

Choose to Be

G.R.E.A.T.[®]
Gang Resistance Education And Training



Elementary School Student Handbook





LESSON 1

Choose to Be G.R.E.A.T.

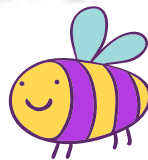
This is the handbook that you will be using to complete the G.R.E.A.T. Program. Your G.R.E.A.T. instructor and your teacher will be helping you and your classmates learn about many things this year. Some of the things that you will learn include:

- Making G.R.E.A.T. choices.
- Communicating messages clearly.
- Controlling your anger.
- Respecting others.
- Being a G.R.E.A.T. citizen.

During the G.R.E.A.T. Program, you will have the opportunity to participate in activities such as discussions, role-playing, and group work. These activities will help you learn the skills and behaviors to help you be a G.R.E.A.T. citizen.

Enjoy the G.R.E.A.T. Program. Use this handbook as a creative place to write down your thoughts and feelings. Remember, you can always ask your G.R.E.A.T. instructor, your teacher, or your parents/guardians if you have any questions.

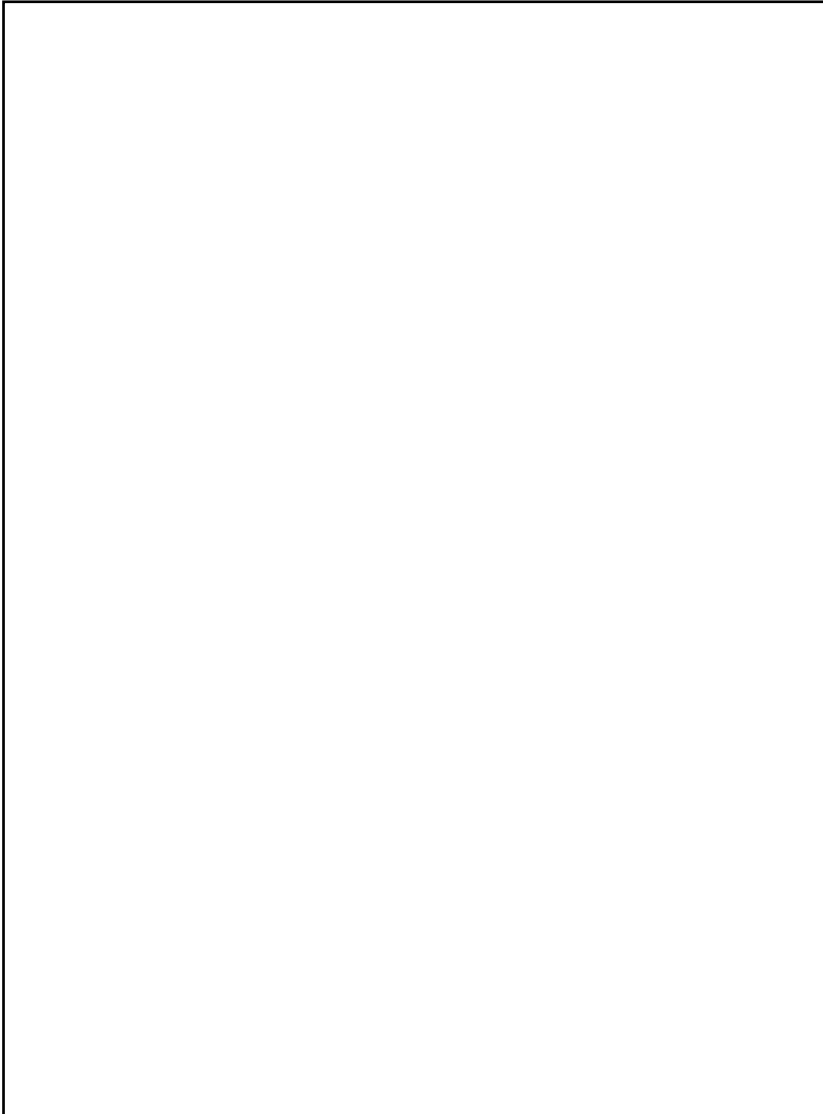
Have Fun!



G.R.E.A.T. Ground Rules

1. We will raise our hands to answer questions.
2. We will wait our turn to speak.
3. We will not talk when others are talking.
4. We will not use physical contact during any of the activities.

Other ground rules that we will follow:



G.R.E.A.T. Beginnings



Vocabulary for this lesson:

VIOLENCE:

Act, _____, or word that hurts a person's feelings or _____ or damages property

GANG:

A _____ of people who have a common name, colors, or _____ and who participate in violence and break laws

BULLYING:

Repeated acts of being mean to other people through words or _____

TARGET:

The _____ at whom the bullying behavior is _____

VICTIM:

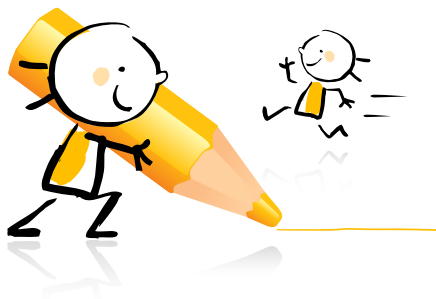
Someone who is hurt by _____ or by someone being mean

BYSTANDER:

Someone who _____ bullying without taking action

Clue Words:

group watches aimed body symbols actions gesture violence person



Bullying on the Bus

DIRECTIONS: Read the following story. Then, answer the question below.

Narrator: It's the end of the day, and everyone is getting on the bus. Chad is the last one to get on the bus. Jenny is sitting next to Ming; Nancy is sitting next to Lisa. There are no seats left except for the one next to Abdul. Jenny and Ming watch Chad as he tries to sit down next to Abdul.

Abdul: You can't sit here.

Chad: Why?

Abdul: This seat is taken. Nancy is sitting here. Come on, Nancy, sit next to me.

Narrator: Nancy gets up and sits next to Abdul. Now there is an empty seat next to Lisa. Chad goes to sit down in that seat.

Lisa: You can't sit next to me!

Chad: Why?

Lisa: This seat is taken. Abdul is sitting here. Abdul, come sit next to me.

Narrator: Abdul gets up and sits next to Lisa.

Bus driver: Everyone, sit down!

What could the bystanders have done in this situation?



The New Kid

DIRECTIONS: Read the following, and answer the questions on the next page.

Narrator: Monica is new at school. She is in the gym and notices Tameka talking with some girls. Tameka was nice to her in her last class and asked her where she was from. Monica walks over to Tameka.

Monica: Hi, Tameka.

Vicki: Who are you? Did we ask you to come over here and start talking to us?

Erika: Yeah, we didn't ask you to come butt in.

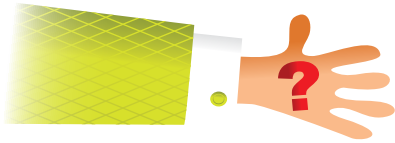
Tameka: She's nice. I talked to her in class.

Vicki: What are you talking about? I don't care if she's nice. We already have all the friends we need. If you want to go hang out with her, then you can leave.

Monica: I didn't want to start anything. I'll just go.

Narrator: Monica turns to leave, thinking to herself, "This is going to be a really horrible year."





Questions:

1. How do you think Monica and Tameka are feeling?

2. Who are the bullies and why?

3. What else could Tameka have done to stop the bullying?





LESSON 2

Choose to Be G.R.E.A.T.

To Do or Not to Do



Vocabulary for this lesson:

DECISION:

The _____ of making up one's mind

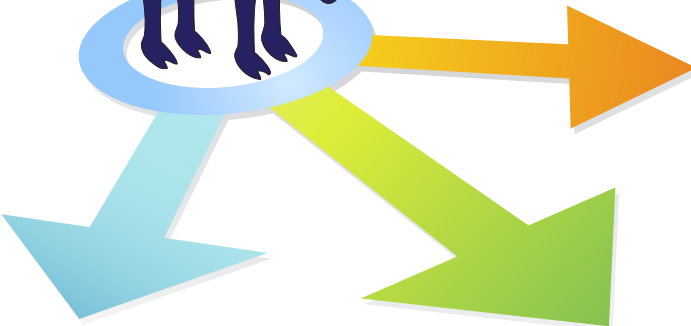
OUTCOME:

The _____ of making a decision



Clue Words:

result act



Decisions and Outcomes

WHAT IS THE DECISION THAT I HAVE TO MAKE?

Should I let the teacher know that there is going to be a fight after school?

WHAT ARE MY CHOICES?

- 1. I let the teacher know.*
- 2. I don't let the teacher know.*

WHAT IS THE OUTCOME OF EACH CHOICE?

- 1. I can prevent the fight.*
- 2. Someone might get hurt.*

WHAT IS THE G.R.E.A.T. CHOICE?

*I let the teacher know.
I can prevent a fight, and no one will get hurt.
This choice has the best outcomes.*



Decision-Making Story

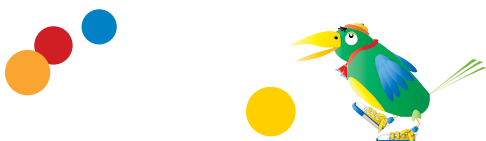
DIRECTIONS: Read the story that was given to you. List the choices that you have and the outcome of each choice; then decide what the G.R.E.A.T. choice is.

What is the *decision* that I have to make?

What are my *choices*?

What is the *outcome* of each choice?

What is the *G.R.E.A.T.* choice?



Talk to the Hand

DIRECTIONS: Print this page to complete the activity. Trace your hand below. In each of the fingers, write the name of an adult whom you can talk to if you need help making hard decisions.



To Go or Not to Go?

DIRECTIONS: Read the following, and answer the questions on the next page.

Narrator: Mike, Li, and Tameka are standing outside during lunchtime. José walks over and tells them that a few kids are leaving school to walk to the store, one block away, to buy some candy. He asks them if they want to join him.

José: You guys should come. Louisa said that they have so much candy there, and it doesn't cost a lot of money. It sure beats standing here.

Tameka: I do have some change left over from lunch; maybe I'll go with you.

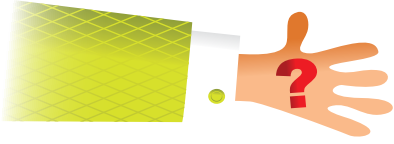
Mike: You guys know that we're not allowed to leave school grounds. You could get suspended!

José: No one is going to know. Louisa says that she goes there all the time and has never been caught.

Li: Yeah, sure she goes all the time. I bet she's never gone!

Mike: I don't think that you should take your chances. You can get in serious trouble if they catch you. All for a piece of candy!





Questions:

1. What would the outcomes be if they went to the store?

2. What would the outcomes be if they stayed on school grounds?

3. If you were José or Tameka, what would you decide to do? Why?

4. Should Mike and Li tell the teachers that their friends are sneaking off school grounds? Why or why not?





LESSON 3

Choose to Be G.R.E.A.T.

Loud and Clear



Vocabulary for this lesson:



COMMUNICATION:

When a person sends a _____ to another person in order to share _____, thoughts, or feelings

BODY LANGUAGE:

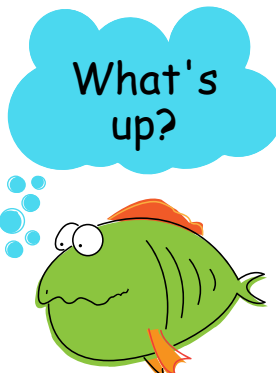
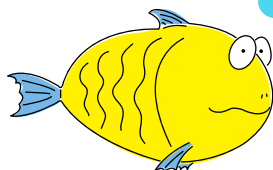
Communicating without _____ by using the _____ to make gestures or other signals

tone of voice:

The way you _____ something

Clue Words:

talking message say information body

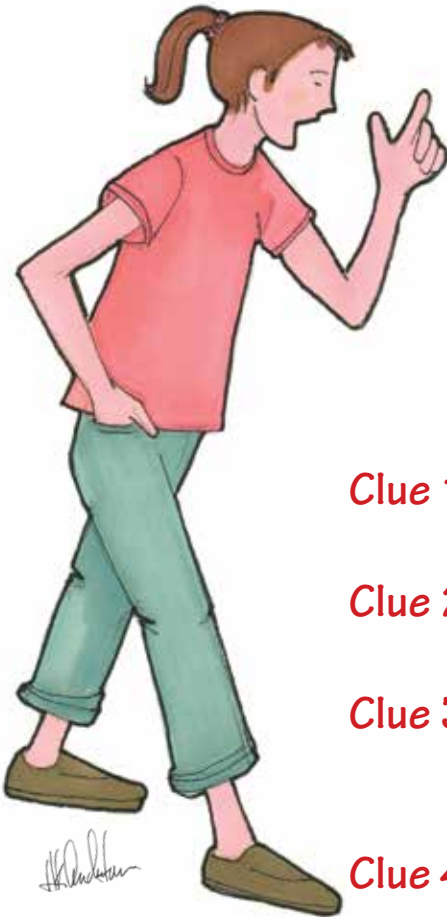


Hello!

What's up?

Have I Got a Clue for You

DIRECTIONS: You will be acting out an emotion with one of the clues in front of the rest of the class. With your team members, decide which clue you will act out.



Clue 1: Use only body language (no noises or words).

Clue 2: Use only words (without using tone of voice).

Clue 3: Use words and tone of voice (no body language).

Clue 4: Use body language, words, and tone of voice.

Your team's emotion:

The clue number you will be acting out:



Going Together?

DIRECTIONS: Read the following, and answer the questions on the next page.

Narrator: Tameka and José are sitting at the library working on their math project. Vicki and Mike walk by.

Vicki: (whispers to Mike) I think José likes Tameka.

Mike: Really? I didn't know that.

Narrator: Later that same day, Mike sees Li at lunch.

Mike: Vicki told me that Tameka and José are going together.

Li: No way! He never told me, and he's supposed to be my best friend!

Mike: Well, I guess he doesn't tell you everything because we saw them together.

Narrator: The next day, Li sees José.

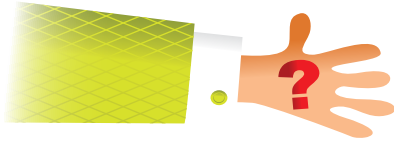
Li: Hey, what's going on with you and Tameka?

José: What do you mean?

Li: I heard you were holding hands. Why didn't you tell me that you two are going together?

José: What are you talking about? Tameka and I were working on our math project yesterday. I wasn't holding her hand. We're just friends!





Questions:

1. Why do you think Mike and Li changed the messages that they heard?

2. What could they have done to get clearer messages?





LESSON 4

Choose to Be G.R.E.A.T.

Staying Cool When the Heat Is On





GRRRR!

Anger Alert!

Everyone gets angry at times. Anger doesn't just happen in your brain; it affects your whole body. Your body is sending you a message: "You are getting mad." If you hear this message, you can do something about it before you get really angry and lose control.

DIRECTIONS: Think of the last time you got angry, and write what happened to you physically.

Hands

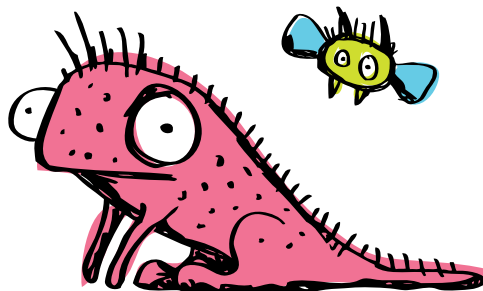
Face

Arms

Voice

Breathing

ACT Instead of REACT



WAIT: Wait until you feel more in control.

REMOVE: Remove yourself from the situation.

SELF-TALK: Tell yourself that you are in control and will not allow yourself to “lose your cool.”

IDENTIFY: Identify a person whom you trust who can help you calm down.

DIRECTIONS: Read the story that was given to your group. Using **ONE** of the techniques, write what should happen next so that the character doesn’t “lose his or her cool.” There must be a positive ending.

Write down the technique that you will use to help you control your own anger.





Li Loses Control

DIRECTIONS: Read the following, and answer the questions on the next page.

Narrator: Before class starts, Mike looks over and notices that José took Li's homework and is copying it while she is on the other side of the room talking with Monica and Tameka.

Mike: Hey, José, what are you doing? Didn't you do your homework?

José: No, I didn't have a chance. I stayed up late watching the basketball game with my brother. Did you see that game? It was amazing!

Mike: No, I didn't catch it. I had homework. Li's going to be really mad if she sees what you're doing.

José: So don't tell her.

Narrator: Li walks over and notices that José is copying her homework.

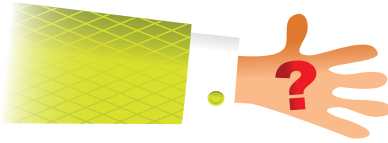
Li: What are you doing? That's my homework. Give it back to me!

José: C'mon, Li, I didn't have time to do mine last night. You should share it with me. I'll let you copy mine sometime. That's what friends do for each other.

Li: Give it back!

Narrator: Li grabs her paper from José, and as she does, it tears in half. She gets really mad and turns to hit José. At that moment, the teacher walks in and sees what is happening and sends Li to the principal's office.





Questions:

1. Should Li have gotten angry at José? Why or why not?

2. What are some techniques that Li could have used to help her not lose control?

3. What could José have said or done to prevent the situation?





LESSON 5

Choose to Be G.R.E.A.T.

We're All in This Together



Vocabulary for this lesson:



RESPECT:

Treating _____
as _____ want to be treated

Clue Words:

others you



Playground Choices

A group of children has gathered on the community playground. They have a short amount of time to play a game before it gets dark and they have to go home. Some of them want to play basketball, and others want to play soccer. They begin to argue and yell, and they cannot come to an agreement. One of the kids says, "We need to decide soon what we want to do, or we won't have time to play!"

DIRECTIONS: After reading the story, answer the following questions.



What is the goal that the children need to achieve?

What is the problem?

What are some solutions that show respect?

My Golden Rule

DIRECTIONS: Think of a behavior that shows how you will live up to your Golden Rule. Use the same words in both spaces. Below your Golden Rule is a line for you to write in your name.

I will _____ others,

because I would like others

to _____ me.

Name



Stand Up!

DIRECTIONS: Read the following, and answer the questions on the next page.

Vicki: Do you guys want to sleep over tomorrow night? My mom said that we could rent movies, order pizza, make cookies, and stay up as late as we want. We don't have a lot of homework this weekend.

Tameka: That sounds like fun. What time should I come over?

Vicki: Why doesn't everyone come home from school with me tomorrow?

Li: I have to ask my Mom, but I think she'll say yes.

Monica: I can't go out on Friday nights. We have a big family dinner. But I can meet you on Saturday.

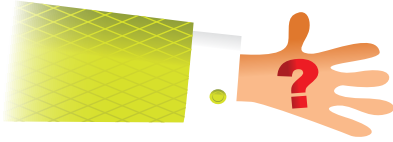
Vicki: On Friday nights, you have to hang out with your family? That is so uncool!

Monica: I don't have to, but I want to.

Vicki: You mean you actually like doing that? Louisa told me that you were weird. We're not meeting you on Saturday!

Li: Well, I can meet you on Saturday, Monica. By the way, Vicki, I forgot: I can't come over tomorrow night either because I want to go to dinner with my family, too!





Questions:

1. Was Vicki showing Monica respect? Why or why not?

2. How did Li show that Monica's choice for Friday night was acceptable?





LESSON 6

Choose to Be G.R.E.A.T.

G.R.E.A.T. Days Ahead



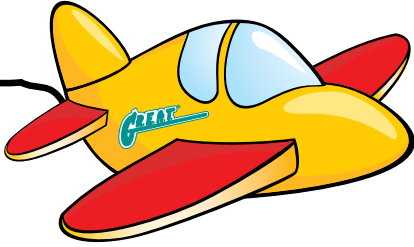
G.R.E.A.T. Citizen

DIRECTIONS: Think of a time in the last year when you acted like a G.R.E.A.T. citizen and it made you feel proud. It can be when you were a G.R.E.A.T. citizen with your family, school, or community. You might have used one of the G.R.E.A.T. skills that you have learned. Write what you did that made you a G.R.E.A.T. citizen.



My G.R.E.A.T. Promise

DIRECTIONS: Print this page to complete the activity.
Read the promise below, and sign or print your name.



I promise to be
a G.R.E.A.T. citizen,
avoid gangs, and not
participate in violence.

Signature or Printed Name



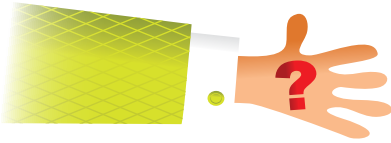


All Together

DIRECTIONS: Read the following, and answer the questions on the next page.

- Narrator:** Mike, José, Monica, Vicki, Li, and Tameka are sitting in class. The teacher says there is going to be a community service project on Saturday. Everyone is going to come to clean up the school, pick up trash, and plant flowers. Monica turns to Tameka.
- Monica:** I am so excited about this. We did this at my old school, and it was so much fun! Do you want to meet here Saturday?
- Vicki:** Are you crazy? You want to hang out at school on a Saturday?
- Mike:** We're not hanging out! We're going to make the school look great!
- Li:** It will be nice to come to a clean school that even has flowers.
- José:** Yeah, it'll be worth it to come!
- Tameka:** We want to leave this place looking good for next year.
- Vicki:** I can't believe you guys are going to do this with Monica. If you are, you can count me out!



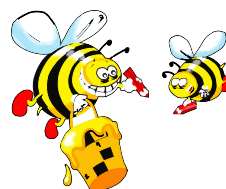
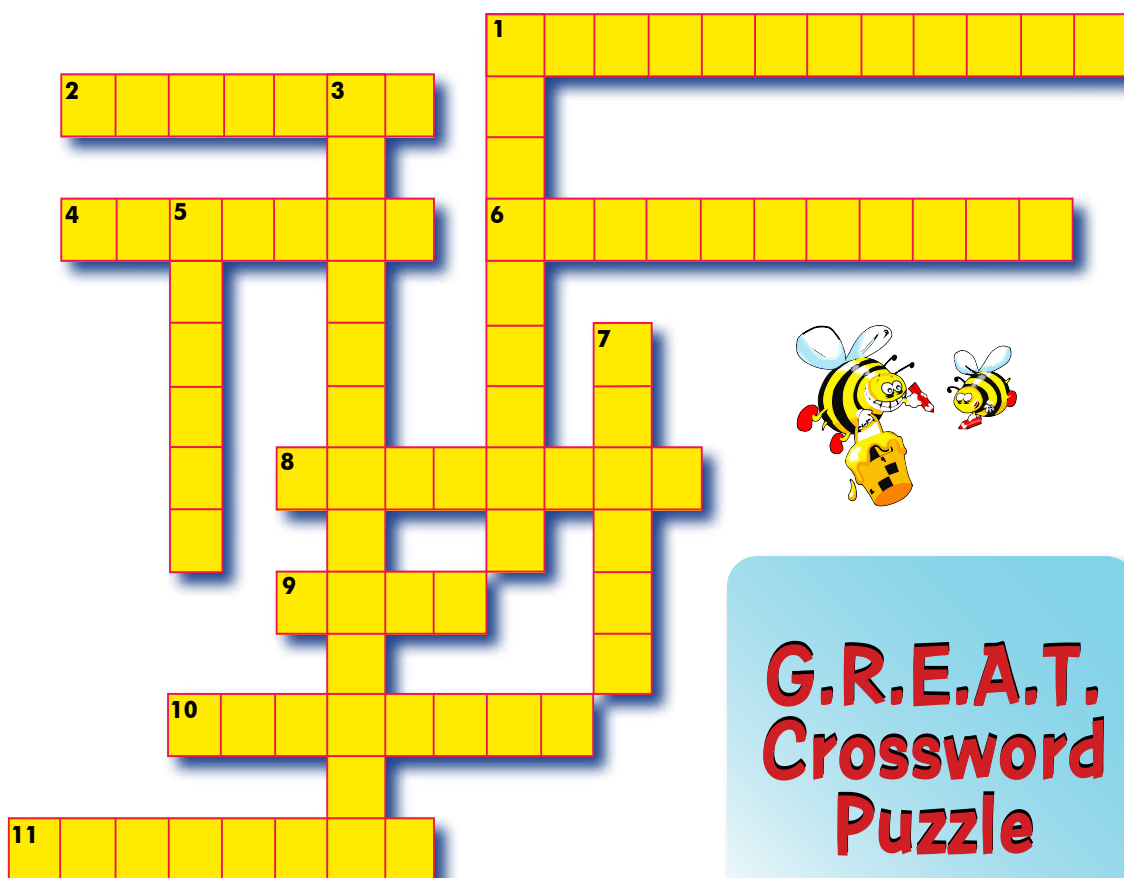


Questions:

1. Do they all have a responsibility to make the school a better place?
Why or why not?

2. Why doesn't Vicki want to join in the community service project? Do you think this is a good reason? Why or why not?





G.R.E.A.T. Crossword Puzzle

Across

1. Communicating without talking by using the body to make gestures or other signals.
2. Treating others as you want to be treated.
4. The result of making a decision.
6. The way you say something.
8. Act, gesture, or word that hurts a person's feelings or body or damages property.
9. A group of people who have a common name, colors, or symbols and who participate in violence and break laws.
10. The act of making up one's mind.
11. Repeated acts of being mean to other people through words or actions.

Down

1. Someone who watches bullying without taking action.
3. When a person sends a message to another person in order to share information, thoughts, or feelings.
5. The person at whom the bullying behavior is aimed.
7. Someone who is hurt by violence or by someone being mean.





Cast of Characters

Kareem, Mike, Vicki, Tameka, Li, José, and Monica

Characters illustrated by Helen K. Anderfuren



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The project was supported in part by Cooperative Agreement No. 2017-MU-MU-K001 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, and in part by a grant from the U.S. Department of State. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the U.S. Department of Justice or the U.S. Department of State.