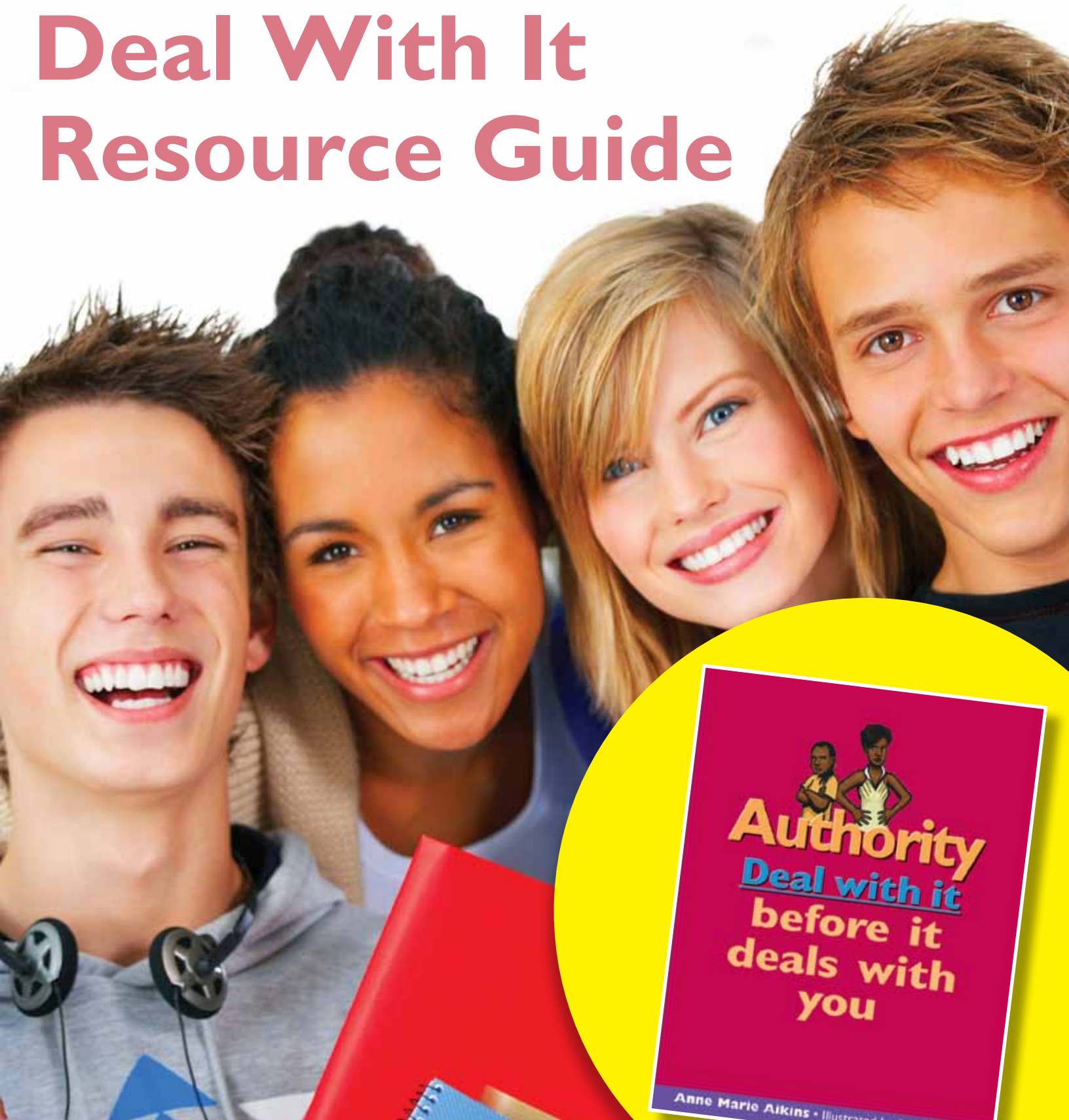


Authority: Deal With It Resource Guide



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How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Authority: Deal with it before it deals with you

Each of us would like to be in control of our own destiny. Imagine growing up without hassles: being able to make our own choices and decide for ourselves what to wear, when to go to bed, and how long to talk on the telephone. Reality sets in when we realize that there will always be someone to whom we need to answer — our parents, our teachers, our employers, etc.

Authority: Deal with it before it deals with you was created to give students suggestions on how to deal with authority figures and the responsibility of being in a position of authority.

In this resource guide, teachers are given valuable discussion topics and activities to help students as they read **Authority: Deal with it before it deals with you**. This topic is particularly important to young adults as they begin to question authority and their position in society. While developing a strong sense of self is essential to teenagers' healthy development, it is also important that they realize that authority figures are there to guide them and watch out for their best interests. This guide was created to help generate classroom discussion and give students the chance to explore different aspects of authority. It will also help them learn to respect authority when it is used in a positive way and question those that abuse their power.



Before You Begin

Here are some tips and suggestions to help you plan your unit on conflicts with authority figures:

- Gather as much material as you can about feeling safe and helping individuals who are experiencing difficulties interacting with authority figures, including **Authority: Deal with it before it deals with you**. (See More Help on page 32 of **Authority** for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.
- Note that this book includes some examples of real-life situations that deal with sexuality and abuse that may not be appropriate for younger students. It is important that teachers preview the book to select material and content that is appropriate for their students' maturity levels. You may wish to include the school counsellor or nurse in your class discussion to address students' concerns and feelings and discuss resources in their community.

Authority 101

Highlights

- Authority figures have the power to make choices and decisions for you. They have the authority to set limits and enforce punishments when you break the rules.
- People in authority help to make your home, school, and community safe and fair. They include:
 - ☛ parents, grandparents, friends' parents, older siblings
 - ☛ doctors, religious or community leaders
 - ☛ police officers, bus drivers, crossing guards
 - ☛ coaches, captains
- Someone might be given authority because he or she is responsible, trustworthy, or experienced.
- It is important to distinguish between authority and power. People obey authority out of respect; they obey power out of fear.

Discussion Questions

- What do you think the word “authority” means? Who are some authority figures in your life?
- How do they help make your home, school, or community safe and fair?
- Why do you think we need laws or rules? Why do we need people to help enforce laws and rules?
- Do you have older siblings that have authority over you? Do you have authority over younger siblings? How does it feel to be told what to do by someone who is close to your age? How does it feel to be responsible for someone younger than you?
- What do you think might make a person who has control over you take advantage of his or her authority? How would it make you feel if people in authority were abusing their power? What might you do to help the situation in a positive way?
- Have you ever had a disagreement with someone in a position of authority? How did you deal with it? Who can you go to for help if the problem becomes too big?
- Have you or someone you know ever broken a rule and had to answer to an authority figure for it? How did you handle it? If you were in the same situation again, would you handle it differently?
- Think about the phrase “rules are made to be broken.” Do you agree or disagree with this statement? Explain your thinking.

Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 2–5	Guidance and Career Education (G)	Have students work in groups to brainstorm a list of authority figures in their community. Record their lists on a T-chart. For each authority figure, list ways in which this person helps make the community safe and fair.
pp. 2–5	Social Responsibility/ Language Arts (I)	Have students select an authority figure and write a journal entry from his or her perspective. Encourage students to think about what this person does each day to look out for their best interests and how he or she uses authority in a positive way. Ask volunteers to share their entries and discuss how each authority figure might enforce the rules so that people respect his or her power.
pp. 6–7	Language Arts (G)	As a class, brainstorm attributes of people in authority (e.g., responsible, trustworthy, etc.). Have students select a descriptive adjective and create an acrostic poem that explains why that individual is an authority figure.
pp. 6–7	Language Arts/ Guidance and Career Education (I)	Have students select one of the comic strips and write a letter to the person in authority stating whether or not they agree with how he or she handled the situation. They should include reasons why they agree or disagree with how the person enforced his or her authority and to suggest ways to deal with the situation in a positive way.
pp. 8–9	Language Arts/ Social Studies/ Canada and World Studies (I/G)	Ask students to think about the terms “authority” and “power”. Have them work in small groups to take the quiz and then brainstorm ways that each situation might be resolved in a positive way. As an extension, have students think about what might happen if someone in a position of authority abused his or her power. Encourage them to research to find examples from Canada and around the world and present their findings to the class.
pp. 8–9	Health and Physical Education/ Guidance and Career Education (G)	Have students work in teams to complete a task, such as an obstacle course, where several people are blindfolded and the one person who can see gives directions. Afterwards, hold a class discussion about what it was like to give up their power and trust someone in authority. Encourage them to think about how this experience might help them deal with authority figures in a positive way.
pp. 10–11	The Arts (visual) (G)	In small groups, students develop a board game based on real-life situations involving authority figures. When they are finished, have them play their games as a class.
pp. 12–13	The Arts (visual)/ Social Studies (G)	Have students work in groups to review and discuss the myths. Have them choose one myth and create a poster that gives examples of how it is untrue and what might be the consequences of believing it.

The Rebel

Highlights

- The Rebel is the person who stands up to and challenges authority figures. Being a Rebel does not necessarily mean you are bad, but problems with authority could get out of control if being rebellious risks the safety of others.
- The Rebel might challenge authority because he or she:
 - has had a negative experience with someone in authority misusing their power
 - is looking for attention or concerned about something
 - has gotten away with being a smart-mouth or is following the example of another Rebel
- You can learn to deal with authority in a reasonable manner by:
 - exploring your feelings to find out why you act out against authority figures
 - being honest with yourself and acknowledging inappropriate behaviour
 - examining the consequences of fighting people in authority
 - using your voice wisely by choosing to stand up for just causes
 - thinking before you act and keeping your cool

Discussion Questions

- What are some reasons why people might be Rebels? What are some possible consequences for demonstrating a lack of respect for someone in authority?
- Have you ever rebelled against an authority figure? How did it make you feel? What were the consequences?
- Have you ever been accused of something that you did not do, but the person in power did not want to hear your side of the story? How did that make you feel? How did you handle the situation?
- Imagine that your coach always plays the same people. How might you respectfully convince your coach that you and others should get to play?
- Have you ever seen someone rebel against an authority figure? How did it make you feel? How did the authority figure react?
- Is there a Rebel in your class or school? How does he or she rebel? Do you respect him or her? Why or why not?
- If you see a police car at your school, do you assume that something bad has happened? Explain your thinking.



Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (music)/ Guidance and Career Education (G)	As a class, brainstorm situations in which students acted as Rebels. Have them work in small groups to create a rap song or poem about how they felt when they were rebellious. Encourage volunteers to share their rap or poem with the class and discuss how they dealt with their feelings.
pp. 14–15	Media Literacy (I)	Have students think about TV shows or movies they have seen that feature Rebels. In small groups, have them compare and contrast how the characters in authority and the Rebels are portrayed. Have them present their findings and discuss as a class why the Rebel is a popular character in the media.
pp. 16–17	Media Literacy/ Guidance and Career Education (G)	Have students work in small groups to select a Rebel character from TV or a movie and role-play him or her taking the quiz. Encourage students to think about how their character behaves and why he or she reacts to authority in this way. When they are finished, ask them to think about what techniques were used to make their character appear as the Rebel and how this helps the story develop. Have them present their findings to the class.
pp. 16–17	Canada and World Studies (I)	Have students research to find out about a Rebel with a cause. Encourage them to think about people from Canada and around the world who stood up to authority in order to improve the lives of others. You may wish to give them examples, such as Nellie McClung, Harriet Tubman, and Laura Secord. Have students present their findings to the class.
pp. 18–19	Media Literacy/ Social Responsibility (I)	Have students create a public service announcement (PSA) to show younger students how appropriate behaviour will get them farther than negative behaviour. Ask them to create a script or storyboard for their PSA, including what the characters will say, camera position, lighting, music, and sound effects. (You may wish to have them review the Concerned Children’s Advertisers PSAs on their website for ideas.) As an extension, students may create their PSAs and present them to younger students.
pp. 18–19	Guidance and Career Education (I)	Have students use the sentence starter, “One thing I learned about dealing with my emotions is ...”, to write a journal entry. Upon completion, students may share and discuss their ideas in small groups.

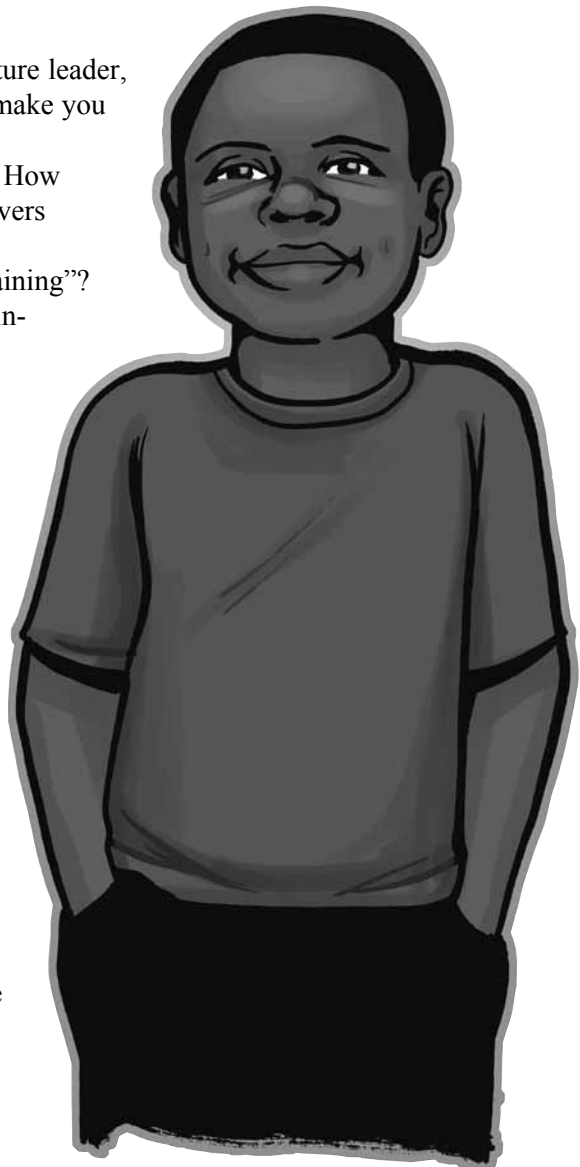
The Co-operator

Highlights

- The Co-operator is someone who always obeys the rules and does what others expect him or her to do.
- Being the Co-operator can become problematic if you are holding back your own thoughts and feelings to avoid confrontations, or you are imposing what you want on others because you are following the rules.
- You can be a better Co-operator by:
 - ☛ using your voice to challenge authority figures (in a polite way) when you feel they are being unjust
 - ☛ examining your feelings about people in authority to better understand your reactions
 - ☛ building your self-esteem so you do not feel like a push-over or need to be in control of other people
 - ☛ being a good leader by showing respect in order to gain respect from others
 - ☛ learning from authority figures to find out how to be a good leader

Discussion Questions

- Which one of these three roles (the pushover, the future leader, and the tyrant-in-training) could you fill that might make you feel good about yourself? Explain your thinking.
- Why do you think someone might be a “pushover”? How might people react to a pushover? How could pushovers change their behaviour in a positive way?
- Why do you think someone might be a “tyrant-in-training”? How do people react to tyrants? How could tyrants-in-training change their behaviour to become better Co-operators?
- Imagine being in a situation where someone in authority says something inappropriate about one of your family members. How would this make you feel? How might you handle this situation without making the other person angry?
- Have you or has someone you know ever been in a situation where you felt pressured by an authority figure to do something you were not comfortable with? How did you feel? How did you handle the situation? What were the results?
- Who could you turn to if you were in an uncomfortable situation with an authority figure? Brainstorm a list of people who might help you.
- How do you think the media — television, Internet, advertisements, music videos, etc. — affect how we view people in authority, such as policemen, principals, and parents? How do the media influence the way you react to people who are in authority?



Teaching Activities

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Section	Subject Area	Activities
pp. 20–21	Language Arts/ The Arts (visual)/ Guidance and Career Education (I)	Have students think about a time when they were upset with an authority figure. Ask them to draw or write a dialogue to represent the situation. Encourage them to think about how both people might have felt and to include that in their illustration or dialogue. Ask volunteers to present their drawings or dialogues to the class and discuss the emotions that the people in the situation might have felt.
pp. 22–23	The Arts (drama)/ Health and Physical Education (G)	Have students take the quiz and think about the three responses to authority. Ask them to think about how they would look if they were pushovers, future leaders, and tyrants-in-training. Have students mime each of these reactions as a class. Encourage them to use levels (e.g., standing, lying down, etc.), facial expressions, and body language to demonstrate the three responses. Ask them to observe what other students are doing and discuss why they portrayed the responses in this way.
pp. 22–23	Language Arts (G)	In small groups, read the situations in the quiz and list adjectives that best describe the characters and the situations. Compile a complete list with the entire class and post the adjectives for future use in writing activities.
pp. 24–25	Canada and World Studies/ Social Studies (G)	Ask students to think about what it means to be a good citizen. Have them work in small groups to brainstorm a list of responsibilities that they have as good citizens. Encourage them to think about how they co-operate with people in authority in order to keep their school and community a safe and fair place. When they are finished, have them share their ideas with the class and record them on a chart or poster that can be displayed in the classroom and added to as the theme develops.
pp. 24–25	Media Literacy/ Language Arts (I)	Have students think about a Co-operator character from a TV show, movie, or comic book. Ask them to decide if their character is a pushover, future leader, or tyrant-in-training and to give examples to explain their thinking. Have students review the tips on how to be a better Co-operator. Then ask them to write a persuasive letter to their character, explaining how he or she might use these tips to deal with authority in a more positive way. Ask volunteers to share their letters with the class and discuss.

The Witness

Highlights

- The Witness is the person who sees someone rebelling against authority or an authority figure abusing his or her power.
- The Witness can get involved and help the situation by:
 - learning more about authority and speaking up in an appropriate manner to help diffuse the situation
 - finding out about choices and being decisive
 - not following bad examples or encouraging smart-mouths
 - setting a good example and being community minded
 - getting help and talking to a trusted adult

Discussion Questions

- Is it ever right to stand up to authority figures? How could you support someone who is being mistreated by an authority figure? How could you help a friend who challenges anyone who tries to exert authority over him or her?
- Have you ever witnessed someone being pressured by someone in authority or someone rebelling against authority in a destructive way? What was the situation? How did it make you feel? Did you get involved?
- What might you do if you witness a situation in which someone is taking advantage of their authority? Explain your thinking.
- Imagine that your coach never praises anything you or your teammates do, but is quick to criticize any mistakes that you make. You dread going to practice. What are some steps you might take to help rectify the situation? How could you deal with the situation in a positive way to make it better for everyone involved?
- Imagine that your best friend has suddenly started behaving differently when you are with a group of people. She always seems to want her own way and throws a tantrum when she does not get what she wants. What might you do to help your friend?
- Do you prefer individual activities or team activities? Do prefer to lead or follow? Explain your thinking.



Teaching Activities

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Section	Subject Area	Activities
pp. 26–27	Guidance and Career Education/ The Arts (visual) (I)	Have students brainstorm a list of situations in which authority figures might abuse their power. Ask them to think of support services that are available to them in these situations and how they can access those services. Encourage them to research to find out more information and create a poster or brochure to encourage others to get help if they need it.
pp. 30–31	Language Arts (G)	Using “Did You Know...?” as sentence starters, have students create a big book of facts about dealing with people in authority. Have them share this book with younger students in their school.
pp. 28–31	Health and Physical Education (I)	Have students review the situations in the quiz and identify ones that are potentially dangerous to their personal safety. Ask them to suggest ways that the people involved might calm down and diffuse the situation before it escalates. Have them share their ideas with the class.
pp. 28–31	Guidance and Career Education (P)	Have students work in pairs to choose one scenario from the quiz. Ask one student to be the “Guidance Counsellor” and the other to be one of the people in the scenario. Have them talk about the situation, discuss possible solutions, and come up with a strategy for dealing with the scenario in a positive way. Have pairs share their ideas with the class.
pp. 28–31	Media Literacy/ Guidance and Career Education (I/G)	Ask students to prepare a five-slide PowerPoint® presentation on ways in which they can deal with authority figures in a positive way. Encourage them to use the strategies presented in the book. Have students present their slideshows to the class and discuss them as a group.
pp. 28–31	The Arts (drama) (G)	Have students work in groups of three to dramatize an interview of a person in authority and someone who answers to him or her. One student plays the reporter, one plays the authority figure, and the third student plays the person under his or her authority. Assign different situations from the quiz to different trios. Have students script the interview, including questions, responses, and the reporter’s suggestions on how to resolve the situation. Have students present their interviews to the class and discuss other ways to resolve the situation in a positive way.

Additional Resources

- www.histori.ca: Histori.ca provides a variety of History Minutes and Radio Minutes that cover a variety of topics, along with teaching activities to support them.
- Carlson, Richard. *Don't Sweat the Small Stuff for Teens: Simple Ways to Keep Your Cool in Stressful Times*. New York, NY: Hyperion, 2000.
- www.cca-kids.ca: See the Concerned Children's Advertisers site for examples of PSAs.
- Galay, Paula. *Keep Cool: Strategies for Managing Anger at School*. Portland, ME: Stenhouse Publishers, 2004.
- Linden Dianne. *Peacekeepers*. Regina, SK: Coteau Books, 2003.
- Ontario Ministry of Education and Training. *Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Government of Ontario, 1999.

About the Author of this Guide:

Lillian Tolensky is a teacher-librarian and literacy mentor at Ventura Park Public School, a middle school located in Thornhill, ON. She has facilitated student-led conference workshops, family literacy events, and anti-bullying and anti-racism conferences for students, staff, and parents.

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Editor: Tricia Carmichael

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