

HANDOUT 1.1

COPING POWER RULES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

As a Coping Power participant, I agree to follow the rules outlined above.

Signature: _____

HANDOUT 1.2

POINT SYSTEM

GOAL SHEETS

0 days = 0 points

1 day = 1 point

2 days = 2 points

3 days = 3 points

4 days = 4 points

5 days = 5 points

POSITIVE PARTICIPATION

1 point per meeting

- Active Listening
- Engaging in Activities

FOLLOWING THE RULES

1 point per meeting

“3 Strikes and you lose 1 point”

- If you follow the rules that you and your leader agreed upon, you will earn 1 point.
- During each session you will get 2 warnings about breaking the rules. The third time that the leader has to warn you, the point is lost.

HANDOUT 1.3

GOAL SHEET



For: _____

Week of: ___/___/___

Goal: _____



Monday	Y	N	_____
Tuesday	Y	N	_____
Wednesday	Y	N	_____
Thursday	Y	N	_____
Friday	Y	N	_____
Saturday	Y	N	_____
Sunday	Y	N	_____

(Students earn 1 point for each day the goal is met.)

Parent/Teacher: Please sign your name on the line provided and indicate whether or not the goal was met by circling Y (Yes) or N (No). If the child did not meet the goal, please provide a brief explanation as to why.

I, _____, have chosen the above goal and am responsible for doing my best to meet this goal and having my parent or teacher sign this sheet daily.

HANDOUT 1.4

SAMPLE PRIZE BOX MENU

Item	Cost
Pencils (for 3)/Pen (for 1)	4 points
Eraser(2 SMALL OR 1 LARGE)	4 points
Folders	6 points
Hair Clips	8 points
Nail Polish	10 points
Lip Gloss	10 points
Yo-Yo	10 points
Gloves	10 points
Playing Cards	10 points
Jewelry	15 points
Small Nerf Balls	15 points
Harry Potter Cards	18 points
Softball	20 points
Magnetic Game	20 points
Frisbee	20 points
Wallet	25 points
Football/Soccer ball/Basketball	35 points
CD Wallet	40 points
Disposable Camera	50 points
Clock Radio	75 points

HANDOUT 1.5

Sample Questions for Child/Leader Interview

How old are you?

What do (did) you like best about school?

What do (did) you like least about school?

How many people are in your family?

How many brothers and sisters do you have?

What is your favorite food?

What is your favorite color?

What sport do you like to play?

What do you like to do in your free time?

Do you have a hobby?

What classes do (did) you like best in school?

What classes do (did) you like least in school?

Do you have any pets?

Do you have a best friend?

Do you have chores to do at home? What are they?

If you had \$100, what would you spend it on?

Who is your favorite singer?

HANDOUT 2.1

Long-Term Goal Sheet



MY NAME IS: _____

MY LONG-TERM GOAL IS:

MY SHORT-TERM GOALS ARE:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

I HOPE TO ACHIEVE THIS GOAL BY: _____

HANDOUT 3.1

COPING POWER QUIZ #1

(Sessions 1&2)

1. Being able to handle stressful situations without becoming too angry is called _____.
2. What is one of our rules?
3. Name one way that you can earn the positive participation point.
4. What is a goal?
5. Who must sign your Goal Sheet each day?
6. Raising your hand before talking in class is an example of a _____ goal.
 - a. long-term goal
 - b. short-term goal
7. A goal for the future is called a _____ goal.
8. Write the name of your therapist.
9. A short-term goal I want to work on is:
10. A long-term goal I want to work on is:

HANDOUT 3.2

Study Skills for School

- Take notes in class when the teacher is talking about new ideas.
- Ask the teacher questions when you don't understand what he/she is saying.
- Keep an organized book bag so it is easy to find the materials you need.
- Write homework assignments down in an assignment book or other notebook.
- Double check that you have the correct assignment.
- Before going home, make sure you have all the books and notebooks you will need to complete your homework assignments.

HANDOUT 3.3

HOMework CONTRACT

Begin with Negotiation – Work Things Out Together

The following are suggested areas where students can have input: time, place and rules.

- Decide on when and where homework will be done. Times may vary depending on individual schedules. A daily schedule may be a helpful reminder. Identify a place where homework will be completed.
 - **Time**_____
 - **Place**_____
- What **materials** are needed for homework completion?
- What **rules** are in place during homework time?
 - 1.
 - 2.
 - 3.
- What **monitoring** methods will be used during homework time?
- What steps can you take to make sure your long-term projects are completed on time?

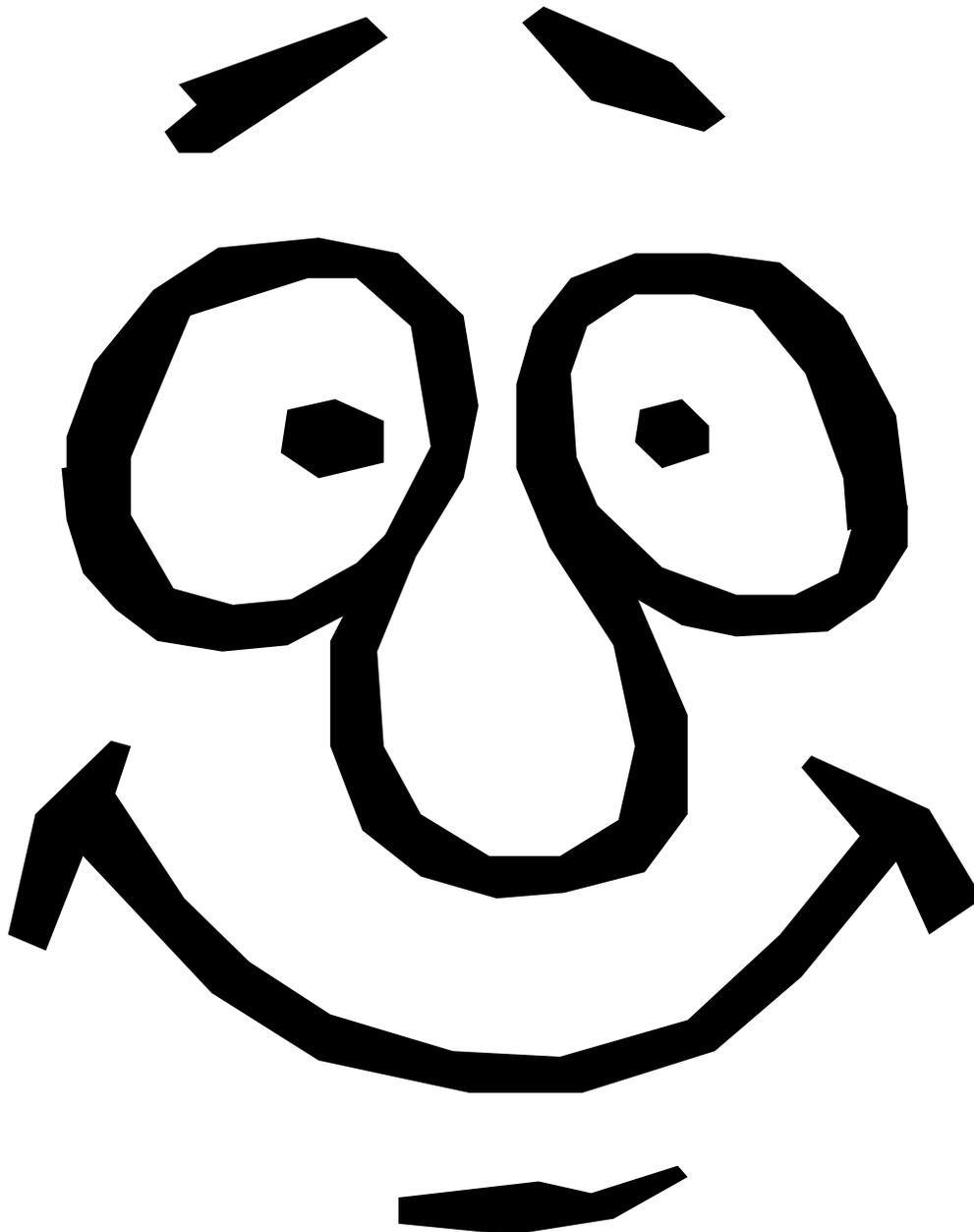
My child and I have discussed and agreed to the above homework plan.

Student's Signature

Parent's Signature

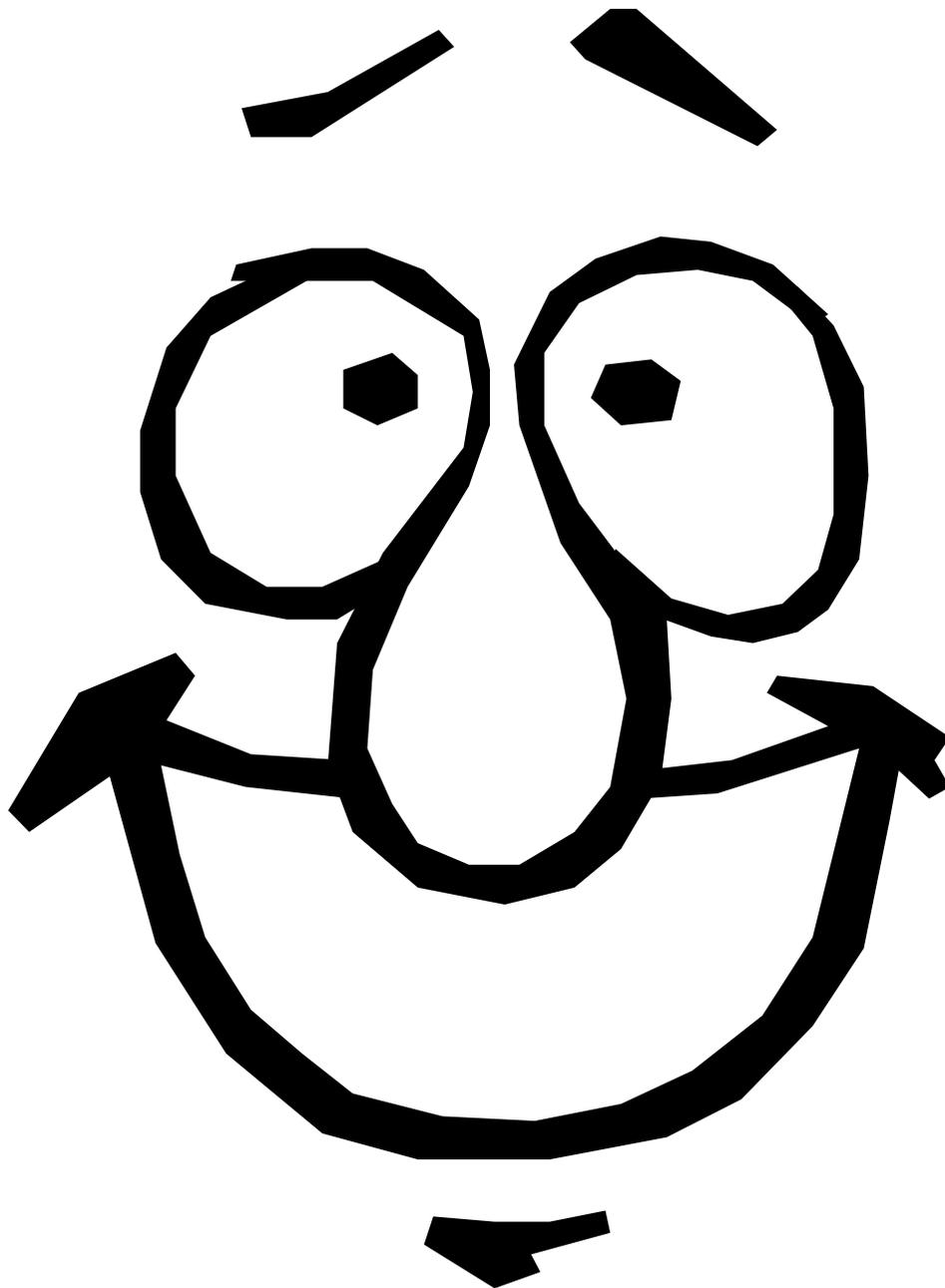
HANDOUT 4.1

WHAT EMOTION IS THIS?



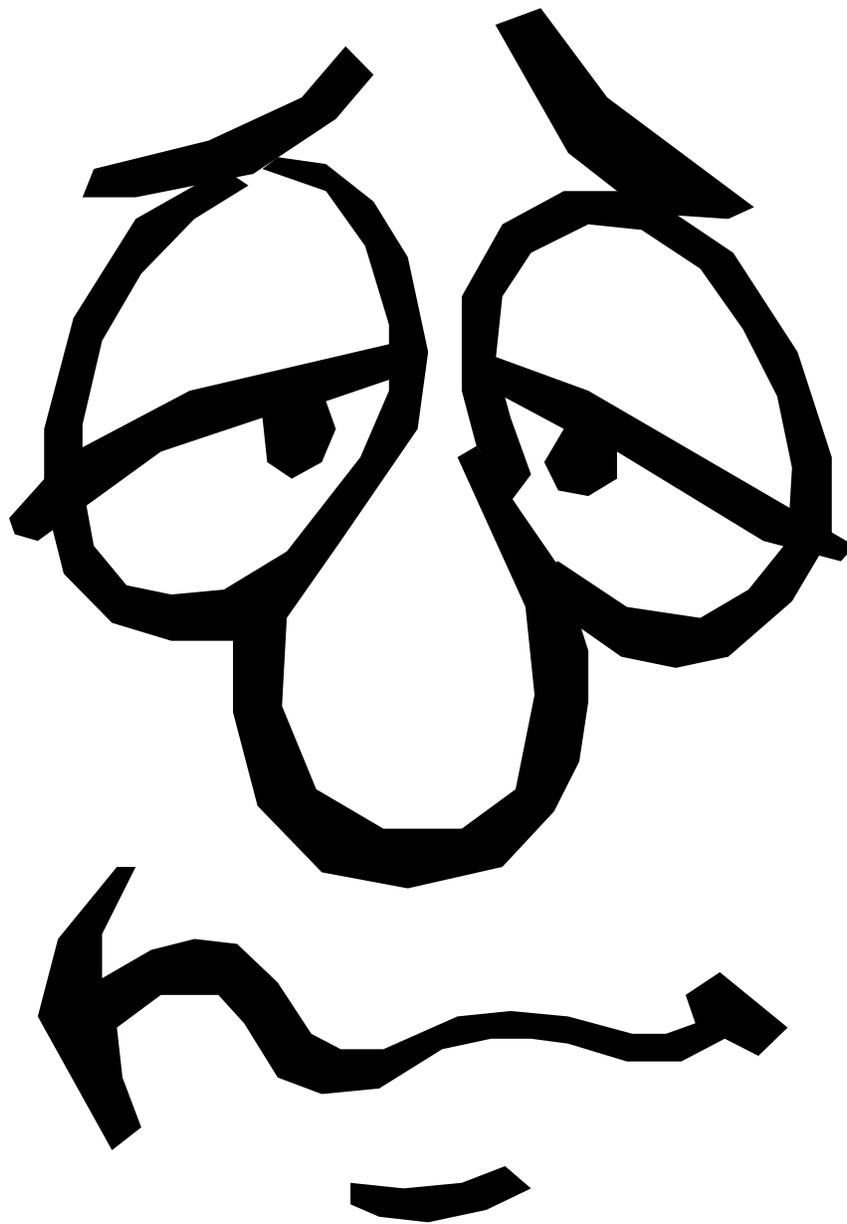
HANDOUT 4.2

WHAT EMOTION IS THIS?



HANDOUT 4.3

WHAT EMOTION IS THIS?



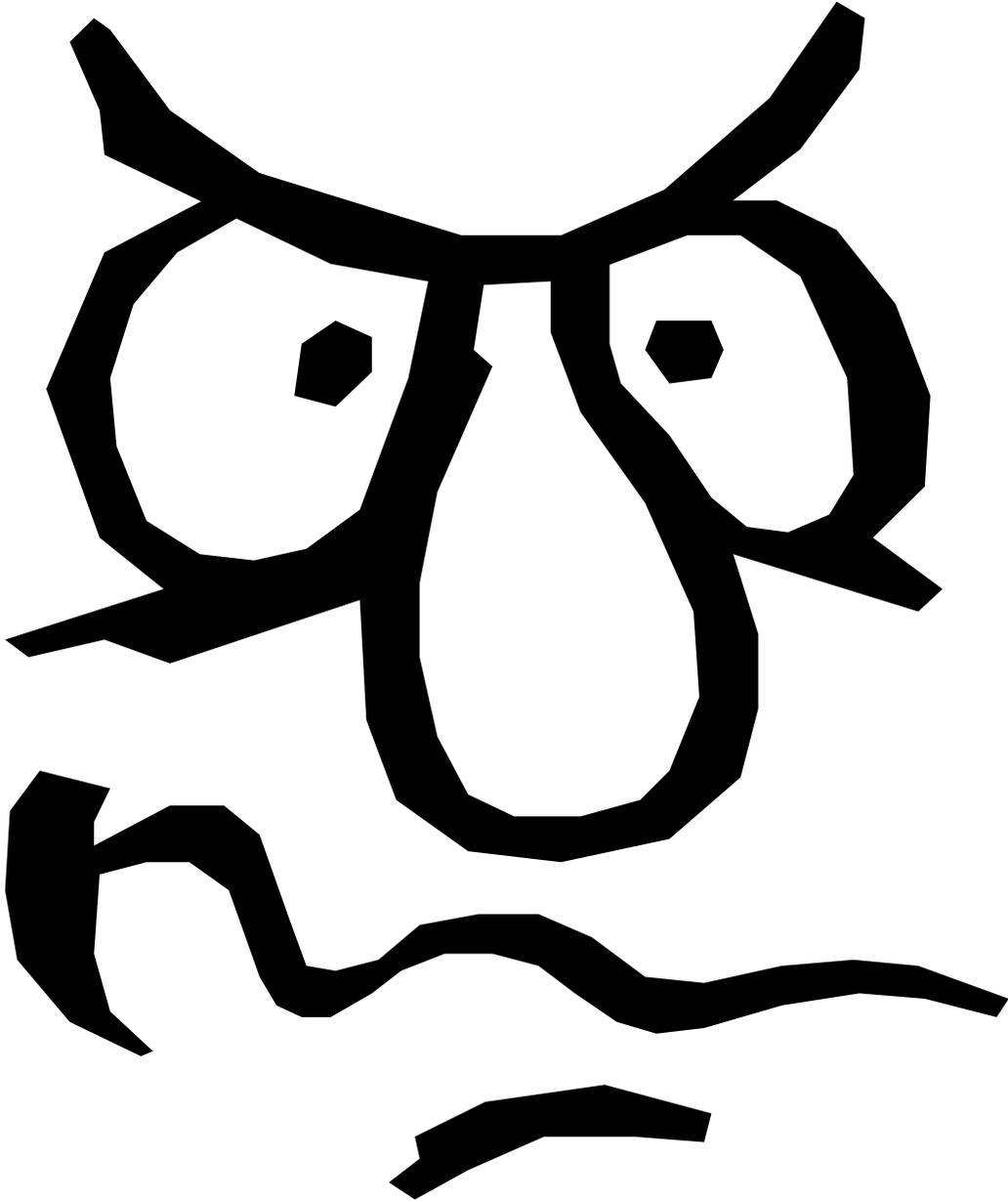
HANDOUT 4.4

WHAT EMOTION IS THIS?



HANDOUT 4.5

WHAT EMOTION IS THIS?



HANDOUT 4.6

EMOTION CARTOONS #1

How Are You Feeling Today?

 EXHAUSTED	 CONFUSED	 ECSTATIC	 GUILTY	 SUSPICIOUS
 ANGRY	 HYSTERICAL	 FRUSTRATED	 SAD	 CONFIDENT
 EMBARRASSED	 HAPPY	 MISCHIEVOUS	 DISGUSTED	 FRIGHTENED
 ENRAGED	 ASHAMED	 CAUTIOUS	 SMUG	 DEPRESSED
 OVERWHELMED	 HOPEFUL	 LONELY	 LOVESTRUCK	 JEALOUS
 BORED	 SURPRISED	 ANXIOUS	 SHOCKED	 SHY

HANDOUT 4.7

EMOTION CARTOONS#2

How Do You Really Feel Today?



Joyful



Happy



Sad



Depressed



Loving



Affectionate



Angry



Really Mad



Brave



Unsure



Afraid



Terrified



Proud



Confident



Guilty



Ashamed



Generous



Kind



Selfish



Greedy



Popular



Friendly



Alone

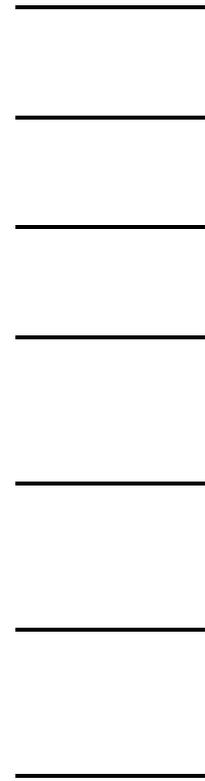
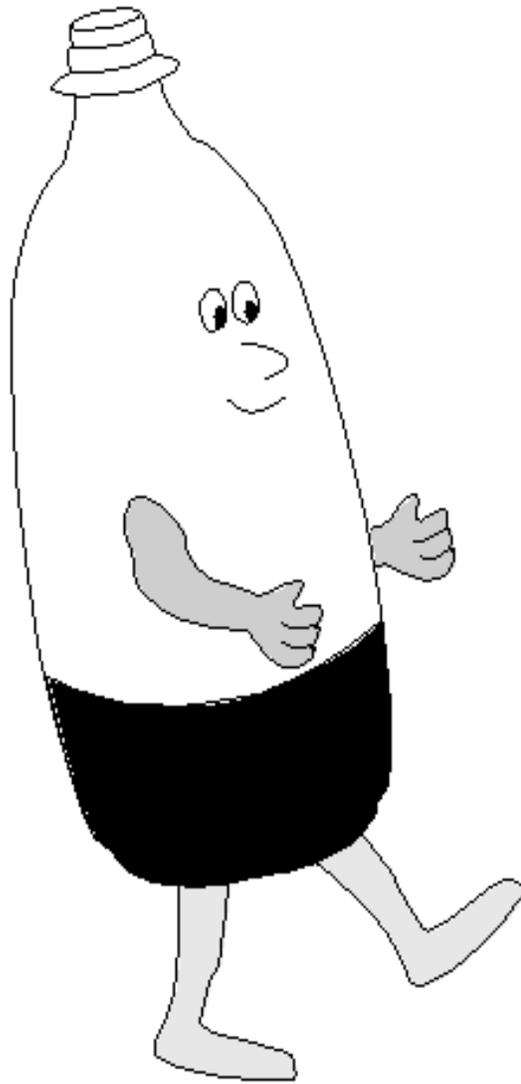
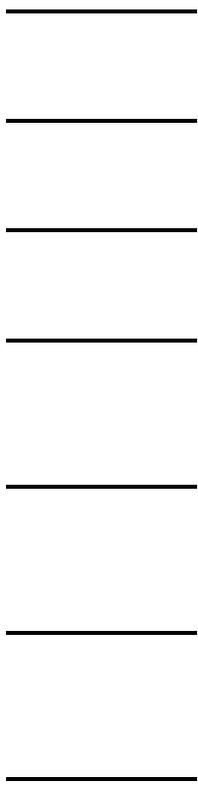


Lonely

Did you know that you can change
how you feel?
How do you want to feel right now?

HANDOUT 4.8

FEELINGS BOTTLE



HANDOUT 5.1

EMOTION THERMOMETER - HAPPY

INTENSITY

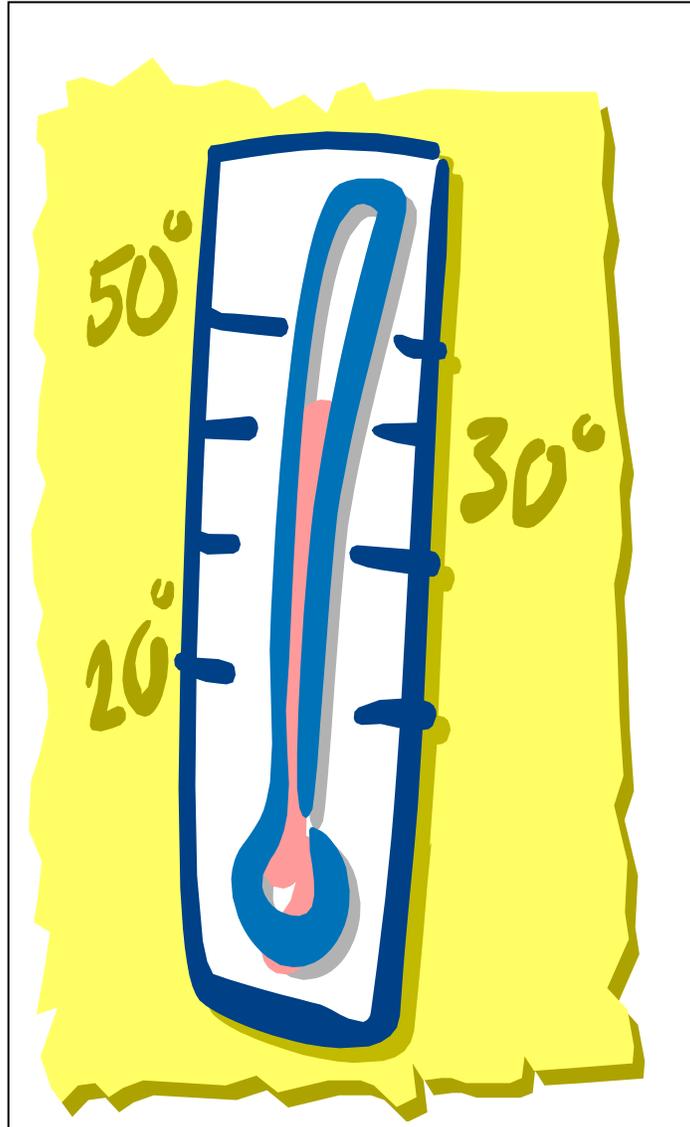
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WORDS FOR HAPPY

WORDS FOR HAPPINESS

JOYFUL

GLAD

PLEASED

CHEERFUL

JOLLY

THRILLED

EXCITED

ECSTATIC

HANDOUT 5.2

EMOTION THERMOMETER - SAD

INTENSITY

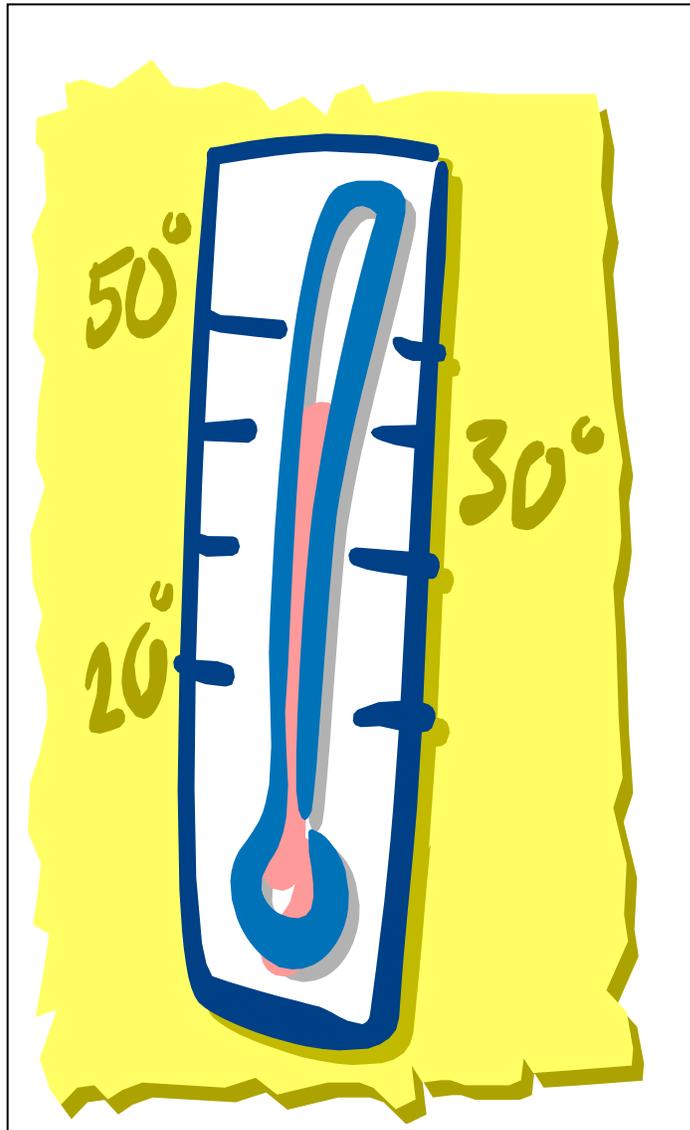
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WORDS FOR SAD

WORDS FOR SADNESS

DISAPPOINTED

UNHAPPY

DEFEATED

DEPRESSED

HOPELESS

DOWN

BLUE

MISERABLE

HANDOUT 5.3

EMOTION THERMOMETER - ANGER

INTENSITY

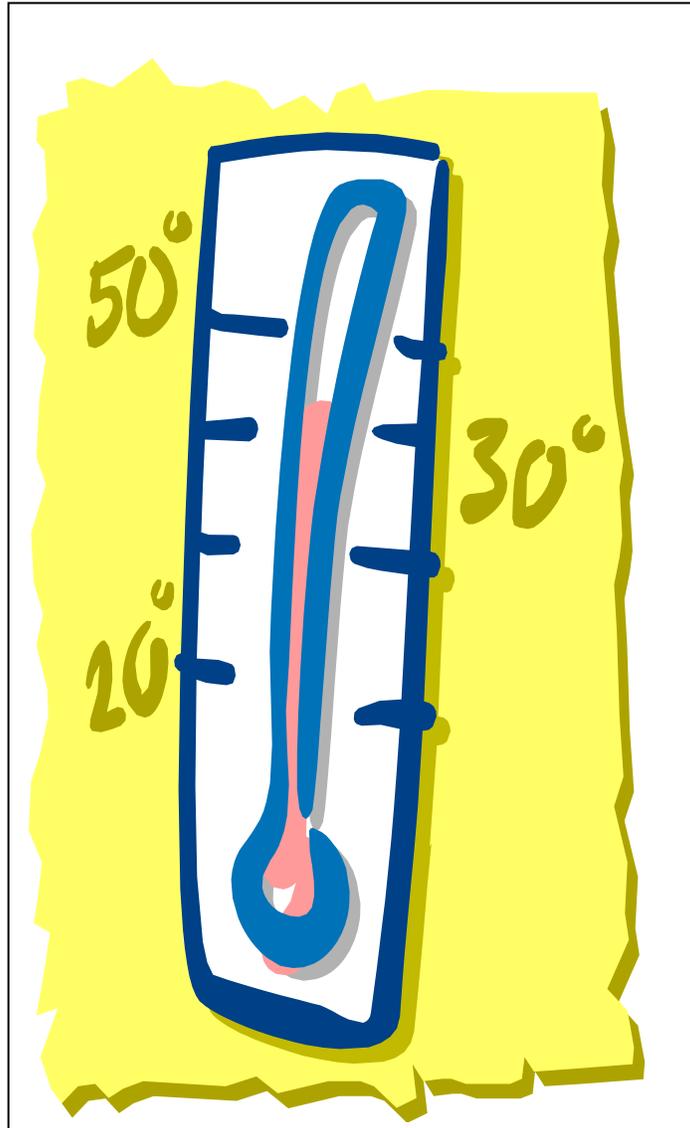
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WORDS FOR ANGER

WORDS FOR ANGER

ANNOYED

UPSET

MAD

FUMING

BOTHERED

IRRITATED

FURIOUS

FRUSTRATED

HANDOUT 5.4

ANGER THERMOMETER RECORD FORM #1

MONDAY

INTENSITY
(CIRCLE)

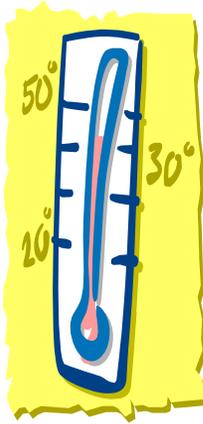
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

TUESDAY

INTENSITY
(CIRCLE)

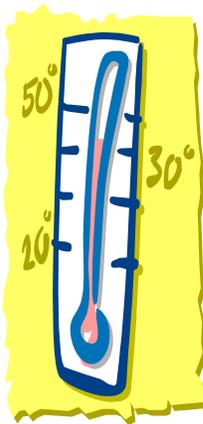
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

WEDNESDAY

INTENSITY
(CIRCLE)

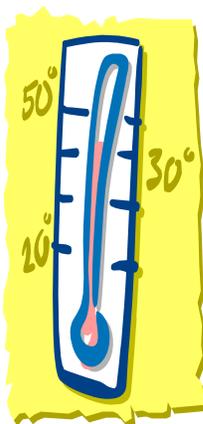
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

Handout 5.4 continued ...

ANGER THERMOMETER RECORD FORM #1

THURSDAY

INTENSITY
(CIRCLE)

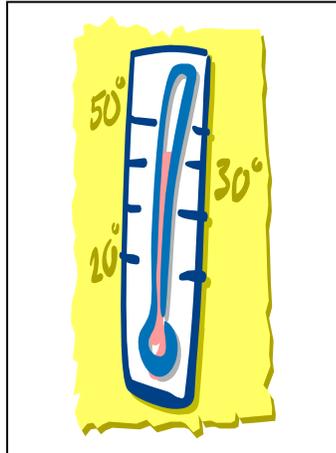
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

FRIDAY

INTENSITY
(CIRCLE)

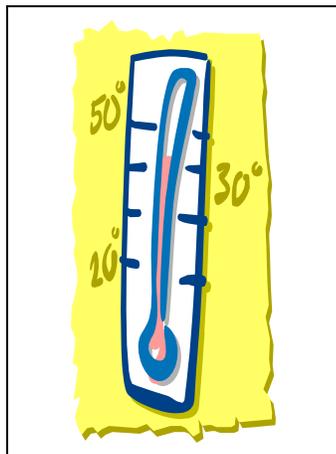
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

HANDOUT 6.1

COPING POWER QUIZ #2

(Sessions 4-6)

1. List a positive study skill that you already do:

2. List a positive study skill that you want to do more often:

3. List a negative study skill that you want to stop doing:

4. It is wrong to feel angry (Circle one): TRUE FALSE

5. It is okay to feel angry, what matters is how you handle it (Circle one):
TRUE FALSE

6. Write a word that means
 - a. *A little bit* angry: _____
 - b. *Very* angry: _____

7. Describe one change that happens to your body when you get *a little bit* angry.

8. Describe one change that happens to your body when you get *very* angry.

9. Describe one “trigger,” or situation that tends to make you *a little bit* angry.

10. Describe one “trigger,” or situation that tends to make you *very* angry.

HANDOUT 6.2
ANGER THERMOMETER RECORD FORM #2

MONDAY

INTENSITY
(CIRCLE)

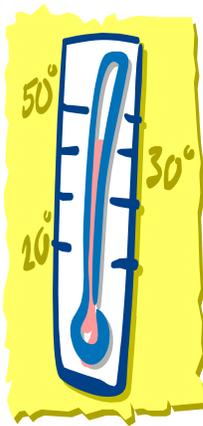
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

WHAT DID I DO
ABOUT IT?

TUESDAY

INTENSITY
(CIRCLE)

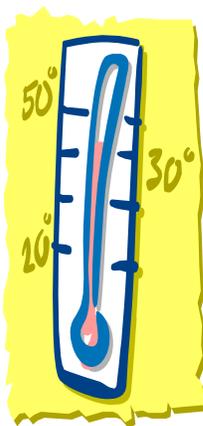
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

WHAT DID I DO
ABOUT IT?

WEDNESDAY

INTENSITY
(CIRCLE)

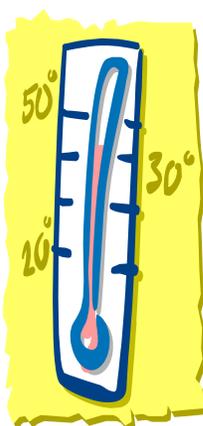
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

WHAT DID I DO
ABOUT IT?

Handout 6.2 continued ...

ANGER THERMOMETER RECORD FORM #2

THURSDAY

INTENSITY
(CIRCLE)

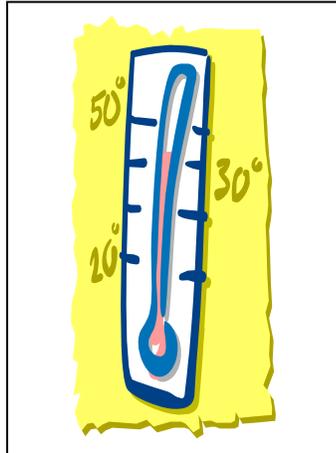
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

FRIDAY

INTENSITY
(CIRCLE)

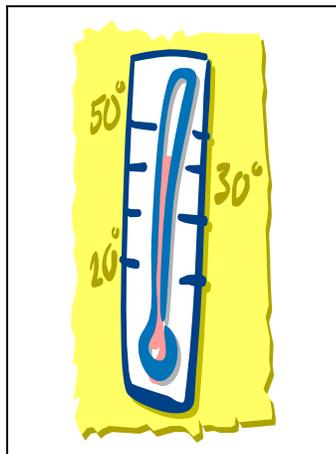
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

HANDOUT 8.1

Coping Statements

Things You Can Say to Yourself to Keep Calm

1. It's not worth it to get angry.
2. I won't make a big deal about it.
3. I'm not going to let this get to me.
4. I can't always expect other people to act the way I want them to.
5. I'll use my sense of humor and make a joke of this.
6. He would like me to get angry. Well, I'm going to disappoint him.
7. I don't need to prove myself to anyone.
8. As long as I keep my cool, I'm in control.
9. I'll grow up, not blow up.
10. I won't get in a fight.
11. I won't be a fool - I'll keep cool.
12. Losing my temper means trouble for me because....
13. Stay calm. Just relax.
14. Don't get bent out of shape.
15. Don't sweat it.
16. Think of what you want to get out of this.
17. There's no point in getting mad.

Try using some of these statements the next time you feel yourself getting angry.

HANDOUT 8.1 continued...

Coping Statements

Things You Can Say to Yourself to Keep Calm

18. Look for the positives.
19. What she or he says doesn't matter.
20. My muscles feel tight. Time to relax.
21. Let's work this problem out. Maybe he has a point.
22. I'm under control. I can handle this.
23. I have a right to be annoyed, but let's try to reason this out.
24. Slow down. Take a few deep breaths.
25. Let's treat each other with respect.
26. It's too bad she has to act like this.
27. Just roll with the punches; don't get bent out of shape.
28. It's really a shame he has to act like this.
29. He's probably really unhappy if he's acting that irritable.
30. I can't expect people to act the way I want them to all the time.
31. She'd probably like me to fly off the handle. Well, she's going to be disappointed.
32. Don't sweat the small stuff.
33. I'm not going to be pushed around, but I'm not going to lose it either.

Try using some of these statements the next time you feel yourself getting angry.

HANDOUT 8.2

RELAXATION SCRIPT

I'm going to ask you to relax.
In a few minutes, I am going to say some things that I hope will help you
create a picture in your mind...
I am also going to ask you to relax different parts of your body.
Learning to relax will help you cope with angry, sad, and scary feelings.
Find a comfortable position in your chair, not touching anyone,
and take in a few relaxing breaths...
Close your eyes and relax...
Wiggle a little bit and make yourself comfortable...
Alright, take a few more relaxing breaths...
breathe in...and breathe out...breathe in...and breathe out.
That's it - you are feeling peaceful.
If you were angry, you can picture yourself moving from hot to cold on the thermometer.
Becoming more and more relaxed, cold, peaceful.
Now, with your eyes closed, pretend that you are on
a white fluffy cloud, high in the sky on a beautiful day.
You are floating peacefully on that white fluffy cloud...
moving very slowly...you are as light as a feather...
and the fluffy cloud holds you safely...floating across the sky.
Now, as I count from 1 to 3, imagine that you are
sinking deeper and deeper into that cloud...so the cloud is all around you.
1...2...3
you are enjoying the ride on the cloud.
Now, notice your toes and feet, how relaxed they feel...
notice your legs...all the muscles in your legs are light
and relaxed on the cloud...notice your arms...
notice your neck...notice your head...
now you are totally relaxed...floating on the fluffy cloud...
Remember that you can return to your very own cloud
whenever you feel like you need to calm down and relax...
Whenever you need to cool off...move from hot to cool on the thermometer...
Now, we are getting ready to stop our ride on the cloud.
We will stop on the count of three...1...2...3...
Open your eyes and stretch a little.

Discussion of Relaxation Experience:

- “How did you feel doing this activity?”
- “What did you like best? Least?”
- “How could you use this activity?”
- “What are the benefits?”

HANDOUT 8.3

ANGER THERMOMETER RECORD FORM #3

MONDAY

INTENSITY
(CIRCLE)

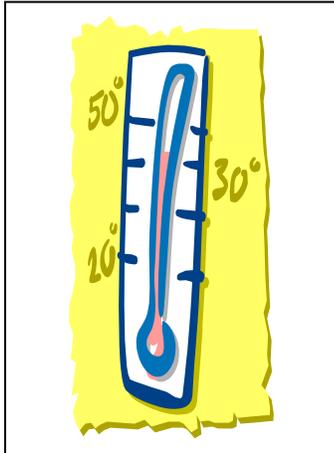
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

COPING
STATEMENTS USED

TUESDAY

INTENSITY
(CIRCLE)

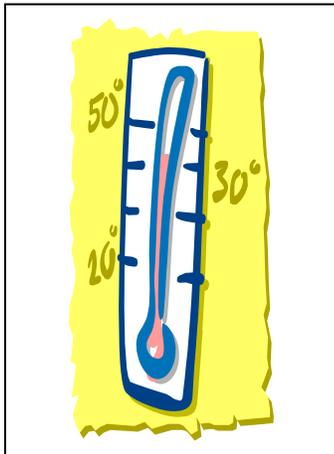
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

COPING
STATEMENTS USED

WEDNESDAY

INTENSITY
(CIRCLE)

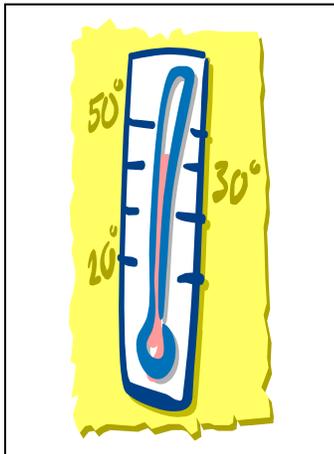
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

COPING
STATEMENTS USED

Handout 8.3 continued ...

ANGER THERMOMETER RECORD FORM #3

THURSDAY

INTENSITY
(CIRCLE)

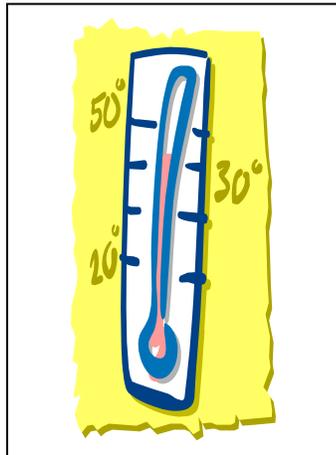
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

COPING
STATEMENTS USED

FRIDAY

INTENSITY
(CIRCLE)

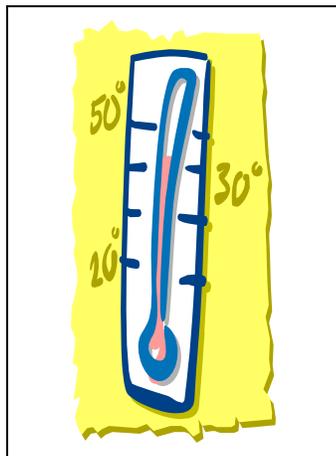
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



WHY AM I ANGRY?

COPING
STATEMENTS USED

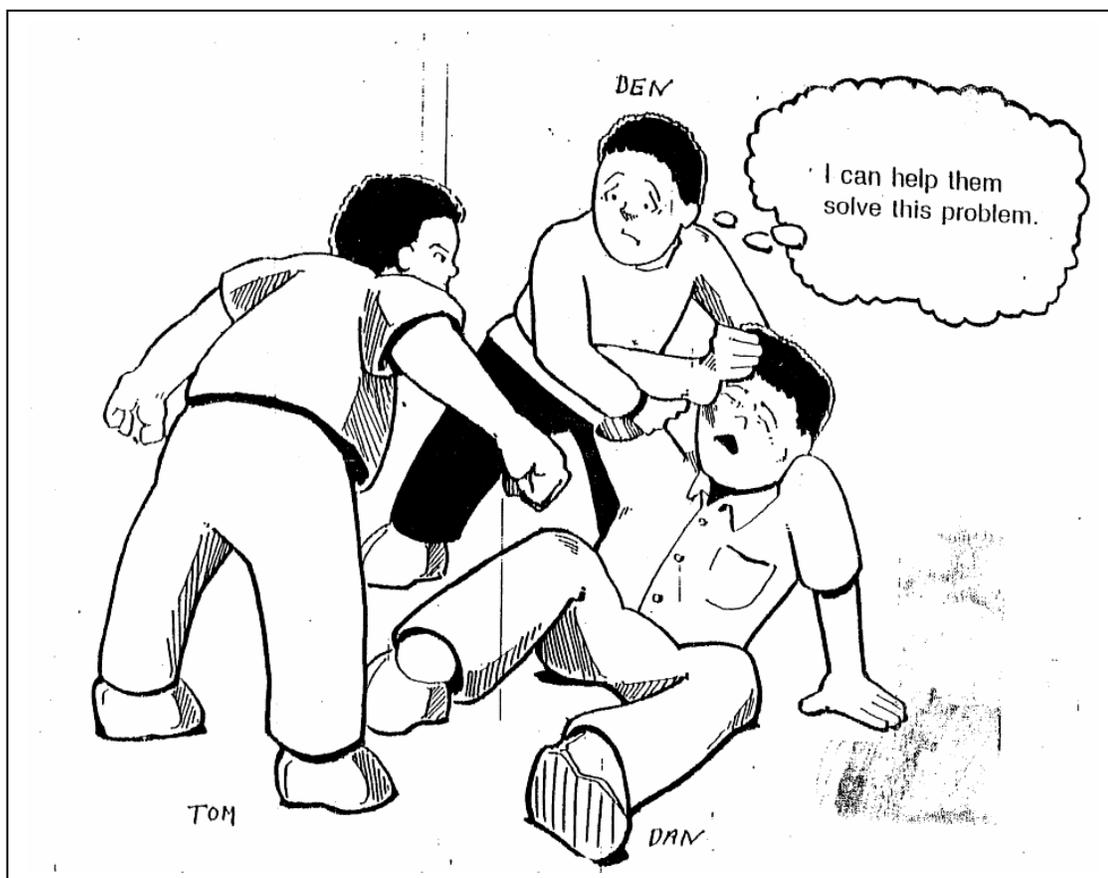
HANDOUT 9.1

COPING POWER PROGRAM QUIZ #3

(Sessions 6-8)

1. It is easiest to stay calm and make good choices when you are (Circle one):
 - a. A little bit angry.
 - b. Very angry.
 - c. Furious.
2. What is one thing you can do to stay calm when you are getting angry?
3. Is telling yourself "It is not worth getting in trouble" an example of a good coping strategy?
4. What does "coping statement" mean?
5. What is likely to happen if you tell yourself "Stay calm, don't let her get to you" (Circle one)?
 - a. I will get more angry.
 - b. I will get less angry.
 - c. My anger will stay the same.
6. What is likely to happen if you tell yourself "He's a jerk, I should beat him up" (Circle one)?
 - a. I will get more angry.
 - b. I will get less angry.
 - c. My anger will stay the same.
7. Write a coping statement that helps you stay calm when you are feeling angry.
8. What does "distraction" mean?
9. How can you use "distraction" when you are becoming angry?
10. Distraction tends to work best at _____ of anger.
 - a. High levels
 - b. Low or medium levels

HANDOUT 10.1
THESE BOYS HAVE A PROBLEM TO SOLVE



HANDOUT 11.1

Problem Solving - PICC Model

PROBLEM IDENTIFICATION (P.I.)

(a) Perspective Taking

- Identify what the problem is based on **each** person's perspective of the situation.
- No blaming, name-calling or put-downs in stating the problem.

(b) Individual Goals

- Identify your goal in the situation.
- Identify the other person's goal in the situation.
- Look toward cooperation and compromise.

IDENTIFY CHOICES (C)

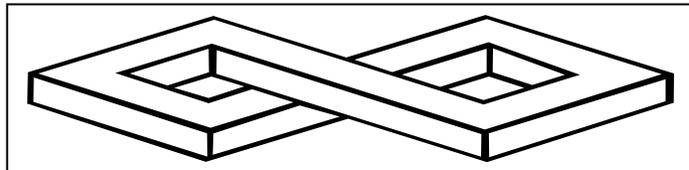
- Brainstorm all possible solutions to the problem. What are your choices?
- Do not evaluate the solutions in terms of outcome, just list all possible choices.

IDENTIFYING CONSEQUENCES (C)

- Identify what the consequences would be for each solution.
- Provide ALL possible consequences, both positive and negative.

CHOOSE THE BEST SOLUTION

- Choose the best solution based on a review of all the consequences.
- Weigh out the positives and negatives → choose the one that has the fewest negatives.
- Choose a backup solution in case the first solution does not work.
- Try out your solution.



HANDOUT 11.2

PROBLEM SOLVING WORKSHEET

My problem is:

Possible choices/solutions:

**Consequences of the
choices/solutions:**

<hr/>	<hr/>

The solution I chose is:

The consequences of my solution were:

HANDOUT 13.1

COPING POWER PROGRAM QUIZ #4

(Sessions 9-12)

1. What do the letters "PICC" stand for?

P = _____ I = _____ C = _____ C = _____

2. You can use the PICC model to help you solve _____ and to make _____ choices.

3. What is it called when there is something that gets in the way of a goal or keeps us from getting where we want to be?

- a. statement
- b. problem
- c. behavior
- d. trigger

4. What is important to know before you solve a problem?

5. You can use the PICC model to help you with problems with _____.

- a. friends
- b. brothers and sisters
- c. parents
- d. all of these

6. What happens when you leave a candy bar in the car on a hot day?

7. This is called a _____. (hint: an outcome or the result of something you do, and the last "C" in the PICC model)?

8. In order to choose the best solution to a problem you must look at all of the _____ before you make a decision.

9. If you practice something a lot, you won't have to stop and think about it as much.

TRUE FALSE

10. You will probably do the best job solving your problem if you are:

- a. not too angry
- b. very angry
- c. asleep

Coping Power Program

Completion Award



_____ is recognized for successfully completing the Coping Power Program.

Coping Power Leader

HANDOUT 17.1

COPING STATEMENTS MEMORY TEST

Please write down as many coping statements as you can think of!

Remember, coping statements are things that you say to yourself (inside your head!) that help you to keep calm and to be in control of your behavior.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

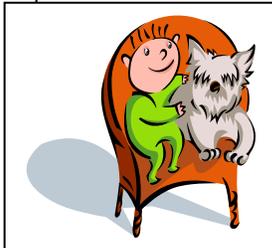
9. _____

10. _____

After you have discussed your answers, place a star beside your two favorite coping statements!

HANDOUT 18.1

WHAT CAN I DO TO CALM MYSELF DOWN



Play sports

Talk to a friend

Draw

Listen to music

Go for a walk

Exercise

Play a game

Play with a pet



Handout 19.3

Questions for Roving Reporter

- What was the problem?
- When did you first see a problem?
- Who had the problem?
- What were you thinking to yourself as the problem happened?
- How did you feel?
- What are you going to do next?
- What can you do or say to solve the problem?
- What do you think the outcome will be?
- How do you think other people saw the problem?
- What would other people say the problem is?
- Why do you think that the person did what he/she did?

HANDOUT 20.1

THE WISE MEN AND THE ?????

Conflict is as old as time itself. People have always tried to make sense of the world and understand each other. At times, this is difficult because not all people see a problem in the same way. As you read this old Indian tale, see if you can discover the cause of the wise men's misunderstanding.

Once upon a time, there were six wise men living together in a small town. The six wise men were blind. One day, an object was brought to the town. The six men wanted to see the object but how could they? "I know," said the first man, "We will feel it!" "Good idea," said the others, "then we will know what it is like." So the six men went to feel the object. The first man touched something that felt big and flat and moved from side to side. He said, "It is like a fan." The second man was feeling a different part of the object and exclaimed, "No, it feels like a tree trunk!" The third man shouted out, "You are both wrong, it feels like a thin rope that tapers at the end!" Just at that moment the fourth man pricked his finger on a sharp part of the object and yelled, "It is not like a rope, a fan, or a tree – it is like a sharp spear. I just pricked my finger on it!" At this moment the fifth man called out, "No, no, this is like a high wall, strong and sturdy." The sixth man did not agree with any of the others. He stated that the object reminded him of a snake; it was long and cylindrical and moved around in many directions. The six wise men argued and argued and could not come to an agreement as to what they were touching.

Can you help them to discover what it was that they were touching?

Ask the child what was the problem that led to the wise men being unable to "see" the object (i.e., they only took their own perspective and therefore were limited in their views). Be sure to stress the importance of listening to other people's perspectives – without listening to others, it is hard to have a complete understanding of what we are looking at. Also, tie in the notion that sometimes we can get into trouble because we fight for what we think is right (e.g., we might think that somebody purposely knocked our books over, but it was really an accident).

HANDOUT 20.2

SCHEDULING A TEACHER INTERVIEW

Dear Teacher:

As part of my involvement in the Coping Power Program, I have been asked to conduct an interview with my teacher. The interview will take about 10 minutes and it will be audio taped. My leader and I will listen to my tape during one of our upcoming meetings, one that covers the topic of Perspective Taking. Only the leader and I will be permitted to listen to the tape. The interview questions can be provided to you prior to our meeting and you can feel free not to answer one or more of the questions should you feel that they are too personal in nature.

The reason I am doing this activity is to learn that people have different perspectives on events and issues and oftentimes our assumptions about people and their intentions are inaccurate. I am hoping to learn more about you and your way of viewing the world by completing this interview.

I thank you for agreeing to allow me to interview you.

Sincerely,

Please complete the interview between _____ and _____.

1. The name of the teacher that I am going to interview is:

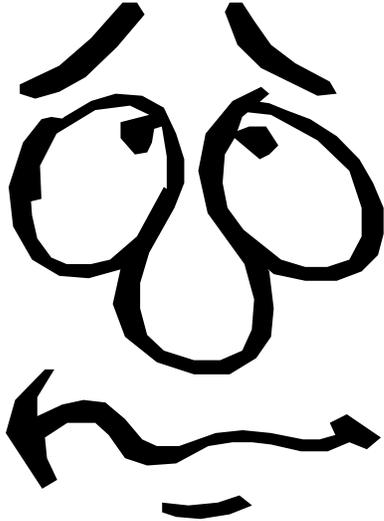
2. The date that I am going to interview my teacher is:

3. The time that I am going to interview my teacher is:

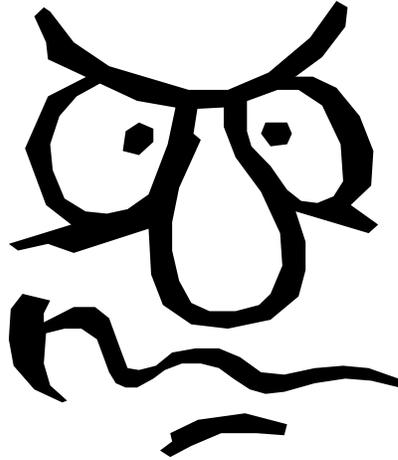
HANDOUT 21.1

WHY DID THIS HAPPEN????

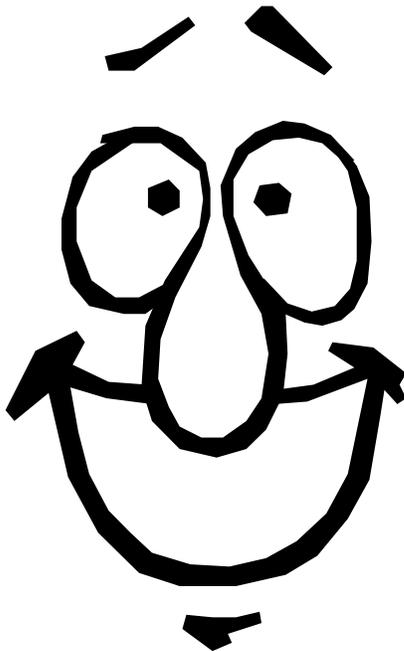
Oops, it was an accident



They were just trying to make me mad!



Hey, they were just trying to be helpful!



Hmm, I don't know what happened . . .



HANDOUT 21.2

TEACHER INTERVIEW

Name of Interviewer(s): _____

Name of Teacher: _____

Date: _____

Questions:

- 1) How was school different when you were younger?
- 2) How is school the same now as when you were younger?
- 3) What did you like the most about elementary school?
- 4) What did you like the least about elementary school?
- 5) What did you like the most about middle school?
- 6) What did you like the least about middle school?
- 7) What really cool thing do you remember about one of your teachers in elementary school?
- 8) What really cool thing do you remember about one of your teachers in middle school?
- 9) Did kids sometimes misunderstand why teachers had rules?
- 10) What do you want to have happen when you are teaching a class?
- 11) What do you expect from students in the classroom?
- 12) When a child makes noise and interrupts a class, what is your goal for the whole class and with that student?
- 13) What do you really like about teaching?
- 14) What do you not like about teaching?
- 15) Do you think that kids look up to teachers for the hard work they do?
- 16) _____
- 17) _____
- 18) _____
- 19) _____

HANDOUT 22.1

PROBLEM SOLVING – THE BASICS

Good times to approach another person to discuss a problem are:



- _____
- _____
- _____

Bad times to approach another person about a problem are:



- _____
- _____
- _____

Some things to avoid when trying to talk to another person about a problem are:



- _____
- _____
- _____

HANDOUT 22.2

Solve That Problem

Problem Example

You are in a group at school. Your group has the chance to earn a party if they earn enough points. However, to earn enough points for the party, each member of the group needs to return his/her goal sheet every week with at least one signature. Your group may not be getting the party because several members of the group keep forgetting his/her goal sheets or are having difficulty meeting his/her goals. What can you do? *(Each team has two minutes to generate either a solution or an obstacle.)*

Solutions

- 1.) Threaten the students
- 2.) Use a buddy system to remind members about goal sheets
- 3.) Bribe the teachers to sign the sheet
- 4.) Help members pick better goals.

The team chooses Solution 2, to use buddies.

Obstacles

The Blocker comes up with the obstacle of the buddy becoming sick all week and so he/she is not there to remind the member to bring the goal sheet to group. (The Solver is then given another opportunity to generate an alternative solution. Each person takes turns until he/she is unable to come up with any new blocks or solutions.)

Additional Problem Scenarios

You have been saving for a long time and finally have \$20.00 in your bank account. You have just been invited to a birthday party for your best friend. You also want to buy something for yourself that costs \$15.00. If you buy what you want for yourself, you will not have enough money to buy your friend a nice gift. What can you do?

Your class has a problem. He/she have only one long rope and two balls. Each recess it seems like the same people take the balls and the rope. He/she let his/her friends join in the games, but he/she don't let everyone who wants to play join the games. This leaves a lot of people from your room standing around at recess with nothing to do. It is very boring for these people. What can you do?

HANDOUT 23.1

COPING POWER PROGRAM QUIZ

(Sessions 19-22)

1. Which of these is an example of a *blind spot*?
 - a) You think your teacher doesn't like you and wants to see you in trouble because she
 - b) fussed at you for not turning in your homework.
 - c) Stay calm. Just relax.
 - d) Thinking about something else when your classmates are trying to get you mad.

2. In order to see things in the ways that many different people do, we must be able to:
 - a. see straight
 - b. use a coping statement
 - c. take others' perspectives
 - d. remember to distract ourselves

3. If we have a blind spot, we could see the bad things and miss the _____ things about a person.

4. In the story "The Wise Men and the ???," what were the wise men touching?

5. In the story "The Wise Men and the ???," why could the wise men not "see" the object?

6. People sometimes see things differently, or have a different perspective, from us because they pay _____ to different things than we do.

7. Name 3 reasons why a friend might bump into you.
 - 1.
 - 2.
 - 3.

8. When is a good time to talk to another person about a problem?

9. When is a bad time to talk to another person about a problem?

10. What is one thing you should NOT do when you are trying to talk to another person about a problem?

HANDOUT 23.1

PROBLEM SOLVING WORKSHEET

My problem is:

Possible choices/solutions:

**Consequences of the
choices/solutions:**

<hr/>	<hr/>

The solution I chose is:

The consequences of my solution were:

HANDOUT 24.1

Making Friends Is Easier If We

Smile

Say Hi To People

Be Honest



Take An Interest In Other People

Are Not Nervous

Have Good Eye Contact

Say Kind Words To Others

Listen When Other People Are Speaking

Have Fun

Be Ourselves

Compliment Others

Focus On The Good Qualities Of Other People

Enjoy Ourselves

Make Time For Other People

Take The First Step

Treat Others The Way We Want To Be Treated

Help Each Other

Play Together



HANDOUT 24.2

WANTED: A Good Friend (example)



I am looking for a good friend. I am the type of person who likes to: . . . **play games indoors on rainy days, play sports outside when the weather is nice (my favorite sport is basketball), and go to amusement parks that have water slides and big roller coasters.** I also like to talk to my friends when I am sad about something that has happened to me that makes me upset. I like to be able to help my friends when they need help and will do what I can to make them feel better, even if it is only by spending time with them.

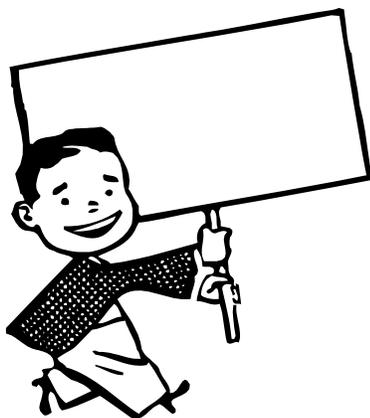
I would be a good friend to you because I . . . **am honest and try very hard to keep the promises that I make. I do not purposely try to hurt other people's feelings and, when I do, I try my best to take responsibility for my behavior. Most of the time I do say that I am sorry for hurting their feelings but sometimes I try to get out of it and blame things on other people. I am working to change this and am grateful to friends that help me with making this change. Also, I would be a good friend because I am usually happy and fun to be around. I share my games and do not have a bad temper or act like a sore loser.**

The things that I would like in a friend are . . . **reliability (they do what they say they will do!), honesty, fairness, and a nice personality. I want my friends to be trustworthy so that I can count on them during times of stress. Also, I do not want to end up in detention so I do not want to hang around with kids who get into legal trouble.**



HANDOUT 24.3

WANTED: A Good Friend



I am looking for a good friend. I am the type of person who likes to _____

I would be a good friend to you because I _____

The things that I would like in a friend are _____



HANDOUT 26.1

PROBLEM SOLVING WORKSHEET

My problem is:

Possible choices/solutions:

Consequences of the choices/solutions:

The solution I chose is:

The consequences of my solution were:

HANDOUT 27.1

COPING POWER PROGRAM QUIZ

(Sessions 23-26)

- 2 Name two expectations that teachers have of their students in the classroom.
 - a) _____
 - b) _____

- 3 Describe one problem that you are currently having with a teacher (or have had in the past):

- 4 Provide one good and one bad solution to the above problem.
 - a) _____
 - b) _____

- 2 List two ways that you can make new friends.
 - a) _____
 - b) _____

- 3 List two things about yourself that others would like to see in a friend.
 - a) _____
 - b) _____

- 4 Students who are seen as caring, friendly, easy going and considerate have an
 - Easier time making friends
 - Harder time making friends

- 5 List two things you can say to other kids when you want to play with them.
 - a) _____
 - b) _____

- 6 Negotiating with a friend means sometimes doing what _____ want, sometimes doing what _____ wants, and sometimes compromising between the two.

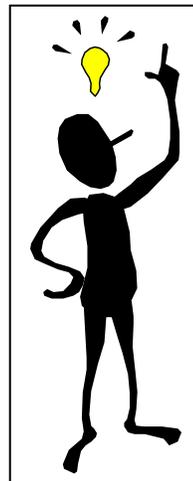
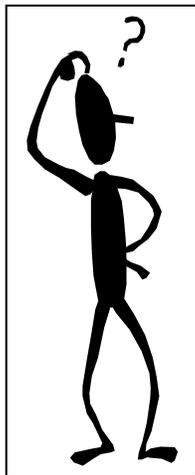
- 7 Describe one problem that you have had with a brother or sister. If you don't have a brother or a sister, describe a problem with a parent or friend.

- 8 Provide one good and one bad solution to the above problem.
 - a) _____
 - b) _____

HANDOUT 27.2

HOW CAN I STOP FEELING SO PRESSURED?

- **Say No Thanks** - “No thanks.”
- **Broken Record** - “I don’t want any, ... I said I don’t want any.”
- **Make An Excuse** - “Well, I really need to get home now. I’ll see you later.”
- **Leave The Situation** – Just walk away.
- **Change The Subject** - “What did you think of the basketball game last night?”
- **Make A Joke** – This one is hard to use but effective if you are good at making jokes.
- **Act Shocked** - “I cannot believe you would think of asking me that!”
- **Flattery** - “I thought you were great in the basketball game today!”
- **Suggest A Better Idea** - “How about if we go shoot some baskets instead?”
- **Find Other Kids To Hang Out With** - This is a hard choice but sometimes it is the right one.
- **Try To Use Peer Mediation** – This means that you try to help your friends figure out what is right from wrong.



HANDOUT 28.1

WHEN I WANT TO SAY NO, I CAN

Say No Thanks

Become a Broken Record

Make An Excuse

Leave The Situation

Change The Subject

Make A Joke

Act Shocked

Use Flattery

Suggest A Better Idea

Find Other Kids To Hang Out With

HANDOUT 29.1

NEIGHBORHOOD QUESTIONNAIRE

Child's Name: _____

School _____

1. Describe your neighborhood for me. (Try to get an understanding for the general feel of the neighborhood and then move on to specific questions.)
2. Where do you go to have fun in your neighborhood? How do you get there?
3. Do you go to community centers, churches, or other activity centers during the week? Are these places located in your community? Do you belong to any organized teams or groups (like scouts or church choir)? Which ones? How often do you do these kinds of things?
4. Who do you like to hang out with in your neighborhood? Are they older or younger than you? What do you do together? How do you make new friends or meet people in your neighborhood?
5. What kinds of things go on in your neighborhood? Are there places in your neighborhood that don't feel safe to you? What makes you feel unsafe? (Note: probe for violence, drug use/sale, and other illegal activities if you consider it to be appropriate.)
6. Are there groups of kids in your neighborhood who get in trouble? Do you hang out with these groups?
7. Are there groups of kids in your neighborhood who don't get in trouble? Do you hang out with these groups?
8. What do you like best about your community?

HANDOUT 29.2

PROBLEM SOLVING WORKSHEET

My problem is:

Possible choices/solutions:

Consequences of the choices/solutions:

The solution I chose is:

The consequences of my solution were:

HANDOUT 31.1

COPING POWER PROGRAM QUIZ

(Sessions 27-30)

1. What does “peer pressure” mean?
2. List two reasons why kids might give in to peer pressure.
 - a. _____
 - b. _____
3. List two things that you can do to refuse peer pressure.
 - a. _____
 - b. _____
4. Saying “No Thanks”, leaving a situation, or making a joke are all ways to _____ peer pressure.
5. What is a problem you have in your neighborhood?
6. Name an adult that you could talk to about a neighborhood problem.
7. List two different groups you hang out with (provide names if possible).
 - a. _____
 - b. _____
8. How are the kids in the first group similar to each other?
9. What is your placement in the first group?
 - In the center
 - Outside
 - On the edge
10. List four of your strengths.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

HANDOUT 31.2

STRENGTH BOMBARDMENT

