

Participant-Produced Lesson Plans & Resources

These resources were created by participants in our *Beyond Curriculum* and related trainings, both institute and on-site. Most points in these documents can apply anywhere; some include references to local projects or initiatives specific to the district or state where they originated. Some participants have more experience writing lesson plans than others, and some statements in these serve as quickly-written summaries of longer discussions, often including bits and pieces of different lines of thought. Limitations acknowledged, these resources offer many immediately practical suggestions for fostering resiliency and teaching peace lessons. Click to view or download these PDFs and let them provoke your own new ideas.

Practical Ways to Foster Resiliency in School, Family, and Community Settings

Produced by training participants from Hillsborough County Schools, Tampa,
Florida

November 5, 2004

Thanks to Carole Kersh for the transcription

School

- *Caring Environment:*
 - Teacher stands at door every day, greet students
 - Teacher greets buses
 - Breakfast Club
 - Small Learning Communities / Do the Right Thing
 - Incentives, choices

- *High Expectations:*
 - Vocabulary Bee
 - Writers' Tea Party
 - Accelerated Readers
 - Tutoring before/after school
 - Turkey Bash
 - Positive Referrals
 - Character Education skits on Morning Show (in-school video)
 - Bully surveys
 - Academy for Success

- *Meaningful Participation:*
 - Choice of electives
 - School government, student council, SAC
 - Extended Learning Program
 - Peer Mediation
 - Student Assistants
 - Student Buddies
 - Club Day
 - Extracurricular

Family

- *Caring Environment:*
 - Little note in lunchbox
 - Physically present—show up at games, activities, etc.
 - Eat dinner as family
 - One night as “Together Night”
 - Family activities
 - Family that plays together stays together
- *High Expectations:*
 - School/homework first, fun second
 - Chores
 - Role model—set example
 - Attend Child Conference Night, follow through
 - School incentives—positive
 - Attendance a must
 - Quiet atmosphere/desk/area (for homework)
- *Meaningful Participation:*
 - Family chores
 - Family Day/meetings
 - PTA
 - Parent Get-Together
 - Take Child to Work Day
 - Conference
 - Pow Wow
 - Reading to child

Community

- *Caring Environment:*
 - Attending Great American Teach-In
 - Earn points—incentives to shop in Kash'n'Karry Book Store
 - Derrick Brooks/John Lynch camps, trips
 - Choices for Parents
 - Mentors
 - Senior Citizen organizations
 - Big Brothers/Big Sisters
- *High Expectations:*
 - Provide reinforcers
 - Happy Meals
 - Honor Roll
 - Kids Caught Being Good
 - Assemblies
 - Principal's Book Club/ Author
 - Fit/Families
 - Involved together
 - Guest speakers
 - OJT/Work experience
 - Tutor—high school business partner
 - Junior Achievement
- *Meaningful Participation:*
 - Volunteer
 - Projects
 - Honor Roll—Skate for Free
 - Business certificates
 - Conduct incentives
 - Heroes
 - Carnival
 - Mayor's Beautification Program
 - Learn and Serve
 - Volunteer work
 - FCAT (state standardized test) training on Saturday

For Grades: Primary

Topic: Tattling vs. Telling

Target Concept: Communication Skills

Set-up:

DUSO puppet, sing the intro song

“Today we’re going to talk about the difference between *tattling* and *telling*.”

Lesson:

Read DUSO story and lesson on *Tattling and Important Telling*

Role-play situations

Foldables

Homework or extensions:

“Go home and tell your parents what you’ve learned.”

Find / discuss examples of tattling in TV shows.

Authors: Bonnie Anzalone, Lenore Da Sava, Holly Miesner, Heidi Young,

Adrienne Teal

Hillsborough County Schools, Tampa, Florida

November 5, 2004

Topic: Fostering Positive Peer Relationships
For Grades: Middle School

Target Concept: Communication Skills

Set-up:

Play song “We Are Family” by Sister Sledge
Post around classroom: pictures of friends and family

Lesson:

“What does this song mean to you?”
“How would you feel if someone told that everyone — or just your best friend — were talking about you?”

Role-play conflict scenarios — negative and positive

Homework or extensions:

Write an essay on what friendships mean to you.

Authors: Rose Norris, Kim Britton, Sue Martinson
Hillsborough County Schools, Tampa, Florida
November 5, 2004

For Grades: Middle School

Topic: Misunderstanding what's said

Target Concept: Communication Skills

Set-up:

List on the board: student input of ten common slang terms (current and local)
Act out the meanings of these words

Lesson:

List two different meanings for the words
Discuss

Homework or extensions:

Students write a letter to a friend using these words and a letter to an adult saying the same thing (the same meaning) **not** using these words — using more mainstream language

e.g. "I went to the movies with my dog." / "I went to the movies with my friend."

Authors: Regina Hollinger, Cynthia Forward, Paula Crawford, Margaret Flores
Hillsborough County Schools, Tampa, Florida
November 5, 2004

For Grades: Secondary

Topic: Gang Colors (political group; school peer problems) vs. School Uniforms

Target Concept: Building Community; Perception/Empathy

Set-up:

Who do you go to for advice?

Who are you closest to in your family?

What is family?

Video: acting out family lifestyles

Lesson:

Ball and chain

What does family mean to you?

Go over different family types

What is your idea of a perfect family?

What type of expectations or qualities do you want from a family?

What do you do when your family doesn't meet your expectations?

Video: *The Good Family Life*

Homework or extensions:

Bring in a newspaper article on a family that survives gangs.

Imagine you are being adopted. Write a letter to the adopting agency and describe what kind of a family you want.

Where could someone go to and be accepted in a positive atmosphere? (e.g., Big Brothers/Big Sisters, camps, church/youth groups, clubs, athletics, pen pals)

Authors: Shane Rawlins, Ann Wilde, Carole Kersh, Ollie Burgin
Hillsborough County Schools, Tampa, Florida
November 5, 2004

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Denise Perera, Elsa O. Ribadeneira, Kerline Jose,
Augusta Beaubrun
Diocesan schools of Palm Beaches?

For Grades: K-2

Topic: Fear

Set-up:

“Flames scale mountains” story in *USA Today* (10/30/03) about natural disaster.
Sock puppet—introduce concept of fire, what happened

Lesson:

Discuss fire and fear
What makes you afraid?
How to stay safe during the fire

Homework or extensions:

Draw pictures of fire safety in your house; find two ways you can leave your house, and a meeting place, if there is a fire

Lesson created by: Lenore Long, Sonja Clarke, Marian Hunker
Diocesan schools of Palm Beaches?

For Grades: 2–3

Topic: Fear

Target Concept: To identify nouns as person, place or thing, using Halloween theme of “Spooky Nouns”

Set-up:

Introduce concept of nouns through the song, “I’m a Noun”

Lesson:

1. Children identify “Spooky Nouns” after listening to the “Sounds of Halloween” audiotape. Write the nouns on a “ghost” handout.
2. Discuss and make web of things that we fear.
3. Discuss “real” and “make-believe triggers for fear.
4. What to do when you feel afraid? Brainstorm—make a plan.

Homework or extensions:

Story of David and Goliath

Journal: “When I’m Afraid”

Video: “Safe, Strong, and Free”

Have Police Officer come to class to discuss safety

Lesson created by: Denise Perera, Kerline Jose, Augusta Beaubrun,
Elsa O. Ribadeneira
Diocesan schools of Palm Beaches?

For Grades: K-2

Topic: Helping

Target Concept: Hands are for Helping, not Hurting

Florida State Standards: LA.C.1.2; LA.C.1.4; LA.A.1.1; MA.A.1.1; SC.G.1.3

Set-up:

Introduce “Hands are for helping, not hurting” rule.

Lesson:

1. Why do you think the ladybug is so grouchy?
2. Read and retell the story.
3. Stop, discuss animals, count them.
4. Use picture cards of animals to re-tell the sequences. Discuss sizes and the environments in which they live.
5. In learning centers:
 - a. counting animals (math)
 - b. drawing pictures of animals in environment (science / art)
 - c. retelling / sequence (social studies / language arts)
6. Closure in large group: How can the ladybug help each animal using the I-Care Rules?

Homework or extensions:

Students create their own ladybugs (family project)

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: unknown
Diocesan schools of Palm Beaches?

For Grades: K-2

Topic: World Series

Target Concept: Interdependence, cooperation vs. competition

Set-up:

Discuss World Series, history of game, Florida Marlins' song

Lesson:

Watch parts of World Series games on VHS

Read "We Can Work Together" poem

Relate to different positions (jobs) on the ball field

Homework or extensions:

Students write biographies for different players

Lesson created by: Terry Arcia, Dixie-Ann Harris, Sonia Sixto, Roberta Leedy
Diocesan schools of Miami-Dade County?

For Grades: K-2

Topic: Unhealthy food habits

Set-up:

Give a choice between a pretzel (or lite popcorn) and potato chips.
"Which would you pick?"

Lesson:

Read *Gregory, the Terrible Eater*.

Discuss.

Review how different foods affect our bodies.

Homework or extensions:

Have a nutritionist or nurse speak to the class about the food groups.
Bring pictures from magazines of healthy and unhealthy food choices.

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Terry Arcia, Dixie-Ann Harris, Sonia Sixto, Roberta Leedy
Diocesan schools of Miami-Dade County?

For Grades: K-2

Topic: All Living Things are Precious

Target Concept: Interdependence

Florida State Standards: SC.G.1.1, SC.F.1.1

Set-up:

Listen to and sing "I am Precious."

Lesson:

Create a "living web" in which each child represents one component of the environment. Cut one of the web strings to show how it affects the entire environment.

Homework or extensions:

Students create a web with themselves at the center. Write in the web some aspects of the environment on which they depend.

Lesson created by: Dixie-Ann Harris, Sonia Sixto, Roberta Leedy
Diocesan schools of Miami-Dade County?

For Grades: K-2

Topic: Responsibility

Florida State Standards: SS.C.2.1.2

Set-up:

Knock down a child's belongings and claim not to have done it.

Lesson:

"We are going to talk about responsibility."

Role-play story on page S35 in the first grade book.

Homework or extensions:

Divide class in half.

One group: "Think about a time you were responsible at home."

Second group: "Think about a time you did not behave responsibly at home."

Bring the stories back to share.

Lesson created by: Christine Gonzalez, Luis Montero, Brenda Joseph,
Jeanett Concepcion, Jackeline Contreras, Maylin Leon
Diocesan schools of Palm Beaches?

For Grades: 4, 5

Topic: World Series

Target Concept: Cooperation

Set-up:

Read a newspaper clip re: World Series.

—Did anyone go to a World Series game?

—What do you think they had to do to win the World Series?

Lesson:

1. Read *Piggie Pie*. Students make predictions based on pictures only.
2. Brainstorm the definition of **cooperation**. Students write the definition on p. 7.
3. Discuss different situations in which you need to cooperate, how you can demonstrate cooperation skills

Homework or extensions:

In villages, students write dialogue that shows how the piggies cooperated to outwit the Gritch.

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Christine Gonzalez, Luis Montero, Brenda Joseph,
Jeanett Concepcion, Jackeline Contreras, Maylin Leon
Diocesan schools of Palm Beaches?

For Grades: 4

Topic: American Labor Movement

Target Concept: History—standard: Know what constitutes personal, political, and economic rights, and why they are important

Set-up:

Introduce the lesson, journals on American Labor Movement

Lesson:

Venn diagram, old and new aspects of Labor movement. Discuss differences and similarities.

Relate this to how we deal with conflict.

Plant and promote the idea of students changing the world for the better.

Homework or extensions:

Lesson created by: Christine Gonzalez, Jeanett Concepcion, Maylin Leon
Diocesan schools of Palm Beaches?

For Grades: 4

Topic: Stereotypes

Set-up:

Assess prior knowledge: brainstorm and introduce the term “stereotype”

Lesson:

1. Students define the words: *assumption, assume*
2. Discuss: everyone has her/his own point of view. Points of view are sometimes based on assumptions
3. Introduce and read the story, *The Paper Bag Prince*.
4. Have students analyze character traits and make predictions.
5. Assign students in villages a sentence starter about different ways they can stop stereotyping.

Homework or extensions:

Language Arts: Analyze elements of fiction: setting, plot, character traits, character goals

Predict

Use active listening and responding during group discussions

Lesson created by: Marta Molina, Lettlyn Kelly, Donna Gallivan
Diocesan schools of Palm Beaches?

For Grades: 3

Topic: Anger Management

Target Concept: Following the appropriate steps the student will develop new skills for handling anger in the classroom and at home

Set-up:

Role-play an “anger moment” between two students

Lesson:

Present graphic organizer: list behaviors shown by role-playing students.

Fill in graphs with class’ suggestions specific to the situation.

Continue with “cool down” behaviors and better resolutions for anger.

Transfer information to a class chart with corrections as needed.

Display chart in classroom to be used as needed in future discussions

Homework or extensions:

Each student will write his/her own anger management plan, following student p. 22

Lesson created by: Lenore Long, Sonja Clarke, Marian Hunker
Diocesan schools of Palm Beaches?

For Grades: 2–3

Topic: Fear

Target Concept: To identify nouns as person, place or thing, using Halloween theme of “Spooky Nouns”

Set-up:

Introduce concept of nouns through the song, “I’m a Noun”

Lesson:

1. Children identify “Spooky Nouns” after listening to the “Sounds of Halloween” audiotape. Write the nouns on a “ghost” handout.
2. Discuss and make web of things that we fear.
3. Discuss “real” and “make-believe triggers for fear.
4. What to do when you feel afraid? Brainstorm—make a plan.

Homework or extensions:

Story of David and Goliath

Journal: “When I’m Afraid”

Video: “Safe, Strong, and Free”

Have Police Officer come to class to discuss safety

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Martha Hagins, Marilyn Young, Christopher Wolfe,
Darian Martin, Norma Gutierrez, Fred Conde
Dade Diocesan Schools?

For Grades: 3–5

Target Concept: The student will demonstrate appropriate listening skills and respond to a variety of oral presentations

Florida State Standards: LA.C.1.2

Set-up:

Whole class activity:

Pages T98, S42 in third grade *PeaceWorks* guide, Paraphrasing

Lesson:

Play “Simon Says”

Define paraphrasing

Have students repeat definition in their own words

Process activity (pp. T98, S42)

Teacher reads aloud a library book; students paraphrase with partners the main idea of the story

Whole class: students share opinions, teacher writes them on the board

Closure: “We learned how others feel in the story and how we feel in class. By paraphrasing we become better listeners and understand what we read.”

Homework or extensions:

Bring written paper retelling of story, paraphrase main idea

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Sylvia Ruperto, Charlene Simmons, Kathleen M. Stout,
Griselda C. Camejo
Dade Diocesan Schools?

For Grades: 3–5

Florida State Standards: LA.D.2.2.1, LA.E.1.2.2

Set-up:

Over a week, oral reading of Washington Irving’s “Legend of Sleepy Hollow”

Lesson:

Teacher and students discuss the story line and literary merits.

Study the language mechanics of the piece.

Teachers lead lessons dealing with understanding conflicts and bullying.

Groups or individuals (according to page requirements) complete:

Third grade book: T40, 42, 43

Fourth grade book: T34, 36, 84-93

Fifth grade book: T19, 28-32

Homework or extensions:

Students determine different solutions to Ichabod and Bramm’s problem

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Martha Hagins, Marilyn Young, Christopher Wolfe,
Darian Martin, Norma Gutierrez, Fred Conde
Diocesan schools of Miami-Dade County?

For Grades: 3

Topic: How You Make a Difference

Florida State Standards: L.A.B.1.2

Set-up:

“Do you think you can make a difference in the world? How?”

Lesson:

Read *Horton Hears a Who*.

On chart paper students list ideas for things they can do to make a difference in class, family, and the world.

Complete page S62 on demonstrating social responsibility, contribution to classroom.

Homework or extensions:

Draw pictures, design a poster demonstrating points discussed

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Martha Hagins, Marilyn Young, Christopher Wolfe,
Darian Martin, Norma Gutierrez, Fred Conde
Diocesan schools of Miami-Dade County?

For Grades: 3

Topic: Cultural Similarities and Differences

Set-up:

Social Studies lesson on cultures

Lesson:

Incorporate Peace lesson

Writing lesson: foods eaten at home, family cultures

Homework or extensions:

Bring pictures representing the different cultures and customs

Map of Miami-Dade to show where different cultures are represented

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Sylvia Ruperto, Griselda Camejo, Kathleen M. Stout,
Charlene F. Simmons
Diocesan schools of Miami-Dade County?

For Grades: 3

Topic: I-Care Statements

Florida State Standards: HE.B.2.2, 3.2.7, 1.2.2, 1.2.5, LA.D.2.2.1

Set-up:

Story about Pamela in the store

Lesson:

Page S33

Role-play

Probe for moral of the story

I-Care Statement chart

Homework or extensions:

Page S34, questions 1, 2

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Amy Sawyer, Eladia Chávez, Yolanda Nance, Daria Valle
Diocesan schools of Miami-Dade County?

For Grades: 5

Topic: Civil War

Target Concept: Common Ground

Florida State Standards: SS.A.5.2.1, SS.S.2.2.7, SS.S.1.2.3, SS.S.2.2.8, SS.C.1.2.1

Set-up:

Pair students based on different backgrounds.

Lesson:

Activity T9, worksheet S3

Making conversation, give interview question sheet

Given a Venn diagram, students complete it with partner's personal information

Note the common ground

Homework or extensions:

Take the Venn Diagrams home and write a paragraph about the partner. The next day, students read the paragraph to introduce the partner.

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Amy Sawyer, Eladia Chávez, Yolanda Nance, Daria Valle
Diocesan schools of Miami-Dade County?

For Grades: 5

Topic: I-Statements

Florida State Standards: LA.C.1.2, LA.C.3.2, LA.D.1.2, LA.E.2.2

Set-up:

Divide students into six groups. Assign each group a scenario from S46, "Script the Scene."

Lesson:

Each group creates a script for the scenario, using at least one I-Statement.

Groups role-play the scenarios.

Class discusses the scenarios and critiques the I-Statements.

Homework or extensions:

From page S45, choose one situation and complete the I-Statement Questionnaire.

Lesson created by: Amy Sawyer, Eladia Chávez, Yolanda Nance, Daria Valle
Diocesan schools of Miami-Dade County?

For Grades: 5?

Topic: Hurricane Isabel

Target Concept: Living together successfully

Florida State Standards: SS.V.1.1, VA.V.1.1

Lesson:

Divide students into groups. Give each group a set of playing cards.

Have each group build a house of cards.

Using artificial wind (e.g., a fan), destroy the structure.

Give groups, toothpicks, gumdrops, etc. to build another house.

Group with the strongest and/or tallest structure will share their ideas and techniques with the other groups.

Using artificial wind again, compare the results; discuss the differences between the structures

Homework or extensions:

Have students talk to parents/guardians about their experiences during and after a hurricane. List three ways the family worked together to rebuild after Hurricane Andrew or another natural disaster.

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Carolie Metular, Mike Gomez, Maglorie Senbow,
Ruth McPhee, Eleann Philpotts, Paula Collins
Diocesan schools of Palm Beaches?

For Grades: Middle School

Topic: Kobe Bryant—Sexual Assault Case

Target Concept: Core Values

Set-up:

Introduce the “Core Values” lesson from sixth grade *Creating Peace, Building Community* (student page 28). Name and discuss each value.

Lesson:

Assign students into groups to read and discuss several newspaper and/or Internet articles on the Kobe Bryant case. They find out how each of the core values are applied and/or violated by **all** of the individuals involved. Teacher then opens the floor for open discussion on the topic.

Homework or extensions:

Students choose one of the core values and compose an essay on how that value is featured prominently in the Kobe Bryant case.

Lesson created by: Paula Collins, Ruth McPhee, Elinor Philpotts,
Mirtha Fernandez (not sure)
Diocesan schools of Palm Beaches?

For Grades: 6

Topic: Family history

Target Concept: Social Studies

Set-up:

Group work

Lesson:

1. Give students a large map. They trace the origin of their families and share their traditions, customs, and stories
2. Discuss the relationship between families at home, school, and community
3. Discuss rules/ discipline and conflicts at home and school, and how this is reflected at school
4. Role-play how families should behave (positive attitudes, listening, etc.)

Homework or extensions:

Given a family tree template, students complete their own family tree

Lesson created by: Caroline Metzlar, Mike Gomez, Maglorie Senbow
Diocesan schools of Palm Beaches?

For Grades: 7, 8

Topic: Civil War

Target Concept: Understand the causes and effects of the Civil War and its effects on the United States. Chief point: not to view the conflict in “cut and dry” terms (i.e., the North is not necessarily fighting for the abolition of slavery).

Set-up:

Compare and contrast the Northern and Southern views of the conflict

Lesson:

Conflict Resolution in American History, page T-86

Students break up into groups to read and determine / analyze each candidate's point of view

Share in large group discussion

Homework or extensions:

Students research pro- and anti-slavery advocates, political leaders, military leaders. Use the data to prepare a compare / contrast chart.

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Claudia Chapiles, Giselle Robles, Lois Lawlor, Joyce Clergé,
Kathy Ann Hull, Walter Green, Luis Viveros
Dade Diocesan Schools?

For Grades: 8

Target Concepts: Emotions and Empathy, Peace Heroes, Applying Peace Rules to Historical Conflicts

Florida State Standards: SS.A.3.3; SS.B.1.3; LA.B.2.3.3; LA.C.2.3.1; SC.D.2.3; MA.A.4.3; MA.E.3.3

Set-up:

Split the class into “North” and “South” (move tables, sit on opposite sides)
(Excellent lesson for October—United Nations)

Lesson:

Students list pros and cons to address the concerns of the free states and slave states. Use info from the text.

Involve student representatives, one from each side, in a mediation process. Process to recognize that war is not the only solution, nor the best. Peaceful resolutions can result in a win/win outcome. War by nature is win/lose (or lose/lose).

Homework or extensions:

General Curriculum Infusion (peacemaking-related lessons beyond the PeaceWorks curricula):

Lesson created by: Kathleen Hull, Luis Viveros, Giselle Robles,
Claudia Charles, Walter Green
Diocesan schools of Miami-Dade County?

For Grades: 7

Topic: FCAT and retentions

Set-up:

Read "Holding Up the Sky" from page T14

Lesson:

Compare FCAT to the sky, wide, immense

Discuss controversy of FCAT scores

Review who is responsible for the situation

"What are my responsibilities?"

Homework or extensions:

Journal: "If everybody in my school shared responsibility, then..."

For Grades: Primary
Topic: Tattling vs. Telling

Target Concept: Communication Skills

Set-up:

DUSO puppet, sing the intro song

“Today we’re going to talk about the difference between *tattling* and *telling*.”

Lesson:

Read DUSO story and lesson on *Tattling and Important Telling*

Role-play situations

Foldables

Homework or extensions:

“Go home and tell your parents what you’ve learned.”

Find / discuss examples of tattling in TV shows.

Authors: Bonnie Anzalone, Lenore Da Sava, Holly Miesner, Heidi Young,
Adrienne Teal
Hillsborough County Schools, Tampa, Florida
November 5, 2004

Bullying-Related Infusion

Authors: Kathleen LeClaire, Kelly Holder, Nancy Garcia, Dale Terrell, Kevin Dennie
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Intermediate

Topic: Senseless Killings

Target Concept: Understanding Conflict

Set-up:

Show video "Resolving Conflict"

Lesson:

Prompt questions re possible consequences

[addition: identify verbal and nonverbal communications that may escalate a conflict so that one party may overreact]

Homicide can occur among children and teens

Cite contemporary examples (*Newsweek* and *Tampa Tribune*)

Introduce and implement Conflict Resolution Plan from text [proactive communication skills that, used early enough, may help prevent a conflict from escalating]

Person A shares for 60 seconds

Person B reflects/paraphrases for 30 seconds

Role-play actual examples

Authors: Lisa Carlsen, Nicole Matthews, Betty Keene, Julie Campo, Karin Peters
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Intermediate

Topic: Rumors

Target Concept: Communication Skills

Set-up:

Have tube of toothpaste for demonstration.

“What are rumors? [show of hands:] How many of you have been the focus of a rumor? What are some examples of the rumors, and how do you feel when this happens?”

Squeeze some toothpaste from the tube with each example, as you process the feelings as well. Have a volunteer attempt to put the toothpaste back into the tube. Discuss how hard it is to take back words/rumors once they are out, like the toothpaste: once squeezed out, it doesn't go back in the tube.

Lesson:

Writing activity: “What are your experiences with rumors, and what you can do to stop them.” Write about rumors you have experienced or may know about. Use a web to demonstrate the who, what, when, where, and why of the “rumor sprout.”

“What safe things could you do to handle these? Think it through and decide on one solution, even if not the solution you originally experienced.”

Write a story based on the data in the web, focusing on composition elements of beginning, middle, and end.

Homework or extensions:

Constructive communication skills from *PeaceWorks* curriculum.

Bullying-Related Infusion

Authors: Debra Houghland, Judy Weyand, Valerie Wagley, Lorraine Floyd,
Rosamond Norris, Sue Chapin
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Intermediate
Topic: Physical Intimidation
Target Concept: Communication Skills

Set-up:
Read a short literary example of physical intimidation.
“Is it okay to touch another student without permission?”

Lesson:
Divide class into quartets or similar small groups. Each group chooses for role-play a situation of physical intimidation that may have happened to them
Review *Peace Rules*.
Develop a list of strategies that students may use to deal with the bullying
Have class/groups rank strategies from most to least effective
Have class/groups develop alternative strategies to try if these do not work

Homework or extensions:
Writing activity using the strategies in a given bullying/physical intimidation topic

Authors: Randi Baime, Marni Wonderley, Deborah Hamilton, Harriet Davis, Stephanie Hawkins, Dorothy Pryor, Melissa Komara
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Intermediate

Topic: Empathy

Target Concept: Communication Skills

Emphasizing Communication Skills, Language Arts

Set-up:

Bring in three different kinds of shoes (or pictures).

Brainstorm: "What does it mean to 'walk in someone else's shoes'?"

Lesson:

Teacher/counselor defines empathy. Give examples ("Are you upset?") and non-examples (teasing)

Read *Don't Laugh at Me* book

List on board the kinds of people mentioned (homeless, in wheelchair, etc.)

Students pick one profile and write a paragraph on "how it would feel to walk in their shoes." Share paragraphs in cooperative learning groups.

Role-play conflict scenarios — negative and positive.

Homework or extensions:

Finish paragraphs at home if needed.

Students make their own shoes and write about themselves. Play "Whose shoes are these?" to see if students can link personality traits to the shoes produced.

Bullying-Related Infusion

Authors: Jermaine Brown, Shawn Marinello, Nancy Garcia, Michelle Manning,
Tara Baker, Gloria DePaul
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Intermediate

Topic: Natural Disasters

Target Concept: Perception/Empathy

Set-up on days before lesson:

Make sure that students know and understand definition of “empathy.”
Instruct students to bring in newspaper/magazine articles based on recent natural disasters [e.g., late 2004/early 2005: Florida hurricanes, Asian tsunami, west U.S. mudslides and floods] as basis for classroom discussion

Lesson:

Break students into groups of 5-6. For 5-10 minutes, student discussion will compare and contrast how empathy has been demonstrated (or not) to victims of natural disasters

Return to whole class for full group discussion. Students share what they discussed on group; teacher summarizes ideas on board.

“What are some of your first reactions when you hear about a natural disaster?”
[addition: “How does any of these responses show empathy, or lack of it?”]

“How did people act differently to the tsunami and to the hurricanes? Mudslides and floods?” Likewise compare and contrast for examples of empathy.

Give students note card. Have them write one meaningful thing they learned from the lesson.

Homework or extensions:

How has a natural disaster affected you personally?

What can you do when a natural disaster occurs?

Authors: Bonnie Behnke, Elizabeth Parker, Eddie Harrison, Ollie Burgin, Ann Murphy, Laura Wilton
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Middle School

Topic: Empathy

Target Concept: Building Community

Geared toward Whole School Effectiveness: School Climate and Safety

Set-up:

Bellwork: Introduce a role-play: Another teacher walks in and has an altercation with the class teacher

“What is empathy, in your own words? [Is either of them showing it?]”

Follow with formal definition from dictionary or *PeaceWorks* lessons

Lesson:

Is empathy a positive or negative thing?

Use of I-Messages

Break into small groups; each group writes and acts out a short skit demonstrating empathy.

“How does empathy affect our sense of community in the class?” (Tends to increase it)

Homework or extensions:

Find pictures demonstrating empathy to bring in

Authors: Margaret Flores, Robin Jackson, Harriet Davis, Stephanie Hawkins,
Dorothy Pryor, Melissa Komara
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Middle School

Topic: Rumors

Target Concept: Peace Rules

Focus on Safe School Climate / School Effectiveness

Set-up:

Bellwork: Question of the day—"Have you ever had someone talk about you behind your back?"

Play "Telephone Game."

Lesson:

Discuss question of the day and underlying emotions.

Introduce relevant vocabulary.

Introduce and discuss Peace Rules.

Which rules does talking behind someone's back violate?

Role Plays from *Bully Proofing Your School* on positive and negative consequences

"Stop and Think" DVD/ activity

Homework or extensions:

Class creates their own Peace Rules.

Create catchy slogans for schoolwide Peacemaking campaign.

Bullying-Related Infusion

Authors: Elizabeth Parker, Kathleen LeClaire, Kelly Holder, Kevin Dennie, Ann Murphy
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Middle School

Topic: Global awareness

Target Concept: Building Community

Includes components of essay writing for Writing benchmarks

Set-up:

Show students a globe of the world. Point out different continents, countries, your city.

Prompt: "If you could go anywhere in the world, where would you go and who would you take with you? Why?"

Lesson:

Discuss elements of essay: Introduction ("eye catcher"), topic sentence, body, conclusion. Summarize the events of the trip. Relate how it has changed you. Has this trip changed your relationship with others?

Homework or extensions:

Use a word web to help the students with expanding ideas, generating words and concepts.

Bullying-Related Infusion

Authors: Bonnie Behnke, Robin Jackson, Regina Hollinger, Margaret Flores, Eddie Henderson, Ollie Burgin, Laura Wilton
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Senior High
Topic: Senseless Killings
Target Concept: Anger Management

Set-up:

Bellringer: Discuss how students handle a given conflict with peers, parents, teachers. [Addition: cite examples of recent or local killings. Ask students if they think any of their disputes might lead to a fatality. Point out that whereas it probably isn't likely, they need to learn to manage their anger to prevent any given conflict from getting out of hand, inciting someone else to murder.)

Lesson:

Teacher introduces and discusses vocabulary used in anger management: conflict resolution, management, compromise, aggressive communication, triggers, consequences, anger, emotions, empowerment

“Brain space”—giving too much space out of your head to someone else

Link anger management skills and concepts to what any parties involved in a conflict could do to deter violence

[Addition: discuss anger management strategies derived from *PeaceWorks* lessons; have students practice using them in role-lays mimicking cases cited in introduction. Close by emphasizing students' responsibility to manage their own anger, to help prevent any more tragedies.]