Too Good for Violence
Lesson Sample

A Peaceable Place

Social Perspectives

Mendez Foundation

What is Too Good?

Too Good is a comprehensive family of prevention curricula designed to build protection that works to mitigate the risk factors associated with violent behavior.

Too Good develops a framework of self-efficacy and interpersonal skills to establish and promote self-awareness, social awareness, peer pressure refusal, problem solving, conflict resolution, and anger management.

Too Good builds the basis for a safe, supportive, and respectful learning environment.

TGFV Too Good for Violence

Character Education and Asset Development are at the core of *TGFV-A Peaceable Place* and *TGFV-Social Perspectives* to provide students with the skills, knowledge, and attitudes they need for positive social development and supportive relationships.

The readiness and ability to socialize, connect, and cooperate with others is essential for positive peer bonding, healthy relationship building, and advocacy for one's needs.

Evidence-based ⟩ Research-based ⟩ Grades K-12

The complete TGFV skills set brings insight, understanding, and social awareness to the forefront of every social encounter. Students use these interpersonal skills every day to guide appropriate behavior in social situations and to form relationships and meaningful connections, resolve problems, deescalate conflict, and manage bullying situations.

Skill development and application:

- Setting Reachable Goals
- Making Responsible Decisions
- Identifying and Managing Emotions
- Communicating Effectively
- Bonding with Pro-Social Others

Violence Prevention and Character Education:

- Respect for Self and Others
- Conflict Resolution
- Identifying and Managing Bullying Situations
- Problem Solving
- Anger Management
- Stress Management
- Peer Violence
- Media Violence
- Social Media Awareness

How does Too Good for Violence Work?

TGFV–A Peaceable Place and *TGFV–Social Perspectives* are designed to prevent complex problems with many contributing factors. Multifaceted and based on several theoretical constructs, Too Good for Violence works to mitigate the risk factors related to violence, bullying, and anti-social behavior.

Too Good's theoretical foundation includes elements of:

- Social Learning Theory (Bandura)
- Problem Behavior Theory (Jessor)
- Health Behavior Theory
- Social Development Model (Hawkins and Catalano)
- 40 Developmental Assets (Search Institute)

Give kids the skills they need to succeed in life, avoid risky behaviors, and develop healthy pro-social bonds with others.

More is Better

Prevention research is clear in demonstrating the effectiveness of developing and reinforcing the protective factors related to problem behaviors from a young age in order to establish lasting positive health and behavior norms. *Too Good for Violence* offers curriculum volumes from Kindergarten through High School to address the protective factors appropriate for building a positive, pro-social capacity to resist problem behaviors.

A Framework for Prevention

Effective prevention programs like *Too Good for Violence* promote skills development and educate youth about the consequences of risky behaviors like engaging in bullying, violence, and anti-social behaviors. TGFV uses a strengths-based approach to increase protective factors and decrease the risk factors for engaging in aggressive or harmful behaviors.

Too Good builds protection within the student by:

+ Providing opportunities for pro-social involvement
+ Establishing positive norms including healthy beliefs and clear standards
+ Promoting bonding to pro-social peers
+ Increasing personal and social skills

Mitigates the risk factors associated with problem behaviors by addressing:

- Poor Social Skills
- Peer Rejection
- Inappropriate Social Behaviors
- Friends Who Engage in Problem Behaviors

ACTIVITY SPOTLIGHT

anger OUTLET

Social Perspectives
Grade 7

In Anger Outlet, students practice core anger management and conflict de-escalation techniques in this shopping mall competition.

anger OUTLET Prepaid Gift Card

Effective Violence Prevention

Expected Outcomes

Too Good for Violence has undergone rigorous, independent evaluation studies to measure its effects on students' skills, attitudes, intentions, and behaviors.

Short-Term Outcomes:

After completing *Too Good for Violence* more students:

- reported a higher perception of harm or risk regarding violence.
- reported a greater sense of self-efficacy.
- perceived violence acts as wrong, risky, or harmful; fewer saw it as acceptable or cool.
- felt connected with the school/instructor.

Long-Term Outcomes:

- Following program implementation, 10% more students report they intend to resolve their conflicts non-violently. In schools that have the ability to measure these behaviors, TGFV leads to fewer incidents of violence.

ACTIVITY SPOTLIGHT

DRONE ZONE

Social Perspectives
Grade 7

In the Drone Zone Game, students practice speaking and listening skills as they collaborate to land the drone while utilizing their new communication skills.

Testimonials

> *We really believe in the Too Good programs. As an educator, it's really heartwarming to see the students raising their hands, eager to share and practice peer-refusal strategies.*

Sarah Lehman,
Children's Home of York, Pennsylvania

> *The kids really love the games and puppets and will ask to see Tuggles, Carmen, and Wagner when we pass in the school hallways. The Too Good programs align with our State's Social, Emotional, and Behavioral Wellness standards, so it was easy to gain the buy-in of our administrators.*

Terri R.,
Morristown, Indiana

Too Good for Violence Learning Objectives

Teacher Focused Design

Research Based

Evidence Based

Evaluation Instruments

Home Workouts

Looking for More?

Community Integration

TGFV Course Content:

Unit 1 – Skill Development

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Grades K-12	• Setting Reachable Goals	• Making Responsible Decisions	• Identifying and Managing Emotions	• Effective Communication	• Bonding and Relationships

Unit 2 – Skill Application

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Kindergarten	• Respect for Self and Others	• Anger Management and Mindfulness	• Problem Solving	• Sharing	• Taking Turns
Grade 1	• Respect for Self and Others	• Anger Management and Mindfulness	• Conflict Resolution	• Identifying and Managing Teasing Situations	• Problem Solving
Grade 2	• Respect for Self and Others	• Conflict Resolution	• Anger Management and Mindfulness	• Identifying and Managing Bullying Situations	• Problem Solving
Grade 3	• Respect for Self and Others	• Conflict Resolution	• Anger Management and Mindfulness	• Identifying and Managing Bullying Situations	• Problem Solving • Course Review
Grade 4	• Respect for Self and Others	• Conflict Resolution	• Anger Management	• Identifying and Managing Bullying Situations	• Being a Positive Role Model
Grade 5	• Respect for Self and Others	• Conflict Resolution	• Anger Management	• Identifying and Managing Bullying Situations	• Being a Positive Role Model
Grade 6	• Respect for Self and Others	• Conflict Resolution	• Anger Management	• Identifying and Managing Bullying Situations	• Media Violence
Grade 7	• Respect for Self and Others	• Conflict Resolution	• Anger Management	• Identifying and Managing Bullying Situations	• Peer Violence
Grade 8	• Respect for Self and Others	• Conflict Resolution	• Constructive Criticism	• Identifying and Managing Bullying Situations	• Teen Dating Violence
Grades 9-12	• Respect for Self and Others	• Conflict Resolution	• Stress Management	• Healthy Dating Relationships	• Social Media Awareness

Curriculum Features

- 10 Fully Scripted Lessons for ease of implementation with minimal preparation and efficient use of class time

- Interactive Learning Activities to reinforce lesson concepts for multiple intelligence learning styles

- Age-Appropriate Approach to meet students' developmental level

- Workbooks and Activities to build student engagement and interactivity in class and at home

- Enhanced Cooperative Learning designed for full student engagement and participation

- Built-in Classroom Management to facilitate lesson pacing and promote student participation.

- Home Workouts – A parent component to bring the learning home for practice and reinforcement.
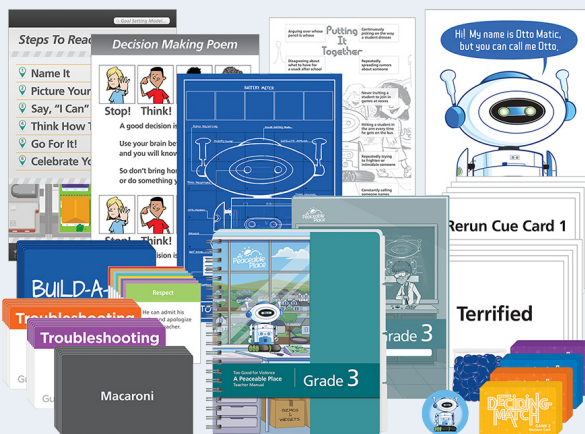
Teacher Manual Sample Page

The character education traits addressed in the lesson, both in content and teaching methodology.

A listing of the Activity Sections in the lesson and suggested time allotment for each.

For grades K-3, a series of Daily Workouts follow each lesson for additional practice and review of the subject matter taught in the lesson.

The Rationale illustrates the purpose and effects of the topic and the subject matter's role in the course's overall objectives.

The objectives of each lesson are outlined to prescribe what the student will learn.

A list of the materials necessary for delivering the lesson with fidelity.

Before You Start outlines pre-delivery notes and preparation steps.

Lesson 1 | Program Designer
Setting Reachable Goals

Rationale

The ability to set reachable goals builds self-efficacy and a stronger sense of hope for the future. Early experience with the fundamentals of setting and reaching goals enhances the development and application of these skills through childhood and into adolescence. Children who can and do set reachable goals have a stronger sense of self and make better decisions.

Character Education

This lesson promotes these character traits:

Perseverance   Self-discipline   Responsibility

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify the steps to setting and reaching a goal
- Name a personal goal
- Describe personal progress toward a goal

Activities

1. Hello Friend .... 5 minutes
2. Together We Can .... 10 minutes
3. It's Your Turn .... 15 minutes

Daily Workouts

Day 2: Goal Setting Steps Come to Life .... 15 minutes
Day 3: I'm Thinking of a Goal .... 10 minutes
Day 4: A Little Encouragement .... 10 minutes
Day 5: Progress Check .... 10 minutes

Materials

To deliver this lesson, you will need:

From Your Kit:
- **Student Workbook pages 2-3**
- **Otto Matic Poster**
- **Goal-Setting Poster**

From Your Lesson Resources:
- **Home Workout 1**

Additional Materials:
- **Flipchart Paper**
- **Marker**

Before You Start

- Read and review the Pre-Delivery Training Chapters 1-5 of this manual.
- For more information on how to access the **Lesson Resources** see pages 29-30 of this manual.
- Distribute the **Student Workbooks** at the beginning of the lesson.
- Display the **Otto Matic Poster** at the front of the classroom.
- In Section 2: Together We Can, you will set a **class goal.** If you are the classroom teacher, name a short-term goal your class can accomplish in one week. If you are not the classroom teacher, ask the teacher to name a short-term goal for you. Then write the goal on the top of a piece of flipchart paper.
- Prepare the Dab of Vocab and Lesson Extenders from the **Looking for More?** section. For more information about the Looking for More? section see pages 34-35 of this manual.
- Prepare the **Daily Workout** activities. For more information about the Daily Workouts see page 34 of this manual.
- Prepare **Home Workout 1** to distribute to families. For more information see page 34 of this manual.

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Easy to Use Lesson Delivery Design

Each lesson is scripted for ease of use and to promote fidelity of implementation and minimize program drift.

Teacher Manual Sample Page

The instructor's script is always in bold.

The pencil/ruler icon indicates instructor direction or guidance.

Lesson 1 **Program Designer** - *Setting Reachable Goals*

We'll keep this paper up in the room so we can check out our progress each day. *Display the flipchart paper with the goal written on it in the classroom.* **When we reach our goal, we will celebrate our success. What could we do to celebrate?** *Have a party; play a game; congratulate each other; etc.*

3. It's Your Turn

Before you name your own goal, let's see if you can think of goals you could reach within one week.

Look at the next section in your workbook titled "I've Got This!" Read each goal and place a checkmark in the box next to the goals that can be reached within one week. If a goal would take longer than one week to achieve, leave the box empty.

Let's do the first one together. "I will turn my homework in on time this week." Can you reach this goal within a week? *Yes.* **That's right; with focus and a little help managing your time, you can reach this goal. Place a checkmark in the box.**

Complete the next four goals on your own. *Allow time for the students to complete the activity.*

Let's review your answers. Who would like to read the second goal? *I will graduate from high school.* **Can you graduate from high school in one week?** *No.* **Exactly; it will take many years to**

Workbook page 2
I've Got This!

Notes

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Suggested time displayed at the beginning of each activity.

The chat icon indicates the anticipated student responses to scripted questions.

Lesson 1 **Program Designer** - *Setting Reachable Goals*

confidence and a smile on your face, you can introduce yourself to the new student before the week is over.

Now that you can name goals that can be accomplished in one week, it's time for you to name your own goal. Don't make your goal so easy that you won't have to work at it, but don't make it so hard that you cannot achieve it.

Look at the next section in your workbook titled "My Goal." Name your goal by completing the sentence "Within one week, I will…" *Allow time for the students to complete the activity.*

Who would like to share their goal? *Call on several students to name their goal.*

What's the next step you should take to reach your goal? *Picture Yourself Reaching It.* **Very good; what should you do next?** *Say, "I Can!"* **Right, then you have to Think How to Do It.**

It can be challenging to think of the things you'll need to do to reach your goal. Turn to page 3 in your workbook to the section titled "Thinking It Through."

Read each goal and the actions the person needs to take to reach the goal. The actions are out of order. Number each action to show the correct order.

The first one has been done for you. Stacey's goal is to read for 30 minutes when she gets home from school. What is the first thing she needs to do to reach her goal? *Go to the school library and choose a book to read.* **Exactly; first she has to find a book to read.**

What's the next thing she will do? *When I get home from school, I will find a quiet spot to read and set a timer for 30 minutes.* **Very good; she will need a quiet spot to read, and it will help to set a timer so she knows how long she has been reading.**

What's the last action she will take? *Begin reading.* **Now she's ready to begin reading and working toward her goal of reading for 30 minutes when she gets home from school each day.**

Teaching Tip
Help students modify goals that would take longer than a week to complete. For example, if a student sets a goal to complete a book series in a week, perhaps it would be better to choose one book from the series to read for the week.

Workbook page 2
My Goal

Workbook page 3
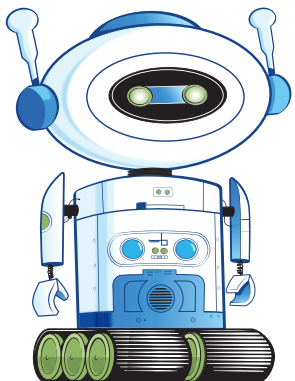Thinking It Through

Teaching Tips provide alternative approaches to activity presentation, guided responses to possible student inquiries, and relevant information about the lesson topic.

Margin displays thumbnail of materials in the lesson.

Grade 1 | Lesson 8 – *Conflict Resolution*
Activity 3: Play It by the Book

Lesson 8 | Share and Share Alike
Conflict Resolution

Rationale
Conflict is a normal part of pro-social development and peer bonding. Children who can recognize the precursors to conflict and who are skilled in employing strategies to resolve conflict can build stronger, healthier relationships. Children who respect the needs of others as well as their own will seek peaceful resolutions to conflict.

Character Education
This lesson promotes these character traits:

Cooperation　　　Responsibility　　　Honesty　　　Respect　　　Integrity

Objectives
Following this lesson, the student will be able to:

• Comprehend peace and conflict

• Comprehend conflict as a normal and natural part of being human

• Demonstrate cooperative strategies to manage conflict

Activities
1. **Riddle Muddle**... 5 minutes
2. **Peaceable End**... 10 minutes
3. **Play It by the Book** .... 15 minutes

Daily Workouts
Day 2: Keep It Moving.. 10 minutes
Day 3: Peaceable Ways.. 10 minutes
Day 4: Peacemakers... 10 minutes
Day 5: Ball Bounce.. 10 minutes

Before You Start
• Review the **Play It by the Book** game materials and lesson script on pages 183-184.

• Shuffle the **Play It by the Book** game cards.

• Put Carmen in her seat.

• Prepare the supplemental activities from the **Looking for More?** Section. For more information about the Looking for More? Section see page 32 of this manual.

• Prepare the **Daily Workout** activities. For more information about the Daily Workouts see page 32 of this manual.

• Make a copy of **Home Workout 8** for each student. Distribute at the end of the lesson.

> ### Materials
> To deliver this lesson, you will need:
>
> • **Student Workbook pages 13-14**
>
> • **Carmen Puppet**
>
> • **Play It by the Book Game Poster (in your kit)**
>
> • **Play It by the Book Game Cards (in your kit)**
>
> • **Home Workout 8, Teacher's Manual page 193**
>
> • **Two Magnets**

Continued on next page.　　　Sample activity only. Not for duplication.

Grade 1 | Lesson 8 – *Conflict Resolution*
Activity 3: Play It by the Book

3. Play It by the Book

⏱ 15 min

⚒ *Display the Play It by the Book Game Poster. Put one magnet on Carmen and her friends and the other magnet on the class.*

We are going to play a game called Play It by the Book. To win this game, we must work together to get to the bookstore before Carmen and her friends.

Some of the Play It by the Book cards will move us forward, and some of the cards will move Carmen and her friends forward.

Look at the bottom of workbook page 14. The three ways to solve a conflict peaceably are marked by the numbers one, two, and three.

Some game cards will move us closer to the bookstore. To move us forward, use your fingers to tell me which way you solved the conflict.

If you chose to SHARE, hold up one finger. If you chose to TAKE TURNS, hold up two fingers. If you chose to ASK AN ADULT, hold up three fingers.

⚒ *If the class answers correctly, move the magnet forward to the next colored space indicated on the card. If the class does not answer correctly, do not move the magnet.*

On some cards, Carmen and her friends solve conflicts peaceably. These cards move Carmen and her friends closer to the bookstore.

⚒ *When Carmen and her friends solve conflicts peacefully, move the Carmen and her friends magnet forward to the next colored space indicated on the card.*

Listen carefully as I read each card. ⚒ *Shuffle the Play It by the Book game cards and begin playing the game. If time allows, shuffle the cards and play the game again.*

Play It by the Book Game Poster

Play It by the Book Game Cards

Workbook page 14
Play It by the Book

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Continued on next page.

Grade 1 | Lesson 8 – *Conflict Resolution*
Activity 3: Play It by the Book

Lesson 8 **Share and Share Alike** - *Conflict Resolution*

You did an excellent job naming different ways to solve conflicts peacefully! In our next lesson, we will learn how to handle teasing.

✂ *Collect the Student Workbooks.*

✂ *Distribute Home Workout 8.*

Sample activity only. Not for duplication.

Carmen wants to ride the swings during recess, but Gizmo wants to go down the slide. Carmen suggests they ride swings for a little while and then go down the slide.

Move Carmen and her friends to the next orange space.

Instead of arguing over who gets to eat the last cupcake, you and your brother decide to split the cupcake. Show with your fingers how you solved the conflict.

Strategy: Share
Students should hold up one finger.

Move the class to the next yellow space.

Carmen and Gizmo race to Carmen's dad. Instead of fighting over who got there first, they ask Carmen's dad.

Move Carmen and her friends to the next yellow space.

Carmen and Wagner both want to ride down the slide first. Wagner says they should play "Rock, Paper, Scissors" to decide who goes first.

Move Carmen and her friends to the next green space.

Play It by the Book Activity Cards

Grade **5** | Lesson 9 – *Identifying and Managing Bullying Situations*
Activity 3: Navigation Confirmed

Lesson **9** | Shields Up
Identifying and Managing Bullying Situations

Rationale

Children able to express their feelings with confidence are less likely to use aggression to satisfy their needs for security, position, safety, and power. Assertive communication skills and strong bonds with pro-social others foster belonging and connectedness. Children who practice reporting and refusing bullying behaviors are more likely to have the courage to speak up if they are the target or the witness of a bullying situation.

Character Education
This lesson promotes these character traits:

Courage   Caring   Perseverance   Responsibility   Respect   Integrity

Objectives
Following this lesson, the student will be able to:

• Define bully, target, and witness

• Define cyberbullying

• Apply strategies to prevent and respond to bullying, in person and online

• Differentiate snitching and reporting

• Explain the role of reporting a bullying situation in preventing harm

• Differentiate bullying and conflict

• Recognize and identify different types of bullying behaviors

Activities
1. **System Check** .... **15 minutes**
2. **Data Analysis** .... **5 minutes**
3. **Navigation Computed**.. **10 minutes**
4. **Management Matrix** .... **15 minutes**

Before You Start

• Distribute the **Student Workbooks** at the beginning of the lesson.

• Prepare the Journal Activities and Lesson Extenders from the **Looking for More?** section.

• Prepare **Home Workout 9** to distribute to families.

Materials
To deliver this lesson, you will need:

From Your Kit:

• **Student Workbook pages 26-27**

• **Bullying Response Strategy Cards**

From Your Lesson Resources:

• **Home Workout 9**

Sample activity only. Not for duplication.

Grade 5 | Lesson 9 – *Identifying and Managing Bullying Situations*
Activity 3: Navigation Confirmed

3. Navigation Computed

⏱ **10 min**

⚒ *Display the REPORT IT card on the board.* **Reporting bullying behavior is a healthy way to respond to it. In addition to reporting the bullying behavior, there are other strategies the target and witness can use to respond.**

⚒ *Display the SAY, "STOP" card on the board.* **The target can also tell the bully to stop. There are several ways to say, "Stop." You can say, "Leave me alone," "Stop bullying me," or "We don't have to like each other, but you need to stop bullying me." Who else can tell the bully to stop?** 💬 *The witness.* **That's right; a witness can also tell the bully to stop.**

When you tell the bully to stop, stand tall, look the bully in the eye, and use a firm tone of voice.

⚒ *Display the SAFETY IN NUMBERS card on the board.* **Another strategy for responding to bullying behavior is to stick together. People who are alone might appear to be an easier target for the bully. Find a friend or someone to hang out with you.**

Report It

Bullying Response Strategy Cards

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Continued on next page.

Sample activity only. Not for duplication.

Grade 5 | Lesson 9 – *Identifying and Managing Bullying Situations*
Activity 3: Navigation Confirmed

Lesson 9 **Shields Up** - *Identifying and Managing Bullying Situations*

✂ *Display the SUPPORT THE TARGET card on the board.* **If you witness a bully situation, say something to the target like, "Don't worry about what he says," or "Don't believe what she says; some people just like to hear themselves talk." We can also support targets by inviting them to hang out with us so they feel like they belong.**

✂ *Display the MAKE A SUGGESTION card on the board.* **The target or witness could make a suggestion to the bully like, "People would respect you more if you didn't push them around so much." They could even offer a suggestion like, "You're funny. You should write a comedy act for the school talent show."**

Sample activity only. Not for duplication.

Lesson **9** | Home Base
Identifying and Managing Bullying Situations

Rationale
Adolescents able to express their feelings with confidence are less likely to employ aggression to satisfy their needs for security, position, safety, and power. Assertive communication skills and bonding with pro-social others foster belonging and connectedness.

Character Education
This lesson promotes these character traits:

Caring   Honesty   Fairness   Respect   Responsibility

Objectives
Following this lesson, the student will be able to:

- Define bullying behavior
- Identify the three types of participants in a bullying situation
- Differentiate snitching and reporting
- Explain why it is important to report a bullying situation
- Demonstrate healthy ways for targets and witnesses to respond to bullying behavior
- Identify several motivations for bullying behavior
- Demonstrate healthy alternatives to bullying behavior

Activities
1. **Scenes from the Hall** .... **15 minutes**
2. **Exit through the Gift Shop** .... **10 minutes**
3. **All Together Now**... **10 minutes**
4. **Corrective Action** .... **15 minutes**

Before You Start
- Distribute the Student Workbooks at the beginning of the lesson.
- Copy and cut the All Together Now cards. Then mix the cards up. Distribute one card to each student in Section 3: All Together Now.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week.
- Make a copy of **Home Workout 9** for each student. Distribute at the end of the lesson.

Materials
To deliver this lesson, you will need:

- **Student Workbook pages 22-24**
- **Home Workout 9, Teacher's Manual page 154**
- **All Together Now Game Cards, Teacher's Manual pages 155-157**

Grade 7 | Lesson 9 – *Identifying and Managing Bullying Situations*
Activity 3: All Together Now

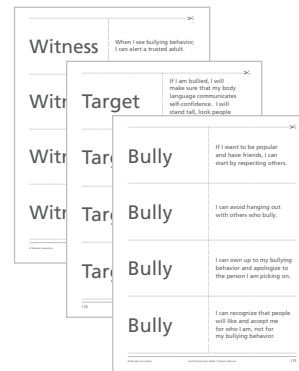## 3. All Together Now

(10 min)

Using the healthy responses and alternatives in bullying situations takes practice. So, let's practice. The name of the game is, "All Together Now." The object of the game is to match each role in a bullying situation with an appropriate response for that role.

I am going to give each of you a card. Don't look at it until I say so. Some of the cards read either bully, target, or witness. Other cards read a healthy response. Your first task is to pair up with a classmate whose card matches the response or the role on your card. For example, if I have a Response Card and it reads, "I can remember that I am important. I matter to my friends and family even if someone treats me like I matter to no one." Which Role Card would match? 💬 *Target.* **That's right; my healthy response card is for the target in a bullying situation. So, I am going to find someone who has a card that says "Target" on it.**

Once you have found a partner with a match to your card, stay where you are and wait to be called on to share your match. This is a silent game. If you talk or run, I will ask you to sit down and you will not participate in the activity. Are there any questions?
✖ *Allow time for the students to ask questions.*

✖ *Distribute a Matching Card to every student facedown.* **When I say, "begin," turn over your card and start your search. Ready? Begin.** ✖ *Allow time for the students to move around the room to match their cards.*

Teacher Manual pages 155-157
All Together Now Game Cards

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Grade 7 | Lesson 9 – *Identifying and Managing Bullying Situations*
Activity 3: All Together Now

Lesson 9 **Home Base** - *Identifying and Managing Bullying Situations*

Notes

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Now that everyone has found a match, let's confirm that the matches are correct. Who would like to read their Response Card?

✖ *Call on students to read their responses and have the class identify the matching role. Review all of the matches.*

✖ *The correct matches are below.*

Bully Matches

- *If I want to be popular and have friends, I can start by respecting others.*

- *I can avoid hanging out with others who bully.*

- *I can own up to my bullying behavior and apologize to the person I am picking on.*

- *I can recognize that people will like and accept me for who I am, not for my bullying behavior.*

Target Matches

- *If I am bullied, I will make sure that my body language communicates self-confidence. I will stand tall, look people in the eye, and speak up.*

- *Rather than hanging out alone, I can begin participating in school activities to make new friends.*

- *I can be assertive and say to the bully, "I really don't care what you think or say about me."*

- *I know I don't deserve to be bullied and I need to take action so it will stop.*

Witness Matches

- *When I see bullying behavior, I can alert a trusted adult.*

- *I can support the target and say, "Don't worry about it. Some people just like to hear themselves talk."*

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Continued on next page.   Sample activity only. Not for duplication.

Grade 7 | Lesson 9 – *Identifying and Managing Bullying Situations*
Activity 3: All Together Now

Lesson 9 **Home Base** - *Identifying and Managing Bullying Situations*

- *I can say to the bully, "Picking on people is not funny and I'm not going to stand around and watch."*

- *I can offer the target a way out of the situation and say, "Hey, the teacher needs to see you."*

✖ *Collect the cards and have the students return to their seats.*

Sample activity only. Not for duplication.

**High School** | Lesson 7 – *Conflict Resolution*
Activity 2: The Party's Over

Lesson 7 | The Resolution Solution
Conflict Resolution

Rationale

Conflict is an everyday part of pro-social development and peer bonding. Adolescents who can recognize the precursors to conflict and are skilled in employing strategies to resolve conflict can build stronger, healthier relationships. Adolescents who respect differing opinions and the needs of others seek peaceful solutions to conflict.

Leadership and Character Development

This lesson promotes these character traits:

Cooperation   Fairness   Respect   Responsibility   Integrity

Objectives

Following this lesson, the student will be able to:

- Differentiate between conflict and violence
- Determine behaviors that escalate a conflict
- Identify healthy approaches to conflict resolution
- Demonstrate effective conflict resolution skills

Activities

1. Work It Out .... 15 minutes
2. The Party's Over .... 25 minutes
3. What Goes Up, Can Come Down .... 10 minutes

Before You Start

- Distribute the **Student Workbooks** at the beginning of the lesson. If students are using **Student eBooks,** confirm they can access the workbooks on their devices.
- Access and prepare to display **The Party's Over** video from your Lesson Resources.
- Prepare the *Bring It Home* **Newsletter Issue 7** to distribute to families.

Materials

To deliver this lesson,
you will need:

From Your Kit:

- **Student Workbook pages 16-18**

From Your Lesson Resources:

- **The Party's Over video**
- *Bring It Home* **Newsletter Issue 7**

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High School | Lesson 7 – *Conflict Resolution*
Activity 2: The Party's Over

2. The Party's Over

25 min

In the emotions lesson, we learned how our emotions influence our decision making. Reaching a peaceful and productive resolution requires us to manage our emotions as they intensify. What do you feel when you're in a conflict? *Frustrated.* **As a conflict begins, a rush of adrenaline prepares our bodies for fight or flight. Small conflicts can escalate to violence if the people involved don't control their anger.**

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Lesson 7 **The Resolution Solution** - *Conflict Resolution*

To illustrate this point, we're going to watch part of a documentary that reports the events and eyewitness accounts of a conflict that escalated to violence. This is a report of a true story produced by Dateline NBC in 2001 so it might look a bit dated, but it is a relevant example of how a conflict can quickly turn into a tragedy. As you watch the video, consider the progression of the conflict from a disagreement to violence. Consider what started the conflict and the actions that escalated it. 🎥 *Play the video: The Party's Over. While the documentary is playing, draw the Conflict Escalator diagram below on the board.*
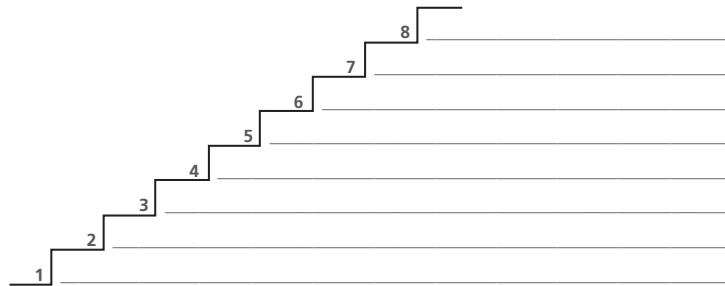
The conflict between the two girls started small but ended in violence. I'm sure no one attending this party could have imagined someone would die as a result of the evening's events. Even more tragically, two teenagers lost their lives. Katrina was so upset by what happened that she took over 40 anti-anxiety pills prior to her and her sister's arrest. Katrina died of an overdose while in police custody.
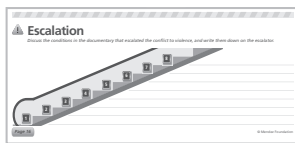
Workbook page 16
Escalation

Look at the next section in your workbook titled "Escalation." We are going to examine the events that escalated the conflict. What was the initial point of the conflict between Deanna and the girl at the party? 💬 *Who should clean up the broken pot; the girls had different points of view about respecting property.* **The girls had different points of view about respecting other people's property. The girl broke a flower pot and Deanna thought she should clean it up. What started to escalate the conflict?** 💬 *A comment.* **That's right; Deanna suggested the girl clean up the broken flowerpot. Write COMMENT on the first step of the escalator.** ✂ *Write COMMENT on the first step of the diagram on the board.*

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Lesson 7 **The Resolution Solution** - *Conflict Resolution*

What happened after Deanna's comment? 💬 *The girls started to argue.* **Write ARGUMENT on the second step of the escalator.** ⚔ *Write ARGUMENT on the second step on the diagram.*

What happened next? 💬 *They started pushing and shoving each other.* **Write PUSHING AND SHOVING on the third step of the escalator.** ⚔ *Write PUSHING AND SHOVING on the third step of the diagram.*

Then what happened? 💬 *The 15 year old girl called her sister Katrina.* **Write CALLED SISTER on the fourth step of the escalator.** ⚔ *Write CALLED SISTER on the fourth step of the diagram.*

What happened when Katrina arrived? 💬 *Katrina said, "Who hurt my sister? Point them out to me."* **Write DEMANDING on the fifth step of the escalator.** ⚔ *Write DEMANDING on the fifth step of the diagram.* **Katrina wanted to know who hurt her sister and Deanna said, "It was me."**

What happened next? 💬 *There was a fight.* **Deanna and Katrina fought. Who encouraged the fight?** 💬 *The crowd of kids at the party.* **Write CROWD ENCOURAGED FIGHT on the sixth step.** ⚔ *Write CROWD ENCOURAGED FIGHT on the sixth step on the diagram.* **There were about forty kids standing around encouraging the fight.**

Then what happened? 💬 *Katrina stabbed Deanna.* **Write VIOLENCE on the seventh step on the escalator.** ⚔ *Write VIOLENCE on the seventh step on the diagram.*

How did this conflict end? 💬 *Deanna died.* **Write DEATH on the eighth step of the escalator.** ⚔ *Write DEATH on the eighth step on the diagram.*

Recall the conflict approaches we've discussed in this lesson. Which approach might have prevented the conflict about the broken flowerpot? 💬 *Steer Clear or Don't Sweat the Small Stuff.* **Deanna could have considered that the other girl might react negatively to a comment about the broken pot. Deanna could have used Don't Sweat the Small Stuff and cleaned up the mess herself. She also could have left the party as soon as she realized the other girl was not interested in a peaceful resolution.**

Notes

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High School | Lesson 7 – *Conflict Resolution*
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Lesson 9 #**Compatibility** - *Healthy Dating Relationships*

Which relationship qualities does Relationship 3: You're All Mine illustrate? 💬 *Demanding, jealousy, insults, pressure, etc.* **Does anyone know a word that means trying to keep someone from being with people who are important to them?** 💬 *Isolate.* **Caroline also pressures Roderick. When you respect someone, you don't push them to do things that make them uncomfortable. Which relationship description best fits this scenario?** 💬 *Possibly Unsafe*. **That's right; if someone in the relationship repeatedly disrespects the other's boundaries, the relationship is unhealthy and could become abusive if the behavior continues.**

Let's look at the last relationship.

Relationship 4: Letting Go
James and Selena have been dating on and off for almost a year. Their relationship is back on for now, but everyone knows it won't last long. They're just not into each other anymore. They try spending time together, but when they do, James is usually paying more attention to his phone than Selena. James plays football, but Selena rarely goes to his games. She thinks they're boring, and she has other things she'd rather do like learning how to make pottery. James thinks pottery is for old people. Every time Selena and James break up, they get back together just because they feel lonely. Neither of them knows why they're in the relationship, and they avoid talking about how to make it better.

Which relationship qualities are missing in Relationship 4: Letting Go? 💬 *Love, support, caring, shared interests, etc.* **This relationship isn't necessarily unsafe, but it is unhealthy. There are problems that could be resolved, but if neither partner is interested in working together, they should consider ending the relationship.**

🔨 *Write the words HEALTHY and UNHEALTHY on the board.* **I need two volunteers to separate the puzzle pieces into the Healthy or Unhealthy category and then put each puzzle together.** 🔨 *Select two students to put the puzzles together. Healthy Puzzle: Support, Forgiving, Trust, Respect, Cooperative, Open and Honest. Unhealthy Puzzle: Isolate, Put Down, Jealous, Violent, Control, Makes Threats.*
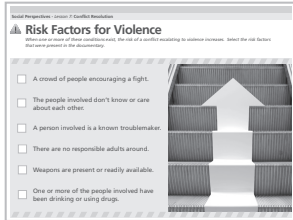

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High School | Lesson 7 – *Conflict Resolution*
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Lesson 7 **The Resolution Solution** - *Conflict Resolution*

Workbook page 17
Risk Factors for Violence

Did Deanna and the other girl know each other before the party?
No. **Are people who don't know each other more likely or less likely to respect each other?** *Less Likely.* **Our respect for others affects how we approach a conflict. How were others affected by the outcome of this conflict?** *Encourage student response.*

Turn in your workbooks to page 17 to the section titled "Risk Factors for Violence." These conditions can increase the likelihood a conflict will intensify. Select the risk factors that were in the documentary. *Allow time for the students to complete the activity.*

Which risk factors did you select? *All of them.*

Sample activity only. Not for duplication.

🖥 Web-Based Lesson Resources

Select editions of *Too Good for Drugs, Too Good for Violence*, and *Seeds of Nutrition* include a Web-Based Resources Pack as part of the curriculum kit. Instructors can access and print family letters, Home Workouts, lesson handouts, visual displays, and other lesson content for simplified lesson preparation and classroom dissemination.

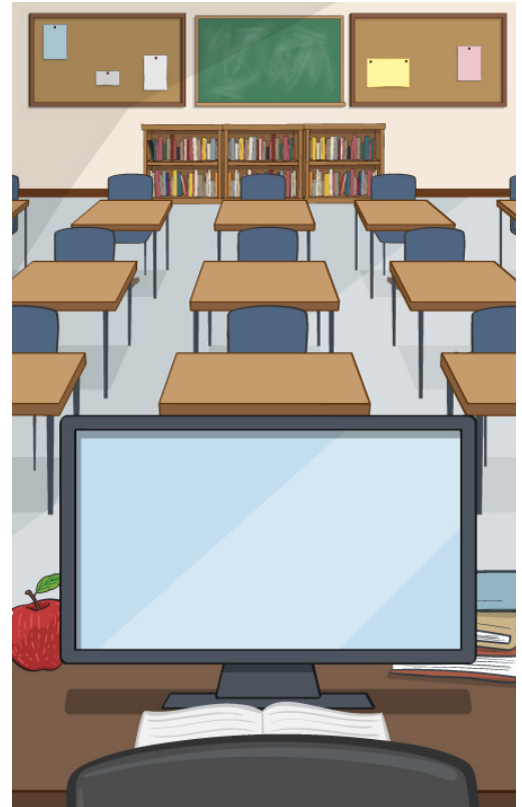**Family Letters**

Lesson Visuals

Completion Certificate

Game Instructions

Home Workouts

Evaluation Instruments

👥 Curriculum Training

To implement the *Too Good* programs with confidence, results, and fidelity to the implementation model, participation in a *Too Good* Curriculum Training is your first step.

Who should attend this training?

- Implementation Coordinators
- Implementation Team Members
- Teachers / Instructors
- Principals / Supervisors

In these training sessions, you will:

- explore the extensive research and rationale behind *Too Good*.
- apply evidence-based best practices and discuss their effectiveness.
- learn strategies for building resiliency.
- learn how to teach essential life skills and prevention strategies.
- gain valuable hands-on experience delivering the *Too Good* program activities.
- explore the sequential development of skills and concepts through each grade level.

We offer Curriculum Training sessions for each of the *Too Good* programs. We can train as few or as many of the programs as your implementation requires.

Mendez Foundation

For more than forty years, the Mendez Foundation has been developing and implementing unparalleled prevention education and character development curricula K-12 that equip children and adolescents to make healthy choices as they make the journey to reaching their goals and avoiding substance use and aggressive behavior so they can be a positive force in their schools and communities. Our evidence-based and research-based, skill-building programs make a positive impact on the lives of students, teachers, parents, and community leaders nationwide.

Prevention Education – A small investment with a big return: healthy, happy kids for generations to come.

To learn more about *Too Good* and the C.E. Mendez Foundation, visit us on the web at **toogoodprograms.org.**

Too Good

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