

# LEADER'S GUIDE



## STEPPING UP TO LIFE SKILLS

### **Lesson 1**

Controlling Your Anger

### **Lesson 2**

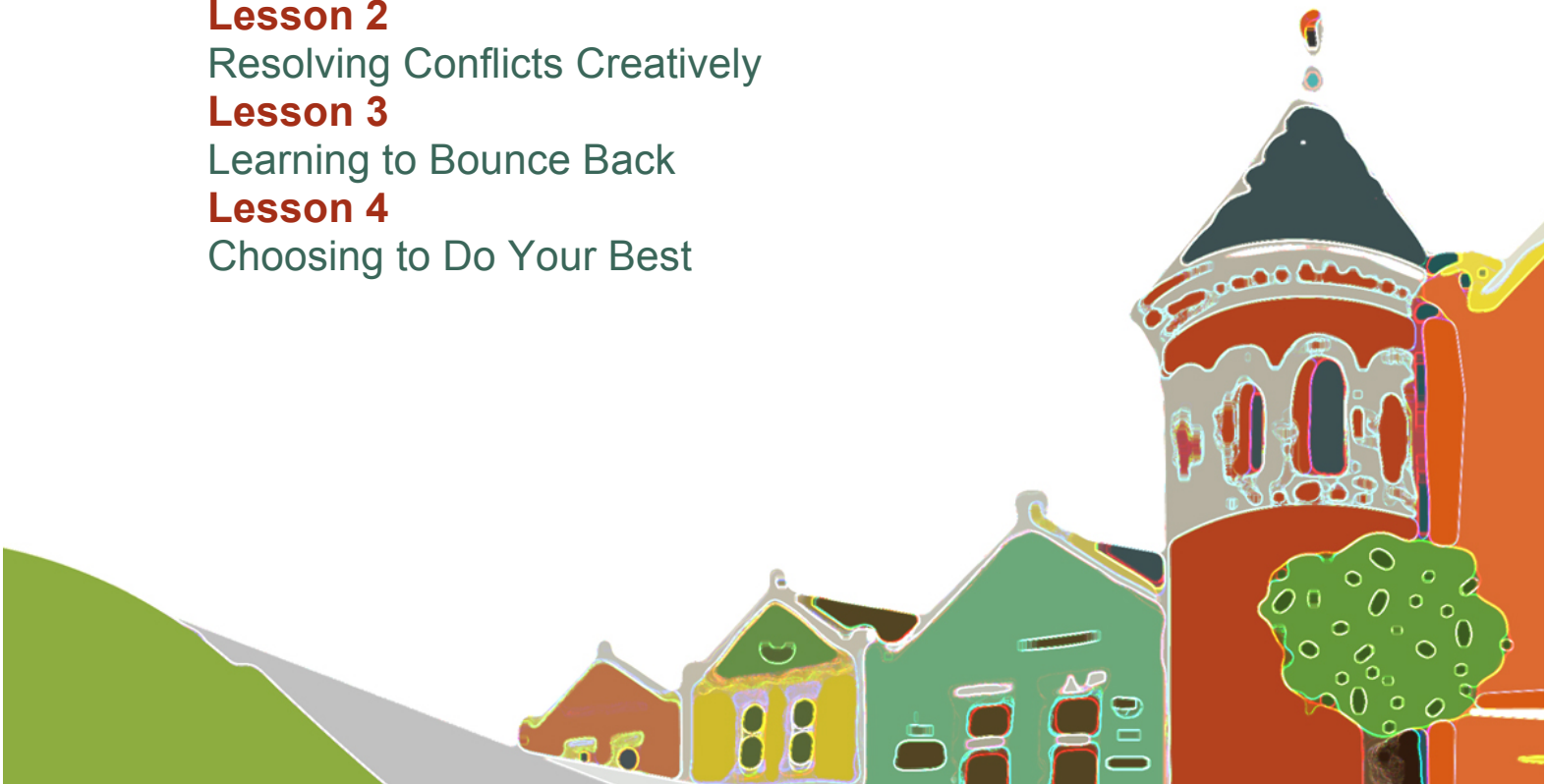
Resolving Conflicts Creatively

### **Lesson 3**

Learning to Bounce Back

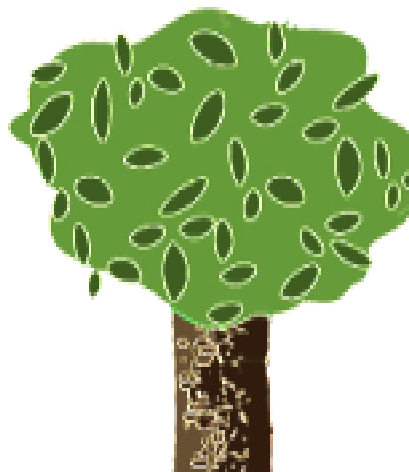
### **Lesson 4**

Choosing to Do Your Best



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## Series Overview

***Stepping On Up with Michael Pritchard*** is a four program series designed to instill the necessary social and emotional skills to successfully navigate the profound challenges and changes of elementary school and the pre-teen years. With well-developed social and emotional skills, students will be more aware of their feelings and more capable of managing them. They will be better able to set goals, make decisions, solve problems, and relate to other people effectively. In school, these skills can increase motivation, lessen anxiety, improve study skills, and boost academic achievement. The overarching goal of *Stepping On Up* is to help students build character and develop the social and emotional skills they need to become responsible, caring, and successful people. The series covers a broad range of skills and attributes: self-knowledge, self-control, resiliency, empathy, problem solving, developing interpersonal relationships, building character, respect, responsibility, and working towards success. Each of these skills and attributes is an important component of social and emotional intelligence.

Each program includes four lessons presenting real-life problems in a warm-hearted skit performed by Michael Pritchard and our lovable puppet characters, Dieter and Zazi. Each lesson includes two video segments and this leader's guide and is designed to spark student discussion in guided brainstorming sessions. Used together, this three-part lesson will bring valuable new insights for educators and a powerful array of tools for guiding students through this challenging period of rapid change. The four programs in the *Stepping On Up* series are:

### **Stepping Up To Bullying**

- Lesson 1 Dealing with Bullies
- Lesson 2 Standing Up, Not Standing By
- Lesson 3 Reaching Out to Victims
- Lesson 4 Building Bully-Free Schools/Communities

### **Stepping Up to Cyber Bullying & Web Safety**

- Lesson 1 Being Safe and Secure on the Web
- Lesson 2 Protecting Yourself from Cyber Bullying
- Lesson 3 Online Rumors, Texts, and Gossip
- Lesson 4 Helping and Caring in a Digital World

### **Stepping Up to Character**

- Lesson 1 The Power of Respect
- Lesson 2 Making Responsible Choices
- Lesson 3 Using Good Judgment
- Lesson 4 Being True to Yourself

### **Stepping Up to Life Skills**

- Lesson 1 Controlling Your Anger
- Lesson 2 Resolving Conflicts Creatively
- Lesson 3 Learning to Bounce Back
- Lesson 4 Choosing to Do Your Best

The foundation of the *Stepping On Up* curriculum is a six-step problem-solving strategy. This strategy is demonstrated in each program and provides students with a flexible, practical approach to managing the social and emotional challenges they face every day. The six steps are:

1. **Stop and calm down**
2. **Name the problem**
3. **Understand others**
4. **Brainstorm solutions**
5. **Evaluate and choose**
6. **Make a plan**

Although each program has unique objectives, they all share the goal of providing students with the above important life skills. The *Stepping On Up* approach can help students think through difficult situations and make good choices.

***Stepping On Up*** is an interactive video series which models and promotes research-based strategies. Video instruction is an effective instructional strategy for prevention education.<sup>1</sup> Fifty-seven percent of public school teachers use video to demonstrate educational concepts to their students.<sup>2</sup> The violence prevention strategies used in *Stepping On Up* are cited as effective by organizations such as the National Institute of Justice<sup>3</sup>, the National Education Association (NEA)<sup>4</sup>, Office of Juvenile Justice and Delinquency Prevention (OJJDP)<sup>5</sup>, and the comprehensive report issued by DRUG STRATEGIES, *Safe Schools, Safe Students*<sup>6</sup>. Strategies demonstrating effectiveness in reducing youth violence include:

- Using interactive methods such as peer discussion groups
- Enhancing protective factors such as creating strong interpersonal bonds
- Raising student awareness
- Creating a climate of ownership and school pride
- Emphasizing personal responsibility
- Implementing peer counseling and peer mediation programs
- Fostering school norms against bullying, aggression and violence
- Encouraging thinking, social, and resistance skills education for students
- Instituting school-wide communication campaigns to influence school norms about violence
- Building empathy and perspective taking, social problem solving, communication, and character/belief development

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<sup>1</sup> U.S. Department of Education (1996) *Making it Happen, National Technology Plan: Benefits of Technology Use*. [www.ed.gov/Technology/Plan](http://www.ed.gov/Technology/Plan)

<sup>2</sup> U.S. Department of Education, National Center for Educational Statistics, Teacher Follow-up Survey 1994-95; *The Condition of Education 1997*.

<sup>3</sup> National Institute of Justice (1998) *Preventing Crime: What Works, What Doesn't. What's Promising*. Washington DC. [www.preventingcrime.org](http://www.preventingcrime.org)

<sup>4</sup> National Education Association (1996) *Safe Schools Manual: A resource on making schools, communities and families safe for children*. Washington DC.

<sup>5</sup> Office of Juvenile Justice and Delinquency Prevention (1995) *Guide for Implementing the Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders*. Rockville, MD. Call 800-638-8736 for a copy.

<sup>6</sup> Drug Strategies (1998) *Safe Schools, Safe Students: A Guide to Violence Prevention Strategies*, 2445 M, Street NW, Suite 480 Washington DC 20037.

## How to Use this Program

This program is designed for use in classrooms, community centers, youth organizations, camps, libraries, or for children at home. Although upper elementary students are the target audience, parents, teachers, school administrators, school support staff, counselors, social workers, youth workers, peer counseling trainers, mentors, and anyone else who has regular contact with, and a commitment to, young people can benefit from the program. This Leader's Guide is aimed at teachers, but it can be used by any group leader who wants to get the most out of *Stepping On Up*. This program is intended (as are all programs in the *Stepping On Up* series) for use as part of a learning experience that begins before viewing the program and ends beyond the classroom walls. The discussion questions and activities are intended to focus and enhance this learning experience.

### Before Viewing

Before presenting the lessons included in this program to your students, you may find these steps helpful:

- Screen each lesson at least once, noting areas of instruction you would like to highlight and issues you think would particularly benefit your class or group.
- Read through this guide to get a sense of how you can use the program, what discussion questions would work best, and what follow-up activities would be most productive.
- Ask the students questions to get them thinking about some of the key issues presented in each lesson. Be sure to review the questions in advance to make sure they are clear to you and appropriate for your students. You might want to write some of the discussion questions on your board before you begin. While they are intended to guide an instructional discussion between Act 1 and Act 2, it may help your students to have them in mind while watching the first video segment.

Peer education, rather than frontal teaching, is the technique that underlies the entire *Stepping On Up* series. Because we believe that young viewers will more easily learn the skills and attitudinal changes proposed if they are taught by their peers, each lesson is structured in a problem-solving format designed to sparks student discussion in guided brainstorming sessions. To further this goal, it is suggested that the discussion of the programs take place, whenever possible, in smaller groups so that students have the opportunity to more easily participate. Individual questions can be assigned to different sections which then report their answers to the whole group for further discussion.

### To use these lessons as designed, please use the following approach:

- Introduce lesson
- **Present Act One** of lesson
- Lead group discussion
- **Present Act Two** of lesson
- Extend lesson through follow-up discussion and activities

This sequence may be completed in a single session or segmented in two, three or four installments. This format is designed to provide maximum flexibility for presenters.

## Stepping Up to Life Skills

***Stepping Up To Life Skills***, the fourth program in the *Stepping On Up* series, instills the fundamental life skills students need for managing the growing social challenges and emotional turmoil of the elementary school years. It contains four lessons that review and extend our curriculum to present a comprehensive program of research-based solutions that are the cornerstone of social-emotional learning. The four lessons in the program are:

- |                 |                                |
|-----------------|--------------------------------|
| <b>Lesson 1</b> | Controlling Your Anger         |
| <b>Lesson 2</b> | Resolving Conflicts Creatively |
| <b>Lesson 3</b> | Learning to Bounce Back        |
| <b>Lesson 4</b> | Choosing to Do Your Best       |

The content of this program follows a unified, theory-based approach. Our social, emotional and ethical problem solving framework integrates four prominent social science theories: social learning theory, social control theory, youth development theory, and social strain theory. More specifically it is drawn from the emotional intelligence and learning research of Gardner, Goleman, and Elias (et al), the resiliency research of Werner, Garmezy and Benard, the character education framework outlined by Lickona, Reed and Kohlberg, and the developmental asset approach of the Search Institute and others. In addition, the series integrates many of the guidelines identified in *Promoting Social and Emotional Learning* published by ASCD (Association for Supervision and Curriculum Development) and written by CASEL (The Collaborative for Academic, Social, and Emotional Learning).

### **Why Social-Emotional Learning (SEL)?**

The use of direct teaching and development of Social-Emotional Learning (SEL) in middle childhood addresses a wide range of key age-specific issues. The pre-teen years are marked with a number of new and unprecedented social and emotional challenges:

- A broadening of social ties and the increased importance of peers (and peer pressure);
- The beginnings of independence from parents and home resulting in more personal responsibilities and an ever growing set of personal choices (often out of adult purview);
- More challenging academic work and the need for managing competing demands on free time -- as well as the first glimpses of long-term goals and ambitions; and
- Issues previously associated with teen life: sexual awareness (if not exploration), and premature access to materials and activities intended for older children and even adults.

The various impacts of the internet and new media -- and their penetration into nearly every aspect of person life via hand-held devices -- are reshaping childhood in fundamental ways. These changes have long-term implications for education, particularly in the upper elementary grades. Social-Emotional Learning addresses the precise emotional deficits that have been identified as the consequences of heavy media exposure and use during these critical years of childhood development, namely: increased aggression, reduced empathy and attention deficit issues. In the last decade, numerous studies have linked anti-social behaviors in children and heavy media exposure. In 2010, two new studies came to additional and provocative conclusions. The University of Michigan, in a study of almost 14,000 college students over the last 30 years, found a significant (40%) decrease in empathy during this period with the largest



drop taking place after 2000. Study authors suggest this drop is due to increased media use in general and the advent of social-networking in the later years of the study. The American Academy of Pediatrics recently released a study (July 5, 2010) suggesting that “screen time” of more than two hours for children in grades three, four and five increases the likelihood of attention deficits later in life by 67%, a particularly significant finding since the connection between attention deficits, aggressive behavior, impairments in judgment and academic performance has been documented in many studies.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), identifies five key area of skill development that address the intrinsic issues of middle childhood, as well as those accelerated and exacerbated by the emerging digital culture of new media and hand-held devices. They form the foundation of the teaching and approach of this program and outline the core skills presented and developed in our lessons:

- **Self-awareness:** accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence;
- **Self-management:** regulating one’s emotions to handle stress, controlling impulses, and persevering in addressing challenges; expressing emotions appropriately; and setting and monitoring progress toward personal and academic goals;
- **Social awareness:** being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; and recognizing and making best use of family, school, and community resources;
- **Relationship skills:** establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed; and
- **Responsible decision making:** making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one’s school and community.

A review by CASEL of SEL programs across the country produced these results:

- Students in SEL programs demonstrated improvement in multiple areas of their personal, social, and academic lives. SEL programs fostered positive effects on: students’ social-emotional skills; attitudes towards self, school, and others; social behaviors; conduct problems; emotional distress; and academic performance. Notably, SEL programming yielded an average gain on achievement test scores of 11 to 17 percentile points.
- SEL interventions were effective in both the school and after-school setting and for students with and without presenting problems. They were also successful across the K-8 grade range, for schools in urban, suburban, and rural areas, and for racially and ethnically diverse student bodies. Studies that collected data at follow-up indicated these effects remained over time— although they were not as strong as the results at post (immediately after the intervention).
- Data from the Universal and Indicated Reviews also indicated that SEL programs were effective when conducted by school staff, suggesting that these interventions can be incorporated into routine educational practice.

By using this program and the research-based approaches of SEL it contains, teachers, counselors and youth advocates can improve their school’s learning environment and make a lasting difference in the lives of their students and the young people they work with.

## Lesson 1: Controlling Your Anger

Controlling anger is one of the most difficult life skills in social-emotional learning (SEL) to master, particularly when living with the hyped-up emotions of popular culture and the rapid changes of the elementary school years. Key social-emotional skills of self-monitoring, identification of triggers for anger, impulse control, stress reduction and calming methods are instilled.

### Objectives

- To instill the SEL skills of anger management and impulse control
- To identify common triggers to anger and encourage students to identify their own
- To demonstrate self-monitoring
- To teach methods of stress reduction and calming techniques
- To underline and develop the first step in the SOU problem-solving program:

#### 1. Stop and calm down

### Synopsis

**Act One** opens with Dieter reviewing (self-monitoring) a video from a recent soccer game where he injured an opponent and received a red card (expulsion from the game and a one game penalty) from the referee. He is concerned that he may have lost control of his anger and intentionally hurt the player. The video replay is inconclusive, and since it all happened so quickly, Dieter remains unsure if he did it on purpose or not. His anxiety is increased when Zazi arrives and begins questioning him about what happened. After she reveals that the player is seriously hurt, Dieter becomes defensive and dismisses suggestions that he lost control. However, as Zazi probes further and points out other ways Dieter has lost control recently, Dieter reveals that he has been under a lot of stress. His mother's hours at work have been cut back and there has been a lot of tension at home, culminating in a big argument when Dieter lost his cell phone. Concerned for her friend, Zazi suggests that he needs help and convinces him to talk to Michael. The segment ends as Dieter returns for another anxious look at the soccer footage and when he views the play, his frustrations erupts and he strikes the computer, almost breaking it.

**Act Two** After Zazi and Dieter tell Michael what has been happening, Zazi leaves and Dieter begins talking with him about the situation. After pointing out that, taken together, the incidents suggest Dieter is having trouble managing his anger, Michael outlines positive steps Dieter can take to better control his emotions. He suggests that Dieter review his behavior (self-monitor) to identify the triggers of his anger so he can avoid those situations when possible or be prepared for them when he can't. Michael stresses the importance of taking a break to [stop and calm down](#), and demonstrates the techniques of counting to ten and taking a deep breath. Michael points out that at times of high stress, like a soccer game or an argument with his mother, he will have to suppress his anger, hold it down until he can calm down and express his emotions more clearly, which he encourages him to do with his mother. After Dieter shares that he almost broke his computer, he resolves to share his emotions more with his mother, friends and teachers so he does not hold so much in. After Zazi returns, he thanks her and asks for her help in apologizing to the injured player, letting go of the anxiety and guilt he has felt since the game and finding positive ways to resolve the conflict.





## Introduction to Lesson

Before presenting Act One to your students, you might want to introduce it along these lines:

*Today we are going to watch a short video about anger management. It involves two characters, Dieter and Zazi, who are having a problem and don't know how to solve it. It is our job to help them figure it out and, after we finish watching, we will brainstorm solutions for them. While you are watching, I would like you to think about:*

- *How you would feel if you had this problem*
- *What you would do about it if you did*

## Discussion Questions Following Act One

After Act One, please conduct a group discussion of the problems presented. The following questions will help you lead that discussion.

1. Dieter is watching a video of a soccer game where he injured an opponent. He is trying to figure out if he did it intentionally and is feeling a lot of different emotions. Let's try to list all the different emotions he might be feeling.
2. Dieter is watching the video over and over. Why do you think he is doing that? Do you think the video shows that he hurt the play on purpose? Why or why not? Do you think Dieter feels he did it on purpose? Explain. Do you think it is a good idea for Dieter to keep watching? Is it helping him or just making him more upset? Have you ever kept thinking about something you did over and over? Did it help or not?
3. Dieter is learning something new about himself by watching the video. What is he learning? He says the scary thing is the look on his face when he went after the other player. What do you think he is seeing? Why could it be scary? He also says it is scary to see the look on the player's face as he was being carried off the field. Why would that be scary? Why is it important to think and [understand others](#) when we are stressed out, frustrated and angry?
4. Dieter hides what he is doing and then gets defensive when Zazi asks him about the injury and the red card. Why do you think he does this? Do you think it is helpful? Why or why not? When Zazi tells him that some people think he hurt the player on purpose, Dieter gets angry. Why do you think he gets so angry?
5. When Zazi tells Dieter that the other player was seriously hurt from their collision, he changes his attitude. How does he change and why? Explain why this is important.
6. Dieter has gotten angry a lot lately. Do you think this suggests that Dieter has a problem with anger? Why or why not? Zazi pushes Dieter to talk about what is going on and to get help. Do you think this is a good idea? Do you think Zazi is being a good friend? If you were a friend of Dieter's, what advice would you give him? Do you think Dieter should get help and talk to Michael about what is going on?
7. When Dieter looks at the video again, he almost breaks his computer out of frustration. Would that have made things better or worse? Why do you think Dieter did this? Why can anger make us do things that are hurtful to others and ourselves?

## Discussion Questions Following Act Two

After viewing Act Two, please consider using this outline for an optional follow up discussion

1. After Dieter, Zazi and Michael, talk for a bit, Zazi leaves. Why do you think she leaves? Do you think it was a good thing to do? Why or why not?
2. Dieter tells Michael that it sounds like he hurt the other player pretty badly. Why do you think this is the first thing Dieter says? Do you think he has been wondering about this a lot? Why? Do you think Dieter regrets what happened? What does this say about Dieter, his character and his empathy for others ([Understanding others](#))?
3. Michael [names the problem](#) by saying, “*So you are afraid you lost your temper and tried to hurt him.*” Do you think that was helpful? Why is it important to name the problem when you are trying to figure something out? Can you tell us about a time when you were able to name the problem as you were trying to figure out a complicated situation? Tell us about it and how it helped to name the problem?
4. After Dieter wonders what it would mean if he did intentionally hurt the player, Michael tells him that, if true, he would have some things to think about. Why do you think Michael says that and what would Dieter need to think about?
5. Michael outlines things Dieter can do to control his anger. What are the steps Michael suggests? List each and apply them to your own triggers for anger and times you lost your temper. Why is it important to [stop and cool down](#) in situations like this? Why is it a good thing to do whenever you are upset, agitated or frustrated?
6. Dieter is upset about his argument with his mother and Michael suggest he talk to her about his feelings. Do you think this is a good idea? Why or why not? Have you ever been able to talk to your parents or guardians about something that upset you? Was it a good conversation? Did it help things? How?
7. When Michael asks Dieter who he was most mad at when he struck his computer, he says he was mad at himself. Do you think this is an important thing for Dieter to realize? Why? What can Dieter do to be less frustrated and angry with himself?
8. Michael suggested that Dieter share his feelings more with other people – his mom, Zazi, other friends and people at school. Who can you talk to about your feelings when you are upset? Are there people at school or in the community here you could talk to? Who are they and why would you choose to talk to them?
9. Dieter apologizes to Zazi and asks her help in apologizing to the injured player. Do you think this is a good idea? Is it a good idea even if it was an accident and Dieter did nothing wrong? Why? How would it help the other player? How would it help Dieter? Would it make him less frustrated and angry with himself? Have you apologized for a mistake? Did it make things better? Did it make you feel better?

## Lesson 2: Resolving Conflicts Creatively

The ability to resolve conflicts and get along with others is essential for a happy and successful life. This program outlines proven methods of conflict resolution, including: taking turns, no name-calling or blaming, expressing feelings positively, listening actively and being respectful. Students learn the positive outcomes of working through differences calmly and methodically through structured conflict resolution sessions.

### Objectives

- To underline the importance of resolving conflicts peacefully
- To outline the principles and methods of conflict resolution
- To demonstrate how structured conflict resolution sessions work
- To show the benefits of working cooperatively and getting along with others
- To promote a respectful, inclusive school/community culture
- To show how the SOU problem solving steps can help reduce conflicts

### Synopsis

**Act One** begins with Zazi and Dieter doing some parallel research for a school project (Zazi reading books and writing; Dieter surfing the web): they are annotating the poster they did for the *Spring History Poster Contest*, (Lesson 1, *Stepping Up To Character*) which won first prize and is about to be mounted in the school entrance. They are looking for facts about their topic, the Mission San Juan Bautista, the largest mission built by the Spanish in early California, which they will display on panels next to their art work. Zazi has finished drafts for three of the six panels, while it appears Dieter has spent most of the afternoon darting between numerous web sites. Things begin to heat up after Zazi reads her drafts and Dieter mocks them. The outline of their conflict soon becomes clear: Zazi thinks Dieter is wasting time and Dieter thinks Zazi's writing is boring. Things go from bad to worse when Dieter becomes completely engrossed in interesting but tangential material about Kit Carson, completely ignoring Zazi growlingly strident pleas to stay on topic. Things finally erupt after Zazi loses her patience and commands Dieter to follow her outline and calls him "Dumbo." Dieter then loses his composure and retaliates by dramatically tearing up Zazi's work pages. After the blow up, Dieter uses the techniques he has just learned about anger management (in our last lesson) to calm down and suggests they need to get help. They angrily agree to go see Michael and take part in a conflict resolution session.

**Act Two** begins with Zazi and Dieter still at logger heads as they recount their conflict to Michael, who then separates them ([Stop and calm down](#)) and begins a conflict resolution session. Together they go through the rules of conflict resolution: take turns, don't interrupt, no blaming, listen actively, be respectful and use "I" messages to express feeling positively. Michael then asks Zazi to tell her side: Dieter wasted time by going off topic, ignored her, laughed at her writing and called her names. Dieter then tells his: Zazi's notes were boring, she constantly criticized him, blamed him for past problems and called him stupid. Things begin to turn the corner when they calmly express their feelings and come to [understand each other's positions](#). Our friends repair their relationship as they suggest ways to make things better and pledge to remember the principles of conflict resolution in the future: listen, take turns and be respectful.



## Introduction to Lesson

Before presenting Act One to your students, you might want to introduce it along these lines:

*Today we are going to watch a short video about conflict resolution. It involves two characters, Dieter and Zazi, who are having a problem and don't know how to solve it. It is our job to help them figure it out and, after we finish watching, we will brainstorm solutions for them. While you are watching, I would like you to think about:*

- *How you would feel if you had this problem*
- *What you would do about it if you did*

## Discussion Questions Following Act One

1. Zazi seems to be frustrated from the very beginning. Why do you think she might be frustrated? What do you think Dieter has been doing that would frustrate her? Let's figure out what both Zazi and Dieter have been doing that set up the conflict.
2. Zazi reads a draft of one the panels she is writing and Dieter thinks it is boring. What do you think? Has Zazi written a nice piece of text for their display? Why or why not? If you don't like it, how would you make it better?
3. Dieter and Zazi are approaching this research in very different ways. How would you describe the difference? Let's list the benefits of each approach. Let's list problems which might result from each. Do you think one is better or are they just different?
4. Zazi is searching through a stack of books and carefully finding facts for the display. Dieter is quickly jumping from website to website following his interest. What does this difference say about their personalities, how they learn new things and style of work? Are you more like Zazi or more like Dieter? Explain. Do you think there is one right way to do this or would the project benefit from both? Explain.
5. The conflict between Dieter and Zazi builds over time. Can you trace the steps it took and why it kept getting bigger? What could Dieter and Zazi have done to diffuse the situation and not escalate it?
6. Dieter and Zazi say a lot of mean things to each other. Let's list the mean things Zazi says to Dieter. Let's list the mean things Dieter says to Zazi. Zazi and Dieter are good friends. Why do you think they are saying such mean things to each other? Do you think these are just angry statements or do you think they could both learn from what the other is saying? If so, how could Zazi and Dieter say these things in a way that would not cause a conflict and help their friend understand what they are saying?
7. Have you ever gotten into a conflict with a good friend? Tell us about how it started, how it escalated and how it ended. Were you able to resolve your conflict? How? How did you feel during the conflict? How did you feel afterwards? What did you learn from what happened about conflict resolution getting along with others?
8. Let's **make a plan** that would have helped Dieter and Zazi calm this conflict – a list of do's and don'ts which would have kept them from getting so angry at each other. Name the six SOU problem solving steps and **brainstorm** ways Dieter and Zazi could have solved the problem before it turned into an argument.

## Introduction to Act Two

When you decide to view Act Two, you can simply introduce it by saying, “Let’s see how Zazi, Dieter and Michael decide how to deal with all this.”

## Discussion Questions Following Act Two

After viewing Act Two, please consider using this outline for an optional follow up discussion.

1. The first thing Michael does is to separate Dieter and Zazi. Why do you think he did that? What is the benefit of some physical separation between the two? Why is it good idea to **stop and calm down** when trying to solve a conflict?
2. Several ground rules get laid out. Can you list them (*agree to solve the problem, take turns, state just what happened – the facts – not why, no blaming, no interruptions, listen actively, be respectful and use “I” messages to express feeling positively*)?
3. Why is it important to *agree to solve the problem*? What would happen they didn’t? Why is it important for Dieter and Zazi to think about how the conflict is affecting their relationship and work? Do you think this helped them calm down and focus on solutions rather than their anger? Why or why not?
4. Let’s go through each of the other rules of conflict resolution and explain them. Tell us why each is important. If you have ever been in a conflict resolution session, tell us how these rules helped you to stay focused and resolve your conflict.
5. Zazi is the first to tell her side of the story. List the things Dieter did that bothered her. Do you think she gives a fair description of what happened? Does it makes sense these things bothered Zazi? Would they bother you? Tell us about a time when a friend treated you this way, how it made you feel and how you handled it. What did you learn from the experience and how might you handle it differently now?
6. Dieter then tells his side. List the things Zazi did that bothered him. Do you think he described them fairly? Would these things bother you? Tell us about a time when a friend treated you this way, how it made you feel and how you handled it. What did you learn from the experience and how might you handle it differently now?
7. Things turn around when Zazi and Dieter tell each other how they felt during the conflict. Why do you think this happened? Has anything like this ever happened to you? Why is it important to **understand others**, especially when resolving conflicts?
8. Dieter and Zazi apologize to each other. Do you think it was important for them to apologize? Why? Have you ever apologized to someone after an argument? How did it make you feel? Did it help your relationship? How?
9. At the end, Michael asks Dieter and Zazi if they are still friends. Have you had conflicts with close friend? How did you resolve the differences? Why is it important to resolve conflicts with our friends? Dieter and Zazi are very different people. Does this make it easier or harder to be friends? Do you have friends who are very different from you? Tell us how they are different and why you are friends with them. What are the benefits of having good friends who are different from us?

## Lesson 3: Learning to Bounce Back

Resiliency is a critical life skill for the successful navigation of the emotional ups and downs of the preteen years. Students will learn positive methods for coping with difficult emotions: how to deal with disappointments and depression, how to express their feelings, the importance of reaching out for help during a crisis and the satisfactions of maintaining nurturing relationships throughout childhood.

### Objectives

- To instill the social-emotional skill of resiliency
- To outline positive methods for coping with disappointments and sadness
- To model ways of expressing difficult emotions
- To encourage students to reach out for help during a crisis
- To demonstrate the importance of positive, nurturing relationships

### Synopsis

**Act One** It is spring break and Zazi is alone at the park, sadly musing about her recent skateboarding accident. While practicing for this year's All City Tournament, she fell and badly broke her wrist, which has had multiple impacts on her life. It not only threatens future skateboarding, it also could limit her ability to play piano and other activities. Since the accident she has been sad and depressed and has isolated herself from her friends. Hoping to maintain her solitude in the park, she is surprised by Dieter who has been trying to locate her. Zazi is reserved and Dieter cautiously tries to draw her out, but fails as she asks him to leave. Undaunted, Dieter tries to cheer her up with jokes and a goofy getup and song. Zazi finally warms to her friend and begins to retell her story. Her father wants her to quit skateboarding and focus on piano. Realizing the impact of these events and the depth of Zazi's emotional reaction, Dieter **names the problem** (*I would be depressed too*) and urges her to go talk to Michael about what is happening.

**Act Two** opens with Michael warmly welcoming his friends. After learning the full extent of the injury, Michael agrees with Dieter that it is not a good idea for Zazi to isolate herself like she has. He tells a heartwarming story about a boy who came up to him after one of his talks because he *just wanted to be with* Michael -- and adds "*Sometimes we need to be with people who love and care about us.*" After Dieter makes a strategic exit, Zazi opens up to Michael and shows classic signs of depression: lack of interest in daily activities, feelings of confusion and an overwhelming sense of sadness. Michael reassures her that it is normal to have feelings like this, given the circumstances, and suggests that getting back into normal life activities would have a positive effect. Zazi then enumerates the life-changing impacts of the injury and the losses she fears could result -- most importantly, time with her father at the skate park which she cherishes. When Michael reassures Zazi that she will continue to have time with her father, underlying emotions emerge: Zazi misses her mother who died and she is reliving those feelings of loss and abandonment. Michael suggests she reach out to counselors at school and take her time with her big decision about piano and skateboarding. As they talk about her mother's piano playing, Zazi begins to reconnect with this legacy her mother has left her and thrills at the possibility of seeing pictures of her parents as young musicians and playing their duets with her father. After Dieter returns, we can see Zazi is learning to bounce back as she sings the song he played on his kazoo to cheer her up.



## Introduction to Lesson

Before presenting Act One to your students, you might want to introduce it along these lines:

*Today we are going to watch a short video about bouncing back. It involves two characters, Dieter and Zazi, who are having a problem and don't know how to solve it. It is our job to help them figure this out and, after we finish watching, we will brainstorm solutions for them. While you are watching, I would like you to think about:*

- *How you would feel if you had this problem*
- *What you would do about it if you did*

## Discussion Questions Following Act One

1. What are some of the emotions Zazi might be feeling when she is alone at the park talking about her accident (sadness, disappointment, frustration, anger, etc.)? Can you understand why she would be feeling the way she does? The park seems empty (it is spring break). Why do you think she has gone to the park today?
2. Zazi has had a bad accident which is changing her life. We all have disappointments, some big and some small. Tell us about a disappointment you have had, how it made you feel and how you handled it. Looking back at these disappointments and how you handled them, are there any lessons you have learned about how to bounce back? Would you handle them differently now? Tell us what you have learned.
3. Zazi doesn't seem to be very happy to see Dieter and asks him to leave. Why is she acting this way? Do you think it is a good idea to be alone when you are sad? Why or why not? When you are sad, do you keep it to yourself or talk to others? Tell us about a time when you did talk to someone. How did it help? Who do you like to talk to about your feelings? Why is it important to share your feelings like this?
4. Dieter is trying to be a good friend to Zazi and support her. Let's list all the different ways he tries to help (is gentle and sympathetic, leaves when she asks him to, tries to cheer her up with jokes and goofy outfits and insists she get help). Do you think he is being a good friend? Why or why not? Sometimes it is hard to know what to do when a friend is feeling down. Do you think Dieter is doing a good job? Dieter regrets mentioning the spring concert because it reminds Zazi that she can't play piano. Do you think he should feel this way? Why or why not? Why is it important to reach out to friends during tough times, even if it is tricky and we might not always say the right thing? Of all the things Dieter does, which is the most effective. Which is the most important? Explain your choices.
5. Has a friend of yours ever had a tough time like Zazi is having? How did it make you feel? Tell us about the ways you tried to help this friend. Why is it important to help friends when they are sad or lonely or feeling down? Has a friend of yours ever helped you when you were sad or lonely or feeling down? How did it feel to get support like that from a friend? Did it help you feel better about things? Why?
6. Zazi says that she doesn't know what to do about her situation and despairs that there might not be anything she can do to make it better. Do you understand why she might feel this way? Do you think it's true there is nothing she can do? Why or why not? Let's [make a plan](#) for ways Zazi could make herself feel better.

## Introduction to Act Two

When you decide to view Act Two, you can simply introduce it by saying, *“Let’s see how Zazi, Dieter and Michael decide how to deal with all this.”*

## Discussion Questions Following Act Two

After viewing Act Two, please consider using this outline for an optional follow up discussion.

1. After Michael learns that Zazi was reluctant to come see him, he tells a story. Tell us about the story and what you think it means. Why do you think Michael told it? What impact did it have on Zazi? Can you tell us about a time when it was important for you to be with someone caring, whether it was a friend, a family member, someone at school or even a pet? Why was that time important to you?
2. Dieter says he left something at the park and leaves. Do you think that’s true or just an excuse? Explain. Do you think it was a good idea for Dieter to leave? Why?
3. Zazi tells Michael that she feels unmotivated and confused about what to do. Why do you think she feels that way? Zazi is usually very active. Why do you think she has changed? Do you think these feelings will go away soon? Why or why not? What could Zazi do to help make those feelings go away sooner? Have you ever had feelings like these? What did you do to make things better? What did you learn?
4. Zazi talks about how much she loves skateboarding and how much she will miss it. Do you understand her feelings? Tell us about something you love to do and how you would feel if you could no longer do it. Another thing Zazi is worried about losing is time with her dad. Do you think this is going to happen or do you think Michael is right that it won’t? Why? Why do you think Zazi is afraid it might?
5. Zazi is thinking a lot about her mother, who has passed away. Why do you think she is thinking about her mother so much at this time? Do you think some of the sadness she is feeling now is about her feelings for her mother? Why?
6. Zazi begins to feel better when she thinks about the music her mother and father used to play together and becomes very excited about playing it with her dad. Why do you think this is making her feel better? Do you have special things you do with your parents or guardians that make you feel better? Tell us about them.
7. When we are sad it is easy to think that things will never get better. Why is it important to remember that things do get better and there are always things we can do to make that happen? Tell us about a time you felt things wouldn’t change but they did. What happened to make things better? What lessons did you learn from this?
8. Zazi decides to talk to people at school who can help. Do you think this is a good idea? Why or why not? Have you ever gotten help from someone at school or in the community? Tell us about what happened. Let’s make a list of good people to talk to here at school or in the community who can help during difficult times.

## Lesson 4: Choosing to Do Your Best

In this program, students learn the intellectual and emotional skills essential for doing their best and achieving success, how to: manage their time, develop good study habits, apply themselves to difficult challenges and learn new material in exciting and fun ways. The dangers of cheating, the pleasure of project-based learning and the love of learning are also highlighted.

### Objectives

- To instill the desire and essential skills for high achievement
- To teach students how to manage their time and develop good study habits
- To build the confidence to take on new and difficult challenges
- To demonstrate the dangers of cheating and other shortcuts to learning
- To demonstrate and instill a love of learning

### Synopsis

**Act One** opens with Zazi overwhelmed by her upcoming science test on flowers. Ever the hard-working student, Zazi is feeling additional pressure to excel because her father wants her to go to an elite high school. Dieter enters with a markedly different attitude towards the test, “*no worries*”. Even for laidback Dieter, this is a bit strange, given the extent of the material and the importance of the test. He is much more excited about the upcoming May Day Festival which takes place on Sunday and his mother helps organize every year. He is particularly excited about the tilt-a-whirl, batting cage, knock’em down and dunk tank she has added. After Zazi suggests that she might skip the festivities so she can study, Dieter uncharacteristically offers to help her prepare and we soon learn why he is so casual about the test. He thinks he will be able to learn the complete list of the flowers on the test by reading one of his mother’s emails to their teacher. After being momentarily tempted, Zazi rejects the offer and **names the problem**, “*that would be cheating*”, challenging Dieter about his plan. After Dieter defensively sticks to his idea, Zazi suggest they discuss it with Michael and, after some reluctance, he agrees.

**Act Two** begins with Michael sharing his excitement about the festival with our agitated pair. Sensing a conflict, he asks about it and Zazi gives a succinct answer, “*cheating*.” Dieter offers a number of protests: he hasn’t done anything yet, he is not sure if he will get the complete list and, even if he does, he will still have to study, “*just a little less*.” After Michael leads him through a series of questions, Dieter admits that the list would give him an unfair advantage over other students and he would feel dishonest if he got an A using it. However, he despairs that he cannot both prepare for the test and go to the festival and is certain he will fair badly because he is not good at studying. Michael challenges this attitude and reminds Dieter how he well he studied the South Indian Ocean (Lesson 3, *Stepping up to Cyber Bullying*). He also challenges Zazi’s assumption that she needs to be perfect to please her father. After Michael points out that all the flowers on the test will part of the May Day displays, Dieter and Zazi **make a plan** to prepare for the test, in part, *by going* to the festival: they will bring notebooks, interview the growers and study the flowers with the experts who know them best. “*It’s like doing our own field research*”, Zazi exclaims with excitement. Even Dieter has to admit this method of study *isn’t too bad* and, confident that they can succeed, our duo rejoices in the realization that they can work hard, have fun and do their best all at the same time.



## Introduction to Lesson

Before presenting Act One to your students, you might want to introduce it along these lines:

*Today we are going to watch a short video about doing your best. It involves two characters, Dieter and Zazi, who are having a problem and don't know how to solve it. It is our job to help them figure it out and, after we finish watching, we will brainstorm solutions for them. While you are watching, I would like you to think about:*

- *How you would feel if you had this problem*
- *What you would do about it if you did*

## Discussion Questions Following Act One

1. Zazi is feeling pressured about the upcoming science test and her grades in general. Do you think this pressure is helping her or not? Explain your answer. Have you ever felt pressure to get good grades? Tell us about it. Do you think the pressure helped you do better or made things harder? Sometimes a little pressure is a good thing. Tell us about a time when you felt a little pressure and it helped you do your best. Tell about a time when pressure didn't help you do your best.
2. Dieter seems more excited about the upcoming May Day Festival than his school work. Do you think this is a good attitude? Why or why not? Why do you think Dieter has this attitude? Do you think he has positive feelings about school? Why or why not? Do you think he feels good about himself as a student? Why or why not? Does Dieter's attitude make it easier or harder for him to do his best? Explain your answer. What could Dieter do to feel better about school and his abilities? Would these things also help him do his best? How? If Dieter were your friend, what advice would you give him about his school work and his attitude towards school?
3. The May Day Festival sound like a lot of fun. Do you think Zazi should go or skip it so she can study? Why? Has there been a time when you had to decide between studying and having fun? Tell us what you did and how you made your decision. Was it a difficult or easy choice? Why? What did you learn from the experience? Do you think this is hard or easy for Zazi? Why? What would you do if you were her?
4. When Dieter says he has the "key" to the test, Zazi mentions two good ways he could prepare. What are they? Can you think of other good ways Dieter and Zazi could prepare for the test? Let's [brainstorm a study plan](#) for Dieter and Zazi.
5. Dieter is planning to read his mother's private email to find out which flowers will be on the test. What do you think of this idea? There are a number of problems which could result if he does. Let's list them. If he does read it and gets an A on the test, how would he explain it to his mother? What will his mother think of Dieter if he used her email like this? How would it affect their relationship?
6. Zazi thinks using the list would be cheating, but Dieter does not. Who do you think is right? Explain your answer. Dieter makes two excuses for using the list. What are they and do you think they make it okay to use it? Do you understand why Dieter might think they do? Does having difficulty at school make it okay to cheat? What do you think Dieter should do? How will he feel afterwards if he does use it?

## Introduction to Act Two

When you decide to view Act Two, you can simply introduce it by saying, “*Let’s see how Zazi, Dieter and Michael decide how to deal with all this.*”

## Discussion Questions Following Act Two

After viewing Act Two, please consider using this outline for an optional follow up discussion.

1. After Michael learns that Dieter is thinking of reading his mother’s email, he says, “*and you are trying to decide whether to read that email and use it to prepare for the test.*” Why do you think Michael says that? Why is it important to [name the problem](#) when you are making a complicated decision? Michael didn’t say the problem was cheating right at the beginning. Do you think this was a good idea? Why or why not?
2. After he realizes Dieter doesn’t think reading the emails would be cheating, Michael asks him some questions. What are they? (would give advantage and be unfair) Why do you think he asks these questions? Let’s define cheating and list the problems it causes at school and other places. How would you feel if you studied really hard for a test and someone cheated and got a better grade than you? Explain.
3. Michael then asks Dieter how he would feel if he used the list, got an A and his mother got excited about it. Why did he ask that? Dieter says he would feel like a fake, a liar. Why do you think he would feel that way? Would Dieter feel any pride or sense of accomplishment about his grade if he used the list? Why or why not?
4. Michael tells Dieter that if he uses the list he won’t know how well he could have done by working hard and pushing himself. Do you think this is an important part of the problem? Why? Given Dieter’s feelings about school, would using the list help him want to do his best? Why or why not? There is a saying that cheaters only cheat themselves. What do you think that means? Do you think it applies to Dieter? Why?
5. Michael says, “*If you want to do your best, you can’t take easy short cuts.*” Do you agree? Why or why not? Tell us about a time when you worked really hard and did your best -- at school, in a sport or on a personal project. What was the most difficult thing about it? Were there times you wanted to quit? Why didn’t you? How did you feel when you succeeded? What did you learn about yourself and doing your best?
6. Zazi thinks she has to get perfect grades. List all the reasons she might think this and decide which are good and which aren’t so good. It is important to do well in school, but can you see any problems with her attitude? Michael tells her that she is trying to do **the** best, instead of doing **her** best. What’s the difference? Which is better? Why?
7. Once Dieter and Zazi realize they can combine the fun of the festival with preparing for the test, they get excited. Tell us about a time when you had fun doing a project. What was fun about it? Did having fun make it easier to stay focused and work hard? Michael says, “*When you get excited about learning, it’s not as hard to do your best.*” What does he mean by that? Do you agree with him? Why or why not? Tell us about a time when you had fun learning new things. Did it help you work hard and do your best? What did this experience teach you about how you like to learn?

## Extension Activities

Use the lessons you have learned from Dieter and Zazi to create your own school and/or community-wide campaign about promoting good life skills like conflict resolution and doing your best. Brainstorm your plan in group or class. Here are some starter ideas:

Write a pledge for your class, school/community to *Use Words, Not Hands* to resolve conflicts. Put it on a large piece of butcher paper and have students sign it.

Hold essay writing contests on why it is important to control your anger, resolve conflicts, bounce back from disappointments and do your best -- and publish the results on your school website.

Create a series of posters for your group, classroom or school/community center on each of the topics of the programs. Possible themes:

- Show the ways anger can make us do things that are hurtful to others and ourselves -- and encourage anger management techniques
- Illustrate **Stop and Calm Down**, the first step in the SOU problem solving program and why students should take a break before they react
- Illustrate the rules of conflict resolution: (listen, take turns, be respectful, etc.)
- Encourage students to get help when they are sad or dealing with big problems and list good place they can go to get help
- Illustrate what it takes to do your best
- Illustrate ways your school/community can be more caring and inclusive

Debate these questions in your group, class or at a school/community-wide assembly:

- True or false: Anger is a natural reaction and we do not need to control it.
- True or false: Stress reduction techniques are silly and don't work.
- True or false: You can't avoid conflicts and a good argument clears the air.
- True or false: We should keep our problems to ourselves.
- True or false: Adults have no idea what it is like to grow up today and cannot understand the problems students face.
- True or false: Copying things off the internet for papers and tests is a good idea.
- True or false: Cheaters only cheat themselves.
- True or false: The only way to do your best is to work hard.
- True or false: Studying is always hard and never fun.
- True or false: It is more important to do **your** best than to do **the** best.

Have the students make simple sock puppets and mime puppets movements to the audio of the programs. Teams of students can perform Act One of the skits for other classes and lead problem-solving discussions based on their performances. You can find simple instructions for making puppets on the Internet by entering *sock puppets* or *making puppets* in your browser or search engine.

Please visit [www.SteppingOnUp.com](http://www.SteppingOnUp.com) for more resources and extension activities







### About Michael Pritchard

Michael Pritchard is a youth educator, humorist, actor, former probation officer, and Public Television host who is known by audiences across the United States for his ability to help young people gain real insight into themselves and the choices they make. For over 30 years, Mr. Pritchard has traveled the country, thrilling his youthful audiences while spreading his message of good choices, personal responsibility, and respect for others. Featured in **Time** magazine and on **CNN**, Pritchard has the unique distinction of winning the *San Francisco International Comedy Competition* while he was *California Probation Officer of the Year*. He keeps a demanding schedule visiting schools and universities across the country, while finding time to bring his inspiring message to parent, civic and professional groups, community organizations and corporations.

Michael's award-winning series include: **LifeSteps**, **Saving Our Schools**, **PeaceTalks**, **You Can Choose**, **The Power of Choice** and **Big Changes, Big Choices**. A nationally acclaimed motivational speaker, Michael serves on the boards of directors for The Guardsmen, The Giants Community Fund, the Special Olympics, the California Association of Peer Programs, the Chinese-American Educational Institute, Ronald McDonald House, and the Salvation Army.

### About Jim Watson

Jim Watson is an award-winning writer, producer and director of educational television and video programs. He has produced a wide range of nonfiction films and videos in his thirty year career. He has produced and directed six critically acclaimed Public Television series, including: **Saving Our Schools**, **PeaceTalks**, **You Can Choose!**, **Big Changes - Big Choices** and the current **LifeSteps**. These series have been highly acclaimed in the educational press and received more than 100 major awards including: the *CINE Golden Eagle*, the *Parents' Choice Gold Award*, the *Teachers' Choice Award*, and the *Golden Camera Award* at the US International Film and Video Festival. Since the early eighties, he has produced a number of educational programs, including: **The Yosemite Institute**, narrated by Robert Redford; **Classrooms Without Borders**, a six-part series on bilingual education for elementary schools; and co-produced **Finding the Solutions**.





A Four-Part Guidance Series for Elementary Students on  
**Bullying, Cyber-Bullying, Character and SEL**

**Stepping Up To Bullying**

- Lesson 1 Dealing with Bullies
- Lesson 2 Standing Up, Not Standing By
- Lesson 3 Reaching Out to Victims
- Lesson 4 Building Bully-Free Schools/Communities

**Stepping Up to Cyber Bullying & Web Safety**

- Lesson 1 Being Safe and Secure on the Web
- Lesson 2 Protecting Yourself from Cyber Bullying
- Lesson 3 Online Rumors, Texts, and Gossip
- Lesson 4 Helping and Caring in a Digital World

**Stepping Up to Character**

- Lesson 1 The Power of Respect
- Lesson 2 Making Responsible Choices
- Lesson 3 Using Good Judgment
- Lesson 4 Being True to Yourself

**Stepping Up to Life Skills**

- Lesson 1 Controlling Your Anger
- Lesson 2 Resolving Conflicts Creatively
- Lesson 3 Learning to Bounce Back
- Lesson 4 Choosing to Do Your Best

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