thank-you notes 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 2-5, 3-5, 3-6 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-5, 3-1, 3-2 <p>Visual Art</p> <ul style="list-style-type: none"> Visual Art Expression – Standard 3-2, 3-4, 4-2, 4-3 <p>Music</p> <ul style="list-style-type: none"> General Music – Standard 2-1 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 2-3, 2-4, 3-5, 3-6 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 3-2, 3-3 <p>Visual Art</p> <ul style="list-style-type: none"> Visual Art Expression – Standard 3-1, 3-2, 4-2, 4-3 <p>Music</p> <ul style="list-style-type: none"> General Music – Standard 3-1, 4-1, 4-2 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 2-3, 2-4, 3-5, 3-6 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-4, 3-1, 3-2 <p>Health</p> <ul style="list-style-type: none"> Responsible Health & Safety Behavior – Standard 1-9, 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7

<p>4 Get in the Game</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> The importance of teamwork when working in groups How to be a good team member 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-5, 3-1, 3-2 <p>Visual Art</p> <ul style="list-style-type: none"> Visual Art Expression – Standard 3-2, 3-4, 4-2, 4-3 <p>Physical Education</p> <ul style="list-style-type: none"> Motor Skill and Lifetime Activity Development – Standard 1-1, 1-2 Personal and Social Skill Development – Standard 5-2, 5-3, 6-1, 6-2, 6-3, 7-1, 7-2 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-5, 3-1, 3-2 <p>Visual Art</p> <ul style="list-style-type: none"> Visual Art Expression – Standard 3-2, 3-4, 4-2, 4-3 <p>Physical Education</p> <ul style="list-style-type: none"> Motor Skill and Lifetime Activity Development – Standard 1-1, 1-5 Personal and Social Skill Development – Standard 5-1, 5-2, 6-1, 6-2, 6-3, 7-1, 7-2, 7-3 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-5, 3-1, 3-2 <p>Visual Art</p> <ul style="list-style-type: none"> Visual Art Expression – Standard 3-2, 3-4, 4-2, 4-3 <p>Physical Education</p> <ul style="list-style-type: none"> Motor Skill and Lifetime Activity Development – Standard 1-1 Personal and Social Skill Development – Standard 5-2, 5-3, 6-1, 6-3, 7-1, 7-2, 7-3, 7-4
<p>5 You + Me = Harmony</p>	<p>Students will learn to:</p> <ul style="list-style-type: none"> Identify ways in which we are different Identify ways in which we are alike Appreciate how traditions, customs, and gestures differ among cultures 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-5, 3-1, 3-2 <p>Social Studies</p> <ul style="list-style-type: none"> Standard 4-2 <p>Mathematics</p> <ul style="list-style-type: none"> Process Standard 1-1, 2-3, 3-2, 5-1 Content Standard 2-1.b.ii <p>Visual Art</p> <ul style="list-style-type: none"> Visual Art Expression – Standard 3-2, 3-4, 4-2, 4-3 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-5, 3-1, 3-2 <p>Social Studies</p> <ul style="list-style-type: none"> Standard 5-5 <p>Mathematics</p> <ul style="list-style-type: none"> Process Standard 1-1, 2-3, 3-2, 5-1 Content Standard 2-1.b.iii <p>Visual Art</p> <ul style="list-style-type: none"> Visual Art Expression – Standard 3-2, 3-4, 4-2, 4-3 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-5, 3-1, 3-2 <p>Social Studies</p> <ul style="list-style-type: none"> Standard 1-1 <p>Mathematics</p> <ul style="list-style-type: none"> Process Standard 1-1, 2-3, 3-2, 5-1 Content Standard 2-1.b <p>Visual Art</p> <ul style="list-style-type: none"> Visual Art Expression – Standard 3-2, 3-4, 4-2, 4-3



Grade Level

3-5

Lesson Title

Lesson 1: Keep Your Cool

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn how to:

- Recognize signs of anger in themselves and others
- Understand the consequences of violence
- Identify ways to control anger

PASS

- Language Arts
- Health

Life Skills Model

- Conflict Resolution
- Social Skills
- Cooperation
- Communication

Supplies/Materials

- Flip chart paper, chalkboard, or dry erase board
- Markers or chalk
- Construction paper in a variety of colors
- Crayons

Handouts

- Keep Your Cool handout
- Freeze Frame Scenarios (3)

TAKE A STAND
against bullying



Texas Rural Mediation Services™
A DISPUTE RESOLUTION of LUBBOCK COUNTY PROGRAM

Lesson 1: Keep Your Cool

*Note: The lesson includes questions to ask participants.
Allow them time to answer.*

SAY:

When have you been angry with someone? What were you angry about? What happened between you and the person who made you mad?

Anger can cause the body to feel different.

What does getting angry feel like? What did you feel like doing?

Everybody feels angry sometimes. Anger is normal, but if we let our anger get out of control, our problems get worse. Sometimes people even get hurt. Have you ever seen someone get hurt because of anger?

Today we are beginning a special unit called Take a Stand! This is a 4-H program that teaches:

- Techniques to stand up for yourselves
- Skills to help you work out problems with others
- Better teamwork and communication skills
- Good manners
- Appreciation of cultural differences

The first lesson focuses on taking a stand against bullying. We will learn things to help us deal with anger.



Activity 1: Anger Says...

SAY:

This game is called Anger Says. It is played like Simon Says except we are going to act as if we are angry. Any time I start a sentence with "Anger Says...", you use a physical action to show that you are mad. If I don't start a sentence with "Anger Says...", don't do anything. No matter what you do, you can't get out in this game. You get to keep playing.

Everyone find a partner and face each other so you can see what the other person does as we go through the game. Listen carefully to each statement I make.

DO:

When playing the game, mix up the actions by starting some with "Anger Says" and some without. Think of other examples as you use the following:

- *Stomp your feet*
- *Point at someone*
- *Clench your fists*
- *Hunch up your shoulders*
- *Roll your eyes*
- *Turn your back*
- *Stick out your tongue*
- *Kick your leg*
- *Squint your eyes*
- *Cross your arms*

Do not let children physically hit or push each other.

After calling out several statements, call out "Anger Says tell me how you feel." Children may respond with "mad," "angry," or "frustrated."



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SAY:

Let's change our game to the opposite of anger and play "Keep Your Cool Says." These statements will require physical actions that help us keep calm. Choose a new partner, and we'll play again.

DO:

These are actions for "Keep It Cool Says"; you may think of others:

- Loosen up your arms
- Bend your knees
- Take a deep breath
- Smile
- Shake hands
- Pat your friend on the back
- Relax your face

After calling out several statements, call out "Keep Your Cool Says tell me how you feel." Children may respond with "happy," "calm," or "relaxed."

SAY:

Doesn't that feel better than being angry?

Let's talk about Trouble Starters, which can make us angry. Let's make a list of Trouble Starters that can cause conflict.

DO:

Use a chalkboard, dry erase board, or flip chart paper. Write "Trouble Starters" at the top and record ones the children identify. If they need help in getting started, give them one of these examples:

- Yelling
- Calling names
- Putting someone down
- Using bad language
- Refusing to share



- *Blaming someone else*
- *Leaving someone out of an activity*
- *Telling a lie*
- *Cheating*
- *Hitting, pushing, or kicking*
- *Throwing something*
- *Taking something away from someone*
- *Refusing to talk to someone*
- *Spreading rumors*
- *Daring someone to do something*
- *Writing ugly things about people in public places*

SAY:

Sometimes people pick on others to start trouble or make them scared. This is called being a bully. What does a bully look like?

A bully isn't always a big boy who is mean to the smaller kids. Girls can be bullies, and some people bully through text messages on cell phones and on the Internet.

Bullying really hurts others. Many times people bully others because they don't like something about themselves so they pick on others to take the focus off of their weakness.

When confronted by a bully or someone who is angry, use steps called "Trouble Stoppers." What are some Trouble Stoppers? I'll list some.

DO:

Use a chalkboard, dry erase board, or flip chart paper. Write "Trouble Stoppers" at the top and record ones the children identify. If they help in getting started, give them one of these examples:

- *Calming down*
- *Saying, "Let's work this out."*



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- *Walking away*
- *Asking for help*

Ways to help you calm down:

- *Taking a deep breath*
- *Talking to somebody else*
- *Counting to five*
- *Sitting down*
- *Doing something else*

SAY:

Let's learn a power phrase to help us remember to keep our cool when we get angry or when others try to start trouble.

DO:

Give each child the Keep Your Cool handout and review the power phrase. Read the slogan together and have the children memorize it.

SAY:

Let's recite this power phrase together: *"Staying cool's the way we choose. When we fight, we all lose."* Let's say it several times and memorize it. When we feel ourselves getting angry, we can think of this power phrase and practice Trouble Stoppers.

DO:

After practicing the power phrase, the children review the Trouble Starters on the handout. Have them complete the Trouble Stoppers in the blanks left for that purpose.



Activity 2: Power Phrase Rap

SAY:

Now that you have learned the power phrase, get in groups of five and come up with a rap version of the power phrase. Use the same wording, but the group can decide how to perform the rap. Take about 10 minutes to plan and practice. After that, each group will perform their power phrase rap.

Part 2: Keep Your Cool

SAY:

During our last lesson we learned ways to keep conflict from happening by keeping cool. What were some of the “Trouble Stoppers” we learned?

Answers include: calming down; saying “let’s work this out”; walking away; asking for help.

What are some things that we can do to help us calm down?

Answers include: take a deep breath; talk to somebody else; count to five; sit down; do something else.

What was the power phrase we learned?

Staying cool’s the way we choose. When we fight, we all lose.

Let’s all repeat it together once more time before we start the activity. *Staying cool’s the way we choose. When we fight, we all lose.*



Activity 3: Freeze Frame

DO:

This activity lets children role-play scenarios of conflict and use what they have learned to solve the conflict. Three Freeze Frame Scenarios are provided. Do as many as time allows.

- *Ask for volunteers and assign them a part in a Freeze Frame Scenario.*
- *Provide them a copy of the script and have them act out their parts.*
- *Begin the scenario by shouting "Action!"*
- *After the volunteers finish the scenario, call out "Freeze Frame" at the designated time on the script.*
- *Ask questions on the scenario.*
- *Following the discussion, call out "Work It Out! Action!"*
- *The volunteers decide on an appropriate solution to the problem using the Trouble Stoppers.*
- *As time permits, ask the audience if they can identify other solutions to the scenario and discuss them.*

Activity 4: The Cool Tool

Supplies

- Construction paper in a variety of colors
- Crayons

SAY:

The power phrase reminds us to keep it cool. Let's make something that will remind us of the power phrase.

Do you know how to make a fan to keep you cool when it is hot? What are fans made of? *Answers include: paper, plastic, metal, and wood.*

Today we are going to make fans from paper. Each person will get a piece of construction paper. First, write the power phrase



on the paper. You can write it big or small, color it, or leave it plain. Write it any way you choose. Once everyone has written the power phrase, use your creativity to fold the paper into a fan.

DO:

If students have a difficult time folding the paper into a fan, demonstrate folding an accordion-style fan.

SAY:

Now that the fans are completed, let's say the power phrase again while using your fans to "keep your cool."

DO:

If a bulletin board is available, display all the fans on the board.

Wrap Up

- What are some physical signs that show when we are angry?
- What are some Trouble Starters?
- What are the four Trouble Stoppers to practice when we begin to get angry?
- What is our power phrase for today?
- How can we be nicer and not cause others to become angry?

You have all done a great job with Keep it Cool. Show your parents your handout and tell them what you learned today. You also have a letter for your parents that tells them about the Take A Stand! program. Give them the letter so they can learn about the program with you.

Resources

Lesson 1: Keep Your Cool has been adapted from the "Talking With TJ Conflict Resolution Series," Lessons 1 and 2. It is used with permission from the Hallmark Corporate Foundation, Kansas City, MO.



Keep Your Cool!

Power Phrase!

Staying cool's the way we choose!
When we fight, we all lose!

Trouble starters!

- Yelling
- Calling names
- Putting someone down
- Using bad language
- Refusing to share
- Blaming someone else
- Leaving someone out
- Telling a lie
- Cheating
- Hitting, pushing, or kicking
- Throwing something
- Taking something away from someone
- Refusing to talk to someone
- Spreading rumors
- Daring someone to do something
- Writing ugly things about people in public places

Trouble stoppers!

1. _____

2. _____

3. _____

4. _____

I can calm down by:

1. _____

2. _____

3. _____

4. _____

5. _____

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Freeze Frame Scenario 1

Characters: Mickey and Jay

Instructor shouts, "Action!" and reads:

Two friends, Mickey and Jay, are having fun playing water-balloon basketball in Mickey's yard. They are trying to see who can get the most water balloons in the laundry basket.

Mickey: *Mickey tosses a balloon into the basket.
"That's three for me!"*

Jay: *Jay is filling up another balloon at the faucet.
"Well, I have four in the basket and here comes number five, so I'm still winning!"*

*The balloon bursts, and Jay gets all wet.
Mickey starts to laugh.*

Jay: "Hey, that's not fair! I didn't even get to throw it!"

Mickey: "Too bad! You lose a turn!"

Jay: *Jay tries to take one of Mickey's empty balloons.
"Give me one of your balloons!
That one was no good!"*

Mickey: *Mickey snatches up the balloons.
"Forget it! Then I wouldn't have enough to win!"*

Jay: *Jay puts up a fist and yells.
"I said give me one!"*

Instructor shouts, "Freeze Frame!" and asks:
What's going to happen here?

Leader shouts, "Work It Out!"

Jay and Mickey discuss how they will solve the problem. When they are ready, they let the leader know.

Leader shouts, "Action!," and Jay and Mickey play out how they will solve the problem.

Leader shouts, "That's A Rap!" and asks the question:

What are some other things they could have done to try to work out their problem?

Possible responses:

*Calm down. Say, "Let's work this out."
Divide up the rest of the balloons and start the game over. Stop keeping score. Take a full balloon out of the basket and let Jay throw that one. Get some balls to use instead of balloons. Do something else. Say, "We're sorry."*



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Freeze Frame Scenario 2

Characters: Chris, Tammy, Dana, and Tony

Instructor shouts, "Action!" and reads:

Two sixth graders, Chris and Tammy, are working in their garden plot in the corner of the school yard. Tammy is putting wooden stakes next to tomato plants, and Chris is watering carrots. Two fourth graders, Dana and Tony, are watching.

Tony: "Hey, can we help?"

Tammy: "No, thanks. We're almost done."
She pounds the last stake into the ground.

Tony: "We'll dig our own garden."
He picks up a shovel and starts to dig by the carrots.

Chris: "Wait! You can't dig a garden here!
This corner is for sixth graders only!"

Dana: "No fair!"
She grabs the shovel from Tony and throws it down. The shovel hits a tomato plant and breaks the stem.

Chris: "You asked for it!"
Chris goes after Dana and Tony with the water hose.

Tammy and Chris: *Dana and Tony are getting scared and begin to back away. Just then, Chris slips and falls in the mud. Tammy tries to help Chris up and slips and falls, too.*

Dana and Tony: *Dana and Tony start laughing and pointing.*
"Naa, naa-naa, naa-naa! Look at the big shots!"
Dana and Tony pick up some tomatoes and get ready to throw them at Chris and Tammy.

Instructor shouts, "Freeze Frame!" and asks:
What's going to happen here?

Leader shouts, "Work It Out!"
The characters discuss how they will solve the problem and, when they are ready, they let the leader know.

Leader shouts, "Action!" and the characters play out how they will solve the problem.

Leader shouts, "That's A Rap!" and asks the questions:
What could Chris and Tammy do to make things better?

Possible responses: *Calm down. Say, "Forget it. It's no big deal." Let Dana and Tony dig a garden wherever they want to put it. Show the fourth graders how to get started on their garden.*

What could Dana and Tony do to make things better instead of worse?

Possible responses: *Help Chris and Tammy get up. Say, "We're sorry for breaking the tomato plant." Ask for help. Ask, "Can't we work together?" Walk away. Dig a garden in another part of the yard.*



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Freeze Frame Scenario 3

Characters: Leah, Drew, Mike, and Sammy

Instructor shouts "Action!" and reads:

Two six-year-olds, Leah and Drew, are sitting on the sidewalk. They're having fun drawing goofy faces with chalk. Leah draws a clown nose on one face.

Leah: "Look! Here's a picture of your brother!"

Drew: *Drew laughs and adds big floppy ears to the picture.*
"No! It's a picture of your dog!"

Mike: *Just then a 10-year-old, Mike, walks up and starts bothering Leah and Drew. Mike laughs.*
"Aw, look at the little kiddies drawing cartoons!"

Drew: "You're bothering us. Why don't you go play with your own friends?"

Sammy: *[Sammy, a 10-year-old, walks up]* "Why don't you just leave these kids alone?"

Mike: "Oh, yeah? Well, maybe you'd like to fight me instead!"

Sammy: "No thanks. Let's just forget it, OK?"

Mike: "I don't think so ... Are you chicken?"

Instructor shouts "Freeze Frame!" and asks:
What's going to happen here?

Leader shouts, "Work It Out!"

The characters discuss how they will solve the problem and, when they are ready, they let the leader know.

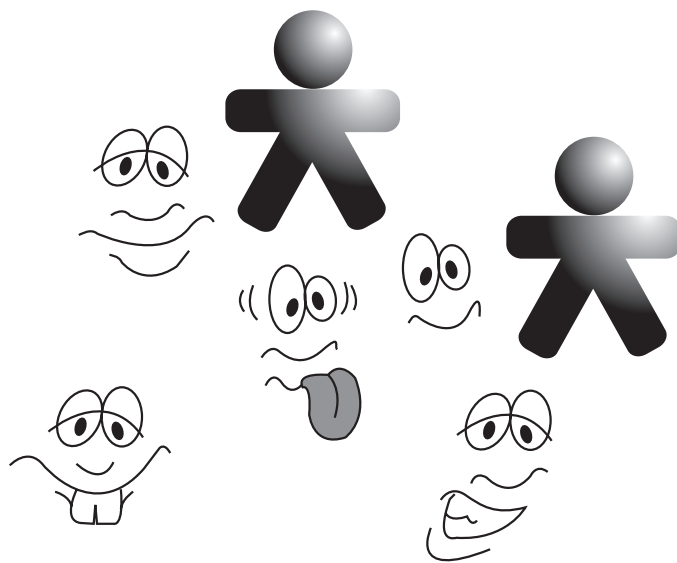
Leader shouts, "Action!" and the characters play out how they will solve the problem.

Leader shouts, "That's A Rap!" and asks the questions:
How could Sammy and the younger kids try to work out the problem?

Possible responses: *Walk away. Get help from a grown-up. Keep trying to talk to Mike.*

What could Mike do to work out the problem?

Possible responses: *Walk away. Say, "I'm sorry for making fun of them."*





Lesson
2
Walk in My Shoes

Grade Level

3-5

Lesson Title

Lesson 2: Walk in My Shoes

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn how to:

- Explain their own point of view
- Think about another person's point of view
- Consider several ways of looking at a problem
- Listen and acknowledge what another person says
- Solve specific problems

PASS

- Language Arts
- Health

Life Skills Model

- Conflict Resolution
- Social Skills
- Cooperation
- Communication
- Empathy

Supplies/Materials

- Flip chart paper, chalkboard, or dry erase board
- Markers or chalk
- Pencils, crayons
- Paper

Handouts

- Walk in My Shoes
- Footprints

TAKE A STAND
for communication



Lesson 2: Walk in My Shoes

*Note: The lesson includes questions to ask participants.
Allow them time to answer.*

SAY:

Is everybody ready to get started with our second lesson in Take a Stand! program? Today the lesson focuses on communication. The title of our lesson is “Walk in My Shoes.” Does anyone know what that means?

We are going to learn how to work through tough problems with other people in a positive way that will help us all be winners. This lesson teaches us how to see things from someone else’s point of view. Sometimes we focus on being right instead of really looking at all sides of the problem, and we end up causing more conflict.

This activity is called Trouble Bugs.

Activity 1: Trouble Bugs

SAY:

After I read a statement, respond in one of these ways:

- If that action doesn’t bother you, sit down.
- If that action kind of bugs you, stand up.
- If that action REALLY bugs you, stand up and wave your hands in the air.



These actions will help us measure the “bugability” level for each statement.

After I read one of the following statements, pick the action that fits you:

- It really bugs me when somebody goes into my room without asking permission.
- It really bugs me when somebody else in my family gets all the attention.
- It really bugs me when I get blamed for something I didn't do.
- It really bugs me when my brother or sister get the last piece of cake.
- It really bugs me when I don't get to play with my video games.
- It really bugs me when people make fun of others.
- It really bugs me when I have to go to bed earlier than my brothers and sisters.

Can any of you think of something that really bugs you?

DO:

Ask a few volunteers to share something that bugs them while the rest of the group responds to their statements in one of the three ways listed above.

SAY:

When we measured the “bugability” level of each statement, did everyone answer the same way? No, everyone has a different point of view. We all want to think that our way is the only way, but that is not possible.

DO:

Distribute the Walk in My Shoes handout and a pencil to each participant.



SAY:

Today we're going to learn another power phrase to help us remember this lesson. On the top of the handout, let's read the power phrase together: *"If we both say how we feel, we'll work out a better deal."*

What's a deal? It is an agreement. You may say to each other, "I'll do this if you'll do that." Both people get something out of the decision.

Look at the cartoon at the bottom of the page. We will read it together.

DO:

Call on students to read each frame.

SAY:

What's the argument about in this cartoon? *Tommy and Sally are fighting over the last Popsicle.*

The last box is not finished. Each of you get to write in the bubbles on the page how you would solve this argument between Tommy and Sally. Remember, we're trying to make them both happy.

Who would like to share your solution for Tommy and Sally? *Some ideas are: to share the last Popsicle, or Tommy gives Sally the Popsicle because he already had one. The last solution is to put the Popsicle back and neither of them have it.*

You all did a great job of choosing a deal that made Tommy and Sally happy.

Let's review the power phrase a few more times and repeat it together: *"If we all say how we feel, we'll work out a better deal."*



How do we make a deal and come up with a solution that will be good for everyone? We can do some things to talk through a problem and see things from the other person's point of view. Turn over the handout and look at the Footsteps instructions.

DO:

Review page 2 of the Walk in My Shoes handout.

SAY:

Steps to working out a deal begin with you. First, express your feelings to the other person and explain why you feel that way. Then the other person tells you what he or she feels and why they feel that way. Step 1 shows these three ways to do this:

- I want...because...
- I think...because...
- I feel...because...

DO:

Write these three options on the board or flip chart where students can see them. Give examples for each.

SAY:

Let's consider the argument between Tommy and Sally. How would Sally express her feelings in that argument?

Sally says, "I want you to share the Popsicle because you already had one." She might say, "I think I should get the Popsicle because you already had one." Or Sally could say, "I feel it is mean of you to eat two Popsicles and I don't get any."

How does Tommy express his feelings?

Tommy says, "I want this Popsicle because I am still hungry." He could say, "I think I should keep it because I got it first." Or Tommy might say, "I feel hungry and want the Popsicle."



THE TAKESTAND

for communication

In Step 2 we switch places and try to look at the argument from the other person's side. Restate what you heard the other person say. Then ask if that is how they meant it. You can do this by saying:

- You think.... because... Is that right?
- You want.... because... Is that right?

DO:

Write these statements on the board or flip chart where students can see them. Give examples.

SAY:

How would Sally restate Tommy's point of view?

Sally might say, "You think you should get the Popsicle because you got to it first. Is that right?" Or she might say, "You want the Popsicle because you are still hungry. Is that right?"

How would Tommy restate Sally's point of view?

Tommy might say, "You want me to share the Popsicle because I already had one. Is that right?" Or he could say, "You feel it is mean of me to eat two, and you don't get any. Is that right?"

Each person has expressed what he or she heard the other person say. What do we have to be able to do to repeat what the other person said?

You have to be good at listening, which is hard work and requires practice. We can learn to listen and respect what others have to say.

Step 3 involves two people agreeing on how to solve the problem. On your handout, this step says, "How about if..."



DO:

Write this statement on the board or flip chart and give an example.

SAY:

What were some of the solutions we came up with earlier for Tommy and Sally? Do those solutions fit our “How about if...” statement?

Next time we’ll do more activities that will help us learn these steps. Let’s wrap up this session with the power phrase for the Walk in My Shoes lesson. *If we both say how we feel, we’ll work out a better deal.*

Let’s practice the three footsteps we just reviewed.

Part 2: Walk in My Shoes

SAY:

Last time we completed the first part of the lesson, Walk in My Shoes. What are Trouble Bugs? What is an example of a Trouble Bug? *Trouble bugs are things that other people do that bother—or “bug”—you. (Ask students to give examples of Trouble Bugs.)*

What was the power phrase from the last lesson? Let’s recite it together. *If we both say how we feel, we’ll work out a better deal.*

What does that power phrase really mean? *When we get into an argument, if we don’t tell others how we feel or what we want, we won’t be able to solve the argument. We all must learn how to say what we feel in a nice way and listen to other people when they say how they feel. This is called seeing something from another person’s point of view.*



DO:

Have the three steps from the previous lesson on the chalkboard or flip chart. These steps are in the information from the Walk in My Shoes handout.

SAY:

We talked about the three steps to use when working through problems with other people. Step 1 is telling the other person how you feel. What is an example of this?

Step 2 is when you put yourself in the shoes of the other person and restate what you heard that person say. What is an example of this?

Step 3 is when you work together to solve the problem. Use the phrase, "How about if ...?" What is an example of this step?

Now that we've reviewed the steps of Walk in My Shoes, let's practice what we learned.

Activity 2: Walk in My Shoes

Supplies

- 1 sheet of paper per student
- Pencils, crayons, or markers

DO:

- *Give each student a piece of paper and a pencil.*
- *Assign partners or allow them to choose their own.*
- *Have partners work together to trace their footprints on their pieces of paper.*
- *Space partners around the room. Have them face each other. Each child puts his or her footprint on the floor and stands on it.*
- *Explain the rules of the activity:*



SAY:

Today we are going to practice walking in the shoes of other people. In this activity, you and a partner are going to practice with the three Footsteps we learned. You will role-play some different scenarios, which I will read aloud. In each pair, the partners will decide who will play each role. Then you will talk to each other and go through Step 1 by stating your feelings.

You will use one of the statements: "I think...because..." "I feel...because..." or "I want...because..." After both of you express your feelings, you will switch places by trading footsteps that you are standing on and continue with Step 2. State the feelings that you heard the other person say in Step 1. Then you will switch places again and make a decision that you both agree on.

DO:

- Once everyone understands the rules, read the first scenario.
- Allow time for pairs to work through the three Footsteps and make a decision.
- Ask for examples of how each set of partners responded to the three Footsteps while they worked on their own problem.
- Repeat the process with the other scenarios as time allows. The children should switch partners each time so they can interact with several different people.

NOTE: If the names in the scenarios are too confusing for the students to remember, let them use their own names or make cards with names on them for them to hold. Another option is to make name cards with strings so they can wear the name cards around their necks.

Scenario 1: **Cody** and **Sydney** are in the same 4-H club and have been asked to serve on the community service committee. **Cody** wants to collect canned foods for families at Christmas. **Sydney** wants to collect toys for Toys for Tots for kids in the community.

Scenario 2: **Kelli** and **Mike** just got home from school and are looking for a snack. They find peanut butter crackers and an



apple. **Kelli** wants the apple because it is her favorite snack. **Mike** wants the apple because he is allergic to peanuts and can't eat the peanut butter.

Scenario 3: **Kendall** and **Riley** are going to the water park for the afternoon. They argue because **Riley** said that **Kendall's** shoes are "different." **Kendall's** feelings are hurt because she likes her shoes and wants to wear them. **Riley** didn't mean to hurt **Kendall's** feelings. She just thinks that the shoes will get ruined if **Kendall** gets them wet.

Scenario 4: **Kevin** and **Jody** are at the Rec Center. They head for the rack where the balls are stored. There is only one basketball left. **Kevin** wants the ball so he can practice shooting free throws. **Jody** wants the ball so he can practice dribbling.

Activity 3: Footstep Reflections

DO:

Copy the Footprints handout for each student.

SAY:

You all did a great job with the Footsteps activity, demonstrating good communication skills to work out the problems in the scenarios. Do you think you can use the Footsteps when you encounter a real-life problem with others?

We're going to use a clean paper with Footsteps on it for one more activity. I will ask you two questions, and you will write your answers in the two footprints on your page.

DO:

Write the two questions below on the chalkboard, flip chart, or dry erase board.

- What was a recent argument you had where you could have used the Footsteps to solve the problem?



- What have you learned today that will help you to work out problems with others?

Wrap Up

- What's the power phrase for the Walk in My Shoes lesson? *If we all say how we feel, we'll work out a better deal.*
- What is the first step in talking through a problem with someone?
- Say how we feel and why we feel that way. Allow the other person to say how he or she feels and why.
- What do we call it when we restate what we heard the other person say? *Walking in their shoes.*
- What were some ways that you solved the problems in the Footsteps activity?
- What is a skill we need to be good at in order to be able to restate what other people are feeling? *Listening*
- What have you learned today that will help you to work out problems with others?
- What are some challenges that you might have with your parents that you could use to show them what you learned in the Footsteps activity?
Examples include: cleaning your room, doing household chores, doing homework, following bedtime curfew, and eating your vegetables.

Take your handouts home and talk with your parents about what you have learned and use some of the examples to demonstrate the Footsteps for them. Color the Walk in My Shoes handout and put it where you see it every day.

Remember, if we listen to what others say and work together to solve problems, we can



THE TAKESTAND

for communication

keep arguments and fights from happening. You can use this skill when someone picks on you or use it to help others work out problems.

Resources

Lesson 2: Walk in My Shoes has been adapted from the “Talking With TJ Conflict Resolution Series,” Lesson 3 and 4. It is used with permission from the Hallmark Corporate Foundation, Kansas City, MO.

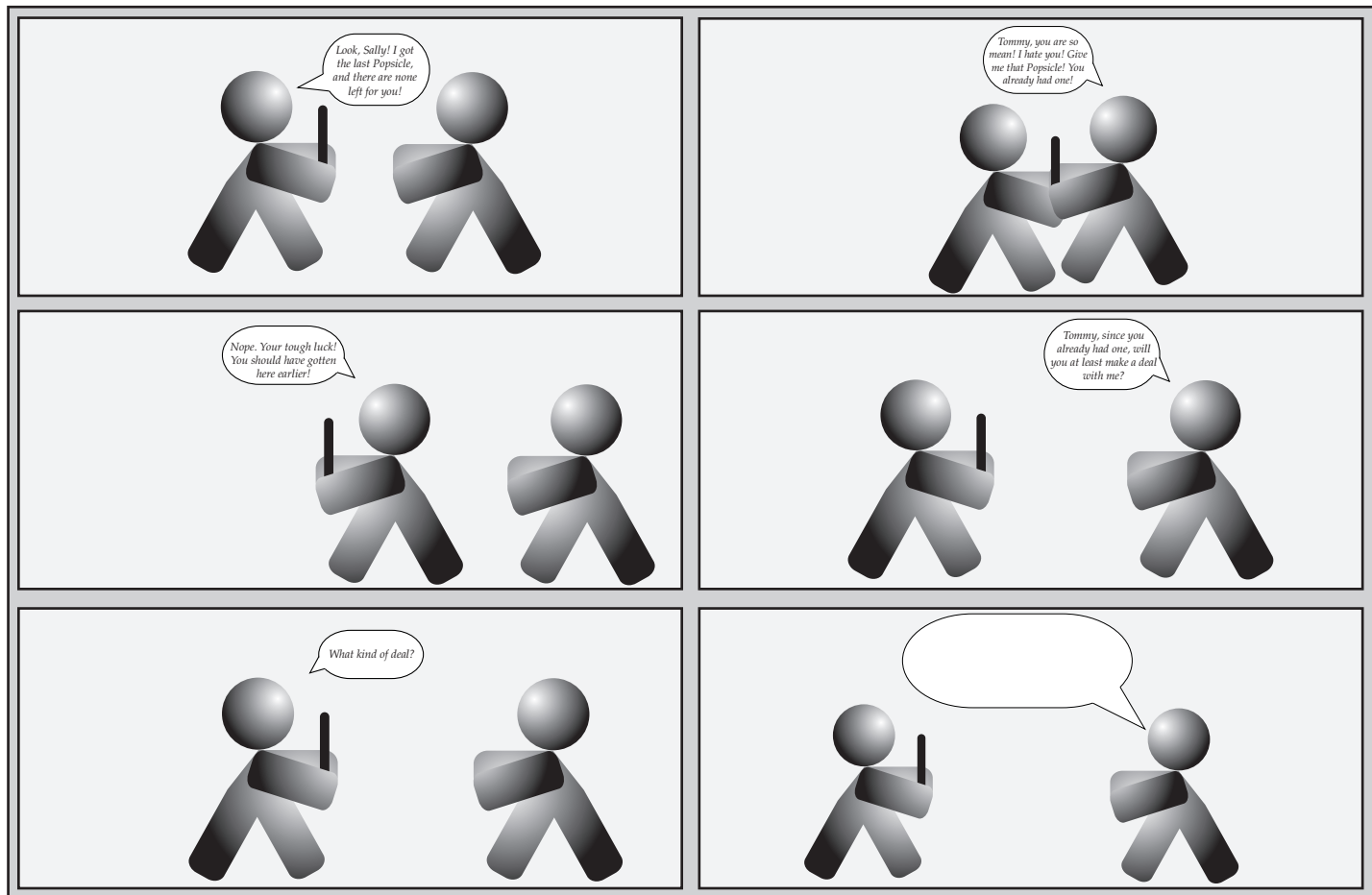


Walk in My Shoes

Power Phrase

If we both say how we feel,
we'll work out a better deal.

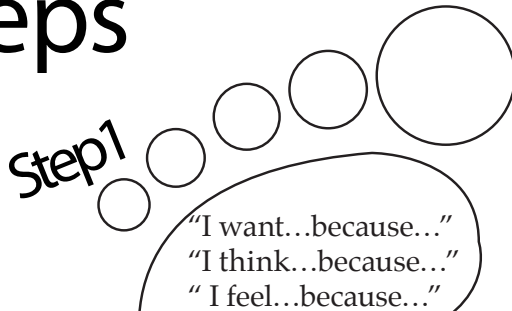
Let's Make a Deal



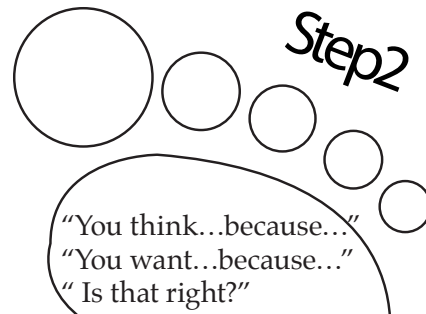
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Footsteps

Let's Make a Deal!



Switch places with your partner



Switch places with your partner



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Footprints



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Lesson
3
A Manner
of Speaking

TAKE A STAND
for manners

Grade Level

3-5

Lesson Title

Lesson 3: A Manner of Speaking

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn:

- 10 basic manners for kids
- Definition of respect
- How to gain and give respect
- How to write thank-you notes

PASS

- Language Arts
- Visual Art
- Music

Life Skills Model

- Social Skills
- Communication

Supplies/Materials

- Flip chart paper, chalkboard, or dry erase board
- Markers or chalk
- Pipe cleaners (chenille sticks)
- Audio file or CD of the song "Respect" by Aretha Franklin (optional)
- CD player or computer to play song (optional)
- Colored paper, cardstock, or purchased thank-you cards
- Pencils or pens

Handouts

- A Manner of Speaking
- A Big Thank You: Tips for Writing Great Thank-you Notes
- A Big Thank You! Crossword Puzzle (with answer key)

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Lesson 3: A Manner of Speaking

*Note: The lesson includes questions to ask participants.
Allow them time to answer.*

SAY:

This lesson is called A Manner of Speaking.
Can anyone tell me what this lesson is going
to be about?

Today we're going to talk about manners
and why manners are important for everyone.
What are some reasons to use good manners?

*Possible answers are: to show respect, to be nice
to others, to help others.*

Why do you think manners can help us
solve conflict or bullying?

By using good manners, we set an example
for others and we might be able to teach them
something about manners. Sometimes we can
keep a bad situation from happening if we
react in a nice way instead of in a mean way.
Having good manners is the right thing to do.

Let's start the lesson today with a little
poem.

DO:

Recite the Manners Poem:



SAY:

We say, "Thank you."

We say, "Please."

We don't interrupt or tease.

We don't argue. We don't fuss.

We listen when folks talk to us.

We share our toys and take our turn.

Good manners are easy for us to learn.

What are manners?

Manners are actions that show respect for others and ourselves. Manners show we care about other people and want to please them.

What are some good manners you have learned?

Today we are going to learn about 10 basic manners for kids. You have already named some of them. I have a handout listing the 10 basic manners. Some words are missing. As we talk about each manner, you will fill in the missing words.

DO:

Give A Manner of Speaking handout to each child.

SAY:

Manner 1 is: "Wait your turn while other people are _____." What should go in that first blank?

Speaking (or talking) is the correct answer. Write that in the blank. Can you hear what others are saying if you are talking at the same time? No, you can't. That's why we have the rule in class that you must raise your hand



THE TAKESTAND

for manners

and be recognized before you speak. When you do that, you are practicing good manners.

Look at Manner 2: "Do not call other people _____." Any ideas what this is?

We should not call other people names. Write "names" in the blank. Even if we are just joking, name-calling can still hurt other people's feelings. We need to care and think about what we say.

Next is Manner 3: "Always _____ someone when they come over to your house or when they speak to you." What do you think this one is?

The correct answer is "greet" the visitor to your house or when someone speaks to you. What is one way to greet someone?

Greeting is saying "Hello" or "Welcome." You might shake the visitor's hand or hug the person. Have your parents ever said, "Say hello to Mrs. So-and-So," to you? That is an example of a greeting, and it's a good manner to practice.

Manner 4 is: Say "please and _____" often to show respect. What goes in this blank?

"Thank you" is the correct answer. Saying "please and thank you" is very important. Try to use this manner all the time.

Manner 5 is: "_____ up after yourself." What's the answer?

It is: "Clean up after yourself." Do this not only in your own house or room, but any time. Keep your desk clean at school, and help pick up toys or put away games when you are at someone else's house. What are some other examples?



Next is Manner 6: "We should practice _____ sportsmanship when playing with others." What kind of sportsmanship are we talking about?

Good sportsmanship is important. What are some ways we can be good sports when we are playing? Some examples are: Don't argue with officials or other players; congratulate the other team after the game; play fair; do not try to hurt others; share equipment; take turns.

Manner 7 is: "Accept _____ courteously when they are given to you." Do you know the answer?

"Compliments" is the right answer. What is a compliment? When someone says something nice to someone else, such as, "I like your haircut."

How should we respond when someone gives us a compliment? Say, "Thank you."

Manner 8 is: "Open _____ for others." What is the right word?

Put "doors" in the blank. Opening doors for others instead of entering first is polite. If you want to get a compliment, open a door for your Mom. Also, if you go in the door first, don't let the door slam in the face of the person behind you. Hold it open until that person gets to the door and can grab it.

Next is Manner 9: "Allow others to get off the _____ before you try to enter." What is this one?

The answer is "elevator." Remember to have manners when getting on and off an elevator. Let others get off before you try to enter the elevator. Don't stand in the doorway of the elevator when people are trying to enter and exit. Move to the side to allow space for others.



THE TAKESTAND

for manners

Last is Manner 10: "Respect the differences of other _____." What word goes in the blank here?

The correct answer is "people." Everyone has different beliefs, and the world is made up of different races. We have different family customs and different religions. Do not make fun of other people because they may be different from us. Our differences make us unique, and we can learn about other cultures from each other.

Now we are going to learn a power phrase for today's lesson on manners. On the top of your handout is our power phrase.

Let's read it together:

"Good manners are the perfect way to show respect every day."

Let's say it a again before we continue (*Lead the class in saying the power phrase three more times*):

"Good manners are the perfect way to show respect every day." "Good manners are the perfect way to show respect every day." "Good manners are the perfect way to show respect every day."

Activity 1: Respectacles

Supplies:

- Pipe cleaners (chenille sticks)- five per student

SAY:

What does having respect mean?

We've talked about manners and how manners show respect. Respect is showing others that you value them. You show courtesy toward them when you show respect.



Does anyone know the song called
"Respect?"

DO:

If available, play the song "Respect" by Aretha Franklin.

Link to the Song, Respect, by Aretha Franklin:

<http://www.rhapsody.com/aretha-franklin/i-never-loved-a-man-the-way-i-love-you--1967/respect/lyrics.html>

SAY:

If so, stand up and dance!

That song tells the story of one person asking for respect from another. But in order to get respect from someone else, what do we have to do?

We have to be able to show them respect before we can expect respect from them. Learning how to give respect is important. What can we do to show respect?

DO:

If children have a hard time getting started, remind them of the manners they learned about earlier.

SAY:

We show respect to others by using good manners. All the manners we learned about earlier are excellent examples of respect.

Let's make something that will help us remember to respect other people.

Who can tell me what spectacles are?

People used to call eyeglasses "spectacles." Today we are going to make our own version of spectacles and call them "respectacles." Our respectacles will remind us to respect others and help us remember to look at situations from someone else's point of view to understand them and work out problems.



TAKE A STAND

for manners

DO:

Hand out five pipe cleaners to each participant.

SAY:

You each have five pipe cleaners. I will demonstrate what you will do with each one:

1. Take one pipe cleaner and make a circle. Make sure that the ends are not sticking out.
2. Do the same thing with the second pipe cleaner.
3. Connect the two circles with the third pipe cleaner to form the lenses of your glasses.
4. Attach one end of the next pipe cleaner to the outside rim of your lens. Bend the other end to form the ear piece of the glasses.
5. Attach the fifth pipe cleaner the same way—but on the other side of your lens—to make the other earpiece.

Now we have made our spectacles. Put them on and remember that our spectacles remind us to have respect for others.

Part 2: A Manner of Speaking

SAY:

Last time we started our lesson on A Manner of Speaking. What were some of the manners we learned that are important to use all the time? (*Refer back to the list of manners in part 1.*)

Those are all very important manners. One of the manners we talked about was giving a compliment. Today we're going to work more on a type of compliment.



Have you ever received a thank-you note for something nice you did? What was your thank-you note for?

A thank-you note is like a compliment, but instead of saying it we write it down and mail it or send it in an e-mail.

Today we're going to learn how to write a good thank-you note so you will be able to thank others who do something nice for you.

Have you ever written a thank-you note? Who and what did you write it for? What were some of the things you included in your thank-you note? Why is writing thank-you notes important?

Activity 2: Thank-You Notes

SAY:

Today we are going to learn some basics about writing thank-you notes, another way to show respect and good manners. When others get your thank-you notes, they appreciate that you recognized their gift or nice thing they did. The thank-you notes let them know that you received their gift or action. Let's look at some tips for writing thank-you notes.

DO:

Give each participant a copy of page 1 of the handout A Big Thank-you! If you want, copy the handout on two sides of the paper so that the tips for writing good thank-you notes are on one side and the crossword puzzle is on the other.

Supplies:

- Colored paper, cardstock, or purchased thank-you notes
- Pens or pencils
- Flipchart paper, chalkboard, or dry erase board
- Markers or chalk



TAKE A STAND

for manners

SAY:

Getting started

- Use nice paper such as white, colored, or cardstock; do not use notebook paper. Another option is using store-bought or homemade cards.
- Be creative. Use items such as photos, stickers, and scrapbook tools to design your own cards.
- Blue or black ink may be easier for the person who gets the note to read. For younger kids, a pencil is okay.

What to say

- Start with the name: “Dear _____” so the person getting the thank-you note can see his or her own name in the greeting. Remember to spell the name correctly. Also, put their title, such as Mr., Mrs., or Dr.
- Thank the person for the gift or effort and say something nice about it.
- Write how you will use the gift or information that the person gave you.
- Include any pictures or special stories about yourself. For example, you might write about certain challenges, achievements, or future plans.

How you say it

- Handwrite your note to make it more personal.
- Be sincere. Your courtesy reminds others that a gift or effort is appreciated.
- Take your time. Draft it and review it before writing the final thank-you note.
- Proofread it to make sure it is legible and grammatically correct.
- Thank the giver for being generous—it’s about making the person feel good.



Expressing regards

- Conclude the note. Say, “Thank you,” again.
- Use words that fit the situation, such as “love,” “yours truly,” or “sincerely.”
- Sign your name at the end of the thank-you note.

NOTE: Help the group write a thank-you note on the chalkboard or flip chart. For example, have them write a thank-you note to the custodian, cafeteria server or principal. On the board or flip chart, write what the students want to say in their note. This will help them write their own thank-you notes.

Let’s test our skills in writing a thank-you note. Here is paper (or cards) for each of you. Write a thank-you note to someone who has done something nice for you recently. You could thank one of your parents for doing something nice or thank someone for a gift you received. Do your best to follow the rules of writing good thank-you notes.

Now that you have finished writing your thank-you notes, let’s hear a few of them.

DO:

Call on participants to read their thank-you notes to the class as time allows.

SAY:

Now that you have written a thank-you note, think about mailing it or giving it to the person you wrote it for. He or she would appreciate it very much and would see that you are practicing good manners.



Activity 3: A Big Thank-you! Crossword Puzzle

DO:

Provide each participant a copy of page 2 of *A Big Thank-you!*
Allow time for them to complete it. Also, let them take the
handout home to work on it with their parents.

SAY:

Most of the rules of writing thank-you notes are in the crossword puzzle. After you work the puzzle, keep it to help remind you of the important things when writing thank-you notes.

Wrap Up

- What is the power phrase for today?
“Good manners are the perfect way to show respect every day.”
- What are some good manners we should remember to use? (*See the list of Top 10 Manners for Kids.*)
- How do we define respect? *Respect is showing others that you value them. You show courtesy toward them when you show respect.*
- What is one very important thing we can do when someone does something nice for us that shows respect and good manners? *Write the person a thank-you note.*
- What are some times in your activities throughout the day when you can use your manners or show respect?

Don't forget to show your parents the crossword puzzle. Tell them about the 10 good manners and ask them how they use manners at work, for example. Next time you or your family receives a gift or a kind action from someone, ask your parents to help you write a thank-you note.



Extended Activities:

Three Nice Mice

SAY:

The song “Three Nice Mice” can help us learn good manners. (Sing it to the tune of “Three Blind Mice.”) Let’s begin:

Three nice mice

Three nice mice

See how nice they are

See how nice they are

They’re always polite when they nibble
their cheese

They never forget to say thank-you and
please

They cover their noses whenever they
sneeze

Ahhh ahhh ahhh-choo (pretend sneeze)

Three nice mice

Three nice mice

DO:

You can help students find many other songs relating to manners at <http://www.preschooleducation.com/smanners.shtml>.

Respect Poems or Raps

Have students write their own poems or rap songs about respect for one or more of the manners they studied in this lesson. Let them share their poem or rap with the group. Display poems or raps on a bulletin board, if available.

Resources

10 Basic Manners For Kids—<http://www.dr.daveanddee.com/manners1.html>

Respectables—Character Becomes You, Texas AgriLife Extension Service

Writing Thank-you Notes—Laura Petty, Guadalupe CEA-4-H, and Gretchen Sanders, Blanco CEA-FCS, Texas AgriLife Extension Service

Three Nice Mice—<http://www.preschooleducation.com/smanners.shtml>



A Manner of Speaking

Power Phrase

Good manners are the perfect way
to show respect every day!

Top 10 Manners for Kids

Fill in the blanks with the correct words to complete the "Top 10 Manners for Kids."

1. Wait your turn while other people are _____.
2. Do not call other people _____.
3. Always _____ someone when they come over to your house or when they speak to you.
4. Say "please" and "_____" often to show respect.
5. _____ up after yourself.
6. Practice _____ sportsmanship when playing with others.
7. Accept _____ courteously when they are given to you.
8. Open _____ for others.
9. Allow others to get off of the _____ before you try to enter.
10. Respect the differences of other _____.

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A Big Thank You!

Tips for Writing Great Thank-you Notes!

Getting started

- Use nice paper (white, colored, cardstock) and avoid using notebook paper. Another option is to use store-bought or homemade cards.
- Be creative. Use items such as photos, stickers, and scrapbook tools to design your own cards.
- Blue or black ink may be easier for the person who gets the note to read. For younger kids, a pencil is okay.

What to say

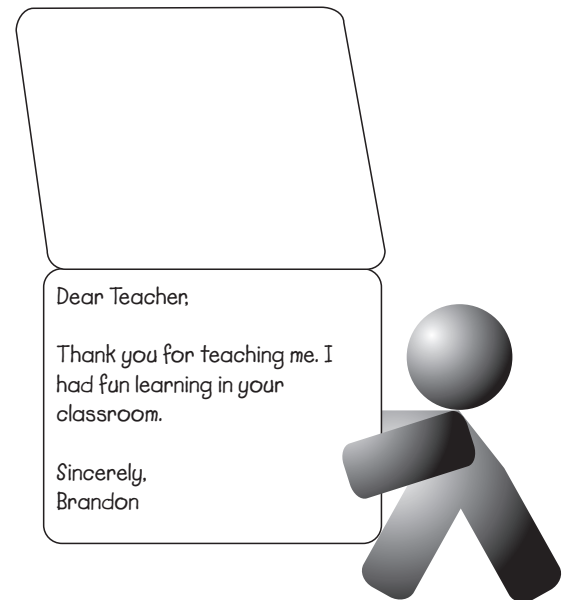
- Start with the name: “Dear _____” so the person who gets the thank-you note will see his or her own name in the greeting. Remember to spell the name correctly. Also, put their title: Mr., Mrs., and Dr.
- Thank the person for the gift or effort and say something nice about it.
- Write how you will use the gift or information that the person gave you.
- Include any pictures or special stories about yourself. For example, you might write about certain challenges, achievements, or future plans.

How you say it

- Handwrite your note to make it more personal.
- Be sincere. Your courtesy reminds others that a gift or effort is appreciated.
- Take your time. Draft it and review it before writing the final thank-you note.
- Proofread it to make sure it is legible and grammatically correct.
- Thank the giver for being generous—it’s about making the person feel good.

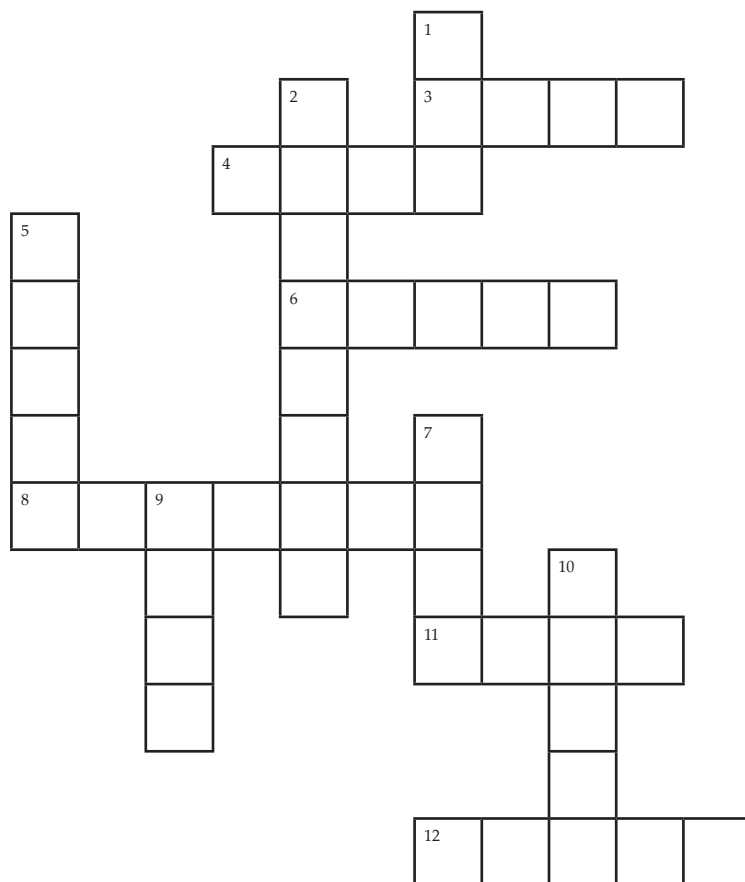
Expressing regards

- Conclude the note by saying, “Thank you,” again.
- Use words that fit the situation, such as “love,” “yours truly,” or “sincerely.”
- Always sign your name at the end of the thank-you note.



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A Big Thank-You! Crossword Puzzle



Word Bank

Cards
Dear
Neat
Nice
Paper
Pictures
Read
Sincere
Sign
Thank
Use
Words

Created with EclipseCrossword—www.eclipsecrossword.com

Across

- Always _____ your name at the end of the note.
- Say something _____ about the gift or effort.
- _____ the person for the gift or effort.
- Thank-you notes should be _____ and not silly.
- Proof _____ to make sure your spelling is right and that the note is legible.
- These can be bought or made for writing thank-you notes.

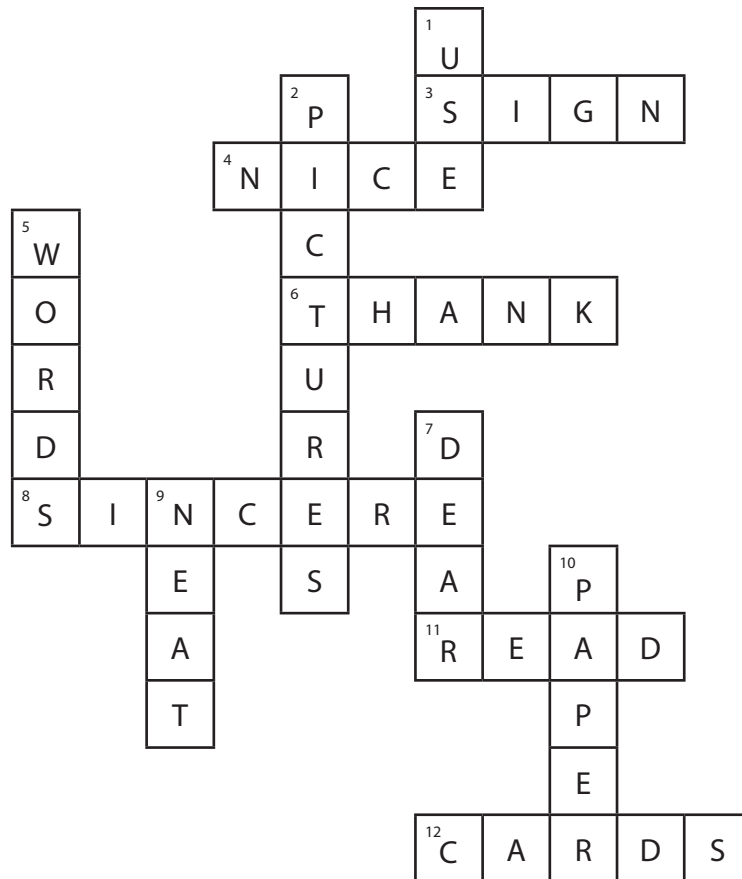
Down

- Let them know how you will _____ the gift, effort, or knowledge they shared.
- You may also include _____, stories, or achievements that they might enjoy.
- Wrap up your note with _____ such as "love," "yours truly," or "sincerely."
- Begin the thank-you note with _____.
- Your penmanship should be _____.
- Use nice _____ for thank-you notes.

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A Big Thank-You! Crossword Puzzle Answer Key



Created with EclipseCrossword—www.eclipsecrossword.com

Across

3. Always **SIGN** your name at the end of the note.
4. Say something **NICE** about the gift or effort.
6. **THANK** the person for the gift or effort.
8. Thank-you notes should be **SINCERE** and not silly.
11. Proof **READ** to make sure your spelling is right and that the note is legible.
12. These can be bought or made for writing thank-you notes. **CARDS**

Down

1. Let them know how you will **USE** the gift, effort, or knowledge they shared.
2. You may also include **PICTURES**, stories, or achievements that they might enjoy.
5. Wrap up your note with **WORDS** like "love," "yours truly," or "sincerely."
7. Begin the thank-you note with **DEAR**.
9. Your penmanship should be **NEAT**.
10. Use nice **PAPER** for thank-you notes.

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Lesson
4
Get in the Game!

Grade Level

3-5

Lesson Title

Lesson 4: Get in the Game!

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn:

- The importance of teamwork when working in groups
- How to be a good team member

PASS

- Language Arts
- Physical Education
- Visual Arts

Life Skills Model

- Teamwork
- Communication
- Social Skills

Supplies/Materials

- Large art paper (12x18 inches)
- Balloons
- Stop watch
- Markers
- Tape, thumbtacks, or adhesive
- Scissors

Handouts

- Get in The Game!
- Consensus pizza

TAKE A STAND
for teamwork



Lesson 4: Get in the Game!

*Note: The lesson includes questions to ask participants.
Allow them time to answer.*

DO:

Divide the group into small teams of three to five. Give each group a few pieces of large art paper and markers.

SAY:

Today we are discussing a new topic in our Take a Stand! program: teamwork. First, get in your small group and brainstorm a list of words that define teamwork. Select someone in the group to be a recorder. Use one of the pieces of art paper and a marker to record your list of words. Take several minutes to do that together.

Each group will share two words from its list. If another group calls out the word you were going to share, pick another word that no one has mentioned.

DO:

Groups complete the exercise.

SAY:

You came up with some great words that describe teamwork. Now, using everybody's ideas, write a one-sentence definition of teamwork on another piece of art paper. Use several minutes to work on your definition.

DO:

Each group will hang its definition of teamwork on the wall and read it to everyone. Groups complete the exercise.



SAY:

Everyone did a great job. The dictionary defines teamwork as a “cooperative effort by a group or team to achieve a common goal.” I think your definitions are pretty close to what the dictionary says, don’t you?

Why is teamwork important in working out problems?

Potential answers are: When working together we can figure out a solution faster, or using teamwork can keep arguments from happening.

For teamwork to be effective, remember a few basic rules—the Golden Rules of Teamwork. They are:

- **Think of yourself as a team member, not an individual, when working on a task.** Sometimes one team member might take over and try to do everything. Everyone needs to participate as a team member and not dominate other people. Sometimes a leader must step forward and help others, but shouldn’t do everything.
- **Respect others when they are talking and giving ideas.** Remember the good manners we talked about before? One was to be quiet when others are speaking. That is important in teamwork, too. Everyone should be allowed to give their ideas without criticism. Don’t make fun of what others say. You can hurt feelings and cause problems with the team.
- **Keep the goals in mind and offer solutions to meet the goals.** If you are given a task, you may be instructed to do certain things. Remember those as you begin to work on the project. Every team member has the job of offering solutions to accomplish the team’s goals.



THE TAKESTAND

for teamwork

- **Involve all group members in reaching a final decision.** Everyone's opinion is important, and everyone should have a say in the final decision. Not all decisions will be unanimous, but the group needs to come to a consensus. This means that most members agree on the team's decision.

What is missing from this lesson? The power phrase for teamwork is missing. Here is a handout with the power phrase and the Golden Rules of Teamwork.

DO:

Provide each participant the Get in the Game! handout.

SAY:

The power phrase is on the top of the page. Let's read it together: *Whether the task is big or small, we'll use teamwork to solve them all.*

Let's repeat the Golden Rules to remember when working as a team:

- Think of yourself as a team member, not an individual, when working on a task.
- Respect others when they are talking and giving ideas.
- Keep the goals in mind and offer solutions to meet the goals.
- Involve all group members in reaching a final decision.

Let's hear that power phrase again: *"Whether the task is big or small, we'll use teamwork to solve them all."* (The class should repeat the phrase together a few more times.)

Now we will do some teamwork activities to practice the Golden Rules of Teamwork.



Activity 1: Balloon Frantic

Supplies

- Two or three inflated balloons per person
- Stopwatch

DO:

- Give each person one balloon. Place all other balloons in a pile near the instructor. Use a large trash can or a trash bag to hold the balloons.
- Everyone stands up and spreads out in an open area of the room.
- Participants begin bouncing their balloons in the air with their hands. The objective is to keep all the balloons in the air the entire time. The players cannot catch the balloons.
- The instructor will start a stopwatch and, every five seconds, add a balloon. The group's job is to keep the new balloons in the air, too.
- Each time a balloon hits the ground, the team gets one penalty point. Players cannot pick up that balloon.
- The instructor creates stress by announcing loudly when a balloon hits the floor and by counting the penalties.
- The game ends when the group receives six penalty points. The instructor stops the watch.
- Allow time for the group to discuss how to improve their strategy for keeping the balloons in the air.
- Start the next game with one balloon per person. Give the extra balloons to the instructor. Repeat several times. Each time the group should increase the amount of time it can keep the balloons in the air. If participants are doing well, have them set a goal of a longer time that they want to reach.
- Play for 10-15 minutes.

SAY:

- What was the goal of the Balloon Frantic game? *To keep all the balloons in the air as long as we could.*



- Did your team improve the time it could keep the balloons in the air each time you played? Did your team reach its goal?
- What strategies or plans did you try to use? Did they all work?
- What could your team have done to improve its time?
- What skills did you have to use for this activity? *Answers include: teamwork, communication, close observation, and helping each other.*
- Do you deal with situations where you have to juggle lots of different things at one time? *Answers include: school, sports, 4-H, church, and Scouts.*
- Who helps you juggle all these activities and get things done?
- What can we do to help keep all these different activities balanced? *Keep a calendar and set up a schedule, for example.*
- Have you ever seen your parents or other people use teamwork to juggle several activities at a time?

Part 2: Get In The Game

SAY:

Who likes to eat pizza?

What's the best kind of pizza?

Let's get in groups by what your favorite pizza is.



Activity 2: Consensus Pizza

DO:

Give a copy of the Consensus Pizza to each student. Have students decorate their slices of pizza with their favorite toppings using crayons or markers. Using scissors, cut out the pizza slices and put them together to form one large pizza.

SAY:

Color your Consensus Pizza handout to look like your favorite pizza. Once you get your pizza colored, cut it out with your scissors.

What if we were going to have a pizza party and could only order one type of pizza? How would we decide what pizza to order?

Answers include: to vote, to choose the group with the most people and order their favorite pizza.

Who can tell me what consensus is?
Consensus is the general agreement of a group.

Look at the word written out on the board.
Consensus is a long word but there's a little word within the big word.

Can anyone find it?

The little word is "us." We can't have consensus with out all of "us" making a decision.

What can we do to decide on the pizza topping for the class?

DO:

Have the group try the suggestions and decide which works best to come to a consensus on the pizza.



THE TAKESTAND

for teamwork

SAY:

Consensus means that our way or idea is not always going to be what the group wants to do. We have to learn how to be flexible and sometimes go along with other people's ideas. That's what teamwork is all about: learning how to work together to make the best choices for the group.

Let's try another example of consensus.

Who likes to play games?

What are some of the games you like?

Let's say we are going to plan a group activity and we need to decide on a game.

What could we do to come to a consensus on what game to play?

DO:

Allow time for students to talk about how they would reach consensus. If needed, prompt them with ideas such as making a list of suggested games or voting on the game to play.

SAY:

What are some examples of things where consensus could be used? *Examples include choosing what movie to watch with your family, what video game to play with your brother/sister, what chore each family member will do this week.*

What is the objective of consensus? *The group comes to a decision that the majority agrees on.*

How did the group decide which pizza and game to choose?

How did it feel to have your favorite pizza or game chosen or not chosen?



What makes it hard to reach consensus?

Why is it important to reach consensus?
Consensus helps us work out conflict and make decisions that the group can agree on and helps us be on the same team and work toward the same goal.

Is it OK for us to not have consensus all the time?

Yes, sometimes it is okay to disagree. But we need to remember we can disagree without fighting.

What are examples of times we might not use consensus? *Examples include: If friends are doing something wrong like talking bad about others, being mean to others, breaking the rules, or doing something that could hurt themselves or others, we do not want to go along with them.*

Activity 3: Consensus

Note: This activity is a little more difficult. Consider using it for 5th graders.

DO:

- *Divide the participants into groups of six to eight people.*
- *Ask each group to choose a noise and action to perform for other groups.*
- *Each group demonstrates its noise and action twice for other groups.*
- *The facilitator gives each group 10 seconds to huddle.*
- *The goal is for all groups to do the same noise and action together—without consulting one another.*
- *After the huddle, the facilitator counts to three. All the groups must perform one of the action/noise combinations at the same time. (It doesn't have to be their original one.)*
- *Keep rehuddling until all groups are doing the same noise/ action.*

Variation

If the groups are successful on the first or second try, divide participants into smaller groups and repeat the activity.



THE TAKESTAND

for teamwork

SAY:

- What was the objective of the activity?
For all groups to make the same action/noise at the same time.
- How did it feel to be successful (unsuccessful) with this activity?
- How did your team decide what action/noise to make?
- How did it feel not to have your noise/action chosen by the group?
- Did any of you make any compromises during this activity? If so, how did that feel?
- What made it so hard to reach consensus?
- What was most frustrating about this activity?
- How did it feel not to be able to communicate with the other groups?
- Have you ever had a hard time agreeing on something with your friends or family?
- How did you decide what to do?
- What did this activity teach about teamwork? *We have to be willing to change our decision sometimes so all members of the group can reach consensus.*

Wrap Up

- Today we've focused on teamwork and learned a new power phrase. Let's say it together one more time: *Whether the task is big or small, we'll use teamwork to solve them all.*
- What are some key words to describe teamwork?
- What does consensus or compromise mean? *Most members of the group agree on the team's decision.*



- What do we sometimes have to do in order for a team to come to consensus or compromise? *We have to be willing to change our decision so the group can come to consensus and all agree.*
- What are some examples of activities where we use teamwork? *Possible answers are: school projects, sports teams, clubs or organizations, community service projects, playground activities, or video games.*
- What are the four Golden Rules of Teamwork?
 - *Think of yourself as a team member, not an individual, when working on a task.*
 - *Respect others when they are talking and giving ideas.*
 - *Keep the goals in mind and offer solutions to meet the goals.*
 - *Involve all group members in reaching a final decision.*
- On the bottom of your Get in the Game! handout is a word search. Take it home and work it with your parents. You can also tell them about the Golden Rules of Teamwork that you learned and how you used those rules in the activities we did today.

Resources

Balloon Frantic—<http://www.wilderdom.com/games/descriptions/gamesballoons.html>

Consensus—http://uoleadership.uoregon.edu/exercises/team_builders

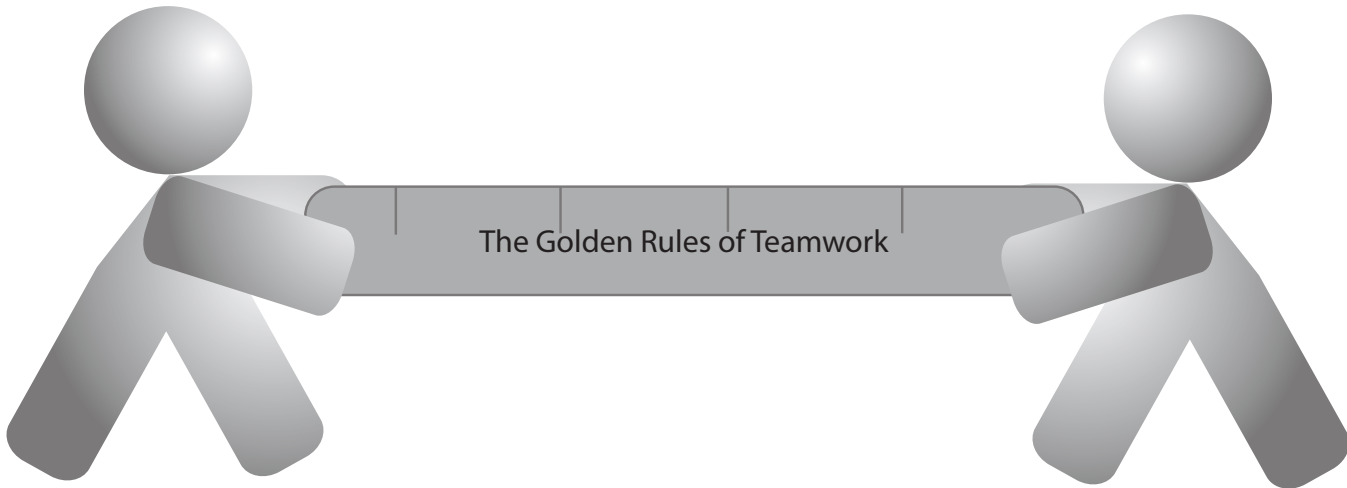
Used with permission from University of Oregon Holden Leadership Center.



Get in the Game!

Power Phrase

Whether tasks are big or small,
we'll use teamwork to solve them all.



1. Think of yourself as a team member, not an individual, when working on a task.
2. Respect others when they are talking and giving ideas.
3. Keep the goals in mind and offer solutions to meet the goals.
4. Involve all group members in reaching a final decision.

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Get in the Game! Word Search



Consensus

Cooperate

Fairness

Listen

Objectives

Respect

Sharing

Teamwork

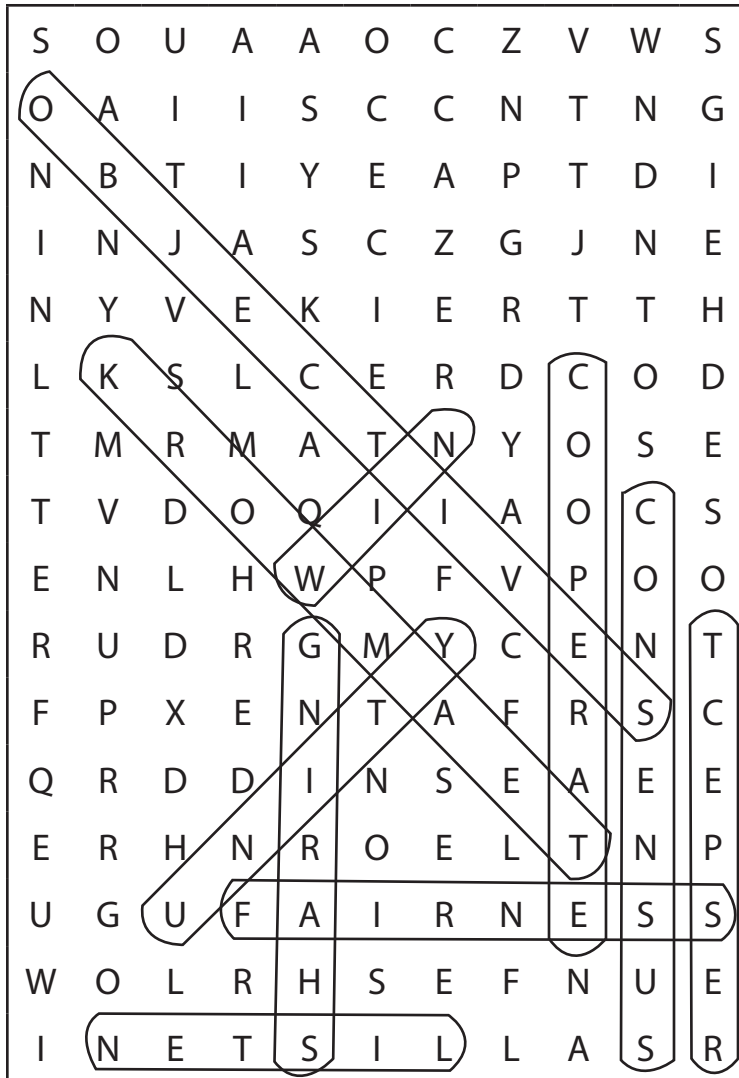
Unity

Win

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Get in the Game! Word Search Answer Key

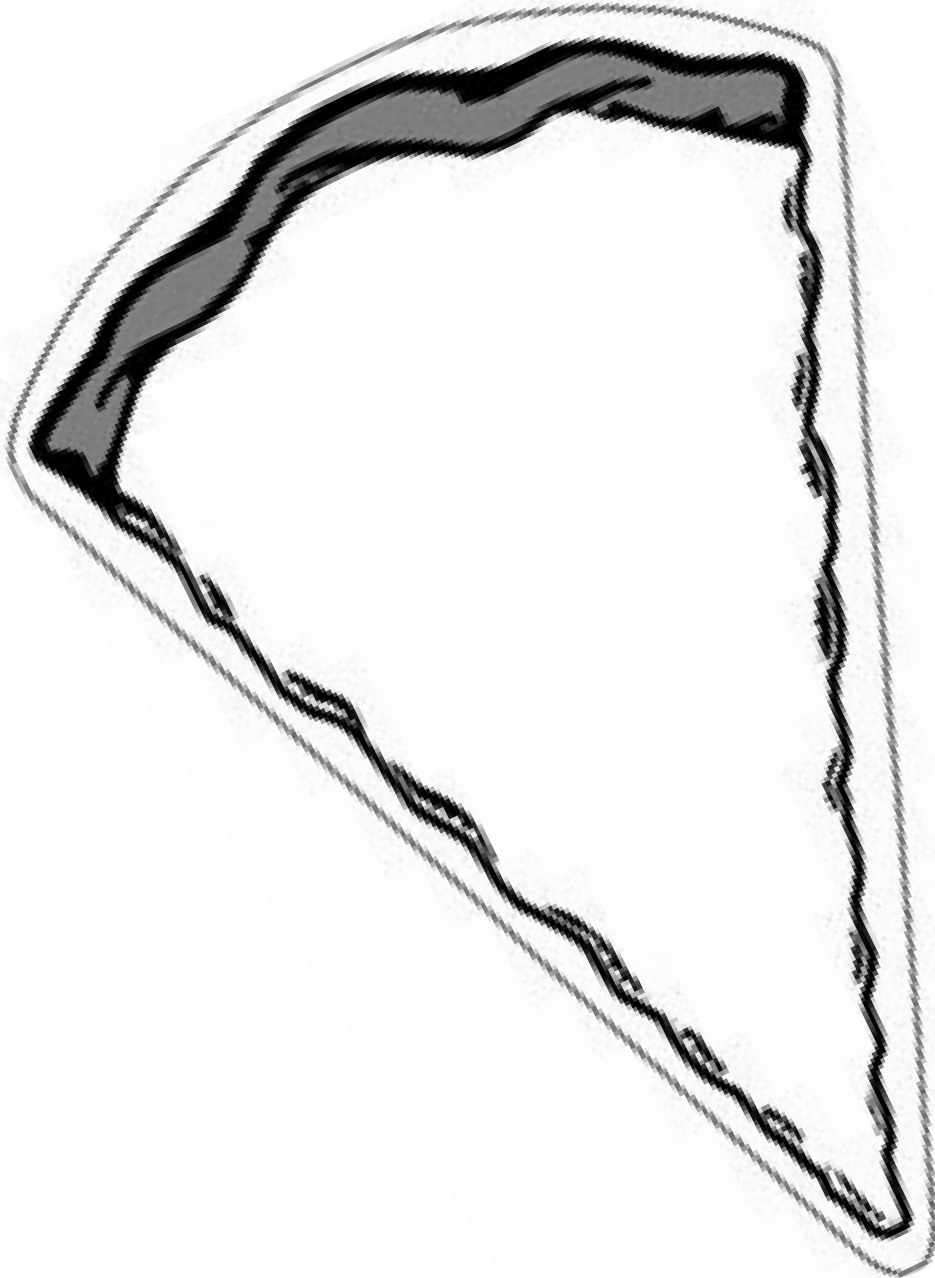


- Consensus
- Cooperate
- Fairness
- Listen
- Objectives
- Respect
- Sharing
- Teamwork
- Unity
- Win

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Consensus Pizza



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Lesson
5
You + Me = Harmony

Grade Level

3-5

Lesson Title

Lesson 5: You + Me = Harmony

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn to:

- Identify ways in which we are different
- Identify ways in which we are alike
- Appreciate how traditions, customs, and gestures differ among cultures

PASS

- Language Arts
- Social Studies
- Mathematics
- Visual Arts

Life Skills Model

- Accepting Differences
- Communication
- Social Skills

Supplies/Materials

- Nylon knee-high stockings in various colors, such as brown, black, white, pink, red, yellow
- Ink pads in various colors
- Art paper
- Paper towels or wet wipes
- Magnifying glass (optional)
- Pencils

Handouts

- The Cultural Quiz
- You + Me = Harmony

TAKE A STAND
for cultural awareness

*Agri***LIFE EXTENSION**
Texas A&M System



Texas Rural Mediation Services™
A DISPUTE RESOLUTION of LUBBOCK COUNTY PROGRAM

Lesson 5: You + Me = Harmony

*Note: The lesson includes questions to ask participants.
Allow time for them to answer.*

DO:

Begin with students answering these questions:

SAY:

Have any of you visited another country or another town where you saw or heard things that you didn't understand? Did you wonder why people made certain gestures, facial expressions or hand signals?

What didn't you understand about the gestures or things you saw?

Did you think the gestures were wrong because they meant something to you that didn't really fit the situation?

What does "there are many different cultures" mean?

The statement means we have different beliefs and religions. Also, our race may be different, our values may be different, and our family traditions and customs may be different.

Why is it important to understand the cultures of others?

It helps us know why they do things certain ways or why they don't do the same things. Working out problems is easier if we know more about what other cultures believe or think or do. It is also important to know someone before judging them or saying something mean that might hurt their feelings.



Activity 1: Cultures in Oklahoma

SAY:

We live in Oklahoma where there are many different cultures. Let's do an activity that will show us how much diversity is in our state. I need 10 volunteers to come to the front of the room. These 10 people will represent 100% of our population. (NOTE: The volunteers do not have to be members of the races listed.) When I read you a statement, I want the group to guess what percentage of the Oklahoma population that would be. For example, if 50% of the population likes chocolate ice cream, how many of the group of 10 volunteers would that be? The answer would be five of the 10 people would equal 50%.

DO:

The instructor reads each statement. The group determines how many of its 10 members fit that statement. Once they decide on the number, the instructor picks volunteers to represent the correct answer. If the answer is seven out of 10, the instructor selects seven of the 10 volunteers to step forward to show the diversity of Oklahoma cultures. After each demonstration, volunteers step back in line and get ready for the next question.

SAY:

Let's start with the different ethnic races in Oklahoma:

1. How many out of 10 people in Oklahoma are Hispanic? *Hispanics make up 8.9% of the population in Oklahoma. We'll use one volunteer to represent Hispanics in Oklahoma. They will stick out both arms and one leg to represent 8.9%. One whole person would equal 10%*
2. How many out of 10 Oklahomans are American Indian or Alaska Native? *American Indians or Alaska Natives represent 8.6% of the population, or less than one person out of 10. One volunteer will stick out his or her arms and one leg to represent American Indians and Alaska Natives in Oklahoma.*



3. How many out of 10 people in Oklahoma are Caucasian? *About 72% of Oklahomans are considered to be Caucasian seven out of 10 volunteers will represent this group.*
4. How many out of 10 Oklahomans are African American? *African Americans make up 7.4% of the Oklahoma population. One volunteer will put in two arms plus one leg to represent African Americans in Oklahoma.*
5. How many out of 10 people in Oklahoma are Asian? *Asians are 1.7% of the Oklahoma population. One volunteer will put their foot and seven fingers to represent the Asian population.*
6. How many out of 10 Oklahomans are Hawaiian or Pacific Islander? *Only 0.1% of Oklahomans are Hawaiian or Pacific Islander. One volunteer will stick out a foot to represent this small percentage.*

What was the biggest percentage of races that we talked about? What was the smallest?

Let's look at languages spoken in Oklahoma. We need 10 more volunteers for the next few questions.

DO:

Choose 10 new volunteers. Ask the questions and allow time for the group to make a guess. Give them the correct answer and select volunteers to step out to represent the correct answer.

SAY:

Let's now address the languages of these different groups:

1. How many people out of 10 speak Spanish in Oklahoma? *Spanish is spoken by 5.9% of Oklahomans. This means that one person will hold out two arms to*



represent the Spanish speaking.

2. How many people out of 10 speak European languages such as French, Italian, and German? *Only 1% of the population speaks a European language. One volunteer will stick out one foot to represent that percentage.*
3. How many people out of 10 speak English in Oklahoma? *English is spoken by 91% of Oklahomans, so nine out of 10 people will represent English-speaking Oklahomans.*
4. How many people out of 10 speak Asian or Pacific Islander languages such as Chinese, Japanese, or Hawaiian? *In Oklahoma 1.3% of the population speaks these languages. One volunteer will stick out one foot and three fingers to represent the Asian and Pacific Islander languages.*

Do any of you speak a language other than English? If so, what do you speak? Who taught that language to you? What language do you use at home with your parents? What do you speak with your grandparents?

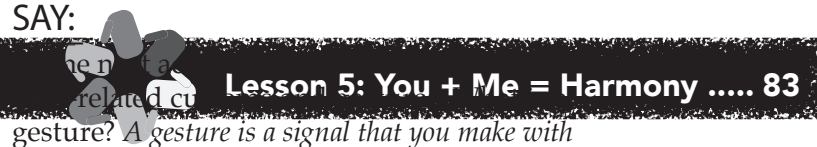
Are you beginning to see how different we are when it comes to race and language? These are just two ways that we might be different.

Activity 2: The Cultural Quiz

DO:

Use *The Cultural Quiz* handout to conduct this activity. Label three signs A, B, and C, and post each one in a different, easily accessible area of the room. The instructor reads each question and the three answers. Let participants determine which is the correct answer and then move to where one of the three signs is posted. After everyone has voted, give the correct response and the explanation from the Answer Key of the handout.

SAY:



Lesson 5: You + Me = Harmony 83

gesture? A gesture is a signal that you make with

TAKE A STAND for cultural awareness

your hands or body that has a specific meaning.

Does every gesture mean the same thing in all countries or cultures? *No. Some gestures have many different meanings, depending on the culture.*

The same is true with food customs. What is acceptable in this country might not be acceptable in other countries.

We are going to take a Cultural Quiz. You will vote by standing near one of the letters posted on the wall. Listen to the whole question and all three answers before you move.

Now that you have learned about a few food customs and gestures from all over the world, you can take this quiz home and test your parents.

DO:

Distribute The Cultural Quiz handout to the students. Review the questions again so they can mark the correct answers before they take it home.

SAY:

There's one last thing we need to discuss today.

We've been talking about how we are different, but actually we are more alike than we are different. We should not judge others because of their skin color, their culture or beliefs, their traditions, or any other ways we are different. Get to know someone instead of assuming things about them by how they appear. We can avoid conflict if we do this.

DO:

Give each participant the You + Me = Harmony handout.



SAY:

Let's read the power phrase on your handout together: *Look at the world. What do you see? A rainbow of cultures in harmony.*

We'll continue with this lesson and a few more activities later.

Let's repeat our power phrase together three more times so we can memorize it.

DO:

Repeat the Power Phrase with the students.

SAY:

Some other activities are on your handout. You may work on those now.

Part 2: You + Me = Harmony

SAY:

Last time we talked about the culture in Oklahoma and looked at food customs and gestures from different countries. Today we're going to continue with the theme of cultural differences.

Our lesson is called You + Me = Harmony. Can anyone tell me what the power phrase is for the lesson we learned last time? *Look at the world. What do you see? A rainbow of cultures in harmony.*

What does "a rainbow of cultures" mean? *The world has many different cultures—race, languages, food customs, and gestures—that make us unique.*



What does “harmony” mean? *Harmony means we blend together, get along, and are at peace with each other.*

Activity 3: Skin-Color Match-ups

Supplies

- Nylon knee-high stockings in various shades and colors or colored strips of paper and tape to use to make armbands

DO:

- Set out a number of nylon knee-high stockings in various shades or color paper strips and tape. Encourage children to try them on their hands and arms or their legs and feet.
- Group children according to the color of stockings or paper they have. For very small groups, put those with similar colors together, such as shades of brown, red and pink, yellow, and white.
- Ask the discussion questions to help the children increase their awareness of skin color.

SAY:

Why did you choose a certain color of stocking?

Should we treat people badly or differently if they chose a different color of stocking as you?

Should we treat people badly or differently if they don't have the same skin color as we do? *No, we should not treat others differently just because they have a different skin color.*

If we have been mean to someone because of his or her skin color, what can we do to correct that situation? *Potential answers are: Say, “I’m sorry”; treat the person better when you*



see him or her again.

Does anyone really have skin that is white, pink, yellow, or red like some of our stockings? *No, we have different shades of brown—from very light to very dark. Some skin may have a tint to it that makes it look olive or red or cream, but our skin is not any different than anyone else's.*

Why is it good that we have different skin colors? *It is one thing about us that makes us unique and individual, and represents our culture or race.*

Activity 4: Traditions and Customs

DO:

Have the small groups from Activity 3 discuss traditions and customs. Go around the circle so each child can answer the question.

SAY:

What holidays do you celebrate in your family? *Possible answers are: Christmas, Hanukkah, Easter, Kwanzaa, Chinese New Year, Cinco de Mayo.*

Does everyone in your group celebrate a certain holiday?

What is your family's favorite tradition? This might be something special your family does that might or might not be related to a holiday.

Was that tradition passed down through your family or something your parents started?



Why do different families have different traditions and customs?

Activity 5: Thumb Print Art

Supplies

- Ink pads in various colors
- Art paper
- Paper towels or wet wipes
- Magnifying glass (optional)

DO:

This activity demonstrates the evident differences in people—starting with fingerprints.

SAY:

We're going to do an art project. First, let's do a group collage of thumbprints and compare them. Each of you will come to the front of the room and press your thumb in ink, then make your thumbprint on one sheet of paper. I'll write your name under your set of prints. Then we'll compare prints.

Let's discuss our fingerprint collage by answering these questions:

- What do the fingerprints have in common? *They all have a series of ridges that give them texture or dimension.*
- How are the fingerprints different? *The ridges can be in many different patterns, such as dots, lines, broken lines, circles, bridges, or split lines.*
- Why are they different? *Because skin grows differently for each person. Everyone's fingerprints are unique and help identify their owner.*



- What are some other things about our body that make us unique? *Potential answers are: teeth or dental records, appearance or facial structure, hair, height, weight, skin color, or birthmarks.*

On a new piece of art paper, create your own unique thumbprint picture representing peace. After you have finished, sign your art at the bottom of the sheet. We'll display them for the whole class, and participants will explain why their pictures represents peace.

Wrap Up

- What are some characteristics that make us unique and different from other people?
- What are some characteristics that we all have?
- What can we do to create more harmony with each other and avoid conflict?
- What new things have you learned about other cultures?
- How can you take a stand with your friends or anyone else you see causing conflict?
- Think about your school. What are some cultural differences you could learn about from your classmates?

On your handout with the power phrase is a crossword puzzle. Take it home and work on it with your parents. Talk with them about your family tree, and the cultures and traditions that your parents learned when they were growing up. How have they carried on those traditions or customs with your family? Ask your parents if they come in contact with people from other cultures in their job or everyday life.



Resources

2010 Oklahoma Census—<http://factfinder2.census.gov>

Family Child Care Connections newsletter, Cooperative Extension Program, University of Illinois—http://web.aces.uiuc.edu/vista/pdf_pubs/CHILDCARE.PDF

Extended Activities

Cultural Food Tasting

Provide a variety of foods from different cultures, such as Italian, Mexican, and French. Let the students sample each one. Involve parents to help provide the foods of different cultures. Discuss how the foods from different cultures are unique.

Cultural Style Show

Different cultures have different styles of clothing. Encourage students to research their own family cultures or choose a culture they want to know more about. Have them look for pictures of clothing from those cultures in library books or on the Internet. Students can share what they learn with the group.



The Cultural Quiz

Instructions: Read each question and circle your answers. Take this quiz home and see how well your parents can answer these questions on cultural differences.

- 1. Do Chinese mothers make their children eat everything on their plates?**
 - A. Yes, food is very expensive in China.
 - B. No, cleaning your plate in China is considered rude.
 - C. Yes, but only if it has rice in it.
- 2. What does beckoning with your index finger to someone from Middle or Far East mean?**
 - A. "Come here!"
 - B. It is not a friendly gesture—it is considered rude or obscene.
 - C. "Go away!"
- 3. In a Spanish snack bar, what should you do with your crumbs, old napkins, food wrappers, and other debris?**
 - A. Pile everything on an empty plate.
 - B. Throw everything on the floor.
 - C. Use the trash bags that are on every table.
- 4. What do English people think about Americans eating fried chicken with their hands?**
 - A. Americans are hopeless slobs.
 - B. It's okay if there are no utensils.
 - C. Chicken should be boiled not fried.
- 5. What's the right way to ask a chef for ketchup in France?**
 - A. "Give me the ketchup, Bud!"
 - B. There is no right way to ask a chef for ketchup in France.
 - C. "Catsup, s' il vous plait."
- 6. In Europe, the "V" sign made with your fingers and your palm facing toward you means:**
 - A. V is for Victory.
 - B. V means "Shove it!"
 - C. V means "Peace out!"
- 7. In Canada, how do the Inuit people say, "Thank you, the food was excellent!"?**
 - A. They perform the ancient "Dance Of A Thousand Thanks."
 - B. They burp.
 - C. They leave coins under the plate.
- 8. In Japan, when someone smiles, it means:**
 - A. They are happy.
 - B. They made a joke.
 - C. They are confused or angry.
- 9. How do you show your host you like your meal in Japan?**
 - A. Bang your water glass loudly on the table, but not so hard that it breaks.
 - B. Applaud loudly.
 - C. Slurp your noodles as loudly as possible.

This program is sponsored by Oklahoma 4-H. Special thanks to Texas 4-H, a program of the Texas AgriLife Extension Service, and the Texas Rural Mediation Services™ for the development of this program.

The Cultural Quiz

10. In Thailand, Japan, and France, sitting with the soles of your shoes showing means:
- A. It is rude and disrespectful.
 - B. It is a comparison of wealth based on how good the soles of your shoes look.
 - C. It shows others that you need a new pair of shoes.
11. Form a circle with fingers to indicate "OK." Although this means "OK" in the U.S., what does it mean in France?
- A. OK
 - B. Money
 - C. Zero or worthless
12. Patting a student on the head in Asia means:
- A. Good job!
 - B. Stop!
 - C. Disrespect to the Buddhist religion
13. Nodding the head up and down in America means "Yes." What does it mean in Bulgaria and Greece?
- A. "No"
 - B. "Tell me more."
 - C. "Yes"

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The Cultural Quiz

Answer Key

1. **B** – In China, finishing everything on your plate is considered rude because somebody might think you didn't get enough food and that you're still hungry.
2. **B** – This is an obscene gesture. The proper way to beckon someone from the Middle or Far East is with the palm down and with fingers or the whole hand waving.
3. **B** – In snack bars in Spain, everything is swept up at the end of the evening. You're expected to dump debris on the floor.
4. **B** – The English say, if there are no utensils around, it's OK to eat with the hands. Asking for utensils would be an insult to the cook. It would mean you didn't want to just dive into the food.
5. **B** – Asking a chef for ketchup in France would be an insult. It means you don't like the food.
6. **B** – In Europe, the "V" with the palms facing toward you means "Shove it!" If the palm is facing out when making the "V," then it means victory.
7. **B** – Burping is considered a sign of thanks. It's said that South Sea Islanders do the same thing. Maybe it's all those spices.
8. **C** – In Japan, when you smile it means you are confused or angry about something. People in other cultures may not smile to indicate a friendly greeting as we do in the United States. A smile may be reserved for friends.
9. **C** – In Japan, slurping noodles is a compliment to the chef. It means you like your food so much, you can't wait to get it in your mouth.
10. **A** – Showing the soles of the feet sends a rude message of disrespect in Thailand, Japan, and France as well as countries of the Middle and Near East. You are exposing the lowest, dirtiest part of your body, so this is insulting.
11. **C** – In France forming a circle with your fingers to indicate "OK" means zero or worthless. In Japan, it means money. In Brazil and Germany, it is an obscene gesture.
12. **C** – Patting a student on the head greatly upsets students from Asia. The head is the repository of the soul in the Buddhist religion. Children from cultures that are influenced by Buddhism feel uncomfortable if their head is touched.
13. **A** – In Bulgaria and Greece, this gesture means "No."

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You + Me = Harmony

Power Phrase!

Look at the world. What do you see?
A rainbow of cultures in harmony!

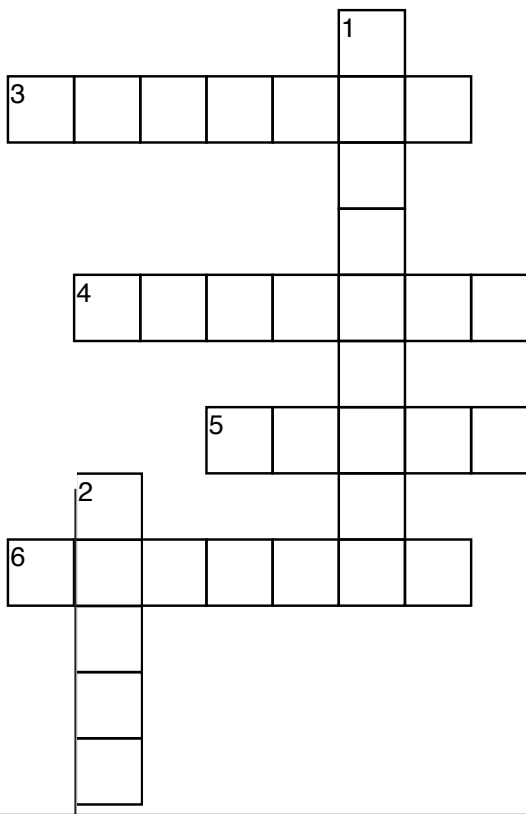
Complete the crossword puzzle below. Match the 8 words that are provided with the correct clue.

Across

3. Our beliefs, customs, religion, and traditions make up our _____.
4. The language that 5.9% of Oklahomans speak is _____.
5. 1.7% of the Oklahoma population is _____.
6. Blended together, getting along, at peace with each other.

Down

1. A _____ is ritual that a family has to celebrate a holiday or custom.
2. In _____, slurping noodles is a compliment to the host.



Created with Armored Penguin-<http://www.armoredpenguin.com/crossword>

Asian
Spanish

Culture
Tradition

Harmony
Japan

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You + Me = Harmony

Answer Key

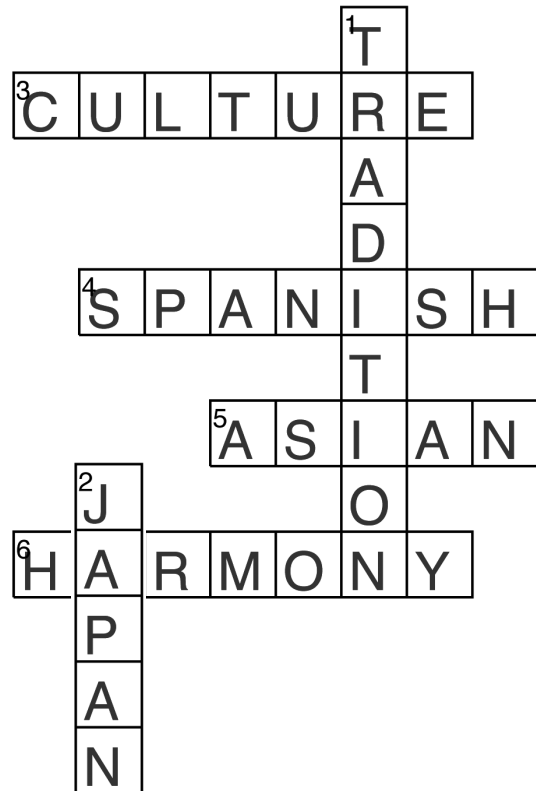
Across

3. Our beliefs, customs, religion, and traditions make up our **culture**.
4. The language that 5.9% of Oklahomans speak is **Spanish**.
5. 1.7% of the Oklahoma population is **Asian**.
6. Blended together, getting along, at peace with each other. **Harmony**

Down

1. A **tradition** is ritual that a family has to celebrate a holiday or custom.
2. In **Japan**, slurping noodles is a compliment to the host.

Created with Armored Penguin-<http://www.armoredpenguin.com/crossword>



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TAKE A STAND

Curriculum for Grades 3-5

Appendix



Dear Parent:

Your child is participating in a 4-H Enrichment Curriculum program, Take A Stand! This program focuses on conflict management and bullying. The series of five lessons incorporates topics such as communication, teamwork, etiquette, social skills, and empathy.

Students will receive some handouts and other information that they can keep. To help the young participants practice these life skills, parents are encouraged to review the handouts and discuss activities with their children.

Here is an overview each lesson:

- ◇ **Lesson 1: Keep Your Cool (Conflict Resolution and Bullying)**
 - Understand signs of anger in themselves and others and learn how to control anger
 - Understand the consequences of violence
- ◇ **Lesson 2: Walk In My Shoes (Communication)**
 - Explain their own point of view and listen to another person's point of view
 - Learn to solve problems through talking and listening
- ◇ **Lesson 3: A Manner of Speaking (Etiquette)**
 - Learn 10 basic manners kids should use to show respect
 - Learn how to show respect through writing thank-you notes
- ◇ **Lesson 4: Get in the Game (Teamwork)**
 - Understand the importance of teamwork and how to be a good team member
- ◇ **Lesson 5: You + Me = Harmony (Cultural Awareness)**
 - Understand ways people are alike and different
 - Learn to appreciate the traditions, customs, and gestures of other cultures

Participants in the Take A Stand! program will receive a recognition certificate and a Commitment to Excellence. Children and their parents are to review and sign the Commitment to Excellence as a way to encourage students to practice the skills that they learned.

The Take A Stand! program was developed by Texas Agrilife Extension Service's 4-H and Youth Development Program and by the Texas Rural Mediation Services. Oklahoma 4-H has adopted this program and will be educating youth across the state on this important issue. To learn more about the 4-H Program, please contact your county Extension educator, _____ by calling _____ (phone number) or e-mailing _____.

Sincerely,

Name
Title





Estimado Padre de familia:

Su hijo/a está participando en el programa educativo Take A Stand patrocinado por 4-H de Texas. Este programa se enfoca el manejo de conflictos y abuso físico y/o mental entre escolares (bullying). La serie de cinco lecciones incluye otros temas tales como la comunicación, la colaboración, la etiqueta /el protocolo, las habilidades sociales, y la empatía.

Los estudiantes recibirán una hoja informativa además de otra información para cada lección. Para ayudar a los jóvenes participantes a practicar estas habilidades, se sugiere que los padres repasen los temas de estas hojas y que los platiquen con sus hijos en casa.

A continuación se da un resumen del contenido de cada lección:

- ◇ **Lección 1: Mantenga la calma (Keep Your Cool) Resolución de conflictos y abuso entre escolares**
 - Reconocer de señas de enojo en sí mismos y otros, y aprender cómo controlar su enojo.
 - Entender las consecuencias de la violencia.
- ◇ **Lección 2: Camine en mis zapatos (Walk In My Shoes) Comunicación**
 - Explicar su propio punto de vista y escuchar el punto de vista de otras personas.
 - Aprender a resolver problemas a través del diálogo y escucharse el uno al otro.
- ◇ **Lección 3: Una manera de hablar (A Manner Of Speaking) Protocolo y etiqueta**
 - Aprender 10 modales básicos que deben usar los jóvenes para mostrar respeto.
 - Aprender a demostrar educación a través de notas de agradecimiento.
- ◇ **Lección 4: Tome partido (Get in the Game) Colaboración**
 - Entender la importancia de la colaboración y cómo ser buen miembro de un equipo.
- ◇ **Lección 5: Tu + Yo=Harmonía (You + Me=Harmony) Consciencia cultural**
 - Entender las maneras en que somos iguales y somos diferentes.
 - Aprender a valorar las tradiciones, costumbres y gestos de otras culturas.

A los participantes se les reconocerá por su participación en el programa Take A Stand con un certificado y documento de "Compromiso con la excelencia". El documento de "Compromiso con la excelencia" es para repasar y firmarse por los padres y el joven para animar a los jóvenes a continuar la práctica de sus nuevas habilidades.

El programa Take A Stand ha sido desarrollado por el programa de desarrollo juvenil 4-H del Texas AgriLife Extension Service y el servicio de mediación de Texas rural (Texas Rural Mediation Services). El Oklahoma 4-H ha adoptado este programa para educar a la juventud en todo el estado sobre este tema tan importante.

Si desea saber más acerca de los programas de 4-H, por favor comuníquese con el Extensionista de su condado,----- al teléfono----- o por correo electrónico al_____.

Sincerely,

Name





OSU EXTENSION
4-H YOUTH DEVELOPMENT

TRAKES™ AND TAKES™ AND

Award of Excellence

is presented to

Promoting peaceful resolutions through communication, etiquette, and teamwork by Taking A Stand!

County Extension Educator

Instructor

Date

Date



AgriLIFE EXTENSION
Texas A&M System



Texas Rural Mediation Services™
A DISPUTE RESOLUTION OF LIBBOCK COUNTY PROGRAM



TAKE A STAND

Commitment to Excellence Agreement

As a graduate of the Take a Stand! program, I will commit to:

- practicing the "Trouble Stoppers" and keep my cool when I am faced with conflict
- practicing the "Footprints" and say how I feel so that I can work out a better deal with others
- practicing the "10 Manners" and show respect for others
- writing thank-you notes for gifts and kind actions of others toward me to express my appreciation
- practicing "The Golden Rules of Teamwork" when working with a group or team
- respecting the cultural differences of others
- working through conflict to achieve harmony in the world

Participant's Signature

Date

Parent's Signature

Date





OSU EXTENSION
4-H YOUTH DEVELOPMENT

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Participant's Signature _____

Parent's Signature _____

Date _____

Date _____



OSU EXTENSION
4-H YOUTH DEVELOPMENT

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Date _____



OSU EXTENSION
4-H YOUTH DEVELOPMENT

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Participant's Signature _____

Parent's Signature _____

Date _____

Date _____



OSU EXTENSION
4-H YOUTH DEVELOPMENT

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Parent's Signature _____

Date _____

Date _____



OSU EXTENSION
4-H YOUTH DEVELOPMENT

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Participant's Signature _____

Parent's Signature _____

Date _____

Date _____



OSU EXTENSION
4-H YOUTH DEVELOPMENT

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- respecting the cultural differences of others.
- working through conflict to achieve harmony in the world!

Participant's Signature _____

Parent's Signature _____

Date _____

Date _____





MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ☒ ☓ 🗑️ 🔄

TAKE A STAND! EVALUATION - GRADES 3-5

1. Now that you have completed the Take a Stand! Program, please mark one answer for each statement below. Answer options include: Yes, No, or Don't Know

- | | <u>Yes</u> | <u>No</u> | <u>Don't Know</u> |
|--|-----------------------|-----------------------|-----------------------|
| a. I can recognize signs of anger in myself and others and know how to control it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I can accept and understand the consequences of violence. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I can explain my point of view or feelings to others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I can listen to other points of view or feelings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I can compromise to solve a conflict. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I respect others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I practice good manners. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. I am a good team member when working with a group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. I can work with others to make decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. I can identify ways people are alike and different. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. I respect customs and traditions of others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
2. Overall, were you <u>satisfied</u> with the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How satisfied were you with the following aspects of the program?

- | | <u>Yes</u> | <u>No</u> | <u>Don't Know</u> |
|--|-----------------------|-----------------------|-----------------------|
| a. Activities were fun. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Information was easy to understand. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Topics were good. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teacher's answers to your questions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. What was the most important thing you learned in the Take A Stand Program?





OSU EXTENSION 4-H YOUTH DEVELOPMENT

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Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Director of Oklahoma Cooperative Extension Service, Oklahoma State University, Stillwater, Oklahoma. This publication is issued by Oklahoma State University as authorized by the Vice President, Dean, and Director of the Division of Agricultural Sciences and Natural Resources.

of manners
for communication
against bullying
for cultural awareness
for teamwork