



Too Good for Violence
Social Perspectives
Student Workbook

Grade 8

Name:



MENDEZ FOUNDATION

Too Good for Violence
Social Perspectives
Grade 8

Student Workbook

Social Emotional Learning
and Character Education



Design Your Goal

Six Steps to Reaching Your Goal

Name It

Picture

I Can

Think

Go For It

Celebrate



Name It

Before you can name your goal, it must meet the Goal-Naming Criteria below.



Personal

The goal you set must be your goal. It must be something that you want to accomplish.



Possible

Why does the goal need to be possible? We wouldn't be able to reach something that wasn't possible.



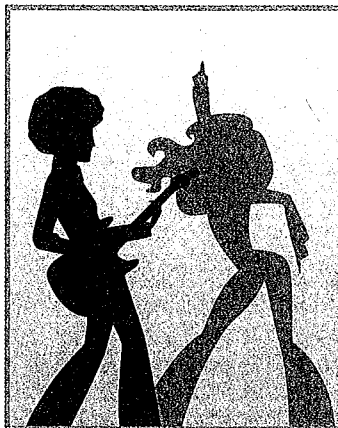
Positive

Your goal must be stated as a positive action. Rather than saying, "I won't put off doing my math homework," phrase it instead as "I will complete my math homework."



Specific

The goal you set needs to be something particular, or measurable, so you know when you have successfully completed it.



Rupert's To-Do List

Step 4 is to "Think How." In the spaces below, list four actions Rupert can take to make his night at the dance with Melanie happen.

Action 1:

Action 2:

Action 3:

Action 4:

Submit



Picture Yourself...

Picture yourself reaching your goal so you know what you are aiming for.



Say "I Can"

Using positive self-talk and saying "I Can" boosts your confidence.



Think How To Do It

Think of what actions you can take to accomplish this goal.



Go For It!



Celebrate Your Success

Something's Missing

Below you'll see a list of various students' goals. Each goal is missing one of the four Goal-Naming criteria. Circle the icon that represents the missing criterion, and then write it on the line provided. Next, revise the goal so that it meets all four criteria. The first one has been done for you.

1:    

Fiona's Goal: To practice every Friday so she can try out for the softball team because her best friend wants her to try out with her.

Which of the goal-naming criteria is not met? *Personal*

Revise the goal. *Fiona signs up to take cello lessons every Friday because she has always wanted to learn to play.*

2:    

Gino's Goal: He wants to get in shape.

Which of the goal-naming criteria is not met?

Revise the goal.

3:    

Cedric's Goal: To learn conversational Spanish in less than a week.

Which of the goal-naming criteria is not met?

Revise the goal.

4:    

Chandler's Goal: He would not eat sweets after 8 p.m.

Which of the goal-naming criteria is not met?

Revise the goal.



My Own Goal

Name a short-term goal of your own that you can accomplish within a week. In the space provided, name your goal. Explain how your goal meets each of the four criteria.



Username

View Profile

My Messages

My Videos

My Photos

My Friends

Edit Profile

Events

Username

View Profile

Edit Your Profile

Name Your Goal

Name your goal:

Evaluate Your Goal

Is your goal personal? ☐ Yes ☐ No

What makes it personal?

Is your goal possible? ☐ Yes ☐ No

What makes it possible?

Is your goal positive? ☐ Yes ☐ No

What makes it positive?

Is your goal specific? ☐ Yes ☐ No

What makes it specific?

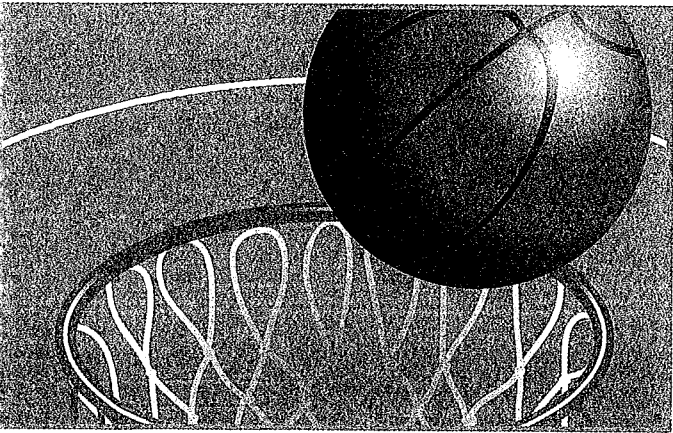
Save

Reminder

Remember to keep your goals: Personal, Possible, Positive, and Specific.

What Can Get in Your Way?

Identify the obstacle that prevented the teens from reaching their goals. Decide if the obstacle was internal or external, and then describe how you would overcome the obstacle.

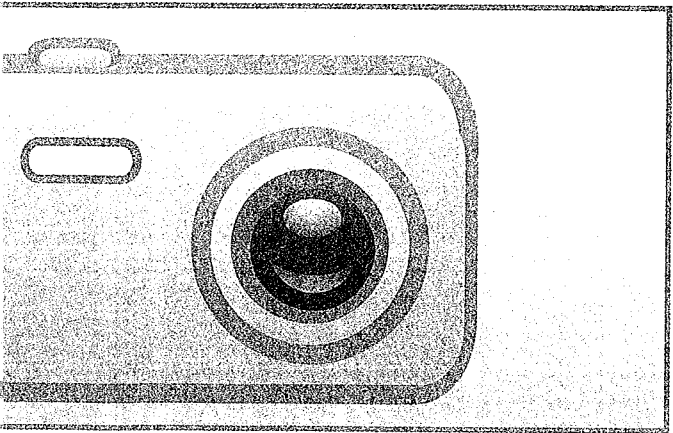


Josh dreams of becoming a basketball star. He loves watching the sport on TV and imagines how one day he could play on an NBA team. For now, Josh decides he'll try out for the summer basketball league. On the day of the tryouts, his mom gets a flat tire and cannot take him to the courts so he missed the tryouts.

What was the obstacle that got in his way?

Was this an internal or external obstacle?

How would you overcome this obstacle?



Raquel wants to learn how to edit photos so she can give them to her friend for her birthday at the end of the month. Raquel's cousin agreed to help her learn an editing program in time for the party. She spends a couple of weekends learning the program with her cousin and is really starting to get the hang of it. However, as soon as the new season of her favorite TV show begins, Raquel stops learning the program so she can watch the show. She never edits the pictures.

What was the obstacle that got in her way?

Was this an internal or external obstacle?

How would you overcome this obstacle?

My Plan

On page 4 you named a goal for yourself. Write three actions that you will take to reach your goal. As you plan this to-do list, think about Josh and Raquel and the obstacles they faced on their path toward their goals. Josh had to deal with an unplanned transportation obstacle, and Raquel let herself become distracted by a TV show. Write three potential obstacles that could get in your way.

"Think How" To-Do List

- 1: ☐
- 2: ☐
- 3: ☐


Potential Obstacles

- 1:
- 2:
- 3:

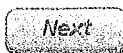
Solve That Problem


For each dilemma below, write out three possible options, consider the consequences of each one, and place a check in the box next to the best solution.





Stop


What decision do I need to make?



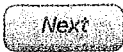

Think


- Consider what's influencing you.
- Picture a positive outcome.
- List options: What are potential consequences?





Act

Act out the best decision.




Reflect

Evaluate how you did.



The Reindeer Sweater

Last winter your aunt sent you a dreadful purple reindeer sweater. Today she's coming for a visit and your mom asks you to please wear the sweater so your aunt can see you in it. The trouble is your family is taking your aunt to the mall for some last-minute shopping, and you know that a lot of kids from school will be there. You're pretty sure that if these kids see you in this sweater, they will make fun of you for months, but you really don't want to hurt your aunt's feelings. What do you do?

☐ Option 1:

☐ Option 2:

☐ Option 3:

The Elective Class

It's time to choose an elective class for next year. You've considered signing up for French because your grandparents came from France and you've always wanted to learn the language. You've also wanted to surprise your grandparents by speaking their language when they come to visit. You think you've made your decision, but then you find out your friends are taking photography. You have always wanted to learn photography, and it would be fun to take a class with your friends.

☐ Option 1:

☐ Option 2:

☐ Option 3:

The Mother's Day Gift

You have saved up \$30 for a special Mother's Day present for your mom. You know exactly what she wants and can't wait to surprise her, but then you get the chance to go to a concert with your friends. Guess what? The ticket costs exactly \$30.

☐ Option 1:

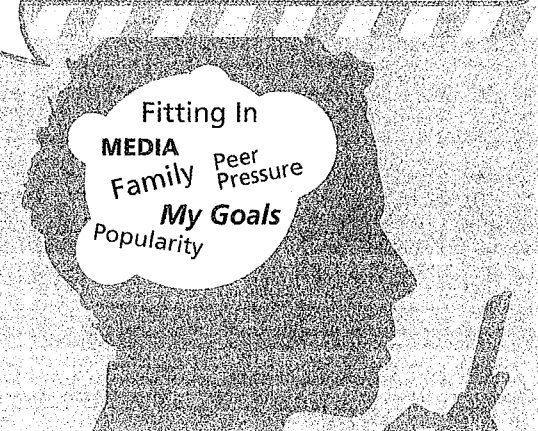
☐ Option 2:

☐ Option 3:

Spend or Save?

As your group draws a numbered card, list the influence behind the choice to spend or save.

1:	5:	9:
2:	6:	10:
3:	7:	11:
4:	8:	12:



The Road Best Traveled

There are healthy and unhealthy ways to handle difficult situations. For the first three scenarios, select the healthy response. For the last two scenarios, formulate the healthy response, and write it in the space provided.

1: The person you've been dating for six months breaks up with you unexpectedly. You:

A: Tell yourself it's fine, but really you are hurt and confused. ☐

B: Try to find out what went wrong. ☐

C: Start sharing your sob story with everyone. ☐

2: When you are feeling down, you:

A: Pretend everything is OK. ☐

B: Spend some time thinking about what's bothering you. ☐

C: Are in a bad mood for days and days. ☐

3: When you are having a bad day, your friends:

A: Rarely notice because you try to keep your feelings to yourself. ☐

B: Can usually tell you're upset. If somebody asks if you're OK, you share your feelings. ☐

C: Can tell right away because you usually take your bad mood out on them. ☐

4: Your lacrosse team is moments away from becoming state champs when, all of a sudden, the other team scores 2 goals and wins the game. You:

A: Walk away as though it's no big deal. Later on that night you keep playing all the mistakes you made over and over again in your mind. ☐

B: ☐

C: Yell, "You all are cheaters!" and throw your lacrosse stick on the ground. ☐

5: You just got your Algebra test paper back and, surprise, you got a B+. Math is your toughest class, and you've been studying for two weeks. You:

A: Just stuff it into your book. It wasn't a big deal to anyone but you, so why talk about it? ☐

B: ☐

C: Brag about your grade for the rest of the day to anyone who will listen. ☐



Work it Out

Think about situations or events that might trigger different emotional responses. Identify why people might handle their emotions in the two styles provided below. Predict what could happen as a result and then identify some healthy management strategies.



Why do people internalize their emotions?

Next

What could happen as a result?

Next

Management Strategies?

Save

Why do people feel compelled to share everything they are feeling?

Next

What could happen as a result?

Next

Management Strategies?

Save



Face Your Feelings

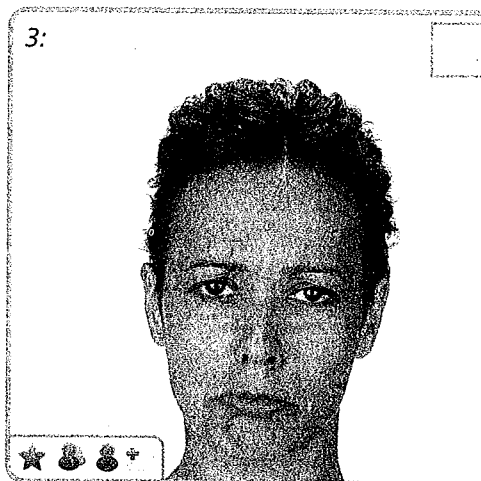
For each facial expression below, mimic the face, and write down the emotion you feel.



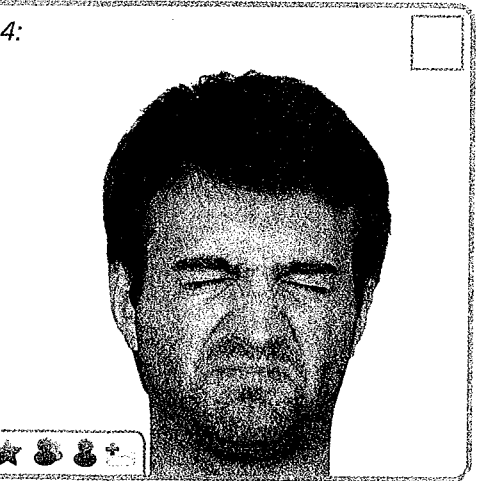
Emotion:



Emotion:



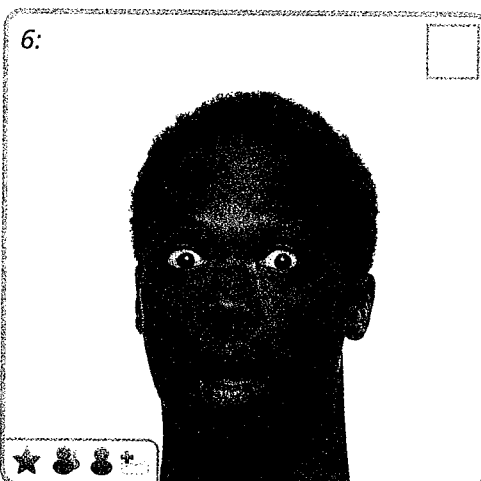
Emotion:



Emotion:



Emotion:



Emotion:





It's Written All Over Your Face!

Read each scenario and identify the emotion expressed in the face. Write the emotion in the space provided.
Use your emotional intelligence to respond to each question.

- 1: You desperately want to go to the movies because you heard that your "crush" is going to be there. You hear your mom's car pull up so you race down to the kitchen to beg for a ride. When she turns around, her face looks like this.

Decode that emotion

How do you respond to someone with this facial expression?



- 2: You want to borrow your friend's tennis racket. You knock on her door, but before you can ask her, she gives you this look and says, "What do you want?"

Decode that emotion

How do you respond to someone with this facial expression?



Say It Like You Mean It...

Read each scenario and explain how you would handle each one using an Assertive Style of Communication.

Speaking Style	Characteristics	Body Language Cues
Assertive	<ul style="list-style-type: none"> -Prepares Words -Speaks Up (<i>Not too loud, not too quiet</i>) -Uses Appropriate Tone (<i>Not sarcastic or rude</i>) -Reads Non-verbal Cues 	<ul style="list-style-type: none"> -Looks Confident -Stands Tall -Makes Eye Contact -Matches Non-verbal Cues to Words

- 1: Your next door neighbor's dog has been waking you up at 5:30 a.m. with his incessant barking. Your mom tells you to speak to the neighbor yourself.

As an Assertive Speaker, what would you say and how would you say it?

- 2: You are working on a group science project due next week, but you find out that someone on the team has not even started working on his section. The whole team's grade will be affected. You know you need to convince your teammate to get busy.

As an Assertive Speaker, what would you say, and how would you say it?

Listen Like You Mean It...

Read each scenario and explain how you would listen using a few of the Active Listening tips for each.

Listening Style	Characteristics	Body Language Cues
Active	<ul style="list-style-type: none"> -Listens Empathetically -Does Not Interrupt -Asks Clarifying Questions -Paraphrases 	<ul style="list-style-type: none"> -Looks Interested -Makes Eye Contact -Attentive Posture -Uses Affirming Gestures (<i>Nods head, etc.</i>)

- 1: A friend stops by your locker and says, "I am tired of the cliques around here. Coach Smith keeps excluding me during P.E. Jasmine avoids me to hang out with the "popular" girls." You are confused and need more information.

What would an Active Listener do in this situation? Be specific.

- 2: Your teammate walks up to you in the gym. His voice and body language show frustration and even some fear. You know he has been training hard and is a perfectionist. He nervously begins to tell you how he feels, but it is difficult for him to get the words out.

What would an Active Listener do in this situation? Be specific.



Communication in HD

Answer the questions under each scenario. Use the tips on Workbook Page 11 to help you.



- 1: **Ava:** I've got some amazing news! My cousin just tried out for "American Singer" and he got a great...
Carson: A great what? A great big rotten tomato thrown at him?
Ava: Let me finish my story. As I was saying, my cousin got picked...
Carson: Speaking of getting picked. I just got picked for the baseball team.

Which Active Listening tip should Carson have used?

What should Carson have done instead?



- 2: **Juan:** Alicia, do you want to go to the game on Friday night with me?
Alicia: (with arms folded, shrugging her shoulders) Sure, sounds great.

What is the mixed message Alicia is sending?

Do you think Alicia wanted to go to the game with Juan?

What should Alicia have said to Juan?



- 3: **Tammy:** Can I talk to you for a minute?
Jake: (texting and not looking up) Sure, what's going on?
Tammy: Someone started a rumor that I cheated on a test.
Jake: Really?
Tammy: Yes. Have you heard anything about the rumor?
Jake: What rumor?
Tammy: The rumor that I cheated on a test.
Jake: (finally looking up) Wait a minute... You cheated on a test?
Tammy: IT WAS A RUMOR!
Jake: Well, why didn't you say so?

Which Active Listening tips should Jake have used?

What should Jake have done instead?



- 4: **Narrator:** Ivey wants to ask Lenny, the math whiz, for tutoring in Algebra.
Ivey: (in a quiet voice with her head down) Uh, um what are you doing tonight, Lenny?
Lenny: I've got a football meeting. Why do you ask?
Ivey: Well, um, I have a big Algebra test next week...
Lenny: Are you ready for it?
Ivey: Um, well, not really. I'm having trouble solving for x.
Lenny: I'm sorry to hear that.
Ivey: OK, well, thanks.
Lenny: Good luck with the test.

Which Assertive Speaker tips should Ivey have used to get what she needed from Lenny?

What should Ivey have said instead?

Peer Predicaments

Read each scenario and answer the questions that follow. Determine how you would handle the friendship using assertive communication.



- 1: Edgar has just realized that his friend Ken only likes to hang out with him when his older sister is around. It doesn't really bother Edgar that Ken is interested in his sister; however, he feels used and is questioning their friendship.

How would you feel if you were Edgar?

How would you deal with Ken?

- 2: Mandy and Joel have been dating for several months. Joel insists that Mandy spend all of her time with him and gets jealous when she hangs out with her friends. Mandy misses her friends, but she is afraid to confront Joel fearing he might break up with her.

How would you feel if you were Mandy?

How would you deal with Joel?

- 3: Dominic wants to go to college someday and believes a basketball scholarship is the best way to make that happen. He practices everyday after school and does what he can to keep focused on his goal. His best friend Ron is a good friend but a risk taker. Whenever they hang out together, Ron gets them into lots of trouble. Dominic likes Ron but fears that one day Ron will get them into a situation that could sabotage his chances at that scholarship.

How would you feel if you were Dominic?

How would you deal with Ron?

- 4: Amber is worried about her upcoming math test, so she schedules extra time over the weekend to practice her equations. Monica wants her to go to the mall with her this weekend and tries to convince Amber to quit studying and just copy the answers from someone on the test day.

How would you feel if you were Amber?

How would you deal with Monica?



We All Fit In

Part 1: For each statement, decide whether you agree or disagree and mark the appropriate box.

Part 2: Interview your classmates to find who disagrees with your position taken in Part 1 and write down their names to confirm the interview. You may only collect a person's name once.



	Agree	Disagree		Agree	Disagree
1. War is necessary.	<input type="checkbox"/>	<input type="checkbox"/>	10. I would eat insects to survive.	<input type="checkbox"/>	<input type="checkbox"/>
2. I have been someone's mentor.	<input type="checkbox"/>	<input type="checkbox"/>	11. I would rather go back in time than into the future.	<input type="checkbox"/>	<input type="checkbox"/>
3. A man should always open the door for a lady.	<input type="checkbox"/>	<input type="checkbox"/>	12. School uniforms are a good idea.	<input type="checkbox"/>	<input type="checkbox"/>
4. I like going on camping trips.	<input type="checkbox"/>	<input type="checkbox"/>	13. I value a person's looks more than their character.	<input type="checkbox"/>	<input type="checkbox"/>
5. Teenagers should have curfews.	<input type="checkbox"/>	<input type="checkbox"/>	14. I have witnessed the birth of an animal.	<input type="checkbox"/>	<input type="checkbox"/>
6. I would rather play sports than watch a movie.	<input type="checkbox"/>	<input type="checkbox"/>	15. Dissecting animals is wrong.	<input type="checkbox"/>	<input type="checkbox"/>
7. I have traveled to another country.	<input type="checkbox"/>	<input type="checkbox"/>	16. Toothpaste is more important than deodorant.	<input type="checkbox"/>	<input type="checkbox"/>
8. Being right is more important than being liked.	<input type="checkbox"/>	<input type="checkbox"/>	17. The President of the United States is doing a good job.	<input type="checkbox"/>	<input type="checkbox"/>
9. I would never get a tattoo.	<input type="checkbox"/>	<input type="checkbox"/>	18. The U.S. Treasury should retire the penny.	<input type="checkbox"/>	<input type="checkbox"/>



Self-Respect

Read each scenario and determine if the students demonstrate self-respect in the decisions they make. Then, suggest what the student should do instead. If the student is already demonstrating self-respect, write none in the blank

1. David has wanted to be an actor since he can remember. He tried out for the lead in the spring musical, but he didn't get the part. The director cast him in a supporting role and encouraged him to work on his acting skills. Defeated, David told himself that his acting dream was a silly waste of time and that he should never have tried in the first place.

Did David demonstrate self-respect in response to the director's casting decision? ☐ Yes ☐ No

What could David have done or said differently that would demonstrate self-respect in this situation?

2. Yvette saw a radical hairstyle in a fashion magazine and thought it might be fun to try a wild new look. She knew she would get a few stares and probably a few laughs at school but figured it was her hair and she should decide what it should look like.

Did Yvette demonstrate self-respect when deciding to change her hairstyle? ☐ Yes ☐ No

What could Yvette have done or said differently that would demonstrate self-respect in this situation?

3. Jimmy and his friends were trying to decide what to do Friday after school. The consensus was that they should go to the batting cage and practice their swing. Jimmy really wanted to go to the comic book store, but he thought his friends would think that was a lame idea and would laugh at him. Jimmy never suggested anything and went ahead to the batting cage with the group.

Did Jimmy demonstrate self-respect when deciding Friday's activities with his friends? ☐ Yes ☐ No

What could Jimmy have done or said differently that would demonstrate self-respect in this situation?



What Difference Does it Make?

After each situation is read aloud, mark the answer you would most likely choose. Do not read your answer out loud.

1. You're walking through the grocery store parking lot when you notice a woman carrying shopping bags and struggling to control her toddler. As she reaches down to take her child's hand, you see something fall out of her bag. Do you...

a. Pretend that you didn't see the item fall and keep going.

☐

b. Pick up the item and hand it back to her.

☐

2. In the locker room, someone cracks a joke about a famous celebrity couple and why they should not be role models. Later that night, you go fishing on a public dock with a group of friends. It's completely quiet. There are several people around, and you're dying to share the joke. Do you...

a. Think about how the joke could offend someone and decide to keep it to yourself.

☐

b. Share the joke because you think it's hilarious even if someone gets offended.

☐

3. You have to turn in your Language Arts paper before the bell rings or it will be late. As you walk to class, you spot the new foreign exchange student struggling to open his locker. He looks to you for help. Do you...

a. Pretend that you don't see him and keep walking to class.

☐

b. Stop and offer to help him.

☐

4. In a conversation over lunch in the cafeteria, someone you don't know very well proclaims, "Schools should not promote competitive sports because they only perpetuate teen violence." You strongly disagree. Do you...

a. Say whatever you can to convince the other person to agree with your point of view.

☐

b. Acknowledge the person's viewpoint and share yours.

☐

Optimal Resolution

Draw a line to connect each definition to the matching conflict approach. Then, mark the box in the "Healthy Approach?" column if you think it's a healthy way to approach a conflict.

Definitions	Conflict Approaches	Healthy Approach?
1. Someone must lose for the other to win.	Compete	<input type="checkbox"/>
2. Stay away from a dangerous conflict, for example if drugs, violence, or weapons are involved.	Steer Clear	<input type="checkbox"/>
3. Collaborate to find a solution that is agreeable to everyone.	Avoid It	<input type="checkbox"/>
4. Choosing to ignore a conflict instead of working it out to resolve it.	Win-Win	<input type="checkbox"/>
5. If it is a small problem, let it go. Sometimes, getting your way isn't worth the risk of escalating a conflict.	Compromise	<input type="checkbox"/>
6. Negotiate to find a solution by giving up some demands. Give in a little, share, or split the difference.	Don't Sweat the Small Stuff	<input type="checkbox"/>



The Right Approach

Read each conflict situation. Circle the conflict approach that you think the character should use. Explain why that would be a good way to handle the conflict. Each approach may only be used once.

- Eddie sat down next to Alison on the bus ride home from school. He is listening to music on his headphones and singing out loud. His singing is annoying Alison, but the bus is almost at her stop.

Win-Win Compromise Don't Sweat the Small Stuff Steer Clear

Why is this approach a good choice?
- Garrett and Colin want to build a tree house this summer. Garrett has a free Saturday before he goes to summer camp to work on the project, but Colin can't work on it until after he gets back from vacation with his family.

Win-Win Compromise Don't Sweat the Small Stuff Steer Clear

Why is this approach a good choice?
- Isabel and Katherine want to do something special for their mom for Mother's Day. Isabel wants to make something to give to their mom, but Katherine wants to take their mom out to a nice dinner at her favorite restaurant.

Win-Win Compromise Don't Sweat the Small Stuff Steer Clear

Why is this approach a good choice?



Cover Story Compromise

Review the Cooperative Statements in the table below. As a group, agree on two more cooperative statements and write them in the blank spaces in the table. Then, negotiate a new cover story for the editorial team. Use the cooperative statements in the table including the new ones you added in your negotiation for the cover story.

Cooperative Statements

Maybe there's a way to do both; any Ideas?
Let's think of a creative solution we all like.

Let's work together to solve this problem.
I like your suggestions. They're really helpful.

Write your story idea for the cover of the school newspaper. Then, write in three reasons why your story should be on the cover. Your reasons should be persuasive. Then, write the compromise the team reached through the negotiation.



My story idea:



Supporting arguments:

1.

2.

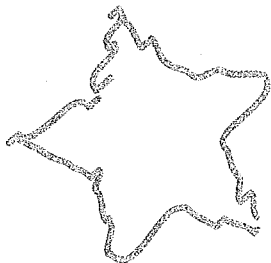
3.



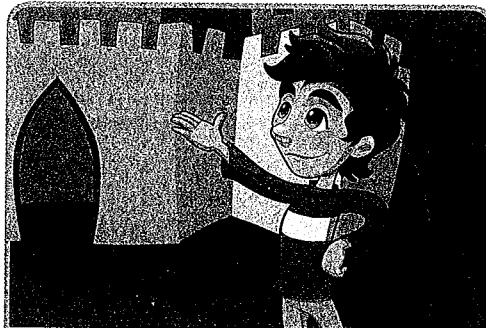
Compromise:

! What's Your Opinion?

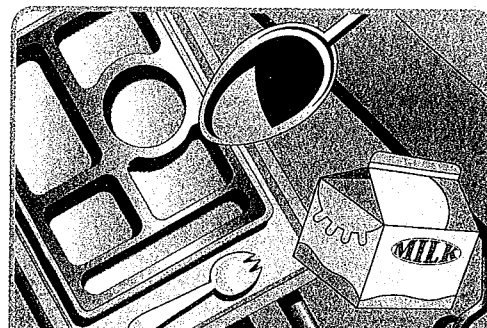
In each scenario, someone asks you for your opinion. Write how you would respond on the lines provided.



1. Your classmate asks, "What do you think about the star that I drew for my art class assignment?"



2. You are reading along in the script while your friend recites lines for the school play. He keeps skipping lines and mumbling his words. He asks, "How did I do?"



3. Everyone is complaining about the food in the cafeteria. The Principal calls you into her office and says, "Because you are a Student Council Representative, I'd like to hear your opinion about the food."

! Critical Condition

Read each statement and decide if it is constructive or destructive criticism. Put a checkmark under the corresponding column.

Constructive	Statements	Destructive
	1. No one can read your handwriting. It looks like scribbles on the paper.	
	2. You should dribble the basketball to the side so you can run faster down the court.	
	3. It's easier to get to class on time if you walk outside instead of through the cafeteria.	
	4. You're an idiot. I can't believe you haven't memorized the state capitals.	
	5. Your class participation grade will be higher if you raise your hand instead of calling out the answer.	
	6. That drawing is awful. Do you really think you're an artist?	
	7. If you identify what triggers your anger and learn how to manage it, you won't get into fights with other people.	

Constructive Characteristics

Mark the speaking style characteristics and approaches that would help you give constructive criticism.



- | | | |
|---|--|--|
| <input type="checkbox"/> Assertive tone of voice | <input type="checkbox"/> Aggressive tone of voice | <input type="checkbox"/> Name-calling |
| <input type="checkbox"/> Self-confidence | <input type="checkbox"/> Empathy | <input type="checkbox"/> Know what you want to say, how you will say it, and why |
| <input type="checkbox"/> Respect | <input type="checkbox"/> Frustration | <input type="checkbox"/> Force the other person to agree with your point of view |
| <input type="checkbox"/> Competition | <input type="checkbox"/> Relaxed body | <input type="checkbox"/> Focus on what the person can change |
| <input type="checkbox"/> Identify the problem, without blaming the other person | <input type="checkbox"/> Offer suggestions for improvement | |

Give and Take

The following scenario is presented in two parts. Follow along as the teacher reads the scenario.

Kara wants to try out for the school soccer team. She asked her friend Dave, who is a good player, to come out to the soccer field to help her improve her game. They agreed to meet up at the field on Saturday morning. At the soccer field, Kara lined up a few soccer balls in front of the goal and started kicking. They seem to go everywhere except in the goal. Frustrated, Kara yells, "At this rate, I'll never make the team!"

Part 1: Giving Constructive Criticism

Use the kicking tips below to help you phrase three suggestions Dave could offer Kara to help her improve her soccer skill. Consider your tone of voice when you share your answer.

- Take a few steps back from the ball
- Keep the foot you're not kicking with planted
- Bring your leg back
- Use your arms for balance
- Follow through

- Pivot with your hip
- Stand Straight
- Kick with the part of the foot where the laces are
- Stay close to the net
- Don't kick with the toe

1.

2.

3.

Part 2: Receiving Constructive Criticism

Follow along as the teacher reads the scenario. Then, answer the questions that follow.

Kara is frustrated because she cannot kick the soccer balls into the goal. She really thought she would be better at this. It looked so easy when the other kids kick. Her muscles are tense and she feels like she can't do anything right. She's afraid of what Dave is going to say about her soccer skills.

Why did Kara ask Dave for help?

1.

What can Kara do to manage her emotions?

2.

What can Kara do to show Dave that she really wants to listen to his feedback?

3.

Ready or Not

Read each scenario. Write a healthy response to each person's criticism on the lines provided.

1. You set a goal to make the swim team. You train at the pool every day, and you eat nutritious food to boost your energy. You feel confident at tryouts, but when the coach posts the team roster, your name is not on it. You talk to the coach, and he tells you, "Your form is good, but you don't have the speed and your turns aren't quick enough. Keep practicing and try out again next season."

How would you respond to the coach's criticism in a healthy way?

2. When you turned in your history project, you were certain that you would get an A, but when you got your grade, it was a C-. You're upset and you ask your teacher, Mr. McCrery, why your grade is so low. He replies, "You were supposed to research and discuss the 19th century, which is the 1800s. Instead, you researched the 1900s, which is the 20th century. Next time, read the assignment more carefully."

How would you respond to Mr. McCrery's criticism in a healthy way?

3. You're so excited! You've been chosen to design the costumes for the school play. You spent all weekend sewing the costume for the Galaxy Princess. When Bethany tried on the costume Monday after school, she gasped, "This doesn't fit at all! The sleeves are too long and the hem of the skirt is crooked. You need to sew another one."

How would you respond to Bethany's criticism in a healthy way?



Behavior ID

Read the definition of bullying below. Then, circle the bully behaviors in the chart below.

bul·ly·ing / repeated, aggressive behavior intended to intimidate or hurt someone, physically or emotionally

Threatening

Taking someone's things

Spreading rumors

Cyber bullying

Intimidation

Joking about looks

Gossiping

Ridiculing

Writing mean things

Excluding someone

Embarrassing someone

Harassing someone

Isolating someone

Teasing

Ignoring someone



Distinctions

Read the two scenarios below. Each one involves teasing, but only one involves bullying. Mark the circle next to the scenario that describes bullying behavior. Be prepared to explain your answer.

1. When the bell rang, Ross jumped out of his desk to catch up with Rebecca calling out, "Hey, Rebecca! Do you want to go to the park after school?" Before Rebecca could answer, WHAM! Ross ran right into the door. Ross' best friend Mike teased, "Hey Mr. Magoo, it's better if you open the door first!" ☐

2. Monica teases Tonya about what she wears just about every day. Yesterday, Monica and her friend spotted Tonya searching for something in her locker. Monica called out, "Looks like Tonya lost her sense of style again." Monica and her friend laughed loudly. ☐



Motivations

List three reasons why someone would use bullying behaviors.



Rapid Response

Read each version of the scenario below and the list of responses that follow. Identify the top three responses you would use in each bully situation and rank them with a 1, 2, or 3 with 1 representing your top response. Be ready to share your answers.

Witness

You're walking to Science class and you see Charles knock Edward's binder out of his hands. Edward's papers spill everywhere and he scrambles to pick them up. Laughing at the spectacle he created, Charles says, "Gee Edward, having trouble keeping it together today?"

- ___ *I would support the target and encourage others to be supportive.*
- ___ *I would alert a trusted adult to the bullying behavior.*
- ___ *I would be a positive influence on the bully by encouraging him to show his strength by playing a sport.*
- ___ *I would choose to respect the target and not participate in the bullying behavior.*
- ___ *I would invite the target to participate in activities with me and my friends.*
- ___ *I would assert myself and tell the bully that no one respects bullying behavior.*

Target

As you close your locker and turn around, you find Charles standing there with a creepy smile on his face. He reaches out and knocks the binder out of your hands. Papers spill everywhere and you scramble to pick them up. Laughing at the spectacle he created, Charles says, "Gee Edward, having trouble keeping it together today?"

- ___ *I would try to make new friends or identify friends who support me.*
- ___ *I would alert a trusted adult to the bullying behavior.*
- ___ *I would steer clear or walk away from the bullying behavior.*
- ___ *I would be assertive with the bully and say, "People would respect you more if you didn't push them around."*
- ___ *I would respond to the bullying behavior with humor.*
- ___ *I would remember that I am important and know that people accept and support me for who I am.*

Bully

You walk up and stand behind Edward while he's struggling with his locker. You smile because you know what's coming next. Edward turns around and looks at you with dread. You knock the binder out of his hands. Papers spill everywhere and he scrambles to pick them up. You can't help but laugh at the spectacle you just created saying, "Gee Edward, having trouble keeping it together today?"

- ___ *I would learn to respect myself and others.*
- ___ *I would choose to get recognition by encouraging others rather than harassing or threatening them.*
- ___ *I would ask someone to help me understand why I bully and make a plan to change my behavior.*
- ___ *If I made threats, I would figure out a way to back down gracefully.*
- ___ *I would try to stop my bullying behavior and learn to empathize with others.*
- ___ *I would figure out other ways to show my strength or to be funny.*



Unsubscribe

Read the list of words below and cross out the behaviors that do not belong in a healthy relationship.

Put Downs

Compromise

Trust

Insults

Understanding

Embarrassment

Humiliation

Honesty

Communication

Control

Listening

Possessive

Respect

Jealousy

Forgiveness

Isolation

Support

Fear

Threats

Empathy

Abuse

Equity

Caring

Violence



Warning Message

Read each statement. Circle the warning icon if it is a warning sign of dating violence and circle the heart icon if it is not a warning sign.



1. Before Sophia started dating Aiden she wasn't really into sports, but now she goes to most of Aiden's baseball games to support and encourage him.



2. Ella has always been proud of her ability to play the violin, but that changed after she started dating Owen. Owen laughs at her playing and tells her that she isn't very good.



3. Jaden has always been very outgoing and involved in the lives of his two little sisters, but since he has started dating Hayley, she demands most of his time. Now he doesn't go out with his friends and rarely hangs out with his sisters.



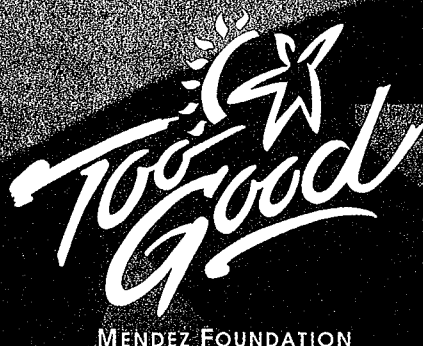
4. Isaac repeatedly calls his girlfriend demeaning names and then laughs and tells her she is too sensitive.



5. Juanita texts her boyfriend multiple times an hour to find out where he is and what he is doing. He turns his phone off just to get a break from her.



6. When Naomi told her boyfriend she wasn't going to be able to go to the Spring Dance with him, he put his fist through the wall in his bedroom.



MENDEZ FOUNDATION

Too Good for Drugs
Kindergarten through Grade 8
Alcohol, Tobacco, and Other Drug Prevention

Too Good for Violence
Kindergarten through Grade 8
Social Emotional Learning and Character Education

Too Good for Drugs & Violence
High School

Too Good for Drugs & Violence
Staff Development

Too Good for Drugs & Violence
After-School Activities

Celebrating Healthy Choices
Kindergarten through Grade 5
Connecting the Whole School and the Community

For more than thirty years the Mendez Foundation has been developing and implementing unparalleled prevention education programs K-12 that teach kids they are too good for drugs and violence, in addition to planting the seeds of healthy eating for healthy living. Our evidence-based, skill-building programs make a positive impact on the lives of students, teachers, parents, and community leaders nationwide. Prevention Education. A small investment with a big return: healthy, happy kids for generations to come.

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