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For Grades: Intermediate
Topic: Senseless Killings
Target Concept: Understanding Conflict

Set-up:
Show video "Resolving Conflict"

Lesson:
Prompt questions re possible consequences
[addition: identify verbal and nonverbal communications that may escalate a conflict so that one party may overreact]
Homicide can occur among children and teens
 Cite contemporary examples (*Newsweek* and *Tampa Tribune*)
Introduce and implement Conflict Resolution Plan from text [proactive communication skills that, used early enough, may help prevent a conflict from escalating]
 Person A shares for 60 seconds
 Person B reflects/paraphrases for 30 seconds

Role-play actual examples

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For Grades: Intermediate

Topic: Rumors

Target Concept: Communication Skills

Set-up:

Have tube of toothpaste for demonstration.

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

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

Lesson:

Writing activity: “What are your experiences with rumors, and what you can do to stop them.” Write about rumors you have experienced or may know about.

Use a web to demonstrate the who, what, when, where, and why of the “rumor sprout.”

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

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

Homework or extensions:

Constructive communication skills from *PeaceWorks* curriculum.

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

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

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

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

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For Grades: Intermediate

Topic: Empathy

Target Concept: Communication Skills

Emphasizing Communication Skills, Language Arts

Set-up:

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

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

Lesson:

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

Read *Don't Laugh at Me* book

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

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

Role-play conflict scenarios — negative and positive.

Homework or extensions:

Finish paragraphs at home if needed.

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

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For Grades: Intermediate
Topic: Natural Disasters
Target Concept: Perception/Empathy

Set-up on days before lesson:

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

Lesson:

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

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

“What are some of your first reactions when you hear about a natural disaster?”

[addition: “How does any of these responses show empathy, or lack of it?”]

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

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

Homework or extensions:

How has a natural disaster affected you personally?

What can you do when a natural disaster occurs?