

Strong Kids

*A Social and Emotional Learning
Curriculum for Students in Grades 4-8*



Kenneth W. Merrell, Dianna Carrizales, & Laura Feuerborn
with assistance from members of the Oregon Resiliency Project Research Team



The Oregon Resiliency Project
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*Other members of the Oregon Resiliency Project Research Team who have made significant contributions to the development of the Strong Kids and Strong Teens curricula include:

Leah Benazzi	Kent McIntosh
Sarah Castro-Olivo	Jean Mercier
Erin Chaparro	Nicole Nakayama
Christine Davis	Christiane Oilar
Keith Herman	Kristin Orton
Duane Isava	Scott Ross
Travis Laxton	Lisa Sterling
Kelly McGraw	Wendy Reinke

**Oregon Resiliency Project
School Psychology Program
5208 University of Oregon
Eugene, OR 97403-5208
541-346-2412
<http://orp.uoregon.edu>**



PART 1

INTRODUCTION AND OVERVIEW

INTRODUCTION

Background

The primary mission of public education has traditionally been perceived as promoting the development of academic skills. Despite this traditional view, there is no question that most educators, parents, students, and the general public support and expect a broader mission for schools (Greenburg, et al, 2003). Some examples of this expanded agenda include character education, development of good work habits, promotion of good citizenship, development of social and emotional competence, and promotion of healthy and productive lifestyle. Commenting on the need for this broader agenda, Greenberg and his colleagues stated:

High-quality education should teach young people to interact in socially skilled and respectful ways; to practice positive, safe, and healthy behaviors; to contribute ethically and responsibly to their peer group, family, school, and community; and to possess basic competencies, work habits, and values as a foundation for meaningful employment and citizenship... We consequently assert that school-based prevention programming—based on coordinated social, emotional, and academic learning—should be fundamental to preschool through high school education (2003, pp. 466-467).

We emphatically agree with this statement. In addition, we propose that teaching young people positive social, emotional, and behavioral skills is not only an essential mission for educators and mental health professionals, but one of the most critical challenges facing our society in the 21st century. As many researchers, writers, and public officials have noted, changes in the structure of society and families have resulted in an increasing percentage of children and families who are “at-risk” for developing a variety of behavioral, social, and mental health problems (e.g., Costello & Angold, 2000; Doll & Lyon, 1998; Farmer & Farmer, 1999; Hoagwood & Erwin, 1997; Satcher, 1999). The numbers of children and youth affected by these problems are surprisingly high. Greenberg, Domitrovich, and Bumbarger (2001) have asserted that between 12% and 22% of children and adolescents under age 18 experience mental health problems of sufficient severity to be in need of mental health services. These percentages represent a staggering figure of up to 1 out of every 5 children and adolescents in some instances. Without question, effective responses to these problems, including mental health prevention and early intervention curricula in educational settings, must occur if these challenges are to be stemmed.

Despite sincere and well-meaning attempts to offer real solutions to social, emotional, and mental health problems of students in school settings, many of the programs or interventions that have been implemented are simply ineffective. Walker (2001) stated that “educators are notorious for embracing programs that look good but do no actual good” (p. 2). In their defense, we should note that school personnel who work on the front lines of serving children and youth who have significant mental health issues are often overworked and not provided with sufficient resources with which to make the impact they desire. Furthermore, some developers and publishers of mental health prevention programs tend to overwhelm educators and clinicians with claims of effectiveness, even when there is little or no supporting evidence. Worse yet are reactionary school policies, such as the perennial “get tough” approaches that are not only ineffective in the long-term, but contribute to the development of systems that are hostile,

aversive, socially toxic environment, and incompatible with optimal development of academic skills and mental health (Hyman & Perone, 1998; Skiba & Peterson, 1999).

Despite these problems and challenges, there is reason for optimism regarding our ability to positively impact the social and emotional health and resiliency of children and adolescents, even those from very adverse life circumstances. One reason for this optimism is the accumulation of a large body of scientific evidence regarding what has been termed *developmental resilience* (Doll & Lyon, 1998). This notion of resilience concerns the ability of individuals to cope successfully with adversity, risk factors, and severe life stress, and for young people to develop into competent and happy adults despite these problems. Central to this notion of developmental resilience is the idea that some characteristics of resilience—the cognitive, behavioral, and affective skills that enable one to cope effectively with adversity—may be systematically taught and learned. Although some aspects of resiliency or developmental hardiness may be innate or biologically-based, the evidence convinces us that learning plays a crucial role in developing the ability to cope effectively with problems and challenges. Stated simply, the ability to be resilient and to cope effectively in the face of adverse circumstances and challenges in life is something that can be acquired in great measure through systematic and effective instruction in the critical requisite skills involved.

Social and Emotional Learning

Another reason for optimism regarding our ability to positively impact the social and emotional health and resiliency of young people is an impressive emerging literature in the area of *social and emotional learning* (SEL; Zins, Bloodworth, Weissberg, & Walberg, 2004). SEL has been defined as systematic, cohesive, and effective instructional programming designed to teach social and emotional skills to children and adolescents, to prevent mental health problems, and to provide effective early intervention for those problems that are beginning to emerge (Greenberg et al., 2003). There are many manifestations of SEL programs, ranging from simple training in social or other life skills to expansive, multi-pronged efforts to prevent antisocial behavior and conduct problems. Since about the early 1990s an impressive array of evidence-based SEL programs have been developed and made available for use in education and mental health. These programs vary substantially in mode of instruction, time and resources required, target areas, and cost.

The specific type of SEL program selected will depend on the specific needs and requirements of an institution or community, and the competencies and problems that are most important to target, but those efforts that are most successful tend to be implemented in a planful, cohesive manner within a system. Fragmented, uncoordinated efforts seldom produce more than superficial, short-term results (Greenberg et al., 2003). Emory Cowen (1994), a pioneer in the modern science of mental health prevention and wellness promotion, has argued that there are five main pathways to wellness. These pathways include:

- Forming wholesome early attachments
- Acquiring age-appropriate competencies
- Exposure to settings that favor wellness outcomes
- Having the empowering sense of being in control of one's fate

- Coping effectively with stress

It stands to reason then, that for optimal effectiveness and impact, any effective comprehensive SEL program should address most, if not all of these five critical pathways.

A Model for Promoting Prevention

During the past decade, educational researchers have adapted public health prevention models for use in school systems (e.g., OSEP Center on Positive Behavioral Interventions and Supports, 2004; Walker, et al., 1996). We believe that this model has great importance for promoting social and emotional learning, and for school-based promotion of children’s mental health in general. Sometimes referred to as the “triangle,” this model of prevention and intervention includes service delivery at three levels of prevention: students who currently are not experiencing learning and/or social/behavior difficulties (*Primary Prevention*); students who are considered to be *at risk* for the development of learning and/or social/behavior difficulties (*Secondary Prevention*); and students who currently are experiencing significant learning and/or social/behavior difficulties (*Tertiary Prevention*).

We can visualize this model and its three levels of prevention as a triangle. The entire triangle represents all students within a school setting, the majority of whom are not experiencing difficulties (i.e., the bottom portion of the triangle), some of whom are at-risk of developing significant problems (i.e., the middle portion), and an even smaller percentage who are currently experiencing significant difficulties (i.e., the top portion). Typical practice is to focus on those students who are at the top of the triangle—those who are currently experiencing significant learning and or social-emotional difficulties. Practitioners tend to spend the majority of their time and effort providing tertiary prevention (i.e., individualized assessment and intervention services) to these students on a case-by-case basis. These students make up the smallest percentage of the school population, but because of the significance of their problems, they often require the majority of time and resources from school personnel (Walker et al., 1996).

Shifting to a system-wide prevention model requires that we look at the “big picture” by considering the needs of *all* students, not just those who are referred because they are currently experiencing significant difficulties. The foundation of a prevention approach is the use of universal interventions (i.e., *primary prevention*) designed to enhance the delivery of effective instruction and improved school climate to promote academic, social, and behavioral resilience of *all* students in the school. This idea requires that we begin to move some resources and energy toward those children and adolescents who are not currently experiencing significant difficulties, in order that we might help them acquire skills to reduce the probability that they will eventually rise to the “top of the triangle.” More specifically, *primary prevention* for students who are not currently experiencing learning and/or social/behavior difficulties is accomplished through school-wide and class-wide efforts that involve the consistent use of research-based effective practices, ongoing monitoring of these practices and student outcomes, staff training and professional development. The goal of primary prevention is to create school and classroom environments that promote student learning and health, and decrease the number of students at-risk for learning and/or social/behavior problems.

As important as it is to focus on primary prevention, we also know that not all students respond similarly to these efforts. Thus, it is important to monitor student progress and to assess whether students are at-risk (i.e., in need of secondary prevention efforts) or experiencing significant difficulties (i.e., in need of tertiary prevention efforts). Identifying students at-risk for learning, social-emotional, and behavior difficulties is an important aspect to comprehensive prevention efforts. For students identified as at-risk and in need of *secondary prevention* efforts the focus is on the delivery of specialized interventions (often at a small group level) to prevent the worsening of problems and to prevent the development of more significant concerns. The focus on early identification and early intervention is important.

With respect to mental health and social-emotional problems of children and adolescents, we believe that this prevention model is an ideal way to think about providing social and emotional learning programs and other services. Thinking in this way about the challenges we face in promoting social-emotional wellness and mental health among children and adolescents makes these challenges more manageable. Instead of waiting until students have developed severe problems and require extensive time and effort to simply be managed, we can always focus a portion of our resources on prevention activities that will ultimately reduce the number of students at “top of the triangle.”

ABOUT *STRONG KIDS*

The *Strong Kids* curriculum is a brief and practical social and emotional learning program that has been designed for the purpose of promoting social and emotional resilience and coping skills of children and adolescents in grades 4-8, or approximately ages 9-14. Although effective promotion of these competencies may have broad benefits, emotional resilience and the various cognitive and behavioral strategies included in the Strong Kids curriculum may especially be key components in helping to prevent and reduce the severity of depression, anxiety, and related social and emotional problems. Because Strong Kids is designed to be both a prevention and early intervention program, it has a wide range of applications, and may be used effectively with high functioning, typical, at-risk, or emotionally disturbed children, and in a variety of settings.

We designed Strong Kids to target each of the five pathways to wellness advocated by Cowen (1994). Furthermore, as we created this curriculum over a three-year period, and as we have continued to refine and research it, we have envisioned Strong Kids as a carefully designed social and emotionally learning program designed to prevent the development of certain mental health problems and promote social and emotional wellness among young people. Strong Kids is not the right SEL program for all types of problems. We especially targeted the internalizing domain of internalizing behavioral and emotional problems (e.g., depression, anxiety, social withdrawal, somatic problems), and the promotion of what we term *social and emotional resiliency* in designing these curricula: We never intended Strong Kids to be a comprehensive program for preventing school violence or antisocial behavior, even though it may play a role in supporting these aims as part of a comprehensive program of effective behavior support. In addition, we specifically designed Strong Kids as a low-cost, low-tech program that can be implemented in a school or related educational setting with minimal professional training and resources. It is not necessary to be a licensed mental health professional to learn and implement

this curriculum. It can also be taught in a self-contained manner within a specific environment, and does not require expensive community wrap-around services, mandatory parent training groups. The advantage of this programming approach is that Strong Kids is brief, efficient, skill-based, portable, and focused. One disadvantage of this approach is that the program is not designed to be a complete mental health treatment package for children and youth with severe mental health problems. Although our research to date has shown that the curriculum can make a meaningful difference with such populations, it should be used as one component of a comprehensive, intensive intervention program in such cases.

The Strong Kids curriculum is aimed for use with children and early adolescents in latter elementary and junior-high (middle) school settings, **specifically grades 4-8** or approximately ages 9 or 10 through 13 or 14. However, the curriculum is easily adapted for students with a wide range of needs, and contains several suggestions for such amendments. For high school age students (grades 9-12), the *Strong Teens* curriculum, an upward extension of the Strong Kids program, is appropriate.

There are several appropriate settings for use of this curriculum, including but not limited to, general and special education classrooms, group counseling settings, and youth treatment facilities that have an educational component. A wide range of professionals may appropriately serve as group leaders or instructors for this curriculum. General and special education teachers, speech-language pathologists, school counselors, social workers, psychologists, and other education or mental health professionals may serve as effective group leaders.

This curriculum was developed with both time feasibility and ease of implementation as high priorities. Even an exceptionally strong intervention program will never make much of an impact if its time requirements and difficulty of implementation result in few people being able to use it within the time and training constraints of a school system or other youth-serving agency. Thus, the maximum duration of the curriculum is 12 weeks (if lessons are taught once a week), and the average length of each lesson is approximately 45 to 50 minutes.

Strong Kids is a highly structured and partially scripted curriculum, designed to cover very specific objectives and goals. We developed the objectives and goals for each lesson, as well as the implementation guidelines, based on current research findings in education and psychology, aiming for a prevention and intervention program that is built upon a solid base of empirical evidence. Each lesson follows a similar format. The lessons provide optional scripts to aide concept delivery, sample scenarios and examples to better illustrate the concept, and opportunities for guided and independent practice. Group leaders can follow the script and examples directly or modify the lessons to utilize creativity.

OVERVIEW OF STRONG KIDS

Strong Kids consists of 12 carefully sequenced lessons, designed for maximum impact on cognitive, affective, and social functioning within a relatively brief period of time. Each of these lessons are overviewed in this section. You should read these descriptions carefully prior to

preparing your first lesson, so that you will understand the lesson sequencing and the “big idea” behind Strong Kids.

Lesson 1: About Strong Kids: Emotional Strength Training

In the first lesson, *Emotional Strength Training*, students are introduced to the Strong Kids curriculum. A general overview of the individual lessons, and the overall curriculum is presented, providing students with information regarding what they can expect over the course of the instruction. Critical terms such as *emotion*, *self-esteem*, *depression*, and *anxiety* are defined for the first time, and general behavior expectations are outlined. Students are made aware of the importance of this type of curriculum so they are able to understand why appropriate behaviors such as respect for others, confidentiality of shared information, and adequate lesson preparation are integral parts of the experience. If the optional (but highly recommended) symptom checklist and knowledge tests are administered as part of the curriculum, they should be given to students for completion during this first lesson.

Lessons 2 and 3: Understanding Your Feelings

The second and third lessons, *Understanding Your Feelings (Part I and Part 2)* are intended to improve the emotional vocabulary, awareness, and resiliency of students. Being able to understand and recognize one’s emotions is an important skill to all of us during all stages of our lives, because we experience emotions at school, at home, at work, and at play. Being able to recognize one’s emotions and react in a positive way, even when the feeling is not a good feeling will allow your students to create and sustain positive relationships in school and throughout their lives. In *Understanding Your Feelings I*(Lesson 2), students learn to identify different types of feelings and distinguish feelings as being comfortable and uncomfortable. Students learn to recognize what situation might cause them to feel a certain way. The goal of this lesson is to apply the skills learned to different situations at different times and in different settings. In *Understanding Your Feelings 2*, the feelings identification skills are extended to include how one might express different feelings. Students learn that although it is okay to have any feeling, there are appropriate and inappropriate ways of showing or expressing feelings. Given a way of expressing a feeling, students identify the way as “okay” or “not okay.” Students then have the opportunity to apply their new skills in application exercises, making it more likely that they will be able to generalize the new skills to other situations.

Lesson 4: Dealing With Anger

The fourth lesson, *Dealing With Anger* teaches students that everyone experiences anger in their lives. However, many students are not able to appropriately understand and deal effectively with their anger. Misunderstanding anger, and an inability to appropriately manage it, can often manifest itself in inappropriate behaviors such as arguments and fights, depression, and severe frustration, each of which can have unfortunate consequences. This lesson teaches students to understand their anger through a six step Anger Model, and will teach four skills for helping them manage their anger. Anger is introduced as one of many normal emotions that serve a purpose in helping us to understand and adapt to our world. It is important that students understand two basic concepts: (1) that anger is a normal emotion, and (2) that anger serves the

important function of protection and motivation in our lives. We also seek to make an important distinction for students between anger as a normal, healthy emotion and *aggression*, a chosen behavior that is often inappropriate. Students are taught to understand anger using a six step, sequential Anger Model, to improve students' ability to recognize what anger looks like in action. In this lesson, we learn that anger does not "just happen"; it is triggered by predictable events and progresses through a series of steps within which we can play an active role. Students are taught to understand their active roles in the anger process, and the fact that they are not helpless "victims" of their anger, but are active in choosing how to respond to anger.

Lesson 5: Understanding Other People's Feelings

The purpose of the fifth Strong Kids lesson, *Understanding Other People's Feelings*, is to introduce students to the concept and practice of empathy and thus help them better understand others' feelings. Although the previous three lessons have focused on one's own feelings, this lesson will cover recognizing the emotions of others and sharing their perspectives, an essential skill in conflict resolution and compassion. Students who can identify the feelings of others are more likely to be tolerant of people with different views. Students will learn to see a clear link in how one's own actions can affect the emotions of other people. Children with antisocial tendencies often experience what is called "hostile attribution," in which they misperceive others' emotions as anger. This misperception can lead to aggression and violence. Students who practice empathy skills are more able to see a variety of emotions other than anger. By learning to look for physical cues (called "clues" in this lesson), they may be more likely to discern the true feelings of others. The lesson will first explain key concepts and then move into identifying clues about what emotions other people are feeling. Once students are able to model the correct identification of clues, the lesson progresses to a role-play, in which students will experience how people may perceive the same situation differently. They will be asked to take the perspectives of others in order to gain a greater understanding of empathy. Finally, the independent work will provide opportunities for students to apply these skills to their own life experiences.

Lessons 6 and 7: Clear Thinking

Individuals who are depressed and anxious are very likely to develop or have previously developed patterns of unrealistic, distorted, and otherwise maladaptive cognitions or thought. The *Clear Thinking* lessons, Lessons 6 and 7, are designed to help students to recognize positive and negative thought patterns and how they contribute to our moods, choices, and actions in positive and negative ways. The lesson is divided into two parts *Clear Thinking 1* and *Clear Thinking 2*. Clear Thinking 1 teaches students strategies helpful in recognizing negative and maladaptive thought patterns by providing descriptions of some of the more common thinking errors that individual employ. When possible, the thought patterns such as "Binocular Vision", "Dark Glasses", and "Black & White Thinking", are depicted both as a visual icon, and in simplified language to facilitate comprehension and retention. Clear Thinking 2 uses the information provided in Clear Thinking I to then teach students techniques for applying strategies to dispel negative thoughts as they occur in any common situations they may face. Practice exercises, and vignettes are used for discussion.

Lesson 8: The Power of Positive Thinking

Lesson 8, *The Power of Positive Thinking*, provides students with strategies to offset negative thought patterns that can surface as a result of any given daily interaction. For students prone to negative thinking, pessimistic feelings are redirected through exercises, examples, and scenarios designed to encourage a focus on the larger picture and foster optimistic thinking. The new (broader) focus reduces the student's tendency to attribute negative events to themselves by presenting other possibilities to their perceived failures. Similarly, looking at when, where, (or to whom) to attribute ownership or blame also encourages students to accept credit for their successes. The Power of Positive Thinking lesson is designed to arm all students, not just those who may be prone to pessimism and spirals of negativity, with a way to think about daily events optimistically so that reasonable attributions can be made. The method includes training students to spot the situations in which attribution can be an internal success, an external failure, or simply an opportunity to learn.

Lesson 9: Solving People Problems

The ninth Strong Kids lesson, *Solving People-Problems*, is designed to promote awareness of useful strategies for resolving conflict between and among peers. Interpersonal conflict provides one of the most fertile breeding grounds for depression, anxiety, and negative thinking. Thus, learning appropriate and effective ways to resolve these conflicts may be a strong preventive factor for deterring emotional problems as well as social problems. As conflicts may occur daily and can be a source of stress and frustration for students, step-by-step outlines for resolving conflicts are presented. This lesson details the use of a problem-solving model for managing day to day conflicts with peers, and presents techniques for its use and application. The lesson is predominantly organized to address conflicts with peers, however, application of various strategies such as deal-making, compromising, discussion and brainstorming are presented in scenarios that involve hierarchical relationships as well. Students will learn from this lesson that conflict is often a natural part of social interaction, and that with the tools to address conflict, more social interactions can be approached with confidence. Practice exercises and role play situations are also used as examples and teaching tools.

Lesson 10: Letting Go of Stress

Learning appropriate techniques to manage stress is an important strategy to promote emotional resilience and prevent physical and emotional problems. In Lesson 10, *Letting Go of Stress*, it is understood that pre-pubescence and adolescence can be a very stressful time in a person's life. We have all experienced this predictable transformation in our bodies, minds, and social interactions. Therefore, we all have a bit of insight into the many stressors that can be involved in the day-to-day life of a pre-teen or adolescent. This lesson provides the foundation for teaching students about stress and relaxation. Through the lesson and activities the students will learn how to identify stress in their own lives. An opportunity is provided for students to learn a few relaxation techniques that have been proven to be effective with many people as well as generate their own ways of coping with stress. The homework assignment allows students to apply the discussed techniques. Students begin to learn about themselves and how to deal with stress in an effective and healthy manner. Stress is a fact of every person's life. The sooner

students learn how to identify it and deal with this aspect of being human the better their chances are for a healthy existence. Learning how to let go of stress is an integral skill in the development of a strong and resilient kid.

Lesson 11: Behavior Change: Setting Goals and Staying Active

Lesson 11 of Strong Kids, *Behavior Change*, is subtitled *Setting Goals and Staying Active*. Throughout our lives we are asked to achieve many goals. Frequently we are not taught the steps that are necessary to achieve these goals. There is empirical evidence to support the idea that students who are able to set and achieve goals independently perform better than those students who are told what goals to achieve. There is also evidence that learning how to engage more consistently in appropriate positive activities can help to reduce symptoms of depression. The six steps outlined in this lesson are all necessary in order for the students to attain their goals as well as to identify their values in the different domains of their lives. Learning these steps and having immediate success by implementing them is crucial to the success of this lesson. If the students set a short-term goal first and are successful in the goal attainment process then they will be more likely to use the process again in other applications. These steps are not only beneficial for their academic achievement; research indicates that when individuals set realistic and attainable goals they begin taking control of their lives. This leads to an increase in the amount of positive activities they engage in. Students who are engaged in positive activities, where they contribute and feel a sense of community are less likely to suffer from depression. Studies also indicate that a reduced level of activity can lead to low self-esteem and in turn, hinder an individual's sense of accomplishment and worth. This lesson will teach students the skills necessary to set realistic short and long term goals, to identify the key steps in attaining their goals and to apply the procedures to their own lives by increasing the amount of positive activities they are engaged in. Developing skills for increasing positive activities through setting and attaining positive goals is of critical importance in sustaining positive mental health.

Lesson 12: Finishing UP!

The title of the final Strong Kids lesson, *Finishing Up*, has a double meaning. It implies that this lesson is the final one in the curriculum, but also shows how we are striving to end on a positive or upbeat (Up) note, celebrating the accomplishments that have been made through involvement with the Strong Kids curriculum. This lesson provides the opportunity for students to review key points and terms from the lessons presented throughout the term. Issues of confidentiality are revisited and information for handling more critical emotional issues (utilizing appropriate resources) is covered. The Finishing Up lesson also provides an opportunity for teachers to assess students using follow up measures that can be compared to the information gained from the optional pre-assessments that may be administered at the time the first lesson is presented.

Supplementary Materials

Each Strong Kids lesson includes one or more sheets of related or supplementary materials, which are found at the end of the lesson. For the sake of consistency, we refer to these materials as "supplements," and have titled them that way. These supplements include overhead transparency masters, handouts, worksheets, and in some cases, homework assignment sheets.

As you prepare for each lesson, note the supplements for that lesson, and how they should be used. Prior to teaching the lesson, make copies and transparency masters as needed. These supplements are all reproducible for users of the curriculum. Although we have made suggestions regarding how to use the supplementary materials, you should feel free to adapt them to your own needs and situation. For example, some instructors/group leaders who have piloted Strong Kids have found it useful to enlarge some of the handouts or transparency masters into posters, and to place them on the wall of the classroom to reinforce or visually prompt students as they learn and practice the skills promoted in Strong Kids.

Optional Booster Lesson

Appendix A contains a supplemental or “booster” lesson for the Strong Kids curriculum. The idea of a booster session is to help students who have already completed Strong Kids to maintain the skills they have acquired, and to strengthen the other positive changes that may have occurred through their participation in the curriculum. The Booster Activities in this lesson are designed to be a review of the skills and strategies already covered in the Strong Kids unit. Research on social-emotional learning interventions has indicated that the addition of a booster or review lesson several weeks to a few months following completion of the intervention may help to strengthen the skills and other positive changes that resulted from the intervention, and may help maintain these positive changes over time.

This optional lesson is intended to be flexible to the needs of specific groups of students. If you prepare carefully by selecting only the most important areas that your particular students need extra help with, this lesson may be conducted as a single review lesson, with the flexibility allowing you to focus only on the area or areas that need the most attention. On the other hand, if you consider all of the activities and concepts within this lesson to be important review elements for our students, then this lesson may require two sessions. It is essential to balance the specific skills needs of your students with the amount of time you have available.

A common question we have received as we have conducted trainings for Strong Kids group leaders is “when should I use the booster lesson?” There is no simple answer to this question, and we don’t intend for the booster lesson to be implemented on a specific time schedule. However, we recommend that at least one month should have elapsed between the completion of the Strong Kids curriculum and the presentation of the booster lesson. We also recommend that any booster lessons should be within the same school year as when the curriculum was originally taught. One recommended possibility would be to teach the Strong Kids curriculum during the beginning of the school year (Fall), and then conduct the booster session(s) late Winter or early Spring. It would also be possible to spread out the booster lesson into two components, separated by a week or more.

Optional Unit Tests

Appendix B contains the Unit Tests for the Strong Kids curricula. These self-report tests are designed to be used along with the curriculum as pre-test/post-test or experimental measures of cognitive, affective, and behavioral change associated with being exposed to Strong Kids. The Unit Tests include two parts, and a total of 30 items. Complete directions for administering and

scoring these tests are included in Appendix B. Part 1 includes a 10-item Symptoms Test, which is designed to measure emotional distress, negative affect, and associated cognitive-behavioral symptoms. Each item is rated along a four-point (0-3) continuum, with the higher numerical values associated with increased distress or negative affect. Part 2 includes a 20-item Knowledge Test, which is designed to measure students' knowledge of healthy social-emotional behavioral specifically taught within the Strong Kids curriculum. The Knowledge Test is essentially a measure of what student's have learned by being exposed to the curriculum. The 20 true-false and multiple choice items are each scored as correct or incorrect, using a scoring key provided in Appendix B. Correct responses are each assigned 1 point, with a maximum of 20 points for completing all test items correctly.

Although the Unit Tests are an optional part of the Strong Kids curriculum, we strongly encourage their use as a standard part of this program. When used as pre-post assessment, the Unit Tests should be administered prior to initiating the curriculum, or at the beginning of Lesson 1, and then again at the end of Lesson 12 or shortly thereafter. Assuming that participation in the Strong Kids curriculum promotes knowledge of healthy social-emotional behavior, and helps students to become resilient to social and emotional stress, then their scores on the Symptoms Test should decrease from pre-test to post-test, whereas their scores on the Knowledge Test should increase between the beginning and end of the curriculum.

In this era of increased accountability in education, the Unit Tests provide an efficient and effective means of measuring important changes that may occur as a result of teaching the Strong Kids curriculum. In our developmental research with the curriculum and the Unit Tests, we have found the Unit Test to have acceptable psychometric properties, and to be sensitive to changes in students' knowledge, affect, and behavior over short periods of time. If Strong Kids were to be used as part of a more complex experimental study, then it would be worthwhile to consider adding other measures to the assessment battery, and to consider designs other than a simple pre-test/post-test change design, such as a true experimental design with students randomly assigned to treatment and control group conditions. However, for basic use with Strong Kids as a measure of change and accountability, the Unit Tests should be sufficient for most purposes, and have the additional advantage of being brief. In our developmental research with the Unit Tests, we have found that most students can complete the entire 30-item battery in an average of about 15 minutes.

DESIGNED FOR MAINTENANCE AND GENERALIZATION

The research literature on social skills training programs, affective education curricula, and other types of mental health skill-building interventions is consistent in showing that although these types of programs may produce important short-term gains within specific settings, it is very difficult to maintain these gains for long periods of time following the program intervention. In addition, the literature shows that there are similar difficulties in getting treatment gains such as new skills learned to generalize to settings other than where the skills were taught. These problems of maintenance and generalization constitute a significant challenge for SEL program developers and mental health researchers.

In developing Strong Kids, we specifically planned and programmed the curricula for optimal maintenance and generalization, following best practices from the literature. Specifically, we have included suggestions and activities within each of the 12 Strong Kids lessons that are aimed at promoting the generalization of new skills learned across settings other than the intervention setting (such as home, community, and other school settings), and the maintenance of these skills over time. At the end of each of the 12 lessons is a section titled *Tips for Transfer Training*. This brief section includes suggested activities and methods in the following three areas, which are based on literature on effective instructional approaches for teaching social-behavioral skills authored by Sugai and colleagues (e.g., Langland, Lewis-Palmer, & Sugai, 1998; Sugai, Bullis, & Cumblad, 1997):

- **Precorrect :** Activities designed to help the instructor/group leader anticipate errors and difficulties that students may have in learning new skills, to maximize the efficacy in teaching new skills that are sequenced instructionally to previously-taught skills.
- **Remind:** Suggestions for providing verbal or visual prompts to students that will help remind them of steps, sequences, skills, and actions that are needed to engage effectively in new skills as they are taught.
- **Reinforce:** Prompts to provide verbal praise or other forms of social reinforcement as students successfully approximate and perform the new skills they are taught in Strong Kids.

In addition to the Tips for Transfer Training, each lesson has, embedded within it, suggestions for instructors as they develop and model examples of new skills, help the students see the need for these skills. These suggestions are aimed at making the lessons optimally relevant to students, thus increasing the potential effectiveness of each lesson. Homework assignments and take-home handouts are provided in several of the 12 lessons, tactics that are further designed to reinforce learning outside of the Strong Kids instructional setting. Finally, the optional but highly recommended booster lesson, provides an opportunity to re-teach and re-emphasize critical Strong Kids content and skills after a period of time—usually several weeks to a few months—following completion of the 12 lessons. The booster lesson was specifically developed to help increase maintenance of gains from the curriculum over time.

AN EVIDENCE-BASED PROGRAM

We applaud the current movement toward the use of scientifically-based curricula and programs in education and mental health services. Social and emotional learning programs that are built upon good scientific principles of instruction and behavior change, and which have demonstrated evidence of effectiveness to support them, are a key to making the kind of impact that we believe is necessary to help prevent and remediate the broad range of social, emotional, and mental health problems that plague our society. Several professional organizations have developed standards for determining whether or not prevention/intervention programs have sufficient evidence behind them to be considered effective from a scientific standpoint. Some of the names that have been used for programs that meet these standards include *empirically-validated*

treatment, empirically-supported treatment, and our own preference, the more generic term, evidence-based program.

Since the initial development of Strong Kids (and its Strong Teens counterpart), we have made extensive efforts to experimentally test the effectiveness of these programs. We also continue to be engaged in research of this type, and to evaluate the effectiveness of these programs under various conditions and with specific populations. To date, four studies evaluating the efficacy of these programs have been completed. Feuerborn (2004) conducted two studies investigating the effectiveness of the Strong Kids curriculum. One of these studies was with general education students in a middle school setting, and the other study was with elementary-age students who had been identified as “at-risk” by their teachers. These studies both used an experimental and matched control group design, and both showed that the students who received the Strong Kids curriculum (the experimental groups) showed significant increases in their knowledge of healthy social and emotional functioning, and significant decreases in symptoms of emotional distress, in comparison with those students who did not receive the curriculum (the control group). In addition, two studies by Merrell, Juskelis, and Tran (2004) evaluated the effectiveness of the Strong Kids curriculum as a primary prevention program with general education students in a junior high school setting, and the effectiveness of the Strong Teens curriculum as a tertiary intervention program with emotionally disturbed adolescents in a special education high school. Both of these studies used a pre-test/post-test design, and showed significant increases in student knowledge of health social-emotional behavior, as well as significant decreases in symptoms of emotional problems, from pre-test to post-test.

As we have already noted, our research efforts with Strong Kids and Strong Teens are continuing, and we hope to greatly expand the available evidence in support of these curricula. We will post summaries and reports of research studies on the Oregon Resiliency Project at <http://orp.uoregon.edu> as they become available.

GETTING STARTED: PREPARING YOUR LESSONS AND STUDENTS

Materials Needed

To implement Strong Kids, you should have access to an overhead projector, transparency film, copy machine, and chalk or marker board. Many of the lessons provide templates for overhead transparencies. Although you are not *required* to use the transparencies, they will make your lesson preparation easier, and will assist in teaching critical concepts to students. Many of the lessons also include reproducible templates for handouts or worksheets for students.

Adaptations for Unique Needs

In many of the Strong Kids lessons, you will be encouraged to create scenarios pertaining to a certain topic. To facilitate and encourage student participation, think of scenarios that would best reflect the interests, abilities, and level of understanding of the students in your class or group. You may choose to use current situations relevant to your classroom, school, or even global current events to illustrate the concepts. The scenarios provided in the units are to be

considered examples and can be modified extensively to best fit the unique needs of your students. Making appropriate adaptations for unique needs of your students will not only make the delivery of lessons go more smoothly, but will aid with generalization and maintenance of new skills.

Provide an Agenda

It is recommended that you make use of several media sources (such as a blackboard or flip chart) during the course of teaching Strong Kids. It may be helpful to outline the lesson agenda briefly in a bullet or flow chart format before the class begins in order to establish a visual reference that you can refer to your students. In this case, an outline of the topics included in the curriculum may be useful as well as an agenda for the individual lesson.

State Expected Behaviors, Develop Simple Rules

Because of the nature of the lessons in Strong Kids, behavior expectations for students or group members must be very clear. Some of the units revolve around sensitive issues and every opportunity should be taken to provide instruction and subsequent reinforcement for appropriate behavior. Students should feel free to share their beliefs and feelings on the targeted topics, but must not feel pressured into revealing anything that makes them feel uncomfortable. You should state expected behaviors prior to instruction, before modeling examples, and before the practice sections of lessons. In some cases, you may need to teach and reinforce behavioral expectations more frequently than these suggested times.

As a general recommendation for promoting appropriate behavior in school and related settings, we recommend that teachers and group leaders develop and teach a few simple rules for appropriate behavior. Rules should be stated *positively*, meaning that they should tell students what is expected rather than what to avoid. For example, *respect your classmates* is a positively-stated rule, whereas *no fighting* is a negatively-stated rule that does not tell students what specifically they should do. Rules should be simple, and should also be appropriate to the developmental level of the children for whom they are intended. In addition, the list of rules should be kept to a minimum. Usually, no more than five general rules are needed. Teachers and other group leaders will find that rules are more effective when they teach the rules to students, and then find frequent opportunities to reinforce the rules, through reminders, examples, and so forth.

Plan for Smooth Transitions

Time is one of the most precious commodities in your classroom or clinic. In a brief curriculum such as Strong Kids, the element of time is especially critical. To make the best use of your limited time in teaching the curriculum, use your transition time wisely prior to and during the Strong Kids lessons. We recommend that you have all materials prepared and organized for easy distribution to students. Make sure that equipment is in working order before you start the lessons. *Explicitly state directions prior to and during transitions.* If possible, pre-correct for any possible behavioral difficulties.

Physical Arrangements

For the lessons in this curriculum, it is vital that all students have a clear view of you, the group leader. Forward facing seats or a horseshoe shape are both appropriate. You may want to pre-assign students to groups of two or three, because they will be required to separate into groups during the application sections in some of the lessons. This will not only save time, but will also give you control of which students will be paired up with whom. Always use movement, voice level, and voice intonation to increase the interest of your students, and consequently increase active participation.

ADDITIONAL SUGGESTIONS FOR TEACHING STRONG KIDS

As you teach the Strong Kids lessons, you will increase your likelihood of success by observing and following a few additional suggestions for successful implementation of the curriculum. We have developed these suggestions through piloting the program in numerous settings, and through the feedback we have received from our associates who have used it in their schools and treatment centers.

- Be sure to give the students an **overview** of each lesson purpose. Explain that a different topic/unit will be taught each week (or as frequently as possible) as students may come to expect a continuation of a certain topic as opposed to a new topic each lesson.
- Ensure that you sufficiently **review the topics** from prior lessons and integrate concepts when at all possible.
- Introduce or reintroduce a **behavior management technique**, such as a token economy, to reinforce pro-social behaviors during the unit. Remind students of your school and classroom rules as well as the rules associated with this curriculum.
- This curriculum involves teaching a wide range of skills in a relatively short period of time. In order to use your time most effectively, **directly teach these skills**. Place your priority on instruction and keep discussion and activity time to a minimum.
- **Reinforce** any “Strong Kids” skills that you might observe, both within and outside of the teaching setting. Make sure that parents, teachers, administrators, and other staff are aware of the skills you are instructing as your students will require frequent feedback in several settings in order for the skills to be durable and generalized.
- As a general practice, we suggest that you **do not add new students to a group once it has already started**. Particularly when the program is taught to small groups of students rather than entire classrooms, we have found that having new students join the group once it has started can be disruptive to the group process, and may result in a slowing of the flow of training, as well as a reduction in the willingness of group members to participate.

- Look for opportunities to **use the *tips for transfer training*** that are found at the end of each lesson. These suggestions have been designed to facilitate the transfer of skills learned through the program across different settings, and to help students maintain what they have learned over time. Again, the three areas we have included in the tips for transfer training include prompts for pre-correcting errors in learning the expected skills, reminding students of the concepts being learned, and reinforcing students for demonstrating the skills that have been introduced and taught in the program.
- And of course, **practice your lessons** before implementing them!

ADAPTING STRONG KIDS FOR USE WITH CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

As our society becomes increasingly diverse and pluralistic, researchers and practitioners are recognizing the need to address cultural issues in curriculum development and implementation. Efforts to address cultural issues have ranged from ignoring or dismissing the need for cultural adaptations to arguing the need for culture-specific research and curriculum tailored for each particular cultural subgroup. Between these two extreme positions has emerged a set of criteria and recommendations for making cultural adaptations to existing curriculum. The cultural adaptation approach retains the core assumptions and skill domains of the existing curriculum, but recommends tailoring the teaching of these concepts to the specific needs of particular groups of interest. Recent research supports the success of making cultural adaptations of existing social and emotional curriculum for specific groups (see Munoz et al. 2002; Yu & Seligman, 2002).

As we began the development of the Strong Kids curricula with the assumption that no single curriculum could meet the learning needs of all students. However, by focusing on teaching a set of key ideas related to social-emotional learning and resiliency, we believe that the curriculum can successfully meet the needs of a wide range of students when appropriate adaptations are made. Some particular cultural variables that may require attention in curriculum adaptation processes include language, race/ethnicity, acculturation, socioeconomic status, sexual orientation, religion, gender, disability status, and nationality.

The “Big Ideas” of Strong Kids

As we have noted, a successful curriculum adaptation process requires particular innovations and modifications to meet the needs of specific individuals and groups, but at the same time, these adaptations must retain the general concepts of “Big Ideas” upon which the curriculum are based. With this notion in mind, we list here the Big Ideas of the Strong Kids curriculum, with the hope that these ideas will be taken into account when making any type of adaptation to the curriculum. With the underlying goal of improving social and emotional learning and resiliency in children and adolescents, these Big Ideas include:

- Prevent and reduce depression, anxiety, and other internalizing social-emotional problems in children and adolescents.

- Promote awareness of moods, symptoms of depression, anxiety, and social-emotional problems of students.
- Teach children and youth to understand their own and other people's feelings
- Teach children and youth to understand the link between thoughts and emotions, and to learn to appropriately monitor and modulate them.
- Then teach children and youth to identify maladaptive thoughts and irrational beliefs that may perpetuate mental health problems, and to actively strive to dispute these thoughts and beliefs, replacing them with more appropriate and adaptive ones.
- Help children and youth learn to approach their challenges in life with a sense of realistic optimism.
- Help children and youth learn cognitive and behavioral techniques to relax and remain calm in the face of stress.
- Teach children and youth problem-solving skills and effective communication skills (i.e., listening, being assertive).
- Teach children and youth to set appropriate and realistic goals based on their own values, and to monitor their behavior in order to reach these goals.

Specific Strategies for Making Cultural Adaptations

In keeping these Big Ideas in mind, the Strong Kids Curriculum may be adapted to better fit the needs of diverse students, and for that purpose we propose a few guidelines for making multicultural adaptations. In making any of these adaptations, we advise you to consider the following cultural adaptations to better meet the needs of your diverse student body. These suggestions are based on our own experiences in attempting to adapt Strong Kids with specific cultural groups, and are also based in great measure on the premises of the American Psychological Association's Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations (available at <http://www.apa.org>).

Get to Know Your Students

- Ask students about their cultural identities, activities, and rituals.
- Reflect on the dominant cultural variables in your classroom and how these aspects of culture impact the way your students behave and think.
- Identify common success and failure experiences, problem situations, and challenging life circumstances confronted by your students.

Get to Know Your Students' Community

- Visit the homes and families of students in your class.
- Identify a cultural liaison (a parent or community member who identifies as a member of the target cultural group) to help you learn more about your students' culture.
- Ask the cultural liaison to assist with the cultural adaptation process.

Deliver the Curriculum in a Manner that Your Students Can Understand

- Change the language of each lesson so you students can easily understand the key ideas.

- Use examples and scenarios that match the lives of your students (e.g., change characters' names, include extended family, include children in wheelchair, use problem examples that your students have experienced).

Encourage Tolerance

- Teach students ways to show respect for different cultural groups.
- Encourage and reinforce students for respecting the examples and comments made by their peers.
- Establish and enforce a classroom rule that teasing and name-calling are not allowed.

Adapt Assessment Tools

- Adapt the assessment materials so the students can understand (e.g., language and context).
- Pilot test some of the assessment materials with small groups of students prior to implementing the curriculum so ensure students understand the questions.

Become Aware of Variations within Cultures

- Do not assume too much about a student's culture or ethnicity.
- Avoid making overgeneralizations about cultural groups. Not all members of a culture act the same way.
- Examine your own values, assumptions, and worldviews and how these are the same and different from those of your students.
- Continually examine the accuracy and fairness of your assumptions about the beliefs and behaviors of different cultural groups.

Seek feedback

- View the adaptation process as an ongoing process.
- Consult with students and community members about the relevance and accuracy of the adaptation efforts
- Ask the students how well the curriculum is matching their needs and life experiences

In sum, adapting Strong Kids or any other social and emotional learning curriculum for use with culturally and linguistically diverse learners may be challenging, but it is essential if the curricula are to have the most meaningful impact on the learners. The suggestions we have offered in this section may be useful as a guide to making the flexible Strong Kids program appropriate for children and youth from a variety of cultural backgrounds.

REQUEST FOR FEEDBACK

This version of the Strong Kids curriculum is the fifth revision of the initial version that was developed through a collaborative effort by members of the Oregon Resiliency Project research team beginning with the 2001-2002 school year. We designed this curriculum based on the best empirical evidence and instructional principles currently available, with the goal of providing a practical, easy-to-use prevention and intervention curriculum that can be implemented in only 12

sessions of 45 to 50 minutes each. We are making this version of the curriculum available to educators and mental health professionals at no cost, to promote its use as a prevention and intervention tool, and to stimulate research efforts to document its effectiveness. In return for use of Strong Kids, we request users to provide us with feedback that might be helpful in making future revisions. We are specifically interested in feedback from users who have used the lesson modules with students. We would like to know such things as: Is the level of language appropriate for students in grades 4-8? How long did it take to deliver each lesson? How do students respond to Strong Kids? What are the most positive and useful features of Strong Kids? Are there any suggestions for improving the curriculum? We are also interested in locating partner research sites where Strong Kids can be implemented and its effects measured under standardized conditions. We welcome and encourage any feedback that will help us in improving Strong Kids and Strong Teens. Please direct your comments to:

Kenneth W. Merrell
Director, Oregon Resiliency Project
School Psychology Program
5208 University of Oregon
Eugene, OR 97403-5208

Phone: 541-346-2414
E-Mail: kmerrell@uoregon.edu

In addition, check the Oregon Resiliency Project website for updates, news, and new materials at <http://orp.uoregon.edu>.

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PART 2

THE STRONG KIDS CURRICULUM

Strong Kids Lesson 1

About Strong Kids: Emotional Strength Training

Purpose:

Introduce students to the Strong Kids curriculum

Objectives:

- Students will identify the purpose of the Strong Kids curriculum
- Students will learn the meaning/definitions of introductory terms
- Students will complete the pretest assessment
- Students will learn the expected behaviors for participation in the program

Instruction

I. Introduction (5 minutes):

Communicate the purpose and objectives clearly: Explain to your students that they will be starting a new curriculum, “Strong Kids.” Explain how often it will be taught and give examples of some of the topics to be covered. Explain that the skills learned during this unit are skills that are vital to their social and emotional health, and they will be important during all phases of life.

Sample Script: “Today we will begin a new unit called “Strong Kids.” In this unit, we will discuss how to understand our emotions and the emotions of others. We will also discuss how to solve problems, how to set goals, and how to think in a way that helps us in life. We will meet [once per week] for [one class period]. You will learn important new skills that will help you work well with others and that will help you make good choices. These new skills will also build up your emotional strength, and they will continue to be valuable as you become an adult. Everyone needs to be healthy—emotionally and physically healthy. This unit will help you learn skills that you may use to be emotionally healthy throughout your life.”

II. Pretest Assessments (20 minutes)

Pass out the pretest and explain to your students not to worry if they do not know the answers or are not familiar with the topics. Tell them that the pretest is only to test their background knowledge and measure their learning throughout the “Strong Kids” unit.

When each student has a copy of the pretest, provide them with the appropriate instructions and allow them 15 minutes to complete the assessment.

Sample Script: First we are going to take a brief test that will help me to know how much you already know about emotions and feelings. It will take about 15 minutes. Do

your best work and answer all of the questions. Raise your hand if you need help reading or understanding any of the questions.

III. Introduction to the topics covered in the curriculum

Referring to Supplement 1.1, introduce the topics and provide a brief explanation for each of the lessons. You may use your own words or use the script provided below.

Sample Script: *During this 12 week unit, we will be discussing these (referring to overhead) topics. In the first two lessons we will be learning to identify our emotions and then learning good ways to express them. The next lesson talks about our anger and also gives us good ways to deal with it. The fourth lesson teaches us to notice and better understand other people's feelings, while the next three lessons teach us to think in ways that help us in life. We will also learn how to solve people problems, or conflicts. Finally, we will learn how to relax, keep active, and achieve our goals."*

IV. Awareness or disclaimer statement: Students with serious problems

Explain to your students that this unit will be focusing on life skills, but this may not be enough help for kids with serious emotional problems. Students with serious depression or anxiety, for example, should be identified and helped by a professional. Use the provided script below or you may choose to use your own words to better suit your students.

Sample Script: *The Strong Kids unit will be focusing on life skills and may not be enough help for kids with serious life problems such as depression or anxiety. If you feel you have serious life problems or you know someone that might, he or she should see me or get help from [provide names of school counselor, psychologist, or social worker].*

V. Defining Key Concepts (5 minutes)

Discuss and define key concepts that will be discussed during the "Strong Kids" unit.

- **Emotion:** A feeling that is meant to tell you something about your situation. You can identify an emotion by the feelings in your body or thoughts in your mind.
- **Self-Esteem:** Your respect or feelings of worth for yourself.
- **Depression:** Feeling sad or upset for a long time.
- **Anxiety:** Feeling nervous or scared for a long time.

VI. Defining Behavior Expectations

Explain to your students that they may be asked to share personal information with each other as they complete each lesson. Explain to your students that their participation is voluntary, and that they can choose to stop sharing their feelings or their story if they begin to feel uncomfortable. If students feel uncomfortable sharing in a large group, tell them that they may speak to you individually. Explain to your students that they are now a part of a special group with some special rules. List 3 rules for the group using Supplement 1.2.

1) Respect others

- 2) Come prepared
- 3) Personal things stay in the group.

Sample Script: *You are now a part of a special group with some special rules.*

Here are the rules:

- 1) *Respect others (Listen quietly when someone is speaking).*
- 2) *Come prepared (do homework assignments).*
- 3) *Personal things stay in the group*

During this unit, you may be asked to share stories about when you felt a strong emotion, such as anger. You may also be asked to share stories about when you encountered a problem. I will encourage you to participate in the group by raising your hand to share your story. When someone is sharing a story, we will listen quietly and respectfully. We will remember that stories are personal, and we will not share other students' stories with anyone outside of the group. If you decide that you no longer want to share your story or if you begin to feel uncomfortable, you may stop at any time. If you do not feel comfortable sharing your story with the whole group, but you feel like you want to talk to someone, please speak to me after class.

Either role-play yourself or ask your class for examples and non-examples of the three rules.

VII. Closure and Homework (5 minutes)

Gather your students together and review the introduction's key points.

Today we talked about Strong Kids, the new program we will be using. For the next few months we will be learning about our feelings, learning how to deal with them, and learning other important life skills. During this time, we need to remember our three rules: 1) Respect others, 2) Come prepared, and 3) Personal things stay in the group.

Pass out Supplement 1.3 the informal homework assignment: tell students that they are to finish the sentences by writing in the blank the best way they can.

- 1. About Strong Kids: Emotional Strength Training**
- 2. Understanding Your Emotions, Part 1**
- 3. Understanding Your Emotions, Part 2**
- 4. Dealing with Anger**
- 5. Understanding Other People's Emotions**
- 6. Clear Thinking Part 1**
- 7. Clear Thinking, Part 2**
- 8. The Power of Positive Thinking**
- 9. Solving People Problems**
- 10. Letting Go of Stress**
- 11. Behavior Change: Setting Goals and Staying Active**
- 12. Finishing UP!**

1. Respect Others

- **Listen Quietly when others are speaking**

2. Come Prepared

- **Do your homework!**

3. Personal Things Stay in the Group

- **Be respectful-don't gossip!**

Introducing Strong Kids

Directions: Think of a time when you felt really happy. Use this memory to answer the next few questions.

1) What happened?

2) What thoughts did you have?

3) How did you know you were happy? How did your body feel?

4) How did you show others you were happy?

Understanding your Feelings Part 1

Purpose:

Teach students to identify basic emotions.

Objectives:

- Students will identify feelings as comfortable or uncomfortable.
- Students will generalize, or apply this lesson to situations at different times and different settings.

I. Review (5 minutes)

Activate prior knowledge: Review/discuss previous assignments and main ideas. Obtain 3-5 adequate ideas.

Sample Script: During our last meeting we introduced you to the Strong Kids lessons. Raise your hand if you can tell me an important idea we learned about these lessons.

Provide feedback.

Instruction

II. Introduction (5 minutes)

Communicate objectives clearly:

Sample Script: Today we will learn to better identify our feelings or, as they're sometimes called, emotions. We will talk about different types of feelings and identify them as being comfortable or uncomfortable.

III. Name and Define Skill (5 minutes)

Use Supplement 2.1, "Definition of terms", as an overhead to define the relevant terms.

- **Emotion:** A feeling that comes from something happening to you that is meant to tell you something about your situation. You can usually identify emotions by the way your body feels or the thoughts in your mind.
- **Comfortable:** Comfortable feelings make people feel good. They can help you have fun and enjoy life.
- **Uncomfortable:** Uncomfortable feelings make people feel bad. They can also help people grow and change for the better. Uncomfortable feelings can help people notice and appreciate their comfortable feelings.

In a brief discussion, convey the following main ideas to your students.

- Everyone has emotions or feelings, and it is okay to have any feeling.
- Emotions arise because of different situations.
- Emotions can be used to communicate how I feel and how others feel.
- There are different ways of showing feelings.
- Other people may not feel the same way I do about everything.
- I can do things to change how I feel and how others feel.

IV. Feeling Identification (15 minutes)

Reason or goal:

Sample Script: *The first skill we are going to practice is how to identify different emotions or feelings. This skill will be important to all of us during all stages of our lives because we all experience emotions or feelings at school, at home, at work, and at play. By being able to identify your feelings, you can react in a positive way, even when the feeling might be an uncomfortable one.*

Use a blank transparency and overhead projector to display the list of emotions generated from the following exercise.

1) Generate a list of emotions/feelings:

- State a basic emotion, such as “happy” or “sad”, and explain that this is an emotion or a feeling.
- Give a second example, using a more complex emotion such as excited or worried. Write both of the chosen emotions/feelings on the transparency.
- Ask students to generate other emotions or feelings, and write these feelings on the transparency.

2) Identify emotions/feelings as comfortable or uncomfortable:

- Model this skill using the emotions you provided in Step 1. *“Happy is a comfortable feeling. When I feel happy, I feel good and I am likely to smile. Sad is an uncomfortable feeling. When I feel sad, I feel bad and I may even cry.”* As you provide these examples, mark a (+) or a (-) next to the feeling.
- Pass out Supplement 2.2, “Feelings Identification”, as a handout and explain that students will mark comfortable feelings with a (+) and uncomfortable feelings with a (-). Students complete the worksheet independently.

3) Discussion Groups:

- Have students break into groups of 5-6 to discuss what they marked on their worksheets.
- Monitor groups closely.
- Be careful monitoring your reactions to the evaluations the students produce. For example, if students identify “hate” or “anger” as comfortable emotions, do not express disappointment or dismay. Rather, use the exercise as a tool to help

students increase their emotional awareness, which should ultimately prove to have numerous benefits.

4) Follow-up Discussion:

- Ask students if they felt any of the emotions were complicated to identify as comfortable or uncomfortable.
- Using examples students provide explain that not all emotions can be easily described or labeled as comfortable or uncomfortable. For example, “surprised” can be both comfortable and uncomfortable, depending on the situation.
- Discuss these emotions with your students. Encourage them to pay attention to the feelings in their bodies, the expressions of their faces, and the thoughts in their minds to help them identify complicated emotions.
- Some “complicated” emotions may include frustration, anxiety, guilt, and jealousy.

V. How do you feel? (10 minutes)

Sample Script: *Now that we know what feelings can be both comfortable and uncomfortable we are going to talk about when you might have those feelings.*

Use a blank transparency and an overhead projector to discuss examples of how you might feel at different times.

1) Generate examples of feelings in different situations:

- State a basic emotion, such as happy or sad, and describe when you felt that way. Label it as a comfortable or uncomfortable feeling. *“For instance, I feel afraid when I see a big spider. That is an uncomfortable feeling for me.”*
- Give a second example, using a more complex emotion such as excited or worried. *“I get excited when I ride a roller-coaster. That is a comfortable feeling for me.”*
- Ask students to generate other emotions or feelings that they have had in certain situations. Then, write the emotion or feeling only on the transparency and ask students to label the emotion as comfortable or uncomfortable. Mark transparency with (+) for comfortable and (-) for uncomfortable.
- Pass out Supplement 2.3, “How do you feel?” as a worksheet and explain that students will choose a word to write in after the “I feel” part of each sentence, and then use their own words to describe when you feel that way. Students complete the worksheet independently.

2) Follow-up Discussion:

- Have students volunteer to share a response from the worksheet.

- After each student volunteers a response ask them to state whether that was a comfortable or uncomfortable feeling/situation for them.
- Remember to use the exercise as a tool to help students increase their emotional awareness.

VI. Closure (5 minutes)

Gather your students together and review the steps and objectives.

1) Review difficult skills and summarize key points

Sample Script: *Being able to identify our feelings/emotions is an important skill to all of us during all stages of our lives because we all experience emotions or feelings at school, at home, at work, and at play. Everyone has emotions or feelings.*

2) Refer back to lesson objectives.

Sample Script: *Today we learned how to identify feelings. We learned how to identify different types of feelings/emotions. We talked about feelings as being comfortable or uncomfortable, and talked about times when we feel different types of emotions.*

VII. Testing or Post-Assessment (5 minutes)

If conducting a post assessment, read instructions and handout the tests.

VIII. Homework assignment

Pass out the homework worksheet: Supplement 2.4 “About My Feelings” and explain the instructions.

Tips for Transfer Training

- **Precorrect:** Tell your students to try and identify the feelings they experience throughout the day (particularly a day that includes plenty of emotional activities such as field trips, assemblies, or testing days). Once they identify or label the feeling they are experiencing, they should investigate whether they are comfortable or uncomfortable feelings.
- **Remind:** If you notice a student having difficulty expressing themselves by words (getting frustrated and showing it by rolling their eyes or feeling tired or upset and express it by putting their head on their desk), remind him or her to tell you what he or she is feeling using the words or emotional labels learned in this lesson.
- **Reinforce:** Praise your student (or give them a small reward if you have a behavior management system in your class) if you notice any of your students expressing an emotion or expressing that their emotion is comfortable or uncomfortable (“That homework was hard. It made me feel frustrated,” or “Sally called me a name and it made me feel bad.”)

Definition of Terms

Emotion: A feeling inside that is meant to tell you something about your situation and gives you the motivation and energy to do something about it.

Comfortable: Comfortable feelings make people feel good. They can help you have fun and enjoy life.

Uncomfortable: Uncomfortable feelings make people feel bad. They can also help people grow and change for the better. Uncomfortable feelings can help people notice and appreciate their comfortable feelings.

Supplement 2.2 (Handout)

Feelings Identification

Directions: This activity will help you learn to identify comfortable and uncomfortable feelings. *Comfortable feelings make people feel good. They can help you have fun and enjoy life. Uncomfortable feelings make people feel bad. They can also help people grow and change for the better. Uncomfortable feelings can help people notice and appreciate their comfortable feelings.* For one of the lists on this worksheet, put a plus (+) mark next to any words that you think describe comfortable feelings, and put a minus (-) mark next to any words that you think describe uncomfortable feelings.

Feeling List 1

happy	lonely	scared	bored
angry	sad	upset	surprised
strong	proud	afraid	glad
shy	worried	tired	love

Feeling List 2

lonely	sorry	guilty	worried
happy	miserable	excited	proud
confused	strong	scared	loyal
crabby	surprised	upset	bored
serene	inspired	warm	angry
anxious	frustrated	thrilled	furious
compassion	ignored	embarrassed	love

Supplement 2.3 (Handout)
How Do You Feel?

Directions: From the list of feelings at the bottom of this sheet, choose words to write in after the “I feel” part of each sentence, and then use your own words to describe when you feel that way.

I feel _____ when _____.

I feel _____ when _____.

I feel _____ when _____.

I feel _____ when _____.

I feel _____ when _____.

I feel _____ when _____.

I feel _____ when _____.

I feel _____ when _____.

List of Feelings

happy

bored

joyful

thrilled

lonely

angry

thankful

safe

excited

proud

stupid

worried

scared

tense

hyper

upset

Supplement 2.4 (Homework)
About My Feelings

Directions: Complete each of these sentences about feelings in your own words, using real examples about how you feel.

I am afraid when _____

I am really good at _____

I get excited when _____

Most of the time I feel _____

I am happy when _____

I feel upset when _____

I am sad when _____

I am calm when _____

I was really mad when _____

I am thankful for _____

I am lonely when _____

I felt proud when _____

I am ashamed of _____

I am disappointed when _____

I hope that _____

Strong Kids Lesson 3

Understanding your Feelings Part 2

Purpose:

Teach students appropriate ways of expressing feelings.

Objectives:

- Students will be able to distinguish between positive and negative examples of expressing feelings.
- Students will generalize, or apply this lesson to situations at different times and different settings.

I. Review (5 minutes)

Activate prior knowledge: Review/discuss previous assignments and main ideas. Obtain 3-5 adequate ideas.

Sample Script: *During our last meeting we learned to identify our feelings. Raise your hand if you can tell me an important idea we learned in our last class.*

Provide feedback.

Instruction

II. Identify Actions that Follow Feelings (5 minutes)

Use your own example or use one of the emotions/feeling the students provided in Part I. Identify common actions associated with the emotion. Example:

Sample Script: *Frustration is an uncomfortable feeling. When we feel frustrated we usually feel like giving up, stopping what we are doing, walking away, or getting angry. One thing we can do when we feel frustrated is to stop and calm down before we do anything else. Happy is a comfortable feeling. When we feel happy we usually feel like we can do things well, we smile more and we feel good inside.*

Convey the following main ideas to your students using your own words or the following statements.

- Everyone has emotions or feelings, and it is okay to have any feeling.
- Emotions arise because of different situations.
- Emotions can be used to communicate how I feel and how others feel.
- There are different ways of showing feelings.
- Other people may not feel the same way I do about everything.

III. Positive and Negative Examples (10 minutes)

- **Emotion/ Feeling:** Mad/ Angry.
- **Provide opportunities for response** or ongoing assessment by selecting students to respond
- **Use the prompt:** *Is this example an OK way of showing feelings or is it NOT an OK way to show feelings?*

Use Supplement 3.1 “Ways of Showing Feelings I” as an overhead to teach appropriate ways of expressing feelings

Examples and Non-examples:

- Read the first two examples and provide the correct answer for each by stating whether the reaction is OK or NOT an OK way of showing feelings, marking a ☺ for OK and a ☹ for NOT OK.
- Read the third example and ask students to respond by saying: *Is this an OK way of showing feelings or NOT an OK way of showing feelings?* Mark the correct response marking a ☺ for OK and a ☹ for NOT OK on the overhead next to each example.
- Continue reading each example, asking the students to respond by saying: *Is this an OK way of showing feelings or NOT an OK way of showing feelings?* Continue marking the response with the appropriate symbol.

Demonstrate with the first two examples by providing the correct answer:

- Example: The student feels angry, stops, counts to 10, and then feels calm.
This is an OK way of showing feelings because the student used a strategy to think about his response before acting on his emotion.
- Non-example: The student feels angry and yells at the person next to her.
This is NOT an OK way of showing feelings because the student reacted to his or her emotion without thinking first.
- Example: The student feels angry, takes a deep breath, and walks away from the upsetting situation.
- Non-example: The student feels mad, takes a deep breath, then bangs his fist on the desk, hurting his hand.
- Non-example: Once the student is aware that she is angry, she refuses to talk to any of her friends.
- Non-example: The student feels mad at his friend and tells him something that hurts his feelings.
- Example: The student realizes she is feeling angry, calms down, and talks to the teacher about what made her angry.

Using Supplement 3.2 “Ways of Showing Feelings”, as an overhead, continue with the exercise by asking students to generate one OK way of showing feelings for a chosen emotion and one

NOT OK way of showing the same chosen emotion. Think of more complex emotions like *Proud* or *Sorry* as you suggest feelings to work on.

IV. Practice or Application (25 minutes)

This exercise requires the use of the situation cards (Supplements 3.4 & 3.5). Before handing out the situation cards be sure to copy them onto card stock and cut them out.

Use your best judgment. You can use the following examples, or if you wish, use your own practice situations.

- Group the students in groups of five-six to complete the application exercise.
- Give each group one situation card each.
- Explain to students that they must:
 - 1) identify the feeling they would probably have if they were in the given situation;
 - 2) identify the feeling as comfortable or uncomfortable; and
 - 3) generate at least 3 positive examples of expressing that feeling.

Use Supplement 3.3 “Practice Application” as an overhead for students to view during the group exercise.

Situations:

- **Situation 1:** *Your older/younger brother/sister ate the last piece of your birthday cake. You asked her not to eat the last piece, but she did it anyway. So, you came home after school (hungry) and found the cake was gone.*
- **Situation 2:** *Everyone in your class except you has been invited to Stephanie’s birthday party.*
- **Situation 3:** *You are the goalkeeper for your soccer team. During the last 2 minutes of the game, a ball slips by you and the other team scores to win the game.*
- **Situation 4:** *You are participating in the game “Around the World” with your class (If students are unfamiliar with this game use Simon Says or some other class competition.) It is down to two people—you and your best friend. Your best friend misses, and it is your turn. You get it correct, and are named the winner!*
- **Situation 5:** *You don’t want your mom or dad to see your report card, because of some poor grades you received.*
- **Situation 6:** *You are getting ready to go on a trip for which you have been waiting a long time.*

Regroup: Come together as a large group to discuss the situations and the examples the students generated.

V. Closure (5 minutes)

Gather your students together and review the steps and objectives.

Review difficult skills and summarize key points:

Sample Script: *Being able to identify our feelings/emotions is an important skill to all of us during all stages of our lives because we all experience emotions or feelings at school, at home, at work, and at play. By knowing how you are feeling, you can react in a positive way, even when the feeling might be an uncomfortable one. Everyone has emotions or feelings, and it is okay to have any feeling. There are different ways of showing feelings. There are some ways of showing feelings that are OK and some ways that are NOT OK.*

Refer back to lesson objectives.

Today we learned about OK and NOT OK ways of showing feelings. We learned appropriate ways of expressing feeling.

VI. Testing or Post-Assessment (5 minutes)

If conducting a post assessment, read instructions and handout the tests.


VII. Homework:

Pass out the homework worksheet: Supplement 3.6 “Reacting to Emotional Situations”. Go over the directions with the students and answer any questions they may have.

Tips for Transfer Training

- **Precorrect:** Tell your student to remember the last two lessons and use “OK” ways of expressing their emotions during potentially emotional times of the day, such as recess period, lunch, or physical education.
- **Remind:** Similar to last lesson, if you notice students having difficulty expressing their emotions (getting board and showing it by an outburst such as “This is boring! I hate this!” or feeling upset at another peer and expressing this by yelling at him or her), remind them that these are NOT OK ways to express their emotions and ask them to try it again in an OK way.
- **Reinforce:** Reward your students by displaying OK ways of expressing their emotions. Some examples of OK ways could include students using “I feel” statements, talking (not yelling) out their issues with one another, or asking for help if they are getting frustrated.


Supplement 3.1 (Overhead)
Ways of Showing Feelings I

 = This is an OK way to showing feelings





 = This is NOT an OK way to showing feelings

1.	The student feels angry, stops, counts to 10, and then feels calm.	
2.	The student feels angry and yells at the person next to her.	
3.	The student feels angry, takes a deep breath, and walks away from the upsetting situation.	
4.	The student feels mad, takes a deep breath, then bangs his fist on his locker, hurting his hand.	
5.	Once the student is aware that she is angry, she refuses to talk to any of her friends.	
6.	The student realizes she is feeling angry, calms down, and talks to the teacher about what made her angry.	

Ways of Showing Feelings II

 = This is an OK way to showing feelings

 = This is NOT an OK way to showing feelings

<i>Emotion/ Feeling=</i>		
1.		
2.		
<i>Emotion/ Feeling=</i>		
1.		
2.		

**In your group discuss the scenario
and answer the following questions:**

1) How would you feeling if this happened to you?

2) Is the feeling comfortable or uncomfortable?

3) List at least 3 positive ways of showing how you might feel.

Supplement 3.4 (Print on card and cut out)

Situation 1

Situation 2

Situation 3

Situation 4

Situation 5

Situation 6

Supplement 3.5 (Print on card and cut out)

Your older/younger brother/sister ate the last piece of your birthday cake. You asked her not to eat the last piece, but she did it anyway. So, you came home after school (hungry) and found the cake was gone.

Everyone in your class except you has been invited to Stephanie's birthday party.

You are the goalkeeper for your soccer team. During the last 2 minutes of the game, a ball slips by you and the other team scores to win the game.

You are participating in around the world with your class (If students are unfamiliar with this game use Simon Says or some other class competition.) It is down to two people—you and your best friend. Your best friend misses, and it is your turn. You get it correct, and are named the winner!

You don't want your mom or dad to see your report card, because of some poor grades you received.

You are getting ready to go on a trip for which you have been waiting a long time.

Supplement 3.6 (Homework)
Reacting to Emotional Situations

Directions: For each situation listed on this worksheet, describe the feeling you would probably have if it happened to you. Put a check in the box to show if it is a comfortable or uncomfortable feeling. Also, think about “why” you think you might feel that way.

Situation	Feeling	Comfortable	Uncomfortable
You are invited by three different students to sit with them in the cafeteria			
One of your friends doesn't want to spend time with you anymore.			
You can't think of anything to do.			
You get picked last to play on a team.			
You are home alone at night.			
You get picked first to play on a team.			
Your teacher says, "Great job. You got 100% right!"			
Your teacher says, "Your work is too sloppy. Do it over again."			
A student says, "I don't understand how to do this. Will you help me?"			
Your parents are having an argument.			
There isn't enough money to get something you want.			
Your mom or dad says, "You're too young. Wait until you're older."			
A family member is very ill.			

Strong Kids Lesson 4

Dealing with Anger

Purpose:

Teach students to understand anger and manage aggression.

Objectives

- Students will accurately list and describe the steps of the Anger Model.
- Students will be able to name and describe the anger control skills taught.
- Students will apply the Anger Model and anger control skills to scenarios.
- Students will generalize, or apply this lesson to real life situations.

I. Review (5 minutes)

Activate prior knowledge: Review/discuss previous assignments and main ideas. Obtain 3-5 adequate ideas.

Sample Script: During our last meeting we discussed understanding our feelings and showing them appropriately. Raise your hand if you can tell me an important idea we learned in our last class. We also learned about comfortable and uncomfortable emotions. Can anyone give me an example of a comfortable and uncomfortable emotion?

Provide feedback.

Instruction

II. Introduction (5 minutes)

Communicate objectives clearly:

Sample Script: Today we will talk about a feeling called anger. Anger is a normal feeling that everyone experiences. We will learn what anger looks like and what causes it. We will also learn several skills to help us cope with our anger so that we don't need to behave in a way that would hurt ourselves or others.

III. Name and Define Skill (5 minutes)

Using Supplement 4.1 as an overhead discuss the following important terms:

Supplement 4.1 can also be used as a reference handout for your students.

- **Emotion:** A feeling that comes from something happening to you that is meant to tell you something about your situation. An emotion is usually identified by feelings in your body or thoughts in your mind.

- **Anger:** A powerful emotion of unhappiness and dislike toward someone or something when you feel threatened or harmed.
- **Aggression:** Forceful or oppositional behavior or words that cause physical or emotional harm to others, yourself, or property.
- **Anger Management:** Choosing appropriate behaviors when you are angry.

Convey the following main ideas to your students using your own words or use the suggested script below.

- **All people have emotions.** Emotions are tools that help us understand and cope with a person or situation (just as our eyes and ears help us perceive the world).
- **Anger is a natural and necessary emotion.** Without anger, we would be limited in our ability to understand and cope (i.e. protect ourselves) with people and situations (just as without our eyes and ears we would be limited in our ability to understand the world).
- **Aggression is one of many behaviors we can choose from to cope** with situations and people when we are angry.
- **Aggression is not the best way to deal with our anger** and often leads to harmful results. There are usually better ways to deal with our anger.

Sample Script: *Just as we all have eyes and ears that help us deal with life, we also have feelings that help us understand and deal with situations and people. Feelings are like tools that help us to understand our situations and deal with life. Anger is a strong feeling that helps us protect ourselves when we are confronted or treated unfairly. For example, it is natural to become angry when someone steals from you or calls you names.*

Ask students for examples of when they have become angry and what it was that made them angry.

Sample Script: *If you did not become angry you would not be motivated to protect yourself. However, anger does not have to lead to aggression to defend ourselves or to right a wrong. In fact, rather than solving the problem, aggression often leads to many problems. Aggression is only one way that we can react to our anger. Better ways of reacting to our anger include: talking about your anger, problem solving, or walking away.*

Ask students to talk about some ways they handle their anger.

Sample Script: *The ability to understand our anger and manage our anger is a very important skill that we all need throughout our lives. Anger is a normal, healthy*

emotion that all of us will feel many times in our lives. Being angry with someone or over something is not wrong, but dealing with anger through aggressive behaviors usually leads to more problems.

Ask students for examples of situations when they have seen aggressive behaviors used in response to feeling angry.

Sample Script: *Although aggression may sometimes get you what you want immediately, over the long term it often can cause you many more problems such as losing friends and poor relationships with your parents and teachers.*

IV. Introduce Anger Model and Definitions (5 minutes)

Use Supplement 4.2 as an overhead.

- **Trigger:** Anything that someone does to you that results in you feeling angry.
- **Interpretation/Understanding:** The process of thinking about what has happened to you and deciding what it means.
- **Emotional Reaction (Anger):** A response to an event that influences your mood.
- **Decision/Choice:** Deciding, based on your interpretation, about what action you will take.
- **Behavior:** Acting out the decision that you made.
- **Consequence:** The direct results of your behavior.

V. Integrate and illustrate anger model

Example:

Steps of Anger Model:	Script for Scenario:
1. Trigger	YOU ARE PLAYING AT RECESS WHEN A BALL HITS YOU IN THE BACK OF THE HEAD.
2. Understanding/ Interpretation	<i>You think about why the ball hit you and determine that another student deliberately threw it at you.</i>
3. Emotional Reaction	<i>Based on your interpretation you feel threatened by the other student and become angry.</i>
4. Decision/Choice	<i>Because you feel angry you think about what you should do to protect yourself. You decide to hit the person that threw the ball at you.</i>
5. Behavior	<i>You run over and shove the person who hit you with the ball.</i>
6. Consequence	<i>You have to miss recess for the rest of the day for shoving the student.</i>

Discuss the above example with the class and emphasize the following points:

- **Interpretation** is an automatic and active process that is based on a number of factors including past experiences, situational circumstances, and mood. When the ball hit the student he or she automatically began to think about the meaning of it. The student could have interpreted the event in one of two ways: (1) it was an accident or (2) it was intentionally thrown.
- The student's interpretation will determine his or her **emotional reaction** (i.e. anger, indifference, fear, etc.), which will in turn influence the student's decision-making process in selecting a behavioral response.
- A student's behavioral response to his anger is the product of a **decision**. This decision often occurs so quickly that students are unaware that they are making a decision. However, it is important that students recognize that they do a make a decision in how to respond to their anger.
- A student's **behavior** produces both short- and long-term consequences. Many of these consequences are obvious (e.g. disciplinary referral or getting what you want) but many are less obvious (e.g. peer rejection, poor student-teacher relationships). It is important that students be aware of the **consequences** of their behaviors.

VI. Present Anger Control Skills (5 minutes)

Sample Script: *Now we will talk about a few skills that are useful in managing and controlling anger.*

Sample Script: *Here are several examples of things that you can do to help you cope with your anger. Although you can use all of these skills any time you are angry, they work best when you use them in the right stage of the Anger Model. First we will describe each skill and when it is best to use, then we will apply the skills to an example.*

Use Supplement 4.3 as an overhead for the following discussion

- **Counting Backwards** means that you quietly count backwards from 10. It is best used when you first notice that you are angry (Emotional Reaction stage). It gives you time to think about the situation and what you are going to do and calms you down.
- **If-Then Statements** means that you ask yourself what might happen if you do something. It is best used when you are deciding what to do about a situation or problem (Decision stage). If-then statements help you make better choices by helping you understand the consequences of your actions.

- **Self Talk** means that you say to yourself the things that a good friend would say to calm you down such as: “Calm down”, “Take it easy”, or “Let it go”. It is best used when you first notice that you are angry (Emotional Reaction stage). Its purpose is to help calm you down.
- **Self Evaluation/Think** means that you think about what you want to get out of the situation and how best to get it. It is best used when you are deciding what to do about a situation or problem (Decision stage). Its purpose is to help you get what you want out of a situation.

VII. Application of anger control skills (10 minutes)

Use Supplement 4.3 as a student handout.

Using your own example, or the suggested example, illustrate the appropriate use of the anger model.

Negative Example:

Scenario- “You are standing in the lunch line when someone comes up to a person in front of you and begins talking to him. As the line moves forward the person slips into the line ahead of you and continues to talk (**trigger**). You wonder if the person is just talking to a friend and will leave or if he is being sneaky and deliberately cutting in line. You determine that he is cutting in line (**interpretation**) and become angry (**emotional reaction**). You think about what you should do and decide to yell at him (**decision**). You step out of the line, approach him, and tell him, “No cutting, idiot! Go to the end of the line!” (**behavior**). He yells back and angry words are said. You shove him and the two of you get into a shoving match. Because of this you are both sent to the principal’s office and suspended for five days. You also have to miss a cool field trip later that week (**consequences**).”

Discussion questions:

- How did this turn out?
- What went wrong?

Sample Script: *Now we will repeat the scenario and this time include the anger control skills that we learned. I will model the appropriate use of the anger control skills for you.*

Positive Example:

Scenario- “You are standing in the lunch line when someone comes up to a person in front of you and begins talking to him. As the line moves forward the person slips into the line ahead of you and continues to talk (**trigger**). You wonder if the person is just talking to a friend and will leave or if he is being sneaky and deliberately cutting in line.

You determine that he is cutting in line (**interpretation**) and become angry (**emotional reaction**). To calm down, you count quietly backwards from 10 (Count Backwards). After counting backwards you tell yourself, “Calm down, take it easy” (Self Talk). You think about what you should do. You come up with several options and ask yourself what will happen if you do each of them (Self Evaluation). Next you ask yourself what you want to get out of the situation and pick the option that will get you what you want (Self Evaluation). You decide to say something but want to avoid a fight. (**decision**). You calmly approach the student and ask, “Are you in line or just talking to your friend?” He responds, “I am doing both.” You say, “That’s not fair for those of us who have been waiting in line, I think that you should go to the back the line.” Although he apologizes sarcastically, “Sor-ry” and rolls his eyes, he goes to the back of the line (**consequences**).

Discussion questions:

- How did this turn out?
- Why did it turn out this way?
- What was different?

VIII. Practice or Application (10 minutes)

Student role-plays: Present students with one or two scenarios you have developed or have students develop their own. Instruct students to label their scenarios using the Anger Model. Then, grouping the students into pairs or groups of three, ask them to role-play a positive example using the anger control skills.

Discussion:

After students have completed the role-plays, select one of the groups’ examples for discussion. Have the students present their example labeled with the steps of the anger model.

Discussion questions:

- How did this turn out?
- Why did it turn out this way?
- What skills did you use?

IX. Closure (5 minutes)

Gather your students together and review the steps and objectives.

Review difficult skills and summarize key points

Sample Script: *Today we learned about a five-step anger model, which included the steps: (1) trigger, (2) interpretation, (3) emotional reaction, (4) decision, (5) behavior, (6) consequence. We also learned four useful skills for dealing with our anger. The*

skills included: (1) count backwards, (2) “if-then” statements, (3) self talk, and (4) self evaluation.

X. Testing or Post-Assessment (5 minutes)

If conducting a post assessment, read instructions and handout the tests.

XI. Homework:

Pass out the homework worksheet: Supplement 4.5: Anger Control worksheet.

Tips for Transfer Training

- **Precorrect:** Tell your students to use their anger control skills (count backwards, “If-then” statements, self-talk, and self-evaluation) if they feel as if they are getting angry. Recess, lunch, and physical education periods are particularly good for this lesson’s precorrection.
- **Remind:** If you find a student that is not dealing with their anger properly, ask them whether or not they *interpreted* their *emotional reaction* and made the best *decision*. Remind them of the *consequences* for their reactions and prompt them to use the anger control skills.
- **Reinforce:** If you happen to see your students using any anger control skills or providing evidence that they used the steps of the anger model appropriately, give them praise or reinforcement. For example, students could be rewarded for talking out their conflicts or reacting calmly to an aversive situation (an anger trigger).

Definition of Terms

Emotion: A feeling that comes from something happening to you that is meant to tell you something about your situation. An emotion is usually identified by feelings in your body or thoughts in your mind.

Anger: A powerful emotion of extreme unhappiness and dislike toward someone or something when you feel threatened or harmed.

Aggression: A behavior that takes place in the presence of anger and is intended to harm others or damage property.

Aggression Management: Choosing appropriate behaviors when you are angry.

Supplement 4.2 (Overhead)
ANGER MODEL

Steps of Anger Model:	Script for Scenario:
1. Trigger	You are playing at recess when a ball hits you in the back of the head.
2. Interpretation	<i>You think about why the ball hit you and determine that another student deliberately threw it at you.</i>
3. Emotional Reaction	<i>Based on your interpretation you feel threatened by the other student and become angry.</i>
4. Decision	<i>Because you feel angry you think about what you should do to protect yourself. You decide to hit the person that threw the ball at you.</i>
5. Behavior	<i>You run over and shove the person who hit you with the ball.</i>
6. Consequence	<i>You have to miss recess for the rest of the day for shoving the student.</i>

Supplement 4.3 (Overhead)
ANGER CONTROL SKILLS

Skill:	Description:	When to Use:
Count Backwards	Quietly count backwards from 10	Use when you first notice that you are angry (Emotional Reaction).
“If-then” Statements	As you are deciding what to do, ask yourself “If I do (blank) then (blank) will happen to me.”	Use when you are deciding what to do (Decision).
Self Talk	Tell yourself, “Calm down”, “Take it easy”, “Ignore it”, “Let it go”	Use when you notice that you are angry to calm yourself down (Emotional Reaction).
Self Evaluation	Decide what you want to get out of the situation and how best to get it	Use this to decide what you want to accomplish in the situation and what the best way is to do this (Decision).

EXAMPLES

Negative Example:

Scenario- “You are standing in the lunch line when someone comes up to a person in front of you and begins talking to him. As the line moves forward the person slips into the line ahead of you and continues to talk (**trigger**). You wonder if the person is just talking to a friend and will leave or if he is being sneaky and deliberately cutting in line. You determine that he is cutting in line (**interpretation**) and become angry (**emotional reaction**). You think about what you should do and decide to yell at him (**decision**). You step out of the line, approach him, and tell him, “No cutting idiot! Go to the end of the line!” (**behavior**). He yells back and heated words are exchanged. You shove him and the two of you get into a shoving match. Because of this you are both sent to the principal’s office and suspended for five days. You also have to miss a cool field trip later that week (**consequences**).”

Positive Example:

Scenario- “You are standing in the lunch line when someone comes up to a person in front of you and begins talking to him. As the line moves forward the person slips into the line ahead of you and continues to talk (**trigger**). You wonder if the person is just talking to a friend and will leave or if he is being sneaky and deliberately cutting in line. You determine that he is cutting in line (**interpretation**) and become angry (**emotional reaction**). To calm down, you count quietly backwards from 10 (Count Backwards). After counting backwards you tell yourself, “Calm down, take it easy” (Self Talk). You think about what you should do. You come up with several options and ask yourself what will happen if you do each of them (Self Talk). Next you ask yourself what you want to get out of the situation and pick the option that will get you what you want (Self Evaluation). You decide to say something but want to avoid a fight. (**decision**). You calmly approach the student and ask, “Are you in line or just talking to your friend?” He responds, “I am doing both.” You say, “That’s not fair for those of us who have been waiting in line, I think that you should go to the back the line.” He apologizes and goes to the back of the line (**consequences**).

Anger Control Worksheet

Describe a recent situation you witnessed or were a part of that involved someone becoming angry. Be sure to include each step of the anger model in your description:

Label your description using the steps of the anger model indicated below. Place the number for each step in the appropriate place in your description

1. Trigger
2. Interpretation
3. Emotional reaction
4. Decision
5. Behavior
6. Consequence

Using the anger control skills you have learned, indicate which of them could have been used in the situation you described and discuss how it could have been used. (Look at the included handout)

Strong Kids Lesson 5

Understanding Other People's Feelings

Purpose:

Teach students how to identify others' emotions and to take different perspectives.

Objectives:

- Students will learn to use physical cues to understand how someone else is feeling.
- Students will learn how to take the perspective of others.
- Students will generalize, or apply this lesson to problems at different times and different settings.

I. Review (5 minutes)

Activate prior knowledge: Review/discuss previous assignments and main ideas. Obtain 3-5 adequate ideas.

Sample Script: *During our last meeting we learned how to manage and to understand our anger. Raise your hand if you can tell me an important idea we learned from this lesson.*

Provide Feedback

Instruction

II. Introduction (2 minutes):

Communicate objectives clearly:

Sample Script: *Today we will learn about a skill called empathy. We will learn how to notice other people's feelings, to see things like they would, and to use what we learn to understand them.*

III. Name and Define Skill (4 minutes)

Use Supplement 5.1 as an overhead to define and discuss the following terms.

- **Emotion:** A feeling that comes from something happening to you that is meant to tell you something. An emotion is usually identified by feelings in your body or thoughts in your mind.
- **Empathy:** Understanding another person's feelings or emotions.
- **Perspective/Point of View:** Feelings and opinions each person has in an experience.

- **Clues:** Signals or signs you can see that tell you something about another person.

Convey the following main ideas to your students using your own words or use the sample script below.

- It might be possible to tell someone's feelings by looking for visual clues.
- People may or may not share the same perspective in the same situation.
- It is important to listen to others to find out how they are feeling.

Sample script: *The first part of empathy is finding out how someone else is feeling. We can ask him or her how he or she feels, but first we can try to figure out how he or she feels by looking for clues. If we can find clues, we might be able to guess how someone is feeling. Then we can try to see things from the other person's perspective. Different people might feel different things and feelings, even in the same situation. If we can find the other person's perspective, we might be able to understand and get along with him or her better.*

IV. Modeling (10 minutes or more as needed)

Probe the class for knowledge of emotions and clues that might help them discern someone else's feelings.

Model some emotions for the class. You can use a student volunteer, if you wish, but make sure the student is precise in his or her modeling.

- **Happy:** smile, open arms, stand up straight, walk with head high, laugh.
- **Sad:** put head down, pull arms close to body, shuffle feet, cry.
- **Angry:** puff up lips, frown, clench fists, get red in the face (if possible!), bare teeth, cross arms, take up space, walk quickly, shake, make threatening eye contact.
- **Scared:** drop head, open eyes, walk backwards, slowly, tremble.
- **Embarrassed:** turn head away, hunch shoulders, blush, avoid eye contact.

Model each emotion, one at a time. Ask the students to guess the emotion. If most of the class can guess correctly, write it on the board, and **ask them how they knew**. **List the physical cues they give on the board**, under the emotion. If most cannot guess correctly, teach the cues. Drill students until they can correctly identify five consecutive emotions and tell why they know.

Note: You may need to spend more time on this if the class does not display mastery of emotional clues (i.e., correctly identifying five consecutive emotions). If so, you will need to split this lesson into two lessons and spend the remainder of this lesson on emotional clues. You might teach the emotions one by one and use positive and negative examples. Consider using student volunteers who can demonstrate mastery.

V. Integrate Key Concepts

This section can be taught separately or woven in throughout your lesson via the example scenarios, modeling scenario, or the student role-play scenarios.

Begin with a discussion linking emotional clues to perspective. Use the script provided or develop your own.

Sample Script: *Now that we know some clues to look for, we can try to figure out how someone else is feeling just by looking at him or her. Why would you want to know how someone else is feeling?*

Why would you want to know how someone else is feeling?

Convey the following main ideas to your students:

- To know how a person might react if I did something, or in a certain situation.
- To see things from another person's perspective/point of view.
- To better understand the individual.

VI. Practice or Application (20 minutes)

Big Group Student role-plays: Group the students into four groups.

Use Supplement 5.2 as a scenario handout. You can photocopy the handout page and cut each scenario out separately.

Use the following scenario, or one of your own, if you wish. Choose the set of handouts that best fits your class (younger or older). For example, these scenarios may be current events or significant local events. If you are using the provided scenario, give a different handout (Handouts 1, 2, 3, and 4) to each group. Read the script and then give each of the four groups a different handout.

Once the groups have read their handouts, have them either nominate one person to act as the character (who could trade in and out with others as well) or act as one group. Encourage them to practice the physical cues they have learned earlier in the class, and ask the groups (or group spokespersons) for their perspectives. Have the groups trade handouts with another group, and then ask them how they would feel if they were the other person. Ask them how people could have different perspectives on the same situation, and then follow up by asking why it would be important to know someone else's perspective.

Script: Good morning class. I have some news. I'm sorry, but the math test, which was supposed to be on Monday, is now going to be tomorrow. We'll do that instead of anything we have planned for tomorrow.

Have the class act out the scenario

Younger group

Handout 1: You are Keith. Today is Thursday. Class is going okay, but you're upset. Your parents said that you could go to the lake with them if you didn't have that lousy math test on Monday. If only it were before this weekend, then you could go to the beach! That would make you so happy!

Handout 2: You are Sarah. Today is Thursday. You're really excited because tomorrow is your birthday! Since the big math test is on Monday, the teacher said that we'd have a big party tomorrow. You're really looking forward to the party and would be really sad if the party didn't happen.

Handout 3: You are Carla. Today is Thursday. You are excited because the big test is on Monday, and your dad, who works in Europe, is coming into town to take you to the zoo on Friday. He said you could go only if you didn't miss anything important on Friday. Good thing the test isn't on Friday, or you wouldn't be able to go. That would make you so angry!

Handout 4: You are Peter. Today is Thursday. There is a big math test on Monday. You're not doing so well in math class, and your parents said you'd have to do perfect on the test. You're going to do math all weekend to get ready for the test. It is a good thing the test is not tomorrow. That would be so scary!

Older Group

Handout 1: You are Keith. Today is Thursday. Class is going okay, but you're upset. You'd have the whole weekend off to go to the lake with your friends if you didn't have that lousy math test on Monday. If only it were before this weekend, then you could go to the beach! That would make you so happy!

Handout 2: You are Sarah. Today is Thursday. You're really excited because tomorrow is your birthday! Since the big math test is on Monday, your parents said you could have a party tonight with your friends, but only if you didn't have anything to study for. You're really looking forward to the party and would be really sad if your party didn't happen.

Handout 3: You are Carla. Today is Thursday. You are excited because the big test is on Monday, and the big soccer game is on Friday. You are the star forward. Good thing the test isn't on Friday, or you would be tired from studying the night before. That would make you so angry!

Handout 4: You are Peter. Today is Thursday. There is a big math test on Monday. You're not doing so well in math class, and you're worried you might fail if you don't do well on the test. You're going to study all weekend to get ready for the test. It is a good thing the test is not tomorrow. That would be so scary!

VII. Closure (3 minutes)

Gather your students together and review the steps and objectives.

Sample Script: *When someone is having a hard time, see if you can use clues to find out how that person is feeling. (Tip: Ask students to model the emotions as a group when you call them out).*

Refer back to lesson objectives.

Sample Script: *Today we learned how to use empathy. We learned how to recognize other peoples' feelings, how to take their perspectives, and how to be supportive. See if you can use the skills you learned today to better understand your friends and family and to find their perspectives.*

VIII. Testing or Post-Assessment (2 minutes)

If conducting a post assessment, read instructions and handout the tests.

XI. Homework:

Hand out the homework worksheet: Supplement 5.3: Empathy worksheet.

Tips for Transfer Training

- **Precorrect:** Prior to social situations, both occasional and routine, remind your students to use visual clues and change their perspective to try and understand the other person's point of view. Situations like physical education, recess, pep assemblies, school dances, and competitive athletic and academic events may be particularly good times to use this precorrection.
- **Remind:** If you notice a student is not using his or her empathy skills, remind the student to try and understand how the other person is feeling. The student should use physical or visual cues and try to see the situation as the other person would. This reminder may be particularly useful during confrontations.
- **Reinforce:** If you notice your students using any of the skills related to empathy, give them praise or other types of reinforcement. Remember to specify your reinforcements by naming the particular skill you observed. For example, a reinforcement given to a student for comforting another may resemble the following statement: "Jason, I noticed you used your empathy skills to understand how Jim may be feeling. Very good!"

Definitions

Emotion/Feeling: A reaction to a situation

Empathy: Understanding another person's feelings

Perspective/Point of View:
Feelings and opinions each person has in an experience

Clues: Signals or signs you can see that tell you something about another person

Handouts:

Younger group

Handout 1:

You are Keith. Today is Thursday. Class is going okay, but you're upset. Your parents said that you could go to the lake with them if you didn't have that lousy math test on Monday. If only it were before this weekend, then you could go to the beach! That would make you so happy!

Handout 2:

You are Sarah. Today is Thursday. You're really excited because tomorrow is your birthday! Since the big math test is on Monday, the teacher said that we'd have a big party tomorrow. You're really looking forward to the party and would be really sad if the party didn't happen.

Handout 3:

You are Carla. Today is Thursday. You are excited because the big test is on Monday, and your dad, who works in Europe, is coming into town to take you to the zoo on Friday. He said you could go only if you didn't miss anything important on Friday. Good thing the test isn't on Friday, or you wouldn't be able to go. That would make you so angry!

Handout 4:

You are Peter. Today is Thursday. There is a big math test on Monday. You're not doing so well in math class, and your parents said you'd have to do perfect on the test. You're going to do math all weekend to get ready for the test. It is a good thing the test is not tomorrow. That would be so scary!

Older Group

Handout 1:

You are Keith. Today is Thursday. Class is going okay, but you're upset. You'd have the whole weekend off to go to the lake with your friends if you didn't have that lousy math test on Monday. If only it were before this weekend, then you could go to the beach! That would make you so happy!

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You are Carla. Today is Thursday. You are excited because the big test is on Monday, and the big soccer game is on Friday. You are the star forward. Good thing the test isn't on Friday, or you would be tired from studying the night before. That would make you so angry!

Handout 4:

You are Peter. Today is Thursday. There is a big math test on Monday. You're not doing so well in math class, and you're worried you might fail if you don't do well on the test. You're going to study all weekend to get ready for the test. It is a good thing the test is not tomorrow. That would be so scary!

Supplement 5.3 (Homework)
Empathy Homework Assignment

Name: _____ Date: _____

Think of two times when you could tell how someone else was feeling.

1. _____

2. _____

How could you tell? (What were the clues that you noticed)?

1. _____

2. _____

What did you do, or what could you do to help that person?

1. _____

2. _____

2. Think of someone who you think might be having a hard time now. Think of some ways you can understand this person's feelings using the skills you have learned in this lesson.

Strong Kids Lesson 6

Clear Thinking Part 1

Purpose:

Guide students in developing an awareness of how emotions change and work and identifying negative thought patterns.

Objectives:

- Students will have an increased awareness of the range of their emotions
- Students will learn that identifying negative thought patterns can help create a healthy lifestyle.
- Students will learn to identify common thinking errors.
- Students will apply their knowledge of negative thought patterns and thinking errors to their own lives.

I. Review (2 minutes)

Activate prior knowledge: Review/discuss previous assignments and main ideas. Obtain 3-5 adequate ideas.

Sample Script: During our last meeting we talked about how to recognize and understand other people's emotions. Raise your hand if you can tell me an important idea we learned in our last class.

Provide feedback

Instruction

II. Introduction (5 minutes):

Communicate objectives clearly:

Sample Script: *Today we will continue to discuss emotions. We will see that emotions can be experienced in different degrees of intensity, just like the temperature that is measured with a thermometer. We will learn to identify our negative thoughts which can help create a healthy lifestyle.*

III. Activity 1 (10minutes)

Use Supplement 6.1 as an overhead to explain this activity.

For this activity, you will be asking the students to identify certain situations they may have experienced that involved emotions such as anger, sadness, and fear. The students will select the appropriate level, or "temperature" of emotional intensity for that situation.

Sample Script: *I'm going to ask a volunteer to think of a time he or she felt angry and use the picture of the thermometer to help explain to the rest of the class the level of emotion he or she felt in that situation. To show a little anger, you will color up to the first line; to show a lot of anger, color up to the top line; to show something in between, color up to the middle line. Would anyone like to share an anger experience with the class?*

Allow the students to share relevant experiences with the group and indicate the level of intensity, or “temperature” of the emotion on the thermometer.

IV. Activity 2 (20 minutes)

Use Supplement 6.2 as an overhead and handout and explain the activity.

For this activity you will be describing the different types of common thinking errors. The students will be provided with a handout illustrating the five types of thinking errors. They will be provided with five scenarios and asked to identify which thinking errors are being demonstrated.

Sample Script: *Now that we have talked about how our emotions can come in different degrees, we will move on. It is important to understand that sometimes when our emotions are very strong, we can make an error in the way we think about a situation. By identifying any negative thoughts we have, we can determine if we made an error in the way we thought about a situation. We will discuss five of the most common thinking errors that people make.*

Provide students with the opportunity to ask questions about the types of thinking errors.

Using the scenarios on Supplement 6.3 as an overhead, reveal only one scenario at a time, to illustrate each thinking error. Read each scenario aloud and encourage students to follow along on the overhead.

After reading each scenario, ask:

Which of the five thinking errors is occurring in this story?

Call on individual students to identify which thinking error is occurring. Provide feedback as needed if a student provides an incorrect answer.

Answer Key:

- Scenario 1. Making it personal
- Scenario 2. Fortune-telling
- Scenario 3. Binocular vision
- Scenario 4. Dark glasses
- Scenario 5. Black-and-white thinking

Use this exercise as an opportunity to motivate students to apply the information from the lesson and to get them thinking. Be sure to allow for flexibility in the students' responses emphasizing the fact that there can be more than one right answer.

V. Explanation of homework assignment (10 minutes)

Use Supplement 6.4 as an overhead and/or handout to explain the homework assignment. Students will be asked to list 4 times that they had a negative thought and what type of thinking error they made. When explaining the assignment, you may choose to provide a personal example of a time you experienced a negative thought and engaged in a thinking error. You can fill out the parts of the chart as you go to model the use of the chart.

Important: Have the students work through at least one example on the homework sheet before the session ends so they will have something to work on for the next lesson, as it will be a continuation of this activity. At the end of the session say:

It is very important that you bring your completed homework assignment to our next meeting. We will be using your examples for the next lesson.

VI. Closure (2 minutes)

Refer back to lesson objectives.

Sample Script: Today we discussed the range of our emotions. We learned that identifying negative thought patterns can help create a healthy lifestyle. We identified common thinking errors. For homework, you will apply your knowledge of negative thought patterns and thinking errors to your own lives.

Review difficult skills and summarize key points.

Preview big ideas for next lesson:

Sample Script: Next time we will learn ways to change negative thoughts once we have identified them.

VII. Testing or Post-Assessment (3 minutes)

If conducting a post assessment, read instructions and handout the tests.

VIII. Homework:

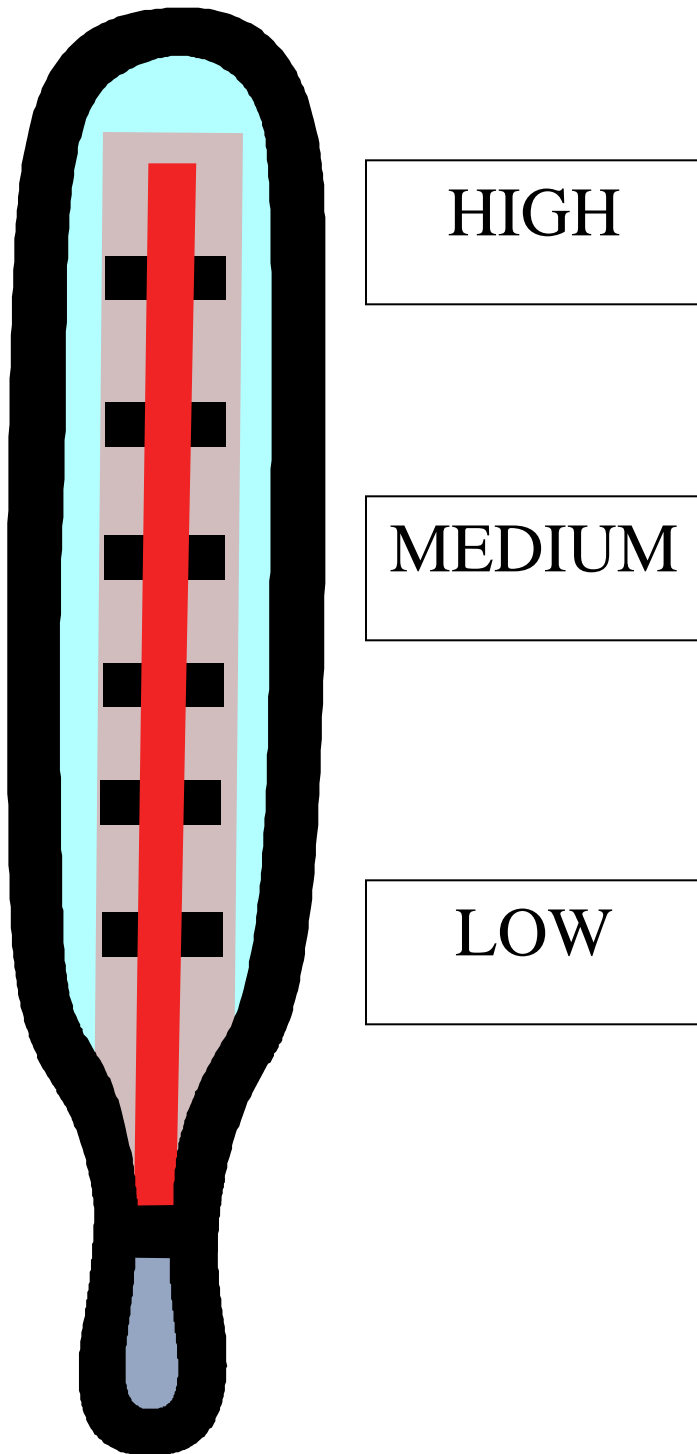
Remind students how important it is that they complete and return the homework worksheet.

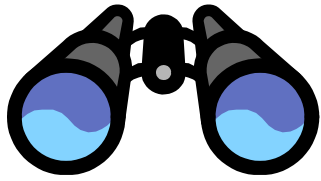
Tips for Transfer Training

- **Precorrect:** Tell your students to use their knowledge of Clear Thinking to identify the opportunities to refute negative thinking throughout the day. Situations like report-card day or results to state and classroom assessments may be particularly good times to use this precorrection.

- **Remind:** If you notice a student using one of the 5 types of negative thinking, ask them if they recognize what type of thinking they are using, and strategize effective ways to reframe the events and/or to examine the evidence that supports or refutes their thinking.
- **Reinforce:** Reward students observed identifying positive thinking opportunities. Catch and compliment students identifying and using evidence based steps to reframe negative thinking.

Supplement 6.1 (Overhead)
Feelings Thermometer





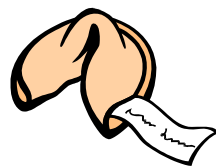
Binocular vision: looking at things in a way that makes them seem bigger or smaller than they really are.



Black-and-white thinking: looking at things in only extreme or opposite ways. For example, thinking of things as being *good or bad, never or always, all or none*.



Dark glasses: thinking about only the negative parts of things.



Fortune-telling: making predictions about what will happen in the future without enough evidence.



Making it personal: blaming yourself for things that are not your fault.

Supplement 6.3 (Overhead)

1. Richard's parents are getting a divorce. He thinks that this is all his fault because he has been getting into trouble lately.
2. Marcella's teacher suggested that she run for class president. She decided not to run because she knew that no one would vote for her.
3. Jenny got a bad grade on her spelling test. Now she thinks that she is the worst student in the class.
4. Jose's soccer coach gave him a lot of praise and encouragement in soccer practice. As Jose was leaving practice, the coach mentioned that Jose should practice his dribbling skills at home. Jose was upset about how poorly he played at practice.
5. Mark got in trouble for not taking out the trash. He thought to himself, "I am always the bad kid. My sister Kara is always the good kid."

Supplement 6.4 (Homework)

Homework assignment: Please list 4 times that you had a negative thought. For each negative thought, write what type of thinking error you made.

What was my negative thought?	What type of thinking error did I make?

Clear Thinking Part 2

Purpose:

To provide students with relevant and applicable skills for refuting negative thought patterns.

Objectives:

- To provide students with specific skills designed to refute negative thought patterns.
- To provide students with skills to discriminate harmful and pervasive negative thought patterns from acceptable (evidence based) negative thoughts.
- To actively practice refuting negative thoughts in scenarios representing real problems.

Preparation:

Collect homework

Instruction

I. Introduction

Read the following script or use your own words to describe and review the main ideas covered in *Clear Thinking I*.

Sample script: *During our last meeting, we talked about ways to identify negative thoughts and how to recognize the thinking errors that can lead to negative thoughts. We spent a lot of time talking about five particular thinking errors and we spent some time talking about some examples of those thinking errors.*

Use Supplement 7.1 as an overhead (this was also used last week).

Sample Script: *I am going to show you those thinking errors again, because in today's lesson, we are moving into the "next level" where we will start thinking of ways to change those negative thoughts if ever we should encounter them.*

Depending on your group, an example that uses video games as a parallel to the lesson's approach might be appropriate.

II. Review: Name and Define Skill

Present the overheads with a series of questions and answers to review the points from last lesson. Use questions like: "What was another one?" or "What can you tell me about this one?" Expose one image at a time, providing hints and feedback.

Thinking Errors:

- **Binocular vision:** looking at things in a way that makes them seem bigger or smaller than they really are. [Example: You're invited to a beach party, it will be lots of fun but **you don't know how to swim** or don't want to have to wear a bathing suit and that is all you can think of.]
- **Black and white thinking:** looking at things in only extreme or opposite ways. For example, thinking of things as being *good or bad, never or always, all or none, friend or enemy*. [Example: A friend wants to hang out with someone else today, and I'm sure she no longer wants to be my friend]
- **Dark glasses:** thinking about only the negative parts of things. [Example: I had a bad day today, the teacher didn't call on me, my friends didn't give me a chance to talk in the conversation.]
- **Fortune telling:** making predictions about what will happen in the future without enough evidence. [Example: Natalie is not going to like this present I got for her]
- **Making it personal:** blaming yourself for things that are not your fault. [Example: **If I had stopped the dog** and played with it, he wouldn't have been hit by the bicycle.]

III. Discussion (10 minutes)

In your own words or in a script similar to the one provided, convey the idea that not all negative thoughts are bad.

Sample Script: *Not all negative thoughts are bad. Sometimes we have negative thoughts that are normal reactions to situations that truly are bad. These negative thoughts help us to make decisions about our safety and our choices. For example, you may have negative thoughts about climbing a very high mountain because you don't feel that you are ready, and you truly feel that you would fall. When you look for evidence about this type of "negative thought" you might find that the thoughts behind it are true if, for example, you've never climbed a mountain before or you don't have the right equipment.*

Use the following sample script, or use your own words to describe to the students that identifying negative thought patterns and thinking errors is only part of a process.

Use analogy to describe a process that involves:

- 1) identifying (recognizing) the negative thought pattern;
- 2) making a decision regarding the validity of the thought (i.e. is this based on a thinking error or on real evidence);
- 3) (if it is based on a thinking error) getting rid of the thought by replacing it, reframing it, or refuting it.

Using Evidence:

Sample Script: *So we all remember what those kinds of thinking errors look like, and how they can lead to negative thoughts like in the examples. So, what do we do with all*

this? Knowing that we are having a negative thought is just the beginning of the process. Next you have to decide whether or not the negative thoughts are based on reasonable evidence. We can think about evidence by asking ourselves questions about the negative thoughts. Here is how it would look if we could write it down as we had a negative thought.

Use Supplement 7.2 to discuss using evidence to examine our thoughts.

Using Reframing:

Help the students understand the concept of reframing by using your own words or the following sample script:

Sample Script: Reframing means to change the negative thoughts around. In order to dispel the negative thoughts that come to mind in these types of situations there are a couple of different activities you can do. One of the things to do is called reframing. Here are some examples of reframing:

Use Supplement 7.3 as an overhead here to discuss how to identify thinking errors and how to employ methods of reframing, relabeling and putting negative thoughts into a more positive light.

Using the overheads, work through the examples explaining the rationale behind the reframing process i.e. reframing is simply an exercise that involves taking the same negative information and placing it into a more likely or realistic frame.

IV. Activities (15 – 20 minutes):

Reframing discussion:

Once the (overhead) examples have been discussed, start working out some reframing exercises by using some scenarios selected from the homework assignments that the students returned from the Clear Thinking I lesson. By using these realistic scenarios, the students will get an opportunity to see how reframing, relabeling and identifying thinking errors can be useful in everyday situations. Work through the scenarios on the blackboard.

Modeling:

Ask for volunteers from the class to role play some of the homework examples. Have the students model situations in which negative thoughts could potentially have been reframed.

V. Closure:

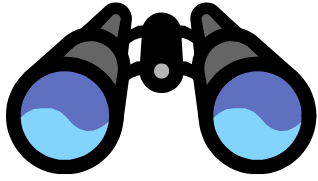
Close the lesson with a few thoughts to tie the lesson together. These may be responses to questions the students have had, or comments they made during the lesson. Be sure to encourage students to use these skills daily.

Sample script: Place Supplement 7.4 (thermometer) back up for students to view.
Having negative thoughts happens to everyone at some time. Sometimes we have to think about our negative thoughts in order to decide whether we should try to change them. We can use the thermometer analogy to gauge our negative thoughts as well. If our negative thoughts are getting high, this could be a good time to start reframing

and relabeling or thoughts in order to regain control of our emotions. As you have learned in previous units, sometimes negative thoughts cannot be reframed or changed. In these cases, it is important to find something that is positive to focus on.

Tips for Transfer Training

- **Precorrect:** Tell your students to use their knowledge of Clear Thinking to identify the opportunities to refute negative thinking throughout the day. Situations like report-card day or results to state and classroom assessments may be particularly good times to use this precorrection.
- **Remind:** If you notice a student using one of the 5 types of negative thinking, ask them if they recognize what type of thinking they are using, and strategize effective ways to reframe the events and/or to examine the evidence that supports or refutes their thinking.
- **Reinforce:** Reward students observed identifying positive thinking opportunities. Catch and compliment students identifying and using evidence based steps to reframe negative thinking.



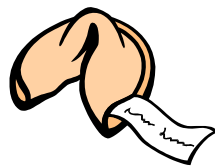
Binocular vision: looking at things in a way that makes them seem bigger or smaller than they really are.



Black-and-white thinking: looking at things in only extreme or opposite ways. For example, thinking of things as being *good or bad*, *never or always*, *all or none*.



Dark glasses: thinking about only the negative parts of things.



Fortune-telling: making predictions about what will happen in the future without enough evidence.



Making it personal: blaming yourself for things that are not your fault.

Supplement 7.2 (Overhead)

Evidence

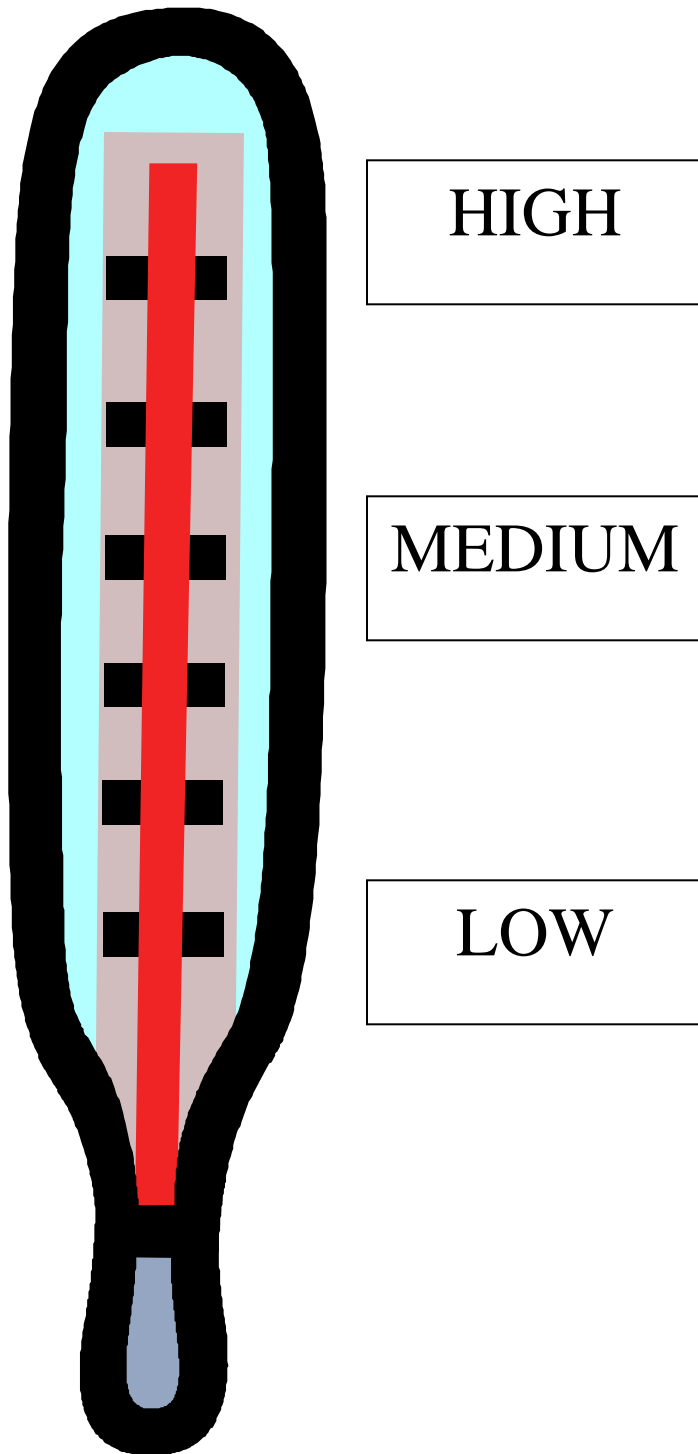
Negative Thought	What is the evidence?		Is it Realistic/Reasonable?	So what?
<p><i>A. My friend never chooses me when it's time to choose sides for dodge ball. He hates me.</i></p>	<p><u>For?</u> Over the past week, whenever we've played dodge ball, my Marcus has not chosen me for his team.</p>	<p><u>Against?</u> He plays with me at my house. We eat lunch together. He laughs at my jokes. He is really serious about dodge ball. I'm not.</p>	<p>If he hated me he probably would not want to spend any time with me, or even talk to me.</p>	<p>I need to stop thinking that he hates me.</p>
<p><i>B. I am such an awful dancer, I will never make dance team.</i></p>	<p>All of the other students are catching on to the dance steps. I keep falling. I have failed both tryouts.</p>	<p>I cannot predict the future.</p>	<p>The team leader has some very specific requirements for someone who makes the team and, so far, I have not been able to do them. It is reasonable to expect that I might not make dance team this time around. But I do not know about the future.</p>	<p>If I don't make dance team, I still have other things I can do. The worst that will happen is that I have to find a different interest this season. I need to stop thinking I will never make it.</p>

Supplement 7.3 (Overhead or handout)

Reframing

<i>What was my negative thought?</i>	<i>What thinking error did I make?</i>	<i>What is a more realistic way of thinking about it?</i>
Everything at home is bad.	Dark glasses.	Some things at home seem bad right now, but there are some good things, too.
I'm not going to find a summer job.	Fortune Telling.	I don't have a summer job lined up yet, but I still have several weeks to find one.
It's awful that I fight so much with my dad.	Binocular Vision.	Most of the time I don't fight with my dad-just sometimes.

Supplement 7.4 (Overhead)
Feelings Thermometer



Strong Kids Lesson 8

The Power of Positive Thinking

Purpose:

Teach students how to change their negative thoughts and beliefs.

Objectives:

- Students will accurately list the A-B-C-D-E steps of learned optimism process.
- Students will be able to distinguish between positive and negative examples of positive thinking.
- Students will apply the procedures of positive thinking to a classroom scenario.
- Students will generalize, or apply this lesson to problems at different times and different settings.

I. Review (5 minutes)

Activate prior knowledge: Review and discuss previous assignments and main ideas. Obtain 3 – 5 adequate ideas.

Sample Script: *During our last meeting, we discussed how to identify and refute negative thoughts. Raise your hand if you can tell me an important idea we learned in or last class.*

Provide Error Correction/Feedback

Instruction

II. Introduction (5 minutes)

- Communicate objectives clearly:

Sample Script: *We are going to discuss Positive Thinking today. We will learn what this is and learn techniques that will help you identify and change the negative thoughts that you might have.*

III. Name and Define Skill (5 minutes)

Present Supplement 8.1 as an overhead here to discuss the relevant vocabulary.

- **Self-control:** The ability to control your own behavior, especially in terms of your actions and impulses.
- **Personal Control:** Believing that you have control over the important outcomes in your life.
- **Optimism:** Believing, expecting, or hoping that things will turn out well.

- **Pessimism:** Always expecting something bad to happen.

Convey the following main ideas to your students using your own words or use the sample script provided.

- Positive Thinking is the act of viewing the world from a positive perspective, with expectations for pleasant and good outcomes and ready solutions.
- Positive thinking is a desirable trait for healthy minds.
- Negative thinking involves the generation of unhappy, angry, or unpleasant ideas in your head.
- Negative thinking occurs sometimes, but should not happen more often than positive or neutral thoughts.

Sample Script: *Positive thinking involves having pleasant expectations in your head for life events that you are observing or involved in. Negative thoughts are unhappy or angry ideas you have in your head about life events that you are observing or involved in. It is okay to have negative thoughts sometimes. It's important to know that negative thoughts can be good because they can help you to see where you need to try harder or work more for the next time. But these thoughts must be balanced out by the positive thoughts too.*

Pose some general questions to the class to provoke thought.

- What are reasons why you might have negative thoughts?
- Can they occur because you place too much blame on yourself?
- Can they occur because you don't think you can control what happens to you?

IV. Name and Define Training (5 minutes)

Present Supplement 8.2 the ABCDE plan as an overhead here.

Introduce the ABCDE plan for optimism as a helpful tool to remember how to achieve positive thinking.

- **A: Any problem** that I can't control. *Think about what problems you are likely to encounter at home and at school.*
- **B: Bad thoughts** that makes me think things are my fault.
- **C: Creepy feeling** that I get in my head that makes me feel worse.
- **D: Decide not to** accept the creepy thoughts. *What can you say to yourself that will tell you to not think in those negative ways?*
- **E: Enjoy the idea** that I can control what I think about myself. *How will you feel after you have replaced the negative thoughts with more positive ones?*

V. Integrate and Illustrate ABCDE model (10 minutes)

Option 1: Create a Scenario: Encourage students to think of a situation that might happen that might elicit negative thoughts. Create and modify suggestions making them relevant to your students or relating them to topics that are current in your classroom. Piece together the scenario by asking questions like:

1. *Where might you be?*
2. *Who might you be with?*
3. *What might be the situation/what's going on?*
4. *What might be your response/what do you do?*
5. *How do the others respond to you that makes you feel bad?*

Option 2: Cartoon Scenario: Use Supplement 8.3 to narrate and discuss the cartoon with the students using the general outline below.

1. You are in the classroom during free time
2. with your friends
3. you are all deciding what game you should play next. Everyone is contributing ideas
4. but, when you suggest playing checkers
5. everyone laughs and says “Naaaaww!”

You feel awful, and you can't seem to stop thinking about it.

Discussion of Scenario:

Explore the scenario and a possible negative response to it.

Sample Response:

You suddenly wish you hadn't suggested checkers. While your friends have moved on and are still discussing what game to play, you are still thinking about how stupid everyone must think you are. You think that things like this always happen to you, and that if you were smarter, or more popular, you could have come up with a better idea. These thoughts keep replaying in your head over and over again.

Regardless of which option you chose, using the **ABCDE** process, work through the scenario recommending possible ways to change negative thinking to positive thinking. Ask questions and provide direct feedback about the scenario. Let the students know, that for some people, situations like this can become quite troubling.

Cartoon Sample Discussion format:

What is this person doing? (Bad thoughts/creepy feelings)

- (1) Assuming all of the responsibility for the outcome of his suggestion;
- (2) “beating himself up” about it;
- (3) making something small into a big deal.

How could he have thought about this situation without getting so upset about it? (Decide)

- (1) He could decide that there was nothing wrong with his suggestion of “checkers” and that:
- his friends should have responded more pleasantly even if they did not agree.
 - his friends were not being mean, they were just eager to get a game they all agreed on.
 - he is making a big deal out of nothing because everyone else has stopped talking about it.

(2) He could decide that, in hindsight, checkers was not the best suggestion because (they always play checkers, there’s only one checkerboard, no one else knows how to play checkers, they only have 5 minutes etc.) and so

- Laugh/shrug it off because everyone makes mistakes once in a while.

How do you think you would feel after you had handled the situation this way? (Enjoy)

V. Examples and Application (5 minutes)

If there is time, process through another ABCDE scenario to promote fluency.

Learned Optimism Training

- **A (Any problem):** Michelle answers a question wrong in Math class
- **B (Bad thoughts):** Michelle believes the teacher is angry and the whole class thinks she is stupid
- **C (Creepy feeling):** Michelle feels depressed and thinks "I wish I could run out of this classroom and never have to come back here again"
- **D (Decide not to accept thoughts):** Michelle thinks "Okay, I answered the question wrong but that doesn't mean the teacher is mad. We are just learning these equations and she can't expect that all the students will always answer the questions right. The other kids in the class probably don't think I'm stupid because they get questions wrong too sometimes."
- **E (Enjoy):** Michelle thinks "I'm still a little embarrassed about getting the question wrong but I don't think the teacher is mad and the kids think I am stupid anymore. I no longer wish that I could run out of the classroom."

Examples of Positive thinking

- Angie changed her belief that she had no control over if she made the volleyball team and decided that she could increase her chances by extra practice at home and by playing on the intramural team at school.
- Jason changed his belief that he did not make the debate team because he was not good at speech and decided that there was a lot of competition this year made up of older, more experienced students

Non-examples of Positive thinking

- Angie really wanted to be on the volleyball team. She watched the other players practice every night and decided that she could never be that good.

- b. Jason really wished he had made the debate team. He decided that he just wasn't smart enough to be on the team, and was angry that he had even tried.

Examples of Positive Thinking

- a. When Angie finally made the volleyball team, she told herself that it was because she had practiced hard and deserved the spot.
- b. When Jason finally made the debate team, he congratulated himself for making the cut even though he was running against some very talented students.

VI. Post Assessment

Use Supplement 8.4 as an overhead to conduct an informal assessment of the students' understanding of the topic.

- **Is optimism positive or negative?**

Optimism is positive.

- **What is optimism about?**

Optimism is about feeling good or positive about events, and expecting good outcomes.

- **What is pessimism about?**

Pessimism is about feeling bad or negative about events and expecting bad things to happen.

- **What is thinking positive?**

Learning how to choose a different way of thinking about things so that I don't end up feeling miserable and blue whenever something doesn't work out for me.

- **What is one way to start thinking positive?**

One way to start thinking positive is by not taking all the responsibility for bad outcomes, and about not refusing all of the praise for good outcomes. Positive thinking has a lot to do with self control and about deciding where we have control in our lives, and our thoughts.

- **How can we feel better about ourselves?**

By taking responsibility when good things happen and attributing good things to something good about ourselves.

- **What are some ways I can make positive thinking work?**

It can work when I realize that I am not entirely to blame for everything that goes wrong. If I take a few minutes after something goes wrong to think about what has happened instead of blaming myself, I will see that some of the parts were probably out of my control (I am not bad, the situation went wrong).

- **It can work when** I realize that when things do go right, I can and should take some of the credit, instead of supposing that it was a “one off” lucky break (I did well).
- **It can work when** I realize that, even when I have to take a lot of the blame for some negative event, I have learned something new and positive for the future (Lessons learned).
- **Is it ever okay to have negative thoughts?**
- **What do you think happens when you have too many bad thoughts?**

VII. Homework

Keep a journal for a week and monitor your feelings about situations and events that happened that made you feel bad. Monitor how you reacted and why, who you blamed and why, and what you learned from any of your mistakes. I will not read the journals (because they are private), but you can use your journal entries to write me a paragraph on a separate sheet of paper, about one situation, that helped you to learn from a mistake you made or from something that didn't go your way, instead of beating yourself up about it.

Tips for Transfer Training

- **Precorrect:** Prior to situations involving the potential for stress and fear of failure, such as examinations, evaluations, and some competitions, tell your students to think of the positive thoughts that make them feel better and to use those thoughts when they feel as if creepy feelings might be taking over.
- **Remind:** If you notice a student succumbing to negative thoughts, remind her that she has control of the thoughts in her head and that she can choose to change them or replace them with positive thoughts. Remind her that she can attribute a positive thought even to negative situations.
- **Reinforce:** For students that you know are braving situations that are difficult for them, ask them what strategies they used to get through it and reinforce them for their efforts. For example, “Luke, you made it through the test, I know you were really nervous, how did you get through it?” After their response, reinforce their behavior with a compliment such as “Great job”.

Important Terms

Self-control: The ability to control your own behavior, especially in terms of your actions and impulses.

Personal Control: Believing that you have control over the important outcomes in your life.

Pessimism: Always expecting something bad to happen.

Optimism: Believing, expecting, or hoping that things will turn out well.

A is for **Any Problem** or situation that makes me feel uncomfortable.

B is for **Bad thoughts** or those helpless thoughts that occur whenever I am in that uncomfortable situation.

C is for the **Creepy feelings** that sneak up on me when I can't stop the bad thoughts.

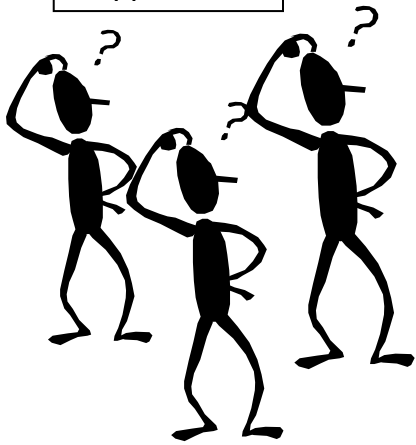
D is for **Decide**: I will decide to argue against the negative thoughts or beliefs that make me feel small and guilty. I will look for and use hopeful and helpful beliefs that make me feel competent and able.

E is for **Enjoy**: I will hold on to the pleasant feeling that I get when I decide that everything is not negative.

Let's Talk About What We Know

- Is optimism positive or negative?
- What is optimism about?
- What is pessimism about?
- What is thinking positive?
- What is one way to start thinking positive?
- How can we feel better about ourselves?
- What are some ways I can make positive thinking work?
- Is it ever okay to have negative thoughts?
- What happens if I have too many bad thoughts?

Supplement



Any Problem

You are in the classroom during free time with your friends. You are all deciding what game you should play next. Everyone is contributing ideas when . . .

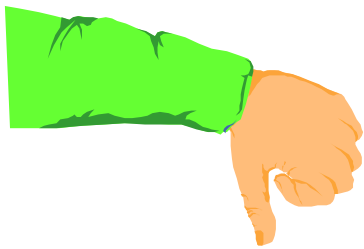
Suddenly, you suggest Checkers!!



Bad Thoughts!!

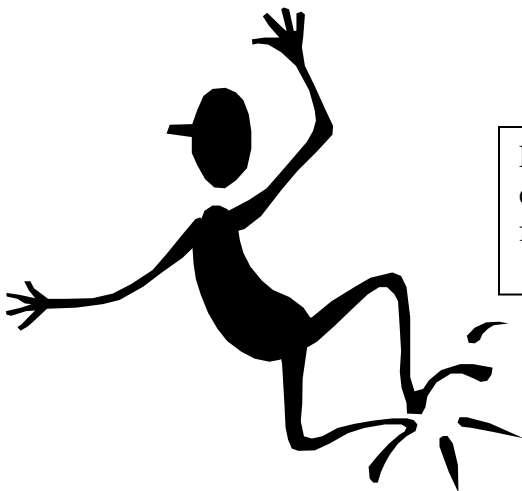
Creepy Feelings!!

But everyone laughs and says "Naaaw!!" and you end up feeling awful. It feels like they don't like you and they just don't want to play with you. You feel stupid for suggesting Checkers.



Fortunately, you remember to dispute the negative thoughts with some hopeful and helpful thoughts.

Decide not to accept the creepy feelings and bad thoughts!!



Finally, you decide to enjoy the energized feeling that you get from thinking positively.

Enjoy!!

Strong Kids Lesson 9

Solving People-Problems

Purpose:

Teach students to solve conflicts with other people.

Objectives:

- Students will accurately list the steps of appropriate social problem solving.
- Students will be able to distinguish between positive and negative examples of appropriate problem solving.
- Students will apply the procedures of appropriate problem solving to a classroom scenario.
- Students will generalize, or apply this lesson to problems at different times and different settings.

I. Review (5 minutes)

Activate prior knowledge: Review/discuss the objectives and key concepts from the “Power of Positive Thinking” lesson. Obtain 3-5 main ideas from your students.

Sample Script: *During our last meeting we discussed the Power of Positive Thinking. Raise your hand if you can tell me an important idea or an example of positive thinking.*

Provide feedback.

Instruction

II. Introduction (5 minutes):

Communicate objectives clearly:

Sample Script: *Today we will learn a skill called conflict resolution, or as it is sometimes called, problem solving. Today we will learn how to use conflict resolution. We will learn what it looks like, and then we will all practice conflict resolution step by step.*

III. Name and Define Skill (5 minutes)

Use Supplement 9.1 as an overhead and handout to define the relevant terms.

- **Conflict/Problem:** A disagreement or something that doesn't match or work well together.
- **Resolution:** To fix or find a solution. Resolving a problem.
- **Resolve:** To fix, mend, or solve.
- **Problem solving/Conflict resolution:** Discussing a topic in a helpful/constructive manner, finding some way to reach an agreement.

IV. Discussion

Convey the following main ideas to your students using your own words or the sample script below.

Conflict:

- Not all conflict is bad. They can be neutral or even good.
- They are inherent with human behavior, and you should learn from conflicts.
- Conflict does not have to end with a "winner" and a "loser," the aim is to end the conflict with all people satisfied with the outcome.

Sample script: *Problems are sometimes called conflicts or disagreements. They are not bad nor something to avoid. In fact, problems are helpful in that they can provide an opportunity to learn and gather information. All problems or disagreements do not have to end up with one person winning and one person losing. People can resolve conflicts. Also, they do not have to end up with people agreeing with each other's view. Sometimes people can peacefully disagree or agree to a compromise. Conflict resolution is a way to solve our problems or disagreement one step at a time.*

Use Supplement 9.2 to discuss the four-step problem-solving approach to conflict resolution:

1) Identify the problem:

- Have the other person state his/her wants and feelings.
- Use active and empathetic listening skills.
- Read the other person's body language.
- Describe, in a non-threatening way, what you want using "I" statements.
- Describe how you feel
- Summarize both people's wants and feelings.

2) Brainstorm solutions:

- Each person should generate at least two solutions.

3) Choose a solution:

- Does it work for all involved? Is it a win-win situation? Is someone willing to compromise? If no agreement can be reached, go back to the "brainstorming solutions" step.

4) Make an Agreement:

- Jointly accept solution and formalize with handshake or contract.

Sample Script (Younger group): *When a problem is present, talk about the conflict together, try to see the problem as the other person would, and suggest several things you could do to solve the problem. Everyone must agree that the solution "works" for him or her.*

Sample Script (Older Group): *When a problem is present, jointly define conflict, exchange position and interests, use your empathy skills and reverse perspectives. Suggest at least four possible agreements that would "work" for all involved, and agree upon reach a mutual solution.*

V. Integrate Key Concepts

This section can be taught separately or woven in throughout your lesson via the example scenarios, modeling scenarios, or the student role-play scenarios.

Discuss a current event that can be associated, or even improved with problem solving. Teach students to respect diversity. Discuss how stereotyping/labeling can be a roadblock to effective problem solving as individuals are prone to stereotype others are less likely to be able to listen, compromise, and use empathy skills, and more likely to misinterpret the situation.

VI. Modeling (5 minutes)

Use your own example or use one of the provided examples and model a problem scenario to the class. You can use a student volunteer or act out both roles involved in the situation.

Optional Supplements at the end of the lesson provide additional opportunities for role play.

(Younger group). *Your classmate wants the only class computer at the same time you do. Identify problem, discuss each other's wants and needs, and come to an agreement to share the computer.*

(Older group). *Your classmate has broken your confidentiality by telling a secret of yours. Discuss the problem, discuss each other's wants and needs, and come to an agreement that one apologizes and agrees to never do that again-or risk losing a friendship. The other promises to forgive the friend.*

VII. Positive and Negative Examples (5 minutes)

Incorporate into your discussion appropriate school rules, or the rules of parents and guardians, for problem solving dangerous situations. Convey to the students that even with problem-solving skills, it is important to be able to identify situations where the conflict-resolution skills outlined in this lesson would be inappropriate. For example, in a life-threatening situation, a problem-solving discussion with a potentially dangerous individual might not always work.

Use your knowledge of your students to come up with an applicable scenario that you can dissect with the class.

Sample Problem: Two students want the same ball during P.E.

Choose some of the following potential solutions and prompt the students with the question: Is this an example of problem-solving or not an example of problem-solving?

- 1. Example:** The students identify problem, clarify their wants, brainstorm solutions, agree to equally split the time each uses the ball, and shake hands.
- 2. Non-example:** The students argue, interrupt each other, and one student tells the teacher.
- 3. Non-example:** The students identify the problem, clarify wants, brainstorm solutions, but then can't agree to a solution.
- 4. Non-example:** Once one student is aware that there is a conflict with the ball, he or she

immediately withdraws. Although, there is a place for this option. The student needs to be able to mentally assess situations that require immediate withdrawal, perhaps a school bully who is not familiar with the four-step process.

5. **Non-example:** The students identify the problem, but stay fixed on the second step-why they want the ball (use "you" statements).
6. **Example:** The students identify problem, clarify wants, brainstorm solutions, agree to use the ball on different days, and give one another their "word."

VIII. Closure (5 minutes)

Gather your students together and review the steps and objectives.

Review difficult skills and summarize key points:

Sample Script: *When a problem is present, define the conflict together, try to see the problem as the other person would, and suggest several things you could do to solve the problem. Everyone must agree that the solution "works" for him or her.*

Refer back to lesson objectives:

Sample Script: *Today we learned a skill called problem solving or conflict resolution. We learned how to use the steps correctly, we learned what it looks like, and then we all practiced the steps. I want you all to practice conflict resolution during problems at home, at school, and with your friends.*

IX. Testing or Post-Assessment (5 minutes)

If conducting a post assessment, read instructions and handout the tests.

X. Homework:

Pass out the homework worksheet: Supplement 9.3: Resolving Conflicts

Tips for Transfer Training

- **Precorrect:** Prior to situations requiring group work or activities, remind students to use their people problem solving skills to resolve any disagreements of ideas that may come up. Remind them to identify the problem, brainstorm solutions and choose one to agree on.
- **Remind:** If you happen upon a situation where students are involved in a conflict remind students to brainstorm solutions and to listen to each other. Tell them you will be back in five minutes to see how the situation was resolved.
- **Reinforce:** For students using problem-solving skills to brainstorm solutions in social situations, reinforce the behavior by specifying what you observed and complimenting the process. For example, "Great job, Natalie, I really like the way you stated all of the options and helped the group to brainstorm to this great solution".

Definitions

Conflict/Problem: An disagreement that occurs between two or more people, or two or more groups of people. It can be a difference of opinion, a difference in goals, a difference in desires, or a difference in ability. Sometimes the difference is a completely opposing point of view

Resolution: Finding a solution; resolving the problem.

Resolve: To fix, mend, or solve.

Problem solving/Conflict resolution: A way of discussing a topic in a helpful/constructive manner, and finding some way to reach an agreement in the best way for the most people.

Steps to Conflict Resolution

Steps to Conflict Resolution			
<p>1. IDENTIFY THE PROBLEM</p> <ul style="list-style-type: none"> ⇒ Have the other person state his/her wants and feelings. ⇒ Use empathy and active listening skills. ⇒ Describe your wants and feelings using “I” statements. ⇒ Summarize both people’s wants and needs. 	<p>2. BRAINSTORM SOLUTIONS</p> <ul style="list-style-type: none"> ⇒ Each person should generate at least two solutions. 	<p>3. CHOOSE A SOLUTION</p> <ul style="list-style-type: none"> ⇒ Does it work for all involved? ⇒ Is someone willing to compromise? 	<p>4. MAKE AN AGREEMENT</p> <ul style="list-style-type: none"> ⇒ All people must accept the terms of the solution and formalize the solution with a handshake or a written contract.

A Summary Statement

When a problem is present, jointly define the conflict (what is the problem?), exchange your positions (where do you each stand?) and your interests (what do you each want?), and use your empathy skills (how does the other feel?). Suggest at least four possible agreements that would “work” for all involved and agree upon a mutual solution.

Resolving Conflicts



Directions: Think of a problem or conflict that you've had with another person in your past. How did you handle it? How could you have handled it better? Use the problem solving steps you learned today and provide a new ending to this problem or conflict.

Explain your problem.

Using the steps to problem solving/conflict resolution, provide a new ending to the problem you described above.

Optional Supplement (Role Play)

Your brother or sister has been coloring in your coloring book. You've asked her not to do this before, but she came into your room to get the book and has colored all over your favorite picture. What should you do?



Optional Supplement (Role Play)

Your brother or sister came into your room and took your favorite jacket. You've asked her not to do this before, but she came into your room to get the jacket and wore it all day before you even noticed it. Now the jacket is dirty. What should you do?



Strong Kids Lesson 10

Letting Go of Stress

Purpose:

Teach students methods to identify and reduce stress.

Objectives:

- Students will learn to identify signs of stress in themselves and others.
- Students will learn about situations which might cause stress.
- Students will learn the difference between positive and negative ways of coping with stress.
- Students will identify and choose specific methods they can reduce stress.
- Students will generalize, or apply this lesson to interactions at different times and different settings.

I. Review (5 minutes)

Activate prior knowledge: Review/discuss previous assignments and main ideas. Obtain 3-5 adequate ideas.

Sample Script: During our last meeting we discussed ways to solve the problems we run into with people. Raise your hand if you can tell me an important idea we learned in our last class.

Provide feedback.

Instruction

II. Introduction (2 minutes):

Communicate objectives clearly:

Sample Script: Today we will learn about stress. Many of the things we worry about can be handled by finding a way to ignore stress. We will learn how to recognize stress and find positive ways to deal with it."

III. Name and Define Skill (4 minutes)

Use Supplement 10.1 as an overhead and handout to define the following important terms.

STRESS: An uncomfortable feeling that sometimes happens when you feel afraid or worried about a difficult situation; or when you have more than you feel you can handle.

RELAX: To let go of stress; to physically loosen tense muscles; to find a way to ignore small things that might bother us but are not immediately threatening us.

Convey the following main ideas to your students using your own words or use the sample script below.

- Ask students if they've ever experienced stress.

Sample questions: *Have you ever felt stress?*

How do you know?

How can you tell if you're feeling stress?

- Different situations may or may not be stressful for different people.
- It is important to listen to others to find out how they are feeling.

Use the following list of signs of stress or have students generate their own list.

SIGNS OF STRESS:

- Hands or body shakes
- Fists clench
- Teeth clench up
- Muscles tighten
- Feels like you can't do it
- Scared/Worried/Nervous

If a number of students cannot identify stress, you may choose to have them act out these signs and ask them to try tasks while under “stress.”

IV. Discussion/Modeling (10 minutes)

Ask students to generate examples of stressful situations in their lives. Use the scenarios below if you wish.

Sample Script: *There are some times when people never feel stress, or times when most people feel stress , but people might find one situation stressful and some others may not. Some might feel more stress because they've had a bad day. When are times in your life when you feel stressed?*

If necessary, modify the scenarios to make them more relevant to your students. Read (or have students read) the scenarios and have students model their reactions or probe students to explain how they would feel. Students should be able to relate to some of the signs of stress and see that other students may feel differently in stressful situations. Remind students to focus on feelings and not offer solutions.

School example: *Fred forgot that he had a vocabulary test today and didn't study for it. The teacher just passed out the test and Fred sits and stares at his test. What is he feeling?*

Social example: *At the school dance, Mariko wants to ask Tony to dance. She's not sure if he'll say yes, and every time she walks up to him, he's talking to someone else. Then she spills punch all over her dress. As she walks over to clean it up, she bumps into Tony. He turns around and looks at her. What is she feeling?*

Community example: *Sherrie spent her bus money on a candy bar. Now it's getting dark at the bus station and she has to get home. But she has no money to take the bus or call home. What is she feeling?*

V. Practice (5 minutes)

Generate additional scenarios or use those provided in the previous section to brainstorm both negative and positive ways to deal with stress. Ask the students how they would know whether a solution is positive or negative.

Sample Script: *Now that we know what stress is and when we might feel it, we can focus on ways to deal with stress. There are negative and positive ways to react to stress. Let's talk about negative and positive ways the people could handle the situations we just discussed.*

1) Fred forgot to study for his vocabulary test. What are some negative ways he could deal with his stress? What are some positive ways?

2) Mariko wanted to ask Tony to dance. She spilled a drink on her dress and bumped into him. What are some negative ways she could deal with her stress? What are some positive ways?

3) Sherrie spent her bus money and now has to get home. What are some negative ways she could deal with her stress? What are some positive ways?

VI. Application (10 minutes)

Help students generate specific ways they can relax when they are stressed or are about to encounter a stressful situation. Encourage them to share what they have used in the past or might try. As the list is generated actively solicit the following coping skills if students do not volunteer them on their own.

- Talking about the problem with friends
- Physical activity (exercise, skateboarding, dancing, etc.)
- Refer to Clear Thinking exercises covered in Lesson 6
- Facing the source of your fears instead of worrying about it.

Sample script: *Let's talk about some ways to relax, or let go of stress. What are some ways you could try when you're feeling stress or know you're about to get into a stressful situation? Think of things you do when you feel stressed.*

VII. Activity (10 minutes)

To give students another way to relax, use the following relaxation exercise, which includes brief muscle relaxation while concentrating on breathing. Some students find this exercise useful, while some may not. Provide students with Supplement 10.2, which details the process.

Sample script: *We are going to try a specific relaxation exercise. Try it and see if it is helpful for you to relax.*

Follow the steps listed below (adapted from Merrell, 2001).

1. Have students each find a quiet comfortable place.

2. Ask them to get into a relaxed and comfortable position, on the floor or in a chair, as space permits
3. Ask them to sit or lie quietly. Dim the lights if possible.

Read the next steps out loud in a calm clear voice.

4. Close your eyes.
5. Focus on your breathing; draw in deep, full breaths, let them out slowly, and feel yourself relax as you breathe out.
6. Tense and tighten your muscles, group by group. Then let them relax. Notice how calm they feel as you let them relax.
7. Let your whole body relax, and continue to breathe in and out in deep, slow breaths.
8. Think about being in a favorite place, and being very relaxed and calm. If something is bothering you even when you are trying to relax, imagine yourself putting the thoughts of the things that bother you into a box and tying the box high up in the branches of a tree or on a high shelf for a while.
9. Sit quietly for a few minutes.

VIII. Closure (2 minutes)

Gather your students together and review the steps and objectives.

Review difficult skills and summarize key points.

Sample Script: *Everyone feels stress differently. If you know that something is going to be stressful, try to plan ahead and make it less stressful. If you're feeling stress, think about some of the ways to relax that we talked about.*

Refer back to lesson objectives.

Sample Script: *Today we learned about stress and relaxation. We learned how to recognize stress and deal with it in positive ways. Try to use some of these ways to relax in your lives this week.*

IX. Testing or Post-Assessment (5 minutes)

If conducting a post assessment, read instructions and handout the tests.

X. Homework:

Homework worksheet: Supplement 10.3: Letting go of stress.

Tips for Transfer Training

- **Precorrect:** Wherever appropriate, remind students to identify situations where their bodies may respond to stress before they are aware of it. Prior to stressful situations, such as spelling bee's, poster sessions, large-scale assessments, remind students to be on the lookout for physical signs of stress such as tense muscles, shaking hands, and rapid

breathing, and to find a way to address it that is consistent with the situation, such as slow breathing, muscle relaxation, talking it out.

- **Remind:** If you happen upon a student responding physically to stress, or if you become aware of a student prone to stressful responses, remind the student to relax, use self-talk, and specify a possible appropriate method such as muscle relaxation, positive thinking, or slow breathing.
- **Reinforce:** When you observe a student using relaxation techniques to respond to stress, specify the technique and compliment them for using it, for example: “Good job, Laura, I know you were really nervous and I saw you using the slow breathing to relax. That’s a great strategy.”

Definitions

STRESS: An uncomfortable feeling that sometimes happens when you feel afraid or worried about a difficult situation; or when you have more than you feel you can handle.

RELAX: To let go of stress; to physically loosen tense muscles; to find a way to ignore small things that might bother us, but are not immediately threatening us.

SIGNS OF STRESS:

- Hands or body shakes
- Fists clench
- Teeth clench up
- Muscles tighten
- Feels like you can't do it
- Scared/Worried/Nervous

Let's Let Go of Stress!

When you find yourself feeling stressed, go through the following steps. At the end you may find your muscles relaxed and your mind clear.

1. Find a place that is not too noisy, where you feel comfortable closing your eyes.
2. When you find a place a quiet spot, sit or lie down in a comfortable position.
3. Now it's time to close your eyes.
4. Listen to your breathing; draw in deep, full breaths, let them out slowly, and feel yourself relax as you breathe out. Keep on listening to your breath.
5. Tense and tighten your muscles, group by group. Breathe in and tighten your muscles, breathe out and relax your muscles. Notice how calm they feel as you let them relax.
6. Let your whole body relax, and continue to breathe in and out in deep, slow breaths.
7. Think about being in a favorite place, and being very relaxed and calm. Imagine placing worrying thoughts into a box and placing it high on a shelf or in a tree.
8. Sit quietly for a few minutes.

Letting Go of Stress

1. Write down times when you have felt stress or situations that make you stressed out?

2. In class we talked about some different ways that will help you deal with stress. Some are listed below. Check off one or two relaxers that you think you can try to use or write in one that you made up.

- Talk to a trusted friend or adult.
- Exercise.
- Think positively about yourself and the situation.
- Focus on your breathing and relaxing your muscles.
- _____

3. This week when I _____ (write in stressful situation) I will _____ (write in relaxer).

4. After you have tried using one of the helpers you checked off above write about how it worked for you. Did it work? What will you do the next in the same situation?

- It helped!
- I think I'll try something different next time.

Strong Kids Lesson 11

Behavior Change:

Setting Goals and Staying Active

Purpose:

Teach students goal setting and increasing positive activity as means to a healthy life.

Objectives:

- Students will be able to set short and long term practical and realistic goals.
- Students will know that increasing and maintaining positive activities can help to create a healthy lifestyle.
- Students will apply the procedures of positive goal setting to their lives.
- Students will generalize, or apply this lesson to problems at different times and different settings.

I. Review (5 minutes)

Activate prior knowledge: Review/discuss previous assignments and main ideas. Obtain 3-5 adequate ideas.

Sample Script: During our last meeting we learned how to relax. Raise your hand if you can tell me an important idea about dealing with stress and relaxing.

Provide feedback.

Instruction

II. Introduction (5 minutes):

Communicate objectives clearly:

Sample Script: Today we will learn a skill called goal attainment. We will learn how to use goals to change aspects of our lives that can be improved. Together we will practice goal setting by creating goals for ourselves and an action plan to make them happen.

III. Name and Define Skill (25 minutes)

Use Supplement 11.1 as an overhead and handout to define and discuss the following important terms.

- **Goals:** Something specific that you want to achieve (goals can be short and long term)
- **Goal setting:** The whole act of defining a goal and creating a step by step plan of action that will help you achieve that goal
- **Goal attainment:** Successful completion of action plan and achievement of goal: getting what you were aiming for.

IV. Discussion

Convey the following main ideas to your students using your own words or use the sample script below.

- Goal attainment is an effective way to make change in your life.
- Maintaining positive hobbies and activities builds a stronger self.
- Goal attainment is flexible and subject to change.
- Goal setting is not the final step, it is important to follow through with your plan of action.

The following section highlights six steps to setting and attaining goals. The examples provide the students with an opportunity to apply the content to their own lives and to create their own specific goals. The examples can be modified to fit the needs and interests of your students. The six steps provide a foundation for students to pull from in the future when setting their own personal goals.

Sample script: *You can use the goal setting process to improve or change parts of your life and to increase the amount of positive activities in your schedule. Many people who have positive activities in their routines are more likely to live healthy mental and physical lives. You can change the goal attainment process around to fit your life and your goals. It is important to remember that you have to work on your action plan towards your goals. A plan is good but action towards your plan is better.*

The Steps to Goal Attainment

Use Supplement 11.2 as an overhead and handout to demonstrate the six steps of goal attainment.

1) Define your values.

- What's important to you in the different areas of your life?
- Home, School, and Free time
- Give examples:
Home – I don't like to make mom mad at me.
School – I like to get good grades.
Free time – I want to be more active and outgoing.

2) Create goals that reflect your values.

- Write one item you want to improve in each area.
- Home, School, and Free time
- Give examples:
Home – I will keep my room clean.
School – I want to get at least a B on my next Math quiz.
Free time – I'll join the drama club and try it out.

3) Brainstorm ways to reach your goal.

- Who can help you?
- What tools and how much time will you need?
- Give examples:
Home – Every Sunday I have some time to put my clothes away.
School – I'll ask the math teacher for help.
Free time – I will talk to my friend in the drama club.

4) Evaluate your goal.

- Is your goal practical?
- Is your goal realistic?
- Give examples:
Home – Yes, it is practical and realistic to clean my room once a week.
School – I will not go to the Math teacher by myself. Maybe I can ask a friend to go with me to see the teacher.
Free time – Yes, it is practical and realistic to join the drama club.

5) Take action.

- Write out a calendar.
- Tell someone you trust about your plan of action.
- Give examples:
Home – Mom will rent me a movie every Sunday that I clean my room. School – My friend also wants to get at least a B on her quiz, we can study together.
Free time – I will attend the next club meeting at lunchtime.

6) Check your progress.

- Is your plan working?
- Do you need to make changes?
- Are there other goals you want to start working on?
- Give examples:
Home – Sunday is family day, maybe I can make Saturday cleaning day.
School – I got a B on my quiz with the help of my teacher and friend.
Free time – I'm working on lights in the school play. When the play is over I want to join another club.

Give students some time to start the process alone, with a partner, or in small groups. Ask if anyone wants to share some of the goals they came up with. If students do not want to share, that is okay. The teacher can continue sharing examples of steps and overall process. Provide positive feedback for students who do want to share.

Review Supplement 11.1 as an overhead while summarizing the six steps to goal attainment.

V. Examples (5 minutes)

Walk through some examples and non-examples of goal-setting by using the following mini-scenario.

Sample Script: *Suppose your goal is that you really want to try out for a sports team at school, how would you go about making it onto the team?*

Provide opportunities for response or ongoing assessment by randomly selecting students to respond.

Use the prompt: Is this goal setting or not goal setting?

Non-examples: The student daydreams everyday about his/her life after making the team.

Non-example: The student draws soccer balls and famous soccer players while in class.

Examples: Ask students for examples of what the example student can do to make it one the team.

VI. Closure (5 minutes)

Gather your students together and review the steps and objectives.

Review difficult skills and summarize key points

Refer back to lesson objectives.

Sample Script: *Today we learned a skill called goal attainment. We learned how to use the steps correctly, we learned what it looks like, and then we all practiced the steps. I want you all to practice goal attainment with improvement areas at home, at school, and with your friends. The goal attainment steps can also be used to increase positive activities in our regular schedules. Together these skills help us build a healthy life.*

VII. Testing or Post-Assessment (5 minutes)

If conducting a post assessment, read instructions and handout the tests.

VIII. Homework:

Homework worksheet: Supplement 11.3: Personal Goal Organizer.

Tips for Transfer Training

- **Precorrect:** Before class assignments, encourage students to set goals for themselves and to challenge themselves to achieve them. Encourage goals of themes like *words written, time taken, problems completed in a certain time-frame* and remind them how setting goals helps to stretch us to accomplish more and more.
- **Remind:** If a student appears unmotivated during a class assignment, suggest goals that she can set for herself and ask her to challenge herself to achieve them. For example,

“Bobby, I see you haven’t begun your writing assignment yet. Here’s your goal: see if you can come up with 20 words of your assignment in the next 4 minutes. I’ll be back in 4 minutes to see how you’re doing.”

- **Reinforce:** If you identify students using goal-setting and attainment behaviors to accomplish tasks, specify their process and compliment their behavior. For example: “Jenn, you told me you would try to get more problems correct this time and you did it, great job!”

Goals: What do you want to achieve in the short term (soon)? In the long term (future)?

Goal Setting: Defining a goal and creating a plan of action to achieve that goal.

Goal Attainment: Completing your action plan and achieving your goal.

Six Steps to Reaching Your Goals

There are **six** steps to reaching your goals:

1. Define your values
2. Create goals that reflect your values
3. Brainstorm ways to reach your goals
4. Evaluate your goals - Is each goal practical?
5. Implement your plan
6. Check your progress

Supplement 11.3: (Homework)
Personal Goal Organizer

	Home	School	Free Time
My Values			
My goal			
Evaluate my goal	Practical? ___ Realistic? ___	Practical? ___ Realistic? ___	Practical? ___ Realistic? ___
Do it?	Yes ___ No ___	Yes ___ No ___	Yes ___ No ___
Is my plan working?	Yes. What goal can I work on now? ___ No. What changes can I make? ___	Yes. What goal can I work on now? ___ No. What changes can I make? ___	Yes. What goal can I work on now? ___ No. What changes can I make? ___

Strong Kids Lesson 12

Finishing UP

Preparation:

Prior to conducting the “Finishing UP” review lesson, it might be useful to flip back through some of the lessons to refresh your own memory to assist with the review.

Gather information for **mental health services, crisis hotlines**, and other intervention services available locally to provide to students at the end of the lesson.

I. Introduction

Communicate the purpose and objectives clearly: Explain to your students that they will complete the final lesson of the “Strong Kids” curriculum today. Explain that the topics they have been covering for the past term will be reviewed and that they will complete an assessment exercise to measure what they have learned. Explain that they have learned many skills during this unit that are vital to their social and emotional health, and they will have opportunities to use these skills throughout their lives.

Sample Script: Today we will finish the “Strong Kids” unit that we have been working on for the past ___ weeks. We have discussed how to understand our feelings and the feelings of others. We have discussed how to solve problems, how to set goals, and how to think in a way that helps us in life. Today, we will review everything we have learned. We know that sometimes we encounter serious problems in our lives or in the lives of others that we may need help to solve. Today, we will discuss what to do if problems ever get serious. We have learned important skills that will help you work well with others and that will help you make good choices. Today, you will have a chance to show what you have learned by completing a knowledge questionnaire.

Instruction

II. Instruction: 20 minutes (IMPORTANT NOTE: If you intend to conduct follow-up assessment of the Strong Kids curriculum, using the Strong Kids Unit Tests at the end of this lesson, you will need to reserve approximately 15-20 minutes of instructional time from the lesson to do so. If you do not intend to conduct follow-up assessment, extend this instruction portion of the lesson with review as needed.)

Sample Script: Who remembers some of the things we’ve learned this term from our Strong Kids lessons? I’ll give you a hint, here are the names of the lessons we had this term:

Using Supplement 12.1 as an overhead, read through the names of the lesson, and then point to the name of a lesson and say:

Show me your hand if you can tell me some of the big things we learned in this lesson (name the lesson).

- Understanding Your Feelings (Parts 1 & 2)
- Dealing With Anger
- Understanding Other People's Feelings
- Clear Thinking (Parts 1 & 2)
- The Power of Positive Thinking
- Solving People-Problems
- Letting Go of Stress
- Setting Goals and Staying Active

Call on students and aid their recall by providing some of the key terms from each of the lessons (a comprehensive list is provided below, however, use your judgment to determine where you will focus your attention). Hints of some of the activities from each lesson are provided as a helpful guide, but it is also useful to flip back through the curriculum before today's lesson to familiarize yourself with some of the concepts that were presented. If necessary, retrieve overheads from a specific lesson(s) to re-teach relevant terms.

Use this lesson as an opportunity to discuss any terms or concepts that may be relevant to your class at this time, to revisit any of the ideas that needed expansion during the term, or to simply refresh the ideas.

Use the list outlined below as a guide, but allow the students this opportunity to move freely among the concepts and to not only repeat definitions but experiment with contextual references. Facilitate the conversation so that it stays focused and moves over the terms you want to cover, but encourage expression from each student. If possible, without appearing to single anyone out, use your knowledge of the students and the subject matter to informally and casually assess specific students.

Understanding Your Feelings (Parts I & II)

- **Emotions:** Internal feelings about different situations. Are all emotions okay? Yes, but there are okay and not okay ways of showing feelings.
- **Comfortable Feelings:** Happy, Excited.
- **Uncomfortable Feelings:** Worried, Frustrated.

Sample Hint: *Do you remember how we talked about all of the different situations and about how you would feel if it really happened to you? Like, how would you feel if your brother or sister ate the last piece of cake, or if you didn't get invited to a party?*

* * *

Dealing With Anger

Anger: A powerful emotion of unhappiness and dislike toward someone or something when you feel threatened or harmed.

Aggression: Forceful or oppositional behavior or words that cause physical or emotional harm to others, yourself, or property.

Anger Management: Choosing appropriate behaviors when you are angry.

- **Trigger**
- **Interpretation**
- **Emotional Reactions**
- **Decisions**
- **Actions**
- **Consequences**

Sample Hint: *Do you remember how we talked about counting backwards quietly from ten to one, and about “self-talk”, the “if-then” statements, and “self-evaluation”?*

* * *

Understanding Other People’s Feelings

- **Empathy:** Understanding another person’s feelings or emotions.
- **Perspective:** Feelings and opinions each person has in an experience.
- **Clues:** Signals or signs that tell you something about another person.

Sample Hint: *Do you remember how we role played different behaviors to guess peoples emotions?*

* * *

Clear Thinking Part 1

- **Binocular vision:** Looking at things in a way that exaggerates the negative.
- **Black and white thinking:** Looking at things in extreme ways, using words like “never”, “always”, “all”, “none”, “good” and “bad”.
- **Dark Glasses:** thinking about only the negative parts of things.
- **Fortune telling:** making predictions about what will happen in the future without enough evidence.
- **Making it personal:** Blaming yourself for things that are not your fault.

Sample Hint: *Do you remember how we talked about the thermometer and how high or low our feelings were on the thermometer?*

* * *

Clear Thinking Part II

Figuring out how to get rid of the negative thoughts we had learned about in Part 1.

Sample Hint: *Do you remember how we talked about looking for evidence “for” or “against” our thoughts, and then making a decision if the evidence was reasonable?*

* * *

The Power of Positive Thinking

- **Self-control:** the ability to control your own behavior, especially in terms of your actions and impulses.
- **Optimism:** Believing and expecting, or hoping that things will turn out well

Sample Hint: *Do you remember how we talked about the ABCDE plan for thinking positively?*

- *A was Any problem that you can't control.*
- *B was the Bad thoughts that make you think things are your fault.*
- *C was that Creepy feeling that gets in your head and makes things feel worse*
- *D was the positive Decision not to accept the creepy thoughts!*
- *E was the great part where you got to Enjoy the idea that you can control what you think about yourself.*

* * *

Solving People Problems

- **Conflict or Problem:** A disagreement or something that doesn't match or work well together.
- **Resolve:** To fix, mend, or solve.
- **Resolution:** The part where you are finding a solution, or resolving a problem.
- **Problem solving:** finding some way to work out a problem

Sample Hint: *Do you remember how we went through the problem-solving steps where we identified the problem, brainstormed solutions, chose a solution, and then made an agreement?*

* * *

Letting Go of Stress and Learning to Relax

- **Stress:** demonstrated by body signals, teeth clenched, fists clenched, tight muscles, scared, worried, nervous, feels like you can't do it, hands shake or whole body shakes.

Sample Hint: *Do you remember how we found our quiet spaces and closed our eyes and practiced deep breathing, and sitting quietly?*

* * *

Setting Goals and Increasing Positive Activities

- **Goals:** something specific that you want to achieve (soon or later)
- **Goal setting:** the act of deciding on a goal and setting up a plan that can help to get you there.
- **Goal attainment:** finally achieving your goal!

Sample Hint: *Do you remember how we talked about the six steps to achieving your goals? (a) Where you define your values and decide what is important to you, (b) create goals that match what is important to you, (c) brainstorm for ideas on how to reach your goals, (d) think about your goals and make sure they are reasonable and not too hard, (e) put your plan into action! And (f) check on the progress of your plan every so often.*

* * *

IV. Students with serious problems

Explain to your students that they have learned important skills during this unit, but that these skills may not be enough help for if they encounter serious life problems.

Sample Script: *We have learned important skills that will help you in many situations, but sometimes we encounter serious problems in our lives that we may need help to solve. If a problem ever gets serious, there are always people you can turn to for help.*

Option A: List the people in the school/community that they can turn to for help.

Option B: Use the following brief discussion activity:

Sample Script: *Who are some people at school that you can turn to for help?*

List on the board/overhead. Help students generate names if they get stuck (principal, teacher, counselor, school psychologist, etc.)

Sample Script: *We have named many adults at school that you can talk to if a problem ever gets serious. Now, think about the person who you trust the most and write down*

that person's name. There are also people outside of school that you can turn to for help. Who are some of these people?

List on the board/overhead. Help students generate names if they get stuck (parent, other adult family member, a close adult friend or neighbor, clergyperson, etc.)

Sample Script: *We have named many adults at home or in our community that you can talk to if a problem ever gets serious. Now, think about the person who you trust the most and write down that person's name.*

V. Testing (Optional)

If you administered the symptoms checklist and the knowledge test at the first lesson, now is the time to administer these tests again, so you can determine how effective Strong Kids (Strong Teens) was at increasing student's knowledge and enhancing their emotional resiliency. It will take approximately 15 minutes for each of these tests, or a total of 30 minutes. If you want to administer these post-tests but do not have time to do it as part of Lesson 12, schedule a longer meeting time for this lesson, or else arrange a separate time in the near future to do the tests.

VI. Closure

Gather your students together and review the lesson's key points.

Sample Script: *Today we reviewed everything we learned in "Strong Kids." As we have worked through "Strong Kids" we have shared stories with each other. Remember that stories are personal and even though today is the last day of "Strong Kids," we will remember not to share other students' stories with anyone outside of the group. By keeping others' stories to yourself, you will be respecting others.*

Today we also reviewed what to do if a problem ever gets serious. You know who you can turn to if you need help.

Congratulation on finishing "Strong Kids!" You have learned many important new skills. Your skills have built up your emotional strength, and they will continue to be valuable as you become an adult. You will have opportunities to use your skills to be emotionally healthy throughout your life.

Lessons Learned

Lessons We've Learned from Strong Kids

- Understanding Your Feelings (1 & 2)
- Dealing With Anger
- Understanding Other People's Feelings
- Clear Thinking (1 & 2)
- The Power of Positive Thinking
- Solving People-Problems
- Letting Go of Stress
- Behavior Change: Setting Goals and
Increasing Positive Activities

PART 3

APPENDICES

APPENDIX A:

**STRONG KIDS SUPPLEMENTAL
BOOSTER LESSON**

“PULLING IT ALL TOGETHER”

Optional Strong Kids Booster Lesson

Pulling it All Together

Directions:

Preparation:

- Determine the skills and activities in this lesson for which you want to focus most strongly, and whether to conduct the booster lesson in one session or to divide it into two sessions
- Make an overhead transparency for the lesson titles (Supplement B1), or write them on a board
- Make an overhead transparency for the discussion questions (Supplement B2), or write them on a board

Presentation:

- 1) Use the sample scripts to present the *introduction* and *review* sections (20 min)
- 2) Choose from the 5 activities provided in the lesson to practice the skills you consider to be most relevant for your students
 - Feelings List
 - Feelings Jar
 - Scenarios
 - Empathy Statements
 - Activity Sheets
- 3) Refer to the Lesson titles and questions as you discuss the major themes

Purpose:

Booster lessons to remind students of the main ideas covered in Strong Kids and provide opportunities for review and practice.

Objectives:

- To remind students about the range and breadth of normal emotions
- To provide students with skills to identify emotions
- To provide students with skills to change and control their emotions

Introduction:

Communicate objectives clearly

Sample Script:

Today we are going to review some of the things we learned from the Strong Kids program we completed earlier this year. We are going to talk some more about our emotions, thinking, and behavior.

Review:

Read through the reminders for lessons 1 – 11, listing the main points as outlined below. Spend about 3 minutes on each lesson review. Provide the main points to jog the students' memory,

then solicit one or two comments to determine the students' familiarity with the concepts. Hints are provided as reminders if the students are unable to remember any thing from the lesson. Definition overheads are available in Supplement B3 if you choose to use them during review.

Sample Script:

I am going to quickly read through the main points from the Strong Kids lessons that we covered and then I'm going to see what you remember from each of them. It's going to feel pretty fast, but try to remember as many important points as you can, and afterwards we'll have some opportunities to think some more about our feelings and everything we learned in Strong Kids.

Read through:

Lesson 1: About Strong Kids: Emotional Strength Training

Review rules:

1. Respect others (listen quietly when someone is speaking).
2. Come prepared (do homework assignments).
3. Personal things stay in the group.

Lessons 2 & 3: Understanding your Feelings Part 1 & Part 2. We learned how to identify feelings and discussed whether they were comfortable or uncomfortable. We also talked about different ways of expressing feelings; some ways were "OK" and some ways were not "OK".

Review main ideas:

1. Everyone has emotions or feelings, and it is okay to have any feeling.
2. Emotions arise because of different situations.
3. Emotions can be used to communicate how I feel and how others feel.
4. There are different ways of showing feelings.
5. Other people may not feel the same way I do about everything.
6. I can do things to change how I feel and how others feel.

Hint: *Do you remember how we talked about all of the different situations and about how you would feel if it really happened to you? Like, how would you feel if your brother or sister ate the last piece of cake, or if you didn't get invited to do something you really wanted to do?*

Lesson 4: Dealing with Anger. We learned about a way to look at what happens when we get angry as a series of steps:

Review Anger Model.

- 1) Trigger
- 2) Interpretation
- 3) Emotional Reaction
- 4) Decision
- 5) Behavior
- 6) Consequence

Hint: *Do you remember how we talked about counting backwards quietly from ten to one, and about "self-talk", the "if-then" statements, and "self-evaluation"?*

Statements from Feelings List (B3) can be used as role-plays for managing anger skills.

Lesson 5: Understanding Other People’s Feelings. We learned about empathy, how to recognize other people’s feelings, and to take their perspectives. We looked for clues to try to figure out how someone is feeling.

Review main ideas:

1. It might be possible to tell someone’s feelings by looking for visual clues.
2. People may or may not share the same perspective in the same situation.
3. It is important to listen to others to find out how they are feeling.

Hint: *Do you remember how we role played different behaviors to guess peoples emotions?*

Statements from Feelings List (B3) can be used to discuss how someone else might feel in that same situation.

Lesson 6: Clear Thinking, Part 1. We learned how to identify “negative” thought patterns and thinking errors.

Review thinking errors:

1. Making it personal
2. Fortune-telling
3. Binocular vision
4. Dark glasses
5. Black-and-white thinking

Hint: *Do you remember how we talked about the thermometer and how high or low our feelings were on the thermometer?*

Statements from the Feelings List can be used to discuss if any negative thoughts/thinking errors might occur in that situation and how you could change the negative thoughts.

Lesson 7: Clear Thinking, Part II. We learned strategies to change thinking errors and negative thoughts by:

1. Using evidence
2. Reframing or re-labeling
3. Being realistic

Hint: *Do you remember how we talked about looking for evidence “for” or “against” our thoughts, and then making a decision if the evidence was reasonable?*

Statements from the Feelings List can be used to reframe negative thinking, to find supporting evidence.

Lesson 8: The Power of Positive Thinking. We learned how to become a person who thinks positively by recognizing and changing the way we look at adversity or problems.

Main Points:

We used the ABCDE model to think positively

A: Any problem that I can't control.

B: Bad thoughts that make me think things are my fault

C: Creepy feeling that I get in my head that makes me feel worse.

D: Decide not to accept the creepy thoughts.

E: Enjoy the idea that I can control what I think about myself.

Statements from the Feelings List can be used to illustrate situations that are out of a person's control and that the steps of positive thinking would address.

Lesson 9: Solving People Problems. We learned about conflicts, and how to resolve them peacefully by using a problem solving strategy.

Main Points:

We used the problem solving model to think through problems that we have that involve other people:

1. Identify the problem
2. Brainstorm solutions
3. Choose one of the solutions
4. Make an agreement

Sample Hint: *Do you remember how we went through the problem-solving steps where we identified the problem, brainstormed solutions, chose a solution, and then made an agreement?*

Statements from the Feelings List can be used to determine situations involving other people that can be problem-solved. Look at the situation from both sides if possible.

Lesson 10: Letting Go of Stress. We learned some ways to recognize signs of stress, and some ways to try to combat stress with the way we think and some simple exercises.

Main Points:

What are some feelings that go with stress in your body?

1. Hands or body shakes
2. Fists clench
3. Teeth clench up
4. Muscles tighten
5. Feels like you can't do it
6. Scared/worried/nervous

What are some ways to relieve stress in your body?

Talk about your problem with a friend

Do something active

Face your fears

Try a relaxation activity in a quiet place

Hint: *Do you remember how we found our quiet spaces and closed our eyes and practiced deep breathing, and sitting quietly?*

Statements from the Feelings List can be used to discuss signs of stress and ways to relieve it.

Lesson 11: Behavior Change: Setting Goals and Increasing Positive Activities. We talked about how to set practical goals and how to take steps toward them.

Main Points:

Thinking about goals

What is a goal and what is your goal?

How do you set a goal and how do you achieve a goal?

Steps to Goal attainment:

1. Define your values
2. Create goals that reflect your values
3. Brainstorm ways to reach your goal
4. Evaluate your goal
5. Take action
6. Check your progress

Hint: *Do you remember how we talked about the six steps to achieving your goals? (a) Where you define your values and decide what is important to you, (b) create goals that match what is important to you, (c) brainstorm for ideas on how to reach your goals, (d) think about your goals and make sure they are reasonable and not too hard, (e) put your plan into action! And (f) check on the progress of your plan every so often.*

Statements from the Feelings List can be used to discuss places where someone can use the steps to goal attainment to improve their feelings.

Activity 1: Feelings List

A Feelings List is provided in Supplement B1. The list provides feelings that students good be feeling at any point in time. The list is numbered and is in random order. Following each feeling is the number of the lesson in Strong Kids that corresponds to some of the issues that might surround that feeling. Use these lesson indicators as a guide, but also see if anyone can provide different perspectives on the feeling and encourage dialogue.

Using a fast pace, pick on a random student and ask him/her to give you a number from 1 – 25. Find the feeling that corresponds to the number on the list, and entertain a discussion around the feeling, pulling in main points from the lessons in Strong Kids.

Sample Script:

Let's look at some real feelings that you might have and try to figure out as a class [or in small groups] what sort of things and feelings and strategies are being used by these other children. As we talk about these feelings think about how you would respond, now that you have studied with Strong Kids. (Student) choose a number between 1 and 25. Okay, let's look at this feeling.

As the feelings are read, lead the discussion with questions like:

- *What is the feeling?*
- *Is it comfortable or uncomfortable?*
- *If it is uncomfortable what is the model that the person is using?* (e.g. Negative thinking?)
- *What process can be used?*

Activity 2: Feelings Jar

Alternatively, you can create a “Feelings Jar”. Students can write a short description of a time when they were feeling a certain way and why they felt that way. For example, Susie could write, “Today another student said she liked my new shoes. This compliment made me feel happy.” (example of comfortable feeling). Another student might write, “Today it looked like I was going to be picked last for basketball teams. I was nervous until the captain called my name.” (example of uncomfortable feeling). Teacher can read one or two each day and use as a discussion topic. For advanced students, description could include situation, the feeling it generated, and what action they took.

Use questions like:

- *What are some of the feelings here?*
- *Is it comfortable or uncomfortable?*
- *Is this the only way to look at the situation?*
- *If it is uncomfortable, how is this individual handling this situation?* (e.g. Negative thinking?)
- *What other ways are there to handle this situation?*
- *Which Strong Kids lesson does this remind you of?*

Activity 3: Scenarios

Discuss the following scenarios and see how many of the Strong Kids ideas you are able to isolate as a class or in small groups. Think critically about all the details presented in each scenario including other people’s perspectives. Think through the scenarios and give the main character the benefit of the doubt, and then reverse it and assume the main character is behaving maliciously and see what differences in lessons are indicated.

Use questions like:

- *What are some of the feelings here?*
- *Is it comfortable or uncomfortable?*
- *Is this the only way to look at the situation?*
- *If it is uncomfortable, how is this individual handling this situation?* (e.g. Negative thinking?)
- *What other ways are there to handle this situation?*
- *Which Strong Kids lesson does this remind you of?*

Scenario 1:

Megan is getting a new step-dad. She doesn’t like him too much, his jokes aren’t funny, he talks too loud, and mainly, she liked it better when it was just her and her mom. Megan believes that if

she could get better grades, or behave a little better at home and school her mom would be happier and things could stay the way they are. But it's hard to be good all the time, and it's hard to keep her grades up so Megan feels really bad about what's going to happen: things will change and it will be all her fault.

Lessons indicated:

Understanding Your Feelings

Understanding Other People's Feelings

Clear Thinking

The Power of Positive Thinking

Letting Go of Stress

Behavior Change: Setting Goals and Increasing Positive Activities

Scenario 2:

Naomi was caught chewing gum at school. The teacher saw her and gave her an incident report because it had happened before. Some of Naomi's friends overheard her getting corrected. One of them laughed. Naomi decided to hang out on her own for the rest of the day. She is thinking about getting some new friends.

Lessons Indicated:

Understanding Your Feelings

Dealing with Anger

Understanding Other People's Feelings

Clear Thinking

Solving People Problems

Scenario 3:

Tomas's brother used his own money to buy a Play Station game. Tomas had not saved his money but he really wanted to play the game. He waited until he thought his brother was not around, and then began to play the game. Just as Tomas was about to beat an important level of the game, his brother came in and grabbed the control and turned off the game. Tomas shoved his brother and left the room.

Lessons Indicated:

Understanding Your Feelings

Dealing With Anger

Understanding Other People's Feelings

Clear Thinking

Solving People Problems

Letting Go of Stress

Behavior Change: Setting Goals and Staying Active

Activity 4: Empathy Statements

Provide the Empathy statements in Supplement B2 as a homework or classwork assignment. Select some of the statements and encourage discussion that focuses on the lessons indicated.

Use questions like:

- *What are some of the feelings here?*
- *Is it comfortable or uncomfortable?*
- *Is this the only way to look at the situation?*
- *If it is uncomfortable, how is this individual handling this situation?* (e.g. Negative thinking?)
- *What other ways are there to handle this situation?*
- *Which Strong Kids lesson does this remind you of?*

Activity 5: Activity Sheets

Use any of the activity sheets provided in the curriculum to practice any skills that appear to be in need of review. Additional activities are provided in Supplement B3.

****Students with serious social-emotional problems**

Explain to your students that they have learned important skills during this unit, but that these skills may not be enough help for if they encounter serious life problems.

Sample Script: *We have learned important skills that will help you in many situations, but sometimes we encounter serious problems in our lives that we may need help to solve. If a problem ever gets serious, there are always people you can turn to for help.*

Option A: List the people in the school/community that they can turn to for help.

Option B: Use the following brief discussion activity.

Sample Script: *Who are some people at school that you can turn to for help?*

List on the board/overhead. Help students generate names if they get stuck (principal, teacher, counselor, school psychologist, etc.)

Sample Script: *We have named many adults at school that you can talk to if a problem ever gets serious. Now, think about the person who you trust the most and write down that person's name. There are also people outside of school that you can turn to for help. Who are some of these people?*

List on the board/overhead. Help students generate names if they get stuck (parent, other adult family member, a close adult friend or neighbor, clergyperson, etc.)

Sample Script: *We have named many adults at home or in our community that you can talk to if a problem ever gets serious. Now, think about the person who you trust the most and write down that person's name.*

[Include information on locating mental health services, crisis line, etc.]

Conclusion:

Sample Script: *Today we reviewed everything we learned in Strong Kids. As we have worked through Strong Kids we have shared stories with each other. Remember that stories are personal and even though today is the last day of Strong Kids, we will remember not to share other students' stories with anyone outside of the group. By keeping others' stories to yourself, you will be respecting others.*

Look for opportunities to use the skills you learned in Strong Kids to be emotionally healthy throughout your life.

Lessons We've Learned from Strong Kids

- Understanding Your Feelings (1 & 2)
- Dealing With Anger
- Understanding Other People's Feelings
- Clear Thinking (1 & 2)
- The Power of Positive Thinking
- Solving People-Problems
- Letting Go of Stress
- Behavior Change: Setting Goals and
Increasing Positive Activities

Discussion Questions

- What are some of the feelings here?
- Is it comfortable or uncomfortable?
- Is this the only way to look at the situation?
- If it is uncomfortable, how is this individual handling this situation?
- What kind of thinking is he or she using?
Negative or positive?
- What other ways are there to handle this situation?
- Which Strong Kids lesson does this remind you of?

Supplement B3
Strong Kids Feelings list

Feeling	Lessons
1. I got a new dress/shoes/book/phone	2, 3
2. I lost a library book	4, 6, 7, 8, 10
3. I'm scared about my first sleepover	2, 3, 8, 10
4. I'm happy about a sleepover	2, 3
5. It's almost my birthday	2, 3, 5
6. My parent(s) got a new car	2, 3, 5
7. My sister/brother got a new car	2, 3, 5, 11
8. My sister/brother got a new dress	2, 3, 5
9. My sister/brother always yells at me	9, 4
10. My sister/brother gets better grades than I do	5, 6, 7, 10, 11
11. I get better grades than my sister/brother/friend	2, 3, 5, 6, 7, 10, 11
12. My mom/dad is sick	serious problem**
13. I feel sick	serious problem**
14. I'm scared about a test	6, 7, 8, 10
15. I'm scared about going home	serious problem**
16. My pet died/is missing	10, 11
17. My mom yelled at me this morning	2, 3, 5, 6, 7
18. I didn't do my homework	10
19. I don't want to be here	2, 3, 4, 6, 7, 10
20. I don't like school	2, 3, 4, 6, 7, 10
21. I miss my mom/dad	2, 3
22. I miss my brother/sister	2, 3
23. I got a new bike	2, 3
24. I lost my last tooth	2, 3
25. My teacher said my work was excellent	2, 3, 5

Supplement B4
Fill-In-The-Blanks Examples

Example of fill-in-the-blank feelings statement

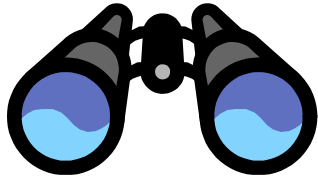
Today I felt _____ because
_____. It was a comfortable/uncomfortable (circle
one) feeling. Here's what I did: _____
_____.

Example of fill-in-the-blank empathy statement:

Today I think someone felt _____ because
_____. I could tell she/he was feeling this way by these clues:

Here's what I did to help: _____.

Supplement B5
Thinking Errors Overhead and Handout



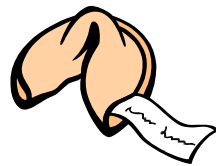
Binocular vision: looking at things in a way that makes them seem bigger or smaller than they really are.



Black-and-white thinking: looking at things in only extreme or opposite ways. For example, thinking of things as being *good or bad*, *never or always*, *all or none*.



Dark glasses: thinking about only the negative parts of things.



Fortune-telling: making predictions about what will happen in the future without enough evidence.



Making it personal: blaming yourself for things that are not your fault.

Supplement B6
Looking for the Evidence Overhead

Negative Thought	What is the evidence?		Is it Realistic/Reasonable?	So what?
<p><i>A. My teacher never reads my stories in front of the class. He hates me.</i></p>	<p><u>For?</u> Over the past week, the teacher has not said any nice things about my work at all.</p>	<p><u>Against?</u> He puts smiley faces on my work, and says hi to me when I pass his desk. He asks about my weekend.</p>	<p>If he hated me he probably would not say anything nice to me at all about anything.</p>	<p>I need to stop thinking that he hates me.</p>
<p><i>B. I no good at math, I will have a miserable 5th grade year next year.</i></p>	<p>All of the other students are catching on to the math. I keep getting bad grades.</p>	<p>I cannot predict the future.</p>	<p>Math takes lots of practice and everyone gets it at different paces. If I keep working at it, I may be just fine in the Fall.</p>	<p>I need to stop thinking I will have a miserable 5th grade. My teachers are here to help me with any questions.</p>

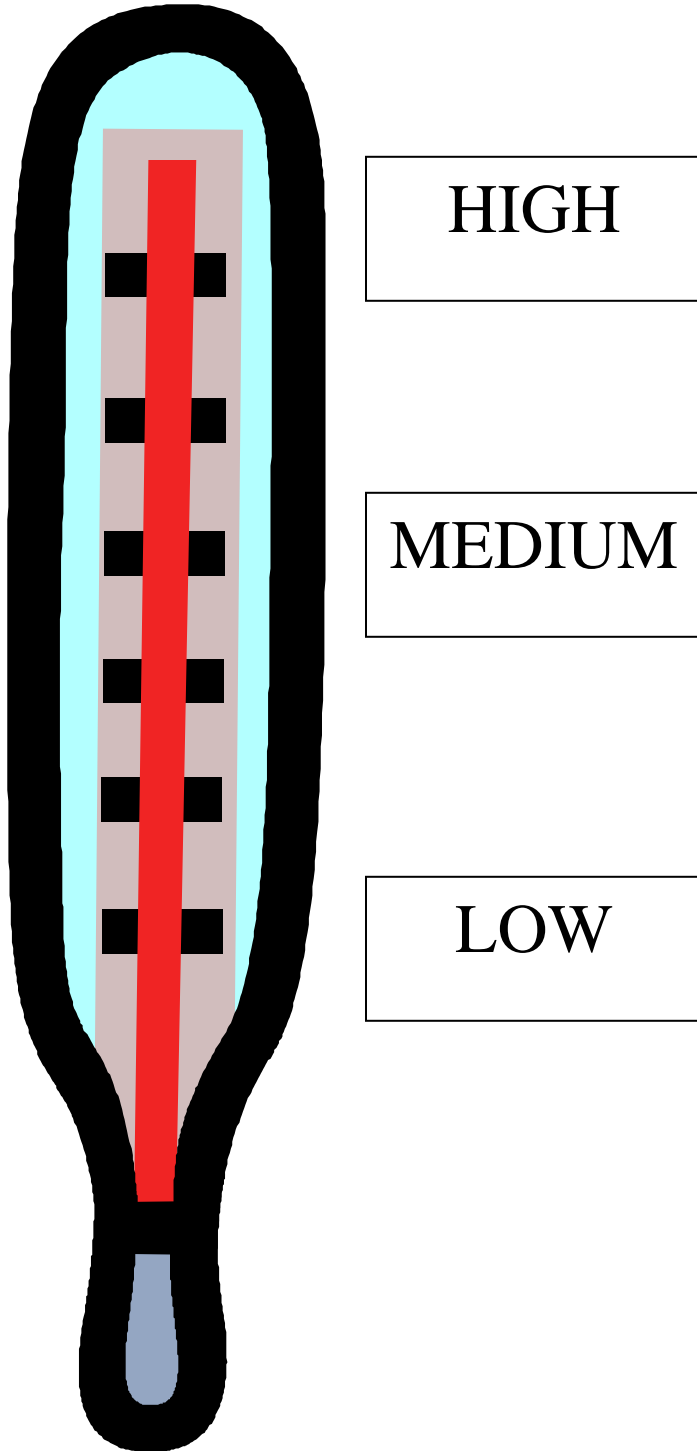
Supplement B7
Reframing Overhead

What was my negative thought?	What thinking error did I make?	What is a more realistic way of thinking about it?
Everything at home is bad.	Dark glasses.	Some things at home seem bad right now, but there are some good things, too.
I'm not going to find a summer job.	Fortune Telling.	I don't have a summer job lined up yet, but I still have several weeks to find one.
It's awful that I fight so much with my Dad.	Binocular Vision.	Most of the time I don't fight with my dad-just sometimes.

Supplement B8
Thinking Errors Homework

What was the negative thought?	Was there a thinking error? Y/N	What was the thinking error?	What is a more realistic way of thinking about it?	What skill would I use? 1.Reframing 2. Relabeling

Supplement B9
"Feeling Temperature" Overhead



Important Terms

Self-control: The ability to control your own behavior, especially in terms of your actions and impulses.

Personal Control: Believing that you have control over the important outcomes in your life.

Pessimism: Always expecting something bad to happen.

Optimism: Believing, expecting, or hoping that things will turn out well.

Getting rid of negative thoughts using an ABCDE plan.

Adversity: Any Problem or situation that makes me feel uncomfortable.

Belief: Bad thoughts or those helpless thoughts that occur whenever I am in that uncomfortable situation.

Consequence: Creepy feelings that sneak up on me when I can't stop the bad thoughts.

Disputation: Decide that I will decide to argue against the negative thoughts or beliefs that make me feel small and guilty. I will look for and use hopeful and helpful beliefs that make me feel competent and able.

Energization: Enjoy that I will hold on to the pleasant feeling I get when I decide that everything is not negative.

Review

- What is optimism?
- What is pessimism?
- What is thinking positive?
- What is one way to start thinking positive?
- How can we feel better about ourselves?
- What are some ways I can make positive thinking work?
- Is it ever okay to have negative thoughts?
- What happens if I have too many bad thoughts?

Conflict/Problem: A disagreement that occurs between two or more people, or two or more groups of people. It can be a difference of opinion, a difference in goals, a difference in desires, or a difference in ability. Sometimes the difference is a completely opposing point of view

Resolution: Finding a solution; resolving the problem.

Resolve: To fix, mend, or solve.

Problem solving/Conflict resolution: A way of discussing a topic in a helpful/constructive manner, and finding some way to reach an agreement in the best way for the most people.

Supplement B14
Alternatives to conflict Overhead/Handout

Compromise: One or both parties agree to some level of sacrifice to prevent a continued conflict.

Agreement: One party decides that the other party's point of view is relevant and they can agree to share the same point of view.

Agree to Disagree: Both parties feel that there is no way to agree on the topic and will decide that it is a topic that they have differing perspectives on (and that that's okay!).

Friendly rivalry/Leave it to chance: The two parties agree to compete over the object, e.g. game of chess winner gets object, or flipping a coin.

Seeking guidance from a responsible party or elder: Adults are called in to make the decision.

Making a deal: Sometimes an agreement can be reached by making a deal e.g. "Okay, what if I give you this, can we switch turns now?"

**Supplement B15
Conflict Resolution Overhead/Handout**

Steps to Conflict Resolution			
<p>1. IDENTIFY THE PROBLEM</p> <p>⇒ Have the other person state his/her wants and feelings.</p> <p>⇒ Use empathy and active listening skills.</p> <p>⇒ Describe your wants and feelings using “I” statements.</p> <p>⇒ Summarize both people’s wants and needs.</p>	<p>2. BRAINSTORM SOLUTIONS</p> <p>⇒ Each person should generate at least two solutions.</p>	<p>3. CHOOSE A SOLUTION</p> <p>⇒ Does it work for all involved?</p> <p>⇒ Is someone willing to compromise?</p>	<p>4. MAKE AN AGREEMENT</p> <p>⇒ All people must accept the terms of the solution and formalize the solution with a handshake or a written contract.</p>

A Summary Statement

When a problem is present, jointly define the conflict (what is the problem?), exchange your positions (where do you each stand?) and your interests (what do you each want?), and use your empathy skills (how does the other feel?). Suggest at least four possible agreements that would “work” for all involved and agree upon a mutual solution.

Resolving Conflicts



Directions: Think of a problem or conflict that you've had with another person since you had Strong Kids. How did you handle it? How could you have handled it better?

Did you use the problem solving steps you learned?

Explain what happened.

Using the steps to problem solving/conflict resolution, provide a new ending to the problem you described above.

STRESS: A feeling of being overwhelmed that can happen before, during, or after a difficult situation; when you have too much to do or an important event to concentrate on that is making you feel distracted and nervous inside.

RELAX: To let go of stress; to physically loosen tense muscles; to find a way to ignore small things that might bother us but are not immediately threatening us.

SIGNS OF STRESS:

- Hands or body shakes
- Fists clench
- Teeth clench up
- Muscles tighten
- Feels like you can't do it
- **Scared/Worried/Nervous**

Let's let go of stress!

When you find yourself feeling stressed, go through the following steps. At the end you may find your muscles relaxed and your mind clear.

1. Find a place that is not too noisy, a place where you feel comfortable closing your eyes.
2. When you find a quiet spot, sit or lie down in a comfortable position.
3. Close your eyes.
4. Listen to your breathing; draw in deep, full breaths, let them out slowly, and feel yourself relax as you breathe out.
5. Breathe in and tighten your leg muscles. Breathe out and relax. Breathe in and tighten your arms muscles. Breathe out and relax. Breathe in and tighten your face muscles. Breathe out and relax. Notice how calm they feel as you let them relax.
6. Continue breathing in and out. Take slow, deep breaths.
7. Think about being in a favorite place, and being very relaxed and calm. Imagine putting your worries in a box on a high shelf.
8. Stay quiet for a few minutes or as long as you need.

Letting go of stress

1. Write down times when you have felt stress or situations that make you stressed out?

2. In class we talked about some different ways that will help you deal with stress. Some are listed below. Check off one or two relaxation techniques that you think you can try to use or write in one that you made up.

- Talk to a trusted friend or adult.
- Exercise.
- Think positively about yourself and the situation.
- Focus on your breathing and relaxing your muscles.
- _____

3. This week when I _____ (write in stressful situation) I will _____ (write in relaxation technique).

4. After you have tried using one of the techniques you checked off above write about how it worked for you. Did it work? What will you do next time in the same situation?

- It helped!
- I think I'll try something different next time.

Definitions

Goals: What do you want to achieve in the short term (soon)? In the long term (future)?

Goal Setting: Defining a goal and creating a plan of action to achieve that goal.

Goal Attainment: Completing your action plan and achieving your goal.

There are six steps to goal attainment:

7. Define your values
8. Create goals that reflect your values
9. Brainstorm ways to reach your goals
10. Evaluate your goals - Is each goal practical?
11. Implement your plan
12. Check your progress

Supplement B22
Personal Goal Organizer Homework

	Home	School	Free Time
My Values			
My goals			
Evaluate my goal	Practical? ___ Realistic? ___	Practical? ___ Realistic? ___	Practical? ___ Realistic? ___
Do it?	Yes ___ No ___	Yes ___ No ___	Yes ___ No ___
Is my plan working?	Yes. What goal can I work on now? _____ No. What changes can I make? ___	Yes. What goal can I work on now? _____ No. What changes can I make? ___	Yes. What goal can I work on now? _____ No. What changes can I make? _____

APPENDIX B:
STRONG KIDS UNIT TESTS

STRONG KIDS UNIT TESTS

FOR STUDENTS IN GRADES 4-8

INSTRUCTIONS FOR TEACHERS/GROUP LEADERS

The Strong Kids Unit Tests include a 10-item Symptoms Test and a 20-item Knowledge Test. The symptoms test is designed to be used to measure students' feelings, self-concept, and thinking patterns related to emotional distress. The Knowledge Test is designed to measure students' knowledge of healthy social and emotional behavior, based on content from the curriculum. The unit tests may be used to measure how effective the Strong Kids curriculum is in increasing student's knowledge of healthy social-emotional behavior, and decreasing their symptoms of emotional distress.

If you choose to use the Unit Tests, you should administer them during or prior to the first lesson (Lesson 1), and during or after the last lesson (Lesson 12). Most students can complete the entire Unit Tests in 15 to 20 minutes.

HOW TO SCORE THE SYMPTOMS TEST: For the Symptoms Test, the 10 items include boxes in which the students place their answer (X) regarding how they feel. These boxes have lightly shaded number values in them, ranging from 0 to 3, with the higher number indicating more emotional distress. This test is scored by summing the values selected in the student's ratings for the 10 items, and entering the total score on the line indicated at the bottom of the form.

HOW TO SCORE THE KNOWLEDGE TEST: A scoring key is included for the Knowledge Test, containing the correct answers for each of the 20 items, along with an indication of which lesson the question was drawn from. To score students' tests, compare the scoring key answers to the student's actual answers, and place an "X" or other mark by every answer that is incorrect. Each item that has a correct answer should be given one point, and the final tally of correct answers can be converted into a percentage of correct responses. For example, if a student correctly answered 17 of the 20 questions, his or her raw score would be 17, and the percentage correct would be 85%

HOW TO USE THE UNIT TEST SCORES: To compare post-test scores to pre-test scores, subtract the pre-test total score from the post-test total score for each of the two tests. The difference reflects how much change occurred from the beginning to the end of the curriculum. Remember that higher scores on the Symptoms Test indicate more emotional distress or upset, whereas higher scores on the Knowledge Test indicate more knowledge of healthy social and emotional behavior. Ideally, participation in the Strong Kids curriculum will result in an increase from pre-test to post in knowledge (the post-test scores will be greater than the pre-test scores), and a decrease from pre-test to post-test in symptoms (the post-test scores will be lower than the pre-test scores).

Pretest _____

Posttest _____

Strong Kids Unit Tests

For Students in Grades 4-8

Name _____ Grade _____ Age _____

School _____ Today's Date _____

I am a: boy girl

On the next few pages, you will be asked to answer questions about how you have been feeling over the past month. Think about how you have been feeling overall and answer the questions as well as you can. After answering those questions, you will then be asked to answer more questions to see how much you know about healthy and unhealthy ways to express feelings, thoughts, and behavior. Read each question carefully and choose what you think is the best answer to the questions.

You will not be graded on your answers. Your answers will be kept confidential. If you have any questions, please ask your teacher.

Part One: Strong Kids Symptoms Test

Directions: The following statements tell some ways that kids might sometimes feel and things they might sometimes do. Read each of these statements and decide how often they are true for you *for the past month*. Ask yourself, is this *Never True*, *Hardly Ever True*, *Sometimes True*, or *Often True* for me?" After you have decided how often the statement is true for you, make an **X** in the box that goes with that answer. There are no right or wrong answers, just choose the answer that tells how you feel.

	Never True	Hardly Ever True	Sometimes True	Often True
1. There is very little that I like to do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can't deal with my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I argue with other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get so mad that I break or throw things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I worry about things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel depressed or sad.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Things don't work out for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I get headaches.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel sick to my stomach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I argue with my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOTAL SCORE _____

Part Two: Strong Kids Knowledge Test

Directions: This test has 20 questions about healthy and unhealthy ways to express feelings, thoughts, and behavior. Read each question carefully and pick what you think is the best answer.

TRUE-FALSE. Read each sentence. If you think it is true or mostly true, circle the T, which means “true.” If you think it is false or mostly false, circle the F, which means “false.”

1. T F Self-esteem is your feelings of worth for yourself.
2. T F When identifying a problem, it is important to describe how you feel and then listen to how the other person says they feel.
3. T F When most people feel embarrassed, they are likely to stand tall, smile, and talk to others.
4. T F Clenched fists and trembling or shaking hands are often signs of stress.
5. T F Your friend took the last ice cream bar at the class party and you hadn’t gotten one yet. The best way to deal with this is to first identify how you feel, figure out if you feel comfortable or uncomfortable, and then choose 3 positive ways to express your feeling.

MULTIPLE CHOICE. Circle the letter that goes along with the best answer for each question.

6. Devin’s gym teacher tells him to try out for the basketball team. Devin thinks that he is too short and won’t make it, so he decides to not try out for the team. What thinking error is described here?
 - a. Binocular vision
 - b. Black and white thinking
 - c. Making it personal
 - d. Fortune telling

7. An example of an emotion that is uncomfortable for most people is
 - a. Excited
 - b. Frustrated
 - c. Curious
 - d. Content

8. What is an emotion?
 - a. A thought you have about a situation
 - b. Your inner voice inside your head
 - c. A memory you have about something that happened to you
 - d. A feeling that tells you something about a situation

9. Self-talk is a way to calm down after you get angry. Self-talk includes telling yourself
 - a. I don't deserve this
 - b. I should get angry when something like this happens
 - c. I can work through this
 - d. I need to stop getting angry so often

10. Which of the following statements best describes empathy?
 - a. Knowing how you are feeling
 - b. Wondering why another person is feeling sad
 - c. Understanding another person's feelings
 - d. Thinking about another person

11. What is the meaning of the thinking error dark glasses?
 - a. Looking at the whole picture
 - b. Seeing only the part that makes you sad
 - c. Trying to see things in a different way
 - d. Thinking about only the negative or bad parts of things

12. Thinking errors occur when
 - a. You see things differently than what really happened
 - b. You see both the good and bad of each situation
 - c. You think something different than your friend
 - d. You tell yourself you shouldn't try to do something

13. Reframing is a way to
- See the whole picture
 - Think about the things that make you smile
 - Think about the situation more realistically
 - Think about what you will do next
14. Why would you want to know how someone else is feeling?
- So you can leave them alone when they're angry
 - To better understand that person's feelings
 - To tell other people about that person
 - To act the same when you are together
15. What does the ABCDE plan for optimism help you to do?
- Look at both sides of a situation
 - View situations more positively
 - Control your positive and negative thoughts
 - Realize that you sometimes have no control over things
16. Conflict resolution is best described as
- Discussing a problem until there is a winner and a loser
 - Arguing with another person until they see your point and give in
 - Problem-solving so you can reach an agreement
 - Talking about the problem until something changes their mind
17. Which of the following is a positive way to express how scared you are for your parents to get your report card?
- Tell them why you are scared
 - Hide your report card
 - Tell your parents they are expecting too much from you
 - Say that your grades were bad because other kids at school distracted you
18. Why is it important to make an agreement when you are trying to solve a problem?
- To understand what the other person is feeling
 - To let the other person know what you think about the problem
 - To make sure both people accept the solution to the problem
 - To solve the problem more quickly

19. Which of the following is one of the better ways to relax when you are feeling stressed?
- Crying
 - Talking about the problem with a friend
 - Complaining to your mom
 - Ignore the problem
20. Which of the following is the better way to deal with feeling very angry when the person next to you in class keeps talking and annoying you?
- Yell at them and tell the to stop
 - Call out to the teacher about the student
 - Take their backpack to get even
 - Stop, count to ten, and try to relax

STRONG KIDS

Knowledge Test Answer Key

Correct answers for each of the 20 items are in boldface and underlined type. The Strong Kids lesson to which the question corresponds is indicated in parentheses.

1. **T** (Lesson 1)
2. **T** (Lesson 9)
3. **F** (Lesson 2)
4. **T** (Lesson 10)
5. **T** (Lesson 3)
6. **d** (Lesson 6)
7. **b** Lesson 2)
8. **d** (Lesson 1)
9. **c** (Lesson 4)
10. **c** (Lesson 5)
11. **d** (Lesson 6)
12. **a** (Lesson 6)
13. **c** (Lesson 7)
14. **b** (Lesson 5)
15. **b** (Lesson 8)
16. **c** (Lesson 9)
17. **a** (Lesson 3)
18. **c** (Lesson 9)
19. **b** (Lesson 10)
20. **d** (Lesson 4)