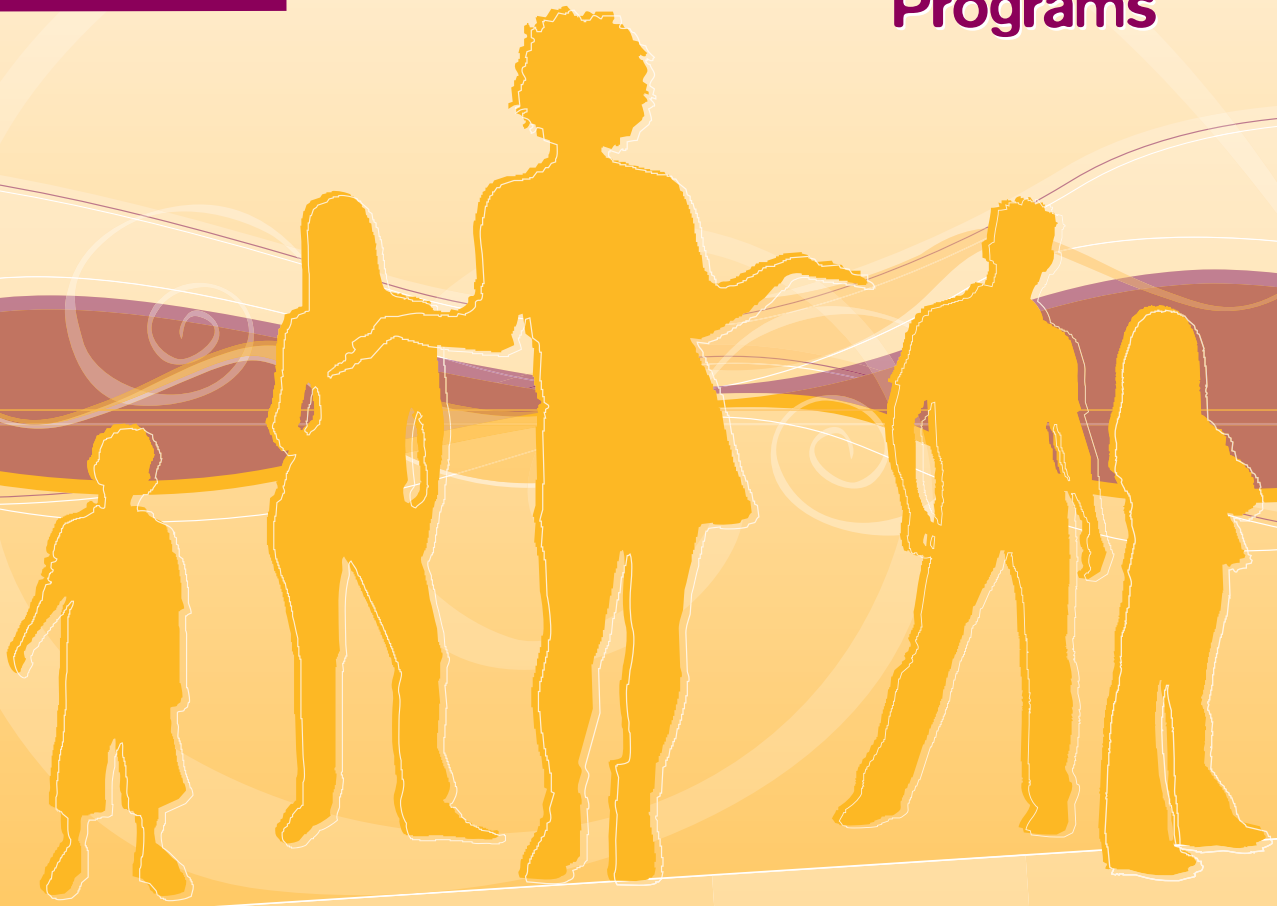




Colorado Region

Educational Theatre

Programs



Choose Your Life

Creating A Culture Of Caring

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This book is just for you.

Use the activities found in this booklet to practice making choices that show respect for yourself and others. These respectful choices will help you create a culture of caring in your community. Here are some helpful terms to remember:

Someone who is **targeted** is exposed repeatedly and over time to negative actions by one or more people.

A **courageous bystander** sees, hears, or knows when someone is being targeted or bullied, and does something about it.

Repeatedly teasing, threatening or harming people who are seen as smaller or weaker is a **bullying**.

Empathy is a personal understanding of how another person might be feeling. "Putting yourself in their shoes."

What you do and how you act tells the world who you are.

You choose.

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What Makes You Who You Are?

Respecting others starts with respecting yourself. How you think about yourself can make other people like you or can turn them away. When you like yourself, take good care of yourself, and try to do your best, you'll find that other people will like you, too.

Fill out this information about yourself and look for the ways you respect yourself:

My name is _____

My age is _____

I was born in _____

My cultural background is _____

What I like most about myself is _____

Other people like me because _____

I am best at _____

My favorite holiday is _____

My favorite season is _____

My favorite out-of-school activity is _____

My favorite food is _____

My favorite book is _____

My favorite sport is _____

My hero is _____ because _____

I feel happiest when _____

I feel sad when _____

What I value most is _____

What I dislike most is _____

My lifelong goal is _____

“Be the change you want to see in the world.”

- Ghandi

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Feeling Better When Things Are Bad

Sometimes we have to deal with unpleasant feelings — stress, frustration, guilt, feeling sad, or feeling afraid. Learning to recognize, understand, and release feelings in a way that won't hurt you or anyone else is important.

Which of these make you feel better when you're feeling bad?

- | | |
|---------------------------------|------------------------------------|
| ___ Writing in my journal | ___ Drawing a picture |
| ___ Listening to music | ___ Taking a walk |
| ___ Getting a hug | ___ Reading a book |
| ___ Playing sports | ___ Helping someone who needs help |
| ___ Making something | ___ Praying |
| ___ Spending time with a friend | ___ Playing with a pet |

If none of these activities work for you, go to someone who cares about you and that you trust and ask for help. Below, make a list of people you trust enough to discuss your feelings:

TIPS:

- Anger and sadness are normal, natural emotions. What's important is learning how to deal with them so they don't make you sick. Let yourself cry. Go outside and stomp your feet. Put your head in your pillow and scream. Throw rocks in the pond.**
- Even when something bad happens that isn't your fault — like getting sick — don't waste your energy wondering "Why me?"**
- Take positive action. If you fail or make a mistake, take the opportunity to make a choice that will improve the situation.**

"No one can make you feel inferior without your consent."

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Dealing with Stress

Sometimes adults are surprised to find out that young people can feel stressed. But stress can happen to any of us.

- In the 1st column below, circle any of the things listed that have caused you to feel stressed.
- Next, draw a line from the things you circled in the 1st column to the words that best describe how you felt in the 2nd column, then circle them.
- Finally, draw a line to the actions you took in the 3rd column that show what you did about your feelings, and circle them.

What caused the stress	How I felt	What I did about it
Trouble with schoolwork	Unable to eat	Talked to someone
Feeling lonely	Wanted to eat	Spent quiet time alone
Having too much to do	Trouble getting along	Got exercise
Moving to a new home	Trouble sleeping	Listened to music
Feeling different	Scared	Spent time with a friend
Argued with a family member	Wanted to be bad	Asked for a hug
Argued with a friend	Sad	Read a book
Parents breaking up	Hard to concentrate	Played with my pet
Feeling unloved	Sick	Wrote in my journal

“Its not stress that harms us, its our reaction to it.”

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Unscramble The Tools

Whether you are a target of a bully or a courageous bystander, you do have options. Below are some of the options you can use.

Unscramble the letters to reveal tools you can use when faced with a bullying situation.

HINT: Any letter from any group in the line can make up a word in the line.

Ex. H U E R U S M O
U _S_ _E_ _H_ _U_ _M_ _O_ _R_

1. E G T V D E I N V O L
_ _ _ _ _ _ _ _ _

2. F R A S I E A K D N
_ _ _ _ _ _ _ _ _

3. A D L L T T E A U L N
_ _ _ _ _ _ _ _ _

4. F I S E S O M N D I E F R N D
_ _ _ _ _ _ _ _ _

5. Y W A S K E N A T D A T A W A L A K
_ _ _ _ _ _ _ _ _

Remember: Your first priority is to stay safe.

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Tell an Adult

Telling a trusted adult about a bullying situation is a good way to help out your friends, while removing yourself from the situation.

1. Who are some adults you trust?

In Your Home? _____

At Your School? _____

In Your Community? _____

Tattling

I am doing this to get someone in trouble.

I have not tried to solve it myself.

I know the issue is not that important.

VS

Telling

I am not trying to get someone in trouble.

I am trying or have tried to solve a problem.

I have let the person know I am telling two adults.

2. For each trusted adult listed above, circle the qualities below that describe them.

Friendly

Responsible

Kind

Honest

Kindred

Energetic

Brave

Non-judgmental

Wise

Reliable

Cool

Cheerful

Strong

Comforting

Empathetic

Safe

Good Listener

Open

Has Authority

Sincere

3. Draw a line from the circled qualities to the person they describe.

4. What makes you uncomfortable telling an adult about a bullying situation at school?

Be courageous.

Tell at least two adults about bullying.

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Ask A Friend

1. Consider the situation below, and write down how you would respond to the two questions listed. Then discuss the situation with a friend and get their perspective.

Situation A:

Your friends decide to play a mean prank on a classmate who “isn’t cool.”

What would you say or do about it?

Ask your friend what he or she would do about it. Record what your friend said.

2. Repeat the process for following situations.

Situation B:

A group has crowded together and are calling you names and laughing at you.

You -

Your Friend -

Situation C:

While the teacher isn’t looking, someone passes you a “cruel” note about a classmate who “nobody likes”.

You -

Your Friend -

Situation D:

You overhear a conversation between two classmates who are spreading a rumor about you.

You -

Your Friend -

3. Ask yourself:

How were my ideas similar to my friend’s? How were they different?

How do these similarities or differences affect me?

What new ideas did I discover that I might want to try?

thing even when nobody is looking.” - J C Watts

“Character is doing the right

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Get Involved

1. List activities or clubs at school or in your community.

Activities

2. Put your hand over column one. Now, list the hobbies or things you are interested in.

My Interests

3. Uncover column one, and look at the two lists. Draw a line between the activities and interests that match.

“It is never too late to be what we might have been.”

– George Eliot

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Be a Courageous Bystander

Sometimes it's hardest to say NO to the people you like best. But even if a best friend asks you to do something you know is wrong, be sure that you use good judgment and don't betray what you know in your heart is right.

Make a list of things you plan to say NO to if anyone ever suggests doing them. For each thing on your list, write why you know it's wrong and what you would do.

Say NO to:

Why It's Wrong.
What Would You Say?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TIP:

- Self-discipline and self-control give you power over your life. Be in charge of your own decisions and behavior and don't let anyone talk you into doing something you know is wrong.***

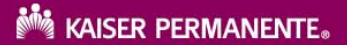
**“A real friend is one who walks in
when the rest of the world walks out.”**

– Walter Winchell

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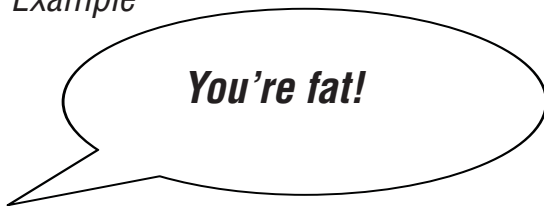


Use Humor

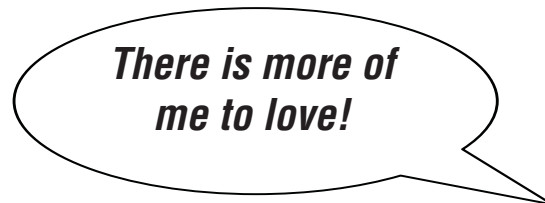
Show someone who is trying to bully you that their words don't bother you. The minute they see they can upset you, they will be encouraged to continue. Try to use a humorous response to *own* the words.

Below is an example of how words might be used to hurt someone else and a humorous response.

Example

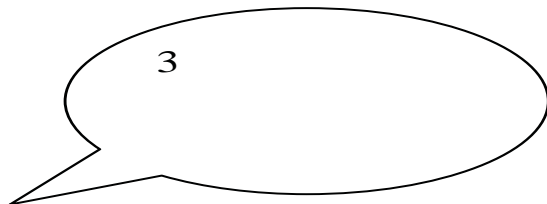
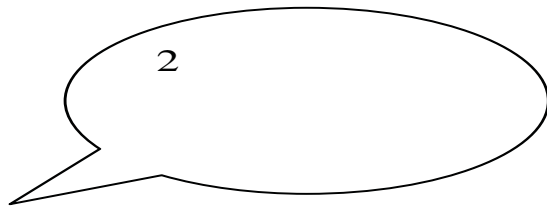
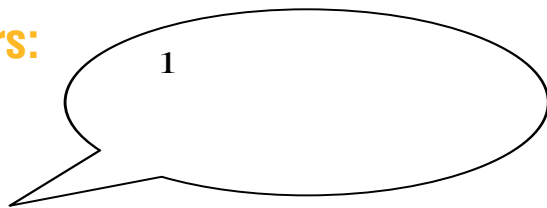


Response

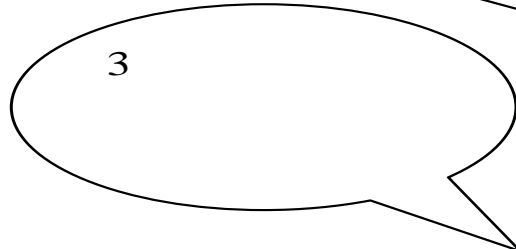
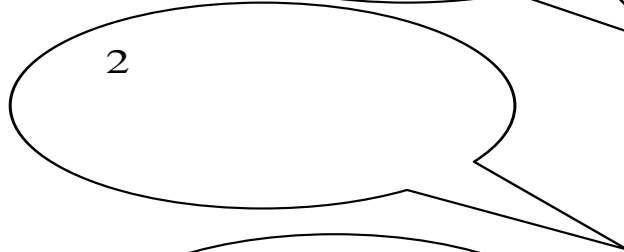
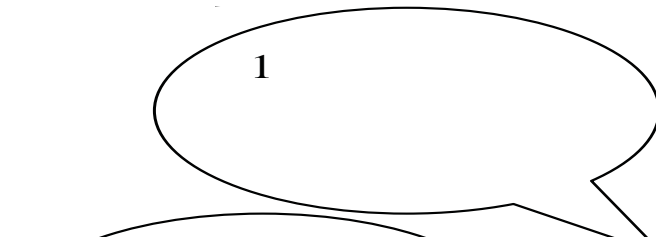


In the empty bubbles, identify what people might say to tease you and then come up with a funny response you could make. Remember, your response has to be funny for everyone. **Returning insults is never funny and destroys a culture of caring.**

Others:



You:



If you can't think of something funny to say, laugh with the bully; make them think it doesn't bother you.

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Find Some Friends

Appreciating Different Cultures

The customs and traditions your family observes are part of who you are and inform the rules you live by. As you fill in your answers below, think about your family, and what has been handed down to you.*

After recording your own responses, interview two people from your school who are from different cultural backgrounds. See what you find out.

My parents were born in

I was born in

My family's cultural background is

My family's traditions include

My family's favorite celebrations are

My family's favorite meal is

My family's favorite kind of music is

What I like best about my family's culture is

What I like best about American culture (if different from family's culture)

TIPS:

- Value people in your school and community from different backgrounds than your own.**
- Ask people to tell you about their cultures, beliefs, and traditions. As you learn about differences, look for similarities. You may have more in common than you think!****
- Expand your circle of friends to include people who are different from you. Sometimes these friendships can bring the most rewards. You may learn to see things in a new way.****

“Only when all contribute their firewood can a strong fire be built.”

-Chinese Proverb

* Adapted from SAMHSA's Hispanic/Latino Initiative activity book *The Girl That I Am*, 1-800-773-8546 or www.soyunica.gov

**Excerpted from *What Do You Stand For? A Kid's Guide to Building Character*, by Barbara A. Lewis, ©1998. Used with permission from Free Spirit Publishing, Inc., Minneapolis, MN; www.freespirit.com. All rights reserved.

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Learning Empathy

When you have empathy, you have a personal understanding of how another person might feel in a certain situation — embarrassed, sad, excited, upset — and you feel that way right along with them. Empathy comes from caring about others.

Having empathy helps us to treat others the way that we would want to be treated. It's a way of understanding how our words and actions affect others.

Using a word or a phrase, write how you would want to be treated in these situations. Then, write how you will treat someone else if it happens to them:

TIP:

- Be on the look-out for ways to help others or show you care. It can be as easy as holding the door for someone or offering your seat so that an older person doesn't have to stand. Showing others you care makes you feel good about yourself.***

Situation	How you want to be treated	How you'll treat someone
Not understanding the language others are speaking		
Being a new student at school		
Missing the winning shot in a game		
Being in a wheelchair in a place with lots of steps		
Not being able to read as well as the rest of the class		
Finding out a family member has a bad disease		
Making an obvious mistake in a school play		

“Your current safe boundaries were once unknown frontiers.”

-Anonymous

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Serving Others

Real caring means you don't stop to think whether someone deserves it. Friends, family members, and neighbors care about and help each other. They don't worry about what's in it for them.

Find ways to help others in your family, your school, and your community. List them and write how doing them makes you feel. (Examples: Family — help with a clean-up project. School — help on a school council or committee. Community — Help an elderly neighbor with yard work.)

Family:

Project

How it made you feel to help

School:

Project

How it made you feel to help

Community:

Project

How it made you feel to help

“Life’s most persistent and urgent question is ‘What are you **doing for others?’”**

– Martin Luther King Jr.

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BOOKS TO READ:



Appreciating Different Cultures

How Tia Lola Came to (Visit) Stay, by Julia Alvarez. Tia Lola, visiting Vermont from the Dominican Republic, stands out like a tropical bird in a snowstorm, while her 10-year-old nephew, Miguel, just wants to fit into his new hometown.

In the Year of the Boar and Jackie Robinson, by Bette Bao Lord. A Chinese girl immigrates to New York City in 1947 and becomes a loyal fan of the Brooklyn Dodgers.

Naya Nuki — Girl Who Ran, by Kenneth Thomas. After being taken prisoner by an enemy tribe, a Shoshoni girl knows in her heart she cannot live as a prisoner. She escapes and makes a 1,000-mile journey in search of her own people.

White Lilacs, by Carolyn Meyer. When the City Council of Dillon, Texas unveils its plans to raze Freedomtown, a part of town where the Black people live, 12-year-old Rose Lee Jefferson is caught between her parents' hopelessness and her brother's anger.

Esperanza Rising, by Pam Muñoz Ryan. Esperanza's life is turned upside down when a series of tragedies force her and her mother to leave their beautiful ranch in Mexico and flee to a camp for Mexican farm workers in California.

The Jacket, by Andrew Clements. An incident at school forces sixth grader Phil Morelli, a white boy, to become aware of racial discrimination and segregation, and to seriously consider if he himself is prejudiced.

Being a Courageous Bystander

Queen of the sixth grade, by Ilene Cooper. After helping her supposed best friend Veronica found the sixth grade's secret club, the Awesome Kennedy Girls, Robin accidentally gets on her wrong side and discovers how bossy and cruel Veronica can really be.

Harry Potter and the Sorcerer's Stone, by J.K. Rowling. Harry is invited to attend the Hogwarts School of Witchcraft and Wizardry, and a whole new world suddenly opens up to him — one in which Harry is already famous.

Jennifer-the-Jerk Is Missing, by Carol Gorman. Thirteen-year-old Amy is forced to baby-sit the son of her father's most important client, Malcolm, who claims he has witnessed the kidnapping of one of his least-liked classmates.

Secret Identity, by Wendelin Van Draanen, illustrations by Brian Biggs. Fifth-grader Nolan Byrd, tired of being called names by the class bully, has a secret identity - Shredderman!

Jake Drake Bully Buster, by Andrew Clements. Its up to Jake Drake to take matters into his own hands when Link Baxter, Super Bully, moves into the neighborhood.

Attack Of The Tagger, by Wendelin Van Draanen. Someone is spray painting graffiti all over Cedar Valley and its up to fifth-grader Nolan Byrd, also known as "Shredderman," to expose the vandal.

Beany and the Meany, by Susan Wojciechowski. When Beany's best friend Carol Ann pairs with the new girl at school to create a science project, Beany must work with Kevin, the bully.

Blubber, by Judy Blume. Jill goes along with the rest of the fifth-grade class in tormenting a classmate, and then finds out what it's like when she too becomes a target.

Creating a Caring Culture

Charlotte's Web, by E.B. White. When Wilbur the pig learns he is being fattened up for slaughter, his friend Charlotte the spider steps in to save him.

The Hundred Dresses, by Eleanor Estes. Wanda Petronski wears the same old worn dress to school, but tells classmates she has a hundred dresses of all varieties in her closet at home.

Holes, by Louis Sachar. As further evidence of his family's bad fortune, which they attribute to a curse on a distant relative, Stanley Yelnats is sent to a correctional camp in the Texas desert where he finds his first real friend, a treasure, and a new sense of himself.

Number the Stars, by Lois Lowry. In 1943, during the German occupation in Denmark, 10-year-old Annemarie learns how to be brave and caring when she helps shelter her Jewish friend from the Nazis.

No More Dead Dogs, by Gordon Korman. Eighth-grade football hero, Wallace Wallace, is sentenced to detention and forced to attend rehearsals of the school play. In spite of himself, he becomes wrapped up in the production.

Frindle, by Andrew Clements, pictures by Brian Selznick. When he decides to turn his fifth grade teacher's love of the dictionary around on her, clever Nick Allen invents a new word and begins a chain of events that quickly move beyond his control.

Poison Ivy, by Amy Goldman Koss. In government class, three popular girls undergo a mock trial for their ruthless bullying of a classmate.