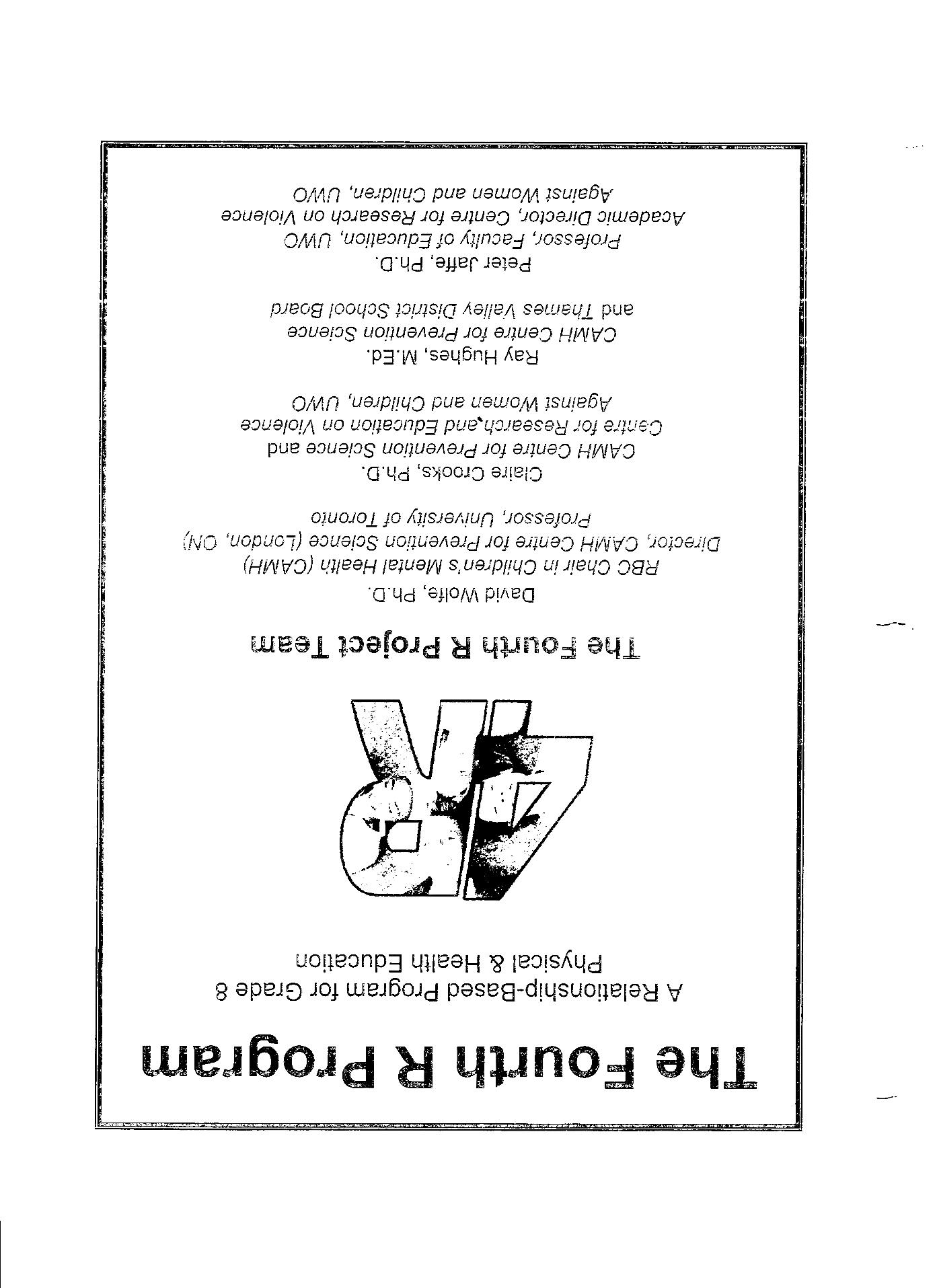
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Suggested Citation:

Wolfe, D., Crooks, C, Hughes, R., & Jaffe, P. *The Fourth R: A Relationship-based approach to preventing violence and associated risk behaviours in schools and communities* (Available from David Wolfe, 100 Collip Circle, Suite 100, London, ON, N6G 4X8).

**Resources for Schools and Communities:**

Grade 8 Physical and Health Education Curriculum

Grade 9 Physical and Health Education Curriculum

Grade 10 English Curriculum

Grade 11 English Curriculum

Fourth R Aboriginal Perspective

Fourth R Peer Mentoring Manual for Aboriginal Youth

Fourth R Alternative Education Adapted Curriculum

Youth Safe Schools Committee Manual

Parent Newsletters and Preventative Maintenance Manual

Safe Schools Bachelor of Education Course Materials

Fourth R Site Trainer Manual

Youth Relationships Manual

**Books**

Wolfe, D.A., Jaffe, P.G., Crooks, C.V. (2006). *Adolescent Risk Behaviors: Why Teens Experiment and Strategies to Keep Them Safe*. Yale University Press, New Haven.

Wolfe, D.A., Wekerle, C, Gough, B., Reitzel-Jaffe, D., Grasley, C, Pittman, A., Lefebvre, L., & Stumph, J. (1996). *The Youth Relationships Manual: A group approach with adolescents for the prevention of woman abuse and the promotion of healthy relationships*. Thousand Oaks, CA: Sage.

**Training**

Training is available for staff, teachers, and other community partners. Please contact the Fourth R for further information.

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**Unit 1: Personal Safety & Injury Protection**

**Curriculum Written By:**

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**Unit 2: Substance Use and Abuse**

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Centre for Research and Education on Violence Against Women and Children

The University of Western Ontario

The Thames Valley District School Board

The London and District Catholic School Board

**Collaborators:**

Susan Dale, B.A., B.Ed.

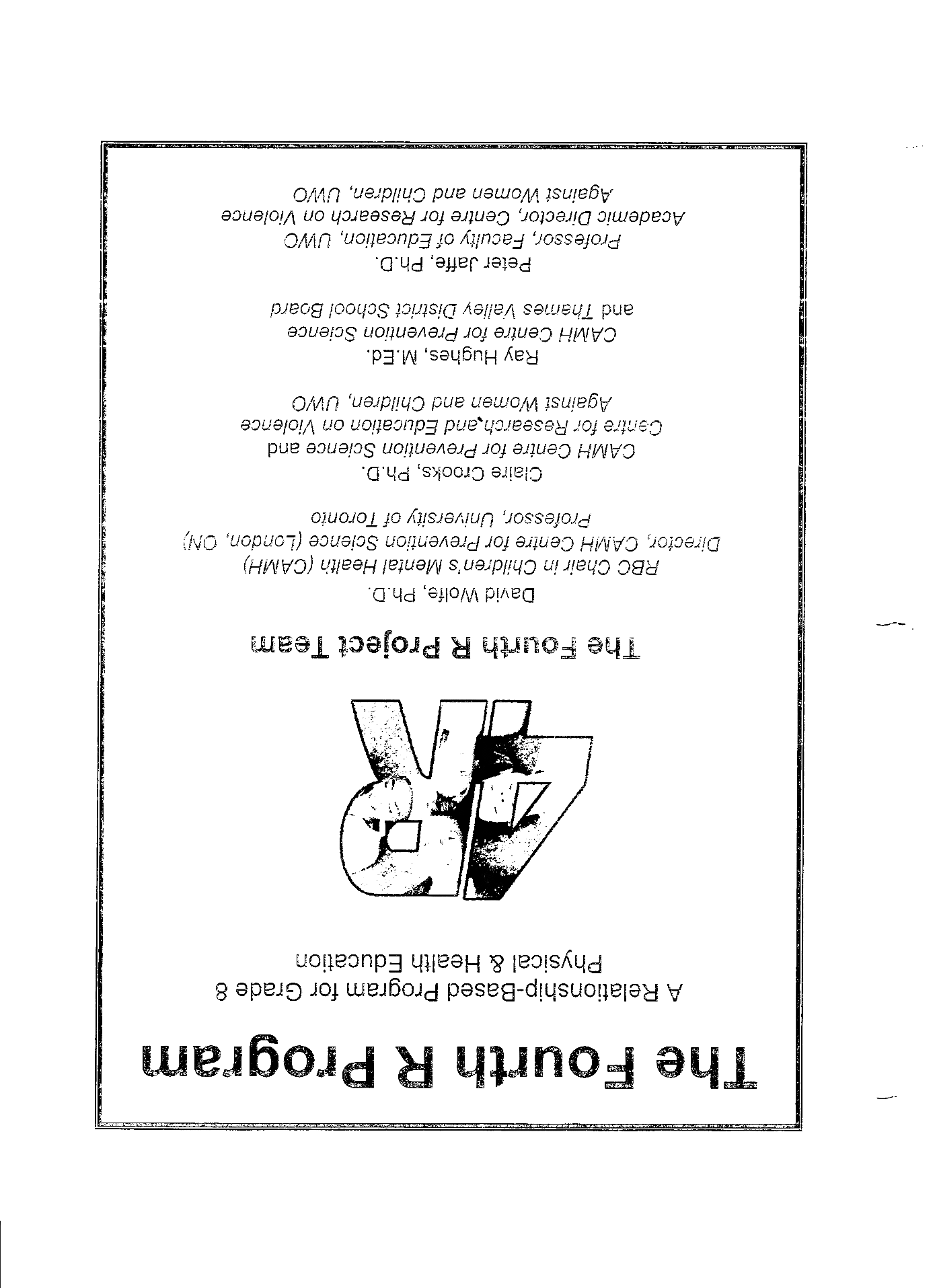
Toni Wilson, BA, B.Ed.

Special Acknowledgements

We would like to acknowledge The Children’s Health Foundation of London, Greenshield, the Thames Valley District School Board, and the London and District Catholic School Board for their generous support of the dissemination of curriculum materials.

Evaluation of the Fourth R is supported by a research grant from the Canadian Institutes of Health Research (CIHR). We acknowledge past support from the U. S. National Institute of Alcohol Addiction and Abuse (NIAAA), The Ontario Mental Health Foundation, and the National Crime Prevention Center, and Community Mobilization Program (Canadian Department of Justice).

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**Introduction**

The Fourth R is a comprehensive school-based prevention program based on extensive research and applies best practice approaches to building skills and reducing harm among adolescents. The foundation is a skill-based curriculum that promotes healthy relationships and targets violence (bullying, peer and dating violence), high-risk sexual behaviour and substance use among adolescents.

The contention of The Fourth R is that relationship skills can be taught in the same way as reading, writing, and arithmetic. Furthermore, given the plethora of negative relationship models available to teens, it is crucial that adolescents be exposed to healthy alternatives, and equipped with the skills to engage in healthy relationships themselves. During the course of the lessons, students will engage in extensive skill development and role-play activities to help develop effective and healthy responses to situations of conflict and violence.

**Relationships** *(The Fourth R*) are crucial both in reducing violence and increasing responsible choices among youth. The most successful strategies to reduce adolescent risk behaviours engage youth in making healthy choices and anchor these choices in the context of their relationships with peers, romantic partners, and adults. Comprehensive prevention programs in schools and communities are very new, and schools are increasingly being called on to help students develop good citizenship and character in addition to providing a foundation of academic skills. The school experience offers repeated opportunities for advancing positive conflict resolution, healthy relationship skills, and problem-solving. Accordingly, we believe that expanding efforts to assist youth in making responsible choices will play a natural, and crucial, role in promoting positive development and reducing harmful behaviors.

We applaud the efforts being made by schools and communities to promote healthy, nonviolent relationships during adolescence, and hope that you will find the enclosed materials to be a key component of a comprehensive strategy for your school or community. The information, strategies, and exercises described in this curriculum are intended to benefit all adolescents and their support networks, not merely those who come to our attention due to problem behaviors. We attempt to add diversity to our exercises and examples throughout, and welcome any further suggestions from teachers and community partners using the curriculum.

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**Overview of Fourth R Unit 1:**

**Personal Safety and Injury Prevention**

**Overall Expectations:**

- identify local support groups and community organizations (ex. public health offices) that provide information or services related to health and well-being;

- analyse situations that are potentially dangerous to personal safety (ex. gang violence) and determine how to seek assistance;

- apply living skills (ex. decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.

**Specific Expectations:**

Students will:

- analyse situations (ex. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety

- demonstrate respectful behaviour towards the feelings and ideas of others

- identify support services (ex. the school guidance department, shelters, Kids’ Help Phone) that assist victims of violence and explain how to access them

**Unit 1: Personal Safety and Injury Prevention**

|  |  |
| --- | --- |
| Lesson | Topic |
| 1 | Developing and Maintaining Friendships |
| 2 | When Conflict Escalates... |
| 3 | Electronic/Cyber Bullying and Gangs |
| 4 | Influence of the Media |
| 5 | Developing Skills for Healthy Relationships |
| 6 | Skills into Action |
| 7 | Scenario Review and Culminating Activity |

**Overview of Fourth R Unit 2:**

**Substance Use & Abuse**

**Overall Expectations:**

- Students will:

- identify local support groups and community organizations (ex. Public health offices) that provide information or services related to health and well-being

- analyse situations that are potentially dangerous to personal safety and determine how to seek assistance

- apply living skills (ex. decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use and healthy eating habits

**Specific Expectations:**

Students will:

- outline the possible negative consequences of substance use and abuse (ex. fetal alcohol syndrome, effects of steroid use, accidents when drinking and driving);

- identify those school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse;

- describe causes and symptoms of stress and positive ways (as opposed to substance use) to relieve stress;

- apply the steps of a decision-making process to address age-specific situations related to personal health and well-being in which substance use or abuse is one of the factors.

**Unit 2: Substance Use & Abuse**

|  |  |
| --- | --- |
| Lesson # | Topic |
| 1 | Investigating Drug Categories |
| 2 | Consequences of Substance Use & Abuse |
| 3 | Consequences and Positive Coping Strategies |
| 4 | Drugs: Get the Facts |
| 5 | Decisions and Community Resources |
| 6 | Effective Communication Skills |
| 7 | Decision-Making and Making a Difference |

Unit 1 - Lesson 1

**Lesson #1**

**Developing and Maintaining Friendships**

**Specific Expectations:**

Students will:

- analyse situations (ex. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety

- demonstrate respectful behaviour towards the feelings and ideas of others

**Materials**:

- Chart Paper

- Markers

- A Good Friend... Looks Like, Sounds Like, Makes You Feel... (1.1 H)

- Someone Who is Not a Good Friend... Looks Like, Sounds Like, Makes You Feel... (1.2 H)

- A Good Friend... Looks Like, Sounds Like, Makes You Feel... (1.1 REF)

- Someone Who is Not a Good Friend... Looks Like, Sounds Like, Makes You Feel... (1.2 REF)

- Appendix A - Fold the Line

- When Conflict Escalates (1.3 H)

**Teaching/learning Strategies:**

- Some strategies have been adapted from Tribes A New Way of Learning and Being Together by Jeanne Gibbs, 2001, Beyond Monet by Barrie Bennett and Carol Rolheiser, 2001, and Think Literacy Cross Curricular Approaches, 2005.

- Review classroom expectations for the healthy living unit - Personal

1

Developing and Maintaining Friendships

Safety and Injury Prevention. You may choose to have some

expectations for health class

Guidelines for Health Class

1. Respect others (ex. active listening, showing respect for comments made by other students)

2. No name rule (ex. when providing an example, don’t use names)

3. Participate (ex. try to be an active participant during discussions)

posted in the room if similar

expectations have not already

been discussed with the class. It

may be helpful to develop some of

these guidelines for health class

together with the students. Some

of the guidelines may include:

respect others, participate in class

activities, use appreciation

statements, don’t use put-downs,

no name rule, etc. (5-10 min)

- Explain to students that in this health unit, you will be discussing ways to develop and maintain healthy relationships with others.

- **Activity #1** - Looks Like, Sounds Like, Feels Like

- Divide students into groups of 4. Provide each group with a question from **“A Good Friend...Looks Like, Sounds Like, Makes You Feel...”** (1.1 H) or from **“Someone Who is Not a Good Friend....Looks Like, Sounds Like, Makes You Feel...”** (1.2 H). (Note: the teacher will need to cut the question sheets into strips ahead of time to distribute to students.) Explain to students that each group is to focus on their topic, and record their responses on the question sheet provided. Provide students with enough time to complete this task. (5-7 min)

- Ask each group to have a speaker share their ideas with the class. The teacher should record these responses on a large piece of chart paper. See 1.1 REF and 1.2 REF for possible responses. (10 min)

- The teacher should summarize characteristics of someone who is not a good friend from the chart. Then, summarize characteristics of a good friend from the chart created.

- **Activity #2** - Fold the Line Strategy (see Appendix A) Ask the following questions while using this strategy: (15-20 min)

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Unit 1 - Lesson 1

1. Are characteristics of a good friendship the same for girls who are friends with girls, boys who are friends with boys and for coed friendships {boys and girls) or do the characteristics change?

- (Possible responses: yes, because a good friend is a good friend regardless of the gender.)

2. Trust and respect were mentioned as some of the characteristics of a good friend. How does someone gain trust /respect from someone?

- (Possible responses: by not telling things the person tells you, by being a good listener, helping them with their problems, always being there for them, being honest and trustworthy, etc.)

3. Sometimes people think that being a good friend means that you will never tell /report something about a friend to a teacher /adult. In some cases, it is important to tell /report things about a friend to an adult. Identify some of the times when this would be important.

- (Possible responses: if your friend has done /said something to hurt another person, if your friend is in danger, if your friend is being bullied, etc.)

4. Why would it be important to report to an adult?

- (Possible responses: there are some problems that are too difficult to deal with alone, you are telling about what has happened in order to help your friend or keep your friend safe, your friend can’t solve this problem by himself/herself, you disagree with the actions of your friend, etc.)

5. Sometimes friends have conflicts /disagreements even though they may be great friends. Identify four reasons why friends would have conflicts.

- (Possible responses: not spending enough time together, issues with parents, curfews, money, difference of opinion /values, taking part in high risk behaviours like drinking and smoking, different peer groups, sports, etc.)

- Summarize the activity by explaining that friends are very important to us and that even though we sometimes have a conflict with a friend, it is important to learn different types of strategies to manage

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Developing and Maintaining Friendships

the conflict in a positive way so that we don’t lose friends. Point out to students that if a conflict with a friend is not resolved, it sometimes escalates and may develop into behaviours such as bullying and violence.

- **Homework assignment** - Hand out a copy of “When Conflict Escalates...” (1.3 H) to each student. Ask students to complete for homework.

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Unit 1 - Lesson 1

1.1 H

**A Good Friend... Looks Like, Sounds Like, Makes You Feel...**

------------------------------------------------------------------------------------------------------------------------------------------

1. When I see someone who is a good friend to me or someone else, I see them doing things like...

------------------------------------------------------------------------------------------------------------------------------------------

2. When I hear someone who is a good friend to me or someone else, I hear them...

------------------------------------------------------------------------------------------------------------------------------------------

3. When someone has a good friend, they usually feel...

------------------------------------------------------------------------------------------------------------------------------------------

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Developing and Maintaining Friendships

1.1 REF

**A Good Friend... Looks Like, Sounds Like, Makes You Feel…**

|  |  |  |
| --- | --- | --- |
| Looks like...  (When I see someone who is a good friend to me or someone else, I see them doing things like...) | Sounds like...  (When I hear someone who is a good friend to me or someone else, I hear them...) | Makes you feel...  (When someone has a good friend, they usually feel...) |
| -smiling  - joking around  - talking  - having fun with people  - being helpful to others  - encouraging people  - being sincere  - being respectful of other people  - being truthful and honest  - caring  - talking to everyone in a  group  - laughing  - affection (hugs, high fives) | - making positive comments  - laughing (but not about people)  - encouraging others  - standing up for people  - standing up for their own opinion/values  - asking me what I think  - asking questions about me  - making supportive comments  - giving truthful and honest  advice or opinions  - giving feedback that lets me know they are interested | - liked  - safe  - happy  - content  - like they belong  - like they can count on someone  - trusted  - cared for  - respected  - like they can be themselves |

**Additional information for discussion:**

Being a good friend does NOT mean that you will keep everything you see/hear quiet. Sometimes it is important to tell someone (usually an adult) about certain issues because telling/reporting means that you are getting someone out of trouble and helping them in some way. For example, if someone (even your friend) is bullying other people, it is important to tell an adult because the bullying may not stop without adult intervention. This is not “ratting” or “snitching”... it is having the courage to stand up and help another person who is being hurt.

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Unit 1 - Lesson 1

1.2 H

**Someone Who is Not a Good Friend…Looks Like, Sounds Like, Makes You Feel…**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When I see someone who is not a good friend to me or someone else, I see them doing things like…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. When I hear someone who is not a good friend to me or someone else, I hear them…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. When someone is hanging around with someone who is not a good friend, they usually feel…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Developing and Maintaining Friendships

1.2 REF

**Someone Who is Not a Good Friend…Looks Like, Sounds Like, Makes You Feel…**

|  |  |  |
| --- | --- | --- |
| **Looks like…**  (When I see someone who is not a good friend to me or someone else, I see them doing things like…) | **Sounds like…**  (When I hear someone who is not a good friend to me or someone else, I hear them…) | **Makes you feel…**  (When someone is hanging around with someone who is not a good friend, they usually feel…) |
| - giving others dirty looks, rolling  eyes, making gestures  - excluding people from groups  - making someone cry  - pushing, tripping people  - ignoring people for many different reasons  - acting like they are embarrassed to be with a certain person (even if they actually do  like the person), acting like they  don't know the person  - not acting like themselves in order to "fit in"  - pressuring people to do things they don't want to do  - blocking the person on Instant Messaging, exclusive screen names  - trying to gain power over other  people, using people  - fights, argues with, picks on you | - saying nasty things  - bullying others  - starting rumours about others  - arguing  - giving ultimatums  - labelling others  - acting like they like you but then talking about you in a negative way "behind your back"  - complaining  - putting other people down  - being rude  - making fun of you, your clothes, the way you talk  - not respecting opinions or thoughts of others  - making fun of other people's ideas | -sad  - alone  - trapped  - sometimes embarrassed of the mean things the person is saying/doing to others  - afraid to get out of the friendship/relationship  - scared  - unhappy  - paranoid, nervous  - like they want to cry or yell  - frustrated, angry  - like they are being controlled |

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Unit 1 - Lesson

**Additional information for discussions:** If more people stood up to those who were not acting like good friends, perhaps they would stop treating others so poorly. In bullying situations, if a peer speaks up and tells the bully to stop, the bullying ends within 10 seconds 50% of the time. All it takes is someone to have the courage to explain why the behaviour is inappropriate and demonstrate how a good friend should behave.

***Wouldn’t school be so much easier if everyone treated each other with respect and accepted the differences we have?***

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Developing and Maintaining Friendships

1.3 H

**When Conflict Escalates...**

If conflict is not resolved peacefully, it sometimes escalates into something more serious. These situations may be more difficult to handle than the previous conflict.

Match the following terms in column A with the definitions in column B by placing the letter in the space provided.

|  |  |
| --- | --- |
| Terms | Definitions |
| \_\_\_\_\_\_Bullying | a. Joking around with someone. Both people involved are laughing, enjoying what is being said or done and feel good in this situation. |
| \_\_\_\_\_\_Violence | b. Unwanted comments, gestures, sounds or actions that make a person feel unsafe. |
| \_\_\_\_\_\_Harassment | c. Any action by a person or group of people that directly or indirectly causes physical and/or emotional harm to another person. |
| \_\_\_\_\_\_Gang Activity | d. This behaviour has three defining factors. The behaviour is repeated, there is intent to harm another person and it involves a power imbalance. |
| \_\_\_\_\_\_Teasing | e. A group of three or more people who hang around together and intentionally take part in breaking rules and/or criminal activity. |

a) Identify three main characteristics that are important to you in a friendship.

1.

2.

3.

b) Explain why each of these characteristics are important.

1.

2.

3.

c) What do you find most difficult about being a good friend?

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Unit 1 - Lesson 2

**Lesson #2**

**When Conflicts Escalate...**

**Specific Expectations:**

Students will:

- analyse situations (ex. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety

- demonstrate respectful behaviour towards the feelings and ideas of others

**Materials**:

- When Conflict Escalates... (1.3 REF)

- Terms and Definitions -Laminated Cards (2.1 REF, 2.1 L)

- Post it notes OR small post it sized pieces of scrap paper (at least 10 notes per student)

- 8.5 x 11 sheets of paper (3 per group)

- Markers - 3 per group

- Appendix B - Word Wall

- Appendix C - Post It, Pile It

- Examples of Behaviours (2.2 REF)

- Appendix D - Graphic Organizer

- Types of Bullying Graphic Organizer (2.3 H)

- Answers - Types of Bullying Graphic Organizer (2.3 REF)

- Consequences to the Bully, the Bullied and the Bystander (2.4 H)

- Empathy Journal (2.5 H)

**Teaching/ learning Strategies:**

- **Activity #1** - Taking up Homework

- Take up responses to homework, **“When Conflict Escalates...”** (1.3 H) by using the corresponding reference sheet (1.3 REF). While taking up each response, post the laminated terms and

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When Conflicts Escalate...

matching definition cards (2.1 REF) on the wall/blackboard to create a **“Word Wall”** (see Appendix B) that will remain posted for the remainder of the health unit. (5-10 min)

- **Activity #2** - Developing Examples using “Post It, Pile It” strategy (see Appendix C)

- Divide students into 5 groups. Assign each group one of the topics from the laminated terms/definitions above. Have students brainstorm by using the **“Post It Pile It”** strategy (5 minutes)

- Have three recorders for each group. Each recorder will write down one of the group’s examples from the “Post It, Pile It” responses on 8.5 x 11 paper and post it on the “Word Wall” below the assigned definition and heading. (5 minutes)

- Ask one speaker from each group to read over and explain the examples posted by their group. Some possible responses are provided on **“Examples of Behaviours”** (2.2 REF) (5 min)

- Summarize this activity by reminding students that these are some of the negative things that can happen when we don’t resolve conflicts in a peaceful manner. Sometimes, we may even lose good friends because of certain negative behaviours. One of the behaviours that we have discussed that is very serious and difficult for students to deal with is bullying. Explain that the class will now be taking a look at bullying more specifically.

- **Activity #3** - Graphic Organizer Strategy (see Appendix D)

- Hand out a copy of the **“Types of Bullying Graphic Organizer”** template (2.3 H). Review the definition of bullying as outlined on the word wall. Ask students if they can identify the five different types of bullying. Have students write each of these types in the oval spaces on the graphic organizer. Ask students to think of examples of each of the types of bullying, and to write them in the spaces provided. Take up responses using the reference sheet provided (2.3 REF) (15-20 min)

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Unit 1 - Lesson 2

- **Homework assignment** - Hand out a copy of **“Consequences to the Bully, Bullied and Bystander”** (2.4 H) for students to complete for homework for next day.

- Hand out and explain the **“Empathy Journal”** (2.5 H) for students to complete and bring to class for lesson #6.

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When Conflicts Escalates...

1.3 REF

**When Conflict Escalates...**

If conflict is not resolved peacefully, it sometimes escalates into something more serious. These situations may be more difficult to handle than the previous conflict.

Match the following terms in column A with the definitions in column B by placing the letter in the space provided.

|  |  |
| --- | --- |
| Terms | Definitions |
| \_\_D\_\_ Bullying | a. Joking around with someone. Both people involved are laughing, enjoying what is being said or done and feel good in this situation. |
| \_\_C\_\_ Violence | b. Unwanted comments, gestures, sounds or actions that make a person feel unsafe. |
| \_\_B\_\_ Harassment | c. Any action by a person or group of people that directly or indirectly causes physical and/or emotional harm to another person. |
| \_\_E\_\_ Gang Activity | d. This behaviour has three defining factors. The behaviour is repeated, there is intent to harm another person and it involves a power imbalance. |
| \_\_A\_\_ Teasing | e. A group of three or more people who hang around together and intentionally take part in breaking rules and/or criminal activity. |

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Unit 1 - Lesson 2

2.1 REF

**Terms and Definitions - Laminated Cards**

*\* Note these are laminated cards that are prepared for you by the Fourth R.*

|  |  |
| --- | --- |
| Terms | Definitions |
| Bullying | This behaviour has three defining factors. The behaviour is repeated, there is intent to harm another person and it involves a power imbalance. |
| Violence | Any action by a person or group of people that directly or indirectly causes physical and/or emotional harm to another person. |
| Harassment | Unwanted comments, gestures, sounds or actions that make a person feel unsafe. |
| Gang Activity | A group of three or more people who hang around together and intentionally take part in breaking rules and/or criminal activity. |
| Teasing | Joking around with someone. Both people involved are laughing, enjoying what is being said or done and feel good in this situation. |

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When Conflict Escalates...

2.1 L

**Terms and Definitions - Laminated Cards**

|  |
| --- |
| Bullying |
| Violence |
| Harassment |
| Gang Activity |
| Teasing |

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Unit 1 - Lesson 2

|  |
| --- |
| This behaviour has three defining factors. The behaviour is repeated, there is intent to harm another person and it involves a power imbalance. |
| Any action by a person or group of people that directly or indirectly causes physical and/or emotional harm to another person. |
| Unwanted comments gestures sounds or actions that make a person feel unsafe. |
| A group of three or more people who hang around together and intentionally take part in breaking rules and/or criminal activity. |
| Joking around with someone. Both people involved are laughing, enjoying what is being said or done and feel good in this situation. |

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When Conflicts Escalate...

2.2 REF

**Examples of Behaviours**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Bullying | Violence | Harassment | Gang Activity | Teasing |
| *This behaviour has three defining factors. The behaviour is repeated, there is intent to harm another person and it involves a power imbalance.* | *Any action by a person or group of people that directly or indirectly causes physical and/or emotional harm to another person.* | *Unwanted comments, gestures, sounds or actions that make a person feel unsafe.* | *A group of three or more people who hang around together and intentionally take part in breaking rules and/or criminal activity.* | *Joking around with someone in such a way that both people involved are laughing and enjoying what is being said or done. Both people feel good in this situation.* |
| - making fun of the way someone looks on a regular basis | - hitting so  - threatening to hit someone | - calling someone a name as they walk by (dyke, fag) | - getting together in a group to start a fight with another individual or group | - two friends joke around about getting good marks in school |
| - continually sending someone nasty messages via instant messaging | - pushing someone | - inappropriate or unwanted touching of a sexual nature as a person walks by (grabbing butt) | - getting together with a group to break into someone’s house | - friends joke around about an embarrassing situation that occurred during recess |
| - throwing someone’s lunch in the garbage each day when they get up to do something | - purposely breaking something that belongs to someone else in order to hurt them | - making someone feel unsafe because of what you say to them | - getting together with a group to intimidate other students in the hall at school | - friends joke around because one friend is interested in someone in the class |
| - always ignoring someone and making them feel like they don’t belong in your group, alliances | - giving someone a nasty look | - sending someone a threatening email (“I’ll do this if you don’t do this”) | - deciding as a group to exclude someone  - have a party and purposely exclude one person | - friends joke around about being the “teacher’s pet” |

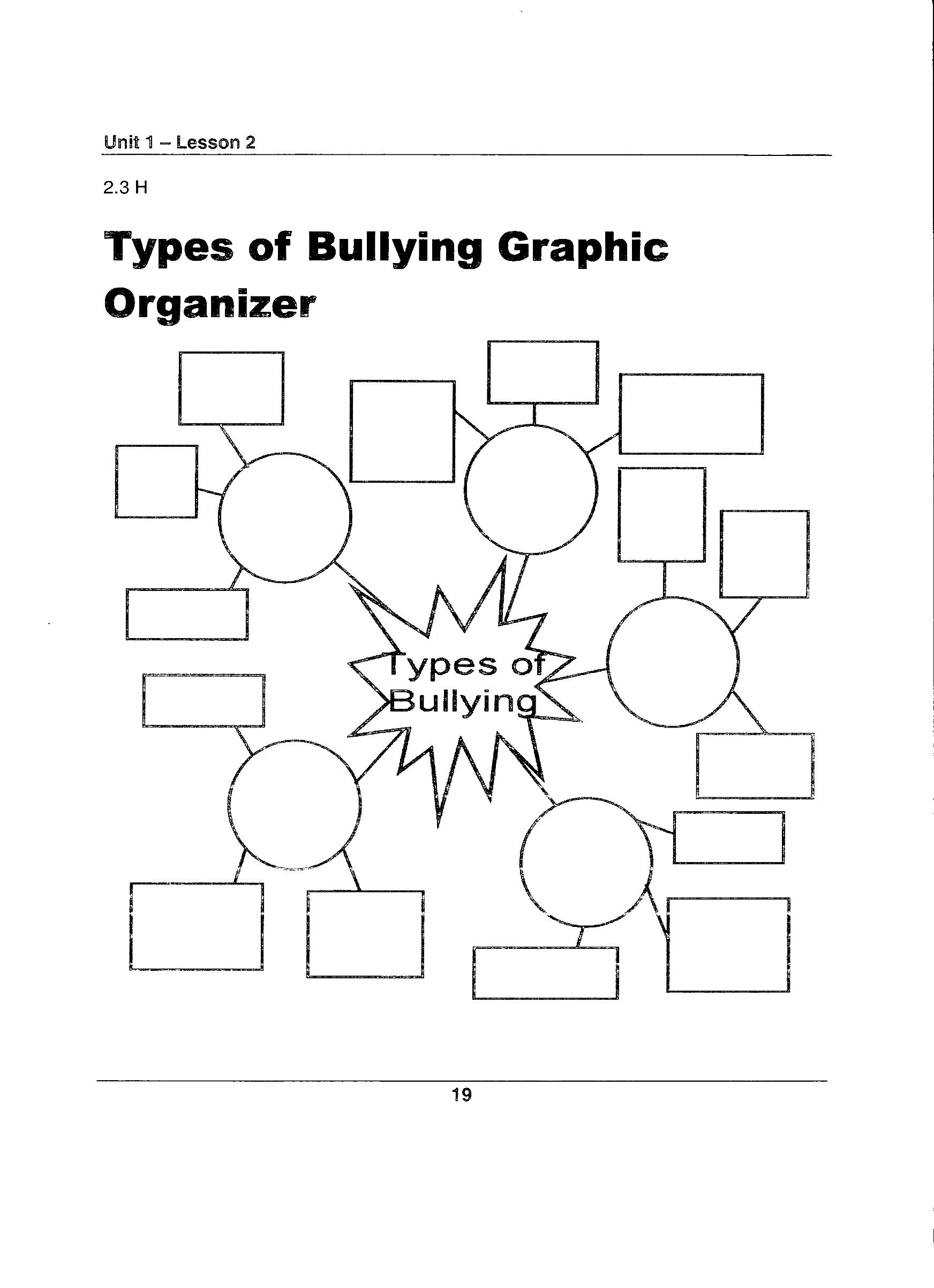
\* Violence could include any example that causes physical and/or emotional harm to another person.

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Unit 1 - Lesson 2

2.3 H

**Types of Bullying Graphic Organizer**

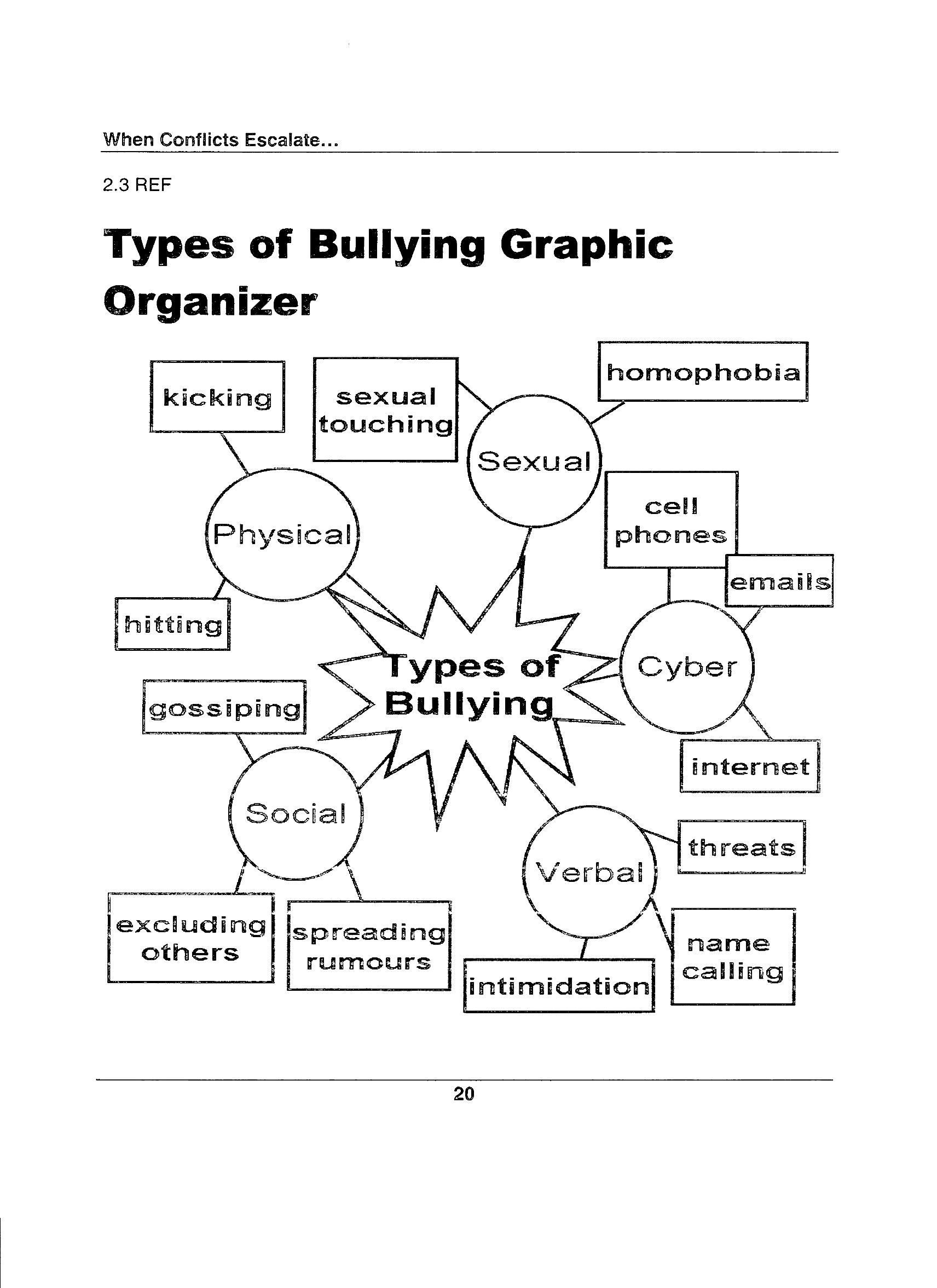


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When Conflicts Escalate…

2.3 REF

**Types of Bullying Graphic Organizer**



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Unit 1 - Lesson 2

2.4 H

**Consequences to the Bully, Bullied and Bystander**

**Who is...**

**The bully?** This is the person that uses their power over another person to intentionally hurt them on a regular basis.

**The bullied?** This is the person who is targeted by the bully. The bully may use many different types of bullying: physical, electronic, sexual or social.

**The bystander?** This is the person who sees/hears what a bully is doing but doesn’t stand up for the person being bullied. It is a difficult situation to be a bystander but if more bystanders stood up to the bully, we wouldn’t have a problem with bullies!

Sometimes, we think that the only person who suffers consequences of bullying is the victim or the person who is bullied. In fact, all of the people involved in bullying suffer consequences.

In the table below, try to consider consequences that may be experienced by the person in each role.

|  |  |  |
| --- | --- | --- |
| Consequences to the Bully... | Consequences to the Bullied... | Consequences to Bystander... |
|  |  |  |

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When Conflicts Escalates

2.5 H

**Empathy Journal**

Empathy is defined as understanding how someone else is feeling in a certain situation. This can be done by imagining yourself in “that person’s shoes.” In other words, it means that you imagine how you would feel if you were that person during that particular moment.

**Your task:**

For the next few days, you are going to observe situations and interactions between people. These could be friends, brothers/sisters or even people you don’t know. In a journal, write down any difficult situations or interactions that you observe and think about how you would feel if you were involved. You will record this information in the table provided below. You will also record what you said or did in the situation, or if you didn’t do anything, you will record what you could possibly say or do in a future similar situation to make the person feel better. Remember to use the no-name rule!

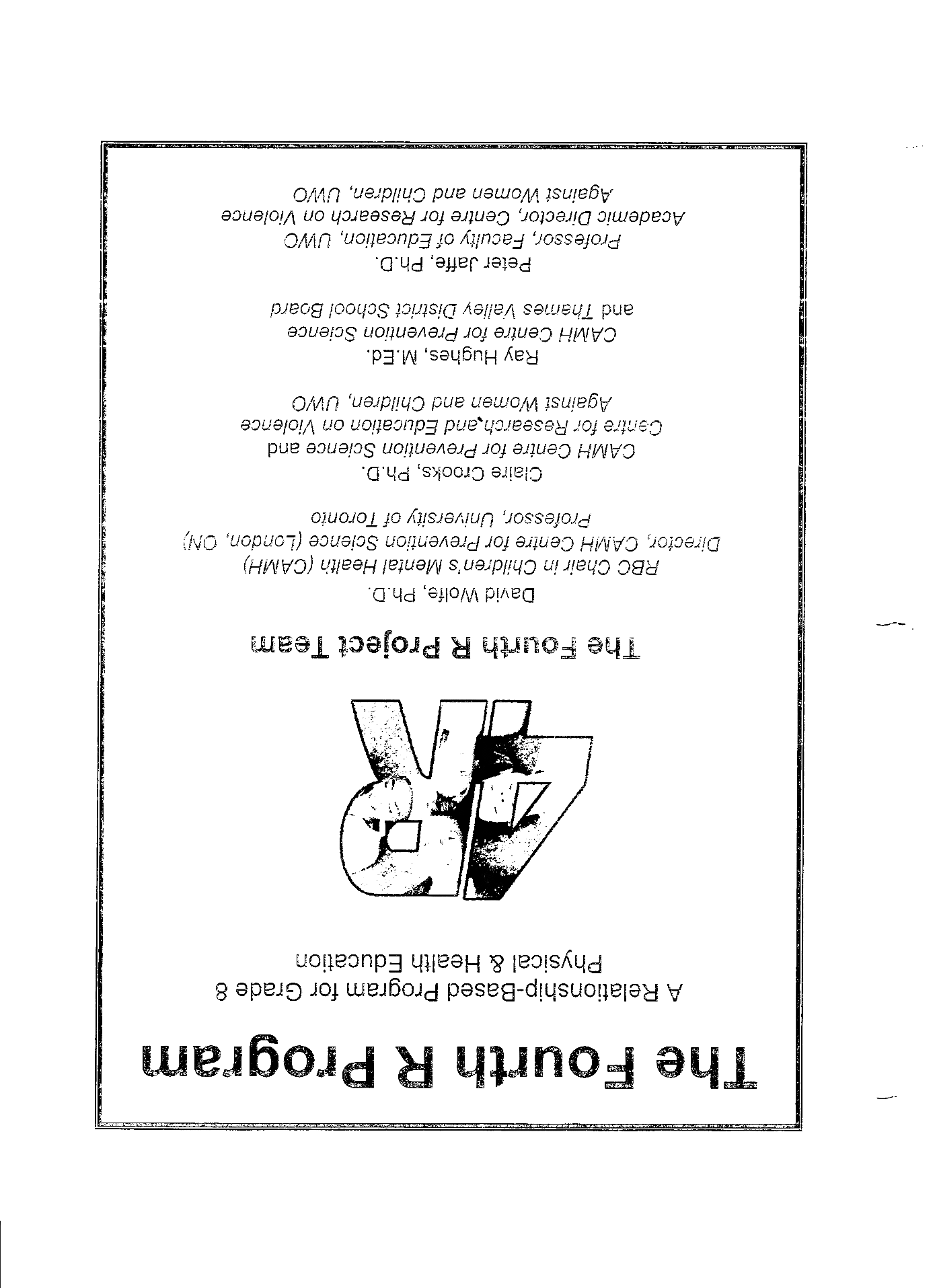
|  |  |  |  |
| --- | --- | --- | --- |
| Date | Briefly Describe the Situation (use the no name rule) | Empathy: Describe how you would feel if you were I that person during this moment | In this situation, I... or In future similar situation, I would.... |
|  |  |  |  |

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Unit 1 - Lesson 2

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Briefly Describe the Situation (use the no name rule) | Empathy: Describe how you would feel if you were I that person during this moment | In this situation, I... or In future similar situation, I would.... |
|  |  |  |  |
|  |  |  |  |

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**

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Unit 1 - Lesson 3

**Lesson #3**

**Electronic/Cyber Bullying and Gangs**

**Specific Expectations:**

Students will:

- analyse situations (ex. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety

- demonstrate respectful behaviour towards the feelings and ideas of others

- identify support services (ex. the school guidance department, shelters, Kids’ Help Phone) that assist victims of violence and explain how to access them

**Materials:**

- Answers - Consequences to the Bully, Bullied and the Bystander (2.4 REF)

- Appendix E - Huddle Up strategy

- Appendix F - Graffiti strategy

- 5 different colored markers - one per group

- 5 pieces of chart paper for Graffiti activity

- Answers - Graffiti Activity (3.1 REF)

- Support Services for Victims of Violence (3.2 H)

**Teaching/learning Strategies:**

- **Activity #1** - Homework discussion

- Take up homework using the reference sheet provided (2.4 REF). Point out to students that there are serious consequences for everyone involved in bullying situations. (5 min)

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Electronic/Cyber Bullying and Gangs

- **Activity #2** - Huddle Up Strategy (see Appendix E)

- Ask each of the following questions using the Huddle Up strategy (10 minutes)

- What was the reason for creating different types of electronic devices such as the cell phone, blackberry and computer/internet?

- (Possible responses communicate with others, share information, to learn information, to stay connected, to use in an emergency situation, for business, etc.)

- Unfortunately, some people don’t use these electronic devices for their intended purposes. What are some of the different types of electronic/cyber bullying?

- (Possible responses instant messaging, creating web sites about people, text messaging by phone, using phones to take inappropriate pictures of people, blocking from email list, threats on line, impersonating others rumour spreading, putting on “You Tube”, etc. )

- How would someone feel if they were the victim of one of these types of electronic/cyber bullying?

- (Possible responses like everyone hates them, alone, hurt, depressed, sad, scared, may wonder who is responsible, worried if it will happen again, wonder why it happened upset, angry, paranoid, always suspicious, etc.)

- What can someone do if they are the victim or if they know someone who is the victim of electronic/cyber bullying?

- (Possible responses report to school, don’t respond to the message sent to you, save the email/message and print a copy, let your parents know, call internet service provider or cell phone provider, call police)

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Unit 1 - Lesson 3

- Explain to students that electronic devices and programs were meant to be used in a positive way in our society since they help us communicate with people all over the world. However, many people choose to use these items in hurtful and inappropriate ways. It is very important that students let adults know if they are experiencing any type of bullying including cyber/electronic bullying so that the proper steps can be taken to ensure safety for that individual.

- Explain to students that social bullying is one of the main types of bullying used within cyber/electronic bullying. Review examples of cyber bullying from previous lesson as outlined on the graphic organizer (2.3 REF). Explain that we also see a lot of social bullying as well as other types of bullying occurring when groups/cliques or gangs are formed.

- **Activity #3** - Graffiti Activity (see Appendix F)

- Divide students into 5 groups. Each topic from the following list will need to be written on a separate piece of chart paper. Each group will need one marker to be used during the Graffiti activity (15-20min)

- Topics:

- Why do people form a clique or a group?

- Characteristics of a gang

- Reasons for joining a gang

- Negative consequences of joining a gang

- What can friends/youth do to prevent gang violence?

- Use **“Answers - Graffiti Activity”** (3.1 REF) while taking up these responses.

- Ask students: What do you think young people need to keep them from getting involved in gang activity?

- You may want to record these suggestions on chart paper/blackboard. (5 min)

- **Homework:** Hand out the homework assignment, **“Support**

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Electronic/Cyber Bullying and Gangs

**Services for Victims of Violence”** (3.2 H) for students to complete and bring to class for the next health lesson.

- **Extension Activity**: Have students call one of the support services to ask about the types of services they offer through their organization. Students would report back to the class.

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Unit 1 - Lesson 3

2.4 REF

**Consequences to the Bully, Bullied and Bystander**

**Who is...**

**The bully** is the person that uses their power over another person to intentionally hurt them on a regular basis.

**The “bullied”** is the person who is targeted by the bully. The bully may use many different types of bullying: physical, electronic, sexual or social.

**The bystander** is the person who sees/hears what a bully is doing but doesn’t stand up for the person being bullied. It is a difficult situation to be a bystander but if more bystanders stood up to the bully, we wouldn’t have a problem with bullies!

**All of the people involved suffer consequences of bullying:**

|  |  |  |
| --- | --- | --- |
| Consequences to the Bully... | Consequences to the Bullied... | Consequences to the Bystander... |
| - these problems may carry over to other high risk behaviours such as substance abuse, sexual harassment, dating violence, being a criminal as an adult  - more involvement with dating violence  - high levels of loneliness and depression  - consequences at school  - difficulty creating and maintaining social and personal bonds, often more disliked that others | - social anxiety and loneliness  - headaches, stomach aches  - school absenteeism  - depression  - avoiding participating in activities you like  - feeling scared  - afraid to be in certain areas of the school/ school yard  - drop in marks  - low self-concept / self-esteem | - majority of bystanders find it unpleasant to observe bullying  - may feel guilty for not helping  - sometimes bystanders are drawn in to assist the bully (feel pressure from the bully)  - some students intervene to help the victim |

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Electronic/Cyber Bullying and Gangs

3.1 REF

**Graffiti Activity**

1. Why do people form a clique or a group?

- they have similar interests

- like to hang around with each other

- often involved with each other outside of the school day

- spend time together at school

- often choose each other for projects at school

- take part in similar activities at school

- to exclude other people who are not in their “group”

2. Characteristics of a gang:

- group of 3 or more people

- usually there is some type of initiation procedure to get into the gang

- sometimes gangs are based on ethnic group/cultural background or geographical location within a city

- often engage in graffiti activities to show territory

- very difficult to leave a gang once you have joined it

- usually have to take part in illegal activities

- violence is often a part of being in a gang

- feel pressure to commit crimes

3. Reasons for joining a gang:

- individual needs such as: power and control, status, friendship, association with youth who understand the same culture, boredom, fun, status and recognition, personal safety

- family reasons such as: escape an abusive home, racism of parents, lack of boundaries by parents, too many rules at home, not enough supervision at home, family poverty, family wealth creates boredom, modelling of pro-criminal or antisocial siblings or parents

- social/school/police related reasons: no jobs for youth, lack of social programs, Youth Criminal Justice Act is lenient, influence of media messages, police and schools are powerless to stop gangs, negative experiences with school, police, social services, etc.

- peer-related reasons: peer pressure, peer modelling, influence of older teens, neighbourhood gang/group culture

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Unit 1 - Lesson 3

- financial reasons: money for drugs, money for food and shelter, money for cars, clothing and personal luxury items, money to impress peers

4. Negative consequences of joining a gang:

- initiation usually involves committing serious criminal (usually violent) acts

- gang membership almost always guarantees a criminal record

- can be expelled from school because of some types of gang-related activities

- substance use and abuse

- joining a gang often includes isolating oneself from friends and doing things with friends

May result in high truancy, lower marks in school and dropping out of school

- dropping out of school would result in limited job opportunities

- gang members and their family members are at risk of bodily injury or death because of participating in criminal activities

5. What can friends/youth do to prevent gang violence?

- become involved in activities that do not involve criminal activities

- support friends and tell them of the dangers of joining a gang

- tell adults about situations where someone is in danger

- help friends who do not have an easy home life by encouraging them to speak to a teacher or other trusted adult about the problems they are experiencing at home

- listen to friends and take their concerns seriously

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Electronic/Cyber Bullying and Gangs

3.2 H

**Support Services for Victims of Violence**

Complete the following chart by listing three different support services for victims of violence. List the phone #, address, email or website to identify how someone could access each support service.

|  |  |
| --- | --- |
| Support Services for Victims of Violence | Phone #/ Address/ Email/ Website |
|  |  |
|  |  |
|  |  |

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Unit 1 - Lesson 4

**Lesson #4**

**Influence of the Media**

**Specific Expectations:**

Students will:

- analyse situations (ex. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety

- demonstrate respectful behaviour towards the feelings and ideas of others

- identify support services (ex. the school guidance department, shelters, Kids’ Help Phone) that assist victims of violence and explain how to access them

**Materials**:

- Support Services for Victims of Violence (3.2 H)

- Answers - Support Services for Victims of Violence (3.2 REF)

- Appendix G - Mingle to Music strategy

- Overhead projector

- Mingle to Music - Media Violence (4.1 OH)

- CD player

- CD with upbeat music

- Answers - Mingle to Music - Media Violence (4.1 REF)

- Appendix H - KWL - Concepts of Media Literacy

- KWL - Media Literacy (4.2 H)

- Key Concepts of Media Literacy (4.3 H)

- Media Analysis (4.4 H)

- Laminated Advertisements - one per pair

**Teaching/learning Strategies:**

- **Activity #1** - Homework discussion

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Influence of the Media

- Have students volunteer to share one of the support services they have listed on their homework sheet (3.2 H). Students should share a variety of ideas from websites that they can access for support, kids’ help lines, community shelters and services, school services, etc. (5 min)

- Explain to students that although experiencing violence is very difficult, there are many support services available, including the ones available in your own school.

- Explain that in today’s class the focus is going to be on media violence and the influence the media has on our thoughts.

- **Activity #2** - Media Violence Mingle to Music (Appendix G)

- Use **“Mingle to Music - Media Violence”** (4.1 OH) questions for this activity.

- When taking up the responses from students, use **“Answers - Mingle to Music - Media Violence”** (4.1 REF) as a reference.

- **Activity #3** - KWL - Concepts of Media Literacy (Appendix H)

- Hand out a **“KWL - Media Literacy”** (4.2 H) sheet to each student for this strategy. Have students complete as outlined in Appendix H.

- After completing the K and W columns of the handout (4.2 H), provide each student with the handout Key Concepts of Media Literacy (4.3H). Have students read over this sheet. They may want to underline or highlight key ideas as they read. Once students have finished reading 4.3 H, have them complete the final L column of the KWL sheet (4.2 H). (15 min)

- **Activity #4** - Analysis of Print Media

- Explain to students that it is important to look critically at all media because the majority of media is made to create a profit for a particular company or individual. Hand out a copy of **“Media Analysis”** (4.4 H) to each student. Read through and explain each

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Unit 1 - Lesson 4

section of the handout to students.

- Divide students into pairs and hand out one laminated advertisement to each pair. Ask students to complete their Media Analysis sheet with their partner based on their advertisement. These assignments may either be handed in or may be presented to the class at the beginning of the next lesson. (10 min)

- Summarize the activity by indicating to students that we are bombarded with media each day. it is important that we are aware of what we are reading, watching and listening to, and that we consider the impact of the media on us and people around us.

- Using critical literacy, students will decode, analyze, synthesize and evaluate various media texts. This process will equip them with the skills to better navigate through media, both when comprehending and composing.

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Influence of the Media

3.2 REF

**Support Services for Victims of Violence**

Complete the following chart by listing three different support services for victims of violence. List the phone #, address, email or website to identify how someone could access each support service.

|  |  |
| --- | --- |
| Support Services for Victims of Violence | Phone #/ Address/ Email/ Website |
| **Middlesex-London Health Unit**  A teaching health unit that promotes wellness, prevents disease and injury, and protects the public’s health through the delivery of public health programs, services & research | Phone: 519-663-5317  50 King Street  London, Ontario N6A 5L7  Website: http://www.healthunit.com/index.asp |
| **Kid’s Help Phone**  Provides immediate help and hope that young people need and deserve - 24 hours a day, 365 days a year. | Helpline: 1-800-668-6868  Website: http://www.kidshelpphone.ca/beingthereforkids/home.html |
| **Women’s Community House - Abused Women’s 24 Hour Helpline**  Provides emergency shelter, housing, counselling and support to abused women and their children; males can call if they know a woman who needs protection, hate crime helpline | Phone:519-642-3000  Helpline: 1-800-265-1576  101 Wellington Road  London, ON N6C 4M7  Website: www.shelterlondon.org |

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Unit 1 - Lesson 4

4.1 OH

**Mingle to Music - Media Violence**

1. Identify all of the different forms of media that you commonly see/hear.

2. What purpose is served by media?

3. Does media represent reality? Explain.

4. What types of negative images/messages are present in the media?

5. It is common knowledge that we become desensitized to media over time. What does the term, “desensitization” mean?

6. Why is desensitization harmful?

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Influence of the Media

4.1 REF

**Mingle to Music - Media Violence**

1. Identify all of the different forms of media that you commonly see/hear

- Magazines, magazine ads, billboard ads, music, music videos, movies, literature, sports, video games, TV shows, internet, newspapers, art, photographs, etc.

2. What purpose is served by media?

- Advertisements, entertainment, communication, influence opinions/decisions propaganda, designed to reach / target a large audience, etc.

3. Does media represent reality? Explain.

- Often it does not represent reality

- Some examples: on the internet, people can be anonymous/ in sports, people fight... in reality, a person would be charged for assault for fighting/women and men are portrayed as stereotypical images/ many cultures are portrayed in a stereotypical manner/ violence in video games, etc.

4. What types of negative images/messages are present in the media?

- Violence (ex. WWE, sports- hockey, violence in relationships, violence in video games)

- Degrading images of women (ex. WWE, music videos, etc.)

- Unrealistic relationships (ex. Bachelor, Beauty & the Geek)

- Stereotypes about intellect, nationality are perpetuated (ex. Simpsons)

- Culture of Cruel whereby reality shows demean and degrade participants for a laugh (ex. Simon Cowel from American Idol)

5. It is common knowledge that we become desensitized to media over time. What does the term “desensitized” mean?

- Desensitization is the process of reducing sensitivity. Some theorists argue that the constant media diet of violence desensitizes audiences (makes them less sensitive) to real human suffering. When you see so much of something for

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Unit 1 - Lesson 4

example violence in video games, there is a tendency to lose some feeling or empathy toward future similar situations. When you watch the news night after night, you might feel sad at first, but after a while, it becomes a source of information and you stop considering how those involved might feel in that situation.

6. Why is desensitization harmful?

- It makes us think that our actions don’t affect other people

- It standardizes behaviours that should be considered inappropriate (violence toward children, women, fighting, bullying, aggression, slander, abuse - social, verbal)

- Example: As someone becomes desensitized, there is a possibility that when observing violence, a person’s level of “tolerance” or “acceptance” increases and something that might have been considered painful to watch might now be difficult to watch and something that was difficult to watch might now be ok to watch, (process)

- “Exposure to media violence may mean children in particular become less sensitive to violence occurring around them, and less sensitive to the pain and suffering that violence causes to others. They also have less sensitive views on “acceptable” levels of violence in society - ex. they are prepared to tolerate more.”

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Influence of the Media

4.2 H

**KWL - Media Literacy**

Step 1 - Complete the K column of the chart prior to reading the handout, “Key Concepts of Media Literacy.” Complete the chart in point form.

Step 2 - Read the handout, “Key Concepts of Media Literacy.”

Step 3 - Complete the L column of the chart.

|  |  |  |
| --- | --- | --- |
| **Know** - What do you already know about what you should consider when looking at any type of print media? | **Want** to know - What do you want to know so that you can look at media more critically? | **Learned** - After reading the | handout, “Key Concepts of Media Literacy,” what have you learned about critically looking at media that you did not know previously? |
|  |  |  |

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Unit 1 - Lesson 4

4.3 H

**Key Concepts of Media Literacy**

1. All media are constructions

- Media messages have been constructed before we see/hear them. They already have attitudes, interpretations and conclusions built in. To a large extent, our sense of reality comes from the media.

- When analyzing a media text, consider the following questions: What message is being proposed? How well does it represent reality? How was this message constructed/what are the underlying attitudes and conclusions that have been built in?

2. The media contains beliefs and value messages

- People who produce media have their own set of values, opinions, beliefs and biases. These have an influence on how the information is told as well as what information is told. There are no neutral or value-free media messages because it is producers who choose what will and will not be included in the media texts. Since these messages are usually viewed by a large number of viewers, they can have great social and political influences.

- When analyzing a media text, consider the following questions: What lifestyles, values and points of view are represented in this text? Who or what is omitted?

3. Each person interprets messages differently

- Each person interprets media messages differently because of their own age, culture, life experiences, values and beliefs.

- When analyzing a media text, consider: What meaning do YOU get from the text? How and why might others understand it differently than you?

4. The media has special interests (commercial, ideological, political)

- Most media is created for profit. Advertising is generally the biggest source of revenue. Commercials are the most obvious means of generating revenue. However, advertising messages take many forms including: paying to have a product prominently displayed during television shows, sponsorships, prizes, popup ads, and surveys on the internet, celebrity endorsements or naming a stadium or a theatre after a particular company. Some media is created for specific ideological or political purposes.

- When analyzing a media text, consider: Who created this and why? Who benefits if this message is accepted by the public? Who may be hurt/disadvantaged if this message is accepted by the public?

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Influence of the Media

5. Media has its own language, style, form, techniques, conventions and aesthetics

- The media creates meaning differently using certain vocabulary, techniques and styles. Some media uses text while others may use sound and images. Over time, we gain an understanding of what each technique means.

- When analyzing a media text, consider: What techniques are used and why? How effective are the techniques in supporting the messages or themes of the text?

(Adapted from: Think Literacy: Cross-Curricular Approaches, Grades 7-12, Subject-Specific Examples: Media, Grades 7-10, 2005)

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Unit 1 - Lesson 4

4.4 H

**Media Analysis**

Your task: Review the media you have been given (a laminated magazine advertisement) and work with your partner to answer the following questions.

1. a) Who created this advertisement (which company)?

b) Why do you think they created this advertisement?

2. a) What message is being proposed?

b) Does this message represent reality? Why or why not? Explain.

c) Who will benefit from the message being presented in this ad?

d) Who might be hurt or disadvantaged by the message being presented in this ad?

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Influence of the Media

3. What lifestyles, points of view or values are being represented in this advertisement?

4. Who or what is being omitted in this advertisement?

5. a) What meaning do you get from this advertisement?

b) What meaning does your partner get from this advertisement?

6. a) What types of language, techniques, aesthetics, etc. are being used?

b) List possible reasons as to why these techniques are being used for this ad.

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Unit 1 - Lesson 5

**Lesson #5**

**Developing Skills for Healthy Relationships**

**Specific Expectations:**

Students will:

- analyse situations (ex. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety

- demonstrate respectful behaviour towards the feelings and ideas of others

**Materials:**

- Media Tracking Sheet (5.1 H)

- Skills for Effective Relationships (5.2 H)

- Skills for Effective Relationships DVD

- Skills for Effective Relationships DVD Description (5 3 REF)

- Appendix I - Timed Retell strategy

- Practising Skills for Effective Relationships at Home (5.4 H)

**Teaching/learning strategies:**

- Have some of the groups present their Media Analysis to the class. After the presentations, summarize the information by reminding students to apply the key concepts of media literacy in their everyday lives (15 mm)

- **Extension Activity** - Have students track the media they see/hear over a one week period and complete the table provided on the handout, “Media Tracking Sheet” (5.1 H).

- Explain to students that in the next few classes, we want to focus on skills that will help us to develop and maintain healthy relationships with others.

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Developing Skills for Healthy Relationships

- **Activity #1** - Recognizing Skills

- Provide each student with a copy of the handout, **“Skills for Effective Relationships”** (5.2 H) and have volunteers read aloud. Choose a few clips from the DVD “Skills for Effective Relationships” to demonstrate the various skills from the handout. For a description of each of the scenarios on the DVD, see Skills for Effective Relationships DVD Description (5. 3 REF).

- After watching a few clips from the DVD, ask students which skills were being used, which communication styles, and the effectiveness of the listening skills demonstrated by the students on the DVD. Students should always refer back to their handout to assist them with this discussion. (10-15 min)

- **Activity #2** - Timed Retell Strategy (see Appendix I)

- Divide students into pairs. Use the Timed Retell Strategy to engage students in active listening. Have partner A discuss why bullying is hurtful. Have partner B discuss what bystanders can do to help someone who is being bullied.

- After completing the Timed Retell activity, summarize the importance of active listening skills pointing out that many conflicts can be avoided by listening to and understanding what the person is saying. Often, people don’t listen clearly and this is why conflicts begin. In addition, it is important to display empathy when a person tells you about an issue they are having. Trying to put yourself in the “other person’s shoes” really makes you consider their feelings. (10 min)

- **Homework assignment** - Hand out and explain the homework assignment, **“Practising Skills for Effective Relationships at Home”** (5.4 H) that is to be completed by lesson #7 with a parent/guardian.

- Remind students to bring their completed **“Empathy Journal”** (2.5 H) to class tomorrow.

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Unit 1 - Lesson 5

5.1 H

**Media Tracking Sheet**

Identify all examples of media you see/hear in the media over the next week. Record your results on the chart provided.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Type of Media | Title (if applicable) | Types of violence | Effect on the victim | Effect on others |
| Example:  Nov 26 | Sports on television | Hockey Night in Canada | 3 fights | cut, bleeding, suspended | perpetrator - suspended  fans - some excited  fans - some disgusted by the violence |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

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Developing Skills for Healthy Relationships

5.2 H

**Skills for Effective Relationships**

**Communication Styles:**

Assertive

- Standing up for what you believe in

- Telling the person how you feel

- Not using violence or abuse to solve the conflict

Passive

- Going along with whatever is happening

- Not taking a stand/making a decision

Aggressive

- Standing up for what you believe but doing it in an inappropriate way (ex. demanding, yelling, etc.)

**Conflict Resolution Skills:**

Delay

- attempting to put off making a decision until a later time

- (ex. someone is pressuring you to drink, and instead of refusing it, you just tell them that maybe you will try it some other time, but not right now.)

Negotiation

- trying to work out a problem so that both people are happy with the outcome...it sometimes involves compromising

- (ex. You and a friend want to go to the movies but you both really want to see a different movie, so you negotiate so that you decide to see your friend’s movie choice tonight and your movie choice next weekend.)

Refusal

- saying no, refusing to do something

- (ex. your friend tries to get you to skip school, but you tell them that you can’t do that because your parents would be very angry with you.)

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Unit 1 - Lessors 5

**Listening Skills:**

Body language

- make eye contact

- nod head

- smile

- avoid distractions

- don’t interrupt the speaker

Summarizing

- if you are actively listening, you should be able to rephrase (summarize) what someone has said to you

Apologizing

- sometimes, it is necessary to apologize to a friend in order to maintain the friendship

- you need to think about the importance of the friendship in your life,

- if someone has been your friend for a long time and you really care about them, perhaps you will need to apologize for your part in the conflict

- you have to consider, “Is this friendship really worth losing because of what this conflict is about...”

Empathy

- trying to understand another person’s feelings by imagining yourself “in their shoes” really helps you think about how you would feel if you were in the same situation

Some Guidelines to Consider When you are in a Conflict with Someone:

- tell the person how you feel

- tell the person what the problem is

- tell the person what you would like to have happen

- make sure you are respecting your rights

- make sure you are respecting the rights of the other person

- try to make it a win-win situation for both people

- if the other person is under the influence of alcohol or drugs or if they are too angry to talk about the issue at that time, tell them you would prefer to talk about it at a different time

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Developing Skills for Healthy Relationships

5.3 REF

**Skills for Effective Relationships DVD Description**

This video was created as a teaching resource for teachers to use with the Grade 8 Fourth R Program. Teachers can select from a wide range of scenarios dealing with a variety of topics discussed in the Fourth R- peer pressure, school stresses, substance abuse, interpersonal conflict, dating relationships, etc. There are three parts to the video. Part 1 focuses on the difference between assertive, passive and aggressive communication styles. Part 2 illustrates how skills such as delay, refusal and negotiation can be used by students to resolve conflicts and navigate high risk situations. In Part 3, student actors demonstrate a combination of skills that prove to be effective in managing conflict.

**Applications of this video in class:**

This video should be used to demonstrate various communication styles/skills to students. After each scene, a question mark will appear on the screen with the word, “response.” At this point the teacher may want to briefly pause the tape to ask students which type of communication style/skill was used in the scene. The tape may also be used to demonstrate to students that quite often, an inappropriate response is used if the person in the conflict is not using an assertive communication style.

**Part 1:**

In Part 1 of the video, communication styles (ex. passive, assertive and aggressive) are demonstrated in a variety of different conflict situations. Each scene demonstrates a different type of communication style.

Scenes are presented in the following order:

|  |  |  |  |
| --- | --- | --- | --- |
| **Scenario #** | **Description** | **Scene #** | **Skill or Response** |
| 1 | Three males; two males are trying to convince a third male to steal a copy of an upcoming exam from their science teacher. | 1  2  3 | Passive  Aggressive  Assertive |
| 2 | One male, one female; the male and female are working on a project together, and the male does not complete his part of the project. | 4  5  6 | Aggressive  Passive  Assertive |
| 3 | Three females; two friends are trying to convince a third friend to smoke up with them. | 7  8  9 | Assertive  Aggressive  Passive |
| 4 | Two males; one male is trying to convince his friend to smoke cigarettes with him. | 10  11  12 | Passive  Assertive  Aggressive |
| 5 | Two females; one female is trying to convince her friend to go to a party with her and two older males. | 13  14  15 | Aggressive  Assertive  Passive |

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Unit 1 - Lesson 5

**Part 2:**

In Part 2 of the video, delay, negotiation and refusal conflict resolution skills are demonstrated. Each scene demonstrates all three skills.

Scenes are presented in the following order:

|  |  |  |  |
| --- | --- | --- | --- |
| **Scenario #** | **Description** | **Scene #** | **Skill or Response** |
| 6 | Three males; two friends try to convince a third friend to skip school. | 16  17  18 | Delay  Refusal  Negotiation |
| 7 | Three females; two friends try to convince a third friend to shoplift. | 19  20  21 | Refusal  Negotiation  Delay |
| 8 | Two females, one male; the male tries to convince the two females to drink at a party. He then makes sexual advances towards one of the females. | 22  23  24 | Delay  Negotiation  Refusal |
| 9 | Two males; one male tries to convince his friend to buy beer for an upcoming party. | 25  26  27 | Negotiation  Delay  Refusal |
| 10 | Two females; one female is upset that her friend is judgemental, and excludes someone based on their physical appearance. | 28  29  30 | Refusal  Delay  Negotiation |

**Part 3:**

In these scenes, a combination of different skills is demonstrated. This demonstrates to students that it often takes a variety of different skills to resolve a conflict. A combination of all three skills is used in each scene.

Scenes are presented in the following order:

|  |  |
| --- | --- |
| **Scene #** | **Description** |
| 31 | Three males; two males pressure their friend to paint graffiti on a wall. |
| 32 | Two females, one male; the male pressures the two females to drink at a party. |
| 33 | Three males; One male wants to buy drugs (weed), and tries to convince his friend not to say anything, or tell anyone. His friend tries to dissuade him from buying drugs. |

5.4 H

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Developing Skills for Healthy Relationships

**Practising Skills for Effective Relationships at Home**

- Work on this assignment with your parent/guardian.

- Please develop 3 different role play scenarios with your parent/guardian. These conflicts could be conflicts that might occur between friends or between a child and a parent.

- Record your 3 role play scenarios below.

- Work through each scenario with your parent/guardian by trying to develop a response that would de-escalate the conflict and resolve it in a peaceful manner. Review the “Skills for Effective Relationships” handout (5.2 H) prior to trying to resolve your conflicts.

- Have your parent/guardian comment on your skills for conflict resolution in the chart provided.

|  |  |  |
| --- | --- | --- |
| Role Play Scenario (problem that needs to be worked out) | Comments from Parent/guardian re: your effectiveness in resolving the conflict in a peaceful manner | Signature of Parent/Guardian |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

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Unit 1 - Lesson 6

**Lesson #6**

**Skills into Action**

**Specific Expectations:**

Students will:

- analyse situations (ex. hitchhiking, gang violence, violence in that are potentially dangerous to personal safety

- demonstrate respectful behaviour towards the feelings and ideas of others

- identify support services (ex. the school guidance department, shelters, Kids’ Help Phone) that assist victims of violence and explain how to access them

**Materials:**

- Making Good Decisions (6.1 H)

- Scenarios (6.2 H)

- Empathy Journal (2.5 H) from Lesson #2

**Teaching/learning strategies:**

- **Activity #1** - Decision-Making Model

- Explain to students that before acting on a situation it is important to assess and think about the situation before acting on it. Hand out a copy of “Making Good Decisions” (6.1 H) to each student. Read through the decision-making model with students and discuss. (5 min)

- **Activity #2** - Analysing Scenarios and Acting on Decisions

- Hand out a copy of the “Scenarios” (6.2 H) handout to each student. Have a student volunteer read through the first scenario aloud. Ask another student to read through the “What I’m Thinking.” Ask students to refer to their Making Good Decisions (6.1 H) handout to decide which option they would

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Skills into Action

choose and why. Discuss their decisions orally. (5-10 min)

- Now that students have had an opportunity to practise working with one scenario, divide the class into pairs. Assign four or five scenarios to each pair of students to complete. Students should refer to their **“Empathy Journal”** (2.5 H) that was handed out in lesson # 2 to guide them in their thoughts about how the victim might feel in that particular scenario. In addition, their **“Making Good Decisions”** (6.1 H) handout should be used to guide them through their thinking and decision making process scenario. (20-25 min)

- Explain to students that their responses will be discussed at the beginning of the next health lesson. In addition, students will also need to bring in their homework from lesson #5 which they completed with their parent/guardian.

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Unit 1 - Lesson 6

6.1 H

**Making Good Decisions**

|  |  |  |
| --- | --- | --- |
| I | Identify the problem | - What is the problem in this situation?  - How am I feeling?  - What is the other person feeling? |
| D | Decide upon possible decisions that could be made | - There are usually many different solutions to a problem and many different decisions that could be made.  - What would you like to have happen instead of what is currently happening? |
| E | Evaluate the possible decisions | - From the decisions above in “D”, decide how each decision could be a good decision and/or a bad decision. |
| A | Act on your final decision | - Choose the decision that you think is the best one and apply it to the situation. |
| L | What have you learned | - What did you learn about the decision you made?  - When you reflect back on this decision later, do you think it was a good or bad decision? |

(Adapted from: OPHEA Supplement, Grade 9)

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Skills into Action

6.2 H

**Making Good Decisions**

**Social Exclusion**

|  |
| --- |
| You’re in the hallway between classes. One of your good friends invites two other friends over to her house after school. You notice one of the people you usually hang around with hasn’t been invited. |

**What I’m thinking...**

Why, hasn’t everyone been invited? - Is anyone else going to ask why? - Did they get in a fight that I don’t know about? - Should I ask about it? - Will I get left out if ask? - Does it matter if my friend is left out? - How would I feel if I was left out? - How will my friend feel if he/she finds out they were left out and I didn’t say anything? - Is it any of my business? - I wonder what’s going on. - If my other friends didn’t ask about it, why should I? - If I don’t do something, am I saying it is ok to leave him/her out? - What should I do?

**Options:**

1. Do nothing. It is not really my business and my friend can invite who they want.

2. Ask around. Find out if something is going on (the other friend was invited but can’t make it).

3. Talk to a couple other people that were invited and decide what to do.

4. Talk to the person who is having the friends over and ask her why he/she didn’t invite everyone.

5. Talk about the situation with a parent, teacher, or adult I can trust and ask for advice.

6. Other:

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Unit 1 - Lesson 6

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Gossiping

You are sitting at the lunch table with a group of friends. One of the girls in your grade walks by wearing a really low-cut top. The boys make rude gestures and the girls start whispering about her. You know her from your indoor soccer team and she seems really nice.

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Saying “No” to a friend

Class is about to start when a friend asks to borrow your math homework from the night before to copy your answers. Your friend always has an excuse for never having the homework completed. This has been happening a lot lately and it is beginning to upset you.

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Peer Pressure

While walking home from school, one of your friends invites you and some other friends to a party. It is at someone’s house that you don’t really know. You have heard that the person hosting the party often has alcohol at their parties. One of your close friends really wants to go and is mentioning that they would like to drink.

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Skills into Action

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Stealing/Shoplifting

At the mall on Saturday, you and your friend are shopping in your favourite clothing store. You find a belt you like on the accessories rack. Your friend encourages you to slip the belt into your shopping bag. Apparently your friend does this all the Time. No one ever notices and he/she has never gotten caught. He/she proceeds to put a belt into his/her shopping bag and walk toward the store exit.

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Bullying

You are hanging out with your best friend after school and you confide in her/him that you think you are failing math. The next day at lunch, your best friend makes a joke in front of your group of friends saying, “at least you’re not stupid and failing math...” and makes a gesture in your direction. You are really hurt by this, especially because it isn’t the first time you’ve told your friend something in confidence and it was used against you to make other people laugh.

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Gang

After practice, one of your buddies strikes up a conversation and tells you she/he joined a gang about two months ago. Things were ok at the beginning, but now some of the gang members are talking about hurting people. She/he is really concerned that if she/he doesn’t go along with them, she/he might get hurt.

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Unit 1 - Lesson 6

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Supporting a classmate

You are at a classmate’s house doing a school project in her/his bedroom. Her/his parents are arguing downstairs. When you ask about it, she/he says her/his parents fight a lot. Quietly your classmate tells you it is getting worse and the other day, her/his dad hit her/his mom. You ask her/him for more information, but suddenly she/he gets really embarrassed and tells you it’s nothing to worry about. You only know her/him from class but you sense that she/he is very upset.

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Bullying

At recess, a group of your friends start playing a game when the new student at school asks to join. They tell the student he/she can’t play. They have done this many times. Many of them think he/she is not good at sports and do not want him/her on their team. As the new student starts to leave, one of your other friends shoves him/her out of the way, and your other friends start calling him/her a loser.

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Friend and Party

You are at a party with a friend. Plans have been made for him/her to sleep at your house after the party and your parents are coming to pick you up in half an hour. Your friend informs you that he/she is having fun and doesn’t want to leave and won’t be coming home with you. His/her parents are expecting him/her to sleep at your house.

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Skills into Action

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Building Trust with Parents

A few weeks ago your friend threw a big party. Your parents gave you permission to go but you arrived home 45 minutes late for curfew. You have been invited to another party this weekend and you really want to go. Your parents are unsure whether to let you attend because they do not trust you to keep your curfew. You know the party will be great and you miss out on so much if you are not allowed. Your friend keeps saying that anyone who is not at this party is a ‘loser’.

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Reporting or ‘Snitching’

On the morning announcements in the week someone’s Ipod went missing from their backpack and if any students have information, please come to the office. You noticed your friend had been using an Ipod for the past couple days. When you asked to borrow her/his lpod, your friend quickly put it into her/his backpack and changed the subject.

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High School Initiation

During your first week in high school, you notice that a friend from your grade 8 class keeps getting initiated by older students in the school. Different things have happened to him/her including being shoved in a locker, having obscenities drawn on his/her arms and legs, and getting cruelly yelled at down the hallway. They always tell your friend it is part of being in Grade Nine and take it. Last time you witnessed this, one of the older students saw you watching and said, “You are next.”

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Unit 1 - Lesson 6

6.2 REF

**Making Good Decisions**

**Social Exclusion**

|  |
| --- |
| You’re in the hallway between classes. One of your good friends invites you and two other friends over to her house after school. You notice one of the people you usually hang around with hasn’t been invited. |

**What I’m thinking...**

Why hasn’t everyone been invited? - Is anyone else going to ask why? - Did they get in a fight that I don’t know about? - Should I ask about it? - Will I get left out if I ask? - Does it matter if my friend is left out? - How would I feel if I was left out? - How will my friend feel if he/she finds out they were left out and I didn’t say anything? - Is it any of my business? - I wonder what’s going on. - If my other friends didn’t ask about it, why should I? - If I don’t do something, am I saying it is ok to leave him/her out? - What should I do?

**Options**:

1. Do nothing. It is not really my business and my friend can invite who they want.

2. Ask around. Find out if something is going on (the other friend was invited but can’t make it).

3. Talk to a couple other people that were invited and decide what to do.

4. Talk to the person who is having the friends over and ask her why he/she didn’t invite everyone.

5. Talk about the situation with a parent, teacher, or adult I can trust and ask for advice.

6. Other:

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Skills into Action

**Gossiping**

|  |
| --- |
| You are sitting at the lunch table with a group of friends. One of the girls in your grade walks by wearing a really low-cut top. The boys make rude gestures and the girls start whispering about her. You know her from your indoor soccer team and she seems really nice. |

**What I’m thinking...**

Does she realize that the clothes she wears causes this reaction? - Why are they making fun of her? - Is what they are saying true? - Is this a rumour? - Should I say something? - If I don’t say anything, does that mean that I agree? - What’s the harm? - If I say something, will my friends get mad? - Do you think she can hear what they are saying or see what they are doing? - Does she like the attention? - Is this rude? - Does the teacher see? - Will they say something? - What does it matter what she wears? - Shouldn’t we be allowed to wear what we feel comfortable wearing? - I wonder what my friends say about the clothes when I’m not around. - Are my friends jealous of her? - What should I do?

**Options:**

1. Nothing. Just continue eating my lunch.

2. Pretend to spill my drink, in hopes of averting their attention from her to me

3. Jokingly tell my friends to be quiet and change the subject. Even if it makes them pick on me, at least they will be leaving her alone

4. Tell my friends to stop and tell them it is not nice to judge someone by the clothes they wear. This is how rumours get started. How would they feel if someone did that to them?

5. Leave the table, making it clear that I don’t approve of how they are talking and gesturing about the girl.

6. Talk to the girl at soccer practice and apologize for my friends’ behaviour

7. Talk to my parents, teachers or an adult. Ask for advice on how to deal with this type or situation.

8. Other:

62

Unit 1 - Lesson 6

**Saving “No” to a friend**

|  |
| --- |
| Class is about to start when a friend asks to borrow your math homework from the night before to copy your answers. Your friend always has an excuse for never having the homework completed. This has been happening a lot lately and it is beginning to upset you. |

**What I’m thinking...**

Why does he/she keep asking me for my homework? - Is there some reason he/she’s not doing the homework? - Will the teacher notice that he/she’s cheating? - What’s the harm if he/she copies my homework? - Will I get in trouble for this? - Will my friend get mad at me if I don’t give him/her my homework? - Why does he/she keep asking me? Would he/she do the same thing for me? - Am I a bad friend if I don’t give it to him/her? - What should I do?

**Options**:

1. Nothing. Give my friend the homework.

2. Give my friend the homework, but say next time we should work on the homework together.

3. Say I haven’t finished my homework yet, either.

4. Say no. He/she should finish his/her own homework.

5. Talk to some of my friends to find out if he/she’s asking them for their homework, and to see how they feel about the situation.

6. Talk to my friend and ask if there is a reason why he/she hasn’t been getting her homework done.

7. Ask my teacher or parents for advice about the situation.

8. Other:

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Skills into Action

**Peer Pressure**

|  |
| --- |
| While walking home from school, one of your friends invites you and some other friends to a party. It is at someone’s house that you don’t really know. You have heard that the person hosting the party often has alcohol at their parties. One of your close friends really wants to go and is mentioning that they would like to drink. |

**What I’m thinking...**

Will there be alcohol at the party? - Why does my friend want to drink? - Should I tell him/her how I feel about her drinking at the party? - Am I going to get in trouble if I go to the party? - Will I be forced to drink? - Will people make fun of me if I choose not to drink? - Is it wrong to have one drink? - Will I get caught? - Will my parents find out people were drinking? - Will my friend be mad if I do not go to the party? - What should do?

**Options:**

1. Nothing. Go to the party with my friend.

2. Tell my friend I will go to the party with him/her but I might not drink.

3. Say that I have too much homework or have to do work for my parents and may not be able to go to the party but will let her know.

4. Let my friend know that I am not sure the party is a good idea if there is going to be alcohol and that I’m not sure I want to go.

5. Tell my friend I can’t go to the party because I don’t want to drink.

6. Talk to my other friends to see how they feel about the party and what they plan to do.

7. Ask a trusted adult for advice on what to do.

8. Other:

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Unit 1 - Lesson 6

**Stealing/Shoplifting**

|  |
| --- |
| At the mall on Saturday, you and your friend are shopping in your favorite clothing store. You find a belt you like on the accessories rack. Your friend encourages you to slip the belt into your shopping bag. Apparently your friend does this all the time. No one ever notices and he/she has never gotten caught. He/she proceeds to put a belt into his/her shopping bag and walk toward the store exit. |

**What I’m thinking...**

Is my friend seriously asking me to steal the belt? - Why wouldn’t she/he just pay for it? - Does she/he do this often? - If the sales people notice us talking like this, will they be suspicious? - Will I get in trouble if he/she gets caught with the stolen belt? - Will I get in caught if I take a belt too? - If my friend does it all the time, what’s the harm? - Is it wrong? - Should I say something to him/her? - Will he/she get mad at me if I say something? - How can I tell my friend how I feel without him/her getting mad at me? Will the alarm go off when my friend walks out of the store? - Will we get arrested? - I don’t want to get in trouble! - What should I do?

**Options:**

1. Walk to another part, of the store. When my friend isn’t looking, put the belt down and leave the store without him/her.

2. Say nothing and put the belt back on the rack.

3. Put the belt back and tell my friend that he/she should put the belt back too. Tell my friend it is not worth getting caught and getting into trouble.

4. Tell my friend that I won’t be part of this. Put the belt back on the rack and leave the store.

5. Put the belt back on the rack and talk to my friend once we’ve left the store.

6. Talk to my parents about my friend’s shoplifting habit. Ask for advice about what I can do in that situation.

7. Other:

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Skills into Action

**Bullying**

|  |
| --- |
| You are hanging out with your best friend after school and you confide in her/him that you think you are failing math. The next day at lunch, your best friend makes a joke in front of your group of friends saying, “at least you’re not stupid and failing math...” and makes a gesture in your direction. You are really hurt by this, especially because it isn’t the first time you’ve told your friend something in confidence and it was used against you to make other people laugh. |

**What I’m thinking....**

Why would my best friend say that? - Did he/she say it to make fun of me? - If I say something to my friend, will I be told to lighten up? - Is it ok if I’m upset about this? They were only kidding. - What if my friend says they were just joking? - Shouldn’t it matter that I don’t find it funny? -I said my problem about math was private. - Will anyone listen to me? - Why is this funny to my friends? - What else have they said about me? - Do they think I’m dumb? - I don’t find this funny. - Will anyone stand up for me? - My friends are supposed to support me. - What should I do?

**Options:**

1. Nothing. It’s not really a big deal and it was a joke anyway.

2. Laugh and pretend I don’t care. They obviously didn’t mean it to be mean.

3. Tell my friend that I don’t appreciate him/her sharing my private problems with the whole group, even if was just as a joke. Explain that as his/her friend, my feelings should be more important than getting a laugh.

4. Say something to my friend in front of the group about how that was supposed to be private.

5. Talk to my friend later and find out why he/she made fun of me with private information that I trusted him/her with.

6. Ask a parent, teacher, or trusted adult how to handle this type of situation. Perhaps they can give me advice about what a good friend should or should not do, and how to build trust in friendships.

7. Other:

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Unit 1 - Lesson 6

**Gang**

|  |
| --- |
| After practice, one of your buddies strikes Up a conversation and tells you she/he joined a gang two months ago. Things were OK at the beginning, but now some of the gang members are talking about hurting people. She/he is really concerned that if she/he doesn’t go along with them, she/he might get hurt. |

**What I’m thinking...**

Why is my friend in a gang? - Is this a gang or just friends? - What bad things do they do in this gang? - Does she/he want out? - Is there any way I can help my friend get out? - Will I be in danger if I help her/him (would the gang come after me)? Will people think I’m part of the gang if I talk to my friend or help her/him out? - What kind of danger is she/he in? - Is this true, or is my friend just trying to act tough? - What should I do?

**Options:**

1. Do nothing. It is really none of my business. If my friend wants out, she/he can deal with the problem on her/his own.

2. Keep listening. Maybe she/he just wants someone to talk to.

3. Talk to my friend about it, and ask her/him if she/he wants help getting out of the gang. Is she/he concerned the gang might cause her/him harm?

4. Talk about this with some of my other buddies on the team. Maybe they know more information about what is going on.

5. Talk to my coach, parents or a guidance counselor about the problem. See if they can give some advice.

6. Other:

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Skills into Action

**Supporting a classmate**

|  |
| --- |
| You are at a classmate’s house doing a school project in her/his bedroom. Her/his parents are arguing downstairs. When you ask about it, she/he says her/his parents fight a lot. Quietly your classmate tells you it is getting worse and the other day, her/his dad hit her/his mom. You ask her/him for more information, but suddenly she/he gets really embarrassed and tells you it’s nothing to worry about. You only know him/her from class but you sense that she/he is very upset. |

**What I’m thinking...**

This type of thing doesn’t happen. - It’s none of my business. - I don’t really know her/him. - Is she/he scared? - How can I help? - Should I help? -I can’t believe this is going on. - Should I say something? - Who would I tell? - Why did my classmate stop talking about it? - Is she/he safe? - Is her/his mom safe? - Why is her/his dad so angry? - Can this be true? - Why would my classmate lie about something like this? - If she/he told me about it does that mean she/he wants me to do something? - What should I do?

**Options:**

1. Nothing. It really isn’t my business and I don’t know my classmate very well.

2. Tell my classmate I am always free to listen if she/he needs someone to talk to.

3. Suggest that we can talk to my parents or a trusted teacher to get some advice about the fighting.

4. Talk to my best friend about it, to see if she/he has any suggestions about what to do.

5. Talk to a parent, teacher, or adult about options and advice on how to support my classmate. Perhaps there are community resources I could give her/him to find out more information about how to deal with the situation.

6. Other:

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Unit 1 - Lesson 6

**Bullying**

|  |
| --- |
| At recess, a group of your friends start playing a game when the new student at school asks to join. They tell the student he/she can’t play. They have done this many times. Many of them think he/she is not good at sports and do not want him/her on their team. As the new student starts to leave, one of your friends shoves him/her out of the way, and your other friends start calling him/her a loser. |

**What I’m thinking...**

How do we know the new student isn’t good at basketball? - Why can’t he/she just join if it’s only a game at recess? - Should I say something? - If I stand up for the new student, will my friends tell me not to play, too? - If no one else is stepping in, why should I? - I don’t want my team to lose. - Is it ok to join in and exclude him/her from playing? - How would I feel? - Why did they have to shove him/her? - Will there be a fight? - Let’s just get back to playing our game. - How can I shut my friends up? - What should I do?

**Options**:

1. Not say anything, just keep playing.

2. Loudly tell the new student to leave so my friends will leave him alone and they won’t make fun of me, even though I would be ok with him playing the game with us.

3. Say to the new student that we are already in the middle of the game, but that he/she can check back with us after the game is done.

4. Tell the friend that shoved the new student to cool it, and start the game back up.

5. Walk away from the game and say I don’t feel like playing any more.

6. Talk to the new student privately to get to know him/her.

7. Talk to some of my friends privately to see if we can include the new student next recess.

8. Find a teacher to help settle the problem.

9. Other:

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Skills into Action

**Friend and Party**

|  |
| --- |
| You are at a party with a friend. Plans have been made for him/her to sleep at your house after the party and your parents are coming to pick you up in half an hour. Your friend informs you that he/she is having fun and doesn’t want to leave and won’t be coming home with you. His/her parents are expecting him/her to sleep at your house. |

**What I’m thinking...**

Why wouldn’t my friend want to come home with me? - Wouldn’t he/she rather come with me than stay at the party? - Did I do something to make my friend mad? - What will my parents say? - Will they come into the party and make my friend come home with us? That would be really embarrassing. - My friend would be so mad at me. - Will my friend be in trouble with his/her parents if he/she doesn’t come home with me? - Will he/she be ok at the party by herself? - If I tell my friend that I would like him/her to come home with me, will he/she laugh at me? - Should I tell him/her that I’d be upset if he/she didn’t leave with me? - We are supposed to be having a sleepover. - Where will he/she sleep? - Will my friend call his/her parents and tell them the truth? - Will he/she expect me to lie and say he/she slept at my house? - Am I not more important than the party? - Will I be made fun of because I have to leave the party early? - What should I do?

**Options:**

1. Say nothing. Leave the party when my mom comes to pick me up.

2. Make up an excuse to leave and let my friend know I’m going home and he/she can make her own decision.

3. Talk to my friend. Find out why he/she wants to stay longer. Maybe I can call my parents and ask if they can pick us up a bit later.

4. Tell my friend how I feel about him/her wanting to stay at the party. Let him/her know that I am not comfortable leaving him/her alone, but I have to go home.

5. Let my friend know that his/her parents expect him/her to be sleeping at my house. I can’t lie and cover for him/her if he/she stays over at this party,

6. Talk to my parents, an older sibling, or friend. Ask for advice on how to handle this type of situation.

7. Other:

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Unit 1 - Lesson 6

**Building Trust with Parents**

|  |
| --- |
| A few weeks ago your friend threw a big party. Your parents gave you permission to go but you arrived home 45 minutes late for curfew. You have been invited to another party this weekend and you really want to go. Your parents are unsure whether to let you attend because they do not trust you to keep your curfew. You know the party will be great and you will miss out on so much if you are not allowed to attend. Your friend keeps saying that anyone who is not at this is a ‘loser’. |

**What I’m thinking...**

I really want to go to this party! - I probably won’t be allowed to go. - What will I say if I can’t go? - Should I tell my friend that I can’t go? - Is it worth asking my parents for permission? - Is there anything I can do to regain their trust so that I can go to the party? - I don t want to look like a loser for not going. - My parents don’t understand what I will miss by not going to the party. - How can they not see that I’ll be left out and made fun of? - If I talk to my parents about it, will they understand? - How can I make them understand that I made a mistake and it won’t happen again? - What should I do?

**Options:**

1 Do nothing. Pretend that I am going.

2 Let my friend know that I am going away for the weekend with my family Even if I’m not, it is better than saying I’m not allowed to go to the party.

3 Tell my parents that I’m going 10 a friend’s house to do homework, and go to the party.

4. Tell my friend what happened last time I went to a party and that I don’t think I’ll be allowed to go. Ask for advice about how to talk to my parents.

5 Talk to an older sibling or friend. Maybe they have been in a similar situation and can provide you with advice or support.

6 Talk to my parents about the party. Perhaps there is a way to gain their trust again.

7 Other:

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Skills into Action

**Reporting or “Snitching”**

|  |
| --- |
| On the morning announcements in the week someone’s Ipod went missing from their backpack and if any students have information, please come to the office. You noticed your friend had been using an Ipod for the past couple days. When you asked to borrow her/his lpod, your friend quickly put it into her/his backpack and changed the subject. |

**What I’m thinking...**

Where did my friend get the Ipod? - Could it be the one that went missing? -I haven’t seen the Ipod before. - Should I ask her/him about it? - Is it stolen? - Would I have to report it? - Would she/he get in trouble? - How do I know it was her/him for sure? - My friend wouldn’t do something like that, would she/he? - If I told on my friend, would she/he get mad at me? - Would I get in trouble if she/he gets caught and I didn’t tell anyone? - Should I tell the principal or am I ratting out my friend? - What if I say something and it wasn’t my friend? - What would she/he do? - Would my friend know it was me that snitched? - Would we still be friends? - What should I do?

**Options:**

1. Do nothing. It’s not my Ipod.

2. Say nothing. I don’t know for sure if my friend stole the Ipod and I don’t want to be the one who “snitched”.

3. Talk to my other friends. See if they noticed her/his Ipod or know where she/he got it from.

4. Ask my friend about the Ipod. If it seems like she/he stole it, encourage her/him to anonymously return it the office or the student.

5. Tell my friend that I think he stole the Ipod and that he should return it or turn himself in to the principal.

6. Anonymously leave a note at the office or with my classroom teacher telling them what I know.

7. Talk to a trusted teacher or my parents. Ask them for advice about the situation.

8. Other:

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Unit 1 - Lesson 6

**High School Initiation**

|  |
| --- |
| During your first week in high school, you notice that a friend from your grade 8 class keeps getting initiated by older students in the school. Different things have happened to him/her including being shoved in a locker, having obscenities drawn on his/her arms and legs, and getting cruelly yelled at down the hallway. They always tell your friend it is part of being in Grade Nine and to shut-up and take it. Last time you witnessed this, one of the older students saw you watching and said, “You are next.” |

**What I’m thinking...**

Why are they doing this? - Should I step in and help my friend? - Is Grade Nine initiation normal? - Will they physically hurt him/her? - Did my friend do something annoy the older students? - Will they come after me next? - If they do come after me, should I just put up with it or should I defend myself? - Are other students getting initiated? - My teachers tell me that initiation is not accepted at this school - Why is it happening? - Should I talk to someone about this? - What should I do?

**Options:**

1 Do nothing. They are not bothering me yet.

2 Say nothing. If I keep my head down, maybe they won’t pick on me.

3. Avoid walking down that hallway so the older students won’t initiate me.

4. Anonymously leave a note at the office or with one of my teachers telling them what I witnessed. Hopefully they will get involved without anyone knowing I told.

5 Talk to my friend about getting initiated. Encourage him/her to talk to a teacher or the principal.

6. Talk to other friends about it. Find out if they have experienced the same thing.

7. Talk to a trusted teacher or parent about initiation. Ask them for advice about how to handle the situation or help someone who is being initiated.

8. Other:

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Unit 1 - Lesson 7

**Lesson #7**

**Scenario Review and Culminating Activity**

**Specific Expectations:**

Students will:

- analyse situations (ex. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety

- demonstrate respectful behaviour towards the feelings and ideas of others

- identify support services (ex. the school guidance department, shelters, Kids’ Help Phone) that assist victims of violence and explain how to access them

**Materials:**

- Scenarios (6.2 H) from Lesson #6

- Culminating Activity - Mind Map Assignment (7.1 H)

- Mind Mapping (7.1 REF)

- Rubric for Mind Map (7.2 REF)

**Teaching/learning Strategies:**

- **Activity #1** - Homework discussion

- Ask students to share their homework assignment from lesson five which they worked on with their parents/guardians. (10 min)

- **Activity #2** - Scenario Discussion

- Ask each pair of students to present a scenario from the “Scenario” handout (6.2 H) that they worked on during the previous class. This will involve having one partner read the

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Scenario Review and Culminating Activity

scenario aloud to the class, followed by having the other partner discuss the “What I’m thinking.” section. Both partners can share why they chose the scenario. After each scenario has been presented, debrief by asking other groups if they made a different choice than the one that was presented. Have them discuss their train of thought and decision that was made instead (20 mm)

- **Activity #3** - Culminating Activity

- Option #1 - Hand out a copy of the **“Culminating Activity - Mind Map Assignment”** sheet (7. 1 H) to each student. Have each student create their own mind map based on this health unit. The focus of the mind map is to have students identify potentially dangerous situations and analyse them. This would include getting students started by placing the title in the middle (ex. Dangerous Situations), then their mind map should branch out from there identifying different types of violence, effects on the perpetrator, victim, bystander, methods of prevention, support services available, etc. Students may use their notebooks to complete this task. In addition, they may start working on the rough draft in class on an 11x17 piece of paper, and then may complete a good copy of the assignment at home

- **Extension:** Once culminating activities are completed by students, you may want to display them in the class or have students present them by having one or two students present their culminating activity over a period of a month. This will serve as a constant reminder to students of the concepts and issues discussed during this health unit.

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Unit 1 - Lesson 7

7.1 H

**Culminating Activity**

**Mind Map Assignment**

Your task:

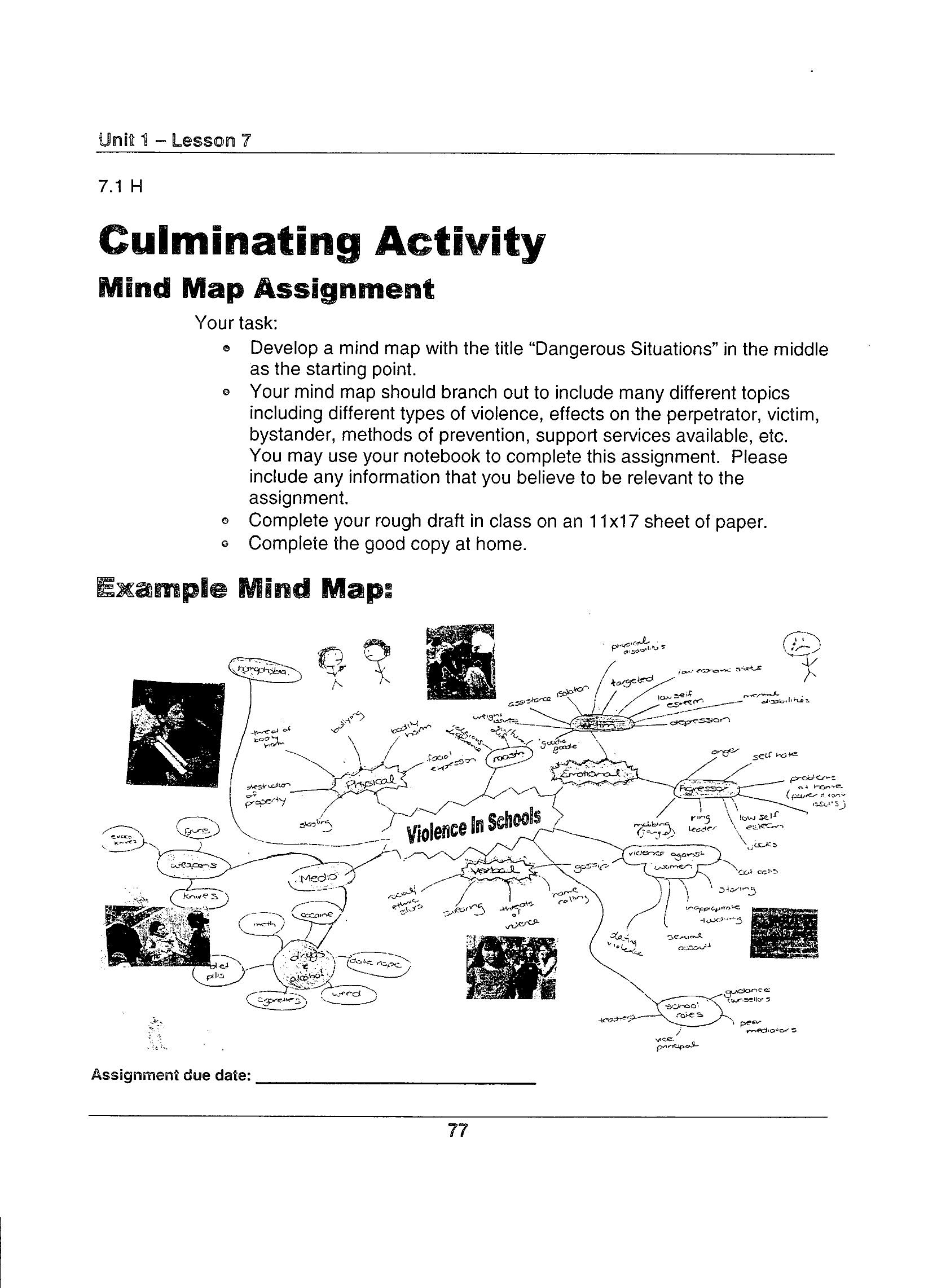
- Develop a mind map with the title “Dangerous Situations” in the middle as the starting point.

- Your mind map should branch out to include many different topics including different types of violence, effects on the perpetrator, victim, bystander, methods of prevention, support services available, etc. You may use your notebook to complete this assignment. Please include any information that you believe to be relevant to the assignment.

- Complete your rough draft in class on an 11 x 17 sheet of paper.

- Complete the good copy at home.

**Example Mind Map:**



**Assignment due date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Scenario Review and Culminating Activity

7.1 REF

**Mind Mapping**

Mind mapping is an analytical process that involves creatively integrating a combination of visuals, colour, codes, words, and connectors. It can be employed as a method to take notes, to study before an exam, to brainstorm, or make connections between ideas. Mind Maps have four essential characteristics:

- A central image that represents the subject being mapped.

- Main themes that radiate like branches from that central image

- Those branches have a key image or key word printed on an associated line.

- The branches have a connected structure.

Also, non-essential characteristics:

- Colour (but can be a critical element)

- Codes

**Steps in creating a Basic Mind Map**

**Topic: Dangerous Situations**

**1. Choosing a visual**

- Think of a visual that captures the essence of the topic and place that visual in the centre of the paper using colours that will assist you to remember that idea. For example, in a grade 8 class, the students did a Mind Map of safe schools. The topic is bolded and in the middle. An alternative is to put a picture that describes the topic in the middle (ex. A school).

**2. Brainstorm for the key Ideas related to the topic**

- Record all the ideas that come to you - this can be personal or group brainstorming. Now you can simply pick out the most important ideas that will branch out first or you can group those ideas into common categories - give each of those categories a label and then those become the first key ideas.

- Draw a picture or symbol that represents each of the key ideas you have brainstormed. Then position those visuals that make sense to you around the outside of the visual you placed in the centre of the map. Put in the key word and then connect the key words to the centre topic with a line or bubbles.

- Flow with ideas radiating out from each of those key ideas; again, think of visuals that capture the essence of that idea and place them in a way that makes sense to you. Then, place the words by the visual. Again, connect with lines.

- Continue until you have exhausted the topic, the space, the time, or your patience

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Unit 1 - Lesson 7

7.2 REF

**Rubric for Mind Map**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Level 1 | Level 2 | Level 3 | Level 4 |
| Central Image | - Not clear  - Difficult to separate from other information | - Present  - Not eye-catching or memorable | - Clear  - Use of picture or image that relates to key idea | - Stands out  - Meaningfully grasps the key idea through metaphor or humour |
| Ideas radiate out from central image and from most to least complex | - Little to no indication that ideas are connected to and radiating out from centre, from most to least complex | - Ideas radiate out from centre, some confusion as you follow ideas moving from most to least complex | - Ideas clearly connect to central image and ideas, and for the most part move from most to least complex | - Ideas clearly connect to central image and ideas consistently and accurately shift form most to least complex |
| ideas have key images or key words | - Little to no evidence of key images  - May have a few keywords or vice versa | - images and keywords are evident, but either too few or imprecise | - Images and key words clearly show an understanding of the content, although not that memorable | - Dynamic use of images and keywords, clearly connect to central image  - See use of metaphor, humour, cut-outs from magazines, clipart, etc. |
| Colour or codes or links used to connections between ideas | - Little to no use of colour, codes, or links to illustrate connections between ideas | - Obvious attempt is made to use colour, codes or links to enhance clarity and memory, still a bit confusing | - Clearly uses colour, codes, or links to clarify connections and to assist with memory for most aspects of Mind Map | - Effectively uses colour, codes, or links to meaningfully clarify connections for all aspects of Mind Map |
| Depth of coverage | - Insufficient coverage of content covered | - Shows a basic level of coverage of key ideas but little extension of ideas | - Shows a solid grasp of most of the content and shows extensions of most key ideas | - Shows a solid grasp of all the content covered  - Extensions of the key ideas show a deep understanding of content |

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Unit 1 - Appendices

APPENDIX A

**Fold the Line Strategy**

1. Line the students up in a straight line (continuum) based on the criteria or question that the teacher gives them. This could be a simple question such as: “If you really like country music, you are going to line up towards this end of the continuum and if you really dislike country music, you will be on the other end of the continuum.” All students should be facing in the same direction and students must be beside (horizontally) each other in one single line.

2. Ask the first person in the line to “fold the line” and walk towards the last person in the line and face them. The rest of the class is to follow the first person until everyone is matched up with a partner.

3. You can ask the students to shake the hand of their partner to ensure the line was folded properly and everyone is matched up.

4. Once each person has a partner, assign one line with the letter A and the other line with the letter B.

5. Have the “A” line number off starting at the number 1. Tell the “B” line that they are to take on the same # as their partner in line “A” that they are facing.

6. Using the questions provided in the teaching/learning strategies, pose the first question and ask students to think to themselves for a few seconds.

7. Students in line A will speak first, telling their partner their response to the first question. When student A has finished speaking, they should say “pass” and then their partner from line B can add to what they have said.

8. At any point, the teacher can randomly call out a number and the chosen students will tell the class what they discussed.

9. Next, students in line A stay will stay where they are and students in line B will move 2 places to the right. Students in line B should now ask their new partner their assigned number. Continue the process from # 7 above with a new question. Continue until all questions have been asked.

(Adapted from Tribes A New Way of Learning and Being Together by Jeanne Gibbs, 2001)

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Unit 1 - Appendices

APPENDIX B

**Word Wall**

1. Post terms and definitions on the wail and leave them up for the entire unit.

2. You can add to the word wall by having students develop examples of the terms presented on the wail. These examples should also be posted on the wall under the terms and definitions.

(Adapted from Think Literacy Cross-Curricular Approaches Grades 7-12, 2005)

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Unit 1 - Appendices

APPENDIX C

**Post It, Pile It Strategy**

1. Divide students into small groups.

2. Ask students to number themselves off 1 to 4.

3. Each student should be given a stack of post it notes.

4. All students should individually write down their ideas on the post it notes. One idea should be written on each post it note and then piled beside the person who wrote it. All students in the group should be writing at the same time.

5. Once each student has completed this task they are to discuss their ideas with the group using the following strategy. Starting with number one, they are to share their idea that is written on a post it note and place it in the middle of the desk. If any other member has the same idea on their post it, they are to place it on top of the original idea

6. Next the number two person should post one of their ideas. Other group members who have a similar Idea should post their note on top of the original. A new pile should start with each new idea posted.

7. Go around the group placing post-it notes in the centre until all the post-its are gone from each group member. By the end of the activity, there should be several ideas grouped together in the middle of the desk.

8. Have each group choose 3 of their examples that they want to share with the larger group.

(Adapted from Think Literacy Cross-Curricular Approaches Grades 7-12, 2005)

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Unit 1 - Appendices

APPENDIX D

**Mind Map Graphic Organizer**

1. Place the key idea in the centre of the page that represents the topic being mapped.

2. Brainstorm for the key ideas related to the topic. Have students write down their ideas in their notebook.

3. Select the most important ideas that will branch out first or group those ideas into common categories. Give these categories labels which then become the first key ideas.

4. Draw a picture or symbol that represents each of the key ideas. Place those visuals around the central topic. Put in a key word and then connect the key word to the centre topic with a line or bubble. Use of colour is a good idea.

5. Branch out from these key ideas using words or visuals using connecting lines (which can be in colour if desired)

(Adapted from Beyond Monet - The Artful Science of Instructional Integration by Barrie Bennett and Carol Rolheiser, 2001)

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Unit 1 - Appendices

APPENDIX E

**Huddle Up Strategy**

1. In groups ask each student to number off so that each student in the group has a number.

2. Instruct the students to listen to the question called out. Each group has 30 seconds to huddle up and decide upon one answer. The teacher will then call out a number and the student with that number will quickly stand up The teacher will then ask one of the students standing up to answer the question.

3. The teacher should try to keep the questions, huddle time, and responses going as rapidly as possible so that the energy takes on a “popcorn” effect. Randomly call on different students to answer the question; it is not necessarily the first student who stands.

(Adapted from Tribes Discovering Gifts in Middle School by Jeanne Gibbs, 2001)

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Unit 1 - Appendices

APPENDIX F

**Graffiti**

1. Place students in groups and give each group a large piece of chart paper that has a topic written on it and a marker. Each group has a coloured marker that represents their group.

2. The students are given 30 seconds to think, followed by 60-90 seconds to offer their ideas that will be recorded by the recorder in their group.

3. Then, instruct each group to move to the next paper and to take their marker with them. At the new paper, they will complete the same process as in step 2 above. However, a different person in the group should be given the marker this time.

4. Continue until each group has gone to every paper.

5. When the group returns to their original paper they can have some time to review what the class has written. Have students group together similar responses and then share some of these responses with the class. Each group should have an opportunity to share some of the responses written on their Graffiti sheet.

(Adapted from Beyond Monet - The Artful Science of Instructional Integration by Barrie Bennett and Carol Rolheiser, 2001)

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Unit 1 - Appendices

APPENDIX G

**Mingle to Music**

*\* You will need a CD player and upbeat music for this activity.*

1. Identify an area in the room where students will take part in this activity.

2. Tell students that when the music begins, they are to “mingle” around the room. Start the music!

3. When the music stops, instruct students to raise their hand and then look for another person with their hand up. Once each student finds a partner, they can put their hand down.

4. Students should shake hands and say hello.

5. Tell pairs to look up at the overhead on the screen. The teacher should have all questions covered up except the first question.

6. The teacher should instruct students to read the question silently to themselves, and think about their response for 20 seconds. Then, the teacher will ask each pair to play “rock, paper, scissors.” The person that loses must answer first. They will tell their partner their response to the question. When they finish, they say “pass” and their partner adds their thoughts.

7. The teacher then asks for volunteer pairs to share what they discussed.

8. When the music starts students are to mingle about silently once again until the music stops; they then find a new partner and continue as the steps are outlined above starting with #4.

9. The process will continue until all questions have been discussed.

(Adapted from Tribes Discovering Gifts in Middle School by Jeanne Gibbs, 2001)

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Unit 1 - Appendices

APPENDIX H

**K-W-L**

1. Ask students to individually complete the “K” column (What do I know?) with all the details that they know about the topic.

2. Record any questions, what you want to know or want to know more about in the “W” column.

3. Read the assigned article and record any new information learned under the “L” column.

4. Students will then work with a partner to review their KWL columns together and fill in any additional details in the “L” column.

(Adapted from Think Literacy: Cross-Curricular Approaches Grades 7-12, 2005)

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Unit 1 - Appendices

APPENDIX I

**Timed Retell**

1. Students are divided into pairs. They label themselves as A or B.

2. Teacher assigns a question or issue for discussion.

3. Students individually brainstorm and jot down ideas about the question or issue.

4. Teacher instructs student A to begin by telling Partner B about the issue Partner A has 30 seconds to talk while Partner B works on being an active listener. Partner A is trying to be as convincing as possible.

5. Partner B now retells partner A’s ideas for 30 seconds.

6. Students now switch roles and partner B will present information on a related topic as assigned by the teacher. Partner B tries to be as convincing as possible within the 30 second time limit Partner A is working on active listening skills.

7. Partner A now has 30 seconds to retell Partner B what they said.

8. As an option, teacher can ask students to write a paragraph reflecting on their partner’s point of view or can ask the students to write a “Letter to the Editor based on their partner’s viewpoint of the topic assigned.

(Adapted from Think Literacy: Cross-Curricular Approaches Grades 7 -12, 2005)

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Unit 1 - Appendices

Appendix J

**Word Wall**

The following is a list of possible word choices for the Word Wall. Definitions and example sentences have been included.

**Lesson 1**

|  |  |
| --- | --- |
| Word | Definition |
| Respect | A feeling of appreciative regard; esteem  Willingness to show consideration or appreciation.  *“She showed* ***respect*** *toward her friend’s opinions by listening to his point of view.”* |
| Characteristic | A feature that helps to identify, tell apart, or describe recognizably; a distinguishing mark or trait. A distinguishing quality, a prominent aspect of something  *“Generosity is one of his best* ***characteristics****.”* |
| Friendship | The quality or condition of being friends.  A friendly relationship, the state of being friends.  *“I formed many new* ***friendships*** *over the summer.”* |
| Relationship | A relation between people; state of connectedness between people, especially emotionally.  Romantic or sexual involvement.  *“She has a close* ***relationship*** *with her family.”* |
| Conflict | An open clash between two opposing groups (or individuals)  A state of opposition between persons or ideas or interests;  *“They have come into* ***conflict*** *with her teacher because they do not agree on the final mark.”* |
| Report | To make or present an often official, formal, or regular account of something.  To relate or tell about; present.  *“The journal article needs to* ***report*** *your research findings.”* |
| Snitch | Someone acting as an informer or decoy for the police or to people in positions of authority.  Someone who gives incriminating information about others.  To give away information about somebody.  *“He* ***snitched*** *on his classmate who had cheated on the exam.”* |
| Violence | Any action by a person or group of people that directly or indirectly causes physical and/or emotional harm to another person. Violence can include (but is not limited to) the following types of abuse: psychological / emotional (direct and indirect), physical, financial, sexual, and bullying.  *“Children tend to imitate* ***violence*** *they see.”* |

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Unit 1 - Appendices

**Lesson 2**

|  |  |
| --- | --- |
| Word | Definition |
| Escalate | An increase in extent or intensity.  To increase, enlarge, or intensify; to make or become greater or larger.  *“The fight* ***escalated*** *when more boys joined in.”* |
| Empathy | Identification with and understanding of another’s situation, feelings, and motives.  Ability to imagine oneself in another’s place and understand the other’s feelings, desires, ideas, and actions.  *“I was able to* ***empathize*** *with the loss of his grandfather because I lost my grandmother the year before.”* |
| Consequence | Something that logically or naturally follows from an action or condition.  A logical conclusion or inference.  Something brought about by a cause.  *“Because you skipped school yesterday, the* ***consequences*** *for your actions will result in detention.”* |
| Intention | An anticipated outcome that is intended or that guides your planned actions  What one intends to do or achieve.  *“When he asked her to the dance, his* ***intention*** *was that she might kiss him after.”* |

**Lesson 3**

|  |  |
| --- | --- |
| Word | Definition |
| Cyber | A computer network consisting of a worldwide network of computer networks that use the TCP/IP network protocols to facilitate data transmission and exchange.  Online communication whereby information can be shared and exchanged without face-to-face contact.  *“The word* ***cyber*** *was adopted (in the seventies) to refer to computers and the internet system.”* |
| Clique | An exclusive circle of people with a common purpose.  To associate together in a clannish way; to act with others secretly to gain a desired end.  A clique can become unfriendly if new people are not allowed to join.  *“That’s my* ***clique****, my crew.”* |

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Unit 1 - Appendices

**Lesson 4**

|  |  |
| --- | --- |
| Word | Definition |
| Media | Information that is distributed widely to the public.  Channels of communication that serve many diverse functions, such as offering a variety of entertainment with either mass or specialized appeal, communicating news and information, or displaying advertising messages.  *“In some countries, the government controls the* ***media****, therefore controlling what the people learn.”* |
| Desensitization | The process of reducing sensitivity.  Some people argue that the constant media diet of violence desensitizes audiences (makes them less sensitive) to real human suffering.  *“Seeing too much violence on television can* ***desensitize*** *people to it.”* |
| Propaganda | Information that is spread for the purpose of promoting some cause.  Any media text which seeks openly to persuade an audience of the validity of particular beliefs and/or influence the opinions, emotions, attitudes, or behavior of any group in order to benefit the sponsor, either directly or indirectly.  *“The newspaper was full of* ***propaganda*** *to sway our votes for the upcoming election.”* |
| Standardize | Make things of the same type all have the same basic features.  *“It becomes more difficult to evoke emotional reactions to media violence the more someone is permitted to view it because the behaviour becomes* ***standardized****.”* |
| Construction | The way in which something is built or put together.  The interpretation or explanation given to an expression or a statement.  *“The messages the audience will take from the media have been* ***constructed*** *before they are viewed with built-in attitudes, interpretations.”* |
| Ideology | The body of ideas reflecting the social needs and aspirations of an individual, group, class, or culture.  A set of doctrines or beliefs that form the basis of a political, economic, or other system  *“The people are caught between two opposing* ***ideologies****.”* |
| Aesthetics | Characterized by a heightened sensitivity to beauty and is concerned with the need to appreciate beauty and taste.  *“People need to spend more time understanding the* ***aesthetics*** *behind various productions such as the media.”* |

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Unit 1 - Appendices

**Lesson 5**

|  |  |
| --- | --- |
| Word | Definition |
| Active listening | An intent “listening for meaning” in which the listener checks with the speaker to see that a statement has been correctly heard and understood; the goal is mutual understanding.  *“Two girls were* ***actively listening*** *as their friend told them about her weekend.”* |

**Lesson 6**

|  |  |
| --- | --- |
| Word | Definition |
| Ideal | A conception of something in its absolute perfection.  One that is regarded as a standard or model of perfection or excellence.  An ultimate goal; an honorable or worthy principle.  *“The location of the new house is* ***ideal****.”* |

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