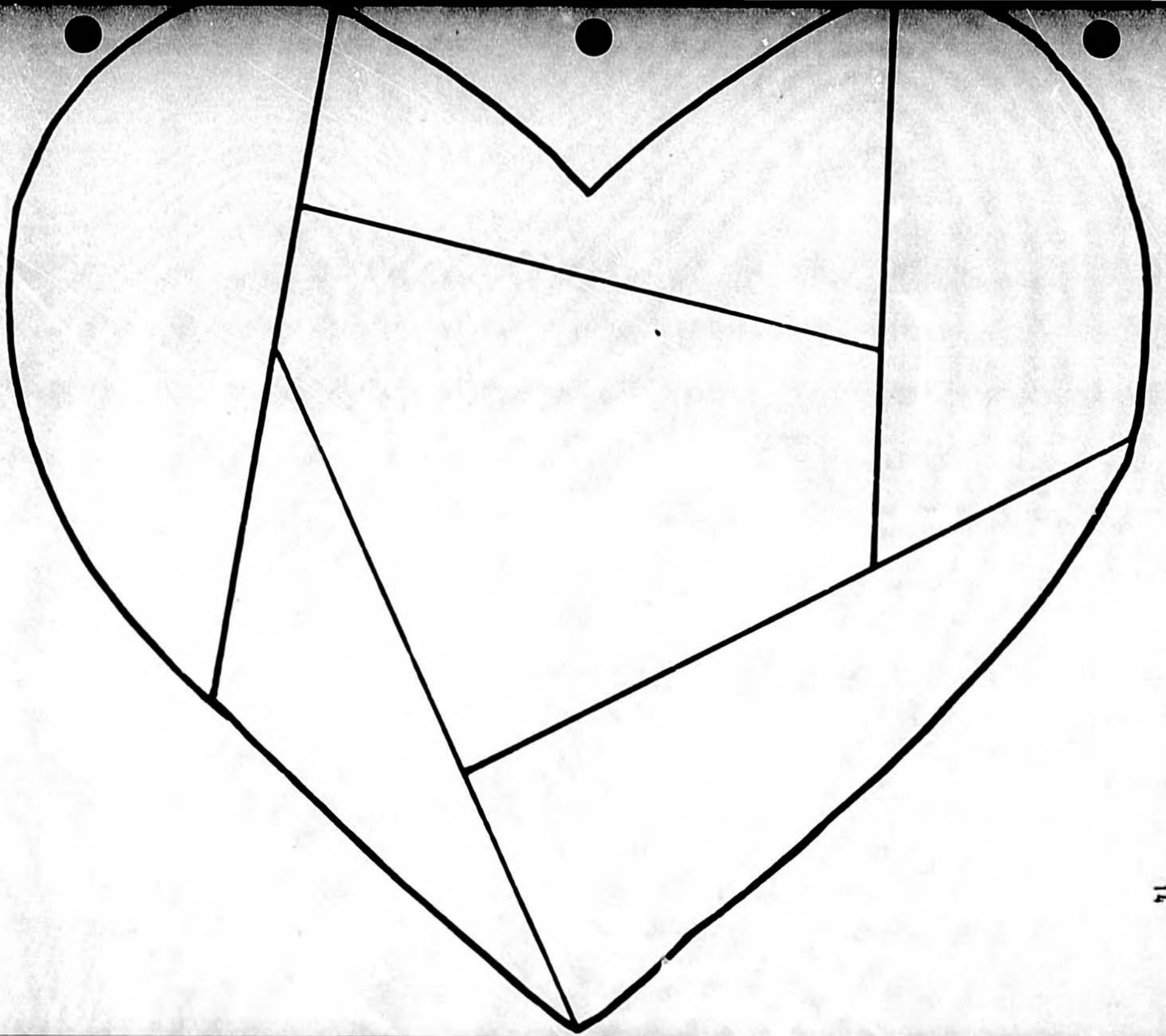


ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672

57 SCOMM 6: SENATE SPECIAL COMM. ON ALCOHOLISM 1977-78



ready

The student will be able to identify and practice various ways of helping. He/she will be able to list feelings and emotions that may result from helping someone and/or from being helped.

set

I will use this activity to help students:

- develop self-concept
- increase knowledge
- improve decision-making ability
- improve communications
- clarify attitudes and values
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Contact Red Cross Representative, Supervisor of Youth Service Programs, 323-2345, for a speaker

1. Arrange a visit to the local Red Cross or have a representative come to class.
2. The Red Cross will suggest projects which will help others and the class can choose one. Activities might include adopting a grandparent, making Christmas decorations for a nursing home, making something to welcome people to our country, etc.

Discussion

1. Why do people need our help?
2. What kinds of things can we do that help people?
3. Do all people need the same kind of help? Are there times when people don't want help?
4. How do you feel when you help someone? How do you feel if someone doesn't want you to help?
5. Name some ways we can help at school. How can we help at home?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Learn a song about helping such as: "Helping" from <u>Free To Be You and Me</u>.</p>	<p>SOCIAL STUDIES</p> <p>Discuss the organizations and agencies in the community who help others and identify ways they help.</p>
<p>ART</p> <p>Make projects suggested by Red Cross.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Discuss ways nature helps us and what we can do to help protect our environment. Plan and execute a helping project, e.g., schoolyard cleanup, recycling paper in classroom, etc.</p>	<p>WRITING</p> <p>Develop a class chart of words that describe feelings resulting from giving and getting help.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have children tell about a time they or their family helped someone. How did they feel? How did the person they helped feel?</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play or use puppets to dramatize classroom helping situations--someone wanting help but no one helps, someone wanting to help but no one accepts the help, etc. How do people feel in each situation?</p>	<p>OTHER _____</p>

AREA: Alcohol Education
 TOPIC: COPING - Mystery Box

PAGE: 17
 GRADE: K-1

ready

The student will be able to list feelings and emotions that may result from helping someone and/or from being helped. He/she will be able to explain the value of seeking help with problems and concerns from other people.

see

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- _____ increase knowledge
- _____ improve communications
- _____ learn or improve health skills
- develop social responsibility
- other (please designate)
- _____ develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Empty box with lid taped shut.

1. Leave a box taped shut outside your door (creates interest).
2. Send someone out to carry in the box.
3. Ask what the children think could be in the box.
 - What would they especially like to be in the box? Why?
 - What wouldn't they like to be in the box? Why not?
4. Teacher suggests that something is in the box--something scary or exciting.

Example: How would you feel if an angry dog came out?

 - What would you do?
 - What could you do?
 - What if the dog bit your friend on the leg and he/she couldn't walk? What would you do? Could anyone help you? Who? Why might it be important to look for help?
 - How would you feel if you helped your friend get away?
 - How would you feel if you were the friend?

Other possible contents for the box:

 - a) your baby brother or sister crying
 - b) two grownups fighting
 - c) all the parts of a bicycle that need to be put together
 - d) a bottle that looks like pop but you can't read what it says
 - e) an elephant that escaped from the zoo
5. Discuss the importance of seeking help from others when needed.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1 2 3 4 5
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p> <p>Discuss and try some activities one might need help to do at first-- bike riding, jumping rope, swinging, etc. What feelings result from giving or getting help?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have children draw a picture of something that could be in the box. It could be funny, scary, ugly, etc. Put all the pictures inside the box, then pull them out one at a time and ask class what they would do in each situation.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Children write a story about something they'd like to come out of the box and describe what they'd do when it came out.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have one child imagine a box and its contents and describe it to the class. The class can decide if help would be needed and where it might be available.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Have a puppet show using the puppets to guess contents of box and react to what comes out.</p>	<p>OTHER _____</p>

ready

The student will be able to identify peer influence on own feelings, behavior and decisions.
 The student will be able to list ways of handling peer influence.

set

I will use this activity to help students:

<input checked="" type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input checked="" type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input checked="" type="checkbox"/> other (please designate)
<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	<input type="checkbox"/> develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
 Grump Puppet

1. Introduce the puppet, Grump, as a real grouch who doesn't like anything and says only negative things. Grump criticizes something about everyone. Give several children a chance to be Grump; then discuss with the class:
 - a) How did you feel when Grump said something negative to you?
 - b) Did Grump's attitude make you feel like being around Grump? Why or why not?
 - c) What can you do when somebody criticizes something you do or like?
 - d) Ask Grump how he/she thinks the children feel about him/her.
 - e) If you wanted to make someone feel good/happy, what could you say?
2. Select other children as Grump and repeat the process. However, this time have each child respond individually to what Grump says to him/her using some of the ideas mentioned in the discussion.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

Draw a picture of how you would feel if someone told you they hated you or loved you.

Make a name tag showing a face of how you would like everyone to feel today.

SPELLING

MATH

Make a list of positive things we can say about someone.

Make a list of negative things. Which list is longer?

SCIENCE

WRITING

READING

Read The Hating Book by Charlotte Zolotow.

LANGUAGE ARTS (oral discussion)

At circle time choose one child. Classmates say what they like about the child. Then child tells how it makes him/her feel to hear positive things about him/herself.

LANGUAGE ARTS (drama and role-playing)

OTHER _____

ready

The student will be able to identify ways of coping with situations in which he/she is disturbed by the behavior of self and/or others.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
 Book: Sam

1. Read Sam to the class.
2. Discussion questions:
 - . What happened when Sam tried to play with his family?
 - . Why did Sam cry?
 - . What made him happy again?
 - . How do you feel when you want to play but nobody wants to play with you? What do you do?
 - . Are there some things you're too little to do?
 - . What helps you feel better when you're sad?
 - . What can you do if no one wants to play with you?
3. Have children draw pictures of something they can and like to do with someone in their family. Volunteers can share their pictures with the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1 2 3 4 5
 Ugh! _____ Wow!

<p>PHYSICAL EDUCATION</p> <p>Make a list of games children enjoy playing alone and a list of what they like playing with others. Over a period of several weeks, have children alternate between alone and together games, then discuss their feelings.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have children draw pictures of how they feel when no one will play with them and share pictures with the class.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Using puppets or role-playing, act out situations where a child is told, "No, you're too little." Act out the feelings and alternative solutions.</p>	<p>OTHER _____</p>

ready

Student will be able to identify peer influence on own feelings, behavior and decisions. He/she will be able to list ways of handling peer influence.

set

I will use this activity to help students:

- | | | |
|---|---|---|
| <input type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input checked="" type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills |

RESOURCES

ACTIVITY

EVALUATION

go

Story, "Johnny Dare-Me"

Read "Johnny Dare-Me" story on the following page.

Discussion

1. What did Johnny's friend tell him to do?
2. What were Johnny's choices?
3. Why do you think Johnny listened to his friend even though he knew he would get into trouble?
4. Why do you think Johnny didn't scribble on the drawing the last time?
5. How do you think the friend felt about Johnny when he didn't scribble on the drawing?
6. How do you feel when you don't think anyone likes you? How do you feel when one of your friends won't do something you want them to?
7. What can you do if your friends tell you to do something you don't want to do or you think is wrong to do?
8. Have children role-play the story showing alternative ways Johnny might handle the situation. Role-play other examples of peer influence often occurring in the classroom.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION

Play Simon Says. How does what we see others do affect our actions?

MUSIC

SOCIAL STUDIES

ART

SPELLING

MATH

SCIENCE

WRITING

READING

LANGUAGE ARTS (oral discussion)

Tell another ending to the story.

LANGUAGE ARTS (drama and role-playing)

Give a situation and ask children to role-play positive and negative peer influences, e.g., "Mary has a new pair of red shoes." Discuss how peers may influence Mary's wearing her shoes.

OTHER _____

JOHNNY DARE-ME

This is a story about Johnny Dare-Me. He was (5, 6, 7) years old. He lived in a house a lot like yours. Johnny had one friend with whom he did everything--but, you know what? Johnny was always getting into trouble. The first time I met Johnny was the first day of school. I found him running and pushing and knocking down the other kids coming to school. Johnny said his friend told him to do it. Johnny and I had a long talk about the kinds of things he could do at school and the kinds of things he couldn't do. He agreed not to run and push anymore because it isn't safe.

But, a little while later, I found him knocking down block buildings which belonged to other children. It turned out that he was dared to do it by his so-called friend. Another time, Johnny landed in the nurse's office after his friend dared him to drink some whiskey and it made him sick. Johnny kept getting into trouble, thanks to his friend, because he always did whatever his friend said.

Then one day I heard someone tell Johnny to start thinking for himself and stop listening to his friend. Later that day, Johnny came to me and told me his friend had told him to go and scribble on someone else's drawing and he didn't do it.

ready

The student will be able to explain the value of predicting consequences before engaging in actions and practice skill of predicting.

set

I will use this activity to help students:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input checked="" type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
 Consequences
 Photoboards (4)

1. Display the photoboards. Ask the class to imagine each situation you show or describe and predict the consequences:

What might happen:

- a) if everybody left whatever they were working with where they were using it instead of putting it away?
- b) if we took our balls, ropes, etc., out on the playground and left them there until tomorrow?
- c) if you crossed the street without looking for traffic?
- d) if you ate a whole watermelon all by yourself?
- e) if you gave your mother or father a kiss?
- f) if you came to school with your clothes on backwards?
- g) if you drank a can of beer?

2. Discuss how thinking about the consequences first might influence our behavior.

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss rules in school, home and community. Why are rules made? What consequences might occur if there were no rules?</p>
<p>ART</p> <p>Have class draw picture of a situation and ask classmates to predict "what might happen if...."</p>	<p>SPELLING</p>	<p>MATH</p> <p>Count how many possible outcomes you predicted, how many positive, how many negative.</p>
<p>SCIENCE</p> <p>Experiment with growing plants from seeds. Predict possible consequences. What might happen if we put the seed in water, in cotton, in soil, on paper? If we give it no water, etc.? Experiment to see if predicted consequences were accurate.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Act out "what might happen if...."</p>	<p>OTHER _____</p>

ready

The student will recognize that experimentation may be accompanied by various feelings and emotions.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:
Experimentation
Photoboard (1)

1. Display the photoboard and ask for children's interpretation of it.
 - a) How does the boy chinning himself feel? How do the other boys feel?
 - b) Would you try this activity? Explain.
 - c) If the boy fell off the bar and hurt himself while you were watching, would you try the activity anyway? If he said it was fun and easy, would you want to try it? How do you feel about trying new things? Give examples of ways feelings influence behavior.
2. Survey the class to find out how many can ride bicycles. Have children discuss their feelings when they were first learning. Discuss times when they've wanted to do something but were afraid to. What happened?
3. Make a list of feelings mentioned by children. Discuss ways of handling those feelings.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

<p>PHYSICAL EDUCATION</p> <p>Introduce a new skill (e.g., walking backward on the balance beam). Have children try it. Discuss their feelings before and after they "experiment."</p>	<p>MUSIC</p> <p>Experiment with different objects in the room to see how they can be used to make music. Which sounds do you like that you discovered? Which sounds do you like that others discovered?</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Children can draw pictures of themselves trying something for the first time. Have them share pictures with the class and explain.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Make a mystery box - cut a hole in a cardboard box large enough for an arm. Fill the box with various objects. Children guess the contents by feeling the objects. Discuss children's feelings about putting hands in the box without seeing what is in it first.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play the feelings of people in various situations, e.g.,</p> <ul style="list-style-type: none"> . flying in an airplane for the first time . going to the dentist for the first time . eating something they've never tasted . going to school for the first time 	<p>OTHER _____</p>

ready

The student will be able to describe possible consequences of excess in various situations.

set

I will use this activity to help students:

- | | | |
|--|--|---|
| <u> </u> develop self-concept | <u> </u> increase knowledge | <u> </u> develop social responsibility |
| <u> x </u> improve decision-making ability | <u> </u> improve communications | <u> </u> other (please designate) |
| <u> x </u> clarify attitudes and values | <u> </u> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

How Much Pictures
(6)

1. Tell all the children to talk, turn on the record player, TV, tape recorder, etc., to create noise. This should be done at a tolerable level of noise.
2. Discuss: Do you think it is noisy in the class? Are you still able to hear each other? Do you think we could have too much noise in the room?
3. Increase noise level to an unpleasant level.
4. Discuss: Do you think there was too much noise in the class? Is some noise okay? How much is too much? Is too much the same for everybody or can some children tolerate more than others? What are some other things we could have too much of?
 - how much candy is too much candy?
 - how much TV is too much TV?
 - how much food is too much food?
 - how much playing is too much playing?
 - how much alcohol is too much alcohol?
5. Have children look at "How Much" pictures. Which show too much? Is "too much" the same for everyone? What happens when you have too much of something?

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1	2	3	4	5
ugh!				Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p data-bbox="286 517 340 544">ART</p> <p data-bbox="89 589 679 779">Have children draw pictures of something they really like to eat. How much is enough for them? How much is too much? Draw pictures of something they don't like to eat. How much is too much of that?</p>	<p data-bbox="1028 517 1159 544">SPELLING</p>	<p data-bbox="1699 517 1771 544">MATH</p> <p data-bbox="1458 584 2114 712">Using various size containers, determine how much is too much for each container, e.g., how much water is too much for a thimble, a glass, a pail?</p> <p data-bbox="1458 752 2048 779">What happens when there is too much?</p>
<p data-bbox="270 903 384 930">SCIENCE</p> <p data-bbox="96 971 620 1031">Discuss how the body reacts when it gets too much of something.</p>	<p data-bbox="1039 903 1153 930">WRITING</p>	<p data-bbox="1683 903 1797 930">READING</p> <p data-bbox="1458 971 2061 997">Read a story about excesses to group:</p> <p data-bbox="1458 1038 2018 1065"><u>Bread and Jam for Francis</u> by Hoban</p> <p data-bbox="1458 1071 1777 1098"><u>The Fat Cat</u> by Kent</p> <p data-bbox="1458 1105 2004 1132">'Pooh and the Honey Tree' by Milne</p> <p data-bbox="1458 1172 1974 1199">Discuss: How much is too much?</p>
<p data-bbox="82 1273 570 1300">LANGUAGE ARTS (oral discussion)</p>	<p data-bbox="788 1273 1384 1300">LANGUAGE ARTS (drama and role-playing)</p>	<p data-bbox="1603 1273 1690 1300">OTHER _____</p>

A TEACHER'S GUIDE
FOR
ALCOHOL EDUCATION



TABLE OF CONTENTS

GRADES 2-3

Part I	How To Use This Kit	i
	Goals and Objectives	ii
Part II	<u>Learning Activities</u>	
	LONG-RANGE ACTIVITIES	1
	SELF-IMAGE - "Circle of Feelings"	2
	SELF-IMAGE - Friendship	4
	SELF-IMAGE - Interaction	6
	DECISION-MAKING - Groans and Giggles	8
	SELF-IMAGE/COPING/DECISION-MAKING Task Cards	10
	COPING - Amos & Boris	12
	COPING - Guess Who?	14
	COPING - Seeking Help	16
	COPING - Adult/Child Communication	18
	DECISION-MAKING - Positive Statements	20
	DECISION-MAKING - Decision Game	22
	DECISION-MAKING - What Helps You Learn?	24
	DECISION-MAKING - Advertising	26
	DECISION-MAKING - Safe/Unsafe Situations	28
	SELF-IMAGE - What Makes People Feel Good?	30
	ALCOHOL INFORMATION - Alcohol Photoboards	32
Part III	<u>The Yellow Pages</u> --resource supplement	
	(See the Table of Contents in The Yellow Pages for more details.)	

GOALS AND OBJECTIVES

11

GRADES 2-3

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grades 2-3 level are:

DECISION-MAKING

The student will recognize him/herself as a decision-maker and develop skills for making responsible decisions.

- A. The student will be able to suggest alternative courses of action in response to problem situations and choose one course. (p. 8,10)
- B. The student will be able to identify peer influence on own feelings, behavior and decisions and demonstrate his/her power to affect others. (p. 20)
- C. The student will be able to identify, for specific rules, the problems they are intended to prevent. (p. 28)
- D. The student will be able to list major people, institutions, and processes from which he/she learns. (p. 22, 24, 26)

COPING

The student will be able to identify a variety of ways to cope with problems.

- A. The student will identify ways of coping with situations in which he/she is disturbed by the behavior of self and/or others. (p. 10)
- B. The student will be able to identify and practice skills which encourage better communication between children and adults. (p. 18)
- C. The student will be able to identify and practice various ways of helping. (p. 12, 14)
- D. The student will be able to identify feelings and emotions that may result from helping someone and/or being helped. (p. 12)
- E. The student will be able to identify criteria for selecting valid and responsible sources of help. (p. 16)

ALCOHOL INFORMATION

The student will understand that alcohol produces various effects on people.

- A. The student will be able to identify some of the behaviors resulting from drinking alcohol in varying quantities. (p. 32)

SELF-IMAGE

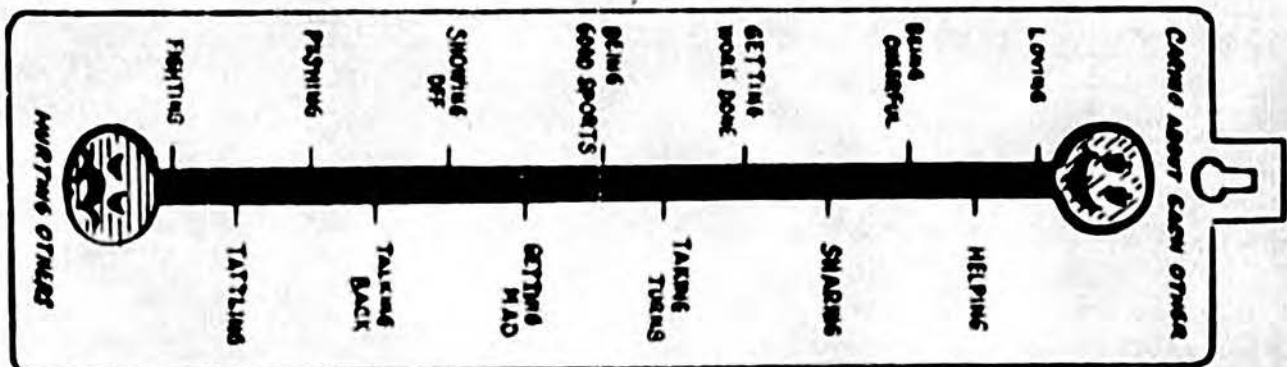
The student will be able to recognize that all people have feelings and that feelings influence behavior.

- A. The student will increase awareness of own and others' feelings and practice various ways to express them. (p. 2, 10)
- B. The student will be able to recognize him/herself as a social being who interacts with other people. (p. 4, 6)
- C. The student will be able to identify a variety of ways to feel good. (p. 30)

LONG-RANGE ACTIVITIES

It may be helpful to use some of the following activities over a period of time to improve self-image and develop coping skills:

1. Set up a private area in the room with two chairs or a rug. Each time a personal conflict arises between children, send or go with both individuals to the nook to "talk it out." Children should try to define the problem and how it was created, then look at alternatives. The nook is for talking about problems, not sulking or being punished.
2. A tape recorder could be placed in the nook for children to use. Any time a child needs to talk to someone he/she can go to the nook and use the recorder. Teacher can listen later in the day to see if follow-up is needed.
3. Hang an old paper sack or bag in the nook. Give it a name (ex. Sad Sack). When children have frustrations or problems they can write them down, fold the paper, and put it inside the sack. No one can read these, not even the teacher. At the end of the day the child may have it back if he/she wishes.
4. Make a classroom mailbox and establish a daily delivery time. Children can write to each other and the teacher about feelings, problems, etc. Form letters with open-ended sentences could be placed beside the mailbox to stimulate thought: e.g.,
 Dear _____: You make me feel good when you _____.
 Dear _____: When I see people drinking alcohol, I _____.
 Dear _____: Can you help me? My problem is _____.
 Dear _____: Today was a _____ day for me because _____.
5. Have children make their own Feely Heads to indicate their feelings throughout the day. Use the heads in discussion to indicate their own feelings about any topic.
6. Draw a classroom thermometer on tagboard. Have the children develop a list of things that make them feel good and feel bad at school. Write them on the thermometer in place of the degree markings. Insert red and white yarn as the mercury when they feel the classroom atmosphere changes. They can give their reason for changing it and suggest alternatives to the class if the thermometer shows unhappy feelings.



ready

Student will increase awareness of own and others' feelings and practice various ways to express them.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY


EVALUATION

go

From the kit:

Feely Head (1)
 Filmstrip and
 Cassette (1)

1. Show the filmstrip "Circle of Feelings."
2. Discuss the feelings illustrated (happiness, sadness, fear, and anger). Note that everyone has feelings but people may express the same feelings in different ways.
3. Divide the class into groups of four. Each group role-plays a way to express each feeling and shares it with the class. Discuss differences in the way groups expressed the same feelings. When might it be better to express feelings one way and not another? Why?
4. Encourage children to think of other feelings they have or have seen expressed by others and list them on the chalkboard. (Use the Feely Head to stimulate ideas).
5. Children can choose one feeling (have list and Feely Head Available), write their own definition of it, and illustrate it, e.g.,

Happiness is an ice cream cone!


6. Share definitions with class, then combine them into a class booklet for individual reading.

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1 2 3 4 5
 Ugh! _____ Wow!

<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>Pretend to be different animals. Express feelings using face, body movement and voice, e.g., mean dog, mad bear, fierce lion, angry monkey, happy gorilla, etc.</p>	<p style="text-align: center;">MUSIC</p> <p>Use instruments to create music which expresses a given emotion.</p> <p>Learn a song about feelings, e.g., "It's All Right to Cry" from <u>Free To Be You and Me</u>.</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p>Pretend to be community helpers, pioneers, etc., and express emotions they might feel in different situations, e.g., policeman arresting a thief, pioneer finding cattle killed by wolves, etc.</p>
<p style="text-align: center;">ART</p> <p>Make paper bag or paper plate puppets or masks with various facial expressions. Write a story for the puppets and act it out.</p> <p>Or, draw a self portrait in a mirror shape with facial expressions of how you feel today.</p>	<p style="text-align: center;">SPELLING</p> <p>Learn to spell the emotion words listed on the Feely Head.</p>	<p style="text-align: center;">MATH</p>
<p style="text-align: center;">SCIENCE</p> <p>Discuss anger as "letting off steam." Boil water to see what steam is and how that phrase originated.</p>	<p style="text-align: center;">WRITING</p> <p>Complete open-ended sentences about feelings. Example: I feel good at school when _____. When I see people drinking alcohol I _____. You make me feel important when ____.</p> <p>Sentences can be put in class mailbox and delivered daily to teacher and students.</p>	<p style="text-align: center;">READING</p> <p>Read booklets completed by class.</p> <p>Read: <u>Love Is a Special Way of Feeling</u> by Anglund. Discuss how we express love to friends and family.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play the definitions of emotions suggested by children, e.g., happiness is eating an ice cream cone.</p>	<p style="text-align: center;">OTHER</p> <p style="text-align: center;">Smile/Sad Face Chart</p> <p>Make a chart with 2 columns, one with a sad face and one with a smile. Make 2x2-1/2" cards with words or situations which evoke feelings, e.g., school, recess, monster, family. Let children take turns putting a card in the column representing their feelings and sharing why they placed it there.</p>

ready

The student will be able to recognize him/herself as a social being who interacts with other people.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values

- increase knowledge
- improve communications
- learn or improve health skills

- develop social responsibility
- other (please designate)

RESOURCES

ACTIVITY

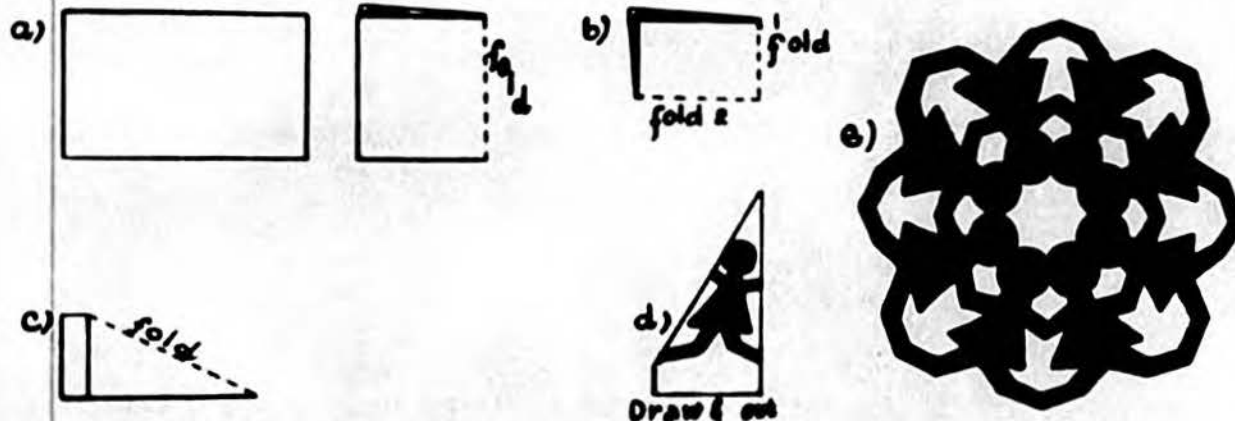
EVALUATION

go

From the kit:

Book: A Friend Is Someone Who Likes You

1. Read the book included in the kit or any book about friendship. Discuss what a friend is. Make a chart of what a friend is, or how to choose a friend, or what friends can do for each other.
2. Give each child a piece of newsprint or newspaper. (a) Fold the paper in half; (b) then in half the other way; (c) fold (1) over to (2), making a cone shape; (d) using patterns or free hand, draw on doll shape and cut (similar to folded dolls); (e) open a "circle of friends."



3. Have children select seven friends to share their circle of friends with. Each of the friends sign his/her name and one thing about him/herself on one of the figures. Or, the owner of the circle can write on each figure why he/she chose that person to be his/her friend.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
ugh! Wow!

<p>PHYSICAL EDUCATION</p> <p>Join hands for a circle game or dance. Discuss what joining hands means.</p>	<p>MUSIC</p> <p>Learn a song about friendship such as "Glad to Have a Friend Like You" from <u>Free To Be You and Me</u>; or "Make New Friends."</p>	<p>SOCIAL STUDIES</p> <p>List and locate on the map cities, states, and countries where children have friends.</p> <p>Write a letter to a friend who has moved or was in class last year.</p>
<p>ART</p> <p>Make posters of "A Friend Is"</p> <p>Construct a friendship mobile.</p>	<p>SPELLING</p> <p>Learn to write and spell the names of the children in the class.</p> <p>Make a list of words that describe a friend and learn to spell them. Use them in an acrostic.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story titled, "My Best Friend."</p> <p>Complete open-ended sentences: "A good way to make friends is" "A good way to keep a friend is"</p>	<p>READING</p> <p>Set up a reading table with books about friends and friendship. Children can also bring books from home on the topic to share.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Interview three people with the tape recorder. Ask them what they like about their friends.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play a situation from <u>A Friend Is Someone Who Likes You</u>.</p>	<p>OTHER _____</p>

ready

The student will be able to recognize him/herself as a social being who interacts with other people.

set

I will use this activity to help students:

- develop self-concept
 improve decision-making ability
 clarify attitudes and values
- increase knowledge
 improve communications
 learn or improve health skills
- develop social responsibility
 other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Butcher paper,
felt pens

Regular worktime:

1. Isolate each child as much as possible: no verbal communication, desks separated, individual seat work, etc. Work this way for a morning or half-day.

During Health:

2. Bring class together after isolation time and discuss their feelings during isolation time. How much time would you like to spend alone? with one other person? in groups?
3. Discuss different types of groups and social settings individuals interact with (such as school, family, scouts, church, etc.). Compile a class list.

Follow-Up:

Teacher divides bulletin board or butcher paper into areas for each group children interact with as named in #3 above; children write their names, date, and how they interacted with a certain group over a week's time.

Example:

Family	Sports	Church
Large Group	School	Community Group

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
light worst

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Find out what kinds of groups exist in local community. What do the groups do? Find out if similar groups exist in other parts of the world.

ART

SPELLING

MATH

Make a mural showing various groups in action. Discuss why people are in those groups.

Create and solve addition and subtraction problems using data from the interaction chart.

SCIENCE

WRITING

READING

Visit the zoo or study the habits of various animals. Which ones spend most of their time alone? in groups?

Respond to open-ended sentences.

- Being with people is _____ .
- Being alone is _____ .
- I am lonely when _____ .
- If I wanted to be in a group I would _____ .

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER _____

Divide class into partners. Have partners communicate with each other without speaking, e.g., touch, pictures, etc.). What might it be like to be unable to speak? What effects might it have on relating to others?

AREA: Alcohol Education
 TOPIC: DECISION-MAKING - Groans and Giggles

PAGE: 8
 GRADE: 2-3

ready

The student will be able to suggest alternative courses of action in response to problem situations and choose one course.

set

I will use this activity to help students:

- | | | |
|---|---|--|
| <input type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
 Groans & Giggles Box (1)
 Alternatives Chart (1)

1. Children draws a card from the Groans and Giggles Box and reads it to class. Write the problem in the center circle on the Alternatives Chart. The entire class thinks to themselves how they might handle the situation. Stress the idea that there are many ways to handle the same situation.
2. The child who drew the card proposes his/her solution. Classmates can propose alternative solutions. Write alternatives on Alternative Chart or draw pictures in each circle to represent alternatives. Try to create as many alternatives as possible.
3. Class discussion might include the following:
 - a) Why did the situation develop?
 - b) What are some ways of reacting?
 - c) What might the consequences of your way of reacting be?
 - d) Is there an alternative that might be better?
 - e) How can knowing some alternatives help us deal with situations?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 9

<p>PHYSICAL EDUCATION</p> <p>Have children try an activity they have never tried before. If they have any problems, ask them to suggest alternatives.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Name some real problems in the classroom or on the playground. List alternatives for solution.</p>
<p>ART</p> <p>Draw a picture illustrating one of the situations from the Groan and Giggles Box or any situation you choose. Share with the class.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Make up story problems involving a given amount of money. List alternative ways to spend the money. Have children choose an alternative and share their reasons for their choice.</p>
<p>SCIENCE</p> <p>Imagine that there was not electricity in the neighborhood for a day. Discuss how that would affect home and school and what alternatives one might consider.</p>	<p>WRITING</p> <p>Write a story using one of the situations from the Groans and Giggles Box as a story starter. Choose an alternative and write the ending.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>One child selects a card and without revealing its message, acts out the situation or picks others to help him/her where necessary. Classmates try to guess situation and suggest alternatives. Group acts out each alternative. Class decides on a course of action.</p>	<p>OTHER _____</p>

ready
 The student will increase awareness of own and others' feelings and practice various ways to express them; will identify ways of coping with situations in which he/she is disturbed by the behavior of self and/or others; will be able to suggest alternative courses of action in response to problem situations and choose one course.

set
 I will use this activity to help students:

<input checked="" type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input checked="" type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input checked="" type="checkbox"/> improve communications	<input checked="" type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	<input type="checkbox"/> develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Individual Task Cards (25)

1. Task cards can be used after group activities to provide additional reinforcement and meet individual needs.

Cards #1-7 provide practice with skills of suggesting alternatives and choosing a course of action.

Cards #8-25 encourage children to express their feelings in various ways.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 11

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Use the task cards as story starters for creative writing.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have the class work in small groups using a tape recorder to discuss situations on the task cards.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play or use puppets to dramatize situations described on task cards.</p>	<p>OTHER _____</p>

ready
The student will be able to identify and practice various ways of helping. He/she will be able to identify feelings and emotions that may result from helping someone and/or being helped.

set
I will use this activity to help students:
 develop self-concept
 improve decision-making ability
 clarify attitudes and values
 increase knowledge
 improve communications
 learn or improve health skills
 develop social responsibility
 other (please designate)
 develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit
Book:
Amos & Boris

1. Read Amos and Boris to the class.
2. Discuss ways Boris helped Amos. Why did they become friends?
3. How did Amos help Boris? Emphasize that although Amos was too small to help Boris by himself, he saved his life by getting help. How did Amos and Boris feel about each other?
4. Discuss ways class can help others. What can you do if you want to help someone but they don't want your help?
5. Divide class into groups of four. Assign each group a category of people to whom they can give help; e.g., parents, peers, brothers and sisters, teachers. Have them list all the ways they can think of to help. Regroup as a class and compile all ideas on a chart. Children select one way of helping and try it. Report to class the next day how they felt when they helped.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 13

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Name some community helpers and the problems they help people with. Include alcohol agencies.</p> <p>Visit a community helping agency such as the Fire Department or invite a community helper to speak to the class.</p>
<p>ART</p> <p>Draw a picture of yourself doing something alone. Draw a picture of yourself doing something with someone helping you.</p> <p>Share with the class.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Have children do a science lesson or experiment alone, then with another person. Discuss which way children like to work.</p>	<p>WRITING</p> <p>Write a story about a person needing help. Describe what kind of help is needed. Share the story with classmates and list to whom and where the person in the story could go for help.</p>	<p>READING</p> <p>Read a biography of one who has helped in health or medicine.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play a person needing help and another person helping.</p>	<p>OTHER _____</p>

AREA: Alcohol Education
 TOPIC: COPING - Guess Who?

PAGE: 14
 GRADE: 2-3

ready

The student will be able to identify and practice various ways of helping.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

Put the names of everyone in the class in a box and ask each child to draw the name of a "secret friend." Then each child:

- a) writes the "secret friend" a letter or draws a picture telling the things he/she likes about the friend. The letter or picture will be signed Guess Who?
- b) During the next two weeks he/she tries to find many ways to help the secret friend without giving away his/her own identity, e.g. invites him/her to join in games; shares toys, food, etc. with him or her; compliments him/her; draws pictures or writes notes to him/her and secretly slips them into the desk or into a class mailbox; leaves a flower, shell, etc., on his/her desk.
- c) At the end of two weeks, children try to identify who their Guess Who is and talk about the ways Guess Who helped them and how the special favors made them feel.
- d) Make a list of the ways everyone found to help their secret friends. How did it feel to give help as well as receive it?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
 Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Draw a picture, make a gift for the "secret friend."</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Discuss ways things in the environment are "secret friends" which help us. How do worms, trees, lakes, etc., help us? How can we be friends to the environment?</p>	<p>WRITING</p> <p>Write letters to the "secret friend." After "secret friend" is revealed, write thank-you letters.</p>	<p>READING</p> <p>Have children read aloud the letters they receive from their secret friends.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

ready

The student will be able to identify criteria for selecting valid and responsible sources of help.

set

I will use this activity to help students:

- | | | |
|---|---|--|
| <input type="checkbox"/> develop self-concept | <input checked="" type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input checked="" type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | <input type="checkbox"/> develop coping skills |

RESOURCES

ACTIVITY

EVALUATION

go

Discussion:

1. If I wanted to get some milk for my breakfast, where would I go for the milk?
2. If I wanted someone to work on my car, where would I go? To the grocery store? Or a restaurant? Discuss the idea that certain places have been established to offer certain kinds of help.
3. If I had a broken arm, who could help me? The garage mechanic? A doctor? Discuss various occupations and the different kinds of help people are trained to provide.
4. If a teacher or your mother or father had a problem that they couldn't solve by themselves, such as feeling very sad or drinking too much, or not having enough money for food, where could they go for help?
5. If you had a problem such as being mad at your baby brother/sister, who could you go to? An airplane pilot? Your mother or father? Discuss the kinds of human characteristics that make a person able to help sometimes regardless of training--ability to listen, etc.
6. Are there times when we need someone else's help? Develop with the class a list of people they might seek help from and ways of deciding to whom to turn and when to ask for help.

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1 2 3 4 5
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 17

PHYSICAL EDUCATION

Take a "trust walk" with a partner. One partner closes his/her eyes and is lead around by other partner. Switch roles. Discuss how it felt to give and receive help.

MUSIC

SOCIAL STUDIES

Discuss how to get help for emergencies from community agencies, e.g, fire, accident. Use toy telephone to practice giving name, address, and description of situations.

ART

SPELLING

MATH

SCIENCE

WRITING

READING

Write a story about a time you needed help, telling why you needed help and what happened.

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER _____

ready

The student will be able to identify and practice skills which encourage better communication between children and adults.

set

I will use this activity to help students:

- | | | |
|--|--|--|
| <u>develop self-concept</u> | <input checked="" type="checkbox"/> increase knowledge | <u>develop social responsibility</u> |
| <u>improve decision-making ability</u> | <input checked="" type="checkbox"/> improve communications | <input checked="" type="checkbox"/> other (please designate) |
| <u>clarify attitudes and values</u> | <u>learn or improve health skills</u> | <u>develop coping skills</u> |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
 Photoboard of man watching TV
 (1)

1. Display photoboard and discuss children's interpretation of the situation pictured. What is an interruption? Tell about some time when you didn't want to be interrupted. How do you feel if someone keeps talking to you when you don't want to be interrupted? If an adult says, "Go away. I'm busy," does it mean he/she doesn't love you? What would you do if someone said that to you?
2. Ask, "When you want to discuss something with your parents, teacher, or another adult, how do you do it?" List ideas on chalkboard as children suggest them.
3. Emphasize or add:
 - a) time
 - b) place
 - c) activity going on
 - d) approach
4. Role-play the situation depicted on the photoboard with one child playing parent or teacher and one child playing him/herself. Class can suggest alternative ways of handling the situation.
5. Have children suggest other topics they'd like to discuss with adults or other activities they'd like to do with adults. Class can describe how and when they would discuss them.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

Have children draw pictures of themselves communicating well with adults. Share pictures with class, explaining the topic of discussion and what they did to help make it successful.

SPELLING

MATH

SCIENCE

WRITING

Children can think of a topic they would like to discuss with an adult or choose one from the list suggested by the class. Have them write a story telling how they would discuss the topic and what the adult's response might be.

READING

Read a book about communication such as Speak Up, Edie by Johanna Johnston.

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER _____

ready

The student will be able to identify peer influence on own feelings, behavior, and decisions and demonstrate his/her power to affect others.

set

I will use this activity to help students:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

Paper, pencils
 List of names of children in class

- Class discusses having positive feelings toward others, how it makes us feel to hear good things about ourselves, how to accept those feelings.
- Teacher provides each child with list of classmates' names.
- Children write positive statements about all their classmates.
- Cut out statements so that everyone receives a positive statement from all peers.
- Statements could be pasted on a poster, silhouette of child, self-portrait, booklet, etc. Child adds picture of him/herself doing the positive things. Title the paper, "I Feel Good Because My Class Says . . ." or "This Is What My Classmates Think of Me"
- Give children a chance to share their statements with the class and discuss how they feel about themselves.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
 Ugh! Wow!

PHYSICAL EDUCATION

Play Stone Face

Child who is "it" must remain motionless and expressionless while classmates perform stunts, make faces, etc. in order to influence "it" to express some emotion.

MUSIC

Learn a song about feeling good about self and others such as "I'm Somebody" from American Red Cross Youth News, April, 1975.

SOCIAL STUDIES

ART

Each child can arrange the positive statements about him/herself on any background material available; e.g., construction paper cut into interesting shapes, piece of wood, fabric, and decorate it. This activity could also be done for a special holiday, e.g., Valentine's Day.

SPELLING

MATH

SCIENCE

WRITING

Children can take turns interviewing each other about their likes and dislikes. Stories can be written and displayed on bulletin board.

READING

Read Bargain for Frances by Russell Hobson and discuss how Frances was influenced by her friend.

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

Have children role play or use puppets to dramatize the influence they can have on others' feelings or behavior, e.g., one tries to persuade the other to do something; one does something and others imitate, etc. Discuss accepting responsibility for ways we influence others.

OTHER _____

ready

The student will be able to list major people, institutions, and processes from which he/she learns.

set

I will use this activity to help students:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Decision Game

Decision Game-boards (8) with sets of cards (8)

1. Small groups or entire class set up gameboard, placing game cards in piles on the board in the space indicated.
2. Each child draws a card and after reading the phrase he/she decides under which heading on the gameboard it belongs:
 - a) situation where others think for me
 - b) situation allowing me to think for myself
 - c) situation where I must think for myself
3. A short discussion could follow as to the reason the child placed the card under that heading.
4. After all cards are used, discuss the variety of ways we learn as well as the importance of being able to think for ourselves.
5. Make a class chart for classroom decisions, showing decisions the teacher makes, the class makes, and what each child decides individually.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss safety in the community. What decisions are made by others for us, e.g., crosswalks, traffic lights, etc.? What decisions can we make for ourselves?</p>
<p>ART</p> <p>Offer a variety of art media and allow children to choose what they want for an art project. The project theme could be chosen by the teacher one day, a variety of suggestions offered by the class another day, and each child thinking alone another day.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story about a decision you wish you could make for yourself. Tell what the decision is, who makes it for you now, and why you'd like to decide it for yourself.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have children tell about a decision they made this week. Did they make it for themselves or did someone make it for them? What happened?</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

ready

The student will be able to list major people, institutions and processes from which he/she learns.

set

I will use this activity to help students:

<u> </u> develop self-concept	<u> </u> increase knowledge	<u> </u> develop social responsibility
<u> X </u> improve decision-making ability	<u> X </u> improve communications	<u> </u> other (please designate)
<u> </u> clarify attitudes and values	<u> </u> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:

Learning Pictures (9)
 (telephone, bicycles, cars, numbers and letters, library, alcohol, whale, cigarettes, rocket)

1. Display the pictures one at a time and discuss with children where they think they first learned about each pictured thing. Was it a person, place, or thing that helped them learn? How old were they when they first learned about it? Have they learned any more or anything different about it since the first time they heard about it?
2. Have class fold a paper into four parts. In each part children draw a picture of a person, place, or thing that helps them learn.
3. Let children share their pictures and describe what the person, place, or thing helped them learn. Make a class list of the variety of things learned and the people, places or things from which class learned.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1	2	3	4	5
ugh!				Wow!

<p>PHYSICAL EDUCATION</p> <p>Learn new games through a variety of means--have one child teach the class; write directions for a game and have children read them and try to play, etc. How many ways can you learn a game? Which way was easiest for you?</p>	<p>MUSIC</p> <p>Have a songfest. Have children sing a song they learned at home, a song from school, from T.V., etc. How many ways can we learn?</p>	<p>SOCIAL STUDIES</p> <p>Make a TV or movie box of people from whom children have learned.</p> <p>Or, learn about children in other cultures and from whom they learn. Compare with how you learn.</p>
<p>ART</p> <p>Make a mural showing children learning in different ways.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Have children: Count the number of new things they learn in a day. Note the source they were learned from. Count the number of children separately who learned from people, institutions and processes. Which was the major source for the class?</p>
<p>SCIENCE</p> <p>How do our senses help us learn? Experiment to see what you can learn about an object by just seeing it; feeling it without seeing it, hearing it without seeing or touching it; smelling it; tasting it.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide class into groups. Role-play a situation in which a member of the family is helping someone learn something; e.g., brush teeth, hit a ball, etc.</p>	<p>OTHER _____</p>

AREA: Alcohol Education
 TOPIC: DECISION-MAKING - Advertising

PAGE: 26
 GRADE: 2-3

ready

The student will be able to list major people, institutions and processes from which he/she learns.

set

I will use this activity to help students:

- | | | |
|---|---|--|
| <input type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

Old magazines, newspapers, paper glue, scissors

1. Have children look through old magazines, newspapers, etc. and cut out pictures of advertisements of health-related products they would like to buy.
2. Have children glue these pictures into a collage.
3. Each child shares his/her collage with the class and tells why he/she would buy those products. Class can discuss whether they think the products are good for us.
4. List the items selected by the children according to categories: toothpastes, foods, beverages, drugs, etc.
5. Discussion
 - a) How many of these things do we really need?
 - b) Can advertising make us want things we don't really need or make us think we need them?
 - c) Name some things you have seen advertised on TV which you want. Are they things you really need? Name some things your friends have that you want. Are they things you really need?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
 Ugh! _____ Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Write a singing commercial that will interest others in learning about a product. What is it about the commercial that makes others interested?</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have children design book cover for an imaginary book or cereal boxes for an imaginary cereal. Hang them up around the room and have class secretly select the ones they'd buy or read. Discuss what feelings influenced these choices.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Make cups of unflavored gelatin. Color each a different color with food coloring. Children taste each and discuss flavor. Were they influenced by the color of the gelatin? How do feelings influence what we eat and drink?</p>	<p>WRITING</p> <p>Write your own ad.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Make up an ad with sound effects, etc. and tell it to the tape recorder. Play it for class.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide class into groups. Groups role-play various ads to try to convince class to buy their products. What makes class want to buy or not to buy it?</p>	<p>OTHER _____</p>

ready

The student will identify, for specific rules, the problems they are intended to prevent.

set

I will use this activity to help students:

- | | | |
|---|---|---|
| <input type="checkbox"/> develop self-concept | <input checked="" type="checkbox"/> increase knowledge | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
10 Photoboards
Safe/Unsafe
Situations

- Sort photoboards by categories: For Children
Which activities are Safe? Unsafe?
- Could you suggest a rule that would make an unsafe activity safe?
What rule makes a safe activity safe?
- Re-sort photoboards into groups under the category: For Adults
What is Safe? Unsafe?
Discuss how age can make a difference.
- Repeat discussion: Could rules make an unsafe activity safe?
What makes a safe activity safe? Why do we have rules?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

PHYSICAL EDUCATION

Try to play a game using a large rubber ball without any rules. How long did the game last before someone tried to make some rules or get angry, etc. Why did they want to have rules?

MUSIC

SOCIAL STUDIES

Review some school, community and family rules. What are the rules designed to overcome or prevent?

ART

SPELLING

MATH

SCIENCE

WRITING

READING

Write some rules about alcohol that you think people should follow. Explain why you think they should.

LANGUAGE ARTS (oral discussion)

Divide class into groups. Discuss what school would be like without any rules. Each group lists the rules they would make for the school. Discuss as a class.

LANGUAGE ARTS (drama and role-playing)

OTHER _____

ready

Student will be able to identify a variety of ways to feel good.

set

I will use this activity to help students:

- | | | |
|--|--|---|
| <u> </u> develop self-concept | <u> </u> increase knowledge | <u> </u> develop social responsibility |
| <u>X</u> improve decision-making ability | <u> </u> improve communications | <u> </u> other (please designate) |
| <u>X</u> clarify attitudes and values | <u> </u> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

Paper, crayons

1. Discuss feeling good. Do you like to feel good? Describe or show how you act when you're feeling good. Why do people want to feel good? Is it normal to feel bad sometimes, too?
2. List on board what children say makes people feel good.
3. Each child draws a picture of self doing something that makes him/her feel good.
4. Display pictures in room.
5. Try some of the activities that can be done at school. Discuss feelings. Encourage children to try some of the activities that can be done outside of school and report their feelings to the class.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 31

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss ways of feeling good that might be used by children in other regions of the U. S. or world.</p>
<p>ART</p> <p>Make a collage of things that make you feel good.</p> <p>Make a badge showing what makes you feel good and wear it for a day.</p>	<p>SPELLING</p> <p>Learn to spell the words on your list of things that make you feel good.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story about the things that make you feel good and bad at school.</p>	<p>READING</p> <p>Have children bring a book from the library or home that makes them feel good and share it with the class.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play some situations where a person is feeling sad. What can you do to help the person feel better? How can that person help him/herself feel good?</p>	<p>OTHER _____</p>

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
APT	SPELLING	MATH
SCIENCE	WRITING Have children select two pictures, one they feel is negative, one positive, and write a story about each explaining their feelings.	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER _____

A TEACHER'S GUIDE
FOR
ALCOHOL EDUCATION



TABLE OF CONTENTS

GRADE 4

Part I	How To Use This Kit	i
	Goals and Objectives	ii
Part II	<u>Learning Activities</u>	
	SELF-IMAGE - I Saw Someone Doing Something Good	1
	SELF-IMAGE - Strengths and Weaknesses	3
	SELF-IMAGE - "I Think"	6
	DECISION-MAKING - What Would You Do With \$1,000?	8
	DECISION-MAKING - What Are Your Responsibilities?	11
	DECISION-MAKING - Messages About Alcohol	13
	ALCOHOL INFORMATION - "What Are You Going To Do About Alcohol?"	15
	ALCOHOL INFORMATION - Myths About Alcohol	17
	ALCOHOL INFORMATION - History of Alcohol	19
	ALCOHOL INFORMATION - Catch and Call It	21
	ALCOHOL INFORMATION - Why People Do/Don't Drink	24
	ALCOHOL INFORMATION - Bottle of ??? Game	26
	DECISION-MAKING - What Would You Do?	28
	COPING - "But They Might Laugh"	32
	SELF-IMAGE - Feeling Good	34
	INDIVIDUAL AND GROUP PROJECTS	36
Part III	<u>The Yellow Pages--resource supplement</u> (See the Table of Contents in The Yellow Pages for more details.)	

GOALS AND OBJECTIVES

11

GRADE 4

Overall Goal: The overall goal of the Alcohol Education Curriculum Project is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grade 4 level are:

DECISION-MAKING

The student will know that the decisions he/she will make, including decisions about alcohol, are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions. (p. 13)
- B. The student will be able to define what having responsibility means and how his/her decisions may be affected by the amount and kinds of responsibility he/she has. (p. 11)
- C. The student will be able to predict consequences and evaluate the risk factors in his/her decisions. (p. 28)
- D. The student will be able to identify his/her power to influence others' behavior and attitudes. (p. 8)

COPING

The student will know that there are a variety of coping skills one can use for dealing with problems.

- A. The student will know that coping behavior is part of everyone's life, and people use various methods for coping with their problems, including alcohol. (p. 32)

ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effects on the human body in order to make responsible decisions about alcohol.

- A. The student will know the physical and behavioral effects of alcohol on the body. (p. 15, 26)
- B. The student will know that alcoholism is an illness and that it is treatable. (p. 15)
- C. The student will be able to distinguish between facts and myths about alcohol. (p. 17, 26)
- D. The student will know that the use of alcohol in the past has had an impact on current alcohol attitudes and practices. (p. 19)
- E. The student will be able to identify different ways ethyl alcohol is used. (p. 21)
- F. The student will be able to identify reasons why people drink and why people don't drink. (p. 24)

Goals and Objectives, Grade 4

SELF-IMAGE

The student will understand the relationship of self-image to the decisions that he/she makes.

- A. The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses. (p. 1, 3, 6)
- B. The student will know that he/she is a worthwhile person. (p. 1)
- C. The student will be able to identify a variety of ways to feel good. (p. 34)

ready

The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses. The student will know that he/she is a worthwhile person.

sheet

I will use this activity to help students:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input checked="" type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

good

RESOURCES

ACTIVITY

EVALUATION

Large butcher paper on bulletin board with title, "I Saw Someone Doing Something Good," and felt pens

I Saw Somebody Doing Something Good

1. Discuss what people notice about other people, especially in class and at recess. Often negative behaviors receive much attention and people who "behave" without drawing attention to themselves in a negative way are ignored.
2. Tell the students that for a certain amount of time you'd like them to keep an eye open for people doing positive, considerate, neat things at school (or at home). When they see somebody doing something good, they write the name of the student and what the student did on the bulletin board and sign their name next to their comments.
3. Each day at intervals the teacher and class comment on the additions to the board reinforcing the one who did something good and the one who noticed it. Students can discuss how it makes them feel about themselves when others notice the good things they do and comment on it. How do students feel about themselves when others comment only on negative things? Is it okay to like yourself?
4. When the butcher paper is full, let each student cut out the statements about him/herself doing good things and paste them on a sheet of paper. Each student can add to his/her own paper other good things he/she has done during the same time period that weren't noticed. Share papers with class or incorporate into an "All About Me" folder.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
light Wow!

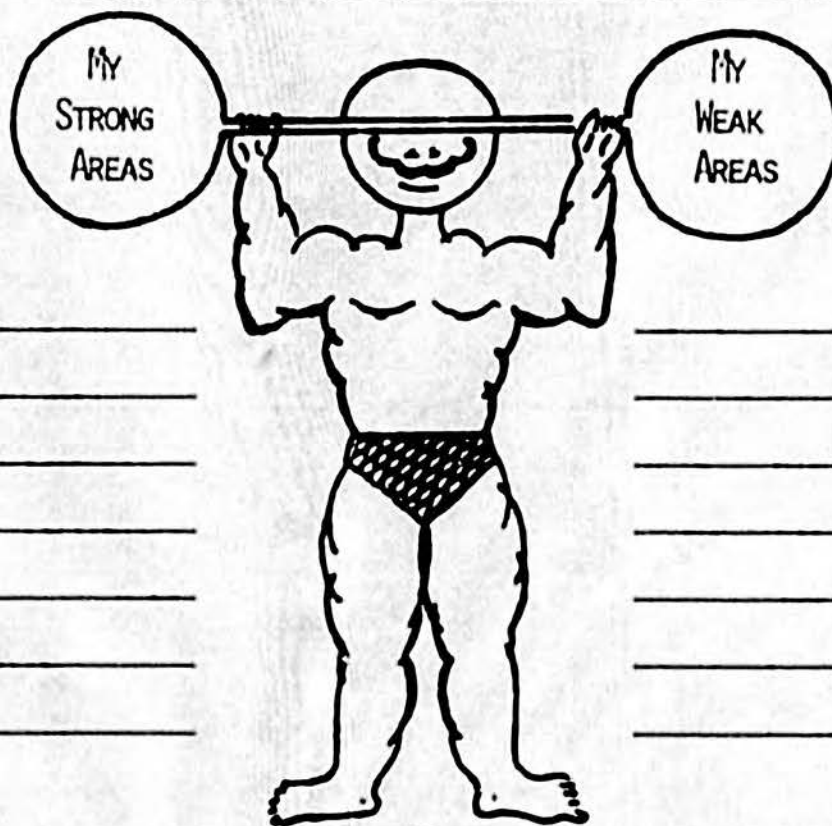
SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Students bring newspaper to class and circle news articles about positive things which are reported with one color ink and negative things with another color. Which kind of news gets more coverage? How does that affect our feelings about our lives?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Students draw the name of a classmate and write a description of that person (without naming who it is). Stress his/her good traits. Class tries to guess who it is.</p>	<p>READING</p> <p>Read the <u>IALAC</u> story by Sidney Simon (Argus Publishers). Have students discuss things which destroy their IALAC signs and those that build them up.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

MY STRENGTHS AND WEAKNESSES

- I. 1. I FEEL GOOD WHEN _____ SAYS I _____.
2. I FEEL LEFT OUT WHEN _____ DOESN'T CHOOSE ME FOR _____.
3. I FEEL IMPORTANT WHEN I _____.
4. I GET ANGRY WHEN _____ CORRECTS ME ON _____.
5. _____ USUALLY MAKES ME FEEL _____.
6. IT'S DISAPPOINTING WHEN _____ DOESN'T NOTICE _____.
7. NO MATTER HOW HARD I TRY, I NEVER _____.
8. ONE THING I REALLY ENJOY IS _____.

II.



- III. LIST AT LEAST ONE WEAKNESS YOU HAVE. TELL HOW YOU COULD IMPROVE YOURSELF IN THAT AREA.

AREA: Alcohol Education
 TOPIC: SELF-IMAGE - "I Think"

PAGE: 6
 GRADE: 4

ready

The student will know that one's self-image is influenced by messages from other people and by one's own strengths and weaknesses.

set

I will use this activity to help students:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

go

RESOURCES

ACTIVITY

EVALUATION

From the kit:
 Film, "I Think"
 (19 min.)

1. Show the film "I Think." As they watch the film, have class look for examples of things Linda did to be like her friends.
2. Discuss how Linda responded in the film to peer influence. List the advantages and disadvantages of not going along with her peers' decision about Millie's party. How did Linda seem to feel about herself? Have you ever been in a situation where you decided to do what you thought was best, even if your friends didn't go along with you? How did you feel? How important is it to you to do what you think is right?
3. Ask class to suggest how the way a person feels about him/herself may affect the decisions he/she makes in peer group situations. Can you really be yourself if you're always worried that the group will reject you? How can feeling good about yourself help you stand up for what you think is best even if others don't agree?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1 2 3 4 5
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 7

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Have a class debate on a current event. How did it feel to express your own opinions and stand up for them when others didn't agree? How do others influence our decisions and actions?</p>
<p>ART</p> <p>Have everyone make exactly the same picture in the same way--no variations. Then repeat with the students adding their own innovations. Which do they prefer? Why?</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Students write stories about what they wish they were like and why. Do they think they can achieve their wish? Why or why not?</p>	<p>READING</p> <p>Read books about peer influence, e.g., <u>Takers and Returners</u> by Carol Beach York (Thomas Nelson, Inc.).</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide the class into groups and give each group time to plan a situation where one person is standing up for what he/she thinks in the face of group pressure. Have each group dramatize their situation for the class.</p>	<p>OTHER _____</p>

ready

The student will be able to identify his/her power to influence others' behavior and attitudes.

set

I will use this activity to help students:

- | | | |
|---|---|--|
| <input type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

go

RESOURCES	ACTIVITY	EVALUATION
<p>Copy of: \$1000 bill (See following page)</p>	<ol style="list-style-type: none"> 1. Make copies of the \$1000 bill on the following page and give one to each student. 2. Tell students that they may spend the money in any way they wish. Have them write their decisions and/or draw pictures of their choices without discussing them with classmates. 3. When everyone has made an individual choice, discuss choices as a group. Then give the class a chance to re-do their papers and choices. 4. Compare the two papers and discuss if and how their choices changed after the group discussion. Were they influenced by their peers? How? What changes did they make? Why? Who influenced their changes? If they made no changes, why not? 5. Have students give examples of other choices they've made which have been influenced by their peers as well as ways they have influenced others. What's it like to have your friend want you to do something and you don't want to do it? What's it like when you want your friend to do something and your friend won't do it? Can friends make us do things we don't want to do? Under what circumstances? What role might peer influence play in a person's decision to try alcohol? 	<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5 Ugh! Wow!</p>

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

ART

Have class draw pictures of things they would buy if they had \$1,000.

SPELLING

MATH

Have sales catalogues from various stores available to check actual values of things. How much could you really buy with \$1,000?

SCIENCE

WRITING

Have class write creative stories about how they would spend \$1,000 or how their lives changed when they spent the money.

READING

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER _____

