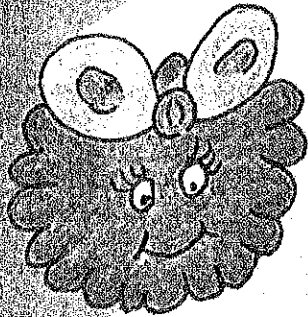
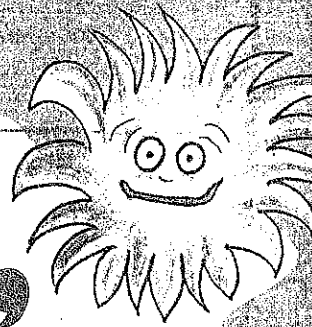
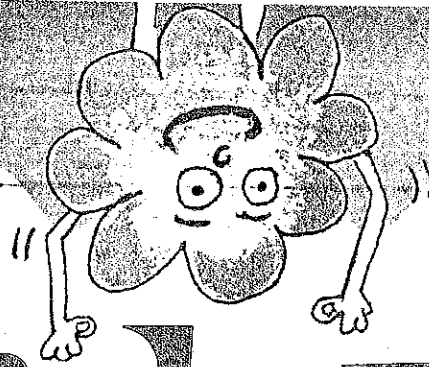


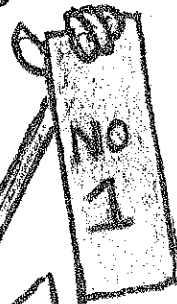
Grades 4-8



Pickers'

Life-Altering Decisions

Written & Illustrated By
Gary Antilla



Story-Based Lessons
That Focus On:

- Pranks
- Cheating
- Lying
- Bullying
- Cyberspace
- Videogames
- Suicide
- Gangs
- Skipping School
- Illegal Substances



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How To Use *Pickers' Life-Altering Decisions*

Pickers' Life-Altering Decisions is a series of story-based lessons that focus on destructive behaviors young people encounter all the time. Because opportunities to engage in these behaviors usually occur when no adult is present, young people must make the difficult decision to participate or not participate in them without benefit of adult counsel. Destructive decisions can result from peer pressure, inability to make good decisions, or ignoring potential consequences. *Pickers' Life-Altering Decisions* addresses these issues and provides educators with information for helping young people make good decisions in such situations.

Pickers' Life-Altering Decisions addresses 10 of the behaviors young people may encounter. Each lesson contains:

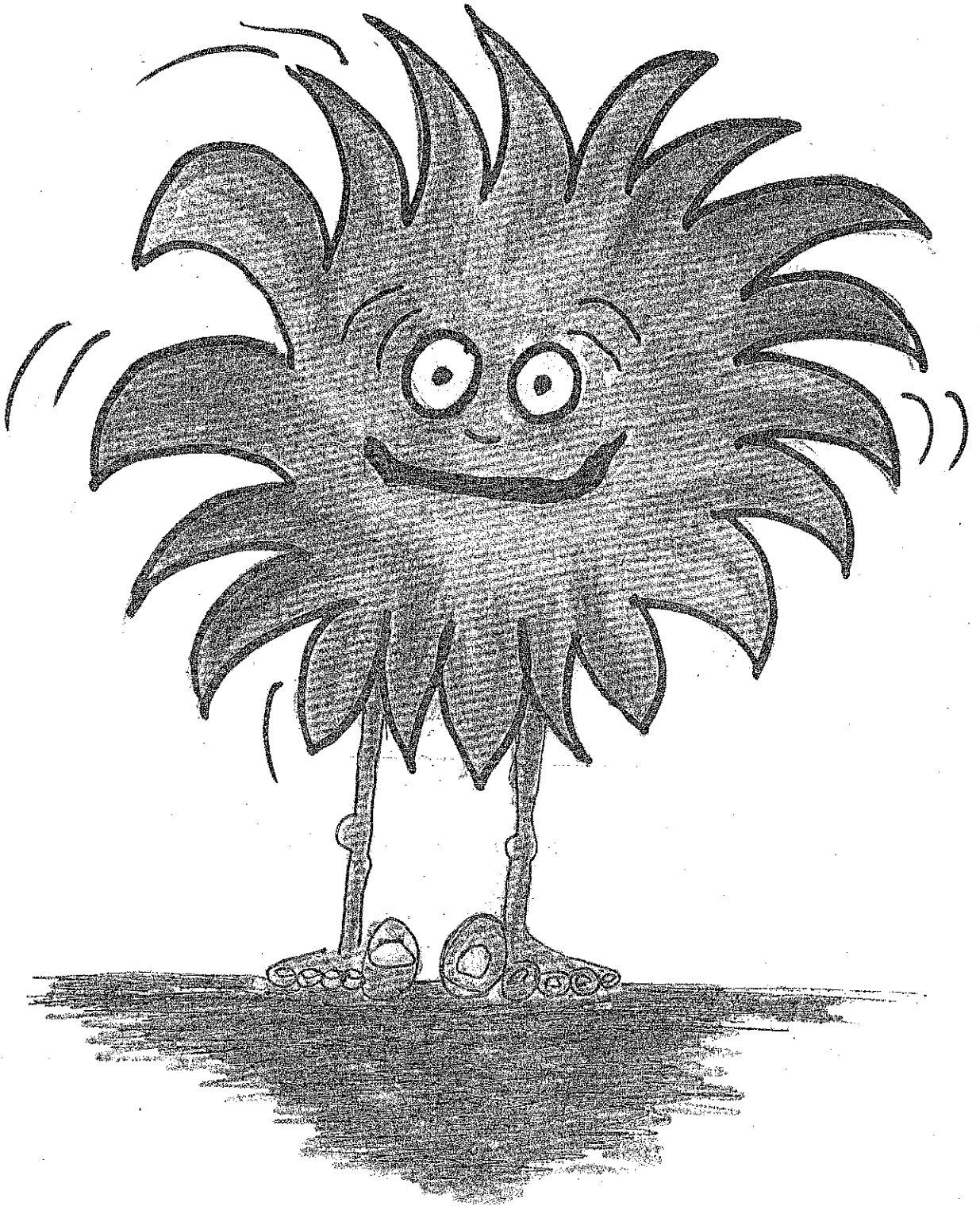
- ASCA standards
- a relevant story you may read to the students
- interactive instructions interspersed throughout the story
- comprehension questions to be used at the end of the story
- comprehension activities

If the students are unfamiliar with the *Pickers* character, read *A Message From Pickers* (page 6) and show them the illustration on page 9.

Each lesson can be used in a variety of ways.

- Read or tell the story to the students and have them orally discuss or write answers to the questions at the end. Have them complete the *Pickers' Puzzle* or end the lesson with the discussion questions.
- Distribute the *Pickers' Picture Story*, crayons, and pencils. As you read the story, stop at each *italicized* instruction and have the students complete the drawing on their activity sheet. When you finish reading, select students to use the pictures they've drawn to retell the story. (*Note: If the blocks on the *Pickers' Picture Story* pages are too small for your students, distribute drawing paper.*) *Pickers' Puzzle* may be added to the lesson.

Pickers



Pickers' Pranks: ASCA Standards

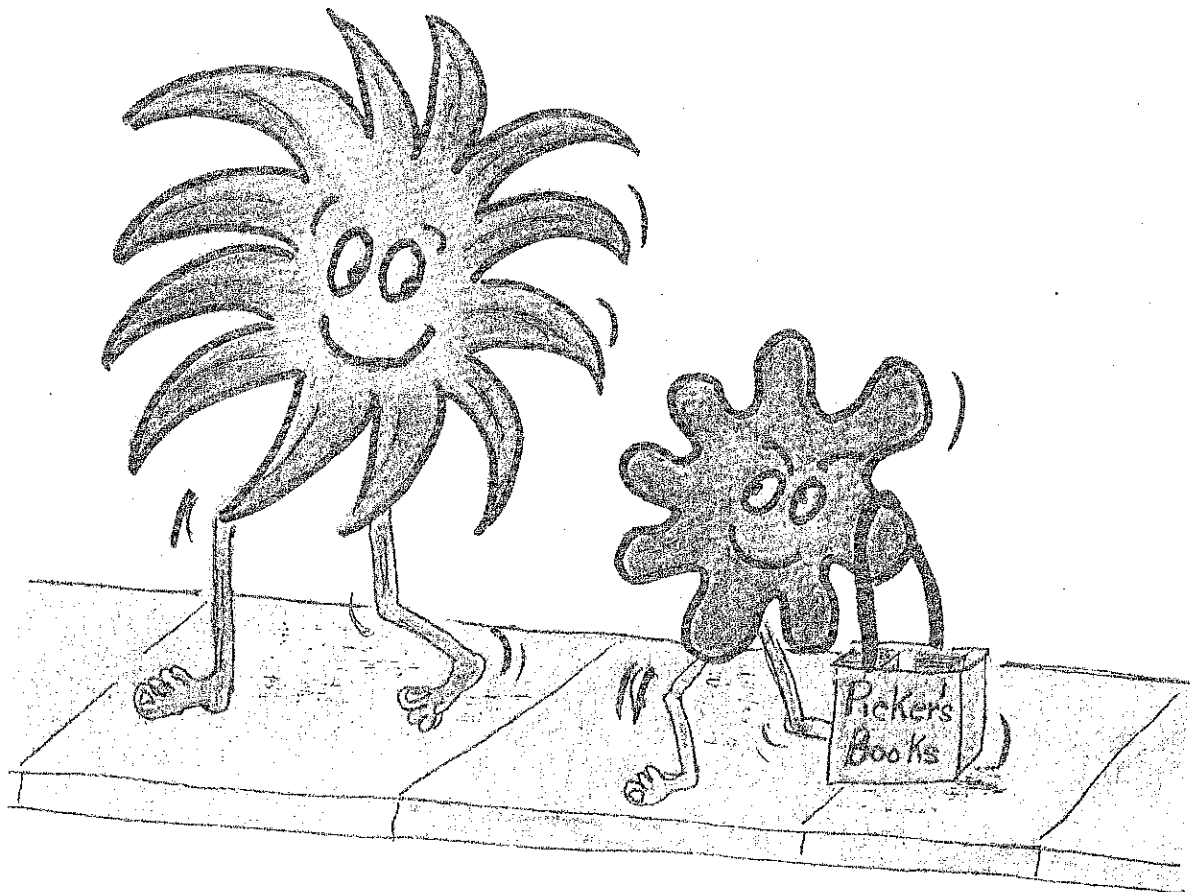
Personal/Social Development

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

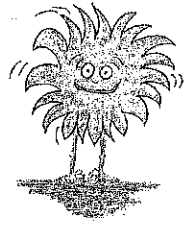
- PS:B1 Self-Knowledge Application
- PS:B1.2 Understand consequences and choices
- PS:B1.8 Know when peer pressure is influencing a decision

Standard C: Students will understand safety and survival skills.

- PS:C1 Acquire Personal Safety Skills
- PS:C1.2 Learn about relationships between rules, laws, safety, and the protection of rights of the individual
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.9 Learn how to cope with peer pressure



Pickers' Pranks

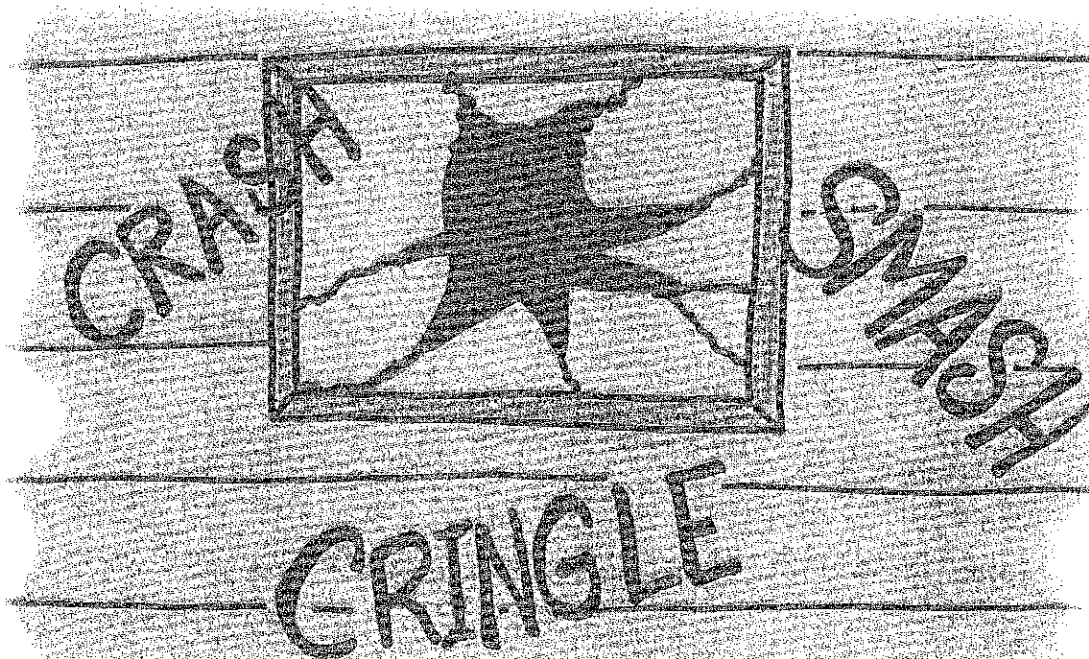


I was always lots of fun, so everybody liked to play with me. Most of the kids at school and around the block wanted me as a friend. And you know what? I felt very *important!*

☞ *Instruction #1: In the first block, draw someone who feels important.*

Most of the time, a bunch of us went swimming or skating or just rode around on our bikes. One summer day, we were eating apples from a friend's tree. One of the guys picked up an apple and threw it at an old garage next door. It was a long throw, but he hit the garage door.

Pretty soon, we were all trying to hit the garage with apples. When that wasn't fun any more, I said, "I bet you guys can't hit that window." Everybody tried, but most of the guys couldn't throw that far. That's when I picked up a huge apple and threw it as hard as I could. *Crash! Smash! Cringle!*

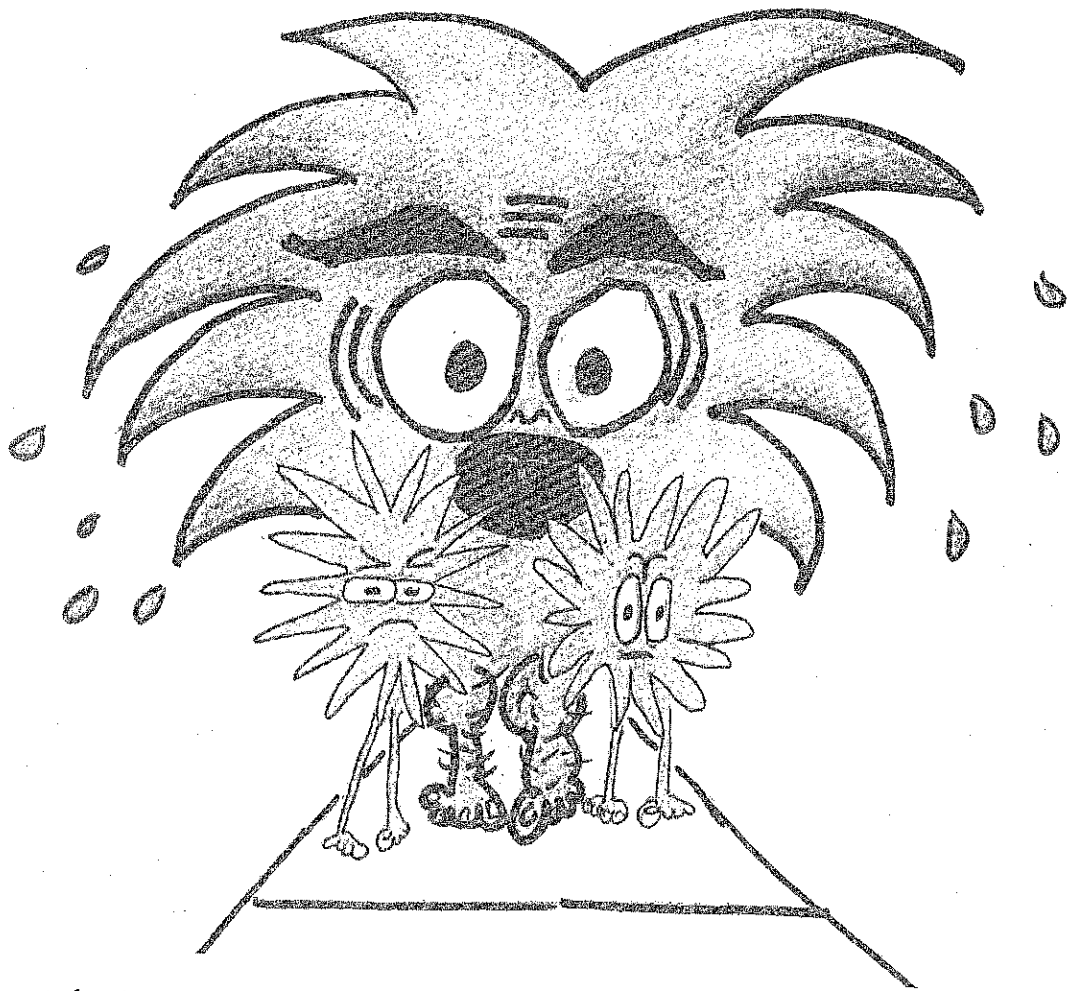


☞ *Instruction #2: In the second block, draw an apple breaking the window.*

The next sound we heard was a loud "HEY!"

Instruction #3: In the third block, draw a man yelling.

A man stormed out of the house and saw Dylan and Kevin walking down the street. They weren't with us. They just happened to be in the wrong place at the wrong time, and the man grabbed them. He didn't care that they said they hadn't done anything. He was too busy shouting that he was taking them to their parents.



They got the blame, and we laughed so hard we were rolling on the ground. We couldn't believe how easy it was to get away with that.

Instruction #4: In the fourth block, draw the pranksters rolling on the ground and laughing.

That incident taught us that getting other people into trouble was more fun than riding our bikes. Our mission was to plan better things to laugh about.

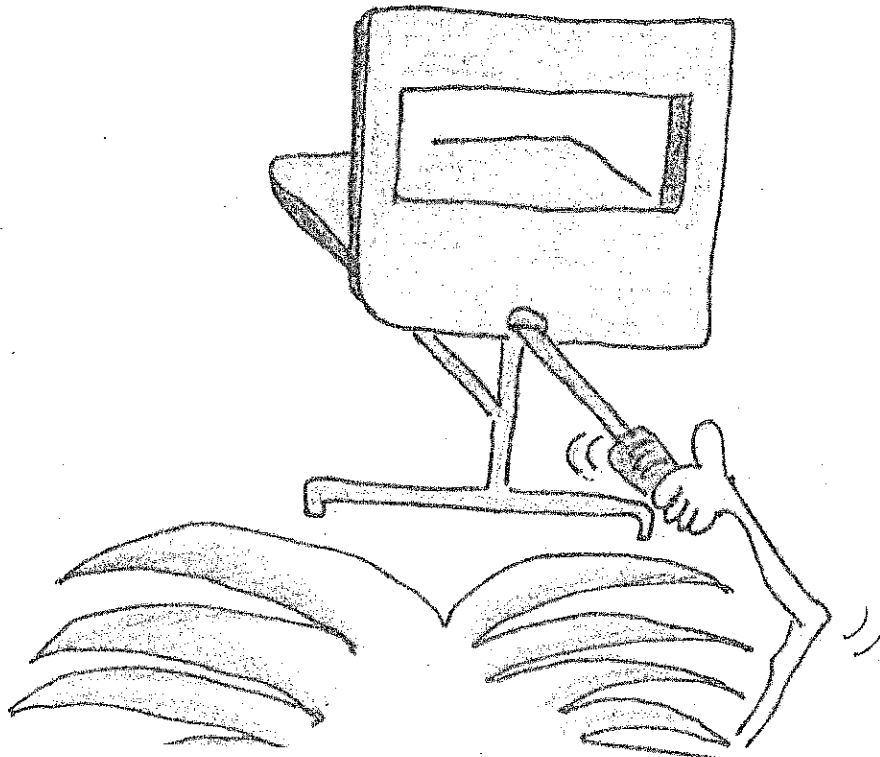
One of the guys got into the classroom early one day and took most of the screws out of Angie's desk. When she went to get her books, her desk jiggled so the books, pencils, and most everything else in it fell out. You should have heard everyone laugh!

☞ *Instruction #5: In the fifth block, draw a jiggling desk with things falling out of it.*

We pulled all kinds of tricks at school—writing stuff about people, jamming toilets with paper, letting air out of bicycle tires, and hiding the teacher's grade book.

This went on for a long time. We never got caught. We thought whatever we did was really, really funny. We were the kings of pranks.

Another morning, I snuck into the classroom early and took the screws out of Susie's chair. When the rest of the students walked in, I was just waiting for the fun to begin.



As Susie sat down, she crashed to the floor and screamed! It was pretty clear that something was wrong. No one was laughing. The teacher immediately decided Eric and Jacob were responsible and sent them to the principal's office. Even though they *were* my friends, I didn't say anything.

☞ *Instruction #6: In the sixth block, draw Susie crashing to the ground.*



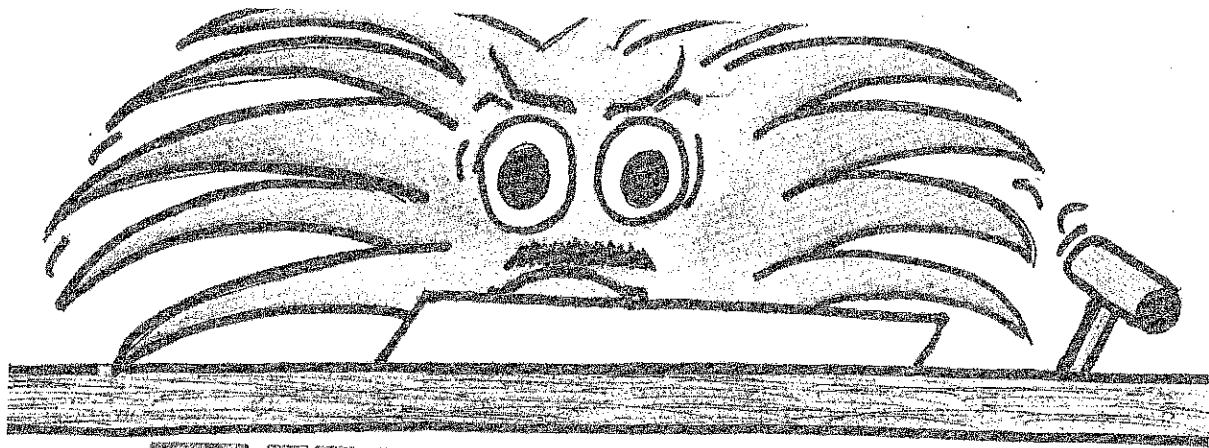
The principal and the school nurse came to the classroom. Susie was lying on the floor, and everyone could see she was in pain. The nurse took out her cell phone and made a call. The next sound we heard was the Rescue Squad siren.

The men moved Susie very carefully. It was then that I overheard someone say, "She may never walk again!"

Everyone soon found out I had caused the accident.

Since that day, I've been to see a judge and my parents have had to pay some huge hospital bills and lawyer's fees.

☞ *Instruction #7: In the seventh block, draw Pickers before the judge.*



THE JUDGE

Susie will be OK, but I'll never be the same.

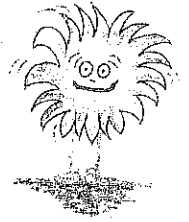
Those pranks I thought were so much fun cost more than money. They cost me all my friends. Even the guys who took part in the pranks deserted me. You know how you feel when nobody wants to be around you? Yup, real *unimportant* and very *lonely*.

☞ *Instruction #8: In the eighth block, draw Pickers looking lonely.*

It's hard to imagine that it took a terrible accident for me to finally learn to *think before doing something, not after it's done*.

☞ *Instruction #9: In the ninth block, write the lesson Pickers learned from his prankster behaviors.*

Pickers' Pranks: Questions



1. Why do people pull pranks?

2. Why was Pickers so popular?

3. Does Pickers fit your idea of a *bully*?

4. Did Pickers try to hurt anyone?

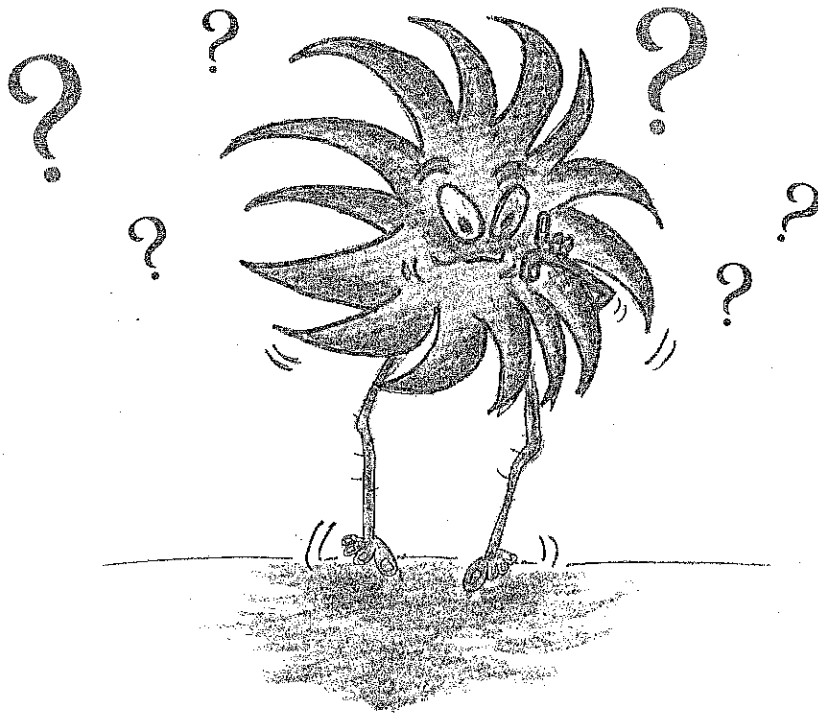
5. How did Pickers feel about people taking the blame for something they didn't do?

6. Did Pickers have feelings for others? Do you think he did by the end of the story?

7. How can Pickers regain friends?

Discussion Guide For Pickers' Pranks Questions

1. People pull pranks because they think it's funny. They don't worry about hurting anyone.
2. Pickers was popular because he was fun *and* funny. Pranks, like a lot of things, become habit-forming!
3. Pickers pulled physical pranks and was very good at giving others a hard time. That makes him a kind of bully.
4. No. Pickers didn't think about anyone getting hurt.
5. Pickers thought a prank was even more fun if others took the blame.
6. Pickers didn't think of his pranks being physically and emotionally hurtful. At the end, he finally learned another lesson: "Treat others the way you would like to be treated."
7. Pickers has earned a reputation, and he may have to live with it until he proves he can be fun without hurting others. That will take time.



Pickers' Puzzle

Directions: This is a different kind of Word Find. Decide on an answer to each statement, then see if you can find your answer. Clue: The answers can be found "Pickers' Pranks."

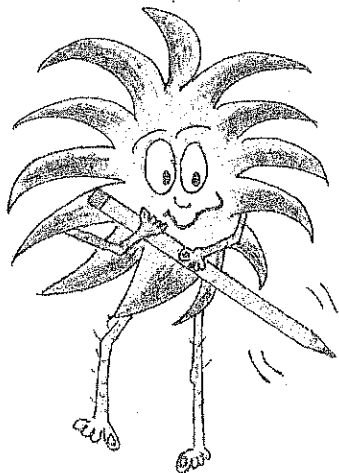
☉ Find the names of 5 children.

☉ Find 4 things that were ruined by pranks.

☉ Find 2 *feeling words*.

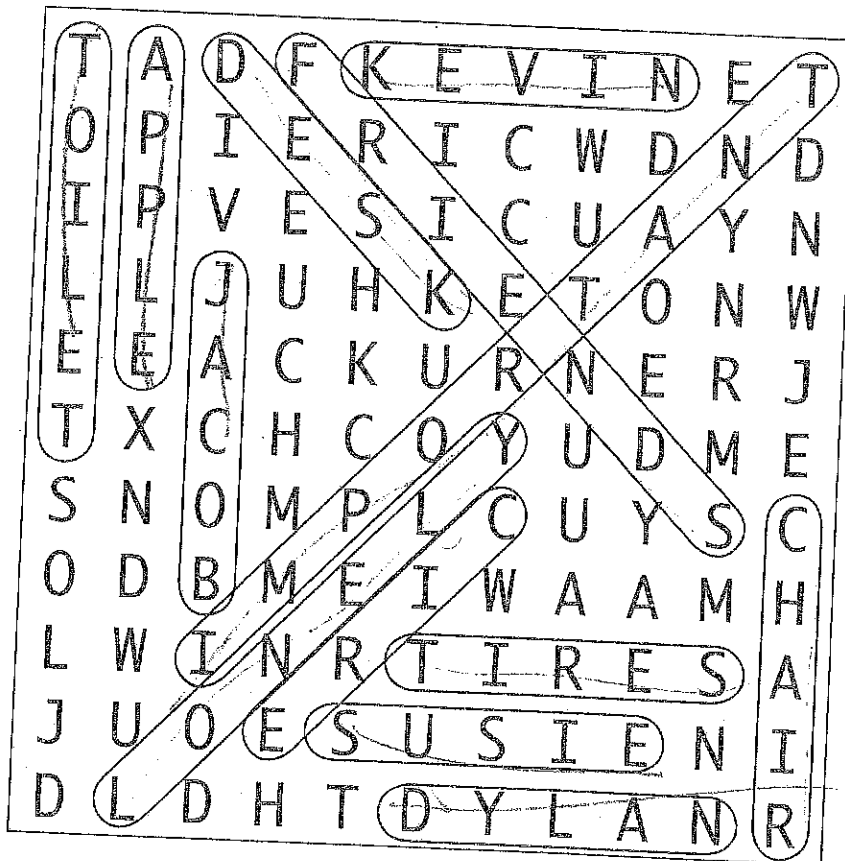
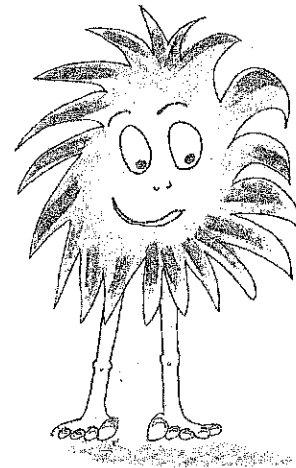
☉ Find 1 fruit.

☉ Find the thing that Pickers lost.

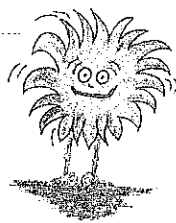


Answer To Pickers' Puzzle

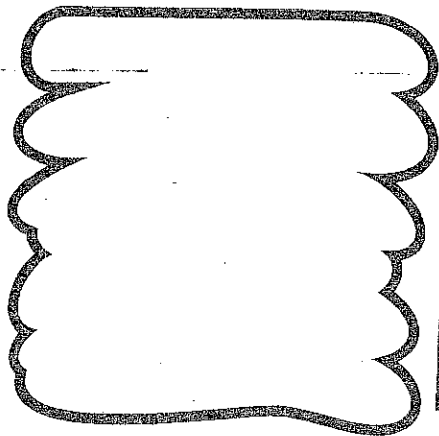
- Find the names of 5 children.
Jacob, Kevin, Dylan, Susie, Eric
- Find 4 things that were ruined by pranks.
Toilet, Tires, Chair, Desk
- Find 2 feeling words.
Lonely, Important
- Find 1 fruit.
Apple
- Find the thing that Pickers lost.
Friends



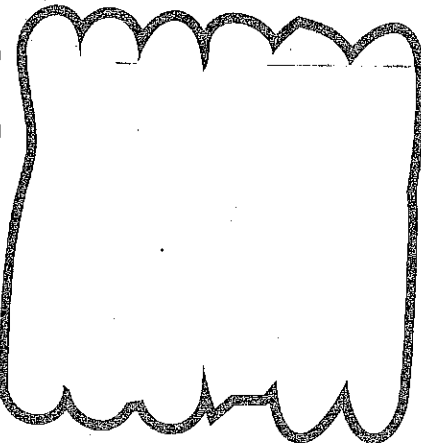
Pickers' Pranks Picture Story



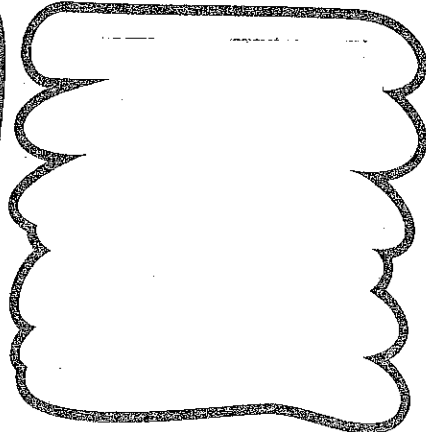
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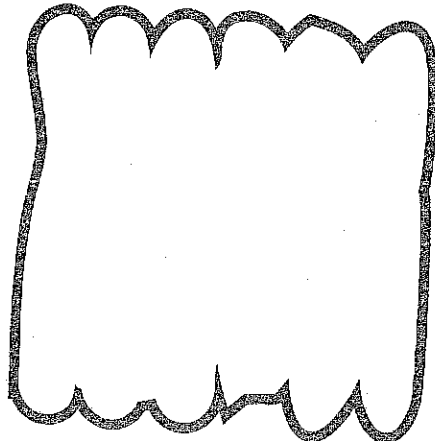
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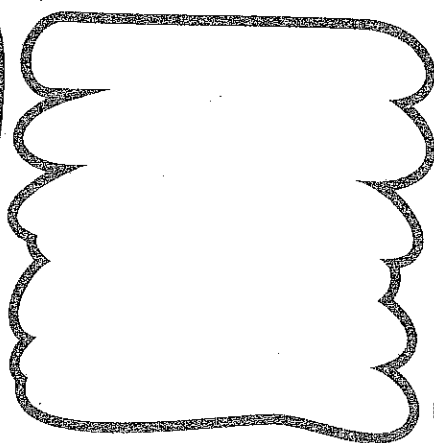
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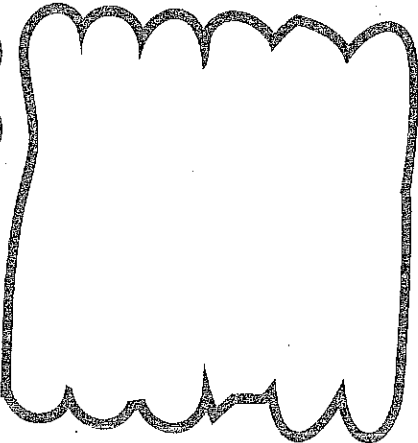
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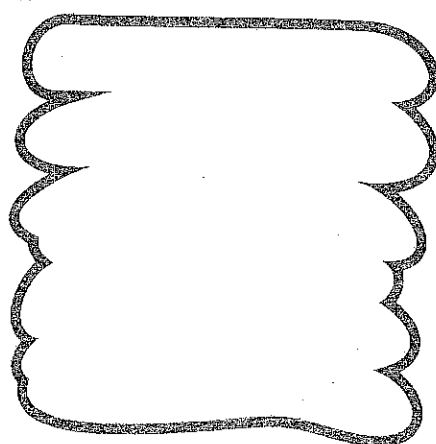
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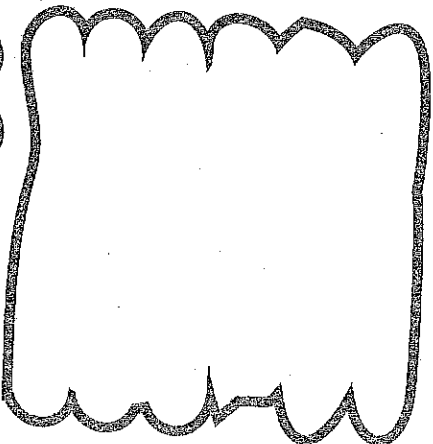
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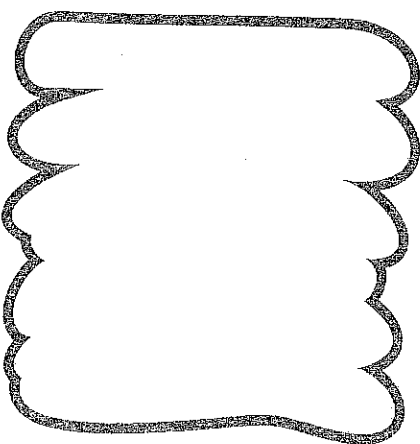
7.



8.



9.



Cheating & Lying: ASCA Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

- A:A1 **Improve Academic Self-concept**
- A:A1.3 Take pride in work and achievement.
- A:A1.4 Accept mistakes as essential to the learning process.
- A:A2.3 Use communication skills to know when to ask for help.

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- PS:A1 **Acquire Self-Knowledge**
- PS:A1.3 Learn the goal-setting process
- PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- PS:A1.8 Understand the need for self-control and how to practice it.

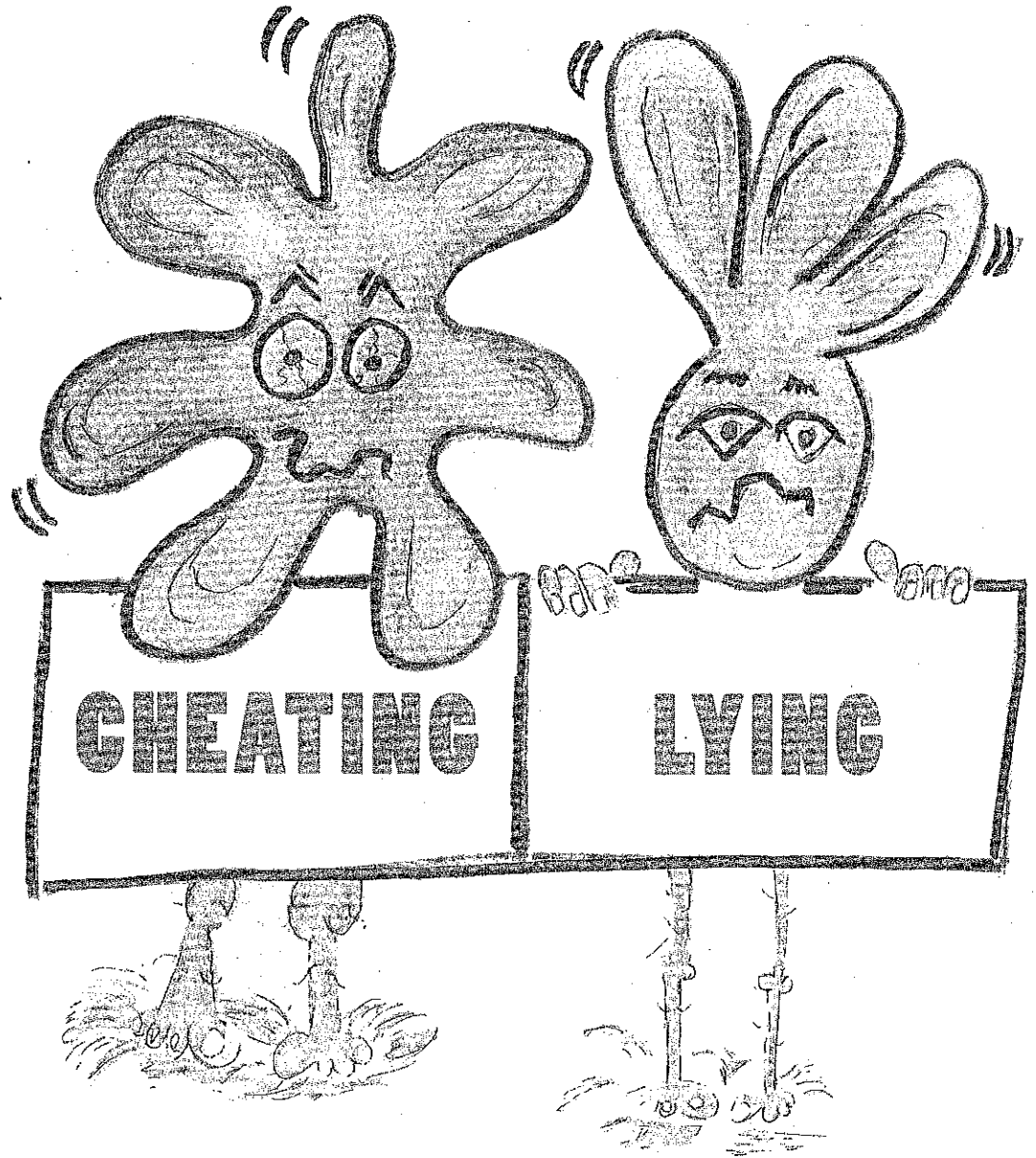
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

- PS:B1 **Self-Knowledge Application**
- PS:B1.2 Understand consequences and choices
- PS:B1.8 Know when peer pressure is influencing a decision

Standard C: Students will understand safety and survival skills.

- PS:C1 **Acquire Personal Safety Skills**
- PS:C1.9 Learn how to cope with peer pressure.
- PS:C1.10 Learn techniques for managing stress and conflict

Cheating & Lying



Cheating and lying are cousins. Very similar, but not the same. Doing one makes it easier to do the other. Each time you cheat or lie, it becomes easier to lie or cheat. And each time you get away with cheating or lying, you're one step closer to getting caught.

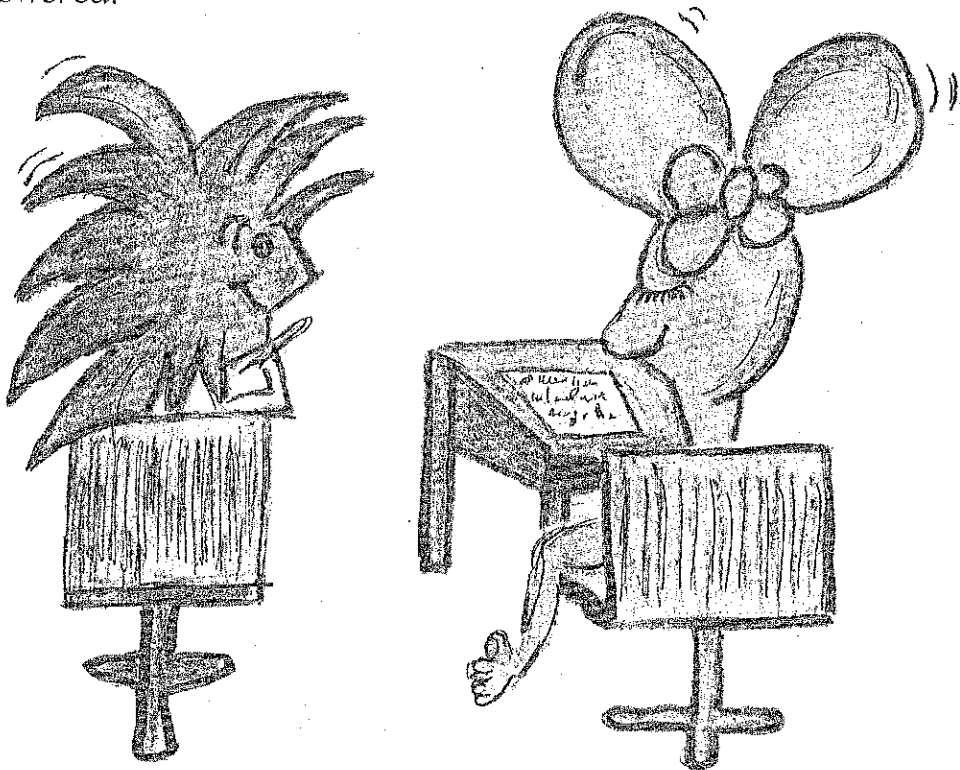
Angie was the most popular girl in my class. All the girls wanted to be her friend. A lot of the boys did, too. She seemed to be the best at everything she did. She got good grades. She was pretty. She was even good in sports. She could kick a ball farther than anyone else.

Ryan was good at just about everything *he* did. He was the fastest runner in the class. He was always picked first in team sports. His grades were good. He was one of the biggest guys in our class, and all the girls had crushes on him. He had *everything* going for him. *Angie* was his girlfriend!

☞ *Instruction #1: In the first block, draw Angie and Ryan.*

We were taking a science test, and the teacher was walking around the room. She stopped for a moment and stood in the back. None of us could see her, but she noticed Ryan stretching his neck to look at Angie's paper. She also noticed Angie leaning to one side so Ryan could see her answers. Before we knew what was happening, the teacher flew to Ryan's desk, picked up his paper, and asked, "Are you looking at Angie's paper?"

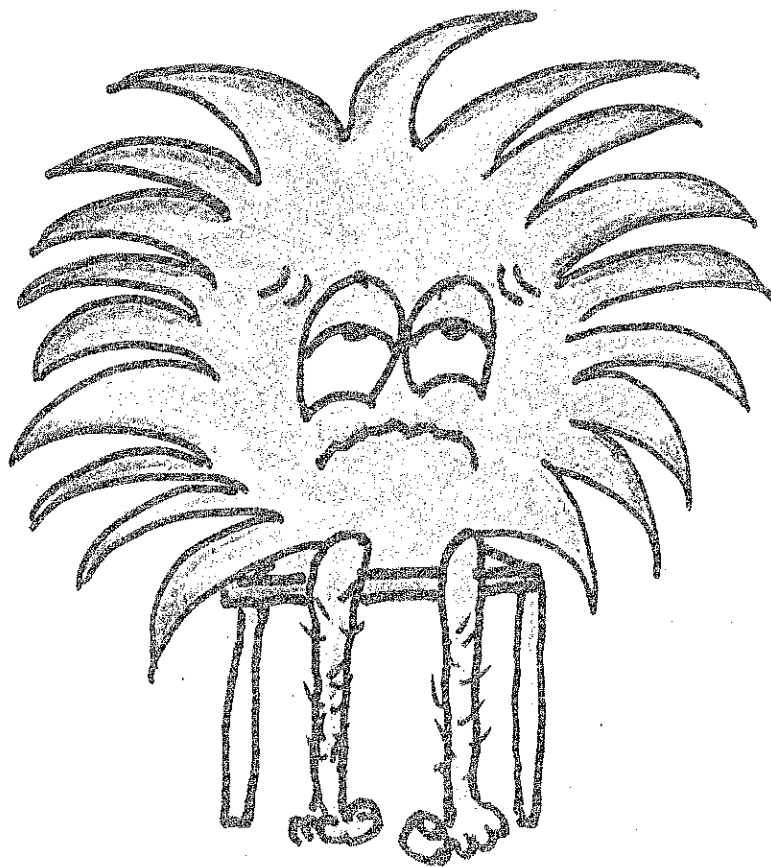
☞ *Instruction #2: In the second block, write what you think Ryan answered.*



Ryan said, "No." Before the teacher could say a word, Angie blurted, "I wasn't showing him any answers!"

Ignoring Angie's denial, the teacher picked up her paper. She saw that Angie and Ryan's answers were exactly the same. They even misspelled the same words! If this wasn't bad enough, the teacher noticed that Angie had a sheet of paper next to her test paper. Answers to some of the test questions were on a paper underneath that sheet, and Angie could see them when she pressed on the paper with her arm. Angie took her arm off the paper when the teacher passed her desk, so she wouldn't see the cheat sheet. When the teacher asked if she'd been cheating, Angie said, "No." When the teacher picked up the sheet, Angie was caught not only cheating, but lying about it!

I knew exactly how Ryan and Angie felt. Watching what was happening reminded me of a time I did the same thing. I told my mom I didn't do something she knew I had done. She had the evidence, and there was no way I could talk my way out of it. Just like Ryan and Angie, I made a bad thing worse when I lied about it. So what happened? I paid the price for lying and cheating. Big time.



☞ *Instruction #3: In the third block, draw how you think Pickers paid the price for lying and cheating.*

Angie and Ryan were just like me. They got caught cheating, then added to the problem by lying about it. I remember wondering if they, too, would pay a big price. I knew how the teacher would react, but I wondered about the other kids.

Everyone in our class knew what Angie and Ryan had done, and it didn't take long for kids in other classes to hear about it. When they did, all those neat things people felt about Angie and Ryan disappeared.

☞ *Instruction #4: In the fourth block, draw how you think Angie and Ryan felt.*

No one wanted to be Angie's best friend. In fact, she *lost* some friends. No one wanted to study with her, and kids stopped picking her for teams. Ryan lost his girlfriend. He didn't get picked for teams very often, and his grades dropped.

☞ *Instruction #5: In the fifth block, draw what happened to Angie or Ryan.*

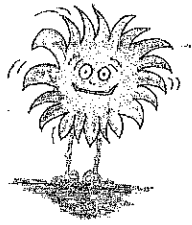
One bad decision completely changed Angie and Ryan's popularity and lives. Will it be like this forever? That depends on what Angie and Ryan do from now on. Once you're labeled a cheat and/or a liar, nobody trusts you.

☞ *Instruction #6: In the sixth block, write two behaviors that will cause you to lose the trust of friends, classmates, and adults.*

Sure, Angie and Ryan can change. They can decide to act fairly and tell the truth. But even if they do, it will take time to regain others' admiration and trust. There's no guarantee that everyone will give them a second chance.

☞ *Instruction #7: In the seventh block, write how long you think it will take Angie and Ryan to regain the trust of their friends, classmates, and adults.*

Cheating & Lying: Questions



1. What can Angie do to regain her friends?

2. Why do you think she was cheating?

3. If she felt pressure to be the best, what made her feel that way?

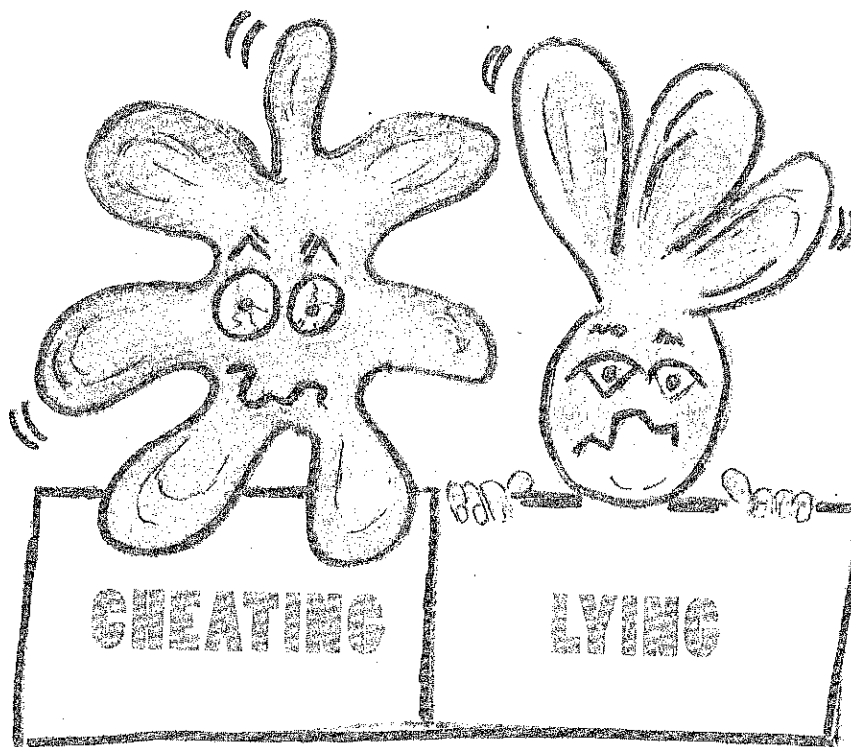
4. Everyone, including me, has told some lies. If you lie once, will you do it again?

5. Do you think cheating and lying is worth the risk? Why or why not?

6. Even adults make mistakes. What should you do so you don't make the same mistake again?

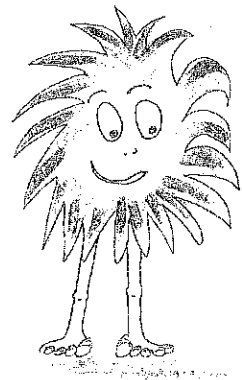
7. What advice would you give Angie and Ryan?

8. Should Angie and Ryan's parents be told about what they did? _____
If so, who should tell them?

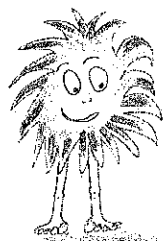


Discussion Guide For Cheating & Lying Questions

1. She has to realize that people will like her for *who she is*, not for how smart or pretty she is. It will take some work, but things can change with time.
2. Angie must have felt pressure to be the best. She must have been afraid she wouldn't answer every question correctly unless she used the cheat sheet. She has to realize that nobody is perfect and that she shouldn't expect herself to be perfect.
3. Maybe her parents made her feel that way, or maybe that was how she saw herself. She might have been competing with friends. Angie should have talked with her parents about her feelings or asked a teacher or counselor for help.
4. Lying or cheating can become a very hard habit to break. No matter how hard it may be, it's best to be honest and learn from a mistake.
5. Sooner or later, everyone who cheats or lies gets caught. Then it's hard for anyone to believe them. Nobody wants much to do with anyone who lies or cheats. People who lie or cheat lose trust, and they lose friends.
6. The biggest mistake is *not to learn* from a mistake. If you make a mistake, admit what happened and don't do it again.
7. Be friends with everyone. Making or regaining friends may take a while, because you'll have to convince others that you've changed.
8. Whenever a problem comes up in school, it's best to sit down with a teacher or counselor and your parents. You should tell your parents yourself, but your teacher or counselor can help you explain what happened.

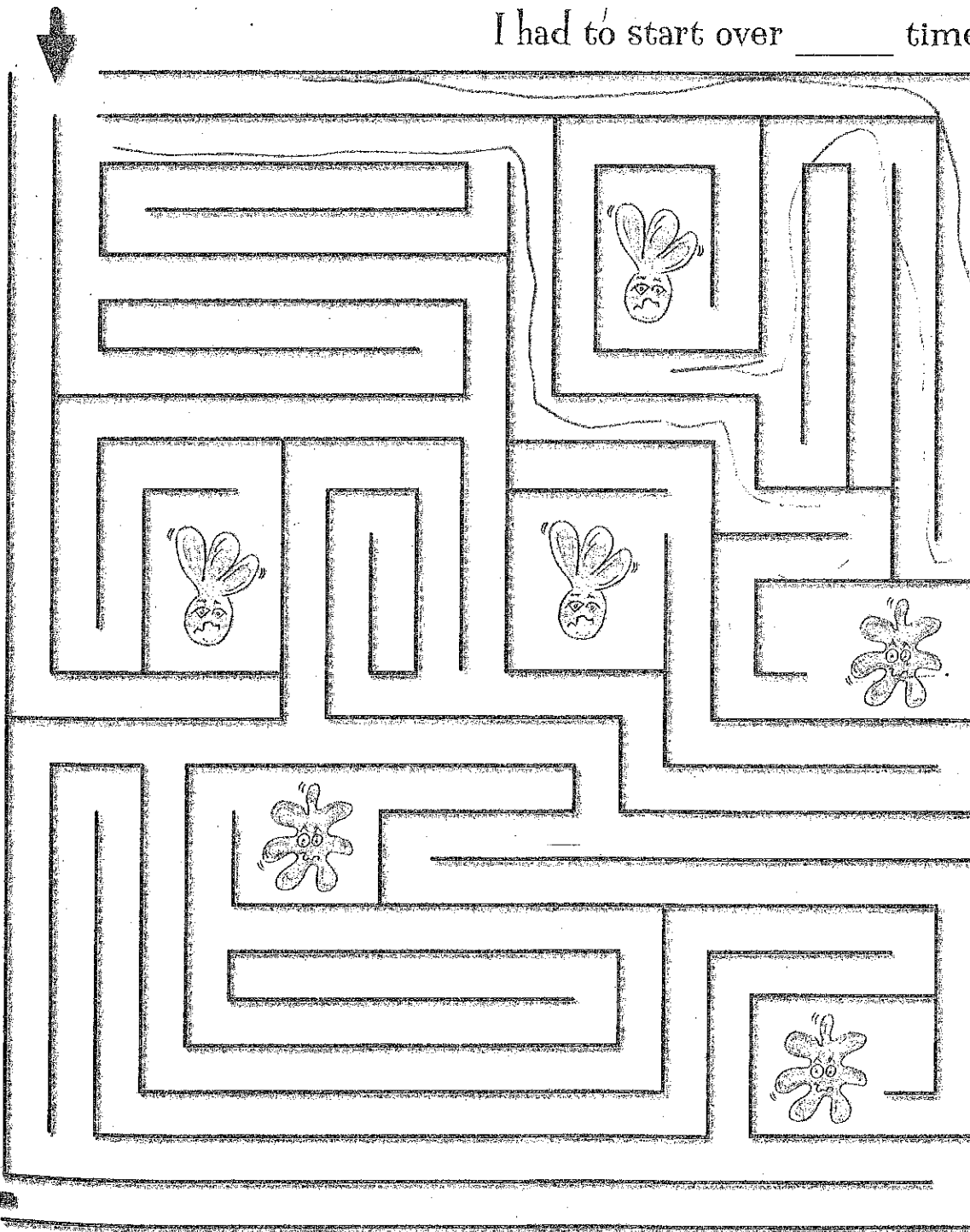


Pickers' Puzzle

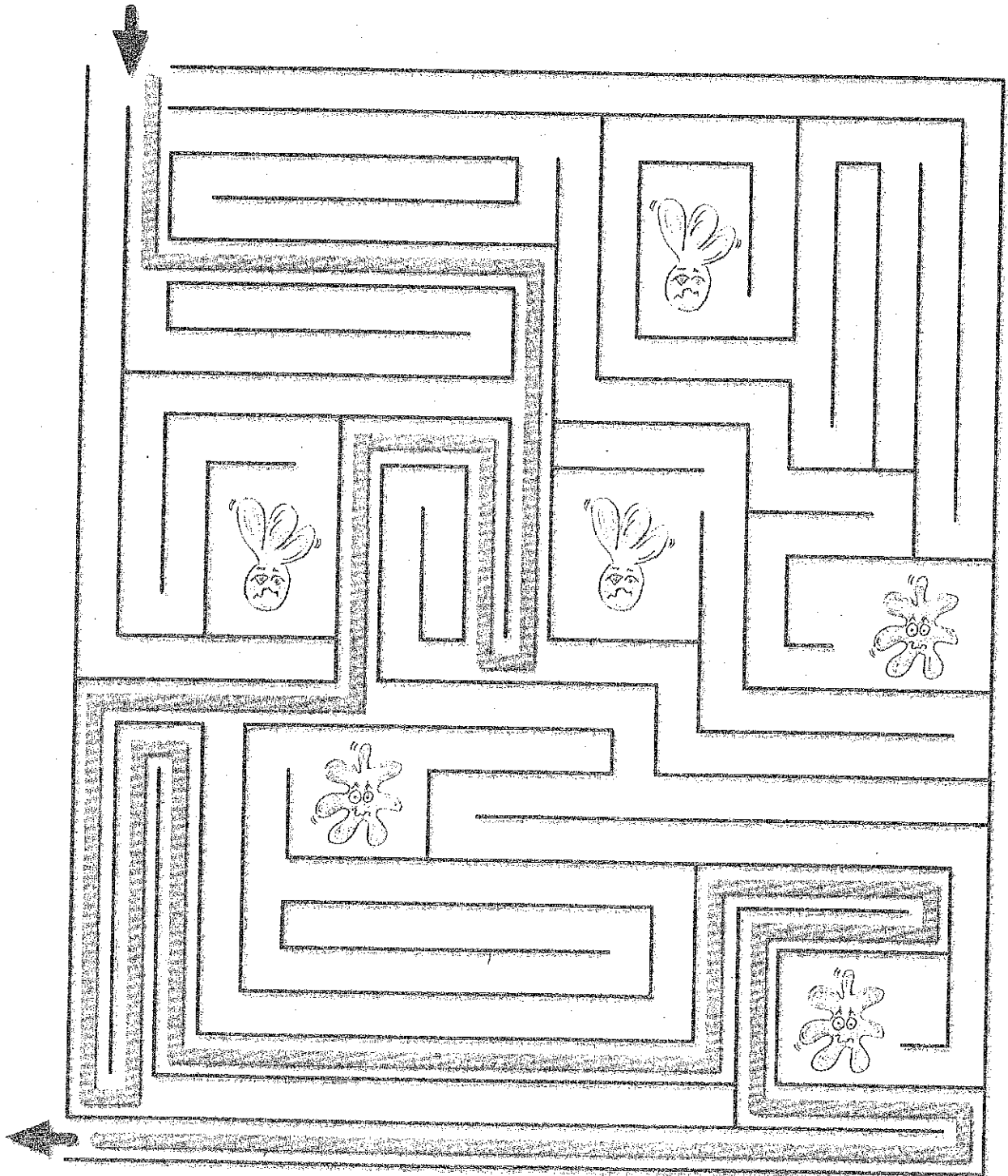


Directions: Find your way through the maze. Every time you land in a *cheat* or *liar* picture, you must start over. On the line, record the number of times you had to start over.

I had to start over _____ times.

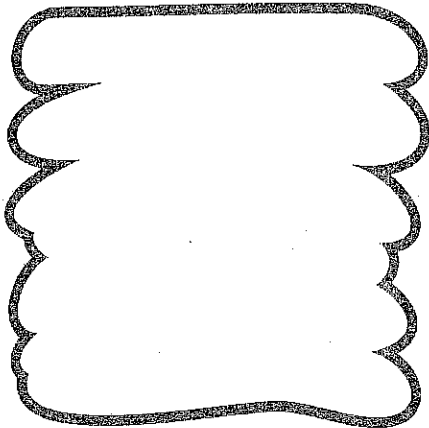


Answer To Pickers' Puzzle

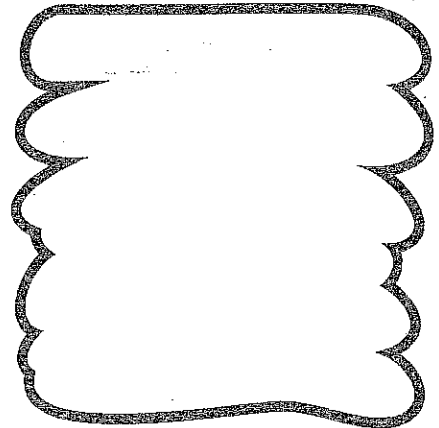


Cheating & Lying Picture Story

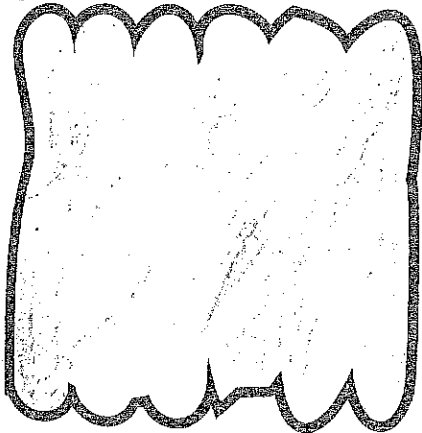
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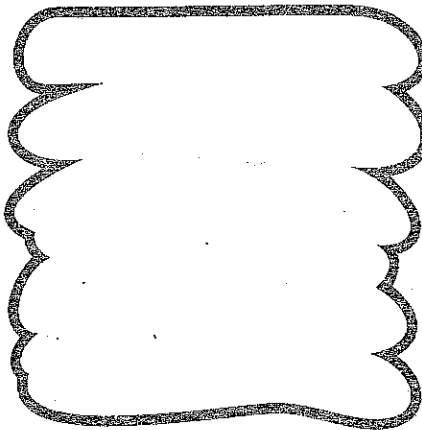
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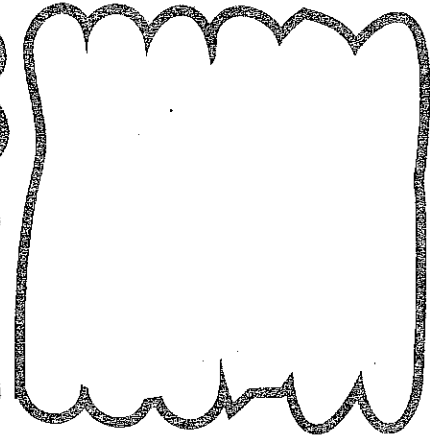
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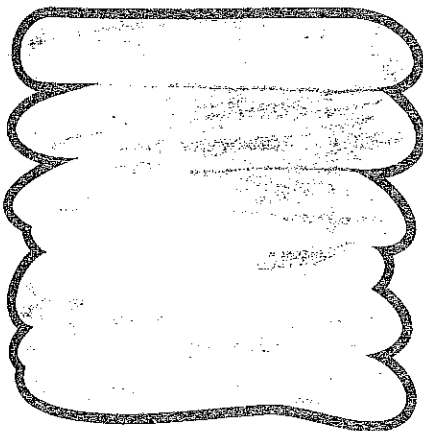
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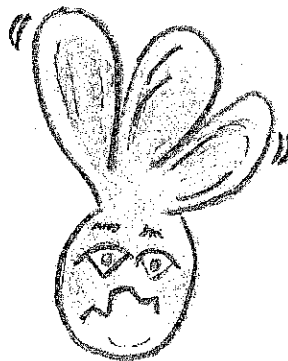
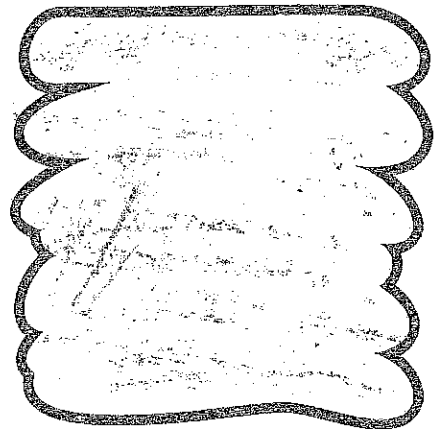
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Bullying & Teasing: ASGA Standards

Career Development

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

- C:A2 **Develop Employment Readiness**
- C:A2.5 Learn to respect individual uniqueness in the workplace

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- PS:A1 **Acquire Self-Knowledge**
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.9 Demonstrate cooperative behavior in groups

- PS:A2 **Acquire Skills for Improving Learning**
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept, respect, and appreciate ethnic and cultural differences.
- PS:A2.8 Learn how to make and keep friends.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

- PS:B1 **Self-Knowledge Application**
- PS:B1.2 Understand consequences and choices
- PS:B1.8 Know when peer pressure is influencing a decision

Standard C: Students will understand safety and survival skills.

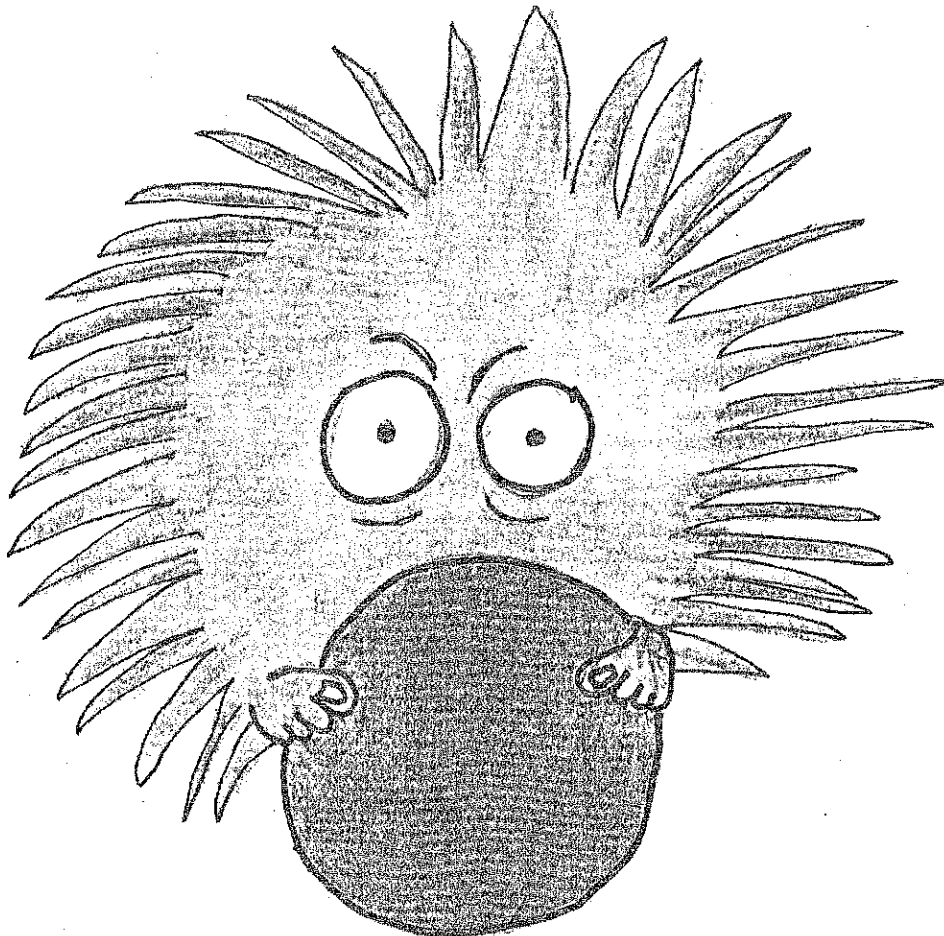
- PS:C1 **Acquire Personal Safety Skills**
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

Bullying & Teasing

You hear a lot about *bullying* and *teasing* these days. These behaviors are nothing new, you know. When I was in school, a group of guys and girls were always giving some kids a hard time.

The boys in this group were good in sports and they made anyone who wasn't feel dumb and useless. They didn't always come right out and say so. But they wouldn't pick these kids for their teams or sit by them at lunch. Sometimes they told the teacher, "I don't want to sit by them. They're gross!"

☞ *Instruction #1: In the first block, draw one of the bullies.*



What was life like for the kids who were labeled *different* or *not as good* as others? They often sat by themselves at lunch, stood alone on the playground, or were teased because of how they dressed or looked.

☞ *Instruction #2: In the second block, draw one of the kids who was bullied.*

At first, the boys were more physically aggressive than the girls. Then some girls began acting like the boys. As often happens, things got out of hand. These kids sometimes fought with kids they thought were different. They might be suspended for a day or two. But within weeks, the same old thing was happening again: teasing, putdowns, name-calling, bullying, fighting.

☞ *Instruction #3: In the third block, draw an aggressive boy or girl.*

The more popular girls did some of the same things in a different way. They'd single someone out and the trouble would begin. Whether it started because she didn't dress like the others or was competing with a popular girl, it always ended up the same way. A girl who started "not liking" another girl would tell another and another and another. Pretty soon, a whole group of girls would be saying mean things to this girl or totally ignoring her.

☞ *Instruction #4: In the fourth block, draw one of the girls who was bullied.*

I remember Missy and her friends doing this to Kim. It got so out of control, Kim changed to a different school.

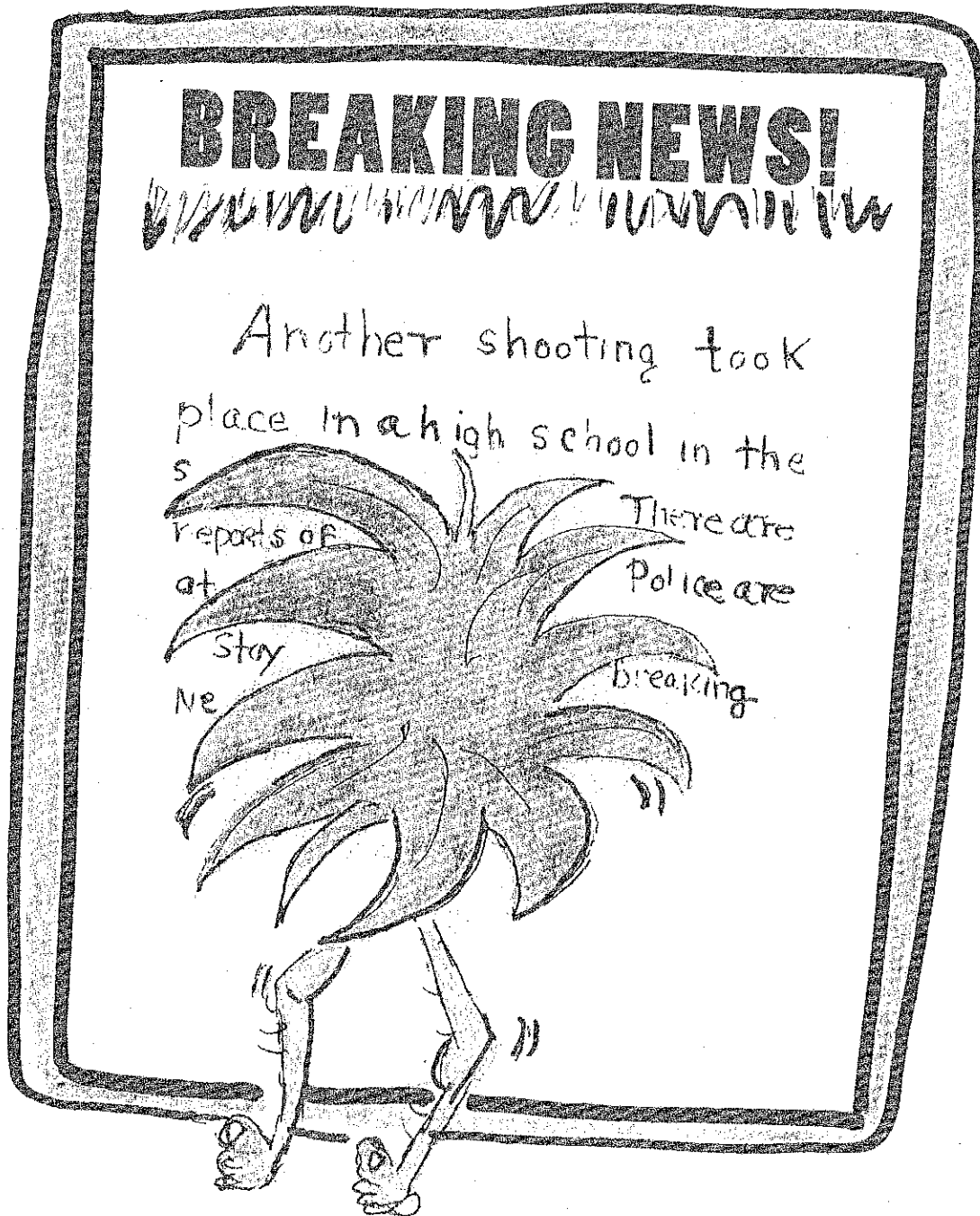
☞ *Instruction #5: In the fifth block, draw how Kim felt.*

None of the kids who acted this way realized what it was like to be picked on or singled out. For some reason, the teachers never seemed to know this was happening. Maybe because it happened at lunch, in the halls, or during recess.

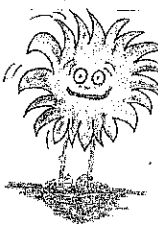
☞ *Instruction #6: In the sixth block, draw the place you think kids in your school would bully others the most.*

All around the country, kids are acting in a cruel or violent manner against other kids. Even, sometimes, against adults. Many school shootings are done by kids who feel left out, picked on, or made fun of. You may have seen this on the TV news.

○ Instruction #7: In the seventh block, write one word that describes the danger of bullying.



Bullying & Teasing: Questions



1. What does it feel like to be picked on by a group?

2. If you've never been picked on, how do you *think* it feels?

3. How can you include others in school activities?

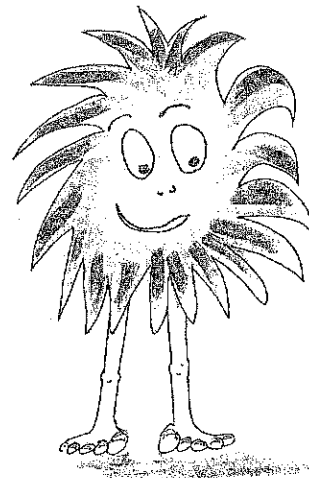
4. How can you help someone who may be teased because he/she looks, dresses, or acts differently?

5. What can you do to help someone who is being teased or bullied all the time?

6. What should you do if someone tells you he or she would like to hurt someone or is going to bring a weapon to school?

Discussion Guide For Bullying & Teasing Questions

1. Being picked on by a group is one of the most miserable experiences a young person can have. You feel like nobody cares or understands how much it hurts.
2. (Open for discussion)
3. If you can see what's happening and listen to and understand others, you know who's popular and who is not. Try to include those who seem to be loners in games and study sessions. Invite them to eat lunch with you and your friends.
4. People often judge others by how they act, dress, or look. Try not to judge people this way. Talk with those who seem different. Ask why they act that way. Let them talk about themselves!
5. Let an adult know what's happening. He or she may be able to help or talk with the other students' parents to find out what's going on.
6. If someone threatens to harm himself or herself or others, DON'T just do nothing! Tell a teacher, counselor, or a police liaison and let him or her handle the situation. You're not being a snitch. You may be a hero for saving someone from danger.

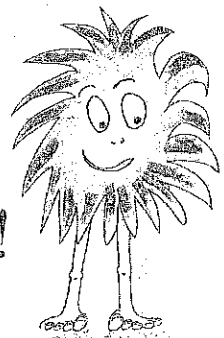


Pickers' Puzzle

Directions: Use your multiplication skills to solve this puzzle. Write the answer to each multiplication problem. Then look at the numbers below each line at the bottom of the page. Write the letter that matches each number, and learn the definition of *bully*.

A	$3 \times 4 =$ _____	J	$6 \times 6 =$ _____	S	$4 \times 7 =$ _____
B	$4 \times 4 =$ _____	K	$9 \times 3 =$ _____	T	$5 \times 4 =$ _____
C	$7 \times 2 =$ _____	L	$7 \times 3 =$ _____	U	$7 \times 5 =$ _____
D	$8 \times 5 =$ _____	M	$5 \times 5 =$ _____	V	$10 \times 5 =$ _____
E	$8 \times 3 =$ _____	N	$4 \times 2 =$ _____	W	$5 \times 2 =$ _____
F	$5 \times 0 =$ _____	O	$6 \times 5 =$ _____	X	$3 \times 1 =$ _____
G	$5 \times 3 =$ _____	P	$1 \times 1 =$ _____	Y	$2 \times 3 =$ _____
H	$2 \times 1 =$ _____	Q	$2 \times 2 =$ _____	Z	$4 \times 8 =$ _____
I	$3 \times 3 =$ _____	R	$9 \times 2 =$ _____		

16	35	21	21	9	24	28
12	18	24	16	9	15	
20	9	25	24			
21	30	28	24	18	28	



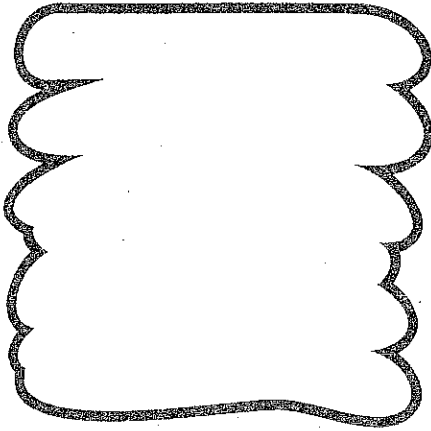
Answer To Pickers' Puzzle

**Bullies Are
Big-Time Losers!**

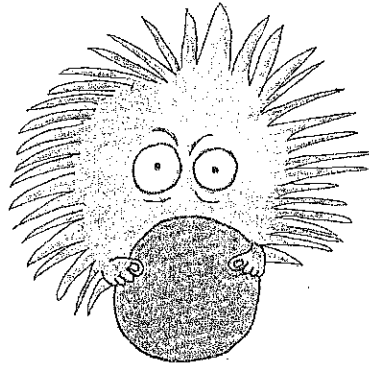
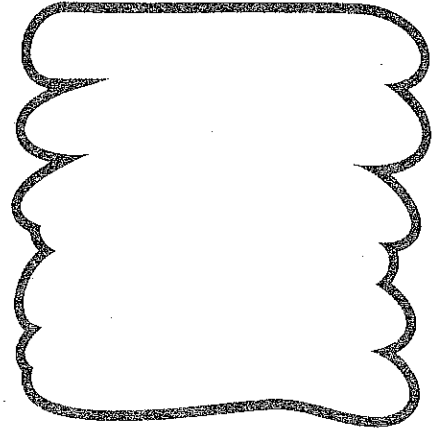


Bullying & Teasing Picture Story

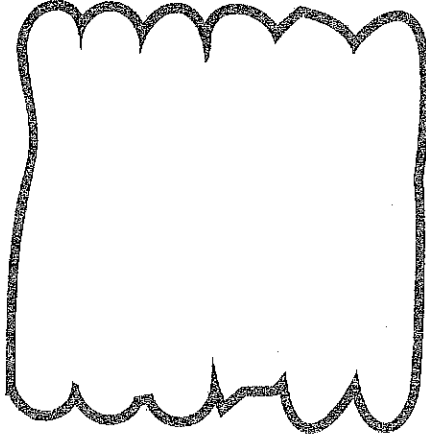
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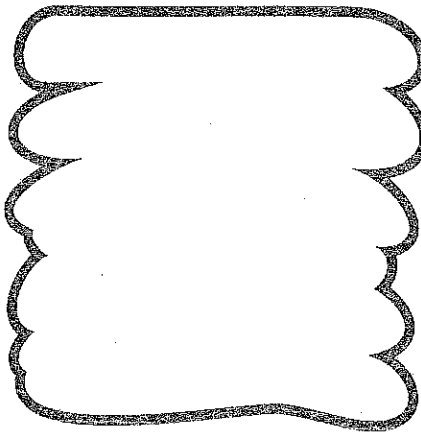
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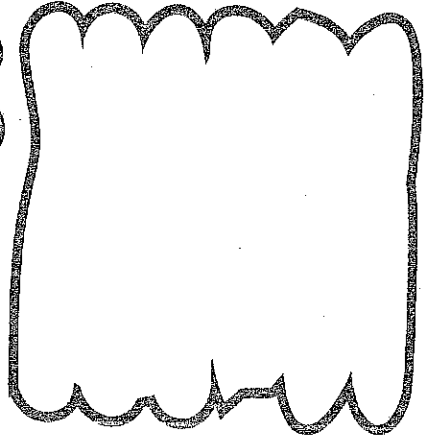
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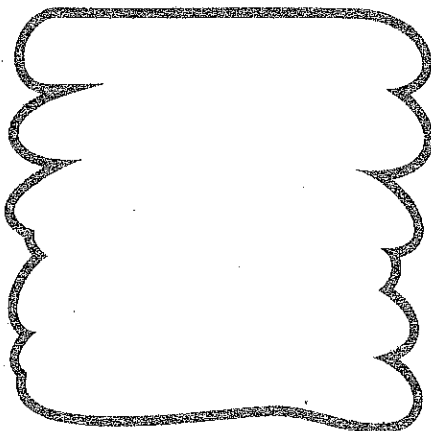
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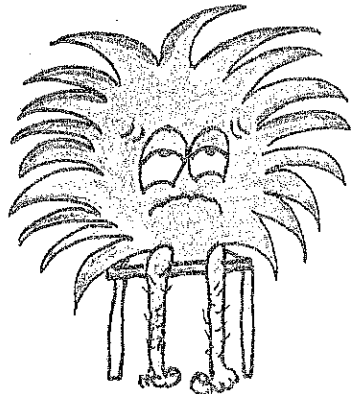
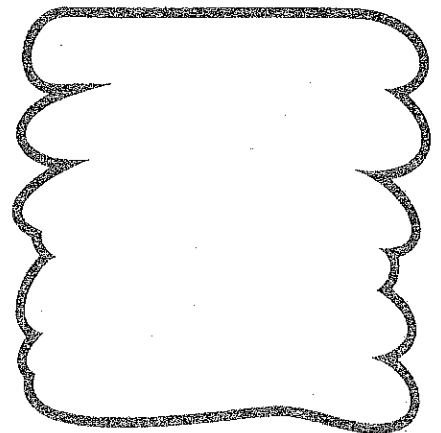
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Cyberspace—A Dangerous Place: ASCA Standards

Personal/Social Development

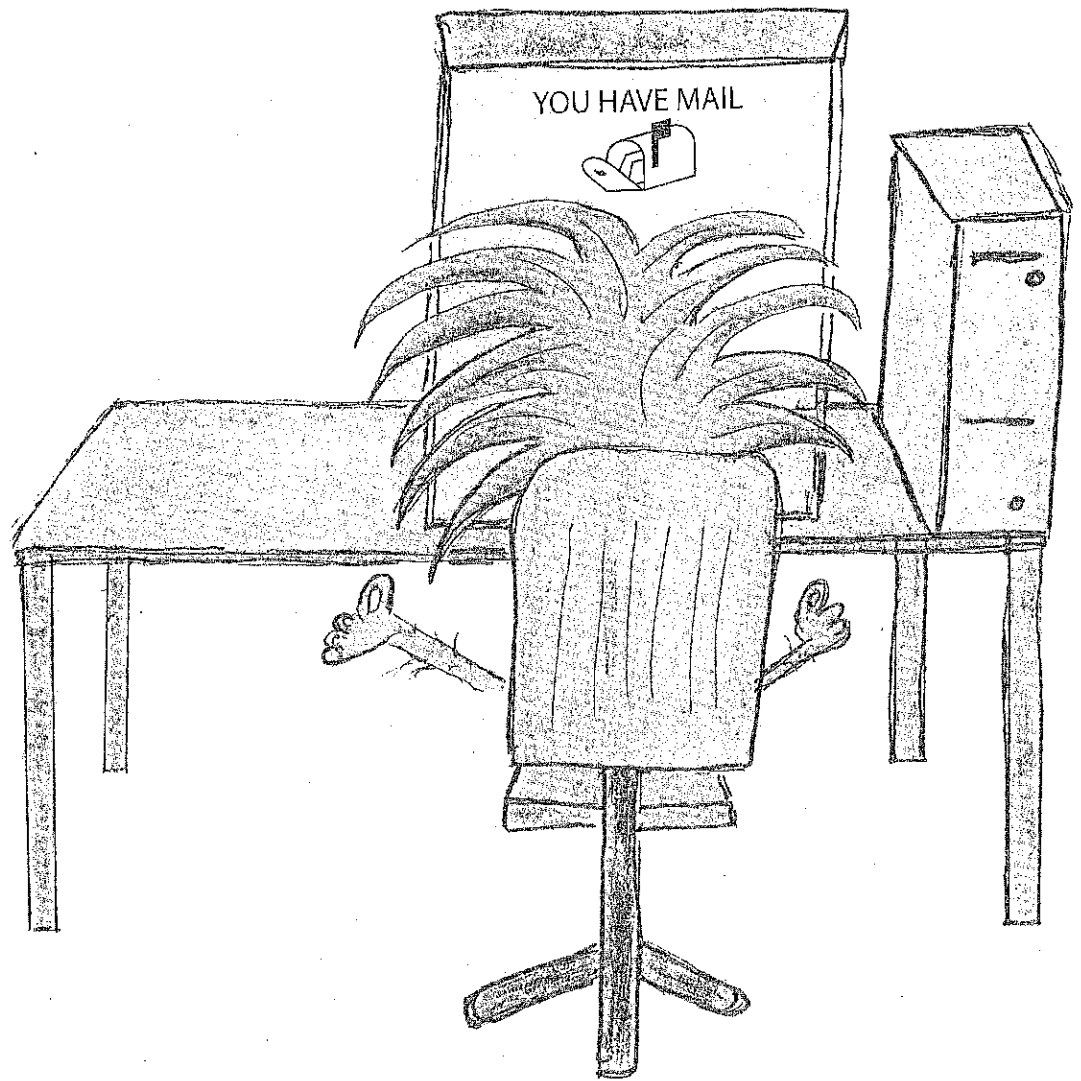
Standard C: Students will understand safety and survival skills

PS:C1 Acquire Personal Safety Skills

- PS:C1.2 Learn about relationships between laws, safety, and the protection of rights of the individual.
- PS:C1.4 Demonstrate the ability to set boundaries, rights, and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.



Cyberspace- A Dangerous Place



Cyberbullying is when cell phones, e-mail, instant message Internet blogs, or chat rooms are used to harass and threaten someone. Most parents and children are just learning how dangerous this new form of bullying can be.

○ *Instruction #1: In the first block, draw at least three cyberbullying tools.*

Some of the stories I've heard are heartbreaking and terrible. Kids sometimes send threatening messages or create Web sites with pictures, cartoons, stories, or nasty jokes about others. They do it from home, and one student sent messages from the school's empty, unlocked computer room.

Jane, a young girl I knew, created her own Web site. After she posted it on the Internet, she started getting harassing comments. Several people said they were 11 or 12 years old and wanted to meet her. Although Jane put her picture on the site, it would have been better if she had not. However, she was smart not to give her phone number or address or other personal information. Even though she didn't include any information that could lead to physical abuse, she got plenty of verbal abuse. And that was right there for everyone to see.

☞ *Instruction #2: In the second block, write the name of an Internet site kids use to tell about themselves.*

I'm older now, so I've learned a few things about the Internet, instant messages, chat rooms, and networking sites.

1. Cyberspace harassment occurs when someone uses a cell phone or the Internet to say something to or about you that makes you feel threatened or uncomfortable. Harassment is in the eye of the beholder. This means that a spoken or written comment that feels threatening to you can be seen as harassment, even if the other person didn't mean it to be. Let the person know how you feel about the harassment, then report it to a parent, teacher, or other trusted adult. This warns the person to stop harassing you.

☞ *Instruction #3: In the third block, draw someone who is harassed.*

2. If you're being harassed, tell your parents or an adult at school. If your parents get involved, don't worry. They can help you handle this problem.

☞ *Instruction #4: In the fourth block, write the names of people you would tell if you were being harassed.*

3. Don't *ever* give out your full name, address, phone number, or school. Don't give clues that would let a stranger figure out who you are or where you live or go to school. *Never* agree to meet someone who contacts you and claims to like the things you like. These people could be *dangerous strangers*.

☞ *Instruction #5: In the fifth block, write in big letters what you should say to someone you've met on the Internet who wants to meet you in person.*

4. Report cyberbullying to your Internet provider and the Police Department! Tell your parents.

☞ *Instruction #6: In the sixth block, write the three places you should report harassment.*

5. You can also get good information from these sites:

www.netsmartz.org —Safety on the Internet

kidsmart.org—A safety program for kids

mcgruff.org—Cyberbullies

safekids.com—Making the Internet safe and fun

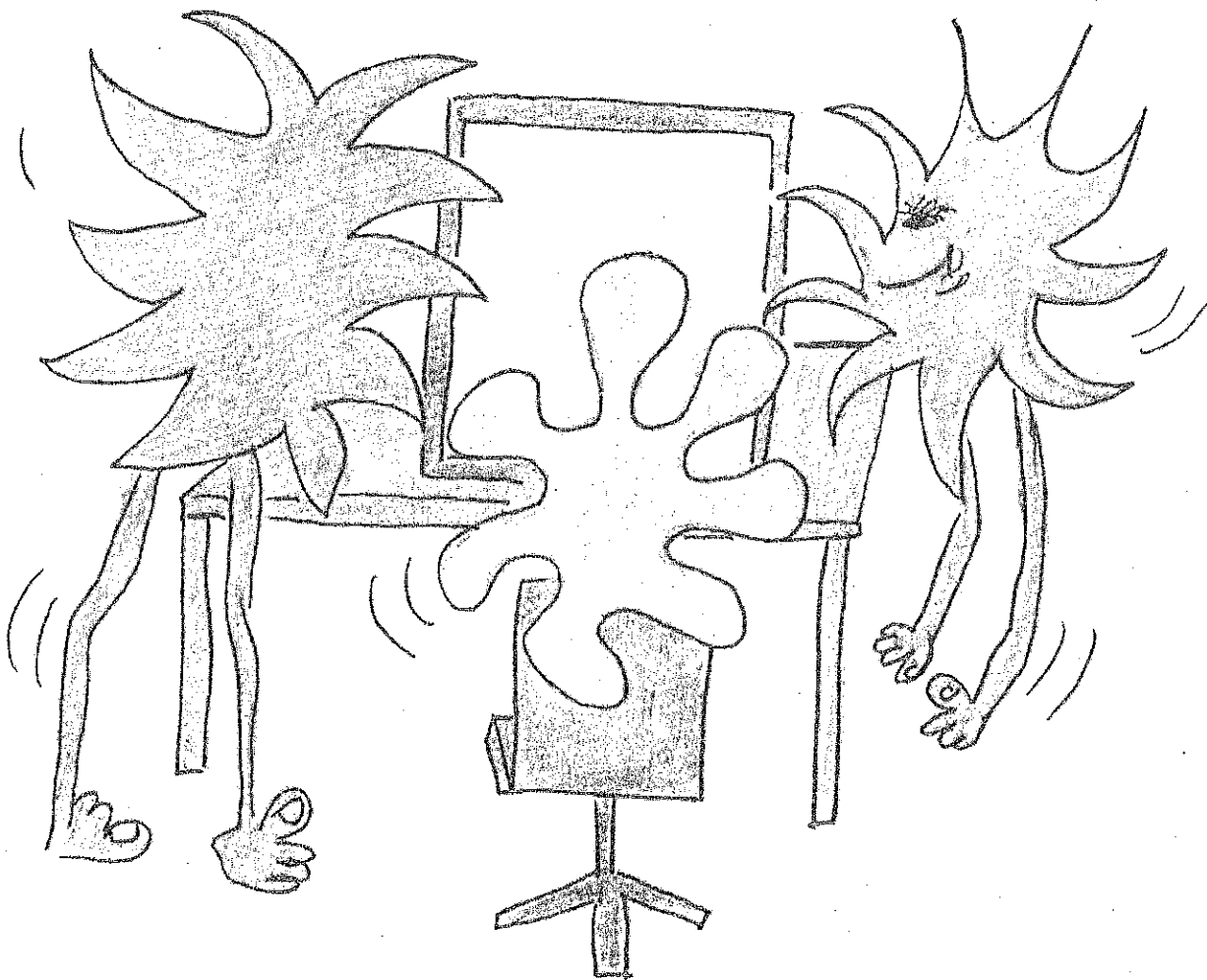
wiredsafety.org—The world's largest online safety and help group

www.internetsuperheroes.org—Smart, safe, and responsible Internet use

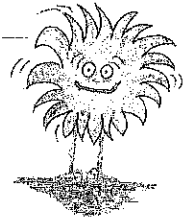
☞ *Instruction #7: In the seventh block, write the names of two Internet sites that provide information about cyberbullying.*

Remember: Millions of people may see whatever you post on the Internet. Even if only 1% of those looking at your site are criminals, that means at least 10,000 bad people could contact you!

☞ *Instruction #8: In the eighth block, draw what could happen to someone who ignored this lesson's advice.*



Cyberspace: Questions



1. What is *cyberbullying* or *harassment*?

2. What are the dangers of posting information about yourself on the Internet?

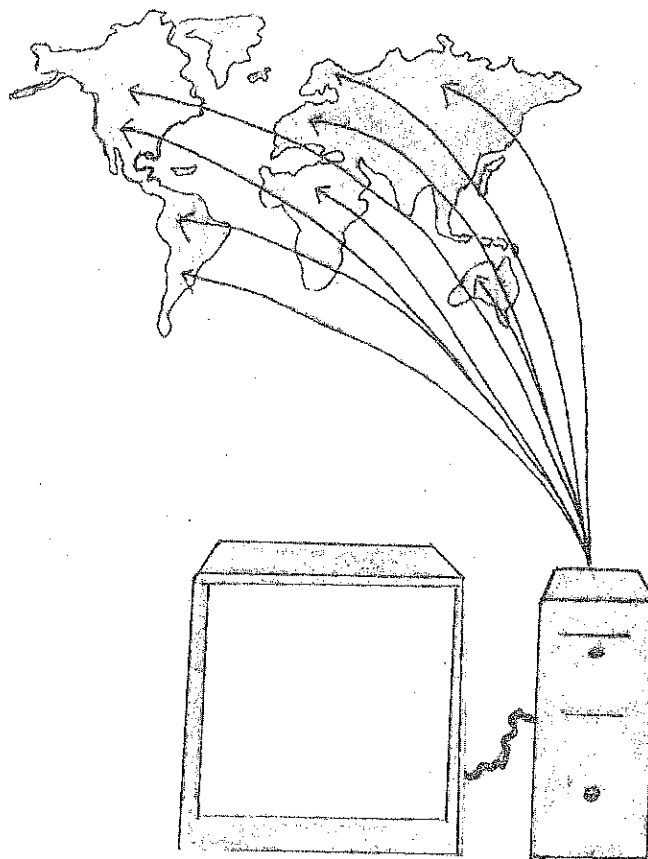
3. What can you do if you're being harassed online?

4. Is it a good idea to develop your own Web page?

5. Do you think it's a crime to post on the Internet false information or cruel pictures of someone?

Discussion Guide For Cyberspace Questions

1. *Cyberbullying* occurs when someone uses the Internet or a cell phone to send messages meant to scare or hurt you in some way. *Harassment* occurs when someone is repeatedly or continually teased, tormented, pestered, badgered, or annoyed.
2. Millions of people may read anything you post on the Internet. Not all the people who read your personal information are good people.
3. If you're being harassed, tell your parents. Then notify the police. Harassment can be a federal offense.
4. If you create your own Web page, don't include personal information or pictures of yourself.
5. Yes it is. There are federal laws about what can be posted on the Internet. If you break those laws, you can get into big trouble!



Pickers' Puzzle

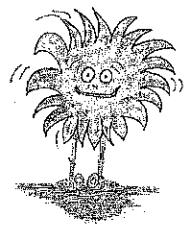
Directions: The mind is amazing! It can unscramble letters between words as long as the first and last letters are correct. Without looking back in the chapter, see if you can figure out what each sentence says.

1. Cullyerbibying otefn hepanps on your cepomutr.

2. The Itnerent solhud not be used to sarhe ifnatiomorn aubot yelsourf.

3. Hsmarasnet is when you feel traenehetd or ucanbtorfomle.

4. Bearwe of daugerons sagertrns!



5. Use your cepumotr ronsipbesly and selafy!

Answers To Pickers' Puzzle

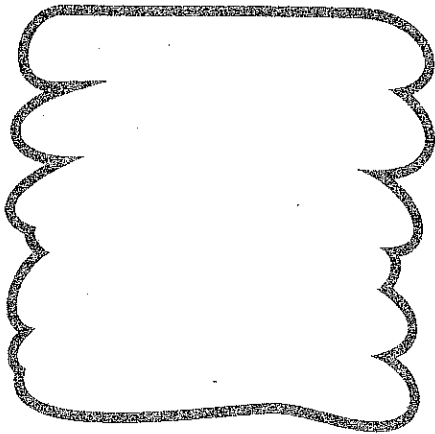
1. Cyberbullying often happens on your computer.
2. The Internet should not be used to share information about yourself.
3. Harassment is when you feel threatened or uncomfortable.
4. Beware of dangerous strangers!
5. Use your computer responsibly and safely!



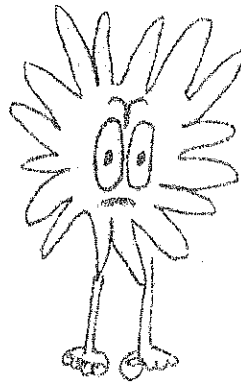
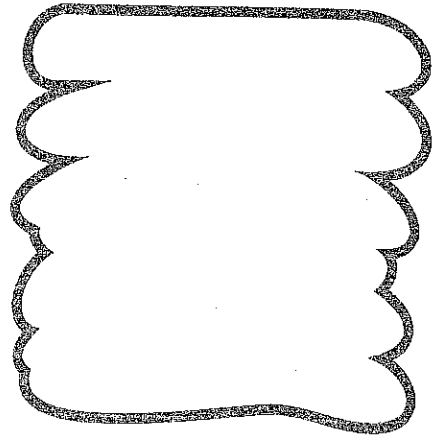
Cyberspace—A Dangerous Place

Picture Story

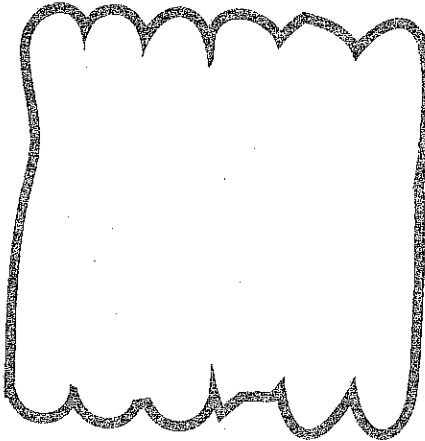
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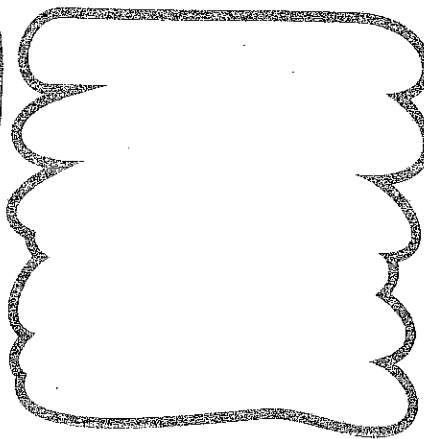
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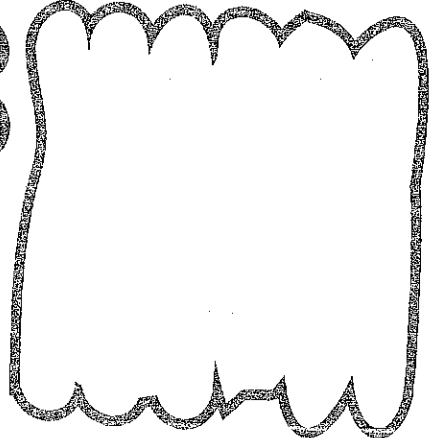
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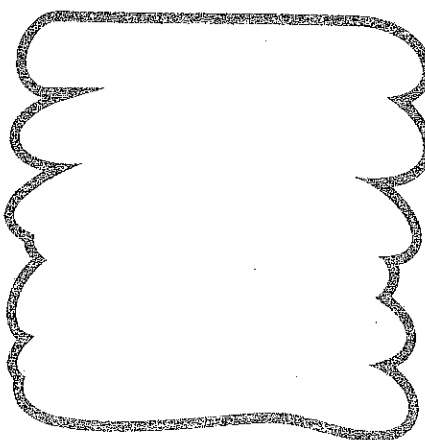
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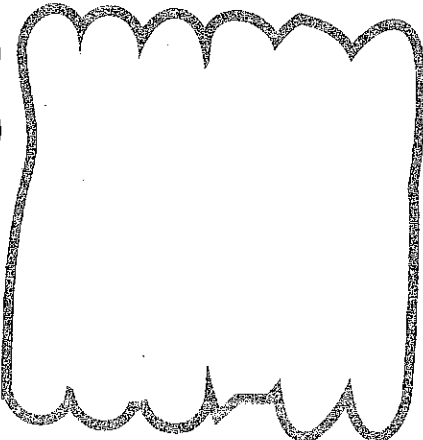
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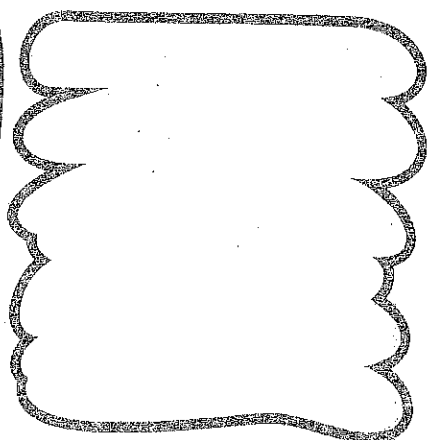
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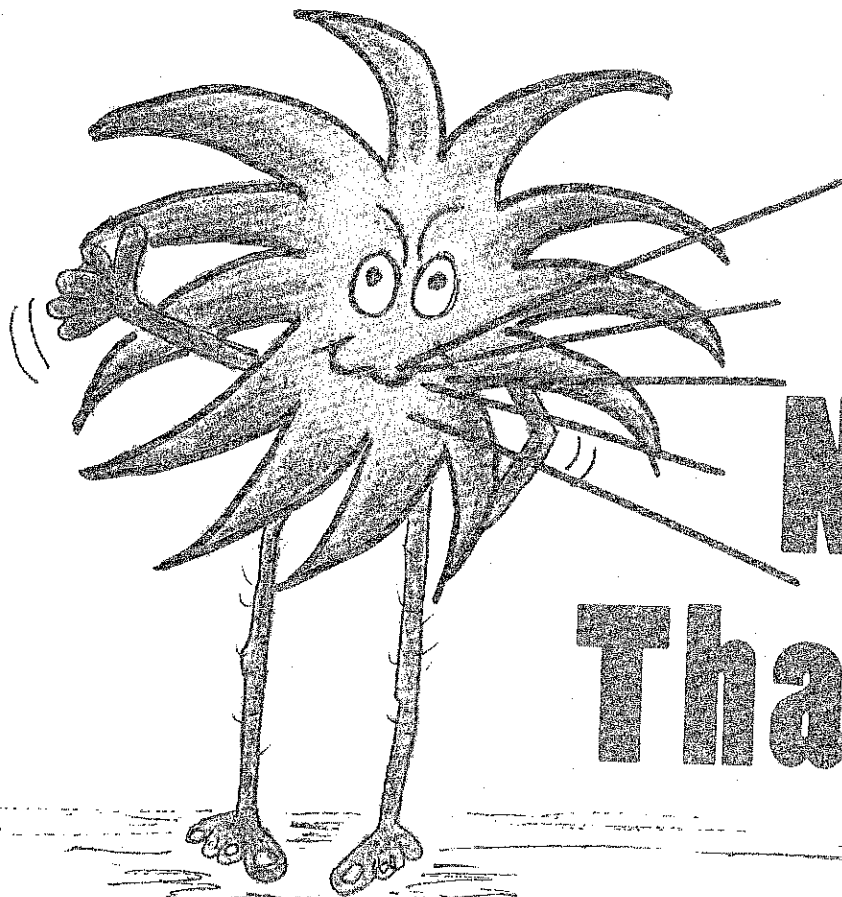


Drugs, Alcohol & Illegal Substances: ASCA Standards

Personal/Social Development

Standard C: Students will understand safety and survival skills

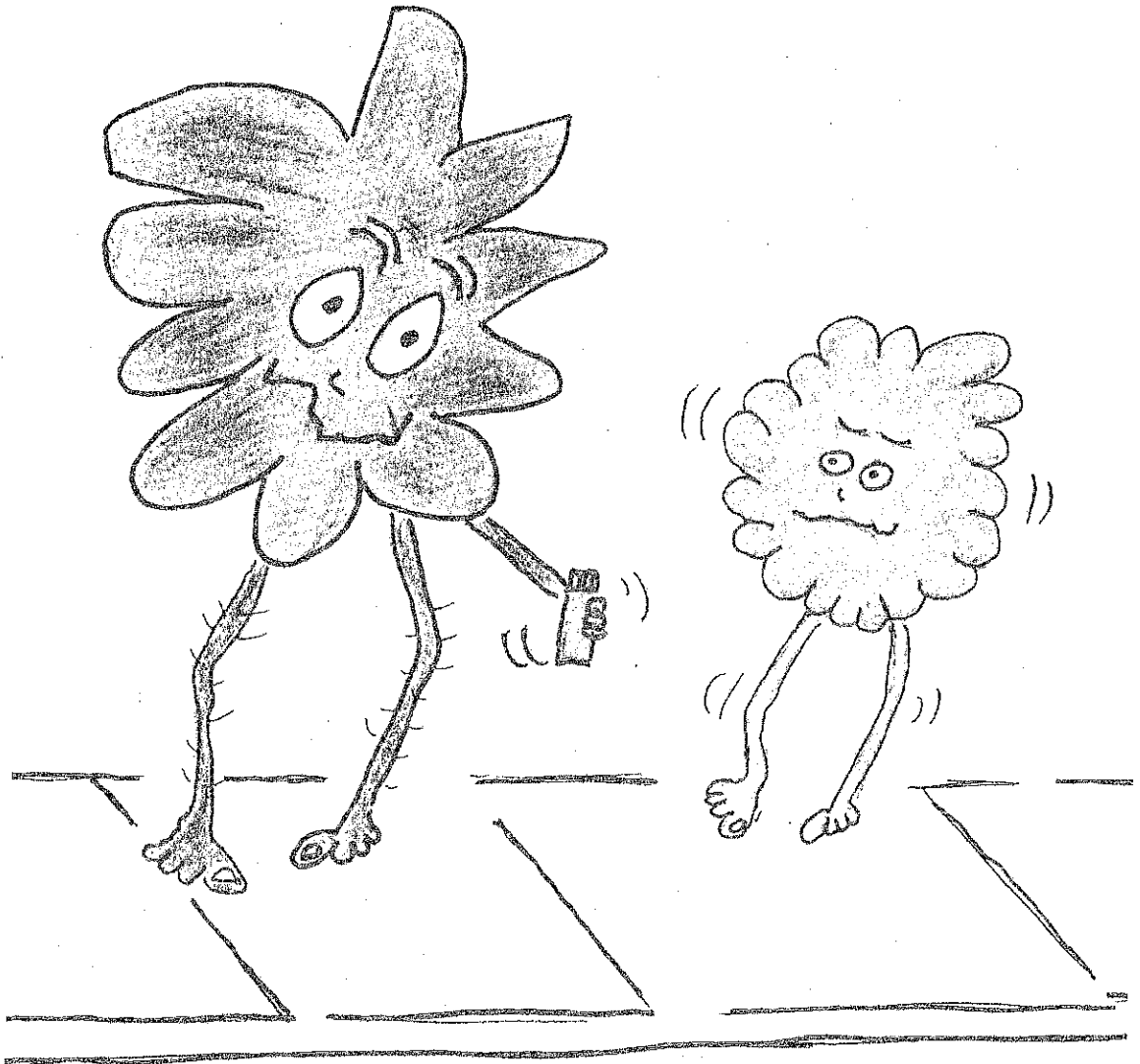
- PS:C1 Acquire Personal Safety Skills**
- PS:C1.7 Apply effective problem solving and decision-making skills to make safe and healthy choices
 - PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
 - PS:C1.9 Learn how to cope with peer pressure
 - PS:C1.10 Learn techniques for managing stress and conflict
 - PS:C1.11 Learn coping skills for managing life events



Just Say ...

**No
Thanks!**

Drugs, Alcohol, & Illegal Substances



Several of my friends take medication because doctors feel they can't control their behavior. These drugs are *legal*. But they can become *illegal*—and *you* can become a *criminal*—if you sell or give them to anyone else. If you have to take medication, look at the name on the bottle. If the name is yours, that medication is *only for you! No one else.*

☞ *Instruction #1: In the first block, draw a prescription medicine bottle.*

You may know that someone in your neighborhood or school has marijuana, cocaine, meth, or another controlled substance. Anyone caught with illegal drugs will probably be arrested and fingerprinted. He or she could go to juvenile court and be sent to a detention facility. Or the judge might say, "You can not get your drivers license."

☞ *Instruction #2: In the second block, draw how someone who gets arrested for possession of an illegal substance may feel.*

Think about that. You want to get a job, but you can't drive. Who wants to be driven everywhere by Mom or Dad?

Substances in drugs like marijuana can cause physical or emotional harm. Even death. I just read about a 17-year-old who died suddenly. Yes, it was an accidental overdose of an illegal drug.

I remember a bunch of kids talking about different drugs they had tried. Some got them from friends, some from brothers and sisters or other family members. They talked about how good they felt when they took the drugs. But young as they were, they noticed they needed to take more hits or larger doses to get the same effect. They worried about where to get the money to buy the drugs they needed. Some took money from their parents. Some shoplifted. Some were selling things they owned.

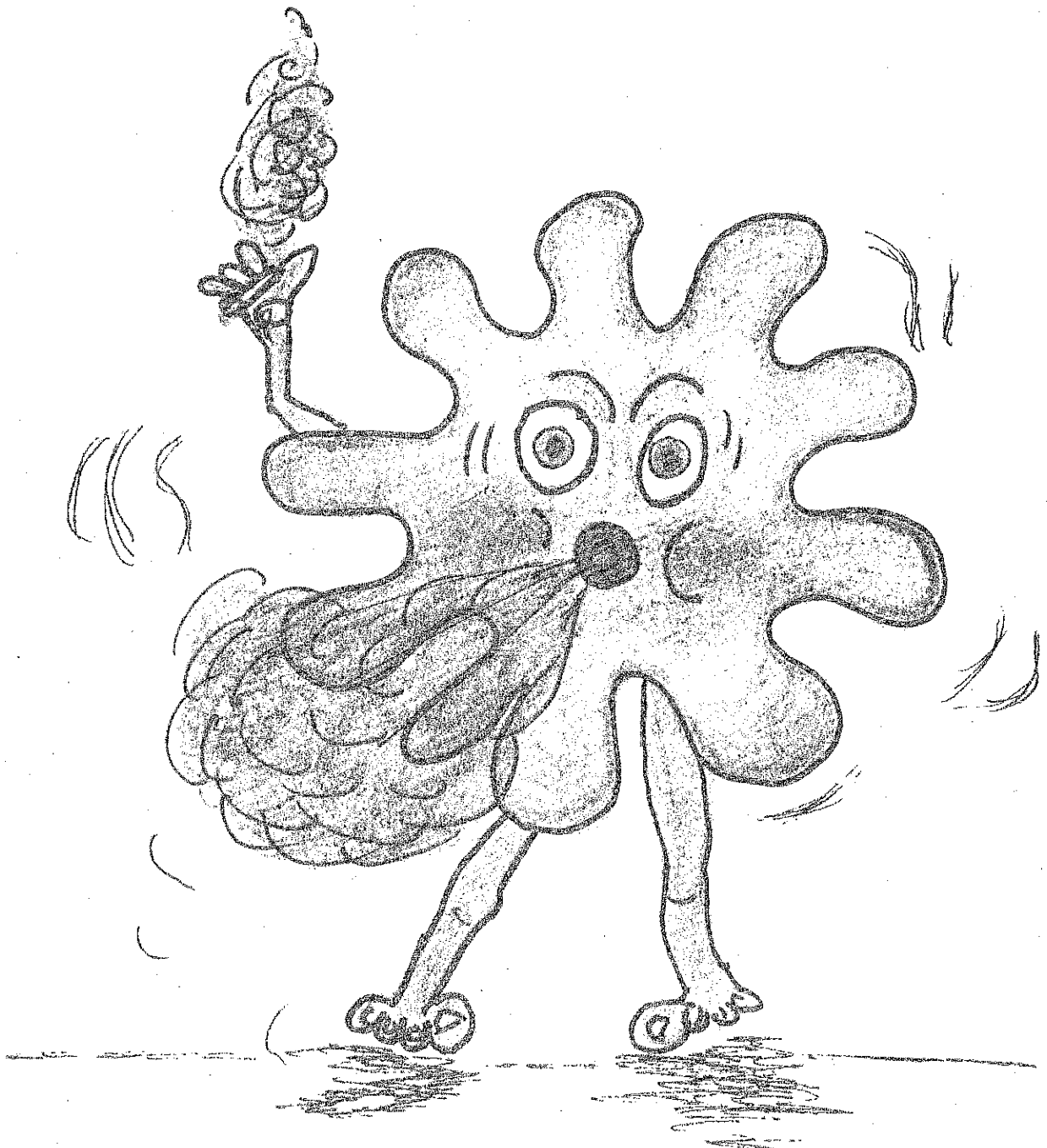
☞ *Instruction #3: In the third block, draw someone doing something to get money to buy drugs.*

When someone said, "This dope isn't cheap!" I thought, "Who would take illegal drugs?" You're right: DOPES!

☞ *Instruction #4: In the fourth block, write the word that describes people who take illegal drugs.*

Alcohol and cigarettes are just as bad. If you start smoking or experimenting with alcohol in grade school, you may be addicted by the time you finish high school. *If you finish!* Although we don't always think of alcohol and cigarettes as drugs, they are. And using them has consequences.

○ *Instruction #5: In the fifth block, draw two common drugs that can become addictive.*



You should know, even though many adults don't, that alcohol is addictive. Which means that once you get hooked, it's next to impossible to stop drinking. The earlier you start drinking, the greater the chance that you'll never be able to quit. Alcohol works against the whole body and mind, just as illegal drugs do. It damages your brain, your stomach, your heart, and your liver. *Especially* your liver. Smoking cigarettes can damage your heart and lungs. It wrinkles your skin, stains your teeth, and makes your hair and clothes stink. Once you get hooked, it's almost impossible to stop smoking. Many people die young from using alcohol or smoking cigarettes.

☞ *Instruction #6: In the sixth block, draw the parts of your body that alcohol and cigarettes affect.*

Using alcohol and other drugs can lead to teen suicide. I'm not trying to scare you. I'm just giving you the facts you need to make good decisions.

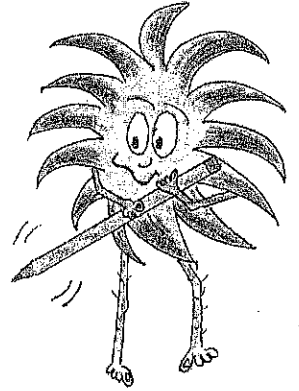
Most people who misuse drugs or alcohol are trying to get rid of pain. Alcohol and drugs don't get rid of pain. They just add another problem. A problem that can kill.

☞ *Instruction #7: In the seventh block, draw a person who uses illegal drugs.*

Fortunately, you're still young enough to learn about dangerous habits and make good decisions. If you've never used an illegal substance, make the good decision never to do so. If you have, it's not too late to change. Stop now! Because if you don't, this costly mistake will become a dangerous habit.

☞ *Instruction #8: In the eighth block, write what someone should do about using drugs and alcohol.*

Drugs, Alcohol & Illegal Substances: Questions



1. Why shouldn't you give your medications to anyone else?

2. Why do people, even young people, get involved in drugs?

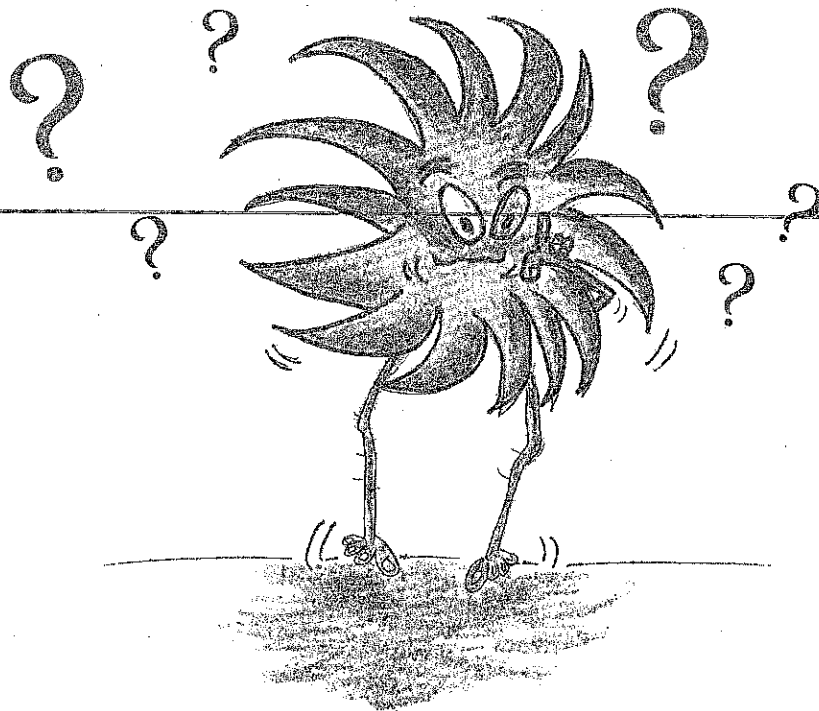
3. What can happen if you start drinking at a young age?

4. Why do you think people misuse drugs?

5. If someone you know is selling illegal drugs, what should you do?

Discussion Guide For Drugs, Alcohol & Illegal Substances Questions

1. Giving your medication to another person is against the law. You can get into big trouble for doing this and your medication could be harmful to another person.
2. Teasing, being ignored, or being picked on often causes physical and mental pain to kids as young as you are. Fooling around with drugs is a sign they're trying to make themselves feel better.
3. The earlier in life you start using alcohol, the more chance you have of becoming a young alcoholic. Being an alcoholic or being around an alcoholic isn't pleasant. Being an alcoholic sometimes leads to suicide.
4. People use drugs to be part of the crowd, to feel good, to act like they're older. But using drugs won't make your life better.
5. Let a teacher, counselor, or police liaison know what's happening. He or she can handle the problem without involving you. You won't be a snitch. You may save someone's life!



Pickers' Puzzle

Directions: Work with a partner to figure out what each sentence says. The first and last letter of each word is correct. Unscramble the other letters to find the answers.

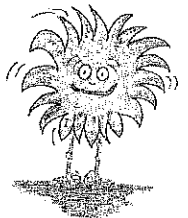
1. Midinece suohld be uesd only by the poseem woshe nmae is on the bltote.

2. Dugrs oetfn have hurfaml saunbtsecs in tehml.

3. Taccobo and acohlol are dgurs.

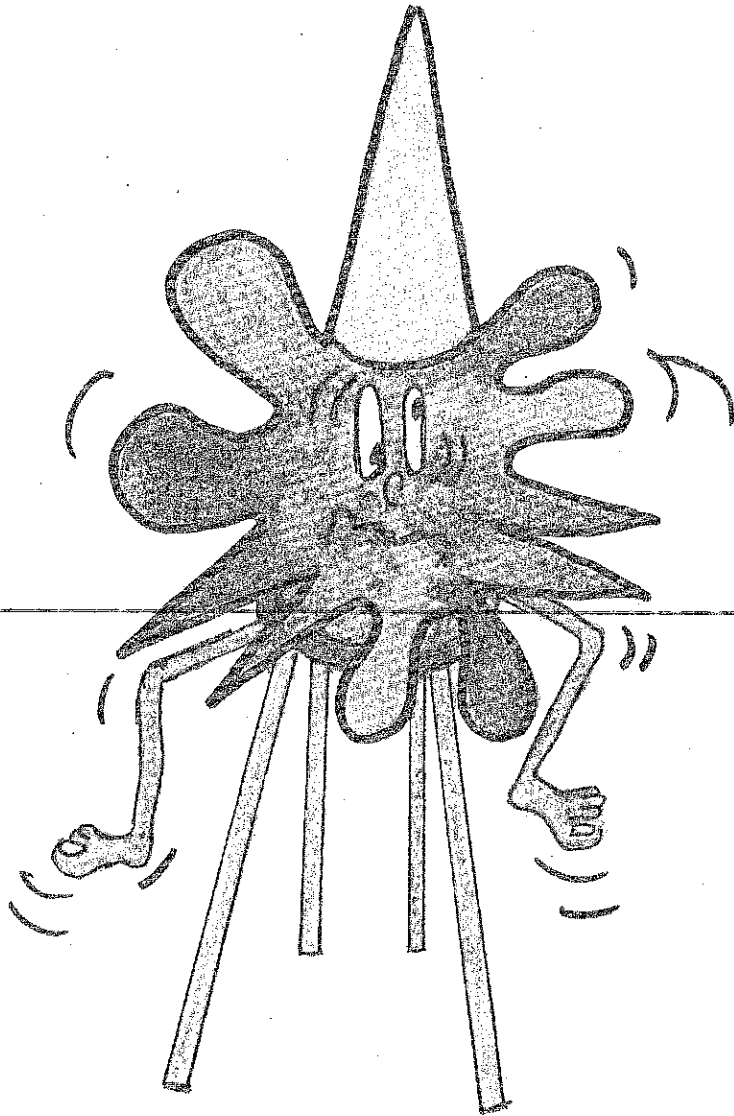
4. Durgs otefn laed to dessiopren and even sicudie.

5. Reembmer: Olmy depos use dugrs!



Answers To Pickers' Puzzle

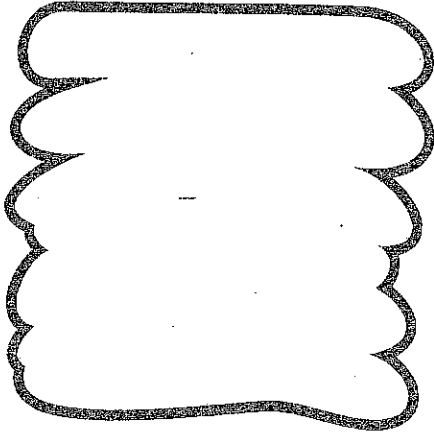
1. Medicine should be used only by the person whose name is on the bottle.
2. Drugs often have harmful substances in them.
3. Tobacco and alcohol are drugs.
4. Drugs often lead to depression and even suicide.
5. Remember: Only dopes use drugs!



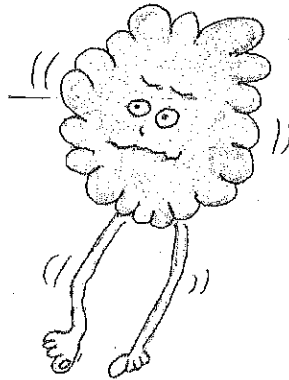
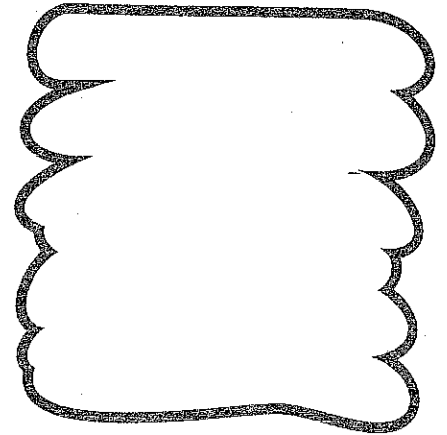
Drugs, Alcohol & Illegal Substances

Picture Story

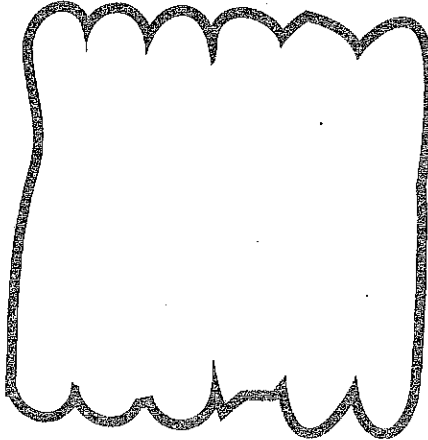
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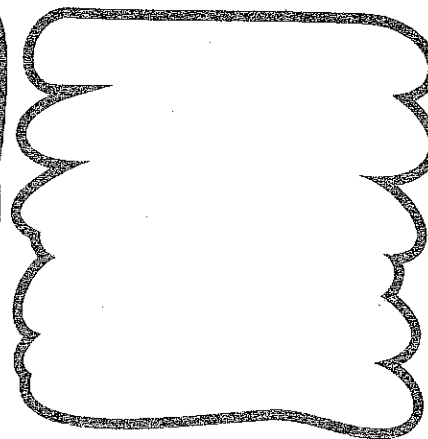
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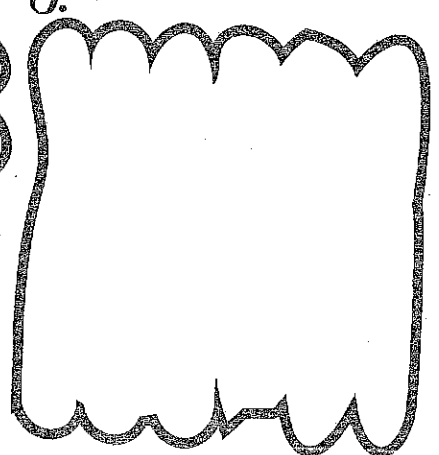
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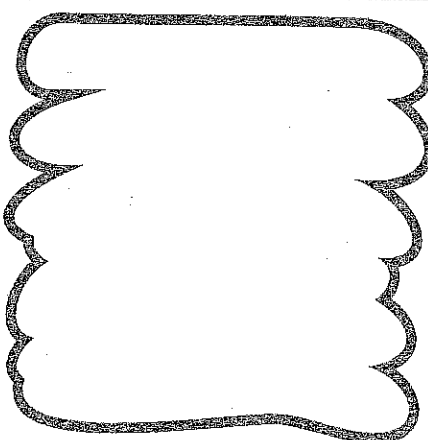
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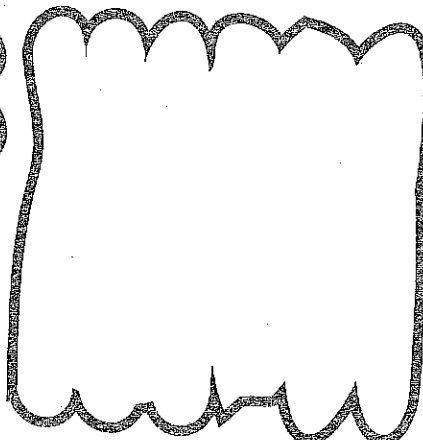
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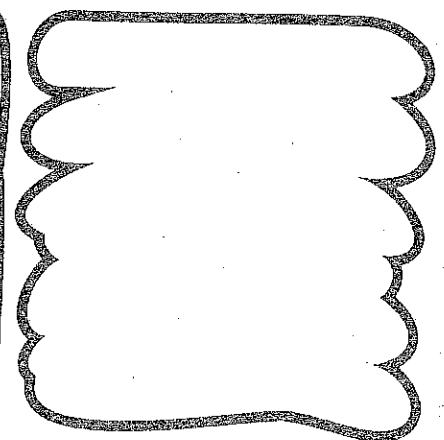
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8.



Skipping School & Poor Grades: ASGA Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

- A:A1 Improve Academic Self-Concept**
- A:A1.2 Display a positive interest in the learning process
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- A:A2 Acquire Skills for Improving Learning**
- A:A2.2 Demonstrate how effort and persistence positively effect learning
- A:A3 Achieve School Success**
- A:A3.1 Take responsibility for their actions
- A:A3.3 Develop a broad range of interests and abilities

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- A:B1 Improve Learning**
- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.7 Become a self-directed and independent learner.
- A:B2 Plan To Achieve Goals**
- A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
- A:B2.6 Understand the relationship between classroom performance and success in school

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

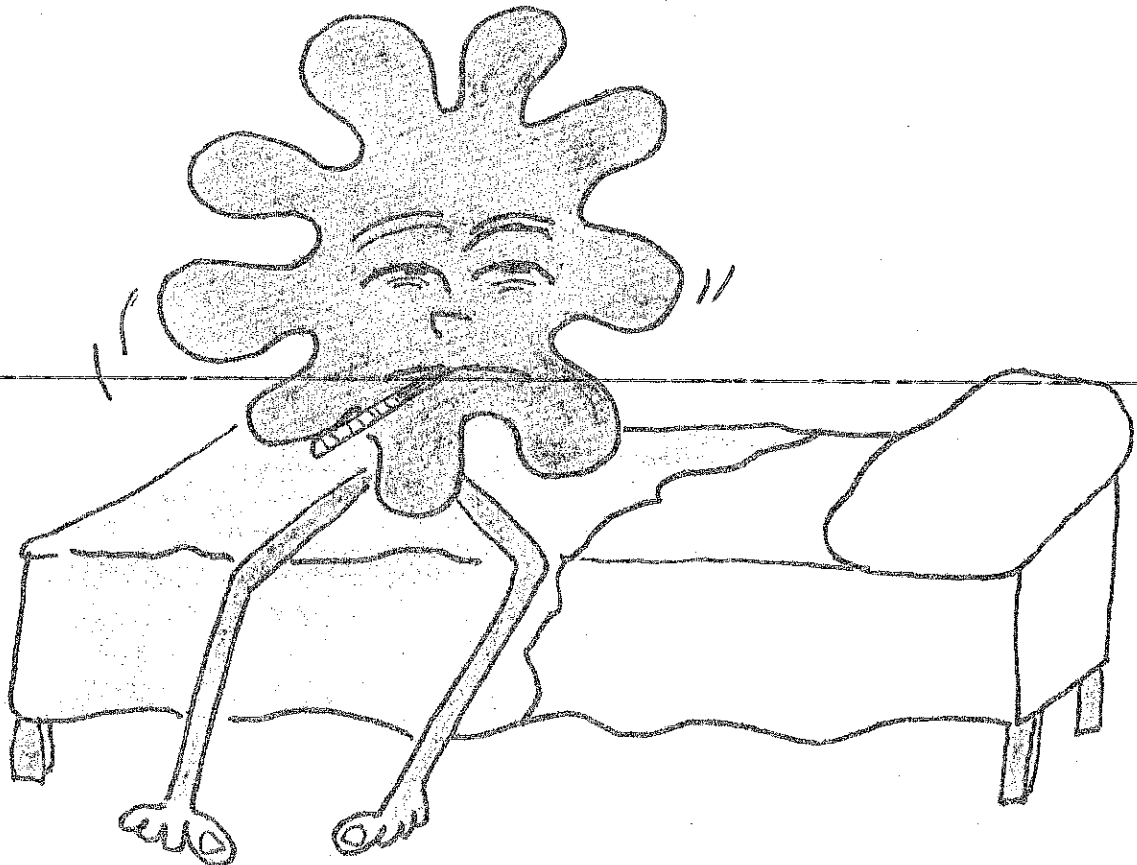
- A:C1 Relate School To Life Experiences**
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Skipping School & Poor Grades

My friend David started skipping school when we were in third grade. He skipped so often, it was almost a joke when he *did* show up.

It began when he started telling his mom he felt sick. She called the school, said he'd be absent, then went to work. As soon as she left the house, David had the whole day to sleep, fool around on the computer, or watch TV. When it was time for her to come home, he'd climb back into bed and pretend he still didn't feel good.

☞ *Instruction #1: In the first block, draw David pretending to be sick.*



~~Then David found out he could talk his mom into letting him stay home so he could spend another day studying for a test. I can't believe she bought that story! He was never in school anyway.~~

☞ *Instruction #2: In the second block, draw David after his mother has left for work.*

David really missed a lot of school. He was absent so often, it looked like he might not be in school enough days to pass. It was time for the school to ask David's mom if he really was sick and, if he was, suggest a physical checkup.

☞ *Instruction #3: In the third block, draw David's mom getting the phone call. How do you think she looked?*

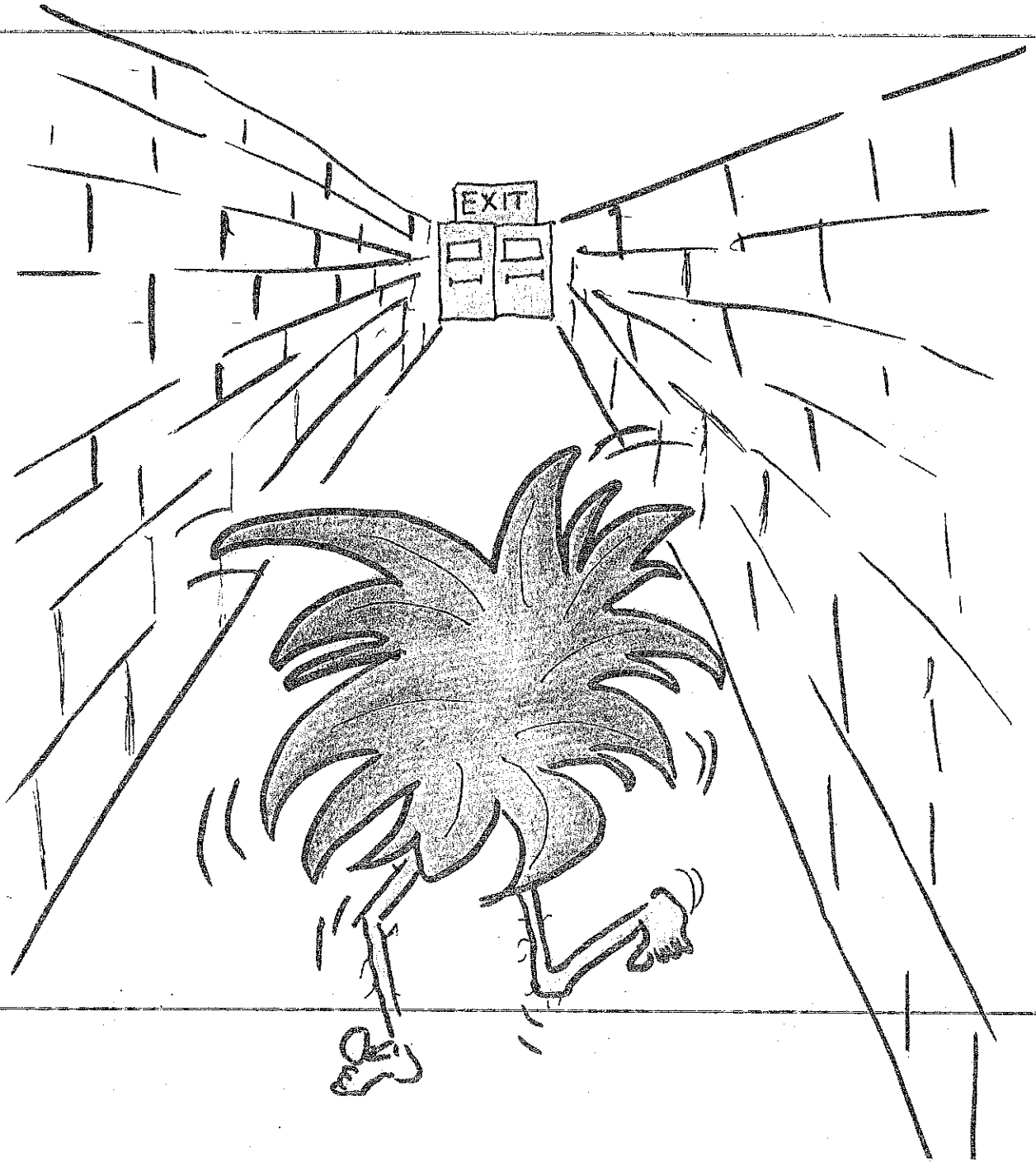
After the school called, David's mom began to question whether he was really sick or just pretending. Taking the school's advice, she said, "If you don't have a fever, you're going to school!" And that wasn't the only change. She dropped David off at school every morning and waited until he went into the building.

This was definitely *not* what David wanted! It didn't take him long to realize he could walk through the building and out the back door. This was even better than saying he was sick.

~~He could spend the rest of the day wandering around the malls, trying not to be seen by anyone who might know him. He'd be like one of those guys on TV who hide from the police.~~

☞ *Instruction #4: In the fourth block, draw David keeping out of sight.*

The strange thing is how well David's plan worked. He knew if he was absent every day, the school would contact his mother. So he figured out how often he could be absent without anyone noticing. He had definitely learned *that* lesson.



☞ *Instruction #5: In the fifth block, draw David's calendar, showing how he recorded when to go to school and when to skip school.*

David's new plan was a success. He made it through elementary school. He made it through middle school. In fact, he got all the way to high school.

I'm not sure how smart David was, though. During this time, he was picked up by the police for loitering. His mother was called into school many times. He was suspended for several days and served detention a number of times. But David kept up a pattern of behavior he had set in third grade.

☞ *Instruction #6: In the sixth block, draw one of the things that happened to David because of skipping school.*

Because David was not in school, his life wasn't like other kids' lives. We went to school. He missed school. We made friends. He didn't make any new friends. We did things together. David became a loner. We studied and passed most of our tests. Because David was absent so often, he didn't know what to study. So he flunked most tests.

☞ *Instruction #7: In the seventh block, draw David looking at a test paper.*

In his senior year, David learned he didn't have the credits he needed. He'd flunked so many courses, he wasn't going to graduate. Not knowing what else to do, David dropped out of school.

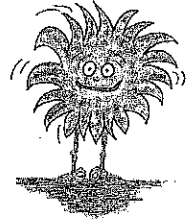
As a high school dropout, David's in a real mess. The only way he can get through high school is to take a high school equivalency test. If he passes, he'll get a high school equivalency diploma. Taking the test costs money, and the only jobs he can find pay so little that nobody else wants them.

☞ *Instruction #8: In the eighth block, draw David at work.*

What's going to happen to David is anybody's guess. His future doesn't look good. All because of a pattern he started to follow in third grade.

☞ *Instruction #9: In the ninth block, draw what you think David will be like in 10 years.*

Skipping School & Poor Grades: Questions



1. Why did David start missing school at a young age?

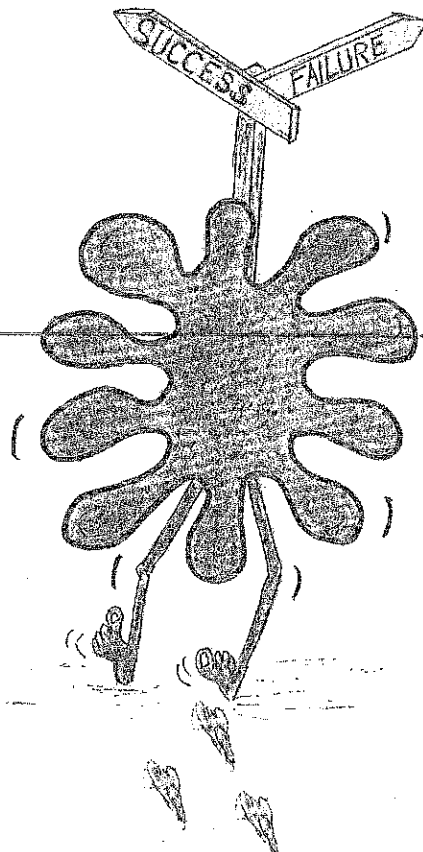
2. What could have stopped David from skipping school?

3. Without friends or people to do things with, you become a loner. What can happen to loners?

4. How can David still change his life? Or is it too late?

Discussion Guide For Skipping School & Poor Grades Questions

1. When David realized he could get away with skipping school, he developed a bad habit that got worse and worse. He squeaked by from grade to grade in elementary and middle school. But he didn't think about what could happen when he got to high school.
2. David needed a parent who was paying more attention. He also needed a good role model. And his behavior should have had consequences much sooner than it did. Once he got away with it, skipping school became a very hard habit to break.
3. The loners you see on TV are often looking for attention. That usually takes the form of hurting others because they've felt hurt for so long.
4. David is young. He can turn his life around. He has to look at the path he's taken and see what can happen if he doesn't go in a new direction. Then David has a choice to make.



Which
Path
Will
You
Take?

Pickers' Puzzle

Directions: This is a different kind of Word Find. Decide on an answer to each statement, then see if you can find your answer. Clue: The answers can be found in "Skipping School And Poor Grades."

☉ Find 3 characters in the story.

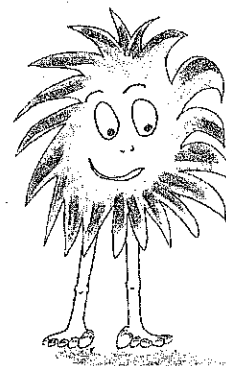
☉ Find the grade in which David started skipping school.

☉ Find 3 things David did when he stayed home from school.

☉ Find 2 things that made David different.

☉ Find what David needed in order to graduate from high school.

☉ Find 2 punishments David was given for skipping school.

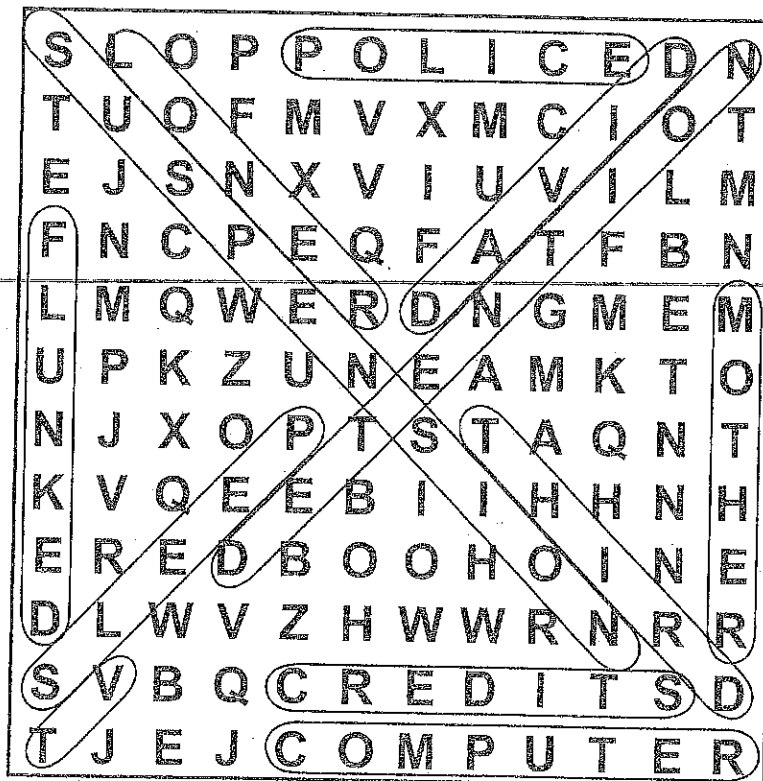


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T	U	O	F	M	V	X	M	C	I	O	T
E	J	S	N	X	V	I	U	V	I	L	M
F	N	C	P	E	Q	F	A	T	F	B	N
L	M	Q	W	E	R	D	N	G	M	E	M
U	P	K	Z	U	N	E	A	M	K	T	O
N	J	X	O	P	T	S	T	A	Q	N	T
K	V	Q	E	E	B	I	I	H	H	N	H
E	R	E	D	B	O	O	H	O	I	N	E
D	L	W	V	Z	H	W	W	R	N	R	R
S	V	B	Q	C	R	E	D	I	T	S	D
T	J	E	J	C	O	M	P	U	T	E	R

Answer To Pickers' Puzzle

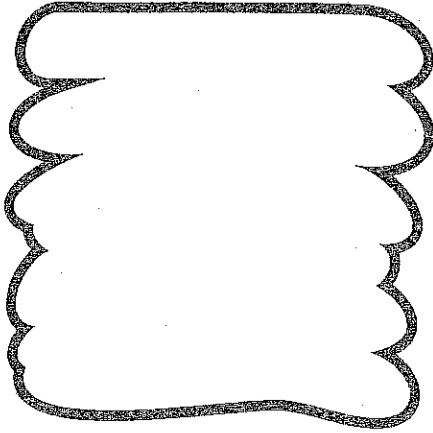


- Find 3 characters in the story.
David, Mother, Police
- Find the grade in which David started skipping school.
Third
- Find 3 things David did when he stayed home from school.
Computer, Sleep, TV
- Find 2 things that made David different.
Loner, Flunked
- Find what David needed in order to graduate from high school
Credits
- Find 2 punishments David was given for skipping school.
Suspension, Detention

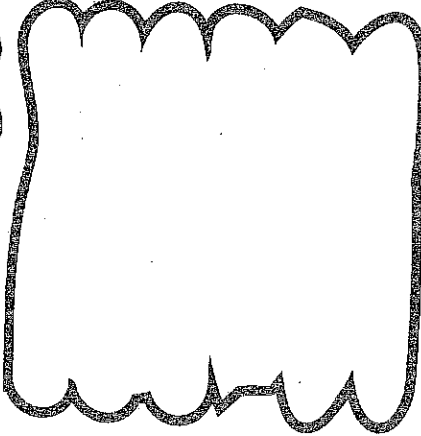


Skipping School & Poor Grades Picture Story

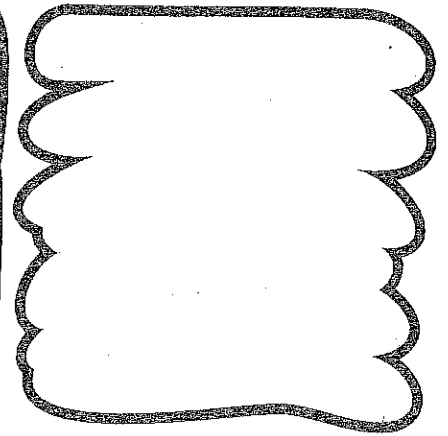
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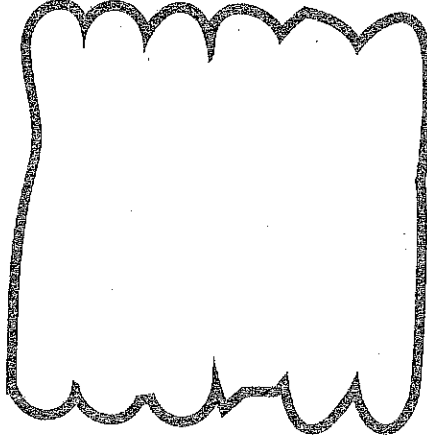
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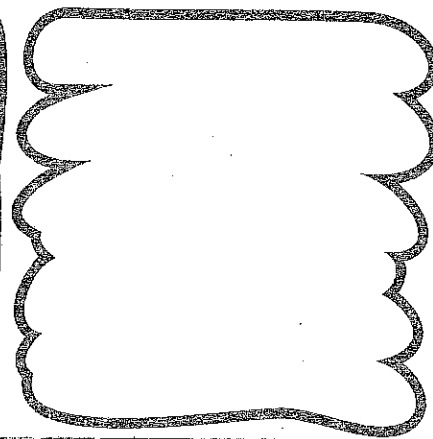
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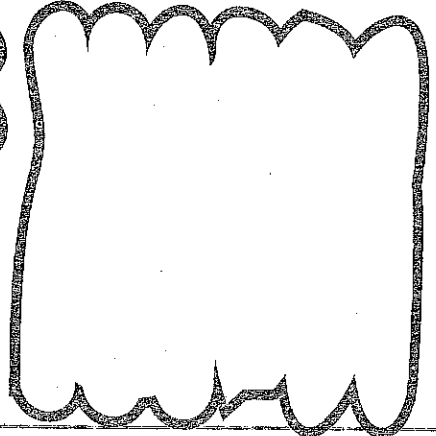
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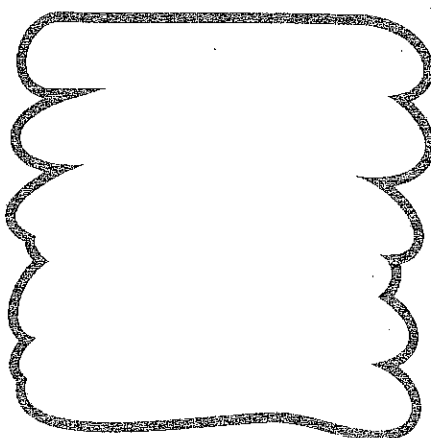
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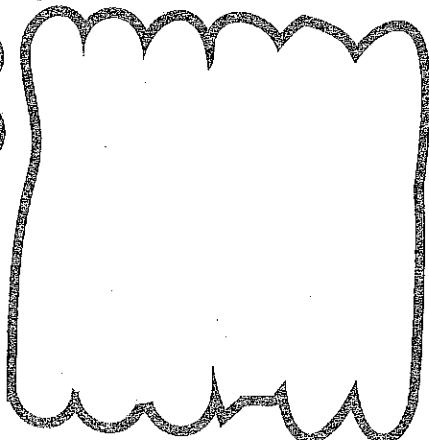
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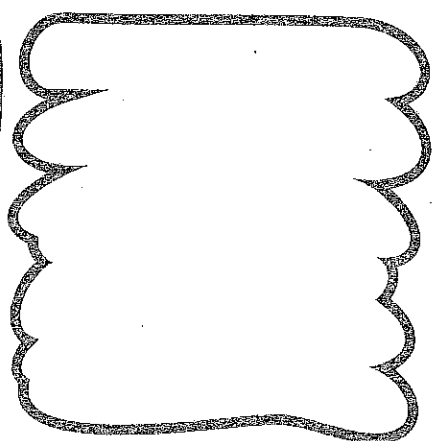
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9.



TV, Video Games, & Music: ASCA Standards

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- PS:A1 **Acquire Self-Knowledge**
- PS:A1.2 Identify values, attitudes and beliefs.
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.8 Understand the need for self-control and choices

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

- PS:B1 **Self-Knowledge Application**
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem

Standard C: Students will understand safety and survival skills.

- PS:C1 **Acquire Personal Safety Skills**
- PS:C1.4 Demonstrate the ability to set boundaries, rights, and personal privacy
- PS:C1.6 Identify resource people in the school and community, and how to seek their help

TV, Videogames, & Music

Kids or adults who watch a lot of TV can start to feel as if they know (or even *are*) characters in their favorite shows. Something bad happening on one of those shows can spoil their whole day.

☞ *Instruction #1: In the first block, draw your favorite TV character. Or write his or her name.*

Even though they seem real, most TV programs are made-up stories. The actors and actresses can cry or laugh whenever they want. Even get away with murder. Real life isn't like that!

☞ *Instruction #2: In the second block, write "Yes" or "No" to answer: "Do you think it could be hard for some kids to believe that what they're seeing isn't real?"*

If you watch TV, balance watching a favorite program and a news program. So you see what's happening in the real world. Many stations that didn't exist when I was younger can teach you fascinating things. *Animal Planet* brings the lives of animals into your home, and those programs may be one reason you decide to become a vet. *The National Geographic Channel* airs information about everything from people in different parts of the world to amazing structures. Maybe a future geologist or engineer is sitting here today. There are plenty of good things on TV, but don't spend all your free time in front of the tube!

☞ *Instruction #3: In the third block, write how many hours you watch TV in a day and in a week.*

Videogames used to be fun. With action games like *Mario Brothers*, *NFL Football*, and *Tetra*, you played against yourself to get the best score. Games that seem to be coming out every week these days make killing seem like

fun. They send the wrong message. Kids your age shouldn't have anything to do with them.

☞ *Instruction #4: In the fourth block, answer: "Why do companies make games about killing?"*



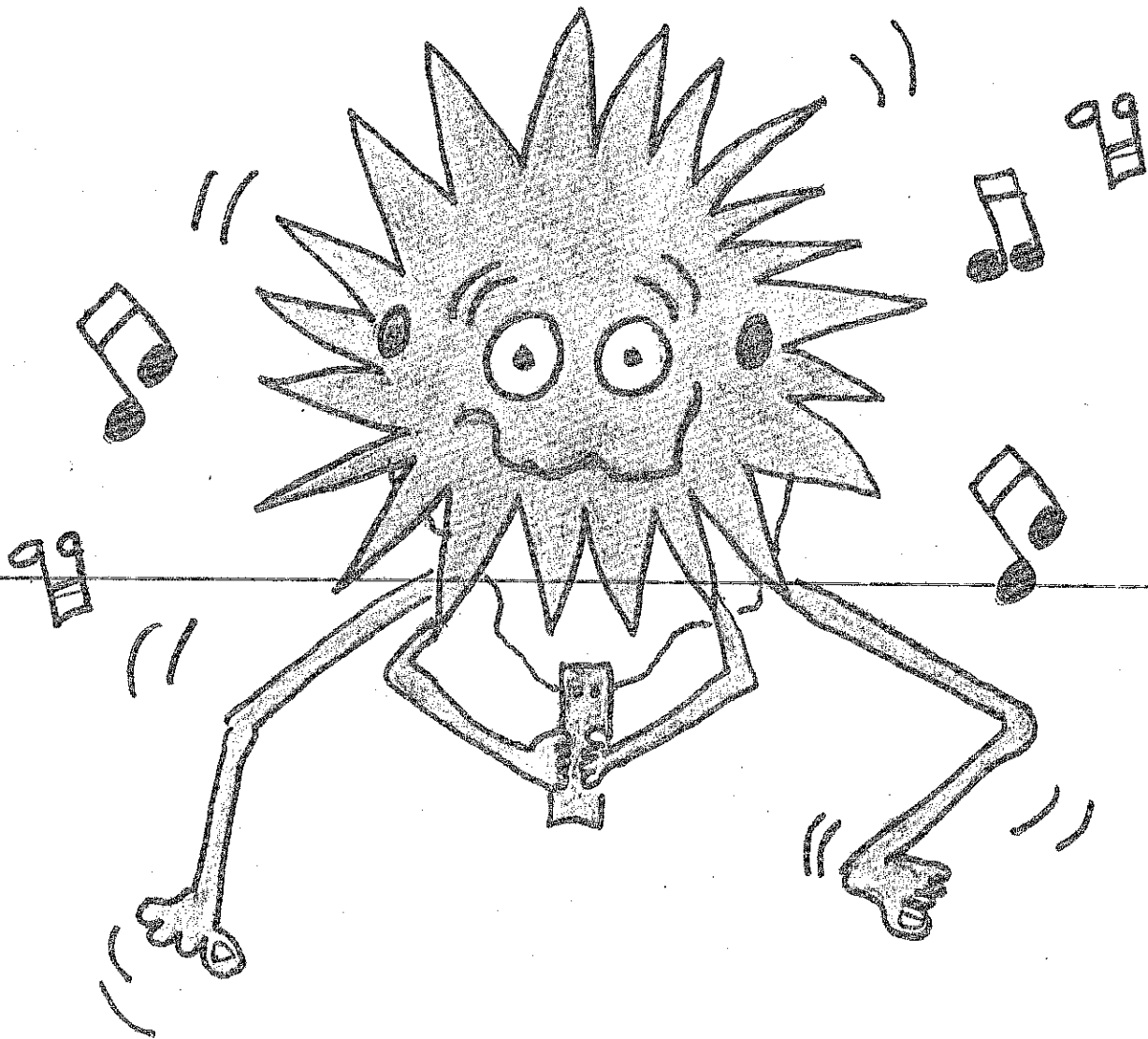
These games are entertaining, challenging, and habit-forming. They make money. The people who create and sell them don't even think about the message they send. The violence and blood give you ideas that can stick in your mind and cause you to make poor decisions as you get older. Choose videogames that are not for adults or are not violent. I changed my videogame habits. You can, too.

☞ *Instruction #5: In the fifth block, write the name of or draw a fun videogame you believe is appropriate for kids your age.*

Finally, I have a few words about the music you listen to. If you memorize songs, look for ones with good, positive messages. Accepting messages from songs that have nothing but swearing, killing, or doing mean things won't help you grow up with a lot of friends.

Kids who know you're really getting into violence may be afraid to be around you. The way you act may make you a loner. Is this what you really want: to be feared rather than liked? You already know that friends are important and will become more important to you as you get older.

○ *Instruction #6: In the sixth block, draw a rapper giving a good message.*



TV, Video Games, & Music: Questions



1. How do TV, videogames, and music affect you?

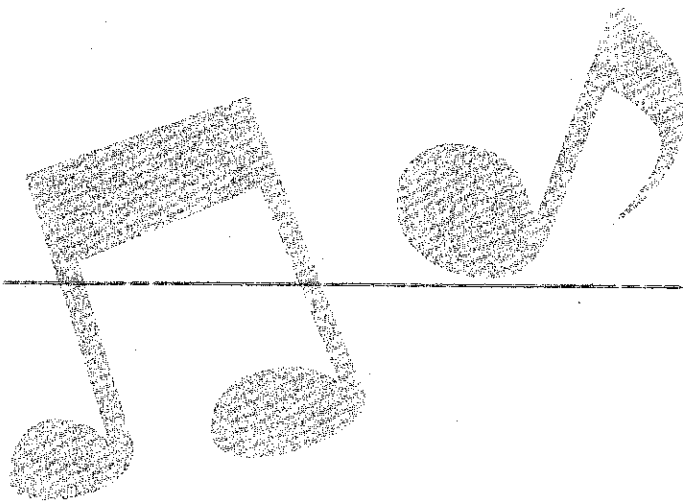
2. Do you often feel excited when you play videogames? Why do you think that happens?

3. Who are your favorite musical groups? What do you know about them? What do you think you should know?

4. We remember most violent TV movies for a long time. Those movies and memories change some people's lives. Do you know what *psychosomatic* means?

Discussion Guide For TV, Video Games, & Music Questions

1. Kids learn a lot from these things. The messages are often not good and can take you down the path of trouble.
2. Some videogames are challenging and fun to play. But you shouldn't be playing games rated for adults. And remember: Videogames *are not real life!*
3. (Open for discussion) Discuss how gangster rap started and why it's recorded. (Money!)
4. *Psychosomatic* means *mind over body*. The more you repeat things in your mind, the better chance those things will affect your decisions. Basketball players sometimes shoot the ball over and over in their minds, imagine releasing the ball and making the perfect shot. This habit can be used as a good thing as well as a bad one.

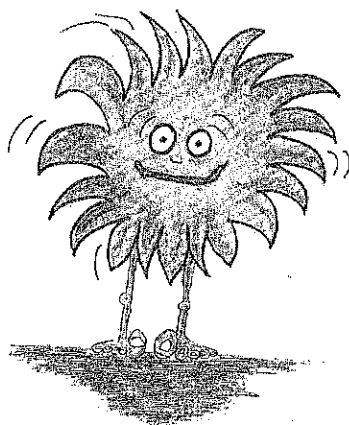


Pickers' Puzzle

Directions: This is a different kind of Word Find. Look in the story or story questions to find the word or words that fit the sentences. Circle them in the Word Find after filling in the sentences below.

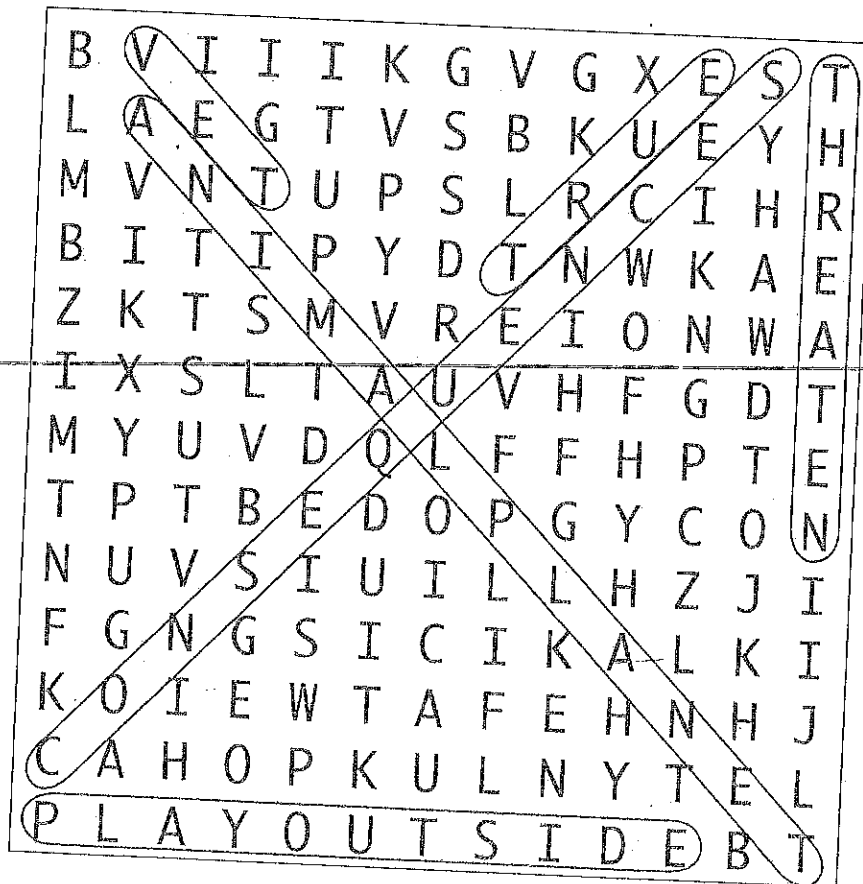
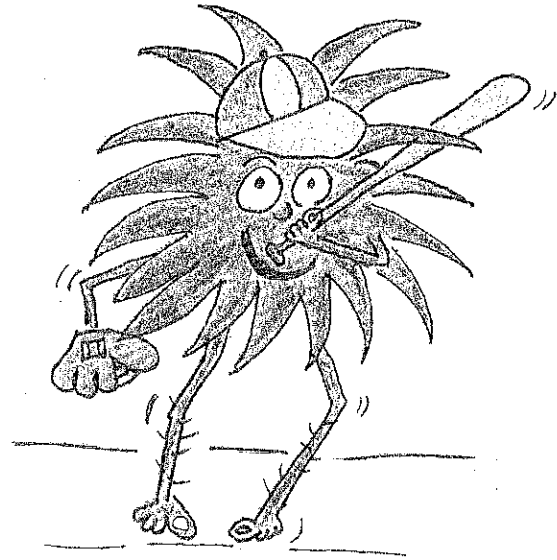
1. Stories on TV aren't always _____.
2. If you're interested in animals, you may want to be a _____. So watch _____.
3. Instead of playing videogames or watching TV all day, _____.
4. If you _____ people, you may not have friends.
5. Every choice or decision you make has _____.

B	V	I	I	I	K	G	V	G	X	E	S	T
L	A	E	G	T	V	S	B	K	U	E	Y	H
M	V	N	T	U	P	S	L	R	C	I	H	R
B	I	T	I	P	Y	D	T	N	W	K	A	E
Z	K	T	S	M	V	R	E	I	O	N	W	A
I	X	S	L	T	A	U	V	H	F	G	D	T
M	Y	U	V	D	Q	L	F	F	H	P	T	E
T	P	T	B	E	D	O	P	G	Y	C	O	N
N	U	V	S	I	U	I	L	L	H	Z	J	I
F	G	N	G	S	I	C	I	K	A	L	K	I
K	O	I	E	W	T	A	F	E	H	N	H	J
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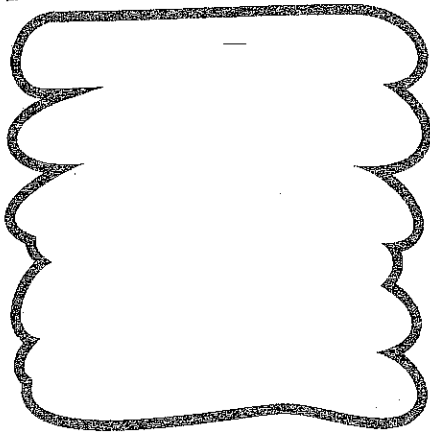
Answers To Pickers' Puzzle

1. True
2. Vet, Animal Planet
3. Play outside
4. Threaten
5. Consequences

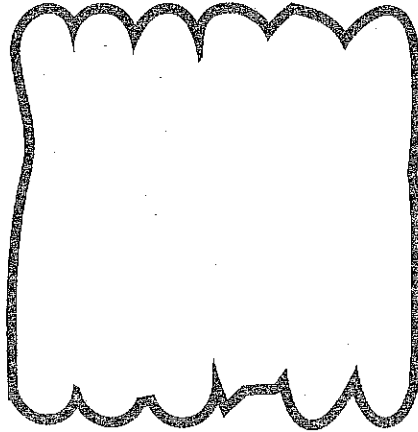


TV, Videogames, & Music Picture Story

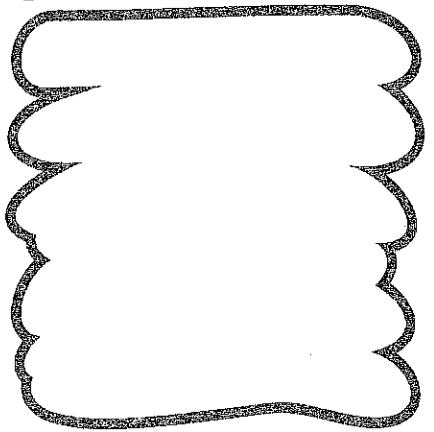
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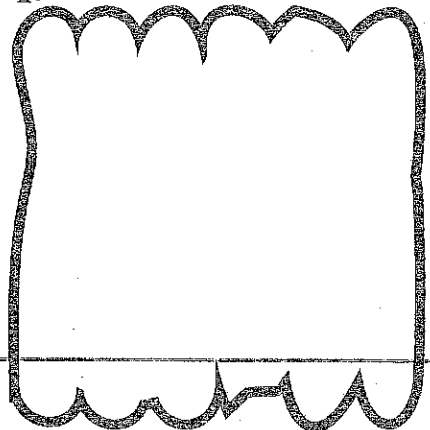
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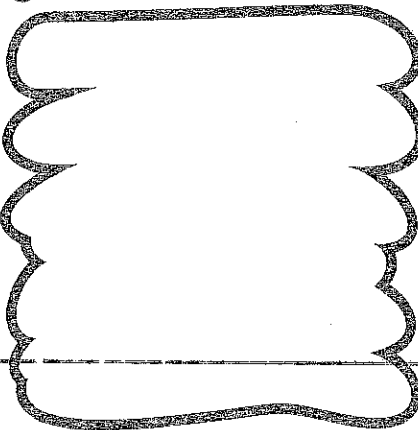
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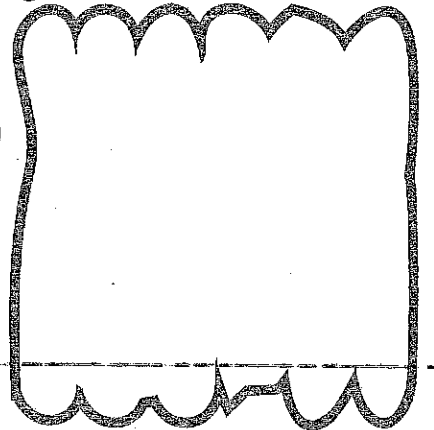
4.



5.



6.



Suicide—A Thought Or A Plan?: ASCA Standards

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- PS:A1 **Acquire Self-Knowledge**
- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.5 Identify and express feelings
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.10 Identify personal strengths and assets

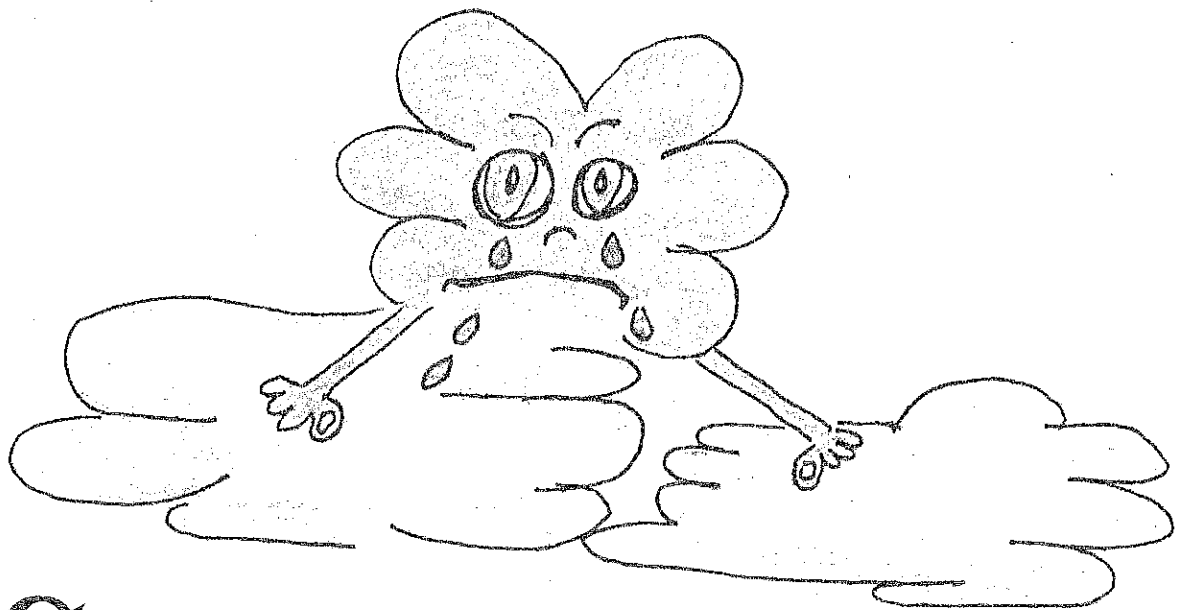
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

- PS:B1 **Self-Knowledge Application**
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

Standard C: Students will understand safety and survival skills.

- PS:C1 **Acquire Personal Safety Skills**
 - PS:C1.10 Learn techniques for managing stress and conflict
 - PS:C1.11 Learn coping skills for managing life events
-

Suicide— A Thought Or A Plan?



Suicide is a problem, not a solution. A number of things might push young people toward suicide. Things like:

1. being picked on or bullied for a long time by people your age or on the Internet
2. being ignored and made to feel different or useless
3. taking illegal drugs or using alcohol at a young age (This tells you that you're hurting and need help.)
4. a brain chemical imbalance that could've been inherited from a family member
5. not having goals or not feeling there's a reason to live each day
6. holding bad feelings inside for a long time because there's no one to talk with about them

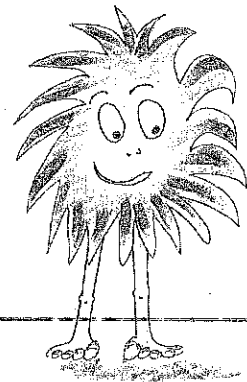
Instruction #1: In the first block, write or draw something that can make someone think of suicide.

There are times when people feel or say things that indicate they'd rather not be alive. By the time we're older, most of us have said, "I wish I was dead." In most cases, this is just talk. But sometimes these thoughts can become very serious. Someone who has these thoughts may start thinking of ways to end his or her life. If you feel this way, ask a counselor, parent, teacher, or religious advisor for help.

Young people who plan to harm themselves often leave a message in hopes they'll be rescued before it's too late. Too many times, the message comes too late!

Pressure can make you feel like a failure. Pressure that comes from ourselves or others can become overwhelming. It can lead to thoughts of suicide. Always remember that each of us is a special human being, that no one is perfect, and that we all make mistakes. Making mistakes and learning from them is part of being human!

What You Need To Know And Do



~~Share your thoughts with a trusting adult.~~

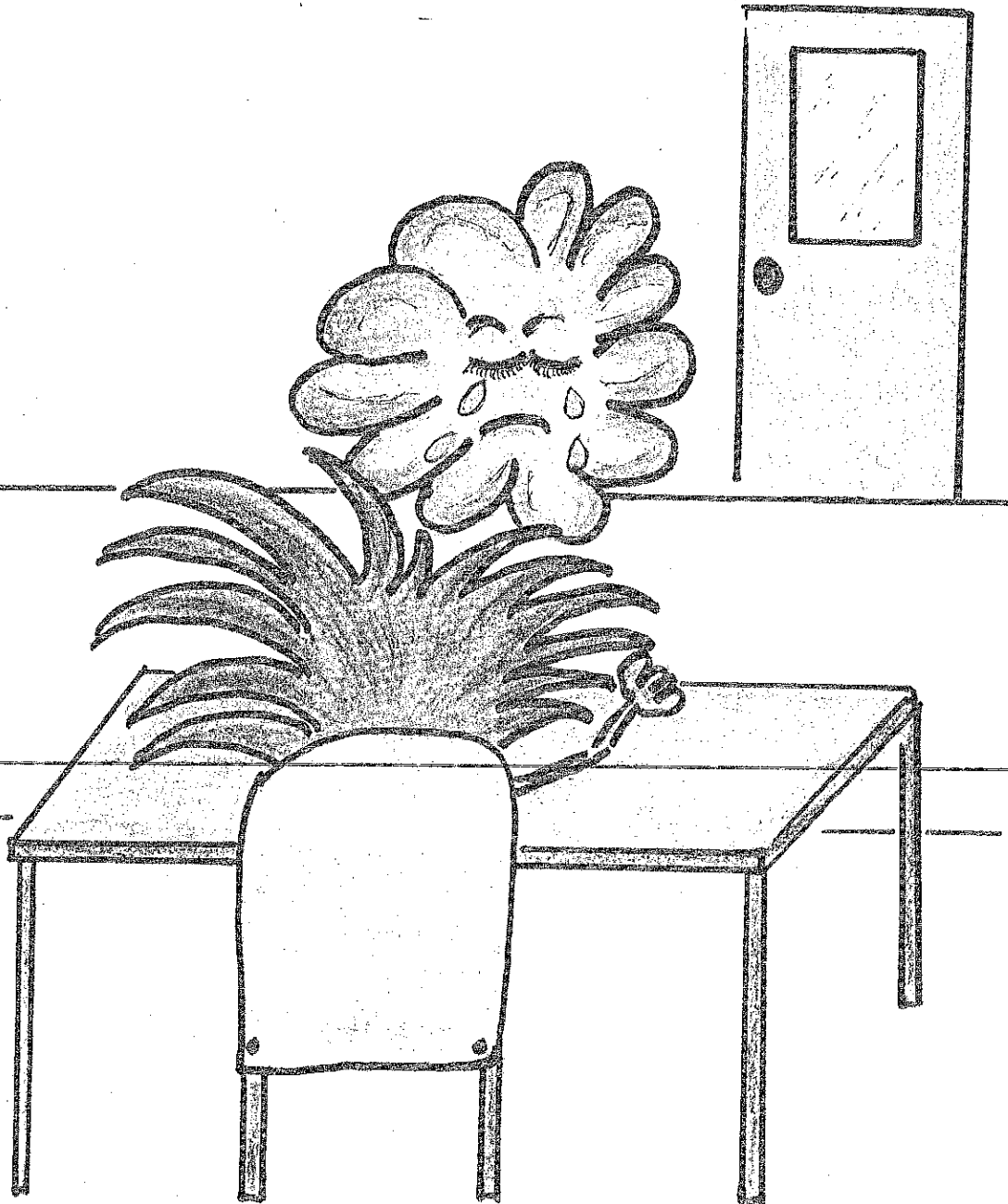
Instruction #2: In the second block, draw or write the name of a trusting adult.

Make short-term plans, short-range goals, and long-range plans every day. Review them daily and change them as often as necessary.

Instruction #3: In the third block, draw or write one short-term plan that someone could use.

Depression is a feeling of not being interested in anything, wanting to sleep more, and eating more or less than usual. If you have symptoms like these, ask for help. Talk with your parent, teacher, counselor, or religious advisor.

⓪ *Instruction #4: In the fourth block, draw or write the name of something to enjoy.*



~~Start each day with a positive thought. Use that positive thought to make your day better.~~

☞ *Instruction #5: In the fifth block, write a positive thought to start the day.*

Spend time with people who have positive, winning attitudes. Ask what makes them feel that way.

☞ *Instruction #6: In the sixth block, write the names of one or two people with positive attitudes.*

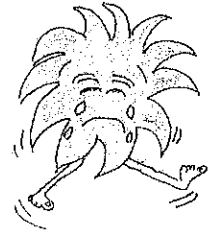
Go to school each day. Do your best, and learn to accept things you can't change.

☞ *Instruction #7: In the seventh block, draw someone doing his/her best.*

Everyone has good days and bad days. Getting through the bad times, learning from them, and making the best of them teaches us to appreciate the good times. We don't often remember how bad the bad times were. But we don't forget what we did to get through them!

☞ *Instruction #8: In the eighth block, draw a bad day you had. Underneath the picture, write what you did to get through it.*

Suicide—A Thought Or A Plan?: Questions



1. Why do some people try to kill themselves?

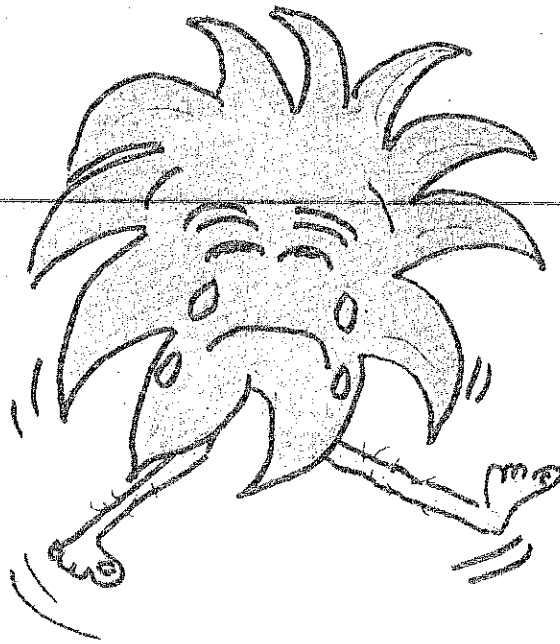
2. Do many people think about killing themselves?

3. If you're feeling down or depressed, what can you do?

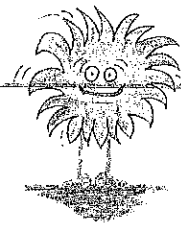
4. What should you do if you know that someone who is talking about suicide is doing things to hurt himself or herself?

Discussion Guide For Suicide—A Thought Or A Plan? Questions

1. Some people kill themselves because they don't have friends, are picked on by others, or feel worthless. Some people who kill themselves suffer from depression.
2. Many people have said, "I wish I was dead" because negative things have happened in their lives, but they don't really mean it. We all have ups and downs.
3. If you're feeling down, try to get involved in things you enjoy. If this doesn't make you feel better, tell your parent, counselor, or teacher about your feelings.
4. If someone tells you about a plan to harm himself or herself, tell your counselor or teacher right away. It's better to have a live friend who may feel you betrayed a trust than a dead friend you'll never see again.



Pickers' Puzzle: Find The Word



Directions: Match groups of letters from Column A with Column B and then Column C. Write your answers on the lines below. Don't use any group twice.

COLUMN A

1. de
2. worth
3. over
4. temp
5. pos

COLUMN B

- whelm
- or
- less
- it
- pres

COLUMN C

- ness
- ive
- sion
- ing
- arily

1. _____

2. _____

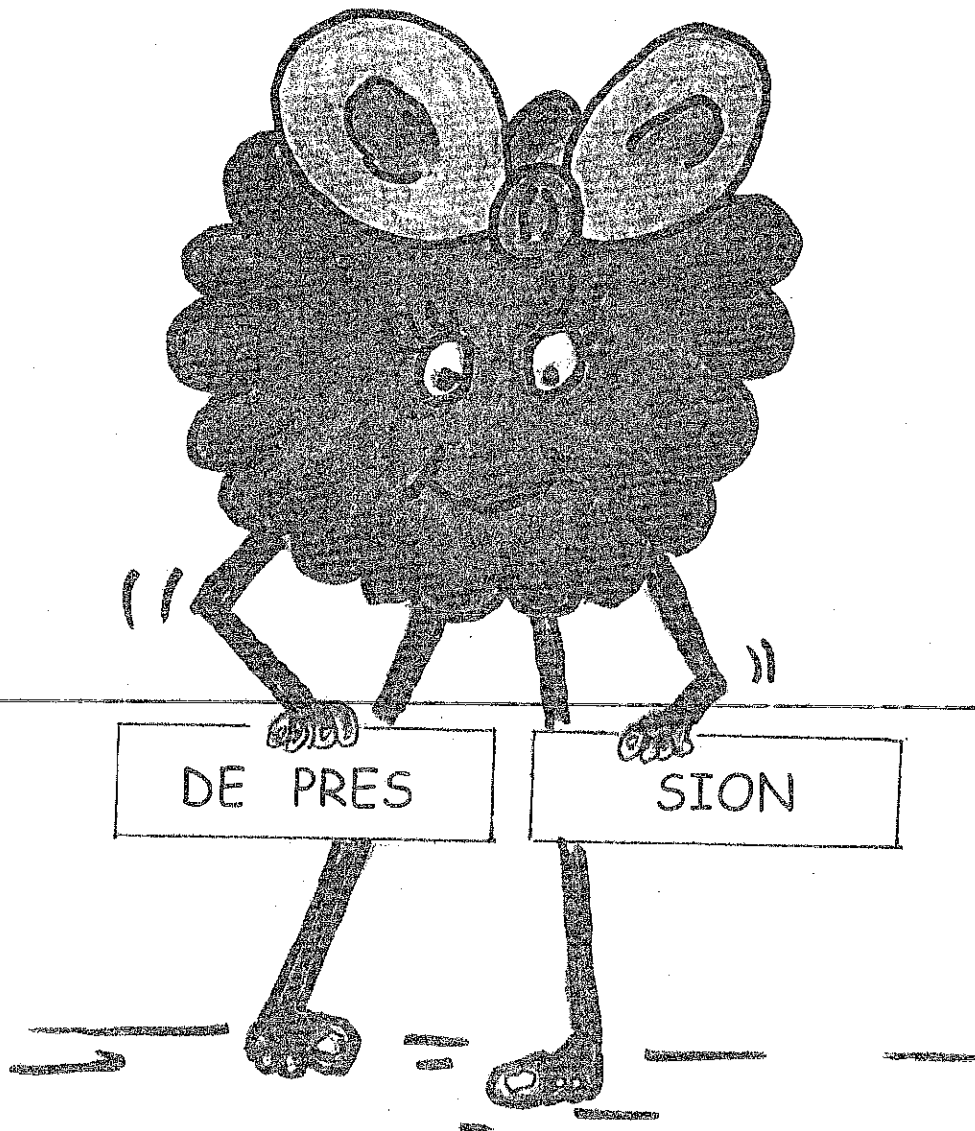
3. _____

4. _____

5. _____

Answers To Pickers' Puzzle

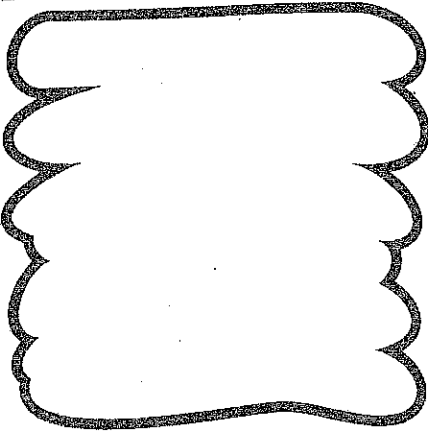
1. Depression
2. Worthlessness
3. Overwhelming
4. Temporarily
5. Positive



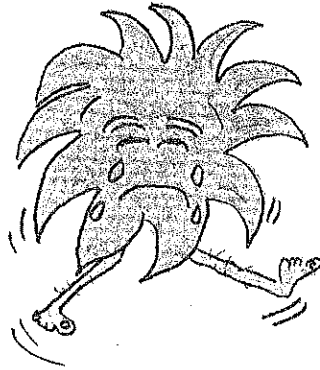
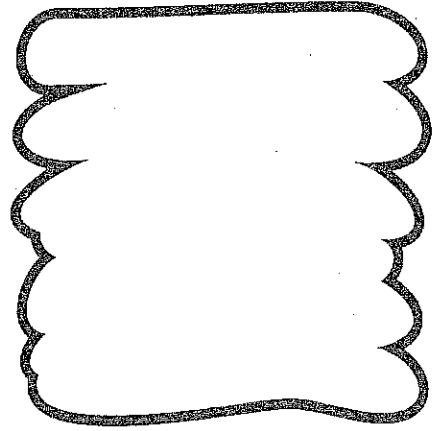
Suicide—A Thought Or A Plan?

Picture Story

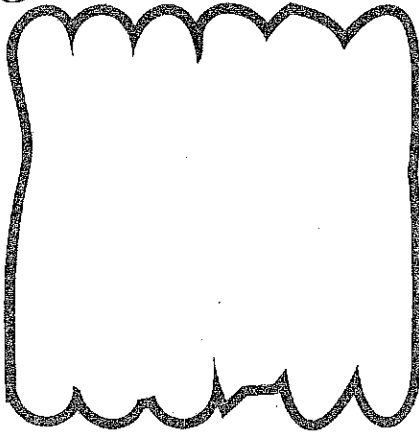
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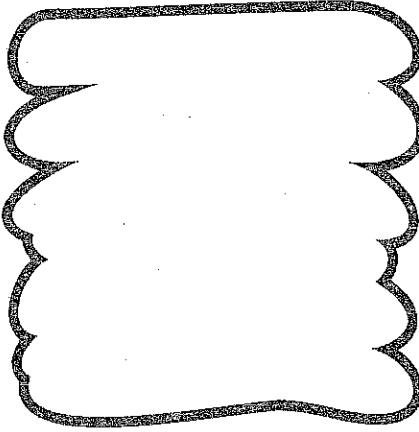
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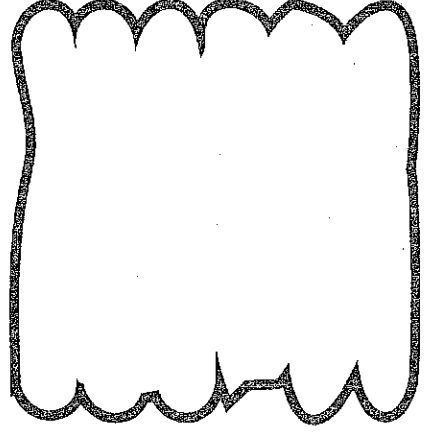
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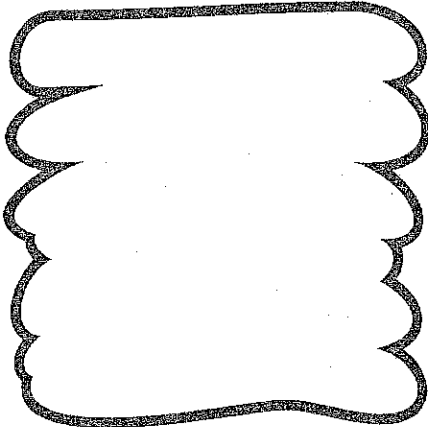
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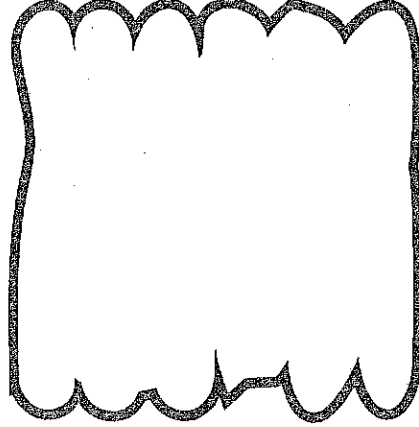
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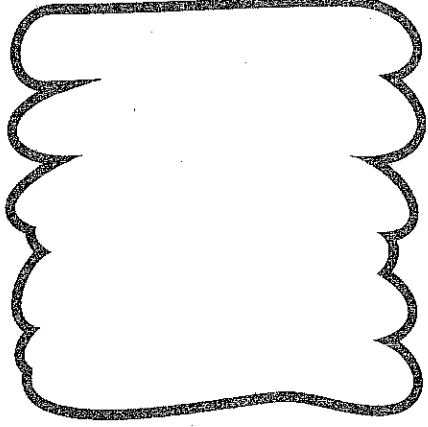
6.



7.



8.



Gangs: ASGA Standards

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-Knowledge

- PS:A1.1 Develop a positive attitude toward self as a unique and worthy person
- PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-Knowledge Application

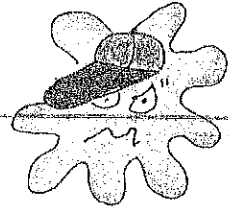
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions
- PS:B1.8 Know when peer pressure is influencing a decision

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.2 Learn about relationships between rules, laws, safety, and the protection of rights of the individual.
- PS:C1.6 Identify resource people in school and community, and know how to seek their help
- PS:C1.9 Learn how to cope with peer pressure.

Gangs



When you feel like nobody cares about you, when you get into trouble at school and around the community, you're an easy target for gangs. You don't have to look for gang members. *They'll find you* when you're weakest. At first, you may think you've finally found people who understand how you feel, who've made some of the same mistakes you've made, and who will welcome you just as you are.

☞ *Instruction #1: In the first block, draw someone doing something that will make him/her an easy target for a gang to approach.*

You may feel a gang is a place where you belong, with people who feel like you do.

☞ *Instruction #2: In the second block, draw a gang member welcoming someone into the gang.*

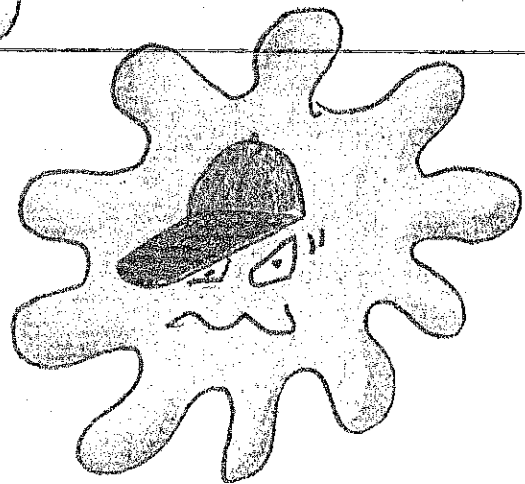
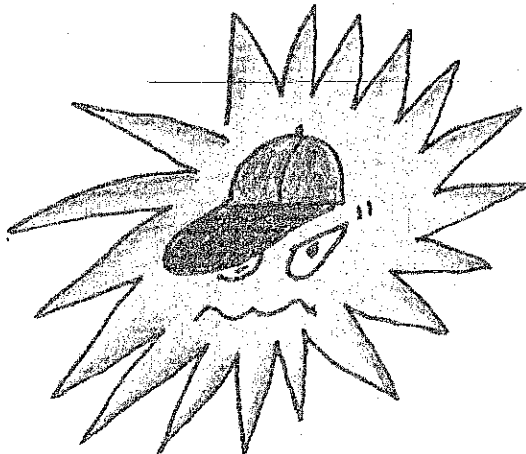
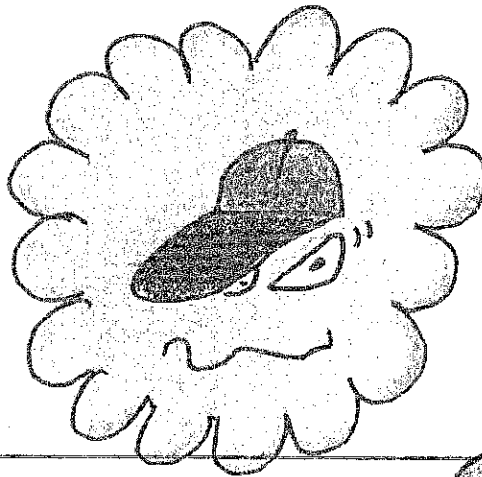
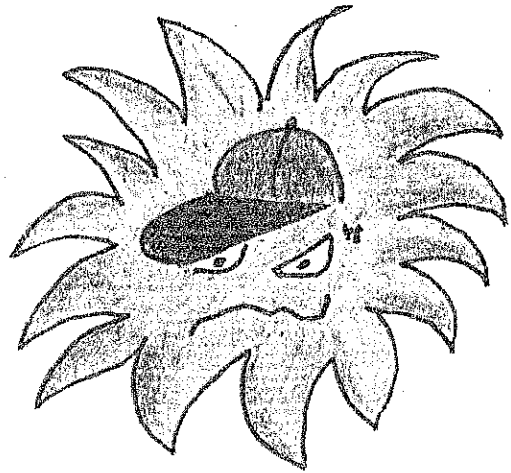
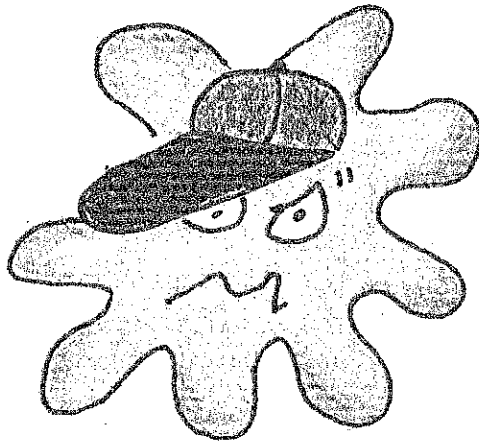
They don't tell you that if you want to be part of the gang:

1. you may have to do things you know are wrong or that are against the law
- ~~2. you may be beaten up to prove your loyalty to the gang~~
3. you may get into trouble and be put in a juvenile detention center
4. you may have a real hard time leaving the gang if you decide you don't want to be part of it

☞ *Instruction #3: In the third block, draw something that may happen to you if you join a gang.*

How can you tell who's a gang member? Kids who wear the same colors and types of clothes, flash different hand signs, or have some of the same tattoos *may* be gang members or gang wannabes.

⓪ *Instruction #4: In the fourth block, draw something that might identify a gang member.*

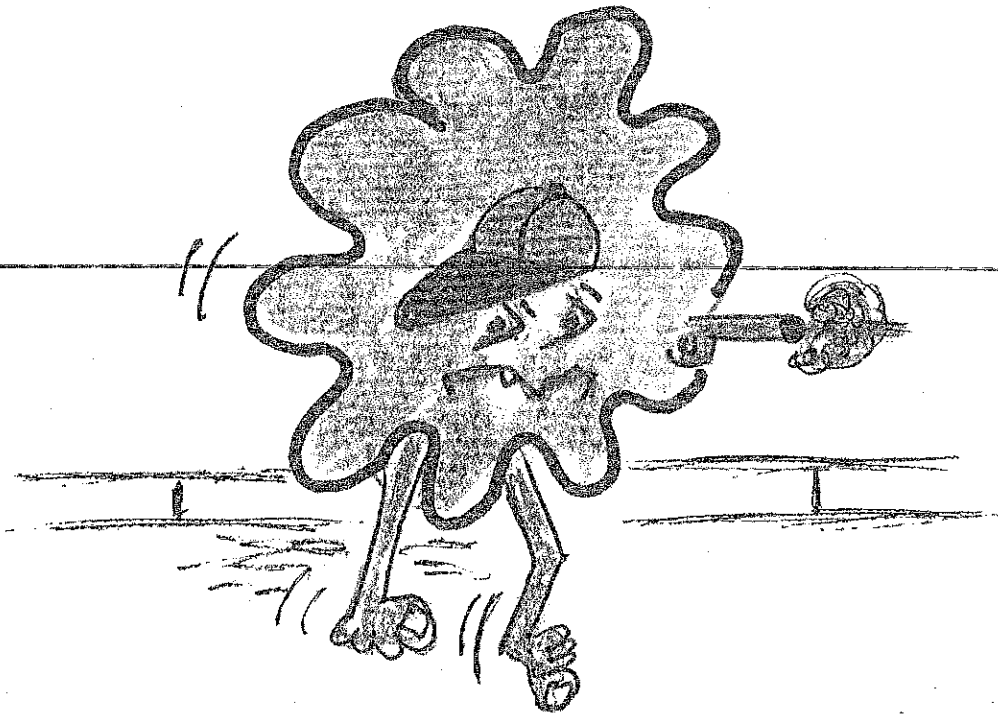


If someone who's very nice and a lot of fun asks you to join a group of kids who are just like you, be very careful. If you think it's a gang, give the same answer you've been told to use when asked about drinking or smoking. Just say, "No thanks!" You don't have to explain anything.

Instruction #5: In the fifth block, write what you should say when asked to join a gang.

It sounds good to be around friends who say they like you the way you are. They say they'll always be there for you, like a family, and will protect you if anybody picks on you. They tell you about all the fun you'll have with them and all the cool things you'll do.

They won't tell you that once you join, you'll owe the gang. If you want to get into fights where knives and guns may be used ... if you want the police always checking on you ... if you want to turn your back on your family ... gangs are right for you. Before you decide, ask yourself, "Where am I heading with this?" I bet you already know the answer!

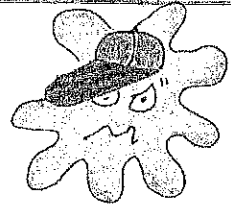


Your parents, brothers, sisters, cousins, uncles, aunts, and grandparents—your family—are the ones who will help you make good decisions. They'll be there for you when you need someone most. They're the ones who show unconditional love. That means loving you no matter how you look or act or what you do. Learn now that it's important to talk with them if something bothers you. By the time you're in your teens, it's much harder to start developing trust in those who care most about you. Your real family.

☞ *Instruction #6: In the sixth block, write the names of people you should talk with about your concerns.*

How do I know this? Well, I started a gang once. We got into big trouble with the law. It scared me enough to make changes in my life and become a better person. That's why I'm telling you what I've seen over the years.

Gangs: Questions



1. How or why do you think kids join gangs?

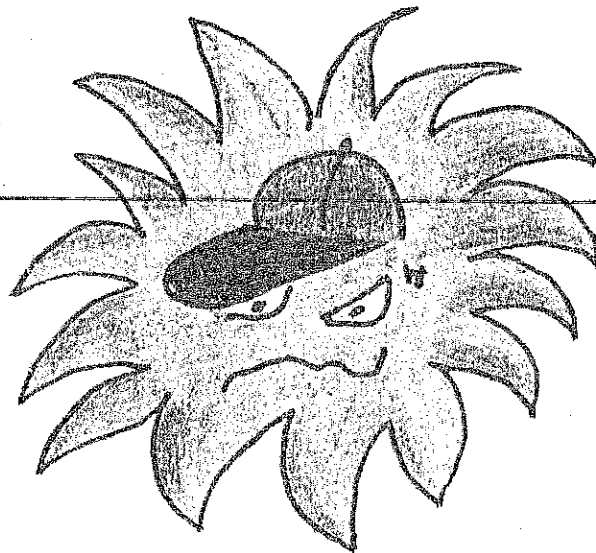
2. How can you tell if someone may be in a gang?

3. What should you do if your older brother or sister is in a gang?

4. What do gangs do in a town or city?

Discussion Guide For Gangs Questions

1. Kids often join gangs because they want to feel they belong. At first, being in a gang may make them feel safe.
2. Some gangs wear certain colors, have certain tattoos, or use special hand signs. Others may wear clothes a certain way and mark their *turf* or buildings with gang messages called *graffiti*.
3. Don't let brothers or sisters who are in a gang talk you into joining. Whenever you can, tell them about TV or newspaper reports about problems with gangs.
4. Gangs often break into liquor stores or sporting good stores, get involved with drugs, and fight with other gangs.



Pickers' Puzzle: Find The Word

Directions: Match groups of letters from Column A with Column B, then Column C. Write your answers on the lines below. Don't use any group twice.

COLUMN A

1. de
2. uncon
3. trus
4. con
5. appro

COLUMN B

- twor
- se
- ci
- pria
- dition

COLUMN C

- al
- te
- thy
- sions
- quences

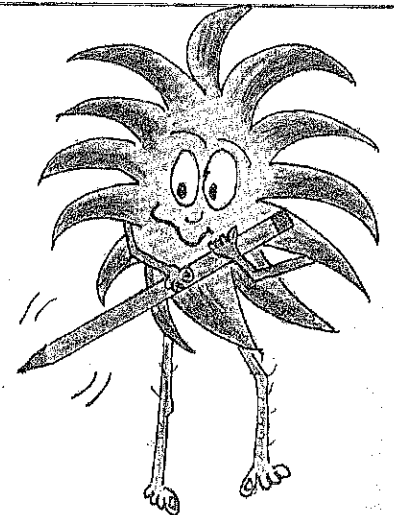
1. _____

2. _____

3. _____

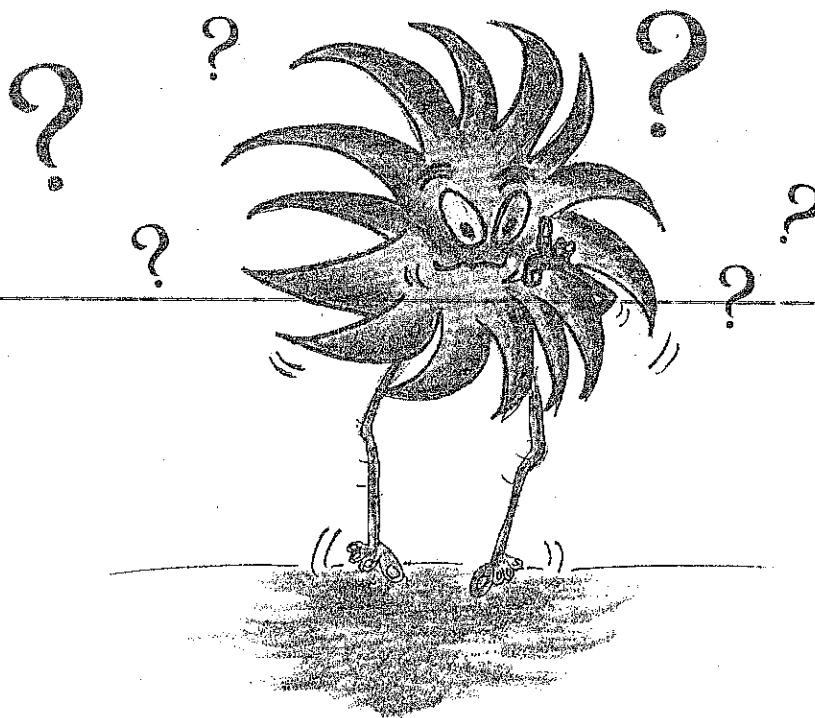
4. _____

5. _____



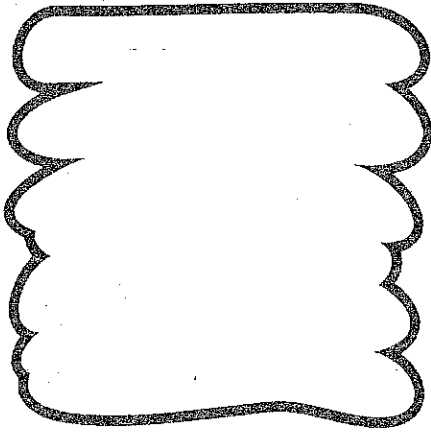
Answers To Pickers' Puzzle

1. Decisions
2. Unconditional
3. Trustworthy
4. Consequences
5. Appropriate

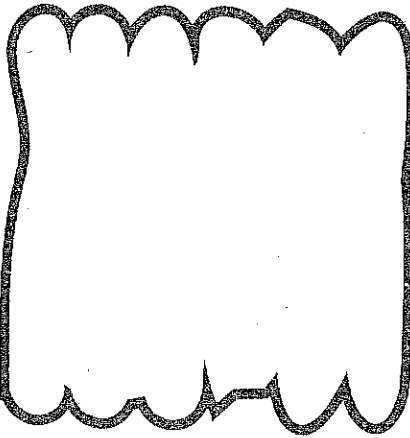


Gangs Picture Story

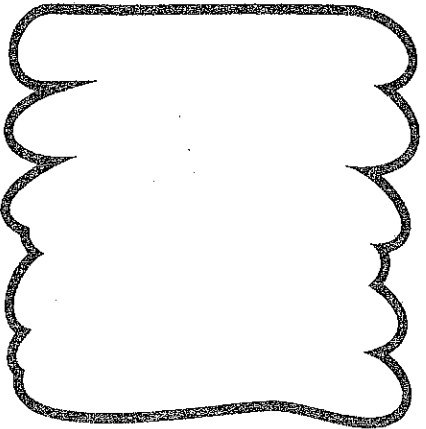
1.



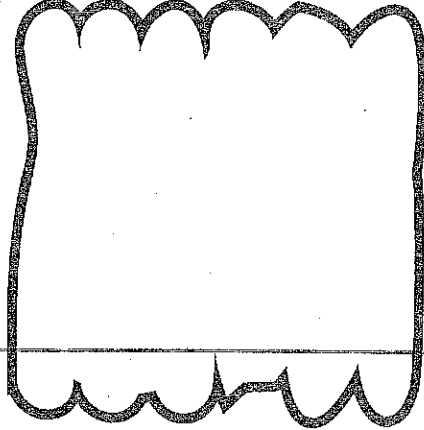
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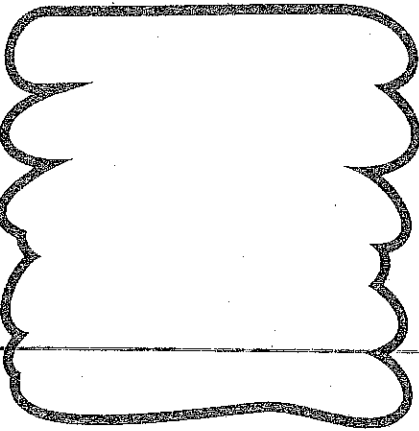
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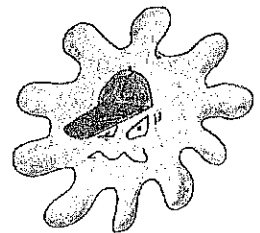
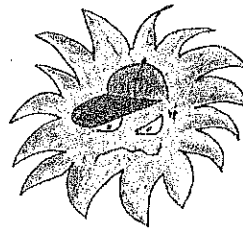
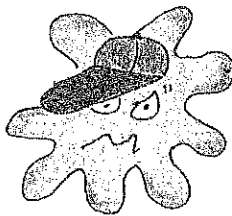
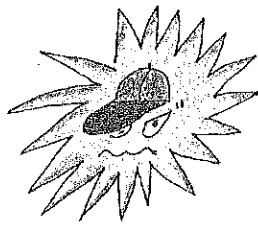
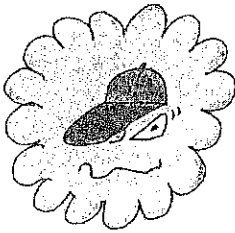
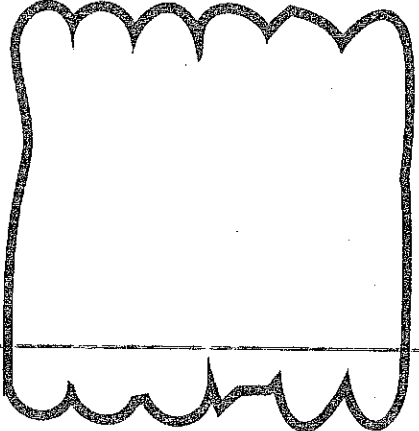
4.



5.



6.



Friends We Choose: ASCA Standards

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- PS:A1 **Acquire Self-Knowledge**
- PS:A1.5 Identify and express feelings.
- PS:A1.9 Demonstrate cooperative behavior in groups

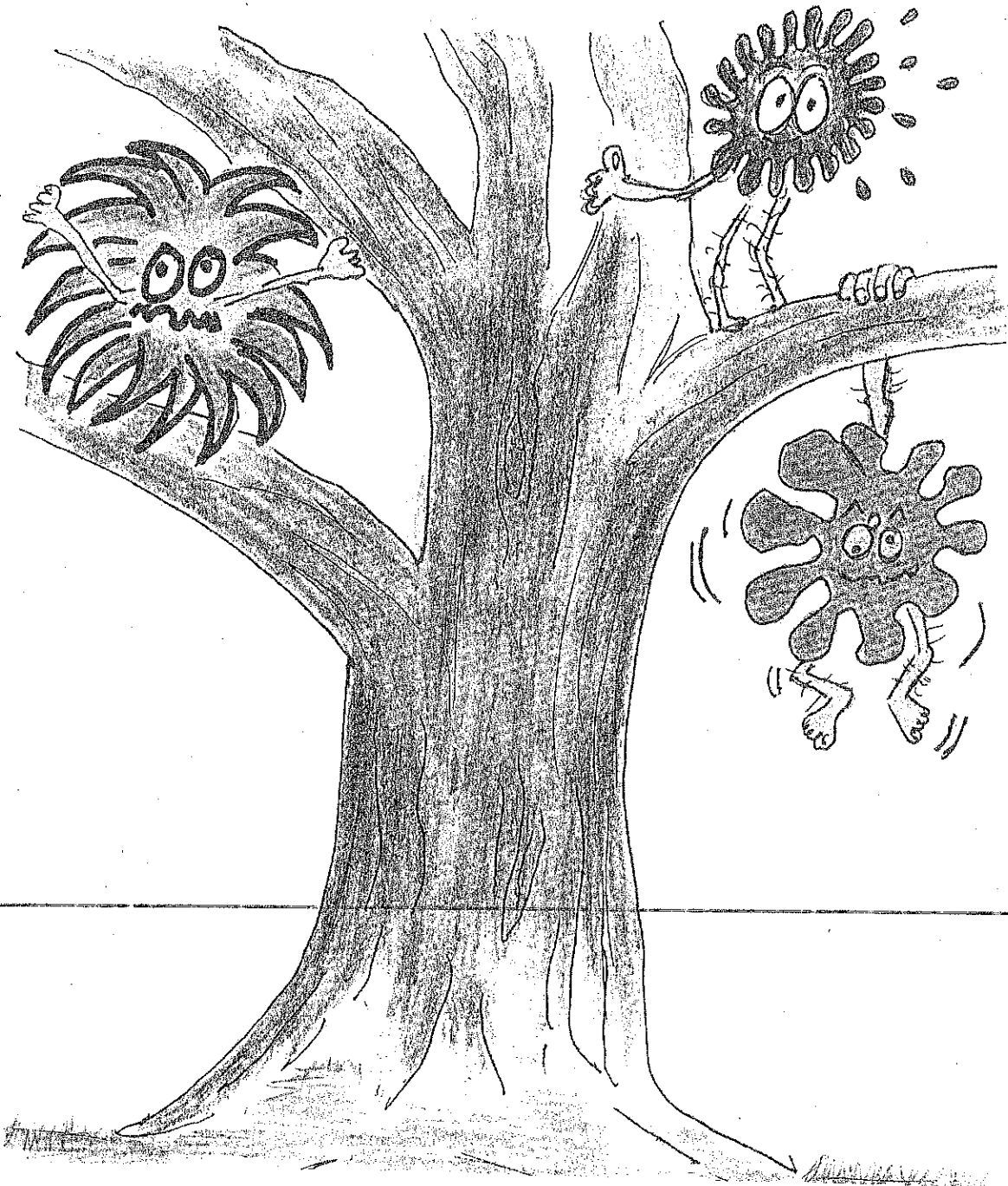
- PS:A2 **Acquire Interpersonal Skills**
- PS:A2.3 Recognize, accept, respect and appreciate individual difference
- PS:A2.4 Recognize, accept, respect, and appreciate ethnic and cultural diversity
- PS:A2.8 Learn how to make and keep friends.

Standard C: Students will understand safety and survival skills

- PS:C1 **Acquire Safety Skills**
- PS:C1.10 Learn techniques for managing stress and conflict.
- PS:C1.11 Learn coping skills for managing life events.



Friends We Choose



What is a *friend*? It's usually someone who picks you up when you're down ... someone who likes the things you like ... someone you can always count on.

A good friend is someone who will stand by you even if you make a mistake ... will help when you need help with homework or getting along with others ... whose positive actions will lead you in the right direction ... who will teach you that if you expect positive things in life, they will happen.

☞ *Instruction #1: In the first block, write something that makes your friend a good friend.*

Treat a good friend as well as he or she treats you. Friends may come and go: But a good friend is a precious gem who will remain in your life for many years.

☞ *Instruction #2: In the second block, write the number of friends you have. Then write the number of good friends you have.*

When my mom told me to choose my friends carefully, I think she was saying I'm no better or worse than anyone else. If you believe that, you'll treat everyone with respect, the way you'd like to be treated. Think about the girl who sits alone in the lunchroom and the boy who walks around the playground by himself. Take a few minutes to include them in your life. They don't have to be your best friends, but the fact that you don't know them doesn't make them your enemies. Don't wait until you reach middle school or high school. A small act now could make a big difference in their lives.

☞ *Instruction #3: In the third block, describe or draw one person you could include in your life. Don't mention any names.*

Choose your best friends carefully. There were times when people didn't want to be around me, because the mistakes I thought were funny got others into trouble.

It took me a while to find friends who were positive role models. But I found them. I'm a happier person now, and each day becomes a better day.

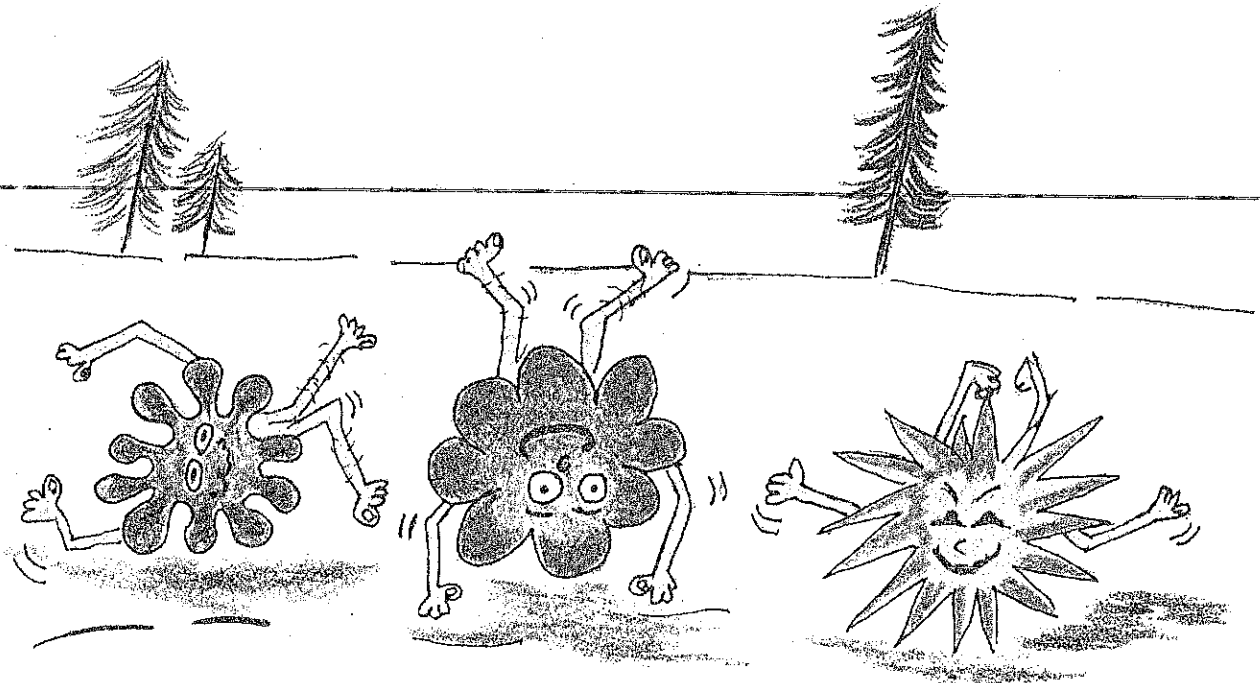
Being nice doesn't take any more effort than dragging someone down. And having friends to play with has been a lot more fun than getting into trouble ever was. Doing good things for others has become a habit that makes me feel like a better person.

☞ *Instruction #4: In the fourth block, draw how doing good things for others makes someone feel.*

The friends you choose now may not still be your friends when you're older. Good friends will make you want to be like them. Bad friends will drag you down.

Start hanging around with positive people who want to do good things and want to be good adults. As you get older, they'll influence you more than anyone. If you slip, pick yourself up and focus on friends who lead you down the right path. Remember this saying: "Don't walk in front of me; I may not follow. Don't walk behind me; I may not lead. Just walk beside me and be my friend."

☞ *Instruction #5: In the fifth block, draw yourself and your best friend.*

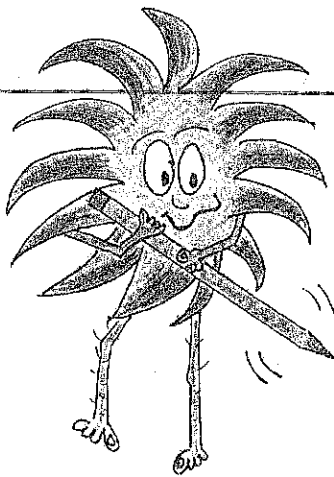


Friends We Choose: Questions

1. Why are friends important?

2. How do we choose friends? How *should* we choose friends?

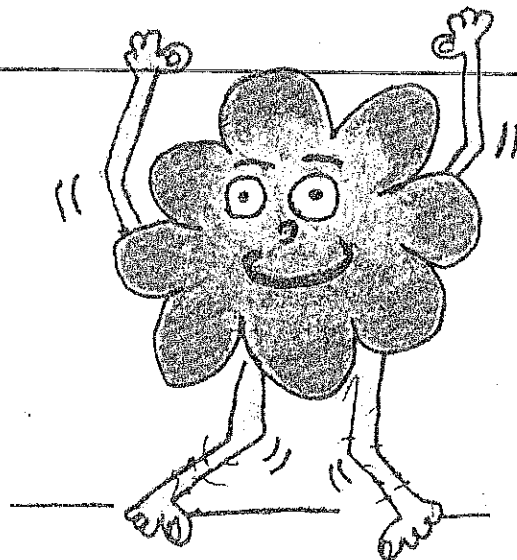
3. Why do friends become more important as we become teens?



4. Who will be there for us even when we make mistakes?

Discussion Guide For Friends We Choose Questions

1. As we grow up, we sometimes spend more time with friends than with our family. Friends share secrets with us and are there for us when we need them. Good friends don't hurt each other.
2. We often choose popular kids as friends. Kids who aren't members of the popular crowd and who don't feel good about themselves sometimes get involved with kids who are often in trouble. Choose your friends carefully, especially your best friends. There's a TV ad that says: "Friends don't let friends drive drunk." Well, friends don't let friends make bad decisions of any kind. (Here's a special language lesson from Pickers: *Become an I!* Why? An *I* acts, A *ME* is acted upon! An *I* can be a leader, makes good choices, doesn't blame others, and takes responsibility for his or her actions. Becoming an *I* will help you become a leader.)
3. As you become teens, you'll start wanting not to do everything with your family. You're getting ready to grow up and be able to support yourselves after you finish school. This is good, but you'll always look for emotional support.
4. Our parents, or any other appropriate answer. Babies and young children need the support of their families. Someone to pick us up when we fall, help us make good decisions, and support us when we need them to do that.



Pickers' Puzzle



Just Who Is Important?

1. Who's the mayor of your city or town? _____
2. What's Miss America's name? _____
3. What team won last year's World Series? _____
4. Name the vice president of the United States. _____
5. Name two of the wealthiest people in the United States.

NOW...

6. Name two teachers who helped you through school.

7. Name two friends who helped you when you felt down.

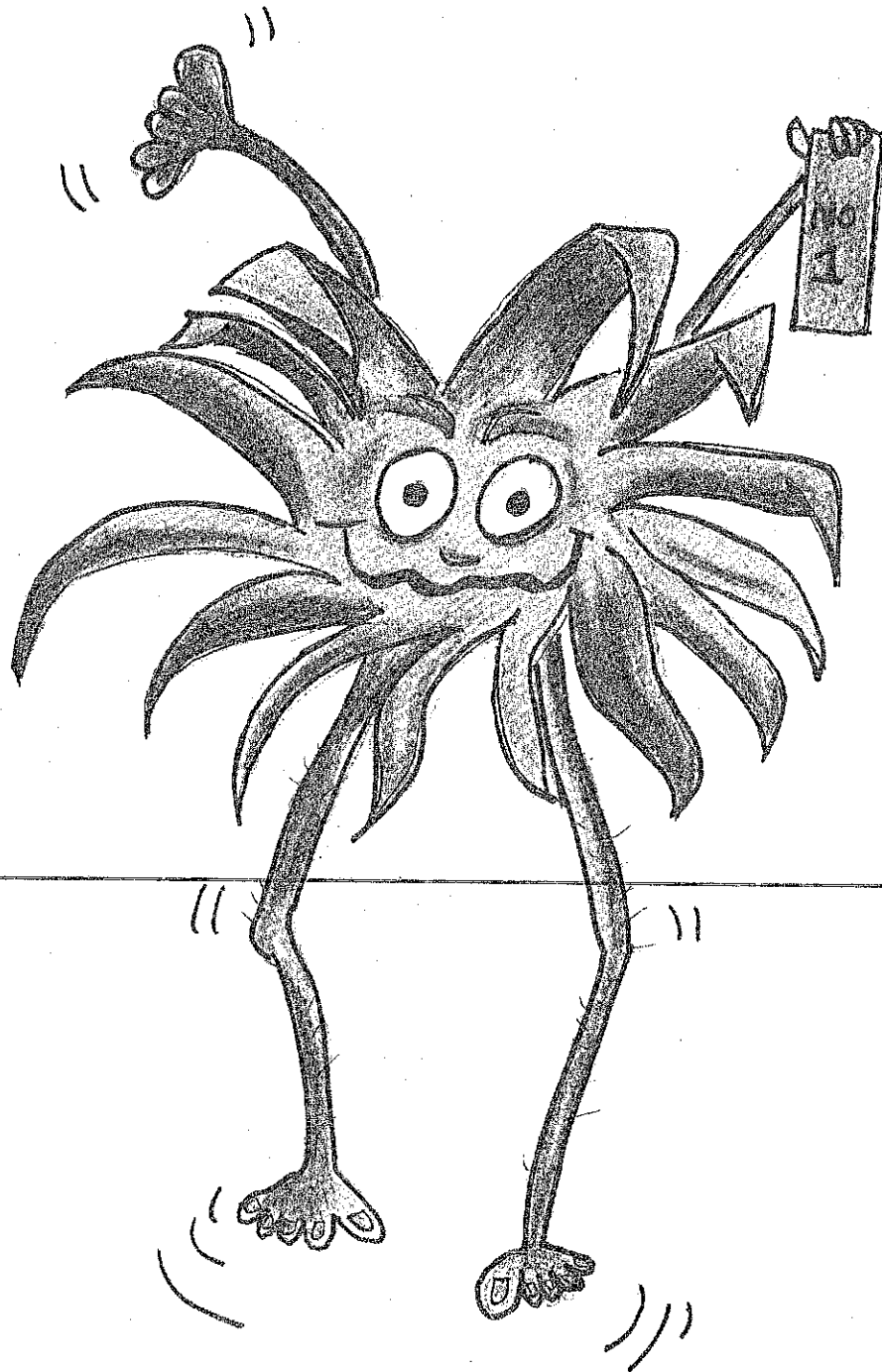
8. Name a few adults or students who made you feel special.

9. Name three people you enjoy spending time with.

THE LESSON: People who make a real difference in your life don't often make the most money. They may not win awards. **BUT YOU KNOW THEY CARE ABOUT YOU** and often walk in your shadow!

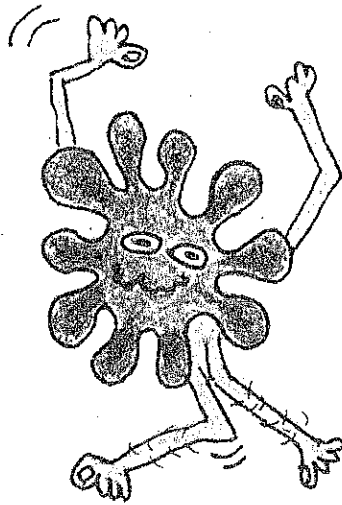
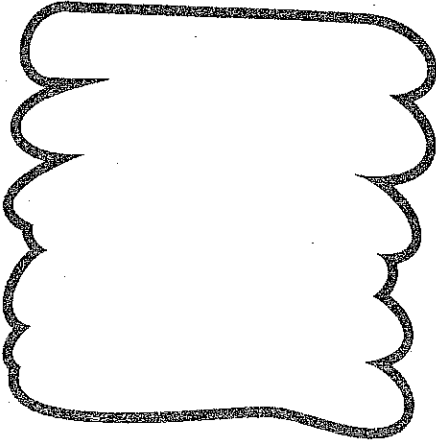
Answers To Pickers' Puzzle

The answers for question 1-5 depend on where one lives or what year the questionnaire is being given. Questions 6-9 are subjective.

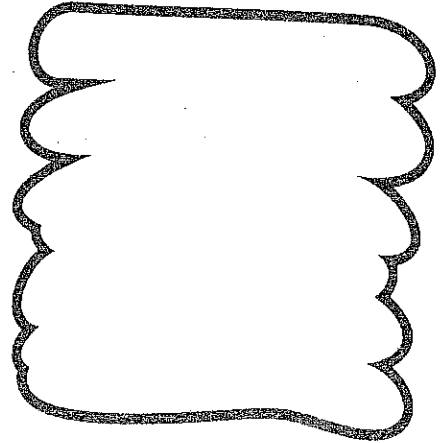


Friends We Choose Picture Story

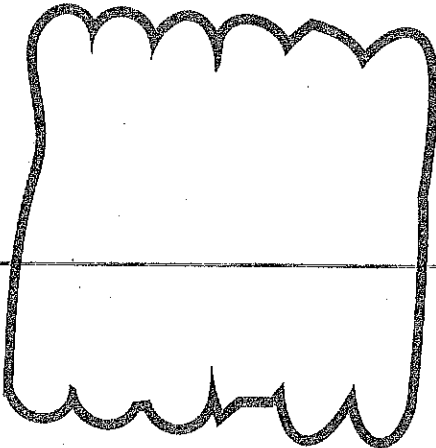
1.



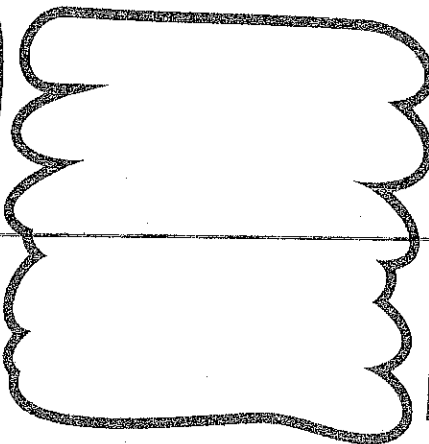
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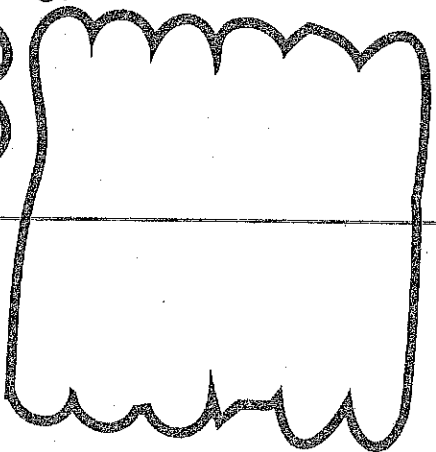
3.



4.



5.



Additional Activities

1. Using some or all of the previous lessons, make your own book as a class. Start with the sentence, "Good friends have made me a better person." Then pass the paper around so each person writes one sentence. Write the final sentence, have the class choose a title, and ask an artistic student to illustrate the book.
2. Make a list of nonviolent videogames. Play some if there's time.
3. Illustrate how it feels to be ignored or not accepted. Tell the students that for the rest of the day, nobody may talk with students whose clothes are a color you specify, sit with them at lunch, or play with them at recess. Tomorrow, after those students report how it felt to be treated that way, the students can discuss their feelings.
4. Make a sign that says: "Depression is an act of refraining. To make things better, refrain from refraining." Tell the students the sign is a reminder to turn off the TV, get up off the sofa, and get out and do things. Tell them to put the sign in their locker or somewhere else where they'll see it often.
5. Make a list of characteristics good friends have. Make another list of things friends never do.

Summary

As you now know, I changed my life after almost hurting someone for life.

I wanted to tell you about things that can cause problems, get you into trouble, or make you a better person.

I feel best about having helped some kids decide to change their lives before they got into trouble. I've come to realize that people can't change me, but I can change myself and set an example for others.

Doing some of the things I've suggested may stop some kids from hurting themselves or others. Kids who felt alone may feel welcome again with kids their age. Guess what? I finally used my head and thought *before* and not *after* I did something. I know you can do the same.

Pickers

