

# My Family and Me: Violence Free

Grades 4-6



**MY FAMILY AND ME: VIOLENCE-FREE  
DOMESTIC VIOLENCE PREVENTION CURRICULUM  
FOR GRADES 4 - 6**

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We believe that these goals can be accomplished through an educational approach that combines the following factors:

- 1) The curriculum should challenge the social messages that children currently learn about the use of violence in the home, namely:
  - a) violence is an appropriate form of conflict resolution or stress management;
  - b) if violence is reported to others in the community, like mental health or criminal justice professionals, there are few, if any consequences;
  - c) sexism, as defined by an inequality of power, decision-making, and roles within a family, is to be encouraged;
  - d) victims of violence are to tolerate this behavior at best, and to examine their responsibility in bringing on the violence, at worst.
  
- 2) The curriculum should focus on building the active skills needed by children to identify problem situations and generate alternative responses with a careful consideration of the consequences of their behavior. Recent studies of children undergoing stressful life experiences (divorce, medical procedures, and family crises) indicate that the immediate stress associated with the crisis may be less significant than the changes and stressors in the child's social environment. Therefore, the child's competencies and resources play a central role in determining the adaptive outcome achieved, rather than the type of stress. The child's active problem-solving leads to the reorganization and modification of important stress mediators, such as social supports, daily routines, interactions with parents, and peer activity. These skills should not only assist children presently involved in abusive situations, but should be of value in their future relationships as well.

The teaching techniques and student activities included in MY FAMILY AND ME: VIOLENCE-FREE are designed to challenge the social messages which contribute to the perpetuation of domestic violence and build children's problem-solving skills.

#### HOW TO USE THE CURRICULUM

The curriculum is divided into two sessions a week for six weeks. Each session should last approximately 50 minutes or a full class period, except for the first session on week II which will take longer. The curriculum is designed for use by teachers in typical classroom settings. However, due to the nature of the information that is presented, teachers may find it helpful to have another adult assist when this is possible. Potential aides include school personnel, such as social workers, counselors, or nurses; or children's advocates from a local shelter or domestic violence program. This way, the aide can attend to a particular child who needs attention, while the teacher continues with the class presentation.

## Closure

Each session closes with an activity that affirms each student's participation in the unit and reinforces the theme stressed in the session. Teachers can choose from the list of affirmation games and activities described in the next section.

## Special Cautionary Note to Teachers

Due to the sensitive nature of this unit, it's important that the students do not take home any projects or written materials that might endanger them because they include disclosures about abuse in the family. For this reason, we suggest that all projects be kept at school. This is also why there's no homework in the unit, except for one worksheet which is very general.

## PREPARING TO BEGIN THE UNIT

### Inform Parents

The teachers who developed the unit suggested that a letter be sent to parents informing them about the curriculum and inviting their questions or concerns. A sample letter is enclosed for your use if this is customary practice in your district.

### Develop a Plan for Reporting Suspected Cases of Abuse

Teachers are mandated reporters for suspected child abuse under Minnesota law. If you have concerns about a child, you should follow your school's protocol for reporting child abuse.

Intervention in situations involving children who are witnessing abuse is more difficult. Although children are being affected, usually the primary victim is their mother. Teachers must be sensitive to the dangerous environment in which these women exist, and take steps not to endanger her further. If you suspect that battering is occurring or your student definitely discloses this, try to talk or meet with the mother alone. Have information available on the local shelter or program. It may be helpful for her to hear from an outsider how her children are being affected by witnessing the violence in the family. At the very least, even if the woman chooses not to confide in you, she has received valuable information that she may need.

It is also wise to be extra cautious in all further communication with the battered woman regarding her child. Often a batterer uses school problems as an excuse to abuse the mother or the children. If the child is having trouble or misbehaving in school, relay this information solely to the mother. Try to work directly with her to resolve the child's problems.

- e) Read the visualization exercise for the day. Make sure you allow enough time for the students to form the images and move around in their fantasy.
- f) When the visualization is completed, help students reach their external awareness by asking them to slowly stretch their hands over their heads; wiggle their fingers and toes; slowly bring their hands up to their eyes, cover them with their palms, and open their eyes on the count of three.

Closure: Affirmation Games and Activities

End each session with one of these affirmation games and closure activities. Complete any preparations required for your choices.

- A. Yarn Game: The class forms a circle, either standing or sitting on the floor. The teacher gives the affirmation message and tosses the ball of yarn to a student while still holding on to the beginning of the yarn. Each student then repeats the message and tosses the ball to someone else. Game ends when all students have had a chance to receive the ball, and the yarn connects everyone in the group. With large numbers of children, it is best to break into smaller groups and have one adult helper in each group.
- B. The students hold hands and the teacher gives the affirmation to the group. Everyone repeats the affirmation while gently squeezing their neighbors hand.
- C. Have puppets pass around small, soft pieces of cloth or cotton, giving the affirmation to each student.
- D. Write down special affirmations on small colorful circles and have each student draw one for the day.
- E. Have students give a gentle group hug while they share the affirmation message all at the same time.
- F. Make copies of the positive reinforcement chart for each student. After a session, have students stamp or put stickers on the categories that they feel they've done well.
- G. Make copies of the worksheet, "I learned ..." (Session VI B) Have students complete the statements based on what they learned that session.

STUDENTS NAME	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
I LISTENED WELL TO OTHERS						
I ASKED QUESTIONS						
I USED MY SOFT VOICE						
I WORKED ON MY PROJECTS						
I AM SPECIAL						

INFORMATION LETTER TO PARENTS

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Date

Dear Parents,

We are pleased to announce that we will begin a new unit which has been developed to increase the children's awareness of family dynamics, issues of abuse, and personal safety planning. The unit teaches this information through a variety of activities: games, roleplaying, art projects, and stories.

The unit also stresses the development of positive feelings about themselves and others. The children are taught skills to help them establish healthy, cooperative relationships both now and in the future. If you have any questions, please feel free to call me.

Sincerely,



WEEK I

GOAL:

To introduce the unit and raise students' awareness of their concept of family and the effect that problems have on all family members.

OBJECTIVES:

1. Students will be introduced to the unit and the teaching methods that will be used in the curriculum.
2. Students will define what family means to them and develop an awareness of diverse family structures.
3. Students will develop an awareness of who they are in their families and how family members affect each other, especially when there are problems in the family.

## WEEK 1

### GOAL:

To introduce the unit and raise students' awareness of their concept of family and the effect that problems have on all family members.

### SESSION A: OBJECTIVES:

1. Students will be introduced to the unit and teaching methods that will be used to present the curriculum.
2. Students will define what family means to them and develop an awareness of diverse family structures.

### Introducing the Unit:

In the next six weeks we'll be meeting twice a week to do a special unit on families. We'll be talking about good things and bad things that happen in families and how they affect our lives.

In order for us to learn this new and special information we need to agree on some rules that will help us feel safe and respected when we share our thoughts, ideas, or concerns.

### Setting up Rules

Explain to the students that you want them to feel safe and comfortable as much as possible in sharing their thoughts and feelings. Brainstorm with students on class rules. Record some of their ideas on the prepared poster and place it somewhere visible where the students can easily see it on a daily basis.

### Examples of rules:

- Everyone has a right to share his/her thoughts and feelings
- Respect each other's ideas
- Wait for "my turn" to share
- Use my inside voice
- Coming in class quietly
- Listening and paying attention
- Following directions
- Participating, joining in activities
- Waiting your turn
- Staying in your space without bugging others
- Sharing ideas with others
- Being honest
- No put-downs
- No violence (hitting, calling names, pushing, punching, etc.)

### Special Time/Dear Abby Box

Explain to the students that sometimes we all feel the need to talk privately to someone about our concerns, fears, or worries. During the unit they can ask for help privately in two ways. They can ask for private time with the or teacher social worker; or, if they don't want to be identified, they can put a note into the Dear Abby box. The teacher will answer the notes publicly in class, removing any details that would readily identify the writer.

### Special Friends (Optional)

It's important to help younger kids feel safe when discussing these topics. You may want to invite students to bring in a stuffed animal or other comforting object which they can hold during movies or lectures during the unit. It will be important for you to establish clear rules about use of the animal, i.e., to feel safe, to avoid them becoming distracting for the kids.

### ACTIVITIES:

#### Relaxation/Visualization

Teacher: "Today we'll be starting with relaxation and visualization activities, which we'll use at the beginning of each session during this new unit."

#### BEGIN TAPE

Teach children the importance of centering themselves through breathing. Have them breathe slowly but deeply three times on the count of five. Breathe in 1. . .2. . .3. . .4. . .5. . . Breathe out 1. . .2. . .3. . .4. . .5. . . This will help them relax and get ready for the material coming up.

Have students close their eyes or just put their heads on their desks and breathe deeply while listening to soft music. Have them visualize being at home with their family. Who is with them? How many brothers and sisters do they have? They are having dinner and talking about their day. Who is doing most of the talking, who is doing most of the listening? After dinner everyone gets up and they go on to do their own things. At the count of FIVE students come back and get ready for their creative project.

Reading/Lecture

Book: Your Family, My Family

Purpose: The book introduces students to different types of families and discusses the emotional needs that families fulfill.

Discussion: After reading the book, ask students:

1. What makes up a family?
2. What were the different kinds of families in the book?
3. What are good things that people in a family do for each other?

Closure

Affirmation message: You are an important family member.

SESSION B: OBJECTIVE:

1. Students will develop an awareness of who they are in their families and how family members affect each other, especially when there are problems in the family.

ACTIVITIES:

Brief Relaxation/Visualization

Have children breathe slowly but deeply three times on the count of five. Breathe in 1. .2. .3. .4 . .5 . . . Breathe out 1 . . . 2 . . .3 . . .4. . .5 . . .

See page 13 from Taming Your Dragons by Martha Belknap. "A Shining Star"

Reading/Lecture

Deliver lecture or introduce the puppet family who will talk to the students about families:

"I would like to introduce some new friends who will be spending time with us to help us learn some new things about families. "This is my friend \_\_\_\_\_." Have puppet deliver Lecture on Families.

Creative Project

Option 1: Family Constellation

Option 2: Sentence Completion

Option 3: Family Folders

Option 4: Family Cartoon Strip

Closure

Affirmation message: You are a special person.

## Lecture on Families

Remember the book we read last session about all the different kinds of families. Today we'll talk about different things that happen in families and why families are so important to us.

We learn many things from our families. We first learn how to get along with others, how to make decisions, and how to solve problems. We learn about caring and support for each other when times are good or bad. We also learn about ourselves, and that we are special people.

Can you give an example of how people in a family can make each other feel special?

We would like to think that all families are happy all the time and that they always get along with each other. But the truth is that all families have problems.

Sometimes family members disagree with each other or get angry. They may hurt each other's feelings. Can you give some examples of things that family members do that might hurt each other?

When a family is healthy, even if they have problems, family members try to share their feelings and help each other feel better again. Family members are told that it's OK to feel sad, scared, happy or angry. However, they also learn that it is not OK to hurt someone else's feelings just because they are angry or unhappy.

When family members disagree with each other or get angry, they may hurt each other's feelings. But when they do these things, they try to make up for the mistake or apologize or find some way to solve the argument. This helps make people feel better and keeps the family strong and healthy.

Today we'll be thinking about our own families and how family members affect each other.

# My Family



1) My family has \_\_\_\_\_ members.

2) One thing we like to do together is \_\_\_\_\_

3) Our favorite place to visit is \_\_\_\_\_

4) One thing we fight about is \_\_\_\_\_

5) One thing I like that no one else likes is \_\_\_\_\_

6) I'm proud of my family because \_\_\_\_\_

7) One problem in our family is \_\_\_\_\_

8) One thing I'd like to see change in my family is \_\_\_\_\_

9) One really good thing about my family is \_\_\_\_\_

10) When we have problems in my family \_\_\_\_\_

WEEK 11

GOAL:

Students will be able to label and define the different forms of violence in families, and to examine the effects of violence on family members.

OBJECTIVES:

1. Students will learn that in some families, violence is directed at family members.
2. Students will understand the effects of violence on family members.
3. Students will learn the definitions of physical, emotional, and sexual abuse.
4. Students will learn the difference between discipline and abuse.



## WEEK 11

### GOAL:

Students will be able to label and define the different forms of violence in families and to examine the effects of violence on family members.

### SESSION A: OBJECTIVES:

1. Students will learn that in some families, violence is directed at family members.
2. Students will understand the affects of violence on family members.
3. Students will learn the definitions of physical and emotional abuse.
4. Students will learn the difference between discipline and abuse.

### ACTIVITIES:

#### Brief Relaxation/Visualization

Walking along a stream you are listening to the sound of the water. You can feel the warmth of the sun, smell the flowers, listen to the birds, and feel the nice cool breeze on your face.

After walking for awhile you come across an opening to a cave. You walk inside carefully and slowly you find some steps and you go down 1, 2, 3, 4, 5. You see a big door, you open it and inside you find a big treasure box. You open it up, and with excitement you find out that in the box there is something or someone who makes you feel very safe and special. If it is an object pick it up and look at it. Feel it close to your heart, and take it with you. If it is a someone, a person, give them a hug and ask them to walk back with you.

Slowly breathe in and out and on the count of 5, let's all get back together. 1 ... 2 ... 3 ... 4 ... 5.

Stretch your body and cover your eyes with your hands before you open them, to protect them from sudden bright light.

## Reading/Lecture

Introduction: Last week we talked about families and some of the good things that happen in families. We also talked about problems in families. Some families have serious problems. Family members hurt each other over and over, and things don't get better. Everyone is sad, confused, or scared. Can you name any of these kinds of family problems? (physical violence, child abuse, sexual abuse, drinking/drug abuse, etc.)

In this unit, we'll be talking about different types of abuse or violence that happens in families to help you understand what it is, why it happens, how it makes family members feel, and what you can do about it.

Option 1: Film/Video: "It's Not Always Happy at My House" (34 min.)

Option 2: Book: "Something Is Wrong at My House"

Option 3: Film/Video: "Who do you tell?" (11 min.)

Option 4: Reading: Amy's Story

## Creative Project

Teacher-led Discussion: Brainstorming Definitions:

Based on information from the film or book, ask students:

1. What happened to hurt someone's feelings? (Write these responses on the board in one column).
2. What actions were used to hurt someone's body? (Write these responses in another column).

Label the first column "Emotional Abuse" and explain: Emotional abuse is any action that hurts someone's feelings, including insults, namecalling, put downs, and teasing.

Label the second column "Physical Abuse" and explain: Physical abuse is any action that hurts someone's body, including slaps, hits, shoves, punches, and beatings.

Ask students: "Sometimes when children have not obeyed their parents or have misbehaved, they may receive a spanking. What is the difference between a beating and a spanking?"

(Help students to come to this differentiation: A beating leaves marks - bruises, cuts, red marks, etc. - and the blows may be directed at any part of the body. A spanking is on the buttocks, with an open hand and does not leave marks.

## Closure

Affirmation message: You deserve to be treated with respect.

**Option 1: Film "It's Not Always Happy at My House"**

**Purpose:** The film presents information on domestic violence, explores its effects on family members, and shows ways to get help.

**Supplies:** film or video and appropriate AV equipment.

**Directions:** Teacher introduce film: This program is made especially for kids. It's about a problem called domestic violence. What is domestic violence? Domestic violence is kicking, pushing, slapping, yelling, throwing things, and other kinds of hurting by people who live together. The program we are about to see shows a dad hurting a mom. This kind of violence is also called wife abuse, woman abuse or battering. It happens in rich and poor families, families of all colors, and backgrounds, and families that live in all kinds of places. This program tells the story of one family experiencing domestic violence, but it happens in many families, in many different ways. Sometimes kids think their family is the only one that has domestic violence happening. They feel embarrassed about it, and never tell anyone about what happens at home, or how it makes them feel. Sometimes kids think the violence is either their fault or their mom's fault, but it's not. The person doing the abusing is the only one who is responsible for it. And even if kids are not getting hit, they can still feel hurt, scared and confused inside. This program shows what one family does to become safe and to learn more about the violence in their lives.

Show film. Discuss the following:

1. What did you like about the movie?
2. What made you feel sad or uncomfortable?
3. How was the Dad treating the Mom and the kids in the movie?
4. How do you think the children feel about the fighting between the Mom and Dad?
5. Who is responsible for Dad's violence?
6. Why did the police come to the house? What has happened?
7. Where did the Mother and kids go for help?
8. What is a shelter?
9. Think about all the kids in the shelter as they talked in group. What did they say about how the violence made them feel?
10. Why was it hard for the Mother to leave even when she was getting hurt?
11. Why was it hard for Megan to share her secret with her friends? How did she feel after she shared her secret?

**Option 2: Book "Something Is Wrong at My House"**

**Purpose:** The book presents information on domestic violence, explores the effects on the child in the family, and discusses ways of getting help.

**Directions:** After reading the story to the class, discuss the following:

1. What is the problem in Chris' family?
  - His Dad is hitting his Mom.
2. Who is responsible for the violence?
  - Dad, because he is the one who is choosing to hit Mom.
3. What are some of the feelings that Chris has?
  - Afraid, anger, hopelessness, sadness, feeling mean, confused, ashamed, mixed-up, guilty that it's his fault.
4. What does Chris do to help himself deal with the uncomfortable feelings without hitting or being mean?
  - Run, dance, jump rope, play drums, draw pictures, write a story, make up a song, go to the park, talk to a friend, cuddle pet, read.
5. Who are some of the people that Chris thought he could talk to?
  - Neighbor, teacher, hotline, friend, counselor.
6. At the end of the story, what does Chris say he learned?
  - The violence is not his fault
  - He is special and lovable
  - His needs are important
  - He deserves to be safe and happy

**NOTE TO TEACHER:** An omission in the book is that it doesn't present information about shelters or battered women's programs, or programs for batterers. After you discuss the story, explain to the class that mother's can go to shelters to get help, and they can bring their children with them. Explain briefly what shelters are. With older students, you may want to provide the names and phone numbers of local programs.

Option 3: Film/Video: Who Do You Tell? 11 min.

Purpose: This program briefly presents situations that children may encounter involving verbal abuse, domestic violence, child abuse, and sexual violence; and discusses ways for children to respond.

Supplies: Projector or VCR

Directions: Use discussion guide which accompanies program to review main points with students.

#### Option 4: Reading: Amy's Story

Read or have puppets tell the story.

##### Amy's Story

Hi, my name is Amy. I'm in the fourth grade in school. I like being with my friends, playing games, and writing stories. This is a story about my family.

I lived with my Mom and Dad, and my little brother, William, who's three. Mom and Dad both worked and William went to a sitter during the day. Things usually were OK, but there were times when we had real problems.

One day last year Mom had made dinner for us. We waited and waited but Dad didn't come home. William cried, he was so hungry. Mom finally said that we would go ahead and eat. As we were finishing, Dad came home. He got angry at Mom because she didn't wait dinner for him. She got mad, too. She said that it was his fault if he wasn't on time and didn't call to tell us. Mom told William and me to go to our bedrooms, but we could hear what happened. Dad started yelling at Mom and then we heard him hit her. Mom was crying. Then we heard Dad stop and go to bed. William and me were really scared.

The next day, Mom didn't go to work. William and me stayed home, too. Mom called someone on the phone and talked for a long time. I didn't know what to think. I love my Dad, but I was angry at him for hurting Mom. I was very confused. Would Dad start hitting me or William? I didn't know what was going to happen next.

It was weird, but nothing happened. When Dad got home from work, he and Mom talked. Then we had dinner. I guess they made up, but I couldn't understand what was going on. I just hoped that it would never happen again.

After that first time, things were OK for awhile, but then it happened again, and again. Every so often Dad would hit Mom, sometimes she'd be really hurt. The last time, our neighbors called the police who took Dad away with them. Mom took William and me to a place called a shelter. She said we could stay there and be safe.

The shelter was a big house. Other moms and kids were staying there, too. I missed my friends and wanted to go home. But I didn't want my Mom to be hurt anymore. The other kids and I talked about our families. We all felt so confused. Mostly, we just wanted our families to be happy and normal.

After awhile, Mom explained what we were going to do. We'd go home, but Dad was going to move out for awhile. Mom said she knew that William and me would miss him, but Dad needed to change so that he wouldn't hurt her anymore. She needed to protect herself and she wanted to keep us safe, too.

Now, Mom and William and I are doing OK. Dad is getting help. We still don't know if we'll all get back together. This is hard for me, too — not being sure how things will be in the future.

Talking about my family isn't easy — which is why I wrote this story. Even good friends don't always understand these kinds of problems. But now that I shared it with you, I feel better.

Questions for discussion:

1. What was the problem in Amy's family?
2. How does Amy feel about the fighting between her Mom and Dad?
3. Who is responsible for Dad's violence?
4. Why did the police come to the house? What happened?
5. Where did Amy and her Mother go for help?
6. What is a shelter?
7. How did Amy feel at the shelter?
8. Why is it hard for Amy to share her secret with her friends? How did she feel after she wrote her story?

SECTION B: OBJECTIVES:

1. Students will learn the definition of sexual abuse.

Relaxation/Visualization

Five counts of breathing each with a message.

1. Everyone gets mad sometimes.
2. It is okay to be angry, or frustrated, or sad.
3. It is not okay to hurt others because we have those feelings.
4. It is important to learn what to do with our uncomfortable feelings.
5. No one has the right to beat you, and no one deserves to be beaten.

Reading/Lecture

Option 1: Video: "Touch" (33 min.)

Option 2: Book: "Take Care with Yourself"

Option 3: Book: "Do You Have a Secret?"

Creative Activity

Teacher-led Review of definitions: "Today we've learned about another type of abuse: sexual abuse. (Put on the blackboard). What are examples of sexual abuse? (Write these in a column).

Review definition: Everyone has private parts of their bodies. Your bathing suit covers the private parts of your body. Sexual abuse is when someone forces unwanted touching on someone else; or when someone is tricked into being touched on their private parts; or touching someone else's private parts."

What were the other two kinds of abuse we discussed last class? (Physical, emotional) What are some examples of these? (Add these two columns to the blackboard).

There are some important things to remember:

1. No one deserves to be abused.
2. It is not your fault if parents or other adults in your family are fighting.
3. You have the right to be safe.
4. If abuse is happening in your family, you have the right to ask for help from someone you trust.

Next session, we'll talk about ways to get help, who to talk to and where to go.

Closure

Affirmation message: It's not your fault if someone hurts you.





WEEK III

GOAL:

To teach students how to develop a personal safety plan which they can use in potentially abusive, emergency situations.

OBJECTIVES:

1. Students will develop their own personal safety plan.
2. Students will be able to differentiate between non-emergencies and emergency situations which call for use of their plan.

GOAL:

To teach students to express their feelings, opinions, and behaviors based on the values of equality, mutual respect, and sharing of power.

OBJECTIVES:

1. Students will discuss models of relating that challenge attitudes which cause violence in families, such as sex-role stereotyping and misuse of power.

## WEEK III

### GOAL:

To teach students how to develop a personal safety plan which they can use in potentially abusive, emergency situations.

### OBJECTIVES:

1. Students will develop their own personal safety plan.
2. Students will be able to differentiate between non-emergencies and emergency situations which call for use of their plan.

### ACTIVITIES

#### Relaxation/Visualization

Use page 32 "Warm Waterfall" from Taming Your Dragons

#### Creative Project

**Safety Plans:** The purpose of this activity is to have each student think through a plan they can use in emergencies.

**Preparations:** Teacher should obtain phone numbers for local agencies or services that the children will need to include in their safety plans, i.e., police/fire, Child Protection, Dial-A-Friend or similar services. Make copies of the safety plan worksheet.

#### Closure

Affirmation message: You deserve to be safe and happy.

## Safety Plan

"It's important to have a plan that you can use if you are ever abused in any way. This will help us remember what to do when we need help. Each of us will develop our own personal safety plan.

Remind them that no one deserves to be beaten or has the right to do so. Discuss different situations where a child might be in need of help, or ask students to give examples.

- a) Someone following them home.
- b) Obscene phone calls.
- c) Stranger coming to the door while child is alone at home.
- d) Watching mother getting beat up.
- e) An adult physically hurting the child.
- f) An adult sexually abusing the child.

Go through each of the above situations and ask children to brainstorm solutions. What do children need to do to feel safe? How do you think children would feel in these situations?

Next, have children brainstorm possible safety steps for their plan:

### What do I do if I need help?

- a) Talk to someone you trust. If one person does not believe you or can't help you, don't give up. Keep trying until you find someone you trust. (e.g., parent, friend, neighbor, teacher, counselor.)
- b) Practice saying NO loud and clear so people know you really mean it.
- c) Call police/sheriff immediately; dial 911
- d) Call Dial-A-Friend, or similar service, and ask for help.

Hand out the worksheets and have students devise their own personal safety plan. When they're finished, you may want to have a few students share their plans with the class.

Continue by reminding students that the safety plans are to be used in emergencies. It's important to understand the difference between emergencies and non-emergency situations. Although we may feel angry or upset about a situation, it does not mean that it's always an emergency. Encourage students to share their feelings regardless of the situation, but carefully explain how and when to use emergency numbers.

Discuss with the class a definition of an emergency. An emergency is a situation in which someone is physically hurt or sexually abused or is in danger of being hurt in these ways. Present the following situations to the class for discussion and have them decide if they are emergencies. If it is an emergency, who would they call or talk to for help?

### Situations to Discuss with Puppets

1. Laura came home from the park very late. Her father got angry with her and asked her to go to her room without watching any TV or having dessert.

Puppet asks: "Is this an emergency? Yes \_\_\_ No \_\_\_ Why \_\_\_"

2. Jenny and Billy are at home with their babysitter. When it is time for bed, she tucks Billy in and touches his private parts, under the covers.

Puppet asks: "Is this an emergency? Yes \_\_\_ No \_\_\_ Why \_\_\_"

3. Mary's father came home from work. He discovered that Mary's mom was not home and dinner was not ready. As soon as mother came home, father got very angry at her. Her dad began hitting her mom and pushing her around. She fell, hit her head and passed out.

Puppet asks: "Is this an emergency? Yes \_\_\_ No \_\_\_ Why \_\_\_"

4. Jimmy would not let his younger brother play with his new racetrack. He teased him and told him to go away.

Puppet asks: "Is this an emergency? Yes \_\_\_ No \_\_\_ Why \_\_\_"

5. You just got home from school and you found out that the TV is broken and you wanted to watch your favorite cartoons.

Puppet asks: "Is this an emergency? Yes \_\_\_ No \_\_\_ Why \_\_\_"

6. You are on your way home from the store. A man stops in a car and asks if you want to have some candy. He also offers you a ride home.

Puppet asks: "Is this an emergency? Yes \_\_\_ No \_\_\_ Why \_\_\_"

## WEEK 111

### GOAL:

To teach students to express their feelings, opinions, and behaviors based on the values of equality, mutual respect, and sharing of power.

### SESSION B: OBJECTIVES:

1. Students will discuss models of relating that challenge attitudes which cause violence in families, such as sex-role stereotyping and misuse of power.

### ACTIVITIES:

#### Relaxation/Visualization

Have children breathe slowly but deeply three times on the count of five. Breathe in 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . Breathe out 1 . . . 2 . . . 3 . . . 4 . . . 5 . . .

Ask students to breathe deeply, but slowly and to relax the muscles of their faces. As they inhale, ask them to breathe in a special feeling such as caring, love, happiness ...

As they exhale, tell them to breathe out feelings that they would like to get rid of such as: anger, sadness, worry, jealousy ...

#### Reading Lecture

Role plays with class discussion.

#### Creative Project

Option 1: Worksheet: Respect

Option 2: (Homework) Worksheet: Special Assignment

#### Closure

Affirmation message: You have special strengths.

## Role Plays

**Purpose:** By assigning one of the actors in each scene to win the discussion, students will examine how violence may enter into relationships and how beliefs may be used to justify its use.

**Directions:** Ask for volunteers who will role play family members in the first situation for the rest of the class. Assign roles: Mom, Dad, several kids, etc. Describe the situation and tell them that the "family" must try to come to one decision by the end of the role play. As they organize themselves, secretly tell the student in the designated role that they **MUST** win the argument. Have the actors proceed with the role play. To increase the pressure on the designated winner, give them a warning when only a minute is left before they have to have their decision. Repeat for each scene.

**NOTE TO TEACHER:** As you assign roles, use different family configurations for each scene, i.e. Mom & Dad with kids; single parent with kids; parents, kids, and grandparent, etc.

\* \* \*

# 1

The family is planning a vacation. Everyone disagrees about where they should go. (Teacher: Secretly tell MOM that she must get the family to agree with her)

\* \* \*

# 2

The family is watching TV. Everyone disagrees about which show to watch. (Teacher: Secretly tell DAD that he must get the family to agree with him.)

\* \* \*

# 3

The family is going to a movie. Everyone wants to go to a different show. (Teacher: Secretly tell one of the children that he/she must get the family to agree with him/her.)

\* \* \*

**Teacher:** After the scenes are finished, discuss with the students:

- In the first scene, what did the Mom say to try to win the argument?
- In the second scene, what did the Dad say to try to win the argument?
- In the third scene, what did the kid say to win the argument?

Examine the arguments which reflect sex role stereotypes or other beliefs used to justify the use of power or violence and ask students for their thoughts. For example:

- Do you agree that a Dad should make important decisions for the family?
- Should bigger, stronger people have all the power?
- Should kids have no power just because they're little?
- Is it OK for Moms to make important decisions or have power?
- Are there some decisions that parents should make? Why or why not?

(If any of the scenes were resolved through violence or threats, ask)  
Do you agree with what \_\_\_\_\_ did? Why or why not?

Teacher: Ask the students who were in the role plays:

- If you didn't agree with the final decision, how did that feel?
- If you were the one who had to win the argument, how did that feel?
- How did it feel to get the decision you wanted?
- How do you think everyone else in the family felt?
- What may be the effect on the family if you keep using your power to get what you want all the time?

Teacher: "Think back to the movie (or book) we discussed last week.

- How did the father use his power to get what he wanted?
- Do you think that people have the right to use violence to get what they want or control other people?

**Option 1: Worksheet: Respect**

**Purpose:** To reinforce respectful actions by family members.

**Supplies:** Copies of worksheet.

**Directions:** After completion, have students discuss how different actions are respectful and why they think it's important to treat others this way.

**Option 2: (Homework) Worksheet: Special Assignment**

**Purpose:** To raise students awareness of the violent acts that they witness.

**Supplies:** Copies of worksheet.

**Directions:** On the following day, have the class discuss their answers to the assignment, noting the violent observations on the board. Ask:

- How does it feel when you see violence between people around you?
- How does it feel to see violence on T. V.?
- Is there a difference? Why or why not? (example: T.V. is make-believe, real people get hurt, etc.)

"We often see too much violence around us: In school, or at home, or on T. V. These are all examples of people misusing their power. It's important for us to look for positive ways that people can use their power."



On your way home from school we would like you to look around you very carefully.

- Do you see any children fighting in the playground?
- Do you see any who are violent towards animals?
- If you watch T.V. tonight, did you see anything violent?

Write down on your own or with help from your parents what you saw that you thought was violent.





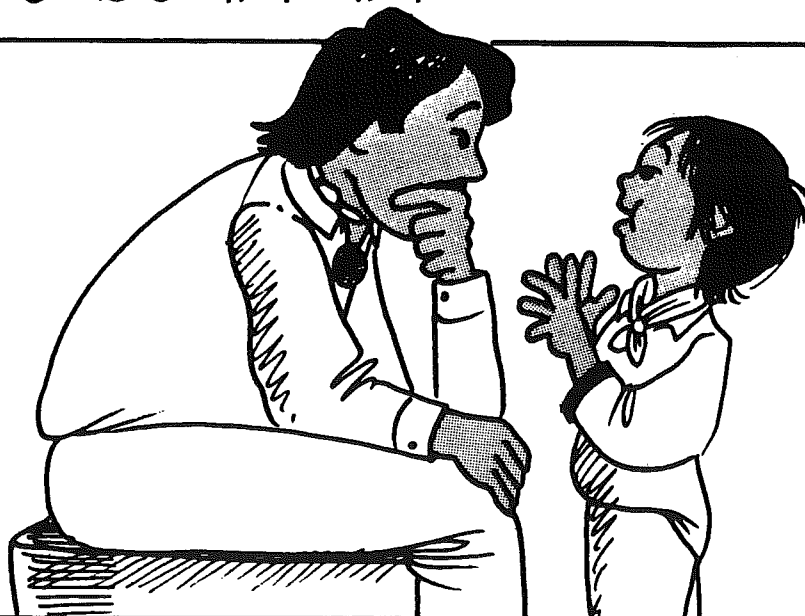
Check the ideas that show respect for each family member.

- 1) \_\_\_ Mom's job is to do what Dad says.
- 2) \_\_\_ Kids get to help decide some things in a family.
- 3) \_\_\_ Dad can do what he wants because he makes the money.
- 4) \_\_\_ Family members share the work of the household.
- 5) \_\_\_ Punishments are fair and fit the crime.
- 6) \_\_\_ Children should be the servants of adults.
- 7) \_\_\_ Family members do not call each other insulting names.
- 8) \_\_\_ Parents care about the safety and well-being of their children.
- 9) \_\_\_ Children lie to their parents.
- 0) \_\_\_ Parents are honest with their children.
- 1) \_\_\_ Mom and Dad make a lot of decisions together.
- 2) \_\_\_ It's okay for kids to smack each other in the family when they are mad.

NOW: FILL IN THE LETTERS THAT MATCH THE NUMBER YOU CHECKED.  
WHAT'S THE WORD?

\_\_\_\_\_

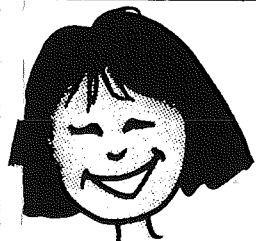
CODE: 1=A    2=R    3=B    4=E    5=S    6=D    7=P    8=E  
 9=O    10=C    11=T    12=F



# WHY DO I FEEL THIS WAY?



SAD



HAPPY



SCARED



ANGRY



SHY

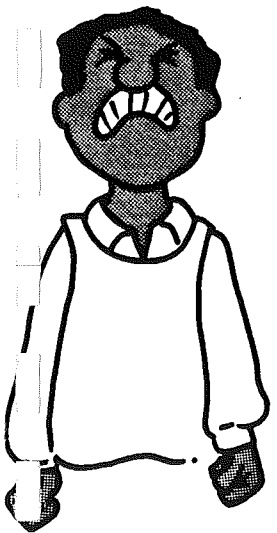
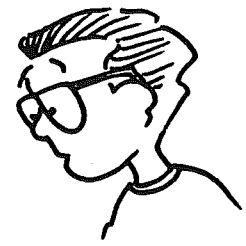


SILLY

# FINDING FEELINGS



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



Afraid	Surprised	Mean
Nice	Confused	Jealous
Lonely	Angry	Mad
Hurt	Sad	Tired
Bored	Upset	Loving
Anxious	Happy	Silly
Proud	Eager	Worried
Lucky	Calm	Strong
	Shy	Glad





WHAT HAPPENED?

①



HOW DID I FEEL?

②



WHAT DID I DO?

③



# THE MOUSE THE MONSTER AND ME

WHAT A MOUSE  
WOULD DO:

WHAT A MONSTER  
WOULD DO:

WHAT I  
WOULD DO:

YOUR PARENTS  
BLAME YOU FOR  
SOMETHING YOU  
DON'T DO.

DURING LUNCHTIME,  
AN OLDER STUDENT  
PUSHES YOU AROUND ON  
THE PLAYGROUND. SHE  
CALLS YOU NAMES AND  
TAKES YOUR LUNCH  
TRAYS.

YOUR FRIEND  
WANTS TO COPY  
YOUR HOMEWORK  
AND YOU DON'T  
THINK THIS IS RIGHT.

SOME FRIENDS  
ARE THROWING ROCKS  
AT YOUR NEIGHBOR'S  
DOG. THEY YELL  
AT YOU TO COME  
JOIN THEM.

DURING RECESS YOUR  
FRIEND SHOWS YOU SOME  
PICTURES. HE SAYS HE'S  
ANGRY AT THE TEACHER  
AND IS GOING TO BURN  
THE SCHOOL DOWN.



#### WEEK IV

GOAL:

To teach students to express their feelings, opinions, and behaviors based on the values of equality, mutual respect, and sharing of power.

OBJECTIVES:

1. Students will learn to recognize and identify their feelings and different ways of expressing them non-violently.
2. Students will learn the separation of feelings and behavior and understand the concept of choice and control over how one expresses negative emotions; specifically, that violence is not "caused" by anger, frustration, or other emotions.

GOAL:

To teach students to express their feelings, opinions, and behaviors based on the values of equality, mutual respect, and sharing of power.

SESSION A: OBJECTIVES:

1. Students will learn to recognize and identify their feelings and different ways of expressing them nonviolently.

ACTIVITIES:

Relaxation/Visualization

Have children breathe slowly but deeply three times on the count of five. Breathe in 1. . 2. . 3. . 4. . 5. . .  
Breathe out 1. . 2. . 3. . 4. . 5. . .

Use activity page 23 from the book "Taming Your Dragons."

Reading/Lecture

Short Lecture and Brainstorming: We're going to talk about feelings. Everyone has feelings: men and women, girls and boys. Our feelings are very important. They can help us understand what is happening inside of us. Some feelings are comfortable and nice. Some are uncomfortable or painful. Let's make a list of all the feelings we can think of, both comfortable and uncomfortable ones. (List the students suggestions on the board). Today, we'll talk about recognizing our feelings.

Creative Activity

Option 1: Feelings Tree

Option 2: Worksheet: Why do I feel this way?

Option 3: Worksheet: Wordsearch

Option 4: Feelings Charades

Closure

Affirmation: My feelings are important.



### **Option 1: Feelings Tree**

**Purpose:** Students identify their personal feelings.

**Supplies:** Large bulletin board, construction paper. Teacher: cover the board with a drawing of a tree with many bare branches.

**Directions:** Have students trace his/her hand on colored paper. Explain to students that their special tree of feelings needs to be brought to life by giving it some of our feelings. Have students think about their feelings and write one on each finger of their hand outline. Cut out the outlines and tape/paste them on the large tree, bringing it to life.

### **Option 2: Worksheet: Why do I feel this way?**

**Purpose:** Students will identify situations that evoke certain feeling responses and also by making comparisons with others, that people react differently to similar situations.

**Supplies:** copies of worksheets.

**Directions:** After students fill out the sheets, have the class discussion about similarities and differences in responses.

### **Option 3: Worksheet: Wordsearch**

**Purpose:** To increase students' feeling vocabulary.

**Supplies:** copies of worksheets.

### **Option 4: Feelings Charades**

**Purpose:** Students will explore how feelings are expressed.

**Supplies:** Write down feelings on slips of paper. Make sets for each small group.

**Directions:** Divide students into small groups. Have students take turns drawing a slip and acting out the feeling for the group to guess.

GOAL:

To teach students to express their feelings, opinions, and behaviors based on the values of equality, mutual respect, and sharing of power.

SESSION B: OBJECTIVE:

1. Students will learn the separation of feelings and behavior and understand the concept of choice and control over how one expresses negative emotions; specifically, that violence is not "caused" by anger, frustration, or other emotions.

ACTIVITIES:

Relaxation/Visualization

Use activity page 31 from Taming Your Dragons

Reading/Lecture

Lecture on Expressing Feelings - given by puppets or teacher.

Creative Projects

Option 1: Worksheet: What happened? How I felt? What I did?

Option 2: Game: Healthy ways to take care of my feelings.

Option 3: Masks

Closure

Affirmation message: I express my feelings in healthy ways.

## LECTURE ON FEELINGS

Feelings are very important. They can help us understand what is happening inside of us, and what we might want to do about it.

Some feelings are comfortable and nice. We might feel excited, happy, proud, lovable, or hopeful. Some feelings are uncomfortable or painful. We can also feel angry, sad, disappointed, ashamed. All people have feelings: men and women, girls and boys.

Sometimes it seems that our feelings are so strong that they just come spilling out. We may be so happy that we start singing or dancing around. Usually no one minds when we express happy feelings. But sometimes we use our strong uncomfortable feelings as an excuse for hurting other people.

Here are some examples:

- Carlos called his friend a name because he was angry at him.
- Because she was disappointed about missing her soccer game, Jan picked a fight with her little brother and pushed him down.
- Matt was jealous of Eric's new bike, so he threw a rock and damaged it.
- Lisa was lonely when her best friend Kim spent time with another girl. She called her up, yelled at her, and told her she was a lousy friend.

We can't let ourselves hurt other people when we have an uncomfortable feeling. You certainly wouldn't want to get hurt just because someone was mad at you or upset about something!

We have to make healthy choices about how to express our feelings — choices that don't hurt others.

It's important to listen to our feelings and think about what they're telling us. It's also important to stop and decide how to act. This may sound hard to do, but it gets easier the more you practice. And each time you avoid hurting someone else, you'll feel good about yourself!

Let's think about choices we could make to express different feelings in healthy ways. What could each of the children in the examples do differently?

(Go through each example, have class identify the feeling and ideas for healthy expression.)

angry - (take a break to calm down, talk to someone else, exercise, when calm, explain why you're angry; try to work things out)

disappointment - (talk to someone, get involved in something you like, spend some time alone, cry)

jealousy - (think about good things you have, get involved in something you like)

lonely - (call other friends, do a special activity)

Here's a few other uncomfortable feelings. What can you do if you feel:

- sad?
- scared?
- bored?
- embarrassed?

**Option 1: Worksheet: What happened? How I felt? What I did?**

**Purpose:** Students will explore how they have expressed their feelings.

**Supplies:** Copies of worksheet.

**Directions:** Have students fill in the first column with 3 problems they've had with family members or friends. Fill in the next columns accordingly. When students are finished, have them circle the responses which were healthy ways to take care of their feelings. Discuss the following: Why are these healthy responses? What are some negative responses? Why aren't they healthy? Are some feelings hard to express in healthy ways? Which feelings are easy to express?

**Option 2: Game: Healthy ways to take care of my feelings.**

**Purpose:** Students explore healthy ways to express feelings.

**Supplies:** None.

**Directions:** Tell students to clap when they hear a healthy way to handle feelings as you read the following list. After each, have the students explain why the example is healthy or not.

- List:**
- talk to friends
  - go for a walk
  - kick your brother
  - exercise or run around the block
  - share something special with a friend
  - listen to music
  - say "you're stupid"
  - read a favorite story
  - hit your dog
  - watch a favorite movie or show
  - write a story about how you feel
  - yell at your mother
  - cuddle your pet or stuffed animal
  - tease your sister
  - talk to your pet
  - talk to someone you trust
  - cry
  - call a phone line like "Dial a Friend", if available

### Option 3: Masks

**Purpose:** The masks illustrate how sometimes we hide our feelings or are afraid to show them. Students can discuss the process of making decisions about how and when to express feelings.

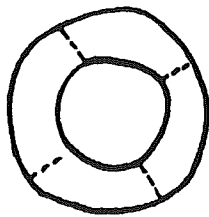
**Supplies:** paper plates or bags or construction paper, crayons, string.

**Directions:** Ask students to draw a feeling on their mask that they show to hide other feelings. When completed, have students discuss which feelings they show and which feelings they hide.

Have students discuss their choices and why this feeling is hard for them. What stops them from showing this feeling? Are there situations when it isn't safe to show your feelings? Why? What can you do with your feelings then?

**Directions:**

1. Construction Paper - Cut a large, oval-shaped figure out of the paper. Then cut holes in it for the eyes, nose and mouth. Next decorate it with crayons, or paint and attach a strap for the headband.
2. Paper bag - Just have children bring one or two paper bags from home. Have them cut holes for the eyes, nose and mouth. Decorate details with crayons or paint.
3. Paper plate - Cut and staple a paper plate into the shape of a third dimension mask. You might have to do this part for the children. Proceed as with masks 1 and 2 above.



Cut on dotted lines



Bend and staple together.

4. Handkerchief - decorate it and cut holes in it as with construction paper. Fold in a triangle and tie two corners around child's head.

## WEEK V

### GOAL:

To learn and practice assertiveness skills that help students solve problems non-violently.

### OBJECTIVES:

1. Students will be introduced to the concepts of assertive, aggressive, and passive styles of relating and problem-solving.
2. Students will practice assertive, non-violent methods of problem-solving.

WEEK V

GOAL:

To learn and practice assertiveness skills that help students solve problems non-violently.

SESSION A: OBJECTIVES:

1. Students will be introduced to the concepts of assertive, aggressive, and passive styles of relating and problem-solving.

ACTIVITIES:

Relaxation/Visualization

"Monster Mask" activity from page 16 of Taming Your Dragons

Reading/Lecture

Lecture on Assertiveness - delivered by puppets or teacher.

Creative Project

Option 1: Worksheet: The Mouse, Monster and Me

Option 2: Worksheet: What happened? How did I feel? What did I do?

Closure

Affirmation message: Your feelings are important to me.



## LECTURE ON ASSERTIVENESS

(Teachers: For K-2 students, you may want to stay with the concepts of acting like a mouse, a monster, or yourself without introducing the more sophisticated words: aggressive, passive, and assertive, which can be added for grade 3.)

Today we'll talk about ways to get along with each other. There are times when you argue with your friends or family: or someone hurts your feelings; or you hurt your brother or sister's feelings. In these situations, it's important to try to solve the problem in a way that takes care of your feelings without hurting someone else. This isn't always easy to do and sometimes we make mistakes.

Sometimes we act like a MONSTER. Monsters take care of their own feelings, state their opinions, or stand up for their rights without caring about the feelings or rights of others. (Monsters are aggressive).

Why is it a mistake to act like a MONSTER?

(We hurt other people's feelings; other people won't like us, they'll just be scared of us; we may lose our friends, etc.).

Sometimes we act like a MOUSE. A mouse doesn't express its feelings or stand up for itself. Although they take care of others, they don't take care of themselves and often feel pushed around. (A mouse is passive).

Why is it a mistake to act like a MOUSE?

(You may get pushed around or taken advantage of; you'll feel resentful because you give up your rights; it's hard to feel like you always lose arguments, etc.).

Try to solve your problems or arguments without being a monster or a mouse. Respect each other's feelings, opinions, and rights. Take care of yourself while caring about others. It's important for you to act toward others like you want them to act toward you. (This is called being assertive).

In the following examples, when is the person acting like a MONSTER or a MOUSE, or trying to be fair and respectful?

1. Your brother/sister wants to watch a different T.V. show than the one you're watching.

(Aggressive): "That's a dumb movie. I want to watch my show."

(Assertive): "I would like to finish watching my show please."

(Passive): "If you really want to, go ahead and change it."

2. Your oldest sister has been using the phone for a long time, and you need to call someone.

(Assertive): "I need to use the phone soon please. Can you get off in a few minutes?"

(Aggressive): "Give me that phone; all you are good for is talk, talk, talk."

(Passive): Sit and wait quietly by the phone, feeling upset inside.

3. You are waiting in line at the cafeteria and someone steps in front of you.

(Passive): Feel mad and sad inside but does not say anything.

(Aggressive): "Get out of my way you \_\_\_\_\_."

(Assertive): "I was here first. Would you please wait for your turn?"

**Option 1: Worksheet: The Mouse, the Monster, and Me.**

**Purpose:** Students identify assertive, aggressive and passive responses to situations.

**Supplies:** Make copies of the worksheet.

**Directions:** After completion, ask students to identify an assertive response for each situation.

**Option 2: Worksheet: What happened? How did I feel? What did I do?**

**Purpose:** Students examine their own actions to see how they typically respond.

**Supplies:** Copies of worksheet.

**Directions:** Have students complete the worksheet. Discuss some of their examples. Then have them label each of their responses as to whether it is assertive, aggressive, or passive. (Or use the words: Mouse, Monster or Me).

**Discuss:** Do the students find that they choose all the same kind of response or different types? Are there certain kinds of situations that are hard for them? Are there any responses that they now wish they could change? What would they do differently?

SESSION B: OBJECTIVES

1. Students will practice assertive, non-violent ways of solving problems.

ACTIVITIES:

Relaxation/Visualization

Use page 14 from Taming Your Dragons

Reading/Lecture

Lecture on Solving Problems.

Creative Project

Option 1: Small Group Work: Roleplaying

Option 2: Worksheet: Problem-Solver

Closure

Affirmation message: You are good at solving problems.

## Lecture on Problem Solving

Being assertive is a way of solving problems in a positive way. Problem solving means talking to yourself or others in a way that helps you plan a change.

Decision making means making choices. Sometimes decisions are hard to make because we may not have many choices.

For every decision we make, there are consequences. Consequences are what might happen next when we say or do something, or make our decision.

There are some steps that you can follow each time you want to solve a problem in an assertive way:

1. Stop and think. What exactly is the problem?
2. Brainstorm possible choices in response to the problem. Think of all the different things you might be able to do to solve the problem.
3. Think about the consequences of each choice. What will happen if you do that?
4. Make a plan. Decide what you will try first and if that doesn't work, what you'll do next.

Here's a rhyme to help you remember these steps:

Stop! Think! Try to understand  
When you have a problem—you need a plan  
Think of all your choices—what could be ...  
Decide what's best for you and me!

Today we'll talk about different problems that children have and try to find good ways to solve them.

### **Option 1: Small Group Work: Roleplaying**

**Purpose:** To practice solving problems assertively.

**Supplies:** None.

**Directions:** Have the students identify situations that are hard for them to handle. (For younger students, teacher could give examples to the class). Divide students into small groups and assign a situation to each. Have each group:

- Brainstorm some different ways to handle their situation.
- What is likely to happen after each choice?
- Which one would they choose? Why?

Either have students report on their assertive solutions or role play them for the rest of the class.

### **Option 2: Worksheet: Problem-Solver**

**Purpose:** To practice solving problems assertively.

**Supplies:** Copies of worksheet.

**Directions:** Students can complete the worksheets alone or in a small group.

## WEEK VI

### GOAL:

To give students a sense of their own uniqueness and worth, regardless of the problems which may be occurring in their families, and understand that they can make different choices for themselves in the future.

### OBJECTIVES:

1. Students will identify how their self-esteem is affected by others in their family and what they can do to build their self-esteem.
2. Students will identify their special and unique qualities.
3. Students will be able to identify the major lessons covered in the unit.

## WEEK VI

### GOAL:

To give students a sense of their own uniqueness and worth, regardless of the problems which may be occurring in their families, and understand that they can make different choices for themselves in the future.

### SESSION A: OBJECTIVES:

1. Students will identify how their self-esteem is affected by others in their family and what they can do to build their self-esteem.
2. Students will identify their special and unique qualities.

### ACTIVITIES:

#### Relaxation/Visualization

See page 28 from Taming Your Dragons by Martha Beck, "Hello Body".

#### Reading/Lecture

Teacher: Give or have puppets give Lecture on Self-Esteem.

#### Creative Project

Option 1: Game: You Have Special Strengths

Option 2: Polaroid Pictures

Option 3: Sentence Completion

Option 4: Magazine Covers

Purpose: All of these activities aim to help students identify their special and unique qualities.

#### Closure

Affirmation message: You are a great person.



## LECTURE ON SELF ESTEEM

### What is Self-Esteem?

It is the way we feel about ourselves. Sometimes we feel loved, respected and cared for. That is when we say we have high self-esteem, because we truly feel good about ourselves.

There are also times when we feel as if nobody cares about us, or it's our fault that things go wrong, and we feel like we do not deserve any love. We have talked about abusive and hurting things that negatively affect your self-esteem. When bad things happen to you it's easy to blame yourself. That is what we call low self-esteem.

### How do we learn that we are special and unique?

Our family is the first place where we learn about ourselves. If we are told we are special, important, smart, we grow up feeling unique and worthwhile. On the other hand, if we are told that we are terrible, worthless, stupid, we grow up feeling unloved.

As we have discussed, family problems affect all family members. People around us may change or not behave in ways that we expect. It's sometimes hard to feel good about ourselves when people close to us are having problems. Then it's hard to feel special and to believe that we are OK. That is what we call low self-esteem.

When our families are having problems, we may need to look for other ways to build our self-esteem. We can try new activities and feel good about successful achievements. Other people around us can also boost our self-esteem. You may find support from a trusted teacher, neighbor, relative, coach, or group leader.

It's also important to remember that we affect the self-esteem of other family members and our friends. We can help them feel good about themselves or make them feel badly. We are growing and changing every day. Together, we can give ourselves and others good things to grow up feeling special and worthwhile.

Brainstorm: Who affects my self-esteem? Whose self-esteem do I affect? What can you do when you are feeling low?

**Option 1: Game: You Have Special Strengths**

**Purpose:** Students practice affirming others.

**Supplies:** Paper

**Directions:** Divide students into small groups and sit in circles. Have each student put their name at the top of their sheet. Students pass their papers to the right. That student writes one good quality or strength they see in you. Continue passing the papers until yours returns.

**Option 2: Polaroid Pictures**

**Supplies:** Polaroid camera, paper

**Directions:** Take a polaroid picture of each student. Place their picture on individual pieces of construction paper. Have students write down all the things that are special about themselves.

OR

If you don't have access to a camera, have the students draw a picture of themselves then proceed as above.

**Option 3: Sentence Completion**

**Supplies:** copies of worksheet

**Option 4: Magazine Covers**

**Supplies:** Have students bring in a cover of their favorite magazine and a picture of themselves (or take a polaroid picture of each student).

**Directions:** Have students cut out the face from the magazine cover leaving the title and a border. Then have students insert their picture and write positive statements or affirmations about themselves around the picture.

## WEEK VI

### SESSION B: OBJECTIVE:

1. Students will be able to identify the major lessons covered in the unit.

### ACTIVITIES:

#### Relaxation/Visualization

This is a good time to give positive feedback to the children for all the hard work they have done so far. Tell them how special and unique they are and that today they will learn the importance of feeling good about themselves. Use page 27 in Taming Your Dragons by Martha Belknap.

#### Creative Project

The purpose of these activities is to review the major lessons of the unit.

Option 1: Teacher-led discussion.

Option 2: Class Collage.

Option 3: Worksheet: I learned ...

#### Closure

Affirmation message: You are special, there is only you.

### **Option 1: Teacher-led Discussion**

**Major Concepts:** Family  
Physical Abuse  
Emotional Abuse  
Sexual Abuse or (Good Touch, Bad Touch)  
Safety Plan  
Feelings  
Monster, Mouse & Me or (Aggressive, Passive and Assertive)  
Problem-solving  
Self-esteem

Ask the students to identify what they have learned about each of these concepts during the unit. Add any major points that they miss.

### **Option 2: Class Collage**

Divide the class into small groups and assign one lesson to each (see above). Have students brainstorm and, on a large piece of paper, write sentences or draw pictures or make a collage that illustrates what they learned. Have each group present their project to the rest of the class. Their papers can be put together to decorate a large bulletin board in the room.

### **Option 3: Worksheet: I Learned ...**

**Purpose:** To give teacher a sense of what each student has personally learned from the unit.

**Supplies:** Copies of worksheet.

**Directions:** Have students complete the sentences. Stress that they focus on what they have personally learned not on general statements.

**BIBLIOGRAPHY  
CHILDREN'S RESOURCES**

- CAGES OF GLASS, FLOWERS OF TIME.** Novel by C. Culin. About a girl who finally gets help for an abusive mother. Grades 4-6. Dell. 2.95.
- CHILD ABUSE HELP BOOK.** J. Haskins. Information on sexual, physical, and emotional abuse and coping suggestions. Grades 1-6. Harper. 9.95.
- COLORS THAT I AM.** Each feeling is described with text and vivid abstract drawing. Grades K-3. Independent Pub. 10.95.
- CRACKER JOHNSON.** Novel by Betsy Byars. A boy gets help for his ex-babysitter. Grades 4-6. Viking. 3.95.
- DON'T HURT ME MAMA.** A young girl finally gets outside help. Grades 4-6. A. Whitman Pub. 10.25.
- FAMILIES.** M. Tax. Warm, folksy pencil drawings illustrate excellent descriptions of people and animals. Grades K-3. Little, Brown. 10.95.
- FEELING GOOD CARDS.** 75-plus questions to use as discussion starters. Grades K-6. 5.95.
- FEELING SAFE AND STRONG: How to Avoid Sexual Abuse and What to Do If It Happens to You.** Grades 4-6. Lerner. 9.95.
- FLIGHTS OF FANTASY.** Excellent visualization and imagery with music and guided text. Grades 4-6. Good Apple. Book 5.95. LP/Cassette 9.95.
- GOOD TIMES, BAD TIMES, MUMMY AND ME.** A young girl enjoys special times with her (single parent) mom. Grades K-3. Women's Press. 5.95.
- HELP: Getting to Know About Needing and Giving.** Lots of examples. Grades K-3. Human Science Press. 12.95.
- I FEEL.** G. Ancona. Excellent nonsexist multicultural photos (& one word) for fourteen emotions. Grades K-3. Dutton. 11.95.
- I HAVE THE POWER.** Book and cassette of definitions, activities (worksheets), games about personal strengths and interpersonal relationships. Grades 4-6. Self Dimensions. 12.95.
- JENNIFER HAS TWO DADDIES.** Each is different and she enjoys them both. Grades K-3. Women's Press. 4.95.
- KIDS' BOOK ABOUT PARENTS.** Children ages 11-16 talk about their families and values. Little, Brown. 11.95.

- KIDS' BOOK ABOUT SINGLE-PARENT FAMILIES.** Fifteen children describe feelings and values. Grades 4-6. Doubleday. 8.95.
- LET'S TALK ABOUT IT.** Good discussion of child abuse for kids. Grades 4-6. R&E Pub. 5.95.
- LIKING MYSELF.** Simple introduction with cartoon illustrations. Grades K-3. Impact Pub. Book 4.95. Teacher's Guide 1.50.
- LOTS OF MOMMIES.** Emily and her mother live in a house with two other women. Grades K-3. Lollipop Power. 5.00.
- MAX.** Cooperative board game which requires group decision-making about Max the cat, a bird, a mouse, and a chipmunk. Grades K-3. Family Pastimes. 9.50.
- MOM AND DAD DON'T LIVE TOGETHER ANYMORE.** A girl describes her family change to joint custody parenting. Grades K-3. Annick Press. 4.95.
- MOMMY AND DADDY ARE FIGHTING.** A young girl talks about anger in her family. Good discussion starter. Grades 1-3. Seal Press. 6.95.
- MOUSE, MONSTER AND ME.** Pat Palmer. Assertiveness concepts (non-violent) with cartoon illustrations. Grades 4-6. Impact Pub. Book 4.95. Teacher's Guide 1.50.
- MY PERSONAL SAFETY COLORING BOOK.** Multicultural, describes good/bad touch and confiding in someone. Grades K-3. 2.95.
- NO MORE SECRETS FOR ME.** O. Wachter. Read and discuss four stories. Grades 4-6. Little, Brown. 4.95.
- QUIET MOMENTS WITH GREG AND STEVE.** Visualization and imagery relaxation with music (one side music only). Grades K-3. Younghearta Records. LP/Cassette. 9.95.
- SILAS AND THE MAD-SAD PEOPLE.** His parents finally separate after lots of verbal and emotional fighting. Grades K-3. New Seed Press. 3.50.
- THAT SPECIAL PERSON IS ME.** Book and cassette of activities (worksheets). Grades K-3. Self Dimensions. 12.95.
- THINKING, CHANGING, REARRANGING: Improving Self-Esteem In Young People.** Information and fill-ins. Grades 4-6. Timberline Press. 7.00.
- UPS AND DOWNS WITH FEELINGS.** Carol Gesme. Bag of seven games which use affirmations, storytelling, role playing, and validation of feelings. Grades K-6. 20.00.
- WHAT MAKES ME FEEL THIS WAY?** E. LeShan. Supportive, reassuring discussion. Grades 4-6. MacMillan. 3.95.

FRIENDLY CLASSROOM FOR A SMALL PLANET. Excellent handbook of discussion/activity ideas on creative approaches to problem solving (with non-violence). Grades K-6. Avery. 7.95

FROM HURT TO HOPE. Booklet of examples. 2.50.

GETTING ALONG. Awareness activities that teach responsibility, self-respect, and respect for others, especially with cultural differences. Grades K-6. Fearon. 8.50.

LEARNING TO THINK & CHOOSE. Decision-making episodes for middle grades. Scott Foresman. 12.95.

PEACEMAKING FOR LITTLE FRIENDS. M. Park. Tips, lessons, activities. Grades K-3. 6.95.

SAFE KIDS. Handbook on sexual abuse. Grades K-3. Family Resources. 3.25

SELF-CONCEPT ACTIVITY BOOKS: Feelings. Excellent series of workbooks; this one includes lots of descriptions. Grades 4-6. Good Apple. 6.95.

SELF-ESTEEM: CLASSROOM AFFAIR. Volumes 1 & 2. Excellent non-sexist activities incorporating puppets, role play, b. boards, body awareness. Grades K-3. Winston/Harper. 9.60 each.

SEXUAL ABUSE PREVENTION: LESSON PLAN. By Sandra A. Kieven

STRANGERS DON'T LOOK LIKE THE BIG BAD WOLF. Abduction prevention booklet. Grades K-3. Chas. Franklin. 3.50.

SWEET DREAMS FOR LITTLE ONES. M. Pappas. Bedtime fantasies to build self-esteem. Grades K-6. Harper. 6.95.

WHEN MEGAN WENT AWAY. A girl misses her mother's lover (Megan) when the women end their relationship. Grades K-3. Lollipop Power. 5.00.

WHERE DO I BELONG? Excellent, supportive kids' guide to stepfamilies. Grades 4-6. Harper. 4.95.

WHO AM I? WHO ARE YOU? Coping with friends, feelings, and other teen dilemmas. Grades 4-6. Addison-Wesley. 8.95.

COMMUNITY HELPERS LOTTO. (Any career flashcards - role free) Grades K-3. Trend. 6.95.

FAMILY OF PUPPETS. (Any animal or people puppets) Grades K-3. Sheram Puppets. 7.95 each.

### TEACHER RESOURCES

AFFECTIVE EDUCATION GUIDEBOOK. Classroom activities in the realm of feelings, values, etc. Excellent. Grades K-6. D.O.K. Pub. 9.95.

AS BOYS BECOME MEN. Eugene Thompson. Curriculum for exploring male stereotypes. Grades 1-6. 9.95.

CHANGING YEARS SERIES. Books of worksheets and activities. Grades 4-6. My Relationships with Others, My Choices and Decisions, My Changing Body, My Journal of Personal Growth. Good Apple. 6.95.

CHILD ABUSE PREVENTION PROJECT, AN EDUCATIONAL PROGRAM FOR CHILDREN. By Cordelia Kent

COME TELL ME RIGHT AWAY. Positive approach to warning about sexual abuse. Grades K-6. Ed-U Pr. 1.95.

COMMUNICATING TO MAKE FRIENDS. Excellent activities and worksheets. Grades K-6. Winch & Associates. 10.95.

CONNECTING RAINBOWS. 38 activities and worksheets for self-esteem, empathy, cooperation, creativity. Grades 3-12. Good Apple. 7.95.

CREATIVE CONFLICT RESOLUTIONS. Teacher resource of 200-plus activities based on caring, cooperative, peaceful values. Grades K-6. Scott Foresman. 12.95.

CREATIVE PROBLEM SOLVING FOR THE 4TH LITTLE PIG. Resource of activities. Grades K-3. D.O.K. 4.95.

CREATIVE PROBLEM SOLVING FOR THE EENCY-WEENCY SPIDER. Resource of activities. Grades K-3. 4.95.



MY FAMILY AND ME: VIOLENCE FREE  
VIDEO/FILM INFORMATION - GRADES K-6

For each session, teachers are provided with a variety of activities from which to choose to achieve the learning goal, e.g. a book, video, or game. Teachers should review the curriculum and decide if they wish to rent or purchase any of these films or videos.

Teachers must order these materials directly from the distributor.

Companies require a 30-day period for delivery of rented or purchased films/videos.

Session:

IIA IT'S NOT ALWAYS HAPPY AT MY HOUSE. 34 min.  
Video/film 3-Day Rental: \$75 Purchase: 16mm film-\$575, video-\$500

WHO DO YOU TELL? 11 min.  
Video/film 3-Day Rental: \$50 Purchase: 16mm film-\$290, video-\$250

Both films are distributed by: MTI Film & Video, 1-800-621-2131

IIB TOUCH 32 min. Resolution Inc. 1-800-862-8900  
Purchase: \$14.95 plus \$5 handling

# Problem-Solving Worksheet

## PROBLEM ONE:

Your two best friends are Linda and Jeff. Linda comes to you very upset because her money is missing from her wallet. You saw Jeff going through her purse earlier.

What is the problem? \_\_\_\_\_

Brainstorm possible solutions: \_\_\_\_\_

Possible consequences of each solution: \_\_\_\_\_

Plan: \_\_\_\_\_



## PROBLEM TWO:

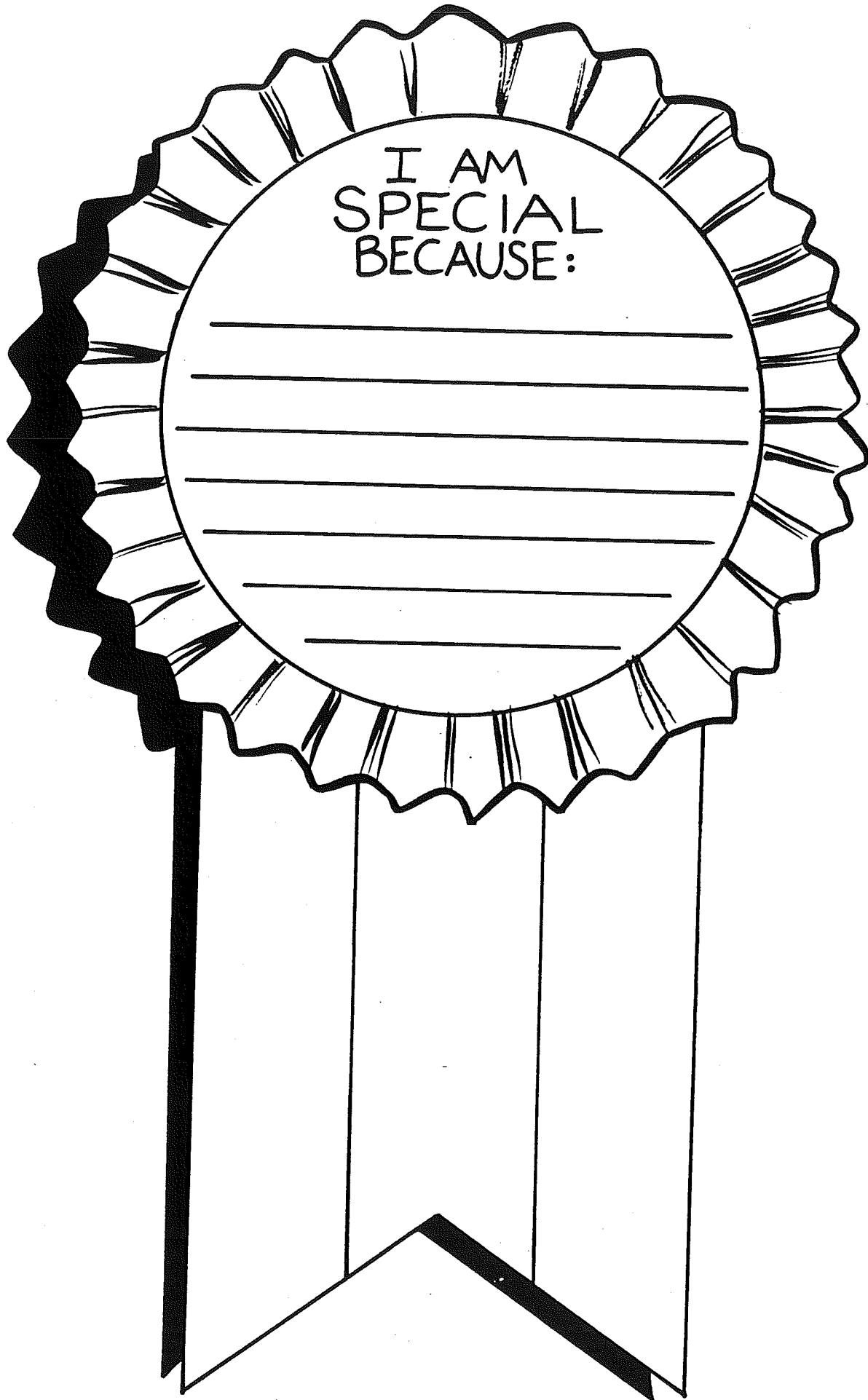
Your babysitter invites you to sit by him/her on the couch and watch T.V. But pretty soon you notice that he/she is touching you in a way that makes you uncomfortable.

What is the problem? \_\_\_\_\_

Brainstorm possible solutions: \_\_\_\_\_

Possible consequences of each solution: \_\_\_\_\_

Plan: \_\_\_\_\_



I AM  
SPECIAL  
BECAUSE:

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# I AM ME AND I AM GLAD



- 1) I am proud of \_\_\_\_\_
- 2) One thing I am very good at is \_\_\_\_\_
- 3) My best friend is \_\_\_\_\_
- 4) Someone who likes me a lot is \_\_\_\_\_
- 5) A good thing I did once was \_\_\_\_\_
- 6) I like myself best when \_\_\_\_\_
- 7) I look best when \_\_\_\_\_
- 8) People like to be around me when \_\_\_\_\_
- 9) The best thing about me is \_\_\_\_\_
- 10) I am happy when \_\_\_\_\_

# I LEARNED...

I learned that I \_\_\_\_\_

I realized that I \_\_\_\_\_

I re-learned that I \_\_\_\_\_

I was surprised that I \_\_\_\_\_

I was pleased that I \_\_\_\_\_

I was displeased that I \_\_\_\_\_

I discovered that I \_\_\_\_\_



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