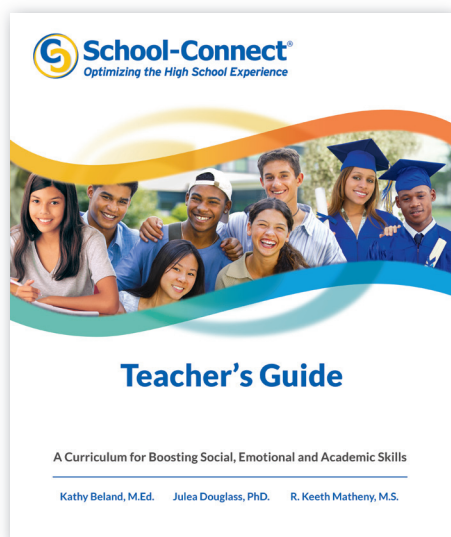# Notes to Teacher

Welcome to *Module 3: Building Relationships and Resolving Conflicts* of *School-Connect®: Optimizing the High School Experience,* a curriculum designed to boost students' academic, social, and emotional skills. In this module, students explore how to build positive, healthy relationships, resolve conflicts, and make responsible decisions.

The lessons are designed to help students:

➤ Develop skills that build positive relationships

➤ Empathize with and show compassion for others

➤ Apply a problem-solving approach to conflicts

➤ Make responsible decisions that impact their lives in positive ways

➤ Manage social media and resist cyberbullying.

➤ Deal with gossip, bullying, and negative peer pressure

➤ Understand and utilize the power of apologizing and forgiving

➤ Develop healthy guidelines for dating

➤ Understand the importance of helping others and volunteering

This Notes to Teacher section provides the following:

- **Lesson Overviews** with background information, suggestions, and notes on Module 3 lessons
- **Quick Guide** to the School-Connect® iPortal and Learning Strategies utilized in the lessons

School-Connect®
Optimizing the High School Experience

Teacher's Guide

A Curriculum for Boosting Social, Emotional and Academic Skills

Kathy Beland, M.Ed.   Julea Douglass, PhD.   R. Keeth Matheny, M.S.

To implement the curriculum with fidelity and have the maximum impact on students, teachers should read and reflect on the Teacher's Guide and discuss it with their colleagues.
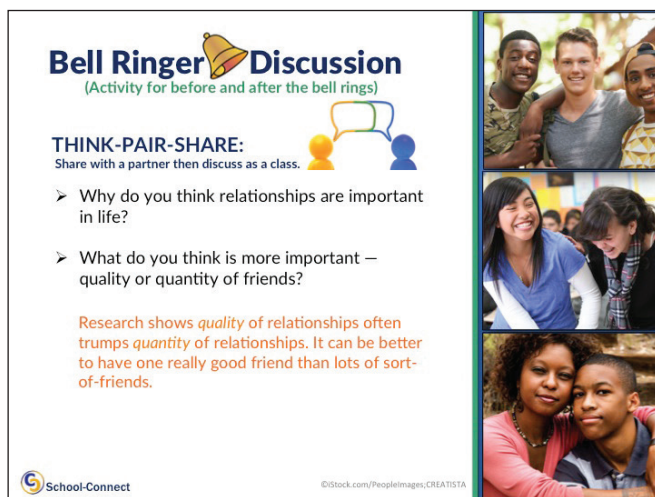
For a more in-depth review of curriculum goals, research base, lesson design, and learning strategies, please see the Teacher's Guide that accompanies the School-Connect® curriculum. To implement the curriculum with fidelity and have the maximum impact on students, teachers should read and reflect on the Teacher's Guide and discuss it with their colleagues.

Lesson Overviews

Developing healthy, supportive relationships is one of the key tasks of adolescence. Lessons 3.1 – 3.3 aid students' ability to identify the traits they value in a friend, take another person's perspective, and feel what another might be feeling in response to challenging situations.

3.1 Developing Positive Relationships

The subject of poets and the fabric that binds society, positive relationships are essential to living a meaningful and fulfilling life. Without them, there would be no basis for community. Many consider friendship more important than romantic love. In this lesson students discuss the traits they most value in a friend/relationship, obstacles that can hurt or undo a friendship, and the social skills needed to develop and maintain meaningful relationships.

Research on the effects of adolescent friendships on social adjustment indicates that quality can be more important than quantity (Waldrip et al., 2008). Students who have at least one close friend often fare better than those who have many friendships but on a more superficial level. While popularity can be important for setting the stage for friendship development, it is the high-quality friendship that provides a buffer against feelings of loneliness and depression and other adjustment problems, especially when general peer acceptance is low (Nangle, 2003).

The high school years are a critical time to reflect on friendship. Many students develop new interests and may find that they have drifted away from the friendships they formed in middle school. Helping students to retain a sense of equilibrium through this sometimes-painful transition period can enhance their sense of connectedness to the school community and raise their level of engagement in academic pursuits (Kennelly & Monrad, 2007; Beard et al., 1991).

In this lesson, students identify and discuss the traits they most value in a friend. This activity builds on Lesson 2.8: Recognizing Character Strengths, so students should be familiar with the vocabulary of different character traits and why these traits are important to relationships.

## 3.2 Standing in the Other Person's Shoes

Being able to *take the perspective* of another person is a key skill in developing caring and supportive relationships, and is an important component of empathy (Bateson, 2009). In this lesson, students are guided to recognize another person's feelings, needs, thoughts, and beliefs that influence her/his perspective. To facilitate this awareness, students observe a video vignette of two friends with different perspectives of the same situation and then perform similar role-plays in pairs, with a third student playing the role of *"neutral observer"* and providing feedback.

Role-playing exercises have long been regarded as an effective strategy for developing the skill of perspective taking. In these role plays, students practice active listening—a set of techniques that helps them focus their attention, restate or paraphrase what they are hearing, and check for understanding—which was introduced in Lesson 1.11: Using Active Listening. As noted in the earlier lesson, students may feel uncomfortable when first engaging in active listening. The suggested sentence

Two Perspectives Discussion
(How does perspective taking mature as we get older?)

➢ What were each person's:
  • Feelings
  • Needs
  • Thoughts and beliefs
    that influenced his perspective?

➢ What was your perspective as a neutral observer of the situation?

➢ If the boys could hear each other's perspective, how might that help in this situation?

➢ Why is it hard for us to talk about our thoughts and feelings, even with friends?

Neutral Observer–
Observing a situation or interaction from the outside looking in

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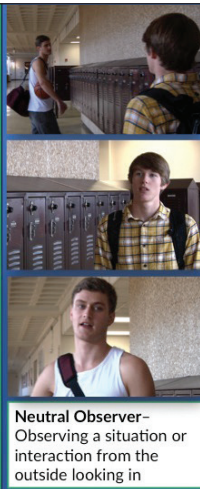
structures may feel contrived, but, with practice, students should be able to naturally integrate the techniques into their own conversational style. Over time, experiencing the natural benets of active listening, such as forming stronger bonds with their friends and family, will reinforce students' use of the techniques.

3.3 Empathizing with Others

In its simplest form, *empathy* arises automatically as a vicarious experience of what another person is feeling. Even infants feel empathy when they cry spontaneously at the sound of another infant's crying. As we mature, so does our capacity for empathy. As young children, we progress from merely identifying others' feelings based on facial expressions to discerning what others might be thinking about their situation. In later childhood, we begin to develop an even greater level of empathy, by imagining how we would think and feel if we were in the other person's shoes (Bateson, 2009). This latter form of empathy requires effort and is not always easy.

In this lesson, students rate the level of empathy they might feel in different situations and then arrange themselves physically along an *"empathy continuum"* to reveal and discuss what enhances our ability to empathize vs. what challenges it. The situations are purposely presented without much detail; teachers should refrain from supplying added information as this might obscure the un-

derlying themes. As the discussion reveals these themes, teacher can highlight them. For example, we naturally feel more empathy for those we feel closer to or who are more like us. Lack of familiarity and perceived differences can impede our ability to empathize. We also feel greater empathy if we have had a similar experience to the other person(s) or share the same values.

How we overcome the obstacles to empathy is an important question for society as a whole. In the classroom, it is a question best addressed constructively by eliciting student ideas rather than providing a prescribed list of solutions. Taking the time for small groups to strategize on how to enhance empathy in their school emphasizes "student voice" and so is well worth the time and effort.

Appreciating human diversity and becoming aware of the effects of labels we apply to ourselves and others provides an avenue for growth, especially for students who feel constricted by peer pressure to conform to social norms. Lessons 3.4 – 3.7 help students to unpack and explore this often confusing part of adolescent identity development.

3.4 Appreciating Diversity

Fairly early in life, most of us learn—be it from family members, friends, personal experiences, or society—that there are differences among people and that within those differences some variations are perceived to be better or worse than others. In school, this awareness is expressed in the friends students choose, in the activities they participate in—and those they intentionally avoid—and in their daily interactions with others.

This lesson explores different reactions to *human diversity*. It begins with a "cultural quiz" for which students pool their knowledge of diverse groups of people. Students then complete a handout in which they use the Riddle Scale (Riddle, 1995) to identify the level of acceptance displayed in different

The Riddle Scale - Example
(For each situation, where does the person fall on the Riddle Scale? What could s/he do to move up on the scale?)

1	2	3	4	5
Repulsion	Pity	Tolerance	Admiration	Nurturance
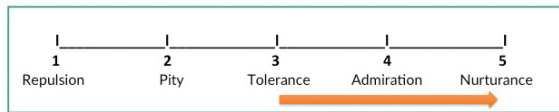
1) An old woman with a torn jacket gets on the bus, sits down next to you, and begins to talk about her cats. You think she smells. You hold your breath, get up, and move to the back of the bus. _____

  ➢ What level on the Riddle Scale would you rate this situation?

  ➢ What could you do to move up the Riddle Scale and show Level 4 – Admiration and Level 5 – Nurturance?

  Possible Answers: Ask her about her cats (their names and characteristics); ask her if she needs help getting off the bus; actively listen if she wants to talk; make positive comments.

School-Connect - Handout 3.4.2

scenarios involving diversity and explore their own reactions to the situations. The Riddle Scale, developed by psychologist Dorothy Riddle, is a tool for reflecting on our attitudes and behavior regarding diversity in its many forms – socioeconomic, age, race, culture, religion, gender, sexual orientation, mental health, and physical ability. For example, we may think that exhibiting tolerance of people who are different from us is tantamount to being supportive of the differences between others and ourselves; yet, as the scale indicates, tolerance falls short of truly appreciating and nurturing diversity. In addition to raising our awareness, the scale prods us to consider how we could be more inclusive of others in our everyday life and help build a culture of respect in the environments we inhabit.

This lesson builds on Lesson 2.11: Forging Your Identity, in which students identified and compared their outer labels (given to them by others) with their inner labels (used to define themselves) and discussed the writing of author Zora Neale Hurston on race and personal identity.

3.5 Debunking the Myths of Womanhood

The media spends a lot of money letting young people know how they should look and what they should care about. This lesson explores these media messages as they impact youth culture and young women. The health risks and negative effects of these advertising campaigns on young females'

self-esteem have been well documented (Kilbourne, 2000).

In this lesson, students explore three myths that too often go unquestioned in high school: 1) physical beauty is what makes a woman valuable, 2) pop culture images of beauty are standards to strive for, and 3) business leadership positions are primarily for men. While our society has made some inroads in debunking these myths — especially in regard to female leadership — the high incidence of eating disorders and self-injurious behavior as well as the low percentage of young women going into math, science, and engineering careers relative to young men tell us we have a ways to go in helping female and male students adopt healthier attitudes in this regard (Ceci et al., 2015). Students in a districtwide pilot consistently rated this lesson as one of their favorites, which also speaks to its need (Douglass, 2014).

3.6 Debunking the Myths of Manhood

Myth #1: Ball Field
(Created by pop culture and peer pressure)

• "Real men" are great athletes.
• Physical ability makes you a MAN.
• The better man is the one who is bigger, stronger, faster.

Do you agree? Are great ballplayers great men?

  ➢ Which ballplayers do you think are *not* good role models and why? **(Think about drug use, steroids, cheating, violence, etc.)**

  ➢ Which ballplayers do you think are good role models and why?

School-Connect – Handout 3.6.1   ©iStock.com/4x6; GlobalStock; asiseeit

Most males can relate to the pressure to *"be a man,"* *"be tough,"* not show emotions like fear or sadness. Author and educator, Joe Ehrmann and others (2011) have studied and challenged the *"norms of masculinity"* that create pressure on young men, summing them up as *The Three B's*: Ball Field (athletic performance), Billfold (money), and Bedroom (also known as Bravado). Still others define the norms of masculinity as emotional stoicism, physical tough-

ness, and autonomy, i.e., not being interdependent on others (Way et al, 2014). Given these pressures on the playing fields, within pop culture, and even within families, many boys feel pressured to live up to these expectations and feel inferior when they don't.

This drive for competition, conquest, and not showing weakness, can undermine essential SEL skills like empathy, identifying and expressing emotions, and apologizing and forgiving. Such emotional disconnect can ultimately lead to unsatisfactory friendships and relationships and a greater propensity for violence, sexual aggression, health risks, and not seeking help (Addis, 2011; Hammer & Good, 2010; Locke & Mahalik, 2005). A growing body of research suggests that resistance or nonconformity to gendered norms can increase males' psychological and social wellbeing" (Way et al., 2014).

This lesson challenges boys and girls to question cultural norms and redefine what makes a man great and what characteristics make a person a better friend, spouse, and citizen. In reflecting on the men they respect most, students often choose SEL skills far more than the Three B's. Directing boys toward a positive image of masculinity is an important step toward unpacking the myths of manhood.

3.7 Understanding Introverts and Extroverts

Temperament refers to those aspects of our personality that are largely innate (we are born with) rather than learned. Sometimes this is referred to as "our nature." Psychologists consider introversion and extroversion aspects of our temperament that can greatly affect how we relate to the world (Cain, 2013).

An *introvert* can be described as someone who is energized by being alone and whose energy is drained by being around others for too long, while an *extrovert* can be described as someone who is energized by being around other people and doesn't like an abundance of alone time. Introverts, who make up about 25-40% of our population, are often

thinkers and creative individuals, such as scientists, artists, writers, mathematicians, and philosophers. Extroverts, who make up about 60% of our population, are more likely to choose "people" professions, e.g., they are teachers, politicians, business leaders, sales reps, and entertainers.

In this lesson, students identify whether they tend toward introversion or extroversion; explore how this tendency affects their needs, likes, and dislikes; and discuss with peers who have a different temperament how best to interact with each other. For example, an introverted friend with a birthday might enjoy doing something special with one person (attend a play or movie) rather than being thrown a surprise party. These choices might be reversed if the birthday person is an extrovert. Accommodating each other's temperaments can inform social interactions, including our conflict style — the subject of the next lesson.

The ability to solve problems is best developed through knowledge, observation, practice, and application in different settings (Bandura, 1977). To help students acquire this critical competency, students are introduced to conflict response styles (Lesson 3.8) and the SOLVE problem-solving strategy (Lessons 3.9-3.11), which is modeled in a series of video vignettes, role-played in class, and applied to real situations in students' lives.

3.8 Responding to Conflict

In this lesson, students contrast and compare five different styles of responding to conflict: 1) *competitive* (attempting to "win" the argument while the other person "loses"), 2) *avoidant* (fleeing from or ignoring the problem), 3) *accommodating* (giving in to keep the peace), 4) *compromising* (arriving at something mutually acceptable through give and take), and 5) *collaborative* (creating a "win-win" solution that meets each person's needs) (Thomas & Kilmann, 1974, 2007).

Conflict Response Styles
(Five different basic responses to conflict)

	ASSERTIVE	PASSIVE
POSITVE	Collaborative (Win/Win)	Accommodating (Lose/Win)
	Compromising (OK/OK)	
NEGATIVE	Competitive (Win/Lose)	Avoidant (Lose/Lose)

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Most of us either become confrontational (competitive) or avoid addressing the problem directly (avoidant or accommodating). This dichotomy — known as "fight or flight" — was first address in Lesson 2.1: Understanding the Teenage Brain as the brain's emotional response to conflict. The fight response is xpressed as verbal and/or physical aggression. The flight response is passi e or passive-aggressive in nature and includes walking away, avoiding talking about the conflict with those involved, complaining about it to people who are not involved, or just accepting the situation as unchangeable. The alternatives to fight or flight i to work on the problem with the other person to either arrive at a compromise in which both parties get some, but not all, of what they want, or a collaborative agreement in which each party has their needs met through a creative solution.

Our response to conflict can vary depending on the person involved, our temperament, our emotions at the time, how important the issue is to us, and whether we feel that we have power in the situation. While our responses may vary with the situation, most people gravitate (either consciously or subconsciously) to one particular style. Through reflection and skill d velopment, students can become aware of their predominant style and, if needed, adopt a more constructive response to conflict

It is helpful for teachers to first reflect on the y they tend to handle conflicts with different peo ple—students, colleagues, family, and friends. This

may involve discussions with family and friends, as well as reflection on the consequences of responses to past conflicts. The methods that h ve a greater chance of success with students are those that promote personal growth in teachers or capitalize on their strengths. Recounting their experiences with conflict and how th y learned to deal with it can provide a model for students and promote a growth mindset When teachers are honest about their own learning curve with conflict, th y show that developing interpersonal skills is an ongoing and rewarding process.

3.9 Using a Problem-Solving Approach – Part 1

The SOLVE strategy is composed of fi e steps, each providing questions to *"ask and answer,"* either of oneself or in tandem with the person with whom we are in conflict. This *"think out loud"* cognitive-behavioral approach has proven effective in controlling impulses and promoting rational thinking and behavior in children and youth (Kendall & Braswell, 1985). Over three lessons the SOLVE problem-solving steps are modeled in video segments showing an algebra teacher and his student working to resolve a *"surface"* problem (disruption in class) and an *"underlying"* problem (the student falling behind in her coursework). These steps build upon and extend learning from previous lessons, which are indicated in parentheses.

School-Connect SOLVE Strategy
(Five steps toward effective problem-solving.)

Stop and think
What am I feeling?
How can I get ready to problem-solve?

Objectively state the problem
What is the problem from each person's viewpoint?

List possible options and outcomes
What are some solutions?
What are likely consequences of each solution?

Voice your choice and act
What is the optional solution?
How should I/we act on it?

Evaluate and adjust
Is it working? If not, what can I/we do now?

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➢ Raise your hand if you wrote down similar steps.

➢ Who has used a problem solving strategy such as this to resolve conflicts?

This lesson focuses on Step 1: Stop and think, and Step 2: Objectively state the problem. The first step helps us to prepare for problem solving by controlling our impulses, identifying and managing our emotions, and going to a place where we can think things through (2.4: Managing Emotions).

Developing an objective problem statement is often the most difficult but most fruitful step in the problem-solving process; as such, it deserves special attention. Because false assumptions are often the root cause of conflict, defining the problem from different perspectives can defuse negative feelings and often resolve a conflict without taking the problem-solving strategy any further (3.2: Standing in the Other Person's Shoes).

We all view situations through our own personal lens, which is based on our values, beliefs, and past experiences. Sometimes this lens leads us to form *negative attributions* (2.3: Recognizing the Power of Thought). When we make a negative attribution about someone, we assume that the person has "bad" intentions—without knowing what she/he is really thinking and feeling. Becoming aware of our own pre-judgments of the intentions of others helps us to see the need for asking questions of and actively listening to the other person (1.11: Using Active Listening).

3.10 Using a Problem-Solving Approach – Part 2

When responding to conflict, adolescents often latch on to the first idea that pops into their head, usually in response to an automatic thought (2.3: Recognizing the Power of Thought). Step 3: List possible options and outcomes — can help break this pattern.

This step is designed to be presented in two parts. Brainstorming involves freely generating a variety of ideas for solutions but refraining from evaluating them during the process. Evaluation at this stage tends to shut down the creative process and limit one's vision. Even positive teacher responses such as *"Good idea"* can cause students to drop out of the conversation because they think their

STEP 3: List Possible Options
(The third step to effective problem-solving.)

"You like the class to be quiet so you and other students don't feel distracted....but I like to talk while I learn and feel frustrated when I don't get something and then get behind — which makes me want to talk even more."

Solution   Solution   Solution   Solution

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> What do you think would be possible solutions for Tonya and Mr. Garcia's situation?

ideas are not as good as others' ideas. Teachers can facilitate the brainstorming process by providing neutral responses, such as *"That's one idea. Who has another?"* They can also help by paraphrasing student responses to check for understanding, and by encouraging diverse responses. When different students offer similar ideas, teachers can point out similarities and call for ideas that are different from the ones already given.

Generating possible solutions that differ in value provides an opportunity to contrast and compare their effectiveness. At-risk students tend to impulsively choose aggressive responses (Slaby & Guerra, 1988; Guerra & Slaby, 1990). It is important for them to gain an understanding of why these responses are not optimal, so teachers should present an anti-social solution for consideration if students do not offer one.

Once students have generated a list of options, they should then predict outcomes for each proposed solution. One key factor in evaluating solutions is values and ethical principles. For example, students should consider whether a solution respects the people involved, is empathetic (i.e., reflects those people's feelings), and shows personal responsibility.

In Step 4: Voice your choice and act on it, students select the optimal solution and implement it. Knowing what to do is different from knowing how to do it. For example, we may conclude that we need to make an apology in order to resolve a particular problem. A sincere apology involves nuance in tone and wording, and usually includes an admission

of personal responsibility and an offer to make amends—steps that could benefit from a little forethought and planning. Thinking through how to make an apology greatly increases the chances that the apology will be perceived as sincere and the solution to the problem as effective. Because apologizing is such a critical social skill in resolving conflicts, it will be covered in a subsequent lesson (3.17: Making a Sincere Apology).

3.11 Using a Problem-Solving Approach – Part 3

Once people choose and implement a solution, they often mistakenly think that their work is done. A crucial problem-solving step remains, Step 5: Evaluate and adjust. The ability to monitor and evaluate a chosen solution and, if we find it's working, adjust it or switch to an alternative solution is one of the hallmarks of a successful problem solver.

In this step, we need to critically reflect on what happened as a result of the solution we implemented, and not fool ourselves into "seeing" what we had hoped to see happen, or merely bemoaning the fact that it didn't work very well. We also need to know how we will measure success in each situation. If a solution does not work, we need to summon the humility, perseverance, and resourcefulness to switch to an alternative solution. When students approach problems as complex puzzles to be solved rather than as personal tests with win/lose outcomes, they develop the flexibility and confidence to complete the puzzle successfully. The final video segment illustrates this step and shows the teacher and student moving toward a collaborative conflict response style through *creative problem solving* – a very valuable skill in the workplace (Chrysidou, 2012).

Gossiping and bullying — **whether done in person or through social media—can become insidious problems in schools if left unchecked. They are best addressed intentionally, proactively, and with a focus on empathy.**

3.12 Dealing with Gossip

Historically, gossip served a purpose in creating social bonds and norms within a tribe or community. It helped form friendships and distinctive group identities, provided a means of communicating information, taught lessons about what behavior was acceptable and not acceptable, and was used as social pressure to keep community members from veering too far from group norms (Foster, 2004).

Shutting Down Gossip
(How can you be a positive change agent against gossip?)

"If this were me, would I want this spread around?"

"I'm sure there's another side to this story."

"This sounds like a rumor. It may not be true."

➢ What might you say when you want to shut down gossip?
➢ What might be the consequences of speaking out against gossip?
➢ How might you *ameliorate*, or lessen, the consequences?

School-Connect ©iStock.com/Dean Mitchell

Nowadays, gossip tends to have a negative connotation, yet it undeniably has benefits in regards to safety and communication. Knowing where to draw the line between helpful or innocuous gossip and detrimental gossip is the key.

In addition to exploring the history, uses, and abuses of gossip, this lesson offers guidelines for evaluating gossip from the ancient past. The philosopher Socrates (469-399 BC) proposed a *"Test of Three"* criteria: *truth* (Is it fact or rumor?), *goodness* (Will it hurt or cause negative consequences for someone?), and *usefulness* (Is there potential benefit in repeating it, e.g., someone's safety?). School-Connect® adds a fourth criterion: *empathy* (How would you feel if the subject of the gossip were you or a friend of yours?). Students receive practice in applying these guidelines and in identifying how to shut down gossip that fails the test.

3.13 Addressing & Preventing Bullying

Bullying is more of a problem in schools than teachers and administrators like to admit. In a national survey, approximately 28% of students in grades 7-12 reported being bullied in the previous 12 months (U.S. Department of Justice, 2011). School staff may not notice the subtler intimidation of *relational aggression* (also known as social bullying)—e.g., teasing, setups that are designed to embarrass someone, social exclusion, shunning, and malicious rumors—and students rarely report it.

This lesson denes behavior that constitutes bullying, the roles involved, and strategies for responding to and preventing bullying. Often students are afraid to confront or report bullying behavior, perpetuating a code of silence that negatively affects not only the targets of bullies but also *bystanders*, those who witness abuse but do nothing to stop it. Bystanders are often caught in a double bind — on the one hand, fearing repercussions from the bullies if they tell and, on the other hand, experiencing guilt and anxiety if they remain silent. In addition, students and adults do not always perceive bullying incidents as clear-cut, good guy/bad guy situations. When targeted students have annoying habits or react by losing control and/or becoming aggressive themselves, they may be seen as part of a cyclical problem.

Notice that this lesson uses the term *"target"* instead of "victim." When people see themselves as victims, they are more apt to feel helpless and believe that nothing they do will make a difference. For some, their self-esteem gets so low that they begin to feel that they are deserving of the bullying. Empowering students — whether they are targets or bystanders — to speak up about bullying is critical to breaking the code of silence surrounding this problem in schools.

3.14 Managing Social Media & Cyberbullying

By the time students are in ninth grade, 85% use one or more forms of social media. This includes in-

CYBERBULLYING PREVENTION STRATEGIES

- Block the sender
- Close the account
- Avoid provoking others
- Talk to an adult
- Mediate the conflict
- Empathize with, and support the target
- Report the incident
- Tell perpetrator to lay off ("That's not cool.")
- Be an ally — not part of the silent majority
- Create an anti-cyberbullying campaign
- Talk to the administration about a school policy
- Collect evidence of online communications in case it needs to be reported to a school authority or police
- Know the law – most states have anti-bullying laws

School-Connect - Handout 3.14.2

stant messages, chat rooms, blogs, social networking sites (e.g., Facebook, Twitter), and virtual game worlds (Faw, 2011). While there are many positive uses of social media, this group of applications and technologies can also cause harm. This lesson explores the abuse of technology through cyberbulling and extends learning from a previous lesson (1.9: Reviving Digital Zombies).

Cyberbullying is a growing problem for young people because it: 1) does not require face-to-face contact; 2) can be difcult to track, as the source can easily obscure him or herself; 3) can go viral, giving the target the perception that "everyone knows;" and 4) can be harder for adults to witness and supervise. Cyberbullying can leave targets feeling helpless, overwhelmed, fearful, and angry, and can result in low self-esteem, depression, skipping or dropping out of school, retaliation, and self-harm *(Svoboda, 2014)*.

Schools can help squelch cyberbullying by creating a clear anti-cyberbullying policy and communicating this policy and avenues for receiving help through teachers, school resource ofcers, assemblies, the student handbook, and letters/emails to parents and students. Involving students in an anti-cyberbullying campaign can raise student awareness of the problem, foster empathy for targets, and aid students in proactively addressing and refraining from cyberbullying.

Some schools question whether they have jurisdiction to intervene in cyberbullying cases, particu-

larly when the episode is initiated off-campus. Any school with a clear anti-bullying policy in place has a responsibility to intervene if the incidents result in a substantial disruption of the learning environment, and/or if there is any threat of physical harm to self or others.

SOLVE can be used for making personal decisions, especially in social situations involving risky behavior.

3.15 Making Personal Decisions

In this lesson, the SOLVE strategy, introduced in Lessons 3.9 through 3.11 for resolving interpersonal conflicts, is adapted for use in making personal decisions. The steps are essentially the same but have minor changes in wording.

This lesson has two emphases. First, it creates an awareness of what decisions are important, especially during the teen years. By sorting through and turning a critical eye to the myriad of choices they face on a daily basis, students can see that risky decisions can affect their lives for years to come and seemingly small decisions can have a pronounced effect on larger, more important decisions. This axiom reaches back to the Greek philosopher Aristotle, who believed that it was the small behavioral choices we make on a daily basis —e.g., to be industrious, to practice kindness—that determine our destiny. As the modern French philosopher Albert Camus put it, *"Life is the sum of our choices."*

The second emphasis within the lesson is on applying the SOLVE strategy with a special focus on the consequences of the choices that could be made. Adolescents often feel most alive when *"living in the moment"* and doing what their friends do (Jensen & Nutt, 2015). Getting them to consider the impact of personal decisions can be challenging, but it is critical to building a satisfying future in which they enjoy good health, long life, and a sense of accomplishment.

3.16 Refusing and Persuading

Young people often say that they knew what to do in a given situation, they just didn't know how to do it. Practicing refusal and persuasion skills in a non-threatening and supportive environment bolsters young people's ability to respond appropriately when faced with similar dilemmas in real life (Goldstein et al., 1980). In this lesson, students role-play how to resist peer pressure to be involved in risky behavior and how to talk a friend or acquaintance out of a risky decision.

When students practice social and emotional skills such as refusing and persuading, they gain a greater sense of self-efficacy—the belief that they are competent and capable of handling challenging situations should they arise. Having a sense of self-efficacy can boost self-confidence and self-esteem, which can affect students in other areas of their life. It is important that students have the opportunity to role-play a scenario twice, switching roles the second time, so that each student has the opportunity to practice the target skills.

3.17 Making a Sincere Apology

Composing a Sincere Apology
(What makes an apology more meaningful?)

THE FIVE A'S OF A SINCERE APOLOGY

1) **A**dmit you were wrong; say what you are apologizing for but refrain from defending your actions.

2) **A**cknowledge the hurt or damage. *(I understand that I hurt you. I would be hurt if it happened to me.)*

3) **A**pologize *(I am sorry.)*

4) Make **A**mends and/or promise to do better in the future.

5) **A**sk for forgiveness. *(I hope you can forgive me.) (Optional)*

School-Connect

Whenever we reflect on conflicts and recognize our role in them, we come face to face with opportunities to apologize. In this lesson, students explore what it means to take personal responsibility for their injurious actions, and then practice making a sincere apology. The Five A's of apologizing are

designed to ease student anxiety over how to best apologize. They include: 1) Admit you were wrong, 2) Acknowledge the hurt or damage, 3) Apologize, 4) Make amends, and 5) Ask for forgiveness.

Making a sincere apology can be a difcult social skill to develop and exercise, and forgiving can be even harder. Boys, especially, can be socialized not to admit wrongdoing. The actor John Wayne epitomized this viewpoint when he said "*Never apologize and never explain...It's a sign of weakness*." Breaking through this barrier may be tough; helping students to view apologizing as a mark of courage and strength will help in this endeavor.

3.18 Forgiving Others and Ourselves

In teaching and raising children, adults spend much time encouraging or exhorting children to apologize but give little or no time to discussing the meaning of and need for forgiveness. This may be that as adults we have an uneasy relationship with it. Many look to religion and/or therapy for guidance in the meaning and forms of forgiveness. Teachers are encouraged to explore this issue in their own lives as they prepare to teach this lesson.

Forgiveness has the power to heal and help us grow and even improve our health and longevity (Toussaint et al., 2012). It acknowledges that we are all human and make mistakes and that we can change. Yet it is benecial to realize that forgiving does not condone the offense, nor does it mean that the offense must be overlooked and forgotten. Furthermore, forgiveness may not necessarily lead to reconciliation. Sometimes relationships have been the source of so much pain—especially in cases involving child abuse and neglect—that the bond no longer exists, or time and professional help may be needed to effect healing. Still, letting go of resentment is an important step to take, as it can release the forgiver from the pain and mistrust they felt within the relationship. Forgiveness benets the forgiver as well as the forgiven, largely from its ability to reduce negative affect (Lawler et al., 2003).

In this lesson, students evaluate options for responding to an apology presented in a video vi

gnette. They then discuss the "*power of forgiveness*" and what they might consider if and when they are ready (or not ready) to forgive. This lesson also explores self-compassion and what it means to forgive oneself. Research suggests that asking for forgiveness helps people to forgive themselves (Carpenter et al., 2014).

The give and take of supportive relationships is central to developing enduring friendships and strong community ties. Lessons 3.19 and 3.20 explore this theme as students prepare to transition to young adulthood.

3.19 Understanding Healthy Dating

A romantic relationship during adolescence can be a powerful experience. Teens are especially vulnerable to feeling overwhelmed by the intensity and newness of their emotions, so it is important to proceed with caution through decisions that come with relationships during the high school years (Pickhard, 2012). Research tells us that happy marriages are marked by high levels of positivity, empathy, commitment, acceptance, and love and respect (Leigh & Clark, 2015). These are the characteristics that sustain a healthy and supportive relationship.

In this lesson, students compare and contrast these characteristics with those they look for in a romantic relationship. They also use this standard to help them recognize the "*red flags*" of an unhealthy or abusive relationship (Safe Place, 2015). At this young age, students benet greatly from learning to manage their expectations of a relationship as well as how to "break up" by being honest, direct, and considerate of the other person.

3.20 Helping Others

Shifting their focus to helping others and giving back to the community can help students build character and weather the stresses and strains of school life and social relationships. Donating one's time, positive attention, talents, and resources

can have benecial effects on the giver as well as the receiver (Konrath & Brown, 2012). Giving can be part of the fabric of everyday life – e.g., giving compliments, offering to help when they see a need, supporting a struggling friend – and a larger effort that takes planning – e.g., volunteering at a non-prot organization, designing and leading a community project.

Make a Deposit — In the Lives of Others
(How can you help those you interact with throughout the day?)

We all have our own personal bank account (PBA) of deposits and withdrawals. When we do, say, or think something positive, that is a deposit. When we do, say, or think something negative, that is a withdrawal.

If you have more deposits than withdrawals, you are likely to have better relationships and higher life satisfaction.

➤ *In your life, do you make more deposits or withdrawals?*

"Those who are happiest are those who do the most for others."
— *Booker T. Washington*

School-Connect Personal Bank Account (PBA) adapted from: S. Covey's (1990). *The 7 Habits of Highly Effective People* ©iStock.com/SilkenOne

In this lesson, students practice "every day giving" through a fun activity that spreads compliments throughout the classroom. They are encouraged to envision a personal bank account to which they make many more deposits (positive words and actions) than withdrawals (negative statements and actions). This lesson also encourages students to volunteer in larger efforts, especially ones in which they have direct contact with the people they aid.

Quick Guide

School-Connect® iPortal

Purchase of one or more School-Connect modules allows access to the online iPortal. The iPortal contains the PowerPoints, Handouts, Lesson Extensions, Notes to Teacher, and PLC (Professional Learning Community) Notes for the purchased module(s), along with the Teacher's Guide for the curriculum as a whole. Follow Steps 1-3 for accessing and navigating the iPortal.

STEP ONE   **SET UP YOUR iPORTAL ACCOUNT**

1. For optimal viewing, **use/download the latest Google** Chrome web browser. Other web browsers may cause font problems or videos lags.

2. Use the cover letter included with your binder to locate your unique set up code highlighted in yellow.

3. Go to **http://www.school-connect.net/iportal/set-up-code.php** to start the set-up process.

4. Enter your unique set-up code highlighted in yellow.
   Example: Mod3-xZSts14fd7vX5

5. Follow the prompts to enter your:
   a. School and district – or organization name
   b. Your school or organization e-mail address
      (It is important to use your work e-mail address, not a personal e-mail address.)
   c. Implementation model
   d. A personalized password

6. **If you are adding this module to an existing iPortal account,** choose the yellow "Already have an account?" button rather than the blue Submit button.

STEP TWO   **LOGIN TO YOUR ACCOUNT**

1. To return to the iPortal in the future, go to **www.school-connect.net/iportal** to log in.

2. If you would like to change your password, click "Change Password" on the login screen.

3. If you don't remember your password, click "Forgot Password" on the login screen.

4. Click the "Sign In" button to get started.

After successfully logging in, you will see the iPortal welcome screen where you can choose to access the Teacher's Guide, one of the modules you have purchased, and additional resources.
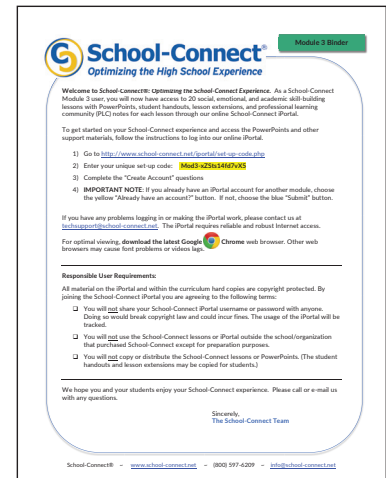
Figure 1 – Welcome and iPortal Access Letter

Figure 2 – iPortal Set Up Information Page

Figure 3 –iPortal Sign In Page

STEP THREE   ACCESS THE LESSONS

After you choose a module, CLICK on any lesson to get started with that topic.

Figure 4 – Table of Contents

After you choose a lesson from the Table of Contents, choose to access the PowerPoint, Student Handouts, Lesson Extensions or Professional Learning Community (PLC) Notes.

When using the PowerPoint, you can use your keyboard to navigate from screen to screen.

Enter/Return	This button advances slides and bullets. It also plays the videos. (It is important to push the Enter/Return button rather than the right arrow, or it will skip past important sections.)
Right Arrow	The right arrow advances you to the next slide
Left Arrow	The left arrow returns you to the previous slide
Full Screen	For optimal viewing, enter "Full Screen."
	If you are on a PC (Windows), press the F11 key.
	If you are on a Mac (Apple), press Command+Control+F all at the same time.
Home Button	The blue home icon on the bottom right of all screens redirects to the main menu.

Note: A standard remote control clicker will not work with this system. Instead, you can use a wireless mouse to click from anywhere in the room. Make sure the cursor is on the slide screen.

When you are done watching the lessons, simply close your browser or click LOGOUT and you will automatically be logged out.

TECH SUPPORT

If you have any technical problems, e-mail **techsupport@school-connect.net**. You will receive a response within 24 hours.

Learning Strategies

The following learning strategies, accompanied by their icons, are implemented in the lesson outlines and PowerPoints. They are listed in the order they appear within the lesson sequence.

Bell Ringer—A brief activity designed to activate former knowledge and get students on task upon entering the classroom, i.e., before the "final bell" rings.

Essential Questions—One to three questions, provided at the beginning of the lesson, and designed to lead students to the "enduring understandings" or "big ideas" within the lesson. Students do not respond to the questions at that time, but rather seek to answer them as they participate in a process of guided discovery during the lesson. It is helpful to have students take turns introducing the essential questions by reading them aloud in class.

Think-Pair-Share—Students take one minute to think of an answer to a question or prompt, pair and share with another student (each for one minute), and then share voluntarily with the class as a whole.

Wrap-Up—A review of the essential questions for the lesson and what students have learned.

Reflection/Application—Writing prompts and opportunities for applying lesson skills and strategies in real life situations and then reflecting on the experience.

Jigsaw—A collaborative activity in which students get one part of the lesson to work on independently or in a small group and then share information with one or more students or groups to complete a fuller picture of what they are studying.

Videos—Brief videos (two-to-seven minutes) designed to present lesson content and strategies, spark discussion, and/or model SEL skills.

Snowball—Students complete a written reflection or response, then ball it up into a "snowball" and throw it to the front of the room (or into a basket, for a "game" feel). Then, students grab another snowball and take turns reading the responses aloud. This is a fun, collaborative activity that provides some anonymity so that students are more willing to share.

Small Group Work—Groups of three to four students who work cooperatively on a lesson activity with one member reporting back to the class as a whole.

Lightning Round—Students quickly circulate the room and collect each other's responses to a question or prompt.

Quickshare—One-at-a-time, students share their answer to a question or prompt in 10 seconds or less.

Role Plays—Practice sessions in which students demonstrate a SEL skill in a hypothetical situation involving a peer and receive feedback on their performance from a third student who is a neutral observer. (See the Teacher's Guide on how to facilitate role plays.)

Literature Links—Pieces of literature (short stories, poems, plays, novels) that tie in with the lesson theme (in lesson Extensions).

Writing Windows—Writing prompts providing opportunity for reflection on lesson content, strategies, and Literature Links (in Lesson Extensions).