



respect fairness trust caring bullying
IT'S ALL ABOUT CHARACTER...

Bullying Resources
President's Message by Kris Burkholder

*Sticks and stones may break my bones,
But words can also hurt me.
Sticks and stones break only skin,
While words are ghosts that haunt me.*

*Slant and curved the words-swords fall
To pierce and stick inside me.
Bats and bricks may ache through bones,
But words can mortify me.*

*Pain from words has left its scar
On mind and heart that's tender.
Cuts and bruises now have healed;
It's words that I remember.*

(Unknown author)

When we think of bullying, we usually think of someone being physically aggressive towards another child. But as we all know, bullying can take many shapes and forms. Like described in the poem above, bullying can also be verbal and psychological in nature. No matter what form, we all know the seriousness of bullying and the fact that it can have life-long consequences.

Since we all deal with bullying in our schools in different ways, I thought that the most beneficial thing I could provide other counselors with on the topic of bullying is a list of bullying resources and activities that may help with your bullying program at your school. Hopefully, you will be able to at least gain one new resource or idea to try.

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School-Wide Activities

School assemblies

- Plan school-wide assemblies that focus exclusively on the issue of bullying. Have older students present skits on bullying or show a video about bullying.

Posters

- Have students create anti-bullying posters or signs that are displayed throughout the school.

Brochure

- Create a brochure describing in terms that can be understood what the bullying policy is and what students should do if they are bullied or if they see another student being bullied.

Buttons

- Host a button making contest asking students to come up with an anti-bullying slogan to be put on buttons to be worn by students and staff members.

Recognition of Appropriate Behavior

- Promote kind behavior by posting acts of kindness on a bulletin board in the school, raffle off prizes and give tickets to students to have engaged in acts of kindness, giving a students a kindness necklace or button to wear when he or she has been caught in the act of kindness, etc.

Don't Feed the Bully

- This is a self-help book for pre-teens that is cleverly disguised as a hilarious, fictional novel. Have this as a required reading for your middle school students. This book has been critically acclaimed for helping kids become aware of bullying behavior and solve situations before they become violent.



Let's Celebrate 50 years of KCA! March 5-7, 2008

Looking for A Great Speaker and Presentation???

For those of you looking for a presenter and/or material to organize your bullying prevention programs, please consider the Kansas Bullying Prevention Program presented by Randy J. Wiler of Shawnee, KS. Mr. Wiler is a national consultant/trainer for the Olweus Bullying Prevention Group. You can contact him at:

www.stopbullyingkansas.com

Books for Middle School Students

Help, Pink-Pig by C.S. Adler
Moving to Los Angeles to live with her mother, a lonely girl escapes the boredom and torment of a neighborhood bully by entering into a fantasy world with her magical toy pig.

Face-to-face by M.D. Bauer
A thirteen year old boy finds himself the frequent target of the class bullies because he is small for his age.

What a wimp! By C. Carrick
A young man is constantly picked on and is labeled as a "wimp". Gradually he realizes that facing up to the bully is something that he will have to do on his own.

The Present Takers by A. Chambers
A young girl is bullied at school. She does not tell her parents because she feels that they will interfere.

Eaglebait by S. Coryell
A young man finds himself the butt of malicious pranks by the seventh grade bully. With the support of a teacher, a friend, and a rand-parent, he discovers that his own attitude makes a difference in how others treat him.

Loudmouth George and the Sixth-Grade Bully by N. Carlson
George and his friend Harriet figure out a way to foil a bully and teach him a lesson he won't forget.

Weirdo's War by M. Coleman
Daniel, a high school student, prefers sitting in the library doing math calculations to being with friends. He becomes the target of taunting and humiliation when he goes on a trip with classmates. He eventually forms a bond with his chief tormentor and they learn they need to work together to get by in school.

Men of Stone by G. Friesen
A 15 year old boy who likes to dance is tormented by his peers but he learns to stand up to the bully while remaining true to himself and his passion.

The Girls by A. Koss
Maya, a middle-school student, is devastated when she is ostracized by members of her clique led by Candace who decides who's in and who's out.



Videos

- Broken Toy** (grades 4 -6)
- Bullied, Battered, and Bruised** (all ages)
- Bullies and Harassment on Campus** (grades 8-12)
- Bully Dance** (grades 5 – 12)
- Bullying** (grades 5-12)
- Bullying: Not Just A Guy Thing** (grades 3 – 8)
- Bullying: You Don't Have to Take It Any-more!** (grades 7-12)
- InBox** (grades 5 – 9)
- Peer Pressure** (grades 5 -9)
- Stop Bullying! Standing Up for Yourself and Others** (grades 6-12)
- Sticks and Stones** (grades 4 – 8)

"If we want to have peace in the world, we have to start with the children."

Gandhi

Activity for the Character Trait of Respect

Past-President's Message by Val Beikmann

Character Trait: Respect

Adapted from Still More Activities that Teach by Tom Jackson

Concept:

Many times conflict originates because we do not understand what the other person is trying to communicate to us or we do not take the time to put ourselves in their place. To solve conflict we must take the time to understand the viewpoint of the other person. Part of this understanding is to respect the other person's feelings and the background they bring to the problem. Once we learn to respect the fact that others may come from a different point of view than our own, based on their background or environment, we can use that understanding to help solve a problem.

Materials Needed: 1 piece of thick paper... large enough

1 pen or pencil
1 small piece of paper

Time: 15 minutes plus discussion

Activity:

Give everyone a piece of paper and pen/pencil. Have them trace the outline of their right shoe on one side of the paper. Now have them turn the paper over. Designate the direction that the shoe is pointing as the top of the paper. In the middle of the paper put down whether they are male or female. In the upper right hand corner list their shoe size. In the lower left - their hair color. In the lower right corner place their favorite color and in the lower right - their favorite sport. Feel free to change the above information based on what the kids enjoy. When complete, collect the paper and place them in a circle on the floor with the shoe outline facing up. Have everyone stand next to a piece of paper (doesn't have to be their own) and give them a small piece of paper for writing answers and keeping score.

Explain to them that they will walk around the outside of the circle until you call for them to stop. Each person must stop in front of one of the papers on the floor and have them place their right foot on the outline of the shoe. If their foot is exactly the same size as the one on the floor, then they will receive ten points. After checking to see if their shoe fits, you are ready for the bonus question. Everyone participates, regardless of whether the shoe fits. The bonus question involves the answers that have been written on the back. In the first round they are to guess whether the person is male or female. First they must write down their answers on the smaller piece of paper. Then everyone turns the paper over to see if they were right. An additional

10 points is given. Round two begins by everyone walking around the circle until you tell them to stop. Once again they try to fit their shoe on top and receive ten points if it matches.

Round two also gets a bonus question, this time you ask them, "What is the shoe size of the person?" They will once again answer first on their paper, then check by turning over the piece of paper and reading the answer in the upper right hand corner, receiving 10 points if correct. Continue the rounds until you have progressed through all the questions on the back of the paper. At the end have student report their scores in a small group setting.

Discussion Questions:

How many times did you show fit exactly on the paper?
How many times did you get the bonus question right?
How did your score in relation to others in the group?
What can you tell me about a person from just looking at their shoe size?
What the saying "Walk a mile in someone else's shoes mean?"
What problems might a person be experiencing that you can't see by just looking at them?
How do some people try and hide their problems?
How does a person's background or environment affect how they act or think?
How can coming from different backgrounds create conflict?
How can you learn more about a person?
How does trying to understand a person's point of view show respect?

Without an acquaintance with the rules of propriety, it is impossible for the character to be established.

**Confucius (551 BC - 479 BC),
The Confucian Analects**

Bullying, Professional School Counselors and the Comprehensive Guidance Model

President-Elect Message by Deb Woodard

Professional school counselors were concerned about bullying behaviors and their consequences on victims, bystanders, and bullies long before it became a popular topic of conversation and a mandated programming piece for schools. We have long addressed those concerns in our comprehensive guidance programs, action planning for our schools and our districts, and with our staffs, students and their parents. It is for that very reason that professional school counselors are the best catalysts for discussion of the issues involved, the most creative and prepared teachers of curriculum, and the strongest advocates for all young people. It seems essential that we keep the reality of our expertise in our hearts and minds, and that we continually become involved in any work being done related to bullying and the development of a curriculum that will affect the children of our state. Recently I had a conversation with an administrator who was researching and creating the curriculum to be used in her building. There was no counselor involvement. The administrator saw it as another necessary requirement of her job, and she was doing her best to do it well. There is no blame to be discussed here...only concern, both for the lack of utilization of a valuable resource and for the “reinvention of the wheel” and the time that takes away from any focus on the issue.

I am therefore, very excited about this newsletter’s theme. Who better to address the needs of our students with activities that we know exhibit best practices? Who better to offer lessons and activities that we have been used with demonstrable success? I look forward to the sharing and I am submitting a lesson that was created by Lori Fenemore-Streu, MA and LPC. She works with students from K-12, but has focused this lesson on the younger students.

Lesson Plan: Bullying (Grades 4-8)

Lori Fenemore-Streu
February 14, 2008

Name of Lesson:

Let’s S.T.O.P. Bullying!
(part of the **S**tudents **T**alk **O**ut **P**roblems program)

Kansas School Counseling Standards:

For grades 3-5:

Standard 1 (The student will acquire knowledge, attitudes & interpersonal skills to help them understand & respect self & others.)

Benchmark 1 (The student will acquire and use self-knowledge.)

Benchmark 2 (The student will acquire and use interpersonal skills.)

For grades 6-8:

Standard 1 (The student will acquire knowledge, attitudes & interpersonal skills to help them understand & respect self & others.)

Benchmark 1 (The student will acquire and use self-knowledge.)

Benchmark 2 (The student will acquire and use interpersonal skills.)

Standard 3 (The student will understand personal safety skills.)

Benchmark 1 (The student will acquire personal safety

skills.)

Objective: The student will...

...be able to describe the role of bullies, victims, and witnesses, they will develop ways to stop bullying behavior, and they will establish their own bullying behavior plan that includes ideas they feel comfortable with.

Procedure

Anticipatory Set: Ask: Has anyone ever seen someone get bullied? What happened? How did you feel? What did you do?

Instructional Method(s):

Read “Say Something” by Peggy Moss (Tilbury House Publishers, 2004). (*Will be given out in class.*)

Ask:

1. How were the kids being bullied in this book?
2. Why was the main character mad at the kids at the next table?
3. What does this book tell us about bullying?

Check for Understanding:

Ask students to raise their hand and define “bully”, “victim” and “witness.” Be sure to get several different

Let's S.T.O.P. Bullying! continued

answers for each one and try to choose different students each time. Be sure the student definitions include:

- **Bully:** intentionally wants to hurt others, they do so repetitively, they want power
- **Victim:** don't want to/can't stand up for themselves, suffer (often in silence), are made to feel different than others
- **Witness:** see bullying going on, are able to prevent/stop bullying but often do not

Guided Practice:

Divide students into small groups (3-5 students per group). Have them complete the attached Worksheet #1. Give them about 5-10 minutes to complete.

Come back to the large group and have groups share their answers. Create a chart on the board so the students can see that several groups came up with some similar answers—and also that new answers were developed they hadn't thought of previously.

Individual Practice:

Have the students complete Worksheet #2 (S.T.O.P. Bullying Plan of Action)—listing the top two things they would be able to do if they were the bully, the victim, or the witness.

Assessment Method(s):

The student will then turn in their Plan of Action demonstrating they would know what to do if they experience bullying.

WORKSHEETS follow on page 6

Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.

Helen Keller

*US blind & deaf educator
(1880 - 1968)*

Bullying Policies Government Relations Message by Rhonda Wright

Wow ~ in trying to sit down and write an article about bullying, I felt a little overwhelmed. Of course, right now in working to meet the new state legislation about every district having a bullying policy in place, our district like many others, is diligently working to come up with a policy. I am on our district committee and the task originally seemed very daunting. We have worked through so much information and are currently on our way to finalizing a plan, staff development, student education, and parent education. For the rest of this article I have included some parts of a power point that we are putting together to use to help implement our plan and education students, staff and parents. The power point is still in draft mode but a lot of the information is very good. Hopefully you will find it helpful. We did get information from the book "*Bullies, Targets & Victims*" by SuEllen Fried and Paula Fried.

WAYS STUDENTS DEAL WITH BULLYING AT SCHOOL

Ignore Them!

- ⇒ Pay no attention to the bully!
- ⇒ Act as if they don't even exist!
- ⇒ The bully just might get bored and leave you alone!

If this doesn't work then...

Stand Up For Yourself: Be Assertive

- ⇒ Be confident ~ Even if you don't feel confident!
- ⇒ Do not push, shove, or even yell at the bully...
- ⇒ But do look the bully in their eyes and say... "Stop IT, I don't like that"

Tell the bully that you don't like what they are doing!

- ⇒ "I don't like it when you call me that name. Please stop it!"
- ⇒ "I like you better when you're not so mean!"
- ⇒ "Quit it, before I tell someone!"

Let's S.T.O.P. Bullying! continued

S.T.O.P. Groups (Students Talking Out Problems)

Worksheet #1: Let's S.T.O.P. Bullying!

Brainstorming

Group Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What can bullies do to stop their behavior?

1. _____
2. _____
3. _____

What can victims do to help themselves?

1. _____
2. _____
3. _____

What can witnesses do when they see bullying going on?

1. _____
2. _____
3. _____

S.T.O.P. Groups (Students Talking Out Problems)

Worksheet #2: Let's S.T.O.P. Bullying!

PLAN OF ACTION for Individuals

If I find myself being a bully, I will do these two things to change my behavior

- ⇒ _____
- ⇒ _____

If I am being bullied, I will do these two things to help myself out:

- ⇒ _____
- ⇒ _____

If I witness bullying, I will do these two things to change to situation:

- ⇒ _____
- ⇒ _____

Character - the willingness to accept responsibility for one's own life is the source from which self respect springs.

Joan Didion, "Slouching Towards Bethlehem"
US author & journalist (1934 -)

If this doesn't work then...

- ⇒ Find protection in numbers
You either: Go and join a group of friends!
Or
- ⇒ Ask a group of friends if they would help stop the bullying!
Or
- ⇒ Join in a group game!

If this doesn't work then...

Ask for HELP**What to do if you see someone being bullied:**

- ⇒ Get friends together and TALK to the bully by letting them know that bullying is not accepted at *Salina South Middle School* (your school name)
- ⇒ Don't cheer the bully or stand around and watch. Bullies usually like attention for power.
- ⇒ Let kids know that bullying is not cool at your school.
- ⇒ Find someone to help stop it.

What to do if you are a parent of a student with bully behaviors:

- ⇒ Stay in close communication with the school.
- ⇒ Family counseling
- ⇒ Reflect on family interaction at home. Try and give your student choices creating more positive power.
- ⇒ Keep boundaries tight with consistent consequences and rewards
- ⇒ Praise your child for any positive interaction with others
- ⇒ Teach empathy for others.
- ⇒ Put them in situations where they have to depend on others for success such as sports.
- ⇒ Keep them away from violence on T.V. and video games.
- ⇒ Give everyday affection.
- ⇒ Positive role models. Close relationships.
- ⇒ Find out their fears. Some bullies deal with their fears by putting fear in others.
- ⇒ Don't get into coercive discipline. Make them accountable for their bully behaviors. Have consequences set up so they know exactly what will happen if they bully others.

- ⇒ Be consistent and prepared for battle at the beginning.
- ⇒ Show them models of people who are kind but have power through their kind actions instead of negative actions.
- ⇒ the plan.
- ⇒ Communicate with the school.
- ⇒ Teach confidence.
- ⇒ Reassure the child that people are listening to their fears and empower them to deal with bullies appropriately.
- ⇒ Think about the child "all grown up" and how you want him/her to deal with difficult people.

School Plan

- ⇒ The most successful programs educate students
- ⇒ The most successful programs educate parents
- ⇒ Consequences
- ⇒ Balance power
- ⇒ Conflict Resolution
- ⇒ Change the school culture
- ⇒ Teach skills
- ⇒ Build relationships

Ways to implement school plan:

- 1 Teacher education at staff meetings
- 2 Yard duty training
- 3 *Stop Bullying Now* activities
- 4 Police liaison for positive reinforcement
- 5 Student education at assemblies and Fridays
- 6 Parent education nights
- 7 Conflict resolution program
- 8 Bully Survey
- 9 Anti-Bully contracts school wide

They always say time changes things, but you actually have to change them yourself.

Andy Warhol (1928 - 1987),
The Philosophy of Andy Warhol

No Name Calling Week Middle Level VP Message by Judy Johnson



No Name-Calling Week is an annual week of educational activities with the purpose of ending name-calling in all forms and providing schools activity ideas and inspiration to begin an on-going dialogue about ways to eliminate bullying in their communities. No Name Calling Week is usually around the third week of January.

No Name-Calling Week was inspired by a young adult novel entitled "The Misfits" by author, James Howe. The book tells the story of four best friends trying to survive the seventh grade in the face of all too frequent taunts based on their weight, height, intelligence, and sexual orientation/gender expression. Motivated by the inequities they see around them, the "Gang of Five" (as they are known) creates a new political party during student council elections and run on a platform aimed at wiping out name-calling of all kinds. Though they lose the election, they win the support of the school's principal for their cause and their idea for a "No Name-Calling Day" at school.

During this week at Great Bend Middle School, an excellent DVD, "Let's Get Real" is shown to all 8th grade students with discussion and activities following the video presentation. Especially stressed in the activities at GBMS is the roll of being the ally, the person who feels empowered to speak up and take a stand against the bullying behavior.

Middle school students who have participated in this presentation appreciate its frankness and honest approach to the problem of name calling and bullying. Information about the video as well as ordering information can be found at www.respectforall.org.

Along with the classroom presentation, daily announcements are made by students through our school TV broadcast system with a topic for each day of the week. Past topics have included: Take a stand, lend a hand; respect each other's feelings, and beauty inside out. Posters are in the halls and teachers reinforce positive behaviors students' exhibit during the week. Parents are informed, through local media that various activities are occurring during No Name Calling Week.

? What did you do?

? Why was that a bad thing to do?

? Who did you hurt?

? What were you trying to accomplish?

? Next time you have that goal, how will you meet it without hurting anybody?

? How will you help the person you hurt?

These questions will help them to: Acknowledge their own actions and the consequences they have on themselves and others, develop shame and guilt ("I don't want to go through that again" & "I hurt someone"), change their actions to stay out of trouble, and learn to trust and form relationships with helping adults.

**Things do not change;
we change.**
Henry David Thoreau (1817 - 1862), Walden (1970)

In Kansas...

Kansas Population	2,688,418
19.5 – 524,242 children of School age 5 to 18	
Victims	39,685
Victims/Bullies	8,283
Bullies	37,850

Total est. involved in bullying 85,818

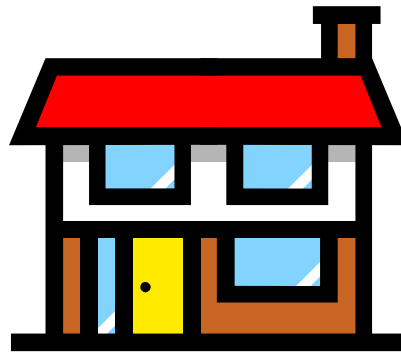
*This is the research of Brenda L. High. Feel free to use this research with credit to **Bully Police USA**, in all written, spoken and/or published materials.*

A Lesson in Control Technology Message by Paula Russell

In the lower elementary grades, students often have difficulty in recognizing their own power in a teasing or bullying situation. A good resource that I use is “Nah! Nah! Nah!” by Richard L. Biren. This book lives up to its subtitle of “A Comprehensive Teasing-Education Manual for Grades 3-5.” I bring this book to the class that I am working with along with other books that the students will recognize as valuable: their grade level Math book, the school handbook, one of the Principal’s ‘official’ looking book with an impressive title, a cookbook, and a dictionary. We talk about the need for each of the books –and in the discussion I help them discover that there are many resources in the world for helping us find what we need to be successful and then I show them my book that I use: “Nah! Nah! Nah!” and the students always find the title funny because they have all used that form of teasing on a sibling or a friend. I show them the titles for each lesson and tell them that we are going to learn how to be successful with teasing. Almost – *almost* – every time at least one student asks if I am going to help them get to be a better teaser - **a teachable moment!** It is a natural lead in to the fact that some people handle teasing differently than others and some people are good at teasing. I give the students an opportunity to talk about people who have fun teasing and make us laugh and the other kind of teasing that makes us upset. I start with the lesson shown on this page and we usually do the other lessons sequentially unless there is a special circumstance that encourages a lesson to be taught ‘out of order.’

Lesson 1 TEASING IN MY LIFE

Hand out worksheet below:





Have the students list (or draw) events where they have been teased at home or at school. Each student then shares ONE teasing event from each setting.

After each student has shared their events, ask them to turn the page over and complete the following:

TEASING IS:

Have the students share their definitions and create the working definition of teasing for this classroom, I.e., friendly teasing, hurtful teasing, sibling teasing, parent/teacher teasing, etc.

Create signs for the classroom of the definitions the students have made.

A Lesson in Control continued

After reviewing the previous week’s lesson, the lesson is continued by handing out the ‘Kinds of Teasing’ worksheet listed below to help determine the difference between the purpose the kinds of teasing. After discussing the students’ displayed definitions, it should be easy to lead the students in the direction of understanding that most teasing can be described in two ways: Friendly/Humorous or Unfriendly/Hurtful.

We usually discuss the differences between the types of teasing and go on to practice each in the scenarios listed on the following page.

KINDS OF TEASING

Friendly/Humorous

Unfriendly/Hurtful

RESULTS

Everyone laughs

Everyone laughs
EXCEPT for the person
being teased

How Teasing Is Done

Jokingly

In A put-down manner

How Teaser Feels

Cheerful/Happy

Superior
Powerful
Mischievous

**How the person
being teased feels**

Cheerful/Happy

Hurt
Angry
Upset
Sad

A Lesson in Control continued

The following situations are intended to be used as starters. You may add or subtract from each to show humorous or hurtful teasing. Remember, try to role-play each situation with your partner both ways. You may change what you say, how you say things, gestures, posture, and facial expressions to create humorous and hurtful situations.

Partner 1: You have just finished giving an oral report to the class.

Partner 2: Say: "That was good."

Partner 2: You spill your tray at lunch.

Partner 1: Say: "You need help."

Partner 1: You are wearing a new shirt.

Partner 2: Say: "Where did you get that shirt?"

Partner 2: You make a mistake when competing on the Knowledge Bowl Team.

Partner 1: Say: "What were you thinking?"

Partner 1: You sneak up behind Partner 2, tap him/her on the back of the left shoulder, and quickly move to his/her right side.

Partner 2: You turn to your left and see nothing.

Girl Talk!

Membership Message by Elaine Werner

Middle school is a time of change and motion, in equal parts. Life is an emotional roller coaster, and many questions arise for all students within this category. Keeping this in mind, I approached a group of girls, asking them if they would like to join a group that we would call Girl Talk. They were very excited about this possibility, and through announcements and word of mouth, I soon had the quota of fifteen students maximum joining.

These girls meet on a weekly basis, during a twenty minute homebase period.

First and foremost I wanted to set a precedent, telling the girls that we would not be exclusive. Whatever subject we talk about within the group, the girls are challenged to go out into the student body and try to make a change for the better. Whatever the discussion entails, it is always brought back around to allow conversation about the prospect of choice and good character.

During the next month, I have several guest speakers for the girls. This week a beautician is coming in, answering beauty questions for the girls. Next week the school nurse will garner questions concerning health and body. The high school is sending over a couple of Peer Helpers and they will discuss the one subject all agree needs to be discussed seriously....boys!! Another student, college age will discuss cliques and consequences. These sessions have been fun and the discussions always end too quickly. As we proceed deeper into the semester, there are many areas from which to draw discussions. The girls have suggested carrying this over for sessions entitled, Leftovers, to be held after school.

In the busy days of counseling, Girl Talk has been a great experience for all involved. In fact, several of the boys have asked when I will offer Guy Talk!

Pumping Courage!

Peer Programs Message by Becca Flowers

Materials you'll need: a football jersey that is considerably bigger than the students who you are presenting this lesson to, 8-10 balloons, some sort of instrument that will easily pop the balloons (a straight pin or a sharp pencil).

This is an activity that I use with elementary age children that emphasizes COURAGE.

Here's what it looks like when I go into the classroom to teach this lesson:

- 1 I take a small barbell with me and ask the students what it is and what it's for. Really young students love to show me their awesome biceps and we talk a little bit about physical strength.
- 2 From there we talk about "inner strength", COURAGE and what it is and why it's important. I emphasize that courage is the strength that we need in our hearts that allows us to make the right choices.
- 3 One student comes up to the front with me and we slip the jersey on him/her.
- 4 We talk about all the things that we can do to build up our COURAGE muscles. For every one of the courage builders that the students or I mention, I put a small inflated balloon into the sleeve of the football jersey. Types of COURAGE builders that usually come into our discussion are things like following the rules, having good friends, influence of parents, being nice to other kids, etc., etc....
- 5 Before long the young student in the football jersey has massive amounts of 'muscles' that he/she shows off to the rest of the class.
- 6 From there we talk about what type of things might weaken our COURAGE. For every one of the COURAGE weakeners that students mention I pop a balloon with a straight pin or a sharp pencil (no one has been injured yet!
- 7 I conclude by talking about why we need to keep those COURAGE muscles healthy and strong. I really like to do this activity with Red Ribbon Week and we talk about how the key to saying no to drugs is really all about have lots and lots of COURAGE.

"Let's be honest. Ethics is not for wimps. It's not easy being a good person.

It's not easy to be honest when it might be costly, to play fair when others cheat or to keep inconvenient promises.

It's not easy to stand up for our beliefs and still respect differing viewpoints.

It's not easy to control powerful impulses, to be accountable for our attitudes and actions, to tackle unpleasant tasks or to sacrifice the now for later.

It's not easy to bear criticism and learn from it without getting angry, to take advice or to admit error.

It's not easy to really feel genuine remorse and apologize sincerely, or to accept an apology graciously and truly forgive.

It's not easy to stop feeling like a victim, to resist cynicism and to make the best of every situation.

It's not easy to be consistently kind, to think of others first, to judge generously,

to give the benefit of the doubt.

It's not easy to be grateful or to give without concern for reward or gratitude.

It's not easy to fail and still keep trying, to learn from failure, to risk failing again, to start

over, to lose with grace or to be glad for the success of another.

It's not easy to avoid excuses and rationalizations or to resist temptations.

No, being a person of character is not easy.

That's why it's such a lofty goal and an admirable achievement.

— Michael Josephson

Exchange Lessons Technology Message by Paula Russell

I found this Yahoo user group by accident but I now use it several times a week – it is an online community for school social workers, counselors, and psychologists to post and share lesson plans, small group counseling sources and behavior management ideas for students in grades K-12.

CHECK IT OUT!

<http://groups.yahoo.com/group/exchangelessons/>

Happy Spring!

If you have any questions or suggestions for strengthening KSCA or are looking for a way to get involved, please see one of your board members who are listed below.

Kristina Burkholder, President
Deb Woodard, President-Elect
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Kristi Dixon, Secondary VP
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Elaine Werner, Membership
Cheryl Bowen, Professional Development
Bill Bush, Public Relations/Advocacy
Paula Russell, Technology
Becca Flowers, Peer Programs
Dr. Pat Neufeld, Peer Programs

burkhold@usd487.org
 dewooda@yahoo.com
 vbeikmann04@yahoo.com
 ckunstel@usd234.org
 khughey@ksu.edu
 kdixon@bluevalleyk12.org
 jjohnson68@yahoo.com
 kathy.isaacson@usd305.com
 t_wienck@teen.k12.ks.us
 rhonda.wright@usd305.com
 wernere@usd320.com
 bandcbowen@tvecwb.com
 bbush@usd396.net
 paulagrussell@yahoo.com
 bflowers@usd438.k12.ks.us
 pneufeld@emporia.edu