• [www.thinkquest.org/library/site_sum.html?name=J001709

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Created by students at Kapolei Elementary and Middle Schools, this site teaches the values of respect, responsibility, love, honesty, environmental awareness, cooperation and compassion. Using values to make positive choices is modeled through stories, artwork and short movies.


The United States Department of Health and Human Services presents “Stop Bullying Now” to teach students what bullying is and what they can do to help prevent it through articles, cartoons and games.

• [www.kidshealth.org/kid/feeling/friend/peer_pressure.html](www.kidshealth.org/kid/feeling/friend/peer_pressure.html)

This informative site was developed by The Nemours Foundation’s Center for Children’s Health Media. It provides articles written for children about how to deal with peer pressure.

Suggested Print Resources


### COMPLETE LIST OF TITLES

- **DEALING WITH FEELINGS**
- **DECISIONS AND CONFLICTS**
- **DRUGS & DISEASE**
- **ENVIRONMENTAL HEALTH**
- **NUTRITION**
- **PERSONAL HEALTH & HYGIENE**
- **SAFETY AWARENESS**
- **STAYING SAFE; STRANGERS, CYBERSPACE & MORE**

This guide is a supplement designed for teachers to use when presenting programs in the series *Health for Children.*

Children are faced with many different decisions each day and find themselves in situations that can affect their emotional and physical health. As such, it is important for students to learn how to make healthy choices, develop healthy habits, and set personal health goals. Each program addresses an important topic for living a healthy lifestyle. Students are encouraged to think about the decisions they make and how those decisions impact their well-being. They are presented with strategies for making good personal choices, practicing refusal skills, seeking help from adults, and being a good friend to others.
**Program Overview**

Everyone is faced with big, small, easy and difficult decisions each day. Understanding the choices we have and the consequences they carry is an important part of living a physically and emotionally healthy lifestyle. The decision-making process consists of four steps: 1) think about the choices, 2) consider the consequences of each choice, 3) make the best choice, and 4) review your decision. Your decisions often reflect your values and should also show consideration for other people’s feelings. When conflicts occur, they can be resolved in a variety of ways, such as working together to come up with a compromise, walking away from the conflict, or asking a respected child or adult for assistance. Increasingly difficult conflict situations sometimes involve peer pressure or bullies. Students are encouraged to avoid giving in to peer pressure and focus on making choices that fit what is best for them. While bullying is an unfortunate occurrence, students can address or avoid encounters with bullies by ignoring them, telling an adult, or sticking with friends. It is taking the time to make the best decision for you, no matter what or whom you are dealing with, that will keep you and those around you a lot healthier.

**Vocabulary**

- **decision** — A choice.
- **consequence** — What happens as a result of a decision or choice.
- **values** — The beliefs and ideas that shape what is important to you.
- **conflict** — What happens when you disagree with another person about a decision being made.
- **resolution** — How a problem or conflict is dealt with.
- **compromise** — A decision based on what each person involved feels and needs. Give and take is often a part of the solution.
- **respect** — The belief in and value of every person, whether you like them or not. You show respect by accepting people’s differences and treating them the way you would like to be treated.
- **peer pressure** — An influence by other people your age to make a certain decision; making choices by going along with the group.
- **bullying** — Using words or actions to threaten or hurt others.

**Pre-viewing Discussion**

Before viewing the program, engage your students in a brainstorming activity to determine their prior knowledge about making decisions and resolving conflicts. Encourage students to share what they know and record their thoughts and ideas on chart paper. Use the following questions to help students recall their own ideas:

- What are some things that you consider before you make a decision?
- When is making a decision easy? When is it difficult?
- Have you ever solved a problem by compromising?
- Why do bullies cause conflicts?

Additionally, record any questions that students may have about decisions and conflicts. Return to these questions after viewing the program to see if they were answered in the show.

**Focus Questions**

1. What are some decisions you make everyday?
2. What are the four steps of the decision-making process?
3. What are values?
4. Give two examples of values that almost everyone shares.
5. What is a conflict?
6. What’s so good about compromise?
7. How can peer pressure be positive? How can it be negative?
8. What are some ways kids can deal with bullies?

**Follow-up Discussion & Activities**

- Students can fold pieces of paper into equal parts to make comic strips featuring a main character that is going through the four steps of the decision-making process. Voice and thought bubbles can be used to convey what the character is saying and thinking.
- Students can role-play conflicts that can arise in a variety of situations (i.e., in the lunch line, on the playground, during the bus ride home, between siblings, etc.). Discuss with students different ways in which each conflict can be resolved, such as compromising, seeking help from another child or adult or walking away from the conflict.
- Encourage students to think about the positive and negative consequences of peer pressure by responding to the following journal prompts:
  - Describe a time when you were urged by your friends to do something positive. What was the consequence? How did you feel afterwards?
  - Describe a time when you felt uncomfortable because you were being pressured to make a certain choice. What was the consequence? Would you make the same decision again?
- Have students reflect on a time when they were bullied or saw someone else being bullied. How did they feel? What did they do about it? What would they do differently? This discussion can be done as a class or in small groups.
- Read *How to Lose All Your Friends* by Nancy Carlson (Puffin, 1997). Have students brainstorm things that they can do to form and maintain good friendships. They can use this list to help them in creating a class book called *How to Be a Good Friend*.

**Suggested Internet Resources**

Periodically, Internet Resources are updated on our website at www.LibraryVideo.com.

- [www.bullying.co.uk/](http://www.bullying.co.uk/)
  “Bullying Online” is a comprehensive resource for students, parents and teachers. The subject of bullying is addressed with articles and advice to help in dealing with and preventing a variety of situations.

(Continued)