

Violence

Student Worksheet



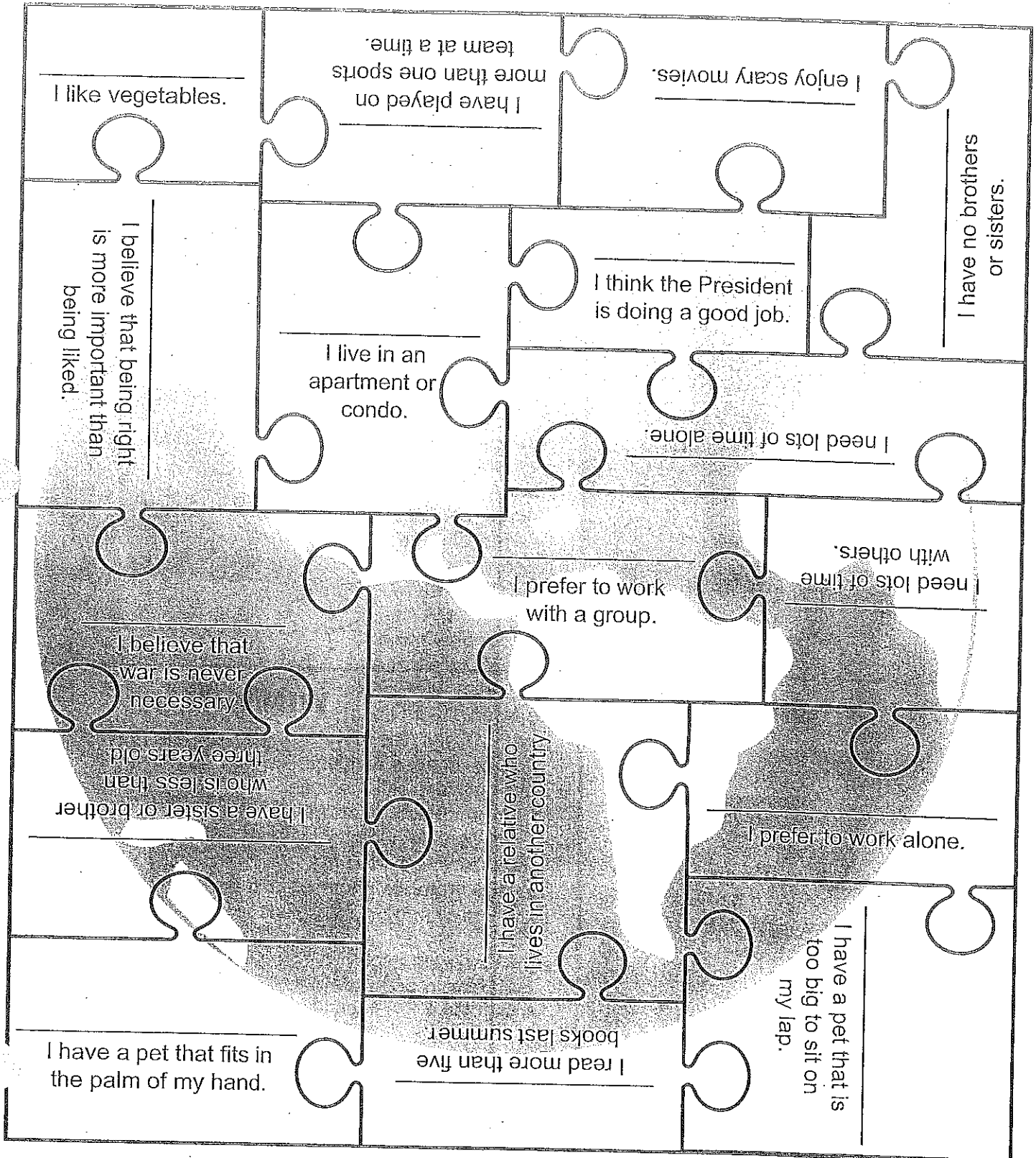
Name:

Grade

7

Puzzled About How We All Fit Together?

Directions: There is nothing puzzling about diversity – it takes many different people to make a whole class, just as it takes many different people to make a whole world. Find a different person to sign each part of the puzzle below.



Conflict Case Study A

Directions: With your partner, read the scenario. Use the tips on the poster to help you work together to work out your differences.

You two sit at the same table in science class. The teacher has given an assignment that can be done by one student working alone or by several students working cooperatively. Your partner enjoys working with others, but you prefer to work alone.



Conflict Case Study B

Directions: With your partner, read the scenario. Use the tips on the poster to help you work together to work out your differences.

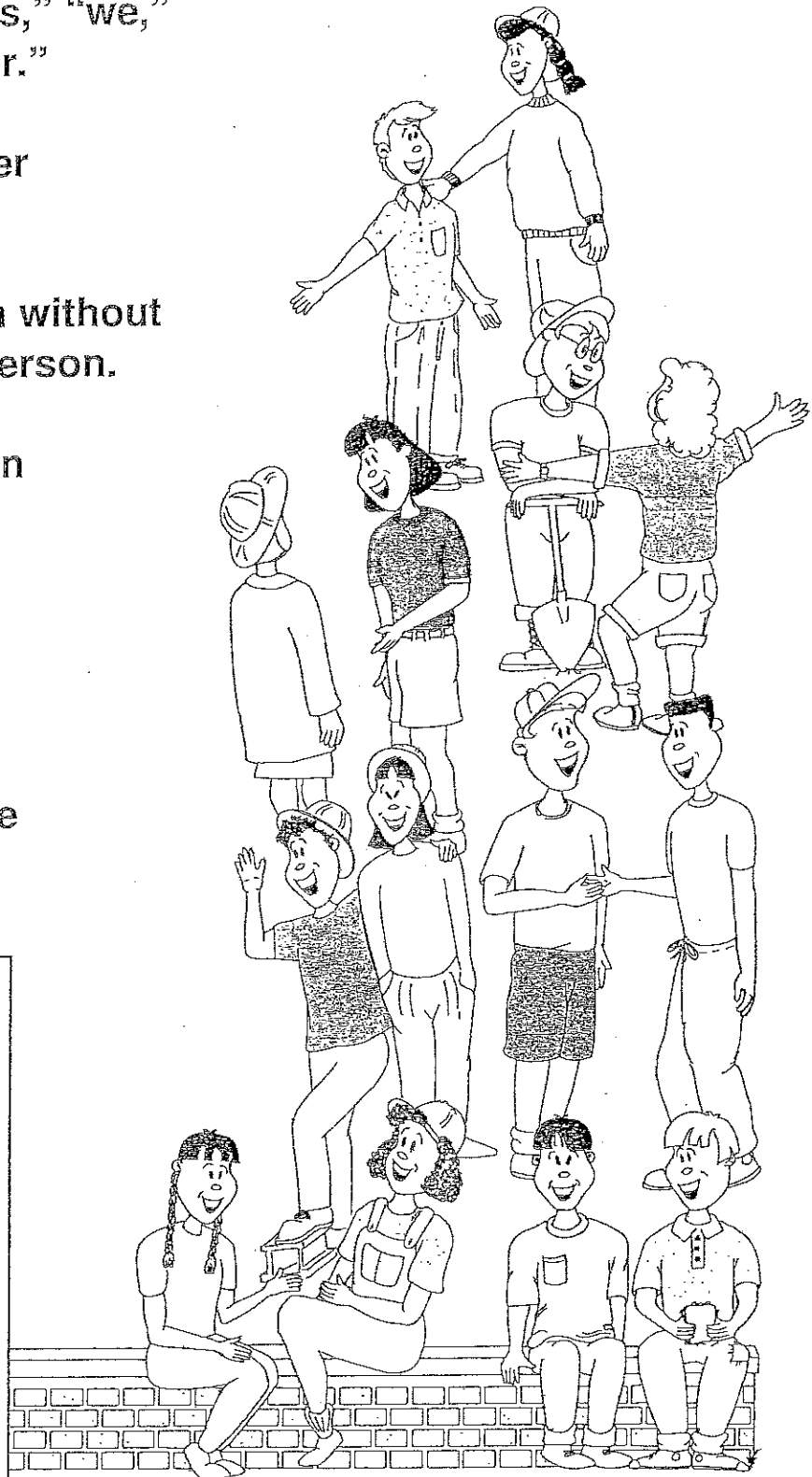
You are going to the movies together tonight. One of you likes scary movies, and the other does not.

Work Together To Work Things Out.

- Use words like "let's," "we," "our," and "together."
- Ask to hear the other point of view.
- Identify the problem without blaming the other person.
- Call the other person by name.
- Use a calm voice.
- Relax your body.
- Show respect for the other person.

Hazards

- Demanding
- Refusing to Listen
- Blaming
- Name Calling
- Yelling
- Threatening
- Using Put-downs



HOW TO SCORE STUDENT SURVEY AND ANALYZE OUTCOMES

Directions for Scoring Too Good for Violence (TGFV) Grades 6-8 Student Survey

Point values are assigned as follows:

Agree a LOT = 5 Agree a Little = 4 Not Sure = 3 Disagree a Little = 2 Disagree a LOT = 1

Compute the mean score for the survey by summing the point values of the responses (1 to 5) and dividing by the number of responses given. Protective Factor Subscales are scored similarly-adding the point values for the items in each scale and dividing by the number of responses given. *Blank items are not counted in the number of responses.* The maximum possible average score for the survey and subscales is 5.0 and the lowest score is 1.0. Higher scores indicate more positive attitudes, perceptions and skills. Lower scores indicate less desirable levels of attitudes, perceptions and skills. Items that should be scored in reverse include: 4, 12, 19, and 26 and 29 (Agree a LOT = 1, Agree a Little = 2, Not Sure = 3, Disagree a Little = 4, and Disagree a LOT = 5). Subscales missing more than three out of the seven responses are less reliable.

Total Survey Score (Items 1-36, Internal consistency $r \alpha = .94$)

Protective Factor Subscales:

Perceptions of Interactions with Others

- 4. I yell at other students when I am mad. (recode)
- 8. If a kid feels bad, I try to make them feel better.
- 12. I push or shove students who make me mad. (recode)
- 19. I call other students names when I am mad. (recode)
- 21. I can disagree with other students without yelling.
- 24. I will ask a student to join my study/learning group if they don't have someone to work with.
- 26. I get into a lot of fights at school. (recode)
- 29. I argue a lot with other students. (recode)
- 33. If I make a mistake, I say "I'm sorry."

Emotional Competency Skills

- 1. I use "I feel messages" to share my feelings with other students.
- 2. It is easy for me to talk about my feelings.
- 6. I know many different words to describe what I feel inside.
- 9. I can calm myself down when I am upset.
- 11. I am responsible for what I feel.
- 20. I make good decisions because I take the time to think about what might happen.
- 23. I stop and think before I act when I am mad or upset.
- 30. When I feel angry, I distract myself, relax and talk to myself.
- 34. I know several effective skills for managing my emotions.

HOW TO SCORE STUDENT SURVEY AND ANALYZE OUTCOMES continued

Social and Resistance Skills

- 3. If I have an argument, I try to work it out with the other student.
- 7. If a student bothered me, I could just walk away or ignore them.
- 10. I walk away, use humor, or "I feel messages" to keep my self-control.
- 13. If a student teased me, I might make a joke out of it.
- 15. If I have a conflict, I ask to hear the other student's side of the story.
- 16. I use peaceful ways to work out conflicts with other students.
- 22. I try to think of many different ways to solve a problem.
- 31. I tell other people when I think they have done something that is unfair.
- 35. If any of my friends discriminated against other students, I could try to get them to stop.

Communication Skills

- 5. I look at students' faces and body language to understand how they feel.
- 14. I can tell how students feel by listening to their tone of voice.
- 17. I try to understand how other students feel.
- 18. I ask other students what they feel if I am not sure.
- 25. I listen to other students even when I disagree.
- 27. I tell other students how I feel when they do something I like.
- 28. I tell other students how I feel when they do something I don't like.
- 32. One of the best ways to handle a problem with another person is to brainstorm together.
- 36. If a friend criticizes me, I listen and try to understand.

What's Your Opinion?

Student Handout

Directions: Circle "agree," "disagree" or "not sure" to show what you think about each of the following statements.

1. We should be paid for recycling paper, plastic and glass.

Agree

Not Sure

Disagree

2. When friends ask, "How do I look?" you should tell the truth.

Agree

Not Sure

Disagree

3. The best thing to do when you hear someone talking about someone else is not to repeat what you hear.

Agree

Not Sure

Disagree

4. When you have to do a report for school, you should be able to choose whether to watch the video or read the book.

Agree

Not Sure

Disagree

5. When you look for a friend, you should always try to find someone whose interests are the same as yours.

Agree

Not Sure

Disagree

Four Squares

Directions: Read the conflict given below. With your partner, create an example of each of the four kinds of solutions, and write the examples in the squares.

Here is the conflict situation:

Alfred and Nick are friends who want to see a movie together tonight. Alfred wants to see a western movie, but Nick wants to see a comedy.

	Alfred does NOT GET what he wants.	Alfred GETS what he wants.
Nick does NOT GET what he wants.	LOSE/LOSE	LOSE/WIN
Nick GETS what he wants.	WIN/LOSE	WIN/WIN

Role Play Script #1

Sweethearts No More

Arsenio: You know that necklace I gave you? I want it back.

Rosa: No way. It was a gift, and I'm keeping it.

Arsenio: Look, just because we broke up doesn't mean we have to act like enemies. We can work this out.

Rosa: Yeah, we can still be friends, even if we aren't going out anymore. But Arsenio, you did give me that necklace, so it's mine now.

Arsenio: I bought the heart charm for you and put it on my gold chain. Now that we aren't going out anymore, I want my chain back.

Rosa: So I can keep the charm?

Arsenio: Sure. I gave you the charm as a present. It's yours.

Rosa: Fine with me.

Role Play Script #2

A Birthday Clash

Tina: Dad, I want Mexican food for my birthday dinner.

Tracy: Hey, you can't have that! I want a hamburger!

Tina: Tough. I asked first, and it's my year to pick the restaurant.

Tracy: Well, it's my birthday too, and I want a hamburger!

Tina: How could we get both kinds of food?

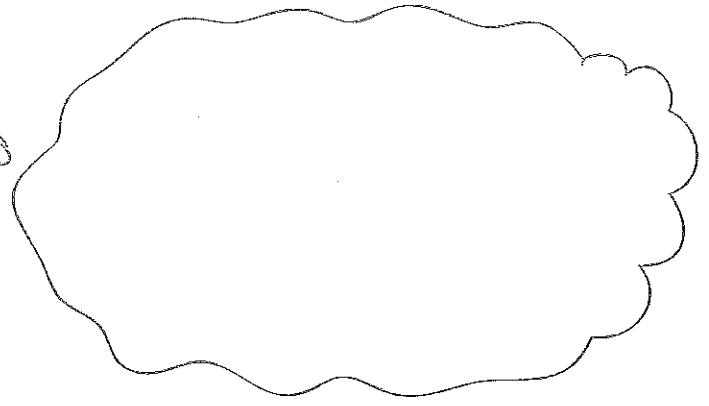
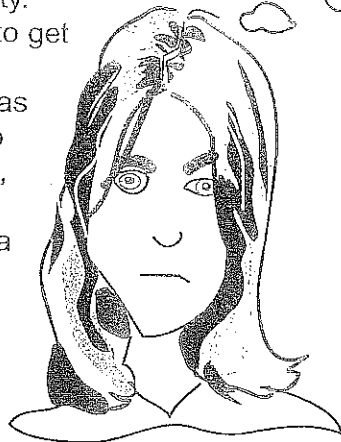
Tracy: Maybe we could go to the food court at the mall.

Tina: Yeah, then I can have Mexican food, and you can get a hamburger.

Tracy: And we can spend the gift certificates we got from the relatives.

Shana's Shirt

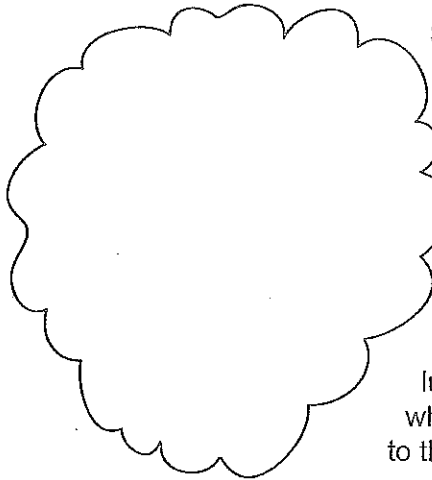
Shana and her friend Noreen were in Shana's room looking at clothes and talking about what to wear to a party. Later, when Shana started to get dressed for the party, she couldn't find the shirt she was looking for. When she got to the party, there was Noreen, wearing a shirt just like Shana's missing one! Shana thought to herself, "What a witch! She stole my shirt! I'll show her!"



Cross out the thoughts that would make Shana get angrier. Write something Shana could say to herself that would reduce her angry feelings.

Say What?

Left at Lunch



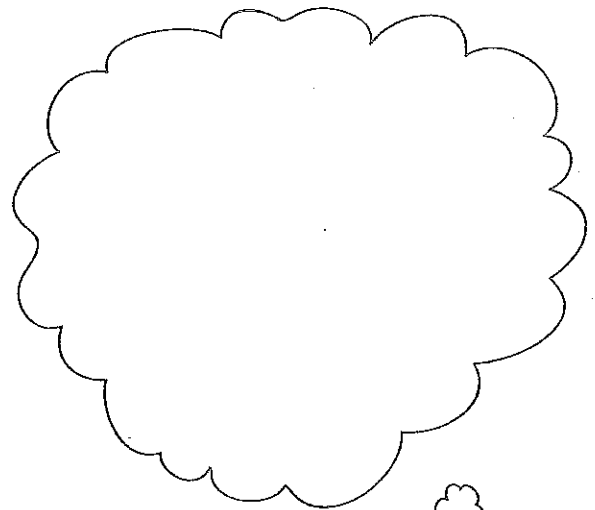
Sue and Alicia have been good friends for a long time, but lately Alicia has been hanging out with some new girls. Today when Sue tried to join Alicia and her new friends at their lunch table, Alicia whispered something to the other girls who were with her. They all

laughed and moved to another table, leaving Sue sitting there alone. Sue thought, "She's gotta lotta nerve! She'll be sorry. I'll tell the whole school what she did. Everyone will know what a loser she is."



Cross out the thoughts that would make Sue get angrier. Write something Sue could say to herself that would reduce her angry feelings.

A Friend Who Flirts



Jim and Wendy had been going together for about a month. When Jim saw his best friend Antonio flirting with Wendy, his first thought was, "That jerk! He's not going to get away with this!"

Cross out the thoughts that would make Jim get angrier. Write something Jim could say to himself that would reduce his angry feelings.



The Chain of Events

This chain of events went from bad to worse. Marco didn't know that he had responsibility – the *ability to respond* to an anger-provoking event in a positive way.

Cross out everything that Marco could have changed. On the lines at the bottom of this page, write how Marco could have responded differently.

Event

Chip sneered at Marco and whispered something to the girl in front of him, who laughed.

Thought

Marco thought, "Jerk! You think you're better than I am!"

Feeling

Marco felt angrier and angrier.

Action

Marco grabbed Chip by the neck of his t-shirt.

Consequence/Event

The teacher sent Marco to the dean's office.

Thought

Marco thought, "It's not fair!"

Feeling

Marco felt angrier and angrier.

Action

Marco threw a chair against the wall.

Consequence/Event

Marco was suspended.

How could Marco have responded differently when Chip sneered?

What could the consequence have been?

A Chain of Events for Charlene

Student Handout

Directions: Read the following story. With your partner, rewrite the story at the bottom of the page with a positive thought that leads to a positive consequence.

Event

Elena forgot to return a bracelet she had borrowed from Charlene.

Thought

Charlene thought, "Some friend she is! I'll bet she forgot on purpose. She just wants to keep my bracelet for herself."

Feeling

Charlene felt angrier and angrier.

Action

Charlene accused Elena of stealing her bracelet.

Consequence/Event

Elena said, "Here's your bracelet. But don't call me any more. I don't need friends like you."

Event

Elena forgot to return a bracelet she had borrowed from Charlene.

Thought

Feeling

Action

Consequence/Event

Testing the Communication Formula

Circle the letter of the best word or words to complete the formula. {Hint: Watch out for blaming, threatening, name-calling or put-downs that would contaminate your message.}

The first part
should name
your feeling.

1. "I feel _____"

- a. that you are a loser.
- b. like punching you.
- c. angry.

The second part
should name the
action you are
angry about.

2. I feel angry "when you _____"

- a. act like such a jerk.
- b. steal from me.
- c. use my pen without asking me first.

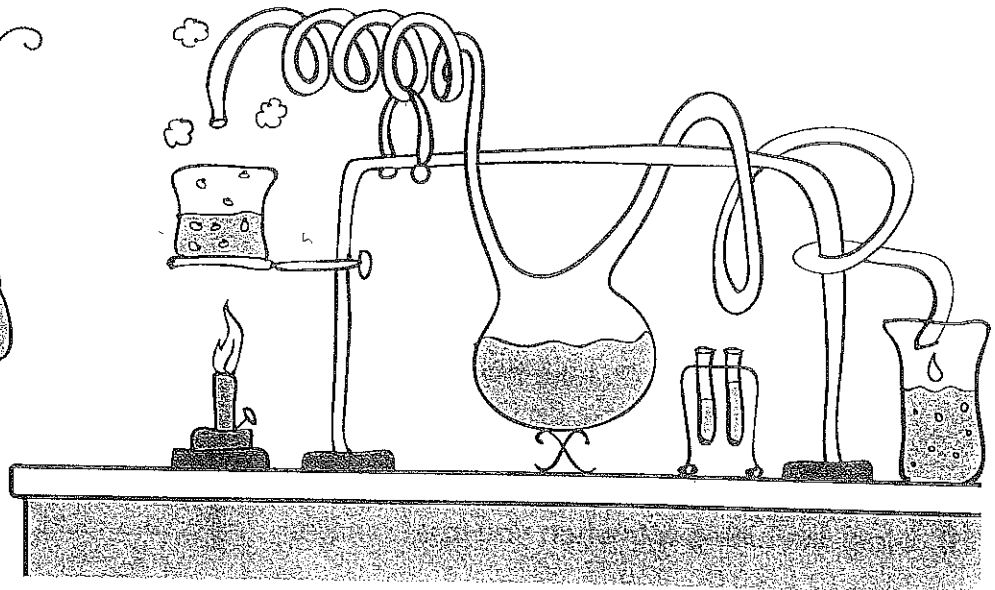
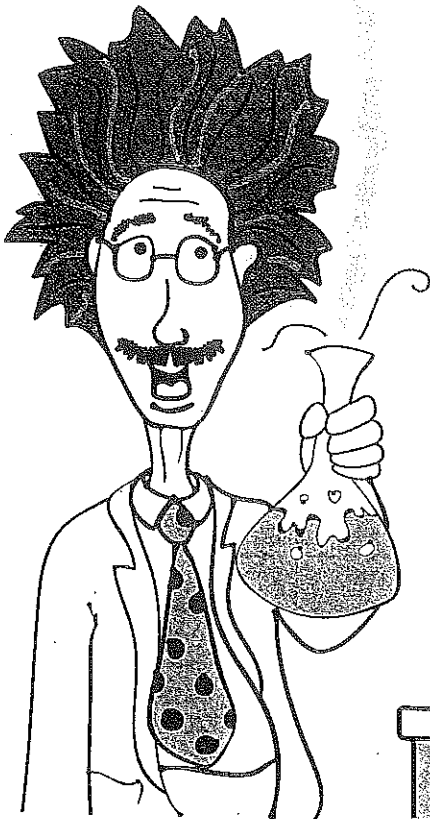
The third part
should name the
effect on you.

3. I feel angry when you use my pen without asking me first "because _____"

- a. I can't find it when I need it.
- b. that's stealing.
- c. It's rude and I'll punch you if you do it again.

The fourth part
should say what
you want to have
happen next.

4. I feel angry when you use my pen without asking me first because I can't find it when I need it. "I want _____"
- a. to punch your lights out.
 - b. you to ask me when you want to borrow my things.
 - c. you to quit stealing my stuff, you jerk!

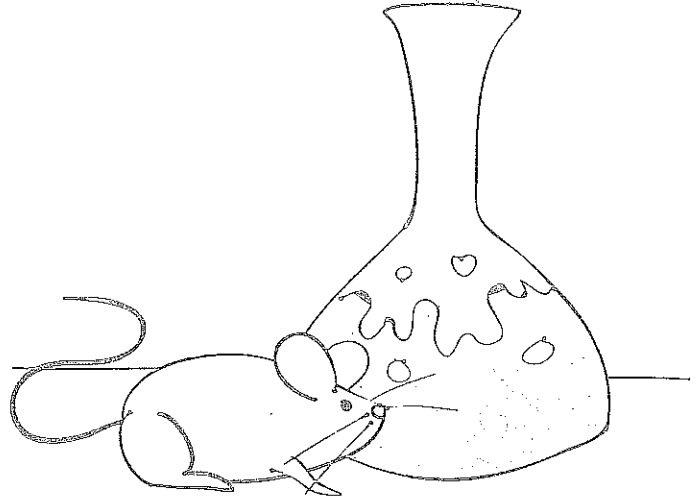


The Real Life Laboratory

Write the professor's formula in the space below.

Circle the numbers of the messages that follow the professor's formula.

1. I get irritated when you are late. It's boring to sit around waiting for you. I want you to be on time.
2. I feel like you are a thief. You haven't paid back the money you owe me like you said you would.
3. I feel angry when you spread rumors about me because you are a liar.
4. It bugs me when you stand close to me when I'm on the phone. I need some privacy.
5. I'm really mad about the way you just pushed me down. It hurt, and it was embarrassing. I want you to be more careful.
6. I feel mad when you eat all the cookies without saving some for me because you are a selfish jerk.
7. I feel betrayed when you make fun of me in front of our friends. I'm not sure I can trust you any more. I want you to stop teasing me.
8. I get mad when you repeat my secrets because then I don't feel comfortable telling you anything any more. I want to be able to talk to you in confidence.
9. I feel angry when you take my sweatshirt without asking because that's stealing. I want you to give it back.
10. I feel like hitting you when you treat me like this. You are so mean.



Read the following scenario and pretend that this really happened to you. Use the professor's formula to communicate your feelings to your friend.

You and your friend wanted to read the same book, but the media center only had one copy. You checked out the book. When you finished reading it, you loaned it to your friend, who promised to return it before the due date. You just got an overdue notice from the media center, saying that you owe \$1.00 fine for the book you checked out. Your friend says that since you shared the book, you should share the fine, but you don't agree.

Cool Come-Backs

When someone puts you down, CHILL and choose a cool response. Circle three of the come-backs you like. Then, on the lines at the bottom of the page, write three cool come-backs of your own.

"I bet you say that to all your friends."

"I don't think so."

"I disagree."

"Big deal."

"It's been fun talking to you."

"This must be National Put-down Day!"

"You're right, and it's going to get worse."

"Amazing, but true."

"You sure know how to hurt a guy."

"Thanks for sharing that."

"I didn't know you cared!"

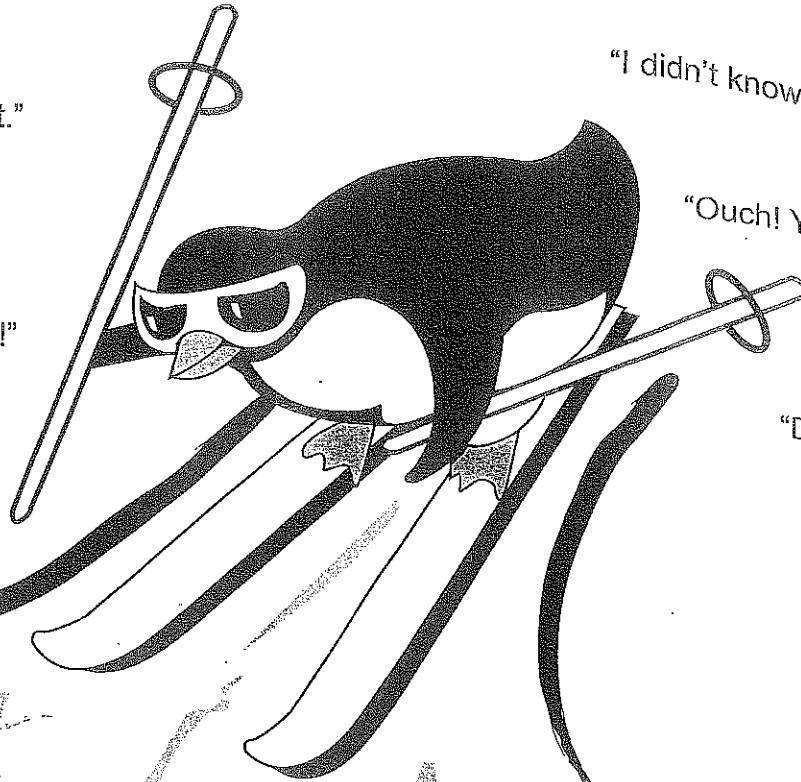
"Noooo, really?"

"Ouch! You got me!"

"What a kind thing to say!"

"Direct hit!"

"That's your opinion."



Write three Cool Come-Backs (not put-downs) of your own.

1

2

3

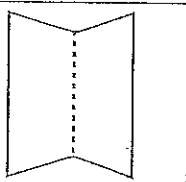
COME ON, KEEP COOL

Don't let it

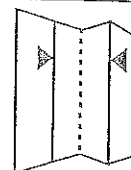
COME TO BE A BACK YARD BRAWL

Sometimes there is a thin line between a hot-headed insult and a cool come-back. Follow the directions to reveal some come-backs you can use to keep your cool when put-downs happen to you.

Step 1. Fold the page in half vertically on the dotted line, so that you can't see these directions.



Step 2. With the page still folded in half, fold the right side of the page back until the ▶ meets ◀ to form a bow tie. ▶◀



I DON'T CARE WHAT YOU THINK SO
THERE!

Thanks you pin-head for sharing.

I bet you say your mother and stuff like that to all your friends.

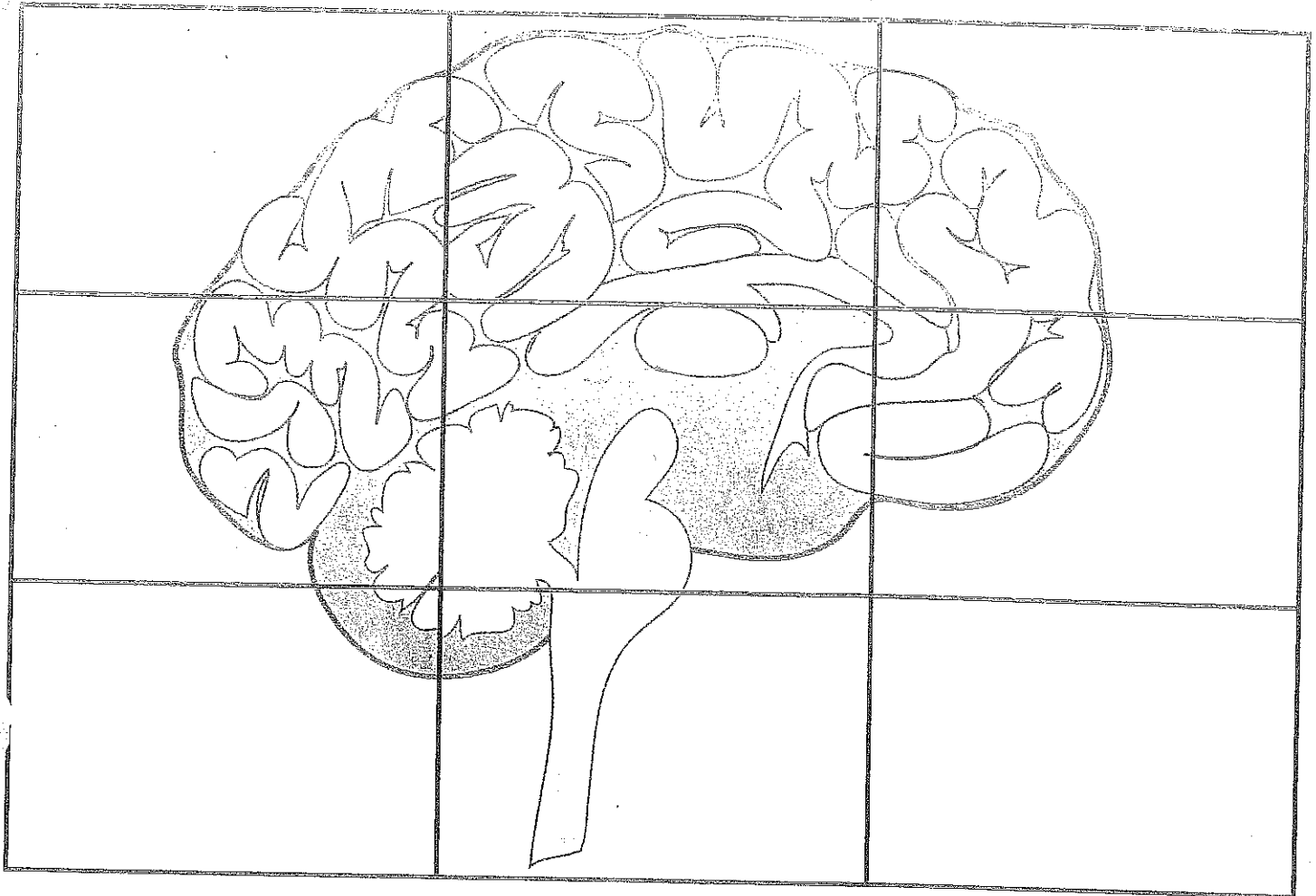
I didn't know people could smell like animals, as if you cared.

What a jerk you are. I haven't a kind thing to say
about you.

BIG , FAT, HAIRY DEAL.

Brainstorm in a Box

Find as many rectangles as possible in the drawing below.



**If you feel
boxed in,
remember...**

- Agree to work together to solve the problem.
- Get both points of view. Ask how the other person sees it.
- Brainstorm as many solutions as you can.
- Choose a solution you both like.

Score 1 =

Score 2 =

