

# The Peaceful Solution

*Character Education Program*



## Building Blocks Of Positive Character

Grade Five - Teacher's Manual





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*Character Education Program*



# **The Peaceful Solution**

*Character Education Program*

## **Teacher's Manual Grade Five**

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# The Peaceful Solution

## *Character Education Program*

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# Preface

## Teachers Are The True Leaders Of The World


**I**t's a plain, simple fact that children grow up doing what they have learned from their teachers, whoever their teachers might be; parent, guardian or classroom teacher.

The pain and suffering that certain teachers have brought upon us and our children are overwhelming throughout many nations today, including the United States. We have no way of limiting access to all or any of the teachers who enter into a child's environment. However, through these lessons we can show how improper character has led the world into a very frightening future for all nations.

I would like to dedicate this work to the teachers who see the troubles, heartache and misery existing in the world and have and are devoting their lives to the pursuit of changing this world, the environment, its goals and values. The teachers who train the leaders of tomorrow in true character education are the real world leaders of tomorrow.

So, with gratitude, expectation and hope for a much better future for us, but mainly the world's children and grandchildren, we dedicate this work to all the teachers who make this work a success for all people, everywhere.

Respectfully,

A handwritten signature in black ink, appearing to read 'Yisrayl Hawkins', written in a cursive style.

Yisrayl Hawkins



# Introduction

You are about to enter into a completely new realm of learning for all children. We would like to point out some things that we hope you will be particularly aware of. If certain elements of this program are changed, it will weaken the benefits that each child is expected to receive.

Most people are involved in some kind of religion today. So when they express morality, they tend to be guided by what they have been taught by their churches, synagogues or mosques. This is something we must guard against in public schools because of present laws passed by our forefathers, which includes the many constitutional rights of which we must be respectful. We ask that you always be aware of the fact that these lessons are designed to totally avoid the teaching of any religion.

However, these lessons are designed to teach proper, acceptable character education, in a way that will penetrate the heart and mind of a child, or adult. This program will bring the result in our children that all parents desire to see.

If you are teaching older children, you will notice that some of them express the views of their pastors or other teachers. This you must promptly caution in order to keep personal views from becoming mixed up with the facts, benefits and disadvantages, which are shown clearly in these lessons.

We have found that praise and reward work the best when each child shows that he or she is learning to practice the instructions found in each lesson.

We have also noticed that these lessons are even more effective when the teacher encourages the practice of each lesson through the day as incidences arise between teacher and student, student and student and they are called to remember the law of character.

Please remember that your class will be held up as an example, simply because character education is being introduced to the school curriculum.

## **The Teachers Are The True Leaders Of The World**

All teachers now have the opportunity of making a great change in the character of the students, beginning this school year. With the use of character education, you are not just teaching, you are actually building

leaders who will use what you have instilled in them and bring about much better living conditions in this world.

If you fail to build these true moral values in the children you are now teaching, it will not just reflect on the child, it will be reflected in the whole world around us, because your leadership, teachership, is reflected in the actions of the leaders you have taught and will teach.

**Dr. Yisrayl Hawkins**  
Author and Promoter of  
The Peaceful Solution Character Education Program





# How To Use This Program

It must be the goal of every educator to not only teach the basics—reading, writing and arithmetic—but to also encourage children to develop a sound moral character. In classrooms across every nation, there have been numerous reports of children violating the property of others by vandalism or theft. Instilling values in our children must become as important to us as teaching them to read and write.

*The Peaceful Solution Character Education Program* introduces true moral values in simple, easy to follow lessons. For this grade level, Grade Five, the Teacher’s Manual consists of five units that each contain seven lessons. Each lesson builds on the last in order to clarify and reinforce the main concepts taught. Each unit also elaborates on the previous one, therefore, to obtain the specific goals, they should be used in the order presented.

As educators, we must reinforce the objective of each lesson as often as needed. This will provide opportunities for children to apply what they have learned in their interactions with others. This Program emphasizes that the time to teach morals and values to our children is at the earliest stage possible, i.e. even while they’re in the womb. In order for our children to grow into adults who exhibit moral excellence in their characters, they must be taught as children how to achieve moral excellence. This is one of the principles on which *The Peaceful Solution Character Education Program* is based.

## Purpose/Objective

Each lesson plan begins with a purpose/objective, a clear statement of the goals to be met if the lesson is to be successful. Refer to the purpose/objective at the end of each lesson to ensure that you have accomplished the goal.

## Materials

Have all materials available and ready. Preparation and organization will help the lesson run smoothly.

## Procedure

In order for the procedure to be effective, read the entire lesson prior to your presentation. Begin the lesson by motivating children towards

the purpose (the goal of the lesson) and by making them aware of the need for that goal. Go through the procedure step by step. Ask questions periodically to be sure your students understand what is being presented. Repeat the lessons by alternating activities from the Additional Activity list.

## **Activities**

Most lessons also include activities which correspond to the activities in the Student's Workbook. Each activity is designed to hold the attention of a young child and reinforce the purpose of the lesson. All activities give the students the opportunity to practice newly learned skills, and put these skills into real life situations.

## **Student's Workbook**

The Student's Workbook consists of activities that reinforce the goal of each lesson. It is designed with the goal of giving a young child much practice. This will keep their attention and focus on the lesson being presented. Because the activities in this workbook correspond with the activities in the Teacher's Manual, do not allow students to work ahead. Students will gain the most benefit from their workbooks when activities are done in conjunction with the lessons presented. All activities in the Student's Workbook are duplicated in the Teacher's Manual.

## **The Role Of The Teacher**

As educators, it is necessary to realize the important role we play in the lives of our students. Therefore, our participation in this program is essential to its success. It is vital that the goal of each lesson be observed every time the situation arises and not just when the lesson is presented. As significant influences in the lives of our students, we can set the stage to help them build strong moral character. There is a solution to the problems in today's society. *The Peaceful Solution Character Education Program* has provided you with the materials needed to make a difference through educating our children, today, on the values and morals they will need for a lifetime.





# UNIT ONE

## Ownership

### Note To The Teacher

Unit One of *The Peaceful Solution Character Education Program* is designed to cultivate the concept of ownership within the students' minds. Students will first learn to be responsible for their belongings, how to honestly obtain possessions and follow rules regarding the use of them. Students will also learn to avoid conflicts by caring for and respecting the belongings of others and recognizing the rights of privacy that every owner has.

Emphasize to students the importance of showing respect for the possessions and rights of others. Guide students to understand that when we show respect for the belongings of others and recognize their rights of privacy regarding possessions, we demonstrate true concern for others and will experience more peaceful lives.

Upon completion of this unit, students will be able to relate to how others value their belongings and understand the importance of the owner's right to privacy.

The additional activities in this unit are designed to enrich the lessons and help students demonstrate their knowledge and comprehension of ownership. Allow students to participate and work on as many additional activities as possible. This will help to encourage students to be respectful of others' belongings and their rights of privacy concerning them.

*Peace will not and cannot be achieved  
unless it is taught diligently.*

*~ The Peaceful Solution*



# Lesson One

## The Owner

### PURPOSE/OBJECTIVE

Students will be introduced to the concept of ownership. Students will also learn how to be responsible with their belongings and identify them from someone else's.

### MATERIALS

- Spray bottle with water
- One bag of dried large lima beans
- Paper towels
- One styrofoam cup per student
- Crayons or colored pencils

### PROCEDURE

1. Explain to students that today they will begin studying Unit One, Ownership, of *The Peaceful Solution Character Education Program*. Tell students that everyone owns things and has the rights of ownership concerning their possessions, from the beginning of man's history.
2. Ask students what it means to own something. Explain that when we own something, it is ours to keep and no one else's. It belongs to us for as long as we decide to keep it. Ask students to name some things they own. Take as many answers as time permits. (*Answers will vary, but may include bikes, computers or clubhouses.*)
3. Tell students that as they grow older, they will continue to acquire possessions. These possessions could include homes, cars, land and businesses. Tell students that there is more than one way to describe ownership. For example, when you own a home, you are a homeowner. When you own land, you are a landowner. If you own a business, you are a proprietor (business owner). Emphasize that examples of ownership are all around us. Ask students what are some of the things they would like to own when they are older. (*Answers will vary.*)

4. Explain to students that regardless of how old they are, they must be responsible for what they own. To be **responsible** means that *you take care of what you own*. Ask students what are some ways they show they are responsible for the things they own. (*Answers will vary, but may include, if I own a bicycle, I would show responsibility by putting it in a safe place so it is not hit by a car or stolen.*) Ask how they are going to show responsibility for their possessions when they are adults. (*Answers will vary, but may include, if I own a car, I would show responsibility by driving it safely, locking the doors so it is not stolen and maintaining the engine so it runs properly.*) Stress that being a responsible owner is important now and will continue to be in the future.

5. Tell students that another important aspect of ownership is being able to identify their belongings from someone else's. Read the following example and discuss the questions asked. If you own a red bike and you put your bike on the bike rack at school, along with bikes similar to the one you own:

- a. How would you know which bike is yours? (*By looking for some distinguishing mark, such as special handlebars or a seat cover.*)
- b. What could you do so that you can recognize your belonging from someone else's? (*Put your name or some distinguishing marks on it, such as tassels on the handlebars, wheel reflectors, or a water bottle holder; or, as the police department recommends, put a number on it by engraving so it can't be removed.*)
- c. Why do we need to distinguish our belongings from someone else's? (*So that we do not take someone's belongings by mistake and cause hurt feelings or mistrust and so that someone does not take our belongings by mistake.*)

6. Emphasize to students that everyone owns things and has rights concerning them. Remind students of the importance of being able to describe or identify their belongings from someone else's.

7. **Activity #1—Song: I'm The Owner:** Play the song, "I'm The Owner," from the *Teacher's Manual Audio Lessons*. Have students listen carefully and follow along on **page 2** of their workbooks (**page 6** of the *Teacher's Manual*) in order to obtain ways that items can be identified and cared for.

8. **Activity #2—Home Grown:** Tell students that this activity will help them to be responsible for and identify their belongings from someone else's.

- a. Give each student one styrofoam cup, one paper towel and one lima bean.
- b. Have students decorate and write their names on the cups.
- c. Have students crumple up the paper towel and place it in the cup.
- d. Have each student saturate the paper towel with water and then place the lima bean on top of the paper towel.
- e. Place the cups somewhere warm and sunny, making sure not to place them in direct sunlight. Keep the paper moist for several days and watch the bean sprout.

Use this activity to demonstrate to students that although the contents inside the cups are identical, they are able to distinguish which cup is theirs because they decorated the cups.

9. Conclude the lesson by reminding students that everyone owns things. Emphasize the importance of being responsible with their belongings and being able to identify them.

**Lesson One**  
**The Owner**  
**Activity #1**  
**Song: I'm The Owner**



I just received a gift today,  
A brand new bike and I must say,  
I'm very thankful for it. I'll be so careful with it.  
A treasure I won't throw away.

**Chorus:** As the owner,  
I must now take care of it,  
And I know that I must  
keep watch over it.  
To guard it and keep it clean,  
So every part will gleam,  
I show I appreciate having it.

I worked hard and saved every dime,  
and bought a watch to tell me time.  
It's fancy, shiny and bright,  
it even lights up at night,  
I'm grateful that it is now mine.

**Chorus:** As the owner, I must now take care of it,  
And I know that I must keep watch over it.  
To guard it and keep it clean,  
So every part will gleam,  
I show I appreciate having it.



# Lesson One

## The Owner

### Additional Activity

**My Terrarium:** Students will learn how to make a terrarium and be responsible for taking care of it.

- a. After getting permission from the school, you will need to begin by taking a trip outside. Gather up small sticks, rocks, branches, gravel and small ferns or moss.
- b. Take a quart size jar with a lid and fill it with  $\frac{1}{2}$  inch of gravel.
- c. Add three inches of potting soil and enough water to make the soil damp (about one tablespoon).
- d. Place the small plants in the soil, making sure that you bury all the roots. Arrange them however you want.
- e. Add the sticks, rocks and branches as you choose.
- f. Place the lid on the jar and use a bottle opener to put four or five holes in the lid.
- g. Make sure to place it in a room that has a lot of sunshine. Do not place it directly in the sun. Water once a week with one tablespoon of water.



# Lesson Two

## Honest Gain

### PURPOSE/OBJECTIVE

Students will learn that there are honest ways to obtain their belongings. Students will also learn to avoid dishonest methods of acquiring items.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, "The Owner," by asking students the following questions:
  - a. What does it mean to own something? (*When we own something, we possess it; it belongs to us.*)
  - b. Give an example of how you can be responsible for your belongings. (*When I am finished riding my bike, I will put it back in the garage to keep it protected.*)
  - c. Why is it important to identify your belongings from someone else's? (*We do not want to take someone's belongings by mistake and cause hurt feelings or mistrust, nor do we want someone to take our belongings by mistake.*)
2. Remind students that they own items now and will continue to own things as they grow older. Tell students that today, they will learn that it is very important to acquire or obtain their belongings in an honest way. Tell students that **honest** means *being truthful, fair and trustworthy*.
3. Ask students what are some honest ways they can obtain their belongings. Prompt students to include the followings ways: buying, trading, hand-me-downs, working, inheriting or by receiving gifts and rewards. Write these ways on the board. Ask students for examples of belongings that they have obtained through one of the ways written on the board. For example, they may have received a CD player as a gift from a grandmother or received five dollars for getting an A on a report card. Tell students that when they obtain belongings honestly, they get a feeling of satisfaction, achievement and contentment.

4. Tell students that, having discussed the honest ways of obtaining their belongings, now they will discuss the dishonest ways of obtaining items. Explain that **dishonesty** is the opposite of honesty and means *untrustworthy, lying, cheating, being deceitful*. Ask students, “What are some of the dishonest ways that items are obtained?” Prompt students to include the following ways: stealing, not returning a lost item, violently taking items, cheating, lying or borrowing with no intention of repaying the loan or returning the item to the owner.

5. **Activity #1—Dear Editor:** Have students turn to **page 3** in their workbooks (answer key on **page 11** of the *Teacher’s Manual*) and follow along as you read the Dear Editor Article. Ask students the questions that follow to help them to identify what dishonest methods were used to obtain items.

6. Ask students what consequences from the principal do they assume occurred as a result of the report from the two ladies. (*Answers will vary, but guide class feedback to include: the boys who were copying from each other received zeros and were given detention; the students who found the money were asked to turn the money into the office and were also given detention; the two girls who stole the CD had to return the item to the smaller girl and were suspended; the boy who stole the object from the backpack was told to apologize and return the item to the owner and was also suspended. In each instance, the students’ parents were notified.*)

7. Ask students if they can think of any other consequences for obtaining items dishonestly. (*Answers will vary, but may include, those who take what does not belong to them will not be trusted and a person who is not trusted will lose the respect of his parents, friends and teachers. Additionally, he will feel guilty and be afraid that his dishonest actions will be found out.*) Emphasize to students that when they obtain an item dishonestly, that item will never truly belong to them. They will feel guilty because they treated another person in a way they would not have wanted to be treated. Stress to students that honestly obtaining an item is the only true way to own it.

8. **Activity #2—Honest Gain:** Have students turn to **page 4** in their workbooks (answer key on **page 12** of the *Teacher’s Manual*) and match the honest method listed with the examples given.

9. Conclude the lesson by emphasizing to students the importance of obtaining belongings honestly and the need to avoid the use of dishonest methods to obtain them.

# Lesson Two

## Honest Gain

### Activity #1

### Dear Editor Answer Key

*Read the following editorial, then answer the questions below.*

Dear Editor,

My name is Mary Ellis. I felt the need to write to you about what my friend, Sue Willis, and I witnessed the other day.

We were sitting on a park bench in Noble Town eating our lunch, across the street from Super Elementary School. As we sat, eating our sandwiches, we noticed three boys. One had a sheet of paper, one was copying from it and the third boy appeared to be keeping a lookout for anyone who might be approaching.

We saw another student pick up some money off the ground. Looking around, he quickly stuffed it into his pocket.

As we continued eating, we noticed two girls, who appeared to be arguing. As one girl grabbed a smaller girl, a third girl snatched what appeared to be a CD from the smaller girl's hand.

We then witnessed a boy walk over to a backpack that was leaning against a fence. Looking around, he reached his hand in and withdrew a small object from the backpack. He then put it in his pocket and walked away.

We were shocked and surprised at all the dishonest acts we witnessed. We went immediately to the school office and reported what we had seen.

Sincerely, Mary Ellis

1. What did it appear that the three students were doing with the sheet of paper? *(It appeared they were cheating.)*
  
2. What did it appear the boy who found some money on the ground was doing? *(It appeared he was going to keep it instead of finding the rightful owner.)*
  
3. How did it appear that the third girl who walked up to the two girls fighting obtained the CD? *(It appeared she stole it out of the small girl's hand.)*

# Lesson Two

## Honest Gain

### Activity #2

### Honest Gain Answer Key

*Write the number on the line of the scenario which describes the honest gain. Then draw a line from the words on the left to the correct examples on the right. Read the scenarios at the bottom as guidelines.*

|                       |                           |
|-----------------------|---------------------------|
| <u>3</u> hand-me-down | because grandfather died  |
| <u>4</u> work         | baseball for a basketball |
| <u>6</u> inheritance  | from your older sister    |
| <u>2</u> trading      | because someone cared     |
| <u>1</u> gift         | for getting great grades  |
| <u>5</u> reward       | for a mountain bike       |

1. Tara was sick so Ashley sent her a new CD.
2. Sammy traded Kevin a baseball for his basketball.
3. Mary was given a large bag filled with her older sister's cool clothes.
4. Bill paid for a mountain bike with the money he earned mowing lawns.
5. Zoey got a new walkman for her great grades.
6. Jim's grandfather died and left him a sum of money for college.

# Lesson Three

## Rules Are Okay

### PURPOSE/OBJECTIVE

Students will learn that it is important to follow the rules set regarding the use of possessions.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, "Honest Gain," by asking students for some ways that they can obtain belongings honestly. (*Answers will vary, but may include, gifts, buying, rewards, trading, hand-me-downs, working and inheritance.*) Ask students for some dishonest ways that belongings can be obtained. (*Answers will vary, but may include lying, stealing, cheating, not returning a lost item, violently taking items and borrowing and not returning.*)
2. Tell students that today they will learn that they need to ask permission from an authority before they use certain items. Tell students that an **authority** means *someone who is responsible for or in charge of them, for example, parents, guardians, teachers, counselors and coaches*. Explain that, even though they own certain items, they must follow the rules set by an authority figure when they use those items for the following reasons:
  - a. Safety
  - b. Appropriate time
  - c. Proper use
  - d. To show consideration for others
3. Ask students what are some belongings they have that they are given rules to follow in order to use those items when they are at home. (*Answers will vary, but may include skateboard, computer, video games.*)

Explain that those who are in authority have a responsibility to guide them in the use of these items by setting rules. These rules can help keep them safe, as well as guide them in appropriate time and proper use of the item.

**4. Activity #1—Rules Chart:** Tell students that they will do a learning exercise that will help them understand why rules are set regarding certain items. Have them turn to **page 5** in the *Student's Workbook* (answer key on **page 16** of the *Teacher's Manual*). Copy the Rules Chart onto the board. Have students develop rules for the use of each item in the Rules Chart in the four areas: For Safety, Appropriate Time, Proper Use and Consideration For Others. As the students volunteer their answers, write the answers on the board and have students copy the answers from the board onto their charts. Be sure to discuss each answer given.

5. Tell students that having done this activity, they can now appreciate why rules are set regarding belongings. Emphasize that even as children, they can be responsible and set rules over their items.

6. Guide class discussion by asking the following questions:

a. Have you ever loaned an item to someone?

b. Did you set rules similar to the ones discussed in Activity #1? (*Answers will vary, but may include, if you borrow my markers, put the caps back on them when you're done so they don't dry out; if you borrow my book, don't bend the pages or write in it; if you borrow my walkman, don't use it during class because it may be taken away and don't get it wet.*)

Stress to students that everyone has the privilege to set rules concerning the use of their belongings. Everyone should be thoughtful and respect the owners rules, for they, too, desire the same rights.

**8. Activity #2—Permission Granted:** Divide the class into five groups. Tell students that you will be giving each group a scenario in which permission is sought to use a possession. You will also be telling each group whom they will be asking for permission. Explain to students that each group is to come up with two answers. Each answer must contain a “yes” with a rule for the use of the possession. For example, a boy wanting to ride his bike must ask his father. One answer could be, “Yes, but you

must ride only on the sidewalk.” The other answer could be, “Yes, but you must wash the dishes first.” Allow each group to choose two students to give an answer. Give each group one of the following scenarios:

- a. A boy wants to ride his skateboard after school. He will be seeking permission from his grandmother. *(Answers may include, after he finishes his homework or only with a helmet and knee pads.)*
- b. A girl wants to curl her hair with hot rollers. She will be seeking permission from her mother. *(Answers may include, only if her hair is dry or only when her mother is in the room.)*
- c. A boy wants to use the computer to get on the internet. He will be seeking permission from his teacher. *(Answers may include, after English class is over or only to look for history related articles.)*
- d. A girl wants to listen to her radio. She will be seeking permission from the baby-sitter. *(Answers may include, only with earphones or only after her homework is finished.)*
- e. A boy wants to play with his baseball and bat. He will be seeking permission from his father. *(Answers may include, after he finishes his homework or only in the back yard.)*
- f. A girl wants to borrow a bracelet. She will be seeking permission from her friend. *(Answers may include, you cannot get it wet or it must be returned tomorrow.)*

8. Conclude the lesson by encouraging students to follow the rules regarding possessions. This will keep them, their possessions, and the possessions of others safe.

# Lesson Three

## Rules Are Okay

### Activity #1

### Rules Chart Answer Key

| Item              | For Safety                                      | Proper Use  | Appropriate Time   | To Show Consideration To Others                            |
|-------------------|---|---|--|--|
| <b>BIKE</b>       | <i>Ride your bike only on sidewalks.</i>        | <i>You may only ride with both hands on the handlebars.</i> | <i>You may only ride during the day.</i>                       | <i>You may not ride into crowds.</i>                       |
| <b>COMPUTER</b>   | <i>Don't drink beverages near the computer.</i> | <i>You may not get on the internet, unless supervised.</i>  | <i>You may use the computer before 8:00 p.m.</i>               | <i>You may only use the computer when it is your turn.</i> |
| <b>RADIO</b>      | <i>Do not play near water.</i>                  | <i>You may only listen to certain programs.</i>             | <i>You may listen to it after school.</i>                      | <i>You may not play the radio too loud.</i>                |
| <b>TRAMPOLINE</b> | <i>Do not jump near the edge.</i>               | <i>Do not jump on the trampoline with your shoes on.</i>    | <i>You may only jump on it after you finish your homework.</i> | <i>You may not push someone off the trampoline.</i>        |

*(The above chart is only a possible list of answers.)*

# Lesson Three

## Rules Are Okay

### Additional Activities

1. **Narrative: The Go-Cart Race:** Have students listen to the narrative, “The Go-Cart Race,” from the *Teacher’s Manual Audio Lessons*. Follow along on **pages 6-10** of their workbooks (**pages 18-22** in the *Teacher’s Manual*) and answer the questions at the end of the narrative. Discuss with students the lesson that was learned on the importance of following rules.
2. **Word Search:** Have students complete the word search on **page 11** in their workbooks (answer key on **page 23** of the *Teacher’s Manual*). Have them use the words to make sentences.



## Lesson Three

### Rules Are Okay

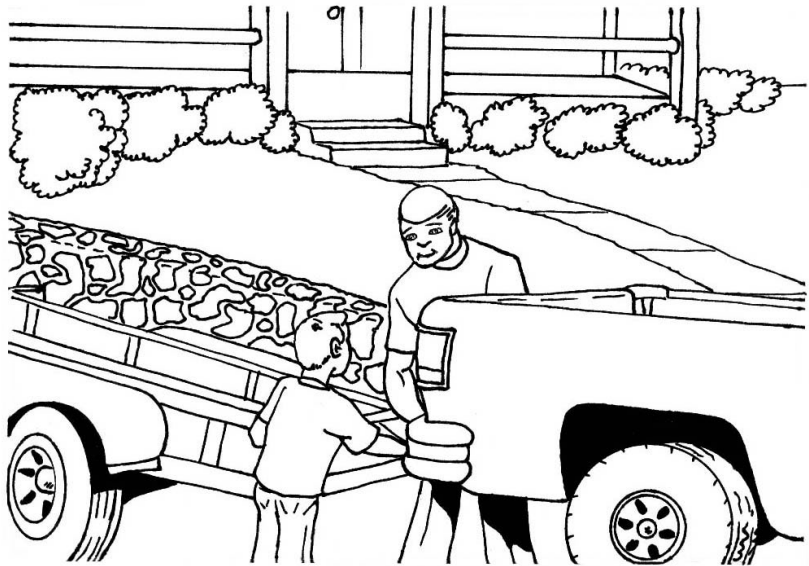
#### Additional Activity #1

#### Narrative: The Go-Cart Race

Kevin Thomason worked very hard to save enough money to buy the go-cart that he wanted. He had diligently mowed the lawns in his neighborhood, every week, to earn the money. The day that he had been dreaming of was finally here. He went downstairs to ask his father, “Dad, is it time to go to the store yet? I want to be able to go to the track as soon as we get the go-cart.”

“Yes, it’s time,” his father answered. “Let’s hook up the trailer and get started.”

As Kevin and his father were hooking up the trailer, Kevin thought about the first time he had laid eyes on the go-cart. It was a single seater with a four-cylinder turbo engine. It was shiny black with lightning stripes down the sides. Kevin had pictured himself driving the go-cart around the track that was located right outside the city limits. All of his friends already had their go-carts and were involved in racing every weekend. Now, he would finally have his turn at racing.



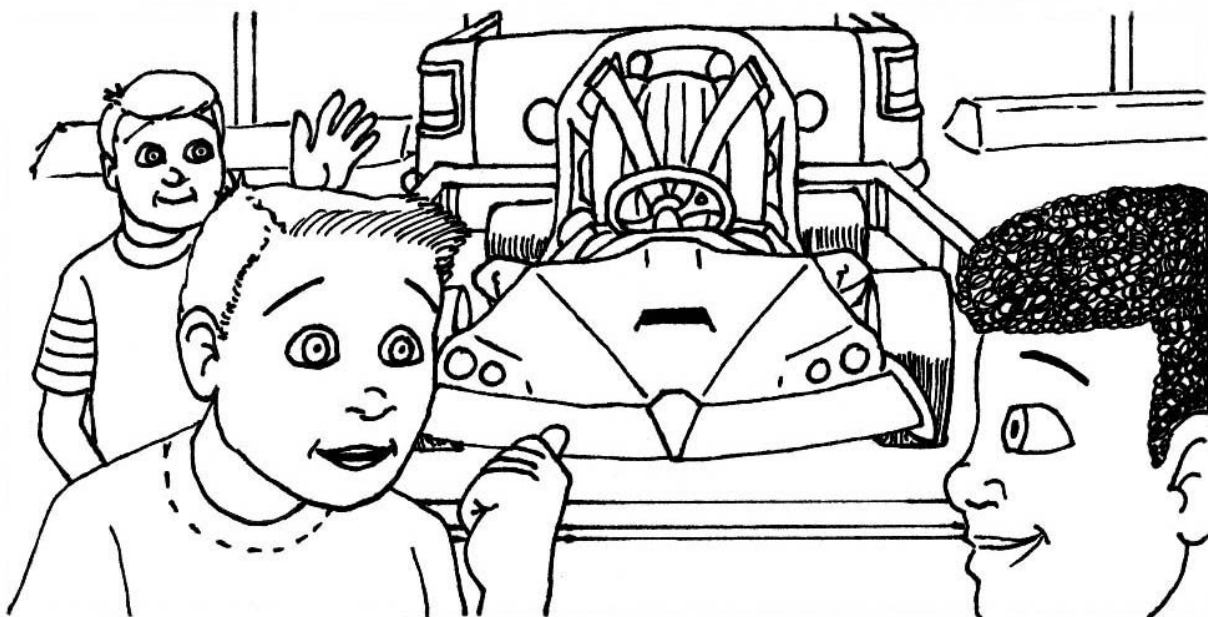
As they drove to the store, Kevin’s father said, “Now remember the rules that I have set for the use of your go-cart. You may only ride the go-cart at the track when your mother or I am with you. You must follow all the rules of the track. And you must always wear your helmet and gloves while racing.”

“Yes, Dad,” Kevin replied. “I’ll remember. I have also written the rules on a posterboard and taped them to my door so that I will be sure to obey them. I want to take great care of my go-cart and I know that the rules you have set will help me achieve that.”

After Kevin and his father loaded the go-cart onto the trailer, they headed out on the highway towards the track. Kevin’s mind was racing with the thoughts of finally being out on the track with his friends. He had thought about this day for a long time. He knew that his hard work had finally paid off. *I know that Al and Jake will really like my go-cart. It is the top of the line model. I hope that we’ll all have fun today at the track,* he thought.

Just then, they drove up to the track and Kevin jumped out of the truck. As he ran around to the back of the trailer, his friends, Al and Jake, came over to help him unload his new go-cart.

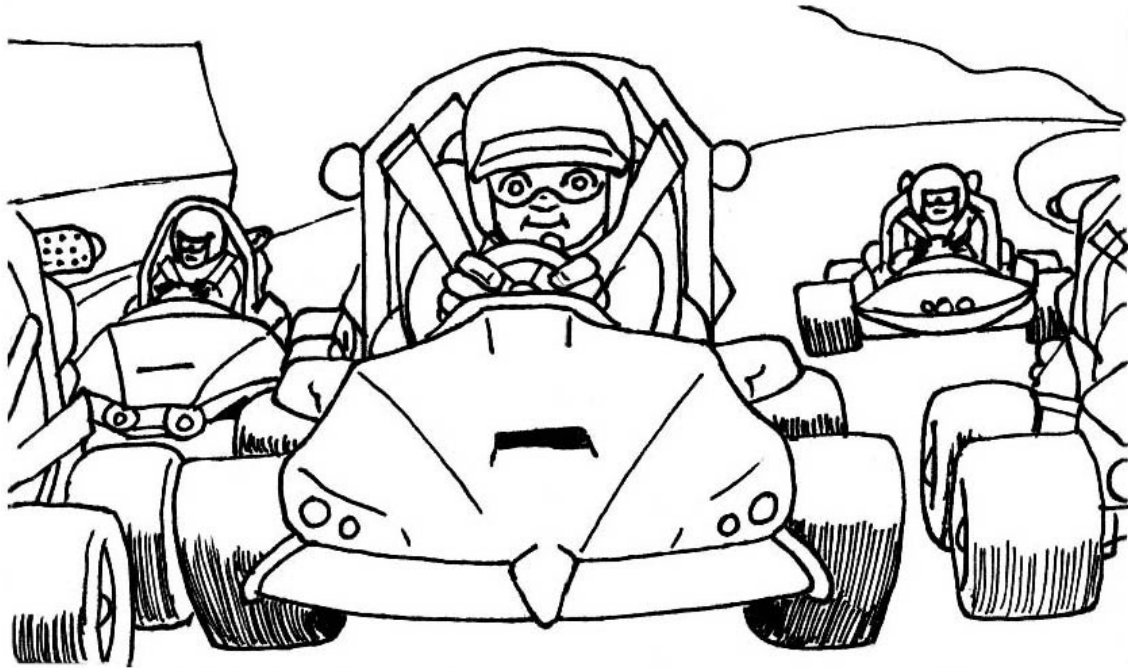
After they had unloaded the go-cart, Kevin put his helmet and gloves on. Kevin, Al and Jake drove onto the busy track. They rode around and around the track that day for hours. They took turns taking the lead. Kevin’s father sat along the track with the other fathers. When they were finished riding for the day, each boy parked his go-cart into the storage area of the track and locked the door.



When Kevin and his father returned home that night, Kevin could hardly contain his excitement. He told his mother, “I can’t believe how smooth my go-cart rides. It’s like flying! The turbo engine really has a quick pick up and the brakes are excellent. Dad said he would take me to the track every weekend. I hope that you will be able to come next week.”

“I’ll try to come,” his mother replied. “I’m glad that you enjoyed yourself. Now, it is time for supper, so please wash up.”

Kevin’s father took him to the track every week that summer. The three friends had so much fun. They increased their precision at circling the track and were even able to stop at the exact time they practiced.



On the last week of the season, Kevin’s dad said that he wouldn’t be able to take him to the track that week. He had a business trip to attend. Kevin was disappointed, but understood.

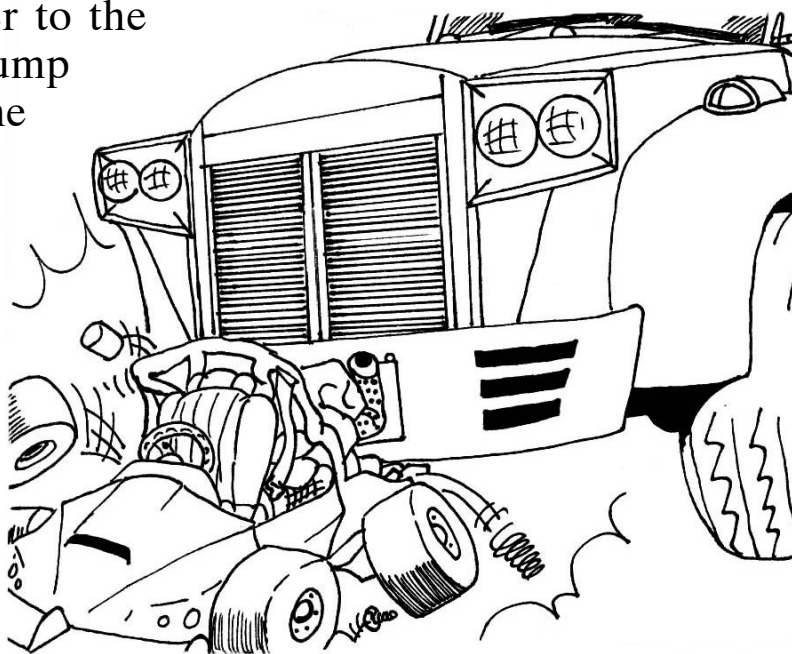
“I understand. I’m just glad that you have taken me these past weeks,” Kevin told his father. “May I go with Al this week to watch him and Jack ride?”

“Yes,” his dad replied.

Although Kevin knew the rules his father had set, he thought to himself, *Today is the last day that I can ride this summer. I’m sure that Dad won’t mind since Al’s dad is watching us. They are even having the final*

*race.* Kevin got his go-cart out of storage. He wanted to win the race today. There were so many go-carts, but he knew that his could win because of the turbo engine. Kevin put on his helmet and gloves and drove over to the starting line. The race went by in a blur. All Kevin could remember was the noise of the other go-carts and his determination to cross the finish line first. He saw a checkered flag as he went by.

“Wow, I won. I can’t wait to tell Dad, he will be so excited!” Kevin stated loudly as he drove up to the awards ceremony. He parked his go-cart and walked over to the podium. Just then a dump truck turned into the lane and ran over Kevin’s go-cart. Kevin heard the crunching sound and then turned just in time to see his go-cart being crushed under the dump truck.



The driver quickly jumped out of his truck and said, “I didn’t even see that go-cart. It’s parked in a No Parking Zone.”

Al and Jake ran over to Kevin, who could only hang his head in despair.

When Kevin arrived home that evening, his dad was waiting outside. “How was your day at the track, son?” he asked.

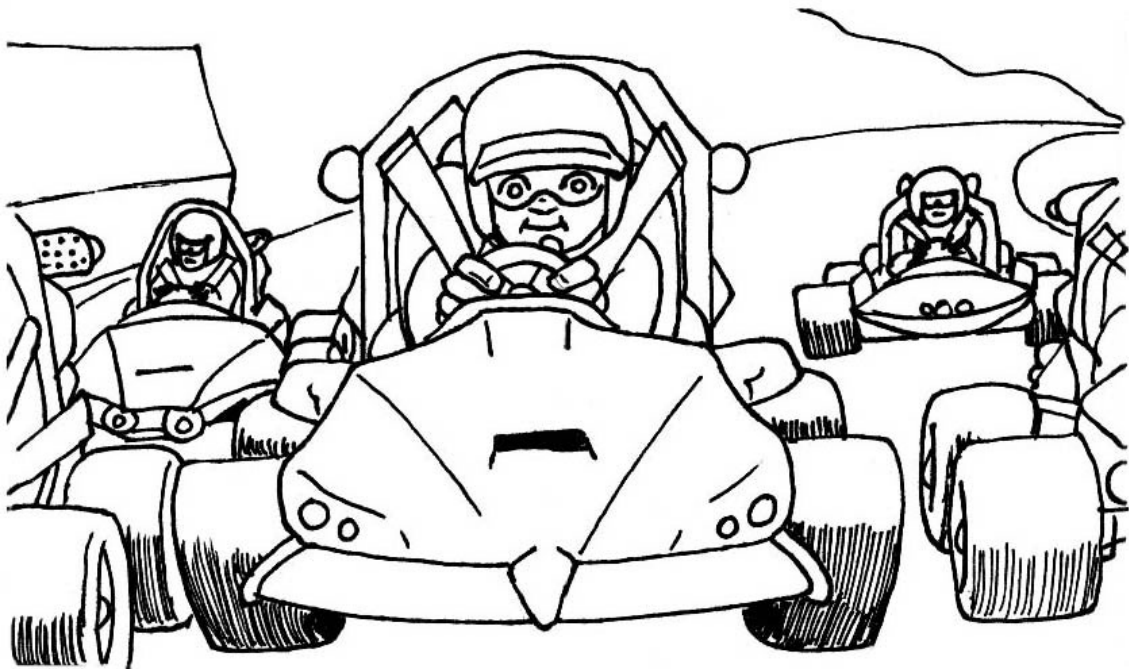
Kevin hung his head low and explained softly, “I thought that it would be okay to ride my go-cart in the final race today because Al’s dad was there. I won, but I parked my go-cart in a No Parking Zone and a dump truck ran over it. It is destroyed. I can’t believe it!”

“It’s too bad that your go-cart is wrecked,” his father responded. “I hope you realize that your go-cart was destroyed because you broke the rules.”

Kevin learned that day that it is very important to follow rules because they can help protect us and our belongings.

## The Go-Cart Race Answers To The Questions

1. Which rules did Kevin break? *(Kevin had to follow all the rules of the track. Kevin could only drive his go-cart when his parents were present. Kevin parked in a No Parking Zone.)*
2. What was the lesson that he learned? *(Kevin learned that following the rules can keep your possessions safe.)*



# Lesson Three

## Rules Are Okay

### Additional Activity #2

### Word Search Answer Key

Find and circle the words in the puzzle from the word list below. Words are sideways and up and down. Use the words to make sentences.

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

## Word List

permission  
 guardians  
 safety  
 rules

own  
 guide  
 considerate  
 appreciate

parents  
 teachers  
 belongings  
 appropriate



# Lesson Four

## Safety Is Important

### PURPOSE/OBJECTIVE

Students will understand that practicing safety is important when using their possessions.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, "Rules Are Okay," by asking students if they can name some of the reasons that they must ask permission to use belongings. (*Answers will vary, but should include for safety, appropriate time, proper use and to show consideration for others.*)
2. Tell students that in this lesson they will be focusing on the importance of practicing safety with their possessions. On the board, write the meaning of **safety** as *free from danger, injury or damage*. Also, write the following:
  - a. Think before using your belongings.
  - b. Get permission to use them.
  - c. Follow all rules pertaining to the use of these belongings.

Stress to students that safety is very important when using their belongings. Tell them when they practice safety with their possessions, they can keep from bringing harm to themselves or others, and can keep their belongings from becoming damaged.

3. Explain to students that if they are careless with the use of their possessions, they may cause harm to themselves or to others. On the board, write the meaning of the word **careless** as *not thinking before one acts; reckless*. Ask students if they have ever seen someone using a possession in a careless manner and what occurred. (*Answers will vary, but some examples are as follows: If you wear skates down the stairs, you*

*could fall and get hurt. If you ride a bike across a street when the light is green, you could get hit by a car. If you use your hair dryer while sitting in the bathtub, you would be electrocuted.)*

4. Ask students what the opposite of careless is. Tell students the word **careful** means *to be cautious*. Explain that **cautious** means *thinking and acting to avoid risk or danger*. Tell students that in order to practice safety with their possessions, they must be careful to follow the rules concerning the use of them.

5. Tell students that there are rules set concerning the use of many items that are used daily. Rules can be set by the:

a. Manufacturer (those who made the item): For example, the manufacturer of a hair dryer has put a caution label on it that says not to use their product near water because it can cause an electrical shock.

b. Government: For example, the government rules that you must wear a safety belt when riding in a vehicle.

c. Parents or Guardians: For example, parents or guardians may say that you may not ride your bike at night.

d. You, the Owner: For example, you will only lend your bike to someone who will not use it recklessly.

6. Guide class feedback by asking students to think of other rules pertaining to the use of possessions and why these rules have been set.

*(Answers will vary, but may include the following:*

*a. A coach may say that cleats can only be worn outside because they may slide on or scratch the flooring.*

*b. A mother may tell her daughter she can only use hot rollers while the mother is present because they can cause burns.*

*c. The school has a rule of no weapons allowed because the use of weapons could lead to injury or death.)*

7. Emphasize to students to be careful in following the rules to keep themselves and others safe. Remind students that if they are careless while using their possessions, they may cause harm to themselves or others.

8. **Activity—You Make The Rules:** Have students turn to **page 12-13** in their workbooks (**page 28-29** in the *Teacher's Manual*) and complete the activity. When everyone is finished, allow a few students to state the

rules that they made concerning each possession and to state why they set these rules.

9. Conclude the lesson by emphasizing to students the importance of being careful and following the rules when using their possessions.

# Lesson Four

## Safety Is Important

### Activity

### You Make The Rules Answer Key

For each of the following possessions, write complete sentences as shown in the example. For the letter a, write a rule that shows when or where the possession may be used. For the letter b, write a rule that shows how the possession may be used. For the letter c, write the reason(s) why the rules were set.

**Example: 1. Hair Dryer**

- a. The hairdryer is only to be used in the bedroom.
- b. The hairdryer is not to be used near water.
- c. These rules are so you are not electrocuted.

**1. Bike**

- a. *(After school, when your homework is completed, you may ride your bike.)*  
\_\_\_\_\_
- b. *(Always wear a helmet while riding your bike.)*  
\_\_\_\_\_
- c. *(These rules are set so you will complete your homework and you will be safe while riding.)*  
\_\_\_\_\_

**2. Skateboard**

- a. *(You may ride your skateboard only on the sidewalk.)*  
\_\_\_\_\_
- b. *(You must always ride your skateboard with a helmet and elbow and knee pads on.)*  
\_\_\_\_\_
- c. *(These rules are set so you don't get hit by a car and you won't be injured if you fall.)*  
\_\_\_\_\_

**3. Scissors**

- a. *(You may use scissors only under the supervision of an adult.)*  
\_\_\_\_\_
- b. *(You may only use scissors to cut paper.)*  
\_\_\_\_\_
- c. *(These rules are set so you use scissors properly and are not injured.)*  
\_\_\_\_\_

**4. Swing**

- a. *(You may only swing during recess with adult supervision.)*  
\_\_\_\_\_
- b. *(You may only have one person on the swing at a time.)*  
\_\_\_\_\_
- c. *(These rules are set so that no one is injured.)*  
\_\_\_\_\_

**5. Baseball**

- a. *(You may play baseball only at the park.)*  
\_\_\_\_\_
- b. *(You must use the proper equipment such as a helmet and gloves to play baseball.)*  
\_\_\_\_\_
- c. *(These rules are set so you do not break a window and are not injured.)*  
\_\_\_\_\_

# Lesson Four

## Safety Is Important

### Additional Activity

**Accidents May Occur When Safety Is Not Practiced:** Have students turn to pages 14-17 of their workbooks (pages 31-34 in the *Teacher's Manual*). For each picture, have students write one or two safety rules that may have been broken. Allow class discussion of their answers.

# Lesson Four

## Safety Is Important

### Additional Activity

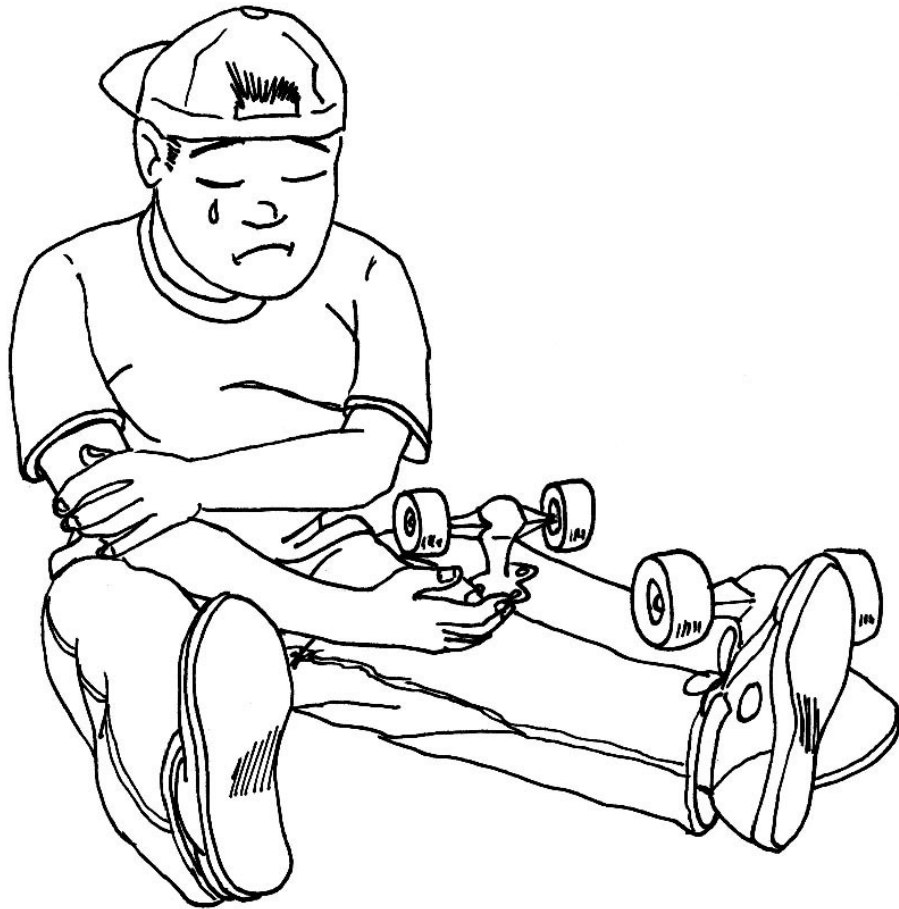
#### Accidents May Occur When Safety Is Not Practiced Answer Key

*For each picture, write two safety rules that may have been broken.  
Allow class discussion of the answers.*



1. (No skating on stairs.)  
\_\_\_\_\_
2. (Use kneepads when you skate.)  
\_\_\_\_\_





1. (Safety gear must be worn while skateboarding.)

---

2. (No skateboarding allowed.)

---



1.           *(No baseball playing allowed.)*          

\_\_\_\_\_

2.           *(Baseball may be played only in the park.)*          

\_\_\_\_\_

# Lesson Five

## Keeping Rules Avoids Conflict

### PURPOSE/OBJECTIVE

Students will learn to avoid conflicts by caring for and respecting the belongings of others.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, "Safety Is Important," with the students by asking them how they can practice safety with their belongings. (*Answers should include: think before using their belongings; get permission to use them; and follow all rules pertaining to the use of them.*) Remind students that it is important to practice safety concerning their belongings so that they will not be harmed.
2. Tell students that today they will learn that when others trust you with their belongings, you must take care of them to avoid a conflict between you and the owner. Tell students that a conflict is a problem or disagreement between two or more people. Explain to students that borrowing someone's belongings means that you agree to abide by the rules they have set regarding their possession.
3. Remind students that when they borrow something, the owner usually lends it with conditions or rules. If you do not follow the rules set by the owner, conflicts can arise. For instance, you ask your friend to borrow her book. She agrees, but with conditions (rules). "Take care of it. You can't write in it, and it must be returned the next day." If you leave it in the rain and it is damaged, did you follow the rules? (*No*) Could that cause conflict? (*Yes*)

4. Guide class discussion by asking the following questions:
  - a. Have you ever borrowed something and were given conditions or rules concerning it? (*Answers may vary.*)
  - b. What were some of the conditions/rules? (*Answers may vary.*)
  - c. Did you follow the rules? (*Answers may vary.*)

Stress that following the rules means that you will be trusted to care for and show respect for others and their belongings. However, if the rules are not followed, this can cause hurt feelings, distrust and conflict.

5. Ask students how they would feel if one of their possessions was borrowed and returned damaged or late. (*Answers may vary, but could include: angry, upset, or distrust for that person.*)

6. Tell students that if they damage someone’s possessions, they are obligated to replace or repair them. In the same manner, if someone damages their possessions, then that person is obligated to replace or repair them. This is called making restitution or compensation. Tell students that **restitution** or **compensation** means *you pay for repairs or replace a possession that has been damaged or lost*. This is a way to help avoid conflicts.

7. Ask students, “How many of you have ever borrowed a book from the library?” Tell students that when they borrow a book from the library, they agree to return the book at the appointed time and in the same condition. Next, ask students, “How many of you have ever rented a movie or a game from a video store?” Explain that renting a game or movie means that they agree to return the item on time and undamaged. Emphasize that if they do not keep the agreement and damage the book or video, or return them late, they pay a fine or restitution.

8. Emphasize to students that when they borrow something, the owner usually lends it with conditions or rules. If they are careful with borrowed property, it shows that they can be trusted, and they will always be able to borrow when in need. If the rules are not followed, and property is damaged, restitution must be made. Making restitution or compensation for lost or damaged items is a way to help avoid conflicts; but it is always best to avoid damage or loss of property.

9. **Activity—Narrative: Sam Keeps His Agreement:** Read the narrative “Sam Keeps His Agreement,” found on **pages 38-42** of the *Teacher’s*

*Manual* (**pages 18-22** of the *Student's Workbook*) and discuss with students the questions at the end of the narrative.

10. Conclude the lesson by reminding students that caring for and respecting the belongings of others can help them avoid conflicts and maintain their friendships.

# Lesson Five

## Keeping Rules Avoids Conflict

### Activity

#### Narrative: Sam Keeps His Agreement

Samuel loved school so much that when he got up in the morning, he would hurry to get dressed, sometimes forgetting to put socks on with his shoes. Sam, as he liked to be called, would be the first one at the bus stop. Sam loved his English class the most because his teacher, Mrs. Reyes, would let him read her book of poems on the days that Sam finished his school work early.

Every time Mrs. Reyes would let Sam read her book, she would always remind him that the book was very old and very special to her. Mrs. Reyes's mother had given it to her when she was 18 years old. Her mother had also been a teacher. She died, not long after giving Mrs. Reyes the book, so it was truly special to her. Sam was always very careful when turning the pages and holding the book.



Sam told his grandmother about the book of poems and how much he loved reading it. Sam's grandmother lived very far away, and he was only able to talk to her on the phone once a month. When Sam's grandmother told him she was coming to visit, Sam was very excited.

The next day, in English class, Sam told Mrs. Reyes about his grandmother coming to visit. He explained to Mrs. Reyes how he had told his grandmother about the book of poems and how she said she would love to see it. Sam then asked Mrs. Reyes if he could borrow the book of poems for the weekend.

"Let me think about it, and I'll let you know at the end of the class," Mrs. Reyes said to Sam.

Sam counted down the minutes, and when the bell rang, he hurried to Mrs. Reyes's

desk. “Did you decide? May I borrow your book?” Sam asked, in a quiet voice. Mrs. Reyes smiled.

“Yes, but only if you keep it in the box I keep it in when you are not reading it, wash your hands before you pick it up, and be the only one to handle the book. You mustn’t allow anyone else to touch the book,” Mrs. Reyes instructed. She reminded him that the book was very old.

“Thanks, Mrs. Reyes, I promise I’ll take care of it!” Sam responded, with great excitement.

Sam took the book home and read the poems to his grandmother and family. He was sure not to let anyone touch the book and stored it in the box, just as he was instructed.

The next day, Sam brought the book back to school so he could return it to Mrs. Reyes. Mrs. Reyes’ English class was right after lunch. Sam kept the book in his backpack. He knew it would be safe there.

“Hey, Sam, are you ready to eat? I am starving!” his friend Mark said.

“Yeah! My mom made a chocolate cake last night for supper, and I saved you a piece. Now we have a special dessert for lunch today,” Sam said. He sat his backpack on the floor next to his chair and then sat down at the lunch table.

After eating his lunch, Mark reminded Sam about the cake. Sam reached into his backpack and pulled out the bag with the cake in it. When Sam pulled out the bag, the box with Mrs. Reyes’ book in it slid under the chair. Sam was so excited about the cake that he didn’t even notice.

Mark noticed the box lying on the floor under Sam’s chair. He leaned over to pick it up, but Sam grabbed the box off the floor before Mark could reach it.

“What’s in the box? Is it more of your mom’s cake?” asked Mark, whom everyone called the bottomless pit because he could eat so much.



“No, it belongs to Mrs. Reyes. She let me borrow a book and I have to return it to her today,” Sam explained.

“What’s it about?” asked Mark. “Basketball, cars?”

Just then, a few more of Sam’s friends walked up and asked what was in the box. Larry, who most of the children thought was cool, grabbed the box from Sam.

“What’s this, a gift for me, you shouldn’t have!” Larry exclaimed, as he opened the box. He took out the book and threw the box on the floor.

“It belongs to Mrs. Reyes. She let me borrow it, and she doesn’t want anyone else touching it,” Sam said nervously.

“Why not? Is it gold or something?” Larry asked, sarcastically.

“It’s old, and Mrs. Reyes said it’s personal,” Sam said, as he reached for the book.

“Personal! Now you’re talking!” Larry said, as he opened the book and started to read the first note Mrs. Reyes’ mother had written to her.

“‘To my darling daughter, Penelope, I love you very much.’ Wait a minute! Mrs. Reyes’ name is Penelope!”

“Penelope? What kind of a name is that?” Chuck asked, as he started to laugh.

Sam stood there trembling inside. He didn’t want them to know that he liked to read the poems. He was afraid they would make fun of him, too.

“Don’t you think that’s a funny name, Sam?” Mark asked. Suddenly, everyone stopped laughing and looked at Sam.

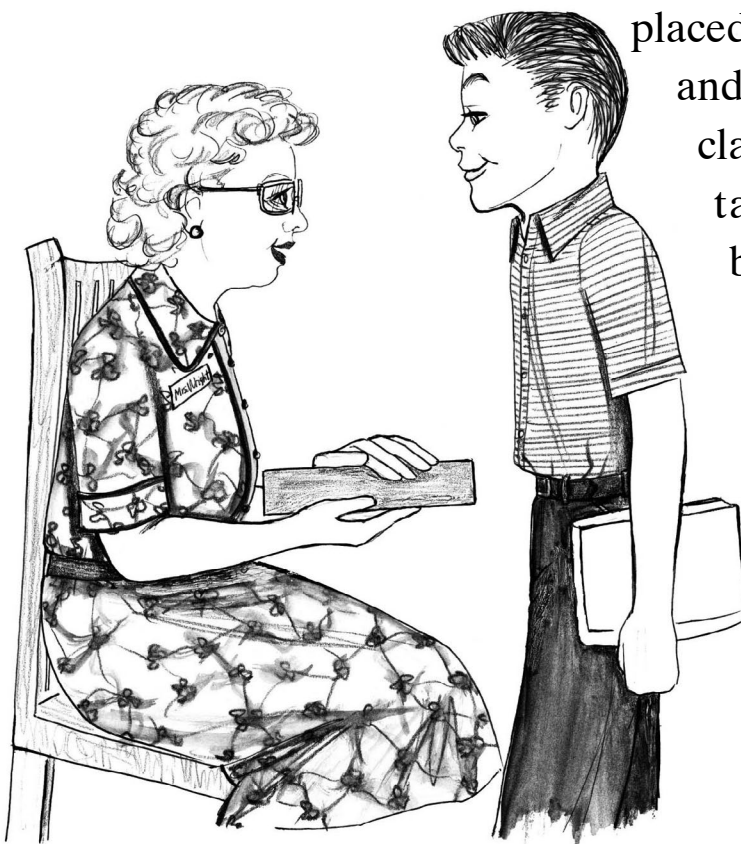


“Ah...well, I just think we shouldn’t be touching Mrs. Reyes’ book. Her mother gave her a special book. That’s all.” Sam thought he would never get the words out of his mouth, but he did.

“It’s just a book. What, are you going sissy on us or something?” Larry said, as he pointed at Sam and began to laugh.

“Give me Mrs. Reyes’ book! It’s not right to make fun of other people or to touch their things without their permission. You wouldn’t want your bike to be thrown down or someone to make fun of your middle name, would you?” Sam asked boldly. Then everyone, including Sam, held their breath, as they waited to see what Larry would say or do next.

“No, I guess I wouldn’t. Here, I shouldn’t have touched it, and I apologize for making fun of Mrs. Reyes’ name,” Larry said, without his usual boldness. All the boys looked at each other and let out a sigh of relief and amazement.



Sam took the book back and quietly placed it back into his backpack, and he headed for Mrs. Reyes’ class. He told her what had taken place and gave her back the book.

“I appreciate how you showed respect for my book and didn’t allow the other students to damage it,” Mrs. Reyes said.

## Sam Keeps His Agreement Answers To The Questions

*Answer the questions.*

1. What were some of the rules Mrs. Reyes gave to Sam? *(He had to wash his hands before touching the book, no one else could touch the book, and it had to be kept in the box when he was finished with it.)*
2. How did Sam keep the rules with his family? *(Answers may include: he did not let anyone touch the book, and he stored it in the box.)*
3. How did Sam avoid a conflict with Larry? *(He reminded Larry of how he would feel if someone showed disrespect to him or his belongings.)*
4. Did Sam return the book to Mrs. Reyes? *(Yes)*



# Lesson Six

## For My Eyes Only

### PURPOSE/OBJECTIVE

Students will learn that everyone has private belongings and rights regarding the privacy of them.

### MATERIALS

- Cassette player
- *Teacher's Manual Audio Lessons*
- Students' workbooks

### PROCEDURE

1. Review with students the previous lesson “Keeping Rules Avoids Conflict,” by asking them the following questions:
  - a. What is a conflict? (*A conflict is a problem or disagreement between two or more people.*)
  - b. How can not following the rules regarding the possessions of others cause conflict? (*The possession could be damaged or returned too late. This could make the owner feel upset or angry as a result of the borrower not following the rules.*)
  - c. Why should we pay restitution if we damage someone's property? (*We should pay restitution because it is the right thing to do and to help avoid conflict.*)
2. Tell students that today they will learn about the importance of respecting the rights of someone's private belongings. Ask students what some of their possessions are that they consider to be private. (*Answers will vary, but may include: diaries, books, baseball card collections and mail.*) Explain that private belongings are set aside for the use of the owner only.
3. Explain to students that we must be respectful of other people's private belongings, just as we want them to be respectful of ours. Ask students, “What are some of the ways you can respect the private

belongings of others?” (*Answers will vary, but may include: they can show respect by not touching their belongings, not reading private letters or diaries, not looking at things that are private.*) Tell students that when we respect someone’s private belongings, they can trust us. They will know that we will not invade their privacy.

4. Emphasize to students that although some things are private such as our mail or diary, we might choose to share them with others. It is okay for someone to share their private belongings, but it is always their right to make that decision. Explain to students that the owner has the right to decide who sees or uses his belongings.

5. Discuss with students how it would make them feel if someone disregarded their right to decide who uses, or even looks at, their private belongings. For example, someone reads your diary containing your private thoughts. This can make you feel angry, upset, or embarrassed, because your private belongings have been invaded. Stress to students that private belongings are set aside to be used or touched only by the owner, unless permission is given.

6. **Activity #1—Narrative: The Diary Mystery:** Tell students that they will read a narrative about someone who had their privacy invaded. Have students turn to **pages 23-27** in their workbooks (**pages 45-49** in the *Teacher’s Manual*), and read the narrative entitled “The Diary Mystery.” Have students write how they think Mandy felt when her privacy was invaded. Ask students to write how they would have felt.

7. **Activity #2—Poem: Respect Private Belongings:** Have students listen to the poem from the *Teacher’s Manual Audio Lessons* and follow along on **page 28** of their workbooks (**page 50** of the *Teacher’s Manual*) in order to list some private belongings and ways to care for them.

8. Conclude the lesson by reminding students to respect the private belongings of others. When the privacy of others is not being respected, it can cause hurt and may lead others to distrust us. However, respecting this right of others can lead to a closeness in friendship, unlike anything else you will know.

# Lesson Six

## For My Eyes Only

### Activity #1

#### Narrative: The Diary Mystery

Mandy stood against the side of the school building, staring into space while she listened in disbelief at what she was hearing. She just stood there listening, as this person, whom she thought she could trust, read to everyone her most inner thoughts and dreams. These were things that no one but she was supposed to know.

“Oh, and if that isn’t funny enough, she wrote that Mr. Hernandez is too hard on her in English class!” The sound of the person’s voice faded, as Mandy thought of how it all began. It all started a few days before...

“Mandy, Trish, Scott, come and see what I have for you!” Mrs. Frank called, as she walked through the back door into the kitchen. Mrs. Frank had just returned from shopping. Occasionally, she would buy each one of her children a gift. There was no special occasion. She just did it, because she loved them.

They all hurried to the kitchen. Scott, who was Mandy’s younger brother by two years, slid down the hall in his socks into the living room and then walked to the kitchen. Trish, who was one year younger than Mandy, put down her book and walked into the kitchen behind her brother. Mandy, who had been in her room, reached the kitchen just in time to see her mother hand her brother a baseball cap.



“Wow! Thanks Mom!” Scott yelled, as he headed for the back door. “Can I visit Kevin and show him my new cap?” Scott asked, as he stopped short of the back door when he remembered he hadn’t asked yet.

“Yes, you may, but remember to be back in time for supper,” his mother reminded him, with a smile. Next, Mrs. Frank pulled a new sketchpad out of the bag for Trish.

“Oh, you are the best, Mom!” Trish said, as she headed for her room.

“And last, but not least, Mandy, I hope you like it,” her mother said, as she pulled out a diary.

“Like it? I love it! Thank you, Mom!” Mandy said, as she hugged her mother and then ran to her room.

Mandy began writing in her new diary right away. She wrote about many different things. She wrote about things that were going on at home, at school, and with her friends. She also wrote about the new lessons her teacher taught on privacy.

*Monday, March 4th:*

*Dear Diary,*

*This is my first entry. I am very excited to finally have a diary like my friends. Today in English class, I thought Mr. Hernandez was very mean to me. He thought I was talking while he was speaking, but it wasn’t me, it was Pamela, who sits right behind me. He didn’t even check to see if it was me or not, he just punished me by sending me to the office.*

*Tuesday, March 5th:*

*Dear Diary,*

*The lesson today was about privacy. My teacher asked us to tell the class about some belongings that were private to us. I told the class that writing in my diary was very private to me. The class monitor, Paul, seemed surprised, because he had a private diary too.*

*Thursday, March 7th:*

*Dear Diary,*

*Today my sister and I got into an argument. She treated me horribly, and I treated her even worse. I was jealous, and I told her friend, Jill,*

*something Trish had said in anger, about her, and now, Jill won't talk to Trish. I feel horrible! On top of it all, my brother, Scott, acted like a baby today. He wanted to borrow a piece of paper out of my diary, and I told him no. He didn't understand and hasn't talked to me since.*

*Monday, March 11th:*

*Dear Diary,*

*It's 5:30 in the morning, and the dog keeps barking, so I can't sleep. It's almost time to get up to go to school. I couldn't sleep if I wanted to anyway. My best friend, Jennifer, and I got into an argument yesterday and all I want to do is find her and apologize.*

As the first bell rang, Mandy pulled out a few things from her locker, while looking for her diary. She thought she had left it in her backpack, but she couldn't find it. *I must have left it on my bed*, she thought to herself, as she shut her locker door and headed for math class. After math class, it was time for lunch, so Mandy put her books in her locker and headed for the cafeteria.



“Hi, Mandy,” Sharon said, as she walked up to her.

“Hi, Sharon. Have you seen Jennifer? I said some things yesterday that weren't true, and I want to apologize to her,” Mandy said, as she opened the door to walk out of the building.

“Yes, I think I saw her outside talking to Ruby and Sandra,” Sharon replied.

“Thanks,” Mandy said, as she began to walk around the side of the building.

She stopped, just before she started to round the corner, shocked because of what she was hearing:

“I have a diary which my mom bought me. It is very private to me, and I write in it every day. It is the first diary I ever

had.” Then the reader mocked, “It is very private to me. She writes like an eight-year old and acts like a three year old! Oh, and if that isn’t funny enough, she wrote that Mr. Hernandez is too hard on her in English class!” The sound of the person’s voice faded as Mandy felt like she would faint at any moment.

Paul walked up to the group and asked what they were doing. The person reading from Mandy’s diary said, “I’m just sharing some deep thoughts with everyone. Would you like to know what is written in here about you?”

“Is that a diary? ..Is it yours?” Paul asked, in disbelief.

“Yes, it’s a diary, but it’s not mine! It’s Mandy’s,” the reader said in a cocky tone of voice.

“I can’t believe that you’ve taken your sister’s diary without asking? I can’t believe that she would let you read it, let alone, read it to others,” Paul said, in disbelief.

“Is that your sister’s diary?” Brandon asked, in a concerned voice.

“You need to give it back,” Steve said, as he walked away.

One by one, the boys who were standing there walked away, ashamed that they had any part in what had been done. The only one left standing there, with Mandy’s brother, was Paul.

“It’s not the same, it’s my sister’s, so I can read it,” said Mandy’s brother, as if it were an excuse.

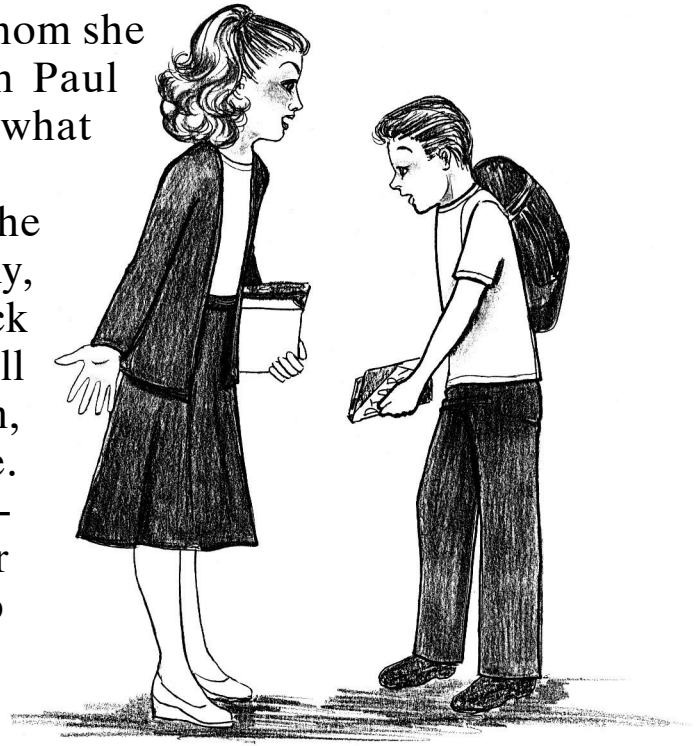
“It is the same! It doesn’t matter whose it is. If it doesn’t belong to you, then you shouldn’t touch it without permission first! Don’t you have private things that you don’t want touched?” Paul asked, in a disgusted voice.

With that, Paul turned and walked away. Mandy, who had heard everything, felt betrayed, but also relieved. She was glad that no one wanted to join in with Scott, who had invaded her



privacy. She watched her brother, whom she had trusted, stand there and watch Paul walk away. He was now ashamed at what had occurred.

Mandy walked up, but before she could say anything, Scott said, “Mandy, I took your diary out of your backpack this morning. I was going to tear all the pages out of it and write on them, but then I did something even worse. I read your private thoughts. I apologize. I had no right to touch your things without asking, and it was also wrong for me to have read it to others.”



Mandy replied, “The things I wrote in my diary were for me only. They were never supposed to be read by anyone else. I never would have thought you would do something like this. It will be a long time before I can trust you again. Why did you read my diary to everyone?”

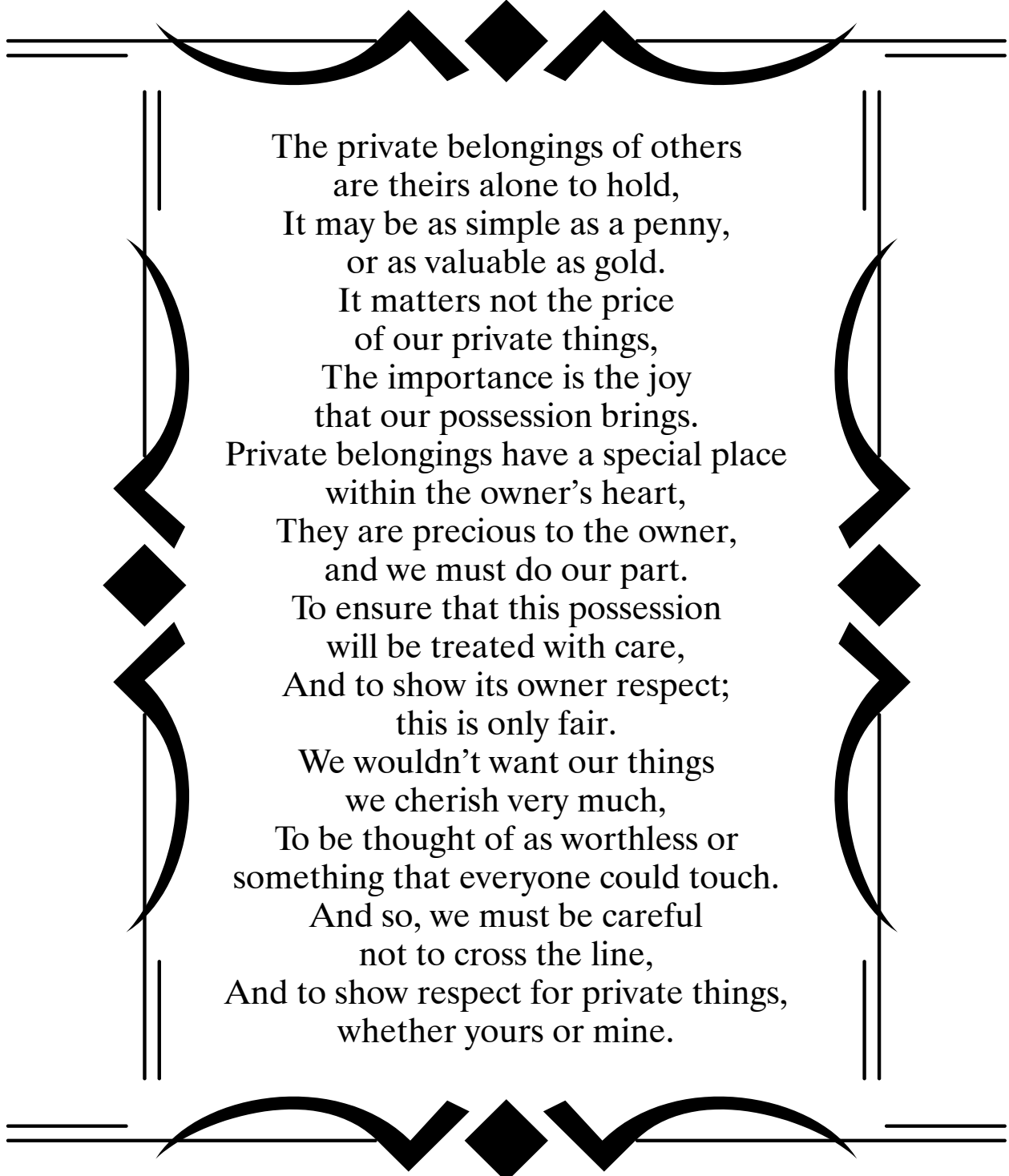
“I was mad at you because you wouldn’t let me use any of your paper yesterday. I thought you were being mean to me,” Scott said, as he put his head down in shame.

That day, Scott learned that he did not have the right to touch anyone’s private things without asking permission.

### Questions And Answers

1. Explain how you thought Mandy felt when her privacy was invaded. (*Mandy felt betrayed, hurt, embarrassed and ashamed.*)
2. Explain how you would have felt. (*Answers will vary, but could include embarrassed, hurt, ashamed or betrayed.*)

**Lesson Six**  
**For My Eyes Only**  
**Activity #2**  
**Poem: Respect Private Belongings**



The private belongings of others  
are theirs alone to hold,  
It may be as simple as a penny,  
or as valuable as gold.  
It matters not the price  
of our private things,  
The importance is the joy  
that our possession brings.  
Private belongings have a special place  
within the owner's heart,  
They are precious to the owner,  
and we must do our part.  
To ensure that this possession  
will be treated with care,  
And to show its owner respect;  
this is only fair.  
We wouldn't want our things  
we cherish very much,  
To be thought of as worthless or  
something that everyone could touch.  
And so, we must be careful  
not to cross the line,  
And to show respect for private things,  
whether yours or mine.

# Lesson Six

## For My Eyes Only

### Additional Activity

**Mystery Word Search & Hidden Message:** Have students turn to page 29 in their workbooks (page 52 in the *Teacher's Manual*) and do the word search to find the hidden message.

# Lesson Six

## For My Eyes Only

### Additional Activity

### Mystery Word Search

### & Hidden Message Answer Key

*Find the words or phrases listed below and mark them out. The remaining letters form a message. To find the hidden message, choose the remaining letters from left to right.*

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

|           |           |            |            |
|-----------|-----------|------------|------------|
| TRISH     | MANDY     | SCOTT      | DIARY      |
| PAUL      | PRIVATE   | JENNIFER   | THOUGHTS   |
| TRUST     | TOUCH     | ASK        | PERMISSION |
| CHARACTER | EDUCATION | PROGRAM    | RESPECT    |
| PROPERTY  | READ      | BELONGS TO | PERSONAL   |

HIDDEN MESSAGE:

*SHOW RESPECT TO OTHERS BY  
ASKING INSTEAD OF TOUCHING  
SOMEONE'S PRIVATE PROPERTY.*

# Lesson Seven

## Accomplishments In Ownership

### PURPOSE/OBJECTIVE

Students will demonstrate what they learned in the previous lessons by reviewing the concepts taught.

### MATERIALS

- Bowl or other container
- Ownership sentences (previously copied and cut out)
- Copies of certificate, one per student

### PROCEDURE

1. Tell students that today they will be concluding Unit One, Ownership, of *The Peaceful Solution Character Education Program*. Explain to students that appreciating that everyone owns possessions is the first step towards learning not to steal.

2. **Activity—Ownership Sentences:**

a. Copy the ownership sentences found on **page 55** of the *Teacher’s Manual*, cut them out and place them in a bowl or other container at the front of the class.

b. Tell students that they will now be playing a game that will show how much they have learned in the previous lessons on ownership. The game that they will be playing is called “Ownership Sentences.”

c. One student will be chosen to go to the front of the class and pick out an ownership phrase from the bowl. He will then go to the board and draw lines for each letter of the words in the phrase, leaving spaces between the words.

For example: \_ \_ \_ \_ \_ ( D O N O T S T E A L ).

d. Each student that is seated will have a turn to guess a letter of the alphabet. If this letter is in the phrase, the student at the board will fill in the blanks. The student who guesses the letter will be given the opportunity to guess the phrase. (Hint: It is a phrase from the previous lessons on ownership.) If the letter is not in the phrase, the

letter will be written on the side so that students will be able to see which letters have already been guessed.

e. When a student gives the correct answer, he or she will then be allowed to go to the front of the class and choose a phrase from the bowl. The game will continue until all phrases are completed.

3. Copy certificates found on **page 56** of the *Teacher's Manual* onto colored paper. Fill in each student's name. Congratulate the class on successfully completing the Ownership Unit of *The Peaceful Solution Character Education Program*. Hand out the certificates to students. They may take their certificates home to show their parents or guardians.

4. Conclude the lesson by encouraging students to remember what they have learned in this unit on the importance and benefits of recognizing ownership. If you learn this lesson well enough to be examples to your friends, you will have much better friends, ones you can trust.

# Lesson Seven

## Accomplishments In Ownership

### Activity

### Ownership Sentences

**When we own something, it belongs to us.**

**A landowner owns land.**

**Take care of the things we own.**

**It is important to obtain things honestly.**

**Receiving a gift is an honest way to own an item.**

**Everyone has rules concerning their belongings.**

**Safety is important when we use our belongings.**

**Be responsible and set rules over your belongings.**

**Taking care of others' belongings avoids conflicts.**

**We must take care of items that belong to others.**

**Private possessions are to be used only by the owner.**

**We should respect each other's private belongings.**

**We must replace something we break.**

# Certificate Of Achievement

\_\_\_\_\_  
**Successfully Completed**

*Student's Name*

**Unit One Of The Peaceful Solution Character**

**Education Program:**

**OWNERSHIP**



privacy • honesty  
authority • conflict  
safety • ownership

\_\_\_\_\_  
*Teacher's Signature*

# UNIT TWO

## Respect

### Note To The Teacher

**R**espect is an important part of how we interact with each other as individuals and as a society. As important as this concept is, however, there are many influences that erode our children's knowledge of what respect is and their choice to be respectful.

In this unit, the students will learn what respect is and how to show respect towards one another and their belongings. As role models and educators, it is our responsibility to teach children the value of respect as a means to demonstrate fairness, trustworthiness and truthfulness.

In addition, the concept of valuing others as important, regardless of their physical, cultural or ethical differences, is also taught. It is our profound hope that instilling the concepts of respect towards all will be the first step towards achieving peace within the individual, and eventually, the whole world.

*Our society continues to advance in technology. Are we doing the same in character or moral values?*

*~ The Peaceful Solution*



# Lesson One

## Hello, My Name Is Respect

### PURPOSE/OBJECTIVE

Students will learn what respect is. They will also learn how to show respect to others and their belongings.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review with students what they previously learned from Unit One, Ownership. Read the following statement and ask the questions that follow.

Steve's parents gave him a skateboard as a gift.

- Did Steve receive the skateboard honestly? (*Yes*)
- Who owns the skateboard? (*Steve*)
- Does he have the right to say who can use it? (*Yes*)

2. Explain to students that today they will be learning about respect. **Respect** means *to show care and concern for another person and their possessions*. It can also mean to show honor to them. The word **honor** means *to value as important*. Tell students that to honor someone is to treat them politely and with consideration. When they show honor to another person, they respect that person.

3. Discuss with students the many ways we can show respect to others. For example, we can say "please" and "thank you." Ask students what other ways we can show respect to others. (*Answers may vary, but could include, we refrain from teasing, name-calling or cursing, we never hit or cause someone physical harm and we use a kind tone of voice when addressing others.*) Explain to students that making a choice to be respectful should not change because someone is disrespectful to them.

4. Tell students that they can also show respect to the possessions of others by following the rules the owner has set regarding his belongings. Ask students what are some of the ways we show respect to others and

their belongings. *(Answers should include, not destroying or damaging property, returning lost items, asking permission to use or touch.)*

5. Explain to students that not showing respect to others and their belongings can cause hurt feelings, arguments, and may even lead to the loss of friendships. Read the following scenarios and discuss with students whether respect was shown or not.

a. As Jake walked past Craig’s desk, he accidentally bumped Craig’s pencil case onto the floor. Jake just looked at Craig and kept on walking. When Craig saw that Jake did not apologize to him, or pick up his pencil case, he said, “Hey stupid, pick up my pencil case!” Jake said, “I’m not stupid, pick it up yourself!” Craig angrily picked up his pencil case. They were upset with each other for the rest of the day.

Ask students what they learned from this scenario. *(Answers will vary but could include:*

- 1. Jake disrespected Craig by leaving the pencil case on the floor and not apologizing.*
- 2. Craig became angry and called Jake stupid.*
- 3. They were both disrespectful to each other.)*

b. As Jake walked past Craig’s desk, he accidentally bumped Craig’s pencil case on to the floor. Jake looked at Craig and said, “Oh, sorry, Craig. I didn’t mean to knock down your pencil case.” Craig said, “That’s okay, I can see that it was an accident.” Jake replied, “Let me pick it up for you. Oh, look, it even has some dust on it.” Jake brushed the dust off of the pencil case and then handed it back to Craig. Craig said, “Hey, thanks, man.”

Ask students what they learned from this scenario. *(Answers may vary but could include:*

- 1. Jake respected Craig by apologizing and picking up his pencil case.*
- 2. Craig didn’t get upset because Jake was respectful to him and his belonging.*
- 3. Jake showed Craig respect and consideration by dusting off his pencil case before giving it back to him.)*

6. Emphasize that respecting others and their belongings means being polite and considerate, even if someone is disrespectful to you. Read the following scenario as an example of this point to students.

Michael needed to return an item to the store. He approached the store owner and said, “Excuse me, sir, I bought this radio and it doesn’t work. I would like to return it.”

“Where is your receipt?” snarled Mr. Blake, the store owner.

“It’s in my pocket,” Michael politely replied. “I’ll get it right now.”

“Well hurry up, you’re wasting my time! I haven’t got all day!” snapped Mr. Blake.

“Okay sir, here it is,” said Michael, in a quiet, polite voice as he handed the receipt to Mr. Blake.

- a. Was Mr. Blake respectful to Michael? (*No*)
- b. How did Michael respond to Mr. Blake? (*Politely, with respect*)
- c. Did Michael continue to be respectful, even though Mr. Blake continued to be rude? (*Yes*)

**7. Activity—Role Playing:** After reading each scenario, guide class discussion by emphasizing the following points (you could write them on the board for clarity):

- a. Name calling is not only disrespectful, but also hurtful.
- b. Disrespect can result in physical harm.
- c. Responding disrespectfully will make the situation worse.

**SCENARIO ONE:**

Jenny borrowed Donna’s new CD. Donna was very specific as to how Jenny was to care for it. Jenny ignored Donna’s instructions and the CD was scratched. Jenny returned the CD, but did not inform Donna of the scratch, nor did she apologize. When Donna played her CD, she realized that it was scratched. She immediately called Jenny and began yelling at her and calling her names for scratching her CD. Jenny began yelling back until Donna finally hung up on her.

**SCENARIO TWO:**

On their way to the lunchroom, Danny accidentally stepped on the back of Luke’s sneaker. Luke turned around and shoved Danny, pushing him to the floor. “You’re so stupid, you stepped on my new sneakers,” yelled Luke.

“You’re the one who’s stupid for pushing me!” yelled Danny, in an equally angry tone of voice.

By then, the other students had surrounded them and their teacher told both boys that instead of the lunchroom, they needed to go directly to the principal’s office.

After the discussion, choose students to role play each scenario showing respectful ways the situations could have been handled. Guide participants of the role play to consider the following points as a way to resolve the situation respectfully:

- a. Control their tone of voice.
- b. Be polite and considerate.
- c. Do not name call or tease.
- d. Do not hit or cause physical harm.

8. Conclude the lesson by emphasizing the importance of respecting others and their belongings, just as we would like to have them show the same respect to us and our belongings.

# Lesson One

## Hello, My Name Is Respect

### Additional Activities

1. **Respect Word Search:** Have students do the Respect Word Search on page 32 in their workbooks (answer key on page 64 of the *Teacher's Manual*). Let them write a sentence using each word.
2. **Let's Play Ball:** Have students listen to the narrative, "Let's Play Ball" and follow along on pages 33-34 of their workbooks (pages 65-66 in the *Teacher's Manual*). Lead class discussion by asking the questions that follow.

# Lesson One

## Hello, My Name Is Respect

### Additional Activity #1

### Respect Word Search Answer Key

*Find and circle the words in the puzzle from the word list below. Look up, down, diagonal and backwards. On a separate sheet of paper, make a sentence using each word.*

|          |          |          |          |          |          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| D        | I        | S        | <b>R</b> | <b>E</b> | <b>S</b> | <b>P</b> | <b>E</b> | <b>C</b> | <b>T</b> | A        | B        | E        |
| P        | O        | S        | S        | E        | <b>C</b> | A        | R        | R        | O        | T        | Y        | O        |
| H        | O        | N        | E        | Y        | <b>O</b> | P        | O        | L        | U        | C        | E        | <b>D</b> |
| I        | <b>P</b> | L        | C        | P        | <b>N</b> | C        | I        | D        | E        | <b>C</b> | R        | <b>I</b> |
| I        | C        | <b>O</b> | A        | R        | <b>S</b> | E        | H        | O        | <b>O</b> | C        | O        | <b>S</b> |
| C        | R        | E        | <b>S</b> | P        | <b>I</b> | C        | O        | <b>N</b> | I        | Y        | T        | <b>R</b> |
| O        | C        | A        | R        | <b>S</b> | <b>D</b> | O        | <b>C</b> | R        | E        | S        | P        | <b>E</b> |
| <b>P</b> | <b>O</b> | <b>L</b> | <b>I</b> | <b>T</b> | <b>E</b> | <b>E</b> | <b>H</b> | <b>O</b> | <b>N</b> | <b>O</b> | <b>R</b> | <b>S</b> |
| O        | C        | A        | N        | <b>R</b> | <b>R</b> | <b>S</b> | Y        | H        | W        | H        | E        | <b>P</b> |
| I        | A        | A        | <b>A</b> | <b>N</b> | <b>A</b> | T        | <b>S</b> | U        | P        | S        | U        | <b>E</b> |
| I        | A        | <b>C</b> | A        | R        | <b>T</b> | O        | O        | <b>I</b> | P        | O        | L        | <b>C</b> |
| S        | S        | I        | O        | N        | <b>I</b> | N        | C        | A        | <b>O</b> | N        | C        | <b>T</b> |
| H        | O        | N        | E        | S        | <b>O</b> | S        | I        | C        | O        | <b>N</b> | E        | T        |
| E        | N        | O        | C        | O        | <b>N</b> | E        | C        | A        | N        | O        | <b>S</b> | U        |

## Word List

honor

concern

polite

respect

care

possessions

consideration

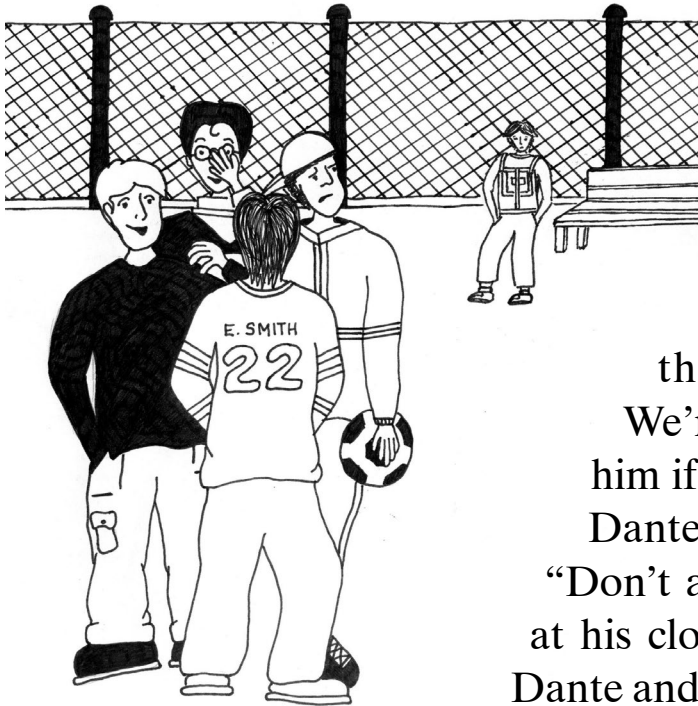
disrespect

# Lesson One

## Hello, My Name Is Respect

### Additional Activity #2

#### Narrative: Let's Play Ball



Marcos and his friends were playing soccer out in the field when a new boy arrived, sat on a bench and watched them play.

When Marcos noticed him, he said to his friends, “Look, there’s a new boy over there.

We’re short one player. Let’s ask him if he wants to play.”

Dante, one of Marcos’ friends said, “Don’t ask him to play with us! Look at his clothes, they look funny!” Then Dante and the other boys started to laugh.

The new boy heard everything they said. Hurt and disappointed, he got up and started to leave.

Marcos was ashamed of the way his friends treated the new boy. He asked Dante, “Why do you have to be so mean? Don’t you remember when you first came here? Your clothes weren’t exactly in style. It doesn’t even matter what a person’s clothes look like. Clothes don’t make the person, and besides, we are going to get dirty playing soccer anyway.” He called to the boy and said, “Hey, don’t go. My name is Marcos, what’s your name?”

“Tony,” the boy replied.

“Do you know how to play soccer, Tony?” asked Marcos.

“Yeah,” said Tony smiling.



Marcos threw the ball over to him. Tony caught the ball and threw it up in the air. When it came down he kicked it back up with his knee. He did a lot of cool moves with the ball to keep it up in the air. Marcos and the other boys stood there watching, with their mouths open in amazement. When Tony finished he tossed the ball back over to Marcos.

Everyone, except Dante, walked over to Tony and began introducing themselves. They asked if he could do the moves again. As he did, Dante reluctantly walked over and stood with them. He felt ashamed for what he had previously said about Tony's clothes.

He said, "We can't afford not to have a player like this on our team."

One of the other boys said, "Yeah, Marcos is right. Who cares what his clothes look like? Let's play ball!"

## Answers To The Questions

*Answer the following questions.*

1. Who was shown disrespect and how? *(Tony was shown disrespect. Dante and the other boys laughed at him because of the way he was dressed.)*
2. How do you think Tony felt after being shown such disrespect? *(He may have felt embarrassed by their comments about his clothing. He may have felt rejected by them and chose to leave.)*
3. Who showed Tony respect and how? *(Marcos called to Tony and asked him not to leave and then he introduced himself to Tony.)*
4. Did it really matter what Tony's clothes looked like? Why or why not? *(No it didn't, because his clothes didn't change the way he played soccer.)*
5. Why did Dante feel ashamed? *(He felt ashamed because he realized he had shown Tony disrespect and hurt his feelings.)*

# Lesson Two

## Be Cool, Follow Safety Rules

### PURPOSE/OBJECTIVE

The students will learn the importance of respecting safety rules.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review Lesson One, "Hello, My Name Is Respect," by reminding the students the word **respect** means *to show care and concern for another person and their possessions*. It also means to value as important.

2. Tell students that today they will learn about safety and the importance of respecting guidelines that are given to keep them safe. The word **safety** means *to be free from harm, danger or injury*. Ask students for some examples of safety rules. (*Answers may include no running in the hallway, or crossing the street only when the sign says "Walk."*)

Explain to students that there are many safety rules, but today they will focus on rules that protect them from strangers.

3. Tell students that a stranger is someone who is not part of their family, or one they do not know well. Explain that casually seeing someone does not mean that you know them. Tell students that someone we may see occasionally can be called a casual acquaintance. Examples may include:

- a delivery person
- a gardener
- a neighbor who may wave to us from time to time

4. Ask students what are some safety rules that could protect them from strangers. List answers that students give on the board. (*Answers will vary, but should include, do not let a stranger into your house.*) Tell students

that respecting the rules, by regarding them as important to obey, can help keep them safe.

5. Ask students what can occur if they break the rules by ignoring them. Take as many answers as time permits. Tell students that there are many cases of children, their age and younger, who have been abducted and abused by strangers or people whom those children knew casually. Tell students that valuing these rules and making them a part of their lives can keep them safe.

6. Tell students that every day they see people they may not know. Certainly, not everyone they see is dangerous, but one never knows sometimes until it's too late. Explain to students that there is no way to tell a harmless stranger from a harmful one. The safety rules should apply to all strangers, in general.

7. Tell students that they must be aware of the different tactics (methods) used by strangers to try to get children to follow or go with them into dangerous situations.

a. bribery—something offered to someone to influence them to do something: “I’ll pay you seven dollars if you can help me put my crutches in the van.”

b. flattery—to compliment excessively: “That is a nice, red jacket you have on, and your eyes are very pretty.”

c. treats—to give gifts: “Would you like some candy? I have some in the picnic basket, over by the tree.”

d. requests for help—to ask for help: “I lost my little dog, it shouldn’t have gone far. Could you help me find it?”

e. tricks—a plan intended to achieve something by deceit: “Your mommy was in a bad car accident and she asked me to come pick you up and take you to the hospital to see her.”

8. Explain to students that there are other rules that, when respected, can prevent them from getting into situations that can be dangerous. For example, let parents or guardians know where you are at all times. Ask students for other examples. *Answers will vary, but could include:*

a. *Never walk or play alone; instead, walk or play in groups.*

b. *Never hitchhike.*

c. *Never walk off with strangers.*

9. **Activity—Be Aware:** Have students read the scenarios on **page 35-36** in their workbooks (answer key on **pages 70-71** in the *Teacher's Manual*). Instruct students to identify if a safety rule was broken and what tactic was used to lure the child into a dangerous situation. Discuss what would be a safe choice to make.

10. Conclude the lesson by encouraging students to respect and apply these safety rules to their lives. Emphasize to students that by respecting these rules, they can avoid many dangerous situations. By letting their friends know about these rules, they may save him or her from injury or harm, as well.

## Lesson Two

# Be Cool, Follow Safety Rules

### Activity

### Be Aware Answer Key

*Read the following scenarios and answer the questions that follow.*

1. After school Jamie stood outside, waiting for her mother to pick her up. She was wearing a beautiful blue coat, with her name written on it. A stranger came up to her and said, "Hello, Jamie. Your mother sent me to pick you up. She said that I should look for a beautiful girl with a blue coat on."
  - a. What tactics were used to lure Jamie? (*Flattery and trickery*)
  - b. What should Jamie do? (*Jamie should run back inside and tell her teacher.*)
2. Jose loved candy, but this particular day he had no money, and could not buy any. Disappointed, he watched his friends walk into the candy store. Jose decided to wait for them outside. As he waited, a man who had been seen several times at the park, approached him and said, "Hi." Jose replied, "Hi," in return. The man asked Jose why he was outside the store by himself. Jose told him that he had no money. The man beckoned Jose to follow him to his car where he kept lots of candy.
  - a. What safety rule was broken? (*Do not speak to strangers*)
  - b. What tactic was used to attempt to lure Jose into danger? (*Bribery*)
  - c. What should Jose do? (*Jose should go into the store and tell the store owner.*)
3. Jimmy went to the park to play by himself. As he was playing, his ball rolled across the street. As Jimmy turned to get his ball, two men drove up, held out a picture of a dog, and asked, "Little boy, have you seen this dog?" Jimmy answered, "No." One of the men replied, "Would you please get in the car and help us look for him?"
  - a. What safety rule did Jimmy ignore? (*Jimmy went to the park and played by himself.*)
  - b. What tactic was used by the two men? (*Request for help*)
  - c. What should Jimmy do? (*Jimmy should run away from the car and go home.*)
4. Anna went grocery shopping with her mother. While her mother was at the checkout counter, Anna went to the gum machine. A lady was pushing a cart full of groceries out of the store and stopped to speak with Anna. She said,

“Hello little girl, I will give you three dollars if you help me put these bags in my car.”

- a. What safety rule was broken? (*Anna walked off by herself.*)
- b. What tactic did the stranger use? (*Bribery*)
- c. What should Anna do? (*Anna should turn and quickly run back to the checkout counter where her mother is and tell her what took place.*)

5. Chrissy and Sherry were friends, but on this particular day, they had a disagreement which turned into an argument. Chrissy became upset and decided she would walk home with some other students from their class. Sherry, on the other hand, decided she would take another route, even if it meant walking home alone. As she was walking, a car drove by. It reached the end of the block then turned around and started coming towards her.

Sherry was afraid at first, but as the car drove closer, she could see that there was a middle-aged couple in the front seat. The car slowed to a stop. The woman rolled her window down and asked Sherry if she knew where Elm Street was.

“Sure,” Sherry replied. “That’s just a block from where I live.”

The woman offered her a ride home.

- a. Which safety rules did Sherry break? (*She walked home alone and she spoke to a stranger.*)
- b. What tactic was used by the couple? (*Request for help*)
- c. What should Sherry do? (*Sherry should not reply and run home to tell her parents what occurred.*)

6. Malcolm had his nickname, Malo, printed on his baseball cap. While at the mall, he became separated from his parents. Not knowing where to look for them, he just stood by the pizza shop.

Just as he was beginning to worry, a man approached him. “Hi Malo, you look upset. What’s wrong?” asked the man.

Malo replied, “Do I know you?”

“Sure you do!” said the man. “I just saw your parents at the other end of the mall. Come on, I’ll take you to them.”

- a. Which safety rules did Malcolm break? (*He talked to a stranger.*)
- b. What tactic did the strange man use to lure him? (*Trickery*)
- c. What should Malcolm do? (*Find a security guard or other mall authority and explain the situation.*)



# Lesson Three

## Respecting Authority

### PURPOSE/OBJECTIVE

The students will learn the importance of respecting the instructions given by someone in authority.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review Lesson Two, "Be Cool, Follow Safety Rules," by asking the following questions:
  - a. What are some tactics used by strangers to lure children into dangerous situations? (*bribery, flattery, offering treats, asking for help, and tricks*)
  - b. What are some of the ways you can protect yourself from dangerous situations involving a stranger? (*Answers will vary, but may include not talking to strangers, not walking or riding your bike alone, not opening the door to strangers.*)
2. Tell students that today they will review the meaning of the word authority. **Authority** means *someone who is responsible for, or in charge of another person*. They will learn how they can show respect to an authority figure and why this is important.
3. Ask students for some examples of an authority figure and who that authority figure is responsible for. For example, a baby sitter is an authority figure. She is responsible for the children she is looking after. (*Answers will vary, but may include:*
  - a. *The teacher is responsible for the students in the classroom.*
  - b. *The playground monitors are responsible for the students on the playground.*
  - c. *A manager of a store is responsible for the people who work for him in that store.*
  - d. *The coach of a baseball team is responsible for the players on that team.*)

4. Tell students that some of the ways they can show respect to those whom their parents have trusted as having authority over them is by:
  - a. willingly obeying
  - b. obeying with a positive attitude
  - c. responding with a polite tone of voice
  - d. completing a task thoroughly
  - e. using appropriate body language

Write this list on the board so it can be visible throughout the lesson.

5. Read the following scenarios to students and have students choose from the list on the board ways that respect was shown to authority.
  - a. Carlos' dad asked him to clean the garage. Carlos said, "Okay, dad," and started to clean the garage. He whistled while he worked and when he was done, the garage looked great. What way was respect shown to the authority? (*Carlos showed respect to his father by obeying with a positive attitude.*)

Ask students, how do you think Carlos' dad felt when he saw the positive attitude Carlos had and that he did such a great job cleaning the garage? (*His dad felt like he had been treated with respect and it made him feel great.*)

- b. The baby-sitter asked Sandy to turn off her computer game and pick up the toys. Although she really wanted to continue playing, Sandy turned off the computer and picked up her toys. Afterwards, the baby-sitter told Sandy it was time for bed. Sandy said, "Okay, have a great night," and went to bed. What way was respect shown to the authority? (*Sandy willingly obeyed.*)

Ask students, what do you think the baby-sitter said to Sandy's parents when they got home? (*That Sandy was obedient in all the things the baby-sitter asked her to do.*)

Express to students that when they respect authority by obeying with a positive attitude, they make those in authority feel respected and appreciated. They can also earn admiration and respect because of their willingness to obey.

6. Tell students that disrespecting authority has serious consequences. Responding with an impolite tone of voice, a negative attitude and grudgingly obeying a request, are all ways that disrespect is shown. Some

of the consequences of disobeying authority are:

- a. loss of privileges
- b. embarrassment caused to self and parents/guardians
- c. jeopardizing your safety as well as the safety of others

Read the following scenarios and discuss the possible consequences that could occur because disrespect was shown to an authority.

- a. Carlos' dad asked him to clean the garage. Carlos said, "Aah, Dad, do I have to? I want to ride my bike. Why don't you ask Mikey? He's not doing anything."

Carlos' dad said, "I asked you."

Carlos stomped off, mumbling, "That's not fair." He slammed the door behind him.

1. How do you think Carlos' behavior affected his dad? (*It probably made him upset and disappointed by Carlos' attitude.*)
2. What consequences do you think Carlos earned by his behavior? (*He may have gotten grounded or lose privileges. He still had to clean the garage.*)

- b. The baby-sitter asked Sandy to turn off the computer and pick up her toys. Sandy snapped, "My Mom doesn't make me pick up my toys before I go to bed. I want to finish playing this game."

"Sandy," the baby-sitter said, "I asked you to do something."

"Well, I'm not ready to stop playing," whined Sandy.

1. How do you think Sandy's behavior affected the baby-sitter? (*She may have gotten upset or angry.*)
2. What do you think the baby-sitter said to Sandy's parents when they arrived home? (*That Sandy had a disrespectful attitude and did not willingly obey what she was told to do.*)

7. Stress to students that choosing to obey or disobey authority can either lead to rewards or consequences. Explain to students that a reward is not always going to be something they can see or hold like a new toy. Often a reward for choosing to obey with a positive attitude comes in the form of the respect you earn from others. They can depend on you to follow through on what you have been asked to do, to obey willingly, and to be polite and considerate.

8. Explain to students that people, both young and old, have an authority over them. For example, when they grow up and get jobs, they will have

a boss or supervisor who will be in charge of them and responsible for them while they are at work. Learning to respect authority is a skill that everyone needs to know.

9. **Activity #1—Narrative: Jeremy, The Security Officer:** Have students read the narrative on **page 37-39** of their workbooks (**pages 77-79** in the *Teacher's Manual*) and answer the questions that follow the narrative.

10. **Activity #2—Someday You Will Be In Authority:** Instruct students to turn to **page 40** in their workbooks (**page 80** of the *Teacher's Manual*) and write a paragraph about what kind of authority they want to be when they grow up. Have them include who they would want to be in charge of and responsible for.

11. Conclude the lesson by telling students to respect and appreciate the difficult job that an authority has in being responsible and in charge of others. Encourage students to pay close attention to how an authority gives instructions. Some day, they will be in authority over others and will need the experience that they have gained through their observations and the lessons they have learned in *The Peaceful Solution Character Education Program*.

## Lesson Three

### Respecting Authority

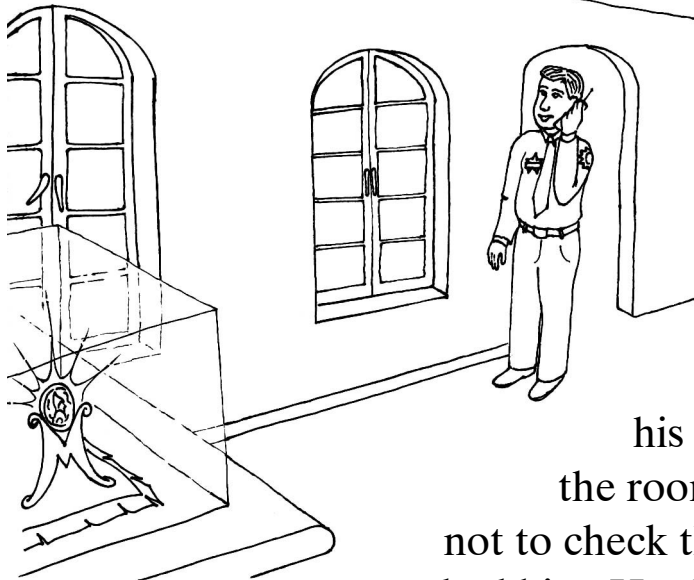
#### Activity #1

#### Narrative: Jeremy, The Security Officer

Jeremy had worked as a security officer in a museum for two years. The museum was over twenty years old and one of the main attractions was an ancient Egyptian coin that was dated to be at least four thousand years old. This coin was treasured by the owner of the museum, Mr. Gibson.

One night while Jeremy was working, Mr. Gibson called him on the phone and said, “Jeremy, I need you to double check all the windows and doors tonight. I’ve just received an anonymous phone call and the person said that they knew of someone who was planning to take the gold coin. That coin is very special to me and I want to make sure it’s safe.”

“No problem, sir,” Jeremy said. “Everything will be fine here with me on the job.”



When Jeremy got off the phone he thought to himself, *Mr. Gibson worries too much. The coin will be fine. I don't need to check the rooms twice. I do my job well. Nothing has ever been taken in the past with me working here.* He went about

his usual route by making sure all the rooms were locked, but he decided not to check the windows as Mr. Gibson had asked him. He then left for home.

Later that night, as Jeremy lay sleeping in his bed, he was awakened by a phone call. It was Mr. Gibson.

“Jeremy, the gold coin was stolen from the museum,” he said.

“What?” Jeremy asked. “How could this be? I made sure all the rooms were locked.”

“Yes, all the doors, but what about the windows?” Mr. Gibson asked.

“What are you talking about?” asked Jeremy.

“You need to come down to the museum right now,” Mr. Gibson replied and then hung up the phone.

When Jeremy arrived at the museum, there were police cars all around with their red lights flashing.

One of the policemen at the door stopped him and said, “Excuse me sir, no one is allowed into the building.”

“I was the security guard on duty tonight and my boss is expecting me,” Jeremy answered.

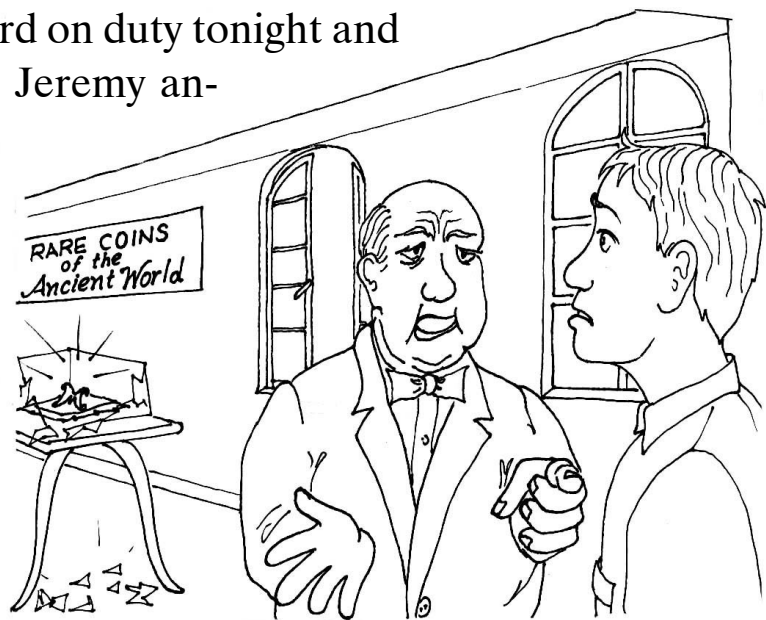
“Oh, you’re Jeremy,” the officer said. “You’d better get in there, your boss looks upset.”

When Jeremy reached Mr. Gibson’s office, he said to him, “Jeremy, did you double check the rooms like I asked you to?”

“No, sir,” Jeremy replied. “I only checked the doors.”

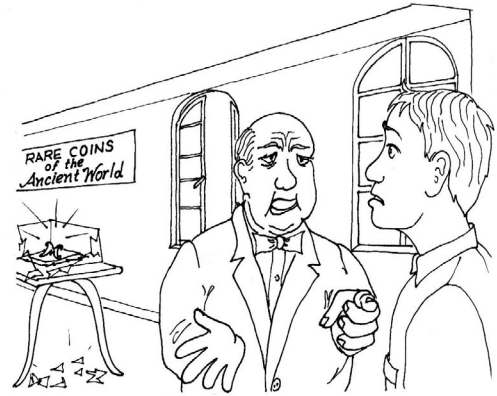
“If you had double checked the windows and doors like I asked you to, you would have noticed that a window was left unlocked. The coin would not be missing if you had only obeyed my instructions.” Jeremy felt ashamed.

“The most important and treasured display in my museum is now gone,” Mr. Gibson said. “I won’t have someone like you working for me.”



## Jeremy, The Security Officer

### Answers To The Questions



1. Who owned the museum?
  - a. Jeremy
  - b. The police officer
  - c. Mr. Gibson
  
2. Who was the authority over the museum?
  - a. The police officer
  - b. Jeremy
  - c. Mr. Gibson
  
3. Did Jeremy respect Mr. Gibson by doing what was asked?
  - a. Yes
  - b. No
  - c. Maybe
  
4. How did Jeremy disrespect Mr. Gibson's authority?
  - a. He yelled at Mr. Gibson.
  - b. He didn't follow the instructions Mr. Gibson gave him.
  - c. He hung up the phone when Mr. Gibson was speaking.
  
5. What were the consequences of Jeremy's disobedience?
  - a. He got a raise.
  - b. He was kidnapped.
  - c. He was fired.
  - d. The gold coin was stolen.
  - e. Both c and d.
  
6. How do you think Mr. Gibson felt about Jeremy before the coin was stolen? (*He trusted him.*)
  
7. How do you think Mr. Gibson felt about Jeremy after the coin was stolen? (*Mr. Gibson no longer trusted Jeremy and didn't want him working at the museum anymore.*)

**Lesson Three**  
**Respecting Authority**  
**Activity #2**  
**Someday You Will Be In Authority**

*Write a paragraph on the lines below describing what kind of authority you would like to be when you grow up. Include who you would want to be in charge of and responsible for.*

A large rectangular box with rounded corners and a double-line border, containing 20 horizontal lines for writing.

# Lesson Four

## Respecting The Differences Of Others

### PURPOSE/OBJECTIVE

Students will learn to respect the differences of people around the world and in various situations in order to avoid conflict.

### MATERIALS

- Students' workbooks
- *The Teacher's Manual Audio Lessons*
- Tape player
- Aluminum foil

### PROCEDURE

1. Review Lesson Three, “Respecting Authority,” by asking the following questions:
  - a. What does the word **authority** mean? (*Someone who is in charge of or responsible for someone.*)
  - b. How can you show respect to those in authority over you? (*Answers will vary, but should include, following the instructions given, responding in a polite tone, and having a positive attitude.*)
2. Explain to students that today they are going to learn that respecting the differences in others avoids conflict. Remind students that a conflict is a problem or disagreement between two or more people. Tell students that valuing the differences in our physical appearances, cultures, and languages can bring harmony and unity among us.
3. Explain that respecting the differences in others is like listening to a symphony. Tell students that there are many musical instruments that look and sound different. However, when played together, these instruments create a beautiful, harmonious sound in an orchestra.
4. **Activity #1—Symphony Sounds:** Play Selection A of the Symphony portion of the *Teacher's Manual Audio Lessons*. Have students turn to

**page 41** in their workbooks (answer key on **page 85** in the *Teacher’s Manual*) and identify the instruments in the orchestra. Briefly discuss how each instrument looks and sounds differently from each other. Have students then listen to the remaining Selections in order to describe their compositions. Explain to students that like the instruments, people look and sound differently from each other. Guide class discussion by asking the following questions.

- a. What if the violin said to the piano, “You are too big and you look funny with all those keys? I don’t want you around me.”

Play the tape, then discuss how the symphony sounds without the piano.

- b. What if the drums said to the cello and the violin, “ You sound funny. I don’t want you around me.”

Play the tape and discuss how the symphony sounds without the cello and the violin.

Emphasize to students that a symphony is a combination of sounds from different instruments. Explain to students that, like instruments, people look and sound differently from each other.

- a. Our hair, eyes and skin colors are different.
- b. Some people may speak differently or with an accent because they are from another country.
- c. Some people may not be able to afford brand new clothes.
- d. Some people may wear eye glasses or braces.
- e. Some people may need a wheelchair or walk with a limp.
- f. Some people may be slow learners or speak with an impediment.
- g. Some people may look differently because of injury or disease.

5. Explain to students that, unlike the instruments, people have feelings. When we disrespect others based on their physical, lingual (the language they speak), or cultural differences, we can create a conflict. Ask students how they would feel if someone said hurtful things to them. (*Answers will vary, but may include sad, hurt, or angry.*)

Tell students that when we respect the differences of others, we can avoid conflict and make many friends, even in the foreign nations. You never know when you might be in need of a true friend.

6. Tell students that the key to respecting the differences in others to avoid conflicts is to:

- a. Consider that everyone has feelings.
- b. Care about others as you would want them to care for you.

- c. Honor and realize that everyone is important and has the potential to contribute.

**7. Activity #2—Show Respect:** Tell students that you will read several scenarios. In each scenario, someone is disrespected because they are different. After reading the scenario, answer the questions that follow. Choose the appropriate number of students to play the characters. Instruct the students to act out the scenario in a positive way, where respect is shown to avoid conflict.

a. Today was the audition for the school choir. Sally and Mary were very outgoing. Cindy, on the other hand, was very shy. In fact, she was so shy she hardly uttered a word. However, Cindy really wanted to be a member of the choir. When she showed up for the audition, Sally and Mary started laughing. They asked Cindy, “What are you doing here? You don’t even like to talk. What makes you think you can sing?”

1. How was Cindy disrespected? (*Sally and Mary made fun of her because she was shy.*)
2. How could this create a conflict? (*Cindy could be upset, sad or angry. This could turn into resentment. She could become discouraged from trying out for choir, and she may become even more shy.*)

b. Henry was shot in the back during a drive-by shooting. At the time of the incident, he was only eight years old. For the last two years, he has been in a wheelchair. On his first day at his new school, several boys made fun of him. He needed help to be pushed up the ramp, but instead of helping him, they said, “Hey, why don’t you take the stairs?” Another one said, “Why don’t you try out for the track team?” Laughing, they walked past him. Henry sat in his wheelchair, still unable to get up the ramp.

1. How was Henry disrespected? (*They teased Henry because of his handicap. They ignored him when he needed help.*)
2. How could this create a conflict? (*Henry could become angry because he still couldn’t get up the ramp. He could feel rejected, hurt and discouraged. This could lead to resentment.*)

c. Victor was an overweight child who had recently moved from Armenia. He was very self-conscious because of his size and his inability to speak English very well. His sister, Kelley, would try to encourage him to lose weight and was helping him improve his

English. His classmate, Michael, would tease him continuously about his weight and accent. He would call Victor mean names and would encourage his classmates to make fun of him, as well.

1. How was Victor disrespected? (*Michael and his classmates teased Victor because of his weight.*)
2. How could this create a conflict? (*Victor could be sad or even depressed. This could turn to resentment and anger. Victor could feel devalued as a human being.*)

d. Roselyn was a very cheerful, gentle girl, who had just moved to a new city. On her first day of school, she had to stand in front of the class and introduce herself. When she began to speak, her classmates started laughing and snickering because she spoke with an accent. Roselyn was very embarrassed.

1. How was Roselyn disrespected? (*They began laughing and snickering at her because of her accent.*)
2. How could this create a conflict? (*Roselyn could feel unwelcome, sad, hurt or angry. She may feel resentment if it continues.*)

8. Using a piece of aluminum foil, demonstrate the effect that hurtful, disrespectful comments have on others. Tell students that every time a hurtful comment is made, it causes someone's feelings to be hurt. Demonstrate this by crumpling the foil into a tight ball. Ask one student to smooth the foil out, and restore it back to its original smooth appearance. Have students notice that even though the foil is smoothed back out, it still has signs that it was once crumpled up. It can no longer go back to a completely smooth surface. Emphasize that in the same way, disrespecting others can cause hurt and conflict that can scar someone for life.

9. Conclude the lesson by reminding students that their differences are like the musical instruments. When played together, they can create a symphony of life. Encourage students to respect the differences of others. Respecting these differences makes the world a very interesting and beautiful place. Tell them that it is not important what physical shape or color their friends are, what is important is that a friend agrees to practice *The Peaceful Solution Character Education Program*. Thereby, their friends are always being loyal, honest, and respectful of others and their belongings.

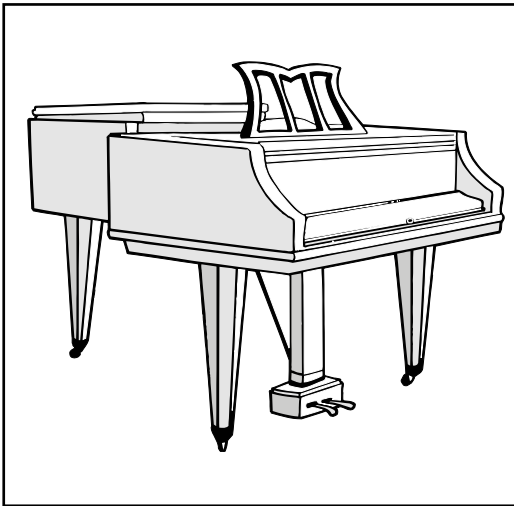
# Lesson Four

## Respect The Differences Of Others

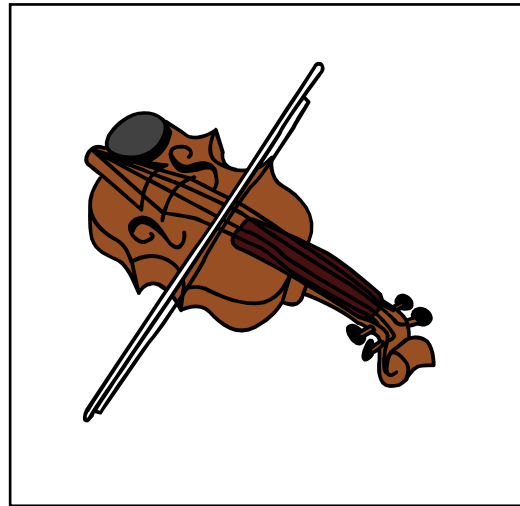
### Activity #1

### Symphony Sounds Answer Key

*Identify each of the pictures below and write the correct name on the line below the picture. Listen to the symphony portion of The Teacher's Manual Audio Lessons. Discuss how each instrument looks and sounds differently from each other.*



*piano*



*violin*



*drums*



*cello*



# Lesson Five

## Private Space

### PURPOSE/OBJECTIVE

Students will learn how to respect another person's privacy. The students will also learn how to respectfully inform others when they are having private conversations or situations.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review Lesson Four, "Respect The Differences Of Others," by asking the following questions:
  - a. What is a **conflict**? (*A problem or disagreement between two or more people*)
  - b. What are some of the ways respect can be shown to others to avoid conflict? (*Answers will vary, but could include considering their feelings, respecting differences in appearance, culture and language.*)
2. Remind students that in Unit One, Ownership, they learned about private belongings and places and that privacy means something that is set aside for the use of the owner only. Explain that today they will learn how to recognize a private situation and how to ask for privacy in a respectful way.
3. Tell students there are several ways to recognize a private situation.
  - a. The most common way is if you are told it is a private situation. For example, your mother and father may be speaking with another adult. They may tell you, "Please play in your room because we're having a private conversation." You obey and go to your room to play.
    1. Was this showing respect? (*Yes*)
    2. How did you show respect? (*By obeying and going to your room*)
  - b. If you see others separate from the group, move to the side, and

speak with a lower voice, they most likely are seeking a private area in which to speak. For example, Jack, Benny, Michael and Blake met after school to talk about the next baseball game. Jack and Blake excused themselves from the group and walked over to the side. Benny and Michael realized that they wanted to speak privately and did not follow them.

1. Did Jack and Blake want privacy? (*Yes, they excused themselves from the group.*)

2. How did Benny and Michael respect Jack and Blake’s privacy? (*By not following them*)

c. If you are not sure if a conversation is private, you can ask. For example, Kathy and Brenda were talking in the kitchen about what to wear on the first day of school. Kathy’s brother, Wayne, entered the kitchen and saw the two girls talking. He was not sure if they were having a private conversation. He asked, “Is this a private conversation?” Kathy said, “Yes,” so Wayne left the kitchen.

1. Did Wayne show respect? (*Yes*)

2. How did Wayne show respect? (*By leaving the kitchen when he found out the girls were having a private conversation*)

d. If you overhear a conversation, it doesn’t mean you can join in. For example, Lakesha and Tamika were standing in line waiting to check out their books. While waiting, they discussed the latest books they had read. Rebecca, standing behind them, overheard their conversation. She wanted to join in, but recognized they were speaking privately.

1. Did Rebecca respect Lakesha and Tamika’s privacy? (*Yes*)

2. How did Rebecca respect their privacy? (*By not joining in their conversation*)

4. Tell students that, at times, others may not recognize a private situation. Explain to students that if this occurs, they should always find a kind and respectful way to let the person know that they are having a private conversation. Tell students that they should avoid embarrassing or hurting someone’s feelings when telling others that it is a private situation. Ask students what are some polite and considerate ways to ask for privacy. (*Answers will vary, but may include:*

a. *“This is a private matter.”*

b. *“Do you mind waiting?”*

c. *“I’ll be with you in a minute.”*

d. *“Can you excuse us while we talk, please?”*)

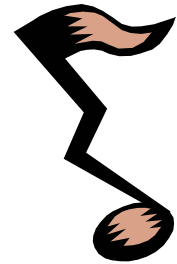
5. **Activity #1—Song: Respect, Respect, My Privacy:** Play the song from the *Teacher’s Manual Audio Lessons* and have students follow along on **page 42** in their workbooks (**page 90** in the *Teacher’s Manual*) so they may discuss the importance of respecting other people’s privacy.
  
6. **Activity #2—Narrative: Not In My Space, Please:** Have students read the narrative “Not In My Space, Please,” on **pages 43-45** in their workbooks (**pages 91-93** of the *Teacher’s Manual*) and answer the questions that follow the narrative.
  
7. Conclude the lesson by encouraging students to always use a kind tone of voice and pleasant words when asking for privacy. Remember, we all need privacy sometimes. If we respect the privacy of others, we teach others to do the same for us. If we do not respect privacy, we are working against our own best interests of ever proving ourselves as respectful people.

# Lesson Five Private Space

## Activity #1

### Song: Respect, Respect, My Privacy

**Chorus:** There're different ways to respect others' belongings.  
There're different ways to respect what is not yours.  
There're different ways to respect others privacy.  
There're many ways to show that you care.



**Verse:** Like not touching something that is not yours,  
leave it alone, this respects the owner.

If I close my door to be alone,

no need to use a harsh, loud tone.

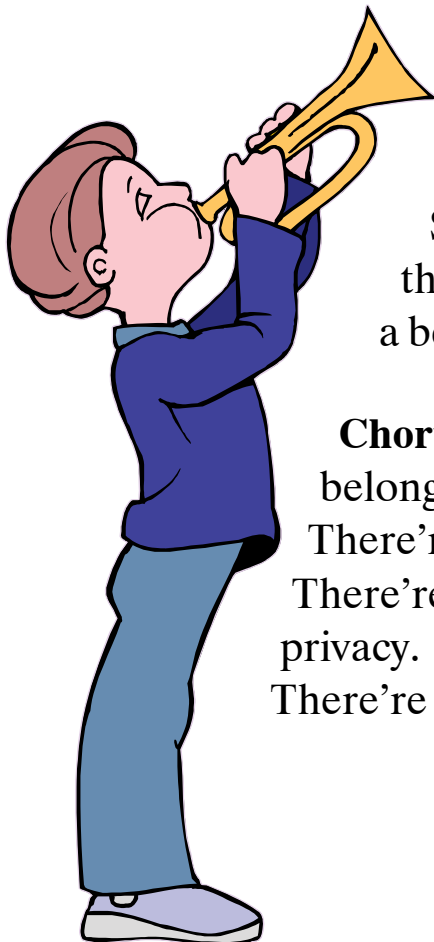
Or if my sign says, "Boys please,"

When you do the same, I will not tease.

And when something dear I tell to you,

I know that you will keep it true.

So let's try to respect each other's privacy,  
this brings peace and joy to you and me  
a beautiful place for the whole wide world to see.



**Chorus:** There're different ways to respect others' belongings.

There're different ways to respect what is not yours.

There're different ways to respect others' privacy.

There're many ways to show that you care.



# Lesson Five

## Private Space

### Activity #2

#### Narrative: Not In My Space, Please

Melissa and Kim are in the fifth grade. Today, Mrs. Crain, their teacher, was going to give the class a vocabulary test. The girls were very nervous. This was going to be the last test for the year and both girls wanted to get high grades on it. Kim and Melissa decided to study their vocabulary words in the school cafeteria.

As the girls were discussing the lesson, Donna, who was listening to them talk about the vocabulary test, said to Kim, “I took that test and it was easy for me because I’m smart.”

Melissa turned around and said, “Donna, you need to mind your own business.” Kim and the other students who heard this, started to laugh at Donna. Donna was embarrassed and did not like to be laughed at.



She picked up her pint of milk and tossed it across the table at Melissa and Kim. The milk splashed onto Melissa and Kim and also into their lunches.

They both jumped up in surprise. Melissa yelled, “I can’t believe you did that! I’m going to tell the lunch monitor.”

“Go tell,” Donna replied in a harsh tone, “I don’t care. At least now you know what it feels like to be embarrassed.”

By now, other students were gathering around to see what the commotion was about. Mr. Price, the principal, who was passing by the cafeteria, saw the commotion. Stepping into the lunch room, he blew his whistle. All the students knew that when they heard the whistle, they had to stop what they were doing and stand still.

When everyone stopped, Mr. Price asked the students, “What’s going on here?”

Everyone in the cafeteria pointed to Melissa, Kim and Donna. The principal asked the rest of the students to go back to their seats. He walked over to the girls and said, “Follow me,” as he turned around and walked back towards his office. “Tell me what occurred,” Mr. Price said when they reached his office. “I want the whole truth,” he said in a stern voice.

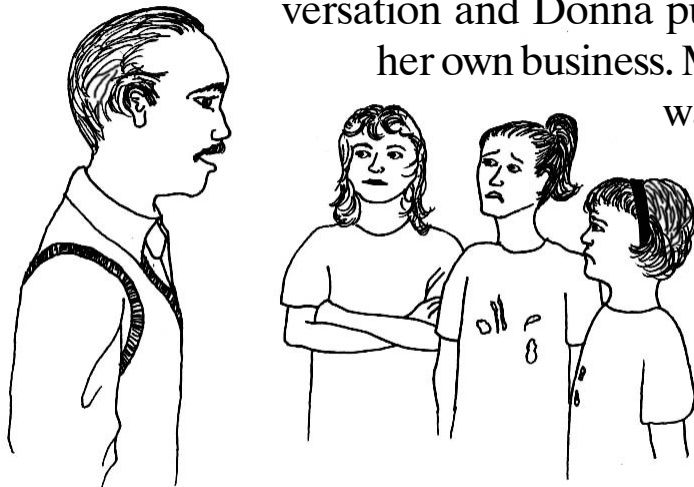
Melissa and Kim both said, “Donna started it.”

Donna looked up and said, “No, Mr. Price, they embarrassed me.”

“One at a time girls,” Mr. Price said. He pointed to Melissa, “You tell me exactly how it started.”

“I only told her to mind her own business. We didn’t know the other students were going to laugh at her.”

Kim told the principal that she and Melissa were having a private conversation and Donna put her nose in it and didn’t mind her own business. Mr. Price then asked Donna if that was true.



“Yes,” Donna said.

Mr. Price looked at the girls and said, “I see what took place here. Donna, you disrespected Melissa and Kim when you interrupted their conversation. You should have excused yourself in a kind way by saying, ‘Excuse

me, may I sit here and talk with you?’ Then he told Melissa and Kim that telling a person to mind their own business is not a kind way to let someone know that you want privacy.

“Saying it in a kind way is a form of respect. Using a kind tone of voice, you could have told her the conversation was a private one.” The girls all realized that they had been disrespectful to each other and apologized for being rude. Mr. Price smiled at them and said, “I am glad that you understand how your words affect each other, but we still have the problem of spilled milk in the cafeteria.”

Donna said she would clean it up and Kim and Melissa volunteered to help her.

## Not In My Space, Please Answers To The Questions

*Circle the correct answer.*

- How did Donna show disrespect to Kim and Melissa?
  - She yelled.
  - She interrupted their conversation.
  - She sat down next to them.
- What should Donna have done to show respect to Kim and Melissa?
  - Ask them in a kind way if she could sit down and talk with them.
  - Offer them some milk.
  - Ignore them.
- What would have been the proper way for Melissa to tell Donna it was a private conversation?
  - By yelling
  - By asking her to please excuse them because they were having a private conversation
  - By getting up and leaving
- What did Mr. Price do to solve the problem?
  - He suspended the girls.
  - He joined the food fight.
  - He told the girls the proper way to speak to one another.
- What did the girls do to show they understood what Mr. Price told them?
  - They apologized to each other and cleaned up the milk.
  - They went back to the lunch room and threw more milk.
  - They all stayed mad at each other for the rest of the day..
- Did Donna's rude interruption give Melissa and Kim the right to treat Donna with disrespect?
  - Yes, disrespect deserves disrespect.
  - No, we must be respectful to others, even when they are disrespectful to us.
  - Maybe, it all depends on what mood I'm in.
- Disrespecting someone's privacy can cause
  - Conflicts and hurt feelings
  - Anger and resentment
  - Both a and b
- We all need our privacy respected.
  - Never
  - Always
  - Whenever we need or choose to be private.

# Lesson Five

## Private Spaces

### Additional Activity

**Respecting Privacy:** Have students turn to **page 46** of their workbooks (**page 95** of the *Teacher's Manual*) and fill in the chart. Upon completion of the chart, discuss with students the possible similarities between Columns II and III. Emphasize to students that we should want to respect the privacy of others in the same way we would want our privacy respected.

# Lesson Five

## Private Space

### Additional Activity

### Respecting Privacy

*Fill in the chart below.*

I.

II.

III.

| Times When I Need Privacy   | Ways I Would Want My Privacy To Be Respected  | Ways I Could Respect Someone Else's Privacy  |
|---|---|--|
| <p style="text-align: center;"><i>When I'm in the bathroom.</i></p> <p style="text-align: center;"><i>When I'm having a private conversation.</i></p> | <p style="text-align: center;"><i>Knocking first to enter closed doors.</i></p> <p style="text-align: center;"><i>Not eavesdropping when I'm having a private conversation.</i></p> | <p style="text-align: center;"><i>Knocking first to enter closed doors.</i></p> <p style="text-align: center;"><i>Excusing myself from their private conversation.</i></p> |

**Privacy means so much, you see, when someone respects what belongs to me.  
Privacy is an important word, that can so easily be understood.**



# Lesson Six

## Always Choose To Be Honest

### PURPOSE/OBJECTIVE

Students will learn that they can be respectful when they answer truthfully.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review Lesson Five, "Private Spaces," by asking the following questions:
  - a. How would you know if someone is having a private conversation? *(Answers will vary, but could include: by asking if the conversation is private, if people are seen moving away from the crowd and if people are speaking with a lowered voice.)*
  - b. Why is it important to tell someone that you are having a private conversation in a polite or respectful manner? *(Answers will vary, but could include: to avoid embarrassing them or hurting their feelings.)*
2. Remind students that they learned about honest ways to obtain possessions in Unit One, "Ownership." Ask the students if they remember what the word honest means. **Honest** means *to be truthful, fair and trustworthy*. Tell students that today they will learn that they show respect when they give truthful and honest answers. Explain to students that not lying or cheating is one way in which they can be honest and show care and concern for others. Not stealing is another way that they can be honest.
3. Guide the class discussion by reading the following scenarios. After each scenario, ask students the questions that follow.
  - a. Michelle borrowed Patricia's bracelet. While Michelle was wearing it, a stone fell from the bracelet and was lost. When Michelle returned the bracelet, Patricia asked, "Did you enjoy wearing it?"

Michelle said, "Yes, but I wanted to tell you that when I was

wearing it, one of the pearls fell out and was lost.”

Michelle apologized and asked how she could repair or replace the bracelet.

1. How was Michelle honest? (*She told Patricia the truth about losing the stone from the bracelet.*)

2. Was she respectful to Patricia by being honest? (*Yes*)

b. Lonnie likes playing on her computer. Her parents have a rule that she can only use the computer when she is finished with her homework. One day, Lonnie was playing on the computer and her mother stopped and asked Lonnie if she did her homework yet. Though Lonnie knew she would be in trouble, she answered truthfully and told her mother she had not finished her homework yet.

1. Did Lonnie answer her mother honestly? (*Yes*)

2. How was Lonnie respectful to her mother? (*By telling her mother the truth concerning her homework*)

c. Tim hated spelling. He could never spell the words his teacher gave for homework. One day, his friend, John said, “Tim, you don’t have to worry, you can get an A on the spelling test.”

“How?” asked Tim.

John answered, “Just write the answer on your hand so no one will see the words.

Tim thought for a moment, then said quietly, “I don’t think so, John. That would be cheating.”

1. How was Tim honest? (*He decided not to cheat.*)

2. Did Tim answer his friend respectfully? (*Yes*)

4. Tell students that being respectful and making an honest choice may not always result in a reward. For example, in the above scenarios, Michelle had to repair the bracelet, Lonnie had to get off the computer and do her homework, and Tim may have failed his spelling test. Explain to students that the true reward is an honest choice that helps develop an honest character.

5. Explain to students that when they disrespect others by lying or cheating, they can feel guilty, nervous and fearful. In addition, they may lose the trust and respect of others when found out. Ask students what are some other consequences of being dishonest. (*Answers will vary, but may include: they may lose friends and privileges.*) Emphasize to students that an honest person is always respected by others and honesty is a character trait worthy of attaining.

6. **Activity #1—Making Honest, Respectful Choices:** Divide the class into three or four groups, depending on the number of students. Have students turn to **page 47** of their workbooks (**page 100** in the *Teacher's Manual*) and assign one scenario to each group. Instruct students to discuss the scenario and decide what would be the respectful and honest choice and the consequences of a dishonest choice. Allow students to report to the class what each group decided.
  
7. **Activity #2—Honesty Alpha Numerical Puzzle:** Have students turn to **page 48** of their workbooks (**page 101** of the *Teacher's Manual*) and complete the puzzle.
  
8. Conclude the lesson by encouraging students to always be respectful of others and to answer truthfully when asked a question. Remind students that the reward for being honest is knowing that you made the right choice and you will be respected by all.

# Lesson Six

## Always Choose To Be Honest

### Activity #1

### Making Honest, Respectful Choices

*Describe in your own words what would be an honest and respectful way to handle each scenario. What could be the consequences if the situation were handled dishonestly?*

1. You have a test coming up in math class. Your parents tell you that if you get a “B” or above on the test, they will reward you. You receive a “C” on the test. When your parents ask you how the test went, what would you say? *(To handle honestly, I would tell the truth. If answered dishonestly, they may find out and not trust me anymore. They may take the reward back.)*
2. Your dad instructs you to play at home for the day, but your friends talk you into going over to the public pool with them for a swim. When your dad comes home from work that evening, he asks what you did at home all day. What would you say? *(Telling him the truth would be the honest choice. If I lied he may find out and I could get grounded.)*
3. You get \$20.00 for allowance each month, but you are instructed to put \$10.00 of it into your savings account. The CD you want costs \$15.00. Knowing you were instructed to save \$10.00, you buy the CD anyway. Your parents ask you how much your new CD costs when you show it to them. What would you say? *(Telling them the truth would be the honest choice. If I lied they may find out and cut my allowance.)*
4. Two students were walking home from school and found a wallet. They opened it up and saw the identification of Mr. Martinez who lived a few houses away. As they continued walking, Mr. Martinez came out of his house and asked them if they had found a wallet. What would you say? *(To answer honestly, I would say the truth. If I lied and kept it, my parents may find out, punish me and have me return it and apologize. This would bring me much shame.)*

# Lesson Six

## Always Choose To Be Honest

### Activity #2

### Honesty Alpha Numerical Puzzle Answer Key

*Complete the puzzle below by filling in the blank spaces with the letter that corresponds to the number in the puzzle key box below.*

R E G A R D L E S S                      O F                      T H E  
 20 12 6 4 20 2 5 12 16 16                      26 15                      14 25 12  
  
C I R C U M S T A N C E S,                      I  
 3 11 20 3 24 9 16 14 4 17 3 12 16                      11  
  
M U S T    S H O W    R E S P E C T    T O  
 9 24 16 14    16 25 26 22    20 12 16 19 12 3 14    14 26  
  
O T H E R S    B Y    A N S W E R I N G  
 26 14 25 12 20 16    8 7    4 17 16 22 12 20 11 17 6  
  
T R U T H F U L L Y    A N D  
 14 20 24 14 25 15 24 5 5 7    4 17 2  
  
H O N E S T L Y.  
 25 26 17 12 16 14 5 7

**Puzzle Key**

|                |                |                |                |                |                |                |                |                |                |                |               |                |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|----------------|
| <u>4</u><br>A  | <u>8</u><br>B  | <u>3</u><br>C  | <u>2</u><br>D  | <u>12</u><br>E | <u>15</u><br>F | <u>6</u><br>G  | <u>25</u><br>H | <u>11</u><br>I | <u>10</u><br>J | <u>1</u><br>K  | <u>5</u><br>L | <u>9</u><br>M  |
| <u>17</u><br>N | <u>26</u><br>O | <u>19</u><br>P | <u>23</u><br>Q | <u>20</u><br>R | <u>16</u><br>S | <u>14</u><br>T | <u>24</u><br>U | <u>13</u><br>V | <u>22</u><br>W | <u>18</u><br>X | <u>7</u><br>Y | <u>21</u><br>Z |



# Lesson Seven

## Conclusion

### PURPOSE/OBJECTIVE

Students will demonstrate knowledge of the previous lessons taught in this Unit on Respect.

### MATERIALS

- Crayons or markers
- Glue
- Glitter
- Scissors
- Students' workbooks

### PROCEDURE

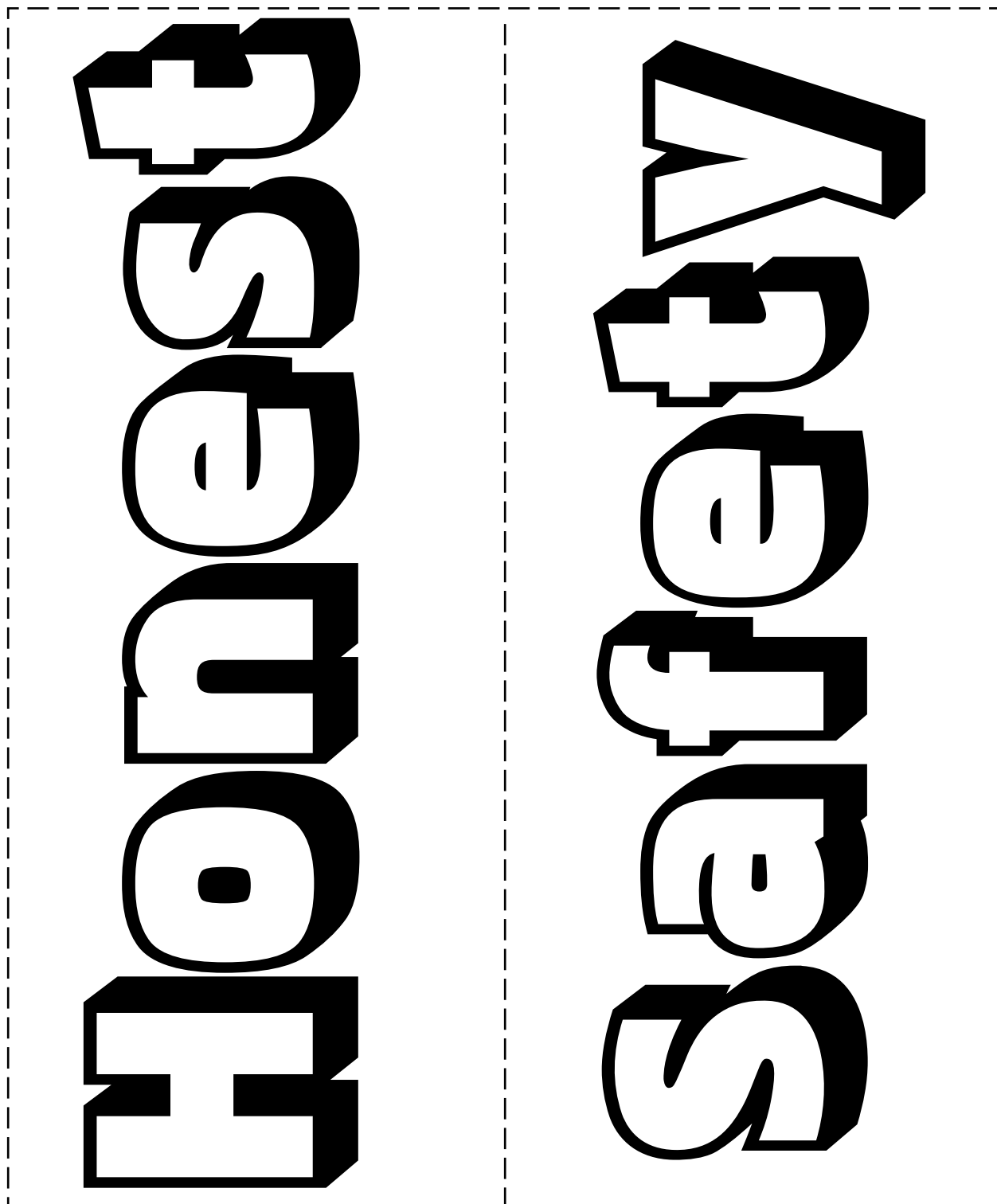
1. Tell students that today they will be concluding Unit Two, Respect, of *The Peaceful Solution Character Education Program*. Explain to students that respect is an important part of how we interact with each other. Tell them that they have now learned that they can demonstrate respect by answering honestly, willingly obeying authority, acknowledging private situations, and following the rules regarding safety. They have also learned that a respectful attitude can avoid conflicts and gain the respect of others.
2. Review the definitions of the following words:
  - a. **Conflict** is *a problem or disagreement between two or more people*.
  - b. **Authority** is someone who is in charge of or responsible for you.
  - c. **Honesty** is *being truthful, fair and trustworthy to others*.
  - d. **Safety** is *protection from harm, danger or injury*.
  - e. **Privacy** is *something that is set aside for the use of the owner only*.
3. **Activity #1—Scenario/Flashcards:**
  - a. Have students turn to **pages 49-53** of their workbooks (**pages 105-107** in the *Teacher's Manual*) and color, decorate and cut out the five flashcards.
  - b. Read the following scenarios and ask students which flashcard best identifies the situation described in each scenario. Have students hold up the appropriate flashcard after the scenario is read.

1. Larry knocked Karen's coat onto the floor as he passed by her desk. Instead of picking it up and apologizing, he stepped on the coat and walked towards his seat. This lack of respect could create a \_\_\_\_\_. (*conflict*)
2. David liked earning extra money by helping his grandfather with their yard work. David's grandfather, who lived down the street, asked David to rake the leaves off the lawn. David smiled and said, "Sure, Grandpa, I'll get to it right away." David responded respectfully to his \_\_\_\_\_. (*authority*)
3. Sally and Judy were playing ball in the house. Sally threw the ball for Judy to catch, but instead, it knocked over mother's glass vase. On hearing the crash, mother came to the room. She was upset to see her lovely vase broken. "Who broke my vase?" asked mother. Sally immediately said, "It was my fault, I threw the ball." Sally respected her mother and sister by being \_\_\_\_\_. (*honest*)
4. Jerry received a pair of roller blades for getting straight A's on his report card. His father told him, he could only skate at the roller rink. People could get hurt if he skated on the sidewalk. This rule respects other's \_\_\_\_\_. (*safety*)
5. When Bob walked into the cafeteria, he saw his friends, Jim and Mike sitting alone. He went to them and asked, "May I sit with you, or do you two need to talk alone?" By asking, Bob respected their \_\_\_\_\_. (*privacy*)
6. When we are polite and considerate to others and treat them as important, we are showing them \_\_\_\_\_. (*respect*)

4. **Activity #2—Narrative: A Trip To The Maple Tree Farm:** Have students read the narrative, "A Trip To The Maple Tree Farm," on **pages 55-59** in their workbooks (**pages 108-112** in the *Teacher's Manual*) and answer the questions that follow the narrative.

5. Conclude the lesson by reminding the students that by respecting authority, they can avoid conflicts and be safe. They should also respect the privacy of others and answer honestly when asked questions. Tell students that by applying these lessons, they can demonstrate respect in their interaction with others. Remind students that their choice to be respectful should not be dependent upon how others treat them. Encourage students to continue to practice The Peaceful Solution so that they may be an example to others.

**Lesson Seven  
Conclusion  
Activity #1  
Flashcards**



**Authority**

**Conflict**

**Privity**

**Respect**

# Lesson Seven

## Conclusion

### Activity #2

#### Narrative: A Trip To The Maple Tree Farm

Linda was on a field trip with her class. They had been planning this trip for a long time. It was to the Maple Tree Farm. The students were going to learn how maple syrup was made. Their teacher, Mrs. Simpson, warned them saying that they must stay together, and listen to Mr. Neily, the instructor. They were not to wander away from the group.

The instructor showed Mrs. Simpson and her class around the farm. He showed them where the sap is drawn from the trees in late winter or early spring.

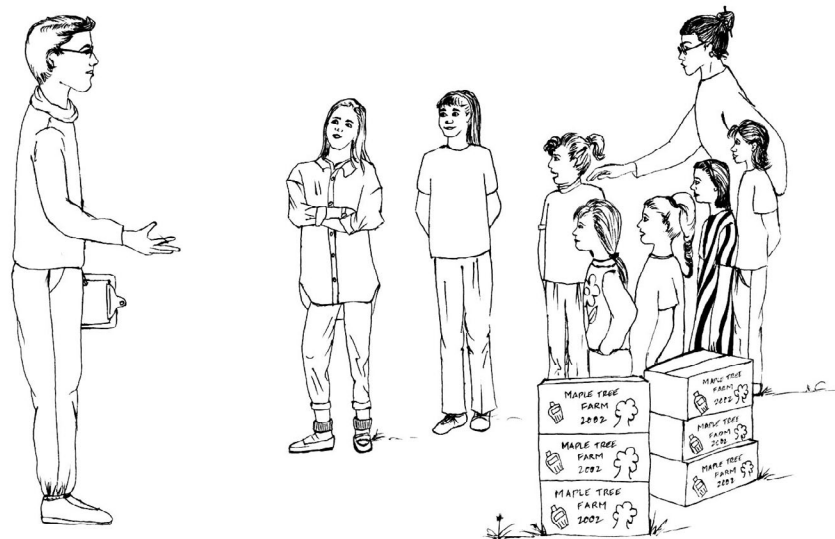
Mr. Neily explained, “The sap is what maple syrup is made from. We take it to the sugarhouse where we boil it down into the syrup.”

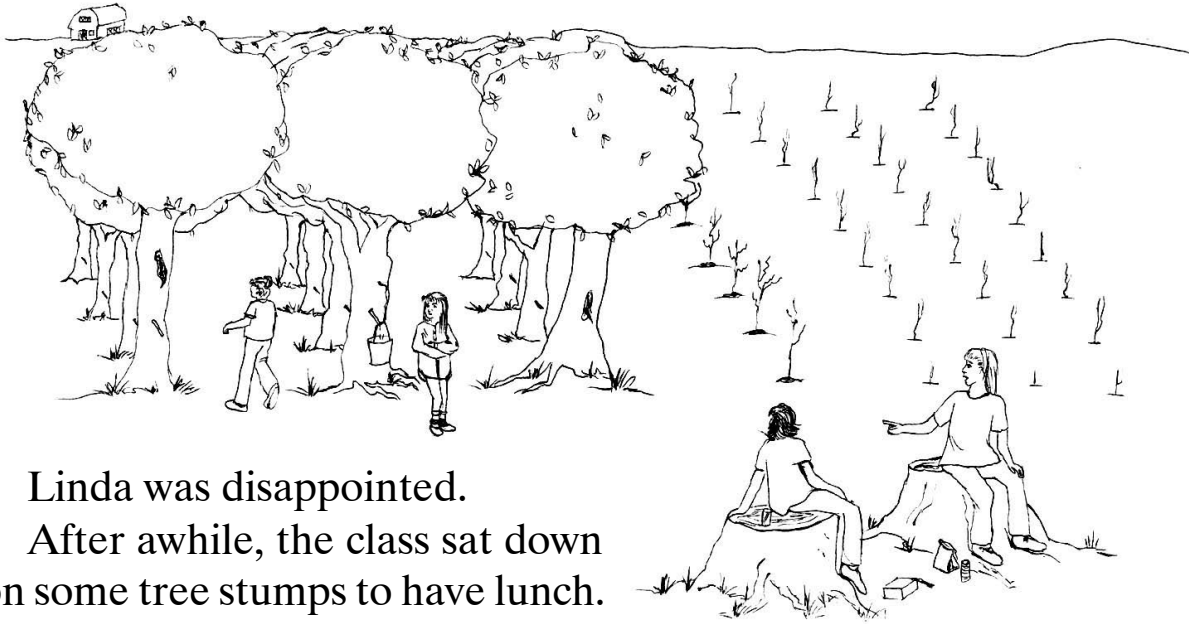
“Can we see the sugarhouse?” Linda asked.

“No, not today,” the instructor answered. “There’s a swarm of bees that have just come into the area. They are drawn to the sweet syrup in the sugarhouse. You might get stung if you are not used to being around a lot of bees.”

“I can handle the bees,” Linda said, “I have been around them before.”

Mrs. Simpson said to Linda, “You need to listen to what Mr. Neily said. You may not see the sugarhouse today, maybe some other time.”





Linda was disappointed.

After awhile, the class sat down on some tree stumps to have lunch.

As Linda was eating, she noticed something red beyond the trees. She

walked over and peeked through the leaves. It was the sugarhouse.

Wendy came over to her and asked, "Linda, where are you going?"

Linda replied, "I see the sugarhouse. Come on, let's go taste some maple syrup."

Wendy said, "But we were told to stay with the group."

Linda shrugged her shoulders and said, "Well, I'll just go by myself."

Meg and Jennie saw Linda walking over to the sugarhouse. "Where is she going?" they asked Wendy.

"She is going to the sugarhouse to taste the syrup," Wendy said.

"Let's go taste some syrup too," Meg told Jennie.

They followed Linda.

When they reached the sugarhouse, there was a sign on the door that said "PRIVATE, KEEP OUT."

"I don't see any bees around," Meg said.

"So let's go inside!" Linda added.



Jennie looked at the door and said, “What about the sign on the door?” “Hey, do you want to taste the syrup or not?” Linda asked. She opened the door and they went inside.



There were buckets of syrup all over the place, and a sweet smell was in the air. The girls opened the lids on one of the buckets. Dipping their fingers into the liquid, they enjoyed their first taste of maple syrup. It was so sweet and tasty. They dipped their fingers in, again and again, until the syrup ran down their chins and onto their shirts.

When they were full, Meg said, “Okay, where do we find some water now to wash our hands? We’ve had enough, we’re all sticky now. If we don’t get cleaned up, we’re going to get into trouble.”

“There’s got to be a sink around here somewhere,” Linda said.

They looked around for a sink, but could not find one. Jennie asked, “What are we going to do? All of this sticky syrup is on our hands!”

Just then, they heard the buzzing sound of bees. They looked at the doorway and saw several bees coming in and landing in the open bucket of syrup.

“Oh, no!” Linda exclaimed. “We forgot to close the bucket.”

As the girls stood there wondering what to do, several more bees came through the door and headed straight towards them.

Screaming, they ran towards the door, but it was too late. They were stung several times by the time they went outside. The girls were in pain and they started to cry.

Mrs. Simpson, Mr. Neily and the rest of the class heard their screams and ran towards the sugarhouse.

Mr. Neily arrived first. Seeing the red bumps on their faces, he knew they had been stung by bees. Mrs. Simpson said, “Why are you girls over here?”

No one would answer, so she asked them again.

Finally, Jennie admitted that they went into the sugarhouse and tasted the syrup.

In the meantime, Mr. Neily scooped up some mud and holding out his hand, instructed the girls to put the mud on their bee stings. Mr. Neily told them that mud would keep the swelling down until they could get to the main house and get a first aid kit.

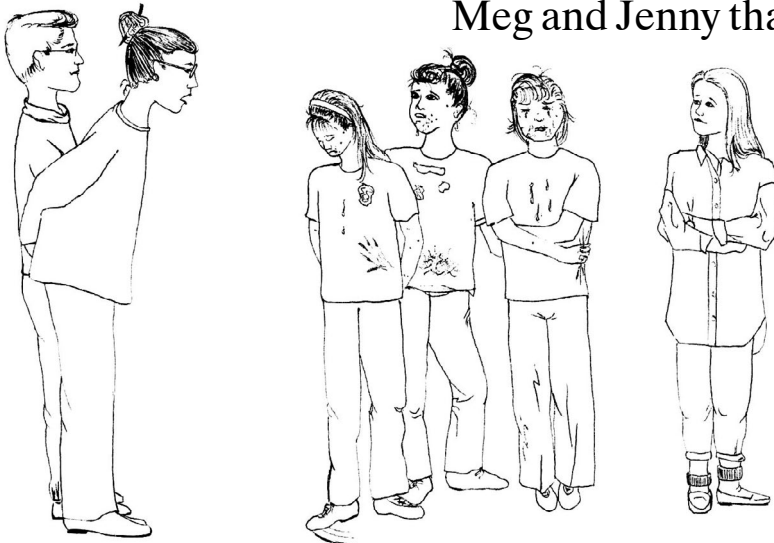
“You see, that’s the consequences you get for being disobedient,” Mrs. Simpson said. “Mr. Neily told you not to go into the sugarhouse for your own safety.”

The girls felt so ashamed. There they stood in front of the whole class, their faces sticky, muddy, and streaked with tears. Everyone could see how miserable they were.

“I hope you girls have learned your lesson,” continued Mrs. Simpson. “When someone in charge of you tells you not to do something, it’s for your protection.”

Everyone walked back to the main house. Linda, Meg and Jennie did not talk to anyone. They kept their heads down, too embarrassed to look up. When everyone arrived at the main house, Mr. Neily instructed the students to sit on the porch.

His wife served everyone maple candy. Mrs. Simpson told Linda, Meg and Jenny that they could not have any



because they already had enough sweets for one day. So, instead of having candy and talking about the fun they had, like the other students, the three girls spent their time cleaning up and tending to their bee stings.

## A Trip To The Maple Tree Farm Answers To The Questions

1. How did Meg, Jennie and Linda show disrespect to the authority over them? *(They went into the sugarhouse after being told not to.)*
2. How did the girls put their safety at risk? *(The instructor told them that there was a swarm of bees in the area near the sugarhouse and the girls might get stung, but they went anyway.)*
3. Wendy did not go to the sugarhouse with the other girls, could this cause conflict among the group? *(Yes)*
4. Did Jennie show honesty when she told Mrs. Simpson where they had been? *(Yes)*
5. Did the girls show respect for privacy when they entered the barn, even though the sign said, "Private, Keep Out"? *(No)*



# Lesson Seven Conclusion

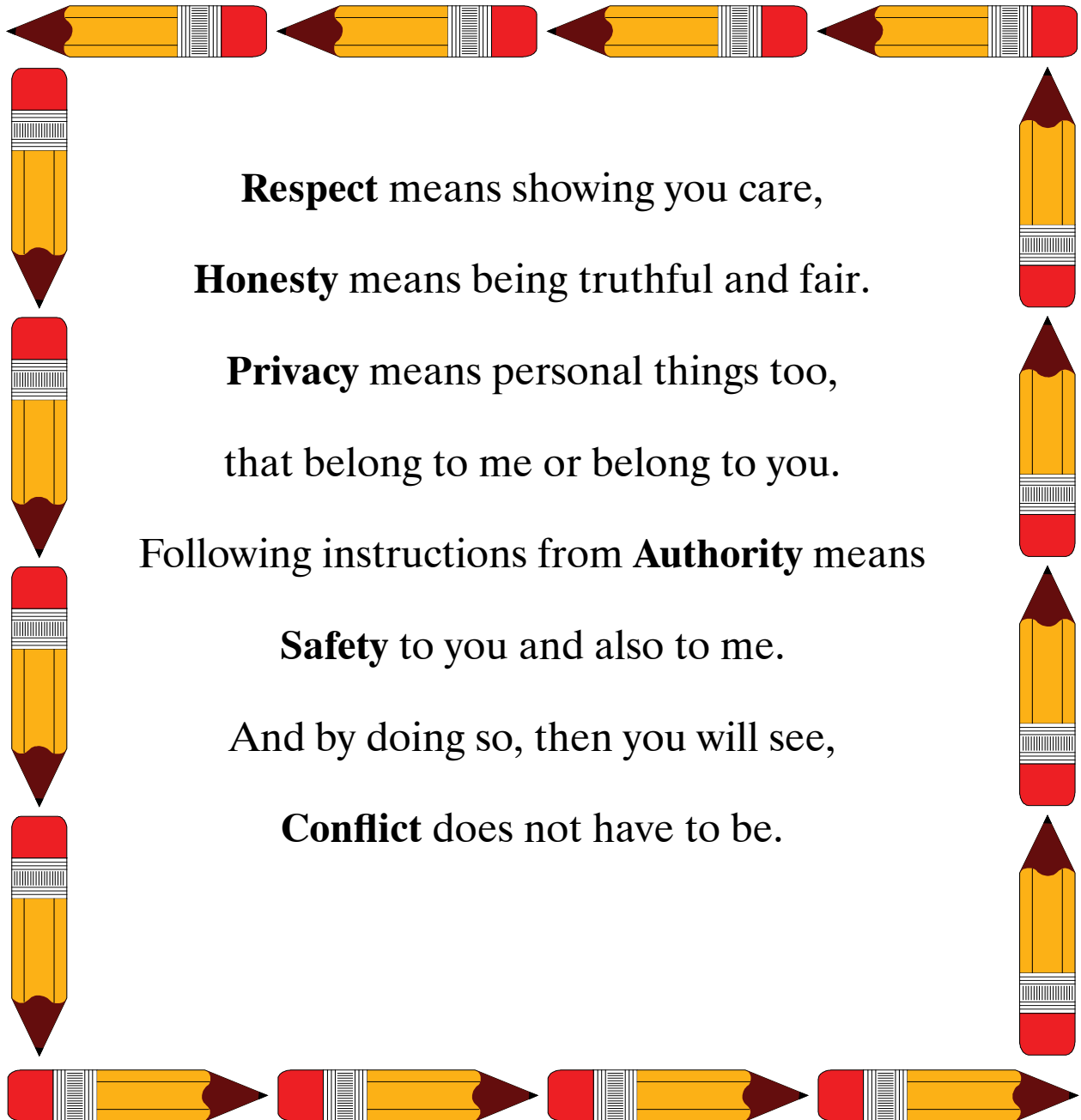
## Additional Activity

**Poem: What Respect Brings:** Have students turn to **page 60** in their workbooks (**page 114** in the *Teacher's Manual*) and read the poem "What Respect Brings" and discuss the importance of respecting others and their belongings. Have students write their own poems using the words **respect, honesty, privacy, authority, safety and conflict.**



**Lesson Seven**  
**Conclusion**  
**Additional Activity**  
**Poem: What Respect Brings**

*Read the poem then write your own.*



**Respect** means showing you care,  
**Honesty** means being truthful and fair.

**Privacy** means personal things too,  
that belong to me or belong to you.

Following instructions from **Authority** means

**Safety** to you and also to me.

And by doing so, then you will see,

**Conflict** does not have to be.

# UNIT THREE

## The Importance Of Asking

### Note To The Teacher

In this unit, “The Importance Of Asking,” students will learn that asking shows respect for others and their possessions. They will learn that asking plays an important part in our daily lives. It is a means by which we interact with others or a means to obtain information, knowledge and to make a choice.

Students will learn that being alert and asking the right questions can keep them safe, help them make right choices and prevent conflicts. Additionally, they will learn that answering truthfully when asked a question shows that they are honest and helps them gain the trust of others.

Encourage students to practice asking. In doing so, they will build a positive character and live at peace with those around them.

*It is time to undo what has been done to the hearts and minds of this generation. It is time to turn the hearts and minds to true peace.*

*~The Peaceful Solution*



# Lesson One

## The Importance Of Asking

### PURPOSE/OBJECTIVE

Students will learn that asking is an important part of their daily lives.

### MATERIALS

- Cassette player
- *Teacher's Manual Audio Lessons*
- Students' workbooks

### PROCEDURE

1. Review the previous units on “Ownership” and “Respect” by discussing what it means to own something and the ways we show respect for others and their belongings. Remind students that:
  - a. To own something means that an item belongs to them.
  - b. They show respect by caring for others and their belongings.
2. Tell students that in this unit they will focus on the importance of asking. They will learn that asking is another way to demonstrate respect for others and their possessions. They will also learn that asking is an important part of how we interact with each other.
3. Introduce the word **Ask**. Explain to students that there are different reasons for asking. Some examples are:
  - a. *To seek permission or to make one's desires known. For example: May I borrow your pencil or can you help me with my bag?*
  - b. *To request information. For example: Is your mother at home?*

Tell students that asking plays an important part in our daily lives. Asking allows us to respect others and their possessions, as well as obtain information that we need. Emphasize to students that when we seek permission, we show respect for others and their possessions. Asking is also a way in which we obtain information in order to make a decision.

4. Tell students that asking is a normal part of interacting with each other. We ask so often that we may not realize that we are doing it. For

example: you may ask your mom what's for dinner, or you may ask your sister to borrow her jacket.

5. **Activity #1—My Ask List:** Have students turn to **page 62** of the *Student's Workbook* (**page 119** of the *Teacher's Manual*.) Instruct them to list some things they would ask to use or do in the first column and some things they would ask for or about in the second column. Have students share their answers with the class.

6. Tell students now they realize the important role asking plays in their daily lives. Ask students if they think they can go through a whole day without asking and why or why not. (*Answers may include, "No, they may need to borrow something or use someone else's belongings," or "No, they may have to ask to make a request known."*)

Tell students to imagine a day in which no one asked for anything, and they could not ask for anything. Ask students what it would be like. Possible answers may be:

- a. They could not ask for help in case of an emergency. (*police, fire department, doctors*)
- b. They could not ask for any information. (*knowledge, explanations or directions if they were lost*)
- c. They could not ask for their needs to be met. (*food, clothing or permission to go to the bathroom.*)

7. Ask students how not being able to ask would make them feel? (*Answers may include: frustrated, ignored and upset.*) Ask students how do they think others would feel if we use or take their belongings without asking? (*Answers may include: angry, upset and disrespected.*)

8. Emphasize to students that asking is an important part of their interaction with each other. Asking shows respect for others and helps them obtain knowledge.

9. **Activity #2—Poem: The Thoughtfulness Of Asking:** Play the poem from **page 63** of the *Student's Workbook* (**page 120** of the *Teacher's Manual*) and have students list and discuss the reasons for asking as expressed in the poem.

10. Conclude the lesson by encouraging students to always ask. Asking helps them gain knowledge, receive information and obtain permission. Asking plays an important role in their lives, teaching them respect for the other person's property or helping them stop thievery, which will help the whole world eventually.

# Lesson One

## The Importance Of Asking

### Activity #1

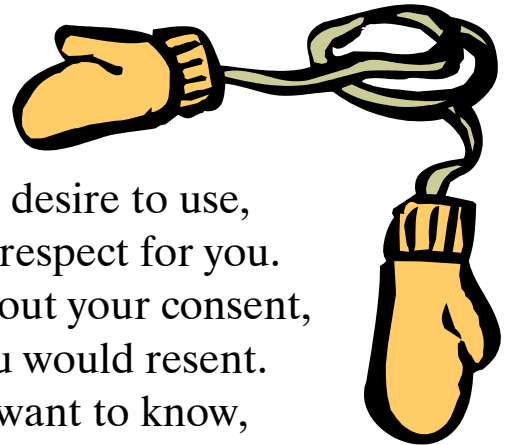
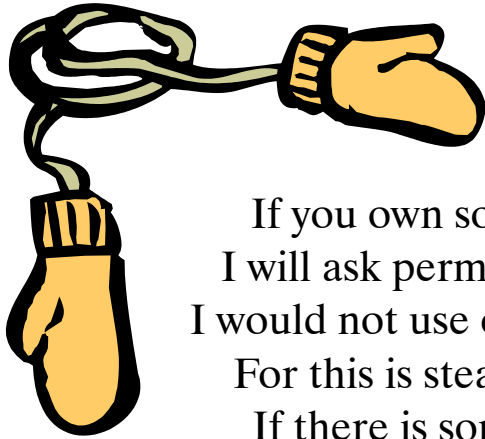
### My Ask List

*List some things that you would ask to use or do in the first column. In the second column, list some things you would ask for or about.*

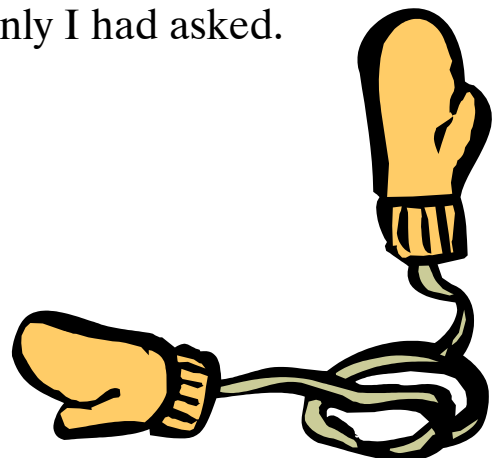
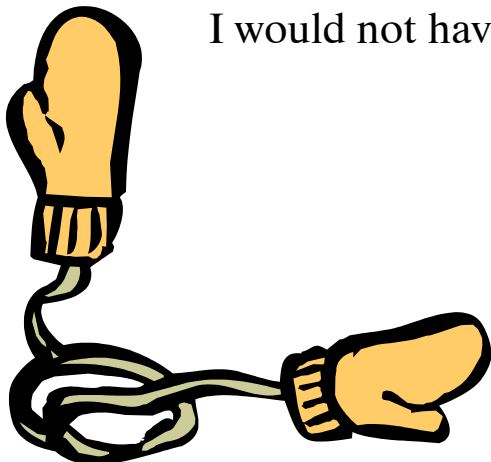
| <b>Things I Would Ask To Use/Do</b> | <b>Things I Would Ask For/About</b> |
|-------------------------------------|-------------------------------------|
|                                     |                                     |



**Lesson One**  
**The Importance Of Asking**  
**Activity #2**  
**Poem: The Thoughtfulness Of Asking**



If you own something that I desire to use,  
I will ask permission to show respect for you.  
I would not use or borrow without your consent,  
For this is stealing, and I, you would resent.  
If there is something that I want to know,  
I'll ask you my question so, in wisdom, I'll grow.  
I'll not make assumptions and imagine they are true,  
This could only hurt your feelings and make you angry, too.  
If there is somewhere I would like to go,  
I'll always ask, because the answer may be, "no".  
I'll not beg for you to change your mind,  
This would be disrespectful and terribly unkind.  
If there is a choice too hard for me to make,  
I'll ask for help to avoid a huge mistake.  
I learned this simple lesson while trying to do a task,  
I would not have struggled if only I had asked.



# Lesson One

## The Importance Of Asking

### Additional Activity

**Always Ask:** Have students turn to **page 64** of their workbooks (answer key on **page 122** of the *Teacher's Manual*) and complete the word search to find the hidden phrase.

# Lesson One

## The Importance Of Asking

### Additional Activity

### Always Ask Answer Key

*In the wordsearch, find the words that are listed below. Rearrange and list them on the lines below to form a sentence. The first two words have been done for you.*

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

|                                    |                             |                    |
|------------------------------------|-----------------------------|--------------------|
| important<br>lives<br>an<br>always | asking<br>part<br>of<br>ask | daily<br>is<br>our |
|------------------------------------|-----------------------------|--------------------|

Always Ask!      Asking      Is      An  
Important      Part      Of      Our  
Daily      Lives .

# Lesson Two

## The Asking Equation

### PURPOSE/OBJECTIVE

Students will learn that asking an authority can help them make right choices.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, "The Importance Of Asking." Ask students to give some reasons why asking is important. (*Answers will vary, but may include: so we can get help, knowledge, have our needs met, and show respect for others and their possessions.*)
2. Write the word authority on the board. Remind students that the word authority means someone who is in charge of and responsible for them. Tell students today they will learn why asking an authority figure is important. Explain to students that those in authority have experience and knowledge. Asking an authority for permission, information and advice can help them make right choices.
3. Tell students that they can make a right choice when they accept the advice and follow the instruction or rule given by the authority figure. Read the following example and ask students the questions that follow.

Tom asked his father if he could go to the arcade with his friends after school. Tom's father said, "No, son, there won't be an adult there to supervise you and your friends." After school, Tom's friends begged him to go to the arcade with them. Tom said, "I can't. My dad told me no." The next day Tom learned that his friends were detained by police for vandalizing the property of the arcade, and their parents had to be called in to take them home.

- a. Did Tom ask his father for information or permission? (*Yes*)
- b. What instruction or advice did Tom's father give him? (*Not to go to the arcade because there wouldn't be an adult there to supervise them.*)

- c. Did Tom make the right choice by following his father's advice?  
(Yes)
  - d. Why? (*Because he could have gotten into trouble also.*)
4. Write on the board the following “asking equation” so that it is visible throughout the rest of the lesson.

**PERMISSION + INFORMATION = RIGHT CHOICES**

Emphasize to students that when they use the “asking equation,” they can avoid making a wrong choice.

5. Stress to students that they can make a wrong choice if they do not ask for permission, information or advice. Also, they can make a wrong choice if they ask for information or advice and then choose to ignore it.

Read the following scenario and ask the questions that follow.

**Scenario:** Laura asked her mother if she could play in the backyard. Laura's mother said, “Yes, but do not play near the side of the garage. I noticed a wasp nest there the other day.”

“Okay, Mom,” said Laura. When Laura went out to play, she thought to herself, “I wonder if that wasp nest is still there? I'll just take a look. I won't bother them.” When Laura walked over to see the nest, she was stung by a wasp.

- a. Did Laura get permission to play in the backyard? (*Yes*)
  - b. What was the rule for playing in the backyard? (*Do not go near the side of the garage.*)
  - c. Did Laura follow the advice? (*No*)
  - d. What were the consequences for not following the advice? (*Laura was stung by a wasp.*)
6. Emphasize to students that they must be responsible by not only asking permission, but also by following the rules and advice given by the authority. Stress that not asking permission or ignoring the information or advice given can lead to a wrong choice. A wrong choice leads to consequences.
7. Tell students that in the scenario, Laura's consequence for ignoring the advice given was that she was stung by a wasp. However, there are many other consequences that can come when a person chooses not to

ask or chooses to ignore the advice given. Explain to students that consequences can range from losing privileges to losing life. For example, Laura may lose the privilege of being able to play outside. She may even lose her life if she continues to ignore her parents' advice. Stress that consequences can be avoided if they seek permission and follow the advice given by the authority.

8. **Activity—Choices Matter:** Have students turn to **page 65** of their workbooks (**page 126** of the *Teacher's Manual*). Have them write two real life personal experiences. One experience should be based on making the right choice by asking or by following the advice given to them. The other should be based on a wrong choice, in which they ignored the rules or instructions given or failed to ask and suffered the consequences. Have as many students share their experiences as time permits.

9. Conclude the lesson by encouraging students to use the, "Asking Equation," to help them make the right choice. Emphasize that asking an authority for permission, advice and knowledge can help them avoid making the wrong choice. This will also show cooperation on their part and show others that they can be trusted.

# Lesson Two

## The Asking Equation

### Activity

### Choices Matter

*Write two real life personal experiences. One experience should be based on making a right choice. The other experience should be based on a wrong choice, in which you ignored the instructions or failed to ask and suffered the consequences.*

**Right Choice**

**Wrong Choice**

# Lesson Two

## The Asking Equation

### Additional Activity

**Narrative: Wrong Choice Day:** Have students turn to **pages 66-70** of their workbooks (**pages 128-132** of the *Teacher's Manual*.) Have them read the narrative entitled “Wrong Choice Day,” and answer the questions that follow.

## Lesson Two

### The Asking Equation

#### Additional Activity

#### Narrative: Wrong Choice Day

“Would you like to go to the park to ride your bike?” Mrs. Blake asked her son, Shaun. It was a bright, sunny day. On days like this, Mrs. Blake would often walk while her son rode to Lindsey Park.

“Wow, yeah, Mom. That would be great! May I ask my best friend, Steve to come along?”

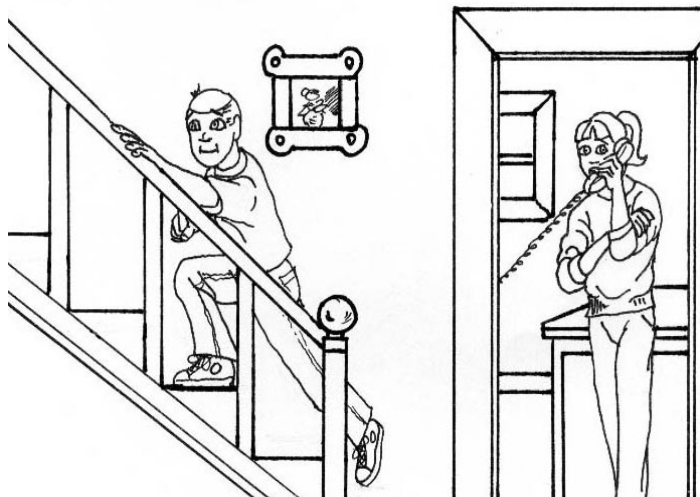
“That would be okay with me,” replied Mrs. Blake. “Let me call his mother and ask her permission. In the meantime, go and put your helmet and knee pads on,” continued Mrs. Blake.

While Mrs. Blake was on the phone, Shaun went upstairs to put on his helmet and knee pads.

“Shaun, I spoke to Mrs. Benson, and she said Steve would love to go to the park,” his mother said.

On the way to the park, Shaun and his mother stopped at Steve’s house. “Hi Shaun,” greeted Steve. “Just hold on a minute. I have to get my helmet and knee pads.”

As they waited outside, Steve’s mother greeted Mrs. Blake and asked, “Would you like to come in? I’ve just finished making some sandwiches in case the boys get hungry.” Mrs. Blake accepted Mrs. Benson’s offer.



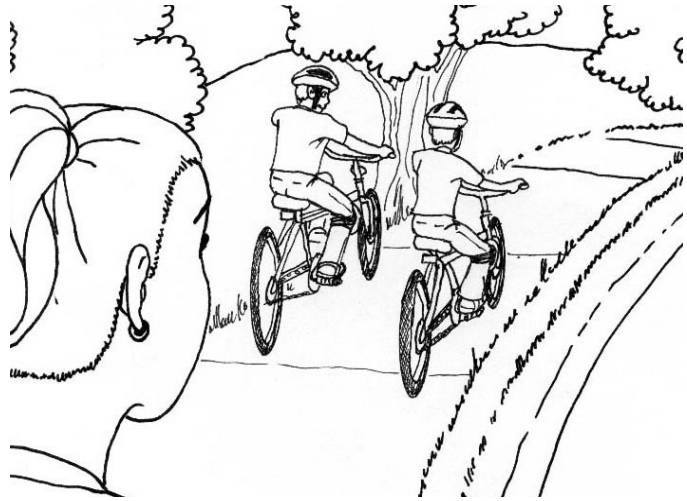
“Sandwiches,” said Steve as he stepped into the room with his safety gear on. “Thanks Mom! You’re the best.”

“Now boys, here are the rules. You must ride on the sidewalk on the way to the park. You cannot ride fast, because someone could get hurt,” Mrs. Blake instructed.

“Yes Mom,” said Shaun.

“Yes Mrs. Blake,” said Steve.

Shaun and Steve rode on the sidewalk on the way to the park. They were careful not to ride too fast, because of the many young children who were out with their mothers.



Both boys were excited to get to the park. They looked forward to racing their bikes. But to their disappointment when they arrived at the park, it was crowded. They would not be able to race their bikes as planned. It seemed as if everyone came out to enjoy the sunny day.

“I know, if we could go to the other side of the pond, we would have more than enough space,” suggested Steve.

They decided to ask Shaun’s mother if they could ride their bikes past the pond.

“I don’t think that would be safe,” said Mrs. Blake. “I would rather you ride where I could see you.”

“But Mom,” said Shaun. “The park is so crowded, we can’t race.”

“Well,” said Mrs. Blake, “You will just have to be satisfied with being able to ride your bikes, even though you can’t race.”

“Okay,” said the boys with a look of disappointment on their faces.

“That’s not fair. It’s no fun if we can’t race our bikes,” complained Shaun.

“It’s just the other side of the pond,” said Steve. “What could go wrong? Come on, Shaun. Let’s go anyway. Your Mom is talking to Mrs. Jenkins. She won’t even notice. I’ll race you!” he shouted, as he raced away.

“I don’t think...” started Shaun, but Steve was already racing down the path, looking over at Shaun’s mother, who was still talking to Mrs. Jenkins. Shaun began to pedal after Steve.

Both boys rode their bikes over to the other side of the pond. They began racing really fast. Suddenly, a little boy on a skateboard appeared in front of them. He seemed to come out of nowhere. Shaun and Steve tried to stop to avoid a collision, but instead they both swerved off into the pond. With a loud splash and shouts of “Oh No!” Steve, Shaun and their bikes fell into the pond. It was a great thing that the pond was not deep, but even on this bright sunny day, the water was cold and slimy.

“Wow!!!! Are you guys alright?” asked the boy on the skateboard.



“I think so,” said Steve, as he stood up dripping wet. Shaun floundered around. He had swallowed some of the pond water and stood up gagging, coughing and spitting to get

the slimy water out of his mouth.

“Man, are we going to be in trouble,” said Shaun, as he finally regained his breath.

“Yeah, especially since we were told not to go past the pond. We’re in big trouble for not listening to your mom,” said Steve.

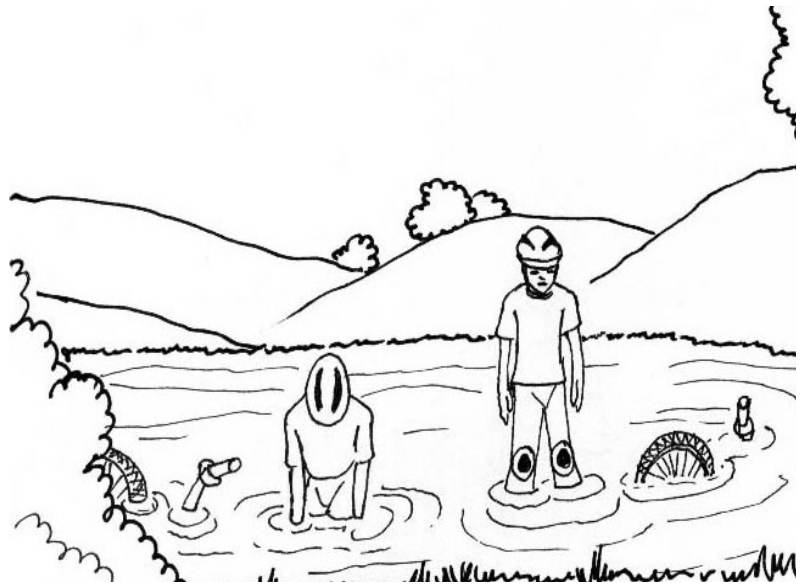
Pulling their bikes out of the water, they headed off to find Shaun’s mother. Mrs. Blake, who had been looking around for the boys, could not believe her eyes when she saw them approaching.

“Where have you been? Why are you both soaking wet? Did you go to the pond?” Mrs. Blake asked.

Stammering, Shaun explained what had occurred.

“You asked permission to ride to the other side of the pond, and I told you no! You chose to go anyway. As a result of your disobedience, you will now lose the privilege to return to the park for quite some time,” said Mrs. Blake. “Do you see now, that you made a wrong choice when you chose to ignore my instructions?” she asked.

The boys knew that they were wrong and regretted the choice they had made. On the way home, they both had the opportunity to think about how different their day could have been if only they had followed the instructions that were given.



## Wrong Choice Day Answers To The Questions

*Answer the questions*

1. Why do you think Mrs. Blake asked permission for Steve to go to the park? *(So Shaun would have a companion to ride bikes with.)*
2. What were the boys told when they asked to ride on the other side of the pond? *(No, Mrs. Blake wanted to be able to see that they were safe.)*
3. Did they accept and follow the instructions given? *(No, they decided to ride past the pond, and they were told not to.)*
4. If you had asked to ride your bike on the other side of the pond and were told, “No,” what would you have done? *(Followed instructions)*

# Lesson Three

## Clues To Conclusion

### PURPOSE/OBJECTIVE

Students will learn to ask specific questions in order to evaluate a situation and avoid conflict.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, “The Asking Equation,” by asking students:
  - a. What is the “Asking Equation?” (*Permission + Information = Right Choices*)
  - b. Why is it important to follow the rules and advice given by an authority? (*Because those in authority have experience and knowledge. They will help us make right choices.*)
2. Tell students that today they will learn that asking can be used to avoid conflict. Explain that one of the most common ways that conflicts are created is by jumping to conclusions. When we jump to conclusions, we make assumptions and arrive at final decisions, without asking to get all the facts. This can lead to conflict.
3. Remind students that the word **conflict** means *a problem or disagreement between two or more people*. Tell students that a conflict could lead to hurt feelings, arguments and violence.
4. Explain that jumping to conclusions, without having all the facts, can cause misunderstandings. Forming an opinion based on partial information can cause conflicts.

For example: You walk into the kitchen, and your brother or sister is standing over an empty carton of ice cream. They were supposed to share it with you.

- a. Who would you think ate the ice cream? (*brother or sister*)
- b. How would this make you feel? (*Answers will vary but may include: angry, upset or disappointed.*)

Without asking, you begin to accuse your brother or sister. You then found out that it was neither your brother or sister who ate the ice cream. It was your father!

5. Stress to students that when we ask questions, we gain a better understanding of the situation and avoid accusing others falsely. Explain that to accuse someone falsely means to blame them for something they did not do. Often, this leads to hurt and angry feelings. Asking the right questions helps to avoid blaming others, hurting their feelings and causing conflict.

6. Tell students that in order to avoid jumping to conclusions and causing conflicts, they must learn to think and act like a detective. Ask students “What is the job of a detective?” Answers will vary but may include:

- a. To ask questions to gather information. (Interview others for their input.)
- b. To gather information based on their findings.
- c. To use their information to arrive at a factual conclusion.

Explain to students that detectives do their job by asking **who, what, when, where, why** and **how**. Using these five “w’s” and “how” can help a detective gather the truth and arrive at a factual conclusion. Tell students that they now have the tools to arrive at a factual conclusion and avoid conflicts. Asking the five “w’s” like a detective can help them better evaluate a situation.

7. **Activity—Mystery Cases:** Have students turn to **pages 71-73** of their workbooks (Answer key on **pages 135-136** of the *Teacher’s Manual*.) They are to write appropriate questions based on the five “w’s” to help gather the facts and avoid jumping to conclusions. Have students share these questions with the class for each scenario. Discuss a possible solution to each case based on the questions asked and what solution was deduced. After thoroughly discussing the possible solutions to each case, read the actual fact to each scenario found in your answer key.

8. Conclude the lesson by encouraging students to ask the appropriate questions to correctly evaluate a situation and avoid jumping to conclusions. This avoids conflict. Conflicts are greatly reduced when cooperation is seen.

# Lesson Three

## Clues To Conclusion

### Activity

### Answer Key To Mystery Cases

*Read the following scenarios and have students ask the questions that apply. Hint, not all “w’s” apply for each scenario. Some scenarios may use one “w” more than once. After thorough discussion, read the actual facts to students. Have them write the facts in their workbook.*

#### THE CASE OF THE MESSY ROOM

Terry came into the bedroom that she shared with her sister Debbie. The room was a mess, all their belongings were pulled out and thrown everywhere. Jumping to conclusions, Terry asked her sister, Debbie, sternly, “Why did you mess up our room and take all my things out without asking me first?”



*(Student’s questions may vary, but could include:*

- a. When did our room get like this?*
- b. What on earth occurred here?*
- c. Who has been in our room?)*

**Actual facts:** Terry and Debbie’s little sister had gotten into all their things while mother was cleaning the bathroom.

#### THE CASE OF THE MISSING CAT



Sherry came home from school, and Fluffy the cat was missing. The back door was opened, and large, muddy shoe prints were leading down the steps. Jumping to conclusions, Sherry anxiously called out, “Mom, where are you? Fluffy has been stolen!”

*(Student’s questions may vary, but could include:*

- a. Where is Fluffy?*
- b. Why are there muddy shoe prints going down the stairs?*
- c. Who left the muddy shoe prints?*
- d. What occurred?)*

**Actual facts:** Fluffy had been injured. Mother had run in from the garden leaving muddy shoe prints on the steps. When the vet arrived, mother picked up the cat and ran out of the back door so quickly, she left it open.

### THE CASE OF THE CROWDED CAFETERIA

The cafeteria was crowded and noisy. Jack saw his friend, Paul, talking to another boy across the room. He wanted to sit with Paul, but there were no seats available. Jack called out to Paul, but he didn't respond. Jack quickly jumped to the conclusion that Paul had a new friend and was ignoring him (Jack), so he refused to speak with Paul again.

*(Student's questions may vary, but could include:*

- a. Who was Paul talking to?*
- b. Why didn't Paul answer me?*
- c. Why is Paul talking to him?)*

**Actual fact:** Because the cafeteria was crowded and noisy, Paul did not hear Jack calling him.



# Lesson Four

## Truth Or Consequences

### PURPOSE/OBJECTIVE

Students will learn that there are benefits to answering honestly when asked a question.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review with students lesson three, "Clues To Conclusions," by asking students the following questions:
  - a. What is a conflict? (*A problem or disagreement between two or more people.*)
  - b. How can jumping to conclusions cause conflicts? (*When we jump to conclusions, we make assumptions and arrive at decisions without getting all the facts.*)
  - c. How can we avoid jumping to conclusions? (*By asking the appropriate questions using the five "W's" and "how."*)
2. Tell students that today they will learn that answering truthfully when asked a question demonstrates honesty. Define the word honest as being truthful, trustworthy and fair. Tell students that there are many different ways to be honest, but today they will focus on the importance of giving truthful answers. Tell them that being honest and truthful builds trust. When we trust others, it means that we can be confident that they will not lie to us or cause us harm in any way.
3. Ask students why giving an honest answer is important. Along with the answers your students will give, add the following:
  - a. Those who answer honestly are trusted.
  - b. Those who answer honestly show respect to others.
  - c. Those who answer honestly are reliable. Others can count on them to tell the truth.
  - d. Answering honestly shows that you are responsible.

Write these points on the board, so that it can be visible throughout the rest of the lesson. Tell students that the list (on the board) represents only some of the benefits of answering honestly.

4. Explain to students that based on the circumstances, answering truthfully may not always be easy. But an honest answer shows others that you are willing to acknowledge when you have done something wrong and take responsibility for your actions.

5. Tell students you will now read a scenario that shows the importance of being honest even when there might be consequences. Read the following scenario, and ask the questions that follow:

**Scenario**

Myles and his little brother, Mitchell, were visiting their grandmother. They were turning somersaults in the living room. Myles accidentally bumped into the table and knocked his grandmother's vase to the floor. It shattered into many pieces. Their grandmother, hearing the noise, rushed into the room. "Who broke my vase?" she asked. Myles could have blamed his little brother, Mitchell, but instead, he chose to answer honestly. "Grandma, I broke the vase. I didn't mean to do it," he replied.

- a. Could grandma trust Myles to tell the truth? (*Yes*)
- b. Did Myles show his grandmother respect by answering truthfully? (*Yes*)
- c. Could his grandmother rely on him to tell the truth, even though he made a mistake? (*Yes*)
- d. Do you think he received a consequence? (*Yes*)
- e. What do you think the consequence might be? (*A possible answer might be restrictions on where he can play and make arrangements to replace the vase.*)

6. Ask students to tell you what could have occurred if Myles had lied and blamed Mitchell for the broken vase. How do you think Myles would feel? One possible answer is that Myles may feel temporarily relieved, because he would not receive an immediate consequence. However, Myles will have to live with the guilt resulting from the fact that he lied and caused his little brother to be treated unfairly. Tell students that lying affects everyone in a negative way. The person who lies is affected emotionally, in that he feels guilty, nervous and fearful. He may also feel sad, because he made a wrong choice. The person who has been lied to loses trust and may feel uncomfortable around the one who lies.

7. **Activity—Narrative: Don't Make It Worse:** Listen to the narrative, “Don't Make It Worse,” from the *Teacher's Manual Audio Lessons* and follow along on **pages 140-146** of the *Teacher's Manual* (**pages 74-80** of the *Student's Workbook*). Have students answer the questions that follow.

8. Conclude the lesson by emphasizing to students that being honest by answering truthfully means that you will not feel guilty about your choice. You will be known as a responsible person who is trusted by others, because you tell the truth. You will never give others a reason to reject you as a friend.

## Lesson Four

# Truth Or Consequences

### Activity

### Narrative: Don't Make It Worse

*Read the narrative and answer questions at the end of the narrative.*

A new family moved in across the street. Polly Lormand could see that the new family consisted of a father, mother, two boys and two girls. The girls looked to be about the same age as she was. Polly really wanted to meet her new neighbors, especially the two girls. She asked her mother if she could go over.

“Mom, may I go across the street to meet our new neighbors? It looks like they have two girls about my age. Please, Mom, may I go?” asked Polly.

Mrs. Lormand replied, “Polly, why don't we both go over and introduce ourselves and see if we can be of help to them?”

“Oh yes,” Polly agreed. “That would be great, Mom. Maybe I'll meet some new friends and you will, too!”

Polly and her mother fixed a plate of cookies that had been baked earlier that morning. With the cookies in hand, Polly and her mother walked over

to their new neighbors' house.

They knocked on the door. A slender woman with dark hair opened it.

Polly's mother said, “Hello, my name is Cindy Lormand, and this is my daughter, Polly. We are your neighbors from across the street. We thought we would come and introduce



ourselves. We brought you a plate of freshly baked cookies.”

“Thank you so much,” replied the woman. “This is a pleasant surprise. My name is Anita Seally. Please come in, but watch your step. I’m still unpacking.” Turning to Polly, Mrs. Seally said, “I have two daughters just about your age. Would you like to meet them?”

“Oh yes, that would be great!” Polly exclaimed excitedly.

“Shari, Leah,” Mrs. Seally called. “Come and meet our new neighbors.”

“Yes Mom,” chimed two voices from upstairs. Shari and Leah bounded down the stairs. Mrs. Seally introduced Polly and her mom to her daughters. From that moment on, the girls became best friends. They did everything together.

In the backyard of Shari and Leah’s house was a huge tree that seemed to reach up to the sky. The girls were allowed to climb the tree and play on it, but they were not allowed to go above the seventh limb.



The branches above that were too small to hold the weight of the girls.

On this particular day, the girls were playing in the tree and decided to climb past the seventh limb.

Leah had seen her brothers, Scott and David, climb much higher, many times, without getting hurt.

It was easy. The branches were close enough together to do that. Polly was in the lead as Shari and Leah followed behind.

Polly said, “Come on you two, this is easy, and you can see almost to the other end of town. Hurry, so you can see it too!”

Leah yelled up to Polly, “Be careful! We don’t want to go too high. Remember, we’re not even supposed to be as high as we are now.”

All of a sudden, Shari yelled, “What’s that noise?” As she was yelling, the branch above her, with Polly on it, snapped.

The three girls screamed as Polly fell past Shari and Leah and hit the ground below with a big thump.

Shari yelled down to Polly, “Are you alright? Are you hurt?” Polly didn’t answer.

Soon, Shari and Leah were both on the ground next to her. Polly couldn’t talk at first. She was stunned and confused. Slowly, she sat up. “Oh my head,” she groaned. “I can’t believe I fell.”

As Shari and Leah helped Polly to her feet, they could see that she was quite shaken. Polly insisted that she was alright, and decided she would go home and lay down for a while.

The girls said bye to Polly, and then gathered up the broken branches from the tree. They decided to hide them behind the garage, so they would not get in trouble for climbing too high in the tree.

Shari and Leah went inside and tried to act as if nothing had occurred, but they were worried about Polly. After some time,



there was a knock on the front door. They could hear Mrs. Lormand's voice, and they wondered if Polly was okay.

The girls' mother called, "Shari and Leah, please come to the door. Mrs. Lormand would like to speak with you."

As the girls walked into the other room, they felt uneasy. They wondered if they were in trouble, but most of all, they were concerned about Polly. As the girls approached, Mrs. Lormand asked in a worried voice, "Shari, Leah, do either of you know what occurred to Polly today? I arrived home, and she was lying down, which is so unlike her. I asked her what was wrong, and she said her head hurts really badly. Her speech is slurred, and she vomited. Her father is tending to her right now, but we think we'll have to take her to the hospital."

Shari and Leah looked at each other and started to cry. "It's all our fault!" Leah said. "We climbed the tree too high, and the branch broke. Polly fell and hit her head. We didn't want to get in trouble, so we put the branches behind the garage. I apologize, Mrs. Lormand."



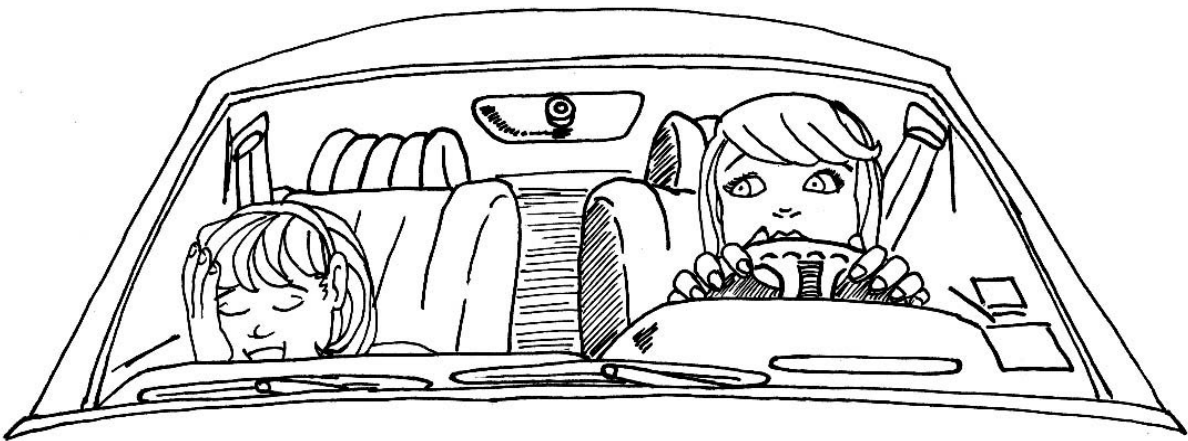
"Me too," said Shari. "I hope Polly will be okay."

Mrs. Lormand said, "Thank you for answering honestly. Now, I can take her to the hospital and have her looked at. I think she has a concussion."

Leah said, "Please tell Polly we hope she'll be okay. We didn't mean for her to get hurt."

“I know you girls didn’t mean to do anything wrong,” Mrs. Lormand said. “But you should have listened when you were told not to climb too high in the tree. You have to remember your parents are your authority, and sometimes we tell you not to do certain things, because we love you and want to protect you.”

Shari and Leah knew that Mrs. Lormand was right. They should have listened to their parents. As Mrs. Lormand was leaving, Leah asked her, “Mrs. Lormand, would you please call us and let us know if Polly will be alright?”



Mrs. Lormand agreed and left to take Polly to the hospital. As Polly and her parents waited for the results from the doctor, Polly told them, “I apologize for not telling you the truth, when you asked if I had gotten hurt. I thought I would get in trouble.”

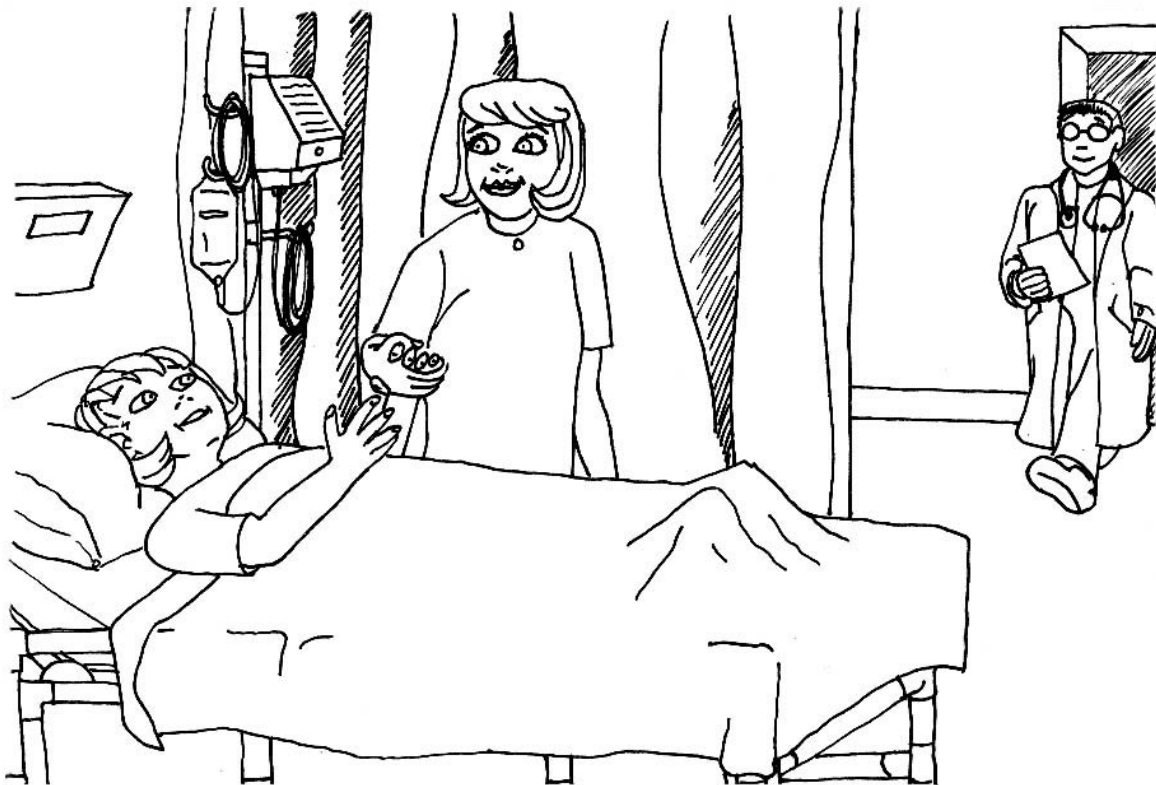
Polly’s mother said, “Polly, even if you think you’re going to get in trouble, you should always tell the truth.”

“I know, but I didn’t want you to be disappointed or upset with me,” Polly cried.

“We might become disappointed and upset with things that you may do, but we will never be upset with you for telling us the truth,” Polly’s father stated. “The most important thing is to be honest when asked a question. You made a wrong choice, but you shouldn’t make it worse by lying. Falling from a tree and hitting your head is not something to hide. We love you Polly, and we want to know that you’re okay.”

“I love you, too,” said Polly as she gave them a hug.

Just then, the doctor came into the room and said, “Mr. and Mrs. Lormand, you may take Polly home now, but you need to keep a close eye on her for a few days. If her head continues to hurt, or if she feels dizzy, bring her back to see me.” Mr. Lormand thanked the doctor, and they went home.



## **Don't Make It Worse Answers To The Questions**

*Answer the questions and explain your answers.*

1. Do you think the girls should have climbed higher in the tree after they were told not to? *(No, because they could be harmed.)*
2. Do you think it was alright that they climbed higher in the tree just because Scott and David had done so? *(No, because they were told not to.)*
3. What do you think the girls should have done when Polly fell from the tree? *(They should have notified an adult immediately who could help.)*
4. Do you think Shari and Leah were being honest when they put the broken tree branches behind the garage? *(No, because they wanted to hide what they did.)*
5. What could have occurred to Polly if Shari and Leah had not told Mrs. Lormand the truth when asked? *(She could have suffered permanent injury, because they were uncertain of how badly she was hurt.)*
6. Why is it important for you to always answer truthfully, even when you think you may get in trouble? *(Lying will make the situation worse. An authority may need to be informed to help.)*
7. What do you think you would have done if you were in this situation? *(Answers will vary.)*

# Lesson Five

## It Makes Sense To Ask

### PURPOSE/OBJECTIVE

Students will learn that being alert and asking the right questions will keep them safe.

### MATERIALS

- ▶ Cassette player
- ▶ *Teacher's Manual Audio Lessons*
- ▶ Students' workbooks

### PROCEDURE

1. Review the previous lesson, "Truth or Consequences," by reminding students that:
  - a. To be honest means to be truthful, trustworthy and fair.
  - b. When they answer truthfully, they show that they are honest, and they gain the trust of others.
  
2. Tell students that today they will learn how asking and using the five senses will help to keep them safe. Remind them of what it means to be **safe**. To be **safe** means *to be free from harm or danger*. Explain to students that their five senses allow them to hear, feel, see, taste and smell. Their five senses allow them to experience joy from the world around them. Their five senses can also help them to be alert and aware of any harm or danger.

Explain to students that when they ask questions based on what they have sensed, they can acquire knowledge that can keep them safe from danger. For example, you smell smoke. You may ask, "Does anyone else smell smoke? What do you think might be burning? Is there a fire?"
  
3. Tell students, you will now read five scenarios in which the five senses were used. After reading the scenarios ask students the questions that follow.
  - a. My father promised me he would teach me to hunt. I saw my

father's hunting rifle...maybe I should practice aiming. He'll be so surprised when he sees how great I can aim.

- i. Which of the five senses was used? (*The sense of sight.*)
  - ii. What questions could be asked that could keep me safe? (*Dad, may I use your rifle to practice my aiming? or Dad, may you show me how to use the rifle?*)
- b. I saw my friend's new dog lying in the backyard, and I wanted to stroke him.
- i. Which of the five senses was used? (*The sense of sight.*)
  - ii. What questions could be asked that could keep me safe? (*May I pet your dog please? Does your dog bite?*)
- c. I'm allergic to ginger. I'm at my friend's house, and she served a dish that smelled like ginger.
- i. Which of the five senses was used? (*The sense of smell.*)
  - ii. What questions could be asked that could keep me safe? (*What is this dish that is being served, and what are the ingredients?*)
- d. I was in my classroom when I heard someone yell, "Fire!"
- i. Which of the five senses was used? (*The sense of hearing.*)
  - ii. What questions could be asked that could keep me safe? (*Teacher, do you want us to line up to evacuate the building? or Teacher, may we call the fire department?*)

4. Emphasize to students that our five senses can make us aware of potential danger or alert us of a dangerous situation. As long as we ask or seek permission, we can keep ourselves and others safe.

5. **Activity #1—Sounds Alert!** Have students turn to **page 81** of their workbooks (answer key on **page 149** of the *Teacher's Manual*.) Play the audio tape of sounds that could alert them to danger. Have students identify the sounds and write a possible question they could ask that could keep them safe.

6. **Activity #2— Keep Asking:** Have students turn to **page 82** of their workbooks (answer key on **page 150** of the *Teacher's Manual*) and match the questions in column A with the correct situations in column B. Discuss the answers with the class and the consequences of not asking.

7. Conclude the lesson by emphasizing to students the importance of being alert and using their five senses to make them aware of danger. Encourage students to always ask to keep themselves safe.



# Lesson Five

## It Makes Sense To Ask

### Activity #1

### Sounds Alert! Answer Key



*Listen to the audio tape, "Sounds Alert." Identify the sounds and write a question that could keep you safe.*

1. a. Sound \_\_\_\_\_ (*dog barking*)

b. Question \_\_\_\_\_  
\_\_\_\_\_

2. a. Sound \_\_\_\_\_ (*someone screaming*)

b. Question \_\_\_\_\_ (*Who is screaming?*)

\_\_\_\_\_ (*Why are they screaming?*)

3. a. Sound \_\_\_\_\_ (*Smoke Alarm*)

b. Question \_\_\_\_\_ (*Is something burning?*)

\_\_\_\_\_

4. a. Sound \_\_\_\_\_ (*Emergency broadcast system*)

b. Question \_\_\_\_\_ (*What is the emergency? Is this just a test?*)

\_\_\_\_\_

5. a. Sound \_\_\_\_\_ (*Sirens*)

b. Question \_\_\_\_\_ (*Is someone hurt? Where is the fire?*)

\_\_\_\_\_

# Lesson Five

## It Makes Sense To Ask

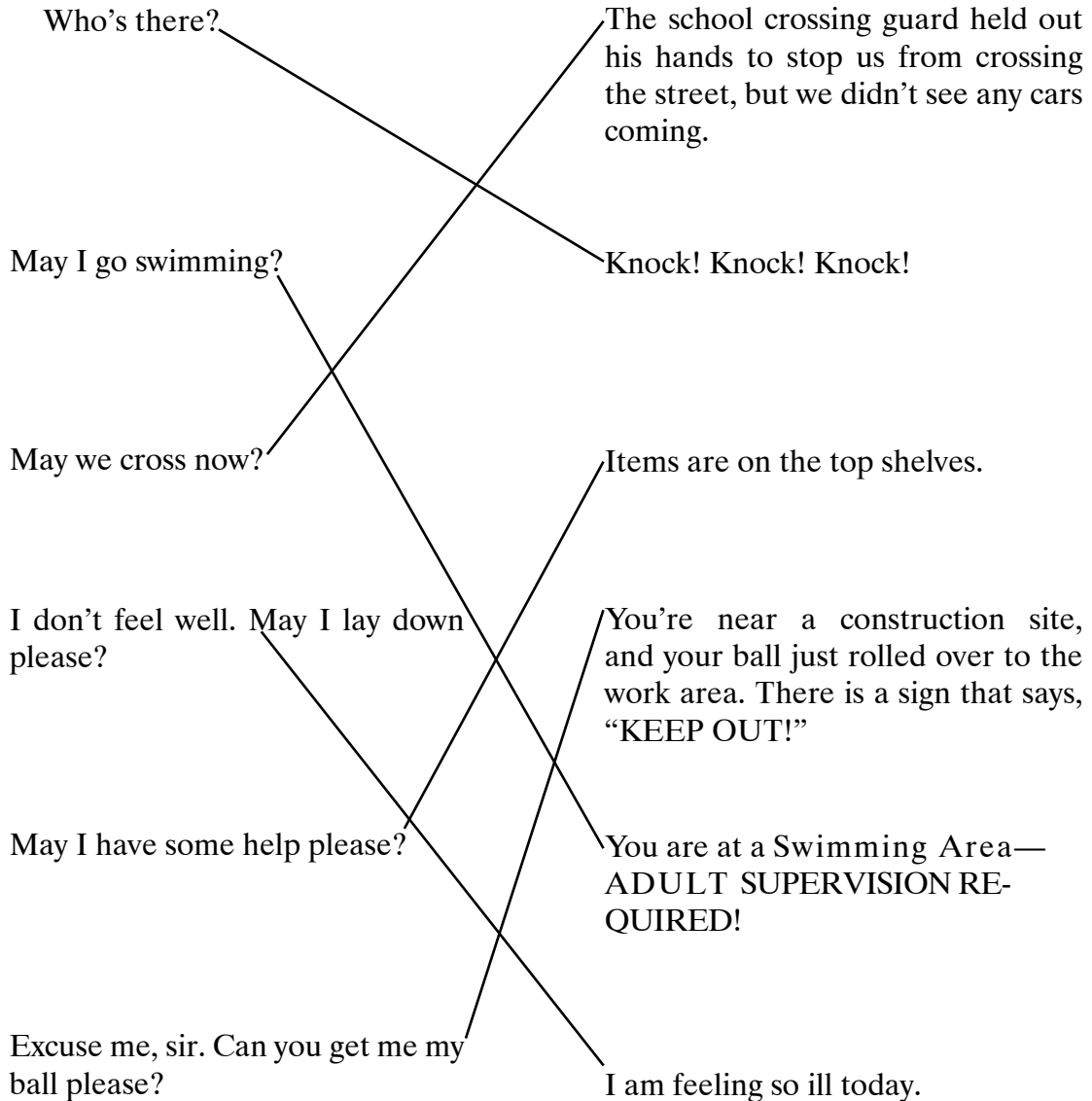
### Activity #2

### Keep Asking Answer Key

Match the questions in column A with the correct situation in column B.

#### COLUMN A

#### COLUMN B



# Lesson Six

## Recognizing Private Boundaries

### PURPOSE/OBJECTIVE

Students will learn that there are boundaries that identify private things. They will also learn that they must ask permission to avoid disrespecting someone's privacy.

### MATERIALS

R Students' workbooks

### PROCEDURE

1. Review Lesson Five, "It Makes Sense To Ask," by asking students the following questions:
  - a. What are the five senses you can use to help keep you safe? (*Sight, sound, smell, taste, touch*)
  - b. How can the five senses help keep you safe? (*Answers may vary, but could include: they make you aware of your surroundings; you can see danger, smell smoke, feel heat and hear sirens.*)
2. Remind students that private things are belongings that are set aside for use by the owner only. Ask students to name some private things that they own. (*Answers could include: diaries, bedroom, bookbag*)
3. Tell students that today they will learn why they must ask permission before crossing over someone's boundaries. Define the word **boundaries** as *the line that separates one area from another*. Explain to students that things that are private are separated by that line. When they don't ask permission to cross over someone's boundary line, they show disrespect to that person.
4. Point out to students that boundary lines can be a visible (physical) line, drawn with ink, chalk, paint or sometimes in the form of a fence that surrounds property, yard or land. Ask students of other ways in which they can physically or visibly identify when something or some place is

private. (*Answers may vary, but could include: signs that read private, private property, do not trespass, do not enter, employees only, a parking space in a parking lot with an individual's name or title.*)

5. Tell students that boundary lines can also be invisible. That is, there are no physical lines that can be seen with the eyes, but the place or thing is understood or accepted as private. For example, your brother's diary or backpack or someone's house that has no fence. If you touch or enter without permission, you are crossing the invisible boundary. Emphasize that in the case of visible or invisible boundaries, they must show the same respect by asking permission before touching, crossing or entering.

6. Ask students what might occur if boundaries are crossed without asking permission. (*Answers could include: trust might be broken; someone might hold a grudge; unkind words might be spoken; conflict might arise; injury might occur or charges may be filed on you.*)

7. Emphasize to students the importance of asking. Asking shows respect to others and their belongings. Asking can help us to avoid a conflict and stay within our own boundaries. Stress that even if the answer is "no" after they have asked, they must still show respect by accepting the answer.

8. **Activity—Visible or Invisible:** Have students turn to **pages 83-85** of their workbooks (answer key on **pages 153-155** of the *Teacher's Manual*.) Have them read the scenarios and answer the questions that follow.

9. Conclude the lesson by emphasizing to students how important it is to ask permission before touching another's belongings, to not cross other's boundaries and to always show respect for other's privacy.

# Lesson Six

## Recognizing Private Boundaries

### Activity

### Visible or Invisible Answer Key



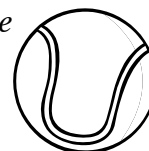
*Answer the questions that follow each scenario. Explain your answers.*

#### **Scenario 1—The Baseball Collection**

Jon loves baseball. His parents take him to major league games as often as they can. During these visits to the game, Jon obtained numerous baseballs with the players' signatures on them. These baseballs are Jon's private collection. When Jon's friends visit him, they know that they must ask before touching any of his baseballs.

Tim recently moved into the neighborhood. Jon invited Tim over to his house one afternoon. Jon has a display shelf in his room, where he keeps his baseballs. When Tim entered Jon's room, he was surprised by the many signed baseballs. In his excitement, Tim walked over to the shelf and picked up a ball. Jon became very upset and shouted at Tim for touching his baseball.

- a. What should Tim have done before touching Jon's baseball? *(Tim should have asked Jon's permission before touching his baseball, to respect his privacy.)*
- b. Should Jon have shouted at Tim? *(No, Jon should not have shouted at Tim. Jon should have used that moment to tell Tim how important his baseballs were to him, and that he should ask his permission before touching, because asking can save friendships and avoid conflicts.)*
- c. Could Jon have put up a sign around his baseballs that says, "DO NOT TOUCH?" *(Yes, Jon had a choice to display his baseballs as he saw fit, because they were his, and he could make decisions on them.)*
- d. Was the boundary around the baseballs visible or invisible? *(Invisible, because there was no visible sign saying, "private," but because they belonged to Jon, this made them private.)*

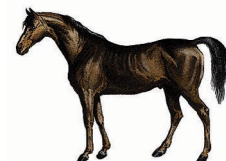


#### **Scenario 2—Over The Fence:**

Anna and Lona are outside in their backyard playing a game of tennis. Lona swung and hit the ball with such force that Anna could not stop it. The ball went over their fence and landed in Mrs. Parker's backyard, rolling under her rosebushes. "Don't worry, Lona," Anna said, "I'll just run over and ask Mrs. Parker to get the ball." Anna ran to Mrs. Parker's

door and knocked, but there was no answer. She realized that the garage door was opened and Mrs. Parker's car was not there. Realizing that no one was at home, Anna climbed over the backyard fence and went to get her ball.

- a. Should Anna have climbed over the fence to get her ball from under Mrs. Parker's rosebushes? (*No, Anna and Lona should wait until Mrs. Parker returns home and ask her permission to go into her yard and get the ball or ask Mrs. Parker to get them the ball, because her yard is private.*)
- b. Was Anna disrespectful to Mrs. Parker by climbing the fence? (*Yes, because she did not respect her privacy.*)
- c. What do you think Mrs. Parker will do when she finds out that Anna climbed her fence, went into her yard and under her rosebushes? (*Mrs. Parker might tell Anna's parents; she may not trust Anna because Anna disrespected her privacy.*)
- d. Was the boundary visible or invisible? (*It was a visible fence showing a private boundary.*)



### **Scenario 3—Broken Promise**

Mr. Wrinkles took his grandson, Tommy, to the store to get his grandmother a gift. Mr. Wrinkles warned Tommy on the way to the store, not to touch anything unless he asks permission. Tommy promised his grandpa that he would do as he asked. Upon entering the store, Tommy noticed the most beautiful glass ornament in the shape of a horse. Grandma loves horses, and she sure would enjoy this one. Above the ornament was a sign which read, "PLEASE ASK SALESPERSON FOR HELP. DO NOT TOUCH."

Tommy looked around and did not see a salesperson, so he went ahead and took the ornament off the shelf. As Tommy turned to walk toward his grandpa, he slipped and fell. The ornament fell from Tommy's hand and crashed to the floor, shattering into many tiny pieces. Mr. Wrinkles turned at the sound of the crash and was horrified. Not only had Tommy broken the ornament, he had also cut his hand.

- a. What was Tommy's first mistake? (*Tommy did not obey his grandpa's instruction not to touch anything in the store without permission.*)
- b. Was the glass ornament private property? (*Yes, the ornament was the property of the store owner. It would have belonged to Tommy only after he had purchased it.*)

- c. What was the result of Tommy's action? (*He broke the ornament and cut his hand. This would not have occurred if he had not touched it.*)
- d. Do you think the store owner should make Tommy pay for the broken ornament? (*Yes, Tommy should be responsible for his actions and pay for the broken ornament. He chose to disobey.*)
- e. Was the boundary visible or invisible? (*Visible, because it said, "Do Not Touch."*)

#### **Scenario 4—The Open Door:**

The door to Brian's room was opened. Brian's little sister, Sandy, hated having to always obtain permission before entering. Brian was not there, so Sandy thought she didn't need permission to enter. She walked into the room, and hid waiting to scare him when he returned.

As Brian entered the room, Sandy jumped out from her hiding place to scare Brian. Brian was very upset with Sandy for entering his room without his permission.

"Sandy, why are you here without my permission?" asked Brian angrily.

"Your door was open," said Sandy, "and I thought I could hide and scare you when you returned."

"But Sandy, you know you should ask permission before entering my room."

"I know, but the door was open," said Sandy.

- a. Did Sandy need Brian's permission to enter, even though the door was opened? (*Yes, she did. It didn't matter that the door was opened.*)
- b. Did Sandy show respect to Brian? (*No, she invaded his privacy without permission.*)
- c. Was the boundary visible or invisible? (*Invisible, because there was no sign and the door was opened.*)



# Lesson Six

## Recognizing Private Boundaries

### Additional Activity

Have students turn to **page 86** of their workbooks (**page 157** of the *Teacher's Manual*.) Have them list some examples of visible and invisible boundary lines.





# Lesson Seven

## Asking Becomes A Part Of You

### PURPOSE/OBJECTIVE

Students will demonstrate their ability to ask as a means of obtaining information about others.

### MATERIALS

- Cassette player
- *Teacher's Manual Audio Lessons*
- Construction paper
- Glitter, stickers and so forth; optional
- Glue
- Crayons or markers
- Scissors
- Yarn
- Hole punchers
- Stapler

### PROCEDURE

1. Explain to students that today they will complete unit three of the *Peaceful Solution Character Education Program*, “The Importance Of Asking.” They have learned that asking is an important part of their daily lives. Asking can help them to show respect for authority and the privacy of others, can demonstrate honesty and prevent conflicts, can keep them safe and most of all, asking permission to use or touch the belongings of others can prevent them from stealing.
2. Remind students that they have learned that there are different reasons why we ask. We ask to receive information or knowledge and to make our request known. Tell students that there are many professions that use the skill of asking. For example:
  - a. Flight attendant—May I get you something to drink?
  - b. Teacher—Does everyone understand how to do the problem?
  - c. Dentist—Which tooth hurts?

- d. Doctor—How are you feeling?
- e. Carpenter—What needs repair?

3. **Activity #1—Song: Why Ask?** Have students discuss different reasons and benefits for asking as obtained from the song on **page 87** of the *Student’s Workbook* (**page 162** of the *Teacher’s Manual*.)

4. **Activity #2—Journalist For The Day:** Explain to students that today they will all get the opportunity to practice being a journalist. Have students turn to **pages 89-92** of the *Student’s Workbook* (**pages 163-166** of the *Teacher’s Manual*) and cut out the pages. Fold pages on the dotted line, and secure construction paper as a cover by either stapling or hole punching and tying with yarn.

Divide students into pairs and allow enough time for them to interview each other. They will be responsible for making a book about each other.

Encourage students to do their best work. At the end of the activity, students will give their book to the person they have interviewed.

5. Allow students to share some of the information they have learned about their peers. Emphasize that asking is a great way to learn about others. Guide students to ask the following questions relating to the different headings as listed in their biography booklet.

- a. On page one of the Student’s Biography Booklet, give the name of the person being interviewed and the interviewer.
- b. On page two, under the heading, “Personal,” guide students to ask the following questions: name, age, date of birth, siblings’ names if any, where the person was born, and parents’ names.
- c. On page three, under the heading, “Rules,” guide students to ask the following questions: What are some rules you have at home? Why are these rules important?
- d. On page four, under the heading, “School,” guide students to ask the following questions: What is your best subject? What subject do you like the least? Is this the only school you ever attended?
- e. On page five, under the heading, “Food,” guide students to ask the following questions: What is your best liked food? What food do you like to cook? What is your least liked food? What is your best liked dessert?
- f. On page six, under the heading, “Hobbies,” guide students to ask the follow questions: What are some of your hobbies? Why do you like your hobbies?
- g. On page seven, under the heading, “Pets,” guide students to ask the following questions: Do you own a pet? Can you describe your

pet? If not, what kind of pet would you like?

h. On page eight, under the heading, “Interviewer’s Notes,” guide students to write their personal note to the friend being interviewed.

6. After completing the interview, decorate the cover of your friend’s biography. Present it to your friend when finished.

7. Conclude the lesson by encouraging students to continue asking as a way to seek permission and gather information. Emphasize that asking is an important part of their daily lives. Remember that rules often change to make things safer for us to use, so asking is something that can be used always to keep us aware and safe.

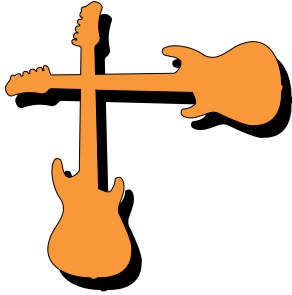


# Lesson Seven

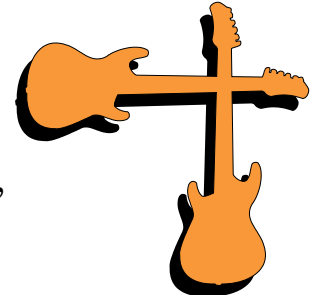
## Asking Becomes A Part Of You

### Activity #1

#### Song: Why Ask?



1. When you ask, you show respect,  
it truly shows you care,  
about the rights of others.



2. When you ask, you gain knowledge  
to what you're asking for,  
you may be told something to keep you safe.

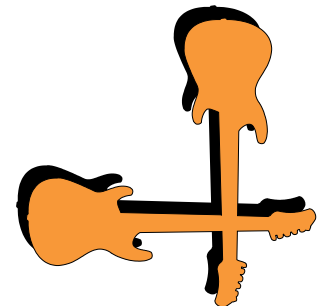
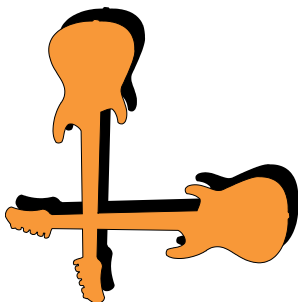
**Chorus:** Asking is so important, there're many reasons why.  
Asking protects you from harm, it may just save your life.

3. When you ask permission first,  
you also gain respect,  
from the one you ask, you also gain their trust.

4. When you ask, you get guidance,  
from the one you're asking of,  
guidance for what you have asked of them.

**Chorus:** Asking is so important, there're many reasons why.  
Asking protects you from harm, it may just save you life.

**Chorus:** Asking is so important, there're many reasons why.  
Asking protects you from harm, it may just save your life.



# Lesson Seven

## Asking Becomes A Part Of You

### Activity #2

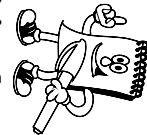
### Journalist For The Day

*Cut out pages and fold on the dotted lines. Use stapler or punch holes in the side and tie with yarn to bind this book*



## INTERVIEWER'S NOTES

Write a personal note to your friend.



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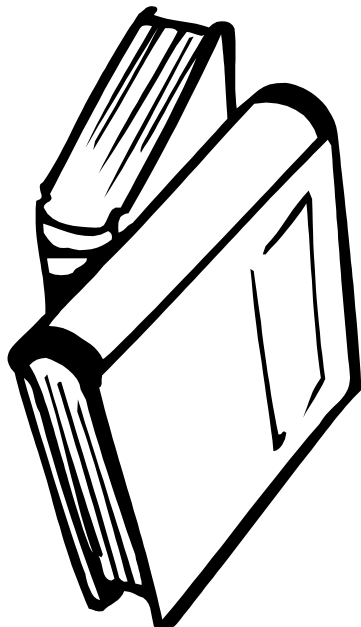
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6

## BIOGRAPHY OF

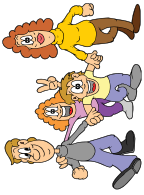


Interviewed By:

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1

# PERSONAL



Name: \_\_\_\_\_

Age: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Siblings Names: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where born: \_\_\_\_\_

\_\_\_\_\_

Parent's names: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# PETS



Do you own a pet? \_\_\_\_\_

Can you describe your pet? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If not, what kind of pet would you

like? \_\_\_\_\_

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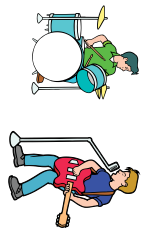
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# HOBBIES



What are some of your hobbies?

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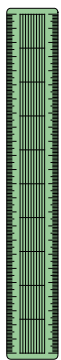
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Why do you like your hobbies? \_

6

# RULES



What are some rules you have at home? \_\_\_\_\_

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Why are these rules important?

3

# SCHOOL



What is your best liked subject?

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What subject do you like the least?

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Is this the only school you ever attended?

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# FOOD



What is your best liked food?

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What food do you like to cook?

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What is your least liked food?

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What is your best liked dessert?

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# UNIT FOUR

## Self-Control

### Note To The Teacher

One of the main goals of *The Peaceful Solution Character Education Program* is to teach the importance of making right or wise decisions; since our actions do not affect our lives only, but also that of others. Therefore, if the following lessons are taught effectively, that goal should be achieved.

In this unit students will:

- a. Learn the importance and benefits of using self-control.
- b. Understand that they control their own actions.
- c. Be provided with practical methods for applying self-control in various situations.
- d. Understand that demonstrating self-control always promotes a peaceful solution.

As this unit is being taught, it is very important to watch for behaviors exhibiting self-control and highlight them. This will reinforce the theme of this unit. The classroom should reflect a more peaceful environment as students practice to think more before acting on impulse.

*Our society is at a stage of moral decay.  
Character education will make a  
difference.*

*~The Peaceful Solution*



# Lesson One

## What Is Self-Control?

### PURPOSE/OBJECTIVE

Students will learn what self-control is. Students will understand the importance of using self-control in their lives.

### MATERIALS

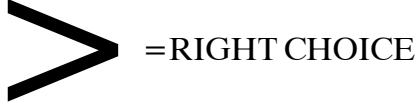
- Students' workbooks

### PROCEDURE

1. Briefly review Units One through Three, **Ownership**, **Respect**, and **The Importance Of Asking**, with the students. Remind them of the importance of recognizing ownership and the importance of showing respect by asking before they take or use something that belongs to someone else.
2. Tell the students that they will begin a new unit in *The Peaceful Solution Character Education Program*. They will learn what self-control is and how it should be applied in their lives. Explain that, without self-control, we react to situations without stopping to think before we act. This is called acting on impulse. For example, just before the end of the day, John became very angry with his teacher so he went to the parking lot and slashed his teacher's tires. Explain to students that **impulsive** means: *to do or say something without considering the consequences. It also means to react based upon your emotions or how you feel.* Emphasize to students that when we react impulsively, not considering the consequences of our actions, we do not practice self-control. This can lead to wrong choices. Often, we are able to say to ourselves, "I should have done or said this instead of what I did or said." This Peaceful Solution lesson is to acquaint us with saying or doing what we will not regret later.
3. Tell students that self-control is stopping to consider the situation before acting on it. Write the word **STOP** vertically on the board. Explain that each letter of the word stands for the following: **S**—STOP;

**T—THINK; O—OPTIONS; P—PROCEED.** Write these words next to each letter. Tell the students that in every situation, we must practice self-control by stopping and thinking about what our options are and then proceeding with the right choice. Write the words **RIGHT CHOICE** on the board as shown in the example below.

S—STOP  
T—THINK  
O—OPTIONS  
P—PROCEED



=RIGHT CHOICE

4. Tell the students that a right choice is one that:
  - a. Shows obedience to rules.
  - b. Shows respect for others and their belongings.
  - c. Does not damage property.
  - d. Does not cause harm to yourself or others.

Stress to students that when we stop and consider, and then make the right choice, we have practiced self-control.

5. Explain to students that we can learn from others who do not practice self-control. For example, someone who chooses to drink too much alcohol and then decides to drive while drunk is not practicing self-control. This person could cause harm to himself or others. Statistics show that every year in the United States, thousands of people are injured or killed by drunk drivers. Ask students for other examples of people who do not practice self-control to keep themselves and others safe. (*Answers may vary, but could include: bullies in a classroom, those involved in school shootings, bank robberies, and suicide bombers.*)

6. Emphasize to students that practicing self-control means making a choice that will not result in hurt, harm or loss to anyone.

7. **Activity—What Choice Should Be Made?** Tell the students that they will read three scenarios and discuss how self-control can be used to make the right choice. Have students turn to **pages 94-96** of their workbooks (**pages 172-174** in the *Teacher's Manual*). Read each scenario, then discuss what the options are and what the right choice is. Remind students that a lack of self-control affects the individual as well as those he interacts with.

8. Conclude the lesson by encouraging students to practice using self-control to make the right choice. Remind students that using self-control affects all aspects of their lives.

The world is filled with people who are filled with regret. The lessons that you learn from *The Peaceful Solution Character Education Program*, if practiced, can help you to be one of those who is thankful he did the right thing.

# Lesson One

## What Is Self-Control?

### Activity

### What Choice Should Be Made? Answer Key

For each of the following scenarios, discuss with the students:

- What would be the wrong choice.
- How self-control can be used to make the right choice.

On the blank line above each choice, write the words “wrong choice” or “self-control,” depending on which choice you think is exercised.



### Scenario One

You are at your friend’s house, and he can’t wait to show you something. You are excited until he pulls out some marijuana that he got from another friend. “Hey, I got these from a friend,” your friend says. “Let’s go to the clubhouse and smoke them. We’ll be so cool! Come on, let’s go!”

#### (Wrong Choice)

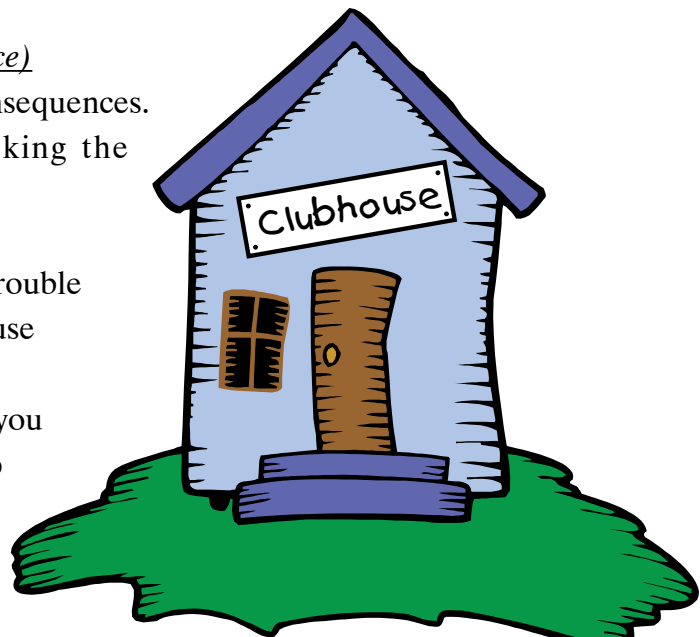
You impulsively agree to go with your friend to the clubhouse to smoke because you don’t want to lose your friend.

#### (Self-Control Choice)

You stop and consider the consequences. If you participated in smoking the cigarettes, you could:

- harm your body
- get caught and get in trouble
- burn down the clubhouse

Based on the consequences, you choose to tell him no; you do not want to practice smoking.



## Scenario Two

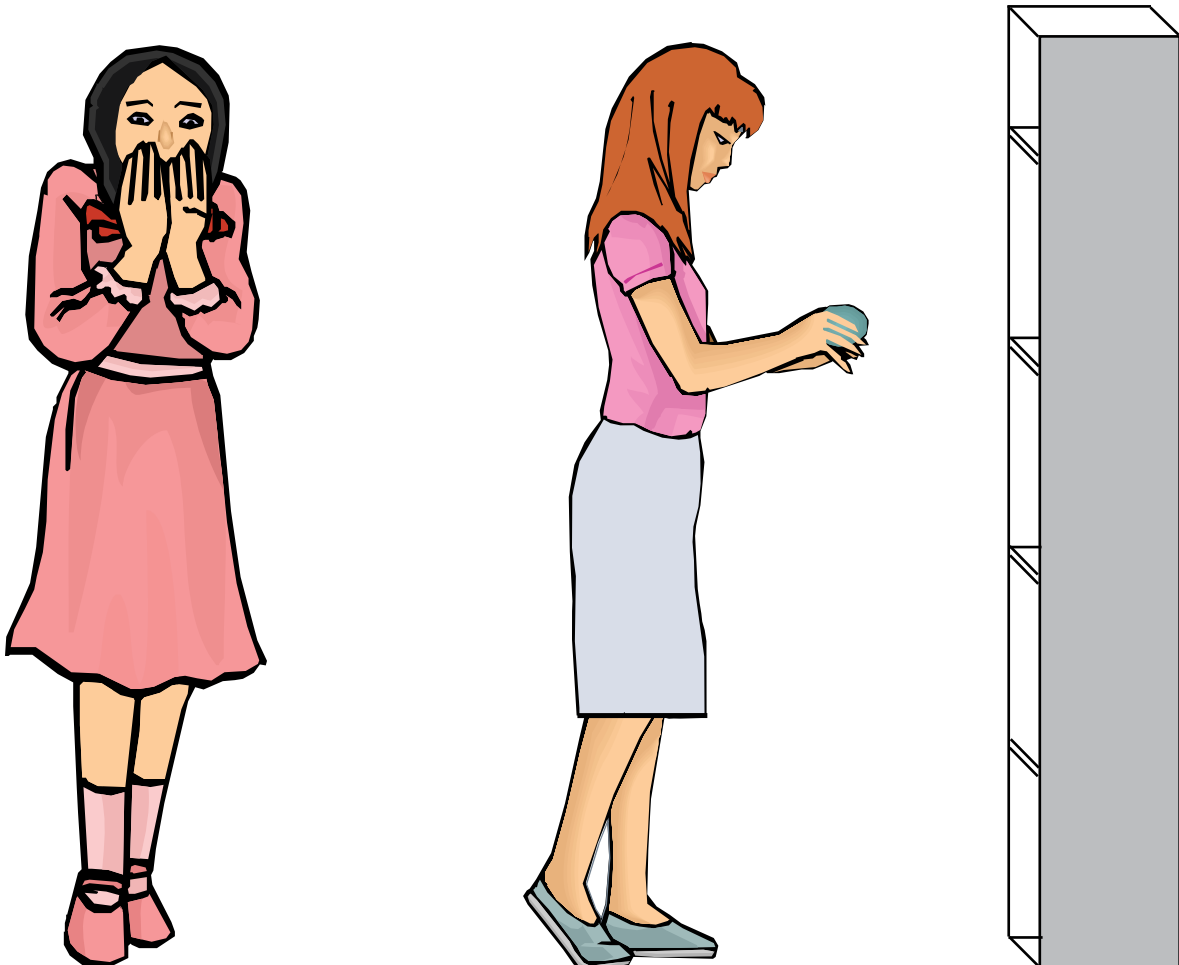
You are with your mother and friend at the shopping mall. Your mother steps away for a moment to look at something and your friend takes an item off the shelf and puts it in her pocket. She notices that you are watching and gives you a “shhh” sign.

### (Wrong Choice)

You impulsively say nothing to your friend or your mom, because you don't want to get your friend in trouble.

### (Self-Control Choice)

You stop and consider that it is wrong to take things without buying them. You choose to tell your friend to put the item back on the shelf and if she refuses, tell your mother what your friend did.



## Scenario Three

You were on lunch break when you noticed another student was very upset. You walked over and asked what's wrong. The student told you that the school bully took his lunch and he was hungry. You saw the lunch monitor standing over by the door near the bully that took the student's lunch.

*(Wrong Choice)*

You impulsively ignore the student and went to eat your lunch, because you didn't want to become involved.

*(Wrong Choice)*

You impulsively go up to the bully and demand that he give the lunch back to the student, because you feel he will listen to you.

*(Self-Control Choice)*

You consider that the student is hungry and needs food. You should also consider that the bully might become upset and start a fight if you approach him. Someone could get hurt. Based on the situation and possible consequences, you tell the lunch monitor what occurred.



# **Lesson One**

## **What Is Self-Control?**

### **Additional Activity**

Have various students share scenes they were exposed to where wrong choices were made. Let them decide on and discuss possible choices that demonstrate the use of self-control.



# Lesson Two

## Obeying Authority Is Part Of Self-Control

### PURPOSE/OBJECTIVE

Students will learn that practicing self-control by obeying the rules set by an authority is a right choice.

### MATERIALS

- *Teacher's Manual Audio Lessons*
- Cassette player
- Students' workbooks

### PROCEDURE

1. Review with students the meaning of **self-control**. Remind them that self-control means *to stop and consider their options and proceed with the right choice*. Remind them that they must not act on impulse (*to do or say something without considering the consequences*.) They must instead, consider the consequences of a wrong choice and then act by doing what is right.
2. Tell students they will learn that when they choose to obey the rules and guidelines set by an authority, they are practicing self-control. Remind students that an authority is *someone who is responsible for and in charge of them*.
3. Guide class feedback by asking students to name some authority figures and who they are responsible for. For example, the principal is responsible for the teacher; the teacher is responsible for the student. Take as many answers as time permits.
4. Explain to the students that they have authority over the way they choose to act. They also have the ability to make the right choice or the wrong choice. When they are able to control their actions and make right choices, they are using self-control. Encourage them to pay close

attention to the ways that those in authority over them care for their well-being, so they can get great ideas to use later as they gain authority.

5. Explain to students that they are responsible for the way they choose to respond to the authority placed over them. When they have been given rules and advice for their safety, guidance and well-being, they must practice self-control by choosing to obey.

6. Tell students that rules and guidelines govern every aspect of our lives. Those who are in authority set rules for us. Ask students for examples of rules. (*Answers may vary, but could include: curfew and chores.*) Tell students that they may not always understand or agree with certain instructions, but self-control is practiced when they choose to respect the authority by obeying the rules.

7. Read the following scenarios. Discuss how self-control can be used to show respect for authority by obeying the rules. Ask the questions that follow.

a. You are at your friend's house. You were told to return home at 5:30 p.m. but your friend's parents allowed you to watch a movie which ends at 6:00 p.m.

1. What would be the wrong choice? (*To stay until the movie is over.*)

2. What could be the results of making a wrong choice? (*You may lose the privilege of going to your friend's house. Your parents may be worried.*)

3. How would you use self-control to make the right choice? (*Consider the consequences and options and choose to call your parents and ask for an extension of time. If they say no, you should return home on time.*)

b. You were instructed to clean your room before you use your computer. Your computer is in your room, and your mom is in the basement doing laundry.

1. What would be the wrong choice? (*To use the computer before your room is cleaned*)

2. What could be the results of making a wrong choice? (*Lose computer privileges; lose mom's trust*)

3. How would you use self-control to make the right choice? (*Consider the consequences and clean your room first*)

c. You have been instructed not to talk to the new neighbor or play

in front of his house. You don't understand why, because your friends are allowed to play there.

1. What would be the wrong choice? (*To talk to or play with your new neighbor*)
2. What could be the results of making a wrong choice? (*Restriction, could be harmed*)
3. How would you use self-control to make the right choice? (*Consider the consequences and choose to obey by not talking to the new neighbor, or playing in his yard, because you were instructed not to.*)

d. During recess at school, you kicked the ball over the fence and into the street. The rule is: Do not leave school property during school hours without special permission. You looked around for your teacher, but she had her back turned. She was on the other side of the playground dealing with a dispute between two other children.

1. What would be the wrong choice? (*To impulsively go into the street to get the ball*)
2. What could be the results of making a wrong choice? (*Could get hit by a car; detention*)
3. How would you use self-control to make the right choice? (*Stop and consider the consequences and wait to ask permission to get the ball*)

8. Emphasize to students that when they use self-control and show respect to their authority by obeying the rules, they can avoid the consequences of a bad choice.

9. **Activity #1—Freddie Goes Camping:** Have students turn to **pages 97-101** of their workbooks (**pages 181-185** of the *Teacher's Manual*). Listen to the narrative “Freddie Goes Camping” from the *Teacher's Manual Audio Lessons*. Discuss the following questions with the students:

- a. Who was the authority during Freddie's camping trip? (*Grandpa*)
- b. What were the many ways that Freddie disobeyed or didn't make the right choice? (*He wouldn't let Grandpa check his tent; he tried to start a fire without permission; he placed his sneakers too close to the fire after being told not to; he went to the lake after being told not to.*)
- c. What choices could Freddie have made? (*Allow his grandfather to double-check his tent; wait to light the fire; keep his sneakers where he was told; and to stay away from the lake*)
- d. How did Freddie's wrong choices affect both him and Grandpa?

*(Answers may vary, but may include Freddie was injured and Grandpa was frustrated because Freddie would not listen.)*

10. **Activity #2—Word Search:** Instruct students to turn to **page 102** of their workbook (answer key on **page 186** of the *Teacher's Manual*). Instruct them to complete the word search, then make oral sentences with the ones underlined.

11. Emphasize to students that using self-control to obey authority is important because rules and guidelines are set for their well-being and safety. Rules can keep them from making choices that could cause harm or injury. Remind students that someday they will also have authority over others. Appreciating the need for rules will help make them better parents, role models and leaders.

12. Conclude the lesson by reinforcing the importance of using self-control by obeying the authority responsible for and in charge of them. Encourage students to put to use what they have been taught by always remembering this lesson.

## Lesson Two

# Obeying Authority Is Part Of Self-Control

### Activity #1

#### Narrative: Freddie Goes Camping

Freddie was nine years old when his father died. Since his father's death, Freddie's lack of self-control was beginning to concern his mother and grandfather. He would not listen to his mother. His grandfather hoped that spending time with him would make a difference. So, he planned a fishing trip with Freddie.

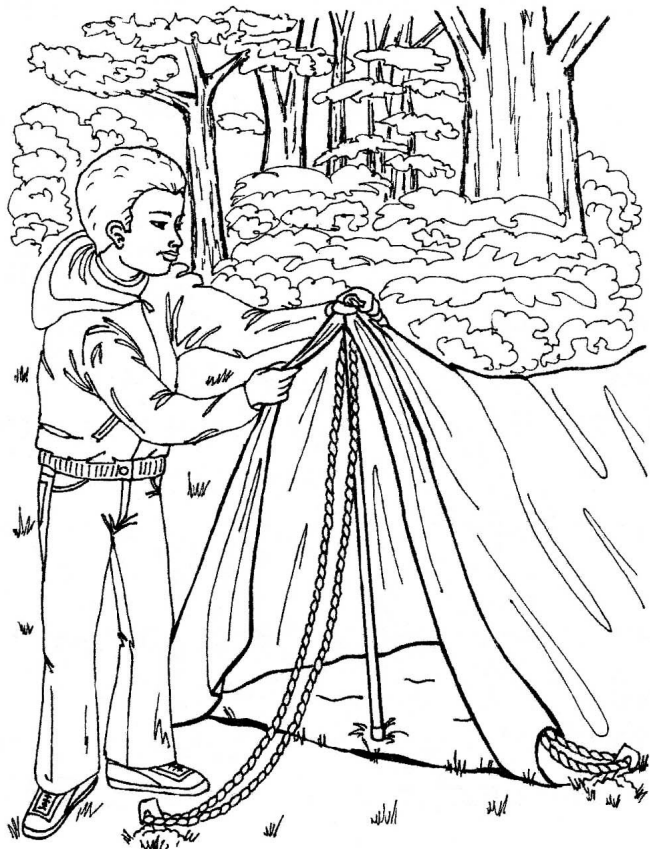
Both Freddie and his grandfather had their own tents. Usually they worked together to put up the tents, but this time Freddie decided to put his up alone.

"Okay, let me know if you need any help," his grandfather chuckled.

Freddie noticed that his grandfather had put his tent up rather quickly. He had set his cot up and finished putting things away in the tent. When Freddie's grandfather was finished, he noticed Freddie was still struggling with his tent and offered to help.

"No, that's okay," Freddie huffed, as he still struggled with the ropes. "I want to do it myself."

"Okay, Freddie," his grandfather said, "I'm going to unload the food and finish setting up camp." By the time Grandfather had finished, Freddie was finished, also. Well, sort of finished. The tent was



slightly lopsided and the guide ropes weren't quite tight enough, but Grandfather didn't say anything.

"Let's eat!" Grandfather announced. "Freddie would you please get the wood for the fire?"

"Sure Grandfather," Freddie smiled. "In fact, I'll build the fire."

"No Freddie, that could be dangerous. You can set up the wood, but I want you to wait for me to start the fire."

Freddie gathered the twigs and wood, then he set up the wood as Grandfather had taught him in the past. Grandfather had gone to the lake to get some water. *I'll surprise Grandfather and start the fire*, Freddie thought. Freddie went into Grandfather's tent and got the matches. Freddie lit the first match, but he couldn't get the fire going. Then he lit another one and then another.

"Ouch!" Freddie shouted, as he burned his fingers.

"What's wrong?" Grandfather shouted, as he got to the top of the hill.

"Nothing," Freddie answered.

Freddie watched as his grandfather lit the fire. Grandfather



noticed the used matches on the ground but chose not to say anything at that time. They had a great evening together. When it was time for bed, Grandfather noticed some clouds rolling in. He asked Freddie if he wanted him to check his tent before he went to sleep.

"I'll be fine," Freddie smiled, "I'm getting to be an expert at this camping stuff. Sleep tight, Grandfather."

During the night, a storm blew in. There were strong winds and heavy rains, which caused Freddie's tent to cave in on him.

Dripping wet, Freddie burst through the door of his grandfather's tent.

"What's the matter?" grandfather asked.

"My tent collapsed!" replied Freddie solemnly. "May I have some dry clothes?"

"Here, they may be big but at least they are dry. I hope you have learned a lesson," Grandfather said. "Maybe next time you will allow me to check your tent to be sure everything is okay."

Freddie didn't reply, but he thought to himself, *It wasn't my fault.*

The following day was very busy for Freddie. He had to set up his tent again. This time he allowed his grandfather to double-check his work. Then, he had to hang all his clothes and sleeping bag out to dry. Grandfather built a strong fire and instructed Freddie to put his sneakers a safe distance from the fire to dry. Grandfather had warned him not to put them any closer, or they would melt.

After some time, Freddie became impatient. His sneakers weren't drying fast enough. *I'm going to place them a little closer to the fire. Maybe they will dry faster,* Freddie thought. Freddie placed his sneakers on the rocks by the fire and continued hanging up his clothes. Shortly after, there was a funny smell. "Oh no!" cried Freddie.

"Freddie!" Grandfather exclaimed. "What have you done?"

The rubber on Freddie's sneakers was melting. What a mess! Grandfather pulled them away just in time. They were still wearable, at least, for the rest of the camping trip.

"Freddie," Grandfather said sternly, "I need you to obey me. When I give you instructions, it is for your benefit. When you choose to disobey, you create problems for you and me. You need to practice self-control and show respect to me by obeying my instructions."

Later that afternoon, Freddie decided to go for a walk. "May I please go for a walk, Grandfather?" Freddie asked.

"Sure," Grandfather replied. "But remember what we talked about this morning. Stay where I can see you, don't go too close to the lake and shout to me at any sign of danger. There's a nice berry patch not far from here. Why don't you take this can with you and pick some berries for after supper."

Freddie took the can from Grandfather. He decided to go for a walk, and on the way back he would pick berries. He started off down the path and found himself near the lake. Freddie thought to himself, *I know how to swim. I'll be okay. Grandfather worries too much. I'm just fine. I'll just throw a few rocks and look for fish then I'll go back. No problem. What Grandfather doesn't know won't hurt him.* Freddie started skimming rocks across the water.

Soon, Freddie became bored with that and began walking on the shoreline. There was an area of stepping stones in the water, so he began jumping from stone to stone. The rocks were a little more slippery than Freddie expected, and the grips on his sneakers had melted smooth. He lost his balance and fell into the lake. Freddie tore his pants on the rocks and got a nasty cut on his leg. *Boy, am I in trouble now. Grandfather's really going to be upset,* Freddie thought as he limped up the hill.



“Did you go into the lake after I asked you not to, Freddie?” his grandfather asked very sternly. “You could have drowned. As it is, you are seriously hurt.”

While Grandfather was treating his wound, Freddie said remorsefully, “Now I understand what you were saying about following instructions.”

“Freddie, do you realize that instructions are given to you to help you make the right choices?” Grandfather asked.

Freddie nodded.

“Do you also realize that every time you chose to disobey your instructions you have been hurt or injured, or have caused something to go wrong? Instructions are to help you make the right decisions and to help you to not make mistakes.” His grandfather continued, “No one can force you. You have the authority to make the right choice. Part of growing up is learning to make right choices, even if it may not be what you want at the time. This is what we call self-control and only you have control over your actions. I also have a choice I can make. If you are going to continue to disobey me, then I will choose to return home, and this will be our last camping trip. I cannot risk you getting hurt any more than you already have because you choose not to listen and obey.”

“Grandfather, I don’t want to go home. Please, can we stay? I will follow your instructions from now on,” Freddie said sorrowfully.

Grandfather took a deep breath and looked directly at Freddie. “Okay Freddie. We’ll give it another try.”

Freddie agreed to follow all his grandfather’s instructions. That day, he learned that he needed to follow instructions to keep himself and others safe.



# Lesson Two

## Obeying Authority Is Part Of Self-Control

### Activity #2

#### Word Search Answer Key

*Complete the word search. Make sentences with the underlined words.*

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

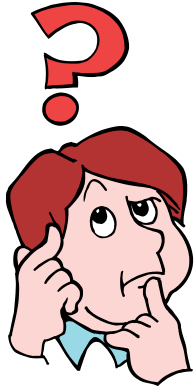
|                     |                |           |          |
|---------------------|----------------|-----------|----------|
| <u>self-control</u> | practice       | apologize | sneakers |
| <u>authority</u>    | fishing        | Freddie   | fire     |
| <u>respect</u>      | camping        | Grandpa   | lake     |
| <u>dangerous</u>    | promise        | trouble   | rules    |
| <u>instructions</u> | <u>disobey</u> |           |          |

# Lesson Two

## Obeying Authority Is Part Of Self-Control

### Additional Activity

**Right Choices:** Instruct students to turn to **pages 103-104** of their workbooks (**pages 188-189** of the *Teacher's Manual*). Have students complete the worksheet by circling the correct answers. After everyone has completed the activity, review the answers with the class. Ask students to give reasons for their answers.



## Lesson Two

# Obeying Authority Is Part Of Self-Control

### Additional Activity

### Right Choices Answer Key

*Circle the correct answer to each question.*

1. My mother asked me to go to my room. I don't want to. I should:
  - a. Tell Mother, "I don't want to go."
  - b. Tell Mother, "Okay, I'll go."
  - c. Run off and do what I want.
2. My teacher asked me to clean the board. I should say:
  - a. I'm going to play ball. You can't make me.
  - b. What board?
  - c. Okay, I'll clean the board.
3. A stranger parked his car near the house. He called to you from his car, "Come here. Where are your parents? I'm an old friend. I haven't seen you in a long time. Do you want some candy?" You should reply:
  - a. You know my parents? Sure, I'll have some candy.
  - b. I don't really know you, but I'll talk to you anyway.
  - c. Don't say anything and run inside to tell your parents.
4. The neighbor says to you, "Come here and help me rake my yard." You answer:
  - a. I'd sure like to help you, but let me ask my parents first.
  - b. No way! I'm going to go play.
  - c. I'm not allowed to work.
5. Dad says to you, "Please come here. I need your help." You should reply:
  - a. I think I hear Mom calling me. Let me go check.
  - b. I have to do my homework.
  - c. Sure Dad! I'd love to help you.

6. Your parents left you to babysit your younger brother. Your best friend called and wanted to come over, but you did not have permission.

You say:

a. Sure! Come on over, but you'll have to leave before 9:00, because that's when my parents are supposed to come back.

(b) Let me call my parents first to make sure it's okay. If it is, then I'll call you back.

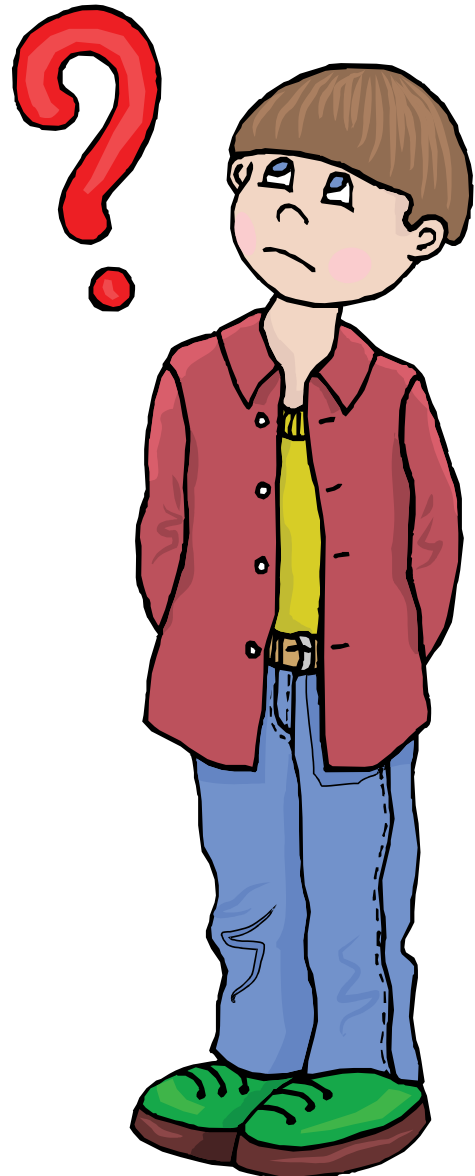
c. Come on over, but if my parents come back, just say you came in without asking. That way, I won't get in trouble, okay?

7. Mom tells you to clean your room. You should:

a. Ignore her and continue working on your school project.

b. Stuff all your mess under your bed and in the closet.

(c) Clean up your room.





# Lesson Three

## Dealing With Conflict

### PURPOSE/OBJECTIVE

Students will learn the proper way to use self-control when dealing with a conflict.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review previous lesson, "Obeying Authority Is Part Of Self-Control." Remind students that rules and guidelines govern every aspect of their lives. Those in authority set rules for their safety and well-being. When they choose to obey, they practice self-control.
2. Ask students what self-control is. Remind students that self-control is the ability to stop, think, consider the options and proceed to the right choice. A right choice means you won't hurt yourself, others or property.
3. Tell students that today they will learn how to apply self-control when they are in a situation that causes conflict. Ask students what a **conflict** is. (*A problem or disagreement between two or more people.*)
4. Stress to students that if they get angry that is not wrong. This is a natural emotion. When they are in a conflict, it helps to remember these three don'ts to help solve the conflict.
  - a. Do not do anything that will hurt yourself.
  - b. Do not do anything that will hurt another person.
  - c. Do not destroy anything.
5. Ask the class what occurs when there is conflict in their lives. How do they feel? What are they thinking? Have students answer the following question.
  - a. Did they get mad when the conflict started?

- b. Did they want to hit someone?
- c. Did they want to destroy something?

6. Explain to student that the above actions are common ways some people react when dealing with a conflict. Tell students that they must learn self-control so they won't hurt themselves or others. They should practice self-control by using the following steps:

**S**—Stop and consider what is causing the conflict.

**T**—Think about what you can do to resolve the conflict.

**O**—What are the options to solve the conflict peacefully.

**P**—Proceed to carry out the right option to solve the conflict.

Explain to students that conflicts are a normal part of life. Conflicts can arise during our everyday interaction with others. It is important to control our emotions and think about the right way to handle problems.

7. **Activity #1—Poem: The Battle Within:** Play the poem on **page 105** of the *Student's Workbook* (**page 193** of the *Teacher's Manual*). Have students list the do's that demonstrate ways that self-control is shown and the don'ts that show lack of self-control.

8. **Activity #2—Compare And Contrast:** Have students turn to **page 106** of their workbooks (**page 194** of the *Teacher's Manual*), read the chart and answer the questions that follow.

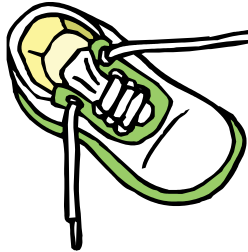
9. Conclude the lesson by reinforcing the importance of applying self-control techniques to resolve a conflict. Let students see that by always choosing to use self-control, they would create and develop more peaceful relationships with everyone.

# Lesson Three

## Dealing With Conflict

### Activity #1

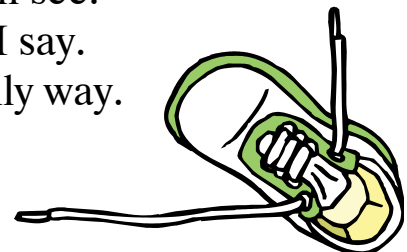
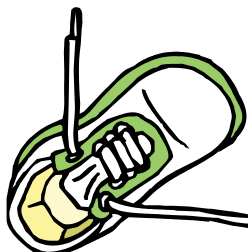
#### Poem: The Battle Within



This time I've really had enough,  
It's time for me to prove that I'm tough.  
Calling me names is not a game,  
Those names hurt and make me feel ashamed.  
No longer will they laugh at me,  
I'll put an end to this, you'll see.  
I'll push and shove him to the floor,  
then he won't bother me anymore.  
This will gain respect for me,  
And put an end to my misery.



Wait, my friend, were you not told,  
The way to practice self-control?  
Fighting back is never right,  
It only creates bigger fights.  
Stop and think of how he'll respond,  
When you push and shove him to the ground.  
He will not simply walk away,  
He'll come back to fight another day.  
If respect is what you hope to gain,  
It will not come from causing pain.  
Instead, speak to someone in authority,  
They may have advice, you will see.  
Use self-control, that's what I say.  
The Peaceful Solution is the only way.



# Lesson Three

## Dealing With Conflict

### Activity #2

### Compare And Contrast Answer Key

*Read the chart and answer the questions that follow.*

| EMOTION               | WRONG CHOICE                 | RIGHT CHOICE                             |
|-----------------------|------------------------------|--|
| 1. Anger              | 1. Show rage                 | 1. Stay in control                       |
| 2. Anger              | 2. Hit others                | 2. Keep your hands to yourself           |
| 3. Hurt               | 3. Insult, call names        | 3. Do not retaliate                      |
| 4. Upset/Disappointed | 4. Scream and argue          | 4. Stay calm, use a calm voice           |
| 5. Anger              | 5. Damage someone's property | 5. Do not retaliate                      |
| 6. Jealousy           | 6. Slander                   | 6. Remain quiet and work out the problem |

### Questions And Answers

- a. What do you think the outcome of a conflict would be if someone showed rage? (*Conflict could escalate; one or more persons could get hurt.*)
- b. What do you think the outcome of a conflict would be if one of the people in the conflict stayed in control? (*The conflict could be resolved peacefully.*)
- c. What do you think the outcome of a conflict would be if one of the people in the conflict started insulting or calling names? (*Someone could get mad and retaliate.*)
- d. What do you think the outcome of a conflict would be if one of the people in the conflict decided not to retaliate? (*The conflict could end peacefully.*)
- e. Do you think any of the wrong choices could end the conflict peacefully? (*No*) Why?
- f. Do you think any of the right choices could cause a conflict? (*No*) Why?

# Lesson Three

## Dealing With Conflict

### Additional Activity

**The Skates:** Tell students that they will read a narrative about two friends who found themselves in a conflict and how they solved the problem. Have students turn to **pages 107-110** of their workbooks (**pages 196-199** in the *Teacher's Manual*) and read the narrative entitled "The Skates." Ask students the questions that are found in the middle section of the narrative and those found at the end of the narrative.

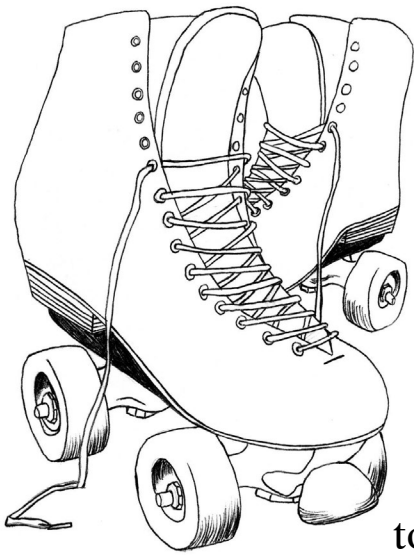
## Lesson Three

# Dealing With Conflict

### Additional Activity

### Narrative: The Skates

Stephanie and Karen like to share belongings with each other. Stephanie was invited by another friend's family to go skating that weekend. She



really wanted to go but remembered she had left her skates at her grandparent's house. Stephanie quickly called her friend, Karen, and asked if she could borrow her skates.

“Of course, you can,” Karen said. “I’ll check with my mom, and I’ll need them for tomorrow night.”

Karen gave Stephanie her skates to use with the understanding that she would get them back the next day. That afternoon, Karen went to collect her skates from Stephanie.

“Hey, Stephanie, I’m here for my skates,” Karen called, as she went upstairs.

“Oh, I let my cousin, Cathy, use them, Karen,” said Stephanie.

“Stephanie, I told you I would need them tonight,” Karen reminded her.

“Cathy said she would have them here by five o’clock,” Stephanie said.

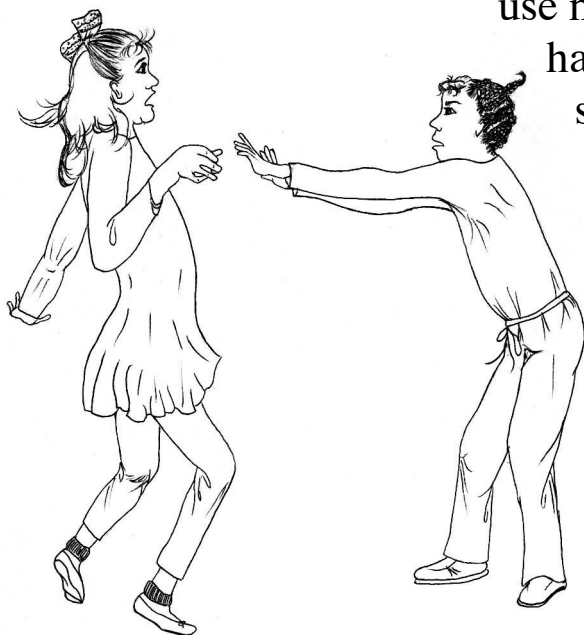
“I have to leave here by five!” Karen said, raising her voice. “We’re not going to the rink here in town. The one I am going to is an hour away. I need my new skates.”



“You have your old pair at home, Karen. You can always use those. What’s the big deal?” Stephanie asked.

The girls were standing very close to one another at this time and Karen’s voice was getting louder.

“The big deal is that I don’t want to use my old skates, I want to use my new ones!” Karen snapped. “You had no right to let someone else use my skates without asking me first,” yelled Karen, as she pushed Stephanie. “Call your cousin now!” she said.



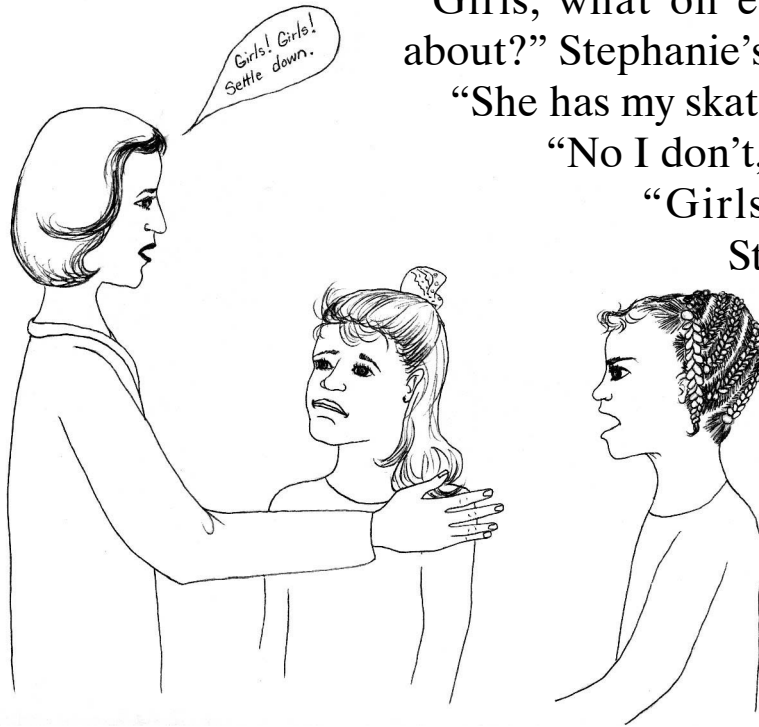
“Hey, what are you doing? It’s not like you don’t have any other skates,” Stephanie shouted back.

“You gave my skates away without even asking,” Karen exclaimed. “Friends don’t do that! You’re not my friend anymore!”

*\*\*Stop reading and ask students the following questions:*

1. What is the conflict about? *(Karen wants her skates that Stephanie promised she would have, but had given to her cousin instead, without permission.)*
2. Did Stephanie have the right to give the skates to her cousin? *(No)*
3. Are Karen and Stephanie using self-control? *(No)*
4. What negative behavior have they exhibited? *(Screaming, arguing, pushing, getting angry, showing rage)*
5. If they continue their negative behavior, will the conflict be solved in a positive or negative way? *(Negative way)*

Tell students that you will continue to read the narrative to find out how the conflict was resolved.



“Girls, what on earth is all the shouting about?” Stephanie’s aunt asked in surprise.

“She has my skates,” Karen pointed.

“No I don’t,” Stephanie replied.

“Girls! Girls! Settle down,”

Stephanie’s aunt said. “Both of you come downstairs and let’s talk this over.”

Stephanie and Karen went down to the living room. Stephanie’s aunt made both girls take a deep breath and count to ten. She questioned the girls in order to

find out what was wrong. When the complete story was finally told, Stephanie’s aunt understood what the problem was.

“I’m really disappointed in both of you,” she began. “Stephanie, when you asked to borrow Karen’s skates, you only asked for yourself. Your agreement was to return them, not to let Cathy borrow them. What if something delays Cathy from returning them? Then you would have broken your agreement and inconvenienced Karen. You should have told Cathy the skates weren’t yours to lend out and returned them to Karen like you agreed. This was not showing respect for Karen or your friendship.”

She then looked over at Karen and said, “Karen, everyone makes mistakes. Even though Stephanie was wrong in lending out your skates, you should have used self-control in handling the problem. What Stephanie did, did not give you the right to push or even yell at her. All you two girls succeeded in doing is getting each other more upset. What you need to do is go to a parent, or in this case a guardian, that’s me, and tell them about the problem. I think both of you owe each other an apology.”

The girls looked at each other and apologized for arguing and not being more respectful to each other.

Stephanie’s aunt continued, “As each of you grow older, you will find yourself faced with different types of conflicts. It will not help if you rage, yell, hit each other or call each other names. Trying to handle a problem, without self-control, will only make the matter worse. If you don’t control your emotions, you will not stop and consider the problem. Take a deep breath and think, *What is the best way to solve this problem for everyone.* When your thinking becomes clearer, you will be able to make a right choice. That is what is called using self-control. Both of you girls could have lost a great friendship because self-control was not used. I hope you have learned a lesson.”

Both girls nodded their heads and turned when the doorbell rang. It was Cathy with the skates.

“Thanks Cathy,” Stephanie said. “Karen, here are your skates. I really apologize for not asking first,” she humbly stated.



“I apologize for yelling at you,” Karen said.

The girls learned the importance of using self-control when a conflict arises in their lives. They learned how to stop, consider the situation, and calm down. By doing this, they learned how to make the correct choice. They also learned the importance of respecting another person’s belongings.

### Questions And Answers

1. What self-control methods did Stephanie’s aunt suggest that they use to solve their conflict and any future conflicts that might arise? (*Refer to Dealing With Conflict Sheet*) (*Count to ten, be understanding, consider consequences, show respect for others.*)
2. How would the conflict between Stephanie and Karen have ended, if Stephanie’s aunt did not help them make the right choice? (*They could have lost a great friendship because self-control was not used.*)



# Lesson Four

## Carefully Follow Instructions

### PURPOSE/OBJECTIVE

Students will learn that practicing self-control by following instructions will almost always keep them safe.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson “Dealing With Conflict.” Ask students the following questions:
  - a. How do people deal with conflict in a negative way? (*Answers may vary but may include: get angry, show rage, hit others, damage someone's property, insult or call someone names.*)
  - b. How do people deal with conflict in a positive way? (*Answers may vary, but may include: stay in control, don't react on emotion, keep hands to self, stay calm, use a calm voice, count to ten.*)
2. Tell students that today they will learn that safety can be achieved when they use self-control and follow instructions. Explain that one of the reasons we are given instructions, oral or written, is for our safety. We use self-control when we resist the urge to act without thinking and instead, choose to follow instructions as we have been given.
3. Explain to students that **being careful** means: *to pay attention to avoid harm; to act with care to avoid error*. When we stop, think and consider our options before proceeding, we can be careful and avoid harm to others and ourselves. Guide class discussion by asking the following questions.
  - a. What are some instructions that you must be careful to follow to avoid harm? (*Answers may vary, but could include do not ride your bike after dark; do not swim alone; look both ways before crossing the street.*)

b. What could occur if you do not use self-control and follow the instruction given? (*Injury or death.*)

4. Tell students that we demonstrate self-control when we stop and carefully consider the consequences of our actions before we act, then carefully follow a plan to bring about the action or reaction we desire. Often people act only upon how they feel, or what they want to do. Remind students that acting upon a feeling or what they desire to do is being impulsive. Explain to students that being impulsive is not practicing self-control. For example, you are given the instruction, “No hitting allowed.” You allow yourself to become upset by the actions of one of your peers. If you are impulsive and begin striking, hitting, or pushing your peer, then you are not using self-control. You have disregarded the instruction given, therefore, the consequences of this action are that someone could get hurt and you could get suspended.

5. **Activity #1—Safety Matches:** Explain to students that instructions need to be followed for everyone’s safety in all areas of life. Have students turn to **page 111** in their workbooks (answer key found on **page 203** of the *Teacher’s Manual*) and complete the Safety Matches worksheet. They are to read the list of instructions on the left and match them with the appropriate consequence on the right. Allow them to discuss further, possible consequences.

6. **Activity #2—Safety Information:** Tell students that they will do an activity that will help them identify the emotions that may cause people to disregard instructions. Have students turn to **page 112** of their workbooks (**page 204** in the *Teacher’s Manual*) and read the sentences then complete the sentences by filling in the correct answer.

7. Explain to students that everyone has emotions and emotions are normal. Tell students that self-control is to stop and think carefully before acting because if they act impulsively and disregard instructions, they can cause harm to themselves and others.

8. Conclude the lesson by encouraging students to consider the consequences of their actions, and follow instructions to avoid harm to themselves and others.

# Lesson Four

## Carefully Follow Instructions

### Activity #1

### Safety Matches Answer Key

*Read the list of instructions on the left and match each one with the appropriate consequence of not following that instruction on the right.*

INSTRUCTION

CONSEQUENCE

A. DO NOT PLAY WITH GUNS

C There could be a grease fire and you could burn down the house.

B. DO NOT PUT FORK IN TOASTER

E A conflict could occur and someone may be harmed.

C. DON'T COOK WITHOUT ADULT SUPERVISION

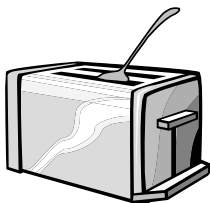
D You could get thrown out of the vehicle or go through the windshield.

D. WEAR A SEATBELT

A You could shoot yourself or others.

E. NO VERBAL OR PHYSICAL AGGRESSION

B You can get electrocuted.



# Lesson Four

## Carefully Follow Instructions

### Activity #2

### Safety Information Answer Key

Complete the sentence by circling the correct answer.

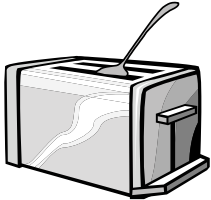
1. Every year, thousands of children are accidentally shot because they are \_\_\_\_\_ about weapons and begin playing with them.

- a. curious
- b. glad
- c. sleepy
- d. hungry



2. Many people feel \_\_\_\_\_ because their toast gets stuck in the toaster and they try to get it out with a fork; this results in many electrocutions each year.

- a. calm
- b. glad
- c. playful
- d. frustrated



3. Houses are destroyed and people are burned because children are \_\_\_\_\_ and try to cook without supervision.

- a. glad
- b. sleepy
- c. impatient
- d. sad



4. Millions of people die every year, because they don't wear their seatbelts. They are \_\_\_\_\_.

- a. overconfident
- b. lazy
- c. in a hurry
- d. all of the above



5. Many students have been physically injured because of physical aggression. They may feel \_\_\_\_\_.

- a. angry
- b. hurt
- c. sad
- d. all of the above

# Lesson Five

## Never Too Late To Be Honest

### PURPOSE/OBJECTIVE

Students will learn that if they make a bad choice, it is never too late to be honest.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, "Carefully Follow Instructions." Remind students how important self-control is in maintaining safety by following the instructions given. We use self-control when we resist the urge to act without thinking and, instead, choose to follow those instructions.

2. Explain to students that today they will learn that if they make a bad choice, it is never too late to be honest. Emphasize that many times it will be difficult to be honest. This is caused from fear of getting into trouble or losing a friend. This is when you need to practice self-control by using the following steps:

**S**—Stop before you answer.

**T**—Think about the consequences of being dishonest.

**O**—Examine what your options are.

**P**—Proceed by making the choice to be honest.

3. Ask students why someone would choose to be dishonest. Allow as many answers as time permits. (*Answers will vary, but could include fear of being caught; fear of the consequences for the bad choice; fear of disappointing others; and fear of losing someone's trust.*)

4. Explain to students that a bad choice leads to feelings of guilt, shame, embarrassment, uneasiness, and fear. Stress to students that we use self-

control when we stop and consider that being honest in what we say and do is more important than any of the above emotions.

5. **Activity—What Would You Do?** Tell students that they will now do an activity that will help them learn to be honest even when they have made a bad choice. Where necessary, let them give reasons for their answers and give possible peaceful solutions for the conflicts in question. Have students turn to **pages 113-116** of their workbooks (answer key found on **pages 207-210** of the *Teacher's Manual*). Have them read the scenarios and answer the questions that follow.

6. Explain to students that making a bad choice will result in consequences. However, dishonesty will only lead to more severe consequences.

7. Conclude the lesson by telling students that they should not hide a bad choice, but they should use self-control to be honest. Choosing to be honest, even after we have made a bad choice proves that we are responsible for our actions. We will earn the respect and trust of people around us if, when we see we have made a mistake, we are willing to apologize and make amends if necessary.

All people make mistakes, but the successful people find the right way, put the past behind them, and go forward with persistence to follow the Peaceful Solution.



# Lesson Five

## Never Too Late To Be Honest

### Activity

### What Would You Do? Answer Key

### Scenario #1: David's Little Brother

David's little brother, George, had been aggravating him all day. He kept hitting him on the head with a ruler when David turned his back. David asked him several times to stop, but he did not. Finally, David impulsively pushed George and he fell over a toy on the floor. George began to cry. Their father, hearing the commotion, came to the room and asked what had occurred. David said that George was crying, because he tripped over the toy and fell.

### QUESTIONS

1. What were the wrong choices that David made? \_\_\_\_\_

*(He impulsively pushed his brother. He lied to his father by not telling him what actually occurred.)*

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2. What do you think David was feeling that influenced him to lie about the bad choice he made? \_\_\_\_\_

*(David was afraid of getting into trouble; he felt ashamed of the way he treated his brother; he felt guilty because he pushed him.)*

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3. What do you think the consequences could be for David's choices? \_\_\_\_\_

*(If the truth was found out, David could lose his father's trust; he could lose his privileges for pushing his brother.)*

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## Scenario #2: Sally And The Bully

Every day after school there was a student who would bully Sally by saying mean things to her. Sally tried to ignore her by acting tough. One day, she shouted back at her to leave her alone. The bully continued to taunt her, and Sally pushed the bully, causing her to fall and hit her head. The bully told their teacher that Sally pushed her. When questioned, Sally denied that she pushed the bully.

### QUESTIONS

1. What were the bad choices that Sally made? \_\_\_\_\_  
*(Sally did not seek help from an authority when bullied; she yelled at the bully to leave her alone rather than ignore her; she impulsively pushed the bully to the floor.)*

2. What do you think Sally was feeling that influenced her to lie to her teacher about the bad choices she made? \_\_\_\_\_  
*(Sally was afraid of getting into trouble.)*

3. What do you think the consequences could be for Sally's choices?  
*(Sally could have been sent to the principal's office for pushing the bully, and she could have been suspended for lying about it.)*





## Scenario #3: Mary Jane's Ceramic Experience

Mrs. Smith took her Fifth Grade Class to the ceramics shop for a field trip. They were cleaning up to go home. Mary Jane was the only student left cleaning up in the back room when she accidentally spilled some paint on the floor. When Mrs. Smith inspected the room before they left, she noticed the paint on the floor. She asked the students, "Who spilled the paint?" Not wanting to get in trouble, Mary Jane said nothing.

### QUESTIONS

1. What were the bad choices that Mary Jane made? \_\_\_\_\_  
*(When Mary Jane spilled the paint, she didn't clean it up and she didn't tell Mrs. Smith about it. She also lied to Mrs. Smith when questioned about it.)*

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2. What do you think Mary Jane was feeling that influenced her to lie to Mrs. Smith about the bad choices she made? \_\_\_\_\_  
*(She was feeling guilty because she spilled the paint and didn't clean it up. She was afraid she would get in trouble if found out.)*

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3. If you were Mary Jane, how would you practice self-control and give an honest answer to your teacher? \_\_\_\_\_  
*(Answers may include: You would admit that you spilled the paint; you would apologize for not cleaning it up and offer to clean it up immediately.)*

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## Scenario #4: Dale And His Dad

Dale's math test was coming up in a week. His father told him to study so that he could be prepared for the test, but Dale would go to his room and play video games rather than study. On the day of the test, Dale could not answer most of the questions correctly. Dale failed the test. After school that day, Dale's father asked about the test. Not wanting to disappoint his father, Dale said that the test was fine and went to his room.

### QUESTIONS

1. What were the bad choices that Dale made. \_\_\_\_\_  
*(Dale chose to play video games rather than study for the test. He also lied to his father about his test results.)*

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2. What do you think Dale was feeling that influenced him to lie about the test results? \_\_\_\_\_  
*(Dale felt guilty for not studying; he felt ashamed for failing the test; and he was afraid his father would be disappointed when he found out he failed the test.)*

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3. Dale made a bad choice, but it's not too late to correct the problem and make an honest choice. Dale uses self-control. What do you think he said? *(Using self-control, Dale admitted he chose to play video games rather than study and failed the test. He also apologized for lying to his father when asked how his day went and promised to obey his father's instructions from now on.)*



# Lesson Five

## Never Too Late To Be Honest

### Additional Activity

**Narrative: Joking Isn't Always Fun:** Turn to **page 117-119** of the *Student's Workbook* (**page 212-214** in the *Teacher's Manual*) and have the students read the narrative, "Joking Isn't Always Fun."

## Lesson Five

# Never Too Late To Be Honest

### Additional Activity

#### Narrative: Joking Isn't Always Fun

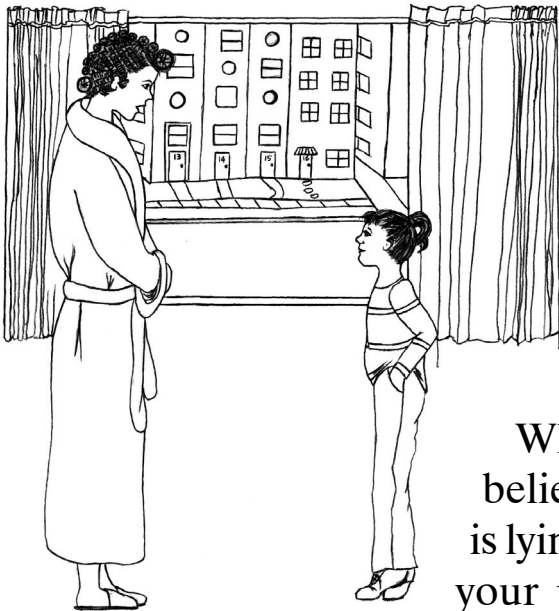
Rebecca lived with her parents in the city. She loved the outdoors and would sometimes wake up early just to sit on her porch and soak up the morning air. One day after school, Rebecca asked, “Mom, may I go outside for a little while? I’m finished with all my homework?”

“Sure,” her mother replied, “I want you to stay where I can see you and don’t wander off.”

“Okay,” said Rebecca.

Rebecca loved to play jokes just to get attention.

The last time Rebecca played a joke, she went a little distance from her building and yelled, “Help! Help! Somebody help!” Rebecca’s mother knew of the danger in the city and rushed out of the apartment, just as Rebecca expected. She ran out with her fuzzy slippers and pink



foam rollers still in her hair. Rebecca laughed so hard, tears came rolling down her face. Although Rebecca was laughing, her mother was not. Taking Rebecca inside, she said, “You know, Rebecca, what you’re doing might seem funny to you, but it surely is not funny to me. When you play tricks like that, you scare me.

When you cry for help, you make others believe that you’re in serious danger. This is lying. You need to stop and consider how your jokes affect other people. One day, you’re really going to need help and no one will be there because of all the tricks you have played. Because of this, I am going to ground you from playing outside for a while.”

Rebecca giggled and said, “Okay, Mom,” but she really didn’t pay attention to what her mother was telling her.

Rebecca was not allowed to go outside for quite some time. But the very next time she was allowed to go outside, she decided to play another prank on her mother. She walked halfway down the block, preparing to yell, “fire!” when she noticed a man in a car across the street looking at her. She started to feel funny because she knew all of her neighbors but had never seen that man or his car before on their block. Rebecca started walking back towards her apartment building. She noticed the car starting to move up the block, as well. Rebecca walked faster. The faster she walked, the faster the car went. Rebecca was scared.

The car pulled up in front of Rebecca and the man jumped out of the car. “Get in the car!” he yelled. Rebecca tried to run, but the man grabbed her arm and tried to pull her into the car.

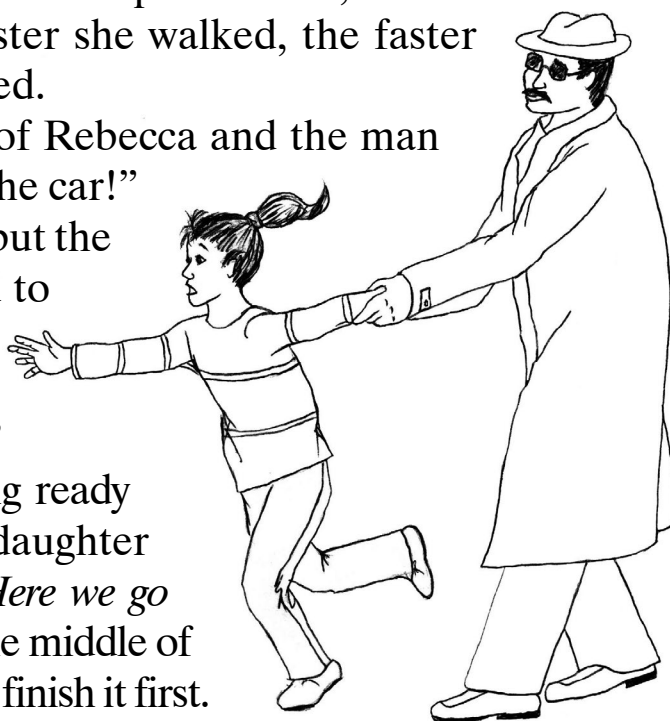
Rebecca yelled out, “Heeelp! Help me! Somebody!”

Rebecca’s mother was getting ready for work when she heard her daughter yelling, but thought to herself, *Here we go again*. Rebecca’s mother was in the middle of ironing her blouse and decided to finish it first.

Meanwhile, Rebecca was terrified! When Rebecca realized that no one was coming, all she could think about was what her mother had told her about lying and using self-control. She kept hearing her mother say, “Next time, no one will believe you.” Rebecca tried with all of her might to break loose from the stranger’s strong grip, but could not. Just then, Mr. Johnson was coming out of the building. He noticed the man trying to force Rebecca into his car.

Rebecca cried out, “Mr. Johnson, help me please. He won’t let me go!”

Mr. Johnson shouted, “What are you doing? Let her go before I call



the police!” as he ran to help Rebecca.

The man let Rebecca go, jumped into his car, and screeched off as fast as he could. Mr. Johnson waved to Rebecca’s mom who was just coming outside, then hurriedly continued on his way to work. Rebecca, frightened and crying, ran into her mother’s arms.

“What’s wrong, Rebecca, why are you crying?” her mother asked.

“The man, Momma, a man in the car, he grabbed me, he took my arm and he, he, he, Mr. Johnson saved me,” Rebecca sobbed.

“Slow down, honey, tell me what’s wrong,” her mother said, trying to stay calm.

Between her sobs, Rebecca told her mother what occurred.

Clutching Rebecca to her, her mother asked, “A man tried to grab you? Are you okay?” Rebecca’s mother stroked her head, telling her everything would be okay now. Once Rebecca calmed down, her mother asked, “Why were you down the block? Do you see why it’s important for me to be able to trust you? After so many lies and false scares, people don’t have as much trust, because you didn’t choose to be honest, so no one can tell when you are telling the truth or not.”

“I know Momma, I just like to play jokes. I really didn’t think that anything would ever occur,” replied Rebecca.

“Yes, I know, but now you know that it can be dangerous to joke all the time. Sometimes even when we don’t want to be honest, it is the best thing for us for reasons just like this. As you can see, lack of honesty almost took away your safety,” explained Rebecca’s mother.

“I understand everything you’re saying now, Momma, everything! That was one of the scariest moments of my life. I don’t ever want to be in trouble with no one to help me again. I want to be trusted, in case I’m ever in danger again,” said Rebecca. Rebecca’s mother smiled, put her arms around her daughter and walked back into the building. Rebecca never lied again.



# Lesson Six

## No Trespassing

### PURPOSE/OBJECTIVE

Students will learn that self-control is needed in respecting private places.

### MATERIALS

- Cassette player
- *Teacher's Manual Audio Lessons*
- Students' workbooks

### PROCEDURE

1. Review with students Lesson Three, "Dealing With Conflict," and remind them that there are many different ways that conflicts can arise in our lives. Ask students the following questions:

- a. How can you use self-control to positively deal with a conflict? (*Answers may vary, but could include: counting to 10, show respect and don't react on emotion.*)
- b. When you don't practice self-control, how does it make the situation worse? (*Answers may vary, but could include: people could get hurt.*)

Stress to students that when they do not practice self-control, the problem is not solved.

2. Remind students that in the previous units they learned about the importance of respecting the private conversations and belongings of others. Tell students that today they will learn how to use self-control to respect others by not trespassing onto someone else's private property. Explain that the word **trespass** means *unlawful entry onto someone's property*. Trespassing is a serious offense that can result in police involvement, danger and injury.

3. Ask students how they can identify private property. (*Answers may vary, but could include: signs that say "No Trespassing," "Private Property,"*

*“Keep Out,” “Authorized Personnel Only” or the place is fenced and gates closed.*) Tell students that even if they do not see a sign, or there is no sign posted, they are to regard any property that does not belong to them as private.

4. Ask students what could cause someone to trespass onto a private area. (*Answers may vary, but could include: you are curious about the property or you heard interesting things about it; someone double dares you to go onto the property; your friends are going onto the property and you don’t want to be left out; your ball or other possession rolls onto the property; or it’s a great shortcut.*)

5. Explain to students that unless they have been invited or given permission by the owner of the property, they have no lawful reason to enter someone’s private land, home or even vehicle. Stress that entering a private area for any of the above reasons is not using self-control. It is making the wrong choice.

6. Remind students that a wrong choice is one that:
- a. Disrespects others or their belongings—their private property
  - b. Breaks the rules—no trespassing allowed
  - c. Is impulsive—Someone double dares you or you feel left out

Emphasize that a wrong choice results in consequences. When the law is broken by trespassing onto someone’s property, the owner may call the police you may get arrested; you may put yourself and others in danger; or you may even cause injury to yourself and others.

7. Emphasize to students that when they are thinking of entering an area that is private they should remember the following steps.

- S**—Stop and take notice that the area is private.
- T**—Think about respecting others and their belongings.
- O**—Consider options that will keep them from breaking the law.
- P**—Proceed on a right choice.

Then they have practiced self-control in regards to someone’s private property.

8. Talk to students about how television can influence them. Ask them if they have ever seen the fast food commercial where a man throws his

golf clubs over the fence of a private club and climbs over to play a free round of golf. This hamburger commercial is teaching children that it is great to be able to trespass and break the laws. Ask students if they can name any other commercials or television programs that show other people not respecting the private property of others.

Emphasize that even though the movies or advertisements show trespassing to look right or be fun; it is never right to break the law.

9. **Activity #1—Private Property:** Tell students that they will now read some scenarios that will show them the consequences of not respecting the private property of others. Have students turn to **pages 120-123** of their workbooks (answer key found on **pages 218-221** in the *Teacher's Manual*) and read the following scenarios. Discuss if a right or wrong choice was made. Discuss the consequences that resulted from a wrong choice. Have students answer the questions following each scenario.

10. **Activity #2—Song: No Trespass Use Self-Control:** Have students listen to song, “No Trespass Use Self-Control,” from the *Teacher's Manual Audio Lessons* **page 124** of their workbooks (**page 222** of the *Teacher's Manual*) in order to identify and discuss the main concepts. As a follow-up activity, let them write songs of their own based on these concepts.

11. Emphasize to students that using self-control to avoid trespassing onto someone's property shows respect for others and respect for the law. Additionally, it could keep them safe from harm or danger.

12. Conclude the lesson by encouraging students to use self-control to respect the private places of others and not be caught up in television or other programs that teach the breaking of laws.

# Lesson Six

## No Trespassing

### Activity #1

## Private Property Answer Key

### Scenario One:

Carol and Linda were late for school. Linda suggested that they use a shortcut that will help them arrive on time. Carol agreed. They decided to pass through the Haskell's property. There was a "Keep Out" sign posted on the gate. Ignoring the sign, they slipped through a hole in the fence and walked onto the property. While walking, Carol stepped on a piece of wood that was covering an old well. The board cracked and Carol screamed as she fell into the water.

a. Who made a right choice? \_\_\_\_\_ *(neither girl)*

\_\_\_\_\_

b. Who made a wrong choice? \_\_\_\_\_ *(both girls)*

\_\_\_\_\_

c. What was the consequence of their choice? \_\_\_\_\_

\_\_\_\_\_ *(Carol fell into the well and could have drowned.)*

\_\_\_\_\_

\_\_\_\_\_

d. Discuss other major consequences, such as their parents getting involved, the owners knowing and making charges, and so on.



## Scenario Two:

Harold and his friends were playing ball, when the ball was accidentally kicked over the fence into the neighbor's yard. They called out, but no one answered. It seemed that no one was at home. Harold's friends wanted to climb over the fence to get the ball, but Harold did not. He knew that it was wrong to trespass on private property. Jake decided to climb over the fence, anyway. A dog suddenly rushed from around the side of the house. Screaming, Jake tried to climb over the fence, but it was too late. The dog reached him and latched onto his foot. Jake made it back over the fence, red-faced, out of breath, and missing his right sneaker.

a. Who made a right choice? \_\_\_\_\_ (*Harold*) \_\_\_\_\_

\_\_\_\_\_

b. Who made a wrong choice? \_\_\_\_\_ (*Jake*) \_\_\_\_\_

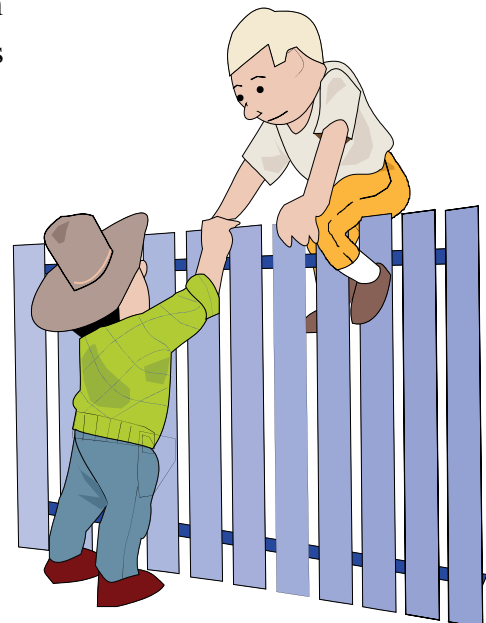
\_\_\_\_\_

c. What were the consequences of their choice? \_\_\_\_\_

(*Jake was bitten by the dog and lost his sneaker.*)

\_\_\_\_\_

d. Discuss other major consequences, such as parents/owners getting involved, charges implemented, etc.



### Scenario Three:

There was an old house on top of the hill that looked deserted. No one seemed to be living in it. One day, Jack and his friends, Roy and John, were on their way home from school. Roy dared them to go in to see what was inside. Jack didn't want to go, but Roy and John double dared him and called him "chicken," so he decided to go along. They turned the door knob and found that the door was unlocked. Upon entering, they saw that the furniture was quite dusty as if no one had been living in the house for years. Suddenly, they heard the screech of the door behind them. Turning around, they saw an elderly woman. Everyone froze. Suddenly, Roy yelled, "Let's get out of here, someone does live here!" The boys ran back out through the door they had entered. As they ran, they could hear the woman yelling behind them, "I'm going to call the police."

a. Who made a right choice? \_\_\_\_\_ (*no one*) \_\_\_\_\_

\_\_\_\_\_

b. Who made a wrong choice? \_\_\_\_\_ (*all the boys*) \_\_\_\_\_

\_\_\_\_\_

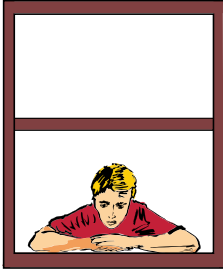
c. What was the consequence of Jake's choice? \_\_\_\_\_

\_\_\_\_\_ (*The elderly woman could call the police.*) \_\_\_\_\_

\_\_\_\_\_

d. Discuss other major consequences, such as parents and police getting involved.

## Scenario Four:



Mr. and Mrs. Jones had the only pool in the neighborhood. They also went on vacations quite frequently. One night, as Timmy was drifting off to sleep, he heard a small rock hit his window. Getting up, he looked out the window to see his three friends, Allen, Richard and Greg, smiling up at him.

“What are you doing?” Timmy asked, in a loud whisper.

“Going to swim in Mr. Jones’ pool,” said Allen, in an equally loud whisper.

“Yeah, come on, we’ll have fun,” said Greg.

“Aren’t your parents asleep? They won’t even know,” Allen piped back in.

“But it’s night time,” said Timmy, “and Mr. and Mrs. Jones are on vacation.”

With a sheepish grin, Timmy’s friends all said, “exactly.”

“So, are you coming or not,” asked Richard.

Timmy thought about it for a moment and then said, “No, it won’t be right, I’ll catch you later.” Closing the window, Timmy went back to bed.

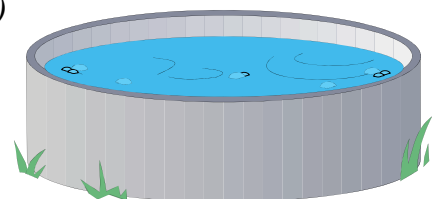
The next morning, Timmy’s father woke him up. He had a sad look on his face. Sitting down on the edge of the bed, Timmy’s father said, “Son, I have some bad news. Last night, Allen and two other boys trespassed onto Mr. Jones’ property and went swimming.” Pausing for a moment, he said in a choked whisper, “Timmy, Allen drowned last night.”

a. Who made a right choice? \_\_\_\_\_ *(Timmy)*

b. Who made a wrong choice? \_\_\_\_\_ *(Allen, Richard and Greg)*

c. What was the consequence of their choice? \_\_\_\_\_  
 \_\_\_\_\_ *(Allen drowned)*

d. Discuss further consequences. *(If parents got involved, Timmy could be grounded or punished. If the owner got involved, he would have been charged with a fine.)*





## Lesson Six

### No Trespassing

#### Activity #2

### Song: No Trespass—Use Self Control

**Chorus:** Do not touch what belongs to others,  
Self-control is the right way.  
If you respect others' belongings,  
You will not trespass today.

1. If something looks really great,  
Don't just take it, do wait.  
Think what this may lead to.  
Trespassing you will do.



**Chorus:** Do not touch what belongs to others,  
Self-control is the right way.  
If you respect others' belongings,  
You will not trespass today.

2. Trespassing brings misery,  
And much trouble, you will see.  
Respecting what is not yours,  
Will bring you joy and pleasures.

**Chorus:** Do not touch what belongs to others,  
Self-control is the right way.  
If you respect others' belongings,  
You will not trespass today.



# Lesson Seven

## Let's Review Self-Control

### PURPOSE/OBJECTIVE

Students will review how self-control plays an important part in every aspect of their lives.

### MATERIALS

- Broadcasting certificates
- *Teacher's Manual Audio Lessons*
- Cassette player

### PROCEDURE

*Note to teacher: Prior to class, copy and fill in a certificate for each student.*

1. Tell students that today they will review all the lessons in the unit on self-control. Remind them that, in addition to what they have learned in previous units, they have learned the importance of stopping, thinking and considering options that would not hurt themselves, others or property and then proceeding on to a right choice. They have also learned that lack of self-control causes many difficulties and problems in the lives of individuals and society as a whole. Remind students that when they make decisions impulsively, they often make wrong choices.
2. Explain to students that they will be taking part in the Peaceful Solution Broadcasting Station Program. Explain that they will be responsible for applying what they have learned to help guide others in using self-control.
3. **Activity—The Peaceful Solution Broadcasting Station:** Explain to students that they will be listening to a series of situations from the *Teacher's Manual Audio Lessons* that need the assistance of the Self-Control News Team. They can follow along in their workbooks on **pages 125-134 (pages 225-234 of the *Teacher's Manual*)**. Stress to students that they need to listen to each broadcast carefully and choose the best solution for each situation.
  - a. Note to the Teacher: At the sound of the bell, stop the tape.

Discuss with students the best choice to make concerning what they have learned about self-control.

b. Remind students about S.T.O.P.:

**S**—Stop what you are doing.

**T**—Think about the situation.

**O**—Options, What are the choices?

**P**—Proceed, using self-control and the right choice.

c. When students have decided on the best solution to the scenario, begin playing the tape again to hear the remainder of the scenario and see how their solution compared to the self-control news team. Play all scenarios on the tape, pause for discussion as indicated.

d. Upon completion of this activity, award each student a Broadcasting Certificate. (Prior to class, these certificates need to be copied from **page 235**, filled out, and signed.)

4. Conclude the lesson by stressing to students that they have the ability to use self-control in their lives with the knowledge that they gain from their teachers and the lessons they learned from the *Peaceful Solution Character Education Program*. Remind students that when they do not choose to use self-control, they can make a wrong choice which they could regret for a few days or the rest of their lives. However, when they choose to use self-control, they can make a right choice that will bring them success, health, long joyous lives, with as many friends as they choose, because no one can hate a person who always uses peaceful solutions in their everyday life. Congratulate students on successfully completing the self-control unit of *The Peaceful Solution Character Education Program*.



# Lesson Seven

## Let's Review Self-Control

### Activity

### The Peaceful Solution

### Broadcasting Station

### Scenario One

*Start tape with the Peaceful Solution Rap song, "Pass It On" playing, fade for radio announcer, Sam Clements.*

**Sam:** We interrupt this program for an emergency broadcast. We are going live to Grand Elementary School where tension seems to be building on the playground. We now turn it over to the Self-Control News Team Leader, Michayl Brown. Michayl, what's going on?

*Background noise of children arguing back and forth about the situation.*

**Michayl:** It seems that we have a conflict between two students who overheard a private conversation. It seems they can't agree on whether to report the conversation to an authority figure or not. *Walking over to the students, voices get louder.* Excuse me. Hi, I'm Michayl Brown with The Peaceful Solution Broadcasting Station. Could you please tell us what's going on here?

**Student 1:** My friend and I overheard some other students talking about making a bomb. They say they saw on the Internet how to make a bomb, so they are planning to make one and put it in their teacher's classroom. She had no right giving them a failing grade.

**Student 2:** He wants to report it, but I think we should forget it. It was a private conversation that we overheard, and I don't want to gossip.

**Student 1:** Yeah, but this is about someone's safety and someone needs to know...

*Stop Bell sounds and it is time for the class to discuss the situation and come up with a solution. After the discussion, teacher will start the tape again to see what the Self-Control News Team decided.*

**Michayl:** It looks to me as though we have a problem here. What we have to do is stop and think about what our options are and proceed with the right choice. Is someone in danger? Isn't that how you tell the difference between gossip and the need to tell someone in authority what you heard?

*Unit Four*

Student 1: The teacher is in danger.

Michayl: Yes, and any other student who may be in the room with the teacher or in a nearby room. This isn't just about a few people. This could affect the whole school. Remember, these students are upset with the teacher, so what rules should we keep when we are angry?

Student 2: We should remember not to hurt ourselves, someone else, or not to damage anything.

Michayl: Is this rule being followed by these students?

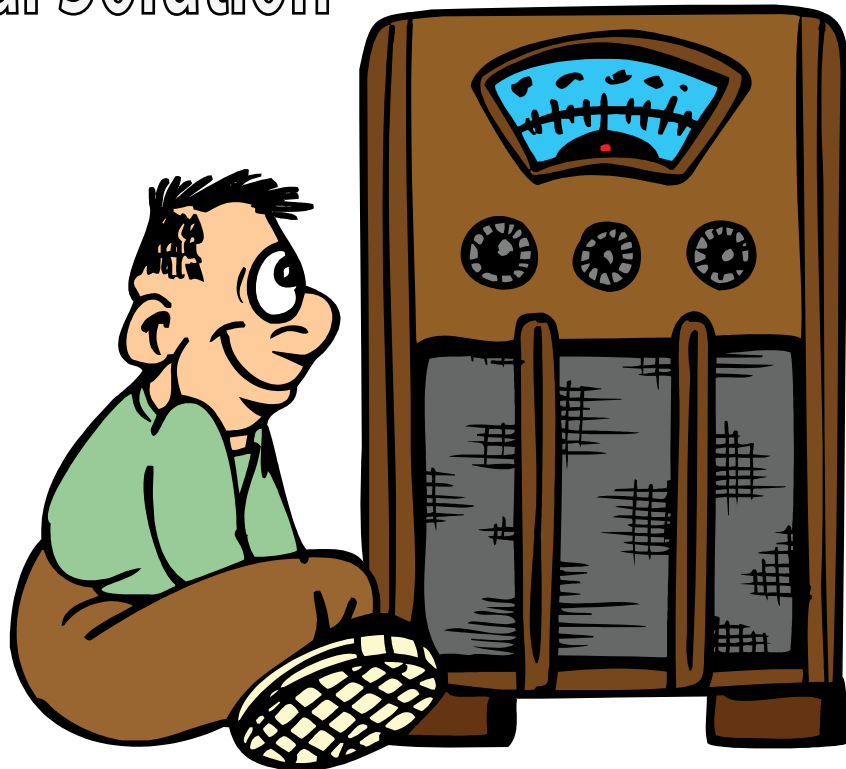
Both: No!

Student 2: We do need to tell someone for the safety of others. A private conversation that is intended to hurt someone should be told to someone in authority.

Student 1: So that others won't suffer.

Michayl: I think these two students have it all together. We now turn it back to you, Sam.

# The Peaceful Solution



## Scenario Two



Sam: Jesse Bingham, talk show host of Radio Talk Show, “Concerned Youths,” says today’s topic will be: “*Recognizing Signs for Possible School Violence.*”

Jesse: We have been discussing how to recognize signs that alert us to the possibility of future school violence. Among the signs we have: defying or ignoring authority; not being concerned about the feelings or rights of others; feeling that life is unfair; relying on violence or threats to solve problems; and a fascination with weapons.

Sam: We interrupt this program for an emergency broadcast. Our Self-Control News Team is on the scene at “You Buy It Department Store.” Go ahead Michayl.

Michayl: Thanks, Sam. We’re in the music department of the store and Shawn Parker seems to be in an argument with his father. Mr. Parker, may I ask what the problem is?

Mr. Parker: Shawn is requesting the latest CD, but it is not in this month’s budget. He will need to wait.

Shawn: But Dad, they’re hot! The CD is selling out everywhere, there’s only two left! I’ve got to have it before they’re gone.

*Stop Bell sounds and it is time for the class to discuss the situation and come up with a solution. After the discussion, teacher will start the tape again to see what the Self-Control News Team decided.*

Michayl: Shawn, stop and think for a moment, what’s going on here? What’s missing?

Shawn: Self-control?

Michayl: And?

Shawn: Obedience to the person who is responsible for me.

Michayl: Okay, count to ten and think, do you truly think these are the only two CDs that remain in the entire world? *In a low voice, Shawn is slowly counting to ten.* Or maybe they are the last two in stock at this time?

Shawn: *Taking a deep breath,* There will be more CDs available. I just wanted to get one Because all my friends have one.

Unit Four

Michayl: But, it's not something that you need now, is it?

Shawn: No, it can wait. I apologize, Dad.

Mr. Parker: Thank you Shawn, maybe you can do some extra work around the neighborhood and earn the money to get the CD sooner. What do you think? *Shawn answers in agreement as he fades.*

Michayl: Sam, here is another example of how well self-control can work in our lives. Now back to you.



## Scenario Three



Sam: Self-control is stopping to think about what our options are before we act on impulse. It is important to remember what we have been taught and to accept the instruction we are given by parents, teachers....

*We interrupt this program for a special Self-Control report. It seems that young Billy Spencer has found his father's handgun and his little brother is about to enter the room. Michayl, can you fill us in on what's going on?*

*(Billy's voice is heard in the background: Wow, dad left his gun out....)*

Michayl: Sam, we are with Mr. and Mrs. Spencer right now. Mr. Spencer, could you please explain to me what's going on?

Michayl: Let's listen to what Billy has to say, as his little brother enters the room.

*Stop Bell sounds and it is time for the class to discuss the situation and come up with a solution. After the discussion, teacher will start the tape again to see what the Self-Control News Team decided.*

*Back at the Spencer home....*

Billy: Jimmy, go find Dad. Hurry.

Jimmy: Why?

Billy: Remember what Dad has been teaching us about guns? How we should never touch them if we find one?

Jimmy: Yes.

Billy: Well, let's play a game and pretend we found a gun to make sure we do it right, okay?

Jimmy: Okay, I'll go get Daddy. *Jimmy leaves the room and is gone for a couple minutes. Meanwhile....*

Billy: *Thinking out loud:* Dad said if we find a gun, do not touch it, get an adult and let them handle it. He also said to stay calm, but don't leave the gun alone for a younger child to touch. Guns should never be pointed at anyone.

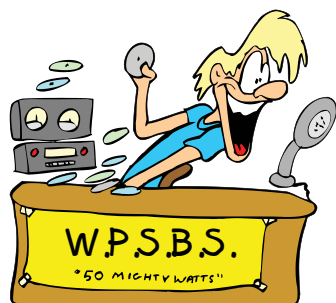
Mr. Spencer: Billy, Jimmy said you found a gun. Where is it?

Michayl: Billy proceeds to tell his father what he did and how he pretended so Jimmy would not get scared. Mr. Spencer says that Billy has learned a great lesson in self-control and has handled the situation very wisely.

Guns cause the accidental deaths of many of our children. We, as parents, need to keep them in a secure place and teach our children what to do and what not to do if they are ever faced with finding a weapon of any type. We now return to our regularly scheduled program, "Concerned Youths."



## Scenario Four



Jesse: Children are curious. It is up to the parents to guide the curiosity. Guns kill. It's that simple. We need to teach our children to **STOP**, if they find a gun and remember: **S**—Send for an adult. **T**—Think about the danger and remember, **O**—Off limits. **P**—Please do not touch a gun.

Sam: We interrupt this newscast for a special report brought by the Self-Control News Team. Michayl, what do you have?

Michayl: We are at the O'Shea's residence. Nancy O'Shea has been asked to help her little sister, Mandy, with her conservation project. Let's take a closer look.

Nancy: *In a hushed but angry voice,* Why do I always have to help Mandy with her stupid projects? Don't they think I have a life?

Mandy: Nancy, can you please open this for me? It's hard.

Nancy: Can't you do it?

Mandy: It's too tight.

Michayl: *Nancy snatches up the paint and opens it. Then she slams it down on the table and splashes paint on the poster. The bottle of paint just spilled all over the poster. It looks ruined.*

Mandy: Mommy, Nancy ruined my poster.

Nancy: Shhh, you're going to get me in trouble.

Mrs. O'Shea: What's going on here?

*Stop Bell sounds and it is time for the class to discuss the situation and come up with a solution. After the discussion, teacher will start the tape again to see what the Self-Control News Team decided.*

Mrs. O'Shea: Nancy, where did all this paint come from? The poster is covered?

Nancy: I...uh.....well....

Mandy: I know, Nancy ....

Mrs. O'Shea: I am asking Nancy, Mandy. Please wait. Nancy?

*Unit Four*

Nancy: I was angry, because I didn't want to help Mandy with the project. I wanted to do something else. I made the mess and ruined her poster. I apologize.

Mrs. O'Shea: You could have lied to try to stay out of trouble, but you didn't. That took a lot of self-control to be honest. If you had something to do, why didn't you just ask me and maybe other arrangements could have been made. Thank you for being honest, but we still have a mess and a poster to finish. What do you suggest?

*Fade to Michayl*

Michayl: Looks like everything is under control. Back to you Sam.

# *The Peaceful Solution*

# *The Peaceful Solution*



## Scenario Five



Sam: Talk Show host Jesse Bingham is once again with us....

Jesse: It takes a great deal of self-control to tell the truth, especially when you know you have done something wrong. Just remember, it is always best to be honest. Now that takes self-control. Right choices require a lot of self-control. Many times the right choice will keep us out of trouble, but what if we make the wrong choice? What could occur? Michayl, can you help us with this one?

Michayl: I sure can, Jesse. We are at the Davis' place. Mr. Davis appreciates his privacy and does not want any trespassing for any reason whatsoever on his property. David and Kyle are on their way to school and will be late unless they can take a shortcut. The only shortcut is through the Davis' yard which is clearly marked, "KEEP OUT - PRIVATE PROPERTY - TRESPASSERS WILL BE ARRESTED." Let's watch what the boys will do.

David: Come on Kyle, we'll be late if we go around. We have to cut through.

Kyle: It says Keep Out, David. I don't want to get arrested.

David: Those signs are just to scare people. They won't do anything; we're just a couple of boys. That's for adults. Now, come on. *David opened the metal gate that needed oil desperately.*

Kyle: David, you're going to get into trouble; he's looking outside. Run!

David: I can't. My pants are caught on the gate!

Mr. Davis: What are you boys doing, trespassing? Can't you boys read? Come with me. The police will be here in a minute.

*Stop Bell sounds and it is time for the class to discuss the situation and come up with a solution. After the discussion, teacher will start the tape again to see what the Self-Control News Team decided.*

*The police arrived and are talking to the boys.*

Officer 1: Do you realize you are guilty of trespassing and have broken the law?

David: We were late for school. We wanted to take a shortcut. We weren't going to touch anything.

Unit Four

Kyle: We should have gone around. We're really late now.

Officer 2: Look, when there are signs posted, you have to respect the choices of the owner of the property. You have to decide to obey the signs and not use the person's property, even if it's a shortcut. It wasn't so short this time was it?

Both: No sir.

Officer 1: If Mr. Davis wants to press charges, you both will have to come to the station with me. Your parents will have to come for you. You will have to go before the judge, and he will decide your punishment. This is all because you made a wrong choice. What would have been the right choice?

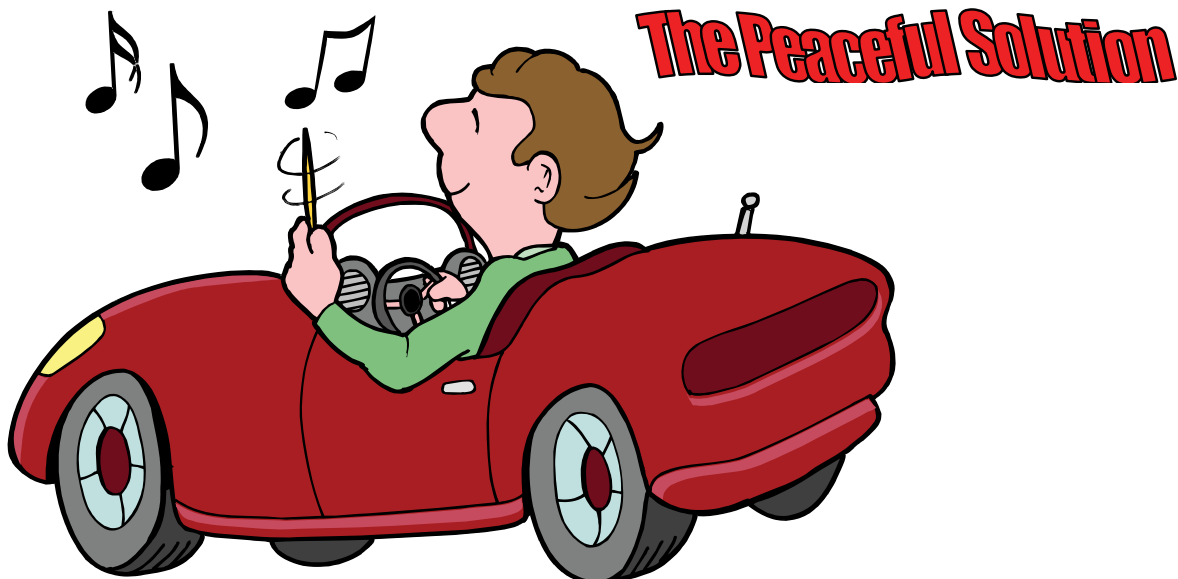
David: The right choice would be to respect another person's property and go around. It will not occur again.

Kyle: I apologize too, Mr. Davis. We should not have trespassed.

Michayl: It seems that the boys have learned a valuable lesson today. When a person does not use self-control, it can make a situation worse. The best thing is to stop and think about what your options are, and then proceed with the right choice. Now back to our regularly scheduled program.

*Play P.S. Rap song... "Pass It On" and then fade out with:*

Sam: And that concludes another day with the Peaceful Solution Broadcasting Station and the Self-Control News Team. Remember to always be watching for ways to use self-control in your lives.

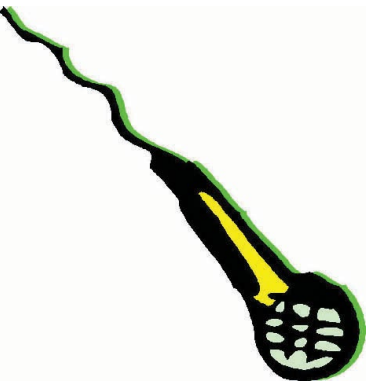
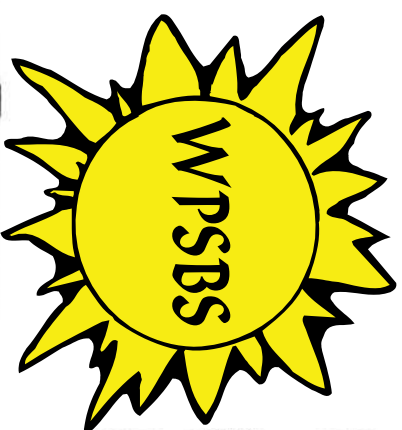


# Merit Of Excellence

Peaceful Solution News Broadcasting Awards

has earned the merit awards of excellence as  
an apprentice of the Self-Control News Team.

Join the  
winning  
team.





# UNIT FIVE

## **Do Not Steal** **Note To The Teacher**

**T**his unit should develop within students a deeper understanding of what stealing is and show them different forms of stealing which normally go unnoticed. They will also see the consequences of stealing and the widespread effects it has on themselves and others. At the end of this unit, our goal would have been achieved as students demonstrate the behavior of determining to choose not to steal and to encourage others by their examples. By so doing, students would have created and laid a strong moral foundation for their character that would assist in making life more peaceful for all creation.

*Choosing to teach and live true peace is  
the only hope for our grandchildren and  
great-grandchildren.*

*~ The Peaceful Solution*



# Lesson One

## Stealing and It's Effects

### PURPOSE/OBJECTIVE

Students will learn what stealing is and identify some of its harmful effects.

### MATERIALS

- Teacher's Manual Audio Lessons
- Cassette player
- Students' workbooks

### PROCEDURE

1. Tell students they have covered four units entitled **Ownership, Respect, Ask and Self-control**. In the previous lessons, they learned how to recognize ownership, how to respect the belongings of others, and the importance of asking permission. They also learned how to apply self-control in order to make right choices. By applying and implementing the previous concepts learned, they have already begun learning how to avoid stealing.
2. Write the words **Do Not Steal** on the board. Tell students that they are going to learn why stealing is wrong and that it brings harmful effects. Tell students that to **steal** means *to take anything that does not belong to you without permission*. Explain that we tend to think that only belongings can be stolen, but we will learn that even privacy, safety and authority can be stolen as well.
3. Ask students, "Has anyone ever stolen anything from you? How did it make you feel?" (*Answers may include: sad, hurt, and even angry, because you no longer have your belonging to use. You also probably felt deprived of something you needed and no longer had the use of it.*)
4. Ask students how they think a person may feel after they have stolen. (*Answers may include: guilty or fearful.*) Explain to students that stealing has a negative effect on both the person who is stolen from and the one who steals. Help students to see that a person who steals is not trusted,

may be feared, or in many cases, is disliked by other people. Emphasize that stealing is wrong.

5. Tell students that stealing also has harmful effects on our society. Explain that because not everyone has learned that stealing is wrong, we are all fearful of being robbed and therefore try to protect ourselves and our belongings by locking our doors and buying burglar alarm systems. Stores have security guards and sensor detectors that monitor if someone is trying to steal clothing or other items. When people steal from stores, or shoplift, it causes the prices to rise and the consumers pay for it. Ask students for other examples of things they see or hear of because people steal. (*Answers may include: vandalism of property such as community centers, public parks, or library books, which steal the value of these items; or even kidnapping of young children, which is stealing them from their parents.*)

6. Ask students if there are any benefits to stealing. Guide students to understand that there are no benefits to obtaining an item by stealing. Explain that any item that is obtained dishonestly will never rightfully belong to the one who stole it. Stress that an item can only belong to someone if it is obtained in an honest way. Tell them that if they find an item, it does not belong to them. It is still someone else's belonging. Review with students some of the honest ways an item can be obtained, which are by gifts, buying, inheriting and earning.

**7. Activity #1—Poem: True Treasures:**

a. Listen to the poem, “True Treasure,” from the *Teacher’s Manual Audio Lessons*. Have students follow along on **pages 136** in their workbooks (**page 242** in the *Teacher’s Manual*).

b. Have students answer and discuss the questions on **page 137** in their workbooks (**page 243** in their *Teacher’s Manual*).

Tell students that everyone can choose not to steal if they practice self-control, but not practicing self-control and choosing to steal leads to consequences. For example, those who steal will have the reputation of being a thief, they will not be trusted, and if stealing becomes a habit, they can be severely punished by being removed from their homes to a detention center, and eventually to prison. Stress that the consequences of stealing can affect someone throughout their life.

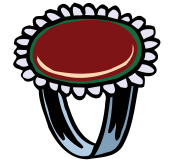
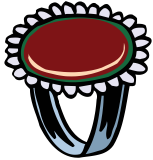
8. **Activity #2—Effects On Others:** Have students turn to **page 138** in their workbooks (**page 244** in the *Teacher's Manual*) and complete the activity. Read the scenarios. Discuss the possible harmful effects of stealing, then have students write the answers in the space provided.
  
9. Ask students how would the world be different if no one stole. (*Possible answers can include: no locks on doors, no need for keys, burglar alarms or security guards. People would be more trusting, and less fearful.*) Emphasize to students that if everyone practiced self-control and learned not to steal, the benefits would be seen worldwide.
  
10. Conclude the lesson by encouraging students to choose not to steal, which will encourage others by their example, and to always be honest. Also encourage them to tell others about the lessons they have learned from *The Peaceful Solution Character Education Program*, that help them to develop true morals.

# Lesson One

## Stealing And It's Effects

### Activity #1

#### Poem: True Treasures



Every day, Mrs. Betsy gives a prize away.  
With a perfect score, your choice was sure.  
Chocolate candy, and plastic rings, a treasure chest and a frog on springs.  
Martha studied hard for the test, but never scored high like the rest.  
Nine times eleven and eleven times nine she missed every time.  
One reward she loved the best was a miniature treasure chest.

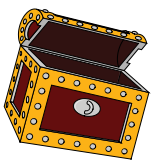


Off to recess the class went. Mrs. Betsy left her fifty cents.  
Mrs. Betsy sent Martha with the key and off she went to see.  
Not on the desk or in the drawer, then she found it on the floor.  
Looking around Martha saw the prize and looked at it with longing eyes.  
Although she longed for it so much, the prize she chose not to touch.

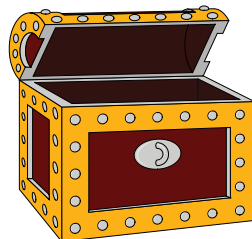


Mrs. Betsy trusted her here and Martha kept that trust dear.  
With the money she did return and from Mrs. Betsy she did learn.  
Nine times eleven and eleven times nine equals ninety-nine, every time.

At the next test she did her best.  
A perfect score is what she earned from the poem that she had learned.  
"Nine times eleven and eleven times nine equals ninety-nine, every time."



There was Martha with the rest, for she had perfected her test.  
Chocolate candy, and plastic rings, a treasure chest and a frog on springs.  
Martha chose the reward she loved best. It was the miniature treasure chest.  
The final lesson Martha learned was to have a treasure chest she earned.



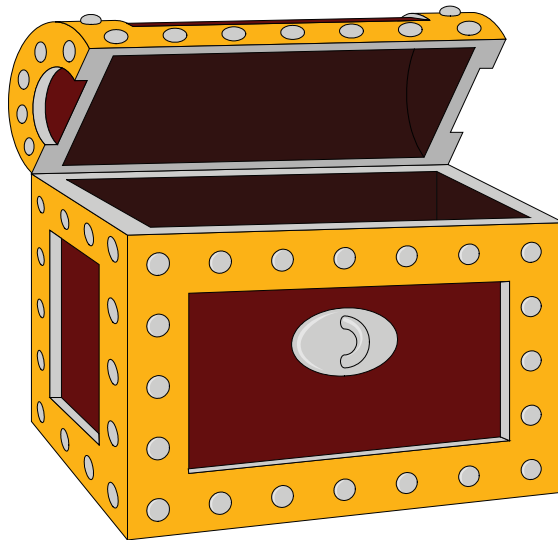
# Lesson One

## Stealing And It's Effects

### Activity #1

### True Treasures Answer Key

1. What prize did Martha want most of all? (*treasure chest*)
2. How did Martha obtain the treasure chest? (*She earned it.*)
3. Why did Martha choose not to steal? (*She knew that stealing is wrong and she did not want to lose her teacher's trust.*)
4. Did Martha use self-control? (*Yes, she stopped to think about the consequences stealing would bring.*)



# Lesson One

## Stealing And It's Effects

### Activity #2

### Effects On Others Answer Key

*Read the following scenarios. Discuss the possible harmful effects of stealing, then write the answers in the space provided.*

1. I found a beautiful necklace. Should I have taken it home to give it to my mother as a gift? *(No, something that is not rightfully owned cannot be given away. Giving someone stolen property means that you have involved them in your dishonest action.)*

2. My best friend, Elizabeth, stole some candy from the store. What are some of the negative effects of shoplifting? *(Shoplifting causes everyone to pay more. The merchants have to charge more to make up the extra cost for what has been stolen.)*

3. Mother's purse was stolen. All her money and credit cards were in it. How would this affect my mother? *(Mother would be deprived of her money. She would not be able to buy the things she needs. She could be afraid, upset and angry.)*

4. My Father's car was stolen. How would this theft affect my family? *(Your father and other family members will not have transportation. This will effect getting to work, school, shopping and other places.)*

# Lesson Two

## Stealing Creates Conflict

### PURPOSE/OBJECTIVE

Students will learn that stealing causes internal and external conflicts.

### MATERIALS

- Scissors
- Glue
- Markers, paint or crayons
- Construction paper
- Students' workbook

### PROCEDURE

1. Review the previous lesson with the students by asking the following questions:
  - a. What is stealing? (*Taking anything that does not belong to you without permission.*)
  - b. Does a stolen item ever belong to the one who stole it? (*No*)
  - c. What are some harmful effects of stealing. (*Feelings of guilt and fear, rising costs, loss of trust, punishment, bad reputation*)
2. Tell students that in the previous units they learned about some of the ways that conflicts can occur. For example, by taking more than your fair share, by disobedience to authority, by not using self-control and by not showing respect to others. Explain to students that stealing is another way that conflicts arise. Today, they will learn that stealing causes conflicts both externally and internally. In other words, stealing causes problems for others and also within the mind of the one who stole.
3. Remind students that in the previous lesson they learned of the harmful effects that stealing brings. In this lesson, students will learn how stealing causes conflict. For example, if someone's car, money or other possessions are stolen, it causes a conflict. A **conflict** is a *disagreement or an argument*.
4. Ask students how many of them have friends. Ask them what are some fun things friends do? Tell students that friends trust and care for

each other. Explain to students that if they choose to steal from a friend, they can cause an external conflict between the two of them. Explain that an external conflict is a conflict that occurs between two or more people.

5. Ask students, “How can stealing cause conflict between friends?” Allow as many answers as time permits. Tell students that taking someone’s belonging without permission deprives them of the opportunity to use and enjoy their possessions and to make choices about what they own. For example, your best friend admires the new ring your parents gave you, which is sitting on your night stand. When she leaves, you notice the ring is missing.

Ask students how would that make them feel. Stress to students that when our belongings are taken without permission it causes hurt feelings, anger, distrust, sadness, even hostility. If self-control is not practiced at this point, the feelings of anger and distrust can lead into an argument. Stress to students that these are all external conflicts.

6. Tell students that stealing also causes internal conflict to the one who steals. Explain that an internal conflict is a problem that arises within the mind of the individual when they want to do something they know is wrong.

7. Explain to students that when a person makes the choice to steal, then there is additional internal conflict. That person may feel guilty because the choice to steal resulted in depriving someone of their possession.

8. **Activity # 1—Poem: True Treasures:** Have students revisit the poem, “*True Treasures*,” found on **page 136** in their workbooks (**page 242** of the *Teacher’s Manual*.) For variety, assign one or two lines per student to be read out loud, then discuss with students the following questions.

- a. What external conflict would have occurred if Martha had taken the treasure chest? (*The teacher would have been upset.*)
- b. What internal conflict did Martha experience because she wanted the treasure chest? (*She wanted to take the treasure, yet knew that if she did, she’d lose the teacher’s trust.*)
- c. How would Martha have felt if she had stolen the treasure chest? (*Guilty*)

Stress that making the choice to steal leads to internal conflicts, which results in feelings of guilt and shame.

9. **Activity # 2—What Do You Prefer?**

a. Have students choose the appropriate sentences found on **page 139-140** of their workbooks (**page 248-249** in the *Teacher's Manual*) and write them below each picture to show what it is about. Allow them to color the pictures.

10. Conclude the lesson by telling students that teaching everyone in the world *The Peaceful Solution Character Education Program* is like putting a puzzle together. When this Program is taught to all the world, we will have a beautiful picture of peace, joy and prosperity.

# Lesson Two

## Stealing Creates Conflict

### Activity #2

### What Do You Prefer? Answer Key

*Choose the appropriate sentence for your picture.*

Stealing causes conflicts between friends:

If I do not steal, I will be joyous and in harmony with my friends.

Stealing causes conflict between friends:

If I steal, I will not be joyous, and I will cause hurt, sadness and anger.



*If I do not steal, I will be joyous and in harmony with my friends.*

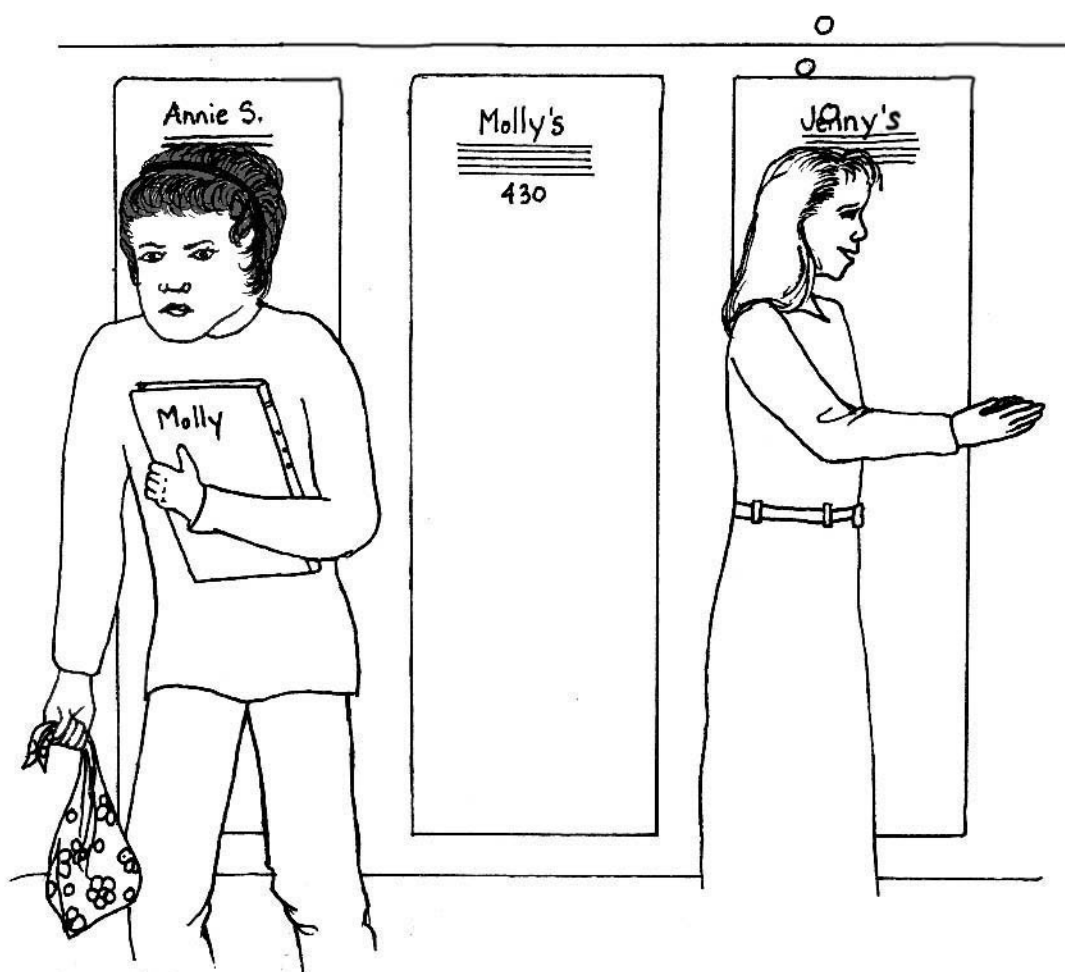
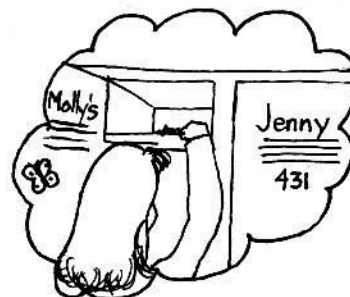
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Stealing causes conflicts between friends:

If I do not steal, I will be joyous and in harmony with my friends.

Stealing causes conflict between friends:

If I steal, I will not be joyous, and I will cause hurt, sadness and anger.



*If I steal, I will not be joyous, and I will cause hurt, sadness and anger.*

# Lesson Two

## Stealing Creates Conflict

### Additional Activities

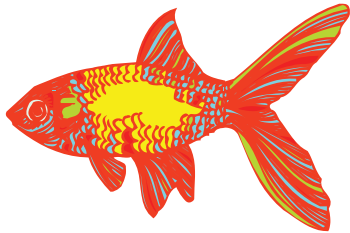
1. Have students do the word search puzzle found on **page 141** in their workbooks (**page 251** in the *Teacher's Manual*). Allow them to discuss the meanings of the words and use them in sentences of their own.
2. Ask students to listen to news reports or bring in news articles in order to identify cases of theft. Have them explain what occurred and the conflicts they created.

# Lesson Two

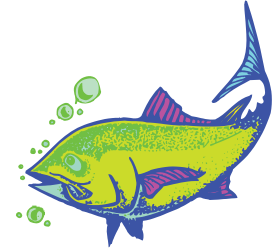
## Stealing Creates Conflict

### Additional Activity

### Word Search Answer Key



Find the hidden words in the word puzzle



|   |   |   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|---|---|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| g | y | q | c        | e        | z        | c        | f        | <b>t</b> | <b>r</b> | <b>u</b> | <b>s</b> | <b>t</b> | j        | <b>h</b> | u        | h        | w        |
| m | r | d | a        | h        | <b>c</b> | n        | l        | j        | j        | e        | <b>m</b> | y        | w        | <b>u</b> | b        | w        | r        |
| r | v | m | a        | e        | <b>o</b> | q        | w        | <b>i</b> | q        | q        | <b>i</b> | i        | t        | <b>r</b> | i        | y        | z        |
| b | m | l | f        | q        | <b>n</b> | p        | r        | <b>n</b> | x        | r        | <b>n</b> | n        | g        | <b>t</b> | g        | m        | <b>f</b> |
| f | m | z | j        | <b>g</b> | <b>f</b> | s        | n        | <b>t</b> | x        | z        | <b>d</b> | p        | t        | o        | h        | s        | <b>r</b> |
| o | y | z | t        | <b>u</b> | <b>l</b> | o        | d        | <b>e</b> | d        | m        | u        | k        | c        | k        | u        | n        | <b>i</b> |
| t | k | s | e        | <b>i</b> | <b>i</b> | f        | k        | <b>r</b> | x        | g        | w        | z        | h        | d        | e        | n        | <b>e</b> |
| g | i | s | e        | <b>l</b> | <b>c</b> | d        | x        | <b>n</b> | z        | l        | u        | c        | v        | u        | z        | <b>l</b> | <b>n</b> |
| x | g | p | j        | <b>t</b> | <b>t</b> | o        | z        | <b>a</b> | r        | g        | a        | i        | a        | y        | i        | <b>o</b> | <b>d</b> |
| z | w | m | f        | <b>y</b> | t        | z        | o        | <b>l</b> | k        | e        | <b>s</b> | <b>h</b> | <b>a</b> | <b>m</b> | <b>e</b> | <b>v</b> | <b>i</b> |
| y | j | u | <b>e</b> | <b>x</b> | <b>t</b> | <b>e</b> | <b>r</b> | <b>n</b> | <b>a</b> | <b>l</b> | e        | p        | l        | i        | h        | <b>e</b> | <b>f</b> |
| b | f | q | d        | e        | n        | c        | d        | j        | k        | h        | e        | n        | n        | j        | u        | l        | w        |
| m | h | s | <b>s</b> | <b>a</b> | <b>d</b> | b        | r        | p        | r        | q        | c        | x        | k        | y        | e        | d        | m        |
| m | n | r | <b>s</b> | <b>t</b> | <b>e</b> | <b>a</b> | <b>l</b> | x        | h        | k        | r        | w        | g        | j        | p        | v        | j        |

|          |          |      |       |
|----------|----------|------|-------|
| conflict | guilty   | love | shame |
| external | hurt     | mind | steal |
| friend   | internal | sad  | trust |



# Lesson Three

## Know Your Boundaries

### PURPOSE/OBJECTIVE

Students will learn that authority can be stolen when they ignore the rules and boundaries set for them, and when they assume authority by instructing someone they are not responsible for.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, "Stealing Causes Conflict," by asking students the following questions:
  - a. What is conflict? (*A disagreement or argument*)
  - b. How does stealing cause conflict? (*Stealing can cause conflict because when we take another's belongings, they become upset, hurt and angry. Conflict in the mind of the individual who has stolen also occurs. They may feel guilty and fearful of being caught.*)
2. Explain to students that they will learn how they can avoid stealing authority. If they ignore the rules and boundaries set by an authority figure or assume responsibility by instructing those who they have not been given charge over, they are stealing. Tell students that **rules** are *guidelines that tell us what we can and cannot do*. **Boundaries** are *fixed limits that tell us how far we can go*. For example, the rule is: you can only play in the yard. The boundary is you cannot pass the front gate.
3. Explain to students that those who are in authority set rules and give them boundaries for their well-being and safety. When they make decisions contrary to or in opposition to the rules and boundaries set for them, then they steal authority. For example, Judy's mom told her that she was not to go to the mall, but Judy went anyway. Judy stole her mom's authority. Remind students that to **steal** means *to take what does not belong to them or has not been given to them*.

4. Explain to students that authority can also be stolen if they take charge of something or someone they have not been given responsibility for. We must always make sure that we have the right to instruct someone before we assume authority. Ask students if they have ever been given authority to be in charge of something or someone, where rules and boundaries were set for them. (*Answers will vary, but may include: looking after a younger sibling, taking care of a pet, being the class monitor.*) Guide class discussion by asking the following questions:

- a. Did those who you were responsible for follow the rules?
- b. Did you have to make sure that rules and boundaries already set were followed?
- c. Could you ask them to do something different from the instructions that were given you? (*For example: If your mom leaves you in charge of your younger brother and instructs him to stay away from the pool without her supervision, and you tell him he can go into the pool because you are watching him, then you have stolen authority from your mom.*)
- d. Ask students what could have occurred to the younger brother? (*He could have gotten hurt or could have drowned.*)
- e. If someone stole your authority, how would that make you feel? (*Answers may vary, but could include: frustrated, upset, disappointed, even angry. You may feel like giving up and no longer desire to be responsible for that person/thing.*)

This is why it is very important to not cross the boundaries and limits set by the authority.

5. **Activity #1**—Read the scenario and discuss the answers to the questions with the class.

Mrs. Harris told her class to continue working quietly while she spoke to the principal in the hall. As soon as she left, LeAnn and Jo-Beth started talking. Kevin turned around and instructed them to be quiet. The girls told him to mind his own business. Kevin stood up and said, “You are supposed to be quiet! I’m going to tell Mrs. Harris.”

- a. What did Mrs. Harris give each student authority to do? (*Continue to work quietly*)
- b. Who gave Kevin the authority to instruct LeAnn and Jo-Beth? (*No one*)
- c. Did Kevin have authority to instruct the girls? (*No*)
- d. Did Kevin steal Mrs. Harris’ authority? (*Yes*)
- e. What could Kevin have done? (*Kevin could have waited quietly for Mrs. Harris and then reported it to her.*)

6. **Activity#2**—Have students rewrite the scenario to show that authority was stolen. Remind students that stealing authority may cause those who are responsible for them to feel frustrated, upset or angry. In addition, stealing authority by ignoring rules and boundaries, or by assuming authority, can cause harm to themselves or others.

7. **Activity #3—Narrative: Ruby’s Risky Plan:** Read the narrative found on **pages 142-145** of the *Student’s Workbook* (**pages 256-259** of the *Teachers Manual*.) Have students answer the questions that follow the narrative.

8. Conclude the lesson by reminding students that they can avoid stealing and conflict by obeying the rules and staying within the boundaries that have been set by an authority. Tell students that the only way to avoid stealing authority is to ask permission from those who are in charge of them.

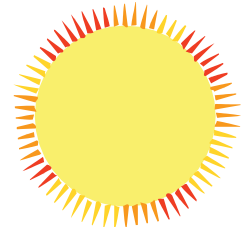


## Lesson Three

# Know Your Boundaries

### Activity #3

#### Narrative: Ruby's Risky Plan

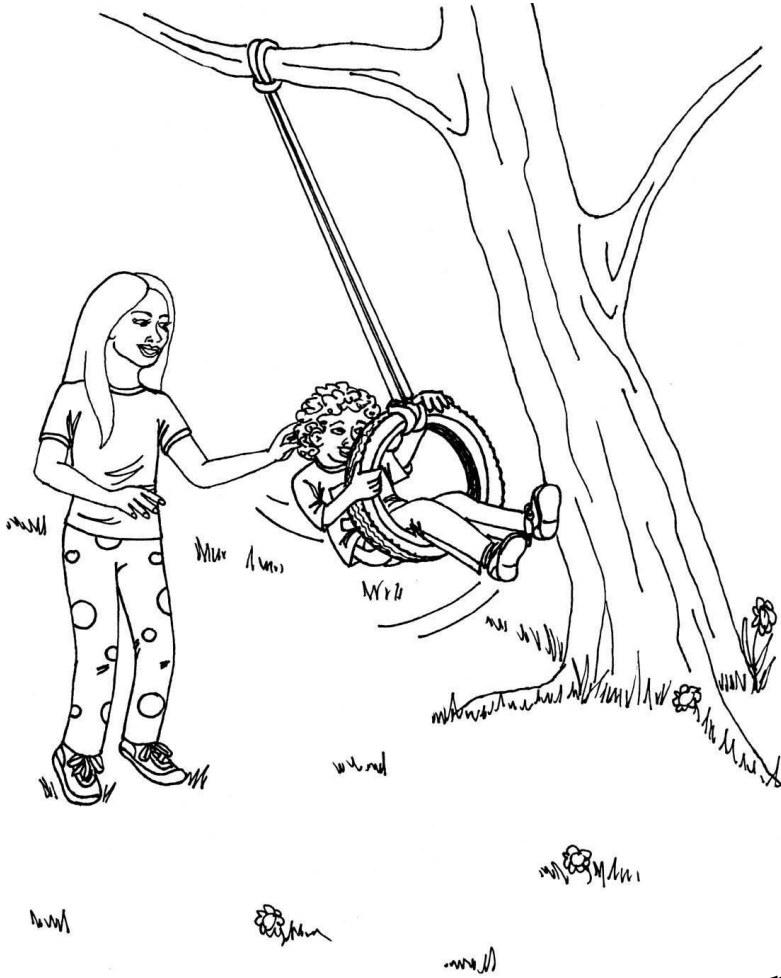


Ruby and Ralph awoke early one morning to the delightful sound of baby birds chirping outside their window. Ruby and Ralph were both so glad to see the sun this bright day. The rain had fallen all last week and the dark clouds had forced Ruby and her younger brother, Ralph, to stay inside. Ruby ran down the hallway to her parent's bedroom. Ralph followed close behind her. Ruby stood at her mother's doorway as Ralph stuck his head under her elbow to hear the conversation.

"Mother, may we please go outside to play?" asked Ruby. Ralph begged with excitement, "Yes mommy, please, please let us go outside!"

"Alright," said their mother with a smile, "but first, I have some instructions for Ruby." Mom explained to Ruby that she was to be in charge of Ralph and that she was to watch over him and be responsible for him. Ruby was to make sure her younger brother was safe at all times. Mother told Ruby that she was not supposed to go past the oak tree in their front yard. She was also told to make sure that Ralph stayed





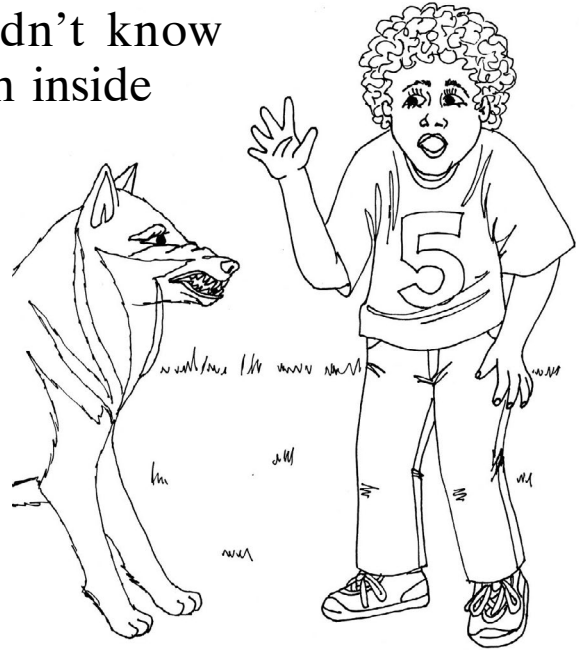
within the same boundaries because the neighbor's dog had a reputation for biting children. Ralph and Ruby's mother wanted them to be safe, so she warned them of the danger and set a boundary for them. Ruby and Ralph promised to obey their mother. Ruby also promised to look after Ralph so that he would remain safe.

Ruby and Ralph played awhile in the backyard. They played hide-and-see, and Ruby pushed Ralph on the tire swing. The sun felt warm on their faces, and the fresh air was pleasant to them. After they had explored the backyard, Ruby decided to go out front where the big oak tree stood. Ruby saw some flowers across the street and wanted to go look at them.

Ruby decided to give Ralph permission to go along with her beyond the oak tree, since she was in charge of him for the day. Ruby walked past the oak tree and called for Ralph to follow her. Ruby safely crossed the street, but the path for little Ralph was not quite safe. Ralph cried out for Ruby just as the neighbor's dog jumped on him and knocked him to the ground. The dog's owner came to the rescue and pried the dog off Ralph. Ralph

was terrified! He had been knocked down and bitten by the dog.

Ruby felt terrible and didn't know what to do to help him. She ran inside and cried out for their mother. Ruby told her mother what had occurred. Ralph's arm was badly injured. He had to be taken to the hospital, so the doctor could bandage his wound. While sitting in the waiting room, Ruby realized the seriousness of what she had done. Because she had stolen



her mother's authority, by giving Ralph instructions contrary to what she was told, Ralph was harmed. Ruby did not have the right to tell Ralph to walk beyond the boundaries set for them. She asked her mother to forgive her for disobeying and for taking authority that was not her own. Ruby also apologized to Ralph and promised to more diligently follow the rules and be more careful when watching him.



That day, Ruby learned to never take authority that does not belong to her and to completely follow instructions.

## **Ruby's Risky Plan Answers To The Questions**

*Answer the following questions.*

1. Who was Ruby and Ralph's authority? *(Their mother)*
2. What was Ruby given the authority to do? *(To be in charge of her younger brother)*
3. What were the rules and boundaries set for Ruby? *(She was not supposed to pass the oak tree in the front yard and was supposed to keep her brother within the same limits.)*
4. How did Ruby steal authority that was not hers? *(She gave Ralph permission to go beyond the oak tree.)*
5. What was the result of Ruby's choice? *(Ralph was attacked by the neighbor's dog and got hurt.)*
6. How could she have avoided stealing authority? *(By obeying her mother and staying within the limits)*
7. What should Ralph have done? *(He should not have followed Ruby in her wrong decision.)*
8. How do you think Ruby felt about what occurred? Give reasons for your answer. *(Answer may include: guilty because she disobeyed her mother; or hurt because she knew her mother was disappointed in her.)*



# Lesson Four

## Violence Steals Safety

### PURPOSE/OBJECTIVE

Students will learn that violence steals other people's right of safety.

### MATERIALS

- Crayons or markers
- Safety scissors
- Students' workbooks

### PROCEDURE

1. Review with students the previous lesson, "Know Your Boundaries." Remind students that those in authority give rules for their protection and safety. Ask students the following questions:
  - a. What does it mean to steal? (*To take what does not belong to you, or what has not been given to you.*)
  - b. How can authority be stolen? (*Authority can be stolen when we disobey the rules and go beyond the boundaries that are set for us, and when we assume authority by instructing someone we have not been given charge of.*)
2. Explain to students that in today's lesson, safety will be explored on a wider scale. Tell students that everyone has the right to be safe. Remind students that **safe** means *free from harm and danger*. Tell students that today they will learn that violent and aggressive behaviors steal the rights of others to be safe.
3. Ask students if they would be willing to give up their right to be safe. Emphasize to students that everyone deserves the right to be free from harm and to have a healthy and productive life. Violence can take away that right.
4. Explain that violent and aggressive behavior is a result of a lack of self-control, in which someone threatens or causes physical harm to others. Remind students that in the unit on Self-Control, they learned

about the importance of controlling their emotions. Emphasize that not controlling their emotions can lead to violent and aggressive behavior.

5. Guide class discussion by asking the following questions:
  - a. What are some examples of violent behavior? (*Threatening to hurt others, bullying, fighting, pushing, shoving, murdering, raping, using a weapon to force someone to do something against their will and shooting.*)
  - b. Where do we see examples of violent acts? (*TV, sports, movies, and video games*)

6. **Activity #1—Families Of World Trade Center’s Missing Search For Answers:** Have students turn to **page 146** in their workbooks (**page 263** in the *Teacher’s Manual*) and read the article “Families of World Trade Center’s Missing Search For Answers.” Discuss with students how the rights of others to be safe was stolen and how violence and aggression affect everyone.

7. Emphasize that not only does violence affect those who are harmed, but it affects many others. Ask students, “Other than the individual, who is harmed?” (*Answers will vary, but may include: families, friends, young and old alike, and entire communities.*) For example, in the destruction of the World Trade Centers over 5,000 people were killed. These people had families, friends, and co-workers, who now feel sad and angry because they have lost someone close to them. They may also be fearful because they do not know if more violence will occur.

8. Explain to students that they must practice self-control to avoid violent and aggressive behavior. If everyone avoided stealing the rights of others to be safe, the world would be a safer place. Stress to students that through the examples of their nonviolent behavior and sharing what they have learned from *The Peaceful Solution Character Education Program* with others, they can begin to make a difference.

9. **Activity #2—Anti-Violence Poster:** Have students turn to **page 147** in their workbooks (**page 264** in the *Teacher’s Manual*) and color, design and cut out their anti violence-poster.

10. Conclude the lesson by encouraging students to refrain from violent behavior in order to avoid stealing the rights of others to be safe. They should also be an example and ready to explain the need for everyone, throughout the whole world to be taught *The Peaceful Solution Character Education Program*.

# Lesson Four

## Violence Steals Safety

### Activity #1

## Families of World Trade Center's Missing Search for Answers

*Posted on Tues. 18 Sep 2001 22:23:32 GMT*

Jeanine Nardone will not give up until she finds her big brother, Mario. Every day, she turns her baseball cap so the visor is in the back and hangs a photo of Mario from it. She returns daily to the Family Assistance Center, where family members come to file missing person reports and review the list of missing and dead.

Each time she waits in line to scour the list—even though it has not changed since being posted the day after the World Trade Center collapsed, killing potentially more than 5,000 people... She wants to get the word out in case someone has seen him alive.

She also hands out “missing” flyers with photos of Mario. Although the photos are fuzzy, you can tell he has a nice wide smile with white teeth and kind brown eyes. The carefully typed words on the flyer read: “Mario Nardone, Last seen on the 84th floor at 9 am in 2 WTC. Any information would be greatly appreciated. Please call.”

As she rushes from place to place—unable to stay still since the tragedy—Jeanine is followed by a squadron of family members. It's hard to believe from observing her nervous energy, but her husband Dominique says that she is actually

beginning to show signs of wearing down.

After witnessing the damage of the first tower from his office building two doors away, Dominique immediately called his brother-in-law. Mario told Dominique that the plane had hit the other tower. Dominique was the last one to hear Mario's voice on Tuesday morning.

Dominique called Jeanine and the rest of the family to let them know Mario was all right. Then another plane hit the second tower. When the family tried calling Mario again, there was no answer.

“We know he's alive,” says Jeanine. “He's a survivor, and we're not going to give up on him because he wouldn't give up on us.”

Although only five people have been pulled alive from the rubble, Jeanine is among thousands of family members still hoping against all odds that their loved ones somehow survived the collapse of the World Trade Center.

“People return over and over again to look at the list without finding their loved ones, and they are not willing to give up hope...” says Carol Graham, an American Red Cross disaster mental health volunteer from Rochester, New York.

Graham adds that one family spent an hour looking over the

list which is in alphabetical order. Others may come back two or more times a day. Police officers, firefighters, men, women and children wait in the line leading to the lists.

Thousands of homemade missing person flyers have been taped to the family assistance building, mailboxes, media trucks, business fronts and telephone booths along New York's sidewalks.

“Most people are in the hope stage, because the rescue efforts are still going on,” says Madeline Fernandez, a Red Cross mental health volunteer from New Jersey... In some cases, the children may have lost parents and she talks to aunts, uncles or grandparents who are caring for them. “Children may not be showing any symptoms now, but they may weeks from now,” Fernandez explains.

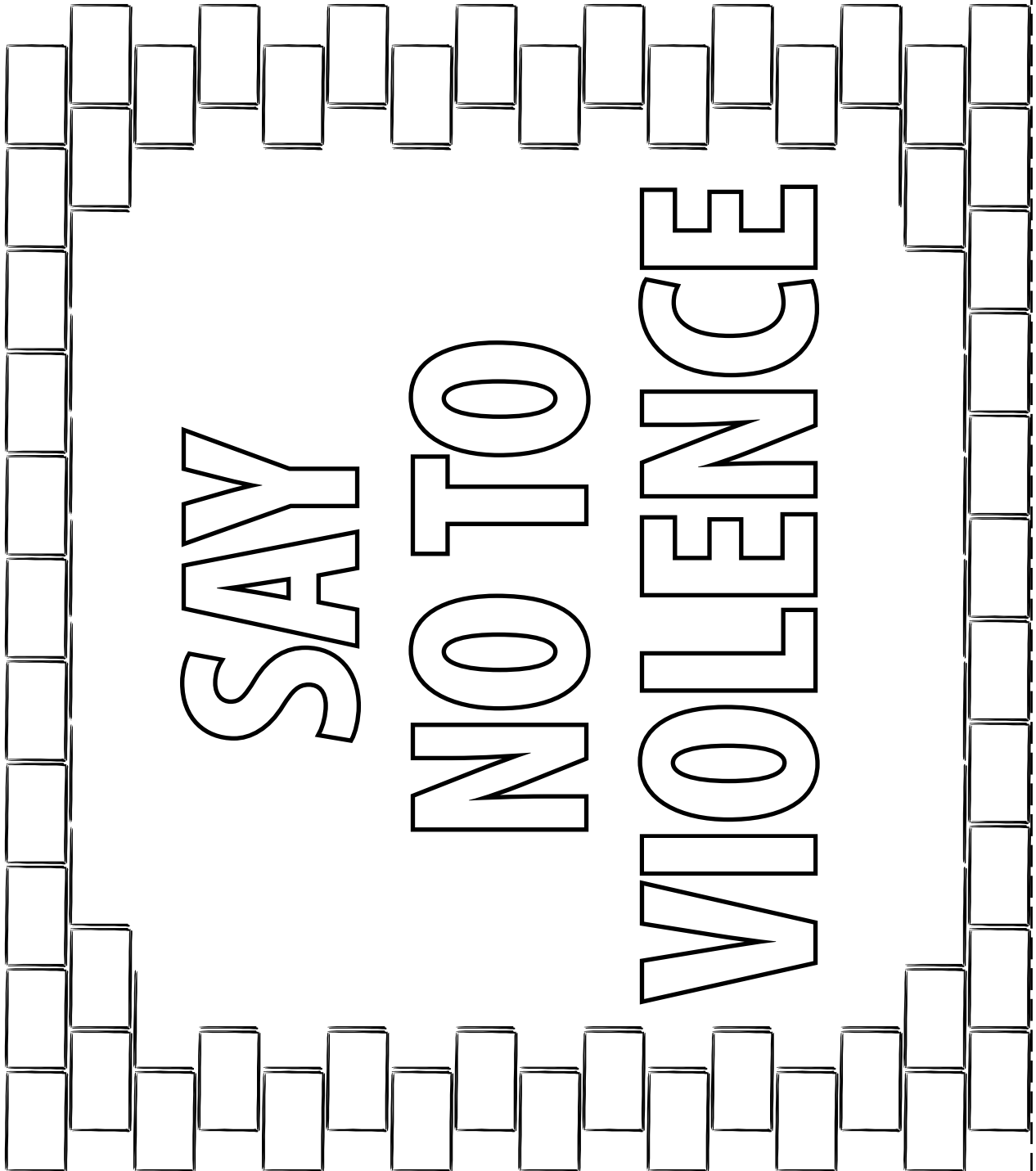
Although they can do nothing to stop the pain, anger and other emotional reactions to the tragedy, counselors feel that they are playing a role in helping victims begin the grieving process.

Red Cross counselors worry most about the psychological recovery of the thousands of people who may never learn the fate of their loved ones.

*Written by Stephanie Kriner, Staff Writer, DisasterRelief.org*

**Lesson Four**  
**Violence Steals Safety**  
**Activity #2**  
**Anti-Violence Poster**

*Color, design and cut out your anti Violence Poster.*



# **Lesson Four**

## **Violence Steals Safety**

### **Additional Activities**

1. Divide the students into groups of three or four and have them create slogans to encourage others to not practice violence in order to avoid stealing safety.
2. Allow students a one week period to find news articles that demonstrate violent and aggressive behaviors that steal the safety of others. Have them be prepared to discuss who were affected and how; and in the appropriate cases how these tragedies could have been prevented.



# Lesson Five

## To Tell Or Not To Tell

### PURPOSE/OBJECTIVE

Students will learn the difference between gossiping and reporting a private conversation which threatens someone's safety or property.

### MATERIALS

- Students' workbook

### PROCEDURE

1. Review the previous lesson on safety by asking the following questions:
  - a. What does it mean to be safe? (*To be free from danger*)
  - b. How does violence steal safety? (*Violence robs us of safety.*)
2. Tell students that they will learn there is a difference between gossiping and reporting a private conversation in which someone's life is threatened, property may be damaged, or theft may occur.
3. Remind students that in unit two, "Respect," they learned that they show respect when they avoid listening to a private conversation, or avoid interrupting others when they are speaking privately. However, there may be times when overhearing a private conversation is unavoidable, for example, in a crowded room. Ask students for other examples when hearing a private conversation may be unavoidable. (*Answers can include: on the school bus, in the lunchroom, or on the playground.*)
4. Stress to students that repeating a private conversation that was overheard, or was told to them, is gossiping. Gossiping is stealing someone's privacy. For example, you overhear Billy tell Josh that his sister is getting married. If you tell anyone that Billy's sister is getting married, you have stolen Billy's right to privacy.
5. Explain to students that if they learn of something where someone could be harmed, property damaged or a theft could occur, they are not gossiping if they report this to the authority. Stress that it is their

responsibility to report the information to an authority figure in order to protect the lives or property of others. For example, you overhear Jenny tell Phyllis that she is going to bring a knife to school to threaten someone who has been picking on her. Emphasize to students that informing an authority figure could keep Jenny from hurting someone. It would alert the teachers that Jenny needed help understanding the Peaceful Solution lessons. Ask students for other examples of situations that should be reported.

**6. Activity # 1—Scenarios:** Tell students that you will read several scenarios. (Students can follow along in their workbooks on page 149.) In each of these scenarios, the person involved repeated information that was either overhead, or was told to him privately. Ask students the questions that follow each scenario.

### Scenarios

a. Beth told Anita that her brother was ill and needed surgery. As soon as Beth left, Anita said to Trina, “I’m not supposed to say anything, but Beth’s brother is ill and needs surgery. Don’t tell anybody.”

1. Did Anita steal Beth’s privacy? (*Yes*)
2. How did she steal Beth’s privacy? (*By gossiping to Trina*)
3. How do you think Beth will feel when she finds out Anita told Trina? (*She will be hurt, angry, disappointed, and not trust Anita.*)

b. Leonard was tying his laces after gym class. He accidentally overheard Michael and Phil say that they didn’t like their gym teacher and were going to vandalize his car. Leonard immediately told his best friend, Shawn, what he had overheard.

1. Did Leonard gossip? (*Yes, he did not tell an authority figure.*)
2. Who should he have told and why? (*He should have told someone in authority who could have dealt with the situation.*)
3. Would Leonard be partially responsible if the teacher’s car is vandalized? (*Yes, because he knew and did not tell an authority figure.*)
4. If Leonard had gone to an authority figure, would this be gossiping? (*No, because an authority figure would have been told and could have prevented the vandalism.*)

c. Linda overheard her father tell her mother that they were having financial problems. The next day at school, Linda told her teacher that her family could not afford to buy anything new.

1. Did Linda gossip? (*Yes*)
  2. How would Linda's parents feel if they knew Linda had repeated their private conversation? (*They would probably be upset and embarrassed.*)
- d. Billy had been picked on for months by a group of older boys. Billy told his friend, Jack, that he was sick of being picked on, and he was going to bring a gun to school to take care of them. Jack told the school's guidance counselor what Billy had said.
1. Did Jack gossip? (*No*)
  2. What do you think could have occurred if Jack did not tell the guidance counselor? (*Billy could have brought a gun to school and someone could have been shot.*)
- e. Sarah told Kelly that she was going to enter the Statewide Spelling Bee. Kelly asked Sarah if she could tell Mary the great news. Sarah told her yes.
1. Did Kelly gossip? (*No*)
  2. Did Kelly have permission to tell Mary? (*Yes, therefore she did not steal Kelly's privacy.*)
- f. Daniel and Malcolm told Morris that they were going to shoplift some CDs from the mall. Morris told them that they shouldn't steal, but Daniel and Malcolm laughed and told him he was acting like a baby. Morris told his teacher what the two boys were going to do. The teacher then called Daniel and Malcolm's parents and informed them that they were going to steal from the mall.
1. Did Morris gossip? (*No*)
  2. What do you think could have occurred to Danny and Malcolm if they were caught shoplifting? (*They could have been prosecuted for shoplifting.*)
7. Stress to students that it is important that they know the difference between gossiping and reporting a conversation in which someone's safety or property is threatened.
8. **Activity # 2— Is it Gossiping?** Have students turn to **pages 150-152** in their workbooks (**pages 271-273** in the *Teacher's Manual*), read the articles about school violence and answer the questions at the end of each article.
9. Conclude the lesson by encouraging students to remember the difference between gossiping and reporting a private conversation for

*Unit Five*

the safety and protection of others, to prevent someone from being hurt, or property from being damaged or stolen. Remind students that they would be just as guilty as the person doing the wrong thing if they did not report the problem.

# Lesson Five

## To Tell Or Not To Tell

### Activity #2

### Is It Gossiping?

*Read article and answer the following questions.*

They saw the warning signs, and ignored them. Now, friends and acquaintances of another youth charged in connection with a school shooting incident will have to live with their inaction.

Firearms rights leaders across the nation have uniformly noted that the March 5 tragedy in Santee, California, a San Diego suburb, might have been averted, had those who were tipped by 15-year-old accused killer Charles Andrew Williams notified authorities.

Using a .22-caliber, eight-shot revolver belonging to his father, Williams allegedly shot and killed students Randy Gordon, 17, and Bryan Zuckor, 14. He wounded 13 others, (11 other students, a security guard and a student teacher) before surrendering to police.

Noted Alan Gottlieb, chairman of the Citizens Committee for the Right To Keep and Bear Arms:

“Friends or family members who had prior knowledge, or even a suspicion that this might happen, that a crime might be imminent, should be haunted by their failure to act.”

Added Bill Powers, a spokesman for the National Rifle Association, “I think this... sort of tragedy, which apparently could have been prevented like some of the other tragedies we’ve seen, goes far deeper than something that can be addressed by some sort of political (response). It becomes particularly disturbing when-after the fact-we find people talking about the warning signs.”

Within hours of the Santana High School shooting, two of the accused gunman’s classmates and one adult were telling reporters that Williams had been talking about shooting up the school for at least two days prior to the incident.

But Gottlieb suggested that the Santee incident is “just more evidence” of a pattern that emerges following such tragedies. All too frequently, as in the cases of school gunmen in Moses Lake, WA, Springfield, OR, Littleton, CO, and now the San Diego suburb, the shooters are subsequently described by peers as having been “outsiders” and subjected to hazing and other forms of ridicule or ostracism by their classmates. And, when the shooters have provided ample warnings of their impending acts, either nobody paid attention, or the authorities did little or nothing as a result.

Columbine High School gunmen Dylan Klebold and Kevin Harris were directly linked to a violent video production that detailed their fantasy about shooting “jocks” at the school. They had posted messages of hate and violence on the Internet, using a site directed at school athletes and others, and Harris even had previous problems with police.

Springfield gunman Kip Kinkel, who had been under the care of a mental health professional and prescribed psychotropic drugs, had been arrested for having a gun at school the day before he gunned down several classmates. He was released to his father’s custody,

hours before he subsequently killed both of his parents, booby-trapped his house, then returned to the school to unleash a hail of gunfire.

Gottlieb, in a statement released to the media, insisted that harsh punishment of young killers would send a hard message to would-be copycats.

“Imagine going to prison as a youth, being there when your classmates graduate from college, still being there when they become parents, and still being there when their grandchildren are born, and they have long ago forgotten you even exist,” Gottlieb observed. “That’s a powerful message for kids to think about.”

He said making individuals responsible for their heinous crimes, no matter what their age, would serve as a “reality check” for would-be killers.

“How can moms anywhere in America feel safe about sending their children to school unless horribly misguided young criminals are made to suffer the full consequences of their actions, in a way that sends a message to others,” Gottlieb questioned.

“This was no spontaneous act of desperation,” he emphasized. “This is clearly a case of premeditated, calculated, cold-blooded murder. It appears that one individual was responsible, and that lone individual should be held accountable.”

**Warning Signs Ignored Before Santee Shooting**  
by Dave Workman Senior Editor  
[www.gunweek.com/archives/2001/santee0320](http://www.gunweek.com/archives/2001/santee0320)

# Lesson Five

## To Tell Or Not To Tell

### Activity #2

### Is It Gossiping? Answer Key

1. Would the friends, who had prior knowledge of the crime, have been gossiping if they had told an authority figure? (*No*)
2. Who are some of the authority figures they could have told? (*Answers may include: parents, teacher, guidance counselors, and police.*)
3. Are the friends who failed to tell of the crime also responsible for the injuries and death at the school? (*Yes, because the friends knew of plans to commit the crime and failed to tell someone in authority who could help prevent it.*)

# Lesson Five

## To Tell Or Not To Tell

### Activity #2

### Is It Gossiping?

*Read article and answer the following questions.*

## Massacre Avoided

### **Cops: 'Freak Crowd' planned massacre**

*By Jessica Heslan & Franci Richardson*

Nov. 27 - New Bedford-Members of a New Bedford High School "freak crowd" planned to kill "jocks, preps, thugs and faculty" with guns and bombs, because they were sick of

being picked on, according to police reports released yesterday...

...a 16-year-old boy also told the Herald he reported the plot to teachers, a housemaster, and police Oct. 17 after a female student told him she had overheard some teens planning the school massacre.

[www.msnbc.com/local/whdh/m119785](http://www.msnbc.com/local/whdh/m119785)

### Questions And Answers

1. Was the 16-year-old boy who reported the plot to teachers, housemaster, and police gossiping? (*No, because he reported to an authority figure.*)
2. Was the female students who told him of the plot gossiping? (*Yes, because she knew of the potential danger to others and did not report it to an authority figure.*)
3. Would the 16-year-old boy have been responsible if the massacre had occurred? (*No, he reported the plot to proper authorities.*)



# Lesson Six

## Honesty Prevents Stealing

### PURPOSE/OBJECTIVE

Students will learn that being honest will allow them to avoid stealing. Students will also learn not to allow friends to influence their choice to be honest.

### MATERIALS

- Students' workbooks

### PROCEDURE

1. Review the previous lesson, "To Tell or Not To Tell," by asking students the following questions:
  - a. What does gossiping steal? (*Gossiping steals a persons privacy.*)
  - b. Why is it important to tell an authority if you overhear a conversation that threatens someone's safety? (*The person's life could be in danger.*)
2. Explain to students that they will continue to learn about the value of honesty. They will learn that when faced with a situation where their friends are acting dishonestly , they can be courageous and choose to be honest to avoid stealing. Remind students that the word **honest** means *truthful, trustworthy, and fair*. Explain that the word **fair**, in addition to meaning *giving to others what is rightfully theirs, and following the rules*, also means *to not side with anyone who makes wrong choices*. In other words, an honest person will not agree with someone who has made a bad choice just because that person is a friend.
3. Read the following scenario as an example of the previous point. Stan, Bob, and Jimmy are in the same class. They sit next to each other. Stan and Bob are best friends, but Bob doesn't like Jimmy. Stan noticed that Bob stuck his foot out and tripped Jimmy. Jimmy fell to the floor. Jimmy told Mrs. Wright that Bob tripped him but Bob denied it. Mrs. Wright asked Stan if he saw how Jimmy fell.
  - a. What did Bob steal? (*He stole Jimmy's right to be safe.*)
  - b. Was Bob honest when asked if he tripped Jimmy? (*No, he denied it.*)

- c. If Stan is not fair and chooses to lie, what would he be stealing?  
(*He would be helping Bob steal Jimmy's right to be safe.*)
4. Stress to students that taking sides with someone who has stolen is not an honest choice. If Stan chooses to be unfair or dishonest by not telling the truth, he would be guilty of stealing Jimmy's safety along with Bob.
5. Ask students, "If Stan chooses to be fair and honest, what answer would he give to Mrs. Wright?" Guide class towards understanding that Stan should be honest and admit that Bob tripped Jimmy.
6. Explain to students that they should not think that to be someone's friend means that they have to go along, or agree with everything that person does. Tell students that they must always choose to be honest, even if their friends do not.
7. Explain to students that making a choice to be honest to avoid stealing means being courageous and steadfast. When we are courageous and steadfast, we determine in our minds to be strong and stand firm on a right choice. Explain that sometimes people choose to be dishonest and go along with a friend who has made a bad choice. They are afraid that by being honest they will lose that person's friendship. They should choose to be honest, even if it may cause them to lose a friend. Let students see that it is never correct to succumb to peer pressure that involves being dishonest.
8. Tell students that the choice to be honest can have a positive affect on them and others. Explain to students that an honest choice means that:
- They can be an example to others.
  - They can gain a reputation as being reliable.
  - They will treat others fairly.
  - They gain honor and respect.
  - They have the satisfaction of knowing they made a right choice.
9. **Activity #1—What's The Right Choice To Make?** Have students turn to **pages 153-155** in their workbooks, (**pages 278-280** in the *Teacher's Manual*). Students are to read the scenarios, then give and discuss answers to the statements.

10. **Activity #2—Picture-Gram:** Have students turn to **page 156** in their workbooks (**page 281** of the *Teacher's Manual*), and solve the riddle of the pictures to uncover a hidden message.

11. Conclude the lesson by encouraging students to be honest to avoid stealing. Tell students that not all their friends may have been taught *The Peaceful Solution Character Education Program* and may choose to be dishonest. Tell them not to let that influence them to make dishonest choices, but instead be the one to set the pattern by choosing to be honest. Remind students that an honest choice has many benefits for them and others.

# Lesson Six

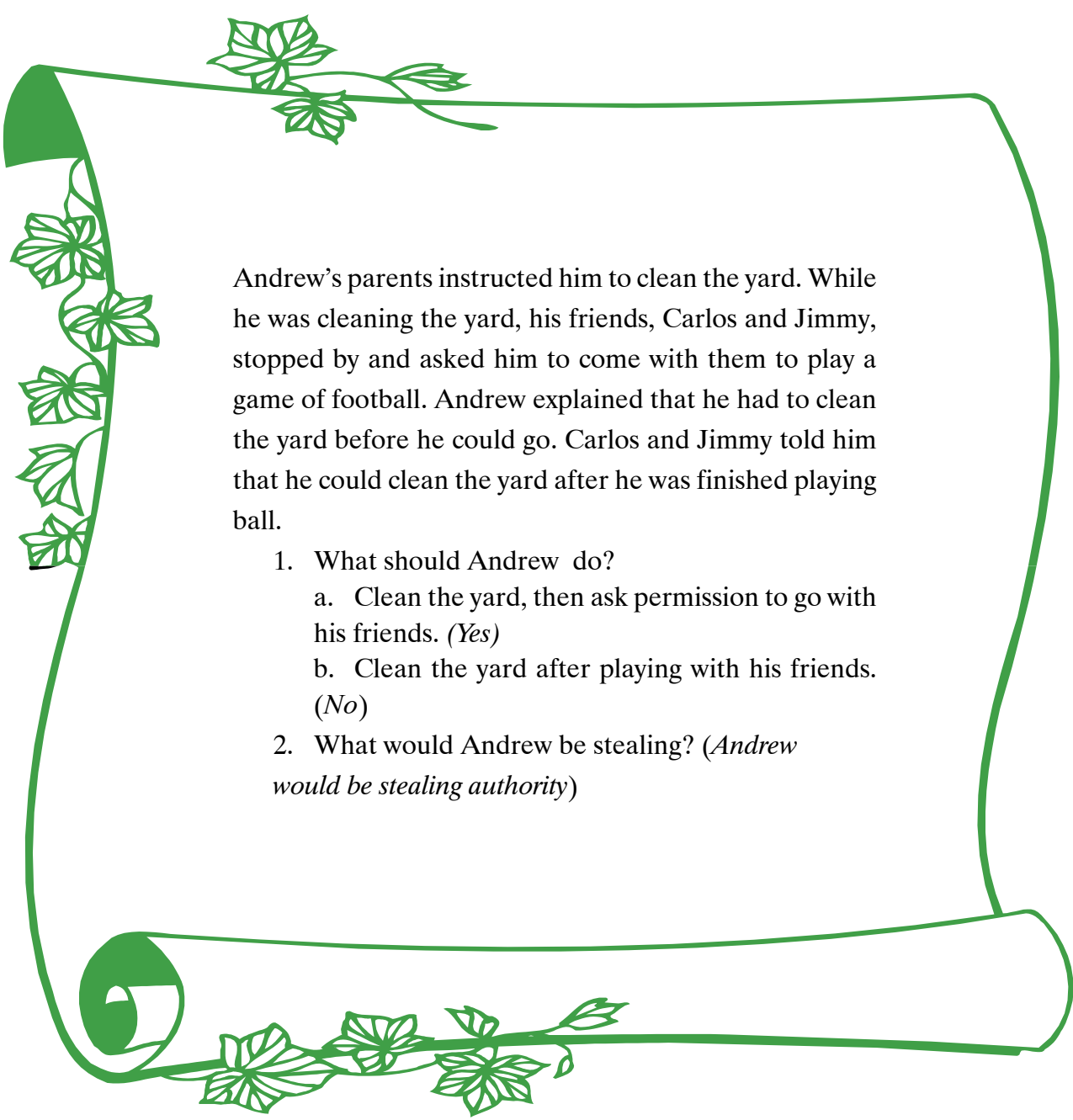
## Honesty Prevents Stealing

### Activity #1

### What's The Right Choice To Make?

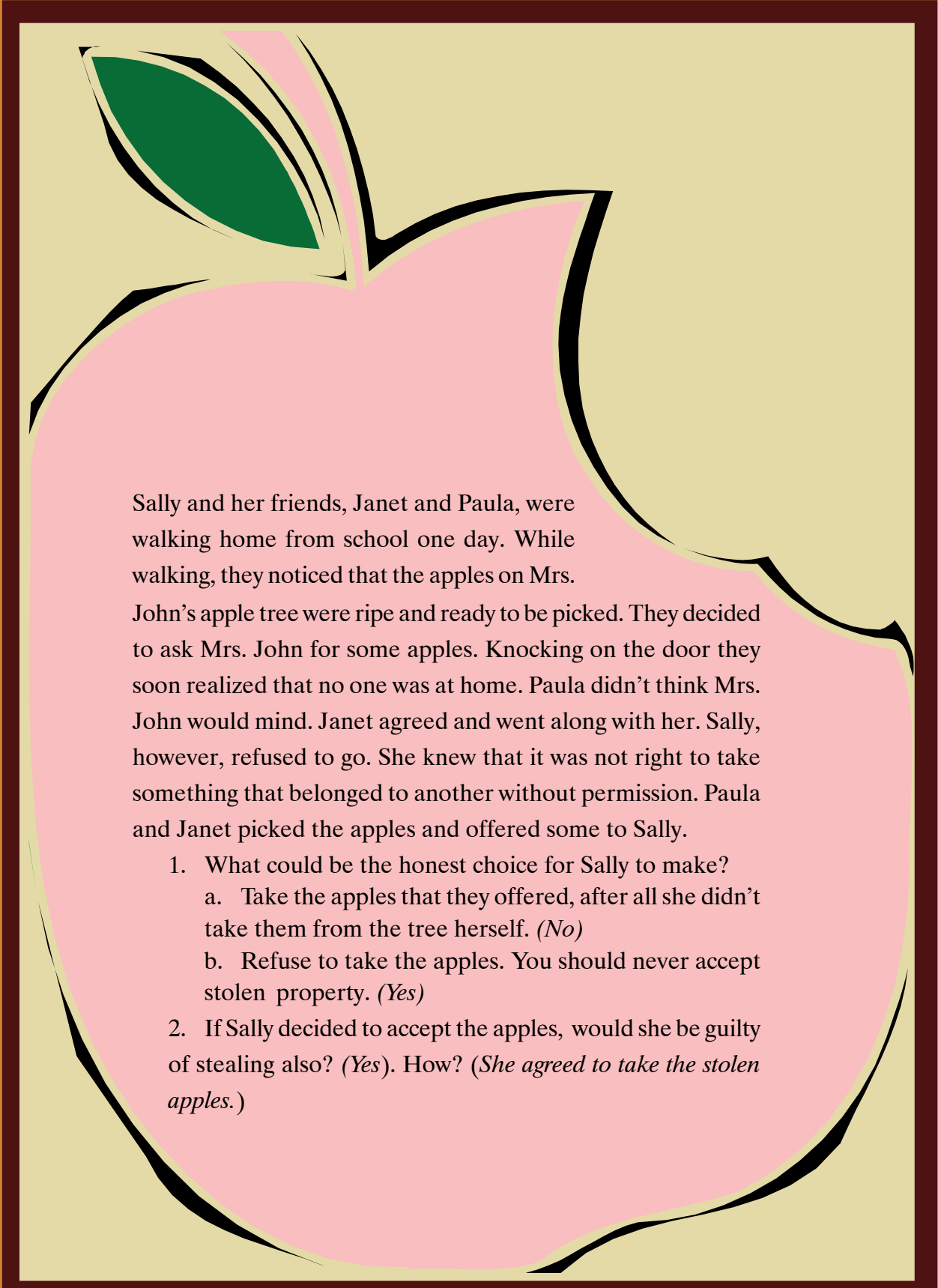
### Answer Key

*Read each scenario, then pick the honest choice and answer the question.*



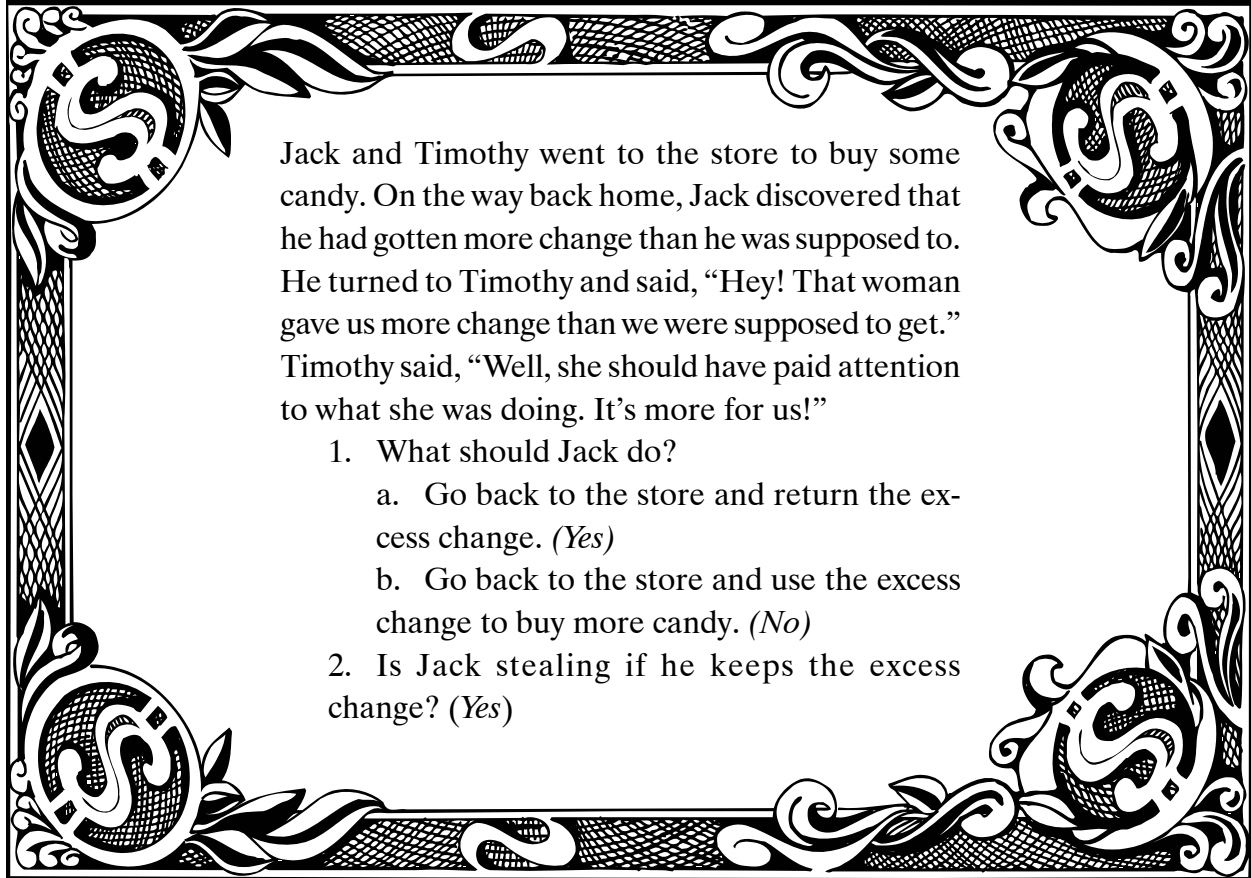
Andrew's parents instructed him to clean the yard. While he was cleaning the yard, his friends, Carlos and Jimmy, stopped by and asked him to come with them to play a game of football. Andrew explained that he had to clean the yard before he could go. Carlos and Jimmy told him that he could clean the yard after he was finished playing ball.

1. What should Andrew do?
  - a. Clean the yard, then ask permission to go with his friends. *(Yes)*
  - b. Clean the yard after playing with his friends. *(No)*
2. What would Andrew be stealing? *(Andrew would be stealing authority)*



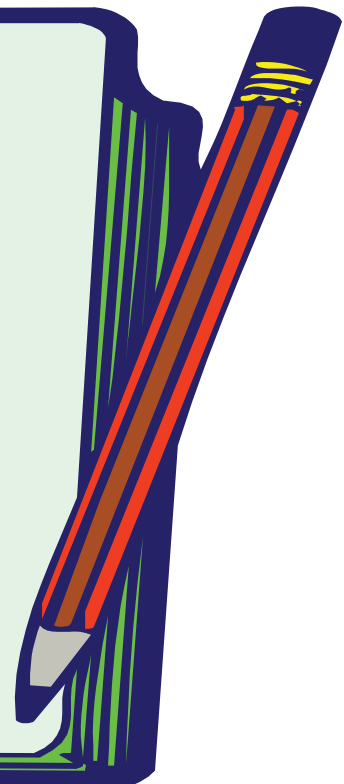
Sally and her friends, Janet and Paula, were walking home from school one day. While walking, they noticed that the apples on Mrs. John's apple tree were ripe and ready to be picked. They decided to ask Mrs. John for some apples. Knocking on the door they soon realized that no one was at home. Paula didn't think Mrs. John would mind. Janet agreed and went along with her. Sally, however, refused to go. She knew that it was not right to take something that belonged to another without permission. Paula and Janet picked the apples and offered some to Sally.

1. What could be the honest choice for Sally to make?
  - a. Take the apples that they offered, after all she didn't take them from the tree herself. (*No*)
  - b. Refuse to take the apples. You should never accept stolen property. (*Yes*)
2. If Sally decided to accept the apples, would she be guilty of stealing also? (*Yes*). How? (*She agreed to take the stolen apples.*)



Jack and Timothy went to the store to buy some candy. On the way back home, Jack discovered that he had gotten more change than he was supposed to. He turned to Timothy and said, “Hey! That woman gave us more change than we were supposed to get.” Timothy said, “Well, she should have paid attention to what she was doing. It’s more for us!”

1. What should Jack do?
  - a. Go back to the store and return the excess change. *(Yes)*
  - b. Go back to the store and use the excess change to buy more candy. *(No)*
2. Is Jack stealing if he keeps the excess change? *(Yes)*



It was the end of the year examination. Ria did not study and was afraid of failing the test. She asked her best friend, Gail, if she could copy from her paper during the test. Gail wondered what she should do. If she says no, Ria may no longer be her friend.

1. What would be the honest choice?
  - a. Gail should let Ria copy the answers from her paper. *(No)*
  - b. Say no to Ria. *(Yes)*
2. What would Ria be stealing if she copies the answers from Gail’s test paper? *(She would be stealing grades she did not earn.)*

# Lesson Six

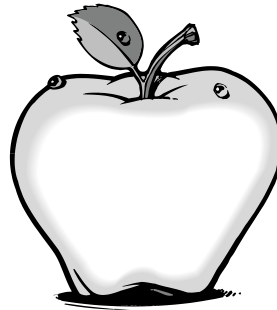
## Honesty Prevents Stealing

### Activity #2

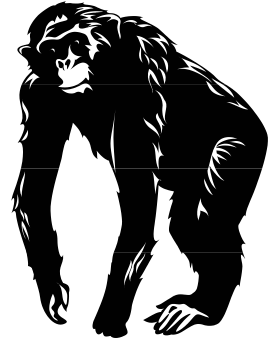
### Picture-Gram Answer Key



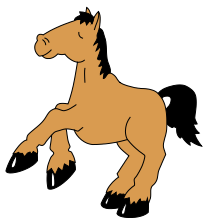
I  
(Ice Cream)



A  
(Apple)



M  
(Monkey)



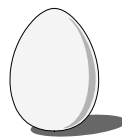
H  
(Horse)



O  
(Owl)



N  
(Note)



E  
(Egg)



S  
(Scissors)



T  
(Truck)

I a m h o n e s t

# Lesson Six

## Honesty Prevents Stealing

### Additional Activities

1. Group students in order for them to create and role play scenarios that depict having to make a choice to be honest or not. If they decide to show dishonesty, they should display the possible honest choices, also.
2. Choose volunteers to present to class any real life situations that they were included in that called for them to make a decision. Let them explain how they handled the situation.

# Lesson Seven

## Surely I Will Not Steal

### PURPOSE/OBJECTIVE

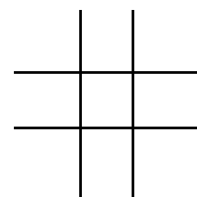
In this lesson, students will review the previous units. They will demonstrate an understanding of the different ways stealing can take place.

### MATERIALS

- ▶ *Teacher's Manual Audio Lessons* cassette tape
- ▶ Paper bag
- ▶ Safety scissors
- ▶ Hole puncher
- ▶ Ribbon
- ▶ Glitter
- ▶ Crayons or colored pencils
- ▶ Two pieces of 8½" x 11" construction paper per students
- ▶ Students' workbooks

### PROCEDURE

1. Tell students that today's lesson will conclude *The Peaceful Solution Character Education Program* on "Do Not Steal." Remind students that the previous units taught the following:
  - a. Ownership of belongings
  - b. Respecting others and their property
  - c. Asking permission before touching or using the belongings of others
  - d. Self-control
  
2. **Activity #1—Tic-Tac-Toe:** Prior to this activity, photocopy **pages 285-286** of the *Teacher's Manual*. Cut apart the questions along the dotted lines and put the slips of paper into a paper bag. Shake well. When ready to do the activity with the students, draw the diagram below on the board.



Tell students that they are going to play Tic-Tac-Toe to demonstrate their understanding of the lessons they learned from *The Peaceful Solution Character Education Program*. Divide students into two groups, X and O. Explain that they will be given the opportunity to answer a question. They must choose a question from the paper bag, then return to their groups and answer the question. For each correct answer a team gives, they get to choose a spot on the grid to put a corresponding X or O. The group which obtains a straight line vertically, horizontally or diagonally, wins. There are enough questions to complete at least three games.

3. **Activity #2—Song: Peer Pressure Everywhere You Turn:** Allow students to listen to the rap song from the *Teacher's Manual Audio Lessons* and follow along on **page 157** of their workbooks (**page 287** in the *Teacher's Manual*), in order to discuss its content. Play song softly while students work on certificates.

4. Upon completion of this lesson, ask students to turn to **page 159** in their workbooks (**page 288** in the *Teacher's Manual*) and decorate their certificates as they desire. Students can cut out the certificates and display them at school or at home. Remind students that they should never steal.

5. Tell students that they have had the opportunity to see how damaging stealing is to the individual and on society. They have also learned that safety can be stolen by violence and that authority can be stolen by disobedience. Stress that they now have the tools to avoid stealing. They know the value of honesty, respect and self-control.

6. Conclude the lesson by encouraging students to always choose not to steal. Remind them that choosing not to steal makes a difference in their lives and the lives of others. There is no honor among thieves, but there is great honor among true friends, who live by the Peaceful Solution.

# Lesson Seven

## Surely I Will Not Steal

### Activity #1 Tic-Tac-Toe

|  |  |   |
|--|--|---|
| <p>1</p> <p>What are some honest ways we obtain our belongings?</p>          | <p>8</p> <p>How can you show respect to an authority?</p>            | <p>15</p> <p>Based on <i>The Peaceful Solution Character Education Program</i><br/>What does the acronym S.T.O.P. mean?</p> |
| <p>2</p> <p>What does the word own mean?</p>                                 | <p>9</p> <p>What are two reasons you ask?</p>                        | <p>16</p> <p>How can using self-control avoid conflict?</p>   |
| <p>3</p> <p>How can you avoid conflict concerning possessions of others?</p> | <p>10</p> <p>How can asking keep us from jumping to conclusions?</p> | <p>17</p> <p>What is stealing?</p>  |
| <p>4</p> <p>Name a belonging that you own.</p>                               | <p>11</p> <p>Name one of your five senses that keeps you safe.</p>   | <p>18</p> <p>How can authority be stolen?</p>   |
| <p>5</p> <p>What does the word respect mean?</p>                             | <p>12</p> <p>What should you do if someone asks you a question?</p>  | <p>19</p> <p>Does everyone deserve the right to be safe?</p>  |
| <p>6</p> <p>How do you respect someone's privacy?</p>                        | <p>13</p> <p>What is self-control?</p>                               | <p>20</p> <p>What does gossip mean?</p>   |
| <p>7</p> <p>How can we avoid conflicts?</p>                                  | <p>14</p> <p>What does it mean to behave impulsively?</p>            |   |



# Lesson Seven

## Surely I Will Not Steal

### Activity #1

### Tic-Tac-Toe Answer Key

1. *(Gift, inheritance, purchase, earn/work for it)*
2. *(Something that belongs to you)*
3. *(By asking permission before touching or using)*
4. *(Student's Choice)*
5. *(Showing care and concern for others)*
6. *(By not touching others' belongings without permission)*
7. *(By showing respect, asking permission, being honest, answering politely)*
8. *(Obeying the rules)*
9. *(To receive information and to seek permission)*
10. *(By getting all the facts)*
11. *(Taste, touch, sight, smell, hear)*
12. *(Answer honestly)*
13. *(Thinking before you act)*
14. *(Acting on emotions without thinking)*
15. *(Stop, Think, consider Options and Proceed with the right choice)*
16. *(By thinking before we act, showing respect, by asking permission)*
17. *(Taking something that does not belong to you without permission)*
18. *(By not obeying rules)*
19. *(Yes)*
20. *(Repeating a private conversation that was overheard, or was told to them)*



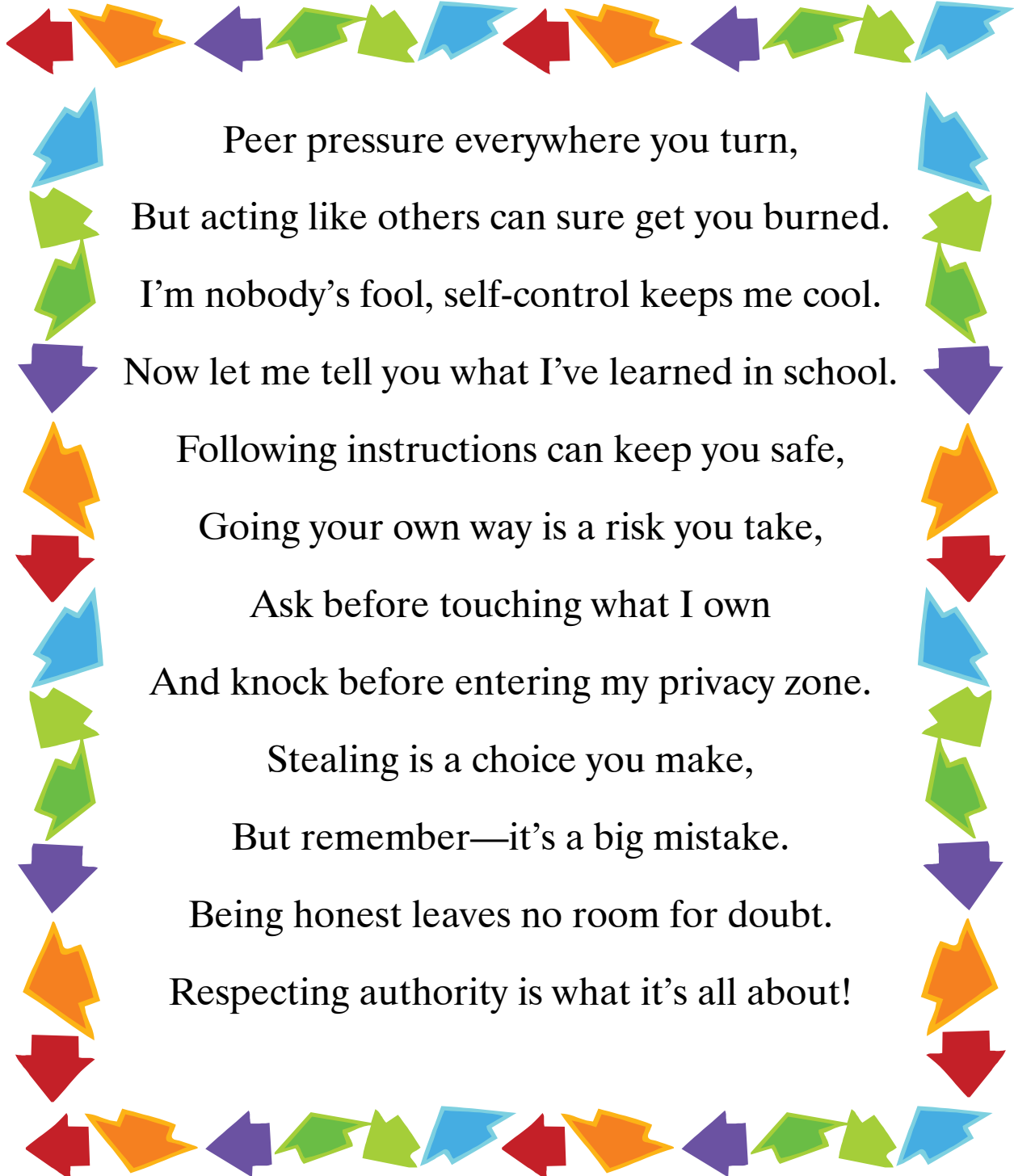
# Lesson Seven

## Surely I Will Not Steal

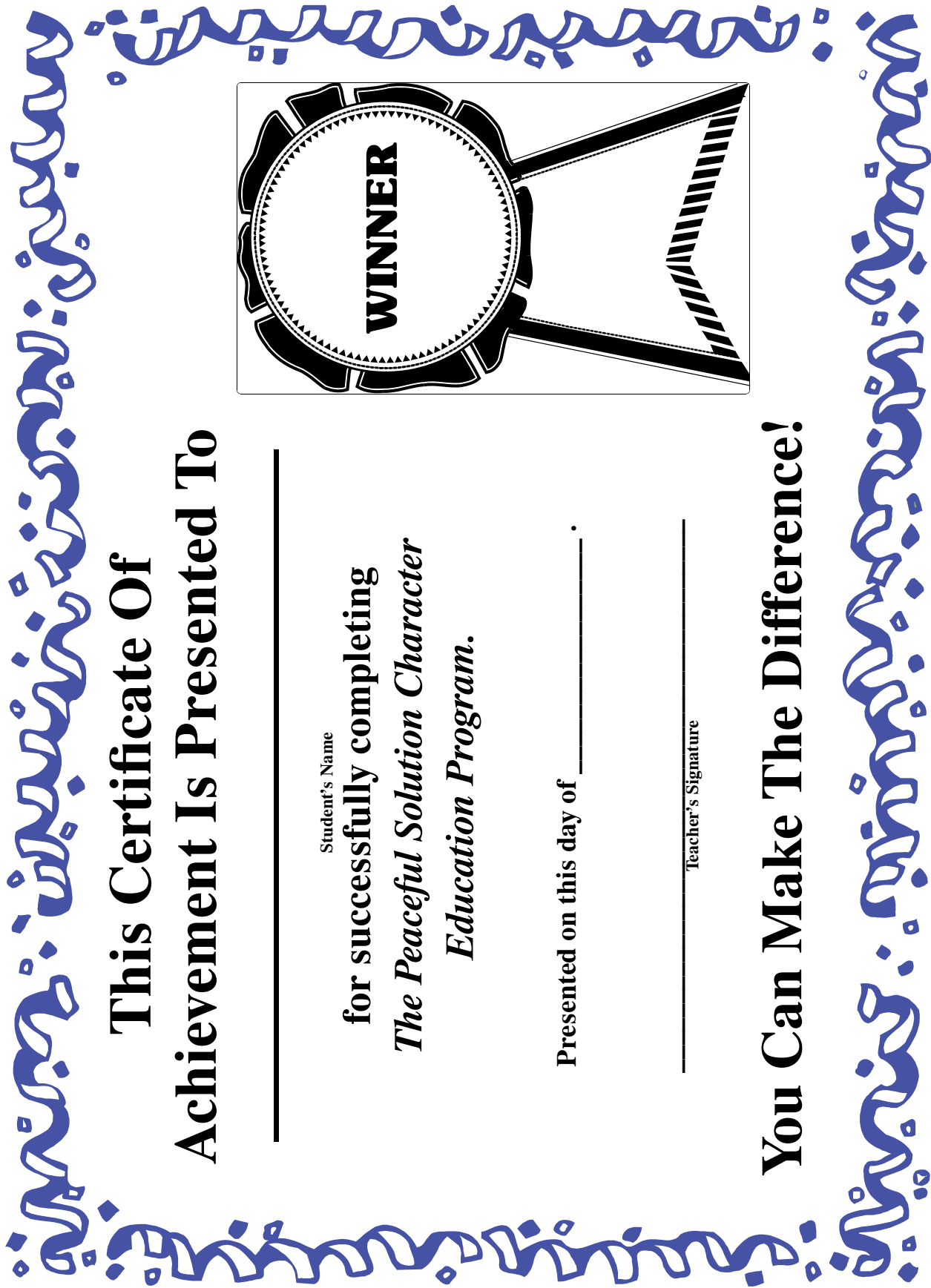
### Activity #2



**Song: Peer Pressure Everywhere You Turn**



Peer pressure everywhere you turn,  
But acting like others can sure get you burned.  
I'm nobody's fool, self-control keeps me cool.  
Now let me tell you what I've learned in school.  
Following instructions can keep you safe,  
Going your own way is a risk you take,  
Ask before touching what I own  
And knock before entering my privacy zone.  
Stealing is a choice you make,  
But remember—it's a big mistake.  
Being honest leaves no room for doubt.  
Respecting authority is what it's all about!



**This Certificate Of  
Achievement Is Presented To**

\_\_\_\_\_

Student's Name  
**for successfully completing  
*The Peaceful Solution Character  
Education Program.***

Presented on this day of \_\_\_\_\_.

\_\_\_\_\_  
Teacher's Signature

**You Can Make The Difference!**

