



*Peaceful Solution  
Character Education*  
PROGRAM



**SELF-CONTROL**

**To Change The Hearts And Minds**

# **The Peaceful Solution<sup>®</sup>**

*Character Education Program*

*Unit Three*

# **The Peaceful Solution<sup>®</sup>**

*Character Education Program*



*Practical Principles And  
Techniques To Build Positive  
Character In Today's World*

## **Teacher's Manual** **Self-Control Unit**

*By Yisrayl Hawkins*

*Unit Three*

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# Preface

## Influence From The Teacher

Thinking back on my early school years, I remember many of the things taught by my teachers that were not part of the regular curriculum. It was those teachings that influenced my thinking. Many of them still guide my actions today.

I remember very early in my childhood, even before my school years, things my parents taught me that actually guided my interaction with others. One statement that I heard more than once from my father, in the face of some frustrating event, was “Son, two wrongs do not make a right.”

Had my father’s words not been mentioned in my hearing, but other more damaging words such as “Get even!” “Fight back!” “I’ll never forgive you for that!” or, “I’ll get you for that!” I may have treated others differently.

In my lifetime, I have seen many people retaliate—children, adults and nations. However, I have never seen peace brought by someone doing wrong to another after that person did wrong to him.

Teachers greatly influence our future leaders. This means teachers have a major impact on the outcome of the world’s future. Just a few words placed in a person’s mind, at the proper time, can actually guide that person’s thinking for the rest of his or her life.

A morally sound, wise, and caring teacher can help one, ten, or ten thousand students on their way to becoming morally sound, wise, and caring adults.

Reading *The Peaceful Solution Character Education Program* to students will greatly enhance their character development. By the time students leave the classroom setting, they will have absorbed and put into practice the wisdom and knowledge that can bring success to their lives throughout adulthood.

Everyone needs direction, but the early teen years are those when children actually seek direction primarily from those outside the home. Most children during these years feel that they know everything that their parents know. Therefore, they will listen more closely to those outside the home, thinking they will learn things that their parents don’t know.

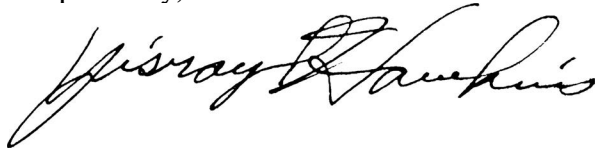
Because the teacher is exalted in their minds as the one having the

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answers, the stage is therefore set. Hence, we dedicate these books to the teachers, the world leaders of tomorrow.

Our children's lives and futures have been entrusted to you because we know you will influence them positively with your guidance. We are confident that they will be the beneficiaries of *The Peaceful Solution Character Education Program*.

Respectfully,

A handwritten signature in black ink, reading "Yisrayl Hawkins". The signature is written in a cursive style with a large, stylized initial "Y".

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

# Introduction

The Peaceful Solution Character Education Incorporated is pleased to introduce you to the most unique, effective and practical character education program available today. You are holding a teaching tool that is guaranteed to minimize crime and violence, social disunity and moral degradation in the classroom, home and community.

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, temples, synagogues or mosques. This is something we must guard against in public schools because of the present laws concerning church and state.

These lessons are designed only for the purpose of developing the student's character. They teach proper, acceptable character education in a way that will penetrate and change the heart and mind of a student or adult. This program will produce the result in young people that society desires to see.

These lessons are even more effective when the teacher encourages the practice of the principles of the lesson throughout the day as incidents arise between teacher and student or student and student.

The simple introduction of character education into your curriculum will greatly impact your students, causing your classroom to become the model others will want to emulate.

## Teachers Are The True Leaders Of The World

All teachers now have the opportunity to make a great change in the character of their students. With the use of *The Peaceful Solution Character Education Program*, you are not only teaching, you are actually molding leaders who will use what you are instilling in them to bring about better living conditions in this world.

Failure to build moral values in the students will not only be reflected in the child but also in the entire world. Your leadership will be reflected in the actions of the leaders you have taught and will teach.



# How To Use This Program

*The Peaceful Solution Character Education Program* consists of five units for Junior High that cover *Character, Acceptance, Self-Control, Respect* and *Responsibility*. Each unit is designed and formatted to gently lead the student with the basic concepts of character development to becoming a responsible citizen in society. It is important for you as the teacher to work through each of these units in the order presented to obtain maximum benefit. The issues covered are very relevant to our young people. Take as much time as you can to explain the concepts, reinforcing where and when possible. Solicit as much student participation as possible.

## Teacher's Manual

The Teacher's Manual contains seven lesson plans each followed by the corresponding chapter. These chapters are exact duplicates of the Student's Handbook.

## Purpose/Objective

The purpose/objective is your evaluation tool for what or how much the students should learn from the lesson taught. Most of our objectives are measured in behavioral changes. Please watch for these changes as your indicator of which concept might need reinforcement.

## Procedure

The steps outlined in the procedures are for flow and continuity. In order to guide the students more effectively, we ask that you read the procedures prior to presentation. Try to become very familiar with all the steps and the main ideas. Ask questions periodically to be sure your students understand what is being presented. If your objective is not adequately met, repeat it or use the Enrichment Activities found in the handbook section of your manual to increase understanding of the lesson. Enrichment Activities are also great for reinforcing the concepts taught.

## **Student's Handbook**

The Student's Handbook is a replica of your manual, with the exception that the Student's Handbook has the answers in the back. Encourage students to read their handbooks before class so they can contribute to discussions or to help in problem solving. The activities are designed to help students apply the concepts taught in real life situations. Encourage students to complete the activities.

## **The Role Of The Teacher**

As educators, it is extremely important that we understand the tremendous role we play in the lives of our students. Therefore, our participation in this program is essential to its success. Review the concepts every time a situation arises and not just when the lesson is presented. As significant influences in the lives of our students, we can lay the foundation 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 necessary tools to make a difference to our children by instilling in them the values and morals they will need for a lifetime.

# UNIT THREE

## Self-Control

### Introduction To The Unit

**W**e begin this unit with the realization that, as a society, we have done very little to conscientiously teach our children how to develop a positive moral character. The urgent need to incorporate formal Character Education into school curricula has been forged by the increasing amount of violence and aggression in our schools. Catastrophes like the Columbine school shooting, where a total of 15 people died, are tragic reminders that we must make it a priority to teach every child the importance of valuing life and acquiring a positive character.

In general, we have assumed that children will naturally acquire traits such as honesty, self-control and respect in the same way they learned how to walk and talk. We have also assumed that if we displayed positive character traits, our children would automatically incorporate them into their behavior. Sadly, these methods have proven ineffective in raising children with the moral fortitude to withstand the negative influences that bombard them from all directions. These influences have resulted in a lack of respect for authority, violence and aggression, as well as teen pregnancies at epidemic proportions.

Our high tech, fast paced society has in effect been providing “character education” for years, via the television, videogames, movies and the internet. The question is, what kind of character are our children developing and is it the kind of character we desire for our future parents, teachers and leaders? It is clear to see that we can no longer afford to leave the moral development of our children in the hands of movie stars, sports heroes and negative peers. The truth is, for every positive example that is modeled by caring parents and teachers, there are ten times as many negative influences that counteract their efforts. Therefore, we must make a diligent and concerted effort to train our children in positive traits

such as honesty, self-control and respect are to become an integral part of our children's character.

Here is the great news. We can, through *The Peaceful Solution Character Education Program*, conscientiously teach children how to develop a positive moral character. This can be accomplished by making character education as important as we do the core subjects of reading and mathematics. In the final analysis, what our society needs is people who are highly educated in both academics and moral behavior.

This unit on self-control was written to assist you in teaching moral values in a clear, concise way that adolescents can easily identify with. Self-control is one of the most significant subjects you can teach, because it is needed in every aspect of life. Self-control lays the foundation for children to learn many other positive qualities, some of which include responsibility, respect and determination.

Teaching children the importance of using self-control gives them the skills, knowledge and motivation they need to avoid many of the negative consequences of acting impulsively and making wrong choices.

Other concepts covered in this unit are:

- Understanding what emotions are and why we need to control them.
- The use of self-control to appropriately resolve conflicts and manage anger.
- How to apply self-control to discern between positive and negative influences.
- Understanding how self-control is applicable on a societal and global scale.
- How society can use self-control to care for and preserve the environment.

In this unit students will explore through news articles, scenarios, songs and thought provoking questions the importance of self-control and how to apply it to their daily lives. Encourage students to take turns reading sections in their handbooks to help make the class lively and interesting. Reinforce positive moral behavior at every opportunity.

# Chapter One

## Self-Control Starts With You

### Note To The Teacher

**S**elf-control is essential to character development. In fact, it is the foundation upon which all other positive traits are built. The need to teach self-control has become critical, especially as we see the ever increasing amounts of disrespectful behavior in the classroom, behavior that disrupts both teaching and learning. It is vital for students to learn that as they mature it is their responsibility to control how they behave and interact. No longer is it the sole responsibility of those in authority to control their behavior, because as young adults they are now accountable for their own actions.

Other concepts covered in this lesson are:

- How morality applies to self-control.
- The role of self-control in the development of other positive character traits.
- Developing self-control begins with controlling negative thoughts.

As educators and role models, we have the unique opportunity to fully prepare our students for the future by providing them with both academic skills and character education. This combination will ensure that they are not only capable of reaching all their goals, but that they will also be morally responsible adults who have respect for themselves and for others.

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# Lesson Plan

## Self-Control Starts With You

### PURPOSE/OBJECTIVE

Students will learn what self-control is and why it is important. They will also learn that controlling their thoughts is an important part of practicing self-control.

### MATERIALS

- Students' handbooks

### PROCEDURE

1. Review the previous units on “**Character**” and “**Acceptance**” by asking students the following questions:

- Why is it important to develop a positive moral character? (*Developing a positive moral character builds stability within a person, allowing one to make right choices and have success in life.*)
- Do you have control over every aspect of your life? (*No.*)
- Why is it important to focus on the things in your life you can control? (*So you can develop your full potential in those areas and become a better person.*)

2. Introduce students to this new unit of *The Peaceful Solution Character Education Program* called Self-Control. Explain that they will learn what self-control is and why it is important. They will also learn that controlling their thoughts is an important part of practicing self-control.

Instruct students to turn to **page 3** and read the “**Introduction**” followed by “**The Question Of The Day...**” found on **page 4**. Emphasize to students that self-control is based on moral principles that will help them conduct themselves properly. Have students continue reading “**Rewind And Review**” found on **page 4**. Stress to students that everyone in society needs to practice self-control in order to live peacefully together. Explain that crime is only one

example of a lack of self-control. Allow students time to discuss other ways that lack of self-control affects society.

3. Emphasize to students that because self-control is so important to society, it is the first step of character development. Instruct students to read **“The Importance Of Self-Control”** found on **page 8** and **“Self-Control Develops Other Traits”** found on **page 10**, and complete the exercises at the bottom of the page. Discuss answers with the class. Stress to students the importance of practicing self-control in order to develop other positive character traits.

4. Explain to students that it is not enough just to understand the importance of self-control. They will now be taught how to practice self-control. Tell students that they can consciously begin to develop self-control by learning to control their thoughts. Stress that thoughts lead to feelings, which lead to actions. Instruct students to read the section entitled **“Guard Your Mind”** found on **page 11**. Allow time for students to share their answers.

5. Have students read the sections **“Be Your Own Best Critic—Not Your Worst”** and **“It’s Not Just About You, Control The Way You Think About Others”** found on **pages 12,14**. Explain to students that negative thoughts can lead to poor choices and a lack of respect for themselves and others. Encourage students to keep their minds functioning at an optimal level by focusing on thoughts that can build a positive moral character.

6. Stress to students that as they learn to control their thoughts about themselves and others, they need to understand the role choices play in practicing self-control. Instruct students to turn to **pages 16-19**, read the section entitled **“It’s A Matter Of Choice”** and complete the exercises. Emphasize that self-control means taking the time to weigh all the options and make the best possible, morally acceptable decision.

7. Tell students you are going to give them a tool to help them remember to practice self-control. Write the letters of the word **STOP** vertically on the board. Instruct students to read the section entitled **“Putting It All Together”** found on **page 21**. Have students complete the activity found on **pages 22-23**. Tell students this will allow them to practice recognizing negative thoughts and practice self-control in order to avoid negative feelings and actions.

8. Conclude the lesson by having students turn to **page 24** in their handbooks and read the section, **“What I Have Learned.”** Tell students that they are now accountable for their actions. It is up to each of them to remember to practice self-control in every aspect of their lives.

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# Note To The Student

**H**ave you ever been told that you could do whatever you wanted to do, even if it meant hurting yourself, others or property? The likelihood is no, because even from a small child you have been taught that you cannot do whatever you want to do, and that you must consider how your actions affect yourself and others. Your parents, grandparents, teachers and other significant adults were the ones who guided and instructed you in the right way to behave toward others.

When you think about it, life is filled with instructions. Can you recall being told not to grab a toy from a playmate, to think about how your actions make others feel, or to be careful how you play to avoid hurting yourself? These instructions and many more were instrumental in helping you to develop the important character trait of self-control. The ability to stop, think and decide on options that will not bring harm to yourself or others is probably one of the first character traits that you were taught to develop.

In this unit, you will learn more about how self-control is developed and why it is essential to a positive moral character.

Other concepts that will be covered in this unit are:

- Why self-control begins with the way you think.
- What emotions are and why learning to control them is important.
- How to use self-control to determine what negative influences are.
- How to resolve conflicts and manage anger using self-control.
- How society can prevent the contamination of our environment by controlling their actions.

Now that you are maturing, it is up to you to learn to develop and practice self-control without direct supervision from adults. Let's face it, you are growing up and becoming more independent. Therefore, it is up to you to be responsible for the choices you make, how you behave, and how you treat others. Developing self-control and learning to make choices that are both positive and moral will enable you to lead a life of success, satisfaction and peace.



**“The only person you can control is yourself. Do It To  
The Very Best Of Your Ability” ~*The Peaceful Solution***

# Chapter One Self-Control Starts With You

## Introduction

**H**ow you think about yourself and others, how you handle your emotions, and whether or not you study for your midterms, all hinge upon your ability to practice self-control. In this unit of *The Peaceful Solution Character Education Program*, you will learn that self-control is one of the many traits that help to build positive character. It plays a major role in how we treat ourselves, interact, accomplish goals and function within society.

If you have ever witnessed a toddler having a tantrum, then you are aware of how a lack of self-control can be demonstrated. This toddler has not yet learned how to deal with his feelings of disappointment and frustration, so he resorts to throwing himself on the floor, screaming, kicking and crying. As people mature and grow, they generally move past the stage of kicking and screaming if their needs are not met. However, unless people learn how to control their thoughts and manage their feelings, they will display a lack of self-control in many other ways. For example, disrespect, violence, aggression, premarital sex, drug and substance abuse are all ways in which individuals display a lack of self-control towards themselves and others.

In this first chapter you will learn what self-control is and why it is an important trait for everyone to acquire and practice on a consistent basis. You will also learn that developing self-control begins with controlling your thoughts and making choices that are positive and moral. Self-control is the most important character trait you can develop because it applies to all aspects of your life and is the foundation of a positive character.

## The question of the day...

# WHAT IS SELF-CONTROL?

### Self-Control is:

- Controlling (that is, guiding or directing) what you think, because thoughts lead to feelings.
- Controlling what you feel, because feelings lead to actions.
- Controlling how you behave, because decisions lead to actions which lead to rewards or consequences.

Self-control is the foundation of moral behavior. When you practice self-control you stop and carefully consider whether your thoughts and feelings will lead to actions that are morally correct and in your best interest.

## Rewind And Review

Learning to develop and practice self-control on a consistent basis and in all situations is a long-term process. The first step in understanding self-control is to explore how it relates to morality. In the unit on Character you learned about morality and how to develop a positive moral character. Morals are rules that help us behave in ways that are appropriate, caring and thoughtful of others and ourselves. They are universal in that most people, regardless of nationality or ethnicity, agree with and uphold them. Moral values define your character and your ability to control yourself. A person with moral values distinguishes between right and wrong and makes choices that will cause no harm to himself or others. Immoral values, on the other hand, lead to inappropriate behavior that is disrespectful, inconsiderate and even dangerous. One having immoral values tends to develop enemies. Crime, violence and abuse all stem from immoral values.

The following is a review of what it means to be a person with a high moral character regarding people, property and the environment:

## PEOPLE NEED PEOPLE Who Have High Moral Character



When your decision and your interactions with others always reflect the use of true moral values, you accept and appreciate that everyone has the right to live in peace, safety and security. You can demonstrate a moral attitude by being respectful to all people. This means not taking advantage of others, but showing them compassion and consideration.

Immoral values reflected in your decision and interactions with others result in behavior that belittle and hurt both emotionally and physically. Name-calling, teasing, bullying and discriminating can cause others to feel inferior. Verbally or physically hurting yourself or others or even just displaying an aggressive or violent attitude are sure signs of a lack of self-control.

Did you know that, in addition to displaying an immoral attitude towards others, individuals could also display this same attitude towards themselves? Choices that involve risk-taking behavior such as premarital sex, and drug and alcohol abuse are examples of ways in which millions of people devalue their own lives. This behavior is the leading cause of sexually transmitted diseases (STDs), degeneration of the mind and health, all of which can lead to death.

### STDs

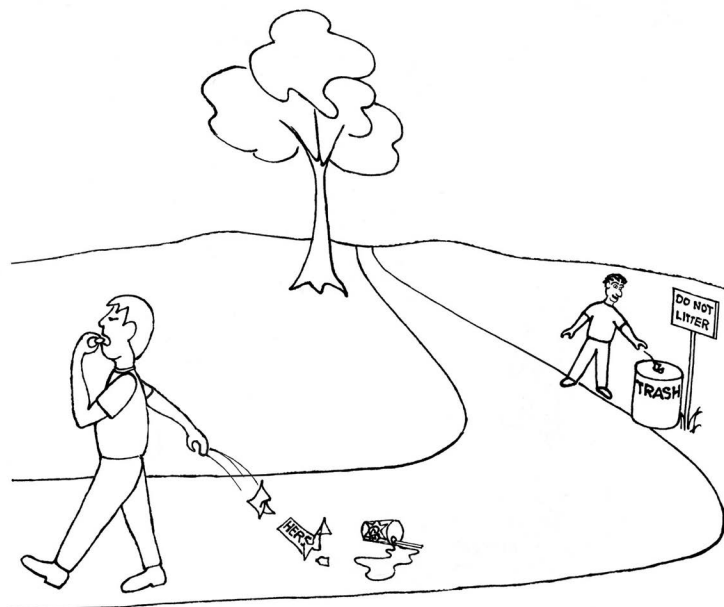


# What's Mine Is Mine And What's Yours Is Yours

A moral attitude regarding property means to respect the possessions of others. Everyone owns things and has the right to use them without fear of their belongings being stolen or damaged. To demonstrate a moral attitude towards the possessions of others, you must refrain from touching or taking someone's belongings without their permission. Not asking the owner his permission before taking or touching his belongings is called stealing. This leads to serious consequences, as you will explore later in this unit. Morality regarding property also means not damaging or destroying someone's property, as in the case of vandalism or graffiti. This is also a form of stealing. Damaging or destroying the property of others deprives them of the right to use their belongings.

## HANDLE WITH CARE

Moral principles can also be applied to the environment and how we care for it. We need air, water, plants and animals to survive and all of these things make up our environment. When we do our part to care for our environment, by not polluting the earth with litter or using harsh man-made chemicals that contaminate our land, water supply and atmosphere, we are demonstrating regard for all life.

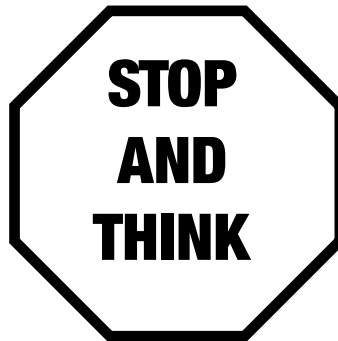


**Okay, one more question...**

## **WHY DO I NEED TO HAVE SELF-CONTROL?**

When you can control your thoughts, feelings and actions, you will make choices that will not cause harm to yourself or others. The bottom line is, you cannot do just anything you want to do. You must always have control over what you are thinking and feeling so that your words and actions will be appropriate.

In fact, not only do you need to have self-control, but everyone needs to have self-control as well. When was the last time you watched the news or read the newspaper? Have you noticed how many reports of murder, child molestations, domestic violence, assaults (physically abusing someone) and thefts are reported daily? When even a few people within our society lack self-control, the results are crime, fear, anxiety and hatred.



What are other ways a lack of self-control affects society today?

*(Answers will vary but may include divorces, school shootings, STDs, security systems in homes and businesses, police officers and jails.)*

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**“Each person is obligated to consider how their actions affect others.”**

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*The real test of self-control is what you do when no one is looking.*

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## The Importance Of Self-Control

Self-control is needed in every situation. You need self-control whether you are alone or interacting with others at school, home, work, and even when you're having fun. Self-control enables you to speak and behave appropriately regardless of the choices that are placed before you or the situation that you are in.

In fact, self-control is so important that it is probably one of the first character traits that you were taught how to develop. Can you recall your parents reminding you not to touch something because it was hot, not to run around the room because you could fall, and not to touch someone else's belonging because it wasn't yours? As a child, it was the job of your parents and teachers to help you to develop self-control by instructing and reminding you about appropriate behavior.



What other instructions are children given to help them develop the positive trait of self-control? List three on the lines below.

1. Speak with an appropriate tone of voice.
2. Take turns.
3. Don't shove or push.

---

Now that you are growing up, it is up to you to take responsibility for keeping yourself in control. You can no longer expect your parents and teachers to remind you of proper behavior. You should now be able to distinguish between right and wrong.

**In other words, you are now accountable for:**

- ☛ **the decisions you make**
- ☛ **how you behave**
- ☛ **how you treat others**

Even though you have been developing self-control through the guidance of the adults in your life, it is now up to you to determine to practice self-control of your own free will. Keep in mind that if you have to be forced or constantly reminded to follow an instruction then you are not practicing self-control. It is important to understand that self-control is about what you do and the choices you make, especially when you are not under the direct supervision of adults.

Self-control must come from within you and must be practiced consistently. You must be willing to guide and direct your thoughts, feelings and actions at all times. For example, if you are honest one day, but dishonest the next, then you are not consistently practicing self-control to maintain the character trait of honesty. If you are respectful to adults while in their presence, but disrespectful when they are not around, then you are not consistently practicing self-control to maintain the character trait of respect. Consistency and self-control go hand-in-hand. Self-control is what you do when no one is watching. As you will see later on in this unit, people who allow themselves to lose control, even once, could find themselves in situations they regret for life.

Everyone has areas in their lives where practicing self-control can benefit them. For example, some people would like to be more organized or to manage their anger better. In what areas of your life can practicing self-control benefit you? List three ways on the lines below.

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

# Self-Control Develops Other Traits

Developing and practicing self-control will enable you to develop many other positive traits. Self-control is the foundation of a positive character. For example, it takes self-control to be responsible. Responsible people complete all tasks to the best of their ability. They are willing to make sacrifices to fulfill their obligations. Rather than neglecting their duties, responsible people stop and consider what needs to be done. Then they make a positive choice to fulfill their obligations to the best of their ability.

It also takes self-control to be respectful especially when someone is not respecting you. If someone disrespects you, the easiest thing to do would be to get even, and disrespect them in return. However, taking revenge is not showing self-control. Self-control means to stop and consider that retaliation will lead to more disrespect, hate and animosity where you, the other person, or even an innocent bystander could get hurt. By becoming a person who has self-control you will be able to consider all of these things, then make a choice not to take revenge.

Responsibility and respect are only two of the many character traits that can be developed if you have self-control. Consider the traits of compassion, humility and patience. Write a brief description explaining how self-control can be used to help develop these three important traits.

Compassion (Answers will vary but may include, self-control will help you think of what the other person is going through and think of their needs above your own.)

Humility (Answers will vary but may include, self-control will help you resist the temptation to rise up against authority, insist on fulfilling only your needs, and consider the needs of others.)

Patience (Answers will vary but may include, self-control will help you to maintain your composure and temper when others frustrate you or make you angry.)

# Guard Your Mind

Another key concept in developing self-control is to be aware that your actions begin with your thoughts. It is very easy to say, “I just did it. I wasn’t thinking.” But the truth is, we are always thinking. Thoughts enter our minds at the speed of light. Thoughts about ourselves, others, things we need to accomplish, and things we want. These thoughts then lead to feelings, which in turn can lead to behavior. It is no surprise that sad thoughts make you feel sad. So, how do people act when they feel sad? Many people mope, or cry, some even isolate themselves from friends and family. Your thoughts are powerful; do not underestimate the effect your thoughts can have on your feelings and your behavior.

It is up to you to determine if your thoughts can help you build your character or if they can lead to choices you will regret. Although thoughts flow in and out of our minds, we have the power to control what thoughts we focus on and what thoughts we let go. People who focus on negative thoughts about themselves and others or about the things they want to do are setting themselves up to fail and to engage in behavior that they will eventually regret.

So, how do you know if your thoughts are positive or negative? Ask yourself if they are harmful in any way. Positive thoughts uphold true moral principles and will not cause you to bring harm to yourself or others. Negative thoughts, on the other hand, pave the way for destructive behavior. They are hateful, revengeful and selfish. So guard your mind by distinguishing between positive and negative thoughts. Consider the types of feelings and actions your thoughts can lead to.

**You are the only one who can control what you think. So choose your thoughts carefully.**

## *Think About It!*

Think about a time when your thoughts led to certain feelings. How did you react? Write a short description explaining what occurred.

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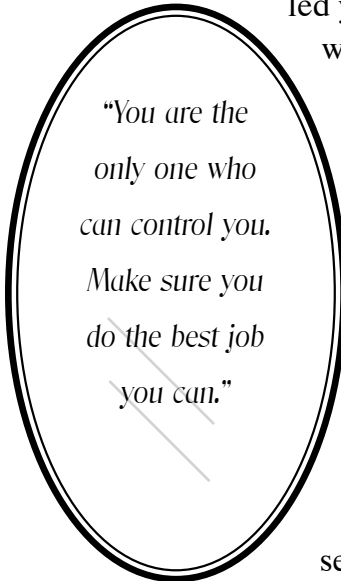


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## **BE YOUR OWN BEST CRITIC—NOT YOUR WORST**

### *Control The Way You Think About You*

Have you ever heard the saying, “You’re your own worst critic?” Well, most of us are. We can really put ourselves down, especially when we act in a way that is disappointing. Although it is okay to be disappointed with our actions when we know we could have made a better choice, it is not okay to continually belittle our worth as human beings. If you become disappointed with yourself examine the thoughts and feelings that led you to act in a certain way. Then focus your thoughts on what you need to change in order to make better choices.



*“You are the only one who can control you. Make sure you do the best job you can.”*

Thoughts like, “I’m so stupid. I can’t do anything right” or “It doesn’t matter what choice I make, I’m always wrong,” are self-defeating. They will not help you to change or improve. The danger in thinking negatively about yourself is that after awhile you begin to believe it. If you believe that you can’t do anything right, then you will put forth no effort in making right decisions. You will continue to repeat the same negative behavior.

People who get into the habit of thinking negatively about themselves are more likely to get talked into experimenting with risk-taking behavior such as premarital sex, drugs and even crime. They tend to have an “I have nothing to live for, so I might as well do whatever” attitude. In a study done on former drug and alcohol abusers, a common thread was found. These persons all reported having negative thoughts about themselves and their abilities. This left them feeling as if their lives were worthless and that they were failures.

Self-control is learning to control the way you think about yourself. By examining or critiquing your behavior for the purpose of improving yourself, you are practicing self-control. On the other hand, when you persist in thinking about yourself in a negative way and make no attempt to change your behavior, you are not practicing self-control. You are being your own worst critic.

Once you are down on yourself it is really easy to stay down and continue to wallow in negative thoughts. It takes self-control to learn to replace negative thoughts with positive ones.

# CHEW ON THIS!

**“You wouldn’t consider someone as a friend who put you down and called you names. So don’t do this to yourself.”**



# **It's Not Just About You Control The Way You Think About Others**

Having negative thoughts about others can be just as dangerous as having negative thoughts about yourself. Negative thoughts about others come from a variety of sources. Sometimes people do things that “get under your skin.” They may frustrate you because you perceive their actions as unfair or mean. Thoughts like, “He’s so stupid,” or “I hate her, she’s such a jerk” are only some examples of negative thoughts about others. Without self-control, thoughts like these have the potential to lead to violent behavior because they desensitize you to the fact that all people, even the ones who annoy you, are to be respected.

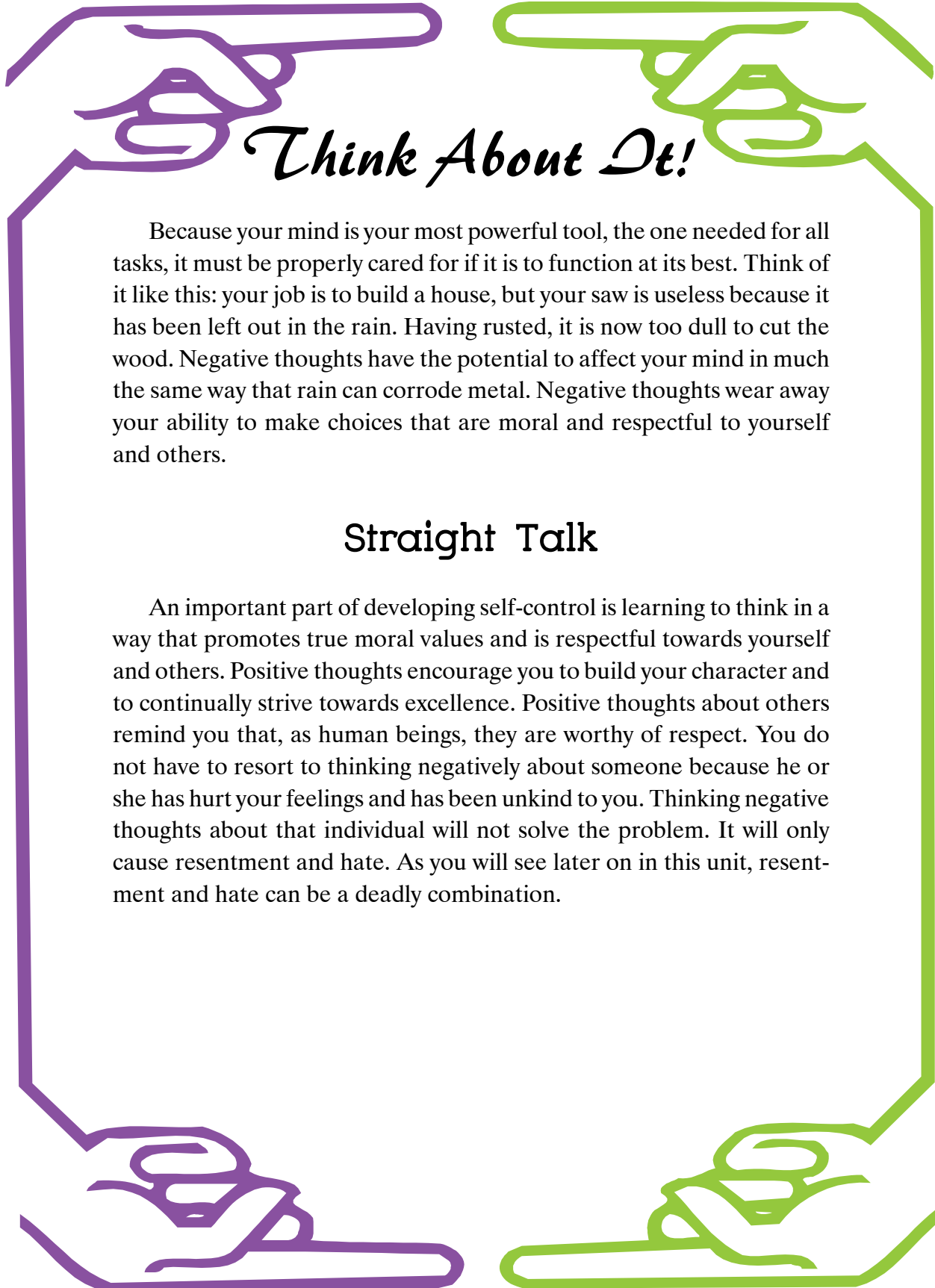
Negative thoughts that lead to physical or verbal abuse do not show care and concern, neither do they solve conflicts. In fact, they will only create bigger problems. It is up to you to control your thoughts about others so that you can interact with compassion and empathy. This means to have care and concern regarding another’s physical, mental and emotional well-being. It takes a lot of self-control to direct your thoughts away from how someone is treating you, and focus instead on what you can do to solve your differences, but it can be done.

There will be an entire chapter on how to positively resolve conflicts so that they do not result in violence and aggression. For now, remember that aggressive behavior stems from negative thoughts and it is up to you to control how you think about others.

---

**“Have thoughts about others that you  
would be willing to share openly”**

---



## *Think About It!*

Because your mind is your most powerful tool, the one needed for all tasks, it must be properly cared for if it is to function at its best. Think of it like this: your job is to build a house, but your saw is useless because it has been left out in the rain. Having rusted, it is now too dull to cut the wood. Negative thoughts have the potential to affect your mind in much the same way that rain can corrode metal. Negative thoughts wear away your ability to make choices that are moral and respectful to yourself and others.

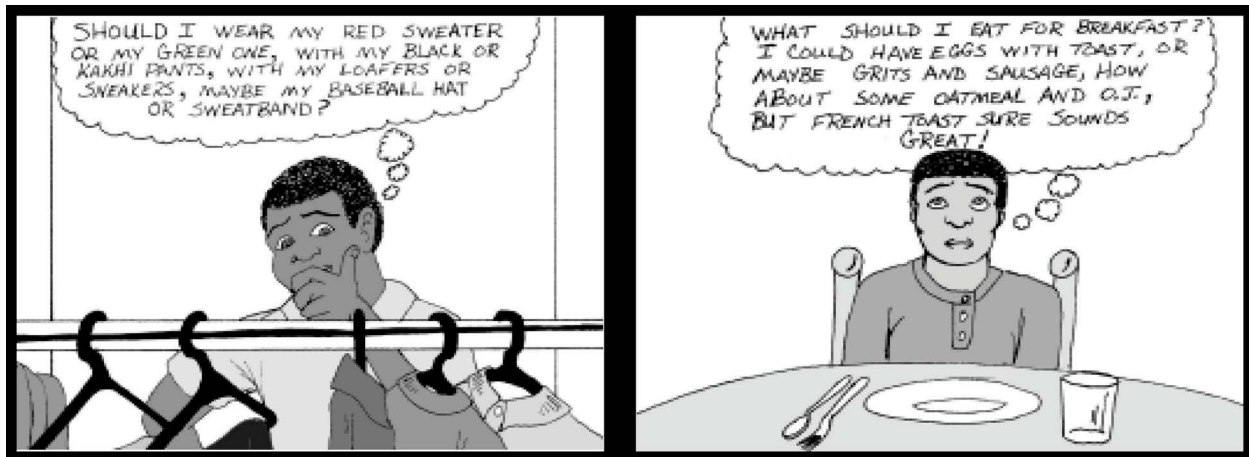
### **Straight Talk**

An important part of developing self-control is learning to think in a way that promotes true moral values and is respectful towards yourself and others. Positive thoughts encourage you to build your character and to continually strive towards excellence. Positive thoughts about others remind you that, as human beings, they are worthy of respect. You do not have to resort to thinking negatively about someone because he or she has hurt your feelings and has been unkind to you. Thinking negative thoughts about that individual will not solve the problem. It will only cause resentment and hate. As you will see later on in this unit, resentment and hate can be a deadly combination.

# It's A Matter Of Choice

The next important step in developing self-control is understanding the role of choices in the way you think, feel and act. A choice is the power to make a selection between one or more options. Every day you make choices. You choose which thoughts to focus on and which to let go. You choose to get up in the morning and what you will eat for breakfast, or even if you will eat breakfast.

Some options in life are harmless and have no significant consequences. For example, it doesn't matter if you choose to wear your red sweater or your blue sweater to school. The color of your sweater will not cause harm to you or someone else. Some choices however, are major and can lead to serious consequences. For example, the choice to experiment with drugs can impair your ability to think clearly and logically and can lead to addiction.



**“Be careful of the choices you make.  
Some choices you will only get to make once.”**

Choices or options can basically be placed into two categories: negative or positive. Here are a few points to help you distinguish between a positive and a negative choice.

## A NEGATIVE OPTION

- ◆ **Is immoral:** It has the potential to cause harm, because it has no regard for anyone's life, property or the environment. Teasing others, stealing and vandalism are examples of immoral choices.
  
- ◆ **Is chosen out of ignorance or in haste, without getting all the facts to make an intelligent decision:** For example, you assume that someone is talking badly about you and without getting all the facts you choose to ignore them in retaliation.
  
- ◆ **Is showing disrespect for authority:** It disregards the position of one who is in charge and responsible for you. Parents and teachers are examples of authority figures.
  
- ◆ **Is disobeying the rules:** Blatantly disregarding the rules and choosing not to follow instructions given. For example, choosing to talk when the classroom rule is to be quiet during instruction disrupts the learning process.

All negative choices have consequences. Some consequences can be immediate while others may be delayed and not seen until later in life. Read the following negative choices and use the lines to write the possible consequences.

1. Bullying: (Hurting someone physically or verbally, being kicked out of school.)
  
2. Sniffing glue: (Damaging brain cells so you can't think clearly.)
  
3. Refusing to participate in P.E. class: (Being sent to the principal's office, failing the class, in-school suspension.)
  
4. Stealing someone's wallet: (Being branded as a thief, suffer from guilt and depriving the owner of his money.)

# A POSITIVE OPTION

## Brings Rewards

⇒ **Is moral:** It shows value for life, yours and others, and it respects the possessions of others and the environment. For example, accepting the ethnic diversity of others, being honest and being careful to dispose of trash appropriately are moral choices that actually cause others to think more highly of you.

⇒ **Is based on proven facts:** By educating yourself, you can make intelligent moral choices. For example, you learn about the dangers of smoking and choose never to smoke. Setting your standards higher causes others to look up to you for decisions.

⇒ **Respects authority:** Regards the position of one who is in charge and responsible for you. For example, showing respect for parents and teachers by listening to and following their instructions, which are for your benefit, causes others to respect you.

⇒ **Obeys the rules:** Rules are given for our knowledge, safety and to help things run smoothly. For example, sitting quietly and paying attention to the teacher as you have been instructed helps you gain much more knowledge than those who do not. Having knowledge will help you to become an instructor of others.

Positive choices can lead to rewards. A reward is not always something tangible, such as a gift or other material gain. Sometimes the reward is simply the satisfaction of knowing you have made a right choice. A strong moral character is the ultimate reward for making the right choices. Making one right choice can start you heading in the direction of long range benefits for years to come.

**“The choice is yours, make it a positive one.”**

**Read the following positive choices and use the lines to write the possible rewards.**

1. Being honest and returning a lost wallet to its owner: \_\_\_\_\_  
*(The satisfaction of knowing you made the right choice, demonstrates your honesty, relieves the anxiety and fear of the owner, creates a trust for you in the other person's mind.)*

2. Not smoking cigarettes: *(Prevents addiction to nicotine, prevents the diseases that come with smoking, such as lung cancer and emphysema, is a decision that could lead to a long healthy life.)*

3. Addressing your teacher as Mr. Smith: *(Speaking with respect to an adult, showing honor, the teacher will be more likely to show you respect in return.)*

4. Doing chores: *(Pleasing your parents, satisfaction of completing a task, teaches you how to take care of yourself and prevents you from becoming a couch potato.)*

## To Do Or Not To Do... That Is The Question SELF-CONTROL IS THE ANSWER

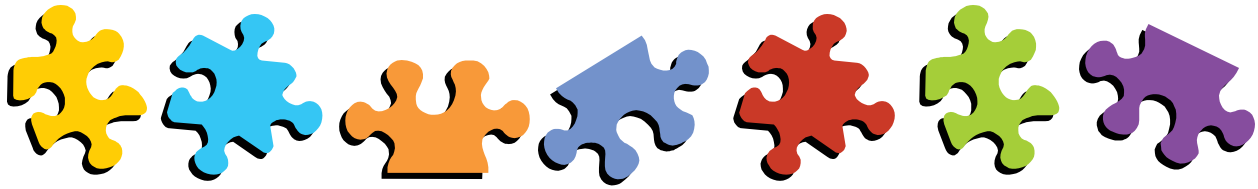
Another important aspect of proper decision making is learning to weigh your options. Weighing your options means taking the time to consider the possible outcomes of each choice before acting and then making a decision that is morally correct, beneficial and advantageous. A proper decision is made only after you have weighed your options.



In the following scenario Jason is faced with a problem that will require self-control. Notice how he weighs each choice before making a decision.

Jason was on his way to class. The hallway was crowded as everyone rushed to beat the late bell. Suddenly, someone pushed Jason and he fell to the floor. Jason was very embarrassed, and then he felt angry. He thought to himself, “I can’t believe some dumb jerk pushed me down. I’ll bet it was Michael or one of his crew. They’re always doing something stupid. Just wait until I catch up to them.” Then he thought to himself, “Yeah, but I can’t prove who pushed me down. It could have been an accident for all I know. Besides, trying to retaliate will just make things worse. If I find out that someone did this on purpose, I’ll report it. That way they will be corrected by an authority and maybe it will help them to see the harm that could have resulted from their actions.”

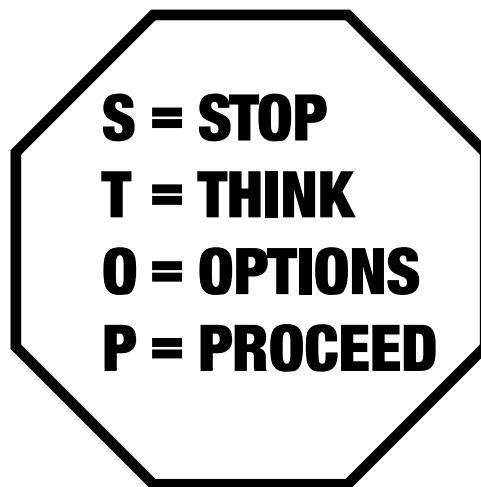
Notice how Jason took the time to think through each of his choices to arrive at a decision that was morally correct. Weighing your options may seem to take a lot of time, but remember we are the most intelligent species on the planet. We can think at the speed of light. In the long run, weighing your options before acting will take a lot less time than making a choice that will cost you in many ways, including lost time.



## PUTTING IT ALL TOGETHER

You are now aware of the harmful effects of negative thoughts. When faced with a negative thought about yourself or others, this is your cue to start practicing self-control. The first thing you should do is **Stop! Think** about how this can affect you or someone else. Remember, negative thoughts about yourself can set you up to fail. Negative thoughts about others have the potential to lead to violent and aggressive behavior. Next, evaluate your **Options**. You now know the difference between a positive and a negative choice and how to weigh your choices. Remember a choice is only positive if it is moral and shows concern. Negative choices can be immoral. Now that you know the value of positive choices, you can **Proceed** by making a positive choice and following through on your decision.

An easy way to remember how to practice self-control is to think of the acronym **STOP**. The letters stand for:



## Understanding The Main Point

Read the following scenarios and answer the questions that follow.

1. Jamul was one of the last boys to be chosen for the debate team. Jamul thought to himself, “Nobody likes me. I hate debate.”

a. Should Jamul use self-control? (Yes, Jamul’s thoughts are negative. He is being his own worst critic.)

---

b. If Jamul does not practice self-control what could be some of his negative options? (He could choose not to participate in the debate. He may not perform to the best of his ability.)

---

c. If Jamul practiced self-control what could be some of his positive options? (He could participate and perform to the best of his ability, showing that he is a worthy team mate.)

---

d. What positive option do you think Jamul should proceed with? (Jamul should control his thoughts and keep them positive and perform to the best of his ability.)

---

2. Monica was upset with her sister. She thought to herself, “ My sister always gets her way. I hope she falls when she goes skating tonight.”

a. Should Monica use self-control? Explain your answer. (Yes, Monica’s thoughts are negative. They are not morally correct, because she wants her sister to get hurt.)

---

b. How could Monica’s negative thoughts affect her? (Monica is robbing herself of the capacity to be compassionate towards others.)

---

c. How could Monica’s negative thoughts affect her relationship with her sister? (Monica could be spiteful and treat her unfairly and disrespectfully.)

---

d. If Monica does not practice self-control what could be some of her negative options? (Monica could do something mean to her sister to purposely hurt her feelings. She could speak harshly and disrespectfully to her.)

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e. If Monica practiced self-control what would some of her positive options be? (Monica would consider that even though she is upset with her sister, it is wrong to want to see her harmed. Instead, she could find ways to work out whatever disagreement they may have.)

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f. What positive option(s) should Monica proceed with?  
(Monica should speak respectfully with her sister and solve any conflicts peacefully.)

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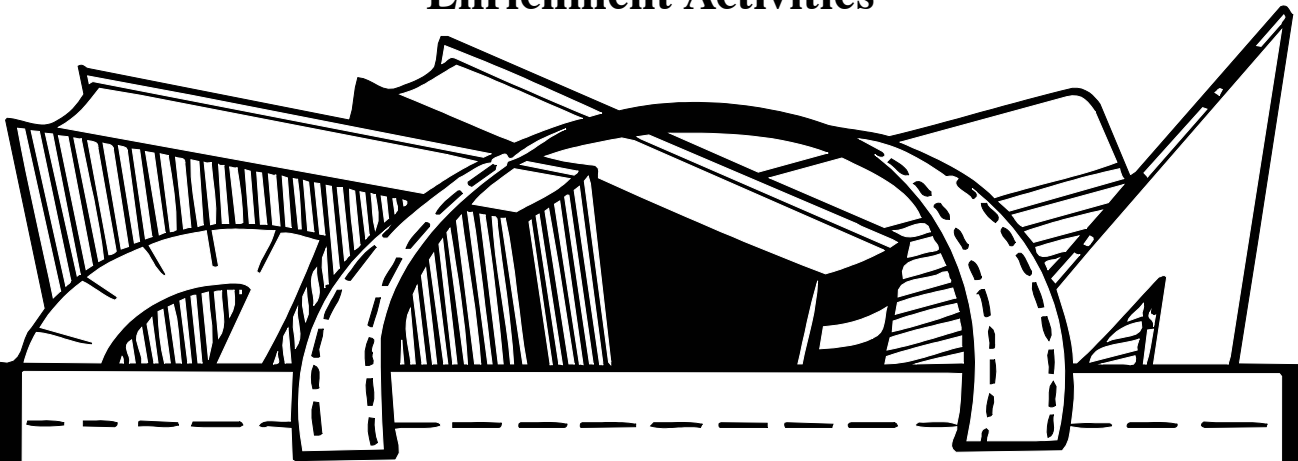
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## What I Have Learned

- ☑ Self-control is the foundation of a positive character.
- ☑ Moral principles are the foundation of self-control. To practice self-control I must stop and carefully consider whether my thoughts and feelings will lead to actions that are morally correct.
- ☑ Developing and practicing self-control will enable me to develop many other positive character traits.
- ☑ Self-control must come from within and must be practiced consistently, because I am now accountable for my decisions and actions.
- ☑ It is up to me to determine if my thoughts can help me build my character or if they can lead to choices I will regret.
- ☑ I have the power to control which thoughts I focus on and which thoughts I let go.
- ☑ In practicing self-control, I must take the time to weigh the consequences of my choices.
- ☑ I can use the **STOP** acronym as an easy way to remember how to practice self-control.

*"Taking the time for self-control, to analyze every thought and feeling before acting on it, is one step towards world peace."  
~The Peaceful Solution*

## Enrichment Activities



1. Keep a self-control journal. Write down situations you experience and evaluate how well you practiced self-control. Write down your thoughts, feelings and actions and how you can improve on practicing self-control.
2. Watch a movie and evaluate whether or not self-control was practiced. Identify any negative thoughts that led to the actions, and the consequences that occurred. Discuss ways that self-control could have been better handled and what the results could have been.
3. Do the “**Just For Fun**” activities on pages 26-27.

# Just For Fun

## Activity #1



Using the word list below, find the hidden words.

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

appreciate	beneficial	consequence
consistent	demonstrate	desensitize
develop	distinguish	environment
ethnicity	excellence	instruction
obligation	organized	

# Just For Fun

## Activity #2

Self-control is written twelve times, can you find it?



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



# Chapter Two

## Controlling Your Emotions To Your Advantage

### Note To The Teacher

Helping children understand the range of human emotions and how to place them in their proper perspective will be the main focus of this lesson. Like adults, children experience many emotions. However, they are usually able to identify only four: joy, sadness, anger and fear. Although they recognize only some of their emotions, they feel and act upon many others. When children are unable to identify or verbalize what they are feeling they usually make one of two equally poor choices. They either hold their feelings in, allowing them to fester, or act out impulsively.

Unless children are taught to identify and effectively manage their emotions, they can easily develop the habit of dealing with their feelings inappropriately. This can lead to a pattern of negative choices and behavior that are repeated over the course of a lifetime.

Concepts covered in this lesson are:

- What emotions are and the role they play in our lives.
- The effect of emotions on both our physical and mental health.
- The consequences of impulsive actions.
- All emotions, whether positive or negative, must be controlled.
- How to apply the **STOP** acronym to control emotions.

As educators and role models, we have an awesome responsibility to prepare our students for the challenges that lie ahead in our ever-changing society. By teaching children to effectively manage their emotions, they can avoid many of the life shattering occurrences that are a result of impulsive, irrational behavior. Children who can be taught to stop and consider their choices before acting are more likely to succeed in all areas of their lives.



# Lesson Plan

## Controlling Your Emotions To Your Advantage

### PURPOSE/OBJECTIVE

Students will learn what emotions are and the importance of practicing self-control when responding to their emotions.

### MATERIALS

- ▶ Students' handbooks

### PROCEDURE

1. Review the previous lesson entitled “**Self-Control Starts With You**” by asking students the following questions:
  - a. Who remembers the acronym for practicing self-control? (*STOP – Stop what you are doing or saying, Think about what is the right thing to do, consider your Options and then Proceed with the right choice.*)
  - b. What are some negative consequences for not practicing self-control? (*Negative consequences could be disobeying the rules and being punished, disrespecting someone and causing conflict, making a choice that could cause hurt or harm to yourself or others.*)
  - c. What are some positive consequences for practicing self-control? (*Positive choices could be following the rules and receiving rewards or the satisfaction of knowing you made the right choice, being trusted, respected, given more privileges, keeping yourself and others safe.*)
2. Guide class feedback by asking students how they are feeling today. Point out that although people can share the same experiences, such as being in the same classroom, they can nonetheless have different feelings. Inform students that today they will learn more about emotions and the importance of

practicing self-control when responding to their feelings. Instruct students to turn to **pages 29-30** in their handbooks to the sections entitled **“Introduction”** and **“What Are Emotions?”** Stress that emotions help to give our experiences and communication meaning.

3. Explain to students that we are all born with the capacity to experience a wide range of emotions. The first step in effectively controlling our emotions is to become familiar with and be able to identify the variety of feelings that we all have. Have students turn to **pages 31-32** of their handbooks and read the section entitled **“Defining Emotions.”** Have students pay particular attention to the emotions of anger, rage, jealousy and love as expounded upon in the section entitled **“Let’s Take A Closer Look”** found on **page 33**. Emphasize that emotions, if acted upon without self-control, have the ability to negatively affect our reasoning, judgment and interactions.

4. Inform students that, in addition to affecting our interactions, emotions can also affect us physically and mentally. Have students turn to **pages 34-40** to the sections entitled **“Not Just Skin Deep,” “Emotions Can Really Wear You Down,” “Tips For Overcoming Stress,” “Emotions Can Really Build You Up”** and **“Emotions Can Really Be Confusing.”** Have students complete each of the accompanying exercises. Allow as many students as time permits to share their answers with the class. Stress that an important aspect of living a healthy life, physically, mentally and emotionally, is to learn how to manage and control emotions.

5. Tell students that the key to practicing self-control is in the way we respond. Instruct students to turn to **page 41** and read the section entitled **“It’s All In The Way You Respond.”** Have students read the section entitled **“Impulsive Reactions Can Lead To Irrational Behavior”** found on **page 42**. Have students read both the scenario and the article and complete the corresponding questions. Discuss how impulsive behavior can lead to serious consequences. Stress the importance of practicing self-control so that they can respond appropriately in any given situation.

6. Tell students that an effective means of controlling their emotions, in order to avoid acting impulsively, is to learn to keep their emotions in perspective. Ask for volunteers to explain what it means to keep their emotions in perspective. Have students turn to **page 45** to the section entitled **“Keeping It In Perspective.”** Stress that by keeping their

experiences and emotions in perspective they will be better able to make choices that reflect a positive moral character.

7. Remind students that in the previous lesson they learned how to use the **STOP** acronym as a basic technique for practicing self-control. Tell students that the same method can be applied to controlling their emotions. Instruct students to read the section entitled “**Applying Self-Control To Your Emotions**” found on page 46. Have students turn to the section entitled “**Understanding The Main Point**” found on pages 48-51 and complete the scenarios based upon the example as outlined in their handbooks. Discuss students’ answers and point out that by practicing appropriate responses to common situations they gain skills in how to respond with self-control.

8. Conclude the lesson by instructing students to turn to page 53 and read the section, “**What I Have Learned.**” Emphasize to students the need to always identify their feelings in order to respond in an appropriate moral way. Stress that if self-control is consistently practiced they can learn to avoid impulsive behavior and control their emotions to their own advantage.



**“Learning to stop, think, and put your emotions into perspective is another way to practice self-control.”**

*~The Peaceful Solution*

# Chapter Two

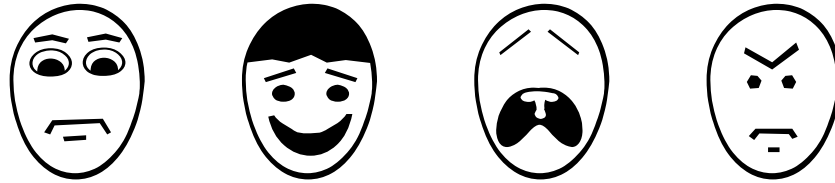
## Controlling Your Emotions To Your Advantage

### Introduction

**Y**ou have the power to control your thoughts and the emotions that arise from the way you perceive a situation. Emotions are what we feel and no one feels the same way every day, hour or every minute of their lives. Have you ever felt cheerful one minute, then a situation occurs and you find yourself down and depressed? Although emotions change, they are nonetheless important to our lives.

Emotions inform us of our likes, dislikes, and needs. They also help us communicate with others and allow us to enjoy life’s experiences. Without emotions, life would be dull and boring. Our experiences would be lifeless and our communication and relationships would be uninteresting.

However, as important as emotions are, if they are not controlled, they will control you. Emotions that are uncontrolled can lead to poor choices, which in turn can lead to impulsive behavior that you might regret. In this chapter, you will explore some of the consequences of not controlling your emotions. You will learn more about the importance of practicing self-control regarding your feelings.



## WHAT ARE EMOTIONS?

Emotions are strong physical and mental responses triggered by what we experience. A trigger is something that starts a process. Emotions are triggered by what we hear, see, smell, taste, touch and think. Triggers can affect what we feel almost instantaneously. Our brain processes millions of pieces of information per second. Emotions can occur without conscious thought and within a split second of the event that triggered them. For example, you see a truck speeding at you. You think it is going to hit you and you feel afraid. You do not have to stop and consider whether you are afraid. You will automatically experience the emotion of fear, because your senses have made you aware that your life is in danger.

Other feelings may not be automatic or as easily identified as fear. These feelings may be triggered by memories and may require conscious thought. For instance, you come home from school and you smell cookies baking. The smell of baked cookies triggers your thoughts and you begin to think about your grandma who taught you how to bake cookies. Because you have fond memories of your grandma, you feel glad.

# Defining Emotions

Generally speaking, emotions can be categorized as either negative or positive. Uncontrolled negative emotions are hurtful and can undermine your growth, development and your future. They can also damage your interactions.

## Negative Emotions

**Aggravation** – to intensify unpleasantly, to rouse to displeasure or anger by persistent irritations.

**Anger** – a strong feeling of displeasure, resentment or hostility.

**Ashamed** – feeling shame or guilt.

**Depression** – an extreme state of sadness that is prolonged and can lead to changes in eating and sleeping habits.

**Disappointment** – to fail to satisfy the hope, desire or expectation of.

**Embarrassment** – feeling self-conscious, humiliated, or uncomfortable.

**Fear** – an unpleasant often strong emotion caused by anticipation or awareness of danger.

**Frustration** – dissatisfaction that comes from unresolved problems or unfulfilled needs.

**Guilt** – self-reproach that results from blaming oneself for real or imaginary wrong.

**Hopelessness/Despair** – having no expectation of success, remedy, or solution.

**Humiliation** – to feel reduced to a lower position, devalued or worthless.

**Jealousy** – hostile toward a rival or one believed to enjoy an advantage.

**Pessimism** – tendency to stress the worst possible outcome.

**Rage** – violent, explosive, uncontrolled anger.

**Rejection** – to feel as if you are refused, unwanted, abandoned.

**Resentment** – a prolonged feeling of displeasure at something regarded as wrong or offensive.

**Restless** – feeling uneasy, unsettled.

**Revengeful** – a feeling of wanting to get even or get back at.

**Sorrow** – deep distress, sadness, or regret especially for the loss of someone or something loved.

Positive emotion is the energy that fuels our moral growth and development. Positive emotions can improve the way you perceive yourself and your interactions. They make life enjoyable. Focusing on positive emotions can actually get us through life's rough spots.

## Positive Emotions

**Accepted** – to feel approved of and a sense of belonging. [Knowing that you are doing what is right whether you are accepted or not.]

**Affection** – a caring feeling toward another.

**Appreciation** – feeling recognized as worthwhile. [Doing what you know is morally right whether others appreciate it or not.]

**Assured** – To feel certain and sure; to be satisfied with the truth of a matter.

**Calm** – free from agitation or disturbance. If you base your actions on what is morally right, this will give you the confidence needed for calmness.

**Contentment** – the state of being satisfied with your actions.

**Euphoric** – overall feeling of well being or elation (joy or delight) in what you do and plan to do.

**Excitement** – to arouse strong feeling in.

**Hopeful** – having great expectation of success, remedy or solution.

**Joy** – intense pleasure or satisfaction in morally right actions.

**Love** – feeling a strong concern for someone or something arising out of care.

**Optimism** – to expect the best possible outcome. Being determined to stand on morally right principles; knowing you have morally right standards.

**Passion** – a strong liking, desire or devotion to some activity, object or concept.

**Peaceful** – free from hostility or conflict; freedom from hurtful or worrisome thoughts or emotions. The desire to always treat others as you would desire to be treated.

**Pleasure** – enjoyment or satisfaction.

**Productive** – to feel capable of yielding results, benefits or profits.

**Thankful** – appreciative of benefits received.



## Let's Take A Closer Look

Although all emotions can affect the way we behave, there are some emotions that have a greater potential to lead to negative behavior.

**Anger** – Anger is a normal emotion that is experienced by everyone, however, it is actually a secondary emotion. This means that anger is felt as a result of other emotions that have not been appropriately resolved. Frustration, embarrassment, annoyance and jealousy are all primary emotions that if left unchecked can result in anger.

**Rage** – Anger that is uncontrolled can result in rage. Rage is a dangerous emotion that can lead to verbal and physical abuse and in extreme cases even death.

**Jealousy** – People experience the emotion of jealousy for many reasons. But one thing is certain; jealousy that is left uncontrolled can be a dangerous emotion. People's reputations have been damaged, some have been hurt and others murdered because of jealousy.

**Love** – Love can be one of the most difficult emotions to explain. Many people misunderstand love because of the way it is portrayed in movies, TV shows and romance novels. An intense affection for another is one popular explanation; attraction based on sexual desire is another. Although there are various definitions of love, this emotion, if not handled properly can result in inappropriate behavior. Adolescence is typically the time when your perception of the opposite gender goes from “yucky” to “not so bad after all.” Suddenly you find yourself interested in someone you never really noticed before. This “sudden interest” gets a lot of people confused. They think that being interested in someone means they have to touch them. This is wrong! This false concept of love accounts for approximately 1 million teen pregnancies every year. At least one quarter of these pregnancies end in abortions, numbering 274,000. In addition, every year about three million teens acquire sexually transmitted diseases. Some of these diseases have no cure. So if you think you love someone, control your emotions. Remember true love is not instant. True love is a bond of mutual trust, interest and deep caring for another. True, lasting love is based on the principles of moral character you are learning in this course. It takes time for a bond like this to form between people. Get to know that person through

conversation whether you are under adult supervision or if you are an adult yourself. Moving in with a person or having premarital sexual relations with them is not the way to find out if you are compatible for a life together. A person without moral values can cause daily stress on a person who is trying to do what is right. A person whose mind is constantly on gaiety can cause mental anguish to a person whose mind is on peace. If suitable characters are matched, disagreements and divorce are rare. Get to know the person through conversation before you join hands and say vows. This way you will avoid acting impulsively and making a decision you will regret.

## **Not Just Skin Deep...**

Emotions, whether negative or positive are powerful. They have the capacity to affect you both physically and mentally. Physically, emotions can cause us to experience intense reactions within our bodies. For instance, some emotions can cause a flushed face, like when you are embarrassed; faster breathing, as when you are angry; butterflies in the stomach and goose bumps on the skin, like when you are nervous or afraid.

Mentally, emotions can result in feeling energized or worn out, satisfied or discouraged, motivated or depressed. If not managed appropriately, some emotions can result in serious physical and mental illnesses.

**EMOTIONS CAN REALLY  
WEAR  
YOU  
DOWN**

Emotions such as anger, anxiety, fear, guilt and jealousy can cause stress or tension to build in our minds and bodies. Think of it like this. Your body is a complex structure composed of organs and systems that perform various functions. Everything must be balanced and work together precisely for you to function at your very best. Your mind must be healthy in order for your body to function well and your body must be

healthy in order for your mind to function well. Let us compare how our bodies function with the process of following a recipe to bake a cake. The right balance of ingredients is needed for the cake to come out just right. Too much of one ingredient and not enough of another will yield poor results.

In the same manner, certain stress within the body over a long period of time, is like not following the recipe for the cake and putting in two cups of salt and only a teaspoon of sugar. Unmanaged stress has the ability to negatively affect the way the various systems and organs function, causing the body to become unbalanced.

Stress affects physical organs, like the heart and stomach, and can lead to ailments such as high blood pressure, stomach ulcers and headaches. Stress can also affect the immune system. The immune system keeps us healthy by fighting off germs and diseases. Reports indicate that mental stress can weaken the immune system leaving us susceptible to all sorts of ailments, such as respiratory infections, heart disease and cancer. Stress also hastens the aging process and is the leading cause of suicide.

Read the following article about some common effects of stress in our daily lives.

**WARNING! Daily Hassles Are Hazardous**


University of Michigan sociologist Lois Verbrugge, who followed the daily lives of 589 men and women, found that daily irritations triggered bad moods, which, in turn, were followed by physical troubles.



## Feeling a little stressed out lately?

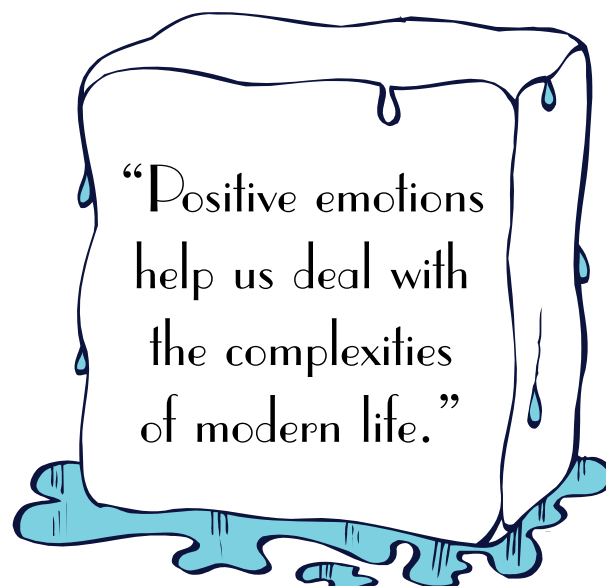
### Tips For Overcoming Stress

- Laugh at least ten times a day.
- Drink more water, stress dehydrates the body.
- Maintain a positive attitude.
- Identify the feeling associated with the stress and dissolve it – deal with it.
- Focus on the here and now.
- Massage the back of your neck.
- Take some deep breathes in through your nose, letting them out slowly through your mouth.
- Think of all the things you are thankful for.
- Count to ten and think of how someone you respect would handle the situation.

**“Everyone experiences stress, the key is to take action to reduce your stress.”** 

## EMOTIONS CAN REALLY **BUILD YOU UP!**

Now that you have evaluated the effects of negative emotions and the stress they can cause, let's analyze the effects of positive emotions. For example, the feeling of being appreciated can lower stress and have a beneficial effect on both your mind and body. The awareness that someone else acknowledges your efforts and that person is thankful for your help can result in other positive emotions, such as acceptance and joy. Positive emotions balance the body and mind. They can relieve anxiety, stabilize heart rate and blood pressure, as well as stimulate the immune system, keeping it healthy and making you better able to fight off infectious diseases, or even criticism from others.





# EMOTIONS CAN REALLY BE CONFUSING

Although there will be some situations where you clearly know what you are feeling, there will be other experiences that will evoke mixed feelings. Have you ever heard the term bittersweet? This term is commonly used to describe an experience that is both joyful and sad at the same time. For example, you and your best friend receive permission to go on a field trip. For weeks you talk about all the fun you will have. The morning of the field trip your friend catches a bad cold and is unable to go. Although you're glad you are still able to go, you are also sad that your friend is sick.

Not only can your emotions be mixed, they can also quickly change. Sometimes the same situation can evoke different feelings at different times. This can cause indecisiveness or the inability to make up one's mind and stick to a decision. Some circumstances can alter the way you think about people, things or places. This will, in turn, cause your feelings to change. For example, the park across the street from where Philip lives used to be a place where he and his family would go for picnics. Philip has many pleasant memories of the times he spent there. These memories evoke feelings of joy, appreciation and acceptance. However, recently several people were robbed and one was seriously hurt while at the park. Now Philip and his family are afraid to go there.

Have you ever felt a certain way about a person, place or thing at one time and later your feelings changed? Use the lines below to tell how you first felt about it. What caused your feelings to change and how do you feel about it now?

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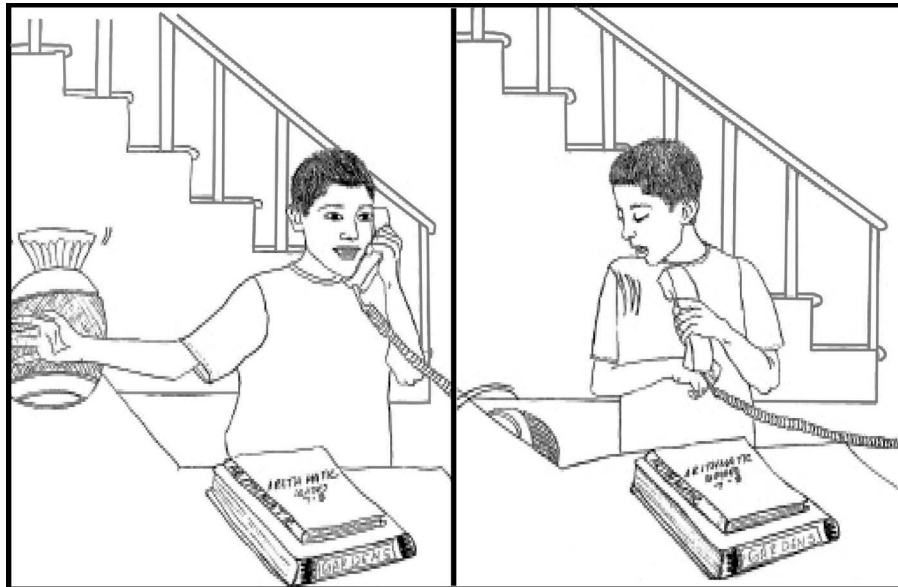
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## IT'S ALL IN THE WAY YOU RESPOND

It doesn't matter if your emotions are positive, negative or mixed. What matters is how you respond to all of these emotions. Keep in mind that emotions strongly influence how we conduct ourselves. Although emotions can occur almost instantaneously, you have the ability to consider how you should respond to what you feel before you take action. Did you know that even positive emotions, acted on without self-control, could lead to regret?

For example, you are informed that you have won the drawing for a \$100.00 gift certificate at the mall. You become so excited you begin to jump up and down knocking your mother's expensive vase to the floor. You end up having to use your winnings to replace the vase you broke.



Applying self-control to any emotion, whether it's fear, joy, excitement or anger, is an important aspect of developing character. Acting on emotions without careful consideration is called acting impulsively. Impulsive actions occur when you allow emotions to cloud your ability to think rationally. To be rational means to think sensibly and wisely, having gathered enough facts to make intelligent choices. Rational thinking leads to decisions that are well thought out, positive and moral. A lack of self-control can cause even a positive emotion to result in harm to yourself, others or property.

*"It is easier to practice self-control  
than to suffer the consequences of acting impulsively."*

## IMPULSIVE REACTIONS CAN LEAD TO IRRATIONAL BEHAVIOR

A lack of self-control leads to irrational responses. An irrational response occurs when we act on an emotion without gathering sufficient facts to make intelligent choices. Irrational behavior is triggered by negative thoughts that cause feelings like jealousy, resentment or rage. Anyone who responds irrationally to a situation is not using self-control. Remember we cannot do just anything we want to do. We must always be willing to stop and consider what we are thinking, how we are feeling and then use self-control to make a choice that is positive and moral.

### Irrational Behavior Can Lead To Hurt Feelings And Loss Of Friendships

Cindy scored higher on the math test than Karen did even though Karen studied for hours. Karen felt jealous and resentful that Cindy received a better grade than she did. Karen gave Cindy the “cold shoulder” for the rest of the day. Not knowing why Karen was upset, Cindy felt hurt by the way Karen treated her.



#### ***Think About It!***

1. What negative thoughts do you think triggered Karen’s feelings of jealousy and resentment? Karen could have thought that it wasn’t fair that she studied and didn’t get a passing grade. She might have also thought that her friend was showing off.

2. What could Karen have thought about Cindy’s grades that would have prevented her irrational behavior? Karen could have been glad that Cindy did well. She could also have considered asking Cindy to tutor her so that she could pass the next test.

## Irrational Behavior Can Lead To Death

Read the following article about one woman who acted irrationally and the terrible consequences of her actions.

### Texas dentist who killed husband gets 20 years

By C. Bryson Hull

HOUSTON, Feb 14, 2003 (Reuters) - The Texas jury that found dentist Clara Harris guilty of murder for running over her cheating husband with a Mercedes sentenced her to 20 years in prison on Friday, bringing her tale of love gone sour to a close on her 11th wedding anniversary...

Harris could have been sentenced to prison for up to 99 years, but the jury found she had acted in "sudden passion," which under Texas law put the maximum at 20 years...

She killed orthodontist husband David Harris last July 24 by repeatedly running him over with her \$70,000 Mercedes in the parking lot of a Houston-area hotel after finding him there with girlfriend Gail Bridges.

She said his death was an accident because she meant only to ram Bridge's car, but prosecutors said it was intentional...

They sent a message that was pretty clear; if you take a human life for whatever reason, you're going to jail...

...a suspicious Clara Harris found her husband and his lover at a hotel that night, holding hands and smiling. Enraged, Harris charged in swinging, striking Bridges until her husband, a martial arts enthusiast, threw her to the ground.

After the brawl, David Harris told his wife their marriage was "over" and left to escort Bridges to her truck. That was when a furious Clara Harris, accompanied by her stepdaughter, wheeled her Mercedes toward her husband and ran him down, prosecutors said.

A grainy videotape by a private investigator hired by Clara Harris to shadow her husband showed her circling around the parking lot several times in what prosecutors said was an intentional attack to run him over repeatedly.

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

## Think About It!

1. Of course we can only speculate, but what might have been some of the negative thoughts that went through Clara Harris's mind? I'm not going to let him get away with this. How dare he do this to me. This is unfair. I don't deserve this.

2. Identify some of the emotions that these negative thoughts triggered. Jealousy, humiliation, rage, resentment, hate

3. Would you describe her behavior as impulsive? Explain your answer. Yes, her behavior was impulsive. She acted on her emotions without considering the consequences of her actions.

4. What were the consequences of her actions? She committed murder, she caused her stepdaughter to witness the death of her father, she will be imprisoned for the next twenty years.

5. How could using self-control have changed the outcome of this event? If Clara Harris had used self-control she would have stopped and considered that murdering her husband was not the answer to her problems. She would have realized that even in a situation where her feelings were hurt she was still obligated to make a moral choice.

**“One choice made in haste can result in a lifetime of sorrows.”**

# Keeping It In Perspective

Negative thoughts and strong emotions can cloud our ability to see things in perspective and increase the opportunity to act irrationally. To see a situation in perspective means to be able to view things in their proper order of importance without overreacting. Even though certain situations can trigger strong emotions, it is up to you to control how you respond.

Have you ever heard the saying hindsight is 20/20? This typically means that once a situation has passed and we are not emotional about it, we are able to look back and point out how we could have made better choices. The problem with this line of thinking is that some choices are irreversible. Even though we can see where we could have made better choices, by then it is too late to change them.

By keeping things in perspective and making the right choice the first time, you can avoid acting impulsively and making choices you will later regret.

## TIPS FOR KEEPING THINGS IN PERSPECTIVE

- Don't make a situation into something it's not. Sooner or later most people make the mistake of making a mountain out of a molehill. When this occurs there is a tendency to overreact. You can avoid this by learning to see things for what they are.
- Stop and ask yourself if you are responding appropriately. If you find that you are overreacting, stop and apologize.
- Calming your body can help calm your mind. Stop and take a deep breath. Let the emotion pass before taking action.
- Learn to look at the big picture, sometimes we get so caught up with what is going on right at that moment we forget that life goes on. An impulsive, irrational response throws caution to the wind and demonstrates a lack of wisdom.
- Always remember that your most important goal is maintaining a positive character; therefore, your response to any situation should depict the use of true moral values.

## Applying Self-Control To Your Emotions

Controlling your full range of emotions requires you to examine your thoughts, evaluate what you are thinking and feeling. Then, you need to respond in a way that is controlled, well planned and respectful regardless of how you feel.

In the previous chapter you learned about the **STOP** acronym. This same acronym can be applied to controlling your emotions in order to avoid irrational choices that could lead to regret.

To apply self-control to your emotions follow these simple steps:

**Stop** and identify what you are thinking and feeling.

**Think** about what actions your feelings could lead to. Remember negative emotions can result in harm to yourself and others. Even positive emotions, if acted upon without careful thought, can result in consequences. Ask yourself, Am I observing this situation accurately? Am I allowing my emotions to cloud my judgments? Am I keeping things in perspective?

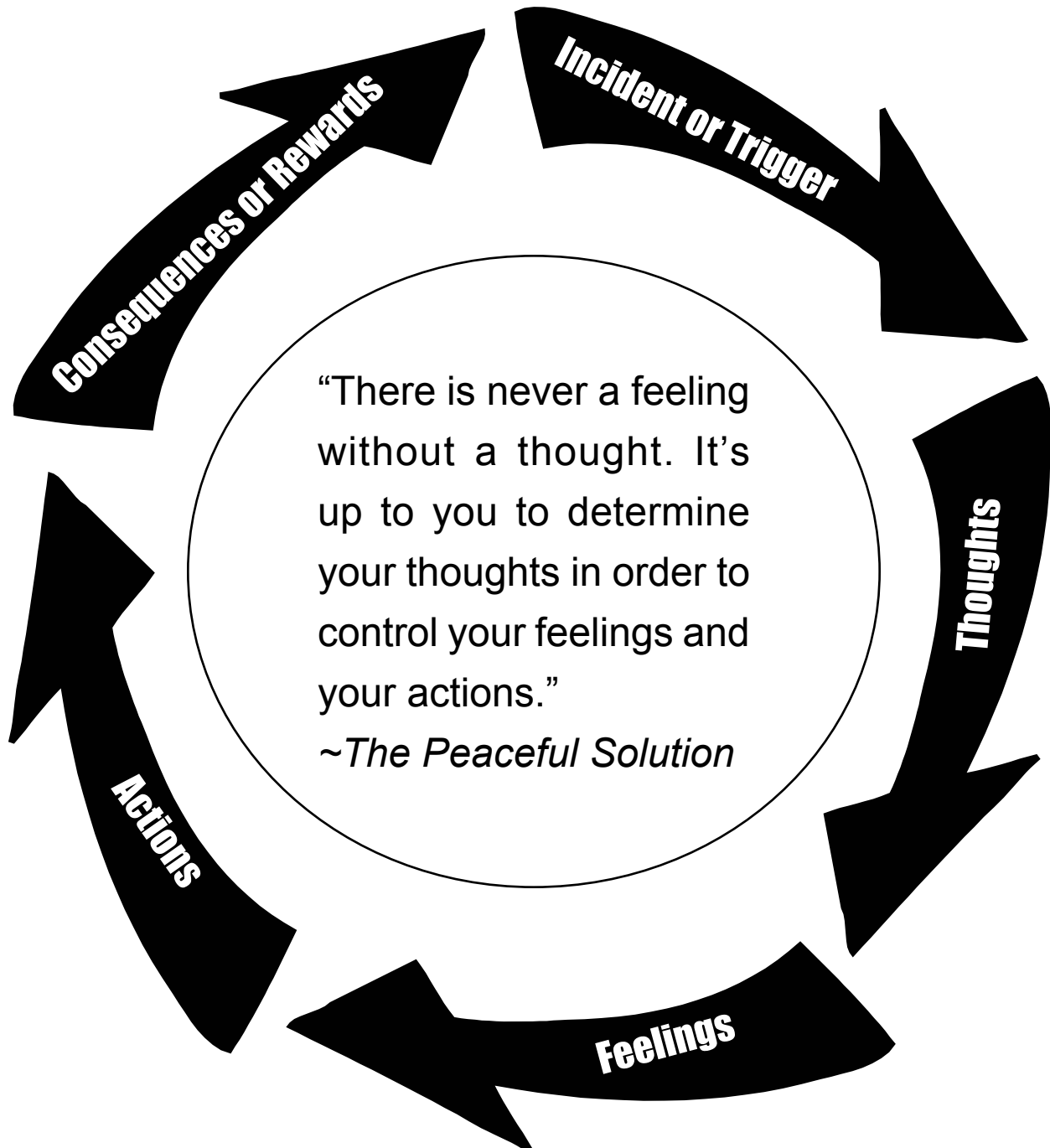
**Options**—What are my choices? Weigh the consequences or rewards of your choices.

**Proceed** by making a decision that is respectful and responsible.

As with any new skill, self-control is developed through determination, practice, consistency and responsibility. Keep in mind that emotions are powerful, but the determination to control how you respond to your feelings can be even more powerful. So, be determined to be responsible for your actions by controlling your thoughts and emotions. Then consistently practice self-control until it becomes a habit.

## The Self-Control Diagram

Study the diagram below as a visual reminder of the process of self-control.



## Understanding The Main Point

**Read the following scenarios and fill in the blanks based on the example below.**

1. Mindy missed the final question of the State Championship Academic Challenge. A few team members started putting her down. One even said, “What’s a loser like you doing on our team, anyway?” *(Possible answers below.)*

### Not Showing Self-Control

### Showing Self-Control

<p style="text-align: center;"><b>Thoughts:</b></p> <p><i>( “Who does she think she is? She is always picking on me.” )</i></p> <hr/> <hr/>	<p style="text-align: center;"><b>Thoughts:</b></p> <p><i>(“I messed up, now we won’t win the state championship.”)</i></p> <hr/> <hr/>
<p style="text-align: center;"><b>Feelings:</b></p> <p><i>(Angry, embarrassed, frustrated, hurt, disappointed)</i></p> <hr/> <hr/>	<p style="text-align: center;"><b>Feelings:</b></p> <p><i>(Embarrassed, frustrated, hurt, disappointed)</i></p> <hr/> <hr/>
<p style="text-align: center;"><b>Action:</b></p> <p><i>(Mindy yelled, “Shut up, you’re the loser.”)</i></p> <hr/> <hr/>	<p style="text-align: center;"><b>Action:</b></p> <p><i>(Mindy apologized and said, “I feel really bad about it, but I did my best.”)</i></p> <hr/> <hr/>
<p style="text-align: center;"><b>Possible Consequences:</b></p> <p><i>(A conflict could develop between the two girls. They could end up disrespecting each other and could be kicked off the team and suspended from school.)</i></p> <hr/> <hr/>	<p style="text-align: center;"><b>Possible Rewards:</b></p> <p><i>(A conflict could be avoided. Mindy would have the satisfaction of knowing she practiced self-control. Having handled the situation with self-control, she is now a positive example to the other girl.)</i></p> <hr/> <hr/>

Do you notice how controlling one’s thoughts can lead to different feelings, and even when the feelings are similar, different actions can be taken by practicing self-control?

2. Juan is at his best friend, Richard's, party. Richard suddenly takes out a joint, lights it up, takes a "hit" and then passes it around. It is now Juan's turn to take a "hit". (Possible answers below.)

**Not Showing Self-Control**

**Showing Self-Control**

<p><b>Thoughts:</b> <u>(“Man, if I don’t take some of this he will think I’m a loser and he’ll never let me live it down.”)</u></p> <hr/>	<p><b>Thoughts:</b> <u>(“I can’t believe my best friend is asking me to do drugs. Best friend or not, I’m not going to mess up my brain for him.”)</u></p> <hr/>
<p><b>Feelings:</b> <u>(Shocked, confused, guilty, scared, embarrassed, overwhelmed)</u></p> <hr/>	<p><b>Feelings:</b> <u>(Shocked, overwhelmed, scared, embarrassed, determined)</u></p> <hr/>
<p><b>Action:</b> <u>(Juan takes the joint and begins smoking it.)</u></p> <hr/>	<p><b>Action:</b> <u>(Juan says, “No way, I decided a while ago never to touch that stuff.”)</u></p> <hr/>
<p><b>Possible Consequences:</b> <u>(He could lose his self-respect, become addicted to drugs, harm his body and mind, become high and act irrationally, get in trouble with his parents and the law.)</u></p> <hr/>	<p><b>Possible Rewards:</b> <u>(He could maintain his self-respect, be a positive role model to his peers, maintain health, and be satisfied he could make a right choice, even under pressure.)</u></p> <hr/>

3. Tomika was disturbing the class. Her teacher noticed and told her to stop talking and pay attention. (Possible answers below.)

**Not Showing Self-Control**

**Showing Self-Control**

<p><b>Thoughts:</b> <u>(“Why doesn’t she just leave me alone.”)</u> _____ _____</p>	<p><b>Thoughts:</b> <u>(“I’m not acting right. I guess I should stop talking.”)</u> _____ _____</p>
<p><b>Feelings:</b> <u>(Embarrassed, angry, hurt)</u> _____ _____</p>	<p><b>Feelings:</b> <u>(Embarrassed)</u> _____ _____</p>
<p><b>Action:</b> <u>(Tomika keeps talking.)</u> _____ _____</p>	<p><b>Action:</b> <u>(Tomika stops talking.)</u> _____ _____</p>
<p><b>Possible Consequences:</b> <u>(Tomika could lose the respect of her teacher and classmates. She could also be told to leave the classroom and go to the principal’s office where she could receive detention and in-school suspension.)</u> _____ _____</p>	<p><b>Possible Rewards:</b> <u>(Tomika could maintain the respect of her teacher and classmates. She could be allowed to remain in the classroom. She would have the satisfaction of knowing she practiced self-control.)</u> _____ _____</p>

4. Mohammed was late getting home and missed his curfew. He tried to explain that it wasn't his fault, but his parents told him to stop making excuses and sent him to his room. *(Possible answers below.)*

**Not Showing Self-Control**

**Showing Self-Control**

<p><b>Thoughts:</b> <i>(“They never listen to me. This is so unfair. It wasn’t my fault.”)</i></p> <hr/> <hr/>	<p><b>Thoughts:</b> <i>(“I really messed up. I knew I should have left earlier.”)</i></p> <hr/> <hr/>
<p><b>Feelings:</b> <i>(Angry, upset, frustrated, resentful, rejected, guilty)</i></p> <hr/> <hr/>	<p><b>Feelings:</b> <i>(Guilty, sad, frustrated, upset with himself)</i></p> <hr/> <hr/>
<p><b>Action:</b> <i>(Mohammed argues some more with his parents, stomps off to his room, and slams his door.)</i></p> <hr/> <hr/>	<p><b>Action:</b> <i>(Mohammed apologized and went to his room.)</i></p> <hr/> <hr/>
<p><b>Possible Consequences:</b> <i>(He could lose his self-respect and the respect of his parents, be grounded for being late and receive additional consequences for being disrespectful. He could lose his parent’s trust and anger his parents.)</i></p> <hr/> <hr/>	<p><b>Possible Rewards:</b> <i>(He could maintain his self-respect and his parent’s respect, he could still be grounded but with less severe consequences, he could have the satisfaction of knowing he practiced self-control with his parents and they may still trust him.)</i></p> <hr/> <hr/>

As you can see from these exercises, self-control can be used in any situation and at any time. By controlling your thoughts, you can control your feelings and in many cases, the outcome of the situation. The rewards are always well worth it!

# BEAR THIS IN MIND!

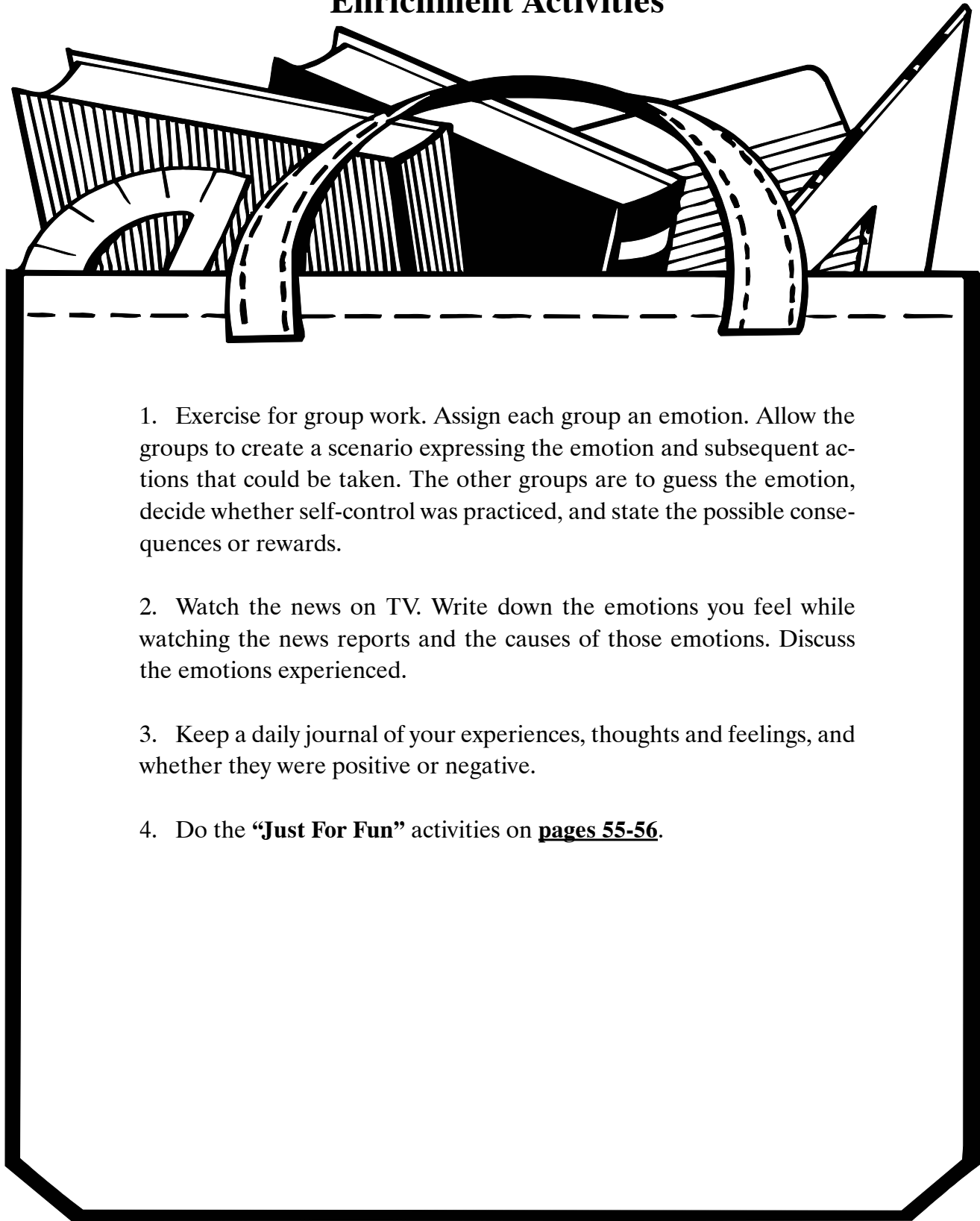
“Learning to apply self-control can help you identify what emotions you feel and deal with them effectively to make wiser, more appropriate decisions.” ~*The Peaceful Solution*



## What I Have Learned

- ☑ Emotions are feelings that include both positive and negative responses triggered by what I experience.
- ☑ Emotions are important. They inform me of my likes, dislikes and needs. They help me communicate with others and enjoy life's experiences.
- ☑ Emotions affect me physically. Prolonged, stressful emotions can be strenuous on my body, affecting my general health.
- ☑ Emotions affect me mentally. They can influence my mind so strongly that my ability to make rational decisions could be affected.
- ☑ Uncontrolled emotions can lead to actions I may regret.
- ☑ Evaluating my thoughts and emotions regarding a situation is an important part of practicing self-control.
- ☑ Keeping things in perspective and not blowing them out of proportion will help me to respond rationally.
- ☑ When I **stop, think**, consider my **options** and then **proceed** by making a positive moral decision I am able to control my emotions.

## Enrichment Activities



1. Exercise for group work. Assign each group an emotion. Allow the groups to create a scenario expressing the emotion and subsequent actions that could be taken. The other groups are to guess the emotion, decide whether self-control was practiced, and state the possible consequences or rewards.
2. Watch the news on TV. Write down the emotions you feel while watching the news reports and the causes of those emotions. Discuss the emotions experienced.
3. Keep a daily journal of your experiences, thoughts and feelings, and whether they were positive or negative.
4. Do the “**Just For Fun**” activities on pages 55-56.



# Just For Fun

## Activity #1

Using the word list below, unscramble the following words.

- |   |  |
|---|--|
| 1. orrswo _____ <i>sorrow</i>           | 9. xeeitmncet _____ <i>excitement</i>  |
| 2. vetleaua _____ <i>evaluate</i>       | 10. nnfilcuee _____ <i>influence</i>   |
| 3. paorreatpip _____ <i>appropriate</i> | 11. matnelyl _____ <i>mentally</i>     |
| 4. rrethacca _____ <i>character</i>     | 12. llicyspyha _____ <i>physically</i> |
| 5. mceuanctiom _____ <i>communicate</i> | 13. lfnseige _____ <i>feelings</i>     |
| 6. eojny _____ <i>enjoy</i>             | 14. meviopr _____ <i>improve</i>       |
| 7. oounsnatpes _____ <i>spontaneous</i> | 15. lpuismes _____ <i>impulses</i>     |
| 8. nstooime _____ <i>emotions</i>       |  |

emotions	excitement	physically	appropriate
character	communicate	influence	evaluate
feelings	enjoy	impulses	improve
sorrow	mentally	spontaneous	



# Just For Fun

## Activity #2

Using the word list below, find the hidden words.

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

- |                 |              |               |               |
|-----------------|--------------|---------------|---------------|
| acceptance      | annoyance    | automatically | circumstances |
| communication   | conscious    | evaluated     | impulsively   |
| instantaneously | permission   | potential     | reputation    |
| stimulate       | irrationally |               |               |

# Chapter Three

## Control Your Anger

### Note To The Teacher

People of all ages have to deal with anger, from the toddler throwing a temper tantrum in the store because he can't get his way to the adult who was just cut off in traffic. Yes, we all experience anger. Yet, the way many people choose to handle anger today has become dangerous, from school shootings as a result of bullying and teasing, to road rage, gang wars, and even conflicts between nations.

Since everyone experiences anger, it is a lack of self-control that leads to inappropriate behavior when dealing with anger. Anger management skills can be learned from a wide variety of sources today. However, most of these are geared towards adults. Today's situation demands that these skills need to be actively taught to our youth as well. Sadly, our youth today are not specifically taught how to handle anger. They learn about anger accidentally from the examples of those around them and from the entertainment media. For example, children watching wrestling on TV have been known to practice similar aggressive behavior with their siblings and peers. *The Peaceful Solution Character Education Program* takes the approach that learning to maintain self-control in any situation is a large part of positive, moral character development.

Lesson Three of this unit on self-control focuses on understanding why we become angry and how to recognize our personal anger style. It provides simple techniques for students to better manage their anger so they can find a peaceful solution to conflicts.

It is up to you as the teacher to model the right way to deal with anger, setting a proper example for students to follow. It is also your responsibility to make sure that every student has the opportunity to develop the basic skills necessary to deal with anger in any situation in a positive, moral way.

*Unit Three*

# Lesson Plan

## Control Your Anger

### PURPOSE/OBJECTIVE

Students will learn how to identify the emotion of anger and how to practice self-control regarding anger.

### MATERIALS

- Students' handbooks
- Audio cassette player
- *Teacher's Manual Audio Lessons* cassette tape

### PROCEDURE

1. Review the previous lesson, “**Controlling Your Emotions To Your Advantage,**” by asking students the following questions:
  - a. What are emotions? (*Emotions are feelings that include both positive and negative responses, which are triggered by what we experience.*)
  - b. What are some of the typical emotions we experience? (*Answers may include: Joy, anger, fear, love, hate, depression, passion, sorrow, excitement, embarrassment, thankfulness, and so forth.*)
  - c. How can we practice self-control regarding our emotions? (*By stopping, thinking about our thoughts and feelings, considering our options and then proceeding to make a right decision.*)
2. Tell students that today they will focus on the emotion of anger and how they can practice self-control regarding anger. Guide class discussion by asking students if they have ever felt angry. Explain that anger is an emotion everyone experiences at one time or another. However, how we handle anger determines whether we are practicing self-control or not. Instruct students to turn in their handbooks to **page 57** and

read the section entitled “**Introduction**” and “**Facts About Anger**” found on page 58.

3. Have students read “**Anger Can Hurt**” on page 60 and do the exercises.

4. Instruct students to turn to page 61 and read “**The Question Of The Day ...**” Tell students that everyone has anger triggers. Although these triggers can vary from person to person, some are more common than others. Have students read and discuss the sections entitled “**Feeling A Little Insecure?**,” “**Jumping To Conclusions**” and “**Work It Out, Don’t Fight It Out**” found on pages 61-63. Remind students that anger never resolves conflicts.

5. Instruct students to turn to page 64 and read the section entitled “**Anger Sequence.**” Have students learn their anger cues and then complete the self-evaluation found on pages 64-68. They will summarize the evaluation on page 69.

6. Remind students that each person is responsible for controlling his or her anger. Have students turn to pages 71-72 and read the section “**You Are Responsible For Controlling Your Anger**” and “**Start Controlling Your Anger.**” Emphasize to students that they can control their anger by controlling the way they think. Tell students that it is easy when we are angry to focus on “hot thoughts” that fuel our anger. By recognizing and then changing our anger style we can learn to think “cool” thoughts that help us calm down and keep our feelings in perspective. Have students complete the exercise found on page 73.

7. Tell students that there are other appropriate ways to deal with anger. Instruct students to read the section “**Appropriate Ways To Deal With Anger**” found on pages 75-77. Review each point separately and stress that by incorporating these tips as part of their Anger Management Plan they are learning to respond to anger in a healthy, effective manner.

8. **Activity—Role Play:** Explain to students that now that they have learned the necessary skills to practice self-control, they will have the opportunity to role-play some scenarios and practice their anger management skills. Use volunteers for each scenario and instruct students to act out the scenarios without losing their self-control, found on pages

**78-81** in the section entitled “**Understanding The Main Point.**” After each scenario, have the class discuss the answers to the questions.

9. Play the poem, “**Foolish Anger,**” found on the *Teacher’s Manual Audio Lessons* cassette tape and have students follow along in their handbooks on **page 83**. Discuss the many ways anger affects our society.

10. Conclude the lesson by reminding students that when they experience anger this is their cue to start practicing self-control. Emphasize that it is a sign of integrity and moral strength to control their anger and find peaceful solutions to their conflicts.

*Unit Three*

**“Don’t let your anger control you like a puppet on a string.  
You control it, totally.” ~The Peaceful Solution**

# Chapter 3

## Control Your Anger

### Introduction

Someone says something to you that you don’t like. You suddenly feel you have been treated unfairly. You think to yourself, “He’s so unfair. Who does he think he is?” Then your heart begins to beat faster and your breathing speeds up, as if you have been running. Heat rushes to your face and you break into a sweat. Without realizing it, your jaw tightens, and your fists clench into two tight balls. You are now officially angry.

Anger is a normal emotion that we all experience at times. Children and adults all experience anger for one reason or another. There are as many reasons for people to get angry, as there are people. What might make one person angry might make another person laugh. Whether or not we get angry depends on our personality and character. Although all people experience anger, it can be dangerous if uncontrolled. It can affect the way you communicate and interact. It can also affect the way you feel about yourself.

In the previous lesson, you learned about the importance of identifying, evaluating and controlling your emotions. In this lesson, you will focus specifically on the emotion of anger. You will learn more about anger and how to control it, so that even when you are angry you can make decisions that are well thought out, moral and respectful.

## Facts About Anger!

**No one ever makes you angry. You choose to become angry.** Whether you realize it or not you make a conscious choice to respond to an individual or situation with anger. Anger, like all other emotions, is fueled by your thoughts and how you understand the world around you. If you think negative thoughts that fuel and justify your anger, then you are making a choice to be angry.

**Anger is a secondary emotion.** In other words, when someone says something to us that we disagree with we usually do not feel angry immediately, although it may seem as if anger is instantaneous. Anger is produced by other emotions such as embarrassment, disappointment, hurt, annoyance and even fear.

**Anger that is uncontrolled can turn to rage.** Anger is a normal emotion, but the way we choose to respond may be anything but normal or healthy. When anger is expressed in healthy ways people are able to resolve their differences in a peaceful manner. Anger that is expressed in unhealthy ways can result in someone being hurt or property being damaged. This is called rage. Rage is dangerous, excessive anger. People who are enraged lose their ability to think clearly. They become driven to lash out verbally and/or physically. Rage has led people to inflict serious physical injuries on others and to even commit murder.



**We create our own anger  
by the way we think,  
our attitude and our choices.**



Anger can come in many different forms. There is mild anger and intense anger. Here are some words and their definitions describing the different intensities of anger.

## The Many Faces Of Anger



**Resentment:** *A feeling of indignant displeasure or persistent ill will at real or imagined wrong.*



**Outrage:** *An act of violence and brutality; anger and resentment aroused by insult or injury.*



**Fury:** *A person's violent temper; intense, disordered and often destructive rage.*



**Wrath:** *Strong, vengeful anger or indignation.*



**Rage:** *A violent and uncontrolled anger intensely and openly displayed.*

# ANGER CAN HURT

Learning to control your anger is one of the most important skills you can learn. Anger that is uncontrolled has the potential of causing harm to yourself and others that sometimes cannot be repaired.

**Read the following short story about one young boy's experience with anger. Then answer the questions that follow.**

There was a little boy with a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, to hammer a nail in the back fence. The first day the boy drove 37 nails into the fence.

Then it gradually dwindled down. He discovered it was easier to control his temper than drive those nails into the fence. Finally the day came when the father suggested that the boy now pull out one nail for every day that he was able to control his temper.

The days passed and the young boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave scars just like the ones in the fence. If you hurt someone in anger it won't matter how many times you say I'm sorry, the wounds will still be there.

Have you ever said or done something in anger that you later regretted? Briefly write about your experience.

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## The question of the day...

### **WHY DO WE GET ANGRY?**

We often get angry because we experienced something that is unpleasant or our expectations were not met. People get angry for many reasons. These reasons are called triggers. From the previous chapter, you learned that a trigger causes something to occur. An anger trigger could be something that provokes, frustrates or aggravates us. A trigger could be a person, situation or experience. On other occasions, it is our own false perceptions that trigger our anger. Because we are all unique individuals, what provokes one person, may not necessarily provoke another. However, it is fair to say that many people experience similar triggers or anger traps from time to time. In other words, once you choose to be angry a particular trigger can consistently evoke angry feelings. The following is an exploration of some of these triggers.

### **Feeling A Little Insecure?**

#### ***Don't Take Everything So Personally***

A common anger trigger lies in taking the random comments and actions of others as if they were intended to be personal. This stems from one's own insecurities and issues involving self-worth. Insecurities are those areas in our lives where we lack the confidence and inner strength to be sure and certain about what we know and believe. Insecurities can come in many different forms. Some people are insecure about making decisions or standing up for what they know to be true. Other people are insecure about what they like and dislike, and still there are those who are insecure about their ability to form strong, lasting friendships. Hence, they are very sensitive about what their friends say to them and about them.

For example, your friend comments on how much she dislikes watching comedies. You, however, like watching comedies. An insecure response would be to think that your friend is implying that she does not like your taste in movies, or that she is trying to tell you that she does not like you. A secure person would understand that if someone does not like something you like, it does not mean he dislikes you. Everyone is different and has his or her own likes and dislikes.

# Jumping To Conclusions

Insecurities can also lead to jumping to conclusions. Jumping to conclusions simply means arriving at a false belief due to a lack of accurate, truthful information. If you have ever seen an optical illusion, then you are familiar with how easy it is for us to be tricked by what we see. An optical illusion appears to be one thing at first glance, but upon closer inspection is actually misleading. In order to control your anger, it is very important to keep things in perspective. Sometimes what you choose to be angry about may not be what it appears to be.

We sometimes make assumptions based on insecurities about what we see and hear. For example, you see two of your friends at the water fountain. They are talking and laughing while looking in your direction. You think that they are talking about and laughing at you so you ignore them for the rest of the day. If you had taken the time to gather the facts you would have found out that they were laughing at a funny poster that was tacked to the wall directly behind you.



**CONCLUSIONS**

**WORK  
IT  
OUT**



**DON'T  
FIGHT  
IT OUT**

Another common anger trap lies in using abusive behavior as a means to resolve conflicts. Just because you have a conflict with someone does not mean you have to resort to verbal or physical abuse to get your point across. Conflicts are not excuses to become angry. Conflicts are simply disagreements between people with different opinions, needs and wants. As you will learn in the next chapter, respectful communication and interaction, as well as listening to each other, can resolve any conflict a lot faster than anger ever could.

## Straight Talk

Don't use anger as a way to shield yourself from having to deal with some of your true feelings. Many people respond with anger rather than expressing their emotions, such as feeling hurt, disappointed or afraid. Anger is not a shield to hide behind. It is okay to calmly express some of your other feelings.

Keep in mind that these are just some common anger triggers. There are as many different anger triggers as there are people. It is up to you to discover your anger triggers in order to control your anger.

# Anger Sequence

Whether we realize it or not, there are a series of steps that lead to feeling angry. These steps involve our triggers, thoughts and feelings. In learning to control your anger, you must be aware of all the steps that lead to anger.



1. **Triggers:** Anger starts with an incident that pushes our buttons and triggers our anger. Conflicts, disagreements, insecurities and disappointments are examples of common triggers. What are your anger triggers?

List three things that trigger your anger:

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

2. **Hot thoughts:** What you say to yourself when faced with one of your anger triggers determines whether you become angry. Thoughts like “How would she like it if I did that to her?” Or, “He makes me so mad I could smack him” are termed “hot” thoughts because they fuel your anger and make you feel that you have the right to be angry and to act on your anger.

Using any one of the three triggers you listed in question one, write what thoughts you would typically have when faced with one of these triggers.

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3. **Feelings:** Our thoughts produce our feelings. Therefore “hot” thoughts justify our choice to feel angry. Remember, our feelings affect us both mentally and physically. Angry feelings can cause physical changes like an increase in heart rate, headaches and stomachaches. Angry feelings also lead to irrational thoughts that intensify these physical changes. Anger creates a vicious cycle which, if left unchecked will lead

to violence. That is why it is so important to pay attention to those very first physical changes that accompany anger.

The physical changes you experience when you are angry are called anger cues. When you recognize and listen to what your body is telling you, that's your cue to start practicing self-control. Take the following self-evaluation, check all the cues that apply to you.

### KNOW YOUR ANGER CUES

- \_\_\_\_\_ Your heart beats faster. You can actually hear it pounding.
- \_\_\_\_\_ Your body temperature changes, you feel really hot or cold.
- \_\_\_\_\_ You start speaking faster.
- \_\_\_\_\_ You start speaking louder.
- \_\_\_\_\_ You start to tremble or shake.
- \_\_\_\_\_ You breathe faster.
- \_\_\_\_\_ Your face gets flushed.
- \_\_\_\_\_ You clench your fists.
- \_\_\_\_\_ You grit your teeth.
- \_\_\_\_\_ You get an upset stomach.

Do you have other anger cues that are not listed above? Write down what they are. \_\_\_\_\_

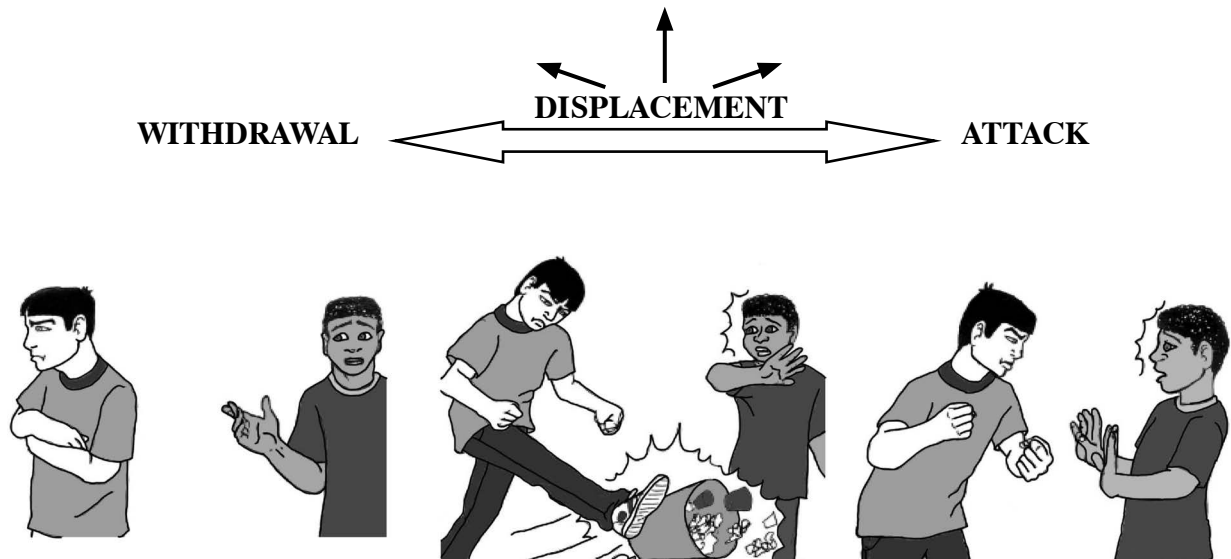
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4. **Behavior:** Uncontrolled anger can lead to rage and even violent behavior. The typical angry person may have one of the following three responses: withdrawal, displacement or attack.



To withdraw means to ignore the source of the anger. People who withdraw either pretend that they are not angry or they hold their anger in. They give others what is commonly known as the “silent treatment.” People who withdraw stew in their anger. Eventually people who withdraw reach their breaking point where their anger erupts causing harm to themselves or to others. Studies show that holding onto anger actually weakens the immune system, making the body vulnerable to disease.

Attacking when angry results in physical and verbal abuse. Physical abuse includes hitting, kicking, slamming objects or pushing people. Verbal abuse includes yelling, vulgar language, saying cruel things that would put down and hurt the life and well-being of the other person.

Another type of response involves displacing your anger. This means taking out your anger or frustration on people or inanimate objects that are not directly connected to the incident that you’re angry about. For example, you’re upset with your friend because he didn’t invite you to his house. But instead of telling him that you felt left out, you yelled at your little brother when he tried to talk to you. All three of these responses are examples of anger that is uncontrolled. Uncontrolled anger leads to resentment, hate and retaliation.

## Determining Your Anger Style

Whether you attack, withdraw or displace your anger determines what is known as your “anger style.” Determining how you typically respond when you choose to be angry is also an important aspect of learning how to control your anger.

**Take the following self-evaluation to determine your anger style. Imagine that you are the character in the following scenarios. Circle the answer that best describes how you would respond if in a similar situation.**

1. You asked your friend to borrow his new CD. He told you no. You reminded him that you let him borrow your CD when it was new, but he told you that he didn’t care.
  - a. You tell him off and slam the phone in his ear.
  - b. You tell him you don’t care either, but later yelled at your little brother when he asked you to help him with his homework.
  - c. You tell him that’s fine, but were “cold” to him for the rest of the week.
  - d. You accept his decision and thank him anyway. After all it is his possession. He has the right to make decisions about the things he owns.
  
2. During band practice you tried hard but kept hitting the wrong note. The conductor became frustrated and told you that it was obvious you weren’t trying so maybe you should stop playing.
  - a. You stuff your instrument into the case and walk out of practice, slamming the door as you leave.
  - b. You tried concentrating harder, but after practice you kicked the garbage can over when no one was looking.
  - c. You pretend that you’re playing whenever you came to the note that was difficult.
  - d. After class you tell the conductor that you were trying your best, and ask him if he could help you with the notes you were missing.
  
3. During P.E. one of your classmates tripped you while you were running.
  - a. You get up and push him.
  - b. You act like it really didn’t matter, but after P.E. you push one of your peers out of the way while on the way to the water fountain.

- c. You act like it didn't matter, but you kept thinking about the incident for the rest of the day.
  - d. You get up and asked him why he pushed you. He apologizes and said he didn't mean to. You say, "that's okay," and forget about it.
  
4. Your sister said she was too sick to do her chores. Your dad asked you to do your chores and hers, as well. Later you overhear your sister on the phone saying that she got out of doing her chores. You:
  - a. March into her room and yell at her.
  - b. Pour bleach on her jeans when no one is looking.
  - c. Pretend you didn't hear her, but plan for a time when you could get even.
  - d. Tell your father what you heard your sister say.
  
5. You ask your classmate to borrow a pen. He said, "No," then said to his friend loud enough for everyone else to hear, "Some people are too poor to afford a pen."
  - a. You yell at him, "Why don't you shut up!"
  - b. Later on in the day you see his paper on the floor, instead of handing it to him you step on it as you walk by.
  - c. You pretend that his hurtful comment didn't affect you, but you can't stop thinking about how everyone laughed at you.
  - d. You calmly state that your pen ran out of ink. Then ask your teacher if you can borrow a pen.

# What It All Boils Down To

So how did you do? The letter you chose most in the Anger Self-Evaluation indicates what your anger style is. Write down the number of times you chose:

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

➔ More **A** answers indicate that your anger style is **Attack**.

When angry you tend to be verbally and physically aggressive. Your anger literally erupts. You need to avoid acting impulsively, calm down and start practicing self-control.

➔ More **B** answers indicate that your anger style is **Displaced**.

When angry you tend to store your anger and take it out on others or inanimate objects rather than handle your feelings in a straightforward way. You also need to control your anger and learn proper communication skills so that you can effectively deal with your feelings.

➔ More **C** answers indicate that your anger style is to **Withdraw**.

You try to ignore your anger rather than deal with your emotions in an appropriate way. Pretending you're not upset or bottling up your anger is not going to make your feelings change. In fact, in the long run it will only make it worse. Learning to practice self-control and improving your communication skills will enable you to deal with your anger appropriately and effectively.

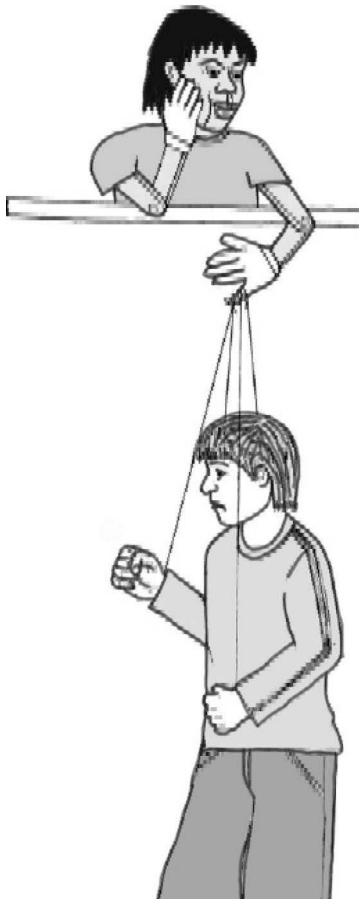
➔ More **D** answers indicate that your anger style is one where you try to handle your feelings appropriately.

Great job! You are respectful and direct in trying to resolve your anger. You already have a basic understanding of how to practice self-control regarding your feelings.



# Bear This In Mind

**Don't let your anger control you  
like a puppet on a string!**



**Control your anger.  
Don't let it control you!**



**“We have the ability to think, reason, and control our thoughts and actions. Therefore, we need to take responsibility for controlling our anger.”**

# You Are Responsible For Controlling Your Anger

No one can make you angry and no one can control your anger except you. In the same manner you choose to be angry, you can also choose to handle anger in appropriate ways. You can choose to avoid causing harm to yourself or to others. Controlling your anger means making a conscious choice not to let your anger get the best of you or not allowing it to turn to rage. By being aware of your anger triggers and anger style, you can take steps that will lead you to making positive choices—even when you feel angry.

## A COLD HARD FACT!

Anger is a part of life.  
There will always be  
situations that will  
trigger your anger.

*Look At The Bright Side*



# **START**

## **Controlling Your Anger**

By changing your concept of anger, you can change the way you behave and act when you are angry. By now, you have grown accustomed to responding to what triggers your anger by reacting in a certain way (your anger style). Hence, you respond to anger by either giving someone the silent treatment, internalizing your anger, cursing, lashing out, retaliating or a combination of all of these. However, you can change your concept of anger by accepting that you do not have to respond with these behaviors when you are angry.

Some common misconceptions about anger:

- Anger is an excuse to become physically or verbally aggressive.
- Anger is a reason to withdraw and isolate yourself from those who care about you.
- Anger is a reason to hurt yourself.
- Anger is a reason to hold a grudge or seek to get even.

**Anger simply tells you that something is being said or done that you do not agree with.**

To control your anger you must first realize that anger is your internal cue that there is a problem you need to solve by using your self-control.

Now that you know what triggers your anger, when faced with one of these triggers —**STOP**. Take a deep breath and count slowly to 10, 20 or 30. Keep counting for as long as it takes for you to calm down. If your anger style is to attack, you must be extremely careful that you do not react impulsively and verbally or physically lash out at others. Stopping at this point in the anger sequence will help you to avoid acting on your emotions.

Change the way you think by concentrating on “cool thoughts” instead of “hot thoughts.” Remember, hot thoughts fuel your anger. They can lead to violent and aggressive behavior. Cool thoughts will help you keep your anger in control. They will help you avoid impulsive behavior and will enable you to deal appropriately with whatever triggered your anger.

Using the example below as a guide, fill in the blanks with possible cool thoughts.

## HOT THOUGHTS

## COOL THOUGHTS

Example: I hate when people do this to me.	Example: This is making me upset but I can handle it.
This is so unfair.	<i>I can agree to disagree.</i>
Nobody ever sees my side.	<i>I can choose not to be angry.</i>
Somebody needs to slap some sense into him.	<i>I am not going to make this into a big deal.</i>
Everybody else is doing it. They're going to think I'm weird.	<i>I will maintain my true values. I don't have to do what everybody else is doing.</i>
This isn't over, not by a long shot. He had better watch his back.	<i>Just as long as I keep my cool, I'm in control.</i>
I'm so mad right now. I don't care about anything anymore.	<i>Getting mad isn't going to help.</i>
I hate myself. I am so stupid.	<i>Just because I make a mistake doesn't mean I should hate myself. I must aim for my very best, every time.</i>

Cool thoughts will help you separate from your anger long enough so that you can identify your primary feelings. Remember, anger is a secondary emotion. When you identify the underlying feeling, you can better control yourself and handle your emotions appropriately.

For instance, choosing to respond with anger to cover the fact that you are embarrassed isn't going to change the situation that caused you to be embarrassed. Here's a cold hard fact of life, no one has ever died of embarrassment, but statistics show that anger, in the form of rage, is responsible for thousands of deaths every year.

Once you have identified what you are feeling, you now have an opportunity to evaluate your **options** and decide the best way to handle the situation. Remember, another word for option is choice. A positive choice is moral, respectful, compassionate, humble, forgiving and responsible. A negative choice is harmful, disrespectful, degrading and immoral. If you physically or verbally lash out, or plan ways to retaliate at a later time, then you are not making a positive moral choice. No choice that leads to the verbal or physical abuse of another human being could ever be moral or positive.

**You handle anger appropriately when you choose to proceed by behaving respectfully and morally even when you are angry.**

# APPROPRIATE WAYS TO DEAL WITH ANGER

➤ **Speak in a respectful tone of voice and use respectful words.** Speak in as normal a tone of voice as you can. In other words, don't start screaming, yelling or shouting. Raising your voice will only add to your angry feelings and could, if the other person does not have self-control, cause an angry response. Cursing, name-calling and threatening to hurt the other person must also be eliminated. All it tells the other person is that you are angry and that you do not respect them. Rather than resort to these unhealthy ways, take the time to respectfully explain why you are angry. This will give the other person an opportunity to resolve any hurt feelings and work on a peaceful solution that you can both live with.

➤ **Use “I” language to communicate your feelings.** Many times when we feel angry, communicating our feelings helps to resolve the situation. Using “I” statements, like “I feel angry” or “I’m upset,” lets the other person know exactly how you’re feeling in a non-threatening way. “I” language opens the door to finding a peaceful solution. “You” language, on the other hand, includes statements like, “You make me so mad” or “Look what you did.” These statements are actually verbal attacks, casting blame on the other person. They cause the other person to react defensively, and the situation to escalate. Using “I” statements shows that you take responsibility for your feelings and desire to work out the problem peacefully.


➤ **Behave in a peaceful way.** Peaceful behavior means not posing any physical threat to anyone. In addition to keeping your hands and feet to yourself, peaceful behavior also includes not throwing, slamming or kicking objects. When violent behavior is practiced in front of others, it causes fear, anxiety and tension. If your behavior causes fear and anxiety in others, the situation can quickly become hostile.



Violent behavior is unhealthy. It prolongs your anger, and can provoke an angry response from others.

Peaceful behavior also means being willing to compromise if you can. To compromise is to settle differences by making concessions. Each side agrees to a certain amount of give and take. This means considering the needs of others. When you are willing to compromise, you will consider that there may be more than one right choice. It takes self-control to agree with someone else's right choice in order to keep peace and avoid conflicts. Keep in mind that you should never compromise if someone is asking you to make an immoral choice.

☞ **Use your positive character traits.** The positive traits of humility and compassion can help you appropriately deal with anger. Humble people do not feel that they need to win every argument. Someone who has compassion and empathy for the feelings of others will not intentionally harm others. The important character trait of forgiveness can also help you handle your anger appropriately. It is impossible to remain angry with someone that you forgive. The very process of forgiveness requires you to let go of any hurt feelings that someone may have caused you. Forgiving others is not the easiest thing to do. But the flip side is to bear a grudge and hold on to resentment. In the long run, resentment will cause you mental, emotional and physical stress. Just as it takes character to forgive others, remember to be willing to apologize when you are in the wrong. The words, "I'm sorry, will you please forgive me?" are powerful tools to defuse anger. Even when what you say is right, be willing to compromise and humble yourself, accepting that the other person may be right also.

 Holding on to resentment is like taking poison and waiting  
for the other person to die. 

☞ **If possible, walk away and take time out to cool down.** You may not always be in a situation where you can just walk away if you are angry. In some cases, walking away is disrespectful. For example, if your parent or teacher has said or done something that you choose to be angry about, walking away while they are speaking to you is a huge mistake. This is where having self-control and evaluating your options come in handy. When you have self-control you will be able to recognize that the option to walk away at that time is not wise.

There will be other situations where separating yourself in order to calm down will be appropriate. However, it may not be easy. Walking away from someone who is deliberately provoking you is one of the toughest things you will ever do. Developing positive character and becoming a person of integrity who makes excellent choices means avoiding conflicts that could get out of hand because of uncontrolled anger.

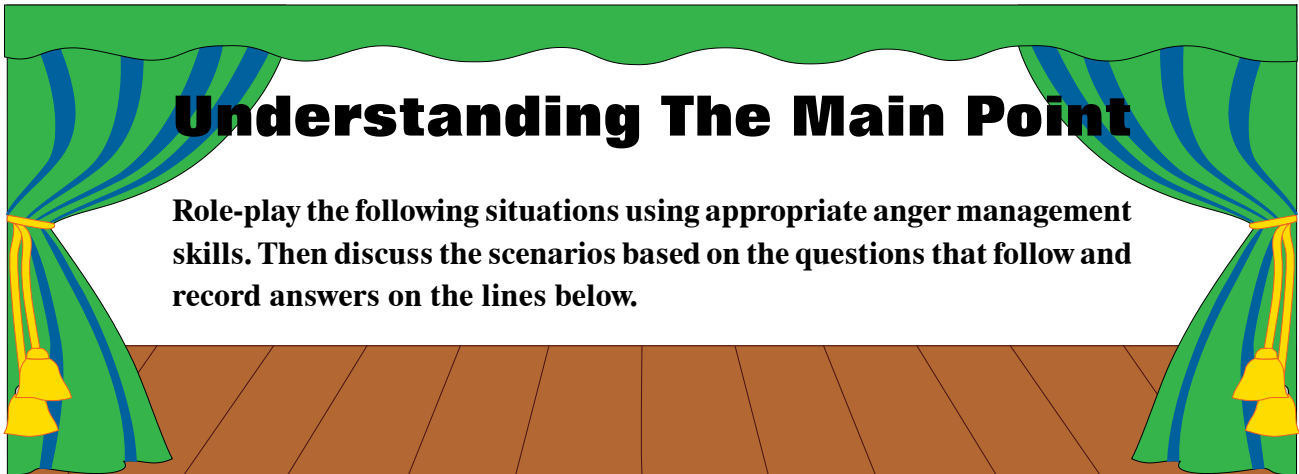
Another way in which you can defuse anger is to make a Time-Out Agreement ahead of time. If you are a person who attacks when angry, then you can create an anger-management plan with a trusted adult or counselor where you have permission to take a time-out when you need it.

So, when the opportunity presents itself, take a time-out. Go to your room or some other quiet place. Instead of focusing on negative thoughts like how unfair life can be, take a mini mind vacation. Think of some quiet, peaceful place you have been or create one in your mind, and then concentrate and focus your thoughts on that vacation spot. Once you are calm and have sorted through your emotions go back and deal with the problem effectively, calmly and peacefully. Be willing to compromise if it is appropriate to do so. There will be more on how to communicate your needs in the next chapter.



☞ **Talk to a parent, guardian or counselor about your plan to control your anger.** Do not be embarrassed about seeking help from others. Let your parents and/or counselor help you formulate an anger management plan, outlining helpful ways that you can control your anger. For example, if your parents see that you are getting frustrated, they can remind you to take a time out or count to twenty before continuing the conversation. There are countless ways that you can utilize the help and concern of those who care about you. You may be surprised at how helpful your parents or guardians can be when they know that you need their help.

*“Strive to be humble, apologetic and willing to seek a compromise.  
In other words, find The Peaceful Solution.”*



## Understanding The Main Point

Role-play the following situations using appropriate anger management skills. Then discuss the scenarios based on the questions that follow and record answers on the lines below.

1. While you are walking down the hallway Benny trips you. You fall and your books sprawl all over the floor.

a. Identify your primary emotion. (Shocked, embarrassed, humiliated, discouraged, or frustrated.)

\_\_\_\_\_

b. What consequences could result from handling the situation inappropriately? (A fight could erupt in the hallway, property could be damaged, innocent people could get hurt, and you could be suspended, and in some schools, even expelled.)

\_\_\_\_\_

c. What cool thoughts would you think to handle the situation appropriately? (I'm not going to get angry about this, I did nothing wrong, I don't deserve this, and I don't want to make the situation worse. I want to practice the Peaceful Solution.)

\_\_\_\_\_

d. Is this a situation you could walk away from? Explain your answer. (Yes, you could apologize for getting in his or her way and then simply walk away.)

\_\_\_\_\_

2. It is not your turn to do the dishes. Your sister has been avoiding her chores all week with one excuse after the other. Your mother insists you do the dishes again. While washing them, your sister walks into the kitchen and says with a smile, "Maybe you can do them again tomorrow, since you're doing such a great job."

a. Identify your primary emotion. (You may feel that you are being treated unfairly and that you are being taken advantage of, therefore, you feel resentful.)

\_\_\_\_\_

b. What could some of the consequences be if this situation was handled inappropriately? (You could mutually disrespect each other physically or verbally. You could take out your anger on the dishes or other items in the kitchen, damaging them.)

c. What cool thoughts could you think to handle the situation appropriately? (I can choose not to become angry and I refuse to make this into a big deal.)

d. Is this a situation you could discuss with your mother? How do you think telling her in a calm tone of voice could help the situation? (Yes, by telling her respectfully and directly how you feel, she will see your determination to solve this peacefully.)

3. You clean up your room as you were supposed to, but your brother comes and messes it up again. Your mother comes in and is very angry with you for not being responsible.

a. Identify your primary emotion. (You could feel like you were being unfairly judged.)

b. What is your mother’s primary emotion? (She could feel disappointed thinking that you willfully disobeyed her.)

c. What are some possible consequences if this situation was handled inappropriately? (You could get into trouble for speaking disrespectfully to your mother, you could yell at your brother, you could refuse to clean up his mess and get grounded.)

d. What cool thoughts could you think to help resolve this conflict? (I can see my mother is upset right now, if I try to explain she may only become more upset, thinking I am making an excuse. I know once she calms down, I can explain the situation to her. Maybe if I just apologize to her and start cleaning up again, it will defuse her anger.)

e. Is this a situation you could walk away from? (No, that would be showing disrespect to someone in authority. It would be better to have a humble, apologetic response and start cleaning up.)

4. You are at school and you give the wrong answer when the teacher calls on you. Your classmate turns around and calls you stupid, and as if that was not bad enough, he encourages his friends to call you stupid, as well. Even though you ask him to stop, he continues to tease you and call you names.

a. Identify your primary emotion. (*You could feel embarrassed, humiliated, discouraged, frustrated.*)

\_\_\_\_\_

b. What consequences could result from handling the situation inappropriately? (*There could be mutual physical and verbal disrespect, you could be removed from the room, suspended, and in some schools, even expelled.*)

\_\_\_\_\_

c. What cool thoughts could you think to help resolve this conflict? (*Getting mad isn't going to help. He wants to make me angry, but I refuse to give in to him. I made a mistake, but I'll certainly keep aiming for my best.*)

\_\_\_\_\_

d. Is this something you would want to bring to the attention of your parents or guidance counselor? Explain your answer. (*Yes, by discussing your feelings you are better able to cope with them, someone in authority may be able to talk to the other student regarding his behavior and how it affects you.*)

\_\_\_\_\_

5. You are putting your supplies away in your locker and suddenly the class bully slams the locker door against you.

a. Identify your primary emotion. (*You could feel shocked, hurt, embarrassed, and humiliated.*)

\_\_\_\_\_

b. What consequences could result from handling the situation inappropriately? (*A fight could erupt in the hallway, property could be damaged, innocent people could get hurt, you could be suspended, and in some schools, even expelled.*)

\_\_\_\_\_

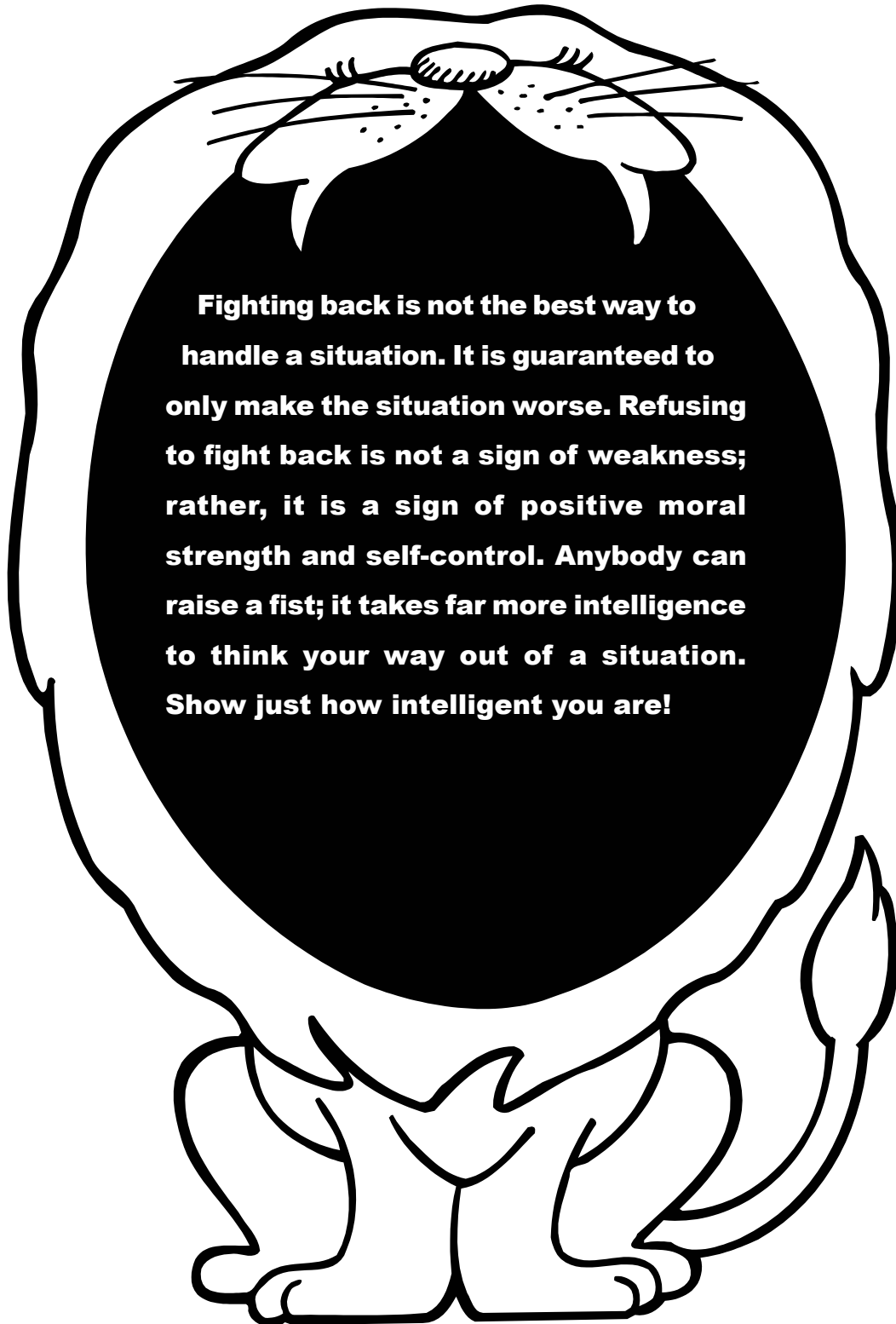
c. What cool thoughts would you need to handle this situation? (*As long as I keep my cool I am in control. Start counting to 10, 20, 30 or more. I can handle this situation. This moment won't last forever. I can apologize for getting in his way.*)

\_\_\_\_\_

d. Is this a situation you should walk away from? Explain your answer. (Yes, because two wrongs never make a right. It would be better to humbly apologize and remove yourself and get to a safe place than to stay in conflict. You should also report this and any other incidents of bullying to a teacher or counselor.)

**Remember, you only have control over your own behavior. Be determined to not let the wrong behavior of another “push your buttons.” Remain humble and apologetic.**

## *Take A Bite Out Of This!*



**Fighting back is not the best way to handle a situation. It is guaranteed to only make the situation worse. Refusing to fight back is not a sign of weakness; rather, it is a sign of positive moral strength and self-control. Anybody can raise a fist; it takes far more intelligence to think your way out of a situation. Show just how intelligent you are!**



Follow along as the poem plays on the audio tape.

## FOOLISH ANGER

Resentment, outrage, fury, wrath and rage,  
we learn these forms of anger at an early age.

Hitting, screaming, and stomping feet—  
later turn to fighting and warring in the street.  
From playground shootings to killing in the halls,  
anger was the motivator behind them all.

Bullying and other forms of abuse  
come from those who have let anger loose.

Anger unleashed is hard to tame.

Its victims are never the same.

A person controlled by anger is held in a vice.

Losing self-control can cost a hefty price—  
your health, freedom or worse.

Is uncontrolled anger worth a ride in a hearse?

Controlling anger is an acquired trait.

It must be learned—but it's never too late.

Self-control is a useful tool.

It will make a wise person out of any fool.

## What I Have Learned

- ☑ Anger is a normal emotion that all people experience at some point in life.
- ☑ Anger can be dangerous if it is uncontrolled and allowed to turn to rage. It affects the way I communicate and interact. It also affects the way I feel about myself.
- ☑ No one can make me angry. Anger is a choice I make. There are both healthy and unhealthy ways to handle anger. I am only responsible for the choices I make.
- ☑ Anger is a secondary emotion. To control my anger I must identify my primary emotions.
- ☑ Conflicts are not an excuse to become angry. Conflicts are simply disagreements between people with different opinions, needs and wants. I am willing to look for a compromise and apologize to defuse the situation.
- ☑ Feeling angry is the result of a series of steps. These steps involve my triggers, thoughts and feelings. In learning to control my anger I must be aware of all the steps that lead to anger.
- ☑ When I handle my anger appropriately, I speak in a respectful tone of voice and use respectful words. I also choose to behave in a peaceful way. I am willing to seek help from those who care about me. I am willing to seek a compromise and apologize, even if I know I am right. I am also willing to walk away when possible.

**“Showing self-control is a sign of moral strength.”**  
**~The Peaceful Solution**

## Enrichment Activities



1. Create an anger management plan that you can use to help manage your anger and resolve conflicts peacefully.
  
2. Divide students into four groups and assign each group one of the following topics. Allow students time to discuss the topic and write a brief paragraph together. Have each group select a spokesperson to report what they discussed about their topics.
  - a. What is anger and why do people get angry?
  - b. How can anger affect health?
  - c. What are the consequences of not practicing self-control regarding anger?
  - d. What are some appropriate ways to deal with anger?
  
3. Hindsight is 20/20: Recall an incident where you became angry and overreacted. Using the activity sheet found on **page 86**, write a brief description of the incident and how you would apply self-control to bring about a Peaceful Solution.
  
4. Do the “**Just For Fun**” activities on **pages 87-88**.



# Just For Fun

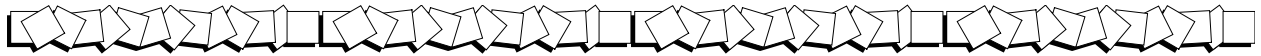
## Activity #1



Using the word list below, find the hidden words.

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

abusive	aggressive	conclusion
conflict	damaged	disagreement
frustration	impulse	indignation
insecure	retaliation	tantrum
uncontrolled	violent	



# Just For Fun

## Activity #2

Unscramble the words.

- |                 |                     |
|-----------------|---------------------|
| 1. ctdluolneonr | <u>uncontrolled</u> |
| 2. mrtunat      | <u>tantrum</u>      |
| 3. bsevuai      | <u>abusive</u>      |
| 4. afinorrsttu  | <u>frustration</u>  |
| 5. tnoiandini   | <u>indignation</u>  |
| 6. ccoiltfn     | <u>conflict</u>     |
| 7. ieruscne     | <u>insecure</u>     |
| 8. ioeltvn      | <u>violent</u>      |
| 9. gamtneseredi | <u>disagreement</u> |
| 10. pemislu     | <u>impulse</u>      |
| 11. letronitiaa | <u>retaliation</u>  |
| 12. gsivearges  | <u>aggressive</u>   |



abusive	aggressive	frustration
conflict	indignation	disagreement
insecure	retaliation	tantrum
uncontrolled	violent	impulse

# Chapter Four

## Applying Self-Control To Interaction And Communication

### Note To The Teacher

Volumes of books have been written about the art of communication and all the difficulties involved in interactions. Talk shows discuss how many problems arise because of misunderstandings. Conflicts arise and wars are fought because there is a breakdown in the ability to converse and, in turn, listen to what is being said. Self-control is vital to successful communication and healthy interactions. The Fourth Lesson will focus on teaching students the skills needed to communicate effectively with respect and consideration.

Let us not lose sight of the ability we have as educators to influence students in positive moral development. One of the best ways a teacher can instruct students in the art of proper communication is by example. Make every effort to actively listen to your students, remembering to read body language, facial expressions and tone of voice. Encourage proper communication skills within the classroom at all times. Never condone disrespectful, aggressive or violent interactions. And, above all, maintain your own self-control in every teacher-student interaction.

*Unit Three*

# Lesson Plan

## Applying Self-Control To Interaction And Communication

### PURPOSE/OBJECTIVE

Students will learn how to apply self-control to the way they communicate and interact. They will also learn practical ways to respond to those who lack self-control.

### MATERIALS

Students' handbooks

### PROCEDURE

1. Review the previous lesson entitled “**Control Your Anger**” by asking students the following questions:
  - a. Are conflicts excuses to become angry? (*No, Conflicts are not excuses to become angry. Conflicts simply mean that one or more people have different opinions, needs and wants.*)
  - b. What are some positive ways to handle your anger? (*Answers may vary but should include: To speak in a respectful tone of voice and use respectful words, behave in a peaceful way, use your positive character traits, if possible, walk away and take a time out to cool down, and talk to a parent, guardian or counselor about your plan to control your anger.*)
2. Guide class feedback by asking students the following questions:
  - a. Have you ever had a misunderstanding with a friend, family member or authority figure?
  - b. Were you able to resolve the misunderstanding in a peaceful way or were there hurt feelings that persisted over time?
  - c. Have you ever had to deal with someone who was out of control?

3. Ask students what they think the previous questions have in common. Inform students that all three questions relate to how we communicate and interact. Tell students that they will learn how to apply self-control to the way they communicate and interact with their peers, family members and those in authority. They will also learn practical ways to respond when someone else lacks self-control.

4. Tell students that positive communication and interaction builds strong, respectful relationships. Have students turn to **pages 89-91** in their handbooks and read the sections entitled **“Introduction”** and **“What Exactly Is Communication?”** Stress that for communication to be successful, self-control must be used.

5. Have students complete the **“Test Your Knowledge On Communication”** exercise found on **page 92** of their handbooks. Review the correct answers. Emphasize to students that only 7% of ideas are communicated by the words we speak. The remaining 93% is conveyed by our tone of voice and body language.

6. Explain to students that learning to actively listen not only requires stopping to consider the speaker’s words, but also his facial expressions and body language. Listening for the facts and the feelings behind the facts will lessen the opportunity for misunderstandings. Have students read the section entitled **“Listening Also Requires Self-Control”** found on **page 93**. Have students pay close attention to the section **“Tips For Active Listening”** found on **page 95** and instruct them to complete the exercises on **pages 96-97**. Discuss answers with the class.

7. Explain to students that as unique individuals with our own likes and dislikes, we will experience some conflicts with people, such as our friends and those in authority. This is one reason why self-control is needed when we communicate with others. Have students read the sections entitled **“Poor Communication Can Lead To Disrespect”** and **“Conflicts And Authority”** found on **pages 99-103**. Have them do the respective exercises. Stress that self-control is needed for respectful communication. And in situations where it involves an authority figure taking advantage of their position, they should continue to use self-control to interact as respectfully as possible. However, they should inform a caring adult as soon as possible so that the situation can be dealt with appropriately.

8. Explain to students that until everyone learns to communicate with consideration, they are likely to encounter people who are out of control. Tell students that any situation where someone is out of control is a potential crisis. Have students read the section entitled “**How To RESPOND When Others Lose Their Self-control**” and “**Putting It All Together**” found on **pages 106-108**.
  
9. **Activity—Scenarios:** Instruct students to read the scenarios given on **pages 109-110**. Discuss each scenario and possible outcomes if they did not **RESPOND** with self-control.
  
10. Conclude the lesson by having students turn to **page 112** and read “**What I Have Learned.**” Remind students to always practice The Peaceful Solution and interact with others in a positive moral way. By doing so, they can be examples for others who have not yet learned the importance of communicating with self-control.

*Unit Three*

**“It takes self-control to interact and communicate respectfully.” ~The Peaceful Solution**

# Chapter Four

## Applying Self-Control To Interaction And Communication

### Introduction

**B**y using both language and behavior, we share our feelings, needs and wants with others and they in turn, share theirs with us. Relating to our family and friends enriches and fulfills our lives. Imagine not being able to communicate with those you care about. Simple things that you now take for granted would be impossible. We would be unable to tell someone about our day or share our likes and dislikes with our friends and family.

Ironically, the way in which we communicate often leads to misunderstandings, hurt feelings and conflict. If you have ever said something that you later regretted, then you know how important it is to choose your words carefully and to treat others with consideration. Although we have no control over how others behave, we do have a responsibility to control what we say and how we treat others. We certainly want others to treat us with respect. We should make it our goal to always communicate and interact in a way that is respectful, considerate and compassionate.

An important part of developing a positive moral character is learning how to communicate with self-control. When we interact without self-control, feelings get hurt, people are misunderstood and conflicts arise. In this chapter, we will focus on learning how to apply self-control in our communication with peers, family and those in authority. We will also explore practical ways to respond when someone lacks self-control and speaks and behaves in a way that is threatening and aggressive.

## What Exactly Is Communication?

To communicate means to convey knowledge, information, thoughts or feelings in a way that is satisfactorily received or understood. The two most common forms of communication are oral and written. However, there are many other ways that people communicate, such as sign language for the deaf and Braille for the blind. Communication is the most important aspect of building relationships with others. The words you use, your tone of voice, facial expressions and body language all work together to convey what you think and feel.

### Did You Hear What I Just Said?

For communication to be successful, there must be a speaker and a listener. One person must give information and the other must be willing and able to receive the information. Both aspects of communication, the giving and receiving, require self-control.

When communicating with others, always consider what you say, how you say it and to whom you are saying it.

**What you say:** Stop and think about the words you are using. Are they the best words to use to explain yourself or to convey your thoughts and feelings? Words are powerful. They can either paint a picture, encourage others, or threaten and hurt. Words can be so damaging that they are said to be as hurtful as physical violence.



**How you say it and how you look while you're saying it:** Stop and think about the tone of voice you are using. Is it peaceful and nonthreatening or is it hostile, threatening or aggressive? If you compare communication to a song, your tone of voice would be the music that accompanies the words. The tone of voice you choose gives meaning to your words. Have you ever called a friend and by the way he said, "Hello," you knew that he was not in a great mood? Your tone of voice, facial expressions and body language help to convey your true feelings when you speak.



**To whom you are saying it:** It's no secret that you speak to your friends differently than you do to your parents or other authority figures. Or, at least you should. For instance, while you may say, "Hey, what's up?" to your friends, you would more likely say, "Hello, Sir," or "Hello, Mrs. Smith," to an adult. Using more formal language when addressing an adult or authority figure demonstrates self-control. It shows that you took the time to **Stop** and **Think** about the person you are speaking with, and then adjust your language to show respect.



**“It is not always what we say, but the way we say it, that shows respect to another person.”**

# Test Your Knowledge On Communication

Circle the answer that you think is correct.

1. How much of your communication is based on the words you say?
  - a. 75%
  - b. 59%
  - c. 7%
2. How much of your communication is based on your facial expressions?
  - a. 5%
  - b. 40%
  - c. 55%
3. How much of your communication is based on your tone of voice?
  - a. 20%
  - b. 38%
  - c. 10%

When it comes to communication there is often a great deal of emphasis put on words. But you may be surprised to know that others interpret most of what we are saying from our facial expressions and tone of voice than from our words. The correct answers are 1-C, 2-C, 3-B



# Listening Also Requires Self-Control

Did you know that another important part of communication is listening? Think about it! You can talk all day, but if the person you are talking to cannot hear or understand a word you have said, then you have not communicated.

Self-control when listening means to make sure, through *active listening*, that you are not only *hearing* what is being said, but that you also understand the intent behind the words. In other words, you are trying to comprehend what the person is saying *and* feeling. Learning to be an active listener will help you to solve problems and disagreements because it opens the door to communicating in a way that is respectful and caring.

**The question of the day...**

## **Why is it important to understand what someone is saying and feeling?**

Believe it or not, words alone do not convey the full meaning of spoken communication. As mentioned in the previous section, your tone of voice, facial expressions and body language all give meaning to your words. A great listener not only hears the speaker's words, but also pays attention to the nonverbal aspects in order to fully understand the speaker's message. Active listening enables you to communicate more effectively. It also shows the speaker that you are really listening and that you care about what he has to say.

It takes focus, effort and self-control to stop and consider someone's words, feelings, and tone of voice and then decide on the most appropriate response. For example, your friend who has been having a difficult time in English class says, "I hate English!" When you read her facial expression and listen to her tone of voice, you realize she doesn't really hate the class. It becomes apparent that she is frustrated because, although she is studying, she is still getting low grades. The right response would send a message to your friend that you were listening to her and

understood what she meant. This is where learning to use self-control to become an active listener can really be helpful. Another aspect of active listening is empathy. Empathy means to be able to put yourself in someone else's shoes and feel what they may be experiencing. In other words, stop and consider how you would feel if you were trying hard in a subject and still were not doing well. You might feel frustrated or disappointed. You might even be tempted to give up. Hence, when you respond to your friend's statement that she "hates English class", you want to keep all of these things in mind. Here are two examples of responses that show that you are listening:



1. "Boy, it sounds like you are really frustrated."
2. "I can tell that you are having a hard time in English class."

Both of these responses would not only be appropriate, but would show care and concern for what your friend is experiencing.

Active listening is a powerful means of communication. It gives you an opportunity to use self-control as you listen and then choose the right response. It is also a skill that takes practice, practice, and more practice because the normal tendency is to talk more than listen. Everybody wants to share their ideas, opinions and to be heard. The desire to be heard can make it hard to be patient and listen, before responding. But it can be done and you can do it.

*"Take time to listen to others, no matter how much you want to speak. This shows self-control."*

---

# Tips For Active Listening

The following tips will help you acquire the skills of an active listener:

- **Reflect what you think the speaker is feeling.** This can be done by using statements such as: “It sounds like... it seems like... could it be that you are...” For example, Suzie is upset. Her eyebrows knit together and she is frowning. Suzie yells, “She makes me so mad!” An active listening response would begin with: “It sounds like you are really angry with her.” Notice that Suzie did not say she was angry, but her facial expression, tone of voice and her words say very plainly that she is angry.
- **Do not interrupt or change the topic of a conversation until you are sure that the other person has finished speaking.** If you have ever really wanted to talk about something then you are aware of how great it feels to have someone listen to you. People can readily tell when someone wants to hear what they have to say. For example, you start telling your brother about a funny incident that occurred at school, and right in the middle of your story, he jumps in and starts telling you about his day at school. Interrupting someone when they are speaking sends a clear message that you are not interested in what they have to say but what you want to say. Control your desire to want to speak or give advice. This really requires self-control because everyone wants to be heard.
- **When you are actively listening, use an appropriate amount of eye contact.** In other words, don’t stare at someone to the point where they feel uncomfortable. On the other hand, don’t avoid making eye contact altogether. Remember, your eye contact and facial expressions show the speaker you are paying attention. Have you ever tried to explain something to someone and they gave you a blank look? You just knew they didn’t listen to a word you just said.

Read the following statements and identify the correct feeling by circling the best answer(s). On the lines below write an appropriate active listening response.

Example:

Even though I studied hard, I still failed another math test.

frustrated

joyful

disappointed

*“It sounds like you are really frustrated and disappointed that you failed your math test.”*

1. My sister always ignores me when her friends come over.

rejected

angry

afraid

*(You must feel left out when her friends come over.)*

2. Peanut butter and jelly sandwiches for lunch again?

disappointed

pleased

disgusted

*(You sure sound disappointed. You must be disgusted with those sandwiches.)*

3. I can't wait to ride my bike to the park!

excited

glad

upset

*(You sound really excited, you must be glad you are going to the park.)*

4. I can't believe my wallet has not been turned into the lost and found.

jealous

anxious

disappointed

*(You must be really anxious about your missing wallet. I bet you're disappointed no one has turned it in yet.)*

5. You never listen to me.

sad

euphoric

discouraged

*(You sound really sad and discouraged.)*

6. You always choose him first.

jealous

pleased

nervous

*( It sounds as if that makes you feel jealous.)*

---



---

7. The whole class laughed at me.

embarrassed

joyful

satisfied

*(You must have felt embarrassed.)*

---



---

8. I've had it with you.

contented

pleased

frustrated

*(You seem frustrated.)*

---



---

9. After school I get to go shopping with my mother.

excited

anticipation

sad

*(Wow, you sound really excited. You must be anticipating going shopping soon.)*

---



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10. I thought you were my friend.

hurt

disappointed

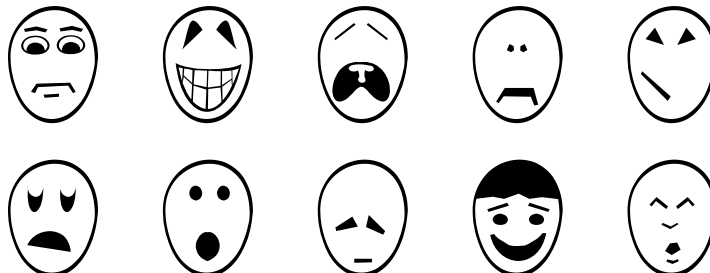
cheerful

*(You sound really disappointed and hurt.)*

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You now know the importance of choosing your words carefully and listening actively before giving a response. Next, you will learn about the effects of poor communication on our ability to interact in a positive way.

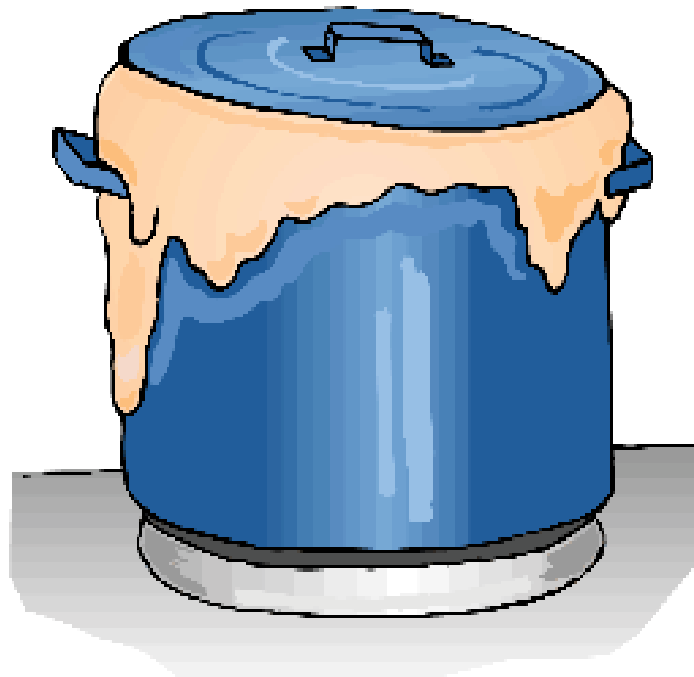
## A Quick Reminder

*Conflict: A problem or disagreement between people.*

# What It All Boils Down To

Communication and interaction that lack self-control will lead to:

- disrespect
- loss of friendships
- hatred
- violence and aggression

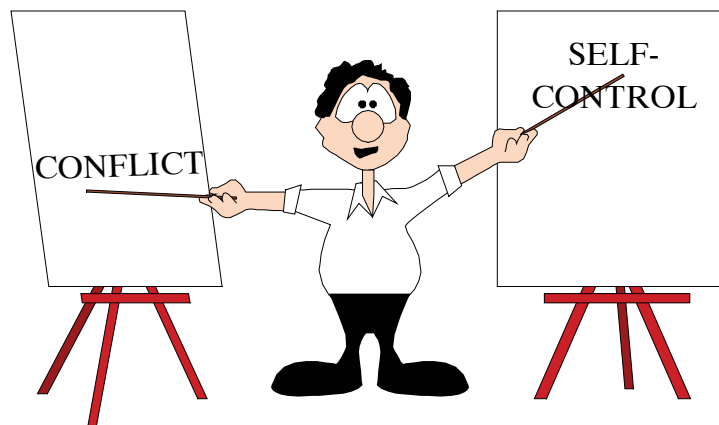


## POOR COMMUNICATION CAN LEAD TO DISRESPECT

Everyone experiences conflicts or disagreements. Conflicts can occur between best friends, members of the same family and even complete strangers. In fact, conflicts can occur any time you interact. We all have different likes, dislikes and different moods. What makes each person “tick” is varied and complex. Because of this, no two people are going to see eye to eye all the time and that’s okay. There is nothing wrong with having a different opinion than someone else. For example, two brothers can disagree on what color to paint their room. Or two friends can disagree on what to do for an activity; one may want to bake cookies and the other wants to ride bikes. However, conflicts or disagreements should never be an excuse to be rude or disrespectful.

Even though we are all unique individuals with various opinions and values, we can learn to coexist peacefully. The key is to treat others respectfully even when we disagree. Learning how to communicate our opinions, needs and feelings effectively will help us avoid conflicts that lead to disrespect, hurt feelings and loss of friendships.

Exercising self-control in speaking and listening to others can help us resolve many conflicts peacefully. Communication that lacks self-control has the potential to turn into verbal and physical abuse.



**“If you change the way you look at conflicts, you will be better able to handle them in a positive way. Conflicts aren’t necessarily bad. Look at every conflict as a learning experience; an opportunity for you to test your self-control, communication skills and build your positive character traits.”**

Conflicts where each person selfishly tries to get his or her opinion heard, without regard for the other person's feelings, can result in verbal and physical aggression.

**The following scenario is typical of what occurs when neither party uses self-control in a conflict.**

**Karen:** (*Storms into the room, looking at her sister with a scowl on her face as she yells:*) "Why did you spill water all over my report?"

**Anne:** (*Yelling back.*) "You must be crazy. I didn't spill any water on your report."

**Karen:** "Shut up and stop yelling at me."

**Anne:** "No, you shut up! You started yelling at me first. I'm not going to stand here and let you yell at me!"

**Karen:** "I'm telling Mom."

**Anne:** (*Continuing to yell.*) "Go tell Mom. Tell her you started it, too."



Neither Karen, nor Anne practiced self-control when they communicated and interacted with each other. They both reacted impulsively and did not stop to think about how their words and tone of voice would affect each other.

1. Can you identify the conflict? (*Karen found her report with water spilled on it and assumed that Anne was responsible.*)
2. How do you know that neither Karen nor Anne used self-control? (*Neither Karen nor Anne used self-control because they were both yelling at each other.*)

# Let's Take A Closer Look

Conflicts can start for many reasons, such as accusing someone wrongfully or jumping to conclusions. By using self-control and choosing your words carefully, you can explain why you are upset and ask questions that will help you get the facts you need to resolve the conflict. For example, Karen could ask Anne if she knew how her report got wet. Maintaining a respectful tone of voice and asking questions rather than accusing can help to resolve conflicts. By getting all the facts rather than jumping to conclusions you can avoid conflict.



## Challenge

**Rewrite the previous scenario to show Karen and Anne demonstrating self-control. Keep in mind that Karen jumped to conclusions about who spilled the water on her report. As you rewrite the scenario think about the questions Karen could ask that would help her get all the facts. Hint: How could you use active listening to resolve the situation? A Peaceful Solution is up to you.**

**Karen:** *“I can’t believe it, someone spilled water all over my report!”*

---

**Anne:** *“You seem really upset about it!”*

---

**Karen:** *“Yeah, I’m upset. Do you know how many hours I worked on this? Now I’m going to have to print it again and the printer is out of ink.”*

---

**Anne:** *“I remember seeing all the work you put into it. That must be really frustrating.”*

---

**Karen:** *“Do you know how water could have spilled on it?”*

---

**Anne:** *“No, but I saw the cat in the kitchen before I came upstairs.”*

---

## CONFLICTS AND AUTHORITY

We are all born with a desire to be independent. This is evident in people of all ages - from the toddler who wants to pick out her own clothes, to the teenager who thinks his curfew is too early, to the adult who thinks he can run the company better than his boss. People want to make decisions on their own and do things “their way”. Conflicts can occur when someone is being instructed by an authority to do things in a particular way, but they want to do it their way instead.

As you mature, you will have more opportunities to be independent and make choices on your own. However, it is a cold hard fact that, despite how old you are, there will always be authority figures in your life to guide and direct you. As young children you had your parents to guide you. As young adults you have your parents, teachers, coaches, to name a few. As adults, you will have supervisors, bosses and directors to guide and direct you while you work. On top of that, one day you will be in authority. You will want the respect of those you are responsible for. Let’s face it, authority is a fact of life and a very great thing.

The following scenario is a typical example of the effects of poor communication when interacting with an authority figure.

**Parent:** “Michael, I need you to help your brother clean out the garage.”

**Michael:** *(In an angry tone of voice)* “Man, that’s not fair. He never helps me with my chores. Besides, I want to go play basketball. Can’t I do it tomorrow?”

**Parent:** *(Sounding annoyed)* “Please do not speak to me in that tone of voice. I asked you to help your brother, and that’s what I expect you to do.”

**Michael:** *(Muttering)* That’s not fair. *(He walks out of the room and slams the door on his way out.)*

**Parent:** *(Calling after him)* “Do not expect to go anywhere with an attitude like that.”

*“Obeying those in authority is a sign of moral strength.”*

## Let's Take A Closer Look

Without self-control, conflicts between an authority figure and those they are responsible for can result in disrespect, misunderstandings and arguments. You might even find yourself in deep trouble if you ignore the moral guidance you are being given. Although you may not agree with their instructions, you have an obligation to respect authority and use self-control to communicate your opinions appropriately. You must also be humble and obey the instructions that you are given, even when you have a different opinion and would rather do something else. Think about it like this, someday you will marry and start a family of your own. How will you want your children to act towards you?



### Challenge

**Rewrite the previous scenario so that Michael is demonstrating self-control in the way he communicates with his parent. As you rewrite the scenario, think about how you would want to be treated if you were in a position of authority. A peaceful solution is up to you.**

**Parent:** ("Michael, I need you to help your brother clean out the garage.")

---

**Michael:** ("Could I do it another time since the game is today?")

---

**Parent:** ("I can tell you really want to go to the game, but I need this done now. If you and your brother work together, it won't take that long.")

---

**Michael:** ("Yeah, that's true. I didn't think of it that way. Okay, Dad. I'll get right to it.")

---

**Parent:** ("Great, as soon as you're done, I'll drive you to the game.")

---

# Warning! Warning! Warning!

Keep in mind that not everyone has been taught The Peaceful Solution or knows how to treat others respectfully. There will be those in authority who will take advantage of their position. They may verbally, emotionally and physically abuse others, sometimes trying to force them to engage in immoral acts.

Read the following article about one authority figure who abused his position and put a child's life at risk.

## Texas Boy Nearly Beaten to Death by Pastor

AUSTIN, Texas (Reuters) - Texas police on Tuesday sought a Baptist pastor and his twin brother on charges they used a tree branch to beat an 11-year-old boy nearly to death for misbehaving in a Bible class.

Investigators sought Joshua Thompson, 23, and his twin brother Caleb Thompson for the July 3 incident, which left Louie Guerrero in intensive care for four days after broken blood vessels caused his kidneys to fail, court records say.

Both men are charged with a single count of felony to a child, according to an affidavit filed on Monday.

Court records allege the 90-minute beating was to physically "break" Louie for lying, Joshua Thompson allegedly told the boy's stepfather afterward.

Joshua Thompson sits as pastor and holds separate services for the Spanish-speaking members of Capital City Baptist Church, of which his father is the pastor. Caleb Thompson helps out at the church.

The child was at a Bible study program when he angered Joshua Thompson so much that he was removed from the class. Joshua and his brother allegedly took Louie to Caleb Thompson's house for the beating, where they turned up the radio to cover the child's cries, police said.

The two men then took Louie back to his home, where they met his mother and stepfather and said they had a "big problem." Joshua Thompson told the boy's stepfather that he should "beat Louie for two more hours" to fix it.

"Do it," Thompson said three times, according to court papers. Thompson said that he would not allow Louie back to the church, so his bad example could not affect the other children.

After the Thompsons left, Louie's mother and stepfather discovered bruises and cuts covering the child's entire back, with bruises on his head, neck, buttocks and legs.

"They hit me," Guerrero told his mother, according to the affidavit. He told his mother that Caleb Thompson held him facedown on a bed while Joshua flogged him with the stick for about an hour and a half, court records say.

The boy was allowed to take a break in the restroom during the beating, records say.

Jerald Finney, a lawyer for Joshua Thompson, did not immediately return a call seeking comment.

Louie Guerrero's family plans to file a civil suit against the Thompsons as well.

## A FINE LINE

Every year, thousands of people, young and old, suffer at the hands of those in authority who are supposed to be trustworthy and responsible for their well-being. However, even in situations where you are momentarily powerless, you must still do your best to maintain self-control. This is not the time to respond with vulgar language or lash out, further angering the individual. Although it might be the most difficult thing you will ever have to do, it is necessary to continue communicating with respect to avoid making the situation worse. Two wrongs will never make a right.

In some situations, an authority may even tell you to do something harmful to yourself or someone else. You have the right to respectfully decline and go to a higher position to appeal. For example, in some situations you can say: “No, I can not do this, I know this is wrong. It is not what I have been taught by The Peaceful Solution.” In other situations it may be wiser to quietly decline, leave the situation and immediately report the incident to an adult you can trust. Remember, you are at the age of accountability and are responsible for your own actions.

You are maturing and are now capable of making moral decisions. You know the difference between right and wrong. You are practicing The Peaceful Solution to perfect your character. So if you are being told to do something wrong, you should quietly decline, leave and report the incident to someone else in authority who can address the problem.

---

**“Mark the person with positive character.  
He will practice self-control in all situations.”**

---

## How To RESPOND When Others Lose Their Self-Control

Developing positive character, learning about your anger triggers and practicing proper communication will help you resolve conflicts peacefully. But everyone is not yet practicing the Peaceful Solution and learning to develop self-control. So, even though you may be in control and are communicating respectfully, you could find yourself facing someone who is angry, disrespectful and on the brink of losing control. Like Anne in the scenario on page 96, you could be minding your own business when suddenly someone starts yelling at you, accusing you of something you did not do.



When you are in a conflict where someone is on the brink of losing control, it is up to you not to allow their behavior to influence the way you respond. This can be very difficult to do. The likelihood is that some of your anger triggers will be pushed. If you are not on guard, you can lose your cool, blow your top and respond with anger. This will only make the situation worse. In situations where someone else is irritable, angry and aggressive, you must still maintain your self-control. President Lincoln once said that, “It’s bad enough when one fool loses his head, it’s doubly bad when there are two.”

You can learn to communicate effectively, even when others have lost control and have created a crisis situation. A crisis exists when the outcome of a situation can be potentially dangerous. Success in handling a crisis situation and maintaining self-control depends on the way you RESPOND.



---

Use the **RESPOND** acronym to help you remember how to stay in control when someone else is angry.

**Remain calm:** The last thing you want to do in a crisis situation is become agitated and lose your cool. Remaining calm will help you think rationally and logically.

**Evaluate the situation:** Not all situations may become dangerous, but sometimes the danger level can be higher than others. You must be extremely careful not to aggravate the situation. Look for ways to reach a compromise and humbly apologize when appropriate.

**Stay objective:** Try not to take the situation personally. This can be very difficult to do, especially when the other person is pushing some of your anger triggers. Using active listening in this step can help to defuse a situation. Even an angry person can tell when someone is trying to listen and understand.

**Ppractice being polite:** You can maintain your self-control by always being aware of your words and the effect they can have on others. What you say and how you say it can either improve or worsen the situation. Remember, it is what you say, how you say it, and to whom you are saying it that count.

**Overcome the desire to retaliate:** You will need to overcome the desire to want to yell or fight back. Remember, you can walk away whenever it is appropriate to do so.

**Negate the negative:** An angry, out of control person can be very negative. The use of vulgar language, threats and even racial slurs are quite possible. In an emotionally charged situation it is up to you, the one who is in control, not to get caught up in all the negativity.

**Determined:** Being determined means setting your mind in advance to maintain positive communication, even in situations where someone else has lost control.

## THINK ABOUT IT!

Without self-control, anger can quickly turn to rage. An enraged person can cause harm to you and to others. However, if you can maintain your composure and are willing to use self-control to communicate and interact in positive ways, a peaceful solution can be found.

### Putting It All Together

Keep in mind that you will need self-control to **RESPOND** appropriately in a crisis situation. Here is how you would put the **STOP** acronym to work.

**Stop:** Acknowledge that you are in a situation that could become a crisis. The outcome is uncertain but is likely to be negative if you respond with anger.

**Think:** Consider that the individual or individuals are angry or enraged and could cause harm to you or others.

**Options:** Put the **RESPOND** acronym to work. Remain calm and stay in control. Evaluate the situation and determine the right words to say. Is this a situation where active listening would be helpful? Remember to stay objective; someone could intentionally try to provoke you into a fight. Be willing to be humble, apologize and walk away if it is appropriate to do so.

**Proceed:** By making a decision to keep yourself and others safe.

The following scenarios depict situations that could become harmful if you do not **STOP** and **RESPOND** appropriately. Remember to communicate in a positive way by choosing your words carefully and using your active listening skills.

**For each of the following scenarios choose the answer that would most likely reduce tension.**

### Scenario One

Adam and Rick were trying out for their school chess team. Adam loved playing chess since he was a small child. Rick on the other hand wasn't interested at first, but after being friends with Adam for a while he became interested. When it was time to make the selection for the team, Rick was chosen and Adam was not. Adam became very upset. Adam started swearing and throwing his bag against the lockers. What should Rick do?



- a. Tell Adam to grow up.
- b. Walk away and give Adam space.

### Scenario Two



Jane and Marley had been friends since they were three years old. One summer, prior to high school, Marley met some new friends who used drugs. One day while alone with Jane, Marley pulled out a marijuana joint. Marley said, "Hey, do you want to try some? When you smoke this nothing bothers you anymore." Jane had determined in her mind never to get involved in drugs, so she adamantly refused. Marley became angry,

accusing Jane of not being her friend anymore because she wouldn't try marijuana. What should Jane do?

- a. Tell Marley that a real friend would remind her of the dangers of drugs.
- b. Start yelling back at Marley.



### Scenario Three

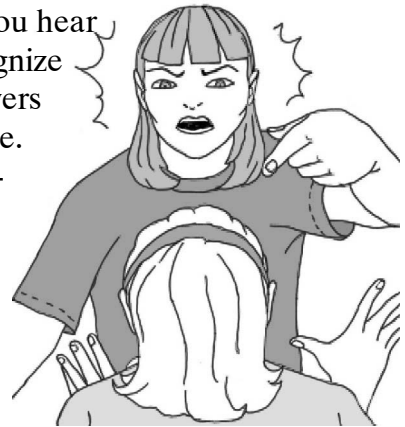
You had to leave the classroom for a moment. When you returned to your class, another student had taken your seat. You politely asked him to let you have your chair. He looked at you angrily and told you to get out of his face. You asked him again in a polite tone to move from your seat. The student began to turn red in the face, reached into his pocket, pulled out a switchblade and asked you if you really wanted your chair back. What would you do?

- a. Say “no” and get the teacher’s attention.
- b. Tell him, “yes, get up.”

### Scenario Four

You are standing at your locker after school when you hear someone approaching you. You turn around and recognize the face of a bully. You begin to tremble. The bully towers over you and begins to shout obscenities in your face. You try several times to walk away but are immediately grabbed and shoved back against the locker. “Where do you think you’re going?” asks the bully. What would you do?

- a. Start kicking her.
- b. Apologize for getting in her way, try to walk away quickly and find a teacher.



### Scenario Five

You are in the parking lot of the mall with your older brother. You are waiting for a parking space when your brother becomes impatient. He blows the horn three times and motions for the car in front of him to get out of the way. Instead of moving his car, the



man steps out and comes up to the window of the driver’s side. “Looks like I’m going to have to teach this punk a thing or two!” says your brother as he begins to open his car door. The man is twice the size of your brother and already has his fists clenched. What would you do?

- a. Get out of the car with your brother and confront the man.
- b. Tell your brother it’s not worth it and encourage your brother to drive away.



## The Choice Is Yours

It takes courage and strength of character to practice self-control when you are being deliberately provoked. You must set your mind in advance to use positive communication and respond peacefully even when you are being antagonized. Once you have responded appropriately and found a peaceful solution, give yourself credit for having made the right choice to avoid a crisis situation and then *let it go!*

Don't replay the incident over and over in your mind. If the person who antagonized you caused you to feel embarrassed or afraid, then deal honestly with these emotions by talking about it with a friend or trusted adult. If you hold on to these emotions you could begin to have negative thoughts about yourself and about the person you had the conflict with. This will cause you to feel frustrated and resentful. If you are not careful to guard your mind and you focus on the negative incident, you could seek to get revenge.

Holding on to the emotional pain of anger or frustration will cause you trouble in the long run. You could end up exploding at others in rage when you reach your breaking point. Or, you could direct the rage at yourself and suffer from stress-induced headaches, stomachaches or other health problems. You could end up trying to hurt yourself or worst of all, commit suicide. ***Don't Let This Occur To You.***

Always choose to respond peacefully in a crisis situation. Do not allow the incident to negatively affect your life, and do not retaliate; this only keeps the problem going.

## What I Have Learned

- ☑ The way that we communicate can lead to misunderstandings and conflicts.
  
- ☑ An important part of developing a positive moral character is learning how to communicate with self-control. Without the use of self-control in our daily interactions, feelings get hurt and people are misunderstood.
  
- ☑ For communication to be successful there must be a speaker and a listener. Both aspects of communication, the giving and receiving, require self-control.
  
- ☑ When speaking to others, I can practice self-control by always considering what I say, how I say it, and to whom I am saying it.
- ☑ Self-control can be displayed through active listening. I make sure I hear what is being said and also the intent behind the words.
  
- ☑ Conflicts or disagreements are no excuse for rude or disrespectful behavior.
  
- ☑ In a conflict with someone who is disrespectful and on the verge of losing control, it is up to me to practice self-control and not allow their behavior to influence the way I respond.
  
- ☑ Once I have responded appropriately and found a peaceful solution, I can be glad that I made the right choice to avoid a crisis situation. Then I can stop thinking about the incident and *let it go*. This will enable me to avoid holding on to anger, resentment and thoughts of retaliation.

## Enrichment Activities



1. Keep a daily journal about the way you communicate with others. Record whether you end in a conflict or if you were able to practice The Peaceful Solution and handle the situation with self-control.
2. Rehearse the activity found on **page 92** about communicating. Emphasize that facial expressions and tone of voice account for more in communication than the actual words used.
3. “Are You Listening To Me?” The purpose of this activity is to realize that communication is hampered when the “listener” is distracted or not displaying proper body language.
  - a. Work in pairs. One will take the role of “speaker” and the other will be the “listener.” Hand out the precut directions, found on **page 114**, to the “listener,” who is to follow the direction on the card while the “speaker” is speaking. They are not to verbally convey what is on the card, only act it out.
  - b. Instruct the “speaker” to talk for one minute about a subject that they care about.
  - c. The “listener,” by following the instructions on the card will be totally distracted and disengaged from the speaker.
  - d. After one minute, instruct the pairs to switch roles and hand out a new set of instructions for the new “listener.”
  - e. Answer the following questions:
    1. Did you think the “listener” was listening to you?
    2. Did you feel encouraged to continue speaking?
    3. What would the listener have to do to let the “speaker” know that he is interested in and paying attention to what is being said?
4. Do the “**Just For Fun**” activities on **pages 115-116**.

## “Are You Listening To Me?”

Roll your eyes.	Look at your watch or the clock.
Cross your hands over your chest.	Start humming.
Sigh repeatedly.	Start whistling.
Look at the ceiling.	Stare across the room.
Pretend you are answering the phone.	Play with your fingernails.
Say intermittently, “This is boring.”	Play with your hair.
Cross your hands over your chest, sigh and roll your eyes.	Sling your arm over the back of the seat and slump as if you are bored.
Interrupt and start talking about your problems.	Pick up your chair and turn it in the opposite direction from the speaker.

# Just For Fun

## Activity #1

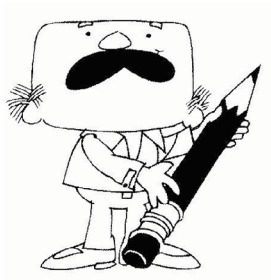


Using the word list below, find the hidden words.

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

accomplished  
accusing  
demonstrating  
expression  
individual  
opportunity  
supervisors

accountability  
authority  
devalued  
independent  
momentarily  
potential  
trustworthy



# Just For Fun

## Activity #2

Unscramble the words.

1. pdneintdene independent
2. ptieotlan potential
3. sspreneoix expression
4. rohiyuatt authority
5. ddeauvl devalued
6. yhtrowsurt trustworthy
7. cusanigc accusing
8. pdemasihocel accomplished
9. unityroppot opportunity
10. abilcountyatci accountability
11. stratingdemon demonstrating
12. dvdialiniu individual

accomplished  
accusing  
demonstrating  
expression  
individual  
potential

accountability  
authority  
devalued  
independent  
opportunity  
trustworthy

# Chapter Five

## Maintaining Your Self-Control

### Note To The Teacher

**D**o you remember a time when much of what was on television was educational or family oriented? Today's youth spend an average of almost 20 hours per week watching television programs that contain violence, sexually explicit scenes and all forms of disrespectful behavior. The programs now shown, including those during prime-time, are only one source of many influences affecting the moral character of our children today. What TV hasn't accomplished, the internet, video games and songs have. There is grave concern about the negative influence media entertainment is having on our youth. Volumes of information are available in print, news coverage is steady and many adults are concerned about the morality of our future leaders.

It seems that all of the best efforts to guide our children in the right direction can be undone by just one "bad" movie, video game or song. When coupled with peer pressure and the desire to conform, these influences are having a major impact on students of all ages.

In this lesson, students will learn how powerful influences can be in their lives. They will also learn how to apply self-control techniques to resist negative influences from a variety of sources. It is the goal of *The Peaceful Solution Character Education Program* to help children succeed. Together we can encourage our children to develop the consciousness to think and act in a way that will always be morally correct.

*Unit Three*

# Lesson Plan

## Maintaining Your Self-Control

### PURPOSE/OBJECTIVE

Students will learn how influences can affect their ability to maintain their self-control. They will also learn how to apply self-control to distinguish between positive and negative influences and to not let others bring them down to their level.

### MATERIALS

- Students' handbooks
- Audio cassette player
- Teacher's Manual Audio Lessons cassette tape

### PROCEDURE

1. Review the previous lesson, **“Applying Self-Control To Interaction And Communication,”** by asking students the following questions:
  - a. What is necessary for communication to be successful? *(For communication to be successful there must be respectful speaking and listening. Both aspects of communication, the giving and receiving, require self-control.)*
  - b. What should you do if you find yourself in a conflict and the other person is disrespectful and on the verge of losing control? *(Practice self-control and not to allow their behavior to influence the way I respond.)*
2. Tell students that in this lesson they will learn about the various influences that can affect their ability to maintain their self-control. They will also learn how to apply self-control to distinguish between positive and negative influences. Instruct students to turn in their handbooks to **pages 117-118** and read the sections entitled **“Introduction”** and **“The Question Of The Day...”**

3. Tell students that having clear definitions of positive and negative influences will allow them to better distinguish between the two. Have students turn to **pages 119-120** in their handbooks and read the sections, **“What Are Positive Influences?”** and **“What Are Negative Influences?”**, completing the exercises.

4. Explain to students that although there are many types of influences, this lesson will focus on five: TV, movies, video games, music, and peers. Instruct students to turn to **pages 122-125** and read the sections **“Now Showing!!!,” “The Violence Continues,” “Not As Harmless As You May Think”** and **“Monkey See, Monkey Do?”** and complete the exercise on **page 125**. Emphasize that although these are sources of entertainment, in most cases they are negative influences that desensitize young adults to sexually explicit, violent and aggressive acts.

5. Guide class discussion by asking students if they think music can influence people. Have students read the section, **“More Than Just A Great Beat”** found on **page 126** and discuss the excerpt on **page 127** based on the following questions:

- a. How can lyrics become a philosophy of life? (*Answers will vary but should include that lyrics can influence how someone thinks, feels and acts, thus affecting what someone considers acceptable behavior.*)
- b. What statements in this excerpt show that a lack of self-control is a factor in the deaths of the two boys? (*Answers may include: Teen suicides are linked to depression fueled by fatalistic music and lyrics. Suicide victims are impulsive, acting out fantasies. “I didn’t have any control...my body was compelled to do it...”*)

Explain to students that not everyone is influenced in such extreme ways. But, the fact that some can be influenced to imitate violent acts and even take their own lives should be a warning to us all.

6. Have students read the section entitled **“Self-Control Is The Key”** found on **page 128**. Write the **REACT** acronym on the board. Tell students that by using self-control they can learn how to react to negative influences so that they are not swayed to make choices they will regret. Emphasize that self-control is the key to being able to resist negative influences and maintain positive moral character.

7. Ask students to identify the greatest influence on their age group. Allow a few answers. Explain to students that because all humans have a need to belong and to feel accepted by people they can identify with, their peers have the greatest influence on them. Instruct students to turn to **page 130** and read the section “**Conformity And Peer Pressure.**” Have students complete the activity accompanying this section. Discuss answers with the class. Play the narrative, “**Promise Me,**” found on the *Teacher’s Manual Audio Lessons* cassette tape and on **pages 133-137** in the handbook. Have students discuss problems that may have resulted because of one individual’s choices.

8. Tell students that just like the other influences, peer pressure can be both positive and negative. Have students turn to **page 138** and read the section, “**There Are Two Sides To Every Coin.**” Emphasize that risk-taking behavior is a result of a lack of self-control. Instruct students to turn to the section entitled “**Be Your Own Person**” found on **page 144.**

9. **Activity—The Heat Is On:** Tell students that this exercise tests what they have learned. Instruct students to turn to **pages 145-147** and read the scenarios and answer the questions. Allow class discussion to emphasize and reinforce the concepts.

10. Conclude the lesson by having students read the sections entitled “**One Final Thought**” and “**What I Have Learned**” found on **pages 148-149.** Encourage students to practice the **REACT** acronym to evaluate whether an influence is positive or negative and then apply The Peaceful Solution method of practicing self-control. When they make this a habit, they will successfully maintain their self-control and develop positive moral character.

*Unit Three*

**“I want to be different...I guess I’ll just have to stand out.”**

**~Tasha, age 14, Peaceful Solution Student**

# **Chapter Five**

## **Maintaining Your Self-Control**

### **Introduction**

**W**hat is your most valuable possession? Is it a piece of jewelry that has been in your family for years, your new CD player or the ten speed bike that you saved all summer to buy? How do you care for what you value? Do you neglect it and leave it unattended, or do you protect it and guard it? If you neglect to care for and guard your possessions, they will eventually be ruined, lost or stolen. Needless to say, when you value something you should take care of it and maintain it.

To maintain anything is to preserve its worth and keep it in the best working condition. A positive character is one of the most important possessions that you can own and value, and just like any other valuable possession, you must guard your character and take precautions to protect it. In this way, you can continue to make positive decisions that will benefit you and others.

You now know self-control is an important part of developing a positive character. Whether you are able to successfully handle emotions such as anger, resolve conflicts and communicate in a peaceful manner depend upon your willingness to practice self-control.

In this chapter, you will learn about various influences that can affect your ability to maintain your self-control. You will also learn how to apply self-control to distinguish between positive and negative influences. When you are able to consistently apply self-control to withstand negative influences in all their various forms, you will be protecting your most precious possession, your character.

# The question of the day...

## What Are Influences?

An influence is something or someone who can affect the way you think, feel and act. Influences can also affect what you value or they can motivate you to adopt new values. Anything that has the potential to affect what you value also has the potential to affect your character and hence, your self-control. Did you know that your parents or guardians are the most influential people in your life? It is from them that you learned what to value. Your personality and character are developed through the environment that your parents provide for you.

There are many other influences. They range from subtle and harmless to obviously dangerous. In fact, some influences are so subtle that you may not realize you are being influenced to think or behave in a particular way. Consider the following case study:

Many years ago a popular soft drink boosted its sales by flashing a bottle of its product on screen for less than a second while people watched a movie. Within a few minutes, more than half the people in the theater suddenly felt thirsty and were compelled to buy a bottle of that particular soft drink. None of them realized that they had seen the bottle flash on the screen prior to becoming thirsty. They all thought their thirst was normal and that they had made their own decision to buy that particular drink.

This form of advertising uses subliminal messages to influence behavior and is so powerful that it was outlawed. Not only are influences powerful, they are all around you. Everything you experience through your senses has the potential to influence your choices. It is up to you to be aware of the influences around you and be prepared to practice self-control in what you allow yourself to be influenced by.

**Influences can generally be placed into two categories-negative and positive.**





It is up to you to practice self-control in order to recognize if you are being influenced in a positive or negative way. Use the **STOP** acronym to help you practice self-control to avoid being negatively influenced.

**Stop:** Recognize that the influence is negative.

**Think:** This will affect the choices I make and could lead me to compromise what I know to be right.

**Options:** Make a choice to avoid negative influences.

**Proceed:** Make a decision to avoid anything that can influence in a negative way.

By consistently practicing self-control you will be better able to make choices that will shield you from the effects of negative influences.

Remember, everything you experience has the potential to affect your attitude, behavior and ultimately your character. The powerful negative influences of TV, movies, and peer pressure can affect your choice to make moral decisions.

# NOW SHOWING!!!

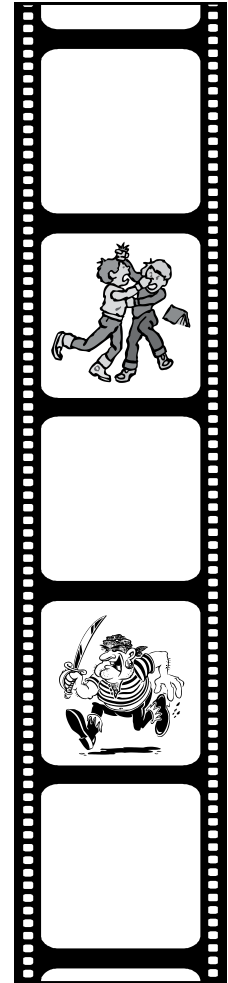


Two major areas of influence in media entertainment are television and the movies. Although both of these forms of entertainment can be positive, they are more likely to be a source of negative influences.

Did you know that according to the Nielsen Media Research 2000, “the average child between the ages of 2 and 17 watch approximately 19 hours and 40 minutes of TV a week?” That is almost an entire day every week in front of the tube. Here is another bit of information concerning TV viewing. The amount of violence on television is on the rise. By the age of 18 years, the child would, on average, have viewed 200,000 acts of violence on television.

The content of movies is basically identical to what is on television, except that the violence is more graphic. What was the last movie you saw? On a scale of 1-10 where “1” is no violence and “10” is a lot of violence, what score would you give it? If you are like most people, your score will be somewhere between an 8-10.

It appears that violence and action continue to attract moviegoers. In fact, the more action and violence the movie contains the more people will want to see it.



**Many studies prove that witnessing repeated acts of violence could influence you to choose violence as a means of solving conflicts. How does this show self-control? The answer is, it doesn't!**

# THE VIOLENCE CONTINUES

Another significant source of violence in entertainment comes from video games. With modern technology, video games have become more realistic and interactive than ever before. There are currently games that simulate violence so realistically that they incorporate the sound of breaking bones. Visual effects include gushing blood from mortal wounds.

Video games have become a very popular form of entertainment. Some people have been known to play them for hours at a time. They have themes that allow players to “work for the mob, hijack cars and kill cops and civilians.” Other video games allow the player to be part of the mob and run a prostitution ring, carry out gangster style executions and sell drugs. Other objectives include running civilians over in high speed car chases, and being a gang leader who has the power to execute other gang members and members of rival gangs.

*Many people say that entertainment today is just harmless fun. “Surely looking at violent movies and playing violent video games will not affect my character. I can still control myself.” Can you?*

## Not As Harmless As You May Think

According to numerous studies, witnessing acts of violence harms the minds of children and young adults like you. Yet, children routinely watch acts of verbal and physical aggression, murder, rape and theft on television.

Witnessing repeated acts of violence leads to what is known as desensitization. In other words, seeing people get hurt in the movies and video games lessens one’s ability to care about people when they get hurt in real life.

In fact, desensitization makes it more likely that people will respond with verbal and physical aggression when angered. Violence then becomes an accepted way to deal with situations that are frustrating or upsetting. Instead of using self-control to consider appropriate ways to handle a disagreement, people who are accustomed to watching violence on television are more likely to be physically and verbally aggressive. They develop the mentality that violence is a “normal and acceptable part of life” and they see nothing wrong with pushing, hitting, and yelling in order to get their way.

## Did You Know...?

- ☒ The average American teenager spends 15,000 hours watching television, compared to 12,000 hours in the classroom.
  
- ☒ By age 18, a teenager will have seen 350,000 commercials.
  
- ☒ The average teenager spends more time in front of the television than in any other activity.





## Monkey See, Monkey Do?

In addition to acts of violence, there are also graphic and explicit messages about sex on both TV and in the movies. These movies rarely show the consequences that come from promiscuous sex outside of marriage. These consequences include incurable sexually transmitted diseases, teenage pregnancy and feelings of guilt and shame.

The American Psychological Association estimates that teenagers are exposed to 14,000 sexual references per year on television. A 2001 study of prime time television by the Kaiser Family Foundation concluded that 75% of programs include sexual content, and nearly six scenes per hour contain sexual talk and/or behavior.

### Just The Facts:

- ☛ Four out of ten teenagers say they have gotten ideas on how to talk to their boyfriends and girlfriends about sexual issues from entertainment media.
- ☛ Three out of four teens say one reason teenagers have sex is that “TV shows and movies make it seem normal for teenagers to have sex.”
- ☛ In a study of 13-14 year olds, heavy exposure to sexually oriented television increased acceptance of premarital sex.

Based on the above information, do you think that seeing numerous TV shows and movies contributes to increased sexual behavior within your age group? Explain your answer.

*(Yes, because the media strongly influences the behavior of teens.)*

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## MORE THAN JUST A GREAT BEAT



Do you know anybody who does not enjoy some form of music? From rock to reggae, rhythm and blues to alternative and hip-hop, music speaks all languages. Someone once said that music has the power to calm the savage beast and indeed it does, because music is powerful. The rhythmic beat and repetitive words can have a hypnotic effect on the listener. Music has also been proven to increase one's ability to learn. This is why music is used to teach young children to read. Have you ever considered why the ABC's are sung?

Music, like TV, movies and video games, influences how we feel, think and act. Can you associate a particular song with an event in your life? Most people can. Hearing a certain song brings back memories of when they first heard it, what they were doing and whom they were with. They can also describe with clarity what they were feeling, and experience those same feelings when the song is played at other times.

In every time period, music has been used as a means of communication. The singer or composer communicates his emotions, opinions and ideologies on a variety of subjects ranging from love to fear and from politics and religion to social injustice. In today's society, many songs now have lyrics that describe sexual acts and promote the use of drugs and violence. Some of these lyrics are so graphic that CD's and cassettes are rated with a Parental Advisory Warning! These warnings are meant to inform parents that the contents are inappropriate and can be hazardous to their children.

According to the Parents Music Resource Center, American teenagers listen to an estimated 10,500 hours of rock music between the 7<sup>th</sup> and 12<sup>th</sup> grades alone—just 500 hours less than they spend in school over twelve years!



# Here's What It All Boils Down To

Anything you spend so much time doing is going to affect you in one way or another.

Read the following article about how violent music affected one person's life.

Suicide has increased 300 percent since 1950. The teenage suicide rate in America is the highest of all industrialized nations. According to the National Education Association, "...teenage suicides are linked to depression fueled by fatalistic music and lyrics."

In 1988, Dr. Mark Rosenburg, addressing the American Society of Suicidology, said, "It was thought that the way to prevent suicides was to treat depression...it's not the case with these kids. Rather than being clinically depressed, these young suicide victims are impulsive, acting out fantasies."

Where are the fantasies coming from that these young people are acting out? Time after time the culprit is rock music. Dr. Paul King, medical director of the adolescent program at Charter Lakeside Hospital, in Memphis Tennessee, says more than 80 percent of his patients are there because of rock music. He adds, "the lyrics become a philosophy of life..."

In December 1985, two eighteen-year-olds, after listening to Judas Priest sing *Beyond the Realms of Death*, climbed out the bedroom window and went to a nearby playground. There, one of the 18-year-olds put a sawed-off shotgun to his head, pulled the trigger and literally blew his head off. As he lay dead on the playground, the second teenager took his turn. He said, "There was just tons of blood. It was like the gun had grease on it. There was so much blood I could hardly handle it, and it was like I didn't have any control... my body was compelled to do it and I went ahead and shot." He survived the gunshot wound, but slipped into a coma in November, 1988 and died a few days later.



# SELF-CONTROL IS THE KEY

## Understanding The Main Point

Of course, not everyone goes to the extreme as the young men in the previous article. No one is saying that violence in video games, songs or TV will turn everyone into killers or encourage suicidal tendencies. However, there is proof that negative influences from these sources do affect the way some people behave. These influences can affect the way emotions such as anger are handled and can contribute to outbursts of aggression and violence. They have also been proven to be a factor in why people your age choose to engage in premarital sex.

### **So, How Should You REACT To Negative Influences?**

Now that you know that you put your positive growth and development in jeopardy when you are exposed to these influences, it is up to you to make wise and responsible choices regarding how you are “entertained”. So, before you watch your next movie or buy your next video game, stop and think about the possible effects they can have on your ability to practice self-control. Keep in mind that those who witness repeated acts of violence are more likely to respond with violence when angry. Remember that a violent response does not show self-control. Do some research and find out if the movie is violent or contains sexually explicit scenes. Then choose something more appropriate to watch. The same thing should be done before you buy your next CD or listen to a song on the radio. If it is promoting violence and sex, use your self-control and choose to listen to something else.



Use the following acronym to help you remember how to **REACT** to negative influences.

**Recognize** whether the influence is positive or negative.  
**Examine** all your options.  
**Act** with positive moral character.  
**Consider** the consequences or rewards.  
**Think** about making the right choice.

## Let's Take A Closer Look

**Recognize whether the influence is positive or negative.** Remember, a negative influence can be dangerous and can affect your ability to make positive choices. A positive influence shows value for life and encourages the building of moral character.

**Examine all your options and make the right choice.** Once you have determined if an influence is negative, consider your choices. Here are some simple options that can help you if a violent or sexually explicit movie is on TV.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Turn to another channel. | <input checked="" type="checkbox"/> Read an appropriate book. |
| <input checked="" type="checkbox"/> Ride your bike.          | <input checked="" type="checkbox"/> Bake some cookies.        |
| <input checked="" type="checkbox"/> Turn off the TV.         | <input checked="" type="checkbox"/> Go for a walk.            |
| <input checked="" type="checkbox"/> Do homework.             | <input checked="" type="checkbox"/> Do your chores.           |

**Act with positive moral character.** Be prepared to make a stand to do what is right for the building of your character.

**Consider the consequences or rewards.** The consequences of negative influences may not be obvious right away. For example, the effects of watching violent movies may not be evident until you react violently to a situation. Rewards may not always be tangible. It is a reward in itself just knowing you've done the right thing.

**Think about the benefits of practicing self-control and making the right choice.** By filtering out negative influences you are building your positive character and you can be a role model to someone else.

The next significant source of influence that affects your age group comes from conformity and peer pressure. Like TV, movies and songs, conformity and peer pressure can affect your ability to develop a positive character.

## **CONFORMITY AND PEER PRESSURE**

### I Am Not A Robot, Nobody Pushes My Buttons

To conform is to change your beliefs, attitudes and actions in order to meet certain standards. All people conform in one way or another. Conformity is a normal part of the way we live and function. In order to stay in business and to make a profit, clothing designers, automobile manufacturers and the movie industry all depend on our need to conform to popular trends and styles.

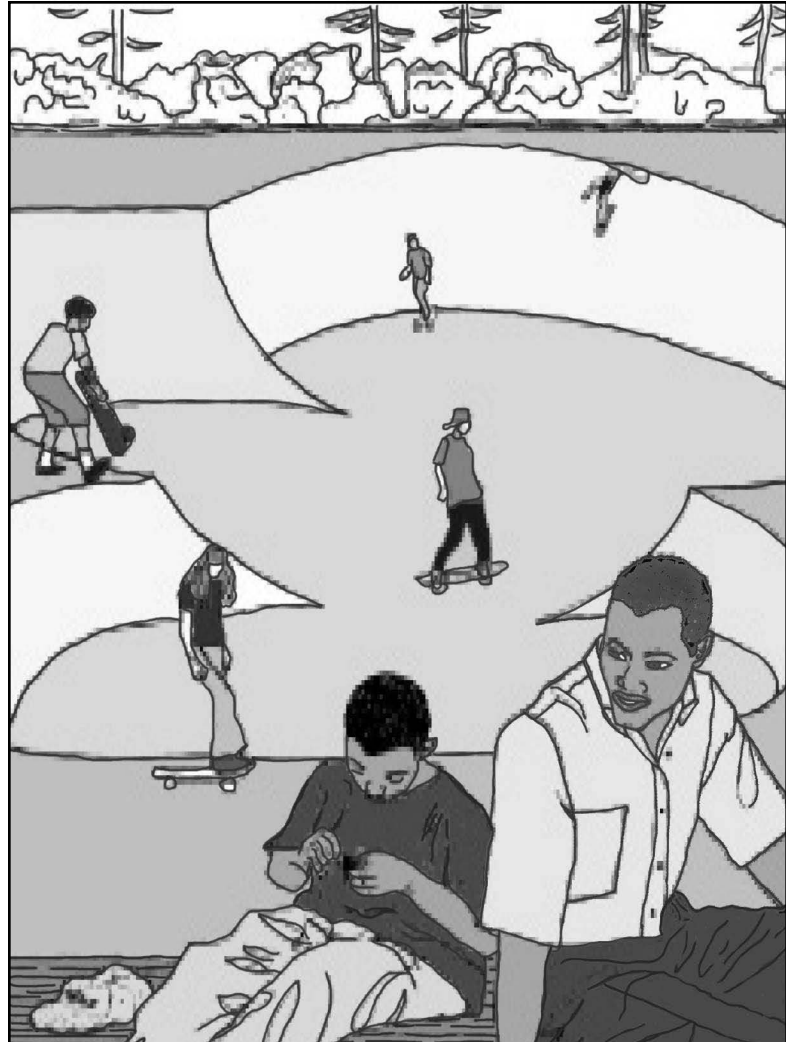
What you are willing to conform to is based upon your character, values and how you are influenced. For example, a certain designer has a popular line of clothing. Because you value your appearance and staying up to date with the latest fashions, you are influenced to buy that designer's clothes. By doing this, you have just conformed to the standard of what is considered popular.

Peer pressure is one type of influence that plays an important role in what you will conform to. It has a major effect on your character. If you don't think that you are influenced by your peers then consider the following scenario.

You're hanging out with your friends after school. "Let's go to the mall," one of them says. Everyone, except you, immediately says, "Yes." You really want to go home, but instead of speaking up you agree to go to the mall because you don't want to feel left out. When you get to the mall your friends decide they want to see a movie. You, on the other hand, want to visit the bookstore, but, since nobody else wants to go to the bookstore, you decide to go to the movies rather than have everyone hassle you because of your preference.

If you have had similar experiences then you are well acquainted with what it feels like to put aside your own likes and dislikes in order to be part of a group. Thinking that you have to go along with everyone else in order to fit in or to avoid feeling as if you are "weird" makes peer pressure an important issue.

It is important to understand that peer pressure is not necessarily an external force. It is actually the pressure that we put on our own selves to feel accepted and to fit in. For example, Matt has never been athletic, but at his new school the students he wanted to fit in with either rode a skateboard, played basketball, or were on the football team. In an attempt to fit in, Matt asked his dad to buy him a skateboard. Notice that no one told Matt he had to get a skateboard. Matt chose to skateboard in order to be accepted. Many studies have proven that in order to fit in, people choose to change the way they behave and do things that they would never consider doing on their own. In fact, peer pressure can be more accurately described as peer choice because each person has the ability to choose what he or she will be influenced by.



Have you ever considered the ways you conform in order to fit in with your friends? Do you all prefer a certain hairstyle? What about your shoes and jewelry, do you use certain slang, and listen to a particular type of music? These similarities are called shared behavioral patterns and are examples of conformity.

**Answer the following questions to gain a greater insight into the role peer pressure plays in what you are willing to conform to.**

What style of clothes do you and your friends like best? \_\_\_\_\_

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What type of music do you listen to? \_\_\_\_\_

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What recent movies have you all seen? \_\_\_\_\_

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What type of activities do you and your friends do in your spare time?

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What foods do you and your friends enjoy as a group? \_\_\_\_\_

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What are some things that are important to you and your group of friends? \_\_\_\_\_

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If one of your friends disagrees with “group plans,” how is he or she treated? \_\_\_\_\_

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What can you conclude? Does peer pressure play a role in what you are willing to conform to? Explain your answer. \_\_\_\_\_

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Always remember that the decisions you make will affect not only your life but your family as well. Listen to the following narrative about two brothers who learn a lesson for life. Discuss the problems that may have resulted because of one individual's choices.

## Promise Me

My name is Ricky Calwel. I'm twelve years old and I'm the baby of the family. My brother Will is four years older than I am. From as far back as I can remember Will was the person I looked up to. My mom told me that my first word wasn't mom or dad but "Wah," that was my version of Will's name.



Growing up, my day began and ended with Will. I know he probably got tired of me following him around everywhere, first on all fours as I crawled behind him, then as I toddled around and later on as I tried to match my steps to his longer ones, but he was always patient with me. He didn't mind me tagging along, as many older brothers would have. Will taught me how to fly a kite, fish and turn somersaults. Looking back on my childhood, I can honestly say I couldn't ask for a better brother.

That's why when Will began to change, it really took my parents and me by surprise. I guess if I had to pinpoint when I noticed that he wasn't acting like my big brother anymore, it would be the year I started the seventh grade and Will started the tenth grade.

At first it was just the little things, like when I asked him for help with my homework. He would brush me off and tell me to leave him alone; he was too busy. Before he would ask, "What do you need little brother?" And after he had helped me with whatever subject I was stuck on, he would say, "Hey, when are you going to give me something hard? You know I'm the man."

And I'd say, "Yeah, some man. You know it because you already took the class." Then he would pretend to be offended and we would have a pillow fight. Mom would holler from downstairs, "Y'all stop that racket. If you have so much energy, go mow the lawn." The prospect of mowing the lawn would be enough to quiet us down right away.

When those fun times stopped, it really hurt my feelings. But I figured that maybe the tenth grade was really hard and he was just stressed out.

But it turned out to be much worse than just stress, much worse.

The next thing I noticed was that he started to ignore dad, mom and me. He would come home from school, go to his room and stay there. One evening, I overheard dad and mom talking. They too had noticed the way Will's behavior had changed.

Mom said, "Steven, I don't know what's going on with William. He barely talks to anyone in the house. He barely eats, I have to ask him several times to do chores and he spends most of his time in his room. Please talk to him. I feel like we are losing our son."

I realized that I was eavesdropping so I went outside and sat on the porch where I couldn't hear my father's reply. Now, I was really worried about Will because I wasn't the only one who noticed how his behavior had changed. A few days later, the guidance counselor called and left a message. I walked into the house through the backdoor, so Will didn't know I was home, mom had gone shopping and dad wouldn't get home until later. As I walked into the dining room I heard Will checking the messages on the answering machine. One of the messages was from Mrs. Livingston, Will's guidance counselor at Jefferson High. She said that she wanted our parents to contact her in regards to Will's progress. Then much to my surprise, I heard Will erase the message. Stepping into the living room I said, "Hey, why did you erase that message. It was for dad and mom."



Looking at me with a scowl on his face, Will replied, "Mind your business, and you'd better not tell dad and mom."

When he said that to me, I knew something was really wrong. Will had never treated me mean, not one day in my entire life. I would listen to my friends complain about how mean their brothers were to them and I would have to bite my tongue to keep from bragging on mine.

I went to my room, sat down on my bed and fought to keep from crying, but the tears won. I knew what I had to do. If I didn't tell and something occurred to Will, it would sort of be my fault. When I heard mom come home I went downstairs and told her about the message and that Will had erased it.

That night, Will and dad got into a big argument. I couldn't believe how Will was answering dad. I felt sure that dad would get angry, but

he didn't. Instead, he said, "Son, I don't know why you're behaving like this, but I'm going to find out."

Dad took off from work the next day, and he and mom went to see Mrs. Livingston at Will's school. All day at school I had trouble concentrating. Mrs. Beth, my pre-algebra teacher, had to call on me twice in math before I even realized that she was talking. My friends kept asking me what was wrong, but I didn't want to explain.

Right after school I rushed home. When I got home, I expected to hear another argument between Will and my parents, but the house was so quiet, I got scared. "Dad, Mom, Will, is anyone home?" I yelled.

"We're in the family room," dad called back.

"Where's Will?" I asked when I walked into the room. It was then that I realized that mom was crying. "Mom, are you okay?"

Shaking her head, she said, "No son, Will left school and we don't know where he is. The guidance counselor said that he has not turned in any homework for three weeks, that he's been cutting class and he's hanging out with a rough group of boys."

"Do you know anything about this?" dad asked me.

"No, Dad," I replied. "If I did, I would have told you."

That was the longest night of our lives. Will didn't come home that night and by morning my parents started calling local hospitals to see if he had been hurt and was admitted during the night. They had already contacted the police the day before.

I couldn't believe how our lives had changed. This was the kind of thing that occurred on TV, not in real life and not in my family. Just

as I was about to ask if I could stay home that day the phone rang. We all froze and stared at it, wanting to answer, but afraid of what we might hear. Dad answered on the second ring.

He said, "Yes, this is he. You do? Thank you. We'll be there shortly."

Hanging up the phone he looked at mom, who was, by this time, trembling with fear.

"It's okay," dad said quickly.

"He's not hurt, but he's at the police station. They detained him



for loitering. We can go pick him up.”

I couldn't believe they made me go to school. I wanted to go with them to the police station and almost started arguing, but after thinking about it, I figured that with my brother acting up they didn't need me to give them a hard time too. I resigned myself to another day of worry at school, with all my friends asking me what was wrong. Boy did I worry. I worried if Will had gotten into trouble, and what he had done, and I worried about how my parents were handling it. My mom was so sad. I had never seen her look that way before. I just wanted things to go back to normal, so that I could have my brother and my family back.

After school, I ran all the way home, bursting through the door I called, “Dad, Mom, Will?” Dad and mom answered from the kitchen this time.

“We're in here son.”

“Here honey.”

“Is Will okay? Is he home? Where is he?” I asked one question after the other, without even giving them time to answer.

“Slow down Rick,” dad said. “Will is okay. He's in his room. Maybe you should go talk to....”

I didn't wait for dad to finish the sentence. I ran out of the kitchen and sprinted up the stairs, taking them two at a time. Knocking on Will's door, I asked if I could come in.

“Yeah, little brother,” came the familiar reply. When I heard him say that, I knew that whatever he had done, we were going to work it out and I would have my brother back.

Walking in, I said, “Boy, am I glad to see you.”

“Really,” said Will. “Even after the way I treated you?”

“Why did you run away?” I asked. “Mom was scared. All of us were scared.”

“I messed up Rick. I got caught up with the wrong guys at school. It didn't seem like it was a big deal to skip study hall and go to the arcade, but then I started skipping other subjects too. Next thing I knew they wanted me to join their gang and I didn't know how to get out of it.”

I couldn't believe what I was hearing. Not my brother. I asked, “Didn't you think about how dangerous that would be? I mean, what if you had been killed? You should have seen how worried dad and mom were. I don't think they slept all night.”

“Like I said, I messed up. I didn't consider how much it would hurt dad and mom, or you.”

I was really disappointed in Will and I knew that he was disappointed

in himself, as well. After a long pause I asked him, “So did you join the gang?”

Shaking his head, Will replied, “In the end I couldn’t do it. Remember the other day when I erased the phone message?” I nodded my head.

“Well,” continued Will, “I heard you crying and I knew I had really hurt you. You didn’t deserve that. Last night, I finally thought about everything and I decided I wasn’t going to let you down again, that I wasn’t going to let myself down. When I told them I wasn’t interested, they almost beat me up.”

“Really?” I asked, “Boy, some friends they turned out to be!”

Will laughed. “You know Rick, you’re okay for a baby brother. I could learn a lot from you.”

Smiling, I responded, “Yeah, you know I’m the man.”

“Well, man,” my bother said, “Promise me you’ll choose your friends wisely and that you will always stop and think before you do anything. Will you promise me that?”

I knew that my brother was trying to make sure that I didn’t make the same mistakes that he made. I was glad he was home and that he was okay.

“On one condition,” I told him. “Only if you promise me not to make the same mistake again.”

“You’ve got a deal little brother,” agreed Will.

“Well in that case,” I responded, “You’ve got a deal too.”



## THERE ARE TWO SIDES TO EVERY COIN

Peer pressure can influence you in both positive and negative ways. How you are influenced depends upon two things:

- ◆ Your character and values
- ◆ The character and values of the people you choose to be around

In other words, if someone values being accepted more than developing a positive character, they will be more susceptible to negative peer pressure.

Peers can be a positive influence when they encourage each other to practice self-control and to be honest, respectful and responsible. There are many ways you and your peers can influence each other to do positive things. For instance, you can encourage each other to develop a positive character by being studious and taking education seriously, to respect the possessions of others by not touching anything that does not belong to you, to be helpful, healthy and drug free.

Unlike positive peer pressure, negative peer pressure can influence you to go along with behavior that is morally wrong or that you feel uncomfortable with. Often negative peer pressure takes the form of what is commonly known as risk taking behavior.

Risk taking behavior includes:

- \* **Premarital sex**
- \* **Use of illegal drugs**
- \* **Underage drinking**

Premarital sex at any age is a big problem. Rarely does anyone marry the person they first have sex with. The more partners you are exposed to, the more likely you are to contract an STD such as AIDS, gonorrhea, syphilis or herpes. The fact is, when you have sex, you are not having sex with just one person, but with all the people that person ever had sex with.

You have already explored how the sexual content of popular shows influences a teen's choice to experiment with sexual behavior. The amount of sexual content on television has contributed to the attitude that premarital sex among preteens and teens is "no big deal" and that "everybody is doing it." When you combine that with peer pressure, it

becomes a dangerous combination. As a result, many teens suffer from sexually transmitted diseases as well as unwanted pregnancies. These factors contribute to the high rate of school dropouts.

Children who are born to unwed mothers are more likely to be neglected and physically, mentally and emotionally abused. Because teens are not emotionally or financially prepared to deal with the stress of raising a child, many unwanted pregnancies also end in abortions.

## Straight Talk

### Someone Pushed Their Buttons

Many teenagers now believe that remaining virgins until marriage is old fashioned. Believing that sex is common among their age group, they feel pressured into having sex so that they can be like everybody else. Approximately 1 million teens every year in the United States alone get pregnant. Life for them has changed so much that if they could go back in time they would choose to be “old fashioned” and make better choices.



# DRUGS AND ALCOHOL

Have you ever been drunk, smoked a joint, or even tried cigarettes? If you're thinking to yourself, "No way, I'm too young to drink and too smart to ruin my future by trying drugs or even smoking," then great for you! You are not a robot; no one can push your buttons. The problem, however, is that many teens are trying alcohol at an average age of eleven and marijuana at an average age of twelve.

Using alcohol or drugs at a young age has been attributed to many reasons, some of which are:

- ◆ Friends are doing it
- ◆ To fit in and have a sense of belonging
- ◆ Curiosity
- ◆ Low self-worth
- ◆ To feel grown up
- ◆ To escape from problems
- ◆ Just following along

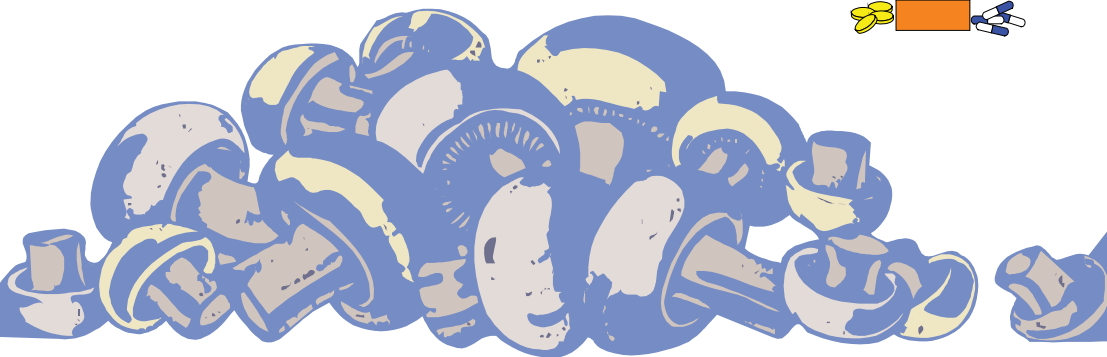
Notice that the two top reasons for trying drugs, alcohol or both are the influence of peers and to have a sense of belonging. Even though you may use alcohol and drugs just to fit in, several serious problems arise. First of all, drug use and underage drinking can easily result in loss of life. Taking recreational drugs seriously impairs the way your brain and other vital body systems operate on a molecular level. These changes are meant to alter the user's perception of reality. However, the body cannot always handle these changes. Many young people have died while trying these drugs the very first time. Recreational drugs offer absolutely no benefits to the user in any way. The abuse of alcohol also poses similar threats. Binge drinking at parties causes many teenage deaths every year.

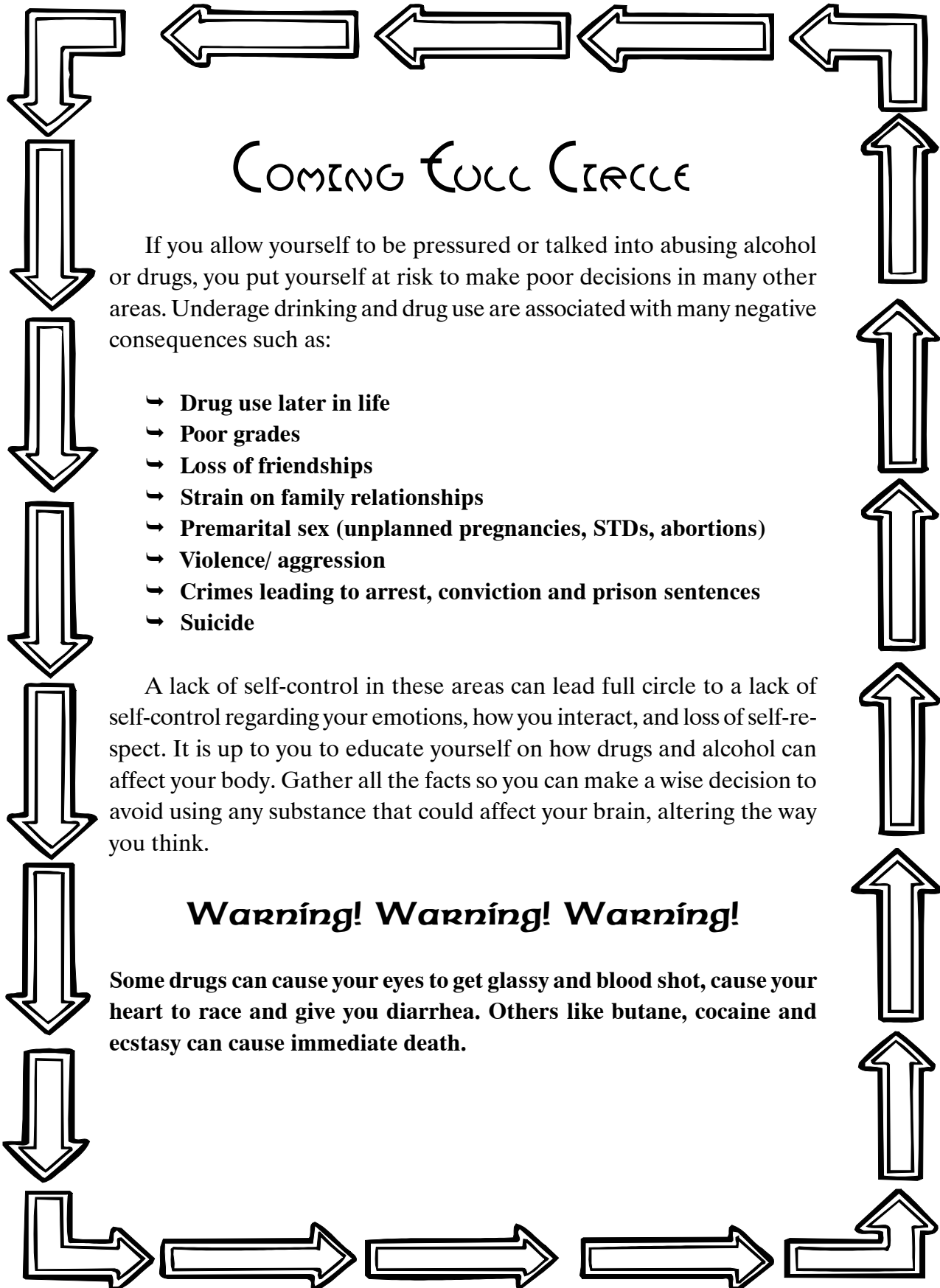
Secondly, recreational drugs and underage drinking are both illegal. Depending on the charges, even one arrest could change your life forever. Plans for college could be ruined. The shame of a criminal record can follow you forever. Where do you fit in? In jail? In a coffin? Do you want to risk everything that is important to you just to find out the answer? The truth is, the earlier you start abusing alcohol and drugs, the more likely you will develop more serious problems later on in life.

The abuse of alcohol and drugs such as inhalants (fumes from glues, aerosols, and solvents), marijuana, and designer drugs, like Ecstasy, can really affect the way you think and behave. In other words, when you are

under the influence of these substances it's like walking around with a blindfold on, like playing in traffic and hoping a car won't hit you—get the picture? These substances can impair the way you perceive the world, rendering you unable to make decisions that will keep yourself and others safe.

Simply put, the abuse of alcohol and drugs can cause you to make choices and take risks with your character, health and safety that you would not take if you were sober.





## COMING FULL CIRCLE

If you allow yourself to be pressured or talked into abusing alcohol or drugs, you put yourself at risk to make poor decisions in many other areas. Underage drinking and drug use are associated with many negative consequences such as:

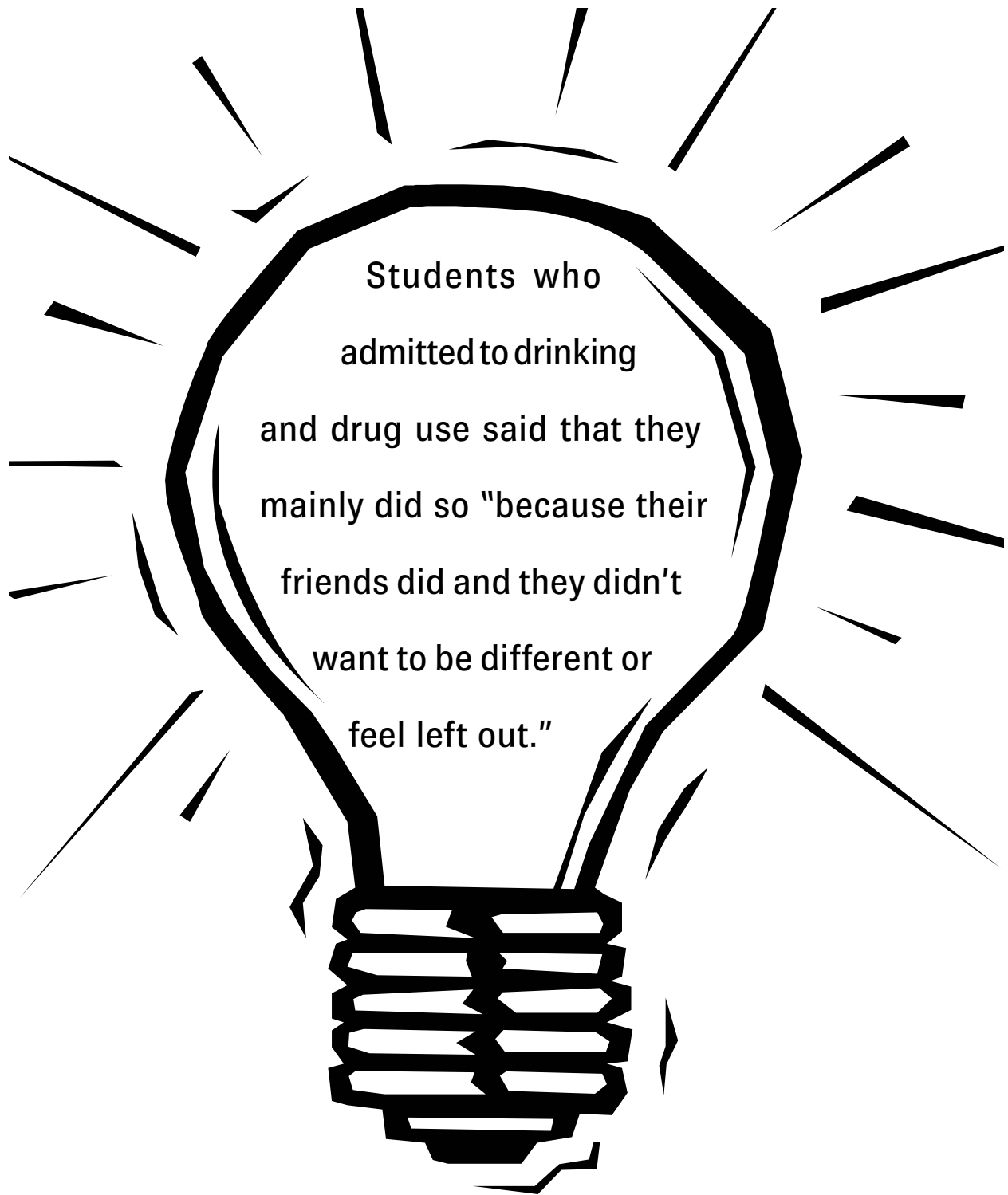
- ↳ **Drug use later in life**
- ↳ **Poor grades**
- ↳ **Loss of friendships**
- ↳ **Strain on family relationships**
- ↳ **Premarital sex (unplanned pregnancies, STDs, abortions)**
- ↳ **Violence/ aggression**
- ↳ **Crimes leading to arrest, conviction and prison sentences**
- ↳ **Suicide**

A lack of self-control in these areas can lead full circle to a lack of self-control regarding your emotions, how you interact, and loss of self-respect. It is up to you to educate yourself on how drugs and alcohol can affect your body. Gather all the facts so you can make a wise decision to avoid using any substance that could affect your brain, altering the way you think.

### **Warning! Warning! Warning!**

Some drugs can cause your eyes to get glassy and blood shot, cause your heart to race and give you diarrhea. Others like butane, cocaine and ecstasy can cause immediate death.

## Think About It...!



**"Don't get pressured into sex, drugs or drinking. Your life, character and future are worth more than one night, one pill, or one drink."**

## Be Your Own Person

Isn't it ironic that both positive and negative influences can come from the same source? For example, there are many violent and sexually explicit shows on TV, but there are some that are educational. The TV can be a great source of information about events that can affect the stability and peace of our world.

The same holds true for your peers. Peers can be both positive and negative influences. The key to developing self-control to resist negative peer pressure is to learn how to be your own person. Ask yourself what you stand for. What are your values and what is the top priority in your life?

In developing positive character, what you stand for should be moral excellence. What you should value is life, yours and others. Your top priority should be to develop positive character traits, like self-control, responsibility and humility. By doing this you can become the best you can be. Once you have determined who you are as an individual, stick to it. Set your mind in advance not to allow anyone to influence you to do what you know is wrong. This is why it is up to you to distinguish between a positive and negative influence.

Use the PEERS acronym to help you remember how to practice self-control and avoid negative peer pressure:

**P**ersist in moral excellence.

**E**ducate yourself.

**E**valuate the influences, whether negative or positive.

**R**esist the negative.

**S**ucceed! Success can be achieved when you resist negative peer pressure by practicing self-control.

**“By being your own person you can develop the self-control to withstand the negative influences of your peers.”**

# The HEAT Is On

Negative influences usually come as a package deal. For instance, while hanging out with your friends, you could suddenly find yourself in a situation where you are being encouraged to smoke a joint and watch a violent, sexually explicit movie. To top it all off, your friend invites you over on a day when his parents are not home. When situations like these occur, the heat is on you to think fast and use self-control to REACT appropriately to your PEERS.

## WHAT SHOULD YOU SAY? WHAT SHOULD YOU DO?

Read the following scenarios and fill in the answer that best shows practicing self-control.

1. While at your friend's house he puts on a movie that is violent and sexually explicit.

a. What should you say? (*“Hey, do you have any other movies we can watch? I’m trying not to rot my brain.”*)

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b. What should you do? (*If he will not compromise on another movie, tell him thanks anyway and go home.*)

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2. You're riding in a car with your friend when suddenly she puts on a CD that has more curse words than you knew existed. It is making you feel very uncomfortable.

a. What should you say? (*“Can we listen to a different CD? If talking like that could get me in trouble I don’t see the point in listening to it.”*)

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b. What should you do? (*If she refuses to compromise you will have to deal with the CD. However, the next time you want to consider alternatives to riding with her.*)

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3. You are at the skating rink with your friends. You notice that a pair of skates was left behind. One of your friends suggests taking the skates.

a. What should you say? (*No, those belong to someone else and they deserve to have them returned. Let's turn them into the lost and found.*)

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b. What should you do? (*Refuse to be with someone who would steal something that belongs to someone else and go home if necessary.*)

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4. Your class just found out you were going to have a substitute teacher that day. Someone suggested making paper airplanes to bombard her with while her back was turned.

a. What should you say? (*No, I refuse to take part in a childish prank that would disrupt the classroom, upset the teacher, and possibly earn me in-school suspension.*)

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b. What should you do? (*Sit quietly in your seat and follow the directions of the substitute teacher as if she were your regular teacher. By doing this you can be a positive example to your peers.*)

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5. Your friends dare you to go over and try the latest “come-on line” on the “object of your affection.” They keep reminding you that if you don’t try, someone else will “get their attention”.

a. What should you say? (*It's not about 'getting the person's attention,' it's about respecting the person and myself.*)

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b. What should you do? (*Behave in a responsible manner and avoid trying to get the person's attention by saying something that is inappropriate and of a sexual nature. There is nothing wrong with liking someone, but you should have adult supervision if you are going to meet that person.*)

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6. Your friends invite you to a “huffing” party?
- a. What should you say? (*“No.” Explain to them the harmful effects and try to talk them out of it.*)
- 
- 
- 
- b. What should you do? (*After you have explained about the harmful effects, walk away.*)
- 
- 
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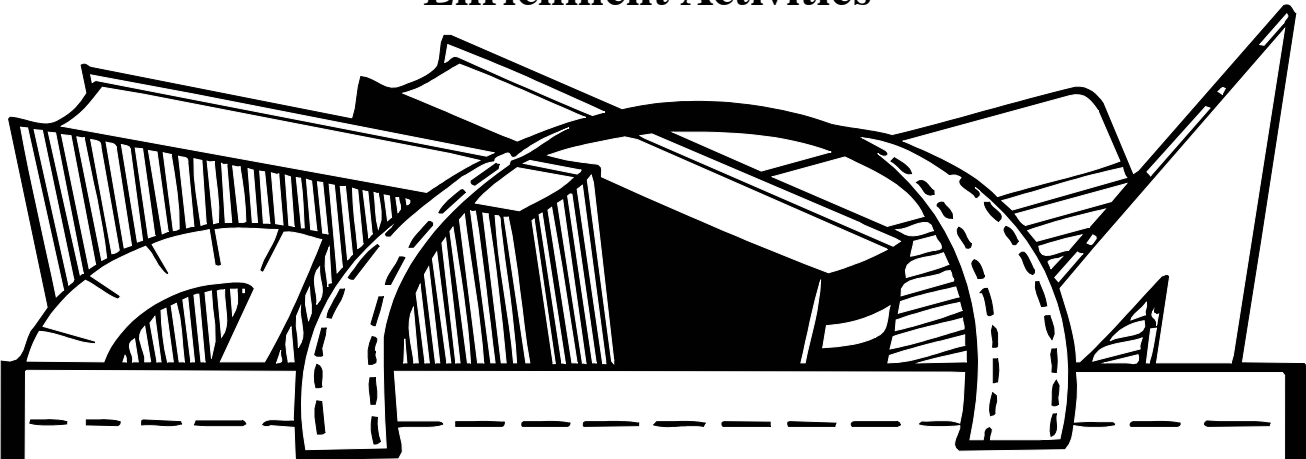
## ***One Final Thought!***

Keep in mind that this chapter dealt with only a few of the influences that you will encounter. The Internet, books, magazines and people other than your peers and family can also influence you. Like the TV, movies and friends, these influences can be both positive and negative. It is up to you to set your mind in advance and practice self-control to distinguish the positive influences from those that are not. If you will make developing positive moral character your #1 priority, you will be able to maintain your self-control and resist negative influences.

## What I Have Learned

- ☑ An influence is something or someone that can affect the way I think, feel and act.
  
- ☑ Positive influences will motivate me to make choices and decisions that will build my character. A positive influence will not conflict with a moral choice.
  
- ☑ Negative influences can cause me to make choices that are immoral. An immoral choice can have a negative effect on my character. It can result in harm to others and myself.
  
- ☑ Television, movies, songs, video games and friends can be sources of both positive and negative influences. It is up to me to be watchful and alert
  
- ☑ Negative influences from these sources include violence and inappropriate sexual behavior. Witnessing repeated acts of violence and sexual behavior leads to what is known as desensitization.
  
- ☑ The abuse of alcohol and drugs impair my ability to make sound judgments and to maintain self-control.
  
- ☑ I must use the **REACT** acronym to make wise and responsible decisions regarding the entertainment, friends and activities I choose in order to fit in.
  
- ☑ I must use self-control at all times to distinguish negative influences from positive ones. I must then consistently make choices to resist negative influences in order to maintain my positive character.
  
- ☑ I don't have to be a robot, letting others push my buttons.

## Enrichment Activities



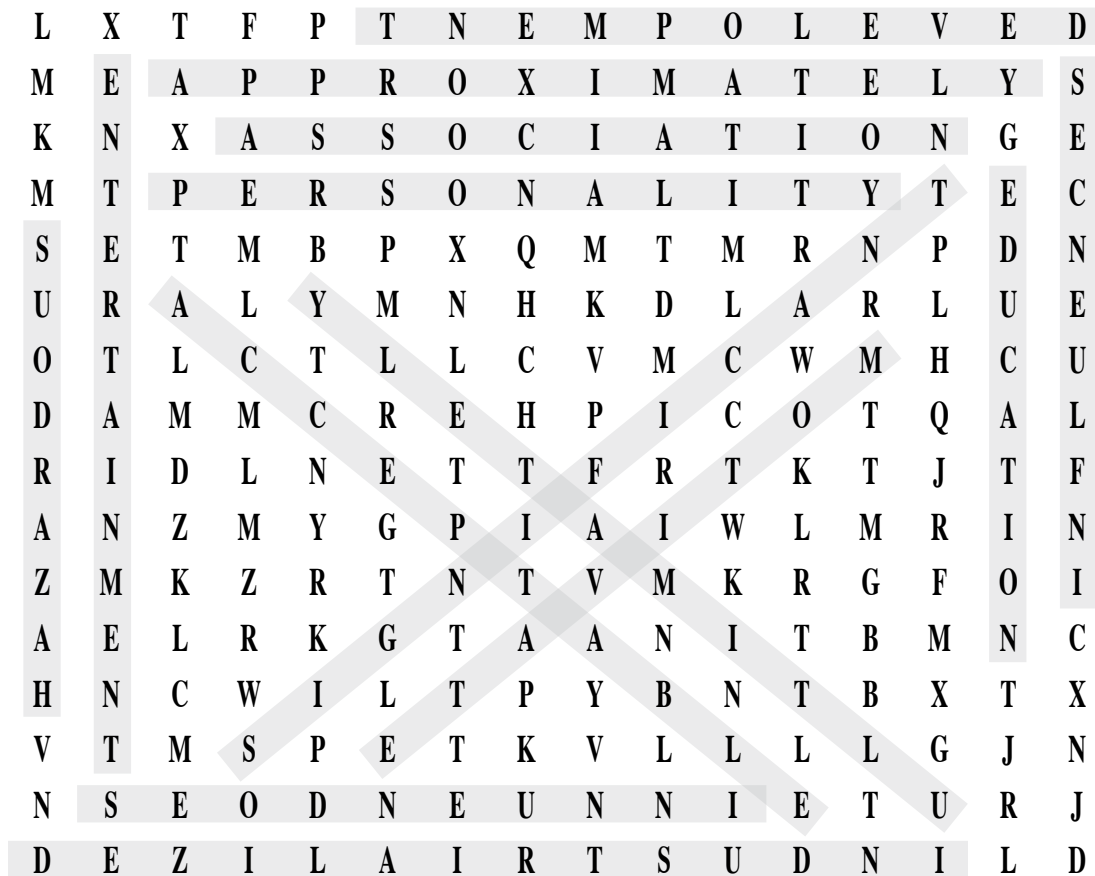
1. Take note of how many acts of violence and sexual behavior are shown in movies and TV shows. Discuss how viewing these acts can negatively influence your ability to maintain self-control.
2. Keep a daily journal of the positive or negative influences you encounter and how you dealt with them. Look for patterns that show where you are allowing yourself to be negatively influenced and to practice the **REACT** acronym to help you maintain self-control.
3. Do a comparison chart showing the difference between negative and positive influences and the consequences and benefits of them.
4. Keep a log of the number and types of incidences of peer pressure observed over a week. How could these influence an individual to lose self-control?
5. Do the “**Just For Fun**” activities found on **pages 151-152**.



# Just For Fun

## Activity #1

Using the word list below, find the hidden words.



acceptable  
approximately  
association  
development  
education

entertainment  
hazardous  
industrialized  
influences  
innuendoes

motivate  
personality  
significant  
ultimately

# Just For Fun

## Activity #2

Unscramble each of the clue words.  
Use the letter in the numbered cells to unfold the message below.



C H A R A C T E R

20

I N F L U E N C E S

3

26

1

C O N S E Q U E N C E S

10

S O C I E T Y

24

14

A L C O H O L

23

P E E R S

9

F A M I L Y

11

F R I E N D S

17

25

F A T A L

21

M U S I C

18

22

M E D I A

2

S E L F C O N T R O L

16

6

R E S P O N S I B I L I T Y

27

7

S E L F C O N F I D E N C E

4

B E H A V I O R

15

12

A D V E R T I S E M E N T

13

A C T I O N S

5

N E G A T I V E

19

8

C A T E R C A R H

S U E L E C F I N N

C O N S E E S U N E C Q

T I E C Y S O

H A L C O O L

P E S R E

I M F A L Y

S E N D I R F

T A A L F

M I U C S

D A E I M

N O F C E T S O R L L

R I N L Y T P O E B I S S I

N E S C C D F F E O L I E N

B I V O A H E R

T E E S A N E V R I T D M

S O I N A C T

G E A T E V I N

S E L F C O N T R O L

1

2

3

4

5

6

7

8

9

10

11

I S

12

13

T H E

14

15

16

R I G H T

17

18

19

20

21

C H O I C E

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27

# Chapter Six

## Self-Control And Society

### Note To The Teacher

No one can deny that we live in a troubled world. Crime and violence statistics verify just how dangerous society is. The threats of terrorist activity and nuclear war are constantly in the news. Teachers, parents and students remain anxious and fearful of school violence. The cause of many of these problems is a lack of self-control.

This lesson focuses on the effect a lack of self-control has on society as a whole. Three specific areas will be addressed: crime, school violence, and road rage. Students will also learn how self-control, or a lack of it, can affect interactions between nations. They will be introduced to the art of diplomacy and be challenged to practice skills used by ambassadors.

In the previous lessons, students were taught how to practice self-control in their immediate environment and interactions. This lesson helps students gain a wider perspective of society. It shows how issues affecting us on a global scale are related to a lack of consideration for others.

It should be the goal of every teacher of character education to instill within the minds and hearts of our youth a solid understanding that the thoughts, words and actions of an individual affect society as a whole. The Peaceful Solution has devoted time and energy to create a program specifically for this purpose. Your zeal in implementing it will make a significant difference in how much students grasp and practice it in their everyday lives.

*Unit Three*

# Lesson Plan

## Self-Control And Society

### PURPOSE/OBJECTIVE

Students will learn how an individual's choice in practicing self-control affects society. Students will also learn that an individual's lack of self-control has consequences for society.

### MATERIALS

- Students' handbooks
- Audio cassette player
- *Teacher's Manual Audio Lessons* cassette tape

### PROCEDURE

1. Review the previous lesson, “**Maintaining Your Self-Control,**” by asking students the following questions:
  - a. What are some influences that can affect your ability to practice self-control? (*Television, movies, songs, video games and friends are sources of both positive and negative influences.*)
  - b. What can you do to practice self-control in the midst of negative influences? (*You must REACT to negative influences by using self-control to help you make responsible decisions by stopping and recognizing whether the influence is positive or negative, examining all your options, acting with positive moral character, controlling your emotions, and taking the time to make the right choice.*)
2. Tell students that in this lesson they will learn how an individual's choice in practicing self-control affects society. Students will also learn that a lack of self-control has consequences. Ask students to define the word **society**. Take a few answers and then instruct students to turn in their handbooks to **pages 153-154** and read the “**Introduction**” and “**Let's Take A Look At Society.**” Allow students to complete

the activity on **page 155**. Allow for class discussion as students share their ideas. You may write the answers on the board for emphasis.

3. Explain to students that a lack of self-control and stealing has far-reaching negative consequences on the individual and society. Have students turn to **page 156** and read the section entitled **“A Lack Of Self-Control Affects Our Society.”** Have students turn to **page 159** and read the personal account of one woman’s experience with the crime of theft and then discuss the questions. Allow students to complete the exercise on the bottom of **page 160**. Ask volunteers to share what they wrote with the class.

4. Tell students that in addition to theft, many other types of crimes are committed. Instruct students to read the section, **“Society’s Response To Millions Of Crimes”** found on **page 161**. Explain to students that society is forced to bear the high cost of crime. Lack of self-control causes much suffering, even loss of life. After reading the facts found on **page 162** allow class discussion to answer the questions that follow. Stress to students that crime could be eliminated if every individual began to value human life and respect the possessions of others. Remind students that these moral values are the foundation of self-control.

5. Instruct students to turn to **page 163** of their handbooks and read the section, **“Save Our Schools, Please...”** Emphasize that if they know someone who is threatening to bring a weapon to school or is speaking about retaliation in any way, they must report it immediately for the safety of the entire school.

6. **Activity—Song:** Play the audio cassette tape with the song entitled **“My New Home”** found on **page 165** and discuss with students the questions that follow on **page 167**. Emphasize to students that it is always best to maintain their self-control, even when others do not. Have students turn to **page 168** and read **“The Question Of The Day...”** Ask students to answer the questions found on **page 169** and discuss the answers. Stress that schools were meant to be safe places of learning. Because of a lack of self-control many live in fear of going to school.

7. Tell students that a lack of self-control also leads to road rage. Ask students to identify some behavior they would identify as road rage. *(Possible answers could include: obscene gestures, cutting someone off,*

*cursing, and shooting.*) Have students read the section, “**Road Violence**” found on **page 170**. Explain to students that some drivers tend to let down their guard, but safe drivers maintain self-control at all times. Stress that the privilege of a driver’s license comes with the responsibility to drive safely and to be in control at all times, for the safety of everyone.

8. Explain to students that the final area they will cover is self-control within and between nations. Tell students that nations can also have conflicts. When the leaders of nations fail to control how they interact, the result can be war, which affects the whole world. Have students turn to **pages 173-174** and read the section entitled “**Society On A Global Scale.**” Emphasize that nations can only trust each other when they interact with self-control and respect.

9. **Activity—Ambassadors For Peace:** Tell students they will now divide into four groups and become Ambassadors For Peace. Assign each group a scenario and allow them to work out among themselves how to answer the questions, writing their answers in their handbooks on **pages 177-179**. After about seven minutes, allow a “diplomat” from each group to tell the class how they would handle the situation. Congratulate students on being such excellent Ambassadors For Peace and for putting *The Peaceful Solution* into practice.

10. Conclude the lesson by having students read **page 180**, “**What It All Boils Down To**” and then the section entitled “**What I Have Learned**” on **page 181**. Emphasize to students that issues such as crime, school violence, road rage and war could be eliminated from society if everyone made it a goal to develop a positive character and interact respectfully. Encourage students to make every effort to practice self-control, along with all the positive character traits they are learning from *The Peaceful Solution Character Education Program*, so that they can make a difference in our society and our world.

*Unit Three*

**“The strength of a society lies in the conduct of individuals.”  
~The Peaceful Solution**

# Chapter Six

## Self-Control And Society

### Introduction

**I**n the previous chapters you learned how important it is to practice self-control when dealing with your emotions, thoughts and actions. You also learned that you need self-control to communicate respectfully and to resist negative influences. Now that you have explored some of the ways in which you, as an individual, can use self-control to improve every aspect of your life, let us look at whether the society in which we live practices self-control.

When was the last time you watched the news or read the newspaper? Have you noticed the number of crimes in the form of theft, violence and aggression that are reported daily? Have you ever noticed that anger, violence and aggression also exist between nations? When conflicts between nations are not resolved peacefully, the results are wars and threats of wars. Crime, violence, aggression and war are only some of the ways that a lack of self-control is displayed within our society.

Each person has the choice to practice self-control in his or her life. They can choose to acquire their belongings honestly and communicate respectfully if they want to live in a peaceful society. On the other hand, if they fail to practice self-control many lives will be affected.

In this chapter, you will explore how every aspect of self-control also applies to our society, nation and world. You will learn that each individual must consistently practice self-control if we are to live in a society that is free from hate, violence and aggression.

## Let's Take A Look At Society

When you hear the word society, what is the first thing that comes to mind? Is society the community in which you live, your school, and places where you shop? Do you think of society in terms of the city and country that you live in? Both of these answers would be correct. A society is a group of people with common interests and established patterns. Everyone within your community, city and the country in which you live makes up society. On a global scale the human race is one society because we all share certain common interests. For a society to function properly the needs of its people must be met. These needs include safety and shelter.

**What other common needs do all people share? On the lines below list as many as you can think of.**

*food*

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*water*

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*clothing*

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*sleep*

---

*routines*

---

*family and friends*

---

*order*

---

*air*

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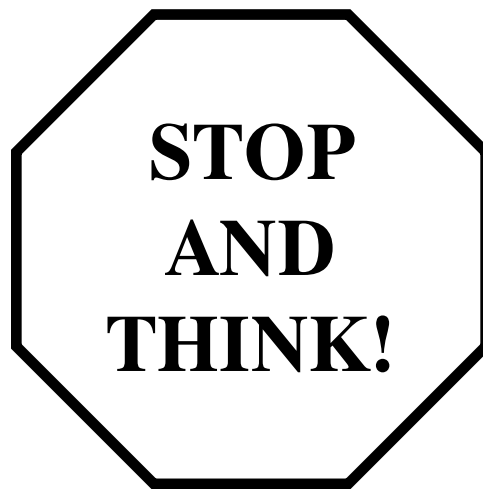
Both positive and negative actions can affect how society functions. Have you ever noticed what occurs when a pebble is dropped into a pool of water? The pebble hitting the water causes a series of circular ripples, each circle larger than the previous one. This is called the ripple effect. It demonstrates how one person's actions can cause a series of events affecting many others. For instance, if one person in a neighborhood commits a crime, the peace and safety of the entire neighborhood is affected. On the other hand, it takes only one person to make others aware of a problem within the community and gain support to deal with it effectively.

All members of society are interdependent on each other. Honest, hard working people help to keep our economy strong. They work together and contribute their skills and talents to earn a living and provide necessary products and services to others. For example, factories, grocery

stores, department stores, schools, hospitals, and post offices all provide the products and services that we depend on.

Did you know that you also contribute to society? When you use your allowance or money obtained from doing odd jobs to buy an outfit, shoes, or even a candy bar you contribute to the economy and keep businesses flourishing. This ensures that you will continue to get the products and services that you have grown accustomed to.

Obtaining an education is another way in which you contribute to society. By becoming educated you become the hope for tomorrow. You can be the future business owners, educators and leaders of our society.



1. What are some advantages of living within a society? \_\_\_\_\_

(Some advantages of living within a society include being interdependent on one another to meet our needs. For example, if we don't know how to butcher meat, we can purchase it at the store already butchered. We also have a need for healthy interactions.)

2. What are some disadvantages of living within a society? \_\_\_\_\_

(Some disadvantages of living within a society include not all people have positive moral character and can be susceptible to violent and aggressive acts of others. This leads to fear, insecurity and a lack of trust of others.)

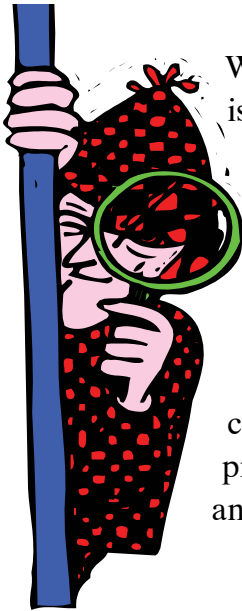
## A Lack of Self-Control Affects Our Society

Now that you have a better understanding of what a society is, let's explore how a lack of self-control affects our society. One of the ways of determining if people within a society are practicing self-control is to examine the rate of crime. Crime is defined as: a grave or serious violation of law or offense against morality. Crimes such as burglary, rape, school shootings, road rage and other unsafe driving practices are examples of ways in which people demonstrate a lack of self-control. Where there is a lack of self-control, there is also a lack of moral responsibility and compassion for others.

Crimes, like the ones mentioned above, create additional problems affecting the quality of life. For instance, freedom, safety and security become limited in areas where there is a high rate of crime. People become fearful for their lives and their belongings. They become afraid to allow their children to play outdoors, to walk around their neighborhood, to leave their cars unlocked, and to sleep with their windows open.

You can be certain that people who have moral character, value life, and respect the possessions of others are not the ones who are committing these crimes. Without those who uphold the law and practice self-control, even simple activities that you now take for granted, like going to school or to the mall, would become dangerous and life threatening. In most areas of the world, the majority of people practice some degree of self-control; they treat others with respect. There are also some people in all areas of the world who lack self-control and get carried away by their emotions, causing harm to innocent men, women and children.

## LET'S TAKE A CLOSER LOOK



When even a few people within a society lack self-control, everyone is affected in one way or another. Let's take a closer look at how crimes, such as theft, school shootings and road rage affect both the individual and our society.

### **Think About It!**

How does a lack of self-control contribute to the crimes that are committed? How can self-control, practiced on a consistent basis, prevent these crimes and the suffering they bring on the individual and society?

## The Effects Of Stealing

The crime of theft takes many different forms. Robbery, burglary, shoplifting, pickpocketing and grand larceny are only some of the ways people illegally take what someone else rightfully owns. Stealing deprives the owner of the use of their belongings and creates an environment of fear and mistrust. In addition to this, force and violence are often used against the victims, leaving them physically hurt, mentally scarred and fearful for life. Victims have also been killed during the act of stealing because they attempted to protect themselves or their belongings.

It appears that people will steal anything, pets, bicycles, clothes, cars, lawn ornaments, money and yes, even other people, as in the case of kidnapping. Any item you can think of is probably being taken every few minutes or less.

In an area where there is a high rate of theft nothing is safe. In order to keep themselves and their possessions safe, people spend a great deal of money to buy additional locks for their doors and windows, as well as security systems for their cars and homes. They buy trained dogs to frighten would-be thieves. They purchase burglar alarms, high-tech security systems and even guns, all in an attempt to keep themselves and their possessions safe.





## CALCULATE THE COST OF THEFT

During the year 2000, in the United States alone, the following number of arrests were made for the crime of theft: (Note: numbers are approximate.)

- Larceny (theft) = 7 million
- Burglary = 2.1 million
- Cars stolen = 1.2 million
- Robbery = 500,000
- An intruder enters a U.S. home every 15 seconds.
- 60% of residential burglaries occur during daylight hours.
- 63% of all burglaries involve forcible entry.
- From 1990 to 2000 consumers spent more than \$42.8 billion on home security.

**“If not for the fear of being stolen from, no one would need keys or locks. The actions of a few can affect the lives of many.”**

**Read the following account about one victim’s experience with theft. Then answer the questions that follow.**

I missed the train. I heard it pulling away from the platform just as I put my token in the turnstile. With a sigh of disappointment I walked down the stairs and stood waiting for the next train that would take me to Manhattan. A young man in his teens bounded down the steps a few minutes after me. He didn’t seem to notice me and I quickly dismissed him from my thoughts as I wondered when the next train would arrive.

Suddenly, I was brutally grabbed and shoved. This young man, who looked young enough to be my grandson, was trying to pull my bag from me. Because I had slung it over my shoulder he was pulling me along with my bag towards the staircase. Instinctively I grabbed my bag and struggled not to trip and fall.

He couldn’t get the bag from over my shoulder and he began to curse and hit me in my face. Screaming for help, I realized that we were the only ones on the platform. I was dragged to the foot of the stairs. Fearing that someone would hear me and come to my aid, he finally let go and sprinted up the stairs. My face was battered, my nose bleeding and I realized that in the struggle the strap on my bag had given way. He had gotten away with my bag. In it I had the rent money and money for groceries. Now, I had nothing.

It took me a long time after that incident to find the courage to go anywhere alone, and now when I travel, I always make sure that there are other people on the platform so that I won’t be alone. I’m afraid to be alone.

1. Along with the victim’s bag and money, what else was stolen from her? (She also had her confidence, security, freedom to move about safely and peace of mind stolen from her.)

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2. What long-term effects did this crime have on the victim? (It made her distrust people, fearful of being alone, and fearful of her own community. It affected the very quality of her life.)

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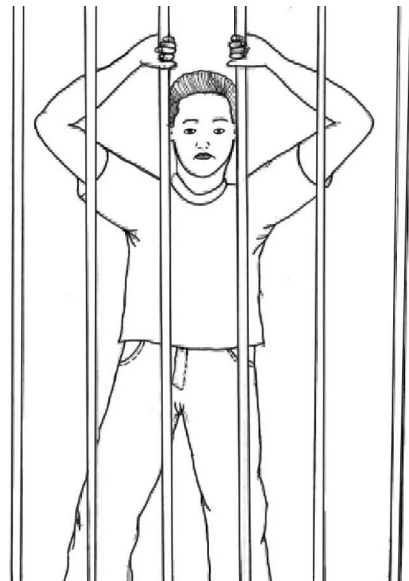
# SOCIETY'S RESPONSE TO MILLIONS OF CRIMES

Because theft occurs more frequently than other crimes, we have focused primarily on its effect on the individual and society. However, many other types of crimes are committed every second, minute, hour and day in our nation. Crimes such as rape, assault and murder all result from a lack of self-control and have many negative, long-lasting effects on our society. Crimes cause fear, hate, distrust and may also lead to additional crimes. In other words, a lack of self-control in one person can lead someone else to lose self-control as well.

In the United States alone, for the year 2000, there were approximately 16,000 murders, 90,000 rapes and over 900,000 assaults. Keep in mind that these are just the crimes that were reported. The actual number of crimes that are committed yearly may be two or three times higher. Crimes such as assault and rape often go unreported because the victims are embarrassed and afraid that the offender would retaliate.

Society has historically dealt with criminals by incarcerating them. Convicts are either placed in jail or prison based on the severity of their crime and the duration of the sentence. Jails are for sentences of one year or less, whereas prisons are for longer sentences. As of 1998 in the United States, there were 93 federal prisons and in the 50 states combined, there were 1,430 state prisons.

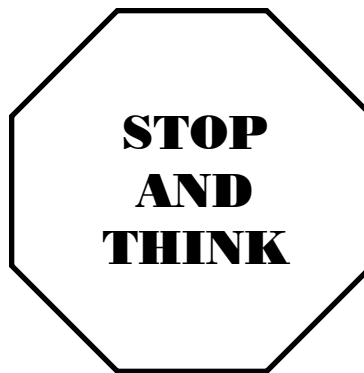
Crime costs in many ways. It costs millions of dollars to pay police officers, wardens and prison guards to catch and keep criminals confined. It costs millions of dollars yearly to house and feed inmates. The cost of crime takes the lives and property of millions of innocent people every year. The taxes on everything you buy increase every year to pay these bills.



“The worst thing we can do is to think that the violence and aggression we see in society is normal. There is nothing normal about it.”

## Just The Facts!

- According to the Uniform Crime Report of the FBI, in the U.S. a car is stolen every 30 seconds. There is a burglary every 9 seconds and a robbery every minute. In one year, all this adds up to one crime against property every 3 seconds.
- Crime in the United States accounts for more death, injuries and loss of property than all natural disasters combined.
- About half of all economic crimes for which teens and young adults are arrested are for theft. Shoplifting is a big ticket item for young people. That is why store clerks and managers watch them so closely. It is estimated that shoplifting occurs 330-440 million times per year at a loss of 10-13 billion dollars in the U.S. alone. Nationwide that equates to 1.0-1.2 million shoplifting incidents everyday.



How would crimes be eliminated if everyone practiced self-control?  
Explain your answer.

Crimes in society could be eliminated if everyone practiced self-control  
by respecting others and their possessions. They would also be eliminated  
if people controlled their anger so they would never cause hurt or harm  
to others.

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# *Save Our Schools, Please...*

Dear Peaceful Solution,

I have a friend who gets picked on everyday at school. You see, there's this group of boys who are really popular. They basically rule the school and everyday they find different ways to mess with my friend. They trip him as he walks down the hall, slap him behind his head and call him names. He told me the other day, that he just couldn't take it anymore and that he was going to get even. What should I do?

Henry, Age 13

Henry's friend is only one of thousands of children who are physically and verbally assaulted everyday while at school. Henry is wise to seek help and not ignore what his friend is saying. This could be Henry's opportunity to prevent a tragic event from occurring at his school. In the last several years, violence in schools has erupted primarily because there are people who lack self-control and compassion. They consider it a game to antagonize, torment and humiliate others. They are called bullies and they rob others of the right to be safe and at peace while at school.

Believe it or not, bullying was once considered a normal part of attending school. It was commonly accepted that there would always be bullies and there would always be those who were bullied. Bullying was a problem that for the most part affected only the bully and the victim. However, in the last several years bullying in schools became society's problem as well.

The tragic events in places like Littleton, Colorado and Santee, California demonstrated that bullying was anything but "normal." Bullying could lead to murder. In both of these cities, victims of bullies sought revenge by shooting and killing a total of 17 people and wounding 36 others. The irony is that many of the people who died were killed because they were in the wrong place at the wrong time and not because they were the bullies.

These two events, and many other acts of violence that occur daily within schools, demonstrate how both individuals and society are affected when people use violence instead of respect and self-control to resolve conflicts.



Like Henry's friend, victims of bullies report that being ridiculed, humiliated and physically assaulted became too much for them to bear. The victims also reported that their hatred for the bullies grew as they constantly replayed the tormenting and teasing in their minds. This shows that not controlling negative thoughts and replaying negative situations can lead to hatred, rage and murder.

## STRAIGHT TALK

Have you ever heard the saying: two wrongs don't make a right? Well, in the case of school shootings both the bullies and those who retaliate show a lack of self-control and value for life. Bullying and other acts of disrespect cause hate, fear and anger, which can turn to rage.

However, those who retaliate by bringing guns to school and killing and wounding their peers and teachers are just as wrong and suffer the consequences of their lack of self-control, consequences that can include life imprisonment or the death penalty.



## MY NEW HOME

The shot rang loud, my target clear,  
I pulled the trigger-lost all fear  
Until I stepped into my new home.  
They closed the doors, I am all alone.  
My victim didn't know he was going to die  
As he hit the floor, he asked me why.

*(Chorus)*

*Here I sit in my new home,  
Here I sit all alone.  
Here I sit in my new home,  
Four walls, a toilet and no place to roam.  
No excuse for my stupid crime,  
Just plenty of reasons for doing time.*

So I told the judge someone made me mad,  
teased and humiliated me, made me sad.  
But the judge didn't buy that excuse.  
He told me flat out that was just a ruse.  
"You should have controlled your emotions, instead  
Then your victim wouldn't be dead."

*(Chorus)*

I stole from my victim, his last breath  
Now all that I deserve is this sentence of death.  
So here I am confined to my cage  
For what seems forever because of my rage.

*(Chorus)*

My victim is cold and in the ground,  
To my guilt I'm forever bound.  
Now every night, I step into my home,  
They close the door and I'm all alone.  
If only my rage I did control,  
My victim's life, I would not have stole. [sic]

*(Chorus)*

When this anger inside me turns to hate  
I can pull the trigger and not hesitate.  
My victim I killed; shot dead  
Because I didn't stop and use my head  
To think of the final consequence  
I tossed all logic out and lost all sense.

*(Chorus)*

So here I am confined to my cage  
For what seems like forever, because of my rage.  
And what about the man I shot  
Because I was angry, because I got hot.

*(Chorus)*

If only my mind was in control  
I wouldn't be trapped in this filthy hole.  
I took his life away from him  
So the judge took mine and made it grim.

*(Chorus)*

No other reason that I had  
Than I was angry, red hot and mad.  
If only my rage I did control  
My victim's life I would not have stole. [sic]

*(Chorus)*

My victim I killed shot dead  
Because I didn't stop and use my head  
To think of the final consequence.  
I tossed all logic out, forgot all sense.  
So here I am confined to my cage  
For what seems like forever, because of my rage.

*(Repeat the chorus twice)*



**Answer the following questions.**

1. How was the perpetrator's life affected by his choice to retaliate?  
(His whole life changed to that of being behind bars and being faced with  
a life imprisonment or a death sentence.)

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2. How do you think he felt about his choice? (He regretted losing  
the life of another. He felt guilty and remorseful. self-control and taking

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3. Based on the judge's response, did the perpetrator have a right to  
retaliate? Explain your answer. (No, two wrongs don't make a right. No  
matter how someone chooses to treat you, it is never right to lose control  
and retaliate.)

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## The question of the day...

### How do school shootings and other acts of violence in schools affect society?

Violence in schools affects society in many ways. Schools were meant to be safe places where parents would send their children to be educated. Schools within a society indicate that education and knowledge are valued. Without education many of the great advancements in technology that society has grown accustomed to would not exist. For example, cars, planes, cellular phones, computers and many more help to improve the quality of life. These inventions are all the result of knowledge and education. School violence not only endangers the lives of teachers and students, it endangers the quality of life for future generations.

Children killed as a result of school violence have been robbed of the opportunity to grow up and to experience the joys of life. As a result, society is robbed of their possible contribution. Families also suffer tremendously. Few things can devastate a parent more than sending a child to school, never to see him alive again. The surviving students and teachers must live with the horror of having seen someone gunned down.

Tragic incidents like these create fear, hatred and mistrust. Recent studies show that thousands of children from elementary school to high school are anxious about attending school. They are afraid of being abused by their peers. They are also afraid that the next school shooting might be at their school and they might be the ones who are shot and killed.

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“A society is successful when its members are knowledgeable, educated and morally responsible for each other.”

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# STRAIGHT TALK

You can help to prevent tragic incidents at your school by practicing The Peaceful Solution and encouraging others by your example to do the same. This means treating others with respect and using self-control in all of your actions. Also, if you see someone being abused by a bully tell an authority figure. Remember, bullying is not “normal.” Do not accept it as, “Just the way things are,” or think that it is someone else’s problem.

**As long as hate and abuse exist in our schools and our society, it’s everybody’s problem, because eventually we all suffer the consequences in one-way or another.**

## Understanding The Main Point Stop And Think

1. If you were in a situation where you were being picked on and teased, how could you use self-control to handle the situation appropriately?

(You need to practice the acronyms REACT and RESPOND to situations that trigger your anger. Always try to walk away when you can and do not dwell on the negative thoughts. Remember, you can take a mini mind vacation.)

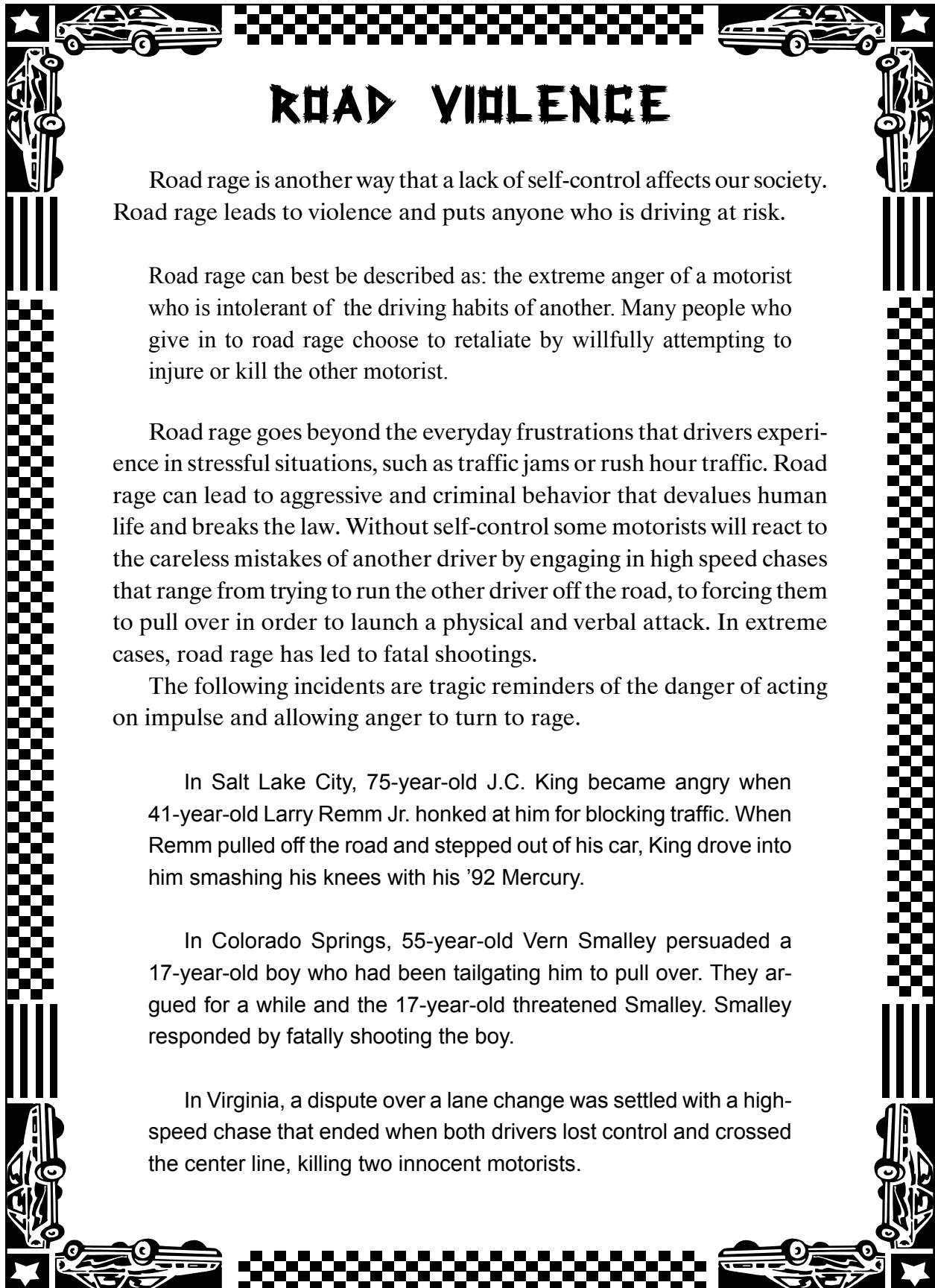
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2. If you knew someone who was planning to take revenge on a bully, what could you say and do to persuade your friend to use self-control and consider the consequences of his actions?

(The first thing you could do is remind him what taking revenge can lead to; that people have died taking revenge against bullies. Tell him that there are ways to resolve conflicts where no one gets hurt and the bullying can stop. You could also tell a trusted authority figure about the problem right away.)

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**If you know someone who is threatening to harm themselves or others don’t think that they are joking. Take what they’re saying seriously. Then tell someone in authority who can help.**



## ROAD VIOLENCE

Road rage is another way that a lack of self-control affects our society. Road rage leads to violence and puts anyone who is driving at risk.

Road rage can best be described as: the extreme anger of a motorist who is intolerant of the driving habits of another. Many people who give in to road rage choose to retaliate by willfully attempting to injure or kill the other motorist.

Road rage goes beyond the everyday frustrations that drivers experience in stressful situations, such as traffic jams or rush hour traffic. Road rage can lead to aggressive and criminal behavior that devalues human life and breaks the law. Without self-control some motorists will react to the careless mistakes of another driver by engaging in high speed chases that range from trying to run the other driver off the road, to forcing them to pull over in order to launch a physical and verbal attack. In extreme cases, road rage has led to fatal shootings.

The following incidents are tragic reminders of the danger of acting on impulse and allowing anger to turn to rage.

In Salt Lake City, 75-year-old J.C. King became angry when 41-year-old Larry Remm Jr. honked at him for blocking traffic. When Remm pulled off the road and stepped out of his car, King drove into him smashing his knees with his '92 Mercury.

In Colorado Springs, 55-year-old Vern Smalley persuaded a 17-year-old boy who had been tailgating him to pull over. They argued for a while and the 17-year-old threatened Smalley. Smalley responded by fatally shooting the boy.

In Virginia, a dispute over a lane change was settled with a high-speed chase that ended when both drivers lost control and crossed the center line, killing two innocent motorists.

## **What makes people respond with violence when another motorist upsets them?**

Although there are several reasons why people respond with violence when driving, it all stems from a lack of self-control. Violence, whether behind the wheel of a car or in the hallway of a school, demonstrates that the individual has no control over his or her emotions. Studies indicate that those who engage in violent and destructive behavior while driving lack self-control at other times as well. People who routinely use violence as an acceptable way to solve problems are more likely to be involved in road rage incidents. On the other hand, people who are in control of their emotions have value for human life and find peaceful ways to resolve conflicts. They will refrain from allowing the frustrations of driving to turn to rage, aggression and violence.

### **Here's something to think about...**

### **Responding with violence can be a learned behavior.**

Studies indicate that children who grow up seeing their parents and significant others habitually responding to the poor driving habits of others by calling them names, cursing and making obscene gestures are more likely to adopt these same habits and respond with violence when they learn to drive.

## **Straight Talk**

Soon you will have your license and will be sitting behind the wheel of a two-ton vehicle. Your life and the lives of those who share the road with you will depend upon everyone's ability to follow the rules of the road and to exercise self-control. Although you cannot control what other drivers do, you can control how you drive. Be alert and stay focused on the road. This will cut down on careless errors. Control the way you respond when other people make mistakes or are inconsiderate when driving. Remember, no one drives perfectly all the time. Anyone can

forget to indicate that they are switching lanes; someone may even drive slowly because they are ill or lost. Some of these occurrences will be frustrating but you don't have to let your frustration turn to rage. Be tolerant and understanding, treat other drivers the way you would want to be treated, because the next time you could be the one who makes a mistake.

"The most important thing about driving is getting to where you are going safely and allowing others to do the same."



# Society On A bal Scale

The last concept that will be considered in this chapter is how self-control affects our society on a global scale. The word society can refer to a small community or an entire nation. Conflicts can develop between nations just as they do between individuals. Disagreements can also occur between opposing groups of citizens of the same nation. This is called civil unrest.

Conflicts and disagreements can occur within nations or between nations for many reasons. Here are just a few:

- A nation could single out a specific ethnic group within its borders and mistreat them.
- One nation could intrude on the territory or air space of another.
- One nation may want the natural resources from another nation.
- Nations may disagree with each other about acquiring and using nuclear weapons.

In order to solve these differences, each nation assigns diplomatic ambassadors to meet and negotiate ways to peacefully solve the conflicts. In the case of civil unrest, people from either side of the opposing forces meet and attempt to resolve their differences. In both cases, ambassadors represent the opinions and beliefs of their respective governments.

Diplomats must be skilled in handling conflicts without arousing hostility. They must be in control of their emotions, resisting the urge to act impulsively. They must also be tactful by stopping and considering their words and actions, choosing only those that would maintain positive relations and avoid offense. It is the job of the diplomats to use self-control to communicate respectfully. Their main goal is to solve the conflicts peacefully, because the stability of their nations and the lives of many people depend upon their success.

When conflicts are not resolved, just like with individuals, nations, or opposing forces within nations can choose to declare war. War is the devastating result of a breakdown in positive communication. It is the strongest evidence that all peaceful means have been abandoned.

War has many terrible consequences. One consequence is the tremendous loss of life and destruction of property. War only produces greater resentment, hatred, retaliation and more war. War destroys the basic facilities and services that a country needs to function as a society.

Without things like transportation, communications, electric power and water, a country's economy will collapse. Poverty, starvation and diseases will result.

Read the following excerpt from a speaker at a global conference on peace and her experience with war.

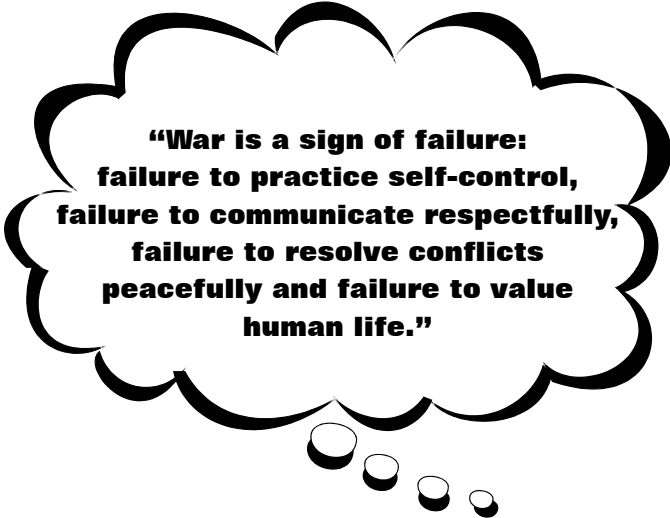
"I had a brother. He was intelligent. He was handsome. He was talented. He was strong. He was 19 years old. He was all the family I had in the world at that time in my life. He went to the Vietnam War and was killed. He was shot in the head. I couldn't even look at him in the casket. His life was snuffed out because of war. To come back to where he lived to be placed in the ground where 58,655 American casualties of war sadly went...

I miss my brother very much. I miss his companionship. I miss the wife he never had. I miss the children he never had. I miss all of these years of growing old with him. I miss him like all the millions and millions of other people who have lost their loved ones because of the devastation of war."

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## CHEW ON THIS!



**"War is a sign of failure:  
failure to practice self-control,  
failure to communicate respectfully,  
failure to resolve conflicts  
peacefully and failure to value  
human life."**



## ***Straight Talk***

Self-control between nations means to keep negotiating until a peaceful solution is found. A diplomat must be willing to correct the wrong decisions of his nation, and he would if he learned what is taught in *The Peaceful Solution Character Education Program*. Being a leader requires patience, diplomacy, determination and commitment on the part of all those involved. When nations are determined to find a peaceful solution to their conflicts a bond of trust is established. Nations must trust each other for there to be peace. So many times diplomats try to take advantage of other nations. In other words, they try to seek the upper hand and get the best deal, having no concern for those it may harm.

To be an ambassador for peace, you must be willing to sacrifice time and energy to work out an agreement that everyone involved can be comfortable with and is fair to everyone. You must have control over your words and actions and be willing to compromise. In this activity, you are an ambassador for peace. It is your job and the job of your peers to find a peaceful solution to the problem that you have been assigned.

*If war was not an option, what other steps would nations take to work out their differences?*

## *Ambassadors For Peace*

Write on the lines provided the scenario you and your group was assigned.

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What could be some of the results of responding without self-control?  
List them on the lines below.

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How would you as an ambassador for peace respond using self-control?  
List some of the ways on the lines below.

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***You can be an ambassador of peace anytime there is a conflict. Never resort to violence, aggression or war as an option. Continue to communicate until a peaceful solution can be reached.***

## Ambassadors For Peace Scenarios

1. It was just reported that military aircraft from another nation have entered your airspace “no fly” zone.

a. What consequences could occur if we did not maintain self-control? (Without self-control, our government would order our aircraft to intercept and shoot them down. They would ask no questions. Once the aircraft was shot down, the other nation would then claim innocence and retaliate. Other countries would choose sides becoming involved. The problem would escalate becoming a war. Nuclear weapons would be utilized and the earth destroyed.)

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b. As the diplomat from your nation, how would you handle the situation with self-control? (I would ask the air traffic controllers to contact the pilot to notify him of the no fly zone and to warn him of the consequences of not retreating. I would contact the ambassador for that country to discuss the incident and to find out if this incident is accidental or is being done on purpose. If this were done on purpose, I would try to find out the reasons why this country felt that they had to resort to violence. I would also talk about the potential ramifications of their present course and would try to negotiate a peaceful settlement. I would suggest that if they would be willing to withdraw from our airspace, a meeting would be set up to discuss their concerns and issues.)

2. A terrorist group just attacked the airport and many lives were lost. As a representative of your country you are asked to handle the situation.

a. If the situation was handled without self-control, what could be the result? (Retaliation would be uppermost in my mind. I would make every effort to find out where they live, to attack and destroy any hideouts. Since they didn't care if women and children were hurt, I would do likewise. I would put sanctions on any country harboring their fugitive group and strongly encourage other countries to do the same.)

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b. How would you handle the situation with self-control? \_\_\_\_\_

(I would request that the appropriate groups become involved to deal with the survivors and with the dead. I would not retaliate, but instead I would make every attempt to contact the terrorists, to set up a meeting, to listen to their concerns and to address those concerns.)

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3. It is reported that a nation with which your nation is in conflict is stockpiling nuclear weapons. You have been assigned to speak with the diplomat from that nation to avoid war.

a. What could occur if self-control was not practiced and what could be some possible consequences? (If self-control were not practiced, I would not be concerned if I offended them. I wouldn't take the time to find out the truth. Since our country is bigger and stronger, I would state the facts and issue an ultimatum.)

(If self-control were not practiced, I would not be concerned if I offended them. I wouldn't take the time to find out the truth. Since our country is bigger and stronger, I would state the facts and issue an ultimatum.)

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b. If self-control were used to handle the situation, what would be some possible results? (I would arrange for a summit meeting with this country. On our agenda we would discuss nuclear technology in general. We would discuss the harmful effects to life that nuclear waste creates. We would prove that a nuclear war is a no-win situation. We would ask why their country felt there was a need to stockpile these weapons and what could be done to dismantle these stockpiles.)

(I would arrange for a summit meeting with this country. On our agenda we would discuss nuclear technology in general. We would discuss the harmful effects to life that nuclear waste creates. We would prove that a nuclear war is a no-win situation. We would ask why their country felt there was a need to stockpile these weapons and what could be done to dismantle these stockpiles.)

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4. It is reported that a nation is abusing some of its citizens by removing them from their homes and forcing them to move to another location,

depriving them of their basic needs such as food, shelter and water. You have been assigned as the diplomat to talk to this nation about these issues.

a. If self-control were not practiced, how would the situation be dealt with and what could be some possible consequences?

(Without self-control we would first issue threats and ultimatims to the ambassadors of this nation. If they didn't change, we would go in and take control. We would destroy the infrastructure of the country in the process. Lawlessness would be a result. Their citizens would loot to obtain possessions. They might also take the law into their own hands and start executing anyone accused of being a leader in the old regime.)

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b. If self-control were practiced, how could the situation be handled and what would be some possible results?

(As a diplomat, I would meet with that country's diplomat to address my concerns. I would offer my country's assistance to mediate between that government and the group or groups of people who they are having a problem with. I would also offer them The Peaceful Solution Character Education Program as an alternative pointing out that killing never resolves any conflict, but instead promotes hatred and retaliation.)

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## What It All Boils Down To

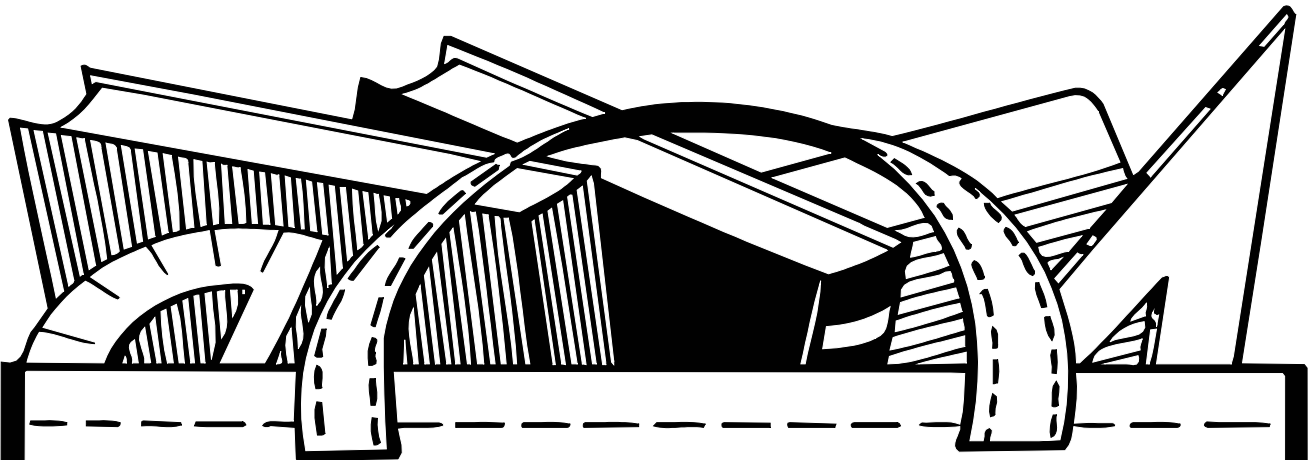
For society to demonstrate self-control, every individual must:

- be committed to valuing the safety and well being of others.
  
- respect the possessions of others and work for the things they want to own.
  
- be willing to stop and think about the consequences of their actions and how their choices affect others.

## What I Have Learned

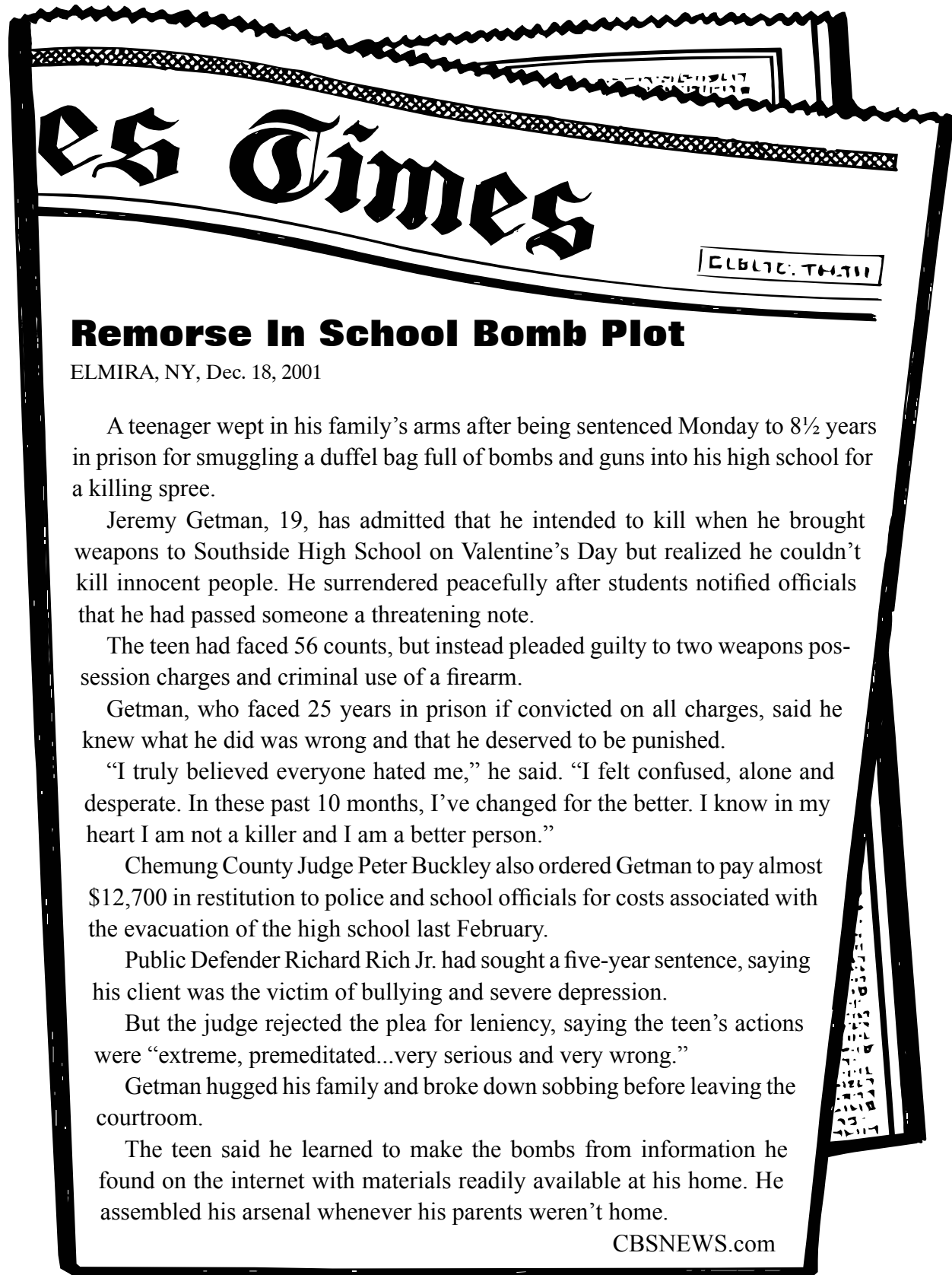
- ☑ Each person has the choice to practice self-control in their lives. They can choose to acquire their belongings honestly, control their emotions and communicate respectfully if they want to live in a peaceful society.
- ☑ I contribute to society by using the money I earn to purchase things. I also contribute by becoming knowledgeable and educated. My peers and I can learn skills to become the future business owners, educators and leaders of our society.
- ☑ A lack of self-control in society leads to negative consequences such as crime. Crime affects the quality of life. For instance, freedom, safety and security become limited in areas where there is a high rate of crime and people become fearful for their lives and their belongings.
- ☑ Bullying is not a game. It is wrong to antagonize, torment and humiliate others. Bullies rob others of the right to be safe and at peace.
- ☑ Road rage is another example of a lack of self-control. Road rage leads to violence and puts everyone who is driving at risk.
- ☑ Conflicts and disagreements can occur within nations or between nations. This is why diplomacy and self-control are essential to finding a peaceful solution.
- ☑ A true diplomat will try to seek what is fair for all people of the country he represents. This is The Peaceful Solution.

## Enrichment Activities



1. Research one of the historical wars and identify the conflicts. Explain how self-control could have been used to prevent the war and write a report on your findings.
2. Find an article about a crime that took place. Write what you could say to the perpetrator to encourage them to use self-control and develop a positive moral character.
3. Read the article in the Additional Reading section found on **page 183**, then write a paragraph about how it relates to self-control and the consequences of the offender's actions.
4. Do the **“Just For Fun”** activities on **pages 184-185**.
5. Create a debate on the topic, “School Violence—A Lack Of Self-Control.” Use these ideas to build your speech.
  - a. Exposure to bullying
  - b. Anxiety in attending school
  - c. Getting even

## Additional Reading





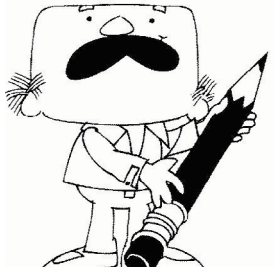
# Just For Fun

## Activity #1

Using the word list below, find the hidden words.

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

aggravated	eliminate	possession
assaults	generation	retaliate
behavior	habitually	significant
community	negotiate	
crimes	neighborhood	
disappointment		



# Just For Fun

## Activity #2

Unscramble the words.

- |                    |                       |
|--------------------|-----------------------|
| 1. mesric          | <u>crimes</u>         |
| 2. boohneghdiro    | <u>neighborhood</u>   |
| 3. roivaheb        | <u>behavior</u>       |
| 4. ratnoige        | <u>generation</u>     |
| 5. ssssoeinp       | <u>possession</u>     |
| 6. natemilie       | <u>eliminate</u>      |
| 7. unitymmoc       | <u>community</u>      |
| 8. gonateite       | <u>negotiate</u>      |
| 9. pointdishmentap | <u>disappointment</u> |
| 10. aautsssl       | <u>assaults</u>       |
| 11. llythabaiu     | <u>habitually</u>     |
| 12. tnacifingis    | <u>significant</u>    |
| 13. ggaadetarv     | <u>aggravated</u>     |
| 14. latetaire      | <u>retaliate</u>      |

aggravated  
assaults  
behavior  
community  
crimes

disappointment  
eliminate  
generation  
habitually  
negotiate

neighborhood  
possession  
retaliate  
significant



# Chapter Seven

## Self-Control And The Environment

### Note To The Teacher

This lesson addresses the impact of self-control on the environment. The Peaceful Solution Character Education Incorporated believes that unless we learn to practice self-control concerning the use of all our resources, we run the risk of losing precious necessities for life. In other words, the survival of mankind depends on self-control.

Society has placed much emphasis on the need to recycle materials and become more “earth conscious.” However, this is only the first step. We need to be aware that all of our actions impact the environment. Although some pollution is inevitable, there are many things being done that are unnecessary, putting a greater strain on the earth’s ability to repair itself, and ultimately, our health and well being.

In this lesson students will gain a greater insight into why society needs to stop and consider how the earth’s resources are being used. Without careful consideration, the choices we make can have a detrimental effect on us as well as future generations. Through exploration, students will understand that unnecessary pollution is ruining our air, water, and food supply. The Peaceful Solution Character Education Incorporated maintains that developing a positive moral character also includes becoming more environmentally conscious. Our goal is to enable students to make environmentally conscious choices for the benefit of future generations.

*Unit Three*

# Lesson Plan

## Self-Control And The Environment

### PURPOSE/OBJECTIVE

Students will learn how to expand their concept of self-control to include the environment. Students will learn how the air, water, and food supply become polluted and how to apply self-control to prevent further pollution.

### MATERIALS

- Students' handbooks
- Colored pencils, paints or markers
- Audio cassette player
- *Teacher's Manual Audio Lessons* cassette tape

### PROCEDURE

1. Review the previous lesson, “**Self-Control And Society**” by asking students the following questions:
  - a. Name some ways society has been affected by a lack of self-control. (*Through crimes such as thefts, school shootings, and road rage.*)
  - b. How can practicing self-control help society? (*By remembering to respect the possessions of others, to speak in a respectful manner at all times, and to avoid conflicts by considering the best way to **REACT** and **RESPOND** to situations that trigger anger. By valuing the safety and well-being of others. By stopping and thinking about the consequences of actions and how choices affect others.*)
2. Tell students that in this final lesson in this unit, they will explore some ways society has polluted and contaminated the air, water and food supply. Instruct students to read the sections entitled “**Introduction**” and “**Just What Is Pollution?**,” found on **pages 187-188**. Allow students time to complete the exercise on **page 189**. Have students share their ideas with the class.

3. Explain to students that in the last one hundred years lifestyles have changed drastically. Ask students to name some things that have changed in the last century. Write down the different answers on the board and discuss them. Instruct students to turn in their handbooks to the section entitled **“My, How Things Have Changed”** found on **page 192**. Emphasize that technology has had consequences on the environment. Ask students if they can name any of these consequences. Instruct students to turn to **page 194** and read **“What Goes Around Comes Around.”** Have students complete the accompanying exercise. Let them evaluate their answers for the test on **page 197**.
4. Tell students that they will study air pollution. Ask students if they know what causes air pollution? Have students turn in their handbooks to **page 197** to the section entitled **“Let’s Take A Closer Look At Air.”** Allow time for students to complete the assignment on the bottom of **page 198**.
5. Explain to students that we must consider our actions in how we treat our water supplies. Instruct students to read the section **“Thirsty Anyone?”** found on **page 200**, completing the exercise at the bottom of the page. Stress to students that access to clean water improves the quality of life. Have students read the article found on **page 203** and discuss the questions at the bottom. Allow students to read **“Just The Facts On Water Pollution”** on **page 204**.
6. Stress to students that contaminants in our water affect the health of both animals and people. However, if we as a society would consider how we treat our water supply, we could make a difference. Instruct students to read the sections entitled **“The Damage Is Already Done,”** found on **page 205** and **“Efforts To Save Our Water”** on **page 208**.
7. Tell students that they will now explore how our choices affect the food supply. Ask students if they have ever heard of Mad Cow Disease? Instruct students to read the section **“Cannibalistic Cows?”** found on **page 209**. Ask students if they have heard of genetically modified foods? Have students read **pages 211-213** under the section entitled **“The Saga Continues,”** and complete the quiz on **page 214**. Discuss the answers. Emphasize to students that because many food contaminants slowly affect the body, serious consequences manifest themselves years later, so we must consider how our choices affect the food supply.

8. Ask students for ideas of how individuals can help our environment. Write their suggestions on the board. Allow class discussion about the different ideas and actions they do have control over. Instruct students to turn to **page 217** and read the sections **“Take A Bite Out Of This”** and **“A Few Tips To Help You Control Your Actions Regarding The Environment.”** Let students know that the efforts of just one person can make a difference.
  
9. **Activity—Billboards, page 218:** Tell students that they will now create their own billboard with a slogan to help others consider how they treat the environment. Explain that they may choose from one of the three categories: pollution of the air, water or food supply. Upon completion, allow students to share their slogans with the class. Discuss the impact they think these slogans would have on society in helping people remember to show care and concern for our planet.
  
10. Conclude the lesson by having students listen to and discuss the poem **“Care”** on **page 219**. Instruct students to read the section, **“What I Have Learned,”** found on **page 220**. Emphasize to students that a part of developing a positive moral character is becoming more environmentally conscious. In this way they will be able to make better choices concerning the environment for the benefit of future generations. Encourage students to remember the lessons learned in this unit of *The Peaceful Solution Character Education Program* and to consistently practice self-control as they interact with all people.

*Unit Three*

**“Practicing self-control goes beyond you and me, or even society. It encompasses the whole earth and all that is essential for life.”**

**~The Peaceful Solution**

# Chapter Seven

## Self-Control And The Environment

### Introduction

So far you have learned how to practice self-control when interacting with others. You have been given tools to assist you in identifying positive and negative influences, and how to maintain self-control in the midst of it all. You have also learned that crimes, which result from a lack of self-control, affect our society and put the safety and well-being of all people at risk.

In this final chapter, we will expand the concept of self-control to include the environment. We will explore ways in which our choices pollute and contaminate our air, water and food supply. The word environment encompasses all living things as well as the atmosphere, soil, and all bodies of water. The earth is the only home we have and we rely on it to provide us with everything we need to sustain our lives. In return, we have a responsibility to care for this beautiful planet, for we are the caretakers of the earth and are obligated to preserve its resources for future generations.

Although some pollution in the environment is inevitable and is caused by normal daily activities, other forms of pollution exist because we have failed to protect the earth and its natural resources from misuse and abuse. What choices have individuals and society made that have negatively affected our environment? Will there be any long-term effects on our resources and our health? Only time will tell.

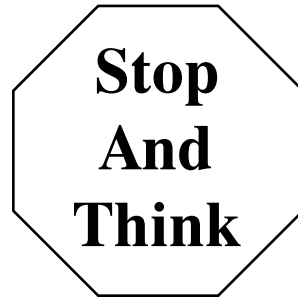


## Just What Is Pollution?

Pollution is the contamination of the environment with waste material. Pollution causes potential damage to the environment, human health and the overall quality of life. Pollutants can basically be placed into two categories:

1. **Natural pollutants** such as sewage decompose usually over a period of time. Naturally occurring pollutants will not cause excessive harm to life because the earth has the ability to repair itself.
2. **Man-made pollutants** either decompose slowly or not at all. Once they contaminate the environment it is virtually impossible to remove them.

Although some pollution is a result of natural causes, such as the eruption of volcanoes that spew enormous amounts of smoke and ash into the atmosphere, the majority of pollution is the result of human activities.



**Use the lines below to list some of the ways you think our environment is being polluted?** *(Answers will vary but may include the following examples.)*

*a. By getting rid of waste (materials that cannot decompose) into rivers and lakes*

*b. Oil spills*

*c. Excessive use of fuel burning, creating carbon monoxide in the atmosphere*

### **The question of the day...**

## **How do we practice self-control in regards to the environment?**

In the previous chapters, you learned that self-control is the ability to stop, think and make choices that are moral and show value for life. This same concept applies to our environment as well. Everyone in our society, from leaders and policy makers, to owners of factories and refineries, to ordinary people, must take responsibility for preserving the environment because we are dependent on the earth for all our needs.

In order to live, humans, animals and plants need air, water, food and sunlight and the only planet where these needs can be met is Earth. In practicing self-control, we must stop and consider how the choices we make as we live our daily lives affect our ability and the ability of other life forms to survive and function.

# CHEW ON THIS!



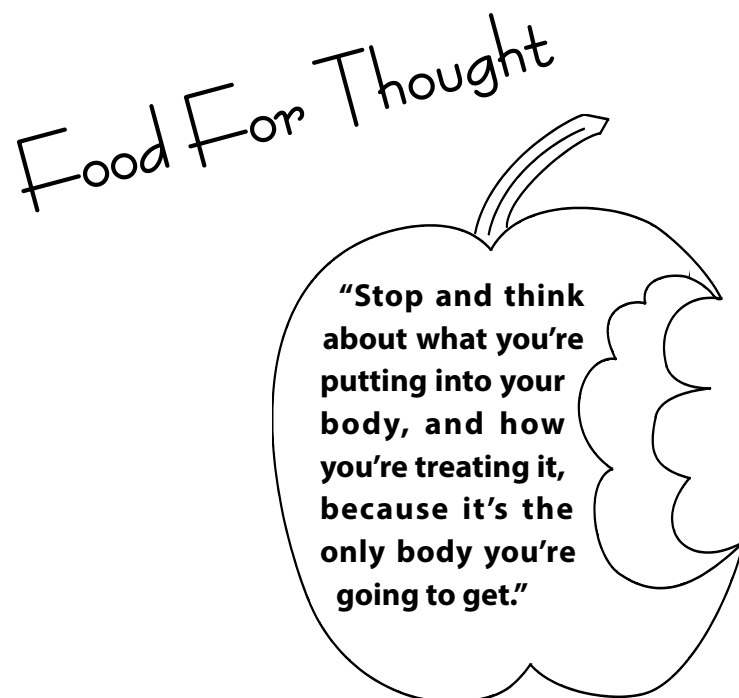
## IT'S ALL ABOUT ATTITUDE

Your attitude is the way you think and feel about something. To practice self-control regarding the environment you must have a caring attitude about the world around you. This means not taking the air you breathe, food you eat, or water you drink for granted. When you take something for granted you assume that it will always be there for your use. The truth is, unless we care for our environment, clean air, water and nutritious, healthy food may not always be there for our use.

When was the last time you stopped and thought about the fact that you are connected to the earth, and it to you? All life forms affect the earth in one way or another. This interconnectedness can be easily overlooked as you go about your daily routines. For example, you don't normally think about the air you breathe because breathing is automatic, nor do many people consider the quality of the water and food they ingest unless they live in an area that has been affected by drought, or they eat something that causes them to become sick.

Don't wait until you are adversely affected by contaminants in the environment to take notice of your food, water and air supply. Develop a caring attitude about the environment because the quality of your life is affected by the world around you.

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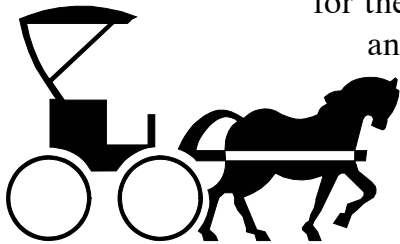
Eventually things change. The question is do we allow it to change for the better or the worse?

## My, How Things Have Changed

With our modern society and all its conveniences, it is easy to assume that there will always be an abundance of supplies and resources at our disposal. Many of the conveniences that we have grown accustomed to are relatively new. Talk to your grandparents or great grandparents and ask them what the world was like when they were your age. You might be surprised to learn that they grew up without many of the things you take for granted.

The world we live in has changed a great deal within the last century. Can you imagine living in a time where there were no grocery stores or malls to get the things you use on a daily basis? In fact, not only did we not have grocery stores, we did not have electricity, personal computers, cars, planes, or many other countless conveniences we have grown accustomed to.

Just a century ago most people lit their homes with candles or lamps and heated their homes with wood or coal. Electricity was only



for the very wealthy. Transportation consisted of horse and buggy. There was no indoor plumbing or toilets

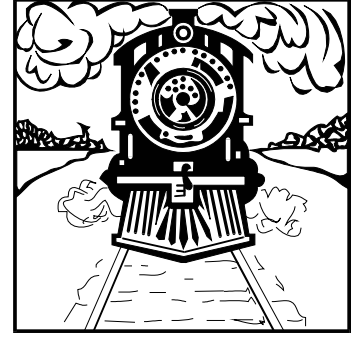
that flushed. Instead, there were outhouses and in many areas, open sewers and garbage heaps breeding flies and diseases. Imagine if you had to wash all your clothes by hand and hang them on the line to dry or bring buckets of water in and heat

it on your wood-burning stove to take a bath. People worked very hard as recently as several decades ago just to complete their daily tasks.

With modern technology, we have advanced by leaps and bounds. For instance, the refrigerator, washer and dryer, as well as indoor plumbing with hot water are all ways that technology has simplified our lives and made our daily routines far more pleasant, freeing up time for other activities. With the industrial revolution came factories that mass-produced a variety of supplies for consumers. The invention of cars and planes made transportation quicker and more efficient.

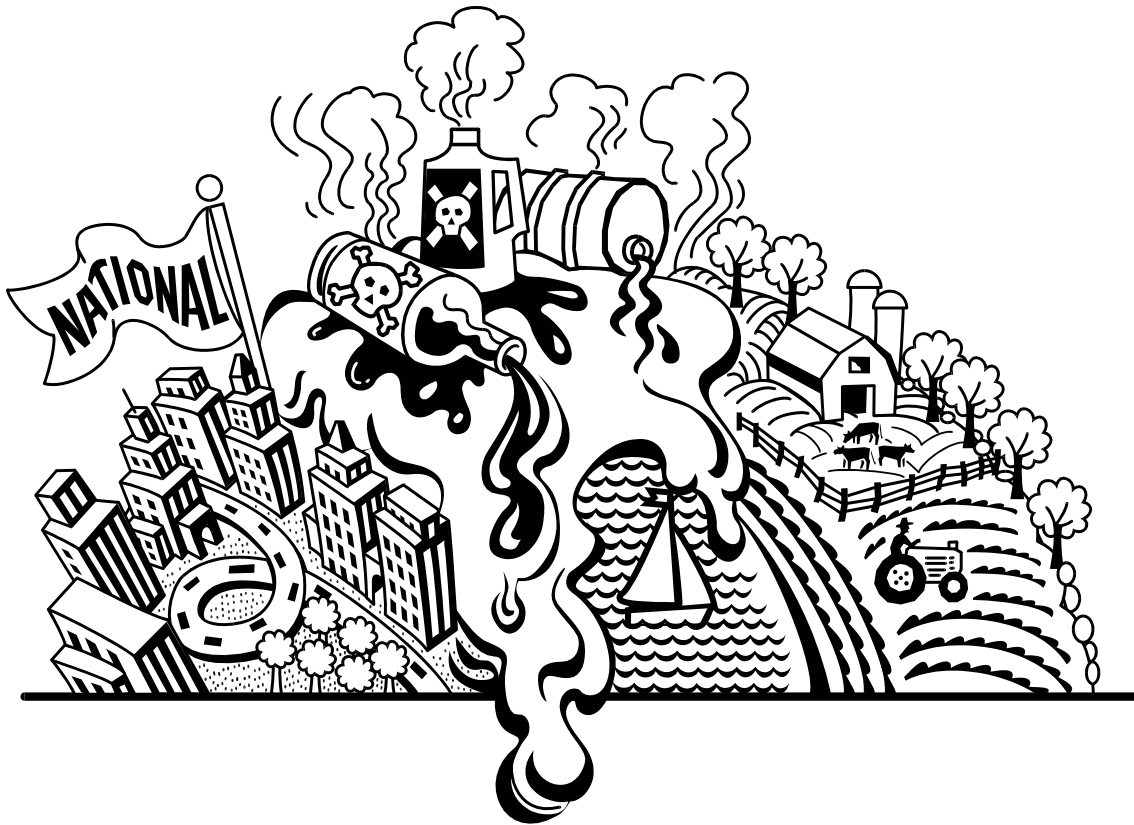
But, along with the benefits came the consequences. Generating electricity to run our lights and electric appliances produced waste

products that polluted the air. Industrial wastes in the form of billows of black smoke poured from thousands of factory smokestacks as coal powered trains carried supplies across country. In addition to industrial factories, we also have millions of cars, planes, and other modes of transportation adding to the pollution of our environment.



Some will argue that technology comes with a price. As long as we continue to grow as a society with increasing needs for housing, energy, and transportation we will automatically have some adverse affects on the environment. However, as a society we must stop and think about the short- and long-term consequences of the ways in which we meet the demands of an ever growing and changing world.

It is up to us to make choices that will allow us to advance technologically while protecting our environment and the abundance of organisms that depend on us for their survival.



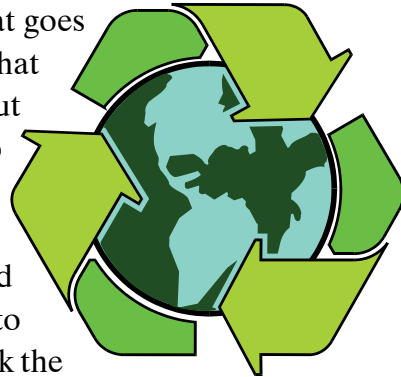

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**“As technology increases so too, does the moral responsibility that humankind has towards the environment.”**

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## What Goes Around Comes Around

Have you ever heard the expression: “What goes around comes around”? What this means is that what you put into something is what you get out of it. The effort and thought that we put into how we care for our environment will determine whether we reap positive or negative results.



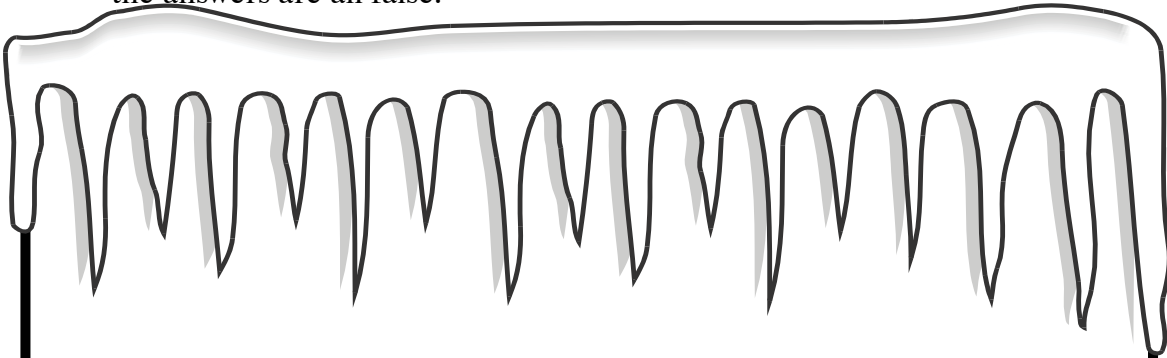
If we continue contaminating the soil and air then we will no longer have clean fresh air to breathe or rich soil in which to plant. If you think the air you breathe is fresh enough, then consider this cold hard fact: air pollution can kill! In 1948, nineteen people died as a result of polluted air in the town of Donora, Pennsylvania. If you avoid eating anything green so that contaminated soil won't affect you, guess what? Your diet of burgers and french fries is also affected by contaminants in the soil, because cows eat grass and potatoes grow underground. So you see, how we treat the earth affects our lives in more ways than we can imagine.

### Test Your Environmental Savvy

Our planet is suffering because of the choices we have made as a society. Take the test below to find out how much you know about the environment.

1. There is plenty of clean water for everyone to drink. True or  False
2. Everyone has enough healthy food to eat each day. True or  False
3. All trash is disposed of properly. True or  False
4. All people can breathe clean fresh air all the time. True or  False

So how did you do? If you answered false to all of the statements on the previous page you answered correctly. Let's take a closer look as to why the answers are all false.



## **COLD HARD FACTS**

- Although over 70% of the earth is covered with water, less than one percent of that water is safe for humans to drink.

*World Book Encyclopedia, 1990*

- Pollutants and disease have been found in some of our food supply.

*Microsoft Encarta*

- Millions of tons of garbage and toxic waste products are dumped into the ocean each year, contaminating marine life and making our seas and oceans unsafe to swim in.

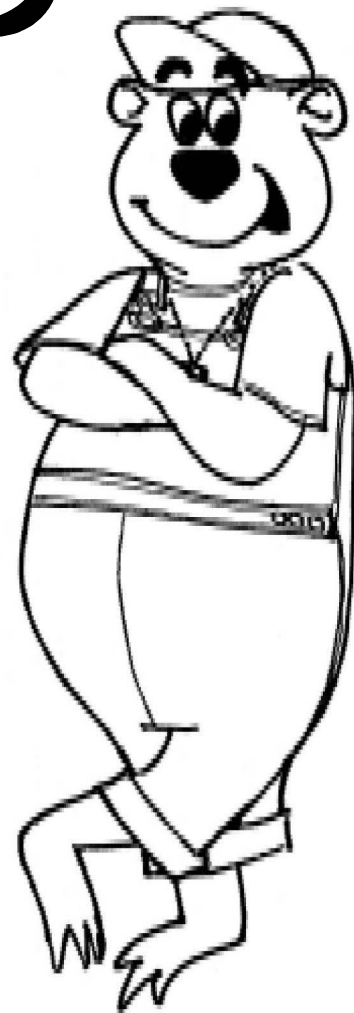
[http://www.saskschools.ca/~odessa/grade9\\_10/tracylacy/introduction.htm](http://www.saskschools.ca/~odessa/grade9_10/tracylacy/introduction.htm)

- In some places of the world, the smog gets so bad that people with asthma and other breathing problems are encouraged not to go outdoors.

*Microsoft Encarta*

# Bear This In Mind!

**“We don’t need a crystal ball to see into the future. We simply have to look at the choices we are making today.”**



## LET'S TAKE A CLOSER LOOK AT AIR

It doesn't matter how long you can hold your breath, sooner or later you will have to breathe. Air is essential to life and not just any air, but clean unpolluted air. The demands of our modern society have greatly increased the amount of pollution in our air. In many parts of the world, air pollution has reached dangerous levels.

Some major sources of pollution that affect our atmosphere are:

- ⊖ **Automobile Industry:** Produces automobiles, buses, trucks and other gasoline powered vehicles. The production of these vehicles requires large amounts of iron, steel and aluminum, which is melted and shaped by heavy machinery powered by fuels such as, coal, gas and electricity. These machines spew harmful smoke and gases into our atmosphere. The automobile industry produces on average 54 million new vehicles each year worldwide.
- ⊖ **Automobile Exhausts:** 54 million new vehicles in addition to the ones already in existence. All of them have exhaust systems that throw harmful pollutants into the air.
- ⊖ **Industrial Factories:** Use a lot of energy to manufacture consumer products, resulting in the release of smoke, toxic fumes and other dangerous chemicals into the atmosphere.

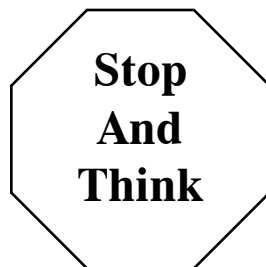
Some of the harmful chemicals that pollute our air from these sources are: carbon dioxide, carbon monoxide and nitrogen oxides. With the help of sunlight these chemicals react with our atmosphere and produce what is commonly known as smog. Smog is a combination of smoke and fog. Smog is visible as a dense haze that floats over many cities all over the world.

Pollution in the form of smog is no laughing matter. While it can have an effect on all people, smog can have serious effects on the very young and old. It is especially dangerous to people with asthma and heart disease. History has proven that in extreme cases smog can lead to serious illness



and death. “In 1948, in the steel-mill town of Donora, Pennsylvania, intense local smog killed nineteen people. In 1952, in London, over 3,000 people died and in 1962 another 700 died because of carbon monoxide poisoning as a result of smog.”

Another consequence of air pollution is acid rain. Acid rain is just as dangerous as it sounds. It is created when sulphur dioxide and oxides of nitrogen mix with water vapor. When this dangerous combination falls to the earth in the form of rain it corrodes marble, statues and buildings. In addition to this, acid rain can seriously damage forests, crops and other plants. It makes streams and lakes unsuitable for fish and other wildlife. Acid rain has been known to contaminate fish so they cannot reproduce.



If you were a policy maker, what steps would you take to control the pollution of our atmosphere? Use the lines below to list some of your suggestions.

(Answers will vary, but may include using the media to put out public announcements to educate people on the dangers of pollution in the air; encouraging industrial factories to find more efficient ways to manufacture their products; rewarding companies that find ways to reduce pollution and fining those companies that do not.)

## ***Controlling The Air We Breathe***

Clean air is essential to great health. Smog and acid rain, which can lead to sickness and the destruction of forests and lakes, is not something society can afford to ignore. The Clean Air Act passed in 1970 requires that our air contain limited amounts of pollutants. This law makes industrial factories and other sources of air pollution accountable for the amount of pollution they allow into the atmosphere.

The Environmental Protection Agency (EPA) was created to monitor and enforce the standards set by the Clean Air Act. In addition to this, state and local governments assist in controlling pollution in their jurisdiction in a variety of ways. Some states, like California for instance, offer incentives for people to carpool, thereby limiting the amount of cars on the road.

### **Efforts To Keep Our Air Clean**

In an effort to keep our air clean, pollution control authorities take samples of the air and also samples of the smoke coming from industrial factories to determine how many pollutants are in them.

Here are a few other ways that air pollution is being addressed:

- Automobiles are being designed to run cleaner. The invention of a device called a catalytic converter made this possible. This device causes decomposition of harmful gases into mostly harmless products.
- Gasoline now contains additives so that it burns cleaner.
- Industrial factories are changing the way they manufacture in order to produce less waste. This means moving away from coal and finding cleaner fuel to burn.
- Some cities provide free public transportation on days when the smog is very high.
- The sun's rays are being harnessed in the form of solar energy to heat homes and offices.



## Straight Talk

Daily activities such as heating our homes, driving our cars and even burning charcoal for a barbecue will produce some pollution. Society has not yet found a way to live without polluting the environment to some degree. By controlling the amount of pollution that is put into the air, raising the awareness of the public to become more conservation-minded, and setting standards of what is acceptable, we, as a society, are practicing self-control and making positive choices to take better care of our environment.

## Thirsty Anyone?

Hopefully you live in an area where there is plenty of clean water. Although over 70% of our planet surface is water, only a small percentage of it is suitable for human beings to use. The United Nations now says that some 1.2 billion people around the globe live without access to safe water. There are 2.5 billion people without sanitation who are vulnerable to deadly diseases ranging from diarrhea to typhoid and insect borne illnesses. The pollution of our waters, like the pollution of the air, has the potential to affect all life on our planet.



Water, like air, is essential to life. All organisms are made up of a large percentage of water. Water is found in rivers, oceans, lakes, as vapor in the atmosphere and even underground.

**Use the lines below to list some of the many different ways you use water?**

*bathe*

*wash the car*

*wash clothes*

*cook*

*drink*

*to care for animals*

*wash hands*

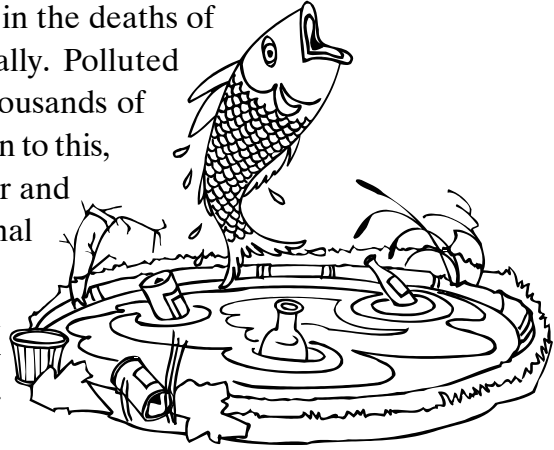
*clean the house*

*to swim*

*make ice rinks*

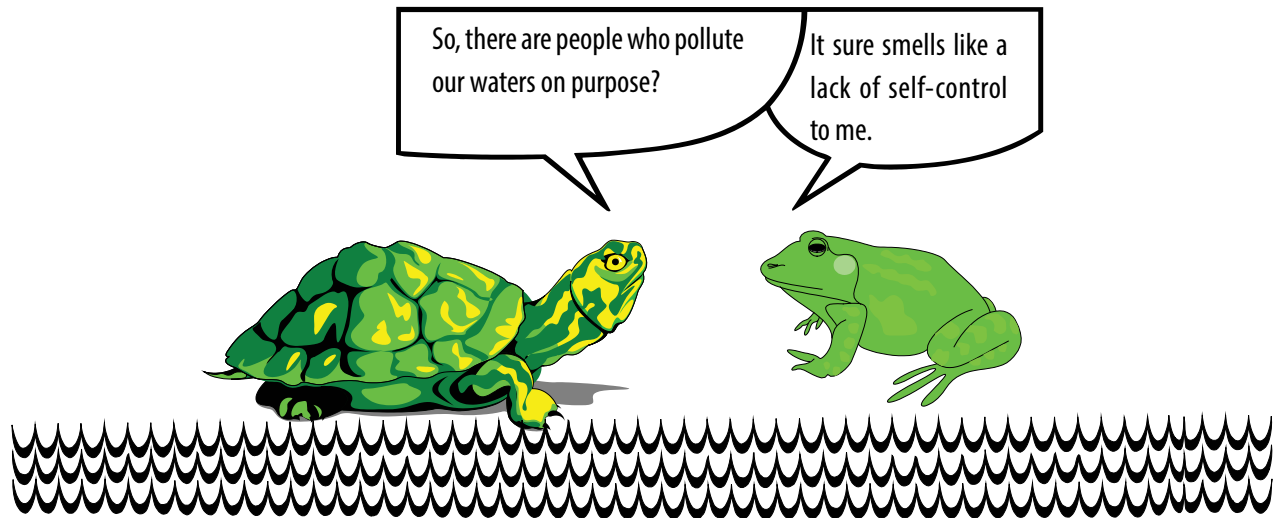
*make drinks, such as lemonade, soda*

Water pollution is a major problem in the world today and according to the Center For Disease Control is responsible for over 900,000 illnesses and approximately 1,000 deaths per year in the United States alone. On a global scale, billions of people are affected by polluted water. Diseases, such as dysentery and typhoid, result in the deaths of approximately 3 million children annually. Polluted water is responsible for the deaths of thousands of aquatic animals as well as birds. In addition to this, water pollution has been linked to cancer and birth defects in both the human and animal population. You learned in the previous section about air pollution, that acid rain pollutes water. However, there are many other ways that waters are polluted. For example:



- Flooding causes untreated sewage, animal wastes, garbage, antifreeze and oil products that have leaked from cars to flow directly into our waters.
- Millions of gallons of oil are spilled into the oceans every year. This comes from tanker accidents, offshore drilling and routine maintenance.
- Merchant ships deliberately dump millions of pounds of garbage, including human waste and plastic products, directly into our oceans and seas each year.
- Toxic chemicals and radioactive waste, some of which are flammable, are dumped into oceans, lakes and rivers.
- Pesticides used by gardeners and the agricultural industry, as well as animal waste, seep into underground water supplies or run directly into rivers, lakes and streams, contaminating drinking water.
- Chemical waste products like used motor oil, antifreeze and paint solvents that are not disposed of properly can run off into rivers and lakes when it rains.

As you can see water can be accidentally polluted during floods or deliberately polluted when garbage and toxic substances are deliberately dumped into our waters. This deliberate polluting demonstrates disregard for the value of life and the preservation of our environment.



Yes, this is an example of how a lack of self-control regarding the environment can endanger everyone. Think of it like this, it is one thing to slip on the kitchen floor and spill a glass of milk. It is another thing to pour the glass of milk onto the floor because you don't want to walk to the sink. Either way, the milk is on the floor, but deliberately pouring it shows an uncaring attitude. In the same manner, deliberately dumping pollutants into our water shows a lack of concern on the part of any individual or organization.

In 1959, the Cuyahoga River in Cleveland, Ohio was so polluted with hazardous, flammable waste that it caught fire and burned.



**“Some things are easier to prevent than to correct.”**

Read the following article about one company's deliberate act of polluting our waters and the serious consequences of their actions.

### **Mississippi Facility, Corporate Officers and Employees Plead Guilty in Illegal Dumping Case**

Truck Trailer and Equipment Inc. (TT&E), a Pearl, Miss., truck repair firm, its president, J.W. Fielder and manager, Allen Fielder, pleaded guilty to conspiring to violate the Resource Conservation and Recovery Act and the Clean Water Act. Carlos Lindsey, a TT&E employee, previously pleaded guilty to the hazardous waste transportation and dumping conspiracy. The defendants were involved in a scheme that involved the dumping of hazardous waste and pollutants, including used solvents, grease, oil and other wastes into a wetland and a tributary of the Pearl River that bordered the TT&E facility and the illegal transportation and disposal into an off-site wooded area. The dumping of hazardous wastes and other pollutants into wetlands, rural waterways, and rural areas can create a significant risk to aquatic resources and wildlife and can make surface waters unsafe for human recreation and use as drinking water supplies. When sentenced, the Fielders and Lindsey each face maximum sentences of up to five years in prison and/or fines of up to \$250,000. TT&E faces a maximum fine of up to \$500,000 when sentenced, and Stewart faces a maximum sentence of up to one year in prison and /or a fine of up to \$100,000 when sentenced.

1. If you were the judge in this case, what fines would you give and why? \_\_\_\_\_

\_\_\_\_\_ *(Individual responses will vary.)* \_\_\_\_\_

2. Do you find the penalties fair or unfair? State your reason. *(The individual responses will vary. The fact that they were fined large amounts shows that deliberately polluting the environment is a criminal offense and should be taken seriously.)* \_\_\_\_\_



## Just The Facts On Water Pollution

➡ Approximately 1.5 billion people lack safe drinking water. At least 5 million deaths per year are attributed to waterborne diseases.

➡ In the year 2000, the Natural Resources Defense Council reported that 11,270 beaches were closed due to water pollution that consisted mainly of raw sewage and toxins.

➡ People who ingest polluted water containing PCBs, chemicals derived from petroleum products, can develop cancer and produce children with birth defects.

➡ Water that seeps through the porous rocks and is stored beneath the ground is called ground water. In the United States, approximately half the drinking water comes from underground. The EPA has estimated that anywhere between 25-75% of usable groundwater is contaminated from leaking underground storage tanks and seepage from deep-well injection of hazardous wastes into underground rock formations. Once polluted, underground water remains contaminated for a long time.

➡ Just one cup of gasoline can pollute 350,000 gallons of water.

# The Damage Is Already Done

Fish that live in polluted waters become contaminated. Because the concentration of contaminants increases further up the food chain, humans who are top predators are at a greater risk. Being at the top of the food chain simply means that we can eat all the foods that we want that are healthy and appropriate, but nothing eats us. A person who regularly eats contaminated fish will end up with higher concentrations of contaminants in his body.



Polychlorinated biphenyls (or PCBs for short) are only one of many man-made chemicals that were found in our lakes and streams. It has had serious consequences on the quality of life for many people. PCBs were once used in the production of plastics, styrofoam and many other man-made materials. Once celebrated for its many uses, PCBs were later banned when dangers to both humans and animals became apparent. By the time the environmental and scientific communities discovered the dangers of this chemical, it had already made its way into the soil, air and water of our environment, contaminating fish that are frequently eaten by people. Even though PCBs were banned from use in the United States in 1976, their harmful effects continue to this day.

One study done on the pollution of the Great Lakes in Michigan proved that there was a definite link between PCBs, birth defects, impaired learning abilities and aggressive behavior in children. It is reported that because fishing is such a popular sport, even when communities were warned about the dangers of eating contaminated fish, many fishermen and their families continued to eat the fish they caught. Women who had eaten two or three fish meals a month accumulated toxic levels of PCBs in their body fat and then passed the PCBs to their babies through the placenta and through breast milk. The damage to babies was evident at birth. Babies had:

- lower birth weight
- smaller head size
- brains that are underdeveloped
- weak reflexes
- jerky, unbalanced movements

Pollution in our water can contaminate and kill fish and plant life. It can also affect our health, causing diseases and killing millions yearly. As the study of the Great Lakes in Michigan proved, polluted water can also affect future generations.



## STRAIGHT TALK

As you can see, polluted water is not something you should ignore. Polluted water can contain, in addition to toxic chemicals, bacteria, parasites and even viruses that although invisible to the human eye can get into the intestinal tract causing diarrhea, vomiting, fever and death. If you see signs that say “No Fishing” or “No Swimming” use self-control and obey the signs. If your area is ever flooded and you are told to boil the water before drinking, do not ignore these warnings. Boil your water and /or use bottled water.

### Just For The Record

On 21 August 1991, *The New York Times* reported massive fish kills (750,000 dead fish) affecting over a dozen species in Louisiana. Pesticides used on sugar cane fields were implicated and temporarily banned.



Water is essential to all life and clean water is necessary for the health and well-being of humans and many animals. Therefore, efforts are continually made to control how our waters are used and consequences are imposed on those who would deliberately pollute our waters.

## Efforts To Save Our Water

☂ Some tanker ships are built with double hulls to prevent oil from accidentally leaking into the ocean.

☂ More people are using water filters to protect drinking water.

☂ The Natural Resources Defense Council has helped spur the Environmental Protection Agency (EPA) to create The BEACH Program. This program was designed to encourage states to monitor beach water quality and notify the public of any health risk concerns.

☂ Industrial corporations and other businesses can be fined a huge penalty for dumping toxins into the water.

☂ Billions of dollars are spent testing the purity of our waters and in finding ways to clean polluted waters.



# Take A Bite Out Of This!

## Are you sure you want to...?

Food, another essential requirement for life, can also become polluted because people within our society have not stopped to consider that food must be free of contaminants and disease in order to benefit the human body. Contaminated food, like air and water, can affect the quality of our lives.

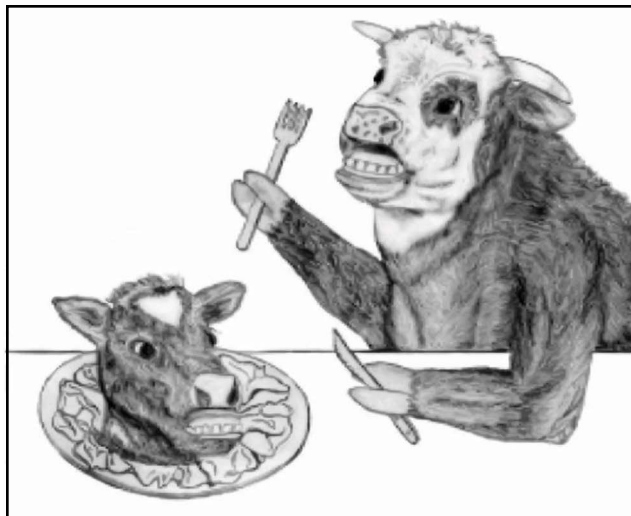
There is an entire range of ways that foods can be polluted. From pesticides to genetic altering to feeding herbivores meat, everything from our vegetables to our steaks can be affected if we neglect to care for our food.

## Cannibalistic Cows?

Cows eat grass, right? Well, not always. Cows, by nature, are vegetarian, but modern agricultural techniques decided that it was more profitable to feed meat to cows than to keep feeding them grass. Cows that died of cancer and other diseases were sent to rendering plants and fed back

to healthy cows. Rendering is a process of turning one substance into another by melting it down. In this case, dead diseased cows were boiled down then ground up and added to cattle feed. Are you feeling a little queasy? Hold on, it gets worse. Not only are cows rendered but also road kill, dead cats and dogs from the pound, and any other dead carcass just lying around.

The process of feeding rendered animals to cows has resulted in a disease called Bovine Spongiform



Encephalopathy, or more simply, Mad Cow Disease. A mutated protein called a prion is thought to be the cause of this disease. Mad Cow Disease leaves spongy holes in the animal's brain hence the name spongiform.

This disease of the brain affects the cow's ability to do simple tasks

like standing and walking. The animals also lose interest in food and water and eventually they die. It has been reported that Mad Cow Disease first appeared in a British dairy in 1985. Within ten years, 175,000 cows died from the disease.

For at least a decade scientists in Britain thought Mad Cow Disease only affected cows. They explained to the British citizens that eating the meat and dairy products of infected cows would not hurt them because normally diseases don't cross species. In this case, they were wrong. The meat or dairy products of a cow that has Mad Cow Disease can infect humans too!

The first documented case of a human developing Mad Cow Disease, or in human medical terms Creutzfeldt-Jacob Disease, occurred in England. Peter Hall died in 1995 at the age of 20 from the human form of Mad Cow Disease. Since then there have been many other documented cases in England and other countries around the world. Many of the symptoms that are found in an animal afflicted with Mad Cow Disease are mirrored in humans who have Creutzfeldt-Jacob Disease.

In cows, the incubation period is about five years. That means it may take up to five years or more for the cow to show symptoms of the disease. It is estimated that it takes approximately ten to fifteen years before symptoms appear in humans. Facts are still being gathered to determine just how serious this could become for us. How much meat, milk and other dairy products are on the market with Mad Cow Disease is still unknown.



**Did cattle ranchers stop to think about the consequences of feeding diseased animals to healthy ones and forcing herbivorous animals to become carnivores?**

“It really does not make a lot of sense to spray poisons on foods that we need to eat in order to stay alive.”

## The Saga Continues

Even if you are not particularly fond of vegetables, you still rely on the agricultural industry in more ways than you can imagine. Crops such as wheat, corn and soy are used in many foods. So, if you enjoy tacos and pizza for instance, consider that even these foods are made up of ingredients that first had to be grown. Tacos are made from corn and pizza dough is made from flour, which comes from wheat. In addition to this, pizza sauce is made with tomatoes.



The diet of the world’s inhabitants is agriculturally based. People worldwide depend on the produce from the earth to make up the bulk of their diet. Sadly, insects and weeds destroy a large percentage of crops yearly. Since our diet depends on agriculture, scientists have been determined to find ways to reduce the loss of crops. Chemical sprays and genetically modified crops are just two ways to combat insects and weeds.

Chemical sprays include insecticides, some of which can kill insects by destroying their nervous systems, and herbicides, which either poison the roots, leaves or the entire plant. Although both of these methods kill weeds and insects, many question the safety and wisdom of using products on food that have been known to have harmful effects on people, fish and other wildlife. In addition to this, these chemicals contaminate water by seeping into the ground or by run off.

Genetically altering or modifying crops is becoming more common. Genes, the building blocks of life, determine what an organism will become and how it will function. Genes are located in the nucleus of every cell within an organism. Scientists have discovered a method called gene-splicing that can combine the genes of different organisms in order to produce a desired outcome.

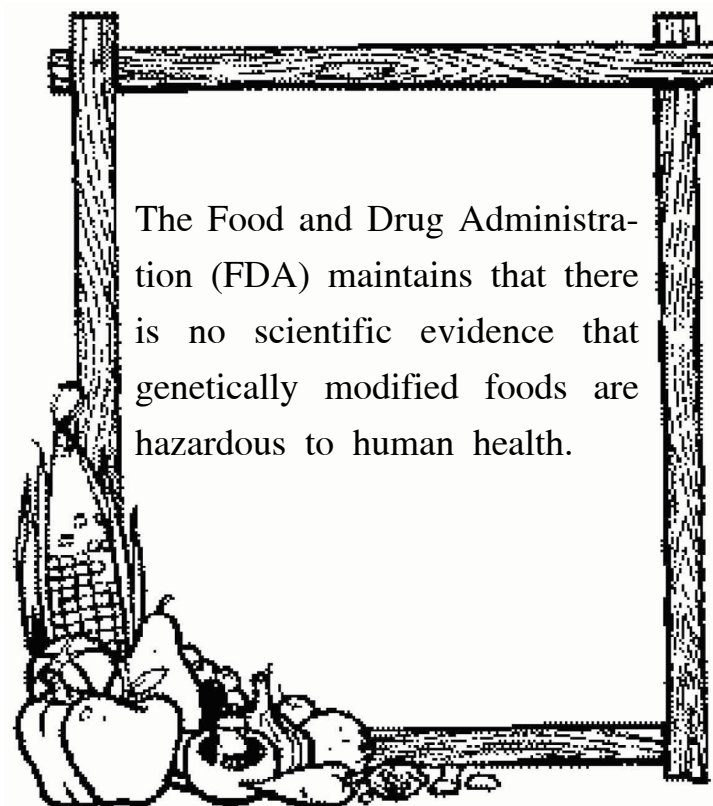
It has been reported that approximately 50% of all the soy and 38% of all the corn grown in the United States are genetically altered. Soy crops have been genetically altered to make them resistant to herbicides. In this way, when farmers spray to kill the weeds, the young soy plants

would not be affected. Scientists are now altering specific genes in corn to contain a pesticide called *Bacillus thuringiensis*. They believe that insects will automatically avoid a plant that has its own internal pesticide. The goal is to reduce the amounts of additional pesticide used on the plants. To date, approximately 70% of processed foods in American grocery stores have already been genetically modified.

However, many European countries refuse to allow genetically altered foods into their lands or on their tables. They fear that the food will be harmful in the long run. This uncertainty has many people worried about the future of our food supply.

Think about it. What if the pollen from a genetically altered plant is carried by the wind hundreds of miles into the field of an organic crop? It is possible that the genetically altered pollen could mingle with the organic crop, altering its structure and creating a new plant that may not bear fruit.

Another concern is that genetically modified plants may crossbreed with wild species to produce super weeds, which cannot be eliminated using standard herbicides. Some people are also concerned that genetically modified foods may cause allergies. However, this theory has not been proven thus far.



## The question of the day...

### What other choices do we have to control insects and weeds?

Mankind successfully raised crops for food for thousands of years without pesticides, herbicides and genetic modification. Although it requires more labor and effort to raise food free of herbicides and insecticides it can be done. Here are just a few ways that food can be organically grown without the use of chemicals.

- Weed barriers such as grass clippings, leaves, newspaper or wood chips can control weeds.
- Using light traps to destroy insects.
- Plastic or paper barriers placed around fruit trees and other plants deter insects.
- Beneficial insects that feed on crop destroying pests can be released in the fields in large quantities.

Interestingly, the combined use of biological and physical controls accounts for more pest control than chemical pesticides.



## Quick Quiz

### Test Your GMO IQ

Circle the best answer.

1. Have you eaten foods made from genetically modified crops?  
 a. Yes  
b. No
2. Which foods contain the largest amount of genetically modified organisms?  
 a. Cheese  
b. Vegetables  
c. Meat
3. What are the current benefits of genetically modified crops?  
 a. They improve farm profitability and make some farmers' jobs easier.  
b. They allow farmers to greatly increase the amount of crops produced.  
c. They improve convenience for consumers, e.g. by creating foods with longer shelf lives.  
d. They improve the nutritional quality of foods.  
e. They cause less damage to the environment than conventional chemical-intensive agriculture.
4. Are foods made from genetically modified crops required to pass human testing?  
a. Yes  
 b. No

So, how did you do? Read the answers below and increase your knowledge.

1. Answer: a. Yes. If you live in the United States, it's almost certain that at one time or another you've eaten foods made from genetically modified crops. A large percentage of the corn and soybeans grown in this country are derived from genetically modified plants. The ingredients made from these crops include: high fructose corn syrup and vegetable oil. "According to the Grocery Manufacturers of America, [in 2000] an estimated 70 percent of the foods on grocery store shelves [were] made or manufactured using genetically modified crops."

2. Answer: a. Cheese. Before the advent of genetically modified organisms, cheese was produced using an enzyme obtained from the stomachs of calves slaughtered for veal. Now genetically modified bacteria produce that same protein.

3. Answer: a. They improve farm profitability and make some farmers' jobs easier. Right now, genetically modified crops have made life a little easier for the nation's farmers who use them.

4. Answer: b. No. There are currently no regulations that require human testing of these crops. The producers are required by the Food and Drug Administration to say where the genes come from and to disclose nutritional properties, but that is as far as the requirements go.

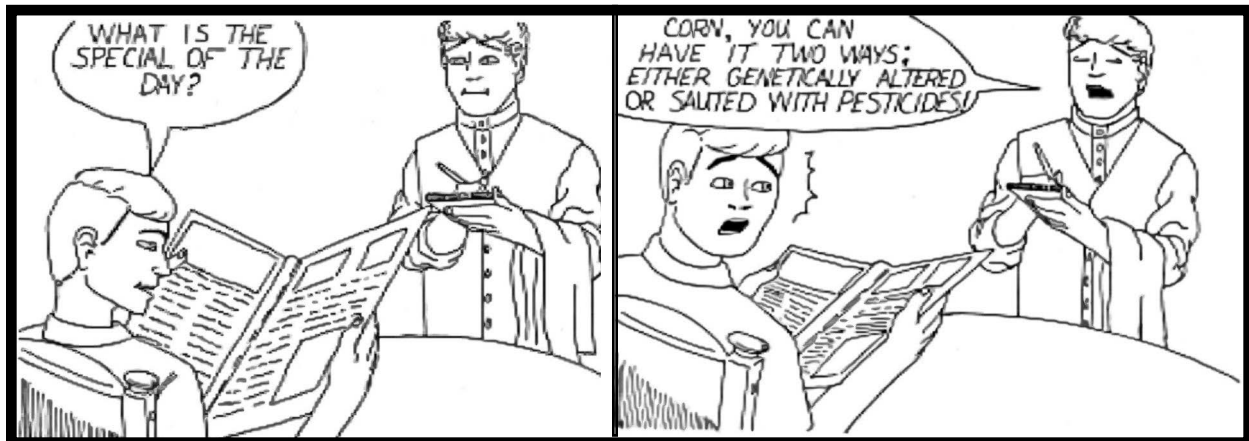
GM%20Food%20Quiz

## Straight Talk

Isn't it ironic that the foods we need to sustain our lives can jeopardize our health and in some cases even kill us? Keep in mind that the long-term effects of harmful foods on the body are not always detected right away. As in the case of Mad Cow Disease, sometimes it takes years before symptoms develop.

Here is another example, for decades many artificial colorings used as additives in foods were thought to be safe for human consumption. They were later found to pose major health risks. They were consequently banned from use because they caused cancer in major organs of the body.

Of course, these are only a few of the ways foods can harm us if we as a society are not careful to stop and consider the long-term health effects of the choices we make today.



It is the responsibility of our leaders, factory owners, farmers, automobile owners, in short everyone who breathes air, drinks water and eats food, to develop a caring attitude about the environment. We, as individuals and as a society, can make choices that will protect our environment now and for future generations.

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## Take A Bite Out Of This!

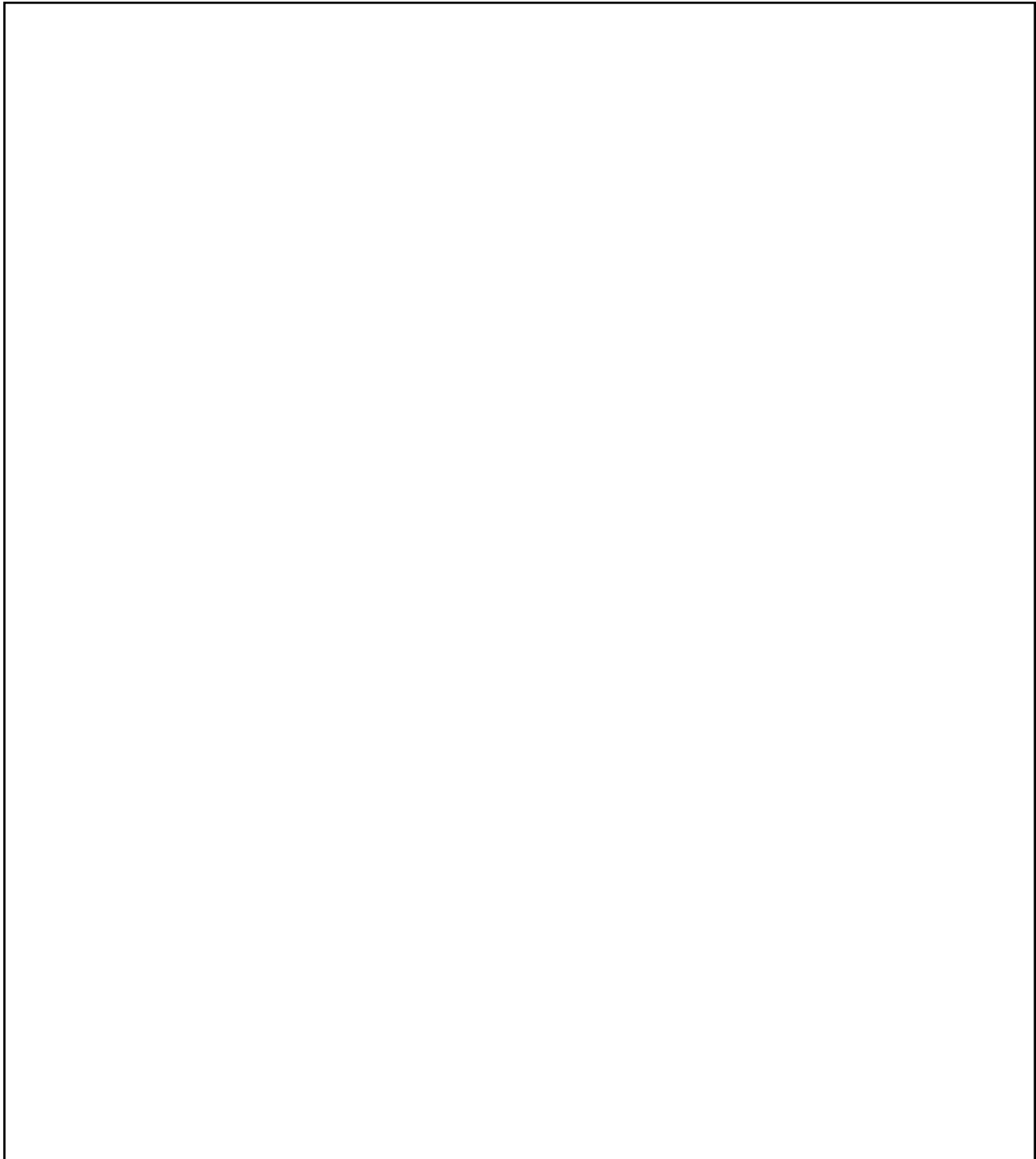
Are you thinking that you can't change the world by making others care about the environment? The truth is, you can't make anybody do anything. The only person you can control is you. So practice self-control in how you treat the environment and by your example you can encourage others to do the same.

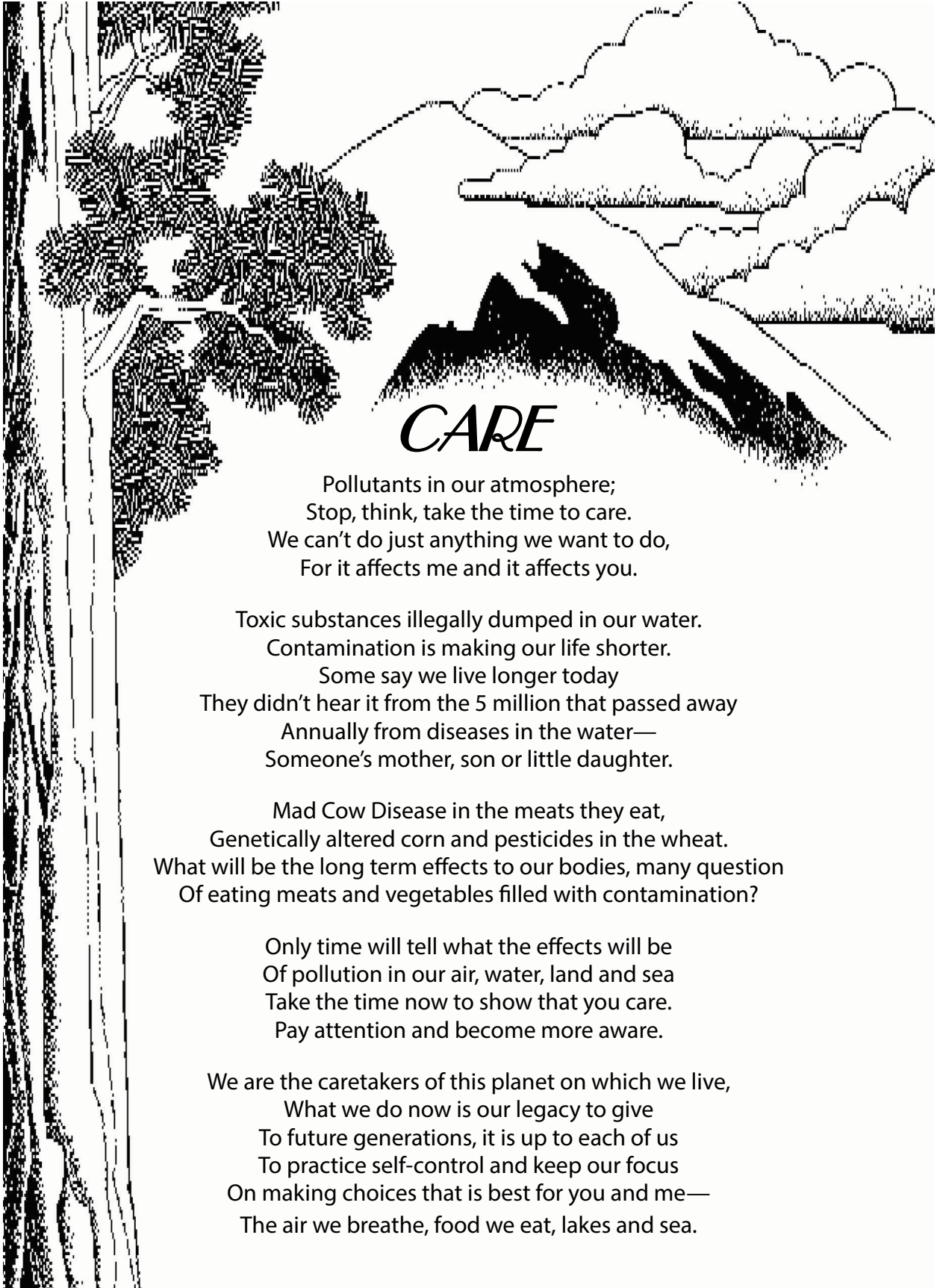
### **A Few Tips To Help You Control Your Actions Regarding The Environment**

- ◆ Don't litter. Dispose of garbage and trash properly.
- ◆ Wash your hands thoroughly as often as possible and especially before you eat.
- ◆ Know your water. If your water comes from a well, the risk of contamination is greatest when pesticides are applied during the growing seasons. If your water comes from a community or city source find out if the water is tested for chemical or biological contaminants.
- ◆ Never pour toxic chemicals like paint thinner or pesticides down the drain. Most communities have a recycling center where these products can be disposed of properly. Find out where there is one in your community.
- ◆ Wash your vegetables, fruit, eggs, meat and then soak them in salt water to help remove any pesticides, herbicides or other chemicals. Try to eat as much organically grown food as possible.

**ASS IT ON**

Choose one of the topics discussed in this chapter, the pollution of the air, water or food. Use the space provided to create your own billboard and slogan. Help others **STOP, THINK** and **CONSIDER** the importance of caring for their environment and the foods they eat.





## CARE

Pollutants in our atmosphere;  
Stop, think, take the time to care.  
We can't do just anything we want to do,  
For it affects me and it affects you.

Toxic substances illegally dumped in our water.  
Contamination is making our life shorter.  
Some say we live longer today  
They didn't hear it from the 5 million that passed away  
Annually from diseases in the water—  
Someone's mother, son or little daughter.

Mad Cow Disease in the meats they eat,  
Genetically altered corn and pesticides in the wheat.  
What will be the long term effects to our bodies, many question  
Of eating meats and vegetables filled with contamination?

Only time will tell what the effects will be  
Of pollution in our air, water, land and sea  
Take the time now to show that you care.  
Pay attention and become more aware.

We are the caretakers of this planet on which we live,  
What we do now is our legacy to give  
To future generations, it is up to each of us  
To practice self-control and keep our focus  
On making choices that is best for you and me—  
The air we breathe, food we eat, lakes and sea.

## What I Have Learned

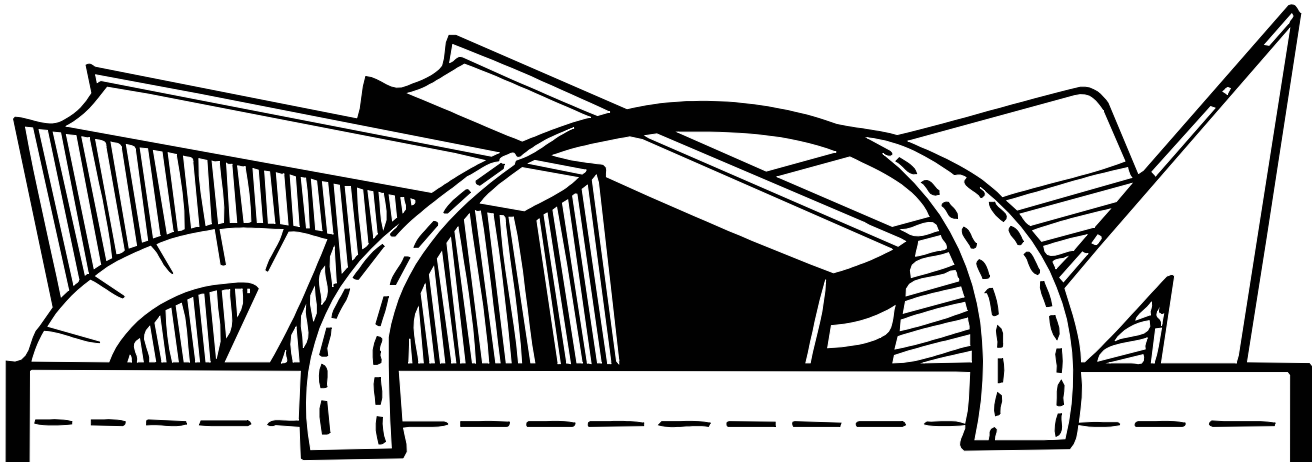
- ☑ As caretakers, we need to consider how our actions affect the environment.
- ☑ Pollution is the contamination of the environment with waste materials. Pollution can result in damage to the environment, human health and the overall quality of life.
- ☑ Everyone in our society, from leaders and policy makers, to owners of factories and refineries, to ordinary people, must take responsibility for preserving our environment because we are dependent upon the earth for all our needs.
- ☑ To practice self-control we must stop and consider how our daily choices affect the ability of all life forms to survive and function.
- ☑ I will not wait until I am adversely affected by contaminants in the environment to take notice of my food, water and air supply. I will practice self-control and develop a caring attitude about the environment because the quality of my life depends on it.

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**This is the only planet I have to live on, therefore I will do my best to care for it and practice self-control in all my actions.**

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## Enrichment Activities



1. Share The Knowledge: knowledge is powerful. Communicate your concerns about environmental issues to your local congressman.
2. Practice recycling all materials.
3. Read and research articles that explain how a lack of self-control hurts our environment . Write a report emphasizing how someone failed to stop and think about the consequences of their actions and the harmful effects on the environment.
4. Do the “**Just For Fun**” activity on page 222.

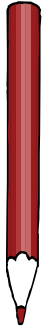
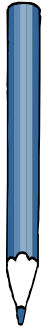
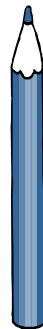
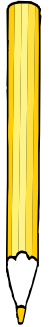
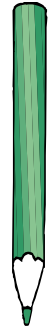


# Just For Fun

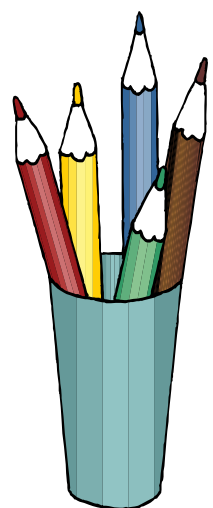
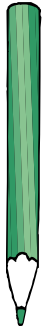
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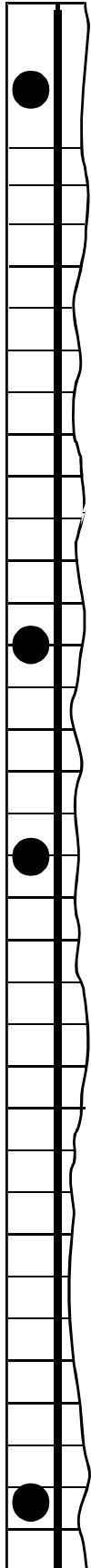
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N	I	N	D	U	S	T	R	I	A	L	G	B	J
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- |               |             |            |
|---------------|-------------|------------|
| affected      | decompose   | organism   |
| atmosphere    | factories   | pollution  |
| breathing     | generation  | production |
| chemicals     | industrial  | technology |
| contamination | manufacture |            |



**IDENTIFYING  
THE  
DIFFERENCE  
BETWEEN  
POSITIVE AND  
NEGATIVE  
CHARACTER  
TRAITS**





## The Positive Side Of Character

**Y**our character is made up of many different qualities. They are called character traits. Character traits can be either positive or negative based upon your values, what you have been taught, your choices and your experiences. The key to having moral character is to develop positive, upright character traits. When you demonstrate these traits on a consistent basis, you will be known as a person of integrity. People who have moral character show by their actions and attitude that they care about themselves and others.

Become familiar with these words that describe moral character traits and strive to develop them within yourself.

### Positive Character Traits

**1. Educated**—*Getting all the facts and making sure they are correct before making a decision.*

For example, your friends offer you some glue to sniff. You had already been researching it and know how damaging that can be to your brain. You tell them “no” and warn them of the dangers as well.

**2. Respectful**—*To value others as important as yourself and to allow that to show through your actions and attitudes.*

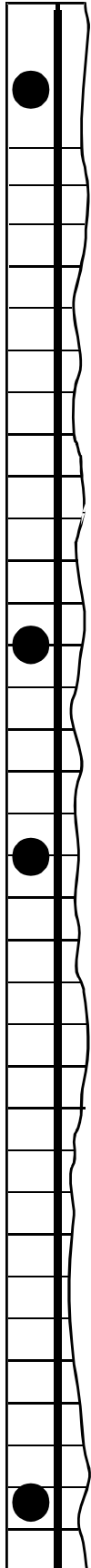
For example, your principal directs you to go to class, even though you had a permission slip to go to the nurse’s station. You try to explain but he says, “No back talking.” You say respectfully, “Yes, sir,” and follow his directions anyway.

**3. Patient**—*Demonstrating self-control and remaining calm through setbacks.*

Being patient means not complaining, especially when you have the most to complain about. For example, your father promised to take you camping, but work kept interfering with the trip; you handled it without getting upset.

**4. Honest/Trustworthy**—*Being fair, sincere and straightforward.*

For example, you were playing in the house and mistakenly broke your mother’s new vase. No one saw you break it, but you told her the truth anyway.



**5. Humble**—*Not being proud or arrogant.*

A humble person will not argue, dispute nor disobey set rules. For example, the bathroom rule is “Clean up after yourself when you use the bathroom.” You don’t like to clean the bathroom, but you obey.

**6. Thankful**—*To be conscious of the benefits that you have received.*

Thankful people find joy in what they have instead of worrying or being upset about what they don’t have. For example, George really wanted a brand name pair of shoes; however, his mother could not afford it. She did however buy him the best shoes that she could afford. George told his mother thank you. Even though he did not get the pair he wanted, he appreciated the shoes he got.

**7. Forgiving**—*To refrain from holding anger or resentment towards someone who has wronged you.*

For example, your classmate laughed at you when you tripped. Rather than get upset with her or try to get even, you forgive her and laugh with her.

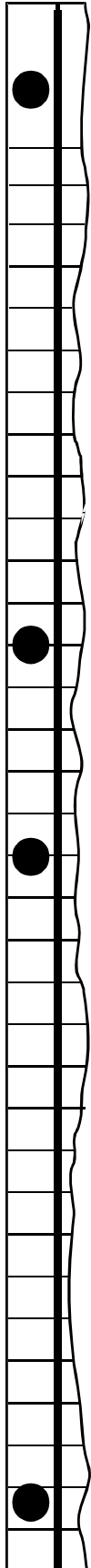
**8. Steadfast/ Persistent**—*You are determined not to give up or change what you have set out to accomplish.*

For example, Martha was determined to stop assisting Alicia in stealing school supplies at the mall. Martha had already explained to Alicia that stealing was wrong; so, when Alicia came to pick Martha up, she said no and encouraged Alicia not to go either.

**9. Self-Control**—*Not yielding to impulsive thoughts and actions.*

For example, you saw your sister’s letter on her dresser and really wanted to read it. But because you chose to respect her privacy, you decide not to touch it.

How many of these character traits do you recognize in yourself? How many do you recognize in your family members and friends? When you possess these traits you can feel positive about yourself and your ability to interact with others in a meaningful and caring way. In like manner, when people around you exhibit these same positive character traits and treat you accordingly, *you* feel appreciated and respected. In essence, this



is The Peaceful Solution. By simply interacting and communicating using these positive character traits, we can avoid hurting and devaluing each other.

If you find that you are lacking any of these positive character traits, then work hard to develop them. You can develop a character trait by first valuing it as important. Begin by evaluating why that character trait is important to you as an individual and how it can benefit yourself and others. For example, let's say you need to develop the character trait of being thankful. The first step is to consider why you should be thankful. Being thankful means you can appreciate what you have. People who are not thankful often feel dissatisfied with what they have and become envious of others.

Next, list all the things you have to be thankful for. Don't forget to include things such as food, clothing, a place to live, your health and so on. Often these things are taken for granted, and we forget to be thankful for them. Then make another list of how being thankful can affect the people you interact with everyday. A thankful person is a bright and optimistic person. They encourage and motivate others to be thankful and to improve.

You can use these same steps to develop any character trait that you are lacking. Developing positive character traits takes commitment, dedication and determination. Changing yourself from the inside is not always easy but is well worth the effort.

## What Is A Negative Character?

**N**egative character traits define who you are just as clearly as positive traits. They too are a combination of values, environment and experiences. However, unlike positive character traits, negative traits can lead to behavior that could cause hatred, violence and even wars. If you treat someone dishonestly or show a lack of compassion, you are saying that you do not care about that person. If that person also has a negative character and responds to you in a disrespectful or aggressive way, then you have what is known as a conflict. A conflict that exists without a peaceful solution will result in hatred and violence. Here is another example, let's say someone who is dishonest steals money from someone who is unforgiving. The person who was stolen from will try to retaliate against the one who stole from him. This too can result in hatred and violence. Below are a few negative

character traits. Become familiar with them so you can eliminate these traits from your character if you recognize them in yourself.

## Negative Character Traits

**1. Uneducated**—*Making a decision without getting all the facts.*

For example, your friends offer you some glue to sniff. You ask, “Won’t that mess with my head?” Your friend replies, “No, it’s safe and just makes you high.” Without any further investigation, you agree.

**2. Dishonest**—*To maliciously lie, cheat or steal.*

For example, you saw Paula take Marco’s dictionary without asking his permission. But when he asked about it, you said you had no idea because you just don’t like Marco.

**3. Revengeful/Unforgiving**—*To want to get even or get back at someone; results from not being able to forgive.*

For example, Sally lent Jen her new pen, but Jen lost it. Jen did apologize to Sally and offered to buy her a new pen, but Sally did not accept Jen’s apology. As soon as Jen got a new pen, Sally took Jen’s pen when she wasn’t looking and broke it.

**4. Unreliable**—*When someone cannot be depended upon.*

For example, Jill had promised to assist you on your math project on two previous occasions but never showed up. So when she volunteered to give you a ride to the library, you nicely refused.

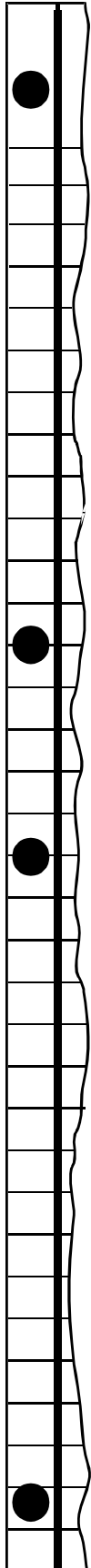
**5. Impatient**—*To be restless or short-tempered and easily aggravated.*

People who are impatient are not willing to wait. They want everything right away and become frustrated when their desires are not met.

**6. Aggressive**—*Capable of violent physical or verbal outburst.*

Carlos stepped on Rick’s new shoes by mistake. Instead of waiting for Carlos to apologize, Rick immediately cursed at him and pushed him against the wall.

**7. Disrespectful**—*Lacking care or concern for someone or something.*



For example, your dad told you it was time to do your chores. You got mad, went to your room and slammed the door.

8. **Hateful**—*An intense emotion that results in extreme dislike and hostility. Hate is derived from fear, anger or perceived injury.*

For example, some people are raised to believe that people who have a different skin color should be hated.

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### Unit Three

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# Glossary

**Accountability**—Liable to being called to account; answerable.

**Acid rain**—Acid precipitation falling as rain.

**Ambassador**— An authorized messenger or representative.

**Assault**—A violent physical or verbal attack.

**Carbon dioxide**—A colorless, odorless, incombustible gas, CO<sub>2</sub>, formed during respiration, combustion, and organic decomposition. Also called carbonic acid gas.

**Carbon monoxide**—A colorless, odorless, highly poisonous gas, CO, formed by the incomplete combustion of carbon or a carbonaceous material, such as gasoline.

**Crack cocaine**—Small white/beige rocks made from a solution of cocaine powder and baking soda.

**Desensitize**—To lose the ability to be caring and concerned for the safety and well being of someone else.

**Diplomat**— One, such as an ambassador, who has been appointed to represent a government in its relations with other governments.

**Discrimination**—Prejudiced or prejudicial outlook, action, or treatment.

**Dysentery**—An inflammatory disorder of the lower intestinal tract, usually caused by a bacterial, parasitic, or protozoan infection and resulting in pain, fever, and severe diarrhea, often accompanied by the passage of blood and mucus.

**Ecstasy**—An altered amphetamine molecule. Designer drug synthesized in a laboratory.

**Empathy**—Identification with and understanding of another's situation, feelings, and motives.

**Gonorrhea**—A sexually transmitted disease characterized by an acute purulent discharge and painful or difficult urination, though women often have no symptoms.

**Herpes**—Any of several viral diseases causing the eruption of small blisterlike vesicles on the skin or mucous membranes, especially herpes simplex or herpes zoster.

**Humiliate**—To lower the pride, dignity, or self-respect of.

**Impulsive**—Inclined to act on impulse rather than thought. Acting within brief time intervals.

**LSD**—A crystalline compound,  $C_{20}H_{25}N_3O$ , derived from lysergic acid and used as a powerful hallucinogenic drug.

**Marijuana**—A preparation made from the dried flower clusters and leaves of the cannabis plant, usually smoked or eaten to induce euphoria.

**Negotiate**—To confer with another or others in order to come to terms or reach an agreement.

**Nitrous oxide**—A colorless, sweet-tasting gas,  $N_2O$ , used as a mild anesthetic in dentistry and surgery.

**Perpetrator**—To be responsible for; commit.

**Principle**— A rule or code of conduct.

**Prion**—A microscopic protein particle similar to a virus but lacking nucleic acid, thought to be the infectious agent responsible for scrapie and certain other degenerative diseases of the nervous system.

**Protein**—Any of a group of complex organic macromolecules that contain carbon, hydrogen, oxygen, nitrogen, and usually sulfur and are composed of one or more chains of amino acids.

**Promiscuous**—Indiscriminate in the choice of sexual partners. Lacking standards of selection; indiscriminate. Casual; random.

**Resentment**—Indignation or ill will felt as a result of a real or imagined grievance.

**Sexually Transmitted Diseases**—Diseases contracted from a sexual practice.

**Sulphur dioxide**—A colorless, extremely irritating gas or liquid,  $\text{SO}_2$ , used in many industrial processes, especially the manufacture of sulfuric acid.

**Syphilis**—A chronic infectious disease, either transmitted by direct contact, usually in sexual intercourse, or passed from mother to child in utero, and progressing through three stages characterized respectively by local formation of chancres, ulcerous skin eruptions, and systemic infection leading to general paresis.

**Toxin**—A poisonous substance, especially a protein, that is produced by living cells or organisms and is capable of causing disease when introduced into the body tissues but is often also capable of inducing neutralizing antibodies or antitoxins.

**Typhoid fever**—An acute, highly infectious disease transmitted chiefly by contaminated food or water and characterized by high fever, headache, coughing, intestinal hemorrhaging, and rose-colored spots on the skin.

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# History of The Peaceful Solution Character Education Program

Pioneered by President Yisrayl Hawkins, the Peaceful Solution Character Education Program began in 1994 with parents and teachers who were disturbed that positive character development was rapidly deteriorating in our society. Their concern prompted them to embark on a mission to stop the decline and bring back positive social behaviors to society. President Yisrayl Hawkins, also Curriculum Director and Author of the Peaceful Solution Character Education Program, has been diligently presenting the Peaceful Solution Character Education Program to individuals, community representatives, as well as world leaders through books, forums, conferences, television and radio talk shows and international meetings.



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