

turn off the  Violence™

Violence: Any time someone hurts another intentionally, with words or actions.

Violence is a learned behavior.  
It can be unlearned.

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An Education Idea Guide

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The Turn Off the Violence Coalition has developed “Seven Guiding Principles” that govern the actions of any organization in connection with their use of the logo, name, or materials of Turn Off the Violence. Those principles are printed on page 5 of this guide.

**Turn Off the Violence**  
**P.O. Box 27321**  
**Minneapolis, MN 55427**

**[www.turnofftheviolence.org](http://www.turnofftheviolence.org)**

This guide was developed through the volunteer efforts of our Turn Off the Violence Education Committee:

Co-Chair: Geri Timperley, Robbinsdale Area Schools, Minnesota  
Co-Chair: Joy Wander, Minneapolis Public Schools, Minnesota  
Birdie Carter, Minneapolis Public Schools, Minnesota  
Candace Crozier, Moundsview Schools, Minnesota  
Beth Fagan, Storefront Youth Action, Minnesota  
Rosie Griep, Fridley Police Department, Minnesota  
Karla Hill-Donisch, Hill & Company, Minnesota  
Stephanie Hirshfeld, Minneapolis Public Schools, Minnesota  
Marion London, Project Charlie, Minnesota  
Lorna Rohach, Robbinsdale Area Schools, Minnesota  
Sheila Miller, Co-founder, Turn Off the Violence

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This Education Idea Guide is the “seed” of the Turn Off the Violence campaign. It is the result of collaboration among our members. It is our gift to you in the hopes that you will “plant the seed” in your own community and your community will nurture it so that it grows. Some day, together, we may reap the harvest in a world that thinks of violence only as the last resort, ... not the only resort, ... or the best.

This Guide is part of a set of resources that can be used in a comprehensive Turn Off the Violence campaign. Other resources, including a Community Action Guide, can be found on our website at [www.turnofftheviolence.org](http://www.turnofftheviolence.org). We encourage you to make “Turn Off the Violence” a theme in your classrooms, hallways, cafeteria, school buses, and playground. Soon you’ll find your students reminding each other to “turn off the violence” and you’ll have a more nurturing environment in which students can learn.

Although most of the lesson plans in this guide are labeled for use with particular grade levels, the concepts behind each of these lesson plans are valid for other age groups. We encourage educators to review all of the lessons to choose and adapt those that best work for you, your students, and your available resources. The key concepts important for students to learn are:

- (1) Recognition of “violence,” (Any time someone hurts someone else intentionally, with words or actions);
- (2) Recognition of their personal gains in a world with less violence – what’s in it for them;
- (3) Recognition that they have the POWER to make change in their lives and the world around them; and
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# History of Turn Off the Violence

In the summer of 1991, Minnesota's headlines were filled with news of dozens of tragic, violent crimes. Two young Minnesota women had disappeared, presumably kidnapped. Gang violence was becoming increasingly evident all across the state. It was the summer Jeffrey Dahmer's horrible crimes first came to light. Minnesotans were becoming increasingly frightened and their response was the familiar public outcry for tougher criminal penalties and reinstatement of the death penalty – responses that come too late for the victims and their families.

In early July, two police crime prevention specialists were at lunch together. That morning, the headlines carried news that one of the young kidnapped women had been found, raped and murdered. One of the crime prevention specialists looked up across the table at the other in desperation and said, "We're crime prevention specialists. We're supposed to be able to do something to stop this. We're supposed to be able to teach people to protect themselves, or come up with grand strategies to reduce crime! What can we do to turn off the violence?!" Discussion turned to the complexity of the "causes" and influences on violent behavior.

Just months before, the Minneapolis Star Tribune had asked children to write to them about what they thought of violence on television and in movies. Among the most common refrains of almost 10,000 kids was, "I love violence. Violence is cool!"

The conversation at lunch that day was the spark that lighted the Turn Off the Violence campaign. The two crime prevention specialists began making phone calls to other organizations inviting them to discuss the possibility of a coordinated public awareness campaign culminating in a "Turn Off the Violence Day." Twenty-five people from a variety of police departments, churches, schools, community organizations, and violence intervention agencies came to the first meeting on July 31, 1991. They agreed the project was a good idea and planned the first Turn Off the Violence Day for October 3, 1991. It was to be a pilot project for the Twin Cities metro area, but as word-of-mouth and project literature spread, our coalition grew to more than 45 organizations across three states.

Eventually, hundreds of individuals and organizations all across the country and in other countries shared their time, talents and resources to help turn off the violence. Since October 3, 1991, there has been continued communication and networking among agencies that had no previous relationship.

Our campaign is an upbeat, positive campaign with two goals: (1) to teach people nonviolent ways to deal with anger and conflict, and (2) to help people realize that violent entertainment influences our attitudes about the acceptability of violence, ... and among all the influences on violent behavior, that is one influence we can turn off. Turn Off the Violence Day is the annual focus day of our year-round campaign.

We hope this Education Idea Guide will be a springboard for your Turn Off the Violence campaign today, tomorrow, and for years to come.

*We dedicate our work to the memory of all victims of violence.*

# The Seven Guiding Principles

The Turn Off the Violence coalition has developed the following guiding principles to define our mission. These Seven Guiding Principles govern the actions of any individual or organization in connection with their use of the logo, name or materials of Turn Off the Violence, or of any organization wishing to conduct a Turn Off the Violence campaign in their community.

1. We will keep the campaign very SIMPLE.  
This is a positive campaign with two goals:  
(1) to teach people non-violent ways to deal with anger and conflict, and  
(2) to help people realize that violent entertainment influences our attitudes about the acceptability of violence ... and among all the influences on violent behavior, that is one influence we can choose to turn off.
2. Turn Off the Violence is a COALITION.  
Hundreds of organizations and individuals have joined the campaign. The coalition offers the strengths of shared knowledge, shared resources and shared purpose.
3. Turn Off the Violence ADDRESSES ALL FORMS OF VIOLENCE.  
As a coalition, Turn Off the Violence asks people to turn off violence in all its ugly forms: physical violence, sexual violence, verbal violence, violence in entertainment, family violence, gang violence, hate crimes, and playground violence.
4. Turn Off the Violence is INCLUSIVE OF MANY GROUPS. Because no fragment of society has been left untouched by violence, everyone must be invited to be part of the solution.
5. Turn Off the Violence is a GRASSROOTS campaign. We encourage active participation by members and interested individuals in all phases of planning and implementation.
6. Turn Off the Violence is NOT A CENSORSHIP project. As an organization we will not sponsor boycotts or compile lists of music, movies, video games, or TV shows we think are violent, nor will we advocate government censorship. We encourage individuals to carefully consider and voice their opinions not only about what they believe is unacceptable, but also about what is good. We believe that if enough people begin expressing their preferences for non-violent media, the market for violent entertainment will shrink and those in the media industry will get the message.
7. Turn Off the Violence is A FIRST STEP.  
Certainly there are a myriad of influences that shape violent attitudes and behaviors besides the electronic media. But the increasingly violent images portrayed on television, in movies, in video games, and in music portray violence as an ordinary and often appropriate way of resolving conflict, demonstrating power, releasing emotions, and responding to everything from sexual desire to boredom to social injustice. Media violence is one kind of violence we can turn off. Then we can begin to teach our children appropriate ways of dealing with these challenges.

# Introduction

Violence ruins individual lives, tears apart the fabric of our communities, and costs us as a nation financially, emotionally, socially, and spiritually. Despite the media's portrayal of violence as an inner-city problem affecting only certain segments of our society, violence is a growing concern in suburban and rural areas as well. Communities in all areas are facing the escalating problems of frequent student fights that sometimes involve weapons, rival schools creating disruptions at school athletic events, and the presence of youth gangs. The constant threat of violence has a psychological effect on children's well-being and their ability to function and learn in a school environment. We can no longer ignore children who are afraid to walk to school for fear they will be bullied or attacked by others if they are not part of the "right" group, or children who must wait for the school bus in an undesirable or isolated area, or children who are faced with students who threaten physical harm to them if they don't go along with their antisocial antics or who get adult help.

All too often children express no hopes or dreams about tomorrow because they don't believe they'll live to be adults. *The following are some startling facts:*

- Forty percent of students indicated that the behavior of other students in their school definitely or somewhat interferes with their performance. (State of Our Nation's Youth, The Horatio Alger Association of Distinguished Americans, 1999)
- Forty percent of students say they have bullied other students with threats of hitting, slapping or kicking. Six percent have threatened other students with a gun or other weapon. (The 12th Annual Parents' Resource Institute of Drug Education (PRIDE) National Survey of Student Drug Use and Violence, Parent Resource Institute of Drug Education, 1999)
- Nine percent of students reported that they avoided one or more places at school because of fear for their own safety. (Indicators of School Crime and Violence: 1999, U.S. Department of Education and U.S. Department of Justice, 1999)
- Twenty-five percent of students have been the victim of a violent act that occurred in or around school. (The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools - Five Years Later, Metropolitan Life, 1999)
- A total of 3930 students were expelled from school for bringing a firearm to school according to the most recent Gun-Free Schools Act Report. (Gun-Free Schools Act Report: 1997-1998, U.S. Department of Education, 1999)
- Fifty-seven percent of expulsions for bringing firearms to school involved high school students, thirty-three percent involved junior/middle school students, and ten percent involved elementary school students. (Gun-Free Schools Act Report: 1997-1998, U.S. Department of Education, 1999)
- One in six teachers report having been the victim of violence in or around school. This compares to one in nine teachers five years ago. (The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools - Five Years Later, Metropolitan Life, 1999)

Youth violence doesn't take place in isolation - there are significant correlations with eight other at-risk behaviors: alcohol use, binge drinking, cigarette use, sexual activity, not using contraception if sexually active, drinking and driving, riding with a drunk driver, and skipping school.

(Continued on next page.)  
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These findings suggest violence is becoming increasingly normative within the youth culture. These may be the facts now, but they don't have to be the future. People in even the toughest circumstances have turned the tables on violent crime and created safer neighborhoods and schools. Things change for the better when anger and outrage turn to action, when despair is replaced with determination, and when you, as educators, join together to create a safe school community that will not tolerate violence.

In her book, Deadly Consequences, Dr. Deborah Prothrow-Stith writes: "When children learn how to assert their own needs and opinions without trampling on the rights of other people, when they learn to express their angry feelings without losing control or hurting other people, then they have mastered skills that enhance their lives and the life of the community. There is no better place than a school, where diverse groups of children congregate, to learn these important lessons."

***Teaching children these important life lessons is one of an educator's greatest gifts to the community. As you forge forward with these important lessons, we offer you our support, our respect, and our deepest thanks!***

# Educator Evaluation

Understanding the complexity and pervasive nature of violence in our world, it is more realistic to hope that we will have results within our children's lifetimes, rather than within a given school year. However, in order to sustain our volunteer energy, promote our campaign, and attract the funders who will enable us to continue our work, we must be able to demonstrate that our work is fruitful. To that end, we have prepared a Pre- and Post- Participation Questionnaire to help measure changes in your students' attitudes, and an Educator Evaluation Form to help us continue to improve our materials and meet your needs.

We encourage educators *and* students to e-mail us year-round with feedback; however, we also ask that you annually administer the questionnaires to your students and forward them to us along with your completed Educator Evaluation.

We'd like to know what worked in your classroom, what didn't work, if you have ideas for improvement or new lesson plans. We'd like to share your ideas with educators across the country and around the world! Please take the time to complete and return these components of our guide.

Contact us at:  
**info@turnofftheviolence.org**  
or  
Turn Off the Violence  
PO Box 27321  
Minneapolis, MN 55427

Photocopy this page.  
Then complete & mail  
with attachments.

## Educator Evaluation

Attach additional sheet(s) if necessary.

School or program name \_\_\_\_\_

School or program address: \_\_\_\_\_

Contact name \_\_\_\_\_ Contact phone \_\_\_\_\_

Number of students or participants \_\_\_\_\_

Which lesson plans did you implement? \_\_\_\_\_

Did you make any significant changes to the lesson plans that we can include in future Educator Guides?

\_\_\_\_\_  
\_\_\_\_\_

Did you implement any additional Turn Off the Violence events or campaigns to support the lessons?

\_\_\_\_\_  
\_\_\_\_\_

Do you have any anecdotes to share that are an indication of how participants' were affected by these lesson plans? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Did incidents of in-school violence, (including harassment, bullying, assaults, etc.), decrease after you implemented this program? How have you measured? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Print this form and send it to: Turn Off the Violence, PO Box 27321, Minneapolis, MN 55427.**  
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# Student Evaluation: Pre- and Post-Participation Questionnaire

(To be completed by students prior to, and at the completion of, Turn Off the Violence lesson plans and activities. Educator Evaluations will be adequate for those age groups too young to complete this questionnaire independently.)

Grade level \_\_\_\_\_ Boy or girl? \_\_\_\_\_ Teacher name \_\_\_\_\_

**Please do not put your name on this survey.**

Think about this carefully. Put an **X** in the box that best describes **you and your feelings**.  
This is how safe I feel in each of these places:

	Very Unsafe	Kind of Unsafe	So-So	Kind of Safe	Very Safe
a) in my classroom					
b) on the playground					
c) in the lunch room					
d) walking to or from school					
e) in the bathroom					
f) in the hall					
g) on the bus					
h) at the bus stop					

Circle any of the following that are examples of violence.

- a) One person calls another person mean names.
- b) One person shoots another person.
- c) One person swears at another person.
- d) One person intentionally (on purpose) breaks or damages something that belongs to someone else.
- e) A musician sings about wanting to hurt other people.

Write down three ways your life would change if there were no violence in the world.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Put an "X" in the box next to the statements you agree with.

<input type="checkbox"/>	I live in a pretty safe neighborhood and go to a pretty safe school. Since there's not much violence around me, there's not much I can do about violence.
<input type="checkbox"/>	Violence is a HUGE problem. There isn't much I can do about it other than try to keep out of trouble.
<input type="checkbox"/>	If the police could arrest more criminals, we wouldn't have such problems with violence.
<input type="checkbox"/>	Everyone can do something about violence. Even if we can't get rid of it, we can reduce it.
<input type="checkbox"/>	I can take care of myself, so I don't need to do anything about violence.

Give an example of why you feel this way: \_\_\_\_\_

\_\_\_\_\_

# A lesson for all ages: Violence in the media



Violence is a Learned Behavior. It Can Be Unlearned.

One of the concerns that has motivated the Turn Off the Violence campaign is the concern that our nation's children (and many adults) are being influenced by violence that is portrayed in our entertainment media as ordinary, exciting, macho, or humorous.

Certainly there are a myriad of influences that shape violent attitudes and behaviors besides the electronic media. Among them are poverty, the cycle of family abuse, drug and alcohol abuse, the issues of self esteem, and the role of peer pressure. But the increasingly violent images portrayed on television, in movies, and in music portray violence as an ordinary and often appropriate way of resolving conflict, demonstrating power, releasing emotions, and responding to everything from sexual desire to boredom to social injustice. Media violence is one kind of violence we can turn off. Then we can begin to teach our children appropriate ways of dealing with these challenges.

The following analogy is one to which kids of all ages, and even adults, can relate. It's an easy way to help students make the comparison between what we consume for our bodies and what we consume for our minds. Both have consequences.

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## Candy Bars for Breakfast, Lunch & Dinner

Watching violent television shows or movies, playing violent video games, or listening to violent music is like eating candy bars. I'm going to pretend that I have my favorite candy bar in my hand. You pretend the same thing. I see on the label that my candy bar contains 250 calories and 8 grams of fat. Let's eat our candy bars.

When I've finished I look down at my body and see that there's been no change. I don't look any different; I don't feel any different; my teeth haven't gotten more cavities than they had 10 minutes ago.

It must be a lie that candy bars could make you overweight and unhealthy! It must be a lie that candy bars could give you cavities! This is good news, because I never really liked eating my vegetables or drinking my milk anyway. From now on, all I'm going to eat is candy bars. Oh, I might have an apple now and then or a pizza or some ice cream, but mostly I'm going to eat candy bars.

Now, if you see me in the hall next year, will I look any different to you? . . . I'll probably be very unhealthy and my teeth might be really decayed. Right? If I look in the mirror today and I look in the mirror tomorrow, will I see the change? . . . No, but if I take a picture of myself today and a picture of myself next year, will I see a change? Yes. The change happens so slowly that we don't even notice it.

And that's what happens when we watch a lot of violence on television and in movies, and when we listen to violent music and play violent video games. We slowly develop unhealthy ideas. Violence is any time somebody hurts someone else on purpose. That can be with words or it can be with actions. We're asking you to choose to turn off television shows, movies, video games, and music that make violence seem ordinary, exciting, macho, or funny. **Let's all work to turn off the violence!**

---

This story might be followed by a discussion of why some adults produce violent entertainment and what would happen if we all decided not to watch or listen to it. Additional information about violence in the media is available from the National Institute on Media and the Family: [www.mediafamily.org](http://www.mediafamily.org).

## Pre-School: Coping with Anger

**Outcome:** Children will be able to identify and verbalize feelings and demonstrate healthy ways to cope with anger.



### Teaching Procedures/Student Activities:

- 1) Talk about feelings. Have students name as many different kinds of feelings as they can. Draw a face showing each emotion. Ask which emotions they think result in the most “trouble” in the world.
- 2) As you talk with the students about anger, ask them to remember back to the last time they were angry about something. Ask them to describe how their body felt. (Maybe their stomachs hurt, they felt hot, their muscles got tight, they got a headache, they cried, ....) Explain that *feeling* anger is OK, but angry energy needs action to be released and the trouble comes when people don’t know how to express their anger in healthy ways. Use a balloon to demonstrate anger expanding until it explodes.
- 3) Have pictures of different situations where children are in conflict... cut from magazines, newspapers, or drawn and placed on tag board. Talk about what is going on in the picture and what they could do in these situations.
- 4) With animal puppets, have some children act out/role-play conflict situations and have others help with peaceful solutions.
- 5) Have the following statements (or others like them) on heavy paper or tag board. Students choose a card randomly and respond.
  - I hate it when....
  - I wish people would stop....
  - I get angry when....
  - If I hit someone I feel....
  - If someone hits me I feel....
  - Peace is....
  - I feel safe when....
  - If I could give the gift of peace to someone, it would be....
- 6) Explore and practice healthy, non-violent ways to deal with anger or frustration. One way is to sing, "If you're angry and you know it" (See sample lyrics on next page.)

Examples of nonviolent ways to resolve anger and frustration include:

- count to ten;
- tell a friend;
- walk away;
- take a nap;
- scribble on paper;
- do an angry dance;
- do a relaxation exercise;
- throw paper balls into a basket;
- throw marshmallows into a bucket;
- run, walk, or ride your bike around the block.



## If you're angry and you know it...

This song is sung to the tune of "If You're Happy And You Know It." Verses to the song are in bold type. Ideas for teacher discussion are in italics.

*Violence is any time someone hurts someone else on purpose. That can be with words or that can be with actions. Most violence happens when people are angry and don't know how to deal with that anger without violence. That's why it's important for us to learn about ways to deal with anger in healthy ways.*

**If you're angry and you know it, tell a friend.  
If you're angry and you know it, tell a friend.  
If you're angry and you know it, then your face will surely show it,  
but if you're angry and you know it, tell a friend.**

*Because just talking to someone about your feelings or problems sometimes helps make you feel better. A friend might also have helpful, healthy suggestions for how to deal with the problem.*

**If you're angry and you know it, count to ten. (count)  
If you're angry and you know it, count to ten. (count)**

*Counting to ten (or 20 or 100) gives your body the opportunity to calm down so you don't hurt someone. It also keeps your mouth busy so you can't use mean words to hurt someone.*

**If you're angry and you know it, take a deep breath ... and let it out slow.**

*How does your body feel when you're angry? (Hot? Muscles get tight? Stomachache? You feel like you have a lot of energy?) Sometimes getting away to a quiet corner and thinking about somewhere else you'd like to be or something you like to do helps to relax you so you can be more clear-headed when you think about the problem. (Take a minute to practice with the students.) Some kids can't sit still when they're angry and they need to go out and work off some of that anger and energy. Maybe if you're like that, instead of sitting down to relax, you need to go out to run around the block or play basketball or ride your bike.*

**If you're angry and you know it, take a nap.**

*Lots of times when we're tired, things can seem worse than they really are. That's true for adults as well as kids. Sometimes a nap or a good night's sleep seems to wash away anger.*

**If you're angry and you know it, hug an adult.**

*Lots of people need hugs when they're hurt or angry. Maybe a hug from one of your favorite adults would help make you feel better and maybe they could offer suggestions for how to deal with the anger.*

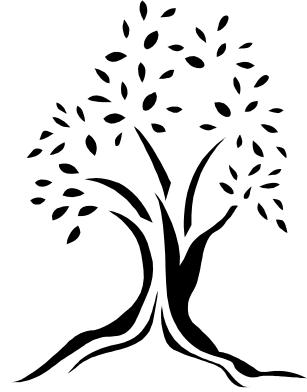
**[Ask the students to make up other verses about how they deal with anger in appropriate, non-violent ways.]**

## Pre-School: Friendly Deeds Tree

**Outcome:** Children will create a peaceful classroom environment.

### Teaching Procedures/Student Activities

- 1) Draw a tree with lots of limbs but no leaves.
- 2) Attach a string to a green crayon.
- 3) Put the picture of the tree and a string with crayon on a refrigerator, wall, board, or any place that children can reach.
- 4) When students or teacher catch someone doing something nice or resolving a conflict peacefully they draw a leaf on the tree.
- 5) When the tree is full (depending on your desired number of leaves) have a celebration.



## Pre-School: Imagination Tree

**Outcome:** Children will use their imaginations to come up with alternatives to plopping down in front of the television, playing with violent video games, or other violent entertainment media.

### Teaching Procedures/Student Activities

- 1) Draw a tree with lots of limbs but no leaves.
- 2) Have students cut leaves out of construction paper, then on each leaf they write down an alternative to violent entertainment. The goal is to come up with enough alternatives to leaf out the whole tree. They might include things like, "Ride your bike," or "Bake cookies."

# Grades K-3: Warm Fuzzies

**Outcome:** The student will recognize the pleasure in giving and receiving compliments (put-ups).

## Teaching Procedure/Student Activities

A) Read the Warm Fuzzy Story (Page 16)

B) Discussion. Ask students the following questions:

- "What is a Warm Fuzzy?: (A compliment or a positive message.)"
- "What is the opposite of a Warm Fuzzy?" (A Cold Prickly, an insult, a mean statement, or a putdown.)"
- "Does a Warm Fuzzy cost money?"
- "What can you do if someone will not accept a Warm Fuzzy?"
- "Why is it important to give Warm Fuzzies?"
- "How does a Warm Fuzzy make you feel?"
- "How does a put-down make you feel?"

Explain to the students, "A compliment is like a gift. A compliment is given freely, without expecting anything in return. Both the giver and receiver of a complement get warm fuzzies. When someone gives you a compliment, you can say 'thank you' or even give one in return."

Ask for a volunteer. Give the volunteer a compliment and see how he/she responds. Let several students role-play receiving compliments. Stress to the students the importance of giving honest compliments.

Give students examples of ways to give honest compliments.

Ask the students:

- "What kind of compliments do you get at home?"
- "What kind of compliments do you get at school?"
- "Who do you give compliments to?"
- "What things do you compliment on?"

Write the following guides on the board:

- I like the way you.....
- It makes me feel good when you.....
- I like to be with you because.....

C) Activity (Choose one or more depending on grade level or time available.)

### 1. Warm Fuzzy Give-aways

Have the students choose someone in their lives to whom they'd like to give a compliment or a warm fuzzy of some kind. It might be a parent, grandparent, sibling, teacher, friend, or someone at school who seems to be discouraged or left out. Using inexpensive small cotton pompoms and plastic eyes from a craft store, glue the eyes on the pompoms and use construction paper for feet. Ask them to write a compliment or warm fuzzy message on a strip of paper and glue it to the warm fuzzy as a tail. Then they give away their warm fuzzy.



(Continued on next page.)

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2. **Warm Fuzzy Circle**  
Use cotton balls as "Warm Fuzzies." In a circle, pass a "Warm Fuzzy" to the child on your right while giving the child a compliment (such as, "I think you have a nice smile.") Have each child pass along the "Warm Fuzzy" to the next child along with a compliment.
3. **Fuzzy Strips (Page 17)**  
Cut out "Fuzzy Strips" and give each child a strip of three. In small circle groups, ask the children: "What do you think each Fuzzy is feeling?" Fold the strip to show the Fuzzy that best shows how the student felt that morning. Let each child share. Continue asking the students to fold the strip to show the Fuzzy that best shows how each child felt that morning. Then ask each student to fold the strip to the Fuzzy that shows how the child is feeling now, and how they will feel when it is time to go home. Encourage the students to keep the strip to show others how he/she is feeling.
4. **Thumbody Special Cards**  
Using black and red inkpads, have the students make thumbprints on white and red construction paper cards. Then they can use their imaginations to make the thumbprints into creatures like mice, puppies, etc. Allow them creativity when it comes to designing their own cards. Some children prefer a card that opens, some not. When they have designed their cards, have them write, "You Are Thumbody Special because....."(finishing the statement with a compliment). The person's name that is to receive the compliment should also be on the card. Encourage the children to create several imaginative thumb print creatures. These cards could also be used for holidays and special occasions. Divide the class into small groups. Ask each child to share one of his/her cards with the group, telling who he/she is giving it to and what the compliment says.
5. **Compliment Circle**  
Divide the class into three groups. Each group should get in a circle. Each child takes a turn in the middle of the circle. One by one, each student in the circle gives a compliment to the child in the center. This middle child can only say 'thank you.' When the circle is completed, the middle child returns to his/her place in the circle, covers his/her eyes and has a quiet time to remember all the nice things said, and to feel good about them. The circle remains very quiet.
6. **Compliment Tunnel**  
Ask for a volunteer. Explain, "Is there anyone here who is feeling a little sad today? Would someone like to make him/her (pointing to the volunteer) feel better?" Line-up several students on each side of the volunteer, facing each other. Instruct the students to think of compliments to give to the volunteer. As the volunteer goes through the "tunnel," each student gently touches the volunteer and says something nice. At the end of the activity ask the volunteer, "How did that make you feel?" Ask the group, "How did that make you feel?"
7. **Basket of Compliments**  
Draw names and ask each student to make a compliment basket for the person whom they chose. Color the basket and deliver it to the classmate. Read compliments aloud, if so desired.

## Grades K – 3: Warm Fuzzies Story

Once upon a time there was a beautiful valley that was impossible for tourists to reach. It was not on any maps. There were no motels, no golf courses, no TVs, and no restaurants. The people of the valley didn't miss any of these things. They were ordinary people, just like people you'll find anywhere and they were happy. They had "Warm Fuzzies!" Some people are happy only when they are at a party or when they win a contest. Happy Valley people were happy almost all the time. They enjoyed Monday mornings, blizzards, and picnics in the rain.

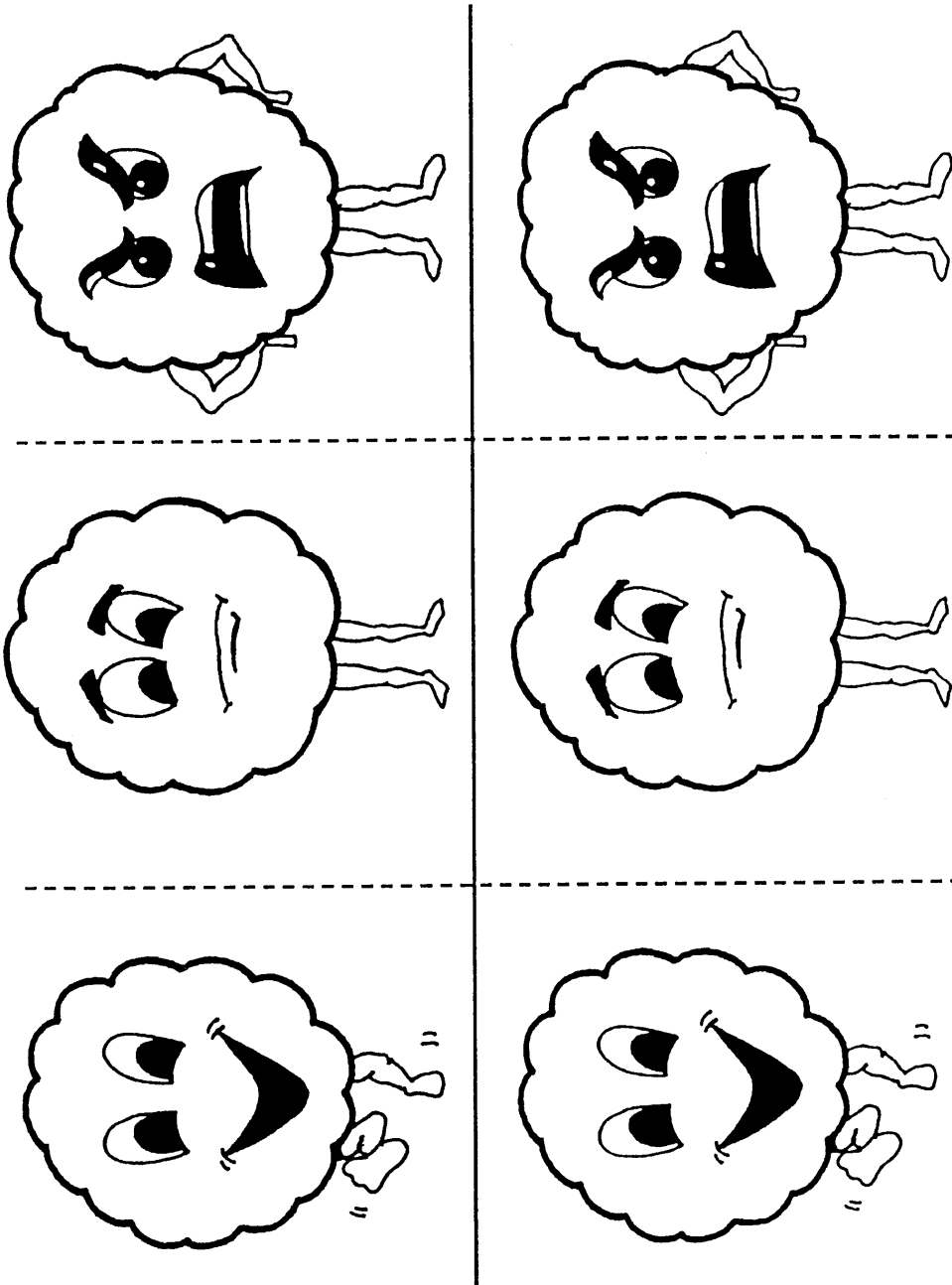
They really liked people! They never mistrusted or were suspicious of other people. They went out of their way to do nice things for each other. Most of all, they enjoyed meeting and greeting each other. When Happy Valley people would meet, they would give each other a "Warm Fuzzy." Now what is a "Warm Fuzzy"? It is something like a little puff of warm, soft, fur. The "Warm Fuzzy" loved to be given away. It always made the village people feel better to give them to each other. A "Warm Fuzzy" meant, "I care about you."

So the custom of giving "Warm Fuzzies" grew over the years. Happy Valley people gave them to sick people, to young couples starting a new home, to everyone, because the "Warm Fuzzies" brought lots of cheer to people. Everybody looked forward to exchanging "Warm Fuzzies. "

One day, a wicked witch flew over the valley of the "Warm Fuzzies" and saw what was going on. "This is ridiculous," she said. "I have got to do something about these people. They may spend their whole lives thinking they are happy." Inside the witch's bag were "Cold Pricklies." These were mean, little, scratchy pricklies. The witch flew down to the village and pretended she was sick, and sure enough, a kind lady came up with a "Warm Fuzzy" in her hand to give to the witch. The wicked old witch asked her how many "Fuzzies" she had. She began to convince the lady that someday she would run out of "Fuzzies" and that no one would give them back to her. She gave the kind lady a "Cold Prickly" instead. The witch spread the rumor that there would be a shortage of "Warm Fuzzies." After awhile, the wicked witch's plan worked! The people of the Valley would cross the street to avoid a friend. They stayed home and worried about people stealing their "Fuzzies," and began to give each other "Cold Pricklies" instead. The fuzziless months turned into fuzziless years, and soon there were quite a few people in the Valley who had never even heard of a "Warm Fuzzy." The Valley filled up with strangers and people no longer knew their neighbors.

Then one day, a grandmother was telling her grandchildren about the good old days when everyone was happy and everybody gave away "Warm Fuzzies" and how good it felt to get one. The children got so excited they went out and gathered up all the "Warm Fuzzies" they could find. Immediately, they began giving them away to each other. It brought much happiness back to the Valley people and they realized how selfish they had been. They all lived happily ever after.

Fuzzies



## Grades K – 3: Win/Win Classroom

**Outcome:** Children will walk through the steps for resolving a conflict.

### Teaching Procedure/Student Activities

In order to have peace, we all need to know how to “make peace.” Since everybody’s different, we don’t always agree, but we need to learn to disagree in respectful, healthy ways.

Discuss how everybody “wins” when two people can resolve their disagreements peacefully.



Let's make this a Win / Win Classroom

- Stop (Stop the disagreement.)
- Listen (Students listen without interrupting each other.)
- Share (Each student has a turn to share his “side of the story.”)
- Agree (Each must think of what they can do to resolve the disagreement, then they work out an agreement.)

Stop - Go to Agreement Corner and take three deep breaths.

Decide who goes first; (whoever wears Most Buttons)

**Most Buttons** tells what happened and “I feel . . .”

Next **Least Buttons** tells what happened and “I feel ...”

**Most Buttons** "Here's what I can do (to resolve this)..."

**Least Buttons** "Here's what I can do (to resolve this)..."

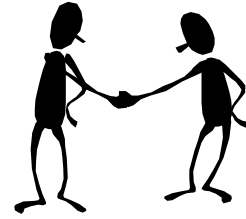
"OK, and this is what we'll do ...”

Practice these skills over and over again!

For another version of the Conflict Resolution lesson plan, see page 33 of this Guide.

Another wonderful resource list is on the Internet: *Educational Resources Information Center*, (ERIC), at [www.uncg.edu/edu/ericass/libhome.htm](http://www.uncg.edu/edu/ericass/libhome.htm).

## Grades 4-5: Peacemakers



**Outcome:** The student will define the concept of peace for themselves. The student will discuss differences and the connection between respect for others and peacemaking.

In order to have peace, we have to learn what peace is and how to make it happen in our lives and in our communities. Let's talk about what kinds of things we need to know and understand to create peace.

### Discussion

Ask students to consider what their world would be like if there was no violence. Stir their imaginations. How would their lives change? Write down their ideas. (Explore the idea that we would all have more freedom if there weren't any violence, i.e. parents might not have so many limitations about where they can go and when they have to be home, they wouldn't have to check their Halloween candy for pins and poison, we wouldn't have to spend money on locks, alarms, and personal safety devices – so there would be more money for fun things, etc....)

Moving outward from their personal circles, ask how their neighborhoods and the world would change if there were no violence.

Ask students to brainstorm what kinds of things, places, or ideas represent peace for them.

Ask students to talk about the following questions:

- What does peace look like?
- What does peace sound like?
- What does peace feel like?
- How do you know when peace is present?

Ask students to define peace as it relates to the following areas:

- World
- Community/Neighborhood
- Family
- Self

Put their ideas on the board and, using students' language, formulate a working definition that can remain on display.

### Activity

#### 1. "Stand up and be counted"

Read the following statement aloud to the class. If they agree, invite them to stand up and then sit again before a second statement is read. In this voluntary and nonthreatening exercise the class will be able to share their opinions and notice the opinions of others regarding peace.

- World peace is important.
- Learning in a peaceful and safe classroom is important.
- Living in a safe and peaceful neighborhood is important.
- Living in a peaceful and safe home is important.
- Feeling peaceful inside myself is important.

### Discussion

Tell the class you noticed many students believe it is important to feel safe and to experience peace at home, school and in the world we live in.

(Continued on next page.)

Ask children if they have ever had a fight with one of their friends. Ask them how they resolved that fight, how did they become friends again. Write the various responses on the board.

Tell students that when they've had fights or conflicts and they resolved them peacefully, they had the opportunity to be PEACEMAKERS.

Ask children if they know what qualities are important for being a PEACEMAKER. List the qualities on the board and/or make a poster with the attributes and talk about them.

#### PEACEMAKERS

- Treat others with respect
- Accept others
- Work together
- Solve problems peacefully
- Acknowledge and celebrate that we are all part of the human family.

These are the kinds of skills you need to help create a safe and peaceful classroom. We will learn and practice sharing, listening, cooperating, making and keeping friends. We will also practice expressing our feelings in healthful, peaceful ways. These are ways we can resolve fights or conflicts without hurting one another. We will be learning to get along with one another.

#### Activity

##### 1. "You are special"\* scramble

Invite students to bring their chairs and make a circle with them (or have them stand in a circle). Explain that if we can appreciate how special each one of us is, perhaps we can begin to treat one another with respect and acceptance. Explain that you will be reading a series of statements. After reading each of the statements ask the students to find a different chair or place if the statement is true for them. As the students move, tell them to watch who else is moving and who is not. Be sure your statements include everyone so each student has an opportunity to move. You might want to personalize some of the following list for your students.

#### SCRAMBLE STATEMENTS

- If you have brown hair, please move.
- If you have red hair, please move.
- If you have freckles, please move.
- If you have blue eyes, please move.
- If you have curly hair, please move.
- If you have short hair, please move.
- If you have a pet, please move.
- If you have a bike, please move.
- If you have a brother, please move.
- If you have a sister, please move.
- If you like to swim, please move.
- If you like to rollerblade, please move.
- If you are a good listener, please move.
- If you.....

Remind students of those things that make them special, and to notice the things that make their classmates special. Learning about what makes others and us special is the beginning of learning to get along with one another and become better PEACEMAKERS.

(Continued on next page.)

[www.turnofftheviolence.org](http://www.turnofftheviolence.org)

## 2. "Respect is....."

Students will break into small groups and define the term "Respect."

- What is respect for the earth?
- What is respect for your grandparents?
- What is respect for your parents?
- What is respect for your friends?
- What is respect toward your classmates and teacher?
- What is respect for yourself?

Have groups share what they wrote and display results on the board.

## 3. Respect versus Disrespect

Hand out sheets with the 14 "Respect versus Disrespect" statements showing that people think about differences. (See below.) Some of the statements are respectful and others show disrespect. Some of the statements are not very clear. Can you recognize the difference? Break the class into small groups. Here are the directions for the small groups.

- a) Read and discuss the statements.
- b) See if the group can determine whether the statement reflects respect or disrespect.
- c) As a group, make a decision about each statement and record your opinion and why you have that opinion.

Allow students to give "it depends" or middle-of-the-road responses as some of the situations may depend on the speaker or the setting. Encourage discussion. In the large group sharing, talk with students about how sometimes we all say disrespectful things without meaning to do so. Look at the list and pick out some of the disrespectful statements. Think of better ways they could be stated.

### Respectful or Disrespectful

	I'm interested in knowing more about your religion, although my beliefs are different.
	Those people are so hot-headed. It must be those spicy foods they all eat.
	So what if your hitting's not great, let's just play ball and have a good time.
	Learning about different ethnic groups can make school interesting.
	She's so skinny; she really needs to put on a few pounds.
	He has his own unique style.
	It's too bad you have to be in a wheelchair. Don't you hate it?
	She's rich and stuck up. I hate her.
	You should get a permanent; your hair needs some style.
	I wonder how he feels about being the shortest kid in our class?
	I'm glad we don't go to their church. Their holidays are stupid.
	Isn't it scary living in such a bad neighborhood?
	You act like you're on drugs.
	What's it like living in a foster home?

## 4. "Cookin' Up Some Peace"

Provide a visual image of a big kettle either on a handout sheet or bring a big kettle. The class will write or orally suggest "ingredients" to cook up a kettle of peace. Some appropriate prompts might include: sense of humor, knowledge, kindness, fun-loving nature, etc. Write the ingredients on small strips of paper or even paper cut into the shape of vegetables and "throw them into the pot." Emphasize that respect is the main ingredient and that the recipe will not be complete without that basic ingredient. It would be like making spaghetti without pasta, or pizza without crust!

(Continued on next page.)

Follow-up:

Have the class actually make some peace stew. Each child would certainly contribute the main ingredient, respect, by participating cooperatively in the activity. Each student could also be asked to bring a vegetable or a can of soup to add. Since stew is seldom mentioned at the top of the list of favorite foods of children, the teacher could suggest peace pizza, peace sundaes, or peacemix (trailmix), or ask the students to suggest a tasty dish whose preparation lends itself to cooperative planning and work.

5. **"Peace Pledge"**

Students can write a peace pledge or use one of the samples below. Post it in the classroom, discuss it, memorize it, and say it every day as a way to refresh their commitment to PEACE.

**PEACE PLEDGE**

I am a peacemaker.

I treat myself and others with respect.

I listen. I share.

I care for the earth, air, water, plants, and animals.

I am important to this very big world.

I know "Peace begins with me."

*Contributed by Normandale Elementary School  
Bloomington, Minnesota*

Or, another version:

**PEACE PLEDGE**

To help my world

I promise to turn off violent entertainment

And to never use words or actions to hurt others.

*Lesson from SAFE II - Elementary Violence Prevention Curriculum, Project Charlie.  
Used with permission.*

## Grades 4-5: Peer Pressure and Safety

**Outcome:** The student will define peer pressure, recognize that peer pressure can be positive or negative, then discuss how peer pressure can affect decisions and how to handle potentially abusive, violent or dangerous situations with peers.

### Teaching Procedure/Student Activities:

#### Discussion

1. Read the following scenario to the students:  
"It's Saturday afternoon. You're at the shopping center with a group of friends. They decide to hitchhike home. You're the only one who's worried about it."  
Ask the students:
  - How did you feel? (uncomfortable, uneasy, scared, trapped)
  - Why do you feel this way? (You know you shouldn't do it; you want to be with your friends; you don't want your friends to think you're a "wimp.")
  - Are there some things you might do in a group that you probably wouldn't do when you were alone, or with your family?
  - What do you call this phenomenon?
2. This is called "peer pressure." Would you call what happened with the hitchhiking negative or positive peer pressure? Negative peer pressure is "when someone about your age tries to get you to do something you don't want to do, or something you think you shouldn't do, or something that might not be safe." What would be an example of negative peer pressure? Positive peer pressure is when someone your age asks you to do something that is not risky or unhealthy and that adds to your good self-feelings and confidence. What is an example of positive peer pressure?

Explain that there are other kinds of peer pressure. We are sometimes influenced by the things our peers have, by the way our peers act, or by the things we think our peers believe, (normative beliefs). For example, if your friend gets a new pair of shoes, you may want the same kind, too. If several students get the same brand, you may really want them. Ask for examples from the students' experience.

Additional questions to explore:

- "How can peer pressure be positive?" (Friends trying to convince you to join a team, go on a picnic, finish your homework, etc.).
- "Do adults experience peer pressure?"
- "Have you ever made a poor decision because of peer pressure?" Share examples.
- "Have you ever stood up to negative peer pressure?" Share examples. "How did you feel?"
- "If you give in to negative peer pressure, who is to blame? (Reinforce the concept of taking responsibility for one's behavior. Peer pressure is not an excuse!)"

(Continued on next page.)

## Activity

### 1. "Putting it on the line"

Post a sign on one wall of the classroom that says, "Mostly agree." Post another on another wall that says, "Mostly disagree." Post a third that says, "Uncertain." Tell the students, "I will be reading a series of statements aloud. I want you to listen and decide whether you mostly agree, mostly disagree or are uncertain and after each statement I'd like you to move to the area of the room that indicates your response."

#### **PUTTING IT ON THE LINE**

- If all my good friends left this school, I could easily move right into another friendship group.
- Shoplifting is against the law, but it's not necessarily bad. I could see myself trying it at least once just for the experience.
- Most of my friends wear radically different clothing and hairstyles than I do.
- It's easier to be a good student if the kids you spend time with are good students.
- Sometimes I act a certain way to impress my friends.
- I do some things at home that I would never want my friends to know about, (ex: play dance contest with much younger siblings).
- If my friends threw a surprise birthday party for another friend, I would want to be in on it.
- I would do anything to keep my group of friends.
- I expect my friends to stand up for me, even lie for me, to keep me out of trouble.
- There are certain risky or exciting things I would try with my friends that I would not try alone.

The following statements are about situations. Please indicate whether you mostly agree that it's a good idea, mostly disagree, or if you are uncertain.

- Your friends decide they are going to tease other students at school.
- You are at a friend's house and they tell you that their father has guns in a closet and they want to get them out and look at them.
- You have a pocketknife your uncle gave you and you take it to school to show your friends.
- Your male friends think it's funny to tease girls.
- Your female friends think it's funny to tease boys.
- Your friends have a six-pack of beer and they're headed to the park to drink it. They want you to go along.
- You're spending the night at a friend's house and the others decide that as soon as the parents are sleeping, you'll all sneak out of the house.

Discuss the following questions:

- How did it feel to take a stand and let everyone know how you feel?
- Did your friends surprise you by the choices they made?
- If your decision was different from most other people's, did you want to change it? ...or did you?
- Was this activity difficult or easy for you? Explain.
- What did you learn about yourself, your friends or those people you don't know well?

(Continued on next page.)

## 2. "So what do I say? What do I do?"

"With the previous list, we talked about the things that seemed to be good ideas and bad ideas. But we didn't talk about how to handle these situations when they happen." Ask the students to choose as many situations as time allows. Ask the class to brainstorm ways to handle each situation or ways to respond. List the ideas on the board. Here is a suggested list:

- Say "No"
- Walk away. (It takes courage to walk away.)
- Tell them your parents will get mad
- Tell them it's not safe
- Tell them you don't feel like it.

With some situations it might not be enough to just say "No." You might have to:

- (1) **Say "NO,"**
- (2) **Get away, and**
- (3) **Tell an adult.**

We call these the Safety Rules. With which situations on the list would you think you might want to do the Safety Rules? (Situations that could be dangerous, where someone could get hurt or hurt someone else, are important situations to use with the Safety Rules.)

### Discussion

#### GUNS AND WEAPONS

Say to the class, "The situation with the guns at your friend's house is one that could be very dangerous. What about the pocket knife you got from your uncle?" (See situation c.) "Let's talk about guns. Many of us have seen guns on TV, in our own homes, or our neighborhoods. Guns are very interesting and it's tempting to want to touch or play with a gun.

- Why is it not a good idea?
- What should you do if you see or find a gun?
- Would you want to use the SAFETY RULES if someone has a gun or any kind of weapon?"
- Why do you think kids sometimes carry guns to school?
- Do you think it's a good idea?
- What role does peer pressure play in carrying guns?
- What kind of image do guns have on TV or in the movies?"

Sometimes we get confusing messages about things like guns and weapons. Often they are used and carried by good guys as well as bad guys. If you have guns in your house, or if your friends have guns in their house, never touch or play with them at any time, **NO MATTER WHAT!**"

If you know someone who is touching or playing with a weapon remember to tell a trusted adult and they will help you.

## Grades 4-8: Bullying Prevention



**Outcome:** Students will develop a bullying prevention campaign.

An effective bullying prevention campaign involves more than just teaching victims how to avoid bullies or defend themselves. And conflict resolution training, anger management lessons, and peer mediation programs are each only part of the solution. Peer mediation, in fact, can place the victim in a very intimidating situation. An effective campaign involves multiple strategies and commitment from students and adults. The London Family Court Clinic in London, Ontario, Canada ([www.lfcc.on.ca/bully.htm](http://www.lfcc.on.ca/bully.htm)) reports that some of the most effective strategies for preventing bullying are: “providing good supervision for children; providing effective consequences to bullies; using good communication between teachers and parents; providing all children opportunities to develop good interpersonal skills; and creating a social context which is supportive and inclusive, in which aggressive, bully behavior is not tolerated by the majority.”

### Teaching Procedure/Student Activities:

**Discussion:** Imagine for a minute what your mom or dad’s reaction would be if someone at work were threatening them, intimidating them, teasing them about their race, religion, or being in a wheelchair, calling them names, pushing or hitting them, or swearing at them. In the adult world, these actions might be called assault and the person who commits them might be arrested or sued. But sometimes when these things happen to kids, adults and other kids look the other way. They call it “bullying” and they sometimes say that tolerating bullies is a normal part of growing up. We’re going to try to change that.

- How does it feel to be bullied? (Scary, humiliating, maddening, ...)
- Without naming names, do you know of anyone who’s ever been afraid to come to school or to ride the school bus because of a bully?
- If you saw someone being bullied, would you do anything about it? Why or why not?
- If you were with a group of your friends and you saw someone being bullied, would you do anything about it? Why or why not?
- What do you think might happen if you told an adult about the bullying? (After allowing ample time for discussion, assure students that in this situation, telling an adult isn’t “tattling.” Tattling is meant to get someone into trouble. “Reporting” is meant to help keep someone safe.)
- Do the adults in our school take action when a student reports bullying? (In one study, students reported that 71% of teachers and other adults ignore incidents of bullying. Source: Maine Project Against Bullying, [www.lincoln.midcoast.com/~wps/against/bullying.html](http://www.lincoln.midcoast.com/~wps/against/bullying.html))
- Which adults in our school have the most opportunity to witness or hear of bullying? (Teachers, playground supervisors, hall monitors, bus drivers, cafeteria staff, ...)

Divide the students into groups. Have each group brainstorm some ways to reduce bullying. Ideas might include: developing a school Code of Conduct; writing and passing around a “Golden Rule Pledge” in which signers pledge to treat everyone in school with the respect they’d like for themselves, or even to befriend students who seem to be the victims of bullying; a poster campaign to educate students and staff about the effects of bullying; sending a letter home to parents to explain the students’ campaign to prevent bullying and asking for their support; and music or skits to illustrate the effects of bullying and what can be done about it. In follow-up lessons, ask students to produce their Codes, pledges, posters, letters, and/or skits. These ideas could be incorporated into the curriculum for Language Arts, ESL, Art, Performing Arts, etc. Skits could be performed at school assemblies, PTA/PTO meetings, or teacher education meetings. (Recommended resources: *Educational Resources Information Center (ERIC) “Bullying in Schools”* pages at [www.uncg.edu/edu/ericass/libhome.htm](http://www.uncg.edu/edu/ericass/libhome.htm). *The Bullying Project* at [www.stopbullyingnow.com](http://www.stopbullyingnow.com) . Also, read *Bully on the Bus* by Carl W. Bosch.)

## Grades 6-8: Imagine a Whole New World

**Outcome:** Students will develop a vision of a world without violence. Students will begin to become sensitized to violence. Once they begin recognizing it around them, they may begin to recognize it in their own behavior.

**Teaching Procedure/Student Activities:**

Post the definition of violence on the board. “Violence: Any time someone hurts someone else intentionally, with words or actions.” Ask students to talk about how their lives would change in a world without violence. (Initially they may be stumped! **But give them time.** In a world without violence people wouldn’t have to lock their cars or houses. People wouldn’t be afraid to walk or jog in their own neighborhoods after dark, or even during the daytime. Students wouldn’t have to worry about bullies or drug dealers. Moms and Dads wouldn’t worry about their kids as much, so they might have more freedom to stay out later, go Halloween trick-or-treating, etc. Families would have more money to spend on fun things instead of paying for theft insurance, police protection, the military, and security measures at the retail stores where we shop.)



Emphasize the personal benefits to them. Less fear, fewer losses, more freedom.

Have students keep a journal documenting the violence and symptoms of violence they witness every day, (i.e. on the radio, television, movies, music, newscasts, billboards, at school, between friends, etc.) While domestic violence is a valid topic to include in discussions of violence, in the interest of student safety you may want to tell them not to document family conflicts. In the most serious situations, keeping a written record could put a student in jeopardy. In the least serious situations, parents understandably wouldn’t want children documenting their arguments for discussion at school.

As a part of their journal, instruct students to choose a favorite or popular television show, movie, video game, or music video. As they watch and listen, keep track of the specific acts of violence on the checklist below. Then ask them to analyze the show in their journal. Reproduce the following page as a handout for this assignment.

At the completion of their assignment documenting violence, have them do a similar project documenting acts of kindness. Encourage them to be an active part of this assignment by performing acts of kindness, writing about them, and writing about how the acts of kindness made them feel.

# Grades 6-8: Media Decisions

Choose a favorite or popular television show, movie, video game, or music video. As you watch and listen, keep track of acts of violence and disrespect on the checklist below. Then answer the following questions in your journal.

## Violent Storylines

- Would there be a story without the violent conflict or disrespect?
- Does the action or lyrics make violence or disrespect seem exciting, humorous or macho?
- Are the characters racist, sexist, or stereotypical?

## Violent Consequences

- Are consequences of the violence or disrespect shown?
- Do you see people hurt or bleeding on the screen?
- Do those who die simply disappear?

## Good Guys/Bad Guys

- Who are the “good guys” and “bad guys”?
- When and how do they use violence differently?
- Do the “bad guys” have family or others who will care if they get hurt or killed?

## Consider Alternatives

- How could the conflict have been solved without violence?
- How did you feel about the violence and disrespect when you watched it?

Source: *Media & Values Magazine, Summer’93, published by the Center for Media Literacy. Used with permission. Center for Media Literacy, [www.medialit.org](http://www.medialit.org)*

Look at the entertainment you choose. Count the number of violent acts/words/attitudes in each category of the media. Talk with family and friends about what you discovered.

Source: *Bemidji Area Turn Off the Violence Committee, Bemidji, MN*  
Used with permission.

Television, Movie, or Cartoon	Murder/Attempted	Rape/Attempted	Hit/Kicked/Slapped	Hit With Object	Use of Weapon	Threatened With Force	Racist Remark/Act	Sexist Remark/Act	Put Down/Name Calling	Hurtful Humor	Verbal Abuse
Children’s Show											
Teen/Adolescent Show											
Adult Show											

## Grades 6-8: Civil Disobedience

**Outcome:** In spite of great strides over time, humankind is still pretty imperfect. Injustices abound. Struggling to put an end to injustice is a noble endeavor only when violence is considered absolutely the last resort. But making violence the last resort means people need to be familiar with all of the other options. In this lesson plan, students will learn about options, including civil disobedience, to remedy injustices.

### Teaching Procedures/Student Activities

It's necessary for any group of people living together to have rules just as it's necessary to have rules to play a game. (You may want to demonstrate by dividing the class into two teams and announcing that you're going to play a game called "Pickles." Put a jar of pickles and a basketball between the two teams. Now, tell them to begin play. It quickly becomes obvious that without rules, no one knows how to play.)

The rules that people make up to help us live together are called "laws."

Law can be defined as: (1) Specific rules of conduct, (2) planned use of consequences to support the rules, and (3) designated officials to interpret and enforce the rules. All three are necessary in order to have a system of law. (Rules, Consequences, Officials)

- Laws have to be specific, rather than vague. For example, road signs cannot say, "Don't drive too fast," because people would interpret "too fast" in different ways. Road signs have to give specific speed limits.
- There have to be consequences or some people wouldn't follow the laws; and the consequences have to be planned ahead. A police officer can't pull someone over for speeding and make him do pushups. There are particular consequences for speeding so people know what to expect.
- There have to be particular people who have the authority to interpret and enforce the rules. That includes law enforcement officers and judges.

Laws in the United States are made to protect people, to keep people safe and to keep things orderly. So we all have a duty to obey the law, right?

BUT..... What if you think a law is unfair or immoral?

Laws and their interpretations change according to what people want. There are several ways to change a law:

1. One way is to run for office yourself so you can work to make or change laws.
2. Another way is to persuade lawmakers that your idea for a new law is a good one. This is called "lobbying" because the practice began when interested citizens waited in the lobby so they could talk to lawmakers. It helps to have a group of people who share your idea. Then each person can talk to several lawmakers.
3. A third way is to bring a lawsuit. While judges cannot make new laws, they can interpret the laws we have and the Supreme Court – the highest court in the nation – can rule that a law is "unconstitutional," and so it is illegal.
4. Another way to change the law is through a referendum. You get your new law idea put on the ballot, and all the voters decide whether to approve it.
5. A fifth way to change the law is through civil disobedience. (See more below.)

## Grades 6-8: Civil Disobedience (continued)

If you think a law is not fair or is immoral and you cannot get the government to change it, maybe the only way to show how strongly you feel about this law is to disobey it. You must really believe in your conscience that the law is unfair or immoral and that by changing it you will be helping other people too. In other words, you're working for a good cause. When you disobey the law it should never, ever be violent. Violence hurts people and if you're working for a good cause you're trying to help people, not hurt them.

Disobeying a law, with the goal of changing it, is called "Civil Disobedience." Civil disobedience is a public protest. You want to disobey the law in public to let other people know you're doing it and what your reasons are. Maybe they'll decide you're right and help you change the law.

And you must have the courage to accept the consequences. Remember there are consequences to encourage people to obey the law.

You have probably already studied people like Rosa Parks and Martin Luther King, Jr., who became famous for using civil disobedience to change unjust laws. There are dozens of other courageous activists who used nonviolence to work for good causes: Susan B. Anthony, Mother Mary Jones, William Penn, Mahatma Gandhi, Eleanor Roosevelt, Henry David Thoreau, Martin Luther King, Jr., Mother Teresa, Lester B. Pearson, Chief Crowfoot, Andrew Thompson, William Woodsworth, Cesar Chavez, Raul Wallenburg, Medgar Evers, Rachel Carson, Harriet Tubman, Joan Baez, Pablo Picasso, Helen Caldicott, Dolores Huerta, The United Nations. **Choose one you admire and write a paper about why you admire them.**

### Reading List

The First Women Who Spoke Out, by Nancy Smiler Levinson. Published by Dillon Press, copyright 1983. (Adult & Children's book). B301.4129L

The Story of the Nineteenth Amendment, by R. Conrad Stein. Published by Regensteiner Publishing Enterprises, copyright 1982. B342.027S

The Life and Words of Martin Luther King, Jr., by Ira Peck. Published by Scholastic, Inc., copyright 1968. (Adult & Children's book).

Rosa Parks, by Eloise Greenfield. Published by Thomas Y. Crowell Company, copyright 1973. B323.40973G

Gandhi, by Kathryn Spink. Published by Hamish Hamilton Children's Books, copyright 1984. B921G15

Gandhi and the Struggle for India's Independence, by F. W. Rawding. Published by Lerner Publications Company, copyright 1980. (Adult & Children's book). B921G15

It's A Free Country! A Young Person's Guide to Politics and Elections, by Cynthia K. Samuels. Published by Macmillan Publishing, copyright 1988. (Adult & Children's book). B324.973S

The American Heritage History of The Law in America, by Bernard Schwartz. Published by American Heritage Publishing Company, copyright 1974. f340.0973S

Search For The Beloved Community: The Thinking of Martin Luther King, Jr., by Kenneth L. Smith and Ira G. Zepp, Jr. Published by University Press of America, copyright 1986. 261S

Walden and Civil Disobedience, by Henry David Thoreau, edited by Sherman Paul. Published by Houghton Mifflin Company, copyright 1957. 814.3T391

Ten Fighters for Peace, An Anthology, by Don Lawson. Published by Lothrop, Lee & Shepard Company, copyright 1971. B322.44L

## Grades 9-12: Communications

**Outcome:** Students will understand that there are three concepts involved in accurate communications:

1. Understanding what you're feeling yourself;
2. Communicating what you're feeling accurately to the other person;
3. Understanding what the other person is communicating to you.

### **Teaching Procedure/Student Activities:**

When two people have a conflict, they communicate with each other. Communication can be by body language, gestures, facial expressions, or words. People don't always say what they mean. (And sometimes they don't mean what they say.) And even when they do, sometimes the other person misunderstands what they're communicating, so it's important to be able to communicate well.

There are hundreds of words that describe feelings. Some mean exactly the same thing as others, but sometimes there are subtle differences. Start by coming up with as many words as you can to describe feelings. (Examples: restless, proud, humble, ashamed, hurt, embarrassed, ecstatic, humiliated, angry, sad, frustrated, mad, annoyed, irritated, happy, puzzled, perplexed, unfriendly, skeptical, relaxed, calm, explosive, surprised, confident, crabby, shocked, afraid, jealous, tired, scared, nervous, shy, fidgety, arrogant.) Divide the words into "Feeling Good!" and "Feeling Bad" and "Neutral" categories and then post them in the classroom.

Now, divide students into pairs. Have one person choose a "feeling" from the lists and act it out silently to the other person with body language or facial expression. See if the other person accurately guesses what feeling the first is acting out. Trade roles. With a show of hands, find out how many students accurately interpreted the feelings.

Discuss how some of the feelings can "look" the same, for example "shy" could be mistaken for "unfriendly." Then discuss how our understanding of how another person is feeling determines how we respond to them. Since we can't always tell by just looking, it's important to talk. That means we all need a vocabulary to describe our feelings. (You may want to assign students to write a story using as many of the "feeling" words as possible. Try to get them to go beyond "happy," "mad," "sad" to use some of the more subtle descriptors.)

Discuss the importance of identifying **why** you feel a certain way or **toward whom**. For example, Jill may be feeling angry or hurt by Jack but may be acting quiet or crabby with everyone around her until she can resolve her anger with Jack. Her friend, Jessica, asks what's wrong and Jill says "nothing!" and walks out of the room, leaving Jessica feeling hurt and angry too. What could Jill have done differently to prevent the spread of anger? Another example is that when we're tired or not feeling well, negative emotions can be exaggerated. Maybe one of the students has a grandparent who has arthritis or some other painful disease that results in them seeming crabby all the time. It's helpful to understand that the grandparent's anger, frustration, or crabbiness may not intentionally be directed to the people around them.

When another person's feelings aren't clear, it's appropriate to ask, "What are you feeling?" (**Hint:** Guys often prefer to be asked, "What do you think?")

**Understanding** can only be reached when both people **understand what they're feeling themselves**, can accurately **communicate** what they're feeling, and they understand what the **other person** is communicating.

## Grades 9-12: Styles of Communication

**Outcome:** Students will learn to recognize the three primary types of communication: passive, assertive, and aggressive. They will discover which style of communications they've learned to use most often, and they will recognize the advantages of assertive communications. This page is meant only to be an introduction to the topic. If you introduce it to your students, we recommend that you follow through with a more comprehensive lesson using materials from one of the following resources: WebMD's HEALTHteacher.com site at [www.healthteacher.com](http://www.healthteacher.com); the Saskatchewan Department of Education, [www.sasked.gov.sk.ca/docs/health/health6-9/g7assert.html](http://www.sasked.gov.sk.ca/docs/health/health6-9/g7assert.html); or Calgary Regional Health Authority's newsletter, Grace Women's Health Resources at [www.crha-health.ab.ca/clin/women/updatemarch.htm](http://www.crha-health.ab.ca/clin/women/updatemarch.htm). [NOTE: You may want to avoid suggesting that your students research "passive, aggressive, assertive" on their computer search engines unless you have a filtering system in place.]



**Teaching Procedure/Student Activities:** Draw the following on the board or a sheet of paper.



When we're babies we learn to talk from the people around us. We also learn *styles of communication*. There are three primary styles of communication: aggressive, assertive, and passive. Use a dictionary, a thesaurus, or a computer thesaurus to look up synonyms or explanations for each of these words. Based on those definitions, determine which of the following statements are passive, which are aggressive, and which are assertive. The answers may depend upon the tone of voice and body language that accompany each statement, but answer based on your first reaction.

	This is YOUR fault!
	I want us to get a really good grade on this team assignment, but I'm frustrated that it doesn't look like your part of the project is getting done. Is there a difficulty?
	Rules are made for dummies! I don't need to follow them.
	I don't really like the way he's treating me, but if I talk to him, he'll get mad.
	I wouldn't have hurt you if you hadn't talked to me that way!
	Well, I guess if you don't want me to, then I won't.
	If you can't say something nice, then don't say anything at all.
	I want to understand what you're thinking so we can work this out together.
	If you weren't so stupid, you'd understand what I'm telling you!
	Maybe we both need some time to cool off about this. Let's take a break to think about how we could resolve this.

People who tend to be passive are hesitant to say what they want or need because they want to please others and are afraid they might hurt someone else's feelings or make someone mad. But failure to speak up often leaves them feeling taken advantage of, angry, and resentful. That results in low self esteem or sometimes the anger builds up to the point of exploding at what may seem like trivial difficulties.

People who tend to be aggressive are frequently angry or frustrated and may eventually find themselves alone and disliked because of their disregard for other people's feelings.

Communicating assertively involves standing up for your rights without violating the rights and opinions of others. It involves direct and honest communication.

What's your style? Describe several difficult conflicts you've had with parents, siblings, or friends and come up with assertive conversations to replace the actual conversations you had.

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## Grades 9-12: Nonviolent Conflict Resolution Skills

**Outcome:** Students will practice conflict resolution skills.

Conflict is a fact of everyday life – school life, business life, and family life. In every kind of relationship we eventually encounter conflict. We might as well get good at dealing with it! **Discuss** the personal benefits of being good at conflict resolution at school, at work, and in personal relationships. List the benefits on the board. (They might include things like increased personal confidence, rather than nervousness, when facing conflict; being less likely to get involved in a violent confrontation; being able to better negotiate with the boss or colleagues at work during times of disagreement – which might result in faster promotions and higher pay; having a happier marriage or love life; and being able to better negotiate privileges with parents to allow more freedom.)

*The following serves as a primer on conflict resolution. More comprehensive training programs are available from a host of other sources and we encourage you to invest in such training if possible.*

Have students come up with conflicts – as realistic as possible – and apply the following techniques to resolve them. Also apply these principles each time a conflict arises at school. Practice, practice.

### **S**afe Place & Time

If you need time to calm down before trying to resolve the conflict, then tell the other person you need some space before you can talk. When you're ready, get to a safe place. A "safe" place means a place where both of you are physically safe and emotionally comfortable. A neutral place. And at a time when you're well-rested so you don't say or do anything impulsive.

### **T**ake Turns Talking

Take turns telling what happened and how it made each of you feel. Be as honest and specific and careful as you can in describing your feelings. Speak from the heart. Don't make accusations. Focus on the problem, not the person. You want to talk in a way that makes the other person **want** to listen. When it's your turn to listen, listen carefully. Show respect for the other person and his or her feelings and ideas. When each person is done talking, take time to clarify, (ask questions to be sure you understand each other.)

### **O**pen up the possibilities

Open the possibilities. Talk with each other about what each of you wants to have happen to make things "right." Make requests, not demands. Put yourself in the other person's shoes to consider the situation from both sides in order to come to a reasonable solution. Brainstorm solutions that may include compromise, apologies, taking turns, forgiveness, or involving a mediator. (Can you think of more ideas?) Try to resolve the problem in a way that meets both your own needs and the other person's.

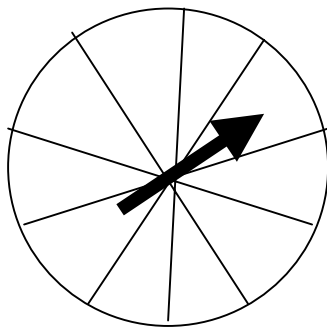
### **P**ositive Action

Once you've opened up the possibilities, decide together on a course of positive action and then follow through. Positive action means a nonviolent resolution that doesn't leave either of you feeling like a "loser."

# Integrating “Turn Off the Violence” Into Core Classes

## Art

- Draw self portraits showing you happy and angry.
- Add pictures of things, people, situations that make you happy or angry.
- Draw or paint pictures of peacemakers. See examples under “Social Studies” below.
- Find cartoons in magazines or newspapers that show a conflict and how it was resolved. Was it violent or non-violent?
- Design a wall mural entitled: “Hands are not for hitting. Put your helping hand here.” Have students, teachers, school staff, and parents trace their hands (or dip them in paint and make a handprint), and then sign their prints as a pledge not to use their hands for hitting or hurting. If you can’t do a permanent wall painting, a large piece of oilcloth works well.
- Create a bulletin board with student artwork based on the theme, “Imagine a Whole New World – Without Violence.”
- Create an “angermometer.” Make a thermometer on a large poster board. Insert a red ribbon to show the rise or fall in temperature. Mark the anger points on the thermometer: 1 – not mad at all; 2 – a little mad; 3 – mad; 4 – very mad; 5 – out of control. Discuss several anger provoking situations and use the thermometer to show how each situation makes one feel.: Examples might include: Siblings get into my “stuff;” someone teases me on the schoolbus; someone crowds in front of me; I have to be the last in line; my friend wants to play with someone else; teacher doesn’t call on me; my favorite toy is being played with by someone else.
- Make bookmarks with peace slogans, poetry, or artwork.
- Using a paper plate, construction paper, and a paper fastener, create conflict resolution wheels with a spinner to help you remember alternative ways to settle conflicts nonviolently. They can be wall size or pocket size for handy reference.



Each slice of the pie is labeled with a different nonviolent strategy for resolving conflict. Strategies include: take turns, share, compromise, humor, apologize, get help, avoid, postpone, and go for chance, (i.e. flip a coin).

- Create a patchwork PEACE quilt using peace themes and children’s artwork.
- Create a calendar using student artwork with ideas each month for how to “turn off the violence” in our lives. To save color printing costs, it can be a black and white “coloring” calendar. It could also be used for a school fundraiser.

(continued on next page)

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## Integrating Turn Off the Violence Into Core Classes - (Page 2)

### Computer Science

Teach students to use search engines by having them do research on the following keywords:

- Bullying
- Civil rights activists
- Conflict resolution skills
- Media violence
- Notable women activists
- Turn Off the Violence



Have students create web pages with a Turn Off the Violence theme. Topics might include any of the above. Or, use your imagination!

### Language Arts

1. Look up "conflict" in the dictionary.
2. Go to the library and research books dealing with bullying, nonviolent conflict resolution, or civil disobedience.
3. Critique a recent movie everyone has seen. If there was conflict in the movie, was it violent or nonviolent? If it was violent, was the violence or disrespect necessary to the storyline? Rewrite the movie solving the conflict nonviolently.
4. When you are angry with someone, write a letter to that person and put all your anger into the letter. Be sure to tear it up. Do not give it to the person. This is a safe way to get rid of your anger.
5. Write a Turn Off the Violence article for the school newspaper.
6. Read and discuss a book related to violence in relationships. Follow up activities can include: verbal report to the class, written report, small group discussion, journal writing, or creating a collage on violence in relationships.
7. Read a story:
  - "Making Friends" by Mister Rogers (Putnam, 1998). Preschool.
  - "Andy (That's My Name)" by Thomas dePaola (Prentice-Hall, 1972). A boy who is teased and stands up to the children who tease him.
  - "You Look Ridiculous, Said the Rhinoceros to the Hippopotamus" by Bernard Waber. Ages 5-8
  - "The Bully of Barkham Street" by M. Stoltz (Harper & Row, 1966). An overweight boy is bullied by other children.
  - "Loudmouth George and the Sixth Grade Bully" by Nancy Carlson (Puffin Books, 1987).

(More on next page.)

## Integrating Turn Off the Violence Into Core Classes - (Page 3)

### Music

- Learn the words to "Let Peace Begin With Me."
- Find, play, learn songs where the lyrics are about a world without violence, people solving conflicts peacefully, or people who love, respect, and support each other.
- Find music that makes you feel calm and peaceful. Find music that makes you feel angry or upset. Compare the two. Talk about the power of music to make us feel certain ways. Discuss whether music can also influence our actions.
- Discuss why musicians produce songs that make violence seem acceptable or normal.
- Write a song or rap about how it would be to live in a world without violence.
- "Coat of Many Colors" by Dolly Parton, (a song about bullying and being left out).
- "Everybody Ought To Know What Freedom Is," "Calypso Freedom," from Sweet Honey In the Rock's "All About Freedom" CD.
- "Peace is the World Smiling" CD is a collection of works by a diverse group of concerned musicians from around the world.



### Physical Education

- Check out the **Citizenship Through Sports Alliance** at [www.sportsmanship.org](http://www.sportsmanship.org) where you'll find an Athlete's Code of Conduct and tips for parents on how to support athletes.
- Research referees. What are their roles? What does it mean to be fair?
- Look up the "official" rules for various games. Why do we need rules? How should rule breakers be treated?
- Learn and play some non-competitive games. Check out "New Games" and "More New Games" by the New Games Foundation or "Silver Bullets" by Karl Rohnke.
- Learn and practice relaxation techniques. Discuss how these calming techniques can be used during a conflict situation to reduce participants' stress levels and reduce the likelihood of a violent confrontation.

### Social Studies

- Research peacemakers who used nonviolence to deal with an injustice. Examples include: Susan B. Anthony, Mother Mary Jones, William Penn, Mahatma Gandhi, Eleanor Roosevelt, Henry David Thoreau, Martin Luther King, Jr., Mother Teresa, Lester B. Pearson, Chief Crowfoot, Andrew Thompson, William Woodsworth, Cesar Chavez, Raul Wallenburg, Medgar Evers, Rachel Carson, Harriet Tubman, Joan Baez, Pablo Picasso, Helen Caldicott, Dolores Huerta, The United Nations.
- Find newspaper articles that show how conflicts were handled constructively, for example through the United Nations, civil court, criminal court, jury trials, labor negotiations, etc.
- Research cultural differences between the Hopi Indians, Eskimos, Bushmen of the Kalahari, and Tasaday of Nindanao. Are they peaceful or warlike? How are children brought up? How are conflicts handled? Why would one culture be warlike and another peaceful?

THE END

Best wishes on your Turn Off the Violence campaign!

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