

BULLYING AND VIOLENCE PREVENTION

SEVENTH GRADE

LESSON 3

TITLE: Visualizing Peace

PURPOSE: To explore students' feelings about conflict.

OBJECTIVES: The student will be able to:

- explore his/her feelings about conflict and how those feelings influence their behavior.
- identify their reaction about certain issues and how it can create conflicts.

SUNSHINE STATE STANDARDS: LA.7.1.6.1, 7.1.6.10, 7.1.7.4

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.1, 2.1, 4.5

VOCABULARY: feelings, perception, behavior

INSTRUCTIONAL TIME: 45 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers

SPRINGBOARD ACTIVITY:

- 1) Guide students through a visualization activity. Ask students to close their eyes and think about a conflict he/she may have encountered. Ask them to visualize the following questions:
 - a) Who is in this conflict?
 - b) Who started the conflict?
 - c) How do you think the people in the conflict feel? Bully, victim?
 - d) What thoughts are coming through your mind?
 - e) What feelings are you experiencing at the time of the conflict?

ACTIVITY:

- 1) Provide students with the following scenario:

One day while in Student Council, some of the other officers start complaining about a student named Sebastian. They start by saying that Sebastian is a big pest. They accuse him of not playing fair, bothering them when they are trying to do their work, and standing too close to them. They claim that Sebastian is always getting into fights with John, one of the younger kids.

Because you keep to yourself and observe others a lot, you know that what they are reporting is not quite how it all happens. You agree that Sebastian is difficult to be around, but you know that John is really the problem student. Sebastian seems to be an easy target because no one really likes him. As a matter of fact, you've seen John do some really mean things to Sebastian like steal his lunch money and push him around in the lunch line. You feel like someone needs to tell the advisor the truth about John. What would you do?

- 2) Divide students into small cooperative groups to discuss the scenario and the plausibility of the following solutions:
 - a) Do nothing because John really scares you?
 - b) Write an anonymous letter to your advisor?
 - c) Speak up at the next meeting in Sebastian's defense?
 - d) Tell your advisor in private?
 - e) Tell your teacher or parent?
 - f) Do something else?

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

FOLLOW-UP ACTIVITY: Have student role play the solution to the problem between Sebastian and John.