

GOALS of SAP:

At SAP, C5 teens will have the opportunity to...

1. learn and become aware of social issues
2. share ideas, experiences and feelings with each other
3. appreciate one another's differences
4. think about pressures on each of us from
 - media
 - friends
 - society
5. develop tools to use in positive and constructive ways



SAP

Year 2, Session 1

SAP Mission:

The Social Awareness Program will increase participant's awareness of issues and how they impact their perception of themselves, of others and of the world.

Through the SAP program we strive to help participants understand themselves, appreciate those who are different from themselves and develop skills for dealing with issues related to peers, families, their communities and the world.

NO MORE DRAMA (Building Healthy Relationships)

General Information

C5 Outcomes:

- Respects human diversity and is capable of living in a diverse community.
- Forms and maintains positive relationships.
- Develops leadership and navigation skills in the areas of: self-awareness, communication and group effectiveness.

Materials Needed:

Lesson Plan (9 copies-3 for Directors/6 for Small Group Facilitators)

*CD and Lyrics: "Waitin' on the World to Change" by John Mayer

*Skits 1, 2A, 2B, 3, 4, 5 (*Create dialogue during staff orientation*)

*Oversized name tags: "Hello My name is: "For "Debbie Drama" and "Drama David"

*Large signs, one for each Skit Category: AT CAMP, AT HOME, AT SCHOOL, AT SPORTS, HANGING OUT

* "List of Conflicts Lanterns Reported Summer '07"

CD & DVD Player and Screen and Video Camera to record performances

Large Group Discussion:

*CD, Lyrics (20 copies) of "No More Drama" by Mary J. Blige

*Music Video of "No More Drama"

White Board with Goals for Tonight's Program

Large Group Activity 1:

*5 different colors of "Poster Board" size sheets of paper

One of the 5 "Skit Categories" (see Skits above) at the top of large sheet of paper.

*3x5 index cards in 5 different colors (preferably the colors match the Poster Board colors or come close! (each student and staff gets 5 different color index cards)

*36 Thin-Tipped Magic Markers

* Lesson Plan for Small Group Facilitators at the Five (5) "Conflict Stations"

- *5 Large Sheets of White Paper (1 for each group)
- *DVD “Remember the Titans”
- *Small Group Facilitator Activity
 - *3large sheets of white paper (1 for each group)
- *Lesson Plan for Group Counselors (GC): Insight (6)
- Personal Journals

****In File Box***

Required Time: 60-90 Minutes

Definitions:

Compromise: to settle (a quarrel or difference of opinion) by agreeing that each will give up a part of what he/she demands; come to terms about.

Conflict: different people wanting different things from the same situation (or different, different, same.)

“Drama”: seeming like a play; full of action or feeling; exciting.

Negotiation: arrangement of terms with another.

Learning Experiences

Introduction:

PREPARATION:

- Group Counselors instruct teens to arrive quietly with journals and to pick up a pen at the door.
- Director and non-cabin staff have set up SAP YR 2 area before teens arrive.
- “Waitin’ on the World to Change” by John Mayer lyrics are placed face down on teens’ seats/areas. One copy is placed on Powerpoint or overhead projector.

All teens are seated. Instruct teens to turn over sheets and read along or sing (be respectful of others). Play CD: “Waitin’ On the World to Change”. Selected staff performs the song.

Skits:

Skits 1, 2A, 3, 4, and 5 have scenarios that need to be turned into dialogues.

Skit 2B is a short dialogue. The worksheets for these skits are attached to this document immediately following the Lesson Plan.

These skits take us through the day in the life of “Debbie Drama” and “Drama David”. Change the names if needed so that none of the campers’ names are being used. There can be different “Debbie Drama” and “Drama David” pairs so that more staff can participate in the performance.

Each skit deals with a different location where teenagers spend their time. To find a specific conflict, issue, challenge for each skit refer to the “List of Conflicts Lanterns reported Summer ’07 on the last page of this lesson plan.

Note:

1. *Exaggerate the skits for effect!*
2. *Create dialogue for your skits that have a “tag-line” for the character to say that*

reminds him/her what to say to him/herself to deal with conflict in his/her life and minimize the drama that can ensue.

3. *Have someone walk across the stage with the pre-made sign of the “title” of the skit. (At Camp, At Home, At School, At Sports, or “Hanging Out”).*
4. *Remember to have “Debbie Drama” and “Drama David” wears name tags.*

Skit 1: Deals with camp/cabin group.

Skit 2A: Deals with home/parent

Skit 2B: Deals with home/sibling

Skit 3: Deals with school

Skit 4: Deals with sports

Skit 5: Deals with “hanging out”

Large Group Discussion (led by a Director)

Director introduces the idea of conflict and the drama it causes. We all have conflict, in some form, within our lives. Explain that for this session, we are looking at conflict on all levels and within all our relationships. It is also important to note that for this session, we are defining conflict simply as:

different people...

wanting different things...

from the same situation (or different, different, same)

Ask the group if there are any objections to that definition; *could say, “All those in favor say “I”...,”* if Director thinks that all will agree. Explain further if needed.

We’re really talking about **“Building Healthy Relationships”** with everyone we come in contact with. Tonight we’re going to talk about “tools” to use

Next, introduce that for this session we are going to look at how we **“build healthy relationships”** through what is known as the **“Mary-J” lens or the “No More Drama,”** state of mind.

Discussion Note: Famous RB/Pop singer Mary J. Blige went through a transformation in her life. She used to live a very dangerous life (drugs, drinking, abusive relationships) that was filled with conflict and disruption. She then made a **decision** that she deserved a better life and that she needed to learn how to deal with conflict, or drama, in a more responsible and healthy way. As a result, she wrote and now performs an award-winning album titled, “No More Drama”.

Goal for Tonight’s Program:

Just like “Debbie Drama” or “Drama David” we all have to figure out what conflict is and the best way to address it. In doing so we will be **“building healthy relationships”**. *That’s what leaders do; they surround themselves with people whom they have strong (healthy) relationships with.* During this session tonight we are going to look at the following: (Written on White Board).

Goals for Tonight’s Program

1. Identify and discuss common conflicts that we have to deal with on a daily basis.
2. Understand that when we address and resolve our conflicts in positive ways we are the ones **“building healthy relationships”**.

3. Discuss realistic options for resolving conflict within our lives.
4. Create personal strategies for avoiding, neutralizing or resolving (compromising and negotiating) recurring conflicts that cause drama in our lives.

Large Group Activity 1: “Conflicts”

Lead by Director: You will need five sheets of “Poster Board” size paper. Put one of the following five categories at the top of each sheet: At Camp, At Home, At School, At Sports, and ”Hanging Out”. Hang the five (5) “Poster Board” categories around the room so five (5) smaller groups can visit each category for a specific period of time.

Each group starts at one of the five (5) stations where the “categories” are posted. For three (3) minutes they offer as many conflicts as they can think of that are common among some of the group. (See “List of Conflicts Lanterns Reported Summer ‘07” on the last page of this document.) The “scribe” records their ideas. If ideas are already on Poster Board put a check-mark next to the idea for each person who submits it. After three (3) minutes have the groups rotate to the next category, until all groups have been to all categories.

*Playing Mary J. Blige’s CD “No More Drama” will signify group change. ***Director will keep time and signify change. Also, feel free to move throughout the groups listening to the groups’ dialogue. Note “popular” conflicts on a note card for the Large Group Discussion.*

Directions:

When all groups have been to all five (5) categories bring the small groups back together for a large group discussion again. As the small groups are moving back to their seats, ask the staff to go to the large sheets and put a star by at least two conflicts on each sheet that they can relate to as adults. **Tell them to “shout out” each conflict to the students as they star them.** (This should cause a bit of commotion as the students return to the Large Group Discussion. It is meant too!) It’s also meant to show the students that age has no bearing on conflict. **Prepare staff ahead of time for this.**

Explain that it is impossible to think about all the conflicts that we face, so we are going to give special considerations to the ones that are reoccurring; the ones that keep “Popping Up.” ****Feel free to add a personal, relatable example here, where you continued to have the same conflict from middle school, to high school, to college and maybe even continue to deal with today.**

1. Pass out to each student and staff: Five (5) different colored 3x5 index cards and a magic marker.
2. Matching the color of each index card to the Poster Board color, the students and staff choose one conflict from each of the (5) categories. They choose the one conflict in each category that keeps “Popping Up” for them personally or that they have seen their friends and/or family struggle with.

For Example: If the Poster Board for “AT HOME” is BLUE, the student and staff uses the BLUE 3x5 index card. They pick ONE (1) issue, challenge, conflict from that list on the BLUE Poster Board and write it on the BLUE index card.

They continue until they have one issue on each index card. (It is not necessary for them to struggle to fill out all five if they don't have a conflict in that category!)

Solicit from the group examples of what they chose. After each example, you could say (to establish the idea) *“that’s an example of... different people... wanting different things... from the same situation (or different, different, same)”*

Ask by a show of hands, “Did anyone else pick this one?”. Write the number of “votes” on the Large Poster Board next to where it was listed. Continue asking until there is one for each category that seems to be the most “popular”.

Have a Scribe write the winning “Conflict” at the top of each of five (5) White Poster Board size papers and post them around the room to form “Conflict Stations” where small groups can go to discuss one of these conflicts.

(While the Director continues with the Large Group Discussion, the Scribe takes five new Large Poster Board sheets and titles each one with the “winning” conflict, one for each category.)

Under each conflict write the following:

- Avoid it
- Neutralize it (get rid of the drama)
- Resolve it by: Compromise or Negotiation

Leave space between each possible category of solutions to list the suggestions students offer.)

“Who would like to find possible solutions to the conflicts that they listed on their index cards?”. Tonight you will have the opportunity to find some solutions for some of the conflicts you wrestle with. You can't always make the conflict go away, but you can usually avoid it, neutralize it or resolve it.

Solicit from the group the “Conflict Station” they would like to go to so that they can figure out solutions to resolve their “conflict” of choice. (Hopefully some students will be flexible so the groups can be somewhat evenly divided.)

Director: Choose strong staff facilitators to manage these Small Discussion Groups. Give them the “Lesson Plan for Small Group Facilitators at one of the FIVE (5) different “Conflict Stations”.

Break into Small Groups...(See Lesson Plan for the “Conflict Stations”).

Lesson Plan for Small Group Facilitator at one of the FIVE (5) different “Conflict Stations”

THE QUESTION IS: What are we going to do about this conflict that “Just Keeps Popping Up”?

For five (5) minutes, have the group brainstorm ways to deal with this specific issue that keeps “popping up” for them, where:

different people...

wanting different things...

from the same situation (or different, different, same)

Scribe writes at top of Poster Board: “QUESTION #1: WHAT ARE WE GOING TO DO ABOUT...?” Guide this discussion helping the campers identify the most realistic ways of dealing with this conflict. Be sure to use Michael Brandwein’s “Techniques for Increasing Group Participation”.

The discussion will build as ideas are put forth. As they offer their suggestions, place them under the categories listed on the large sheet: Avoiding, Neutralizing (no more drama) and Resolving (Compromising and Negotiating).

Feel free to add a personal example, but allow campers as much opportunity to share as possible.

Note that the students will offer some form of the following:

STRIKING BACK

GIVING IN

BREAKING OFF

Help them to understand that leaders use the tools of Avoiding, Neutralizing and Resolving (Compromising and Negotiation).

During the discussion, ask questions about how/or would the conflict be handled differently based upon who the conflict is with. For example, would you negotiate more or less with your mother than you would your sister? Are you more willing to give in to your friends and break off or strike back with a stranger.

While in the small groups Directors and staff observe the groups and group facilitators.

To end the “Conflict Stations” Discussions “Play Mary J. Blige’s “No More Drama” to indicate its time to rap up the discussion.

Reconvene to Large Group (led by Director)

Share some of the solutions the teens devised. When soliciting responses from the students, ask them to tell everyone about a solution that they heard someone else suggest. They don’t tell us a solution they thought of, but one that they heard someone else offer that they think is going to work for them personally. (This is a Michael Brandwein “Increasing Participation” technique.)

Once the Large Group Discussion has run its course, ask the group to divide into their cabin groups. They will be discussing a conflict that they may be having in their cabin.

*If possible, have staff members other than the Group Counselors lead the Small Group Discussion.

Small Group Facilitator Activity

Have the cabin group pick one of the conflicts from their AT CAMP index cards.

They create a list of suggestions for resolving the issue chosen. If time allows they can continue to choose another popular issue and create a list of suggestions for resolving that issue. Remember the choices for resolving issues; there are several ways to respond to conflict:

AVOIDING

NEUTRALIZING

RESOLVING (COMPROMISING and NEGOTIATING)

Encourage the above solutions vs. STRIKING BACK, GIVING IN, BREAKING OFF.

Note: During the discussion, ask questions about how/or would the conflict be handled differently based upon who the conflict is with. For example, would you negotiate more or less with your mother than you would your sister? Are you more willing to give in to your friends and break off or strike back with a stranger.

Attach to Lesson Plan for Small Group Discussion

Three (3) Poster Board Size pieces of paper

Reconvene to Large Group (led by Director)

View Video

Play DVD “Remember the Titans” (the section where the coach makes all of the players learn some personal information about their roommates.) One of the best ways to build a healthy relationship with someone you’re having difficulty with is to get to know them better.

“The Signature Game”

Led by Director- This is the chance to remind them that no one is immune from conflict and we all will have to deal with some level of it in our lives. So, no matter how they chose to personally deal with it, ignoring it will never solve it. Instead, we should be willing to own it, sign our names to it and let it go.

“So, here is our chance to sign away conflict and drama from our lives.”

Tell them that you are going to read over a list of conflicts that kept “Popping Up” tonight. **Use some of the examples of conflicts that noted during the Large Group Activity and the Small Group Discussion.**

As you read, if they have dealt with the conflict in the past and now plan to handle it head on, tell them to stand, sign their name in the air to signify them “signing it away” and then quickly sit down.

Model how you want this to be done. It should be a fun, energetic motion to let the campers know that resolving conflict is helpful in feeling better and more alive.

Conclusion

Restate the Goals for tonight:

1. Identify and discuss common conflicts that we have to deal with on a daily basis.
2. Understand that when we address and resolve our conflicts in positive ways we are the ones ***“building healthy relationships”***.
3. Discuss realistic options for resolving conflict within our lives.
4. Create personal strategies for **avoiding, neutralizing or resolving (compromising and negotiating)** recurring conflicts that cause drama in our lives.

How did we do?

Session developed by:

Niambi Brown, Director of Education, Junior Achievement, Atlanta, GA
Edited by C5 Staff

References:

CD “Waitin’ on the World to Change” by John Mayer
CD and Music Video: “No More Drama” by Mary J. Blige
DVD “Remember the Titans”



NO MORE DRAMA

SAP Lesson Plan for Group Counselors

Journal Entry

Remind them that we have spent tonight's SAP session looking at ways to address conflict for some of the recurring conflicts that we have experienced. Tonight, as we write in our journals we need to reflect about how resolving these conflicts will change our lives.

What situations do you expect to improve immediately?
What situations will you need to be patient with?

Insight

Ask them to report on the issue they discussed in their small group discussion that had to do with an issue at camp. Since you (the Group Counselor) was not privy to that discussion, ask them to summarize what solutions they came up with.

Note: This is the Group Counselor's opportunity to watch for the next few days to see if the students have had the opportunity to actually experience using the solutions they suggested. It would be great if when you see them attempting to resolve a specific issue they're working on that you could "stand on your head", shout "Hallelujah", or simply comment that you noticed that they were (identify the skill used) and in doing so were "building a healthier relationship" and that is the goal! If they didn't have success, encourage them to not get discouraged, but to try another tactic. Offer any other suggestions you can think of. If you can't think of one, ask other Staff for suggestions.

White Board Content for SAP FLINTS: No More Drama

Goals for Tonight's Program

Identify and discuss common conflicts that we have to deal with on a daily basis.

Understand that when we address and resolve our conflicts in positive ways we are the ones ***“building healthy relationships”***.

Discuss realistic options for resolving conflict within our lives.

Create personal strategies for ***avoiding, neutralizing or resolving*** (*compromising and negotiating*) recurring conflict that cause ***drama*** in our lives.

Skits: See Skits 1, 2A, 2B, 3, 4, and 5 below:

Skits 1, 2A, 3, 4, and 5 have scenarios that need to be turned into dialogues.

Skit 2B is a short dialogue.

The worksheets for these skits are attached to this Document immediately following the Lesson Plan.

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2. *Create dialogue for your skits that have a “tag-line” for the character to say that reminds him/her what to say to him/herself to deal with conflict in his/her life and minimize the drama that can ensue.*
3. *Have someone walk across the stage with the pre-made sign of the “title” of the skit. (At Camp, At Home, At School, At Sports, or “Hanging Out”.)*
4. *Remember to have “Debbie Drama” and “Drama David” wear name tags.*

Skit 1: Deals with camp/cabin group.

Skit 2A: Deals with home/parent

Skit 2B: Deals with home/sibling

Skit 3: Deals with school

Skit 4: Deals with sports

Skit 5: Deals with “hanging out”

Skit 1: Deals with Camp/Cabin Group

Create a dialogue for the following:

Scene 1:

A real camp or cabin issue that occurred last summer. Use “Debbie Drama” and “Drama David” in the skit.

Use a negative reaction to the conflict, i.e. Strike Back, Give In, Break Off.

Scene 2: Repeat the scene, only this time use a positive action to address the conflict, i.e. Avoiding, Neutralizing, Resolving (Compromising or Negotiating.)

Whatever positive action you pick, have a Staff member walk across the stage with the large sign that has the positive action being used. The signs are in the file box.

Skit 2A: Deals with Home/Parent

Four participants:

_____ **Teenager: “Debbie Drama”**
_____ **A Teenage Friend: “Drama David”**
_____ **Mom**
_____ **Dad**

Create a dialogue for the following:

“Debbie Drama” gets a phone call from her friend, “Drama David” telling her that he has an extra ticket to a _____ local theme park, and a bunch of kids are going. “Drama David” wants them to take the bus to and from the theme park. There will be no parent supervision.

(By the way “Debbie Drama” has a crush on “Drama David”.)

“Debbie Drama” is not allowed to date!

“Debbie Drama” has a 10:00 curfew. “Drama David” wants to stay out until 12:00AM.

“Debbie Drama” has to convince her parents to let her go to the theme park.

Objections for the parents:

- Boys and Girls
- Late hour
- Bus late at night
- Safety in general

(It is the parents’ responsibility to ask questions and see if the child will be given permission to go to the theme park.)

Make up a dialogue that includes **negotiation and compromise**.

Don’t forget to include a “mantra” for “Debbie Drama” to say to herself during the dialogue (i.e. “I must remain calm”... “I must remain calm”... “I must remain calm”... if I want my parents to think that I am mature enough to do this...)

Clue: I need to listen to each of my parents’ concerns and address each concern with them.

Skit 2B: Deals with Home/Sibling

_____”Debbie Drama”

“So, I was, like, waking up, like, this morning, and, like, my baby sister, who is like, so get-in-the-way had in her hands, like, on my favorite pair of jeans. And I was so, like ready to like, argue with her because she is always, like, in my, things.

But instead of like arguing with her, I, like, decided to just ask her why she had on my stuff. I am just so, like, no more conflict, like NO MORE DRAMA, now. So, I like, calmly asked her what she was doing with my jeans,

And you know what she said? She’d taken them out of the bag that my mom was taking to like, the Goodwill.

This “No More Drama” thing is like, SO working for me!”

Skit 3: Deals with School

_____ “Drama David”

Create a dialogue for the following:

You are in your math class and you really do not like Mrs. Moore. You think she is one of the rudest people you have ever met. She has been teaching for a long time.

Ever since you were a little kid you were taught not to let anyone disrespect you. Mrs. Moore just called you out in front of the class. You are trying to explain to her that you are not the one that is causing trouble. Mr. Moore interrupts you every time you try to say something. You feel like she is being disrespectful and you are about to blow up. What will happen next?

Scene 1:

Use a negative reaction to the conflict, i.e. Strike Back, Give In, Break Off.

Scene 2: Repeat the scene only this time use a positive action to address the conflict, i.e.: Avoiding, Neutralizing, Resolving (Compromising or Negotiating.)

Whatever positive action you pick, have a Staff member walk across the stage with the large sign that has the positive action being used. The signs are in the file box.

Skit 4: Deals with Sports

_____ “Drama David” and friends...

Create a dialogue for the following:

Its summer time and all the boys at _____ High School are PUMPING iron. They are all talking about lifting 200 lbs and more (they are all exaggerating) Tom feels like he needs to fit in. He is contemplating taking steroids. He brings this topic to the boys’ locker room and the boys have a discussion about it. We have some boys that think it is OK .We have others that think it is wrong. Some boys remind Tom about his crush on Jennifer. What will happen?

Scene 1: Use a negative reaction to the conflict, i.e. Strike Back, Give In, Break Off.

Scene 2: Repeat the scene only this time use a positive action to address the conflict, i.e. Avoiding, Neutralizing, Resolving (Compromising or Negotiating.)

Whatever positive action you pick, have a Staff member walk across the stage with the large sign that has the positive action being used. The signs are in the file box.

Skit 5: Deals with “Hanging Out”

Create a dialogue for the following:

Jake and Sandy went on their first unsupervised date. Nothing happened. But Jake went to school and told all the boys in his Gym class that he and Sandy had a VERY, VERY romantic time. It is all over the school. Sandy’s friend get wind of what is happening. Should they tell Sandy? If so what happens? If they choose not to tell her, Sandy will then find out when she over hears people talking about her in the restroom. Sandy now must confront her friends about not telling her and she must deal with Jake.

Scene 1:

Use a negative reaction to the conflict, i.e. Strike Back, Give In, Break Off.

Scene 2: Repeat the scene only this time use a positive action to address the conflict, i.e. Avoiding, Neutralizing, Resolving (Compromising or Negotiating.)

Whatever positive action you pick, have a Staff member walk across the stage with the large sign that has the positive action being used. The signs are in the file box.

LIST OF CONFLICTS LANTERNS

At Camp

“Borrowing” personal items
*Bullying
*Clearly not liking someone
Free choice
Laundry
Messy cabin
Not helping in “Community Service”
*“Put downs”
Sharing equipment
Showering first
Who gets seconds
Who has to be “hopper”

At Home

Babysitting
Bathroom use
Cleaning room
*Coming home late
*Cyber-bullying
*Dating
Not doing chores
Not getting along with parents/siblings
Pet responsibilities
Sleeping in
TV remote control
*Unsafe community
Use of phone/internet/video games

At School

*Bullying
*Cheating
*Copying homework assignments
Homework
Seats at lunch
Teachers’ pets
*Drug solicitation
*Gangs
Grades
*Fighting among students
*Fighting with teachers
*Skit topics that relate well to SAP!

At Sports

Ball hogs
*Cheaters
Choosing games
*Coaches
Competitiveness
Complainers
Dirty players
Sharing equipment
Show-offs
Taking over position

“Hanging Out”

*Alcohol pressures
Blaming each other
Deciding where to go
*Drug pressures
*Gossip
*Liars
*Peer pressure
*Sexual pressure
Tag-alongs
*Talking behind people’s backs
*Two-faced
Who drives

REPORTED SUMMER ‘07