

# **BULLYING AND VIOLENCE PREVENTION**

## **ELEVENTH GRADE**

### **LESSON 3**

**TITLE:** Hot Button Issues – Proceed with Caution

**PURPOSE:** To identify and take ownership of personal feelings in times of conflict.

**OBJECTIVES:** The student will be able to:

- recognize different reactions and choose the most appropriate response for themselves.
- understand the difference between feelings and actions.

**LANGUAGE ARTS FLORIDA STANDARDS (LAFS):** LAFS.1112.W.1.3;  
LAFS.1112.SL.2.4

**COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (CASEL) COMPETENCIES:** Self Awareness; Self-Management; Social Awareness; Relationship Skills; Responsible Decision-Making

**VALUES MATTER MIAMI CORRELATION:** Citizenship; Responsibility; Fairness

**VOCABULARY:** conflict, ownership

**INSTRUCTIONAL TIME:** 45 Minutes

**PREPARATION/INSTRUCTIONAL MATERIALS:**

- dry erase board and markers
- pen/pencil
- paper

**SPRINGBOARD ACTIVITY:**

- 1) Define and discuss the term hot button with your students. A hot button is an idea, subject, issue, etc. that evokes strong feelings.
- 2) Have students name some of their hot buttons. Create a list on the board.
- 3) Explain to students that today we are going to be discussing feelings and hot button issues. The main goal is to explore personal feelings and why they trigger certain feelings.

## **ACTIVITY:**

1. Have students write about an emotional experience in their lives and what their feelings were at that time.
2. Using a feelings list, or creating one of your own, facilitate a discussion regarding feelings. In pairs, (preferably diverse) ask each student to develop, in writing, a situation that causes different feelings, leaving the name of the feeling blank. Then have them exchange their written situation with their partner and write in their feelings. Students can then see whether their reactions to situations are the same or different.
3. Build on the feelings list and the one developed by students, by having students pantomime their reaction to any of the situations. Then ask students to demonstrate through pantomime a different reaction to the same situation. The purpose is to have students understand that there are a variety of reactions. Finally, ask students why people react differently. Then have each student pantomime an appropriate behavior.
4. Brainstorm controversial issues, such as abortion, Ebonics, bisexuality, prayer in schools, assisted suicide, etc, and have the class choose one topic. Break students into pairs. One student will tell his or her point of view and the other will affirm the feelings expressed by the first person, rather than dealing with the substance. Have the class choose another topic and the pairs reverse roles (i.e., the speaker becomes the listener). Then have the class pick another topic and pair share with another partner. Continue on in the same manner. This is intended to help students be non-judgmental, neutral and affirm one another's feelings.

## **How do you feel when:**

1. Your boyfriend or girlfriend cheats on you.
2. You start earning your own money.
3. Your parent(s) gives you household chores.
4. A best friend tells you something they have done that is destructive (drugs, alcohol, sex, etc.).
5. You have to be inside on a rainy day.
6. You receive a present you really wanted.
7. Your parent(s) gives you a curfew.
8. A friend or family member dies.
9. A friend needs you.
10. You succeed in your academic work at school.
11. You are on your first date.
12. You see someone get emotionally hurt.
13. You hang out with your friends.
14. A new student comes into your class who is from a different culture.
15. You are in conflict.
16. You are harassed or bullied.
17. You treat someone unfairly.

18. You are asked to do something you know is wrong.
19. Someone praises you or recognizes something you have done well.
20. You solve a problem.
21. Your parent is worried.
22. You have to babysit your younger brother or sister.
23. You see others in conflict.
24. You go on vacation.

**ASSESSMENT:** Teacher observation, class participation and completion of activity.

**FOLLOW-UP ACTIVITY:** Have students interview a parent about a time when he/she responded to a hot button. In a written response, have the student answer the following:

- 1) Describe the event.
- 2) What was the trigger?
- 3) How did you respond to your hot button being pressed?
- 4) Would you do anything differently?

In class, have students share their parents' hot button issue. Discuss how certain behaviors are learned. Draw parallels between the parents' reaction and how students presently react to hot button issues. Stress the importance of the role learned behavior plays and how a parent's response to a given situation may have influenced their response to a hot button issue.