



OSU EXTENSION
4-H YOUTH DEVELOPMENT



TAKE A STAND

Curriculum for grades 6-8
Lessons 1-5

communication
for teamwork
for manne
against bullying
for cultural awarene



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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

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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.

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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.

6–8 Grade Pilot Sites

Andrews Middle School, Andrews
Bandera Middle School, Bandera
Cleveland Middle School, Cleveland
Dumas Independent School District, Dumas
Fort Stockton Intermediate School, Fort Stockton
First United Methodist Church, Fort Stockton
Friona Junior High School, Friona
Jefferson Independent School District, Jefferson
L.J. Christen Middle School, Laredo
Normangee Middle School, Normangee
Port Lavaca YMCA Afterschool Program, Port Lavaca
Seymour Middle School, Seymour
Bailey Middle School, Spring
Sunray Independent School District, Sunray
Valley View Middle School, Valley View
Weimar Boys & Girls Club, Weimar
O.H. Herman Middle School, Van Vleck
Zundy Junior High School, Wichita Falls
Wichita County Teen Court, Wichita Falls
Wichita County Juvenile Probation, Wichita Falls

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

- Belbin Associates
- Educators for Social Responsibility, <http://web.archive.org/web/20030228073340/http://www.esrnational.org/cap/secondary.html>
- <http://www.teachervision.fen.com/safety/lesson-plan/2962.html>
- The Dispute Resolution Training Institute, a Division of the Texas Dispute Resolution System, Lubbock, Texas
- University of Oregon Holden Leadership Center

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Take A Stand! Introduction

The Oklahoma 4-H and 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!, 6-8 Grade

The Take A Stand! curriculum has five lessons. Each lesson is 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 Oklahoma PASS objectives subject matter areas that are addressed. The complete PASS objectives chart with the coding numbers is included.

Below is a brief overview of the main concepts taught in each lesson.

- ☞ **Lesson 1: Face in the Mirror (Conflict Resolution and Bullying)**
 - Identify the ways people cause physical or mental harm to others through bullying
 - Understand the difference between friends and cliques
 - Identify the three responses to conflict
- ☞ **Lesson 2: A Figure of Speech (Communication)**
 - Learn the definition of mediation and how to use mediation to solve conflict
 - Develop better communication skills
- ☞ **Lesson 3: Don't Be Rude! (Etiquette)**
 - Understand the importance of good manners and respect when communicating with others
 - Learn etiquette skills to use when using technology such as cell phones and computers
- ☞ **Lesson 4: Work It Out (Teamwork)**
 - Understand the different roles that individuals can contribute to a group
 - Practice different team roles through teamwork activities
- ☞ **Lesson 5: Inside Out (Cultural Awareness)**
 - Learn the importance of getting to know someone before making a judgment about them
 - Learn the importance of exploring different cultures, customs, and traditions

Resources provided with this curriculum include:

- Black and white lesson plans and handouts
- 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 and can be customized with the student's name, 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 Extension educator 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 summarize data to show impact successes.

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

TAKE A STAND! PASS OBJECTIVES FOR 6-8 GRADE CURRICULUM

Less'n #	Objectives	6 th Grade PASS	7 th Grade PASS	8 th Grade PASS
1 Keep Your Cool	<p>Students will learn to:</p> <ul style="list-style-type: none"> Identify different types of bullies Understand the difference between friends and cliques Understand importance of personal reflection with situations involving bullying Understand the three responses to conflict Identify four outcomes of conflict 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 1-2, 1-5, 1-6, 3-1, 3-2, 3-3 Oral Language/Listening and Speaking – Standard 1-1, 1-4, 2-1, 2-2, 2-3 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 1-2, 1-5, 1-6, 2-4.a, 3-1, 3-2, 3-3 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-3, 2-4 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7 	<p>Language Arts</p> <ul style="list-style-type: none"> Writing/Grammar/Usage and Mechanics – Standard 1-4, 1-5, 2-4.a, 3-1, 3-2, 3-3 Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-2, 2-3, 2-4, 2-5 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7
2 A Figure of Speech	<p>Students will learn to:</p> <ul style="list-style-type: none"> The definition of mediation To deal with conflict through simple mediation techniques How to use good communication skills to resolve conflict 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4, 2-5 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7
3 Don't Be Rude!	<p>Students will learn to:</p> <ul style="list-style-type: none"> The importance of using good manners and respecting others in all types of communication mediums Ways to incorporate etiquette into technology-based communication Skills to present themselves to others in a positive manner 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3 <p>Technology Education</p> <ul style="list-style-type: none"> Standard 4-1, 18 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4 <p>Technology Education</p> <ul style="list-style-type: none"> Standard 4-1, 18 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7 	<p>Language Arts</p> <ul style="list-style-type: none"> Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4, 2-5 <p>Technology Education</p> <ul style="list-style-type: none"> Standard 4-1, 18 <p>Health</p> <ul style="list-style-type: none"> Health & Safety Literacy – Standard 1-9 Responsible Health & Safety Behavior – Standard 3-2, 3-4, 5-3, 5-4, 5-5, 5-6, 5-7

4 Work It Out

- Students will learn to:**
- Different team member roles and how they complement each other
 - How to implement team member roles through hands-on activities that require teamwork

Language Arts

- Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3

Visual Art

- Visual Art Expression – Standard 3-1,3-2, 3-3, 4-2, 4-3

Physical Education

- Personal and Social Skill Development – Standard 5-1, 5-2, 5-3, 6-1, 6-2, 7-1

Language Arts

- Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4

Visual Art

- Visual Art Expression – Standard 3-1, 3-2, 4-2, 4-3

Physical Education

- Personal and Social Skill Development – Standard 5-1, 5-2, 5-3, 6-1, 6-2, 7-1

Language Arts

- Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4, 2-5

Visual Art

- Visual Art Expression – Standard 3-1, 3-2, 4-2, 4-3

Physical Education

- Personal and Social Skill Development – Standard 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 7-1

5

- Students will learn:**
- The importance of getting to know someone before making a judgment
 - The cultures of others in the group
 - How to identify symptoms of culture shock
 - Ways to help others overcome culture shock

Language Arts

- Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3

Social Studies

- Standard 3-1, 3-2

Language Arts

- Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4

Social Studies

- Standard 4-1, 4-4

Language Arts

- Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-3, 2-4, 2-5

Social Studies

- Standard 1-1



Grade Level

6-8

Lesson Title

Lesson 1: Face in the Mirror

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn to:

- Identify different types of bullies
- Understand the difference between friends and cliques
- Understand importance of personal reflection with situations involving bullying
- Understand the three responses to conflict
- Identify the four outcomes of conflict

PASS

- Language Arts
- Health

Life Skills Model

- Conflict Resolution
- Social Skills
- Communication
- Concern for Others
- Empathy
- Leadership
- Self-esteem

Supplies/Materials

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

Handouts

- The Face in the Mirror
- Responses to Conflict Tree
- Responding to Conflict



Lesson 1: Face in the Mirror

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

DO:

Instructors may want to read "The Bully From the Black Lagoon" by Mike Thaler to the students. It provides an excellent example of bullying.

SAY:

Today we are kicking off a special program sponsored by Oklahoma Cooperative Extension Service's 4-H program called Take a Stand! This program will teach you how to stand up for yourself and how to manage conflict. We will work on your communication skills, teamwork, manners, and cultural awareness. Each lesson will focus on a different theme.

Today we will discuss bullying and how to solve conflict.

What is bullying? I bet a lot of you know what bullying is because you see it every day.

Can someone define bullying?

Bullying happens when someone hurts or scares another person on purpose. Then the person being bullied has a hard time defending him- or herself. Usually, bullying happens repeatedly.



What are some examples of how people are bullied?

Some examples are:

- Punching, shoving, and other acts of using physical violence to hurt people
- Spreading bad rumors
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Intimidating or giving threats through looks or gestures

Does bullying only occur face to face?

No. Bullying also can happen on-line or electronically. That is called “cyberbullying.”

Cyberbullying is when people bully each other using the Internet, mobile phones, or other electronic technology.

Cyberbullying can include:

- Sending mean texts, e-mail, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

What do bullies look like? Are they big or little? Male or female?

Why do you think people bully others?

What benefit does a bully get by bullying others?



What is the “in crowd?” Who is in it and why?

Having a group of friends who have the same interests as you do is normal and healthy. Everyone likes to belong to a group that you can hang out with. The people in these groups have a place where they are welcome and supported, and can be themselves—quirks and all.

What are some of the groups that you see gravitate to one another because of similar interests?

Some examples are:

- Jocks
- Goths
- Preps
- Skaters
- Nerds
- Kickers

What do you call them in your school?

Is there a group that does not fit into one of the categories already mentioned?

Some groups stick together for a long time. Others drift apart after a while as people develop new interests, make different friends, or find they have less in common. People move in and out of different groups and can even be part of several at the same time. Even within a group, people may have one or two friends they feel closest to and enjoy the most.

Some friendship groups seem flexible and welcome new members. Others seem much more restricted. People in these groups make



it clear that not just anyone can be part of their crowd.

What is a clique?

Cliques are tight groups with a strict code of membership and ways to act. Instead of being centered on shared values and beliefs, many cliques tend to focus on maintaining their status and popularity. For instance, a certain clique may try to make it seem like its members are “better” than other people or that their clique has higher status than another clique.

Think about your school. Do you have cliques or a group of people who make it difficult for others to fit in? Are the cliques mostly girls or guys, or both?

People in cliques sometimes hurt others on purpose by excluding them and/or being mean. Sometimes they insult people by trying to “fix” them or give them “makeovers.” Sometimes it becomes more serious, and someone outside the group is targeted or victimized for being, looking, or acting different.

Why do you think cliques attract people?

Being popular or cool is the most important thing for some people. They can fit in cliques and get social status. Other people want to be in cliques because they don’t like to feel left out.

Clique leaders usually tightly control their membership. These social gatekeepers have the power to decide who should be “hot” and who should not. Cliques give people who like to take control a chance to be in charge—for good or bad.

What are some positive ways in which heads of cliques could use their leadership skills?



Cliques must have followers to work, and most followers cling to the leader. This is not because of true friendship but because they want to keep their position in the group. But even the leader can lose power. In fact, the head of a clique probably worries as much—or even more—about being popular and accepted as the outsiders do. Because no one feels secure, clique members often use flattery, humiliation, or rumors to manipulate situations and preserve their status.

What are some of the things you have seen cliques use to control their members?

It takes a lot of self-confidence for a clique member to dare to be friends with someone outside the clique. Some members are more confident and able to step outside of cliques at an earlier age. As people get older, they may not want to be part of a clique. Usually toward the end of high school, kids are more relaxed about who is “in” and who is not. But earlier in school life, leaving a clique or deciding to remain on the outside takes a lot of courage.

Activity 1: The Face in the Mirror

DO:

Give The Face in the Mirror handout and a pencil to each participant. This activity enables students to conduct a self-assessment test by placing themselves in bullying situations. If hand mirrors are available for each student, have students look at themselves in the mirror. As each statement below is read by the instructor, they are to visualize the person they bullied and how they would change their actions.

SAY:

Each of you is going to conduct a self-assessment test by looking at the face in the handout. As I read the following questions,



mark on your mirror with a star or other symbol if you have been involved in a situation as the bully or as the person being bullied.

Think if you have ever been a part of any of the following:

DO:

Pause and give time for reflection after each statement.

SAY:

- You have repeatedly shoved, punched, or pushed a certain boy or a girl—or maybe more than one—in a mean way just because you felt like it.
- You had another person hurt someone you don't like.
- You've spread a nasty rumor about someone through conversation, in a note, or through e-mail or instant messaging.
- You and your friends have regularly kept one or more kids from hanging out or playing with you, maybe at your lunch table at school or during sports, club events, or activities.
- You've teased people in a mean way by calling them names. Perhaps you have made fun of their appearance or the way they talk, dress, or act.
- You've been part of a group that did any of these things even if you only wanted to be part of the crowd.

I won't ask you to share the number of stars on your paper or if you were the bully or the victim. However, I want you to use the star or the symbol as a reminder of the negative impact bullying has on you and others.



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Think of a situation where you were the bully and answer the questions on page 1 of the handout.

Next think of a situation where you were the victim of bullying and answer the questions on page 2 of your handout.

Would someone like to share an example of a time you were bullied and how it made you feel?

Would someone share why you bullied another person and what you hoped to gain by doing that? How did it make that other person feel?

***NOTE TO INSTRUCTOR:** If students are reluctant to share personal experiences of bullying, have them discuss the following scenarios:*

- A classmate intimidates another student into cheating for them while grading papers in class. The student stands up to the bully and gets beaten up for not doing what the bully wanted him to do. What would you do if you saw this happening?
- A classmate hovers near the locker of another student and gives them intimidating looks. This situation makes the student unprepared and late for class. What would you do if you saw this happening?
- A clique of girls in your school “adopts” a less popular girl with the intension of humiliating her and/or her former friends. They convince her to start rumors and mock students outside of their group. What would you say to this person if she were your friend?



Wrap Up

Let's review briefly what we have discussed today.

What is a bully?

Who bullies and why?

Give an example of how people are bullied.

What is a clique? How is a clique different than a group of friends?

What are some examples of ways you can change your behavior to positively influence bullying situations?

What are some positive ways you can be a part of the solution in your school and work together to stop bullying?

You have all done a great job today in learning, reflecting, and sharing. I challenge each of you to hold others accountable for their actions and work together to Take a Stand! against bullying. You should never feel like you cannot talk to an adult if you have been bullied or witnessed bullying. Talk to your parents or another trusted adult if you need help or feel that there are other students who need help.

Part 2: Face in The Mirror

SAY:

Last time we kicked off the Take A Stand! program with our first lesson, Face In The Mirror. You did a writing activity and answered questions about a bullying situation. Today we're going to look at ways to handle conflicts or bullying.



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To recap our last lesson: What is a clique?

Cliques are tight groups that have a strict code of membership and ways to act. Cliques can be good sometimes and bad sometimes.

What is bullying and why do people become bullies?

Bullying is hurting or scaring another person on purpose. Bullies act out for different reasons. Some bullies are not very secure with themselves, so to cover that up, they act tough and mean. Sometimes people are bullies because they are bigger than someone else. Sometimes people are bullies because they get angry or upset, and the only way they know to deal with problems is with violence or hurtful words.

We're going to look at three ways to respond to bullies. How can you deal with people who might be bullying you?

DO:

After allowing time for students to brainstorm ways to respond to bullies or conflict, write on the chalkboard or flip chart: Avoidance, Diffusion, Confrontation.

SAY:

There are three basic ways to deal with conflict.

What does "avoidance" mean?

Avoidance is acting as if a conflict does not exist. This is sometimes called masking a problem or pretending that it didn't happen. For example, when a friend stains a shirt you lent her, you stay silent, but still feel resentful instead of confronting her about it. What are some times when you have avoided a conflict?



What does the next word, “diffusion,” mean?

Diffusion is when you delay dealing with a conflict. For example, even though you are angry with someone, you wait and cool off before you talk to them about why you are angry. Maybe you are mad at your brother or sister because they wouldn’t share a video game with you. You leave the room and find something else to do instead of arguing with them. At dinner you mention how their not sharing the video game made you angry.

What does the third word, “confrontation,” mean?

Confrontation is a direct response to conflict that can be violent or nonviolent. Have you ever confronted someone when they were bullying you?

The definition includes violent versus nonviolent confrontation. What are examples of violent confrontation?

Violent confrontation includes:

- Physical violence
- Psychological violence or trying to scare someone by playing mind games or tricks
- Verbal violence, such as talking down to them or using bad language
- Threats

What are forms of nonviolent confrontation?

Nonviolent confrontation includes:

- Talking with someone and discussing your feelings
- Listening to the other person’s point of view
- Agreeing to disagree



- Solving problems by working together on ways to stop the conflict

This visual, called the Responses to Conflict Tree, will help you understand the ways we respond to conflict.

DO:

Give each student a copy of the handout, *Responses to Conflict Tree*, and review it.

SAY:

At the top of the tree are the three ways to deal with conflict—avoidance, diffusion, and confrontation. Follow the line down for avoidance. *Mask* and *ignore* are listed as ways to avoid conflict.

The next branch is the diffusion branch. Follow that branch down on the tree and you find the words *postpone* and *wait*, which are listed under diffusion.

Next, find the branch labeled confrontation. This branches into violent and nonviolent ways to resolve conflict. We talked about all of the ways we can solve conflict through violence and also by not using violence, which are listed on the branches.

Activity 2: Responding To Conflict

DO:

Provide each student a copy of the handout, *Responding To Conflict*.



SAY:

In this activity, you are going to use the Responses to Conflict Tree to identify how each situation was dealt with. Let's do an example to start.

Tom, a seventh grader, is playing basketball when an older boy, Josh, comes into the gym and begins to push him around and tell him he can't play ball. Josh also tells Tom he has no business being in the gym with the REAL athletes. Josh takes the ball away from Tom and continues to trash talk him. Tom tries to get the ball back from Josh and, in the process, gets elbowed in the face by Josh; his nose starts to bleed.

Which branch on the Tree does this conflict follow?

This situation is an example of confrontation. Is the confrontation violent or nonviolent, and why? It is a violent confrontation because the boys get in a shoving match, and one of them gets hurt.

What could Tom have done to turn this into a more positive way to resolve the conflict?

Possible answers are: Avoid the situation by leaving the gym; diffuse the situation by walking away and talking to the other boy later, telling him that his actions were mean and that everyone has a right to play ball; confront the bully in a nonviolent way by trying to talk to him about the issue and trying to solve the problem together.

In situations where an adult could help, ask for help from someone who is in charge, such as a coach or teacher. If you are being treated like this and do not feel you can accomplish anything, an adult may have to help you with solving the conflict.



Solving a conflict can have four outcomes. On your Responding to Conflict handout is a chart with the example between Tom and Josh. The four ways that a conflict ends can be win-win, win-lose, lose-win, or lose-lose.

In a win-win solution, both people get what they want. If only one person gets what he or she wants, it is a win-lose situation. If neither person gets his or her way, it is a lose-lose situation. In the example between Tom and Josh, which type of solution did they have?

Tom and Josh's conflict was a win-lose situation for Josh, who got what he wanted, and a lose-win for Tom, who didn't.

DO:

Allow time for students to complete the Responding To Conflict Activity. Follow with group discussion on their answers from this handout.

SAY:

Let's talk about your responses on the handout. How did you answer the questions for Scenario 1: Make Me!?

Did anyone have a different response?

NOTE TO INSTRUCTOR: *Some of the responses from the students may also be right. The answers below are not absolute answers, but would be acceptable for Scenario 1: Make Me!*

What branch of the Responses to Conflict Tree did this conflict take?

Avoidance

Could a different branch have been used to resolve the conflict in a better way? If yes, what could you have done differently?



Yes and no. Lexi got a seat like she wanted, but could still be upset at Joanie for taking the one she wanted. The other option would be for Lexi to try talking to Joanie some more and resolving the conflict together by coming up with ideas to solve the conflict and choosing a solution.

Which of the four outcomes listed in the chart above did this conflict match?

Win-lose for Lexi because she got a seat to herself; lose-win for Joanie because she wasn't able to bully Lexi into an argument or fight.

Let's look at Scenario 2: That's My Skateboard!

NOTE TO INSTRUCTOR: *Some of the responses that the students come up with may also be right. The answers below are not absolute answers, but would be acceptable for Scenario 2: That's My Skateboard!*

What branch of the Responses to Conflict Tree did this conflict take?

Confrontation, nonviolent

Could a different branch have been used to resolve the conflict in a better way? If yes, what could you have done differently?

No, they talked through the conflict and worked out a solution.

Which of the four outcomes listed in the chart above did this conflict match?

Win-win. Lucas got his board back, and Mike got to ride with Lucas even though he didn't find his own board. Some may argue that it was a win-lose for Lucas and a lose-win for Mike because Mike didn't get his board back. That's correct, too.



Wrap Up

- What are the three words that describe the ways we deal with conflict?

Avoidance, Diffusion, Confrontation

- What are the four outcomes of any conflict?

Win-win, win-lose, lose-win, lose-lose

- What can you do to keep conflict from becoming a negative situation?

Try to avoid or diffuse the situation or use nonviolent methods to work out the problem.

- Is there always only ONE WAY to solve a conflict?

No. Sometimes several different ways to end a conflict are possible, depending on each person's comfort level with how they decide to work through a conflict.

Next time you are faced with a conflict, remember the Responses to Conflict Tree and try to deal with the conflict in a way that will not lead to violence or arguing.

Resources:

<http://web.archive.org/web/20030228073340/http://www.esrnational.org/cap/secondary.html>. Adapted and used with permission from Educators for Social Responsibility



The Face in the Mirror

Think of a situation where **you were the bully** and answer the following questions:

1. Describe the situation where you were the bully.
2. Why did you act the way you did?
3. How did your actions make others feel?
4. How did your actions make you feel?
5. Did your actions solve the issues/problems you were dealing with?
6. If given the chance, how would you handle the situation differently today?



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The Face in the Mirror

Think of a situation where **you were bullied** and answer the following questions:

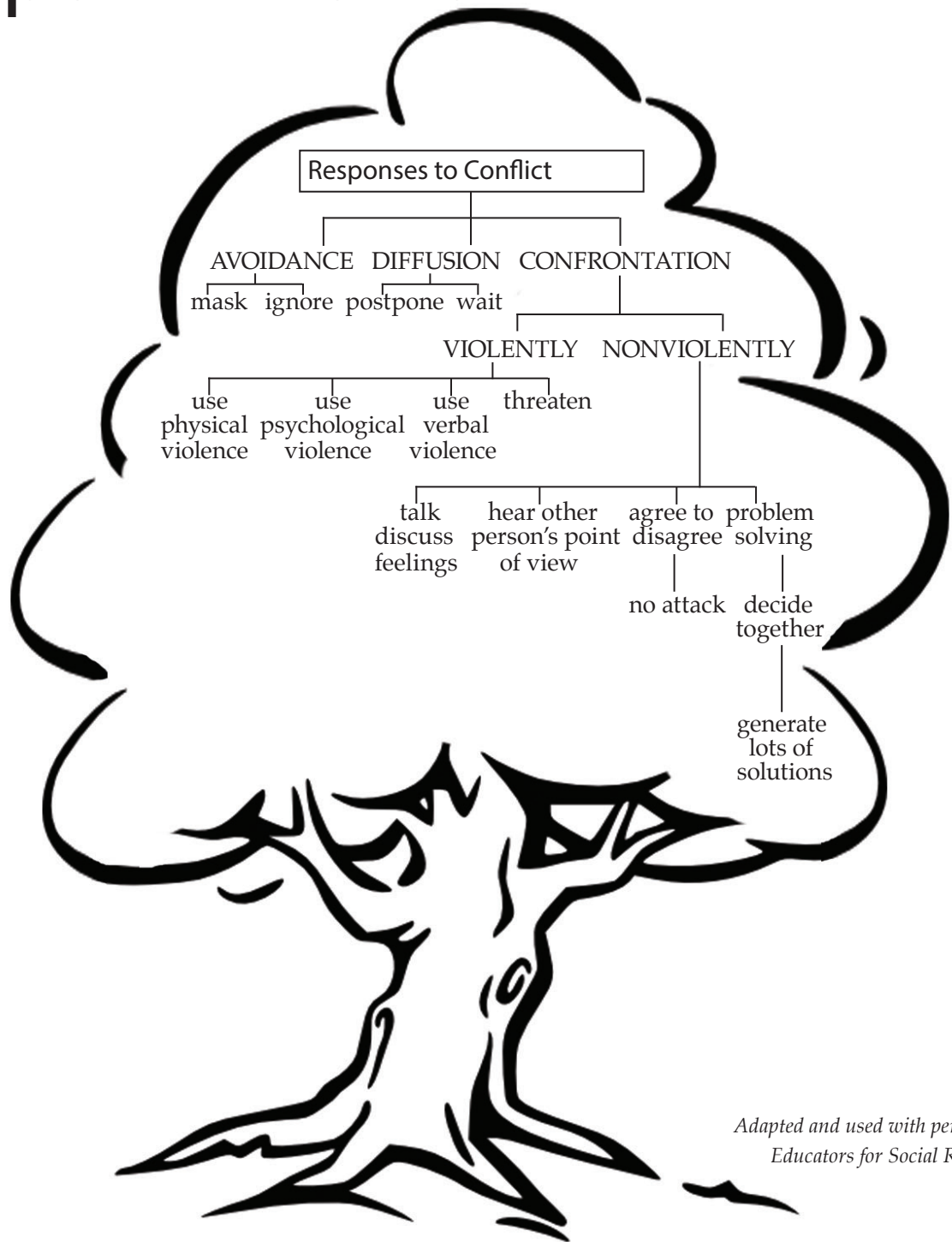
1. Describe the situation where you were bullied.
2. Why did you act the way you did?
3. How did your actions make others feel?
4. How did your actions make you feel?
5. Did your actions solve the issues/problems you were dealing with?
6. If given the chance, how would you handle the situation differently today?



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Responses to Conflict Tree



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Responding To Conflict

Four Outcomes of Conflict

	Tom gets what he needs	Tom doesn't get what he needs
Josh gets what he needs	WIN-WIN	WIN-LOSE
Josh doesn't get what he needs	LOSE-WIN	LOSE-LOSE

Scenario 1: Make Me!

Lexi and Joanie were riding the school bus home. Lexi got up to move to another seat. Just before she was going to sit down in an empty seat, Joanie jumped into the seat and said, "Get out of the way, Lexi! I got here first!" Lexie responded, "Joanie, I was about to sit down there because the back of the bus is too loud and I can't hear my iPod. Will you please let me have that seat?" Joanie shouted back: "Make me!!!!" Lexi said, "Never mind. I'll go find another seat." Lexi found another empty seat a few rows up and sat down to listen to her iPod.

Answer the following questions about Scenario 1: Make Me!

1. What branch of the Responses to Conflict Tree did this conflict take?

2. Could a different branch have been used to resolve the conflict in a better way? If yes, what could you have done differently?

3. Which of the four outcomes listed in the chart above did this conflict match?

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Scenario 2: That's My Skateboard!

Lucas was riding his skateboard home from school. Another eighth grader, Mike, jumped out from behind a building and pushed Lucas off of his skateboard. Mike picked up the skateboard and told Lucas, "I used to have a board like this, and you stole it from me! Now I'm taking it back." Lucas jumped up and said, "I paid for that skateboard with my own money! It has my name engraved on the bottom." Mike turned the board over and found Lucas' name engraved on it. Mike said, "Man, I'm sorry, I'm so mad that I can't find my board, and I really thought that this one was mine. I really do have one just like it. Mine is also engraved so I know this one is not mine. Here ... sorry I pushed you." Lucas said, "That's OK, dude. You want to go to the skate park with me and we can both ride?" "Sure!" said Mike, and off they went to the skate park to ride.

Answer the following questions based on your example of when you were being bullied:

1. What branch of the Responses to Conflict Tree did this conflict take?

2. Could a different branch have been used to resolve the conflict in a better way? If yes, what could you have done differently?

3. Which of the four outcomes listed in the chart above did this conflict match?

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Lesson
2
A Figure of Speech

Grade Level

6-8

Lesson Title

Lesson 2: A Figure of Speech

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn:

- The definition of mediation
- To deal with conflict through simple mediation techniques
- How to use good communication skills to resolve conflict

PASS

- English, Language Arts, and Reading
- Health

Life Skills Model

- Conflict Resolution
- Communication
- Social Skills
- Cooperation

Supplies/Materials

- Ball of yarn
- Scissors
- Tape
- Pencils
- Flip chart or chalkboard
- Markers or chalk

Handouts

- *Take a Stand!* Action Plan (Peer Mediation Model) Matching Game
- Friend Feud Scenarios
- A Figure of Speech Crossword Puzzle and More

TAKE A STAND
for communication

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



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

Lesson 2: A Figure of Speech

Activity 1: Ouch! That Hurts!

DO:

Trace a life-size outline of a person on a large piece of paper or newspaper. Cut out the outline and tape it to the wall. Give each student a 6-inch piece of fairly sticky tape, such as duct tape or colored packing tape. Have each student write a negative comment on the tape and put it on the outline.

SAY:

Today we are going to kick off our lesson for Take A Stand! with an activity. I am going to give each of you a piece of tape and a marker. On your tape, write something negative or mean that someone has said to you or that you have heard someone say. Does anyone have a negative statement to share?

These are some examples:

Your hair is cut crooked, your clothes are old, or you never smile.

Write this kind of negative statement on your tape. Once you are finished, place your tape somewhere on the life-size cutout.

DO:

After everyone has taped a comment to the outline, read the negative comments to the group.



SAY:

Wow! Those are some pretty mean comments! Now, come up and find your comment and take that piece of tape off the outline.

NOTE: When the students try to take the tape off, if the tape is sticky and the pieces have been pushed down firmly on the paper, it should tear or a layer of paper will come off with the tape.

What happened when you tried to take your tape off the cutout?

The paper tore a hole in it.

What is the point of this activity?

To demonstrate that spoken words can't be taken back without damaging the person we target with mean comments.

What are some other examples of ways that our words can hurt someone?

Possible answers are: Starting rumors about others, misinterpreting what someone says to us and retaliating with harsh words, sending an e-mail or text message that is not nice about someone else and forwarding a hurtful text message or e-mail about someone to other people.

What can you do to keep from hurting other people with your negative comments?

Possible answers are: Think about what you are going to say before you say it, don't snap back when someone else says something ugly to you, stop mean rumors, and don't spread rumors.

We've all heard, "Sticks and stones may break my bones, but words will never hurt me." Is that saying true?



No, words are very damaging and harmful. They can't be taken back no matter how much we say we are sorry or didn't mean it. We have to be very careful with our spoken and written communication through texting, e-mails, and online chat rooms so that we don't cause unnecessary conflict.

Today is our second lesson in the Take a Stand! program. Our topic is communication and the skills to help you handle conflict peacefully. This involves mediation. Who knows what mediation is?

Mediation is when someone not involved in a conflict works with the involved people or groups to reach a reasonable decision peacefully. We call this person the neutral party.

What do we mean by peer mediation?

Peer mediation is when people your own age are the neutral ones who try to help resolve the conflict. If you were the peer mediator, could you stay neutral and be fair in handling the conflict—even if you were friends with some of the individuals involved?

Peer mediation is used in different places, such as schools, youth organizations, and churches, to help kids work through issues.

Today we are going to review a simple peer mediation model called the Take A Stand! Action Plan that was developed specifically for this program. We will also do some activities to test communication skills and apply the Take A Stand! Action Plan through some scenarios.

Let's take a closer look at the Take A Stand! Action Plan.



Activity 2: Take A Stand! Action Plan

DO:

Copy the Take A Stand! Action Plan Matching Activity handout. Cut it apart on the solid lines. Post the title cards (Steps 1– 6) in order on the wall or flip chart. Place the definition cards face up on a table where volunteers can read them. Ask for a volunteer to select the correct definition for the first step and post it on the wall before discussing it with the group. Use a different volunteer for each step.

SAY:

The Take A Stand! Action Plan is a peer mediation model that will help us remember the steps in helping others work through an issue. The model has six steps, and PLAN IT is an acronym for the six steps. Now match up the descriptions and titles.

This is a matching game. One set of cards has the titles of each step of the action plan and the other set has the definitions. The titles are already posted on the wall. Your job is to match the definition with the correct title.

Step 1 of Take A Stand! Action Plan is PARTICIPATE. Can I get a volunteer to come select the description that matches this step?

Correct Match: A mediator agrees to participate and act as a neutral third party to help parties communicate. All parties involved agree to participate and work through the problem.

Step 1: PARTICIPATE—Someone must be the non-partial mediator. The mediator makes sure that both parties want to resolve the problem and are willing to work with a mediator toward a more positive solution.



TIP: Why is it important to get on the same eye level as the people that you are working with?

Getting on their eye level shows that you respect them and are not trying to dominate them. They may also be more willing to open up to you if you approach them on their level. If they are younger kids, you may need to sit or kneel down. You may have to get between them in order to help them focus on the problem rather than some object, territory, or right.

I need another volunteer to find and post the match to Step 2—LISTEN

Correct Match: The mediator and all parties listen to all sides of the story. Each person states what he or she wants from the situation.

Step 2: LISTEN—The mediator asks each person to state what he or she wants from the situation. The mediator should not interrupt or allow other parties to interrupt. Each person will have ample time to state his or her side of the story. This step is critical, and everyone must trust that the mediator will not favor one person over the other.

I need another volunteer to find and post the match to Step 3—ASSESS THE SITUATION.

Correct Match: Mediator assesses the comments from all parties and restates each side of the story.

Step 3: ASSESS THE SITUATION—Paraphrasing or restating each person's side of the story is also very important. People may need help in expressing what they really want or why they want it. Once the mediator has information from both parties, restating



it allows all parties involved to understand the problem. In this step, the mediator breaks down the dispute in agreed terms, making it clear that each person has responsibility for the problem and its solution.

Why is it important to clarify each person's perspective by restating his or her side of the story?

The individual then knows that the mediator heard and understands what was said. It also helps the other person to hear more than once the other side of the story.

The next volunteer selects the corresponding description for Step 4—NEGOTIATE OPTIONS.

Correct Match: The mediator asks all parties, including bystanders, for options to solve the problem.

Step 4: NEGOTIATE OPTIONS—The mediator asks for suggestions or solutions from all parties, including bystanders. Each time a possible solution is offered, paraphrase or restate it. Ask each person to think about whether this solution will work. Each person should be a willing participant in the outcome, and no alternative should be forced on anyone.

What happens if you can't get the parties to agree to any decision to solve their problem?

During this procedure people may reject some options that they may later find acceptable. Therefore, when a suggestion is repeated, present it again rather than assume it will be rejected again. Sometimes during this process, people may choose to walk away. If they insist on solving the problem by giving up, respect the decision. The situation may still be improved just by allowing all parties to express their sides of the story. Sometimes we have to agree to disagree. With practice,



all parties may increase their communication skills and be better able to deal with the time needed to negotiate a settlement.

If an agreement cannot be found, move on to Step 6. If an agreement is reached, continue to Step 5, the step to implement the agreement.

The next volunteer is to select the corresponding description for Step 5—IMPLEMENT AN AGREEMENT.

Correct Match: Implement a plan of action that all parties agree on.

Step 5: IMPLEMENT AN AGREEMENT—The mediator and all parties create a realistic plan of action. The final agreement usually involves some compromise by all parties and may not be the action they would take if they did not have to consider another person's side of the story. When a solution has been reached, restate the exact details of the agreement.

Our next volunteer selects the corresponding description for Step 6—THAT'S A WRAP!

Correct Match: The mediator praises all parties for working together and wraps up the mediation process.

Step 6: THAT'S A WRAP!—The mediator should praise both parties for working hard, whether or not a solution is reached. Explain that the *process* of reaching the solution is as important as the *solution* itself. Point out that they can achieve this by acknowledging the emotional investment each person had in the original conflict and the hard work involved in mediating a conflict. The mediator gives each person a "high five."



TIP: During the negotiation process, all the people in the room will be involved because they are interested. As others are listening, they will also be learning the process and will trust the mediator to handle future conflicts.

Mediation can take only a short time to work through or it could take a while. As a teenager, you should use your head to decide if a situation is too dangerous to handle. For example, if you see other kids fighting with knives, get an adult to help break up the fight and don't try to mediate. But if you are with friends who get into an argument, they may need some help to work through the problem.

What are some times you might use mediation?

Possible answers are: Mediating for arguing children you are babysitting, mediating arguments during club meetings or with members of a sports team you belong to, or mediating between your siblings or maybe even your parents.

You did a great job with the Take A Stand! Action Plan. We'll continue this lesson next time with more on communication.

Part 2: A Figure of Speech

SAY:

In our last meeting, we started the lesson called A Figure of Speech. What was the main focus of our discussion?

The Take A Stand! Action Plan peer mediation model

We're going to review the steps of the Take A Stand! Action Plan and look at an example of how that mediation model would work.



Activity 3: Work The Plan

DO:

Recruit three volunteers to read the script and act out the scenario. Give each volunteer a copy of the Take A Stand! Action Plan Scenario Script and a few minutes to review it before they present it to the group.

SAY:

I need three volunteers to be the actors for this scenario. Here is a copy of the script for each of you. Decide who is going to take each part. Read through the script, then you can perform the scenario for the group.

While our actors are reading over the script, let's review the Take A Stand! Action Plan. What's the acronym that will help us remember the steps?

PLAN IT

DO:

Go over the titles and definitions posted on the wall during the first part of this lesson. Refer to Activity 2: Take A Stand! Action Plan if needed to clarify.

SAY:

OK, actors, let's see you work the plan. Act out the scenario for us.

DO:

Allow the volunteers to present the scenario to the group.



SAY:

Let's review and see if we can identify where PLAN IT was used in the presentation. What part of the conversation represented Step 1: Participate?

Martha asked Hudson and Annette if she can help them solve the problem so the argument will stop.

What part of the conversation represented Step 2: Listen?

Hudson and Annette each tell their side of the story, and Martha listens to them.

What part of the conversation represented Step 3: Assess the Situation?

Martha restates what she heard each of them say and clarifies that what she heard was correct.

What part of the conversation represented Step 4: Negotiate Options?

Martha asks Annette and Hudson to give her some ideas of how they can work out their argument. Annette came up with a solution after they said why both of them needed the orange.

What part of the conversation represented Step 5: Implement an Agreement?

Martha asked if they both agreed to share the orange by having Annette grate the peel first, and then Hudson could eat the orange. Both agreed on this solution.

What part of the conversation represented Step 6: That's A Wrap?

Martha stated at the end the problem was solved and thanked them for talking through the problem.



Now that we've looked at a specific example, let's involve everyone in practicing the Take A Stand! Action Plan.

Activity 4: Friend Feud

DO:

Copy the Friend Feud Scenarios handout. Cut the scenarios apart on the solid lines. Each Friend Feud Scenario will provide a list of characters. Recruit volunteers to portray each character for the scenarios. Make sure the participants can still see the matching cards with the six steps so that they can refer to them while doing this activity.

SAY:

Using the Take A Stand! Action Plan, we are going to role-play some peer mediation scenarios. We'll assign parts for each scenario and work through each problem.

DO:

Follow each Friend Feud Scenario with discussion.

SAY:

For those who played the mediator in the scenarios, was it difficult to keep your personal opinions or friendship out of the picture as you carried out this role?

How did it feel to have a peer mediate an argument?

Did the mediators work through all of the steps in the model? If not, what step was skipped?

Did each scenario determine a solution and end the conflict? If not, what could have been done further to come to a resolution?



Do you feel like you will be able to use these steps to help your friends and others work out their problems? If not, why?

Wrap Up

- What is the key to being a good mediator? *Being able to evaluate a situation, and provide unbiased guidance to the parties and help them resolve their conflict*
- What are some ways to help avoid communication problems? *Examples include: Stop and think about what you want to say before speaking, don't snap back when someone else says something mean first, put an end to rumors by not passing them on, or asking others to stop spreading them.*
- When might you use the Take A Stand! Action Plan? *When others are arguing or fighting and you are not directly involved in the conflict; when younger kids are arguing or fighting*
- If you came upon strangers who were arguing, would you be able to step in and help them work out their problem? If no, why not?
- When should you not step in and try to mediate a situation? *When the situation is dangerous, such as guns, knives, or other weapons are involved; also, if you do not feel that you can get the attention of the others to peacefully work through the problem*
- What should you do if you encounter a dangerous situation where you don't feel safe or capable of stepping in and mediating a problem? *Call for help or get an adult who can help. If needed, call 911.*



Extended Activities

A Figure of Speech Crossword Puzzle and More!

Give each participant time to complete A Figure of Speech Crossword Puzzle and More! handout. The answer key is on page 2 of the handout.

Make Peace, Not War

This activity is for participants to identify the potential positive and negative consequences of using violence to resolve conflicts. Provide a chalkboard or flip chart for the discussion.

SAY:

- How would you define violence? Why do you think people sometimes use violence to handle conflicts?
- Let's identify everything that is positive about fighting or using violence to resolve conflicts. If you can't think of anything positive, think about a fight that you won. What did you feel after that fight? What positive things did the fight accomplish?

DO:

Record all of the students' ideas for positive reasons for using fighting to resolve conflict on the board or flip chart.

SAY:

- Let's look at the other side of that topic. What are the negative consequences of fighting or using violence to deal with conflicts?

DO:

Record all of their negative reasons for using fighting to resolve conflict in a new column on the chalk board or flip chart. You can also list them on a different sheet of paper.



SAY:

Are the consequences of fighting different at home than they are at school? If so, why are they different?

Between our list of positives and negatives, which list is longer? Why?

Which of the negative things is a short-term consequence? Which is long-term?

What are some ways you could get the positive effects of fighting without fighting?

If there are so many reasons not to fight, why do people fight?

Where do we get our ideas about fighting?

Can you see how the conflict mediation model might help in avoiding a fight?

Resources

Take A Stand! Action Plan adapted and used with permission from the Basic Mediation Training Program Manual, The Dispute Resolution Training Institute, a Division of the Texas Dispute Resolution System, Lubbock, Texas

Make Peace, Not War Activity— <http://www.teachervision.fen.com/safety/lesson-plan/2962.html>



Take A Stand! Action Plan Matching Game

Below are the six steps in the Take a Stand! Action Plan and the six definitions for those steps. Cut apart on the solid lines and use these titles and definitions for the Take A Stand! Action Plan Activity.



Step 1

PARTICIPATE

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Take A Stand! Action Plan Matching Game



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Take A Stand! Action Plan Matching Game

Step 3

ASSESS THE SITUATION

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Take A Stand! Action Plan Matching Game



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Take A Stand! Action Plan Matching Game

Step 5

IMPLEMENT AN AGREEMENT

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Take A Stand! Action Plan Matching Game

Step 6

THAT'S A
WRAP!

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Take A Stand! Action Plan Matching Game

A mediator agrees to participate and act as a neutral third party to help parties communicate. All parties involved agree to participate and work through the problem.

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Take A Stand! Action Plan Matching Game

The mediator and all parties listen to all sides of the story. Each person states what he or she wants from the situation.

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Take A Stand! Action Plan Matching Game

The mediator
assesses the
comments from
all parties and
restates each
party's side of
the story.

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Take A Stand! Action Plan Matching Game

The mediator asks all parties, including bystanders, for options to solve the problem.

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Take A Stand! Action Plan Matching Game

Implement a
plan of action
that all parties
agree on.

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Take A Stand! Action Plan Matching Game

The mediator
praises all parties
for working
together and
wraps up the
mediation
process.

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Action Plan Scenario Script

Characters:

- Mediator—Martha
- Brother—Hudson
- Sister—Annette

The Scene: The kitchen of the Smith home. Annette is in the kitchen getting ready to bake a cake for the cake walk for her 4-H club, and Hudson comes in from baseball practice to get a snack. Martha, the oldest of the Smith children, comes in to find an argument going on in the kitchen.

Annette: No, Hudson, you can't have that orange! It's the last one, and I have to have it!

Hudson: Too bad! I got it first and I'm starving!

Martha: Hey, what's going on? What are you two fighting about this time? Can I help you solve this so the loud argument will stop?

Hudson: Yes, please help. She always gets her way, and I'm tired of it.

Annette: I do not! Martha, he's a bully! Yes, help me so I can get this cake done.

Martha: OK, Annette, you go first. Tell me your side of the story.

Annette: Hudson took the last orange, and I need it for the cake recipe I'm making for the cake walk tomorrow. If I don't have the orange, the cake won't turn out right.

Martha: OK, Hudson, what's your side of the story?

Hudson: I just got home from practice and I'm starving. This is the only thing left to eat without having to cook something.

Martha: So what I heard you say is Annette needs the orange for her cake, and Hudson can't find anything else to eat but the orange. Is that right?

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Hudson

and Annette: Yes, that's right.

Martha: Annette, what does your recipe need the orange for?

Annette: I need to grate the peel to use in the icing and the cake. I only need two teaspoons of orange rind.

Martha: OK. Hudson, what part of the orange are you going to eat?

Hudson: The fruit on the inside. DUH!!!

Martha: OK. So what do you guys think could be a solution that you both could live with?

Annette: Well, if I could grate the rind first and get the orange peel I need, then he could have the orange when I'm done.

Hudson: Yea, that would work. I didn't know that she didn't need the whole orange.

Martha: So what I hear is that you can both get what you need and share the orange. Annette will grate the rind and get her orange peel, then Hudson can eat the orange. Is that a deal you can both live with?

Annette

and Hudson: Yes, I'll agree to that.

Martha: OK. Then I think we've solved the problem of the orange. Thanks for calming down and talking through this problem. Sometimes if you will just talk to each other, it would keep a lot of arguments from happening. Good luck on that cake, Annette. Can I have a piece when you are done?

Annette: No way! It's for the cake walk. You can come and buy a ticket and try to win a cake just like everyone else.

Martha: Calm down, Sis! I was just kidding. See you guys later.

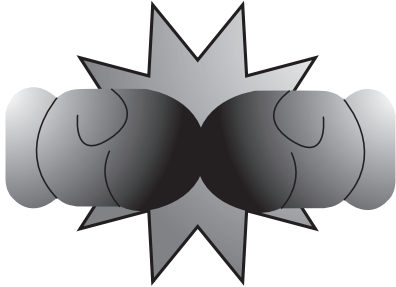
Friend Feud Scenarios

Friend Feud Scenario #1

Characters:

- Mediator—Joseph
- Baseball player—Robert
- Soccer player—Skyler

Robert and Skyler are fighting on the multi-purpose field at the Boys & Girls Club. Joseph comes upon the situation and pulls the boys apart. He discovers that Robert and Skyler are fighting over who gets to use the field.

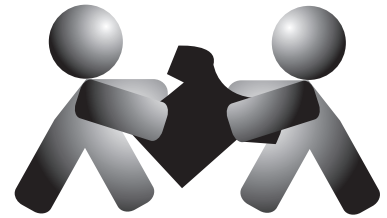


Friend Feud Scenario #2

Characters:

- Mediator—Rebecca
- Two teenage girls at the mall—Beth and Julie
- Sales clerk—Linda

Beth and Julie are shopping for a new dress for the school's Junior High Spring Dance. They start arguing over a dress that they both like. The girls are about to rip the dress in two. Linda, the sales clerk, steps in and is trying to get the dress away from them. Another friend, Rebecca, comes into the store and sees the scuffle. She screams "STOP!" to get the attention of Beth and Julie.

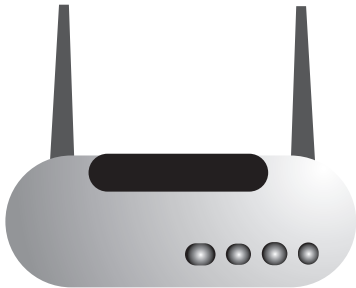


Friend Feud Scenario #3

Characters:

- Mediator—Mark, older brother of Luke
- Two seventh-grade friends—Luke and Phillip

Mark comes in from football practice and hears yelling and scuffling noise upstairs. He recognizes the voices as his brother, Luke, and Luke's friend, Phillip. Mark runs upstairs and finds them fighting about the video game. Mark steps in and breaks up the fight. Luke yells, "It's my game, and I make the rules!" Phillip responds, "But it was my turn! Your game ended, and I called next game!"

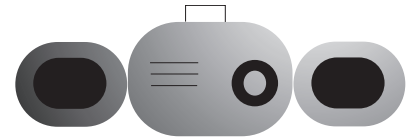


Friend Feud Scenario #4

Characters:

- Mediator—Teen dance instructor, Sheila
- Dance troupe members—Mary Ann, Zach, Jose', and Charmaine

Sheila teaches a hip-hop dance class at the YMCA every Tuesday and Thursday. On the other three days, the dance troupe members have time to practice on their own. It's Wednesday, and the group is trying to work on a new routine that Sheila taught them yesterday. The group argues because the girls remember the steps to the new dance one way, and the boys remember them another way. Sheila walks by the dance studio and hears the heated argument.



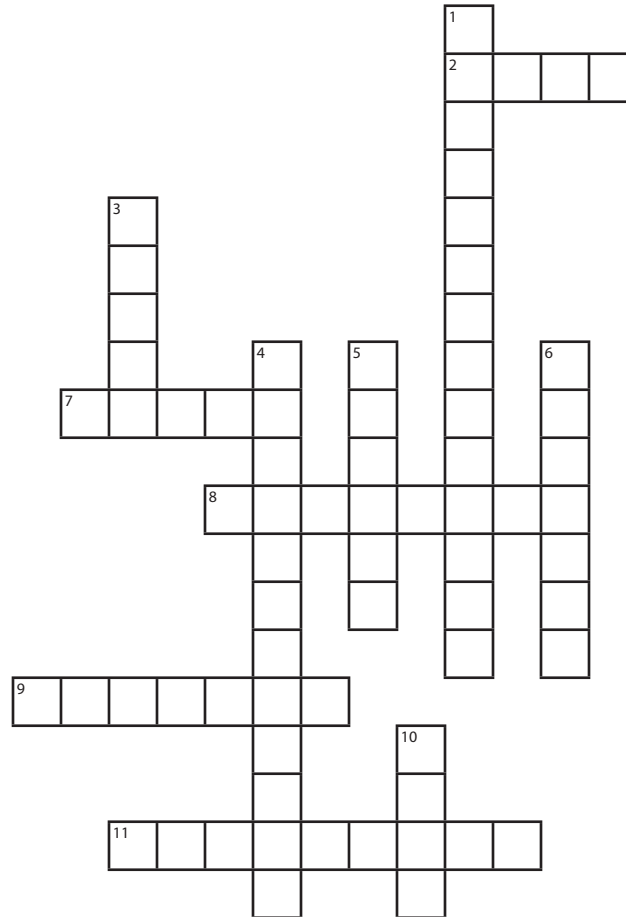
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A Figure of Speech Crossword Puzzle and More!

Word Bank

- Agree
- Agreement
- Alternatives
- Clarify
- Communication
- Dispute
- Level
- Mediator
- Over
- Peer
- Praise



Across

2. Announce the conflict is _____ when both parties have completed their agreement.
7. When initiating the mediation process, get on the same _____ with the parties involved.
8. A neutral party who works with the two people to come to a reasonable decision in a peaceful way.
9. When summing up, define the _____ in mutual terms.
11. Following through refers to helping both parties carry out their _____.

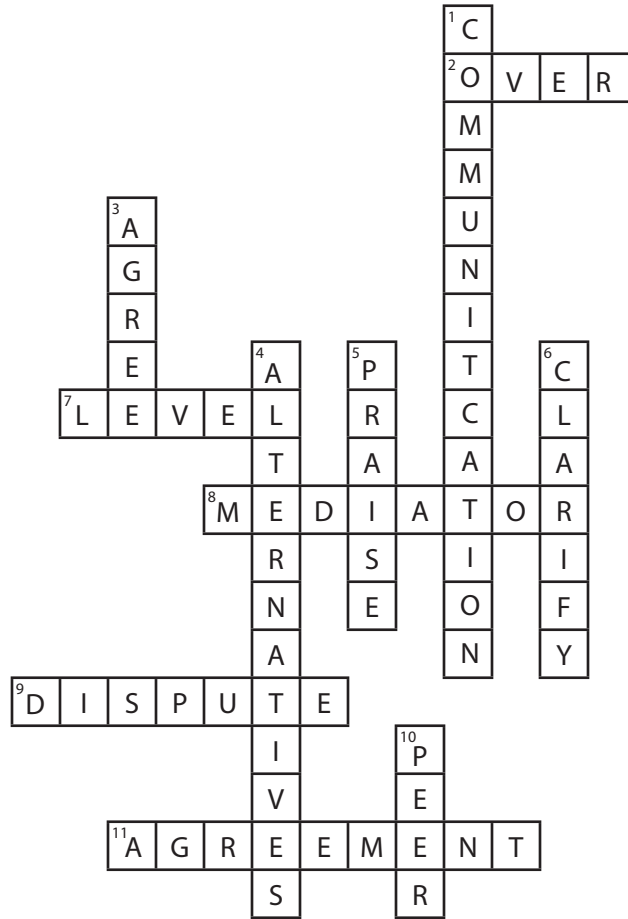
Down

1. The exchange of ideas between individuals through spoken or written word, or nonverbal actions.
3. The ultimate goal is to help parties _____ on a solution.
4. Generate _____ to try to come up with a possible solution.
5. _____ both parties for working hard and agreeing on a solution.
6. _____ each person's perspective by paraphrasing what they said.
10. Person your own age who serves as a mediator.

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A Figure of Speech Crossword Puzzle and More!

Answer Key



Across

- Announce the conflict is **OVER** when both parties have completed their agreement.
- When initiating the mediation process, get on the same **LEVEL** with the parties involved.
- MEDIATOR**—A neutral party who works with the two people to come to a reasonable decision in a peaceful way.
- When summing up, define the **DISPUTE** in mutual terms.
- Following through refers to helping both parties carry out their **AGREEMENT**.

Down

- COMMUNICATION**—The exchange of ideas between individuals through spoken or written word, or nonverbal actions.
- The ultimate goal is to help parties **AGREE** on a solution.
- Generate **ALTERNATIVES** to try to come up with a possible solution.
- PRAISE** both parties for working hard and agreeing on a solution.
- CLARIFY** each person's perspective by paraphrasing what they said.
- PEER**—Person your own age who serves as a mediator.

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Breakin' the Communication Code

Use your super sleuth skills to break the communication code in the cryptogram below.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	G													A					E						

 A T
 T

I X L L V R D I O E D X R
 D P
 E C U

 T
 G
 T

 Y U K
 E X
 Y X Q G D R B
 X V E

 .
 A
 A T

W Q X N M U L P .
 N U
 O
 L U A D O E X Q

 T
 A
 T G A T !

 R X E
 O R
 D R P E D B O E X Q !

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Breakin' the Communication Code Answer Key

Use your super sleuth skills to break the communication code in the cryptogram below.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
D	G	H	I	T	Q	K	F	C	V	Y	M	L	B	A	S	R	N	J	Z	E	U	P	O	W	X

COMMUNICATION IS THE
IXLLVRDIOEDXR DP ECU

KEY TO WORKING OUT
YUK EX YXQGD RB XVE

PROBLEMS . BE A MEDIATOR
WQXNMULP . NU O LUADOEXQ

NOT AN INSTIGATOR !
RXE OR DRPEDBOEXQ !

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Grade Level

6-8

Lesson Title

Lesson 3: Don't Be Rude!

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn:

- The importance of using good manners and respecting others in all types of communication mediums
- Ways to incorporate etiquette into technology-based communication
- Skills to present themselves to others in a positive manner

PASS

- Language Arts
- Technology Education
- Health

Life Skills Model

- Conflict Resolution
- Social Skills
- Communication
- Concern for Others
- Empathy
- Leadership
- Self-esteem

Supplies/Materials

- Art paper
- Crayons, markers, and/or colored pencils
- Magazines
- Glue or tape

Handouts

- Cyberbully Scenarios
- Netiquette Quiz
- Don't Be Rude! Word Search



Lesson 3: A Manner of Speaking

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

Activity 1: Cyberbully Scenarios

DO:

- *Make two copies of the Cyberbully Scenarios handout. Cut apart one copy, separating each numbered scenario. Use the other copy as a reference when you lead the activity.*
- *Give a numbered scenario to each participant. If more than 27 are participating, some may not receive a scenario. If you have less than 27 participants, make sure that the first two roles in each scenario are distributed OR select several scenarios as a whole to use for the activity.*
- *Participants will read their scenarios. Ask them to follow the directions on their scenarios and not to discuss them with others in class until asked to do so by the instructor.*
- *Some of the participants will be instructed to move to the back of the room or out of the line of vision of the group during the entire lesson. Please allow a place for two participants to relocate, but make sure they can still hear the discussion.*
- *Begin the lesson after the participants have moved to their new locations in the classroom.*

SAY:

We learned in Lesson 1 that bullying happens when someone hurts or scares another person on purpose. Also, the person being bullied has a hard time defending himself or herself.

What are some examples of how people are bullied?

Examples are:

- *Punching, shoving, and other ways of hurting people physically*



- *Spreading bad rumors about people*
- *Teasing people in a mean way*
- *Bullying also can happen on-line or electronically.*

What is an example of how people are bullied on-line or electronically?

Examples are:

- *Sending mean texts, e-mail, or instant messages*
- *Posting nasty pictures or messages about others in blogs or on Web sites*
- *Using someone else's user name to spread rumors or lies*

“Cyberbullying” is when a person is tormented, threatened, harassed, humiliated, or embarrassed by another individual using the Internet, interactive and digital technologies, or mobile phones.

Why do people bully online instead of in person?

The Internet allows people to insult others in relative anonymity. Experts on cyberbullying say it can be more harmful to victims than traditional bullying, such as fistfights and classroom taunts.

Did you know that kids your age have killed each other and committed suicide after having been involved in a cyberbullying incident?

Did you know...

- 33% of youth have been victimized by cyberbullying?
- 49% are victimized by instant message?
- 28% are victimized by e-mail?
- 34% of youth who are bullied feel frustrated, 30% feel angry, and 22% feel sad?



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- 41% of victims do not tell anyone in their off-screen lives about their abuse?

These statistics are adapted from the youth research compiled at <http://CyberBullying.us> .

DO:

To reinforce the topic of cyberbullying, show the You Tube video, "Beat Bullying: Sarah's Story." This 6 ½-minute video is about a middle school student who was a victim of bullying on the Internet and at school. The video can be found at <http://www.youtube.com/watch?v=r5NMDXAPUpw> .

SAY:

Look at the scenario you were given at the beginning of the lesson. Will the person who has slip No. 1 please read your scenario?

DO:

Continue calling on the participants in numerical order until all the roles have been read for the first scenario. Scenarios on the handout are separated and numbered so the instructor can track the number of roles for each scenario.

Follow each scenario with this list of discussion questions:

- How did your role make you feel?
- Could you identify with any of these people?
- If you were the cyberbully, what was your motive? What did you hope to gain by bullying the other person?
- What was the result of your actions?
- What role did those not directly related to the incident play?
Could anyone have changed the outcome of the situation?

Repeat this process with the next scenario. Participants are to read all the roles with Scenario 2 and the remaining scenarios.

SAY:

Cyberbullying may result in a misdemeanor cyberharassment charge no matter what age you are. Often cyberbullying does not go that far because it goes unreported. When reported, it can result in the loss of Internet Service Provider (ISP) or



Instant Messaging (IM) accounts as a violation of the service agreement. This is because electronic messages, such as IMs and e-mails, leave “fingerprints”—nine-digit numbers recorded with your ISP. Sometimes, if hacking or password and identity theft are involved, it is considered a crime under state and federal law.

There are four types of cyberbullies. As we go through the different types, let’s identify which ones are in your scenarios.

The Vengeful Angel

The “Vengeful Angel” cyberbullies typically are trying to protect a friend who is being bullied or cyberbullied. These people generally work alone. They may discuss activities and motives with close friends and others who they perceive to be victims of the individual they are now cyberbullying in retaliation.

Which scenario had this type of bully?

- *Scenario 2: Reasons To Hate Alex—character 8*
- *Scenario 6: The Ex-Girlfriend—character 23*

The Power Hungry or Revenge of the Nerds

The “Power Hungry” cyberbullies are often victims of offline bullying. They may be female, physically smaller, or picked on for not being popular or cool enough. They may have greater technical skills. They are empowered by the anonymity of the Internet and digital communications and by the fact that they never have to confront their victim. They may act tough online, but are not tough in real life. They are often not bullies but “just playing one on TV.”

Which scenario had this type of bully?

- *Scenario 2: Reasons To Hate Alex—character 6*



The “Mean Girls”

“Mean Girls” cyberbullying is usually planned in a group either virtually or physically together. This kind of cyberbullying is done for entertainment and may come from a computer in the school library or at a classmate’s home during a social gathering such as a sleepover. This kind of cyberbullying requires an audience. The “mean girls” cyberbullies want others to know who they are and that they have the power to cyberbully. This kind of cyberbullying feeds on group admiration through cliques and grows through the silence of others, who stand by and let it happen.

Which scenario had this type of bully?

- *Scenario 1: Moola of Milby Middle School—characters 1 and 3*
- *Scenario 5: Cell Phone Bully—characters 20 and 21*

The Inadvertent Cyberbully or “Because I Can”

Inadvertent cyberbullies usually don’t think they are cyberbullies. They may pretend to be tough online or are role-playing. They also may be reacting to hateful or provocative messages they have received. They do it “Because I Can.” They do it for the fun of it.

Which scenario had this type of bully?

- *Scenario 2: Reasons To Hate Alex—character 10*
- *Scenario 3: My Space Boyfriend—character 12*
- *Scenario 4: Star Wars Fan—character 16*
- *Scenario 6: The Ex-Girlfriend—character 23*

What are some ways you can protect yourself from cyberbullying? Examples include:



- Guard your contact information. Don't give people you don't know your cell phone number, instant messaging name, or e-mail address.
- If you are being harassed online, immediately:
 1. Tell an adult you trust—a teacher, parent, older sibling, or grandparent.
 2. Leave the Web site or stop the activity, such as chat room, news group, online gaming area, or instant messaging.
 3. Block the sender's e-mail or instant messages. Never reply to harassing messages.
- Save any harassing messages and forward them to your Internet Service Provider, such as Hotmail or Yahoo. Most service providers have appropriate use policies that restrict users from harassing others over the Internet.
- If the bullying includes physical threats, tell the police.
- Take a stand against cyberbullying. Speak out whenever you see someone being mean to another person online. Most kids respond better to criticism from their peers than to disapproval from adults.

Wrap Up

- What is a cyberbullying? Who bullies and why?
- How many types of cyberbullies are there? Can you name them?
- What are some ways you can protect yourself from being cyberbullied?
- What are some ways you can work with other students to help stop cyberbullying in your school?



Part 2: Don't Be Rude!

SAY:

Our last lesson in the Take A Stand! program was on cyberbullying. What are the four types of cyberbullies?

- *The Vengeful Angel*
- *The "Power-Hungry" or Revenge of the Nerds*
- *The Mean Girls*
- *The Inadvertent Cyberbully or "Because I Can"*

Many of you may think you know everything about using the Internet, but today we're going to see just how much you do know.

Activity 2: Netiquette Quiz

DO:

Provide each student a copy of the Netiquette Quiz handout.
Allow students time to answer the questions.

SAY:

The Netiquette Quiz has 14 questions on proper Internet etiquette or Netiquette. Read each question and circle the correct answer. We'll talk about the answers when everyone is finished.

Let's review the answers to the Netiquette Quiz.

1. Netiquette is short for: *D. Internet etiquette.*
2. Knowing netiquette will help you: *B. Avoid offensive online behavior.*



Netiquette is the good manners code of conduct to ensure you do not offend anyone on the Internet. While the “rules” of netiquette are not carved in stone, you may become unwelcome if you deviate too far from them. Some places on the Internet have different variations of acceptable online behavior and post their own online communication rules.

3. All e-mail should be answered: A. As quickly as possible. Although everyone likes to receive a prompt reply to a question or concern, sometimes delaying an answer is appropriate, especially if you are angry. Angry words written in haste cannot be retrieved once the send button has been hit.

Most e-mail software can save a mail message in draft form. This is like putting a letter in your out-tray before taking it to the mailbox. The e-mail message can stay in draft form while you let some time pass. After a few hours or the next day, reread your message and if you still think it’s appropriate, then send it. Remember that you are still responsible for what you write in e-mail, and the recipient has a permanent copy of your words until they delete it.

4. Typing an e-mail message in all capitals means: B. You are shouting. Capital letters can be used to add emphasis, but typing in all capitals WOULD BE LIKE SHOUTING THE WHOLE TIME! Type in all caps only if you mean to shout. To add emphasis to some of your words add a _ or * on either side of the word(s) you _want_ to emphasize.

5. It is OK to forward or post an e-mail that you have received if: D. The author of the message has given you permission to do so. In general, you should only forward a private e-mail when you have the



author's permission. If any information of a personal nature is in the e-mail, make sure the author doesn't object to your sharing the information. NEVER post a private e-mail to a news group, bulletin board, or mailing list, without the author's consent. Some common sense exceptions apply.

6. Using "smiley faces" in a message is: B. OK if used sparingly. Conveying emotion through the written word can be difficult, especially when trying to be brief. Using "smileys" is acceptable because they help the reader know whether you are joking, angry, sad, or sarcastic.

You can take the "heat out" by writing in what you mean. At the end of your sentence put in <joke> or <cheeky>. <g> is simple and quick, and means <grin>. For a detailed listing of "smileys," also know as emoticons (emotional icons), visit <http://www.pb.org/emoticon.html>. Some commonly used smileys are:

:-) Happy

:-(Sad

:-| Stern

;-) Cheeky, winking

:-D Laughing

:-O Shocked

7. A flame is: B. A post or e-mail that expresses a strong opinion or criticism. Flames are acceptable when used to correct misinformation or bad behavior, or to add something of value to the topic at hand. Flames used simply to insult others are bad netiquette.

8. Chain letters sent via e-mail should be: D. Discarded the way you do paper junk mail. Chain letters are just as much



a nuisance on the Internet as they are on paper. Never pass on a chain letter without checking its authenticity. In almost all cases, do not pass them on because they only clog up Internet traffic. One rule of thumb: If it says "FORWARD this to everyone you know," DON'T.

9. You should worry about grammar and punctuation: *C. All of the time. Tapping out quick messages to friends without paying attention to grammar and punctuation might be acceptable, but when sending e-mail to your instructor or fellow students, pay attention to those things. Good practice is paying attention to spelling and grammar all of the time.*
10. Spamming means: *D. Posting or e-mailing unsolicited advertising message to a wide audience. Essentially, spams are widely posted junk mail. Spamming is extremely bad netiquette and will provoke the indignation of the online community.*
11. Other online places where these guidelines might apply to are: *F. All of the above. When communicating in discussion forums, bulletin boards, list serves, chat rooms, and newsgroups, netiquette becomes very important, as you may be talking to people globally. And remember you are communicating publicly. Everything you write is visible to everyone else on that list, forum, or chat room. With newsgroups, bulletin boards, and discussion lists, your words may be available for a very long time, so think carefully about what you write.*
12. Scrolling the Screen (posting a multi-line message for the sole purpose of filling the screen) in a chat room is OK when: *D. Never. Scrolling the chat screen is considered extremely poor netiquette at any time.*
13. The chat abbreviation "brb" stands for: *A. Be right back. This common*



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abbreviation is used in chats to let your fellow chatters know that you have been temporarily distracted from the chat conversation (e.g., the phone rings, someone starts talking to you in the “real world”).

What are some other acronyms used when you text, e-mail, or are in chat rooms?

Examples are:

- “lol” – laugh out loud
- “bff” – best friend forever
- “IDK” – I don’t know
- “k” – OK

14. The Golden Rule of Netiquette is: A. Remember the human. When communicating via computer, it’s easy to forget that you are communicating with real people who have real feelings and egos. If you wouldn’t say something to their face, don’t say it over the Internet. Express your opinions, but be sensitive to the feelings of others.

Think about how you would like people to treat you when they are communicating with you over the Internet and remember that no matter where you are—online or in real life—you are the only one who is accountable for your actions.

How many of you have an online personal site such as MySpace or Facebook? What kinds of things do you post to these sites? What do you use the sites for?

Have you ever thought about what other people use these sites for when they look at your site? What do you think some examples are?

Personal Internet sites such as MySpace or Facebook can be used by predators to find



young people to befriend and prey on. What are some ways that you can protect yourself from this happening to you?

Possible answers are:

- *Don't chat with people you don't know who try to start a conversation with you.*
- *Don't share your personal information with people you don't know.*
- *Limit the personal information on your profile; do not list your address, phone number, or name of your school.*
- *If someone continues to try communicating with you, block them from your site and/or report them to the Internet provider.*

Personal Internet sites also are visited by employers who are hiring teens or college students to see what kind of character potential employees have. Sometimes this "first impression" may affect the employer's hiring decision. This might not be important right now because you are not looking for a job, but how might it affect you later?

As you get older and continue to use personal Internet sites, be selective in how you portray yourself. More and more people are forming opinions of you by looking at your site. Consider these questions:

- What kind of impression do you want a potential date to have of you?
- If a new person transferred to your school, what kind of impression of you would your site give them?
- Would a parent hire you to babysit their children if they went on your site today and looked around?
- If you were going to apply for an afterschool job, what would that potential boss think of your character if they looked at your site today?



Activity 3: Personal Billboard

DO:

Provide each student with art paper and crayons, markers, or colored pencils. If available, provide magazines and glue or tape for students to cut pictures or words out of for this activity.

SAY:

First impressions are very important. You want others to be interested in finding out more about you. We're going to design personal billboards. Each of you has a piece of art paper to be your billboard. Design a billboard that tells the world things about you. Think of this as a personal advertisement or application for a job. If a potential boss saw your billboard beside the highway, would that billboard make them want to find out more about you as a potential employee? Use the crayons, markers, or colored pencils to design your billboard. Magazines also are available for you to use to cut out pictures or words to add to your billboard.

After everyone has time to complete their personal billboards, we'll share them with the group.

Wrap Up

- What is netiquette? *Internet etiquette*
- Have you posted things on your personal Web sites that you need to edit to improve your image?
- What should you do if someone keeps trying to communicate with you online and you don't know who they are? *Block them from your site, report them to the Internet provider.*



- What can you do to reduce the risk of an Internet predator learning details about you from your sites? *Don't provide personal information, such as your address, phone number, or name of your school. Don't chat with someone you don't know.*
- What can you do to help your younger brothers and sisters learn about netiquette and Internet safety? *Teach them what you have learned about netiquette and Internet safety; monitor their use of the computer; teach them how to set up a safe personal site.*

Extended Activities

First Impression Bulletin Board

Post the personal billboards to create a bulletin board about "First Impressions" and Internet safety. Involve the students in developing the bulletin board.

Don't Be Rude! Word Search

Provide students with the Don't Be Rude! Word Search and allow time for them to complete it.



Cyberbully Scenarios

Scenario 1: Moola of Milby Middle School

1	I set up a blog for my girlfriends to make fun of another classmate at school. The daily blog lists what the student wears each day to school and how hideous she looks. The blog also comments on how much she eats during lunch, and how fat and gross she is. The blog title is “Moola of Milby Middle School.”
2	I am the person the “Moola of Milby Middle School” blog is about. While my clothes are not the most trendy, my family does the best we can to make sure everyone has what they need. Most of my clothes are hand-me-downs from my older sister. I try my best to eat right and exercise, but eating is my crutch. Since the death of my father, things have been hard both financially and emotionally. My sadness over my father’s death is compounded by the fact that someone has started a blog about me, pointing out my weaknesses. I took my own life on a Thursday. This is the same day of the week my father died. <i>Move to one of the chairs in the back of the room.</i>
3	I went to the “Moola of Milby Middle School” blog and laughed at what I read. I forwarded the link to my friend, Micah, and we both had a good laugh about what was posted at Moola’s expense.
4	I was a friend of the girl who the blog was about. We were friends in grade school. I knew about the blog and had even read some of the comments. I saw my childhood friend in the hall each day at school. I knew she was hurting, but I never talked to her.
5	I am in the same class as “Moola” and the girl who started the blog about “Moola.” I overheard a conversation and found out who started the blog when she was bragging to her friends that she just updated the “Moola” blog with a new post. I didn’t tell “Moola” who it was and, when I found out that she had committed suicide, I felt guilty because I didn’t try to help.

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Cyberbully Scenarios

Scenario 2: Reasons To Hate Alex

6	I created a Web site called "Reasons To Hate Alex." For months I have posted slurs and remarks about Alex. The Web site has a large following. Many kids have posted comments about Alex even though they do not know him personally. I do not have any reason to be rude to Alex other than it is fun and makes me feel powerful especially since I am considered a nerd at my school.
7	My name is Alex. The Web site created to hurt me has greatly angered my friends and family.
8	Many of Alex's friends have been to the site and posted comments in his defense. They are calling the site creator a cyberbully and a chicken for not coming forward and talking about this in person.
9	I visited the Web site, "Reasons To Hate Alex," out of curiosity and shared the site address with others.
10	I posted a comment on the "Reasons To Hate Alex" Web site so my friends would think I am cool.

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Cyberbully Scenarios

Scenario 3: MySpace Boyfriend

11	I set up a MySpace account to interact with my friends. My account received a new friend request from a boy named Josh. I am very excited about how cute Josh is and that he wants to be my friend. I do not see myself as one of the pretty girls and am very pleased that Josh is so interested in me. Josh and I have been talking for months. Now he says he cannot be my friend any longer because I am not pretty enough. This is a horrible blow to my ego and self-image. I hate myself. I decided that Josh may be right and, to end my pain, I hanged myself in the closet of my bedroom. <i>Move to one of the chairs in the back of the room.</i>
12	I am the 13-year-old girl posing as Josh to play with the emotions of a classmate whose self-esteem is already low, and IM with her for months. I pumped up her esteem and told her nice things about herself to get her to trust me. One day my IM said she is not pretty enough. Since I have created a trust with this person, she believes anything I say. I even sent her the message that she is "better off dead because she will never find anyone who likes her." I'm not a bully, but it was fun to pretend to be another person and mess with her mind!
13	I was friends with the girl who hung herself because of the things Josh had said to her.
14	I am friends with the girl who was posing as Josh. I knew what she was doing and never told anyone. Now it is too late.

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Cyberbully Scenarios

Scenario 4: Star Wars Fan

15	I am a Star Wars fan. A friend and I were in the park acting out a Star Wars fight scene. During the scene I was wielding a golf ball retriever as a light saber while my friend was fighting back with an umbrella. The scene is all in good fun until I found out it was on YouTube. I am a very quiet and shy person, so this video has put me and my friend in the spotlight and caused stress.
16	I was in the park and captured the Star Wars fight scene between the two nerds on my camera phone. I wanted to share my video with the world, so I uploaded it to YouTube. It has had thousands of views, and the whole school is talking about the Star Wars nerds at my school.
17	I am the friend who was featured in the Star Wars video. My privacy was invaded.
18	I am a sibling of one of the characters in the Star Wars video. Now I am being teased at school because of the video.

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Cyberbully Scenarios

Scenario 5: Cell Phone Bully

19	I am so excited about my new cell phone I received as a birthday present. I had the phone for about a week when the bad text messages started. The first ones were sort of joking, saying things like "It is about time you got a phone. You're the last one in school to get one." But the messages got meaner, saying things like "you are a loser," "you're dumb and ugly," and "you are so lame." If I tell my parents about the messages, they will take away my new phone, so I am enduring the daily tormenting.
20	I overheard a girl telling her friend about her new cell phone. Then I saw the note that had been accidentally dropped on the floor in the hallway at school that had her cell number written on it. I decided to play a little joke on her. A group of friends and I thought of mean things to say to the girl and sent daily text messages. Since she does not know who was sending the messages, we are safe from all blame and can continue to watch her be intimidated by our game.
21	I was one of the friends who helped think of mean things to text to the girl. My friends and I laughed every time we got together to think of more stuff to tell her. I felt bad about it but didn't want my friends to turn on me.

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Cyberbully Scenarios

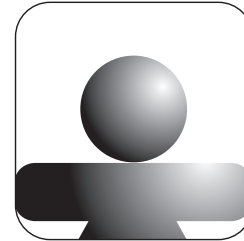
Scenario 6: The Ex-Girlfriend

22	My name is Sarah, and I was dating Chad. He dumped me and is now dating another girl. I am so upset that he would treat me this way.
23	My name is Julie, and I am Sarah's best friend. When Chad broke up with her, she was really upset. I know Chad's new girlfriend, so I started texting messages to her that were rumors about Chad to get back at him for hurting my friend.
24	My name is Chad. I was going to put a stop to Julie for trash-talking, so I sent an IM message to all of my friends saying that I am going to kill my "ex" for spreading the lies about me. My friends were scared by my IM and told their parents what I wrote. The next day at school, the principal and local law enforcement took me out of the classroom for threatening behavior. Then they arrested me. I now have a juvenile record that will keep me from entering the college of my dreams. My family is embarrassed, and my friends are afraid of me.
25	I am one of Chad's friends. I told my parents about Chad's IM that landed him in "juvy" hall.
26	I am Chad's new girlfriend. Since dating Chad, I have received text messages with rumors about Chad. His retaliation about those rumors resulted in Chad now having a criminal record.
27	The police returned to the school to interview students who knew about or received the IM from Chad. I heard Chad saying he was going to get back at his ex-girlfriend's best friend.

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Netiquette Quiz

- Netiquette is short for:
 - network education terminology
 - necessary teaching etiquette
 - Internet inequities
 - Internet etiquette
- Knowing netiquette will help you:
 - do better on exams
 - avoid offensive online behavior
 - get along better with your friends
 - navigate the Internet
- All e-mail should be answered:
 - as quickly as possible
 - after waiting several days
 - when the opportunity arises
 - after an appropriate interval
- Typing an e-mail message in all capitals means:
 - nothing special
 - you are shouting
 - it's OK to forward this message to others
 - this message is very important
- It is OK to forward or post an e-mail message that you have received if:
 - the message is typed in all capitals
 - it does not contain any copyrighted material
 - the author of the message hasn't marked it as confidential
 - the author of the message has given you permission to forward or post it
- Using "smiley faces" in a message is:
 - childish and should never be done
 - OK, but they should be used sparingly
 - entirely acceptable
- A flame is:
 - an online chain letter
 - a post or e-mail message that expresses a strong opinion or criticism
 - an expert programmer
 - a person who consistently breaks the rules of netiquette
- Chain letters sent via e-mail should be:
 - forwarded to as many people as possible if they contain information about computer viruses
 - forwarded to just your friends
 - checked for authenticity and then forwarded
 - discarded the way you do paper junk mail



Billy Joe Bob

Friends

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Netiquette Quiz

9. You should worry about grammar and punctuation:
 - A. only when you are sending a message to your friends
 - B. only when you are sending a message to your classmates or instructor
 - C. all of the time
 - D. whenever you have the time
10. Spamming means:
 - A. posting a message that contains graphic descriptions of something really gross
 - B. sending in lines of nonsensical garbage in chat conversation
 - C. spilling the juice of meat-byproducts into your keyboard
 - D. posting or e-mailing unsolicited advertising messages to a wide audience
11. Other places where you communicate using the Internet that these guidelines might apply are:
 - A. bulletin boards
 - B. discussion forums
 - C. list servs
 - D. chat room
 - E. news groups
 - F. all of the above
12. Scrolling the screen (posting a multi-line message for the sole purpose of filling the screen) in a chat room is OK when:
 - A. you need to get your fellow chatter's attention
 - B. you are bored by the "conversation" and you want to liven things up
 - C. no one has said anything for 60 seconds
 - D. never
13. The chat abbreviation "brb" stands for:
 - A. be right back
 - B. boring, really boring
 - C. been really busy
 - D. better run, bye
14. The Golden Rule of Netiquette is:
 - A. remember the human
 - B. never flame a friend
 - C. follow all the other rules of netiquette
 - D. a "smiley face" in every message

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Don't Be Rude! Word Search

V V T T C H A R A C T E R
 A E P O W E R H U N G R Y
 S N O I T A I V E R B B A
 E G B M A N Y T O F V T T
 C E C Y B E R B U L L Y G
 A F E T T E U Q I T E N S
 F U V T V C M A E C I P T
 Y L S D S E M A A L A S A
 E A A E L E C R L M C U E
 L N F T L A R O M F H D L
 I G E H S L R I G N A E M
 M E T F I C N U E R T L B
 S L Y A S G L A S G Y O S

Abbreviations
 Character
 Chat
 Cyberbully
 Email

Flame
 Inadvertent
 Mean Girls
 Netiquette
 Power Hungry

Safety
 Scrolling
 Smiley Faces
 Spamming
 Vengeful Angel

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Don't Be Rude! Word Search Answer Key



Abbreviations
Character
Chat
Cyberbully
Email

Flame
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Netiquette
Power Hungry

Safety
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Lesson
4
Work It Out

Grade Level

6-8

Lesson Title

Lesson 4: Work It Out

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn:

- Different team member roles and how they complement each other
- How to implement team member roles through hands-on activities that require teamwork

PASS

- Language Arts
- Visual Art
- Physical Education

Life Skills Model

- Teamwork
- Communication
- Social Skills
- Cooperation
- Problem-solving
- Decision-making

Supplies/Materials

- 60 to 70 tennis balls, bean bags, or wads of scrap paper
- 5 hula hoops
- Lots of newspaper
- Masking tape (6-8 rolls)
- 1 gallon jug ¼ full of water
- Small plastic container
- 1 cup for each team

Handouts

- What's Your Role?
- Newspaper Bridge

TAKESTAND
for teamwork

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



Texas Rural Mediation Services™
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Lesson 4: Work It Out

SAY:

With the Take A Stand! program, we've covered dealing with bullies, using communication to work out our problems, and remembering netiquette/etiquette. Now we're going to focus on teamwork.

Why do we try to achieve teamwork?

Teamwork allows all members of a group to work through a task or problem and creates unity within a group. When "team," not "individuals," is the focus, the group can reach its goals. Members achieve more by dividing responsibilities and playing to the strengths of each person in the group.

Teams work best when primary roles are balanced. When team members know their roles, they work to their strengths and manage weaknesses.

How can using teamwork help us work out conflicts?

When we talk through the solutions to a bad situation and decide together how to solve the problem, we use teamwork. Whether you are involved in a team sport or in an organization, teamwork is important for groups to be able to perform well together.

Team members serve different roles or jobs. What are roles that a team needs in order to do well?

Possible answers are: leadership, cooperation, or determination.



Now we're going to look at a model called the Belbin Team Roles Model to help us understand team roles. Dr. Meredith Belbin, a professor at Henley Management College, created the Belbin Team Roles Model. We're going to use this model to learn about how we participate on teams.

DO:

Provide each student a copy of the handout, What's Your Role? As each team role is discussed, review the handout with the students.

SAY:

These broad groups identify team roles:

- Action-oriented role
- People-oriented role
- Thinking-oriented role

What kinds of words could describe an action-oriented team member? An action-oriented team member might be one of these:

- Shaper, who challenges the team to improve
- Implementer, who puts ideas into action
- Completer-finisher, who finishes what they start and keeps the group on task

The second broad group is the people-oriented role. This type of team member will serve in a group as:

- Coordinator, who acts as a chairperson
- Team worker, who encourages cooperation
- Resource investigator, who researches resources that can help the group

The last broad group is the thinking-oriented role. How would you describe this type of person?



THE TAKESTAND

for teamwork

- Plant, who presents new ideas and approaches for solving a problem or task
- Monitor-evaluator, who analyzes the options
- Specialist, who provides specific skills; for example, a person who likes numbers might take care of the money, or someone who likes mechanics may make sure the equipment is in working order.

Do you think every group always has all three roles represented? Why or why not?

How do you determine who will fulfill the roles on a team?

These are some potential answers:

- *Ask team members what they like to do.*
- *The leaders of the group might assign roles based on their knowledge of each team member's skills and interests.*
- *Sometimes the group members' roles sort out as they work through the task.*
- *Team members may start out in one role and switch roles based on their experience.*

Can you fulfill more than one role on a task?

Yes. Sometimes an individual may have to take on more than one role, especially if the group is small and doesn't have enough team members to fill all roles. Sometimes not all roles will be active. Also, a task might require several people doing the same role.

Let's do some activities that will require some teamwork.



Activity 1: Frenzy

Supplies

- 60 to 70 tennis balls, bean bags, or wads of scrap paper
- 5 hula hoops

Space Required

- At least 30 square feet of relatively flat, open space

DO:

- Place five hula hoops on the ground at the four corners of an imaginary 25-foot square. Put one hula hoop in the middle.
- Place all tennis balls (bean bags/paper balls) in the middle or neutral hoop.
- Divide participants into four even groups: for example, number them 1 through 4 or let them draw colored pieces of paper. **AVOID having four captains pick teams. Do not call the groups "TEAMS." Deliberately call them "groups" to ensure the participants choose how they plan to play the game. Also, the objective of this exercise does not say that there are four separate teams. It only refers to "the team."**
- Each group chooses and stands by a hula hoop.

SAY:

- The object of the game is to place all of the tennis balls in your hoop.
- Participants will not throw or toss the balls.
- All the balls must be out of the middle before they can be taken from the other hoops.
- A participant cannot defend any of the hoops, including the one he or she is standing by to begin the game.



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for teamwork

DO:

- *Play will last for 3-5 minutes. Participants will be out of breath and not any closer to winning by then. Ask them to regroup by the hula hoop they started at and strategize for 2 minutes. One or more groups may determine the creative solution. Most of them, however, will try plays such as positioning the people “strategically” or planning for faster ball transfers. After 2 minutes, have them begin the activity again.*
- *After another 3-5 minutes, participants will be no nearer to winning and may start to become a little frustrated. Ask them to group in a circle and perhaps learn from each other. This will usually produce better results. If they need prodding, restate the objective of the game and the rules. Someone may suggest that the groups work together. If another asks if the hoops can be moved, tell the participant, “Yes.” Either way, you know that the group is on the right track.*
- *With some planning and thinking about the rules of the game, they should realize that the only way to win is for them all to win. (For example, they could place all of the balls in the middle hoop and then place their hoops around the balls.) The only other way is for all of the groups to agree to lose, which is not likely.*
- *Observe the teams as they proceed through the activity. Write down or memorize some specific team roles that emerged and mention these in the follow-up discussion.*

SAY:

What is the objective of the game? *To place all the tennis balls in your hoop.*

What information in the instructions or process of the game made you think that there were several teams? *The group is divided into four groups—not teams. Some might interpret groups to be teams. The objective refers to “the team” and not “each team.”*

What team roles did you see emerge from your group as you tried to play the game?



Did anyone take on more than one role?

Did anyone assign roles to other members?

If you were told what to do by others, how did that make you feel?

What happened when people became frustrated with not being able to accomplish the objective?

How did the whole team determine the solution? (If they didn't solve it, ask if anyone can think of any other solutions to this problem.)

You did a great job with the Frenzy activity. Next time we'll resume more teamwork activities.

Part 2: Work It Out

SAY:

Last time we began our lesson called Work It Out. What was the main topic we discussed?

Teamwork

How can teamwork be important in working through conflict?

When we talk through the solutions of a bad situation and decide together how to solve the problem, we use teamwork.

What are the three team roles?

Action-oriented, people-oriented, and thinking-oriented roles

What are some things an action-oriented person might do?



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for teamwork

- *Shaper, who challenges the team to improve*
- *Implementer, who puts ideas into action*
- *Completer-finisher, who finishes what they start and keeps the group on task*

What are things someone in a people-oriented role might do?

- *Coordinator, who acts as a chairperson*
- *Team worker, who encourages cooperation*
- *Resource investigator, who researches resources that can help the group*

What are things people in a thinking-oriented role might do?

- *Plant, who presents new ideas and approaches for solving a problem or task*
- *Monitor-evaluator, who analyzes the options*
- *Specialist, who provides specific skills; for example, a person who likes numbers might take care of the money, or someone who likes mechanics may make sure the equipment is in working order.*

Today we are going to do a few more activities that will allow you to practice your team roles.

Activity 2: Newspaper Bridges

Supplies

- Lots of newspaper
- Masking tape or duct tape (one roll per team)
- 1 gallon jug 1/4 full of water
- Small plastic container
- 1 copy of the Newspaper Bridges handout per team, cutting team roles apart and putting each set of team roles in a separate cup
- 1 cup for each team



DO:

- *Divide the group into teams of no more than nine participants each. If the group is smaller than 18, keep teams around six participants.*
- *Each team takes a cup containing the team roles from the Newspaper Bridges handout in it and draws one team role per member. If fewer than nine people are on a team, draw only one team role per person. That is the role they are to carry out for this activity.*
- *Give each team newspaper and masking tape after it has completed the 5 minutes of planning.*
- *Teams have 10 minutes to construct their bridge.*

SAY:

You are going to build a bridge using only the newspaper and masking tape that you have been given. The bridge must be strong enough to hold this bottle for 10 seconds without collapsing completely. (Show the bottle and let them feel its weight.) Also, the bridge must be tall enough for the pan to pass underneath. The bridge must be free-standing—not attached to the wall, a piece of furniture, a person, or an article of clothing. Each participant has drawn a team role for this activity. Do your best to stick with the description of the role on the paper you selected. The groups will have 5 minutes to plan and 10 minutes to build. If you finish planning in less than 5 minutes, you must wait the whole 5 minutes before you can begin working on the structure.

DO:

- *Conduct the experiment using the jug of water and the small plastic container with each team's bridge. See if their structure supports the weight of the jug and if the container can go under the bridge. Have all teams count the 10 seconds together while the jug of water is on the bridge.*



SAY:

How did your team work as a group?

Did every member fulfill his or her team role? If not, where were the problems?

Did anyone take on a role that was not assigned?

What team roles were missing from your group?

How did you compensate for those missing skills?

What influenced the type of bridge that each group built?

How did communication impact your group's ability to work together? Were there problems with your communication?

If you had it to do over again, what would you do differently in this activity?

Activity 3: All Tied Up

The purpose of this game is to work as team to complete a task.

Supplies

- Bandanas or strips of fabric
- Other items as needed (see list below of task options for this game)

DO:

- *Participants form a circle and face each other. They hold out their arms.*
- *Tie the group together so that each person is tied to both neighbors' wrists.*
- *Now that the group is "all tied up," give its members a task to do together. (Each team member needs to participate.)*
- *If needed, give the group a time limit for completing the task.*



Task Options

- *Wrap packages with gift wrap, bows, and a card.*
- *Make a snack.*
- *Create an art project.*
- *Pour a cup of water for each person in the group.*
- *Work a crossword puzzle or a word search puzzle.*
- *Do anything else that is fun and different.*

SAY:

Why were you successful or unsuccessful at completing the task?

How did the time restrictions aid or hinder your group from completing the task?

Did everyone in the group help get the task done?

What happened when someone didn't help?

What team roles did you see as the group worked on the task?

Do you ever feel like you are "tied up" with someone else when you are working with the person and are trying to get a job done? If so, why? How do you deal with this feeling?

What could you have done differently to make the task easier?

Wrap Up

- What are the three broad categories of the team roles? *Action-oriented, people-oriented, and thinking-oriented*
- Did you decide which team roles are best for you?
- Do we have people in this group who represent all the team roles?
- What challenges did you face in the Newspapers Bridges activity with your



TAKE A STAND

for teamwork

team role? What about the All Tied Up activity?

- When you work in groups or on a team in the future, what can you use from today's activities that will help you to be a better team member?
- What does a team need to do if the group doesn't have people to fulfill all the necessary roles for a task?
- Why is teamwork important in conflict resolution?
- Each person should answer this question: What one word would you use to describe something you learned about teamwork?

Resources

Belbin Team Role Summary Sheet— <http://changingminds.org/explanations/preferences/belbin.htm>. It is used with permission from Belbin Associates.

All Tied Up Activity—http://uoleadership.uoregon.edu/exercises/team_builders/tied_up. It is used with permission from University of Oregon Holden Leadership Center.



What's Your Role?

The Belbin Team Roles Model

Action-Oriented Roles	Shaper	Challenges the team to improve
	Implementer	Puts ideas into action
	Completer-Finisher	Ensures thorough, timely completion
People-Oriented Roles	Coordinator	Acts as a chairperson
	Team Worker	Encourages cooperation
	Resource Investigator	Explores outside opportunities
Thinking-Oriented Roles	Plant	Presents new ideas and approaches
	Monitor-Evaluator	Analyzes the options
	Specialist	Provides specific skills

Which team role do you feel you bring to a group in most situations?

Provide an example of how you have used each team role with a group.

Action: _____

People: _____

Thinking: _____

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Newspaper Bridges

Divide the class into groups of no more than nine (9) per group. Give each group a copy of this handout. Cut the Team Roles apart on the solid lines and place in a cup; each group should have its own cup with the Team Roles in it.

<p>Action-Oriented – Shaper: Challenges the team to improve</p>	<p>Action-Oriented – Implementer: Puts ideas into action</p>
<p>Action-Oriented – Completer Finisher: Makes sure task is completed on time</p>	<p>People-Oriented – Coordinator: Acts as chairperson of the group</p>
<p>People-Oriented – Team Worker: Encourages cooperation</p>	<p>People-Oriented – Resource Investigator: Explores ways that other people or things can help the group accomplish the task</p>
<p>Thought-Oriented – Plant: Presents new ideas</p>	<p>Thought-Oriented – Monitor- Evaluator: Analyzes all the options to accomplish a task</p>
<p>Thought-Oriented – Specialist: Provides a special skill of newspaper work only</p>	

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Lesson
5
Inside Out

Grade Level

6-8

Lesson Title

Lesson 5: Inside Out

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn:

- The importance of getting to know someone before making a judgment
- The cultures of others in the group
- How to identify symptoms of culture shock
- Ways to help others overcome culture shock

PASS

- Language Arts
- Social Studies

Life Skills Model

- Accepting Differences
- Conflict Resolution
- Communication
- Social Skills
- Empathy

Supplies/Materials

- Pencils
- Flip chart or chalkboard
- Markers or chalk

Handouts

- Opposites
- Human Bingo

TAKE A STAND
for cultural awareness

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Lesson 5: Inside Out

SAY:

This lesson, Part 1 of the last lesson of the Take A Stand! program, is called Inside Out. It involves looking at cultural awareness and doing some activities that will help us better understand cultures in Texas as well as cultures within our own class or group.

Let's start with an activity and then we will talk about cultural awareness.

Activity 1: Walk Apart—Walk Together

SAY:

Two volunteers will stand back-to-back at the front of the room. The rest of the group will call out different things about these volunteers. Differences sometimes push us apart, so as each difference is identified, the volunteers will take one step apart.

DO:

The group continues identifying differences until the volunteers reach the end of available space across the front of the room.

SAY:

Because we have run out of room, the volunteers will now face each other where they are standing. The group is to identify things that are similar or alike between the volunteers. As each similarity is called out, the volunteers will take one step toward each other.



What did the differences have in common?

A potential answer: Differences are things that can be seen. Examples include: hair/skin color, eyeglasses, shoes, and clothing.

What did the similarities or likenesses have in common?

A potential answer: Similarities can be perceived and often are unseen. Some physical characteristics also can be the same, such as hair color or eye color.

Have you ever judged someone negatively at first sight by his or her physical characteristics?

What was it about the person that caused your negative opinion?

How do judgments or first impressions of other people lead to conflict?

Possible answers are:

- *When we judge other people before we really get to know them, we may assume they believe or do things one way when they may not.*
- *We sometimes go by what a person looks like to determine their character instead of really getting to know who they are.*
- *We may get defensive with others because we think they aren't like us or don't think like us before we know whether those assumptions are true.*
- *Sometimes disagreements happen because we don't really know certain people or understand where they come from. We need to get to know others and learn about their culture.*

Is it right to judge someone without getting to know the person first? No, judging someone without getting to know the person is not right. Look beyond the surface and learn about a person's culture, beliefs, and



interests. The world is full of many different cultures.

What do we mean by culture? Culture includes ethnicity, language, traditions, beliefs, customs, and other influences on our total being.

Where do we get our culture? We learn about our culture from our parents, grandparents, or other family members. Culture may be influenced by where we live or it may come from our heritage.

What are some cultural differences that cause conflict between people or groups?

Potential answers are: race, beliefs, personality, and language barriers that don't allow people to understand each other.

Activity 2: What's the Difference?

SAY:

Let's see how culturally different this group is.

Here is a list of cultural characteristics. If I call out a characteristic that is a part of your culture, please stand up. If you don't feel comfortable, you don't have to stand up, but I hope everybody participates. After we see who the characteristic applies to, anyone standing will sit down, and we'll go to the next one. This exercise will help us begin to understand our similarities and our differences.

Cultural Characteristics:

- Speaks Spanish
- Celebrates Hanukkah
- Lives in a single-parent home



- Is a Catholic
- Is Asian such as Japanese or Chinese
- Celebrates Kwanzaa
- Has a stepmother or stepfather
- Speaks a European language such as French, German, or Italian
- Has ancestors from the Middle East such as Pakistan, Iran, Iraq, Saudi Arabia, or Turkey
- Was born overseas
- Speaks only English
- Has Hispanic ethnicity
- Lives with grandparents
- Is Protestant such as Baptist, Methodist, Lutheran, or Presbyterian
- Celebrates Christmas
- Speaks a Native American language
- Is Hawaiian or Pacific Islander
- Lives in a home with two parents
- Celebrates Cinco de Mayo
- Does not practice a specific religion
- Has a family dinner at home at least twice a week
- Does not watch television
- Celebrates the Chinese New Year
- Celebrates the Muslim religious festival called Eid al-Adha

Did this activity teach you anything you didn't know about someone? If so, what was it?

What can we learn from this activity? Other people have many characteristics that we may not know. We need to get to know them before we judge them.

Next time we'll wrap up the Take A Stand! program with a few more activities on cultural awareness.



Part 2: Inside Out

SAY:

Last time we started the lesson called Inside Out for the Take A Stand! program. What was the main focus was of that lesson?

Cultural Awareness

How can knowing and understanding other people's cultures help us avoid or reduce conflict?

Cultural awareness can help us understand why people have certain customs and beliefs. When we personally know people before we make judgments about them, we can keep conflict from happening.

What were some things that we discovered our group had in common during our last session? Which of these things surprised you?

What were some differences that we discovered about our group last time?

Today we are going to do a couple of activities that focus on cultural awareness.

Activity 3: Opposites

Supplies

- 1 Opposites handout per group
- Pencils

DO:

- *Divide the participants into groups of five to seven participants.*
- *Ask one volunteer from each group to leave the room. Volunteers will remain in the hall until you ask them to*



return and should not hear the instructions that the rest of the group will hear.

- *Give each group a copy of the Opposites handout and pencils.*
- *Begin the activity by instructing the groups on the rules for the Opposites game:*

SAY:

This activity involves brainstorming. Each group will select a recorder to take notes during the exercise, using the Opposites handout and pencil. The group is to give at least one word that is opposite of each word listed on the handout. For example, what is one word that is opposite of “run”? Potential answers are: walk, crawl, creep, or drag. You cannot use a word on your opposites list more than once. When the volunteer rejoins your group, ignore that person throughout the activity. Begin your brainstorming now!

DO:

- *After reading the instructions to the group, get the volunteers who left the room.*
- *Tell the volunteers to join their groups and participate in the activity that is under way without giving any other instructions.*
- *Allow about 10 minutes for the brainstorming to continue.*
- *Follow up with discussion questions after the activity.*

HINT: *To make this activity more interesting, give participants a snack such as popcorn, granola, or fruit, but don't provide enough for the volunteers who are out of the room. Hand out the snacks before the volunteers come back. This can create more lively conflict than the activity alone.*

SAY:

For the volunteers who were briefly out of the room, what happened when you returned to your group?

How did the actions of the other group members make you feel?



What did you do to try to rejoin the group?

Did the groups find ignoring their volunteers to be hard?

Did you feel bad about excluding the volunteers from the group? If not, why?

What are some situations you know of when this happened?

What if you were the one being ignored? What would you do and how would you feel?

What should the groups have done in a real-life situation if someone new comes into the picture?

Activity 4: Human Bingo

DO:

Provide each student with a copy of the Human Bingo handout. Make sure that each has a pencil. The number of times someone can sign another person's Bingo card will depend on the number of people in the group. If more than 25 students participate, students may sign only once on anyone's card. If 15-25 students participate, each person may sign twice on anyone's card. If less than 15 students participate, recreate a Bingo card with fewer squares or allow students to sign as many as three times on anyone's card.

Another option is to provide each member of the group with a blank Bingo card similar to the handout, then let them brainstorm for the items to put in each square. This will take longer, and will give them an opportunity to think about ways that people are different and alike.

SAY:

Group members who have been in class together for a while may think they know a lot about each other. Let's play a game called Human Bingo and see how much you know.



Each of you has been given a Human Bingo handout. On it is a 5x5-box grid. Each square on the grid has a different statement related to cultural awareness. You are to circulate around the room to find people who match each statement. You can only sign one time on anyone's card. The first person who completes the entire Human Bingo card will be the winner.

DO:

Allow time for participants to circulate among the group and gather signatures. If available, provide a small prize to the person who completes their Human Bingo card first. Use this card as the example and review all the squares to see who matched each statement.

SAY:

Now that we have a completed Human Bingo card, let's review it by answering these questions to see what we can learn about others in the group.

- Did anyone have trouble finding someone who fit a certain statement? If so, which one?
- What new thing did you find out about one of your classmates?
- When you signed someone's card, did that person say they didn't know that about you? If so, what was it he or she didn't know?

Wrap Up

- Why do you think we all have things about us that others don't know?
- What can we do to learn more about the cultures of others?
- Why do we let cultural differences cause conflict?
- What can we do to keep cultural differences from causing conflict?



- What happens when we judge people before we know who they really are?
- How can we get to know someone who is not a part of our circle of friends?
- What can we do if we see others judging people they don't know?
- What would you do if someone treated you badly because of your culture?
- What are some things that you have learned in the Take A Stand! program that will help you get along better with others?

Extended Activities

Culture Shock

Supplies

- Newsprint or chalk board
- Markers or chalk

SAY:

The next activity is Culture Shock. Have any of you been to a foreign country and not known anyone? Did you feel lost because you didn't know the customs or how to speak the language?

Today we are going to focus on the culture shock that people experience when they are in a different country than their own. I need a volunteer to be the new person joining our group.

(Role-playing begins.) This is Sushi R. Fish. He/she has just moved to our community from the country of Whales and is just beginning to learn English. He/she moved here because his/her father was appointed the director of the local hospital.

Brainstorm some of the culture shock that Sushi might feel as he/she comes to this country and joins this group for the first time. Culture shock might be physical symptoms



or actions. What are some examples of what Sushi might be feeling?

DO:

Record the symptoms or actions of culture shock that the group identifies on the flip chart or chalkboard. The correct answers include:

- Irritability or rudeness
- Anger over minor inconveniences
- Withdrawal from people who are different from you
- Extreme homesickness
- Sudden, intense feeling of loyalty to own culture
- Overeating or loss of appetite
- Boredom
- Excessive sleepiness
- Headaches
- Upset stomach
- Small pains
- Depression
- Inability to work or study effectively
- Unexplainable crying
- Exaggerated cleanliness
- Feelings of sickness much of the time

SAY:

All of these are valid actions or feelings that people might experience if they are thrust into an unfamiliar culture. Sushi may feel frightened or frustrated from trying to fit into this new culture.

What can we do to help ease culture shock?

DO:

Record the ideas from the group on the flip chart or chalkboard. Possible answers are:

- Welcome the new person to the community.
- Invite him/her join you for lunch.
- Help the person learn English better.
- Offer to tutor him/her in a subject you know well.
- Get to know the person and learn about his/her customs and country.
- Involve the individual in other community activities, such as clubs and church.
- Do something with the class that celebrates a tradition or custom that he/she loves.
- Teach the person about American culture, customs, and traditions.
- Allow the individual to teach the group about his/her cultures and customs.



Sharing Your Cultural Awareness

Have students research their family culture and do one of the following to share with the group:

- Create a poster about their family culture
- Bring an item such as clothing or a religious article that represents their culture

Cultural Tasting

Involve students' parents by asking them to prepare a food that is from their culture. Set up a cultural tasting and allow students to sample foods that they may be unfamiliar with and learn about each dish. Students and their parents can tell about each dish during the tasting.



Opposites

Instructions: For each word listed below, provide one word that is the opposite. You cannot repeat any word on your opposites list that you have used already.

Word List	Opposites
Fire	
Friend	
Happy	
Smart	
Health	
Sharing	
Conflict	
Love	
Social	
Good	
Weakness	
Question	
Study	
Cooperate	
Unorganized	
Learn	
Damp	
Heavy	
Loud	
Work	

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.

Human Bingo

B	I	N	G	O
Has one culture in common with you (e.g., Hispanic, Japanese, Irish)	Has been on vacation to another country	Is Jewish	Is Catholic	Born in a state other than Texas
Has lived overseas	Is of more than one race or ethnicity	Goes to a Protestant church (e.g., Baptist, Methodist, Lutheran, Church of Christ)	Has on a clothing item that represents their culture	Can speak a language other than English
Knows sign language	Can count to 10 in a language other than English	Comes from a family that celebrates Children's Day (Japanese holiday)	Comes from a family that celebrates Carnival (Brazilian holiday)	Is adopted
Comes from a family that celebrates Bastille Day (French holiday)	Lives in an apartment	Lives in a house	Grandparents live with the family	Comes from a family that does not celebrate Independence Day
Has a stepparent	Comes from a family that celebrates Easter	Comes from a family that does not celebrate Christmas	Comes from a family that does not celebrate Halloween	Comes from a family that celebrates Cinco de Mayo

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TAKE A STAND

Curriculum for Grades 6-8

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 of each lesson:

- **Lesson 1: Face in the Mirror (Conflict Resolution and Bullying)**
 - Identify the ways people cause physical or mental harm to others through bullying
 - Understand the difference between friends and cliques
- **Lesson 2: A Figure of Speech (Communication)**
 - Learn the definition of mediation and how to use mediation to solve conflict
 - Develop better communication skills
- **Lesson 3: Don't Be Rude! (Etiquette)**
 - Understand the importance of good manners and respect when communicating with others
 - Learn etiquette skills to use when using technology such as cell phones and computers
- **Lesson 4: Work It Out (Teamwork)**
 - Understand the different roles that individuals can contribute to a group, such as leading, doing, thinking, socializing
 - Practice different team roles through teamwork activities
- **Lesson 5: Inside Out (Cultural Awareness)**
 - Learn the importance of getting to know someone before making a judgment about them
 - Learn the importance of exploring different cultures, customs, and traditions

Participants in the Take A Stand! program will receive a recognition certificate and a Commitment to Excellence. Both the child and parent are asked 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



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



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:

- **Lección1: Cara en el espejo (Face in the Mirror) Resolución de conflictos y abuso entre escolares**
 - Identificar las maneras en que personas causan daño físico y mental a través del abuso (bullying).
 - Comprender la diferencia entre ser amigos y ser parte de un grupo exclusivo.
- **Lección 2: Una figura retórica (A Figure of Speech) Comunicación**
 - Aprender el sentido de mediación y cómo usar la mediación para resolver conflictos.
 - Mejorar habilidades de comunicación.
- **Lección 3: ¡No sea maleducado! (Don't Be Rude) Etiqueta/Protocolo**
 - Entender la importancia de buenos modales y respeto en la comunicación con otros.
 - Aprender la etiqueta apropiada en cuanto al uso de tecnología como teléfonos celulares y computadoras.
- **Lección 4: Resuélvalo (Work It Out) Colaboración**
 - Entender los distintos roles que individuos desempeñan dentro de un equipo.
 - Practicar los distintos roles dentro de un equipo con ejercicios de colaboración.
- **Lección 5: Al revés (Inside Out) Consciencia cultural**
 - Aprender la importancia de llegar a conocer alguien antes de formar una opinión sobre ellos.
 - Aprender la importancia de explorar distintas culturas, costumbres y tradiciones de otros.

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
Title



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



TAKES A STAND

Award of Excellence

is presented to

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

County Extension Educator

Instructor

Date

Date



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:

- Being a better citizen and friend, and avoiding bullying situations
- Looking for positive alternatives to conflict resolution instead of fighting
- Practicing communication skills by using the Take A Stand! Action Plan Peer Mediation Model to help others work out conflict
- Practicing proper netiquette and avoiding participation in cyberbullying
- Fully participating in groups by being a good team member and using my team role strengths to help reach the goal
- Avoid making a judgment about someone until I really know the person
- Learning more about my own culture and about other cultures
- Helping others to adapt to culture shock by including them and making them feel welcome

Participant's Signature

Parent's Signature



Date



AgriLIFE EXTENSION
Texas A&M System

Date



Texas Rural Mediation Services™
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Participant's Signature _____

Parent's Signature _____

Date _____

Date _____





MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ✗ ☒ ☑

TAKE A STAND! EVALUATION - GRADES 6-8

1. Now that you have completed the Take a Stand! Program, please mark one answer for each statement below. Answer options include: Never, Rarely, Sometimes, Often, Always.

	<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
a. I can identify the characteristics of a bully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I avoid becoming a bully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I use communication to work out problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I use peer mediation to avoid conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I can identify a cyberbully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I avoid using cyberbullying to deal with a conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I can identify roles of team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I use teamwork to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I appreciate people for their differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I get to know someone before judging them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Overall, how satisfied were you with the program? Not at all Slightly Somewhat Mostly Completely

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

	<u>Not at all</u>	<u>Slightly</u>	<u>Somewhat</u>	<u>Mostly</u>	<u>Completely</u>
a. Activities being <u>enjoyable</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Information being <u>easy</u> to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <u>Range</u> of topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Instructor's <u>responses to questions</u>	<input type="radio"/>	<input type="radio"/>	<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

Oklahoma State University, in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, gender, age, religion, disability, or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services.

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of manners
for communication
against bullying
for cultural awareness
for teamwork