Arise

Kid's Alert

Lessons Every Child Needs To Know
INSTRUCTOR’S MANUAL

ARISE KIDS ALERT:
LESSONS EVERY CHILD NEEDS TO KNOW TODAY

"Life-skills are not hereditary, they must be taught."
Susan and Edmund F. Benson, ARISE Founders

260 LIFE MANAGEMENT LESSONS
once shared as families sat around the kitchen table.

www.ariselifeskills.org
COPYRIGHT

Without limiting the rights under copyright reserved above, no part of this publication may be reproduced, stored in, or introduced into a retrieval system, or transmitted, in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise), without the prior written permission of both the copyright owner and the above publisher of this book. Copyright 1996-2011 by ARISE Foundation

ARISE Foundation makes no representation or warranties of any kind, either expressed or implied, including, but not limited to, the warranties of fitness for a particular purpose and/or merchantability for services provided. ARISE Foundation is not responsible for any damages suffered from the use of its services or materials under any circumstances whatsoever.

Order Toll-Free: 1-888-680-6100

www.ariselife-skills.org
# Table of Contents

Tips for Teaching ARISE Life Management Skills .................................................. 2-3

**SECTION ONE: HANDLING ABUSE**
Lesson Plan .......................................................... 4-5
Worksheets ......................................................... 6-11
Quiz ................................................................... 12

**SECTION TWO: PERSONAL SAFETY**
Lesson Plan .......................................................... 13-15
Worksheets ......................................................... 16-41
Quiz ................................................................... 42

**SECTION THREE: BEWARE OF BULLIES AND GANGS (KNOW HOW TO CHOOSE GREAT FRIENDS)**
Lesson Plan .......................................................... 43-44
Worksheets ......................................................... 45-66
Quiz ................................................................... 67

**SECTION FOUR: DRUGS AND ALCOHOL ARE DANGEROUS!**
Lesson Plan .......................................................... 68-70
Worksheets ......................................................... 71-77
Quiz ................................................................... 78

**SECTION FIVE: DOMESTIC VIOLENCE AND ABUSE**
Lesson Plan .......................................................... 79-80
Worksheets ......................................................... 81-85
Quiz ................................................................... 86

**SECTION SIX: NEGLECT**
Lesson Plan .......................................................... 87-89
Worksheets ......................................................... 90-97
Quiz ................................................................... 98

**SECTION SEVEN: WHAT IS ANGER?**
Lesson Plan .......................................................... 99-100
Worksheets ......................................................... 101-107
Quiz .................................................................. 108

**SECTION EIGHT: CONTROL YOUR TEMPER**
Lesson Plan .......................................................... 109-110
Worksheets ......................................................... 111-119
Quiz .................................................................. 120

**SECTION NINE: PEACEFUL CONFLICT RESOLUTION**
Lesson Plan .......................................................... 121-122
Worksheets ......................................................... 123-128
Quiz .................................................................. 129

Answer Keys .................................................................. 130
TIPS FOR TEACHING
ARISE LIFE MANAGEMENT SKILLS

You are about to undertake a real challenge: trying to change a human being’s behavior and way of thinking.

Over the years, we have found the following tips very helpful in teaching ARISE Life Management Skills:

1. Be energetic. The livelier and more enthusiastic you are, the more involved students will be.

2. Pay attention to students’ reading levels. Match your language to them and avoid commenting on their spelling or grammar.

3. Be positive. Make certain that students’ experience with you and this program is one of success. Praise them at every possible turn, even if their responses are inappropriate. Say things like:

4. Every opinion is valuable and any answer, no matter how off the wall, demonstrates the student is paying attention. So praise all efforts. The objective of ARISE Life Management Skills is for everyone to participate and absorb the material.


6. Make yours an active class. Move around from time to time. Encourage the group to take part in role-playing, dramatizing stories, developing skits and songs, and all other ARISE Life Management Lessons.

7. Research by industrial training professionals indicates that people retain information better when they hear it rather than read it; and when they hear *and* see it, the retention rate improves by 40%. And, when we stand up and read, the mind works even better. So, to put it all together, when you want to really recall something you are reading, *read out loud while standing up*. 
BEFORE CLASS

Things to do and say as your class begins:
• Explain how the class will operate. Stress that this program is interactive. Students will be expected to participate fully through brainstorming, role-playing, discussion, and other activities.

DURING CLASS

As you instruct, remember:
• Students will form small groups of three or four for some activities. Remember to mix them up; don’t always place the same people together. For other exercises, they will be in pairs. Pair the more active participants with the less responsive ones. Keep in mind that students learn from their peers and when they are interacting with each other.

• Do the worksheets together by reading the questions out loud. They will brainstorm to come up with answers.

• When you complete each section, administer the quiz.

AFTER CLASS

As you reach the end of the class, do the following:
• Ask the group what they got out of the session each day. Encourage feedback. Find out what else they would like to learn about this subject.
SECTION 1: HANDLING ABUSE

Objective:
Students will learn the different ways one can be abused and how to deal with this abuse.

Materials:
Activity Sheets

Background Information:
Write the word abuse on the board or large piece of paper where all can see. Have students brainstorm about what this word means. Write their meanings all around the word abuse on the board. You are developing a concept map. Some answers might be: cruelty, neglect, verbal abuse, sexual abuse, name calling, violence, hurt, harm, batter, insult, swearing, calling names, taking advantage.

Discussion:
Give the following scenarios and ask if this is abuse:
* Two boys throwing rocks at a dog.
* A mother using her purse to hit her kid on the head.
* Mom and dad yelling profanity (bad words to each other).
* A man touching a young girl on her private parts (under her bathing suit).
* A guy hitting his girlfriend.
* A mom leaves her one-year-old baby home alone while she goes to the store.

Have students turn to the Types of Abuse Activity Sheet Learner’s Workbook page 2, page 6 of this manual. Working as a class, match the type of abuse with the meaning. (Answers are on page 130 of this manual.)

Read All About It:
As a group, read the Tips for Dealing With Abuse Activity Sheet Learner’s Workbook page 3, page 7 of this manual.

Inform learners that if they or someone they know is being abused, there is nothing to be embarrassed about. According to the National Committee for the Prevention of Child Abuse, about one million children are abused every year. If the victim doesn’t tell anyone, then they can’t be helped and the problem only gets worse. Abuse victims should always seek help immediately.
Dramatic Play:
Discuss the importance of telling if someone has been abusing you. As a class, pick learners to complete the role-plays Learner’s Workbook page 4, page 8 of this manual. After the role-play has been performed, ask the following questions:
* Why is it important for the person to tell?
* Is it the child’s fault?
* Who are people you can talk to? (Parents, guardians, a trusted adult, a teacher, a police officer, a guidance counselor, or a preacher.)

Writing Connection:
Give the students the Hands Off Poster Learner’s Workbook page 5, page 9 of this manual. Have them color it and on a separate piece of paper, have them write what this poster means to them. Have them use many of the facts they learned throughout this lesson.

Secret Code:
Have learners complete the Secret Code Learner’s Workbook page 6, page 10 of this manual. Discuss the importance of the code. (Answers are on page 130 of this manual.)

Family Activity Page:
Turn to the Handling Abuse Family Activity Sheet Learner’s Workbook page 7, page 11 of this manual. Instruct children on how to complete it. Explain they can do it at home with an adult and return it to their next class.

Tips for the Day:
1. Never let anyone touch you in a private place.
2. If someone makes you feel uncomfortable, get away from the person.
3. If you are a victim of abuse, tell someone immediately.
4. Remember: It is NOT your fault!

Handling Abuse Quiz:
Administer the Handling Abuse Quiz found on Learner’s Workbook page 8, page 12 of this manual. (Answers are on page 130 of this manual.)
**TYPES OF ABUSE**

Write the type of abuse each situation is:

Verbal Abuse | Physical Abuse | Sexual Abuse | Neglect

1. Kicking a cat for no reason. ________________

2. A man is touching a boy on his private parts (the parts covered by your bathing suit). ________________

3. A mother punches her son. ________________

4. A boyfriend yells bad words at his girlfriend. ________________

5. A stranger gets a child in the car and starts hugging him.

______________

6. A mom leaves a three-month-old baby sleeping in the car while she goes to the grocery store. ________________

7. A person does not feed his dog for three days. ________________

8. A girl is sitting on her dad’s lap. The dad touches her on her private parts. ________________
TIPS FOR DEALING WITH ABUSE

Read the following tips and discuss as a group.

1. Tell if someone touches you, talks dirty language to you, or exposes themselves.

2. If you see your parents hurting each other in a fight, tell a trusted adult.

3. Talk to someone — don’t keep it inside — if you’re troubled. Physical, sexual, and emotional abuse are so common — at least one of your friends is probably a victim, whether you know it or not. Most protect their abuser out of fear, shame, and helplessness.


5. Don’t be confused or blame yourself. You are the victim.

6. Trust your instincts; if you feel a situation is out of control, get help.
PARENT-CHILD COMMUNICATION
ROLE-PLAY

Act out the following situations:

1. A child telling his mother that her boyfriend has been touching him in uncomfortable ways.

2. A kid saying to his father that his grandfather has been calling him really bad names and cursing at him all the time.

3. A youngster telling his aunt that a neighbor hit him really hard and left a bruise on his leg.

4. A child explaining to his parents that his babysitter left him alone while she went to the movies for three hours.
HANDS OFF!

THIS IS MY BODY!

1-800-96 ABUSE

The Best Thing We Can Teach Children is to be Responsible for Themselves

Order Toll Free: 1-888-680-6100

www.ariselifeskills.org
SECRET CODE

Use the clues below to crack the secret code. For instance, 🌟 stands for A, 🌟 🌟 🌟 represents the word “day.”

CLUES

A B C D E F G H I J K L

M N O P Q R S T U V W

X Y Z

SOLVE THE SECRET CODE USING THESE CLUES

🌟 🌟 🌟 🌟 🌟 🌟 !

🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 ,

🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 .
Family Activity

Dear Parents:

Today in class, we learned that there are many victims of abuse. There are also different types of abuse: verbal, physical and sexual. We know that if someone touches us in a private place, we MUST tell someone immediately. We have to know that it’s not our fault and this person has to be stopped and punished. Please read the following information on child abuse out loud with your child:

1. Tell if someone touches you, talks dirty language to you, or exposes themselves.
2. If you see your parents hurting each other in a fight, tell a trusted adult.
3. Talk to someone — don’t keep it inside — if you’re troubled. Physical, sexual, and emotional abuse are so common — at least one of your friends is probably a victim, whether you know it or not. Most protect their abuser out of fear, shame, and helplessness.
5. Don’t be confused or blame yourself. You are the victim.
6. Trust your instincts; if you feel a situation is out of control, get help.

Talk with your children about what they should do if they are ever the victim of abuse. Explain that they can come to you and tell you if they are ever made to feel uncomfortable by someone else.

__________________________  ____________________________
Parent’s Signature          Date
**HANDLING ABUSE QUIZ**

Name: ___________________________ Date: ___________________________

1. Which of the following is a situation of abuse?
   a. A parent telling a child to clean his room.
   b. A mother leaving a baby home alone.
   c. A dad telling his daughter to do her homework.
   d. None of the above

2. Abuse victims should:
   a. get help right away
   b. take the abuse
   c. pretend it’s not happening
   d. All of the above

3. Abuse can be:
   a. Verbal
   b. Physical
   c. Sexual
   d. All of the above

4. If a mother leaves her 4-year-old home alone while she goes to the store, what type of abuse is it?
   a. Sexual
   b. Neglect
   c. Verbal
   d. None of the above

5. Child molesters can be:
   a. Women
   b. Men
   c. Rich
   d. All of the above
SECTION 2: PERSONAL SAFETY

Objective:
Students will learn and understand strategies for personal safety and what to do if they feel threatened by strangers.

Materials:
Activity Sheets and “ Stranger Danger” video

Family Recap:
In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.

Background Information:
Explain self-esteem means feeling good about yourself. Part of feeling good about yourself means being aware of who you are and how you fit into your family, community, and the world. Because you know you are special, it is very important to know how to keep yourself safe in all situations. This means taking care of your health, mind, and body. Your personal safety is important because you are important.

Each year, more than one million children are reported missing. Often, they are abused physically, sexually, and emotionally. By keeping ourselves safe, we can avoid these situations. Unfortunately, not everyone is nice to kids. This is why it is important to take responsibility for our own safety. Children have rights because they are important. They have the right to say NO in any possibly dangerous situation.

Discussion:
Ask students for some examples of situations in which they might have to say NO. Possibilities include:

1. Getting into a stranger’s car.
2. Accepting gifts from a stranger.
3. Someone asking to touch your private parts (parts of the body covered by a bathing suit) or to take off your clothes.
4. If someone asks you to touch him on his or her private parts.
5. If you are asked to do something that makes you feel strange or helpless.
6. Opening the door when your parents aren’t home.
7. When a stranger stops to ask for directions.

Remind them they have a right to say NO! Ask the whole class to repeat as a group: NO!
Take special note to discuss with the class if something ever did happen to them — whether being touched by someone older or being forced to touch someone — it is NEVER, EVER their fault. They should not feel bad or guilty or have low self-esteem because of something someone else does.

**Math Connection:**
You arrived at a store with your mom at 2:45 p.m. You became involved in the toy department and realized you could not find your mom. At 3:51 p.m. a cashier helps you find your mom. How long were you lost?

**Read All About It:**
Look at the poem, Hands Off! Activity Sheet Learner’s Workbook page 9, page 16 of this manual. Have the class read it together. Give them time to illustrate it.

Watch the video “Stranger Danger” with students. Ask them the following questions. Give time to discuss their answers and anything else about the video.

1. How did the man get the girl into his car?
2. Should she have gone with him?
3. What could she have done to be safe?
4. Who are some people children can trust and talk to if they feel uncomfortable?
5. What is the phone number to call for help?

**Writing Connection:**
Have each child turn to the Safety Story Activity Sheet Learner’s Workbook page 10, page 17 of this manual. Instruct them to write a short story about a child who gets into a dangerous situation and how he gets out of it safely.

**Coded Message:**
Review the main points of the lesson and have students complete the Personal Safety Activity Sheet Learner’s Workbook page 11, page 18 of this manual. (Answers are on page 130 of this manual.)

**Internet Safety:**
Explain to students that we can do and learn many things by using the Internet. We can keep in touch with friends, do research and even practice school subjects. Unfortunately, there are many hidden dangers that children and adults have to be aware of, so it is important to establish guidelines when using the Internet. Have students turn to the 10 Rules for Internet Safety Activity Sheet Learner’s Workbook page 12, page 19 of this manual. Read the rules out loud with them and discuss each one at length. Have learners look at the Watch Out for These Characters Activity Sheet Learner’s Workbook page 13, page 20 of this manual. Read about each character out loud with the class. Divide learners into four groups. Assign each group one of the characters on the Look Out for Me! Activity Sheet Learner’s Workbook page 14, page 21 of this manual. Have the groups draw what their character looks like. On the lines below the drawing, ask them to write what they should do if they come across this character online. When the groups have finished, have them present their drawings to the class.
Dramatic Play:
Divide students into groups of four. Ask each to think of safety tips for the following situations:

1. Playing in a park
2. Walking to school
3. Being home alone
4. Getting lost in a store
5. An adult asking you to do something that makes you uncomfortable

Role-play some of the situations.

Comic Activity:
Ask youngsters to turn to the Comic Activity Sheet Learner’s Workbook page 15, page 22 of this manual. Have students role-play the comic strip, write sentences about it (if there is no writing on the comic), read it out loud to the class, and color it.

Family Connection:
Turn to the Personal Safety Family Activity Sheet Learner’s Workbook page 16, page 23 of this manual. Instruct children on how to complete it. Explain they can do it at home with an adult and return it to their next class.

Stranger Safety Coloring Book:
If time permits, use the Stranger Safety Coloring Book on Learner’s Workbook pages 17-34, pages 24-41 of this manual. Have learners read the story out loud and then color the pages. If there is no time during the class, have them do it at home.

Tips for the Day:
1. Never allow someone to touch you on your private parts (parts of your body covered by a bathing suit).
2. Learn to use the buddy system when walking to and from school.
3. Don’t keep a secret an adult asks you to keep if it makes you feel uncomfortable. Tell a trusted adult.
4. Never accept a ride from a stranger.
5. If you get lost in a store, go to the cashier and ask for help.

Personal Safety Quiz:
Administer the Personal Safety Quiz found on Learner’s Workbook page 35, page 42 of this manual. (Answers are on page 130 of this manual.)
HANDS OFF!

Hands off! Don’t touch!
This is MY BODY
And I love it very much.

Back off! Stand clear!
These are my feelings
You’re hurting here.

Sure, I’m just a little kid,
But my body is a private place —
From the toes on my feet
To the smile on my face.

I know about fondling, rape, and assault,
When you get to court
Saying “it’s not my fault.”

Shame on you,
Those who touch and then lie,
While I’m left to carry
The scars ’til I die.

Well, listen up, pay attention!
Your name will receive
Dishonorable mention.

You attack — I’ll report —
No matter who you may be.
Don’t force yourself
On a little kid like me...

HANDS OFF!
SAFETY STORY

Write a short story about a child who gets into a dangerous situation and how he gets out of it.
PERSONAL SAFETY

This is a coded message. Replace the letters given with the letters coming just before them in the alphabet.


BSJTF - CDCT - MFBSO - UIFJS - BEESFTTFT -

BOE - QIPOF - OVNCFST. UIFZ - LOPX - IPX - UP

SFBDI - UIFJS - QBSFOUT - BU - XPSL.

JO - DBTF - UIFJS - NPUIFS - PS - GBUIFS - JT

IBSE - UP - GJOE, UIFZ - TIPVME - LOPX - UIF

OBNF - BOE - QIPOF - OVNCFS - PG - B - USVTUFE

GSJFOE, OFJHICPS, PS - SFMBUJWF.
10 Rules for Internet Safety

Read these rules for using the Internet out loud with your class.

1. Ask your parents for permission before getting online.

2. Tell your parents to spend time with you while online.

3. NEVER give out your address, phone number, school name or any other personal information.

4. NEVER agree to meet someone you’ve met online. If someone asks you to meet them, tell your parents immediately.

5. Don’t send pictures of yourself or your family unless you have your parent’s approval first.

6. Stop right away if you read something on a website that is mean, scary, or upsetting to you.

7. Don’t respond to messages that are mean or make you feel uncomfortable.

8. Never give out your Internet password to anyone except your parents.

9. Always behave yourself while online. Don’t do anything that is mean or hurtful to someone else, or against the law.

10. Talk with your parents to set up safety guidelines to use when online.
WATCH OUT FOR THESE CHARACTERS!

Read about the characters you MUST watch out for when using the Internet.

Rude Rudy:
Rude Rudy uses bad language on the Internet. If he tries to talk to you, you should turn off the monitor and tell your parents right away!

Meet-Me Monty:
Meet-Me Monty wants you to meet him somewhere after talking to you on the Internet. Never give him personal information, like your name, address, or phone number. Don’t forget to report this to your parents.

Lots-to-Look-At Larry:
Lots-to-Look-At Larry sends pictures of things that kids don’t want to see. If he sends you pictures, turn off your monitor and tell your parents immediately!

Feed-Me-Info Frank:
Feed-Me-Info Frank wants to know lots of information about your family. He will ask questions about you and your parents and may use this information to hurt your family. NEVER give out your personal information and ALWAYS tell an adult!
Look Out for Me!

Draw what your character looks like. On the lines below it, write what you should do if you meet him while using the Internet.

If you meet me on the Internet, you should:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PERSONAL SAFETY

Family Activity

Dear Parents:

Today in class, we learned that we are safety smart. We learned to say no when someone wants us to do something that makes us uncomfortable and how to be safe walking to school, in the mall, or outside. We also learned about how to be safe when using the Internet. Our assignment today is to take a quick quiz together to make sure we know how to protect ourselves.

1. The telephone number to call if there is an emergency is ____________________.

2. If a stranger offers you a ride, even if he says your parent told him to pick you up, what should you do?

   ____________________

3. If you are home alone when someone calls on the phone and asks for your mother, what should you say?

   ____________________

4. When should you answer the door for a stranger? ____________________

5. If you get lost in a store, who can help you? ____________________

6. When walking to and from school, you should? ____________________

7. If someone wants to touch private parts of your body, you should say ________.

8. Never keep a __________ an adult asks you to keep.

9. Whenever you are frightened and need help, you should yell __________! 

10. Never give out personal _______________ to someone you meet online.

Word Bank

walk with friends   NO   911   secret   Cashier
I Need Help!  Never! information
Say: She can’t come to the phone right now.
Don’t get in and then tell an adult.
THOMAS, THE WORLD IS FULL OF MANY DIFFERENT PEOPLE...
There are grown-ups and youngsters.

Most people work, go to school or are retired.

I'm a mechanic!
I'm a teacher!
I'm going to college!
I'm a housekeeper!
I'm a doctor!
I'm retired!
KIDS GO TO SCHOOL

AND PLAY WITH FRIENDS.

Adults and kids make up the family. Some have grandmas, grandpas, mothers, fathers, brothers and sisters.
Most people are good.

Can I help?

Thanks!

Thanks, man!

No problem!

Now I understand!

I'm glad I could help!

3 + 2 = 5
But some people are not nice and you can't tell by looking at them.

So kids need to be very careful.

Really?
**YES! THAT'S WHY IT'S SO IMPORTANT NEVER TO TALK TO STRANGERS!**

**THOMAS, I'M HAPPY YOU WALK TO AND FROM SCHOOL WITH YOUR FRIENDS! REMEMBER, STRANGERS CAN MEAN DANGER!**

**YOU BET!**
HEY KIDS, CAN YOU HELP ME FIND MY DOG?

THOMAS, WE DON'T GO WITH STRANGERS!

C'MON KIDS! GET IN MY CAR AND I'LL GIVE YOU SOME CANDY IF YOU HELP ME FIND MY DOG!

RUN THOMAS, RUN!!
GOOD MORNING CHILDREN... IS SOMETHING WRONG?

MRS. MARTINEZ! THAT MAN TRIED TO GET US TO GO WITH HIM...

HE WANTED US TO HELP FIND HIS DOG!

BUT WE RAN AWAY!

GOOD FOR YOU! NEVER TALK TO STRANGERS. RUN AWAY AS FAST AS YOU CAN!
Our moms are gonna be so proud of us.

Yeah, wait till we tell them what happened.

Hi there! Want some candy?
Let’s go to my house and we’ll have a party.

Thomas, we don’t talk to strangers.

Come with me now!!

No way!
Theresa, scream for HELP!!

Run Thomas! Wave your arms!

Let's run to the market. My neighbor, Mrs. Taylor, works there!
MRS. TAYLOR!

WHAT'S WRONG THERESA?

THAT MAN TRIED TO TAKE US TO HIS HOUSE!

HERE, I'LL CALL THE POLICE!
**ARE YOU KIDS O.K.?**

**YES, THIS NICE LADY CALLED YOU!**

**YOU DID THE RIGHT THING. WHEN A STRANGER STOPS YOU, RUN!**

**WE KNOW, WE'RE SMART!**

**NEVER TALK TO OR GO WITH STRANGERS...**

**OR TAKE THINGS FROM THEM EITHER!**
GOOD WORK KIDS!

AND WE ALWAYS SCREAM "I NEED HELP" IF THERE'S TROUBLE!!
Now, I'll get you home safely. What are your names and addresses?

I'm Theresa Milton and I live at 123 South Street. My phone number is (305) 686-1442.

I'm Thomas Sanchez and I live at 456 West Drive. My phone number is (305) 515-6122.
SMART KIDS KNOW THEIR NAMES, ADDRESSES, PHONE NUMBERS AND AREA CODES!

THAT'S GREAT! I WISH EVERY KID KNEW THESE THINGS TOO!
Then we’d be able to call their parents if there’s trouble!
Remember kids: A stranger is someone you don't know. Never, ever speak to or go with strangers!
PERSONAL SAFETY QUIZ

Name: ___________________________ Date: ______________________

1. If a stranger stops to ask you for directions, you should:
   a. help him out
   b. say “No!” and run the other way
   c. give him directions
   d. None of the above.

2. If something bad happens to you, like an adult touches you in a private place:
   a. you should tell someone right away
   b. know that it’s not your fault
   c. stay away from the person
   d. All of the above

3. You have the right to say _______ when you feel uncomfortable.
   a. Yes
   b. Maybe
   c. No
   d. None of the above

4. When using the Internet, which is true?
   a. It is okay to meet people in person after talking online even if you don’t
tell your parents.
   b. You should never send pictures of yourself unless you have permission
from your parents to do so.
   c. You should always give out your address when someone asks for it.
   d. All of the above

5. If you are home alone and someone knocks on the door, you should:
   a. open the door
   b. tell the person through the window that your parents are not home
   c. not answer the door
   d. None of the above
SECTION 3: BEWARE OF BULLIES AND GANGS (KNOW HOW TO CHOOSE GREAT FRIENDS)

Objective:
Learners will distinguish between which individuals will make the best choice for friends. They will also be alerted as to how to identify a bully or gang and what to do if confronted by one.

Materials:
Activity Sheets

Family Recap:
In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.

Background Information:
There are many individuals in the world who are wonderful human beings. They know how to follow rules and treat others with respect. Those are the types of individuals you would want for a friend. A friend is someone you can talk to and trust to be honest with you. A friend is someone who shares similar interests and you enjoy being around. It is important to choose your friends wisely. A bully is someone you want to avoid; they are not good choices for friends. Bullies often lack self-confidence and, as a result, are people who do not treat others fairly or with respect. A bully is defined as a person who hurts, frightens, or threatens those who are smaller or weaker. Another group of people you should steer clear of are gang members. Gangs consist of people, often from the same neighborhood, who band together for a social reason. Some gangs commit crimes and hurt other individuals.

Discussion:
Think of a time you or someone you know felt threatened by a bully. What happened and what was the outcome of the situation? There are some things you can do if you feel threatened by someone who is a bully or a member of a gang. They include:

1. Tell a teacher or other adult.
2. Talk to a friend.
3. Avoid areas where these individuals might gather.
4. Surround yourself with friends who are positive role models, who follow the rules, and care for others.
5. Tell a police officer.

Read All About It / Dramatic Play:
Read the scenarios on the What Would You Do? Activity Sheet Learner’s Workbook page 36, page 45 of this manual. Act out the situations with positive endings. (Examples of positive endings could include: Tell a parent, teacher/counselor, or trusted adult; try to ignore bullies; say no to joining gangs and walk away from them, resist peer pressure to do negative things.)
Writing Connection:
Fill in the caption in the Cartoon Activity Sheet Learner’s Workbook page 37, page 46 of this manual and tell how the bigger boy is bullying the smaller boy.

Good Choices/Bad Choices:
Brainstorm with the children words that describe good friends and words that describe bad friends. Divide the words on the Make The Right Choice Activity Sheet Learner’s Workbook page 38, page 47 of this manual to show the characteristics of someone who is a good candidate to be your friend.

The Bully Book:
Learner’s Workbook pages 39-47 and manual pages 48-56 contain a book about bullying. If your students read well, have them jump read the pages. Jump reading is when one student begins to read until the end of a sentence or thought. Another student jumps in and continues until the end of the next sentence or thought. Continue this until all information has been read. After each page is read, have a small group discussion about the information you have just gone through. (If your students do not read well, the instructor should read the pages for them and then conduct a discussion as a class.)

If time permits, after you finish reading the book, work with students on completing the activity sheets on Learner’s Workbook pages 48-56, pages 57-65 of this manual. (Answers are on page 130 of this manual.) Also included are posters on bullying. Have students color these and discuss with each other.

Use these points to lead your group:
* What is your definition of a bully?
* What are ways people bully others?
* Tell how the victim of bullying feels.
* What is one good way to handle a bully?
* What are some warning signs that a person is being bullied?
* Who can be a bully?
* If you have been bullied, how did you feel?
* Have you ever bullied another person? Share what happened.
* Do you think we should have zero-tolerance for bullies?
* If you get upset, do you think the bully will stop?
* If you turn around and walk away, do you think the bully will stop?

Family Connection:
Instruct group members to work with their families to fill in the Beware of Bullies and Gangs Family Activity Sheet Learner’s Workbook page 57, page 66 of this manual.

Tips For The Day:
If you feel threatened by someone and don’t know what to do:
1. Tell a teacher or other adult.
2. Talk to a friend.
3. Avoid areas where these individuals might gather.
4. Surround yourself with friends who are positive role models, who follow the rules, and care for others.
5. Tell a police officer.

Beware of Bullies and Gangs Quiz:
Administer the Beware of Bullies and Gangs Quiz found on Learner’s Workbook page 58, page 67 of this manual. (Answers are on page 130 of this manual.)
WHAT WOULD YOU DO?

Read the following scenarios and tell how you could end the confrontation on a positive note. With a partner, act out what you would do.

Situation #1: Fred has been bullying you for several days. He calls you names and has threatened to beat you up after school if you don’t give him your lunch money. What would you do?

Situation #2: You overheard members of a gang saying they were going to graffiti the school over the weekend. What would you do?

Situation #3: Your friend asked you to steal candy from the store to prove you are cool. You really like him and don’t want to let him down. What would you do?

Situation #4: You have seen a bully picking on a new, shy boy in the class for several days. What would you do?

Situation #5: All of your friends are joining a gang that has been responsible for several crimes in the neighborhood. You really don’t want to be left out; after all, they are your friends. What would you do?
Write a caption for the bully cartoon below.
**MAKE THE RIGHT CHOICE**

Sort the words into two columns to show the characteristics of a good and bad friend choice.

<table>
<thead>
<tr>
<th>Good choice</th>
<th>Bad choice</th>
</tr>
</thead>
</table>

**Choices:**

- lies
- keeps curfew
- is honest
- stays out after hours
- follows the rules
- drives without a license
- does graffiti
- sells drugs
- pays attention in class

- drinks alcohol
- steals
- helps others
- respects property
- listens to your problems
- is truthful
- says no to drugs
- is mean to others
- carries weapons
The ARISE Bully Book scratches the surface in an attempt to alert the reader of the effects of bullying, and strategies for avoiding bullying put-downs.

“It has been said that bullying often consists of the least competent, most aggressive youth, parent, employee, or boss projecting their incompetence onto the least aggressive, most competent child, spouse, or employee, and winning.”

—The Bensons
How people react to bullying usually depends on how they interpret what is being said. Here are some ways you can help yourself and others recognize the differences between simple, good-natured teasing and the potentially dangerous result of bullying.

Bullyproofing: You can help others feel better about themselves by recognizing their special abilities, talents, and interests. This will help them take pride in who they are and their accomplishments. Always build up; never, never put down.
Victims of chronic teasing or bullying are more likely to achieve lower grades in school, be absent more often, and suffer from depression. Some bullying targets also think about dropping out because they feel it’s their only escape from being harassed and feeling stupid.

About 1 in 10 people are targets of chronic bullying. Some reasons include:

- Different physical appearances
- Racial, ethnic or religious differences
- Odd mannerisms
- New to the neighborhood

Some victims are chosen for no apparent reason other than they look like a prime candidate for harassment.
Everyone has been bullied and teased at least once. It’s a part of growing up. Bullying usually begins innocently, but even small episodes of just joking around tend to mark one person as the victim, making them feel as if they don’t fit in.

Four-eyes! Four-eyes! Gina is a four eyes!

The best advice for bully behavior is the cold shoulder. Ignore it, turn away, change your space, find a good friend. Don’t just stand and take it. Move on! Move up!

Sometimes this kind of teasing increases and escalates. By middle school, it can become cruel and mean-spirited. When teasing becomes intentionally nasty or is done to humiliate, threaten, or hurt someone it is bullying at its worst.

Well, look who’s here! It’s Greg the slowmaster! You need to speed it up, jerk. The turtles are complaining.

Yeah, but you know what? The turtle won the race.
Sometimes it’s not what they say, but how they say it. If you are being teased, to give you a hint, listen to the beat of the teaser’s voice. That can tell you whether the teasing is meant to be funny or hurtful.

When it’s meant to be funny, go along with it and laugh.

When it’s hostile and mean-spirited, just tell them to stop, walk away, or get help from a trusted teacher or faithful friend.
Stand Tall, Not Toe To Toe. Some people think standing up to a bully means being tough and bully-like. This doesn’t solve the problem; it might make the situation worse. Too many times, these confrontations can lead to rage and violent outbursts.

It’s also true that crying or running scared makes the bully feel like he has power over you. Each of us must learn when to back down and walk away and when it’s better to hold our ground.

One brainy way to handle an aggressive person is to use a firm, but nonviolent response. Look at them and say...

I don’t like the way you are treating me.

...then turn and walk away.

Adults should remember that when kids observe appropriate behavior, they are more likely to use it themselves. Don’t be a bully! Set a good example.
How can you tell if someone is being bullied?
Often, children will hide their bully trouble because they think they should be able to face it alone; they could feel things will get worse if they bring an adult into a stressful situation.

Warning signs
Parents should especially watch out for physical signs of bullying, such as:

- Unexplained injuries
- Torn clothing
- Lost belongings

Bully awareness signs to watch for.

- Being late for classes (to avoid bullies in the hallway).
- Not hanging out with friends as much as they did before.
- Skipping out on things they like to do — such as going to the movies, or a mall, or carnival — without any explanation.
BULLYING IS NOT JUST KID STUFF.
There are bullies and victims of all ages, in all areas of life, in many different ethnic and social groups — not just kids in school.

There are bully husbands and wives.

Bully teachers.

Bully parents and siblings.

Bully bosses and coworkers.

Bully doctors and nurses.
**WHAT CAUSES BULLYING?** We can't pin it down to just one cause of bullying. There are a number of factors that increase the risk of someone becoming a bully. In trying to better understand what makes a child bully or put others down, consider the following factors:

1. The home is the most violent place in the United States. (Perry, 1996)

2. Children from violent homes are three times more likely to become bullies. Contrary to popular belief, the majority of violence directed at young children in the home comes from the mother and older siblings. (Perry, 1996)

3. There are three major predictive family factors:
   a) Modeling of aggressive or bullying behaviors by parents or older siblings.
   b) Poor supervision and neglect of the child's needs and a child's feelings of nonacceptance, which translates into rejection of self.
   c) A lack of solid bonding/attachment with the young child.
   (Weinhold & Weinhold, 1999)
CHECKLIST OF BULLYING

Check off some of the things a person could say or do that would be considered bullying.

___ Wow, you’re busting out of those pants. Better lay off the chocolate cake.

___ You’re dumb.

___ You look cool today.

___ I told the teacher that Joe was teasing me, and the teacher laughed and told me to take it like a man.

___ The guy pushed past me to get a seat on the bus.

___ Hey, why don’t you come to the movies with us?

___ One boy stabs another in the leg with a pencil.

___ Why don’t you join in the game?
A DIFFERENT VIEW

Write down a situation where someone is being bullied. Then, rewrite the same situation, but this time, there is no bullying because the situation will be handled differently.
CREATE A POSTER

Create a poster below with a “No Bullying” slogan. Put it up where you are and encourage others to stop bullying because it hurts people.
**Fill in the Blanks**

Fill in the blanks with the words from the word bank.

1. Victims of chronic teasing and bullying are more likely to ______ out of school.

2. About one in _____ people are a victim of chronic bullying.

3. Some good advice for bully behavior is to ____________.

4. Bullying that is nasty or done to threaten needs to be ____________.

5. Sometimes it is not what a bully says, but _____ they say it.

6. One step to handling an aggressive person is to use a firm but ______ response.

7. A warning sign that someone is being bullied could be unexplained _________.

---

**Word Bank**

- ten
- drop
- turn away
- how
- injuries
- nonviolent
- stopped
WORD SEARCH

Circle the words from the word bank.

Word Bank
bullying  victims
ignore  nonviolence
name calling  zero-tolerance
teasing
Effects of Bullying (Feelings)

Match the words from the word bank to the pictures below. Write the word on the line next to the picture. These are how a bully can make you feel. If more than one word fits for each, pick the best answer and use each word only once.

Word Bank
- angry
- confused
- fearful
- depressed
- full of hate
- sad
- ready to fight

ARISE Kids Alert: Lessons Every Child Needs to Know Today, Instructor’s Manual, Page 62
School is **NO** place for BULLYING or THREATS!

We're here to learn, not to be picked on.
Words Can Hurt!

Say Something Nice

Order Toll Free: 1-888-680-6100
www.ariselifeskills.org
TEMPER
LOSE IT AND
YOU BECOME THE
VICTIM TOO!

Order Toll Free: 1-888-680-6100
www.arisefoundation.org
BEWARE OF BULLIES AND GANGS

Family Activity

Dear Parents,

Today, we learned about how to choose good friends as well as characteristics in people that would make them bad candidates for friends. We also talked about some things students could do if they were being bullied or harassed by other children. Some of those suggestions include:

1. Tell a teacher or other trusted adult.
2. Talk to a friend.
3. Avoid areas where these individuals might gather.
4. Surround yourself with friends who are positive role models, who follow the rules and care for others.
5. Tell a police officer.

Communication is a very important aspect of keeping kids safe. Please fill in the information below, so you will have a better understanding of who your child is “hanging out” with.

The three friends I spend the most time with are:

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent’s Signature __________________________ Date __________________________
BEWARE OF BULLIES AND GANGS QUIZ

Name: ___________________________ Date: ______________________

1. A friend is:
   a. someone who you can trust to be honest with you
   b. someone who shares the same interests as you
   c. someone you enjoy being around
   d. All of the above

2. Someone who does not treat others fairly or with respect is a:
   a. friend
   b. bully
   c. neighbor
   d. None of the above

3. Some gangs:
   a. commit crimes
   b. hurt people
   c. are made up of people from the same neighborhood
   d. All of the above

4. If you feel threatened by a gang member or bully, you should:
   a. become friends with that person
   b. tell a teacher or an adult you trust
   c. stay away from the places that person hangs out at
   d. B and C only

5. About one in _________ people is a victim of bullying.
   a. 20
   b. 10
   c. 80
   d. 100
SECTION 4: DRUGS AND ALCOHOL ARE DANGEROUS!

Objective:
Students will learn about the hazards of doing drugs and the dangers of alcohol abuse.

Materials:
Activity Sheets and “Drugs” video

Family Recap:
In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.

Background Information:
Ask learners what they think drugs are. Explain that drugs are dangerous chemicals that change the way our minds and bodies work. Ask for examples of how drugs can hurt you (drugs kill brain cells, can turn you into a criminal, are addictive, make you sick). Inform them that some drugs, such as medicine, are legal and are taken only under the advice of a doctor or trusted adult. Such medicines make us feel better when we are sick. Ask the class for examples of medicines they have taken (Tylenol, Aspirin, Advil, Benedrily for allergies, Antibiotics for infections). Ask them to name some illegal drugs (marijuana, crack, cocaine, heroin).

Remind them there are drugs that are harmful, even if they are legal. One of the most common drugs is alcohol. Ask the class to show, by raising their hands, if they knew alcohol was a drug. Ask them: “How can it be a drug? They sell it in stores and in the supermarket; they have commercials for it on TV and ads for it in the newspaper; people drink it all the time. How can it be a drug?” Then, write the answer on the board or a large sheet of paper where all can see: Alcohol changes the way our minds and bodies work. Explain that alcohol is only legal if you are an adult. If adults choose to drink in moderation (without overdoing it), it is okay. However, it is NEVER legal for a child to drink alcohol. Remind students that drugs and alcohol cause many problems for people and often destroy families. Therefore, they should always stay away from drugs and alcohol.

“Drugs” Video:
Show the “Drugs” video. Ask students the following questions. Give them additional time to discuss any other part of the video they want to talk about.

1. What happened to the boy doing drugs?
2. Did his friends think he was cool?
3. Why do you think he took drugs?
4. Why do you think he stopped taking drugs?
5. Did the video have a happy ending? Why?
Ask: What problems are caused by drugs? Possible answers include:

1. Drugs can cause you to become a criminal. People who use drugs rob, kill, and injure thousands of innocent people every day. It costs a lot of money to buy drugs, and people who are addicted (who need drugs) will do anything to get money to pay for them, even hurt and steal from friends and family members.
2. Drugs ruin lives, minds, and bodies. They can affect your brain and decrease your ability to make good choices.
3. Drugs can cause addiction. Each time you use them, you need more and more to feel high. The body begins to be unable to function without the drugs. It costs more and more money and ruins more and more brain cells.
4. Drugs can make you unable to concentrate on school work, causing you to fail.
5. Drugs may make you think you can do things you really can’t. You may think you can fly and could be hurt or killed.
6. Drugs can make you feel high at first, but then you feel dizzy, sleepy, sad, and sick.

Some people need practice saying NO. One way might be: “No thanks. I have somewhere to go.” Another might be: “No, thanks, I’m not interested.” A bold way might be: “No, I’d rather be healthy.” Have students practice each of these statements.

How many different ways are there to say NO? Turn to the Just Say No Comic Strip Learner’s Workbook page 59, page 71 of this manual. Have each child think of one way to say NO and then illustrate it as a comic strip.

When they have completed this, allow each one to show his illustration and say NO. This will give the entire class many ways to stay away from drugs.

**Drugs Writing Connection:**
Complete the Letter About Drugs Activity Sheet Learner’s Workbook page 60, page 72 of this manual. Write a letter to a younger child encouraging him to stay away from drugs. Explain what drugs can do to your body.

**Puzzle Page:**
Complete the NO, NO, NO! Activity Sheet Learner’s Workbook page 61, page 73 of this manual to find out why it is important to say no to drugs. (Answers are on page 130 of this manual.)

**Alcohol Discussion:**
Teach youngsters this rhyme:

```
Don’t even experiment with a taste;  
When you see alcohol, do an about-face!
```

Ask children if they know what some types of alcohol are. Make a list of them where everyone can see. Be sure to include beer, wine, and wine coolers if the children have not mentioned them. Explain alcohol is a drug and when people are drunk, they think differently than when they are sober.

Ask students what alcohol can do to your body (slow to respond, you don’t think right, you get dizzy, it can hurt your liver, it gives you bad judgment when driving a car or riding a bike).
Ask students if alcohol can be harmful, why do some young people drink? Ask them to think about some reasons which could include:

1. To have fun and be with friends
2. Curiosity
3. Alcohol can make you forget about bad things
4. On a dare
5. They didn’t know how to say NO

Write the above on the board or large piece of paper where all can see. Tell them one of these reasons is totally false. Erase all of the reasons except for “Alcohol can make you forget about bad things.” Explain alcohol is a type of drug called a depressant. Ask students if they know what it means to be depressed (sad).

Explain when you are depressed, you feel very unhappy. People think that drinking alcohol will make them forget the sadness, but this is not true. Have the class list some things that make them depressed. Write these items on the board or a large piece of paper where all can see.

**Alcohol Writing Connection:**

Explain to students commercials for alcohol often show people having so much fun, we forget alcohol abuse can be dangerous. Divide the class into small groups, and tell them they will be responsible for writing a commercial that shows some of the dangers of drinking too much alcohol. Next, turn to the Create a Commercial Activity Sheet Learner’s Workbook page 62, page 74 of this manual.

**Dramatic Play:**

After you have allowed time to create commercials, let the children act them out for the class. When they have finished performing the commercials, review the dangers of alcohol.

**Comic Pages:**

Ask youngsters to turn to the Comic Activity Sheets Learner’s Workbook pages 63-64, pages 75-76 of this manual. Divide learners into groups of two or three. Assign half of the groups the comic about drugs on Learner’s Workbook page 63, page 75 of this manual. The other half of the groups will work with the alcohol comic on Learner’s Workbook page 64, page 76 of this manual. Have each group role-play the comic strip and color it.

**Family Connection:**

Turn to the Drugs and Alcohol Are Dangerous Family Activity Sheet Learner’s Workbook page 65, page 77 of this manual. Instruct children on how to complete it. Explain they can do it at home with an adult and return it to their next class.

**Tips for the Day**

1. Drugs kill. That’s a fact.
2. Drugs change the way we think and act.
3. Alcohol is also a drug.
4. Drugs cause people to commit crimes.
5. Alcohol can destroy families.
6. Say NO to drugs and alcohol.

**Drugs and Alcohol Are Dangerous Quiz:**

Administer the Drugs and Alcohol Are Dangerous Quiz Post-Test found on Learner’s Workbook page 66, page 78 of this manual. (Answers are on page 130 of this manual.)
JUST SAY “NO” COMIC STRIP

Think of a way a person could strongly say NO to drugs. Draw a comic strip that shows you saying NO loud and clear. Remember to give your comic strip a title. Write four additional ways to say no under your comic strip.

1. 

2. 

3. 

4. 

ARISE Kids Alert: Lessons Every Child Needs to Know Today, Instructor’s Manual, Page 71
LETTER ABOUT DRUGS

As a leader in your school, you have been asked to teach younger children to say no to drugs. What things would you tell them? Remember to include how drugs can harm you and why you should stay away from them. Write a letter to a younger child telling him why he should stay away from drugs.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
No! No! No!

Use the words below to fill in the blanks and complete each statement.

Our brains are __ J __ by the use of

__ U __. Children know drugs

make people S __ and cause

__ __ __ T __ habits.

Some drug users S __ __ to get money
to __ A __ for drugs.

Never __ Y a pill or powder

A __ __ N __ offers you.

If you know where drugs are __ O __, tell an adult.

Word Bank

DRUGS    INJURED    SICK    PAY    UNHEALTHY
STEAL    SOLD    FRIEND    TRY
CREATE A COMMERCIAL

Think about some of the commercials you have seen on TV trying to sell a particular product. Write a commercial that warns of the dangers of alcohol.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
DRUGS

No

No

No

ARISE Kids Alert: Lessons Every Child Needs to Know Today, Instructor’s Manual, Page 75
ALCOHOL

LET'S PARTY

HERE, HAVE A DRINK!

WE DON'T WANT TO!

AW, GO AHEAD AND TAKE ONE!

NO, THANKS, I HAVE BETTER THINGS TO DO!

YOU'RE MISSING OUT... IT'S REALLY GOOD!

THAT'S O.K. I KNOW DRINKING ISN'T GOOD FOR ME!

WE KNOW OTHER WAYS TO HAVE FUN!
DRUGS AND ALCOHOL ARE DANGEROUS

Family Activity

Dear Parents:

Today in our lesson, we talked about the dangers of drugs and alcohol. We learned how drugs harm the mind and body, and we talked about ways to say “No” to drugs. Our assignment is to write down what we would say in reply to the following statements.

1. A pusher says, “Hey! Try this. I’ll give you a free sample.”

2. Your friend says, “Everyone’s doing it. Why don’t you?”

3. An older kid says, “If you were really cool, you’d have a beer.”

4. Your best friend asks, “But aren’t you even curious? Let’s give it a try together.”

5. A drug dealer says, “Come on, it’ll make you feel good. Getting drunk is great!”

Please help your child finish this family activity and return it with your signature to the next class.

______________________________  ________________________
Parent’s Signature                Date
DRUGS AND ALCOHOL ARE DANGEROUS QUIZ

Name: ______________________ Date: ________________

1. If someone offers you drugs, what should you say?
   a. No thanks, I’m not interested.
   b. Not now, maybe later.
   c. Not me, but my friend might want to.
   d. None of the above

2. If a person takes drugs or drinks alcohol, they can:
   a. get addicted
   b. get sick
   c. get injured
   d. All of the above

3. People who do drugs often:
   a. are very happy
   b. can become criminals
   c. do well in school
   d. All of the above

4. Drugs:
   a. are chemicals that change the way our bodies and minds work
   b. can kill
   c. are illegal
   d. All of the above

5. Alcohol can NOT make you:
   a. healthy
   b. forget about bad things in your life
   c. get better grades
   d. All of the above
SECTION 5: DOMESTIC VIOLENCE
AND ABUSE

Objective:
Students will examine domestic violence, the types, staying safe, how it makes a person feel and where to get help.

Materials:
Activity Sheets

Family Recap:
In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.

Background Information:
Explain that domestic abuse is a pattern of violent behavior in a relationship. It can be violence between parents, brothers and sisters, aunt and uncles, and it usually occurs in the home. Some fathers will hit, shove, scratch or bite their spouses. A mother’s boyfriend may yell and scream at her or her kids. Some moms and dads can hurt their children. But inform learners that sometimes you can’t see the abuse, but you know it’s happening. For example a woman may have bruises on her body, or she can just be very depressed (sad).

Here are some questions you can ask to brainstorm about domestic abuse:
1. What are some things that a husband can say to his wife that are not nice? (You’re stupid; You can’t do anything right; You always do the wrong thing.)
2. What are some things that parents can fight over? (money, the house not being clean, dad or mom drinks too much, what TV show to watch)
3. How does it feel when you hear mom and dad fighting?
4. How does violence affect children? (the child can become aggressive, has nightmares, loses interest in playing with friends, is scared all the time, wets the bed)
5. Has anyone seen two people fighting? Tell about it.

Activity:
Have students complete the Feelings of Abuse Activity Sheet Learner’s Workbook page 67, page 81 of this manual. Explain that they will choose a word from the word bank that identifies how the child in each situation feels. Let them know that all of these feelings can occur when a child is involved in any kind of abusive situation. (Answers are on page 130 of this manual.)

Writing Connection:
Ask children what family violence means to them. Write their answers on the board or large piece of paper where all can see. Then write the following three columns on the board:

VIOLENCE AND ABUSE

<table>
<thead>
<tr>
<th>Physical</th>
<th>Verbal</th>
<th>Neglect</th>
</tr>
</thead>
</table>

Give them the following words and call on students to come up and write it in the correct column: slapping, yelling mean words, touching private parts, someone not caring for you, kicking, pushing, calling you names, you have no clean clothes to wear, someone throwing dishes, no food for two days, your brother gets hit all the time, someone shouts at you in a really mean way.
Have learners complete the Family Violence Activity Sheet Learner’s Workbook page 68, page 82 of this manual. Tell them to copy some of the items that were written on the board under the proper column. Then put them in groups to come up with a few more examples of each type of family violence and write them on the worksheet. Share their answers as a group.

**Dramatic Play:**
Discuss with children what they can do to deal with domestic abuse if it is happening in their home. Inform them that domestic abuse in their family is not their fault — if mom and dad are fighting, it is not their fault.

Go over the ways below that they can use to stay safe:
* Talk to people (teachers, counselors, ministers, or other trusted adults). Find someone you can trust and who will listen to you. Keep telling people until the problem is fixed.
* Remember that your body belongs to you. No one should ever touch you in a way that makes you feel scared, confused, uncomfortable or hurt.

Have the children get into groups and act out the role-plays on the Safe Ways to Handle Domestic Abuse Activity Sheet Learner’s Workbook page 69, page 83 of this manual. After each role-play, discuss ways to handle the situation safely. Here are sample ways to handle the role-plays on the activity sheet:

**Role-play 1:** Leave, go to another room, tell a parent or trusted adult if it gets worse.
**Role-play 2:** When you get home, talk to mom about how it made you feel. If she keeps doing it, talk to a teacher, counselor or other adult.
**Role-play 3:** Leave the room, speak to a teacher, counselor or trusted adult.
**Role-play 4:** Stay away and call 911 if it gets very violent. Speak to a teacher, counselor or other trusted adult.

**Art Activity:**
Have the children turn to the What Abuse Looks Like Activity Sheet Learner’s Workbook page 70, page 84 of this manual. Ask them to draw a picture of what violence and abuse looks like to them. After completion, have each child tell about their picture.

**Family Connection:**
Turn to the End the Cycle of Abuse Family Activity Sheet Learner’s Workbook page 71, page 85 of this manual. Explain that they are to take it home and go over it with an adult. They should return it to their next class.

**Tips for the Day:**
1. If your parents or other adults in the house are involved in violence, it is not your fault.
2. To handle an abusive situation in a safe way, leave the room and go somewhere safe, tell a trusted adult.
3. If you or a family member is involved in an abusive situation, tell someone. If that person doesn’t listen, tell someone else.
4. Being abusive is not acceptable behavior – whether it is verbal, physical, sexual or neglect.

**Domestic Violence and Abuse Quiz:**
Administer the Domestic Violence and Abuse Quiz found on Learner’s Workbook page 72, page 86 of this manual. (Answers are on page 130 of this manual.)
FEELINGS OF ABUSE

Choose a word from the word bank below that describes how a child feels when involved in an abusive situation.

Feeling

1. Dad throws a plate of food at mom.  

2. Mom looks at her boyfriend with angry eyes.  

3. Mom didn’t clean the house properly, so dad hits her across the face.  

4. Dad has had too much to drink and yells at the kids for no reason.  

5. A mother is walking to the store holding her baby. The baby is crying, so the mother hits him really hard.  

6. John is at his friend Mario’s house playing video games. Mario’s dad comes into the room and starts screaming at him and using curse words.  

7. Luis is arguing with his sister Cristina. Cristina gets mad so she kicks his leg really hard two times.  

Word Bank

guilty helpless angry fearful confused low self-esteem stressed unhappy
FAMILY VIOLENCE

Copy the words written on the board under each column. Then, try to think of more examples of each type of abuse and fill in the blanks with your answers.

VIOLENCE AND ABUSE

Physical

Verbal

Neglect
SAFE WAYS TO HANDLE DOMESTIC ABUSE

Choose one of the role-plays and act it out. Make sure you handle the situation in a safe way.

1. Your brother doesn’t make the cut for the football team. He comes home and starts screaming and throwing things at you. What do you do?

2. You fouled out three times during your softball game. In the car on the way home, your mom tells you that you are worthless, you never do anything right and she can’t believe you lost. What do you do?

3. Dad came home from work and is tired. Mom is cooking dinner, but is running late. He yells at her about being too slow and tells her she should have dinner ready for him. He raises his hand and slaps her. What do you do?

4. You are sleeping in your room. You hear your parents in their bedroom yelling at each other. You hear your mom say they have no money to pay bills. It sounds like someone got hit. What do you do?
WHAT ABUSE LOOKS LIKE

Draw a picture or design showing what abuse looks like to you.
END THE CYCLE OF ABUSE

Family Activity

Dear Parents:

Today we learned about domestic violence and abuse. This is a pattern of violent behavior in a relationship. We learned that violence within a family makes us feel helpless, angry, fearful, stressed, unhappy and scared. If domestic abuse occurs at home, we can keep safe by talking to people such as a teacher, counselor or other trusted adult.

The following is a list of organizations that provide services to individuals who have been exposed to child abuse or domestic violence.

The National Child Abuse Hotline 1-800-4-A-CHILD
National Domestic Violence Hotline 1-800-799-SAFE
National Sexual Assault Hotline 1-800-656-HOPE
National Center for Missing and Exploited Children 1-800-843-5678
Prevent Child Abuse 1-800-CHILDREN

Please help your child finish this family activity and return it with your signature to the next class.

_________________________  _________________________
Parent’s Signature            Date
DOMESTIC VIOLENCE AND ABUSE QUIZ

Name: ___________________________ Date: ________________

1. If mom and dad are fighting, it is:
   a. probably your fault
   b. not your fault
   c. okay if dad hits mom sometimes
   d. None of the above

2. If there is an abusive situation in your home, you should:
   a. ignore it
   b. hope it will go away
   c. tell a trusted adult
   d. None of the above

3. If a mother curses and yells at her daughter all the time, it is what kind of abuse?
   a. verbal
   b. physical
   c. neglect
   d. it is not abuse

4. Domestic abuse usually happens:
   a. at school
   b. at home
   c. at work
   d. None of the above

5. When a child is involved in an abusive situation, he or she can feel:
   a. scared
   b. sad
   c. confused
   d. All of the above
SECTION 6: NEGLECT

Objective:
To learn the meaning of neglect and the times when a child can be neglected.

Materials:
Activity Sheets

Family Recap:
In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.

Background Information:
Ask students to brainstorm what the word neglect means. Write their answers on the board or large piece of paper where all can see. Make sure they include the words overlooked, inattentive, lack of care, ignoring and forgetting.

Use the following questions to lead a discussion about neglect:
1. What are some things a baby needs? (food, changing of diapers, hugs and love)
2. If someone forgets to feed the baby what would happen? (the baby would cry, be hungry)
3. Is it right to forget to feed the baby? (no)
4. If someone forgets to change the baby, what would happen? (baby would be dirty, uncomfortable, and would probably be crying)
5. If the baby is not changed and kept clean, do you think this is neglect? (Yes, it is.)
6. If the child is five-years-old in Kindergarten and comes home from school, do you think this child should open the door by himself and go into the house? (no)
7. If the five-year-old child comes into the house alone, can they get hurt? (yes)
8. If the child is sick and has a fever, do you think the child should be sent to school? (no)
9. What should happen if a child is really sick? (go to the doctor)
10. If the family does not take a really sick child to the doctor what could happen? (he could get worse)
11. A baby is riding in a car without a car seat – is this neglect? (yes)
12. Tell about a time when someone you know may have been neglected.

Inform students that most children are well taken care of. However, sometimes parents and guardians are so busy with work and family obligations, that they end up forgetting to do some things that are necessary. If a parent or guardian fails to meet a child’s basic needs such as providing food and clothing or constantly leaves a very young child alone, this is known as neglect.

Tell students that in this lesson they will be learning about how to be safe at home even when their parents are not there.
Important to remember:
* Each state may have a set age when a child is old enough to be left home alone for short periods of time. The following are guidelines for families to follow:

1. Babies should never be left at alone.
2. The child being left home alone should be at least 12 years old.
3. The child should feel comfortable and willing to stay alone.
4. The child should feel safe. (Is there a neighbor or friend who lives nearby?)
5. The child must understand the importance of all safety rules.

*(Guidelines excerpted from: http://www.211bigbend.org)*

Read All About It:
Inform students that sometimes parents need to leave children alone for a short period of time. They get home from school and they are alone, but a parent or guardian will be home shortly after work. It is important for parents to know if you are ready to be left home alone. Have the students turn to the Preparing to Be Home Alone Activity Sheet Learner’s Workbook page 73, page 90 of this manual. Ask volunteers to read the worksheet out loud and check off the ones that show they are ready. If all are checked off, you can tell your parents you are ready to be home alone.

Ask students to work in pairs to complete the True or False Activity Sheet Learner’s Workbook page 74, page 91 of this manual. Go over each question as a class. (Answers are on page 130 of this manual.)

Read the House Key Safety Activity Sheet Learner’s Workbook page 75, page 92 of this manual out loud with the class.

Comic Activity:
Have the children answer the questions (yes or no) on the Being Home Alone Activity Sheet Learner’s Workbook page 76, page 93 of this manual.

Activity:
Discuss with students how they feel when they are sick. Write their answers on the board or large piece of paper where all can see. Some answers might be stomach hurts, fever, throwing up, leg pains, sore throat, back hurts.

Ask the following questions to the class:

* What should your parents do if you are sick? *(Go to the doctor or give medicine.)*
* What if the parent has to go to work when the child is home sick? Should they send the child to school sick? If the child is sent to school, could he get more sick?
* What can parents do if they have to work? *(Ask their boss if they can take time off to take the child to the doctor, then find a babysitter to stay with him.)*

Make sure the children understand that if they are really sick, they need to stay home and rest.
Ask students if they think it is neglect if a parent sends the child to school being sick? Discuss this as a class.

Have the children turn to the Are You Sick? Activity Sheet Learner’s Workbook page 77, page 94 of this manual and draw a picture of how they feel when they are sick. After all the worksheets have been completed, ask for volunteers to tell the class about a time they were sick and what was done for them.

**Dramatic Play:**
Put the children into groups and assign one of the role plays on the Care vs. Neglect Activity Sheet Learner’s Workbook page 78, page 95 of this manual. Each group will act out their assigned role-play and then discuss the end result.

**Family Connection:**
Turn to the Preventing Neglect Family Activity Sheet Learner’s Workbook page 79, page 96 of this manual. Explain that they are to take it home and teach what they learned today to an adult. Along with this, have students take home the Emergency Contact Numbers Sheet Learner’s Workbook page 80, page 97 of this manual to fill out with their family.

**Tips for the Day:**
1. If a child is home alone after school, these rules should be followed:
   * Lock the doors.
   * Call your parent or guardian when you get home.
   * Put your house key in a safe place.
   * Don’t use the stove or other dangerous appliances.
   * Know where all emergency numbers are.
   * Don’t leave the house.
   * Never open the door for anyone.
2. When you are sick, make sure your parents take you to the doctor.
3. If you are in charge, never leave young children home alone.

**Neglect Quiz:**
Administer the Neglect Quiz found on Learner’s Workbook page 81, page 98 of this manual. (Answers are on page 130 of this manual.)
PREPARING TO BE HOME ALONE

Read each statement below. Put a check in the box next to it if it is true for you. This will let parents know if you are ready to be home alone.

1. I feel comfortable being home alone.
2. I complete household chores.
3. I can complete my homework on my own.
4. I tell my family where I am going and when I will be back.
5. I feel safe in my neighborhood.
6. There is an adult or neighbor near by who I can call for help.
7. I know all emergency numbers for my parents or guardians.
8. I know never to open the door when I am home alone.
9. If I am home alone, I know not to use the stove, oven or other dangerous appliances.
10. If I am home alone, I know I should never leave the house.
TRUE OR FALSE

Write “T” for true or “F” for false for the following statements.

______ 1. Parents should never leave a baby home alone, whether he is sleeping or awake, even for few minutes.

______ 2. Parents should leave an emergency telephone number for their children when they are left home alone.

______ 3. If you are home alone, you should always open the door when someone knocks.

______ 4. It is okay for a child who is left home alone to use the stove to cook food.

______ 5. Parents should talk to their children about how to keep safe when staying home alone.

______ 6. It is important to have a list of people and phone numbers to contact in case of an emergency.

______ 7. When you are home alone, it is fine for you to go out and play with your friends.

______ 8. Medicines and poisons should always be put away and out of reach of children.
**House Key Safety**

Read the tips below on how to keep your house key safe. Remember: your key to the house is your key to responsibility. Take good care of it!

- Keep your key inside your pocket, your wallet, your shoe or your bookbag.
- Always keep your key hidden.
- Never put your home address on your key chain in case it gets lost.
- Don’t let anyone borrow your key.
- Make sure you remove the key from the door when going into the house.
- Discuss with your parent(s) what to do if your key does get lost and follow their instructions.
- If you lose your key, don’t panic. It can happen to anyone. Try to remember when you last had it and retrace your steps.
- Don’t tell anyone except your parents that you’ve lost your key.
**BEING HOME ALONE**

Circle yes or no for the following questions under each picture.

1. **Do you immediately lock the door behind you?**
   - Yes
   - No

2. **Do you call a parent when you get home to let them know you are safe?**
   - Yes
   - No

3. **Do you put your house key in a safe place?**
   - Yes
   - No

4. **Do you use the stove to make snacks?**
   - Yes
   - No

5. **Do you have a list of emergency phone numbers?**
   - Yes
   - No

6. **Do you leave the house to go out and play with friends?**
   - Yes
   - No
ARE YOU SICK?

Draw a picture below of what you feel like when you are sick. Answer the questions at the bottom of the page when you finish.

List some of the symptoms you feel when you are sick:

__________________________

Where should you go if you are sick with a fever, have aches and pains, and you are throwing up?

__________________________
**Care vs. Neglect**

Act out each role-play and then answer the questions under each picture.

**Role-Play 1**
Mom is ready to go out and leave her 12-year-old son home alone. She says to the boy: I will be back in one-and-a-half hours and sets the following rules:

- Do not open the door for anyone.
- I will be at the supermarket. The phone number is 555-5555 if you need me.
- Do not go out of the house.
- You can do your homework and then watch TV.

Is mom neglecting her child? ________________________________

**Role-Play 2**
A father wants to pick up a new CD at the store. He doesn’t want to bring his two-year-old daughter into the store with him, so he leaves her in the car with the windows down.

Is dad neglecting his child? ________________________________

**Role-Play 3**
You wake up in the morning with a stomach ache but no fever. Your parent or guardian gives you tea and tells you not to eat too much. You go to school and a few hours later, your teacher notices you have a fever. She sends you to the office to call your parent or guardian to pick you up. Your parent or guardian calls a neighbor to get you because they can’t leave work. Your neighbor comes to get you and takes you to her house. When your parent or guardian comes home from work, your fever is even worse. They call the doctor and then take you to the emergency room.

Is the parent or guardian neglecting the child? ________________________________
Preventing Neglect

Family Activity

Dear Parents:

Today we learned that most parents take good care of their children. However, sometimes parents and guardians are so busy with work and family obligations, they neglect some things that are necessary. If a parent or caregiver fails to meet a child’s basic needs such as food, clothing or constantly leaves a child alone, this is known as neglect.

Parents should remember the following important things:

In Florida, there is no single set age when a child is old enough to be left home alone for short periods of time, however the following are guidelines for families to follow:

1. Babies should never be left at alone.
2. The child being left home alone should be at least 12 years old.
3. The child should feel comfortable and willing to stay alone.
4. The child should feel safe. (Is there a neighbor or friend who lives nearby?)
5. The child must understand the importance of all safety rules.

(Guidelines excerpted from: http://www.211bigbend.org)

Children who come home by themselves should know the following:

◆ Immediately lock the door behind them.
◆ Call to let parents or guardians know they got home safely.
◆ Keep the house key in a safe place and make sure to take it out of the door when entering the house.
◆ Never use the stove, oven or other dangerous appliances.
◆ Don’t leave the house to play outside or visit friends.
◆ Never open the door for anyone who knocks.

If your child is sick with a fever or injured, it isn’t a good idea to send him or her to school. Make sure to take them to a doctor or hospital to receive medical care immediately. You don’t want to wait for them to get more sick.

Please help your child finish complete the emergency information sheet on the next page and place it on the refrigerator or on another visible spot in the house.
# Emergency Contact Numbers

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Cell:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Work:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Other:</td>
<td></td>
</tr>
<tr>
<td>Family Member:</td>
<td></td>
</tr>
<tr>
<td>Family Friend:</td>
<td></td>
</tr>
<tr>
<td>Neighbor:</td>
<td></td>
</tr>
<tr>
<td>Doctor:</td>
<td></td>
</tr>
<tr>
<td>Hospital:</td>
<td></td>
</tr>
<tr>
<td>Fire:</td>
<td>911</td>
</tr>
<tr>
<td>Police:</td>
<td>911</td>
</tr>
</tbody>
</table>
**NEGLECT QUIZ**

Name: ___________________________ Date: ________________

1. If a five-year-old is left home alone while his father goes to the store, it is:
   a. okay
   b. sometimes okay, but only if it is for less than two hours
   c. never okay
   d. None of the above

2. If a parent does not take their child to the doctor when he is injured or very sick:
   a. it is not really a problem
   b. it is wrong
   c. it is usually okay, the child will get better
   d. None of the above

3. Neglect is:
   a. when a parent or guardian doesn’t meet the basic needs of a child
   b. if a baby is left home alone
   c. when a baby is not riding in a car seat when in the car
   d. all of the above

4. If you are left home alone after school, remember to:
   a. Cook something on the stove to eat.
   b. Call your parent or guardian when you get home.
   c. Open the door when someone knocks.
   d. None of the above

5. If you have a key to your house, you should:
   a. always keep it safe and hidden.
   b. let your friends hold it
   c. put your address on it
   d. All of the above
SECTION 7: WHAT IS ANGER?

Objective:
To learn what anger is and how express it in a positive way.

Materials:
Activity Sheets

Family Recap:
In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.

Background Information:
On the board or large piece of paper where all can see, write the word Anger. Ask students what comes to mind when they think of this word. Give examples such as: mad, upset, fighting, arguing. Discuss the words students come up with on the board.

Ask students the following: Have you ever lost your temper? Have you ever wanted to yell at or hit someone else? Explain that anger is a natural emotion that everyone feels. Sometimes it works in a good way (if someone gets mad because he is being bullied, he may use angry feelings to stand up for himself), but many times it can be negative. You may get angry when you don’t get your way, if someone calls you a name, or even if you don’t understand your math homework!

What they need to understand is that anger must be expressed in a positive way. If they keep it inside and never let it go, they will eventually explode. Explain that in this lesson they will learn about anger and how to express it in a positive way.

Activity:
Have students turn to Learner’s Workbook page 82, page 101 of this manual. Inform them that many different tribes have used similar masks to pray for rain or crops, to celebrate important events, or to act out legends and other stories. They can represent emotions, such as anger, happiness, or fear. Tell them this is an anger mask. In the space below the mask, have them create their own anger masks.

Then ask: When have you used an anger mask? Have them tell about situations that angered them. Are there times that you masked anger? (Hiding your feelings and pretended you were okay.) Is it ever good to mask anger? (No) Why? (When you hold anger in, it affects you physically.)
Read All About It:
Have students look at Learner’s Workbook page 83, page 102 of this manual. Read the tips for dealing with anger in a positive way out loud as a group. Discuss each one together. Ask students if they can think of any other ways to deal with anger positively.

Comic Activity:
Have students select a cartoon character. Using Learner’s Workbook page 84, page 103 of this manual, in the first two squares, direct them to draw him in an angry situation. Example: 1) His brother broke his favorite toy; 2) He runs after his brother and hits him. In the last two squares, show how he could react more positively.

After everyone has finished, have each of them present and discuss their work.

Writing Connection:
Read with students the Anger Blasters (positive ways to express their anger) on Learner’s Workbook page 85, manual page 104. After you finish reading, have students get into small groups and come up with five more things they can do when they get angry - they will write these on Learner’s Workbook page 86, manual page 105. Share work as a group.

Dramatic Play:
Have students partner up with someone. Each pair will pick a skit card from Learner’s Workbook page 87, manual page 106 to act out. Allow them time to practice their skits creating a positive ending for each one.

The groups will come together and act out the skits for the whole group. After the role-playing is over, discuss the following: How well do they think each person expressed anger? How many expressed anger positively and how many did it negatively?

Family Connection:
Turn to the What is Anger? Family Activity Sheet Learner’s Workbook page 88, page 107 of this manual. Explain that they are to take it home and teach what they learned today to an adult.

Tips for the Day
1. Anger is a normal emotion. What matters is the way you express it.
   * Don’t fight as a result of anger.
   * Don’t scream or yell at others when you’re mad.
2. Don’t keep anger bottle up inside.
3. Once you are angry, make sure to use a positive way to express your anger.
   * Take a walk.
   * Talk to a trusted friend.
   * Count to ten.
   * Sing or dance.

What is Anger? Quiz:
Administer the What is Anger? Quiz found on Learner’s Workbook page 89, page 108 of this manual. (Answers are on page 130 of this manual.)
Anger Masks

Draw your own anger mask below.
**Steps For Handling Anger**

1. Stop and examine your angry thought. Will angry actions such as insults, protests, sulking, frowning, punching, or slamming doors hurt others?

2. Say: *When you _________, I feel ___________.*

3. Remove yourself from the situation.

4. Take deep breaths and count to 10 slowly.

5. Write what you were angry about. *What were some of the feelings behind the anger? What do you want to do about the situation that made you angry?*
ANGRY ENVIRONMENT

Select a cartoon character, and in the first two squares draw him in an angry situation. In the last two squares, show how he could react more positively.
ANGER BLASTERS

1. Ride your bike or rollerblade.
2. Talk to a friend you can trust.
3. Count to 10.
4. Punch a pillow (because the pillow can’t get hurt).
5. Be artistic. Paint, color, or take pictures.
6. Play a video game.
7. Go for a run around the house.
8. Draw a picture of your anger.
9. Sing as loud as you can!
10. Dance to your favorite songs.
ANGER BLASTERS

Come up with five of your own ways to blast your anger!

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________
ANGER SKIT SITUATION CARDS

Pick one card and role-play how the anger situation makes you feel. Act out the situation with a partner and think about how you can make the ending a positive one.

- You catch your sister going into your room after you told her not to.
- Your dad blames you for something your brother did.
- You don’t understand your homework.
- Your mom tells you not to go out and play because you didn’t clean your room.
- Your best friend talks badly about you in front of a group of strangers.
- Your younger brother takes your favorite shirt without permission.
What is Anger?

Family Activity

Dear Parents:

Today we learned that everyone gets angry sometimes; it is a normal human emotion. Sometimes anger can be good (if someone uses it to stand up for himself), but many times it leads to something negative.

We must understand that anger should be expressed in a positive way. If you keep it inside and never let it go, you will eventually explode. There are ways to express your anger without it being negative.

Talk with your child about the following tips to control anger in a healthy way:

1. Stop and examine your angry thought. Will angry actions such as insults, protests, sulking, frowning, punching, or slamming doors hurt others?

2. Say: When you ________, I feel __________.

3. Remove yourself from the situation.

4. Take deep breaths and count to 10 slowly.

5. Write what you were angry about. What were some of the feelings behind the anger? What do you want to do about the situation that made you angry?

Talk with your children about how to best express their anger and encourage them to discuss their feelings with you whenever they need to.

__________________________  _________________________
Parent’s Signature          Date
WHAT IS ANGER? QUIZ

Name: ___________________________ Date: __________________

1. Anger is a ____________ emotion to have.
   a. bad  
   b. normal  
   c. sad  
   d. None of the above

2. When you are angry, you should:
   a. hold it in so no one knows  
   b. scream at the person you are angry with  
   c. count to ten to calm down first  
   d. None of the above

3. One positive way to handle your anger is to:
   a. remove yourself from the situation  
   b. punch the wall  
   c. scream at the person until you feel better  
   d. None of the above

4. It is ____________ okay to fight when you’re angry.
   a. Always  
   b. Never  
   c. Usually  
   d. None of the above

5. You are getting bullied at school and you get so angry that you decide to stand up for yourself. You say to the person in a firm voice: Stop bullying me! and then you walk away.
   a. a bad idea  
   b. not a good way to handle an angry situation  
   c. a good way to handle an angry situation  
   d. All of the above
SECTION 8: CONTROL YOUR TEMPER

Objective:
To learn what a temper is and how to control it.

Materials:
Activity Sheets

Family Recap:
In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.

Background Information:
Begin by asking students if they have ever played with a puppy. What are some things they have noticed about puppies when they get upset (they might bark or bite, tear apart your sneakers). Ask students how people usually fix these kinds of problems with their puppies. Explain that people train puppies not to do those things.

Explain that in the same way a puppy is trained, people can train their tempers. Have them imagine their temper as a puppy inside of them that just needs a little bit of training. Remind them that the puppy is not bad, it just needs to learn some rules because, right now, that puppy is causing some problems.

Tell students that the goal is to calm yourself down and try to solve whatever problem is bothering you. This is hard for some kids (and adults, too). Instead of calming down, some kids might keep getting more and more upset until they explode like a volcano!

Read All About It:
Read the Take Control Temper Tips on Learner’s Workbook page 90, page 111 of this manual, out loud. Discuss each one, and ask volunteers for experiences where they may have used the tips. Have the group come up with things they can do to put them in a good mood.

Quotes:
Referring to Learner’s Workbook page 91, page 112 of this manual, read the first quote out loud to the group. Ask what they think Thomas Jefferson meant. How would counting to 100 help control anger? When everyone has responded, read the second saying and go through the same process, making sure that all students understand and remember each one.

Rap Song:
Separate everyone into groups of four or five. Using the quotes from Learner’s Workbook page 91, page 112 of this manual as examples, challenge all to develop a short rap about how we can control our tempers. Have them perform their songs.
Activity:

Explain that everybody has an anger button. It is something that almost always makes you get mad, and it only takes that one thing to set you off. Explain that each person can be triggered by different things, such as words or actions. Ask: *Is it a good idea to go off the deep end a lot? Why or why not?* Ask for their opinions.

Read Learner’s Workbook page 92, page 113 of this manual to the group, asking them to circle the number that best describes how they would feel in each situation. After everyone has finished, discuss answers. Explain that their hot spot was pushed for every 9 or 10 they circled.

Temper, Temper! 10 Ways to Control Anger:

Learner’s Workbook pages 93-97 and manual pages 114-118 contains a short book about how to control a temper. If students read well, have them jump read the pages. Jump reading is when one student begins to read until the end of a sentence or thought. Another student jumps in and continues until the end of the next sentence or thought. Continue this until all information has been read. After each page is read, have a small group discussion about the information you have just gone through. (If your students do not read well, the instructor should read the pages for them and then conduct a discussion as a class.)

Have students color the comics and discuss experiences with their own tempers.

Drama Skits: Temper, Temper!:

Have students get into pairs. Assign each group one of the tips from the Temper, Temper! book. Each pair will create a short skit that goes along with the tip they were assigned. The skit should demonstrate how to use this tip to control their temper. When everyone has finished, each pair will perform their skit for the rest of the group.

Write a Poem:

Have students think about what they’ve learned during this anger lesson. Encourage them to write an acrostic poem using this topic. Use the following example, and write it where everyone can see. If it is difficult for them to complete, allow them to work in small groups or pairs.

Example: A happy person doesn’t explode.
Never forget the anger code.
Give up the nasty feelings of hate.
Remove yourself and count to eight.
You have the choice: fight or be great!

Family Activity Page:

Turn to the Control Your Temper Family Activity Page Learner’s Workbook page 98, page 119 of this manual. Instruct students on how to complete it. Explain they can do it at home with an adult and return to their next class.

Tips for the Day (Temper Control):

1. Take a break.
2. Cool down
3. Get the anger out.
4. Shift the mood.

Control Your Temper Quiz:

Administer the Control Your Temper Quiz found on Learner’s Workbook page 99, page 120 of this manual. (Answers are on page 130 of this manual.)
TAKE CONTROL TEMPER TIPS

Remember these tips the next time you get so mad you could just explode. But don’t explode. Put a leash on that puppy with these steps:

1. Take a break. If you’re in an argument with someone, go to another part of your house. Your room or the backyard are good choices. Just say, “I want to be alone for a while so I can calm down.”

2. Cool down. Sit in a quiet place by yourself. Put your hands under the seat of the chair and pull up while you count to five. Then stretch your arms over your head. Take a nice deep breath and let it out.

3. Get the anger out. Why not do a bunch of jumping jacks or dance around your room to your favorite music? Turn it up a little. If you go outside, run around or do cartwheels across the lawn.

4. Shift the mood. Shift from a really angry mood to a more in-control mood. After you get some of the angry feelings out, you have to start thinking about other things. Sometimes, when people are angry, they’re not really thinking clearly. They’re just mad, mad, mad.

A person might even say mean things to himself or herself like “I’m such an idiot. I lost my temper again!” But you can replace those thoughts with better ones. For instance, you can say, “I lost my temper, but I’m going to get myself under control now.” Instead of thinking of the person or situation you’re angry with, think of something else. Think of something that will put you in a better mood.

What are some things that can put you in a good mood?
ANGER QUOTES

“When angry, count to 10 before you speak; if very angry, 100.”
—Thomas Jefferson

“When a man is wrong and won’t admit it, he always gets angry.”
—Richard Haliburton

“He who angers you conquers you.”
—Elizabeth Kenny
# Anger Buttons

Circle the number that shows how angry each situation makes you.

## Some kid gives you a dirty look as you pass him.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>no anger</td>
<td>a medium amount of anger</td>
<td>the most anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## A child cuts in front of you in line.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>no anger</td>
<td>a medium amount of anger</td>
<td>the most anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## A friend of yours calls you a liar.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>no anger</td>
<td>a medium amount of anger</td>
<td>the most anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## You are late for school and you drop your books all over the floor.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>no anger</td>
<td>a medium amount of anger</td>
<td>the most anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Standing in a line for a movie, someone spills soda on you.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>no anger</td>
<td>a medium amount of anger</td>
<td>the most anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Your little brother breaks your favorite video game.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>no anger</td>
<td>a medium amount of anger</td>
<td>the most anger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Temper, Temper!
10 Tips for Managing Anger
1. Realize that rage is like a spreading virus. Uncontrolled, it can overtake your ability to think clearly.

2. Forgive those who hurt you. Let the anger go.

3. Remember that people tend to listen more closely to those who don’t yell. When you scream at others, it only makes them angrier.
4. Learn to recognize potential problems and find more useful alternatives to anger and frustration.

5. Hold your temper when someone tries to harass you. Revenge is a total waste of time. It will make you feel guilty and you won’t solve anything.
6. Be aware that verbal attacks may hurt you, but they are only words.

7. Ignore those who say things to hook you into a fight. They aren’t worth the trouble.

8. Anger and hatred can blind you to the inner goodness of people. Forgiveness brings new understanding to any relationship.
9. Sometimes, it is good to vent your anger. There are lots of positive ways to do this, such as exercise, meditation, or talking with friends or relatives you trust.

10. Stop and think when you feel negative emotions rising to the surface. You do have choices.
CONTROL YOUR TEMPER

Family Activity

Dear Parents:

Today we learned that everyone has a temper, but like training a puppy, our tempers can be trained not to get out of control. Once we get angry, there are steps we can take to calm ourselves down before our temper erupts like a volcano. It is not always easy to take control like this, but the goal is to try to calm down and solve the problem.

Share some ideas with your child on how you control your own temper and discuss the following Temper Control Tips:

1. **Take a break.** If you’re in an argument with someone, go to another part of your house to be alone.

2. **Cool down.** Sit in a quiet place by yourself. Put your hands under the seat of the chair and pull up while you count to five. Then stretch your arms over your head. Take a nice deep breath and let it out.

3. **Get the anger out.** Get physical - do jumping jacks, dance around your room to your favorite music.

4. **Shift the mood.** Shift from a really angry mood to a more in-control mood. After you get some of the angry feelings out, you have to think about other things. Think of something that will put you in a better mood.

Help your child write two additional ways to control his/her temper.

__________________________

__________________________

__________________________

Parent’s Signature              Date
CONTROL YOUR TEMPER QUIZ

Name: _________________________ Date: _________________________

1. A good way to deal with an angry person would be to:
   a. slap him in the face
   b. scream at him
   c. walk away
   d. None of the above

2. Anger buttons are:
   a. a way to relieve anger
   b. anger triggers
   c. pinned on your shirt
   d. None of the above

3. The first step to control your anger is:
   a. take a break from the situation
   b. punch the wall
   c. get mad at yourself for losing your temper
   d. None of the above

4. Learning to control your temper takes a little:
   a. effort
   b. training
   c. hard work
   d. All of the above

5. When you feel like you’re going to lose your temper, you should:
   a. kick the dog
   b. scream at the person you’re mad at
   c. cool down and take some deep breaths
   d. None of the above
SECTION 9: PEACEFUL CONFLICT RESOLUTION

Objective:
To learn how to resolve conflict peacefully without resorting to violence.

Materials:
Activity Sheets

Family Recap:
In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.

Background Information:
Write the word conflict on the board or large piece of paper where all can see. Ask students if they know what this word means. Explain that a conflict happens when two people (or more), don’t agree on something. The following is an example to illustrate conflict: Your little brother wants to wear your favorite shirt. You really don’t want him to. Ask students what are some possible outcomes to this conflict situation (your brother takes the shirt anyway, you yell at your brother, you get into a fight).

Explain to students that in all conflict situations there is a peaceful way to resolve them. For instance, in the example above, a peaceful resolution might be: You allow your brother to wear the shirt and make him promise to be extra careful with it.

Tell students that there is no way to be successful in life unless we know how to handle conflict in a nonviolent manner. Dealing with conflict in a peaceful way helps you get on with the more important things in your life. We must learn how to listen to our heads instead of using our fists.

Read All About It:
Begin discussing “I Statements” by informing students that it is a good idea when confronting someone in a conflict situation to use statements that begin with I not you. It tells others how you are feeling. Some examples are: I feel angry. I feel you are not listening. As a reminder of the “I Statement,” have volunteers read Learner’s Workbook page 100, page 123 of this manual out loud.

Have volunteers jump read the I Statement Steps on Learner’s Workbook page 101, page 124 of this manual.
Skit:
Ask for six students to pair off and role-play the following situations, using the I Statement Steps: 
a teacher accuses a child of cheating on a test, your little brother keeps taking your toys, a friend says you took his favorite pencil.

Encourage the others to comment on the performance. Do they think it was effective?

Activity:
On Learner’s Workbook page 102, page 125 of this manual, read each situation out loud. Pick volunteers to role-play a positive solution for each situation.

Ask each student to use Learner’s Workbook page 103, page 126 of this manual to list two conflict situations that they have had. Encourage them to write down the way the way they handled it.

Have everyone share their worksheets and decide on some better ways they may have reacted.

Comic Strip:
Have everyone draw their own comic strips showing one conflict situation and how it can be solved on Learner’s Workbook page 104, page 127 of this manual. They can reflect a real conflict or a made-up one.

Ask for volunteers to present and explain their creations to the rest of the group.

Family Activity Page:
Turn to the Peaceful Conflict Resolution Family Activity Page Learner’s Workbook page 105, page 128 of this manual. Instruct children on how to complete it. Explain they can do it at home with an adult and return it to their next class.

Tips for the Day (Using “I” Statements):
1. Call the other person by his first name in a polite way.
2. Tell the person how you feel as a result of his actions. Use feeling words such as “I feel disappointed.”
3. Describe exactly what the problem is and why you feel the way you do.
4. State very clearly what you would like the other person to do about the situation.

Peaceful Conflict Resolution Quiz:
Administer the Peaceful Conflict Resolution found on Learner’s Workbook page 106, page 129 of this manual. (Answers are on page 130 of this manual.)
“I” Statement:
A way of beginning sentences with the word “I” (instead of the word “you”) to let others know how you feel about a situation.
“I” STATEMENT STEPS

1. Call the other person by his first name in a polite way. (Example: Vincent, Maria)

2. Tell the person how you feel as a result of his actions. Use feeling words such as “I feel disappointed,” “I feel angry,” “I feel bad.” “I” Statements can also be positive. (Example: “I feel good.”)

3. Describe exactly what the problem is and why you feel the way you do. (Example: “When you call me names or poke me, I don’t like it. It’s disrespectful to me.”)

4. State very clearly what you would like the other person to do about the situation. (Examples: “Please stop now.” “Please don’t do that any more.” “Please leave me alone.”)

The “I” Statement means:

Telling the other person what your feelings are.

Talking about what’s bothering you.

Being honest about what you want and asking for it in a positive, polite manner.

NOT making the person feel bad, stupid, or angry.
Situations of Conflict

1. Shouting between a child and a teacher.

2. Two friends arguing over a video game.

3. A child is angry because a person bumped into him in the lunch line.

4. Your best friend tells another child in your class a lie about you.

5. Someone cheated and copied your homework.
HOW I REACTED

Write two times when you got really angry. Write these under the column “I got angry because.” Then think of what you did when you got angry (scream, cry, ignore, count to ten). Write these under the column titled “This is what I did.”

I got angry because:

1. ____________________________________________

2. ____________________________________________

This is what I did:

1. ____________________________________________

2. ____________________________________________
CONFLICT COMIC STRIP

Draw a comic strip showing one conflict situation and how it could be solved. Give your main character a name. Remember a time when you were treated unfairly. Then, show how you can have a happy ending by controlling your temper instead of fighting.
Family Activity

Today we learned that conflict is a part of everyday life, but it doesn’t have to become violent. Dealing with conflict in a peaceful way can help us focus on the more important things in life. We need to use our heads instead of our fists.

We also learned that using “I” Statements can help a bad conflict go in a more positive direction. These statements can let the other person know how we are feeling. The following are good ways to use “I” Statements. Please read them with your child and discuss examples of how they can be used:

1. Call the other person by his first name in a polite way.

2. Tell the person how you feel as a result of his actions. Use feeling words such as “I feel disappointed,” “I feel angry,” “I feel bad.” “I” Statements can also be positive. (Example: “I feel good.”)

3. Describe exactly what the problem is and why you feel the way you do. (Example: “When you call me names or poke me, I don’t like it. It’s disrespectful to me.”)

4. State very clearly what you would like the other person to do about the situation. (Examples: “Please stop now.” “Please don’t do that any more.” “Please leave me alone.”)

Answer this question together: Why is it important to resolve conflicts peacefully?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Parent’s Signature ___________________________ Date ___________________________
PEACEFUL CONFLICT RESOLUTION QUIZ

Name: ___________________________ Date: ________________

1. Cruel words and saying hurtful remarks:
   a. are forms of violence
   b. are meaningless
   c. are okay
   d. none of the above

2. Conflicts can usually be peacefully resolved by:
   a. yelling
   b. fighting
   c. using “I” Statements
   d. none of the above

3. Conflict and violence:
   a. are the same thing
   b. mean different things
   c. are both bad
   d. none of the above

4. “I” Statements always:
   a. make problems worse
   b. focus on the speaker’s feelings
   c. create problems
   d. none of the above

5. Telling people why you are upset:
   a. creates more tension
   b. helps solve problems
   c. is a waste of time
   d. none of the above
**Answer Key**

**Types of Abuse**  
**Workbook page: 2**  **Manual Page: 6**  
1. physical abuse  
2. sexual abuse  
3. physical abuse  
4. verbal abuse  
5. sexual abuse  
6. neglect  
7. neglect  
8. sexual abuse

**Secret Code**  
**Workbook page: 6**  **Manual Page: 10**  
Hands off! A child’s body is a private place.

**Personal Safety Coded Message**  
**Workbook page: 11**  **Manual Page: 18**  
ARISE BCBS learn their addresses and phone numbers.  
They know how to reach their parents at work.  
In case their mother or father is hard to find, they should know the name and phone number of a trusted friend, neighbor, or relative.

**The Bully Book: Fill in the Blanks**  
**Workbook page: 51**  **Manual Page: 60**  
1. drop  
2. ten  
3. turn away  
4. stopped  
5. how  
6. nonviolent  
7. injuries

**The Bully Book: Word Search**  
**Workbook page: 52**  **Manual Page: 61**

---

**Quiz Answers**

Handling Abuse Quiz:  
1. b  
2. a  
3. d  
4. b  
5. d

Personal Safety Quiz:  
1. b  
2. d  
3. c  
4. b  
5. c

Beware of Bullies and Gangs Quiz:  
1. d  
2. b  
3. d  
4. d  
5. b

Drugs and Alcohol are Dangerous Quiz:  
1. a  
2. d  
3. b  
4. d  
5. d

Domestic Violence and Abuse Quiz:  
1. b  
2. c  
3. a  
4. b  
5. d

Neglect Quiz:  
1. c  
2. b  
3. d  
4. b  
5. a

What is Anger? Quiz:  
1. b  
2. c  
3. a  
4. b  
5. c

Control Your Temper Quiz:  
1. c  
2. b  
3. a  
4. d  
5. c

Peaceful Conflict Resolution Quiz:  
1. a  
2. c  
3. b  
4. b  
5. b

---

ARISE Kids Alert: Lessons Every Child Needs to Know Today, Instructor’s Manual, Page 130
ARISE the GOLD STANDARD
LIFE SKILLS LESSONS & STAFF TRAINING
Your Neighborhood...The World.

ARISE LIFE-SKILLS CURRICULA

ARISE Publishers of Life Skills Lessons
Curricula Available in Spanish
Programs Developed Specifically
For At-Risk Youth Since 1986