



OSU EXTENSION  
4-H YOUTH DEVELOPMENT



# TAKE A STAND

Curriculum for grades 9-12  
Lessons 1-5

for manner  
communication  
against bullying  
for teamwork  
for cultural awarene



# TAKE A STAND

Curriculum for Grades 9-12

Lessons 1-5





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

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

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

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

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





# Acknowledgments

## Take A Stand! was developed by:

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

## Special thanks to:

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

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

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

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

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

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

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

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

## 9–12 Grade Pilot Coordinators

Karla Friesenhahn, Comal CEA-4-H  
Phyllis Griffin, Cooke CEA-4-H  
Kayla Kaspar, Fayette CEA-4-H  
Kurt Lemon, Wilbarger CEA-4-H  
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Kayla Neill, Parker CEA-4-H  
Misty Young, Harris CEA-4-H



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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.*

#### **9–12 Grade Pilot Sites**

Aspermont High School, Aspermont  
Roundtop Carmine High School, Carmine  
Fayetteville High School, Fayetteville  
Taylor High School & Hastings Annex, Houston  
Martinsville Independent School District, Martinsville  
Smithson Valley High School, Spring Branch  
Valley View High School, Valley View  
Northside Independent School District, Vernon

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

- Break the Cycle: Empowering Youth to End Domestic Violence, *www.breakthecycle.org*
- *http://freechild.org/firestarter/*
- National Coalition Against Domestic Violence
- National Youth Violence Prevention Resource Center, *www.safeyouth.org*
- Scholastic Publishing Company (Mr. Peabody's Apples by Madonna)
- The Dispute Resolution Training Institute, a Division of the Texas Dispute Resolution System, Lubbock, Texas
- University of Oregon Holden Leadership Center

# Take A Stand! Introduction

The Oklahoma 4-H 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!, 9-12 Grade

The Take A Stand! curriculum has five lessons. Lessons 1-4 are divided into two parts and lesson 5 is one, for a total of nine sessions. Each session takes roughly 45 minutes to complete. Some lessons provide additional activities that can be incorporated as time permits or used in additional class periods. Each lesson also provides the PASS objectives subject matter areas that are addressed. The complete PASS objectives chart with the coding numbers is included.

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

- **Lesson 1: Putting The Pieces Together (Conflict Resolution and Bullying)**
  - Discuss and learn about the ways bullying by teens harms others through physical, mental, or emotional abuse and how to stop or avoid this situation
  - Develop skills in peer mediation to help others work through conflict in a peaceful way
- **Lesson 2: Clear The Air (Communication)**
  - Learn how to use better communication to solve conflict
  - Understand how words and physical presence can influence communication between people
- **Lesson 3: Walk The Talk (Etiquette)**
  - Discuss the impact that etiquette can have when communicating with friends, adults, and employers
  - Learn the importance of maintaining respect in relationships
  - Understand dating violence and how to avoid it
- **Lesson 4: Teamwork + Communication = Problem Solved (Teamwork)**
  - Understand the difference between groups and teams
  - Learn about characteristics of good teamwork
- **Lesson 5: CSI: Cultural Sensitivity Investigation (Cultural Awareness)**
  - Develop an understanding of the diversity among people
  - Appreciate others as diverse human beings

**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)



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- 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 the Resource CD 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 specific for the curriculum is provided through the Risky Behavior Issue Team. Educators can use the summarized data to show impact and successes.

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

# TAKE A STAND! PASS OBJECTIVES FOR 9-12 GRADE CURRICULUM

Lesson #	Objectives	9 <sup>th</sup> Grade PASS	10 <sup>th</sup> Grade PASS	11 <sup>th</sup> Grade PASS	12 <sup>th</sup> Grade PASS
1	<b>Putting the Pieces Together</b> <ul style="list-style-type: none"> <li>• The definition of bullying</li> <li>• What kind of teens become bullies</li> <li>• How bullying affects teens</li> <li>• What to do if they are being bullied</li> <li>• How to stop bullying from happening to other teens</li> <li>• How to make the school a safe zone</li> <li>• The definition of mediation</li> <li>• To deal with conflict using simple mediation techniques</li> </ul>	<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Reading/Literature – Standard 1-3, 2-3</li> <li>• Oral Language /Listening and Speaking – Standard 1-1, 1-2, 1-3, 1-4, 2-1, 2-2</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Literacy – Standard 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>• Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Reading/Literature – Standard 2-3</li> <li>• Oral Language /Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-2, 2-3</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Literacy – Standard 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>• Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Reading/Literature – Standard 2-3</li> <li>• Oral Language /Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-2, 2-4</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Literacy – Standard 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>• Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Reading/Literature – Standard 2-3</li> <li>• Oral Language /Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-3, 2-5</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Literacy – Standard 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>• Health &amp; Safety Advocacy – Standard 6-5</li> </ul>
2	<b>Clear the Air</b> <ul style="list-style-type: none"> <li>• How to describe conflict in their own terms</li> <li>• How physical presence can contribute to conflict</li> <li>• How to change vocabulary to be more open to communication</li> </ul>	<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Reading/Literature – Standard 1-3, 2-2, 2-3</li> <li>• Oral Language /Listening and Speaking – Standard 1-1, 1-2, 1-3, 1-4, 2-1, 2-2</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Literacy – Standard 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>• Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Reading/Literature – Standard 2-2, 2-3</li> <li>• Oral Language /Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-2, 2-3</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Literacy – Standard 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>• Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Reading/Literature – Standard 2-2, 2-3</li> <li>• Oral Language /Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-2, 2-4</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Literacy – Standard 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>• Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Reading/Literature – Standard 2-2, 2-3</li> <li>• Oral Language /Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-3, 2-5</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Literacy – Standard 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>• Health &amp; Safety Advocacy – Standard 6-5</li> </ul>

<p><b>3 Walk the Talk</b></p>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>The impact of etiquette in different situations, including impressions made with peers, adults, and employers</li> <li>The importance of respect for themselves and others as they approach dating and social networking</li> <li>Multiple ways teens communicate and appropriate uses of communication methods</li> <li>Types of dating violence</li> <li>Symptoms of dating violence</li> <li>The phases of the Cycle of Violence</li> <li>Techniques to create a safe zone from dating violence</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 1-3, 2-2, 2-3</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-2, 1-3, 1-4, 2-1, 2-2</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety Literacy – Standard 1-2, 1-4, 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2, 2-3</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-2, 2-3</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety Literacy – Standard 1-2, 1-4, 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2, 2-3</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-2, 2-4</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety Literacy – Standard 1-2, 1-4, 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2, 2-3</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-3, 2-5</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety Literacy – Standard 1-2, 1-4, 3-1, 3-2, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8</li> <li>Health &amp; Safety Advocacy – Standard 6-5</li> </ul>
<p><b>4 Teamwork + Communication = Problem Solved</b></p>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>The difference between groups and teams</li> <li>The ABC's of teamwork</li> <li>How to incorporate teamwork into problem-solving</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 1-3, 2-2, 2-3</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-2, 1-3, 1-4, 2-1, 2-2</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Personal and Social Skill Development – Standard 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 7-1</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2, 2-3</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-2, 2-3</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Personal and Social Skill Development – Standard 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2, 2-3</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-3, 2-5</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Personal and Social Skill Development – Standard 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2, 2-3</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-3, 2-5</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Personal and Social Skill Development – Standard 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2</li> </ul>
<p><b>5 CSI: Cultural Sensitivity Investigation</b></p>	<p><b>Students will learn to:</b></p> <ul style="list-style-type: none"> <li>Identify diversity within a group</li> <li>Reflect upon their self- and cultural identity</li> <li>Treat each other as diverse human-beings</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 1-3, 2-2</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-2, 1-3, 1-4, 2-1, 2-2</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety Literacy – Standard 4-2, 4-3, 4-5, 4-6, 4-7</li> <li>Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-2, 2-1, 2-2, 2-3</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety Literacy – Standard 4-2, 4-3, 4-5, 4-6, 4-7</li> <li>Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-2, 2-4</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety Literacy – Standard 4-2, 4-3, 4-5, 4-6, 4-7</li> <li>Health &amp; Safety Advocacy – Standard 6-5</li> </ul>	<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Reading/Literature – Standard 2-2</li> <li>Oral Language/Listening and Speaking – Standard 1-1, 1-3, 1-4, 1-5, 2-1, 2-3, 2-5</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety Literacy – Standard 4-2, 4-3, 4-5, 4-6, 4-7</li> <li>Health &amp; Safety Advocacy – Standard 6-5</li> </ul>



Lesson  
**1**  
Putting  
The Pieces Together

Grade Level

9-12

Lesson Title

Lesson 1: Putting The Pieces Together

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn:

- The definition of bullying
- What kind of teens become bullies
- How bullying affects teens
- What to do if they are being bullied
- How to stop bullying from happening to other teens
- How to make the school a safe zone
- The definition of mediation
- To deal with conflict using simple mediation techniques

PASS

- Language Arts
- Health

Life Skills Model

- Conflict Resolution
- Social Skills
- Communication
- Decision-making
- Teamwork

Supplies/Materials

- Scissors
- Envelopes
- Pencils
- Chalkboard, dry erase board, or flip chart paper
- Chalk, dry erase markers, or markers

Handouts

- Jigsaw puzzle pieces
- Facts for Teens: Bullying (5 parts)
- Take A Stand! Action Plan Quiz
- Peer mediation scenarios
- Take A Stand! Action Plan Crossword Puzzle



# Lesson 1: Putting the Pieces Together

**DO:**

*Prepare the five envelopes containing the jigsaw puzzle pieces in advance. Use the jigsaw puzzle pieces handout, which has the eight different colored puzzle pieces on it, OR paint the pieces of an old puzzle. Make five copies of the handout by printing in color from the resource CD and cut out the pieces. Review the five parts of the handout, Facts for Teens: Bullying.*

*Divide the participants into five groups. Each group will be given copies of one of the five parts of the Facts for Teens: Bullying handout to read and discuss and become experts on their topics. Then give each group an envelope with puzzle pieces in it. Each person will draw one colored puzzle piece. In their new groups, they will give a brief report about the information from the handouts they have been assigned. The groups will then regroup based on the color of their puzzle piece. Below is a chart to help you know how many people will be in the first grouping. It also shows the colors of puzzle pieces to use for each envelope.*

Number of Students	Number of Participants in First Grouping (count off by 5)	Colors of Puzzle Pieces per Envelope
15 or less	5 groups of 3 (You may need to adjust the number of groups if you have less than 10.)	Red Blue Yellow
16-20	5 groups of 3 or 4	Red Blue Yellow Green
21-25	5 groups of 4 or 5	Red Blue Yellow Green Orange
26-30	5 groups of 5 or 6	Red Blue Yellow Green Orange Purple



Number of Students	Number of Participants in First Grouping (count off by 5)	Colors of Puzzle Pieces per Envelope
31-35	5 groups of 6 or 7	Red Blue Yellow Green Orange Purple Pink
36-40	5 groups of 7 or 8	Red Blue Yellow Green Orange Purple Pink Black

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

**SAY:**

Welcome to the 4-H curriculum enrichment program, Take a Stand! It was developed by the Texas AgriLife Extension's 4-H and Youth Development Program and adopted by Oklahoma 4-H. The program addresses conflict management, bullying, and additional topics to help you excel at communication, teamwork, and other life skills.

Have any of you ever been afraid to go to school? What are some of the reasons why a teenager might be afraid to go to school?

One of the main reasons kids do not want to go to school is fear of being bullied by other students.

Today, we are going to explore several topics related to bullying through an active discussion technique called a Jigsaw Activity. Has anyone ever heard of this before?

# TAKE A STAND

against bullying

Here's how it works:

- Participants will be divided into five small groups. We will number off by five to assign everyone to the small groups.
- Each group will be given a portion of an article to read. Every member of the group will have his or her own copy of the article. Your group will be the “experts” on the topic you will be reading.
- The group will identify the key points of the article and record or highlight them on the article. Everyone needs to make sure they know the key points.
- Each group will then be given an envelope that contains colored jigsaw puzzle pieces. Each group member will draw a piece.
- New groups will be formed, using the colors of the puzzle pieces.
- Once the new color groups have assembled, each person in the group is to take turns being the expert. This individual provides the rest of the group members with the key points from their portion of the article.
- Once every member of the color groups has participated as the expert, we will wrap-up with a few discussion questions.

## Topic Assignments

**Group 1** Facts for Teens: Bullying, Part 1. Topics are: introduction, definition, and statistics on how common bullying is.

**Group 2** Facts for Teens: Bullying, Part 2. Topics are: how bullying affects teens who are the targets of bullies; how it affects those teens who witness the bullying; and which teens are more likely to become bullies.





**Group 3** Facts for Teens: Bullying, Part 3. Topics are: long-term consequences of bullying and what can schools do to stop bullying.

**Group 4** Facts for Teens: Bullying, Part 4. Topic is: what to do if you are being bullied.

**Group 5** Facts for Teens: Bullying, Part 5. Topic is: what to do if someone else is being bullied.

## Wrap Up

- Did you learn anything new today and if so, what was it?
- Did the statistics about the number of kids who are bullies or have been bullied surprise you? If so, why? Did you think it would be higher or lower than that?
- What were some types of things that bullies do to others?
- Are there things that were not included in the article that you would also add to the list of ways people bully? *An example might be cyberbullying through text messaging, Internet chat rooms, blogs, or other online methods.*
- The characteristics of bullies often point to the popular, strong kids. What were some of the reasons that kids become bullies?
- There were seven tips for stopping bullying if you are the victim. Which one of these do you think is the most important? Why?
- Why is it important to stop bullying if we witness it?
- If there is not a policy or organization at this school/facility against bullying,





what could this group do to put one in place?

- What would that policy or organization be?
- What are some other things that you could do to help cut down on bullying?

As you think about the information that you have learned today, consider going home and talking with your parents about it. Find out how bullying affected them when they were teenagers. Ask your parents questions such as:

- Were you ever bullied when you were teenagers? If so, how did it make you feel?
- How did you handle it the situation? Were there any consequences for the bully?
- Were you ever a bully to someone else? If so, were you punished for your actions?
- How would you feel and react if I were a bully? A victim of bullying?

Please take the parent letter home and share it with your parents so that they will know more about what you will be learning throughout this program.

## Part 2: Putting The Pieces Together

### SAY:

When you think about the information we learned about bullying in our first lesson, were you surprised at the statistics you heard or any of the information? If so, what surprised you?

We discussed some great suggestions about how to deal with bullying, and today we are going to look at a strategy that will help you to diffuse bullying situations as well as



conflicts that friends or family members may have.

Who can tell me what mediation is?

*Mediation* is when someone not involved in a conflict works with the people or groups who are involved 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, do you think you could stay neutral and be fair in how you handle the conflict even if you were friends with one or both individuals involved in the conflict?

That's hard to do, but peer mediation is being used in lots of 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 test our 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 Quiz for each student. Allow about 3 minutes for students to complete the quiz, then proceed with the discussion on the steps of the Take A Stand! Action Plan. Students can correct their quizzes as discussion continues.*



# TAKE A STAND

against bullying

While students are working on the quiz, the instructor can write the steps on the board or flip chart paper where students can refer to them during Activity 3, Peer Mediation Scenarios.

## SAY:

As we talk about each step of the Take A Stand! Action Plan, refer to your quiz and correct it as needed.

### **Step 1 is PARTICIPATE. What is the correct match for Step 1?**

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

Someone must be the impartial mediator who makes sure that both parties want to resolve the problem. The differing parties must be 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 also may be more willing to open up if you approach them on their level. If they are younger kids, you may need to sit down 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.*

### **What's the correct match to Step 2—LISTEN?**

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

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 their side of the story. This step is critical, and everyone must trust that the mediator will not favor one person over the other.

**What's the correct match to Step 3 —  
ASSESS THE SITUATION?**

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

Paraphrasing or restating each person's side of the story is also very important. They 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.*

**Who can tell me the correct match for  
Step 4—NEGOTIATE OPTIONS?**

*Correct Match: A. Mediator asks all parties, including bystanders, for options to solve the problem.*

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.

### **What's the correct match for Step 5—IMPLEMENT AN AGREEMENT?**

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

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.

### **Only one step is left. What's the correct match for Step 6—THAT'S A WRAP!?**

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



The mediator praises 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.”

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

Mediation can take only a short time or it could take a while. As a teenager, you should use your head to decide if a situation is too dangerous to get involved in. 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.*

## Activity 3: Peer Mediation Scenarios

### DO:

*Make a copy of the Peer Mediation Scenarios handout. Cut apart on the solid lines. Using the scenarios, assign the number of volunteers needed for each scenario and give each group a copy of their scenario to review. Write the six steps on a chalkboard or flip chart to help the students remember them during the scenarios.*



## SAY:

Now that you are more familiar with the Take A Stand! Action Plan Peer Mediation Model, we're going to do some role-playing to allow you to practice peer mediation skills. Volunteers will play the characters who are having a conflict or fight and the peer mediator. After each group acts out the scenario, we will discuss it as a group. On the board, I've written the steps of the Take A Stand! Action Plan that you can refer to as you play out each scenario to make sure you go through all the steps.

Let's start with Scenario 1. Volunteers please come forward and read your scenario to the group and then play out the scenario.

## DO:

*After each scenario, follow up with discussion using these questions:*

## SAY:

- Did the group go through all six steps of the Take A Stand! Action Plan? If not, what did they miss?
- Was it difficult to play the peer mediator? Why or why not?
- What were things that the mediator handled well?
- What were things that could be done to improve the mediation?

## Wrap Up

- What are the advantages of using peer mediation?
- When would you need to avoid getting involved in a conflict as a peer mediator?
- How do you think you could use peer mediation in your life? School?



At home, share the Take A Stand! Action Plan with your parents. Ask them if they ever served as peer mediators when they were teenagers. Discuss with your parents ways that the peer mediation model might be used in your home.

## Resources

Facts for Teens: Bullying, National Youth Violence Prevention Resource Center, *www.safeyouth.org*

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

## Extended Activity

### Take A Stand! Action Plan Crossword Puzzle

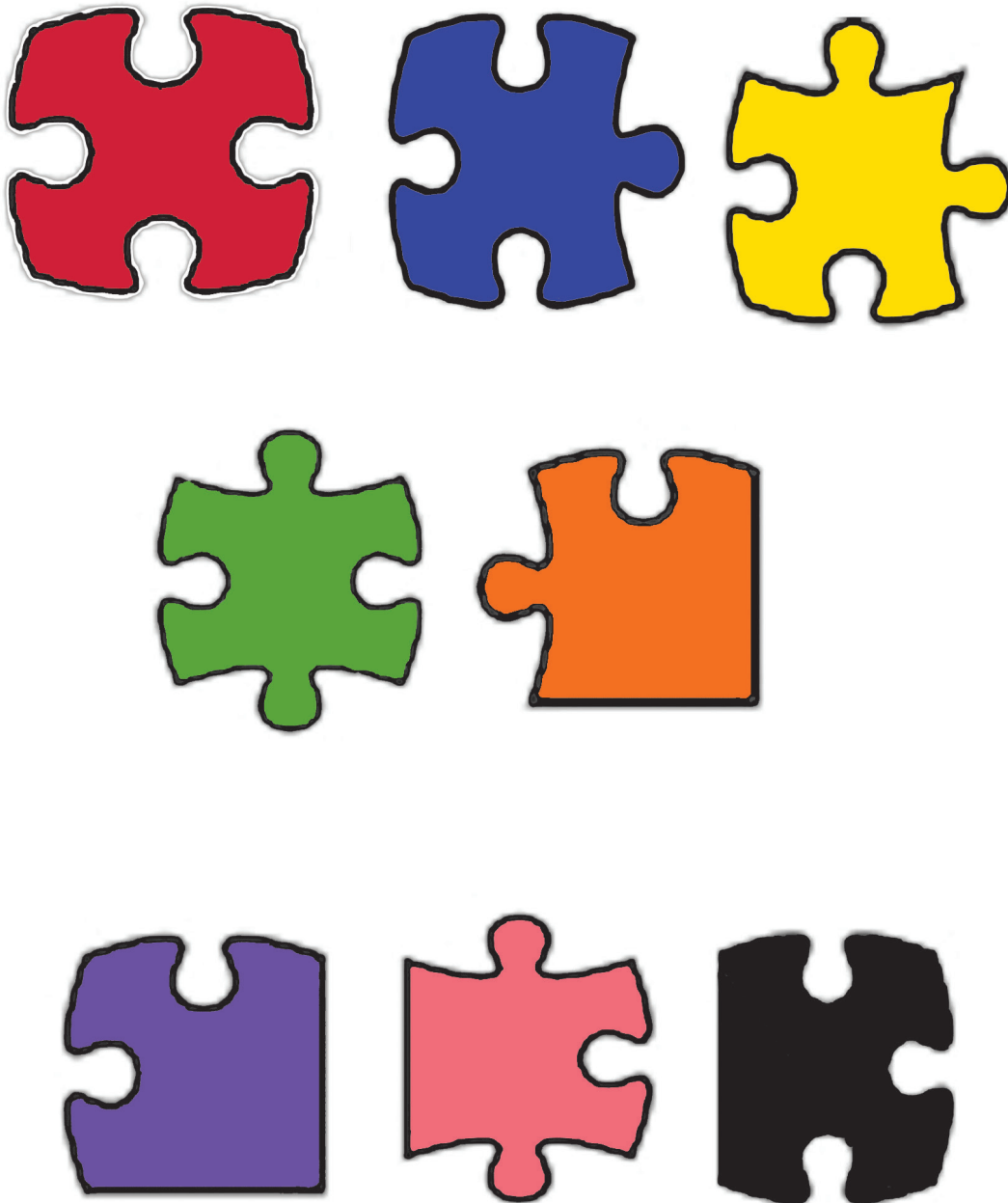
Give each student a copy of the crossword puzzle handout and allow time for them to complete it.





# Jigsaw Puzzle Pieces

Instructors: These puzzle pieces are to be used for the first part of lesson 1, the Jigsaw Discussion Activity. Make copies of this page, one per group. Cut out the number of jigsaw puzzle pieces that you need as per the instructions in the chart on page 3-4.



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.



# Take A Stand! Action Plan

Match the six steps of the Take a Stand! Action Plan Peer Mediation Model with their corresponding description by writing in the letter for the description in the blank beside the matching step.

\_\_\_ Step 1: Participate

\_\_\_ Step 2: Listen

\_\_\_ Step 3: Assess the Situation

\_\_\_ Step 4: Negotiate Options

\_\_\_ Step 5: Implement an Agreement

\_\_\_ Step 6: That's a Wrap!

- A. Mediator asks all parties, including bystanders, for options to solve the problem.
- B. 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.
- C. The mediator praises all parties for working together and wraps up the mediation process.
- D. Mediator and all parties listen to all sides of the story. Each person states what he or she wants from the situation.
- E. Implement a plan of action that all parties agree to.
- F. 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

Answer Key

Match the seven steps of the Take a Stand! Action Plan Peer Mediation Model with their corresponding description by writing in the letter for the description in blank beside the matching step.

\_\_B\_\_ Step 1: Participate

\_\_D\_\_ Step 2: Listen

\_\_F\_\_ Step 3: Assess the Situation

\_\_A\_\_ Step 4: Negotiate Options

\_\_E\_\_ Step 5: Implement an Agreement

\_\_C\_\_ Step 6: That's a Wrap!

- A. Mediator asks all parties, including bystanders, for options to solve the problem.
- B. 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.
- C. The mediator praises all parties for working together and wraps up the mediation process.
- D. Mediator and all parties listen to all sides of the story. Each person states what he or she wants from the situation.
- E. Implement a plan of action that all parties agree to.
- F. Mediator assesses the comments from all parties and restates each party's side of the story.



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# Peer Mediation Scenarios



## Class Fund Raiser Calamity

Roles: Gabriel, peer mediator  
Jane, class president  
Sophie, class member  
Gretchen, class member  
Peter, class member

The sophomore class is meeting to discuss the fund-raiser they will sponsor this year that will raise money for next year's junior-senior prom. Jane brings up the idea of selling chocolate bars. Sophie jumps up and says that is a stupid idea and that the world is fat enough without eating more chocolate. Jane retaliates and accuses Sophie of calling her "fat." The argument blows up, and the class loses focus of the goal for the meeting. Gabriel steps in and tries to calm down Jane and Sophie by acting as a peer mediator. Gretchen and Peter are class members who Gabriel will involve as bystanders to help in the peer mediation process.



## No, He's Mine!

Roles: Sawyer, peer mediator  
Hudson, the boyfriend  
Sherri, Hudson's current girlfriend  
Lorri, Hudson's ex-girlfriend  
Mark, Hudson's best friend

It's Friday night, and the football game just ended. Students are waiting outside the field house for the team to emerge so they can congratulate them on their victory over their archrival. Hudson, the quarterback, and his best friend, Mark, the running back, come out of the field house and are approached by Sherri and Lorri. Lorri approaches Hudson first and begins talking with him, telling him what a great job he did in the game. Sherri sees Lorri talking to her man and becomes immediately angry, approaches Lorri and shoves her out of the way and states: "No, he's mine!" Lorri and Sherri get into a yelling match. Sawyer sees the conflict and steps in to see how he can help.



## Peer Mediation Scenarios



### The Lake Road

**Roles:** Lucas, peer mediator  
Charles, the jock  
Rodney, the office computer tech aid  
Madison, Charles' girlfriend  
Jeff, Rodney's friend

It's Saturday night, and the hot spot is the beach at the end of the lake road. This area is secluded and far enough out of town that the teenagers use it as a place to hang out on the weekends. The group begins to gather, builds a bonfire, and cranks up the music in Lucas's pickup. In the past, this place has been designated as a "no drinking zone." Charles arrives and breaks out an ice chest of beer, which he obviously had begun working on before he arrived. His girlfriend, Madison, tries to get him to calm down and be quiet, but Charles pushes her out of the way and proceeds to pick a fight with Rodney, the kid at school who works in the office as a computer tech aid. Charles calls Rodney some choice names and starts pushing him around, telling him he is just a nerd and that he will never have a girlfriend because he's got no skills with the ladies. Rodney tries to walk away from the situation, but Charles follows him and continues to pester him. Rodney finally gets his fill of Charles and turns around and shoves him hard enough that Charles trips over a tree branch and falls. Charles jumps up and comes at Rodney when Lucas and some others step in to stop Charles. Lucas acts as the peer mediator to help solve this conflict, while Madison and Jeff keep Charles and Rodney away from each other.



### Your Organization or Mine?

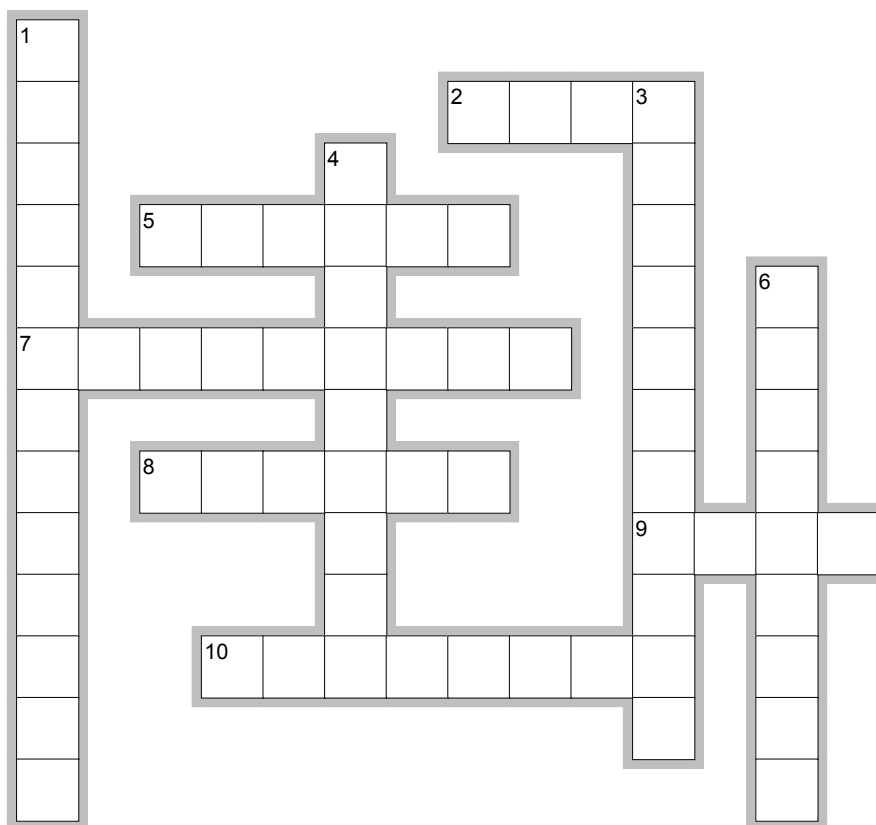
**Roles:** Jace, peer mediator  
Meredith, president of The Young Republicans National Federation  
Libra, president of the Young Democrats of America  
Reagan, freshman  
Zach, freshman

The third annual Student Organization Fair kicked off this morning in the cafetorium, and all the student organizations have booths manned by club officers. Students are encouraged to visit with the officers at the booths to learn more about the organizations and register to get involved with groups that match their interests. The Young Republicans National Federation's booth and the Young Democrats of America's booth are right next to each other. A couple of freshman approach the Young Republicans and begin to talk with Meredith, president of the organization. Libra is becoming bored because no students have visited her booth yet, so she begins to try to get the attention of Reagan and Zach by saying things such as, "Republicans are stupid, and they don't even know what's going on. Come over here to my booth and I'll help you get involved in a REAL organization." Meredith tries to ignore Libra, but becomes frustrated trying to talk over her to the two freshman and finally yells back at Libra to shut up and mind her own business. This only fuels the fire, and Libra comes over to confront Meredith. Jace, another high school student, hears the argument and comes over to see if he can diffuse the situation.

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# Take A Stand! Action Plan Crossword Puzzle



EclipseCrossword.com

## Word Bank

Assess  
Communication  
Conflict  
Implement  
Listen  
Mediation  
Negotiate  
Participate  
Peer  
Wrap

## Across

2. The mediator praises all parties for working together and will \_\_\_\_\_ up the mediation process.
5. Mediator will \_\_\_\_\_ the comments from all parties and re-state each party's side of the story.
7. Mediator asked all parties, including bystanders, for options to solve the problem. This is called \_\_\_\_\_ Options.
8. Mediator and all parties \_\_\_\_\_ to all sides of the story and each person states what he or she wants from the situation.
9. A person your own age is called your \_\_\_\_\_.
10. A disagreement between two or more people.

## Down

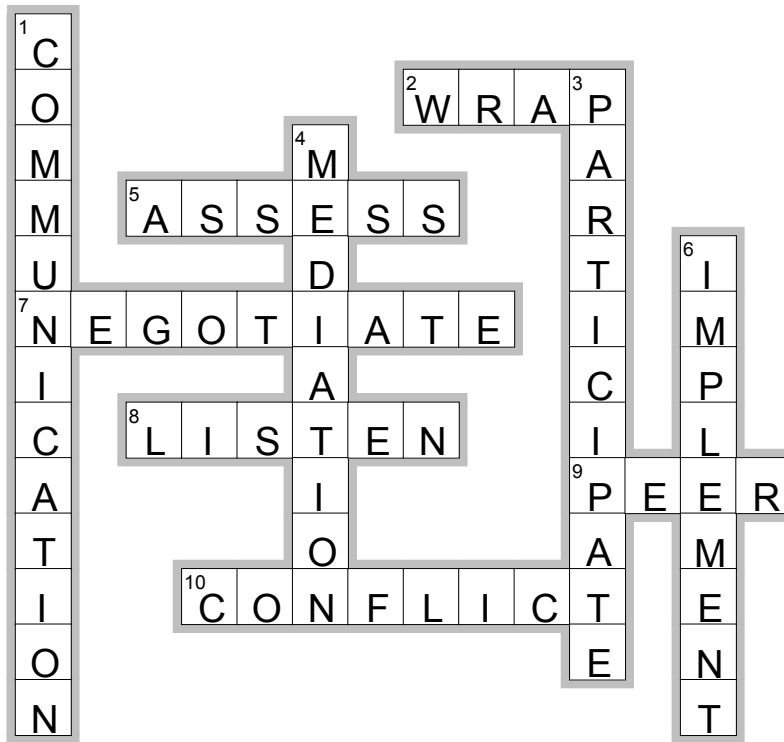
1. A tool or skill used to work out problems.
3. Mediator and all parties agree to be a part of the mediation process.
4. A neutral party works with people or groups involved in a conflict to reach a reasonable decision peacefully.
6. \_\_\_\_\_ a plan of action that all parties can agree on.

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# Take A Stand! Action Plan Crossword Puzzle

Answer Key



EclipseCrossword.com

## Across

- WRAP**—The mediator praises all parties for working together and will \_\_\_\_ up the mediation process.
- ASSESS**—Mediator will \_\_\_\_\_ the comments from all parties and re-state each party’s side of the story.
- NEGOTIATE**—Mediator asked all parties, including bystanders, for options to solve the problem. This is called \_\_\_\_\_ Options.
- LISTEN**—Mediator and all parties \_\_\_\_\_ to all sides of the story and each person states what he or she wants from the situation.
- PEER**—A person your own age is called your \_\_\_\_\_.
- CONFLICT**—A disagreement between two or more people.

## Down

- COMMUNICATION**—A tool or skill used to work out problems.
- PARTICIPATE**—Mediator and all parties agree to be a part of the mediation process.
- MEDIATION**—A neutral party works with people or groups involved in a conflict to reach a reasonable decision peacefully.
- IMPLEMENT**—\_\_\_\_\_ a plan of action that all parties can agree on.

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Lesson  
**2**  
Clear The Air

**Grade Level**

9-12

**Lesson Title**

Lesson 2: Clear The Air

**Time**

Part 1: 45 minutes

Part 2: 45 minutes

**Objectives**

Students will learn:

- How to describe conflict in their own terms
- How physical presence can contribute to conflict
- How to change vocabulary to be more open to communication

**PASS**

- Language Arts
- Health

**Life Skills Model**

- Conflict Resolution
- Social Skills
- Communication

**Supplies/Materials**

- Feathers
- Electric portable fan or ceiling fan
- Red, black, brown, and gray paper
- Scissors
- Flip chart, whiteboard, or chalkboard
- Markers or chalk
- 8 ½"x11" paper
- Pencils or pens

**Handout**

- Communication Relay

**TAKESTAND**  
for communication

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



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



# Lesson 2: Clear The Air

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## Activity 1: Fly Away Feathers

### Supplies

- Feathers
- Electric portable fan or ceiling fan

### DO:

*If the weather permits, take the class outside to an open area. A windy day is best for this activity. If an outdoor setting is not possible, use a ceiling fan or electric fan in the classroom, gym, or other large room.*

*Allow students to choose one or more feathers from a sack or box.*

### SAY:

Pick out one or more feathers and look closely at them. You need to be able to identify your feathers.

Now that you have gotten acquainted with your feathers, release them into the air, and let's see where they go.

### DO:

*If outdoors, allow the wind to carry the feathers. If indoors, turn on the ceiling fan or electric fan to high and have the students release their feathers in the room. Whether indoors or out, once most of the feathers have fallen down to the ground or floor, continue with the activity.*

### SAY:

Can you identify your feathers since they are all mixed up with the other feathers?



In relation to the program we are studying, Take A Stand! and its focus on bullying and conflicts, what do you think these feathers represent?

The feathers symbolize rumors or the words that we speak when we start a rumor. Just like the feathers, rumors can spread very quickly. Can rumors be a form of bullying?

Yes. Rumors can cause conflicts and destroy or damage someone's reputation or character if others choose to believe the information, even if it may not be true.

Look around and see if you can find your feathers and go retrieve them.

Could you find the feathers you released? What did you look for to identify your feather?

If you didn't find your feather, why did that happen? *Possible answers might be that the feather looked just like other feathers or the wind blew the feathers away and they are gone.*

What comparison can we draw between finding and retrieving your feathers and rumors?

Once we let go of the feathers, identifying them becomes difficult or they disappear or they are picked up by someone else and released. Rumors are the same way and cannot be taken back once they have been spoken. You can apologize for saying something that is not true, but the damage is already done, and feelings are already hurt.

What lesson can we learn from the feather activity? *Stop and think about how our words and comments are going to affect other people before we say them. We also need to help stop false or hurtful rumors by not spreading them.*



DO:

Consider reading *Mr. Peabody's Apples* by Madonna to the students after the feathers activity to reinforce the concept.

## Activity 2: What Color Is Conflict?

This activity is designed to describe an image of conflict in color.

### Supplies

- Sheets of red, black, brown, and gray paper cut into four pieces each. Have plenty of each color so that every person can pick one of each color.
- Scissors

DO:

### Instructions

- Pass around a box or basket with the pieces of paper. The participants choose all the colors they believe represent conflict.
- Divide the participants into groups of five or six.
- In their small groups, each participant shares why he or she chose those colors to represent conflict.
- The groups then try to agree on the color of conflict and list reasons why they made that decision.
- After individual groups have come to a consensus, each group is to share its decision with the others.
- If groups chose different solutions, allow time to see if all of them together can reach a consensus on the color of conflict. If they cannot agree, don't force the issue. This activity is designed to encourage communication in a non-threatening environment, so there is no right or wrong answer.
- Wrap up the activity with the discussion questions.

SAY:

What color is conflict? That is going to be our topic for this next activity. Let's count off by five and divide into small groups. As you go to your group, come up and pick out of the bowl as many colors as you like that



you think represent conflict. In your small groups, discuss this topic and try to come to a consensus on what color represents conflict.

DO:

*If the groups choose different colors, allow time to see if all of them together can reach a consensus. If they cannot, don't force the issue. This activity is designed to encourage communication in a non-threatening environment, so it has no right or wrong answer.*

SAY:

- When the question was first asked, did you find it difficult to pick the color that represents conflict to you?
- How difficult was it for your small group to come to consensus on the color that represents conflict? What major challenges did you have?
- What factors influenced the decision of the whole group in determining the color for the whole group?
- Why does an activity like this help us in conflict resolution? *Potential answers: gives teens a chance to discuss conflict and learn how each person views conflict; promotes open communication; and allows teens to express their feelings.*

## Activity 3: One Up One Down

This activity helps participants become aware of the effect of physical position on interpersonal communication.

DO:

*Divide the group into teams of two. Have the individual pairs sit on the floor facing each other. Read the following instructions to the group:*



# THE TAKESTAND

for communication

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## SAY:

Think of two experiences you have had recently that were important to you and that you would like to share with someone else. After each of you have thought of two experiences, one of you will stand. The other person will sit on the floor directly in front of you. While in this position, share one experience with each other. Then change positions and share the second experience with each other.

How did it feel to be the person sitting during the conversation?

How did it feel to be the person standing during the conversation?

## DO:

*Next, the participants are to switch partners.*

*This time, the pairs will solve a problem. Start the discussion with one person standing and the other sitting on the floor. A few minutes into the activity, ask pairs to switch places and continue the discussion or give them a new topic to discuss.*

## SAY:

Let's switch partners and do the activity again. This time I will give you a conflict to solve during your conversation. (Instructor will choose one of these topics for the activity. Use more if time allows.)

- You both have been at a party, and one of you has been drinking. An argument starts about who should drive home.
- You both are on the prom committee and trying to come up with a theme. One of you wants "Famous Couples in History," and the other wants "Enchanted Garden."



- You both are seniors, and the tradition has been for a Senior Skip Day on the first Tuesday in May. One of you wants to participate, and the other doesn't.
- You are discussing where your class should go on its end-of-year trip. One of you wants to go to Six Flags, and the other wants to go to the coast.

## Wrap Up

- As a partner, did you feel uncomfortable with the position you were in during this activity?
- Did you find yourself trying to do things to compensate for the differences in height?
- What could you do to help open communication in this situation?

Relate this experience to what it must be like to be a customer who feels at a disadvantage—not an equal partner—when communicating or a person in a wheel chair.

- How do they feel when communicating with others?
- Would you rather get out of your car to talk to a policeman? Would you prefer to remain in your car and have the officer stand looking down into your window?
- What perspective do you have in the sitting position? Does the furniture appear bigger?
- How about all the people who are standing? Are knees and legs more important than faces, which are relatively far away?
- What can you do to make the situation more comfortable when you are trying to communicate with someone who is smaller than you?



## Part 2: Clear The Air

### SAY:

Last time we started Lesson 2, Clear The Air. What was the main topic for this lesson?

*Communication*

What were some of the key points about communication?

*Answers include:*

- *Thinking about what you say before you say it to avoid starting or spreading rumors*
- *Using communication to discuss issues and come to a consensus to make a decision*
- *Using physical position to influence communication*

Today's activities are going to continue on communication. But first, what does communication have to do with conflict resolution or bullying?

*Potential answers include:*

- *If we use communication effectively, we can avoid potential conflicts by being able to express what we really mean or feel.*
- *Many conflicts are caused by someone not listening to what the other person is saying. They begin to think about their response instead of really hearing the other person. This can cause misunderstandings or disagreements that could have been avoided.*
- *Communication is a skill that effective peer mediators need.*
- *Communication is also valuable for club or group leaders, captains of sports teams, and many other roles and situations.*

Here are a few more communication activities.



## Activity 4: Fightin' Words

This activity helps teens learn how to work out difficult conversations by reducing negative speech.

### Supplies

- Flip chart, whiteboard, or chalkboard
- Markers or chalk
- 8 ½x11-inch paper

### DO:

Write on the board "Calm Down!"

### SAY:

How many of you have ever told someone to "calm down?" How many found that the person didn't do this? What did the person say to you? *Most common answer will be "I am calm!"*

Some words and phrases are like throwing gas on a fire. I call these "fightin' words." They infuriate people.

### DO:

Write on the board "You."

### SAY:

Another fightin' word is "you." For example: You made a mistake grading this paper; you aren't listening to what I am telling you; you need to do your homework. What's the problem with this innocent word?

The word "you" makes it feel like someone is pointing fingers or blaming others.





# TAKE A STAND

for communication

## DO:

Write on the board "But."

## SAY:

"But" is another fightin' word. For example: I like your idea, but we can't move on it right now; I understand your frustration, sir, but there's nothing we can do; you raise a good point, but we'll have to table it until the next meeting. What does but often mean to people?

Saying "but" suggests that we are ignoring everything that's been said before the "but."

Today we're going to do an activity called "Fightin' Words." I'm sure all of us are very good at using fightin' words. However, by the end of this activity, I hope we will have some new vocabulary ammunition to help us communicate better.

## DO:

### Instructions

- Divide students into two to four teams. Two teams, if possible, are recommended for the game, even if they have more than five to seven members. If more than two teams, allow for more time.
- Assign each team a different scenario (see list below).
- Give each team a sheet of paper, then allow 3 ½ minutes to brainstorm a list of fightin' words for their scenario, such as:
  - "No, that just isn't our policy."
  - "I don't know."
  - "You'll have to...."
  - "Please hold...."
  - "That's not in my job description."
- Teams are to keep these words a secret from the other teams.
- After time is up, the teams have 10 minutes to write a one-minute script showing the best way to make a situation worse with fightin' words.



- After time is up, give them 30 seconds to pick two actors from their group. At the same time, distribute blank sheets of paper to each participant.
- Have the first team perform their skit, while members of the other team write down the fightin' words they hear.
- At the end of the skit, the observers identify the fightin' words that were used by the other team. If any fightin' words were not identified, the presenting team may add them to the list.
- Select a recorder to write all the fightin' words on the flip chart paper.
- The entire group is to suggest alternatives to the fightin' words. The recorder writes the alternative next to its fightin' counterpart on the flip chart paper.
- Repeat this process with each team.
- Follow up the activity with discussion questions.

## SAY:

I'm going to divide you into two groups. Each group will be given a scenario to develop into a short skit about uses of fightin' words—"calm down," "you," and "but." Write your ideas on a piece of paper so you don't forget them during your presentation. Pick two people to be the actors in your skit. As each team presents their skit, the other groups write down the fightin' words they heard in the skits.

We'll make a master list of all the fightin' words used in the skits.

What are some more positive words that could be used in these conversations?

### **Fightin' Words Scenarios**

- The executive committee of the Debate Club is meeting to nominate a new slate of officers.
- The soccer team is trying to select new uniforms.



- The FFA chapter is conducting a business meeting to decide what to do for the chapter fund raiser.
- The 4-H Club is trying to determine what community service project to sponsor this year.

Many of us agreed on what constituted fightin' words. We'd be irritated if someone said them to us.

- How many would admit to having used these words to others?
- Why do we sometimes use words or phrases that would upset us if others used them against us?
- Did anyone hear any words or phrases you didn't know were fightin' words or words that wouldn't bother you if someone said them to you? How does that happen?
- If you make an innocent comment that someone else hears as fightin' words, does that make you a jerk? Does it make them wrong?
- Which is more important: your intentions or the other person's interpretations of your statement?
- What's the best thing to do if we inadvertently say something that is perceived as fightin' words? *Apologize sincerely. Work on not saying those words again.*

## Activity 5: Communication Relay

### Supplies:

- Blank paper
- Pencil or pen
- Copy of the handout, Communication Relay (pages 1 and 2)



## DO:

### Instructions

*This activity is designed to test communication skills through a sequence of instructions passed between three people who are drawing a picture.*

*Involve three participants to demonstrate for the group. Assign roles: Director, Runner, Artist*

*Give the Director the page 1 of the handout, Communication Relay. Make sure that the Artist cannot see the Director or the handout.*

*Place the Artist at a desk or table with the blank paper and pencil or pen.*

## SAY:

The next activity is called Communication Relay. I need three volunteers to demonstrate the activity. The rest of the group will be observers.

Each volunteer will have a role to play.

- The Director will be given a copy of a picture (page 1 of handout). Do not show the picture to anyone. The Director will sit on one side of the room studying the picture and then describing it to the Runner, who is the only person the Director can speak to. Do not speak loud enough for the Artist to hear.
- The Artist will sit on the other side of the room with a blank piece of paper and pencil or pen. The Artist must draw a picture using only the information provided by the Runner. The Artist cannot ask questions of the Runner or the Director.
- The Runner is the communication link between the Director and the Artist. The Runner will listen to the Director's instructions on how to draw the picture, then take that information and repeat



# THE TAKESTAND

for communication

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it to the Artist. From that information, the Artist will draw a picture that is supposed to match the one the Director is describing. The Runner can only speak to the Artist and *cannot* ask questions to the Director.

- The observers will watch the communication between these three people and make notes on what worked, what didn't work, and how each person's role impacted the communication.

## DO:

*Allow the volunteers to complete the activity.*

## SAY:

Now that you have completed the activity, the Director and the Artist need to hold up their pictures for the group to see. Were they accurate?

Observers, what did you notice about the demonstration, the good, the bad, and the ugly?

After hearing all of the comments from the observers, let's decide as a group, these three things:

- What is ONE thing they did very well?
- What is ONE thing that didn't work?
- What is ONE thing that they could do better to improve the process?

Let's do the activity one more time, but this time, the three volunteers will decide who will play each role. You have 1 minute to decide.



DO:

*Allow 1 minute for the volunteers to decide what role they will play in Round 2. Use page 2 of the Communication Relay handout as the picture for the Director to describe.*

SAY:

We will use the same process as we did the first time. (Review the instructions if needed.) The Director has a new picture. Remember the three suggestions from the observers as you work through the activity.

DO:

*Allow the volunteers to complete the activity a second time.*

SAY:

Let's see your pictures for this round. Observers, were the volunteers more successful in replicating the picture this time? Why or why not?

What is the biggest barrier in this activity?

*Possible answers might be:*

- *The Artist and the Runner were not able to ask questions for clarity. Only one-way communication was allowed.*
- *The Director could not see the progress the Artist was making to determine if they were drawing the picture correctly.*

Did the volunteers implement any of the three strategies identified from the first round?

What were some key strategies that could have improved the process the second time?



## Wrap Up

- Today we've worked on improving our communication skills and on learning how to clear the air of conflict.
- If you could identify one word to describe something you've learned today from these activities, what would that word be?
- What are some key things from today's activities that you can use to improve your communication skills and reduce conflict?
- Think back to the fightin' words we talked about today. What are you going to change in your vocabulary to turn the fightin' words you use into friendly words?
- When you go home, share what you have learned about communication with your parents and try to use these skills in communicating with them as well as with your teachers and peers. Talk with your parents about ways that you can improve communication in your home.

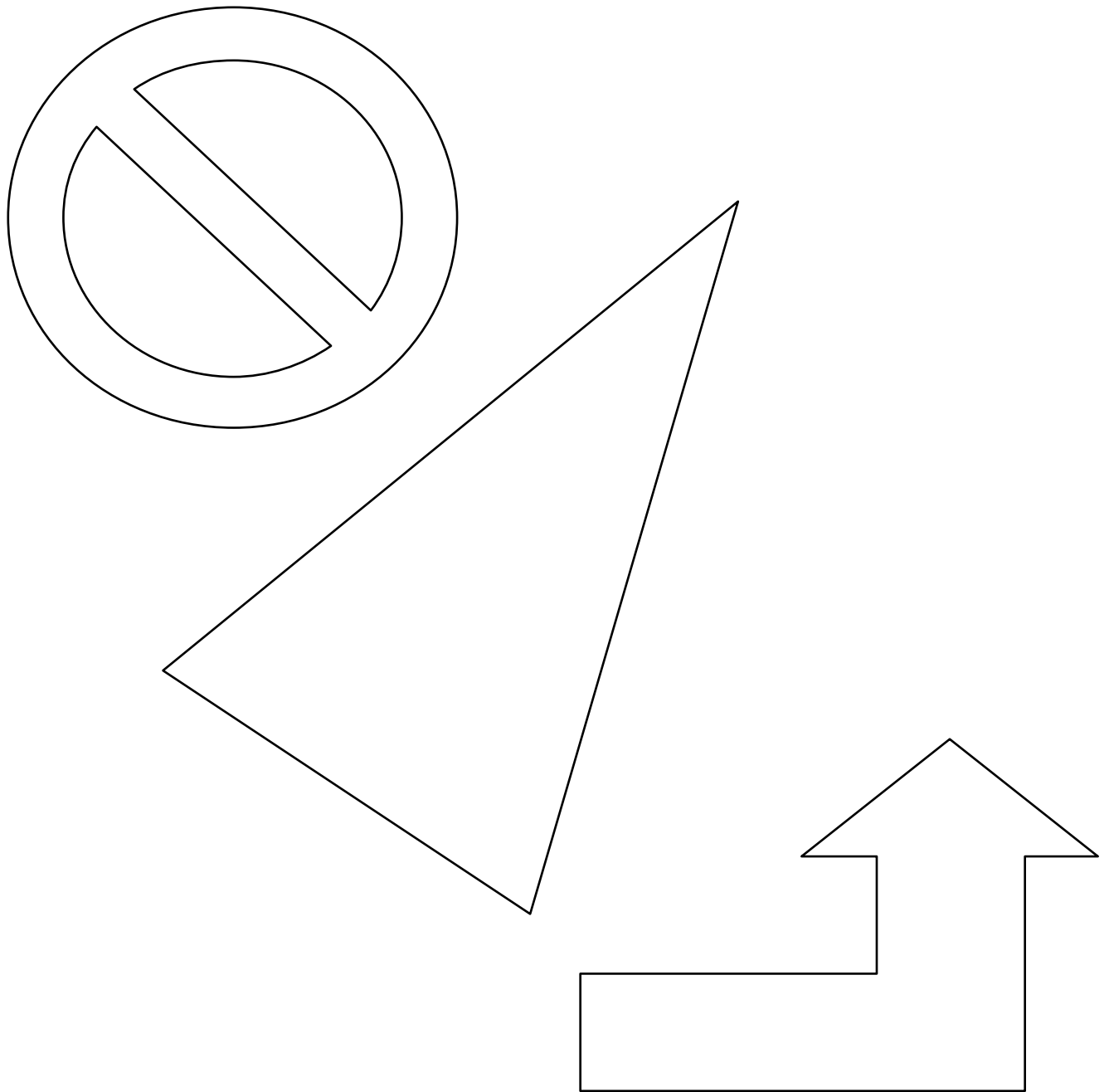
## Resources

Fightin' Words activity used with permission and adapted from "Calm Down You But!" University of Oregon Holden Leadership Center. [http://uoleadership.uoregon.edu/exercises/team\\_builders/calm\\_down](http://uoleadership.uoregon.edu/exercises/team_builders/calm_down)

Feathers activity adapted and used with permission from Mr. Peabody's Apples by Madonna.



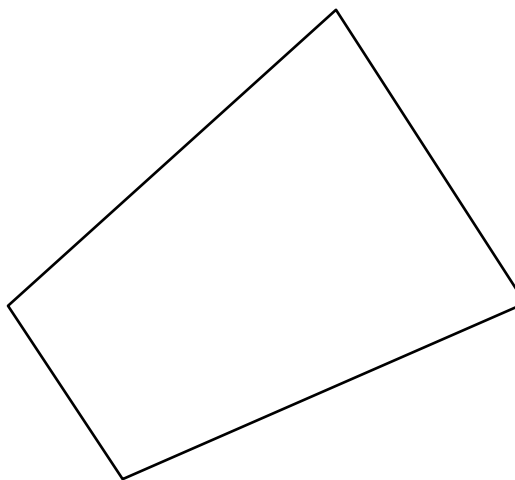
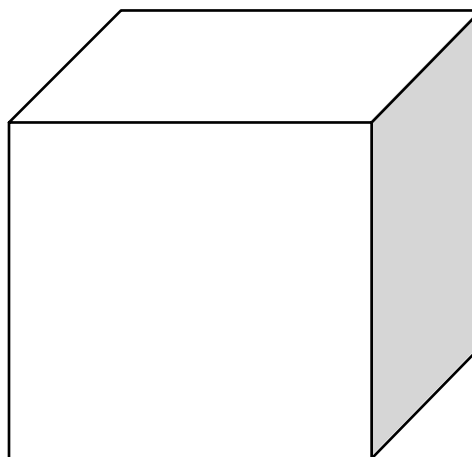
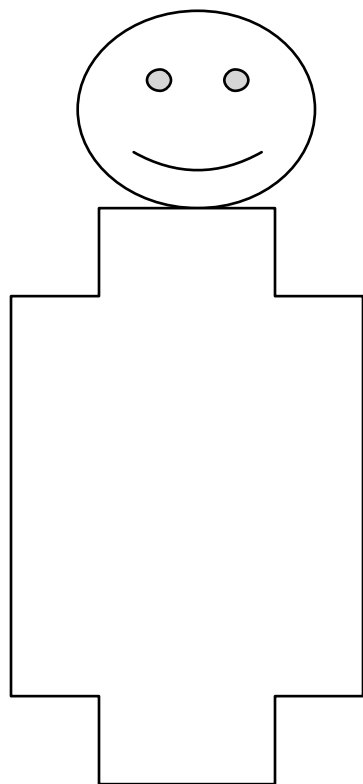
# Communication Relay



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.



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Lesson  
**3**  
Walk the Talk

Grade Level  
9-12

Lesson Title  
Lesson 3: Walk the Talk

Time  
Part 1: 45 minutes  
Part 2: 45 minutes

**Objectives**

Students will learn:

- The impact of etiquette in different situations, including impressions made with peers, adults, and employers
- The importance of respect for themselves and others as they approach dating and social networking
- Multiple ways teens communicate and the appropriate uses of communication methods
- Symptoms of dating violence
- The phases of the Cycle of Violence
- Techniques to create a safe zone from dating violence
- Types of dating violence
- The cycle of dating violence
- Strategies to protect themselves from dating violence

**PASS**

- Language Arts
- Health

**Life Skills Model**

- Conflict Resolution
- Social Skills
- Communication
- Healthy Lifestyle Choices
- Personal Safety

**Supplies/Materials**

- Flip chart or newsprint paper
- Markers
- Tape
- Few bandanas
- Chalkboard, dry erase board, or newsprint paper
- Chalk, dry erase markers, or markers
- Red and green dot stickers

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for manners

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Texas A&M System



**Texas Rural Mediation Services™**  
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Lesson

# 3

Walk the Talk

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Optional Activities:

- Plastic silverware
- Plastic or paper plates and cups in several sizes
- Napkins

Handouts

- Do's and Don'ts of Dating
- The Cycle of Violence
- Are You A Victim of Dating Violence?
- Dating Violence Scenarios
- Dating Violence Feedback Form
- Dinner For Two: Table Setting

 **TAKE A STAND**  
for manners

# Lesson 3: Walk the Talk

## SAY:

Today's lesson in the Take A Stand! program is Walk the Talk. What do you think this lesson will focus on?

Today we are going to learn about etiquette. What is the connection between etiquette and conflict resolution? Etiquette can be a useful tool in treating people respectfully. If we treat others the way we want to be treated, in some cases we can avoid conflicts. Relationships are all about respect. We will be talking about etiquette in dating and other social situations.

What if your life was portrayed through a reality television show for the whole world to see all day every day? What if this reality show was all you, all the time, with no editorial privileges? Would your actions truly depict how you want others to view you?

What are ways you make a first impression of yourself for others? *Answers might include: speech, body language, appearance, information, and pictures you post on your personal Web sites.*

Based on your actions today and the impression others have of you, what would be the name of your reality show and what network would it be on?

Would you want to change your reality show or are you happy with the impression that the show would portray of you?

If you are not happy with your current reality show, what would you change?

Remember that communication is not always what you say, but also your actions and how you portray yourself all the time.

Do your actions toward others represent the kind of person you want to be?

Do your actions or impressions have consequences?

Do your etiquette practices impact the impressions others have of you?

How can you improve good etiquette practices in your relationships with others?

## Activity 1: Can You Hear Me Now?

This activity helps students discuss the pros and cons of different communication methods and styles.

### Supplies

- 1 flip chart
- Markers
- Few bandanas
- Pens and paper

### SAY:

What are some ways people communicate with their friends, teachers, or colleagues?  
*Examples include face-to-face conversation, telephone, e-mail, and texting or instant messaging.*

In this activity, we will determine key aspects and guidelines for three different communication methods: face-to-face, telephone, and e-mail.

### DO:

*Divide the group into three smaller groups. Assign each group a different communication method.*



## SAY:

You will be divided into three groups. The first group will communicate face-to-face. These people do not have any restrictions on their communication; they sit in one area of the room and talk openly with each other. Select a member to be the recorder and write down the group's findings/decisions during the activity.

The second group will use telephone communications. Members will be blindfolded with the bandanas because we can't see the person we are talking to when communicating over the telephone. They will sit together in one area of the room. One person, who will record members' findings/decisions, will not wear a blindfold.

The third group represents the e-mail communications. This group will sit facing a flip chart and not speak. They will each have a marker and will write their emails on the flip chart to communicate with others in their group. No speaking will be allowed.

Each group is to discuss the same topics so the whole group can evaluate the results based on the different types of communication. Suggested topics are:

- Planning the Spring Social: Each group will use their assigned method of communication to work out plans for the event, such as type of DJ, food, location, cost, and chaperones.
- Donation from Alumnus: Each group will use their assigned methods of communication to decide how an unrestricted \$100,000 donation to their school from an alumnus should be used.
- Mural Design Ideas: Each group will use their assigned method of communication to discuss the design of a proposed mural to promote positive



tagging. The school board has voted to use this mural to cover some tagging on the school that may or may not be gang-related.

**DO:**

*Give the groups about 7 minutes to complete a topic, then ask each recorder to give a report.*

**SAY:**

Based on our results, which group accomplished the most?

What were some of the difficulties with your assigned type of communication?

What surprised you about the results based on the types of communication you are most familiar with?

Did you use good etiquette during your communication with others? If not, how could you have accomplished more by using all three types of communication?

Do you think teens' social development is lacking due to the increased use of technology such as texting or instant messaging? If yes, how so?

How has technology impacted our communication with other countries?

## Activity 2: The Do's and Don'ts of Dating

This activity helps young adults learn how to incorporate communication skills and good etiquette practices in social situations.



## Supplies

- Flip chart or newsprint paper
- Markers
- Tape

## DO:

*Divide the group into two groups by gender. Give each group a copy of the handout, *The Do's and Don'ts of Dating*, and several sheets of flip chart paper and markers.*

## SAY:

How many of you have begun to date?  
What are your parents' rules for dating?

Today, we're going to take a look at how boys and girls view dating. Do you think the views will be different because of gender? Why or why not?

You will be in two groups for this activity-- boys in one group and girls in the other. Each group will get a list of questions about dating. Each group will select a recorder to write down the responses to each question on the flip chart paper. This activity will help show what etiquette each gender expects or wants from the other where dating is concerned.

You have 15 minutes to answer as many of the questions as you can. After the time expires, each group will select a reporter to share the answers for their group.

## DO:

*Allow 15 minutes for groups to discuss and record their answers.*





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for manners

## SAY:

Let's review the questions, have each group to respond to each question, and then compare the two. Reporters, bring your answers to the front and let's post them on the wall.

## DO:

Using a copy of the handout, *The Do's and Don'ts of Dating*, read each question and allow each group to answer.

## SAY:

Now that you have seen what the opposite sex thinks about these dating issues, what surprised you about the other group's answers?

Did some of the other group's answers seem completely wrong? If so, why?

Were any answers of the two groups closely matched? Would one group be willing to compromise to make the other group happy?

What does this activity tell us about today's teens? (NOTE: Observations from this activity have shown that teens are still somewhat traditional or similar to what their parents or grandparents did when dating.)

Does the etiquette for dating look the same for teens today as it did for your parents? Grandparents? If not, why?

What can each gender do to make the dating experience positive and respectful?

## Wrap Up

- What can you do to improve your image or etiquette in social settings?



- What can you do to improve your image or etiquette in your relationships?
- What can you do to improve your image on your Internet sites such as MySpace, Facebook, blogs, or Web site?
- Do you think your personal Internet sites can affect your future jobs or career? Why or why not?
- Do you feel that you are owed respect or that you have to earn respect from others?
- How do you earn respect from others?

## Part 2: Walk The Talk

### SAY:

After our previous discussion on dating, did you talk with your parents about the relationships they had when they were teenagers? Did you learn from them about how they dealt with dating? Where did the expectations they set for you come from?

Dating violence is a real problem, and teens need to know the signs or characteristics of dating violence and how to deal with it. You are all facing the time in your life when dating is an important social experiment, and you need to have the skills to protect yourself from dangerous situations.

How would you define dating violence? Dating violence is any intentional sexual, physical, or psychological attack on one dating partner by the other. Before we get into our discussion, let's do a little experiment.



## Activity 3: Dating Violence: Know The Facts

### DO:

Copy each of the 10 statements below each on a separate sheet of flip chart paper and post them around the room. Leave white space on each page so students can place the dots on the paper. Provide each student with 10 red dot stickers and 10 green dot stickers. Use ONLY two different colors of dots or two different colors of pens or markers.

- One in five female high school students report being physically and/or sexually abused by a dating partner.
- Youths involved in same-sex dating are just as likely to experience dating violence as youths involved in opposite-sex dating.
- Nearly one-half of adult sex offenders report committing their first sexual offenses prior to age 18.
- 58% of rape victims report being raped between ages 12 and 24.
- Intimate partner violence among adolescents is associated with increased risk of substance use, unhealthy weight control behaviors, sexual risk behaviors, pregnancy, and suicide.
- 45% of girls know a friend or peer who has been pressured into either intercourse or oral sex.
- Among female victims of intimate partner violence, 94% of those between 16 and 19 were victimized by a current or former boyfriend or girlfriend.
- One in three teens reports knowing a friend or peer who has been hit, punched, kicked, slapped, or physically hurt in other ways by their dating partner.
- In nine out of 10 rapes in which the offender is under 18, so is the victim.
- Patterns of dating violence often start early and carry through into adult relationships.

(Source for Statistics: <http://www.abanet.org/unmet/teendating/facts.pdf>) This document was compiled by the American Bar Association for the National Teen Dating Violence Prevention Initiative, 2006)



**SAY:**

Posted around the room are statements about dating violence. Each of you will receive 10 red sticker dots and 10 green sticker dots. Rotate around the room, read each statement, and decide if the statement is true or false. If you believe it is true, place a green dot on the paper. If you believe the statement is false, place a red dot on the paper. When you finish, you can sit down.

**DO:**

*Allow time for participants to read statements and place their stickers on each one.*

**SAY:**

All of the statements around the room are true. These statistics and facts give you a clearer picture of the seriousness of dating violence.

Violence isn't always a physical confrontation. What other ways can a person be attacked or hurt in a relationship?

Violence may be in the form of verbal abuse, emotional abuse, or sexual abuse. Let's list specific examples of these forms of violence, beginning with physical abuse.

**DO:**

*Select a volunteer to record examples of abuse on the chalkboard or flip chart paper.*

What physical actions could an abuser do to their victim?

Physical abuse may include:

- Shoving
- Punching
- Slapping



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- Pinching
- Hitting
- Kicking
- Hair-pulling
- Strangling

What emotional actions could an abuser do to their victim?

Verbal and emotional abuse may include:

- Calling names
- Being jealous
- Belittling or cutting down
- Threatening to hurt the person, someone in his or her family, or himself or herself unless the person does what he or she wants

What sexual actions could an abuser do to their victim?

Sexual abuse may include:

- Unwanted touching and kissing
- Forcing the person to have sex
- Not letting the person use birth control
- Forcing the person to do other sexual things he or she is not comfortable with

Dating violence is not limited to girls as the victims. Boys can be victims of dating violence, too. Girls' violent behaviors are usually things such as hair-pulling, slapping, pinching, or using emotional abuse. Boys' behaviors are more likely to be physical attacks, such as strangling, punching, shoving, and demanding unwanted sexual activity.



Relationship violence has a cycle of behavior called the Cycle of Violence. Do you have any guesses what the three steps are in the Cycle of Violence?

**DO:**

*Give each participant a copy of the handout, The Cycle of Violence.*

**SAY:**

The three steps in the Cycle of Violence are:

- Tension
- Explosion
- Honeymoon

**Tension Phase**

The tension phase is a stressful but non-violent period for the abuser and the victim. Tension in non-abusive relationships never leads to abuse. However, in an abusive relationship during this stressful period, the victim feels as if they are “walking on eggshells.” This means if they slip up at anytime they could set the abuser off. The abuser may also start fights for no reason, which also leads to stress in the relationship.

**Explosion Phase**

After the period of tension comes an explosion. This means one member of the couple uses or explodes with verbal, physical, or emotional abuse toward their partner.

**Honeymoon Phase**

Once the explosion resolves, the abuser often tries to repair the relationship, apologizes, and promises never to do it again. They may also say “I love you” or buy gifts or flowers to make up for the argument.

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Why would a victim of abuse agree to remain in an abusive relationship and start the cycle over again?

The victim may grant forgiveness because:

- They love their abuser.
- They hope the abuse will never happen again.
- They fear what the abuser will do if they end the relationship.
- They are in denial about the seriousness of the abuse.

The most dangerous time in an abusive relationship is the moment when the abused partner attempts to leave. The most violent incident—and in the worst cases, murder—commonly occurs soon after a victim has decided to leave.

## DO:

*Distribute to each student a copy of the handout, Are You a Victim of Dating Violence?*

## SAY:

Let's take a look at the handout, Are You a Victim of Dating Violence? On this page are examples of dating violence. You don't have to complete anything on the handout; this is just information for you to review. If any of these examples of violence apply to your relationships, you may be a victim of dating violence. Evaluate your relationship objectively and honestly. If you feel that you truly are a victim, you must take action and get help.

No one deserves to be treated badly in a relationship, and everyone deserves to be treated with respect. Let's talk about how we



can make dating safe. What things can you identify to make dating safe?

Examples:

- Consider double-dating the first few times you go out with a new person.
- Before leaving on a date, know the exact plans for the evening and make sure a parent or friend knows these plans and what the curfew is.
- Let your date know that you are expected to call or tell that person when you return home if they are not going to be there.
- Be aware of your decreased ability to react if you are under the influence of alcohol or drugs.
- If you leave a party with someone you do not know well, make sure you tell another person you are leaving and with whom.
- Ask a friend to call and make sure you arrived home safely.
- Assert yourself when necessary. Be firm and straightforward in your relationships.
- Trust your instincts. If a situation makes you uncomfortable, try to be calm and think of a way to remove yourself from the situation.

What can be done to create safety for teens if they have already been or are involved in a dating violence situation?

Examples:

- Talk to an adult about the violence or abuse.
- Inform people at your school—teachers, principal, counselors, security—about





your situation so they can help ensure your safety while at school.

- Change your school locker or lock combination.
- Consider changing your route to and from school to avoid confrontation with the abuser.
- Use a buddy system at school when changing classes, at lunch, or after school so you are not alone.
- Think about friends you can tell to help you remain safe.
- Think about who you can call for a ride home if you get stranded.
- Keep a journal describing the abuse.
- Get rid of or change the number to any beepers, pagers, or cell phones that the abuser gave you.
- Keep spare change or calling cards to use in an emergency.
- If you have a restraining order against an abuser, keep a copy of that paperwork with you at all times.
- Identify a place you can go to quickly get away from an abuser.

Have any of you ever talked with your parents about dating violence? Did they include that topic in the discussion on sexual relationships? If not, you can share with your parents what have learned about dating violence.

## Activity 4: Dating Violence Scenarios Discussion

### Supplies

- Dating violence scenarios
- Dating Violence Feedback Form
- Pencils



**SAY:**

Now that we have the facts about dating violence, we are going to look at some specific scenarios and how they fit into the Cycle of Violence. You will be divided into five groups, and each group will be assigned one of the scenarios to review and answer a few questions about using the Dating Violence Feedback Form. Groups will then regroup to share each scenario and their answers to the questions.

**DO:**

*Give each student a copy of the Dating Violence Scenarios, and give one copy of the Dating Violence Feedback Form to each group. Assign one scenario to each group.*

**SAY:**

Were you surprised by any of the scenarios?

How could the victims in the scenarios get out of the relationship safely?

**Wrap Up:**

- What was the most startling statistic that you learned about dating violence?
- What are important steps to take to get out of an abusive relationship?
- Why is getting out of dating violence situations so difficult for teens?
- How can you help another person who might be in an abusive relationship?
- What policies are in place at your school to protect you from dating violence?

Talk with your parents about their relationships during their teenage years and how the choices they made have affected their lives now. Share with your parents the phases

of the Cycle of Violence and strategies for safe dating. If you have been or are currently in an abusive relationship, talk with your parents or another adult you trust to get help.

## Extended Activities:

### Activity 5: Dinner for Two: Dining Etiquette

This activity teaches participants about a formal and informal table setting and explains proper table etiquette.

#### Supplies

- Plastic silverware
- Plastic or paper plates and cups in several sizes
- Napkins

#### Instructions

- Provide participants with various plastic silverware, several sizes of plates, and several different sizes of paper cups.
- Divide the participants into groups of three to five.
- Provide each group with a set of tableware supplies. Ask its members to set up a formal table setting.
- After groups have had time to set their tables, provide them a copy of the Dinner for Two: Table Setting handout.
- Review the proper way to set a formal table. Demonstrate putting the table setting together where all can see.
- Have groups compare their table settings to the correct one to see how they did.
- Repeat the process with an informal table setting. Give groups time to rearrange their formal table setting to do this.
- Show them the proper way by using the handout.

#### Discussion

- Have you ever been to a fancy restaurant where they used a formal table setting?
- How did you feel when you sat down? Did you know what to do with all the utensils?
- What are some specific table manners that we need to know and use when we are at a formal dinner?



Examples:

- ♦ A man pulls a chair out for a lady and allows her to be seated first.
- ♦ The waiter places a napkin in your lap.
- ♦ You start with the eating utensils on the outside first and work your way in toward the plate.
- ♦ Don't put your elbows on the table.
- ♦ When excusing yourself from the table, get up from the left side of your chair and say, "Please excuse me."
- ♦ Don't shuffle your dishes around or stack dishes on top of each other. The waiter will remove dishes for you when you are finished.

## Activity 6: Practicing Table Manners

Partner with the home economics classes to prepare a formal dinner so participants actually experience a formal meal setting. If resources are available, another option is taking the group out to dinner at a nice restaurant so students can practice their skills.

## Activity 7: Music and Dating Violence

Music is a huge part of teenage culture and influences their thoughts and decisions even if only on a subliminal level. Ask students to bring a song or the printed lyrics of a song that condones or critiques violent relationships or promotes respectful relationships. Lead a discussion on how popular music may perpetuate or counteract dating or domestic violence. Analyze the lyrics and decide what messages they convey. Watch for songs with poor language choices.

### Resources

"Are You A Victim of Dating Violence?" National Coalition Against Dating Violence

Break the Cycle: Empowering Youth to End Domestic Violence, [www.breakthecycle.org](http://www.breakthecycle.org)



# The Do's and Don'ts of Dating

Who needs to ask whom on a date?

Where should you go on a first date?

Is it better to group date or go on a couple date? Why?

Based on your knowledge and prior experience, list the do's and don'ts on how the boy/girl should act on the date.

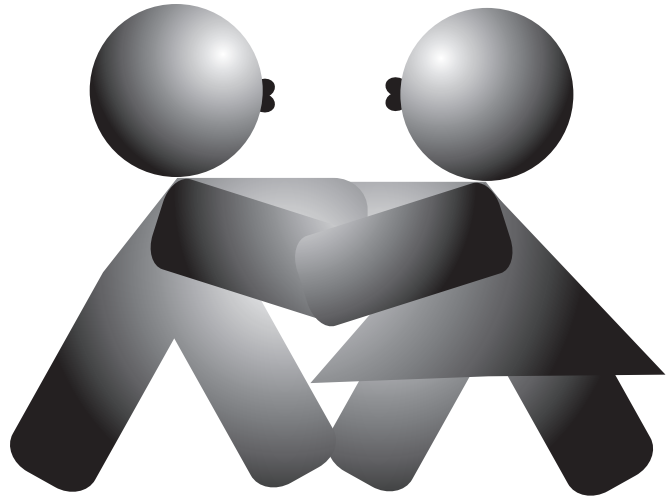
What are some examples of proper table manners and dining etiquette?

Does the boy order for his date as well as himself, or does he allow his date to order for herself after he has ordered his meal?

Who pays for the date?

How much do you generally tip for service at a restaurant?

Breaking up can be very difficult. What is the best way to end a relationship?



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.



## Break the Cycle

Empowering Youth to End Domestic Violence

www.breakthecycle.org  
 www.thesafespace.org  
 888.988.TEEN  
 askanything@breakthecycle.org

## THE CYCLE OF VIOLENCE

In most abusive relationships violence is not a one time incident. The abuse usually happens again and again. While not all victims experience the same thing, many find that the abuse occurs in a repeating cycle.

### What Do I Need to Know?

The cycle that most abusive relationships take is called the Cycle of Violence and it has three phases: tension building, explosion, and honeymoon. Each phase can be as short as a few seconds, or as long as several years. Over time, the explosions can become more violent and dangerous.

#### Tension Building

Things start to get tense between you and the person you're with. Often:

- The person you are with starts fights with you and yells at you for no reason.
- You feel like you can't do anything right and that things could blow up at any moment.

#### Honeymoon

The abuser will apologize, Try to make up with you, and try to shift the blame for the explosion to someone or something else.

The abuser often:

- Says "I love you."
- Apologizes and promises that it will never happen again.
- Buys you flowers or other gifts.
- Says that you did something to cause the abuse or blames it on other things, like being drunk or stressed out.



#### Explosion

There is an outburst of violence that can include intense emotional, verbal, sexual and/or physical abuse.

The abuser may:

- Physically abuse you by hitting, kicking, slamming you against the wall, etc.
- Scream and yell in a way that scares or humiliates you.
- Rape or force you to go further sexually than you want to.
- Threaten to hurt you.

### What Can I Do?

If your relationship looks like this, you may be in an abusive relationship. Break the Cycle can help. Break the Cycle provides legal information, support and advocacy to young people, ages 12 to 24, and can help you learn about your options and legal rights. **Our services are always free and confidential.**

You have the right to a safe and healthy relationship...  
 free from violence and free from fear.

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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.



# Are You A Victim of Dating Violence?

Are you a victim of dating violence? If you answer "yes" to any of these questions, you are likely to be in an abusive relationship. No one deserves to be abused. Get help to get out! Don't put it off! The life you save may be your own!

Do you feel you are walking on eggshells to keep the peace?

Do you feel like a prisoner in your relationship?

Does your partner hurt you with bad names and put downs?

Does your partner threaten or harass you?

Does your partner give you "the look"?

Does your partner shove, slap, or hit you?

Does your partner keep you from seeing friends or family?

Does your partner destroy your property?

Does your partner follow you, spy on you, or show up at your job, school, or friends' homes?

Does your partner listen to your phone calls or keep you from using the phone?

Does your partner force you to have sex when you don't want to?

Does your partner accuse you of cheating?

Does your partner keep you from getting or keeping a job?

*Adapted from the National Coalition Against Domestic Violence*

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# Dating Violence Scenarios

## Scenario 1: Belittling Brittany

Brittany and Gerald have been dating for three months. Gerald is Brittany's first boyfriend. At first, Brittany thought it was sweet that Gerald called her all the time. He always wants to know whom she is with, where she is, and when she'll be home. But as time passed, Brittany began to feel like she could not do anything with her friends because Gerald would get mad at her. Gerald has started belittling her in front of his friends, insulting her, and telling her she is fat. He doesn't want her to spend time with certain friends of hers—he thinks they are a bad influence. He threatens to break up with her if she won't do what he says and tells her that no one else will ever want her. Brittany wants to make Gerald happy. In fact, she'll do anything to keep her boyfriend, including putting distance between her family and friends for him. She thinks this is what being in a relationship is all about.

## Scenario 2: A Way Out

Jena's boyfriend, Sam, is crazy about her. He hates it when she talks to other guys. Once he walked into the cafeteria and saw her sitting with another guy. Jena tried to tell Sam they were simply studying together for a math test, but he said she was lying and slapped her. The slap hurt her pride and her heart. Jena believes Sam is jealous because he loves her so much. She cannot allow him to hit her in public. She had to miss her math class because the teacher in the cafeteria saw what happened and made her talk with the school counselor. Jena told the counselor it was all just a misunderstanding and that Sam has never hit her before. Jena said that Sam is just under a lot of pressure because the college scouts will be at the game Friday to watch him play. A lot is riding on Friday's game. Jena hopes that, if Sam gets to play college ball, he will take her with him. It would be their chance to get out of this town, and her chance to get away from her abusive stepfather.

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## Scenario 3: Brad's Family Secrets

Brad likes his girlfriend, Carion, but doesn't know if he can trust her. They study at Carion's house all the time. Brad enjoys spending time with Carion's family. They are so nice and seem to have such a solid family. Carion asked Brad why they never go to his house to study or hang out. It took a lot for Brad to tell Carion the truth. Brad said he could not have her over to his house because his mother drinks too much, and he is never sure what kind of shape she'll be in when he gets there or who she will have brought home with her. Brad was embarrassed about his situation, but was glad he shared this with Carion. Then he found out that Carion told her best friend, who told some other girls. Now Brad thinks that everyone at school knows about his family's problems. Carion told Brad that it wasn't any big deal because she tells her friends everything. That is what girlfriends do. Carion told Brad that if he didn't like it, he should find another girlfriend. She said she doubted anyone would want him after they knew his family's problems. Brad wants to be with Carion, but he wishes he could trust that she loved him for him and not as a "charity case," as she called him.

## Scenario 4: Juan's Love Note

Jennifer has been dating Juan for eight months. They have even talked about getting engaged. However, Juan became enraged when Jennifer wanted to have a "girls' movie night" with her girlfriends. Juan thought they would be looking for other guys. Juan picked up Jennifer when she tried to leave his house and smashed her into a wall. He told her she was to not make any plans before she talked with him. She ran from his house, leaving her school books behind. Before she had gotten far, Juan sent Jennifer a text message saying "I am sorry. I love you. I'll kill myself if you leave me." Jennifer thought she should forgive him so he would not hurt himself. After all, he does love her.





# Dating Violence Scenarios

## Scenario 5: If You Love Me...

Kami, a high school senior, began dating Mark, a classmate. Although Mark was known to have a temper, Kami was happy to have a boyfriend and was convinced that she loved him. At first, it didn't bother Kami that Mark constantly checked on her and got angry when she spent time with other people. It just showed how much Mark cared about her. One day, Kami forgot to tell Mark about a club meeting she had after school. Mark called and sent so many text messages during the meeting that Kami left early to explain to Mark where she had been. Mark said Kami had lied to him about where she was going after school, and to prove to him that she was not seeing someone else, she would have to make up with him by having sex. Although she had not wanted their relationship to become physical yet, she thought she could prove to him that she loved him and was sorry. After all, it was her fault that she had forgotten to tell him about the meeting.

## Scenario 6: Secret Violence

Joe and Kurt have been secretly seeing one another for five months. They have been able to camouflage their relationship behind the fact they have been friends and neighbors all of their lives. Their secret is safe for now. Their relationship is already strained because of the homophobic responses they will get from parents, peers, and others. Joe is not ready to share his sexual identity with the world. From the outside looking in, Joe is the stereotypical high school jock and "lady's man." Kurt watches from the shadows and sees girls flock to his secret partner. This infuriates Kurt and hurts his feelings. Kurt pressures Joe to come out with him. Joe is not ready and loses his temper with Kurt sometimes. Joe does not mean to physically hurt Kurt but does punch and shove him. In retaliation, Kurt uses emotional abuse, telling Joe that he is just a dumb jock and will never amount to anything anyway.

*After your group has read and discussed the assigned scenario, and answered the questions on the Dating Violence Feedback Form, please select a spokesperson for your group. This person will share your responses with the class.*

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# Dating Violence Feedback Form

After reading the assigned scenario, discuss the questions below as a group and write down your group's response. Select a reporter to share the results of your discussion with all groups.

t Identify the example of three phases of the Cycle of Violence in the scenario.

t Which type of abuse is used in the scenario?

t How does the victim feel about the abuser's behavior?

t How did/could the abuser justify the behavior?

t What would happen if the victim tried to end the relationship?

t Why does the victim stay in the relationship?

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# Dinner for Two: Table Setting

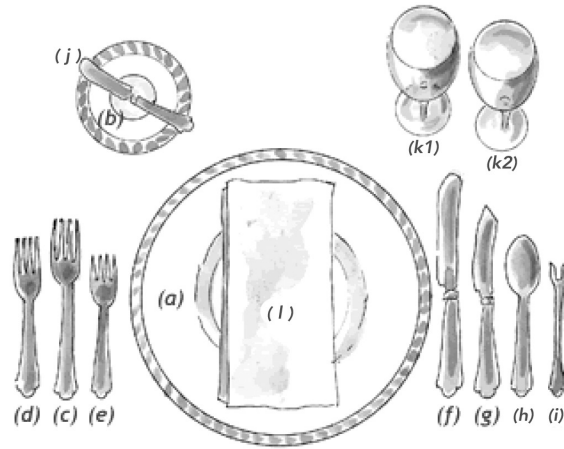
## Formal Table Setting

The one rule for a formal table is for everything to be geometrically spaced: the centerpiece at the exact center; the place settings at equal distances; and the utensils balanced. Beyond these placements, you can vary flower arrangements and decorations as you like.

The placement of utensils is guided by the menu, the idea being that you use utensils in an “outside in” order. For the illustrated place setting here, the order of the menu is:

- Appetizer: Shellfish
- First course: Soup or fruit
- Fish course
- Entrée
- Salad

- a. Service plate: This large plate, also called a charger, serves as an underplate for the plate holding the first course, which will be brought to the table. When the first course is cleared, the service plate remains until the plate holding the entrée is served, at which point the two plates are exchanged. The charger may serve as the underplate for several courses which precede the entrée.
- b. Butter plate: The small butter plate is placed above the forks at the left of the place setting.
- c. Dinner fork: The largest of the forks, also called the place fork, it is placed on the left of the plate. Other smaller forks for other courses are arranged to the left or right of the dinner fork, according to when they will be used.
- d. Fish fork: If there is a fish course, this small fork is placed farthest to the left of the dinner fork because it is the first fork used.
- e. Salad fork: If salad is served after the entrée, the small salad fork is placed to the right of the dinner fork, next to the plate. If the salad is to



be served first and fish second, the forks would be arranged (left to right): salad fork, fish fork, dinner fork.

- f. Dinner knife: The large dinner knife is placed to the right of the dinner plate.
- g. Fish knife: The specially shaped fish knife goes to the right of the dinner knife.
- h. Soup spoon or fruit spoon: If soup or fruit is served as a first course, the accompanying spoon goes to the right of the knives.
- i. Oyster fork: If shellfish are to be served, the oyster fork is set to the right of the spoons. Note: This is the only fork ever placed on the right of the plate.
- j. Butter knife: This small spreader is placed diagonally on top of the butter plate, handle on the right and blade down.
- k. Glasses: These can number up to five and are placed so that the smaller ones are in front. The water goblet (k1) is placed directly above the knives. Just to the right is a tea glass (k2). Other glasses are added to the right of the other glasses if needed.

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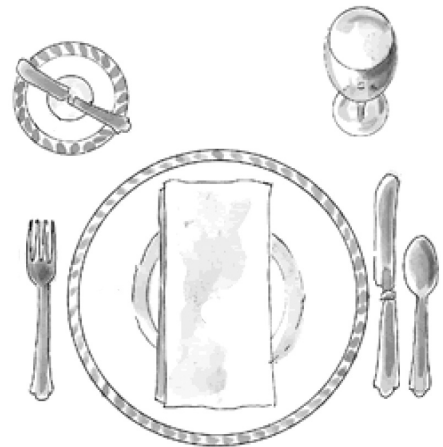


# Dinner for Two: Table Setting

1. Napkin: The napkin is placed on top of the charger (if one is used) or in the space for the plate.

## In general

- Knife blades are always placed with the cutting edge toward the plate.
- No more than three of any implement are ever placed on the table, except when an oyster fork is used in addition to three other forks. If more than three courses are served before dessert, the utensil for the fourth course is brought in with the food; likewise, the salad fork and knife may be brought in when the salad course is served.
- Dessert spoons and forks are brought in on the dessert plate just before dessert is served.



make a lower case “b” with your left hand and a lower case “d” with your right hand. This reminds you that “bread and butter” go to the left of the place setting, and “drinks” go on the right.

## Informal Table Setting

Here are two tricks to help you remember the order of plates and utensils in a basic or informal table setting:

- Picture the word “FORKS.” The order, left to right is: F for Fork, O for Plate (the shape), K for Knives, and S for Spoons.
- Holding your hands in front of you, touch the tips of your thumbs to the tips of your forefingers to

## Some other things to know:

- Knife blades always face the plate.
- The napkin goes to the left of the fork or on the plate.
- The bread and butter plate and knife are optional.

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Lesson  
**4**  
Teamwork +  
Communication =  
Problem Solved

Grade Level

9-12

Lesson Title

Lesson 4: Teamwork + Communication = Problem Solved

Time

Part 1: 45 minutes

Part 2: 45 minutes

Objectives

Students will learn:

- The difference between groups and teams
- The ABCs of teamwork
- How to incorporate teamwork into problem-solving

PASS

- Language Arts
- Physical Education

Life Skills Model

- Conflict Resolution
- Social Skills
- Communication
- Teamwork

Supplies/Materials

- Pencils
- Index cards
- Markers or chalk
- Tape
- Box or sack
- Chalkboard or flip chart

Handouts

- The ABCs of Teamwork
- Lost

**TAKE A STAND**  
for teamwork

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



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

## Lesson 4: Teamwork + Communications = Problem Solved

### SAY:

*"It is amazing how much you can accomplish when it doesn't matter who gets the credit."*

What is this quote talking about?

*Teamwork*

Today we're going to focus on teamwork. As we work through this lesson, remember that quote. Who has been or is currently on a team?

What are the things your coach or leader stresses that emphasize teamwork?

*Some answers may be:*

- *Working together*
- *Supporting each other*
- *Communicating*
- *Having team spirit*
- *Staying focused*
- *Playing your part or role on the team well*

### Activity 1: Group or Team?

#### DO:

*Write the characteristics of a group and a team provided below on large index cards or paper and mix them in a sack or box. Students draw a characteristic from the sack or box and together decide if the statement is a characteristic of a group or a team. Put the characteristics on the wall in one of the two categories.*



### *Characteristics of a group:*

- Members work independently and often are not working toward the same goal.
- Members focus mostly on themselves because they are not involved with planning their group's objectives and goals.
- Members are given their tasks or told what their duty/ job is. Suggestions are rarely welcomed.
- Members are cautious about what they say and hesitant to ask questions. They may not fully understand what is taking place within their group.
- Members do not trust each other's motives because they do not fully understand the role each member plays in their group.
- Members may have a lot to contribute but do not have a strong connection with each member.
- Members are bothered and feel threatened by differing opinions or disagreements. Members do not have group support to help resolve problems.
- Members may or may not participate in group decision-making. Conformity is valued more than positive results.

### *Characteristics of a team:*

- Members work interdependently and toward personal and team goals. They understand these goals are accomplished best by mutual support.
- Members feel a sense of ownership toward their role in the group because they committed themselves to goals they helped create.
- Members collaborate with each other, using their talents and experience to contribute to the success of the team's objectives.
- Members base their success on trust and encourage the rest of the team to express their opinions, different views, and questions.
- Members intentionally try to be honest and respectful, and to listen to every person's viewpoint.





# 4-H TAKE A STAND

for teamwork

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- Members are encouraged to offer their skills and knowledge so that each member can contribute to the team's success.
- Members see conflict as a part of human nature. They treat it as an opportunity to hear new ideas and opinions. Everybody wants to resolve problems constructively.
- Members participate equally in decision-making, but each member understands that the leader might need to make the final decision if the team cannot reach an agreement.

## SAY:

What's the difference between a group and a team? This activity will focus on defining the difference between groups and teams. I have a container with statements written on cards. Each statement is a characteristic of either a group or a team. We'll draw one at a time, read it, and decide together if the statement describes a characteristic of a group or a team.

## DO:

*Involve students in drawing and reading the statements, and use discussion to involve the group in the decision-making process.*

## SAY:

For an example of a group vs. a team, let's compare a basketball team to a 4-H Club. All members of the basketball team have the same goal: winning games. Members of 4-H each set their own goals based on their projects. They do have common goals, including leadership development, community service, and life skills, but their main focus is on their project goals.

What are some other examples of groups and teams?





Why is teamwork important in conflict management?

Teamwork uses skills to develop a solution that is implemented by working together. When we change the focus from conflict to cooperation, we put opponents on the same team.

Many times a conflict may not really be a problem between two individuals or groups, but represents a difference in approaches to reach the same goal. Through teamwork, strengths can be maximized and goals accomplished quickly and smoothly.

## Activity 2: The ABCs of Teamwork

### Supplies:

- 24 index cards
- Markers
- The ABCs of Teamwork handout
- Pencils
- Box or sack

### DO:

- *Write one letter on each index card. Do not make a card for X or Z for a total of 24 letters.*
- *Place the letters in a box or sack.*
- *Divide participants into four groups.*
- *Have each group draw six index cards.*
- *Give each group a copy of the handout, The ABCs of Teamwork, and a pencil.*

### SAY:

This activity, called The ABCs of Teamwork, will test your teamwork and communication skills. You will be divided four groups. Here are the rules:



# TAKE A STAND

for teamwork

- Each team will select a team leader who will draw six cards from the box. Inside the box are 24 index cards, each one with a different letter on it. The letters X and Z are not included.
- Team leaders will bring their six cards to their groups, who will then select a recorder to write the six letters in the spaces provided on the handout. The letters X and Z have already been filled in for you.
- As a team, brainstorm qualities or characteristics of teamwork that start with each of your letters and write them down. Words that start with X or Z will earn bonus points for your team.
- Teams will earn one point for each word that the instructor validates as appropriate. Teams may list as many words as they can think of for each letter.
- Teams will earn five points for each word that begins with the letters X or Z.
- Each team will have 5 minutes to brainstorm as a group.
- When time expires, words will be reviewed and points awarded.

## DO:

*Allow 5 minutes for teams to complete the activity.*

*On the chalkboard or flip chart paper, write Team 1, Team 2, Team 3, Team 4. Use these labels to record the number of correct words for each team.*

## SAY:

Let's go through the alphabet one letter at a time. As I call the letter, the group with that letter will share the words that they came up with. I will record the number of points on the board for each team as we go. Which group has letter A?



*NOTE: Continue through the whole alphabet. Allow each team to respond for the letters X and Z.*

Let's add up the scores for each team and see how you did. (*Announce results.*)

## Discussion

- What letters were difficult to come up with teamwork-related words?
- What letters were easy to think of these words?
- Which of the words are the most important in promoting teamwork?
- Do each of you have all of these qualities of teamwork? Why or why not?

Probably not! Each person brings different strengths to the team. A smart leader capitalizes on each person's strengths to make the whole group stronger. When a coach assigns positions on a football team, he is not going to put the smallest players as linemen, right?

## Wrap Up

- How do you determine what your team members' strengths are?
- What can leaders do to strengthen the group?
- What teamwork skills do you need to work on to improve your contributions to teams or groups?



## Part 2: Teamwork + Communication = Problem Solved

### SAY:

Last time we met we began Lesson 4, Teamwork + Communication = Problem Solved. What are some of the important qualities of a good team player?

What are some of the differences between a group and a team? (*Refer back to the information in Part 1 for the answer.*)

Today we're going to continue activities on teamwork and see how well you demonstrate your top teamwork skills. Let's get started with an activity called Lost.

### Activity 3: Lost

This activity involves solving a problem with teamwork and communication.

#### Supplies

- Copies of the Lost handout for each participant
- Pencils

#### DO:

- Provide each participant a copy of the Lost handout and a pencil.
- Review the first two sections of the handout—the scene, the situation—with the group.

### SAY:

To play Lost, you will be divided into teams of five to seven members. Teams have 15 minutes to review the handout. Each team



decides which four survivors they will send for help based on the information they're given.

DO:

*After groups have made their decision, ask each group to share their results.*

SAY:

Discussion

- What were you seeking when you studied the survivors?
- What things about the survivors made you eliminate them from the list of who would go in the raft?
- Was reaching a decision with your team as to who would go and who would stay difficult? If so, why?
- If you were one of the survivors, what would you be able to bring to the group?
- If you were in this type of situation, would you fight to be one of the people to go for help? Would you stay back with the others and wait for help?
- What aspects of teamwork did your group use to reach a decision?
- Did your group have a definite leader? Did the leader involve everyone in the discussion?
- Did you work as a "group" or as a "team"?

You may want to know the correct answers for the Lost activity. There's not one.

This activity makes you consider everything and teaches you to think from other people's perspective. Instead of focusing on "me, myself, and I" all the time, you learn to think outside the box.



## Wrap Up

- What's the difference between a group and a team?
- What are some of the ABCs of Teamwork? Why are they important?
- How can you apply the Lost activity to your life today?
- How can we turn conflict into a positive situation?
- What will you do to practice better teamwork every day?



# The ABCs of Teamwork

Instructions: The team leader will draw six letters. Record these letters in the left column, one letter in each box. As a team, for each letter brainstorm as many words relating to qualities or characteristics of teamwork that you can think of.

Letter	Qualities or Characteristics of Teamwork
X	
Z	

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## Lost

### THE SCENE

An airplane crash in the Pacific Ocean

### THE SITUATION

A small aircraft crashes in the shark-infested waters of the Pacific Ocean on the way home from the Tassell Charter High School senior class trip. The plane's electronic systems are damaged, which means they have no radio to send a message.

Of the 16 passengers on the plane, nine survive. The crash site is about four hours from land. The life raft on one side of the airplane can be used. However, it can hold only four people.

Your team must decide which four people can go on the life raft. You have about five hours before the airplane sinks. Below are the nine survivors. Which four people will you your team choose to send for help and which ones will leave their fate in the hands of others?

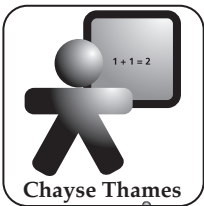
### THE SURVIVORS



Ace was the pilot at the time of the crash. He landed the aircraft in one piece, enabling it to float. "Ace" received his pilot training and nickname when he was in the Air Force. He is the son of an Air Vice-Marshall and a decorated Gulf War veteran. He is a keen golfer and collects theater memorabilia. Recently his colleagues have been concerned that he might have a drinking problem. He is one of a team of volunteer pilots who carry out mercy missions to drop food and medical aid in places of crises.



Tuff is the football coach and a class sponsor at Tassell Charter High School in Cage City, California. He was chaperoning the senior class of 13 students. Mr. Farmer can't swim, but he can lift 400 pounds and is an avid fisherman. Tuff pulled a muscle in his back when the plane landed in the water.



Mrs. Thames is the math teacher and a class sponsor at the school. She joined the Peace Corps after college and served five years in Africa building schools, providing basic health care, and teaching. Mrs. Thames is 40 years old and the mother of two children. Her husband is a paraplegic due to a diving accident. At the time of the accident, Mrs. Thames spent many hours helping keep him alive until help could arrive.



Patience is a 17-year-old student at TCHS and the vice president of her class. She is a lifeguard at the country club and is a certified diver. Patience is an only child and lives with her mother. Patience's father left the family when she was 2 years old.

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## Lost



Prudence, an epileptic, is 18 and excels at music, water sports, and languages. She did not want to take this class trip, but her father felt that it was important that she expand her horizons and get to know her classmates more before graduation. Prudence doesn't socialize much with the kids in her class. They have no idea that she is very skilled in canoeing, kayaking, and swimming.



Brad is the jock at TCHS. He is the captain of every sports team and the president of the FFA chapter and the Fellowship of Christian Athletes. Brad dreams of becoming an Olympic medallist in track events and wants to pursue a career as a youth minister. Brad is madly in love with his high school sweetheart, Samantha Comfort, and they plan to get married after college.



Samantha is 17 and the captain of the cheerleading squad at TCHS. She loves science and plans to pursue a degree in nursing after high school. Samantha is not very well liked by the other girls at the school because she's somewhat of a gossip and has started several rumors that were totally untrue.



Raimeal is a brainiac. He has taken every honors class at TCHS and also earned 30 college credits during his last two years of high school. Raimeal plans to go to college, and get his undergraduate and graduate degrees in chemical engineering. He doesn't have much use for his classmates because he thinks they are stupid. Raimeal has diabetes and takes insulin to keep his blood sugar regulated. He brought only enough insulin for the days they would be gone and has one shot left.



Lauren is the drama queen of TCHS. She has been the lead in all the school plays and is a tremendous vocal performer. Lauren plans to pursue a music degree and would like to become a Broadway star. She broke her leg in a car accident two months ago and is still in a cast. Lauren is due to have the cast removed as soon as she returns from the senior trip.

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Lesson  
**5**  
CSI: Cultural Sensitivity  
Investigation

Grade Level

9-12

Lesson Title

Lesson 5: CSI: Cultural Sensitivity Investigation

Time

45 minutes

Objectives

Students will learn to:

- Identify diversity awareness within a group
- Reflect upon their self- and cultural identity
- Treat each other as diverse human beings

PASS

- Language Arts
- Health

Life Skills Model

- Accepting Differences
- Conflict Resolution
- Social Skills
- Communication
- Empathy
- Concern for Others
- Sharing

Supplies/Materials

- Plenty of open space in a large room with all chairs to the side or out of the room
- Rope, flagging tape, or some other item used to place a line down the middle of the room
- Note on the door that states Workshop in Progress or DO NOT DISTURB
- Lights slightly dimmed if possible
- Pencils if using the handout

Handouts

- CSI: Cultural Sensitivity Investigation
- Parent Release Form



# Lesson 5: CSI: Cultural Sensitivity Investigation

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## Background Information

Students will participate in “Crossing the Line,” a powerful, interactive activity that builds diversity awareness.

## Goals

- Help participants learn about themselves
- Have participants reflect on their self- and cultural identities
- Enable the community to appreciate its own diversity more
- Teach participants to treat each other as diverse human beings

*NOTE: Some questions may need to be altered to fit the class, organization, or group.*

Instructors and/or schools should evaluate how to implement this activity. Two options are available. The most effective one is to have students physically cross the line if a statement applies to them. The second option is to give the students a quiz on paper (CSI: Cultural Sensitivity Investigation) and have the instructor share the results with the group.

A permission form (included) requires the signature of a parent or guardian. Students need the signed form to participate in the activity. **Each teacher and/or school should decide if the release form is needed.**

To use the first option, set up a large open room ahead of time. Use a rope, flagging tape, or some other line to divide the room down the middle. If using a gymnasium, the center court line can be the dividing line. To use the written quiz option, copy the CSI: Cultural Sensitivity Investigation handout for each student. Allow them time to complete the unsigned quiz and turn it in. The instructor tallies the responses and gives the results to the class at the next meeting.

This activity requires thorough facilitation and should not be conducted lightly. Not too much attention should be on the instructor. The focus is on the exercise and the group.



## SAY:

Today is the last day for the Take A Stand! program. Conflict resolution and bullying are not to be taken lightly, and we've explored the subject in some interesting ways. The goal was to provide you with tools to help you learn to deal with conflict better. Just knowing what causes conflict and bullying is not enough. You need to have skills, such as communication, teamwork, relationships, and cultural awareness, to help you.

Today's lesson is CSI: Cultural Sensitivity Investigation. How does understanding cultural awareness help in conflict resolution?

Cultural awareness is something everyone needs to understand better. We all need a good understanding of who we are and where we come from. But the real questions are: Do we really know each other? Why do other people believe the way they do, have certain family dynamics, and celebrate specific cultures and traditions?

Understanding other people's cultures is important because:

- When we know and understand others, we have a better chance of relating to and avoiding conflicts with them. When we don't know someone, we assume things about them that may lead to disagreements that could have been avoided.
- When we learn about others, we expand our knowledge of their culture and appreciate them more.
- When we learn about others, we may find that we have more in common with them than we thought.
- When we learn about others, we can be more effective as peer mediators helping others to work through conflict.



## Activity 1: Crossing the Line

This activity is designed to encourage discussion about cultural awareness, sensitivity, and acceptance.

### SAY:

This exercise lets us continue exploring diversity. We want to acknowledge those differences, but also bring out other differences that we may not have recognized. This process might be difficult or awkward at first. Through Crossing the Line, we want to break down stereotypes and make it easier to know one another as total human beings.

Everyone needs to gather on one side of the room and face towards the center.

I will call out specific descriptions or categories. All of you who fit this description are to walk to the other side of the room, turn around, and face the rest of the group. (*As an example, the facilitator names a category that only he or she would fit, walks to the other side of the room, and turns around.*)

After several seconds, I will ask you to return to the other side of the line.

For about 30 minutes, we will share some of our experiences and vulnerabilities with each other. This requires a safe atmosphere. To ensure that we remain sensitive to one another's feelings, we must follow these two critical guidelines:

- **LISTEN:** Let's have total silence throughout the exercise. Silence enables all of us to participate fully. Silence also helps us experience our personal thoughts and feelings more clearly.
- **RESPECT:** We respect the dignity of each person here today. Everything that is shared should remain confidential. However, if you need to talk to a



particular individual about something he or she has shared, ask that person's permission.

Nod if you understand the importance of keeping an atmosphere that is silent and respectful. (*Wait for all participants to nod.*)

Before we begin, consider these guidelines:

- **NO PRESSURE:** No one here is under any pressure to respond in any particular way to any of the questions. If you have any doubts about sharing something, you do not have to walk across the room.
- **GRAY AREAS:** Each category will have some areas that could be interpreted in more than one way. If you find yourself stuck in a gray area, define the words from your own point of view. For example, suppose I ask everyone who is religious to walk across the room. If you think of yourself as religious, the word fits no matter what someone else's definition might be or what other meanings the word might have. If you have serious reservations about the clarity or importance of any particular category, do not cross to the other side of the room.

### DO:

- *Speak clearly. If the group is large, people may have trouble hearing you. Their questions will be interruptive.*
- *Don't rush the process. Allow time for reflection. Don't ask the next question too soon.*

### SAY:

Do you have any questions about the activity or the guidelines?

If you cannot stay for the entire exercise, if you are uncomfortable with the guidelines, or if you don't believe that the workshop is going



to help you, you can wait outside the room during the exercise.

To start, let's try a simple category to clarify the process.

*Cross to the other side of the room if you wear glasses or contact lenses.*

Once we begin, please do not interrupt and do not ask any questions. You may want to say something during the activity, but we will have plenty of time at the end to talk about it.

## Crossing the Line Questions

*Cross to the other side of the room if:*

- You were not born in Texas.
- You feel your home is not safe.

REMINDER ABOUT GRAYNESS:

Remember, all the questions about "home" do not matter. What matters is what "home" means to you. If you are confused or uncomfortable, the best policy is NOT to cross to the other side of the room.

*Cross to the other side of the room if:*

- You are male.
- You are female.
- You have broken off a serious relationship.

REMINDER: No talking! (Consider issuing this and other reminders even if a problem isn't coming up at the moment.)

*Cross to the other side of the room if:*

- In the past year, you have been in a relationship and have been hurt.
- You feel that you have not formed a close friendship.





- You take pride in your work.
- You are Catholic.
- You are Protestant, such as Baptist, Methodist, Church of Christ, or Lutheran.
- You are Jewish.
- You practice another religion other than the three major religions in the U.S.
- You are an atheist or agnostic.
- You consider yourself a minority.
- You know very little about your cultural heritage.
- You wish you had more money.
- You consider your family to be of lower income.
- You consider your family to be of middle income.
- You consider your family to be of upper income.
- You have felt embarrassed about your family's financial situation.

REMINDER: Walk across the room only if you feel comfortable identifying yourself in this way.

*Cross to the other side of the room if:*

- You come from a family of four or more children.
- You are an only child.
- You live independently of your parents.
- You have been raised by your grandparents.
- You have taken primary responsibility for raising another member of your family.
- You have helped take care of an elderly member of your family.
- You have low self-esteem.





- You would like to lose 10 or more pounds.
- You feel lonely.
- You plan to get a college degree.
- You have a goal for the future.
- You have had serious thoughts about quitting school.
- You feel physically unattractive.
- You consider yourself a Democrat.
- You consider yourself a Republican.
- You consider yourself an independent when it comes to politics.
- You believe that men and women are equal.
- Your parents are divorced.
- Your parents are separated.
- Your parents have never married.
- Your parent(s) is/are deceased.
- You feel estranged or unconnected.
- You sometimes wish you could choose the ethnicity into which you were born.
- You know someone who has an eating disorder.
- You have a medical problem.
- You have a learning disability.
- You have a physical disability.
- You have experienced the effects of alcoholism in your family.
- You have experienced the effects of drug addiction in your family.
- You know someone who has committed suicide.
- You have cried for yourself at least once this year.
- You have cried at least once this year for someone or something other than yourself.



- You could use a hug right now. (*People generally begin hugging each other during this time.*)

## Wrap Up

### REMIND THEM OF GUIDELINES:

During this discussion, we must have the utmost respect. There should be no talking or noise while others speak.

Remember that everything spoken in this room stays here. It is a serious breach of respect and trust if you share any of this with anyone outside this room. If you need to speak with an individual about something he or she said, please talk directly with the individual and not to others.

*The discussion should feel like confessing for some participants. If the exercise has run well, people will be very introspective and quiet.*

### Let's focus on two questions:

- How are you feeling right now?
- Is there anything you want to say about why you crossed the room on a particular question?

### DO:

*Use the discussion to allow people to EXPLAIN, SHARE, and TELL STORIES about any of the statements. Let them talk about HOW THEY FEEL right now and how they feel about the exercise.*

### WARNINGS FOR INSTRUCTORS:

*BE CAREFUL ABOUT THE DISCUSSION CENTERING ON THE MERITS OF THE WORKSHOP. One person says they did not like how we had only two choices, crossing the room or not. Another defends the workshop, which then becomes the center of the discussion. If someone makes a comment about the workshop, thank the person for the comment and refocus the discussion on people's feelings and stories.*



# TAKE A STAND for cultural awareness

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*WATCH FOR COMMENTS THAT FOCUS ON OTHERS RATHER THAN THEMSELVES. The discussion can become a group of people asking other people why they crossed the room. Try to gently steer the discussion to give space for those who really feel the need to explain and tell the group something about themselves.*

*End the discussion by thanking everyone for participating. You may want to describe how this workshop has affected you.*

## Resources

Fletcher, A. (2002). FireStarter Youth Power Curriculum: Participant Guidebook. Olympia, WA: Freechild Project; <http://www.freechild.org/Firestarter/CrossingTheLine.htm>.

Workshop Designers (originally based on presentations at Stanford University around 1985 by Isoki Femi and Linda Gonzales csp). This is a modified version based on an outline from Dennis Matthies, Center for Teaching and Learning, Stanford University.





Dear Parent or Guardian:

The Oklahoma Cooperative Extension Service, through its 4-H and Youth Development Program is partnering with your teenager’s school to provide a curriculum enrichment program called Take A Stand. This program addresses conflict management and bullying education as well as the development of critical life skills like communication, teamwork, etiquette, and cultural awareness to help youth deal with conflict in a positive way.

The last lesson in the program is called CSI: Cultural Sensitivity Investigation and will involve an activity called “Crossing the Line.” This activity is designed to help students realize the similarities and differences among their peer group, sensitivity, cultural awareness, and how actions of others affect each individual. Students will be asked a series of questions and asked to voice their answer by stepping across the line if the question applies to them. Some examples of the question topics include relationships, religious preference, economic status, family structure, political views, self-esteem, , education and more.

This visual demonstration can be a very powerful and emotional experience for youth. Our hope is that they learn the important lesson of not making judgments about others before truly getting to know them first as well as the impact that bullying has on the feelings of others. Students, at any time, may decide not to participate or respond to the question if they feel uncomfortable.

We are asking for your permission for your teenager to participate in this activity. We encourage you to discuss any sensitive topics or issues with your child before participating. We believe that it is important for you to be aware of this activity so that you can continue dialog with your teenager to reinforce learning. You are welcome to attend this lesson and watch. The lesson will be conducted \_\_\_\_\_

We hope that your teenager will come away from this program with confidence to make good decisions when faced with challenges. Thank you for your consideration of this request. Please tear off the bottom portion of the letter and complete it for your teenager to turn in at school.

Sincerely,

*Educator’s name*

*Title*

I give permission for \_\_\_\_\_ (teenager’s name) to participate in the Take A Stand! activity entitled “Crossing The Line.” I understand that this activity is an exercise in cultural awareness, sensitivity and acceptance of others.

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date





# CSI: Cultural Sensitivity Investigation

Instructions: This activity was designed to help you learn about yourself, reflect upon your self- and cultural identity, and learn to value every individual as a diverse human being. After everyone completes the quiz, the results will be compiled and shared with the group to show the diversity of the group. As you read each statement below, place a check mark next to each statement that applies to you.

<input type="checkbox"/>	You were NOT born in Texas.
<input type="checkbox"/>	You feel your home is not safe.
<input type="checkbox"/>	You are male.
<input type="checkbox"/>	You are female.
<input type="checkbox"/>	You have broken off a serious relationship.
<input type="checkbox"/>	In the past year, you have been in a relationship and have been hurt.
<input type="checkbox"/>	You feel that you have not formed a close friendship.
<input type="checkbox"/>	You take pride in your work.
<input type="checkbox"/>	You are Catholic.
<input type="checkbox"/>	You are Protestant, such as Baptist, Methodist, Church of Christ, or Lutheran.
<input type="checkbox"/>	You are Jewish.
<input type="checkbox"/>	You practice another religion other than the three major religions in the U.S.
<input type="checkbox"/>	You are an atheist or agnostic.
<input type="checkbox"/>	You consider yourself a minority.
<input type="checkbox"/>	You know very little about your cultural heritage.
<input type="checkbox"/>	You wish you had more money.
<input type="checkbox"/>	You consider your family finances to be low income.
<input type="checkbox"/>	You consider your family finances to be middle income.
<input type="checkbox"/>	You consider your family finances to be upper income.
<input type="checkbox"/>	You have felt embarrassed about your family's financial situation.
<input type="checkbox"/>	You come from a family of four or more children.
<input type="checkbox"/>	You are an only child.
<input type="checkbox"/>	You live independently of your parents.
<input type="checkbox"/>	You have been raised by your grandparents.
<input type="checkbox"/>	You have taken primary responsibility for raising another member of your family.
<input type="checkbox"/>	You have helped care for an elderly member of your family.

<input type="checkbox"/>	You have low self-esteem.
<input type="checkbox"/>	You would like to lose 10 or more pounds.
<input type="checkbox"/>	You feel lonely.
<input type="checkbox"/>	You plan to get a college degree.
<input type="checkbox"/>	You have a goal for the future.
<input type="checkbox"/>	You have had serious thoughts about quitting school.
<input type="checkbox"/>	You feel physically unattractive.
<input type="checkbox"/>	You consider yourself a Democrat.
<input type="checkbox"/>	You consider yourself a Republican.
<input type="checkbox"/>	You consider yourself an independent when it comes to politics.
<input type="checkbox"/>	You believe that men and women are equal.
<input type="checkbox"/>	Your parents have divorced.
<input type="checkbox"/>	Your parents are separated.
<input type="checkbox"/>	Your parents never married.
<input type="checkbox"/>	Your parent(s) is/are deceased.
<input type="checkbox"/>	You feel estranged or unconnected.
<input type="checkbox"/>	You sometimes have wished you could choose the ethnicity into which you were born.
<input type="checkbox"/>	You know someone who has an eating disorder.
<input type="checkbox"/>	You have a medical problem.
<input type="checkbox"/>	You have a learning disability.
<input type="checkbox"/>	You have a physical disability.
<input type="checkbox"/>	You have experienced the effects of alcoholism in your family.
<input type="checkbox"/>	You have experienced the effects of drug addiction in your family.
<input type="checkbox"/>	You know someone who has committed suicide.
<input type="checkbox"/>	You have cried for yourself at least once this year.
<input type="checkbox"/>	You have cried at least once this year for someone or something other than yourself.
<input type="checkbox"/>	You could use a hug after completing this survey.

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.







# TAKE A STAND

Curriculum for Grades 9-12

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: Putting The Pieces Together (Conflict Resolution and Bullying)**
  - Discuss and learn about the ways bullying harms others through physical, mental, or emotional abuse and how to stop or avoid this situation
  - Develop peer mediation skills to help others work through conflict in a peaceful way
- **Lesson 2: Clear The Air (Communication)**
  - Learn how to use better communication to solve conflict
  - Understand how words and physical presence can influence communication
- **Lesson 3: Walk The Talk (Etiquette)**
  - Discuss the impact that etiquette can have when communicating with friends, adults, and employers
  - Learn the importance of maintaining respect in relationships
  - Understand dating violence and how to avoid it
- **Lesson 4: Teamwork + Communication = Problem Solved (Teamwork)**
  - Understand the difference between groups and teams
  - Learn about the 4 Cs of teamwork: Clear Expectations, Commitment, Competence, Communication
- **Lesson 5: CSI: Cultural Sensitivity Investigation (Cultural Awareness)**
  - Develop an understanding of people's diversity
  - Appreciate others as diverse human beings

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







Estimado Padre de familia:

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

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

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

☞ **Lección 1: Armando las piezas (Putting the Pieces Together) Resolución de conflictos y abuso entre escolares**

- Aprender acerca de las maneras en que adolescentes usan la intimidación (bullying) para causar daño físico y emocional y cómo evitarlo.
- Desarrollar habilidades en la mediación entre pares para resolver conflictos de manera apacible.

☞ **Lección 2: Aclare las cosas (Clear the Air) Comunicación**

- Aprender a usar mejor la comunicación para resolver conflictos.
- Entender cómo nuestras palabras y presencia física pueden influir en la comunicación entre personas.

☞ **Lección 3: Haga lo debido (Walk the Talk) Etiqueta/protocolo**

- Discutir el impacto que puede tener la etiqueta al comunicar con amigos, adultos y empleadores.
- Aprender la importancia de mantener el respeto en las relaciones.
- Entender el tema de la violencia en las relaciones afectivas entre adolescentes.

☞ **Lección 4: Colaboración + comunicación= Problema resuelto (Teamwork + Communication= Problem Solved)**

- Entender la diferencia entre un grupo y un equipo
- Aprender los fundamentos de la colaboración: expectativas claras, compromiso, aptitud, comunicación.

☞ **Lección 5: Investigación de sensibilidad cultural (CSI: Cultural Sensitivity Investigacion) Consciencia Cultural**

- Desarrollar un entendimiento de lo diverso que son las personas.
- Aprender otros como personas distintas

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





OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# TAKE 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*



**AgriLIFE EXTENSION**  
Texas A&M System



**Texas Rural Mediation Services™**  
A DISPUTE RESOLUTION OF LUBBOCK COUNTY PROGRAM





OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# 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

Date



Texas A&M System



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







OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# TAKE A STAND

## Commitment to Excellence Agreement

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- Practicing communication skills by using the Take A Stand! Action Plan Peer Mediation Model to help others work out conflict.
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- 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 \_\_\_\_\_

Date \_\_\_\_\_



OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# TAKE A STAND

## Commitment to Excellence Agreement

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

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- 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.
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- 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 \_\_\_\_\_

Date \_\_\_\_\_



OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# 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.
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- Practicing communication skills by using the Take A Stand! Action Plan Peer Mediation Model to help others work out conflict.
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- 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 \_\_\_\_\_

Date \_\_\_\_\_



OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# 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 \_\_\_\_\_

Date \_\_\_\_\_



OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# 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.
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- 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 \_\_\_\_\_

Date \_\_\_\_\_



OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# 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 \_\_\_\_\_

Date \_\_\_\_\_





# TAKE A STAND! EVALUATION - GRADES 9-12

**MARKING INSTRUCTIONS**  
 CORRECT: ● INCORRECT: ✗ ⊗ ⊖ ⊕

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 bullies . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I can identify how bullying affects teens . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I can identify ways to make my school a safe zone . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I can identify the steps in peer mediation. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I use peer mediation to help others solve conflict . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I can describe conflict in my own terms . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I see how physical presence can contribute to conflict . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I change my vocabulary to be more open to communication . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I use good manners and practice proper etiquette to make positive impressions on others . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I respect myself and others in social situations . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I use different communication methods for the appropriate situation . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I can identify the characteristics of dating violence . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I can identify strategies to create a safe dating environment . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I work effectively with others on teams . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I can identify characteristics of teamwork and implement them in team situations. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. I listen to my team members to help solve problems . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. I can recognize the diversity of other people . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. I value my own cultural identity . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. I value the diversity of all human beings . . . . .	<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

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

for manners  
for communication  
against bullying  
for cultural awareness  
for teamwork