


**Beaumont/  
Golden Triangle  
Area**

**2006-2007  
Teacher Packet**

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	<p style="text-align: center;"><b>Beaumont/Golden Triangle County</b>  <b><i>Do the Write Thing Challenge–2006/2007</i></b></p> <hr/> <p style="text-align: center;"><b>Instructions for Teachers</b></p>
<p>Thank you for involving your seventh- and eighth-grade students in the 2006-2007 <i>Do the Write Thing</i> Challenge.</p> <p>Before presenting the program to your students, please review the following information covering:</p> <ul style="list-style-type: none"> <li>• Program rules</li> <li>• Entry deadlines</li> <li>• Judging criteria</li> <li>• Classroom discussion</li> <li>• Student recognition</li> </ul> <p style="text-align: center;"><b>Asterisks before and after a sentence denotes 2006-2007 program changes or updates</b></p>	

## Program Rules

The following guidelines for the preparation of student writings have been distributed to all participating superintendents, principals, and teachers:

1. Students may use any form of written expression (e.g., essays, poems, plays or songs) as long as the language is positive and not derogatory. *\*No fictional writings, please, in essays.\** Students may submit only one entry per year. All entries must be the work product of only one student.
2. Students should address three questions:
  - **How has violence affected my life?**
  - **What are the causes of violence?**
  - **What can I do about violence?**

Writings that do not address these questions will not be advanced in the judging process.

3. Entries will be 500-1000 words (with the exception of poetry which can be less) and no more than four pages.
4. Entries must be typed or written legibly in black ink on 8½" x 11" paper. Only one side of the paper may be used. The pages should be numbered. Do not use notebook paper.

5. Entries must be in English.
6. If the student participant uses a quotation or another person's material in his or her entry, the entry must identify whose work is being used by citing the original author's name, or citing the source of the material. Writings based upon plagiarism will not be advanced in the judging process.
7. Entries must have a Cover Sheet with the Consent Statement signed by the participating student and a parent or guardian. Entries without a signed Cover Sheet will not be advanced in the judging process. (A blank Cover Sheet containing the Student and Parent/Guardian Consent is attached.)
8. Entries must be submitted with the original writing and **one photocopy** of the writing stapled with the cover sheet and original.
9. Entries must be submitted in the form that they are received from the student writer. Editing for content, grammar, or spelling by someone other than the student is not permitted. All student entries must be forwarded to the *Do the Write Thing* coordinator. Entries will be "blind-judged." Please **do not screen** student writings.
10. Your school must submit a **minimum of 25 papers** to be considered for the Finalist competition.

### Submission Deadlines

All entries, along with one photocopy and the Cover Sheet/Consent Statement attached, must be submitted by teachers to their DtWT \*district coordinator no later than **Friday, Dec. 8, 2006.\* All DtWT coordinators must submit their entries to the office of Beth Wilson, Region 5 Education Service Center, Highway 96 Bypass, Silsbee, Texas 77656, no later than Thursday, Dec. 14, 2006.**

### Judging Criteria

Entries will be judged by a panel of community readers appointed by the *Do the Write Thing* Committee of Beaumont/Golden Triangle Area Counties, a coalition of business, community and government leaders. Entries will be judged on the basis of content, originality and responsiveness to the three questions:

- How has violence affected my life?
- What are the causes of violence?
- What can I do about violence?

In their writings, students should be encouraged to describe what they think are the causes of violence, and to offer specific suggestions about what they, as individuals, can do to reduce violence in their homes, schools, and neighborhoods. Personal responsibility for responding to the problem of violence should be emphasized. Students should be encouraged to share personal experiences about the impact of violence on their lives and the lives of their peers.

## Classroom Discussion

Classroom discussion is not a requirement for participating in the Challenge. However, candid discussions have proved to be beneficial, sometimes in dramatic fashion. Teachers whose classes engaged in discussion have reported that students find they have an enhanced sense of connection to classmates. Some teachers have been amazed at the level of concern and honesty students express in prewriting discussions. A classroom discussion also provides an opportunity for educators to learn about problems simmering in school before the problems become crises.

Many teachers whose classes have participated in the Challenge have invited outside speakers knowledgeable about violence to lead prewriting discussions. Others have provided their students with selected readings or newspaper articles about violence in advance of the discussion to stimulate thought. Speakers or articles that emphasize personal responsibility on the part of students for responding to the problem of violence have proven to be particularly useful.

On the National Campaign to Stop Violence website ([www.dtw.org](http://www.dtw.org)) you can find the National Campaign to Stop Violence's Discussion Paper on the Causes of and Solutions for Youth Violence. The Discussion Paper is based on the writings of National Finalists—the boy and girl from each participating jurisdiction who submitted the most thought-provoking entry.

The Texas Do the Write Thing Challenge website is ([www.texasdtwt.com](http://www.texasdtwt.com)). There are ten Challenge programs in Texas: Austin, Beaumont, Brownsville, Corpus Christi, Dallas, El Paso, Ft. Worth, Houston, Odessa and San Antonio.

**Following are some questions to generate discussion among your students before they prepare their entries for the Challenge:**

**When you hear the word violence, what thoughts or memories do you have?**

**Where are you confronted by violence? Your home? Your school? Your neighborhood?**

**Do you think you can tell when another person is on the brink of a violent act? Would you intervene? Under what circumstances would you intervene?**

**What provokes people to be violent?**

**(Please refer to attached Lesson Plan.)**

## Student, Teacher, and School Recognition

### Local level

The Beaumont/Golden Triangle Area *Do the Write Thing* Executive Committee coordinates the program locally. The Committee will organize a local recognition ceremony to honor the boy and girl from each participating school who submit the best entries. In addition to these School Finalists from each school, the students' parents, teacher, principal, and superintendent will be invited to the Recognition Ceremony. The *Do the Write Thing* Committee will also publish the writings of all School Finalists, and will distribute the book to civic leaders. The 2006 Recognition Ceremony was held at the Holidome Holiday Inn on Walden Road in Beaumont, Texas.

### State level

The Executive Committee Readers Panel selects, from among the School Finalists, the top two girl and boy authors as National Finalists, and \*two runners-up as State Finalists.\* These students, their parents/guardians and teachers are invited, as honored guests, to the leadership summit in Austin, which includes three days of recognition activities. Among these, is the student congress that drafts a platform stating the principles, which constitute a decent society. The students present it in the Chamber of the Texas Beaumont/Golden Triangle Area of Representatives on the *Do the Write Thing* Day in Texas.

### National Level

Each local *Do the Write Thing* Committee will designate two National Finalists—the boy and girl from their local jurisdiction who submit the most thought-provoking entries for the 2006-2007 Challenge. The two National Finalists, along with each Finalist's teacher and one parent or guardian, will be invited by the National Campaign to Stop Violence to attend the *Do the Write Thing* Challenge National Recognition Week activities in Washington, D.C., in July of 2007.

During past National Recognition Weeks, National Finalists from jurisdictions around the U.S. have met with the Secretary of the Department of Education, the Attorney General of the United States, and members of Congress to discuss the problem of violence. In addition, students have been honored at receptions hosted by the Ambassador to the United States from the State of Kuwait. A book of their writings is placed in the Library of Congress.

## Teacher Survey

**Please complete the enclosed teacher survey as soon as your students have submitted their writings to you.** Enclose your completed Teacher Survey with your student entries. The survey contains information and statistics the National Campaign and its *Do the Write Thing* Committees need to administer the Challenge.

# Special Instructions

- **Submit all papers**, as each student who writes will receive a certificate. The judging is blind, there are no school names listed
- **Do not grade or screen papers**
- **Emphasize to the students to focus on solutions – address the three questions**
- **Please return a completed teacher survey as the information provided is very important**
- **Remember to:**
  1. **Make copies of each entry**
  2. **Staple the cover sheet / consent statement to the copy and submit these along with the original entry**

*DtWT* Team contacts:  
(409) 923-5415

Beth Wilson [bwilson@esc5.net](mailto:bwilson@esc5.net)  
Kathy Green [kgreen@esc5.net](mailto:kgreen@esc5.net)



## *Do the Write Thing Challenge – 2007*

### **TEACHER SURVEY**

**Name of teacher:**

\_\_\_DR. \_\_\_MR. \_\_\_MS. \_\_\_MRS.

**Teacher's home address:**

Note: This information is essential because much of the activity in the Challenge takes place during summer.

**Teacher's home phone:**

**Name of school:**

**Address of school:**

**School phone number:**

**School fax number:**

**Principal's name:**

#### **Questions 1 and 2 (required)**

1. How many of your students submitted writings for the 2007 Challenge? \_\_\_\_\_
2. Did you have a classroom discussion about violence before your students prepared their writings for the 2007 Challenge? (YES) (NO)  
If YES, how many of your students participated (were present) for the discussion? \_\_\_\_\_

#### **Questions 3 and 4 (optional)**

3. What (in your opinion) were the top three causes of violence identified by your students in their discussions and writings?
4. What (in your opinion) were the top three solutions for violence identified by your students in their discussions and writings?

Additional comments are welcomed. Please submit this survey with your student entries.  
Should you need additional information, please call our main office at (409) 923-5415.

Lesson Plan, Classroom Activities,  
and Sample Scenarios for Discussion

**2006-2007 Key Questions  
for seventh and eighth grade student participants**

**How has violence affected my life?  
What are the causes of violence?  
What can I do about violence?**

*The Challenge Program meets several objectives of  
the Texas Essential Knowledge and Skills curriculum*

English/Language Arts TEKS

110.24.15: The student writes for a variety of audiences and purposes, and in a variety of forms

110.24.16: The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship, and spelling to communicate clearly

110.24.17: The student applies standard grammar and usage to communicate clearly and effectively in writing.

110.24.18: The student selects and uses writing processes and self-initiated and assigned writing.

Your school may use this writing contest to comply with Title IV: Safe and Drug-Free Schools and Communities. By incorporating the discussions and consequential writings from *Do the Write Thing* Challenge into your school's prevention programs, you will be able to comply with a portion of Title IV, which is designed to support programs that prevent violence in and around schools, prevent the illegal use of tobacco, alcohol, and other drugs, and to involve more parents and community groups in school-based prevention programs.

Social Studies TEKS

113.23.17. C: The student is expected to express and defend a point of view on an issue of historical or contemporary interest.

113.23.21. E: The student is expected to support a point of view on a social studies issue or event.

113.23.23. A: The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

113.23.23. B: The student is expected use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

113.24.20. C: The student is expected to explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family.

113.24.20.D: The student is expected to identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries.

113.24.24.B: The student is expected to explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs.

113.24.24.C: The student is expected to identify ways conflicts between people from various racial, ethnic and religious groups were resolved.

113.24.32.A: The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

113.24.32.B: The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

### Health TEKS

115.23.5.A: The student is expected to analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries.

115.23.5.B: The student is expected to describe the dangers associated with a variety of weapons.

115.23.5.C: The student is expected to identify strategies for prevention and intervention of emotional, physical and sexual abuse.

115.23.5.K: The student is expected to apply strategies for avoiding violence, gangs, weapons and drugs.

115.23.5.L: The student is expected to explain the importance of complying with rules prohibiting possession of drugs and weapons.

115.23.7.A: The student is expected to analyze positive and negative relationships that influence individual and community health such as families, peers and role models.

115.23.7.B: The student is expected to develop strategies for monitoring positive and negative relationships that influence health.

115.23.12.E: The student is expected to predict the consequences of refusal skills in various situations.

115.23.13.E: The student is expected to examine the effects of peer pressure on decision-making.

**To find out more about Title IV, visit the Texas Education Agency website at [www.tea.state.tx.us](http://www.tea.state.tx.us).**

**Lesson Plan: Physical Education**

- **How would you define violence in sports?**
- **How has violence in sports affected you?**
- **How do drugs affect the athletic performance of an individual and his/her behavior?**
- **What role can you play in preventing violence in sports?**

**Physical Education TEKS**

116.23.7.1B: The student is expected to demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.

116.23.7.4I: The student is expected to recognize the effects of substance abuse on personal health and performance in physical activity.

116.23.7.6A & 8.6A: The student is expected to distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.

116.23.7.7A & 8.7A: The student is expected to solve problems in physical activities by analyzing causes and potential solutions.

116.23.7.7B & 8.7B: The student is expected to work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.

116.23.7.7C & 8.7C: The student is expected to accept decisions made by game officials such as student, teachers, and officials outside the school.

116.23.7.7D & 8.7D: The student is expected to use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.

116.23.7.7E & 8.7E: The student is expected to recognize the role of games, sport, and dance in getting to know and understand others.

116.24.8.1A: The student is expected to coordinate movements with teammates to achieve team goals.

116.24.8.5A: The student is expected to use equipment safely and properly.

# Lesson plan

## Materials

1. The 3 key questions
2. Tag board of sentence strips (enough on which to write each question)
3. Tag board or card stock (enough on which to write each question)
4. Tag board of card stock on which students can write their ideas and attach them to the board under the key questions
5. Markers
6. Tape

## Time

Two to three 45-minute periods

## Sample classroom activity: Small groups

<p><b>1.</b> <b>Discussion</b></p>	<ul style="list-style-type: none"> <li>✓ Post the questions on wall or board.</li> <li>✓ Arrange students in small groups. Distribute sheets of tag board and a marker or two to each group.</li> <li>✓ Focus on the first question. Ask it, then allow students time in their groups to discuss ideas and observations.</li> <li>✓ One student from each group should sum up briefly what was discussed.</li> <li>✓ At this point, teacher may help direct discussion to be sure pertinent points are included in the discussion.</li> </ul> <p>Students then decide what to write on their tag board and post on the board under the first key question. Repeat procedure for questions 2 and 3.</p>
<p><b>2.</b> <b>Writing</b></p>	<p>Following class discussion, encourage students to start writing their thoughts, ideas, observations, recollections, and personal stories that address the three questions. <i>*No fictional writings, please, in essays.*</i></p> <p>Lead them through the writing process until they have produced a final document for “publishing.”</p>
<p><b>3.</b> <b>Parental consent</b></p>	<p>Send home the Cover Sheet/Consent Statement for parent or guardian to sign. The student must also sign the document.</p>
<p><b>4.</b> <b>Submit entries</b></p>	<p>Submit original student entries with <b>one photocopy</b> of student writing and consent form attached to top of each, to your *district’s <i>Do the Write Thing</i> coordinator, <b>December 8, 2006</b>.*</p> <p>Please do not screen entries; please submit them all. The DtWT evaluation process is blind-judging. Every student who enters will receive a certificate. Remember for a school to be eligible to advance, we must have a <u>minimum of 25 papers from that school</u>. There is no maximum; we have received over 900 writings from a single school.</p>
<p><b>5.</b> <b>Complete teacher entry form</b></p>	<p>Complete and submit the teacher entry form. Your information and assessments are important to this program!</p>

## Sample classroom Activity: Whole-class method

<p><b>1.</b> <b>Discussion and prewriting</b></p>	<ul style="list-style-type: none"> <li>✓ After posting questions on the board, begin class discussion with use of a scenario. You may refer to samples, or use your own.</li> <li>✓ Read the scenario to the class.</li> <li>✓ Open class up for discussion. During discussion, focus on the key questions.</li> <li>✓ Encourage students to list and brainstorm possible responses to the questions on the board.</li> </ul>
<p><b>2.</b> <b>Writing</b></p>	<p>Following class discussion, encourage students to start writing their thoughts, ideas, observations, recollections, and personal stories that address the three questions. <i>*No fictional writings, please, in essays.*</i></p> <p>Lead them through the writing process until they have produced a final document for “publishing.”</p>
<p><b>3.</b> <b>Parental consent</b></p>	<p>Send home the Cover Sheet/Consent Statement for parent or guardian to sign. The student must also sign the document.</p>
<p><b>4.</b> <b>Submit entries</b></p>	<p>Submit original student entries with <b>one photocopy</b> of student writing and consent form attached to top of each, to your *district’s <i>Do the Write Thing</i> coordinator, <b>December 8, 2006</b>.*</p> <p>Please do not screen the entries, please submit them all. The DtWT evaluation process is blind-judging. Every student who enters will receive a certificate. Remember for a school to advance, we must receive a <u>minimum of 25 papers from the school</u>. There is no maximum; we have received almost 900 papers from a single school.</p>
<p><b>5.</b> <b>Complete teacher entry form</b></p>	<p>Complete and submit the teacher entry form. Your information and assessments are important to this program!</p>

**\*Scenario 1\***  
**"Roly-poly"**

There is a kid in your school who is a slow learner, has a speech problem and is overweight. Other students make fun of him, imitating his walk and talk. They call him names like "roly-poly" and others that are very vulgar.

One day a group of jocks are tormenting him as you and your friend Carlos walk by. Carlos stops and asks them why they were doing this to the poor kid. They told him to shut up. He replies that they should apologize. They said, "You must be a freak, too, if you are sticking up for this retard", and they start harassing him. You and Carlos are not cool kids, but you are not outcasts, either...just normal, middle of the road students and people pretty much treat you okay and do not bother you. You are thinking that you don't want these jocks to start picking on you.

*Questions:*

- What do you do? Do you back away, or do you stand up for Carlos?
- What is the best way to handle this situation?

**\*Scenario 2\***  
**False rumors**

There is a group of boys and girls, who like to provoke trouble. Their favorite tactic is to talk "mess". Right now they are passing notes and text-messaging about a friend of yours, Tevin. They are starting false rumors that your friend's sister is interested in one of them and that she is trashy.

This group taunts him because Tevin is a good student and a religious person, but they never get a rise from him because he has his future planned. However, they know that he is close to his family and very protective. They know that he will go almost insane when he discovers how they are destroying his sister's reputation and you know it too.

*Questions:*

- What do you do to stop the provocation?
- How do you keep Tevin from retaliating?

### \*Scenario 3\*

## Conflict at the mall

Shelley and Katy, two middle-school friends, were testing make-up samples at the cosmetic counter of a department store. Four of their school's popular girls saw them, and began mocking them. One of the girls said to Shelley, "Might as well wear a mask, loser girl." Laughing, the four girls moved on.

About 30 minutes later, Shelley and Katy are confronted by the four girls again, at the other end of the mall. The same senior said to Shelley, "You are pathetic trying to look cool but you always end up looking like a loser. You are a shame, a dog."

Suddenly, Shelley lowered her head and charged into the older girl's chest, sending her flying and landing on her back and head. "I'll show you who is a loser," Shelley screamed, as mall security came running.

#### *Questions:*

- What do you think when a friend of yours calls someone a loser deliberately to hurt that person's feelings? Would you think differently if the person doing this was not a friend of yours?
- If you were Katy, what would you do?
- If you were one of the other girls, what would you do?
- What do you think about what Shelley did?

## Scenario 4 In the Hallway

The hall is crowded and someone accidentally bumps into Jonathan. Jonathan immediately says this was intentional. Words are exchanged and before you know it, there is a fight.

*Questions:*

- How could the fight have been prevented?
- What are some ways you can help cut down on hallway violence at school?

## Scenario 5 Boy quits “using” and others make fun

You’re at a party. All the kids there are smoking weed. You used to do a lot of weed smoking yourself, but now you have quit because you got busted, and made a commitment to quit in front of a group.

Everyone knows you used to smoke. Your girlfriend offers you a joint, and when you say “No, thanks,” she makes fun of you for being a total nerd. When she does this, you find yourself getting angry for several reasons.

*Questions:*

- What could you say and do to stick to your “no smoking weed” goal?
- What could you say and do to control your anger?
- Some of your new friends are also at the party. How could you enlist their help and support?

## Scenario 6-A At a Party

You are giving a party at your home. One of the kids has found vodka in your parents' liquor cabinet and wants to spike his soft drink.

*Questions:*

- What do you do?

## Scenario 6-B At another party

You are attending a party. One of the kids lights up a marijuana cigarette and pours pills in a bowl.

*Questions:*

- What do you do?

## Scenario 7 All wet

You are waiting in the rain for the bus for your ride home. A friend drives by and offers you a ride. Enroute, through a neighborhood, he pulls out a pellet gun pistol and begins shooting out windows of parked vehicles.

*Questions:*

- What do you do?

## Scenario 8

### Boy beaten because brother owed money

A 14-year-old Houston youth was accosted and beaten as he was walking home from school yesterday by two older teens who sped away in a flashy automobile. Witnesses said the 14-year-old did nothing to provoke the attack, but that one of the attackers said "Tell your brother he is a dead beat. This is a warning."

Police are searching for the two attackers.

According to residents in the neighborhood of the attack, the passenger and driver shouted to the victim "Tell your brother that next time, we're coming after him."

According to police reports, the victim claimed that he does not know the names of his attackers.

#### *Questions:*

- Why do you think this boy was attacked? Could his brother owe money to a drug dealer? If so, why did the thugs not attack the brother?
- Is it unusual for the bad acts of one family member to cause problems for other members of the family?
- Do you know, or have you heard, of similar incidents?
- What should the boy do to prevent further violence?



## Beaumont/Golden Triangle Area

*Do the Write Thing Challenge, 2006-2007*

### Instructions for Students

Thank you for accepting the Do the Write Thing Challenge (DtWT).  
Please review the following program rules before you write.

#### Student Program Rules

1. Students may use any form of written expression (e.g. essays, poems, plays or songs) as long as the language is positive and not derogatory. *\*No fictional writings, please, in essays.\** Students may submit only one entry per year. All entries must be the work product of only one student.
2. Students should address the following three questions:
  - **How has violence affected my life?**
  - **What are the causes of violence?**
  - **What can I do about violence?**
3. Entries will be 500-1000 words (with the exception of poetry which can be less) and no more than four pages.
4. Entries must be typed or written legibly in black ink on 8½" x 11" paper. Only one side of the paper may be used. The pages should be numbered.
5. Entries must be in English.
6. If the student participant uses a quotation or another person's material in his or her entry, the entry must identify whose work is being used by citing the original author's name, or citing the source of the material. *Writings based upon plagiarism will not be advanced in the judging process.*
7. Entries must have a Cover Sheet with the Consent Statement signed by the participating student and a parent or guardian. Entries without a signed Cover Sheet will not be advanced in the judging process.
8. Entries must be submitted with the original writing and **one photocopy** of the writing stapled with the coversheet and original writing.

## 2006-2007 Cover Sheet / Consent Statement (REQUIRED)

Thank you for participating in the *Do the Write Thing* Challenge. For a student's entry to be considered for recognition, both the student and student's parent or guardian must complete all the information on this form (except blanks marked optional), and also sign the Consent Statement below.

### Student's Information

(Please type or carefully print student's information in the boxes below.)

Last Name

First Name

Middle Name

Home Address

Apt. No.

City

State

Zip Code

Home Phone Number

Cell or Pager Number (Optional)

E-Mail Address (Optional)

Grade (enter number)

Gender (M or F)

School Phone Number

School Number

(For office use only – please leave blank)

Teacher's Last Name

Teacher's First Name

### Student and Parent/Guardian Consent Statement (REQUIRED)

The National Campaign to Stop Violence, which sponsors the *Do the Write Thing* Challenge, will publish selected students' writings and quotations in a book and in a research paper on youth violence. Prior to publishing a student's writing, the National Campaign requires the written consent of the student, as well as the student's parent or guardian. If the above-named student and his/her guardian agree to permit the National Campaign to publish the student's writing, sign the following statement: We agree to give ownership of the attached student writing to the National Campaign to Stop Violence and the *Do the Write Thing* Challenge so that the writing can be considered for recognition, and be published.

Agreed:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Student's Name Printed

Agreed:

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Parent/Guardian Name Printed