

The Fouls

MATERIALS

Now Everybody Really Hates Me by Jane Read Martin and Patricia Marx
Peace Scholars pages S-14, "Breaking the Foul Habit" and S-15, "No More Fouls"



◆ CONCEPTUAL BASE:

Children and adults often resort to Fouls, like put-downs and blaming, out of habit. Learning productive conflict resolution skills and experiencing some success in using those skills can build a new habit for resolving conflict and lessen the occurrence of fouls.

◆ OBJECTIVES:

- To identify the Fouls and the feelings they cause
- To describe the behaviors involved in each Foul
- To propose a plan for avoiding Fouls and pointing out Fouls respectfully
- To dramatize that plan in a poem, chant or song

◆ TIME:

Activity, 40 minutes; Skill Practice, 30 minutes

◆ INTRODUCTION:

"Today, we are going to look at the other part of our Peace Scholar Rules poster — the Fouls. Look at the list of Fouls. Why do you think they are called Fouls?"

◆ ACTIVITY:

1. Explain to students that there are many definitions for the word "foul." Have one student look up "foul" in the dictionary and read the definitions aloud to the class.
2. Ask students what those various definitions have in common. (They are all negative.) Note that the Fouls are most similar to fouls in a sports context ("an unfair or invalid action").
3. Explain to students that the Fouls listed on the Peace Scholar poster are negative behaviors because they make people feel upset and cause problems. They are listed on the poster as a reminder of behaviors we need to avoid in order to be Peace Scholars.
4. Ask students to describe the behavior involved in each Foul and what makes each a Foul. Explain any of which they are not sure.
5. Encourage discussion about how Fouls make them feel. (Chances are nobody likes how it feels when Fouls are used against them, which is a good reason to learn how to avoid them.)
6. Explain to students that everyone has used Fouls; they are like a bad habit. When there's a problem and we don't know how to solve it successfully, we are likely to rely on a Foul.
7. Tell students that you are going to read the story *Now Everybody Really Hates Me*, which is about a girl who has a Foul habit. Ask students to raise their hands and identify any Fouls they notice (hitting, name calling, put-downs, threats, getting even and not taking responsibility).
8. Explain to students that breaking a bad habit is hard to do, but it can be done. It helps to have a plan; identify new, positive habits to replace the Foul; and practice the new habit — in this case, skills we learn as Peace Scholars — until we're really good at it.

The Fouls *(Continued)*

◆ SKILL PRACTICE:

1. Explain to students that they are going to practice recognizing when Fouls occur and make suggestions for what positive behavior could be used instead of the Foul.
2. Read to students each of the following scenarios. Have them guess which Foul is involved and suggest how they could respond to this difficult situation more positively, i.e., without using a Foul. Have students record responses on page S-14, "Breaking the Foul Habit."
 - A. Your classmate said something mean about your mom. In response, you pushed him/her down. When your teacher disciplined you for your behavior, you said "I didn't do anything wrong!" (not taking responsibility and getting even)
 - B. You noticed marks on your paper. You accused another student of making them. Before he/she could explain, you cut him/her off, saying "You did it on purpose!" (not listening)
 - C. The teacher asked you to help another student with his/her math problems. While rolling your eyes and making a face, you said, "Do I have to?" (sneering)
 - D. You were working on a cooperative art project with your Village members. Every time someone else makes a suggestion, you say, "That's dumb! Do it like this!" (put-downs, bossing)
 - E. Ask students to make up additional scenarios for the class to "Name that Foul."
3. Ask for a student volunteer to be your partner. Model one of the above scenarios to demonstrate how to respond to difficult situations without using a Foul.
4. Put students in trios. Have them use the above scenarios to practice appropriate responses. (Refer to Skill Practice Guidelines, page xi)

◆ EXPRESSIVE ARTS EXTENSION:

1. Ask students to form their Villages.
2. Have each Village choose a Foul so that none is repeated. Using page S-15, "No More Fouls," for a first draft, have each Village create a song, chant, or poem that describes the behavior involved in that Foul, how it makes other people feel, and what more positive behavior people could use instead of that Foul.
3. Set a date to perform them for the class, students' families, a "buddy" class, the school, etc.

◆ CLOSURE:

"It will take practice, but with persistence, I'm confident that we can replace our old, negative habits of using Fouls with the positive, peaceful skills we are learning as Peace Scholars."

◆ LESSON TRANSFER:

Engage students in developing tips for how to point out a Foul with care. Have students record these tips on page S-14, "Breaking the Foul Habit." Such tips might include speaking with the person privately, using a tactful tone of voice, specifically naming the Foul without evaluating it ("That was a put-down" rather than "You're being mean."), and offering a suggestion for appropriate behavior. Consider adding to this list after students have learned problem solving and the I-Statement.

Breaking the Foul Habit

Using Fouls is like a bad habit. Breaking a bad habit is hard to do, but it can be done. It helps to have a plan and identify new, positive habits to replace the Foul.

**Instead of FOULS,
We could**

Fouls

- Blaming
- Bossing
- Bringing up the past
- Bullying
- Cruel humor
- Getting even
- Hitting
- Making excuses
- Name-Calling
- Not listening
- Not taking responsibility
- Put-downs
- Sneering
- Threats

TIPS FOR POINTING OUT A FOUL WITH CARE

1. _____
2. _____
3. _____
4. _____

No More Fouls



We will create a: Song

Poem

Chant

The Foul: _____

Behaviors involved in this Foul: _____

How people feel when this Foul is used: _____

Behaviors we can use instead of this Foul: _____

Why this behavior is better than a Foul: _____

OUR FIRST DRAFT
