

TURN OFF THE VIOLENCE

Junior High Activities for Grades 7-9
Turn Off the Violence Week
November 3-9, 2003

Presenting Sponsor:



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Dealing With Your Own Anger

Adapted from www.teachervision.com/lesson-plans

Objective

- To learn how to deal with anger in more effective ways.

Materials

- Anger Log Handout
- Anger scenarios handout

Description

1. Distribute two reproducible "anger logs" and have students fill in one of them. Subdivide the class into small groups and have students share: What makes you angry? How do you react to anger? How do you deal with different degrees of anger? (Students have the right to pass.)
2. Discuss ways students handle moderate anger, developing a list on the chalkboard. Discuss ways students handle extreme anger, developing a list on the chalkboard. Discuss which of the techniques are fair or unfair. (Try asking, "What are the consequences of this behaviour?")
3. Ask volunteers to present a situation that someone in the group has described as causing extreme anger (Request that the person offering the situation not be identified.) Brainstorm ways to effectively handle this situation.
4. Review "I statements" and ask students to demonstrate the use of an "I statement" to deal with the given situation. ("I feel... When...Because...")
5. Brainstorm other ways of dealing with anger (e.g. mental self-talk, writing a letter to be ripped up, running around the block, take ten deep breaths, count to ten, talk to a caring adult or friend) and add to the sample list of fair ways to handle anger.
6. Distribute scenarios and ask students in small groups to discuss ways to appropriately handle the situation if they were Marge, Frank or Maureen. Ask spokespersons from each group to summarise ideas. Assign students the task of filling in a second "Anger log" based on experiences during the next week or do as a follow-up lesson.

Closing Discussion Prompts

1. What did you learn as a result of this activity?
2. Do you tend to express your anger in fair or unfair ways most often? Why?
3. Which way works best for you? Is this a good way?
4. What would be the best way for you to handle your anger?

Anger Log

1. Briefly describe a recent situation in which you were really angry.

How did you deal with it?

2. Briefly describe a recent situation in which you were extremely angry.

How did you deal with it?

3. What usually makes you angry?

4. How do you usually deal with anger?

5. Might there be a better way to handle your anger? If so, please describe how you might handle your anger more appropriately.

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Scenarios: Handling Anger

Marge had really tried to be Howie's friend, but sometimes it was just too much. Howie's so obnoxious, especially around females, calling them names, patting them on their butts in PE class.

Marge asked, "Howie, why do you say those things?"

Howie responded, "You're so cute when you get angry...What's the matter, babe?"

The word "babe" did it. Marge was absolutely furious.

Frank was steaming. His brother Rudy had gone off with the car they shared when he had promised Frank he would take a bus to work that day.

Rudy knew that Frank really needed the car to pick up Sally at 2pm. To make matters worse, Frank couldn't get to Sally's house without a car if he tried.

How could Rudy be so mean?

Maureen really resented her younger sister Phyllis. Phyllis was always borrowing Maureen's clothes. No matter what Maureen said, Phyllis just helped herself to whatever blouse she liked in Maureen's closet.

Unfortunately, Phyllis was the "pretty one" and always received compliments for Maureen's clothes. Whenever Maureen saw Phyllis beaming about the compliments, Maureen burned.

This morning there were no clean blouses left in Maureen's closet as Phyllis slammed the front door to leave for school.

Maureen couldn't wait to catch up with Phyllis and have it out with her.

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Team Score Basketball

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing , 1998.

Objective

- To have every member of your team work together to accomplish a group goal.

Materials

- Basketball
- Basketball court

Description

1. Divide the group into two teams as you would for a normal basketball game and play basketball by normal rules. However, in order to win this game each and every person on your team must score one basket, and no more.
2. If the game goes quickly, change the rules so a point is scored each time every person on a team successfully scores a basket.

Closing Discussion Prompts

1. How was this different from a normal basketball game? How was your participation different?
2. Was this harder or easier and why?
3. Were you frustrated if someone else on your team had a hard time making a basket? If so, how did you deal with this frustration?
4. Is it hard sometimes to include everyone? Why or why not?
5. Do you have trouble including others; or do you often feel that you are excluded from a group?
6. Why is it important to include others?
7. How can you help to include others or include yourself in an activity?

Variations

- This game also works well with soccer.

We Can Work It Out

Adapted from www.eduplace.com/activity/work.html

Objective

- To help students learn a range of possible conflict resolution techniques
- To help students learn how to consider alternatives before reacting to a conflict

Materials

- Flip Chart Paper
- Markers

Description

1. Set up a student discussion group about conflict. Talk about how the stress and tension people feel in conflict situations often results in impulsive, hurtful words or actions that are regretted later. A valuable conflict resolution skill therefore, is the ability to step back from a tense situation, brainstorm a wide variety of possible alternatives, and thoughtfully select the most appropriate response.
2. Brainstorm types of conflict that students face. Have the students offer scenarios such as: friendship conflicts, sibling conflicts, conflicts with parents. Generate a list of specific conflicts on the chalkboard. Have each group choose one conflict they would like to solve, and have them brainstorm at least 10 possible approaches to resolving that conflict.
3. When the brainstorming is completed, have students select or combine the approaches that they feel will be most useful in resolving conflict.
4. Have the students read their situations and share their proposed solutions to the class, or have students role play the conflict and their solution.

Closing Discussion Prompts

1. Have you used one of these conflict resolution approaches? If so, describe the situation.
2. What blocks you from resolving conflicts peacefully?
3. How do you feel when someone is angry with you and either masks it or confronts you negatively?
4. How do you feel when you're angry with someone? Or someone hurts your feelings?

Thinking about Friendship

Adapted from: www.lessonplanspage.com/printables/POPESelf-EsteemLesson9.htm

Objectives

- To explore how we view others and ourselves
- To identify our feelings about ourselves and others
- To identify what makes a good friend
- To discuss social "klicks" and the importance of belonging.

Materials

- 1 lb. dried beans

Activity

1. Give each student 5 dried beans. Ask them to examine the beans and choose the "Best" bean. Don't give them any other information. After 2 minutes, have some or all of the students explain how they chose the "Best" bean. Relate the beans to people by asking the following questions:
 - Are all of your beans the same on the outside?
 - Are all people the same on the inside?
 - When we eat the beans, do all the beans taste the same?
 - Imagine you are hanging off a cliff and are desperately clinging to a few blades of grass that are pulling loose from the ground. Suddenly, a hand appears from above to rescue you. Would you wait to see what that person looked like before you reached for help?
 - Is one bean better than another?
 - Is one person better than another?
2. Have students fold a piece of paper in half, length-wise. On one side, ask them to list the qualities of their friends.
3. Have students engage in a discussion about what it feels like to belong or not belong in a group. Encourage students to empathise with others and to break down social norms.
4. Have students consider the courage it would take to welcome a new student into a group of friends.

Everyone has a Culture – Everyone is Different
www.peacecorps.gov/www/guides/looking/lesson11.htm

Objective

- To define culture and recognize that some differences among people stem from culture and that some stem from personal traits and preferences.

Materials

- A culture worksheet for each student (see below).

Description

1. Write the following statements on the board.
 - No one is exactly like me.
 - I have many things in common with the members of my family and community.
 - Every person in the world needs some of the same things I need.
2. Ask students to share ideas that support these statements.
Point out that people in various groups often look at people in other groups as "different." Ask students to describe some of these differences. Why may people in one group behave differently from people in another? Explain that many differences are related to culture -- ways of living and beliefs that are handed down from one generation to the next.
3. Working from the list on the board, explain that all people share basic needs (food, shelter, etc.), that each of us learns a set of behaviours and beliefs from the people we grow up with (the kinds of houses we build and foods we eat), and that each individual has unique talents and preferences (I'm good at math; I don't like chocolate). When we talk about the behaviours and beliefs that a group of people have in common, we are talking about culture.
4. Ask students to complete the worksheet in order to help them identify aspects of their own cultures. Explain that each student should answer each question with one sentence or phrase. Then students should rank each item as to how important they feel it is to their culture. After students have completed the worksheets, ask them to share their answers in small groups. Ask the groups to compare and contrast various aspects of their individual cultures.
5. In some schools, students may share many cultural traits. Some students may not identify with a particular ethnic or foreign culture. Ask students if they think there is one Canadian culture. Discuss characteristics of your region

(immigration patterns, geographic location, etc.) that might explain the similarities and differences among student responses to the worksheet.

Closing Discussion Prompts

1. How does it feel to know you are part of a cultural group that shares many ideas and beliefs?
2. What happened when you compared your worksheets? How many different cultures are represented in the class?
3. What did you learn from this activity?
 - * How does culture help explain why other people sometimes seem "different"?
 - * What are some things you do that you learned from your culture?
 - * What factors besides culture also influence our behaviour? (Possible answer: Some behaviours are related to individual preferences and personality traits.)
4. What can you do to learn about and understand other cultures?
5. If you were a member of another culture, how might you be different from the way you are now?
 1. 6. How can we use what we learned in this lesson to improve our community?

Variations

- Have students explore their community's history to trace the influence of various cultures. Who were the original inhabitants of the area? Over the years, what other cultural groups have come to the area? What are some of the features of your community that represent these groups (e.g., architecture, place names, types of restaurants, religious organisations)?
- Ask students to imagine a community that allowed no resident to display or practice any element of cultural identity. Have students write short stories describing a typical day in such a community. When students have completed their stories, ask volunteers to read their compositions. Are the fictitious communities desirable or interesting places to be? Would it be possible or desirable to create such a community in reality?

Directions:

Write one sentence or phrase about each topic. Then rate each item from 1-10 (1 is most important) according to what value this topic has in your culture.

Rank

- A. ____ What language(s) do you speak?

- B. ____ What religion does your family practice? *If applicable.*

- C. ____ What music do you listen to?

- D. ____ What dances do you know?

- E. ____ What foods do you eat most often at home?

- F. ____ What do you wear on special occasions?

- G. ____ What holidays, celebrations and ceremonies do you participate in with your family?

- H. ____ Would you describe your family as "nuclear" (parents and children) or "extended" (with grandparents, aunts, uncles and cousins close by)?

- I. The name of my culture is _____.

Bullying True or False

Adapted from The Bully Free Classroom by Allan L. Beane, Ph.D.,

Objective

- To teach about what bullying is and how to handle it
- To prompt discussions about bullying

Materials

- A copy of the *Bullying True or False* sheet on an overhead.

Description

1. Put an overhead copy of the True or False sheet on an overhead projector with a paper covering the answers. Go through the questions on the sheet asking the students for direction in answering them. After each question, ask the students why they think the answer is true or false. Move down the paper and read the answers for the question encouraging the students to comment on the answers.
2. Go through each of the questions with the students.
3. Separate the students into groups and instruct them to come up with a bullying scenario and how they would handle the situation.

Closing Discussion Prompts

1. How would you handle a situation where someone is bullying you?
2. What would you do if you saw someone else being bullied?
3. Have you ever been bullied? How did it feel?
4. What is your school policy on bullying?

True or False

1. **Bullying is just teasing.**

False. Bullying is much more than teasing; it is taunting. While many bullies tease, others use violence, intimidation, and other tactics. Sometimes teasing can be fun; bullying *always* hurts.

2. **Some people deserve to be bullied.**

False. No one deserves to be bullied. No one "asks for it." Most bullies tease people who are "different" in some way. Being different is not a reason to be bullied.

3. **Only boys are bullies.**

False. Girls can be bullies too. Sometimes the way that they bully others is less physical and more psychological.

4. **People who complain about bullies are babies.**

False. People who complain about bullies are standing up for their right not to be bullied. They're more mature than the bullies are.

5. **Bullying is a normal part of growing up.**

False. Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt, and abused is *not* normal. Plus if you *think* it's normal, you're less likely to say or do anything about it, which gives bullies the green light to keep bullying.

6. **All bullies have low self-esteem. That's why they pick on other people.**

False. Some bullies have *high* self-esteem. They feel good about themselves, and picking on other people makes them feel even better. Most of the time, bullying isn't about high or low self-esteem. It's about having power over other people.

7. **It's "tattling" or "ratting" to tell an adult when you're being bullied.**

False. It's smart to tell an adult who can help you do something about the bullying. It's also smart to tell an adult if you see someone else being bullied.

8. **The best way to deal with a bully is by fighting or trying to get even.**

False. If you fight with a bully, you might get hurt (and hurt someone else). Plus you might get into trouble for fighting. If you try to get even, you're acting the same as the bully. And the bully might come after you again to get even with *you*. Either way only makes things worse.

9. **People who are bullied might hurt for a while, but they'll get over it.**

False. Bullying hurts for a long time. Some kids have dropped out of school because of bullying. Some became so sad, desperate, afraid, and hopeless that they committed suicide. Many adults can remember times when they were bullied as children. People don't "get over" being bullied.

12 Things Students Can Do to Help Stop School Violence

1. Take a stand against bullying.
2. Report any crime immediately to school authorities or police.
3. Report suspicious or worrisome behaviour by other students or talk to a teacher or counsellor at your school. You may save someone's life.
4. Learn how to manage your own anger effectively. Find out ways to settle arguments by talking it out, working it out, or walking away rather than fighting.
5. Help others settle disputes peaceably. Start or join a peer mediation program, in which trained students help classmates find ways to settle arguments without fists or weapons.
6. Set up a teen court, in which youths serve as judge, prosecutor, jury, and defence counsel. Courts can hear cases, make findings, and impose sentences, or they may establish sentences in cases where teens plead guilty. Teens feel more involved and respected in this process than in an adult-run juvenile justice system.
7. Become a peer counsellor, working with classmates who need support and help with problems.
8. Mentor a younger student. As a role model and friend, you can make it easier for a younger person to adjust to school and ask for help.
9. Start a school crime watch. Consider including a student patrol that helps keep an eye on corridors, parking lots, and groups, and a way for students to report concerns anonymously.
10. Ask each student activity or club to adopt an anti-violence theme. The newspaper could run how-to stories on violence prevention; the art club could illustrate costs of violence. Career clubs could investigate how violence affects their occupational goals. Sports teams could address ways to reduce violence that's not part of the game plan.
11. Welcome new students and help them feel at home in your school. Introduce them to other students. Get to know at least one student unfamiliar to you each week.
12. Start (or sign up for) a "peace pledge" campaign, in which students promise to settle disagreements without violence, to reject weapons, and to work toward a safe campus for all. Try for 100% participation

Source: <http://128.121.17.146/ncpc/ncpc/?pg=2088-6162> National Crime Prevention Council

Bullying Resource List

For Children and Youth:

Webster-Doyle, Terrence. (1991) Why is everybody always picking on me?

Cohen-Posey. (1995) How to handle bullies, teasers, and other meanies.

Romain, Trevor. (1997) Bullies are a pain in the brain.

McCain, Becky Ray. (2001) Nobody knew what to do.

Palomares, Susanna. (2001) How to handle a bully.

Stones, Rosemary. (1993) Don't pick on me

❖ www.bullying.org

❖ www.stopbullyingme.ab.ca

❖ www.bullies2buddies.com

For parents:

Voors, William (2000). The parents's book about bullying.

McCoy, Elin (1997). What to do when kids are mean to your child.

Sullivan,Keith (2000). The anti-bullying handbook

Thompson, Michael (2002) Mom, they're teasing me.

Sheras, Peter L. (2002) Your child.

For Teachers:

Beane, Allan L. (199) The bully free classroom. Free Spirit Publishing

Besag, Valerie E. (1995) Bullies and victims in schools.

Coloroso, Barbara. (2002) The bully, the bullied and the bystander.

McNamara, Barry E. (1997) Keys to dealing with bullies.

Pearce, John. (1989) Fighting, teasing and bullying

Tillman, Diane. (2000) Living Values Activities for Children.

Zaraour, Kim. (1994) Battling the school-yard bully.

Take action against bullying (2003) Bully B'ware Productions <www.bullybeware.com>

TO BE INSERTED IN NOVEMBER PARENT NEWSLETTER

Family Game: To You, But From Who?

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing, 1998.

Objective

- For people to give and receive many positive comments as a way of improving their self-esteem.

Materials

- One envelope per person
- Paper
- Markers
- Craft supplies (glue, tape, construction paper, stickers etc.)

Description

1. Give each person an envelope, writing supplies and several small slips of paper. Ask everyone to put their names on their envelopes and decorate it with the craft supplies. Instruct everyone to pass their envelopes to the person sitting next to them.
2. Once you receive your neighbour's envelope, write down an attribute you admire about that person on a slip of paper. Add your name and then place the paper in the envelope. Continue passing the envelopes around until everyone has written down a comment for everyone else in the group.
3. Once all the envelopes are full, they should be passed to the leader. The leader then selects one of the envelopes and selects a comment to read aloud to that person, without reading the name of the person who wrote it. The person whom the comment was written about will then try to guess who wrote the comment, and if s/he guesses correctly, s/he receives a point. Go around the circle reading one comment from each envelope before starting over with the first person. Continue in this manner until all the comments are read from each person's envelope. After the game is finished, each person may collect their own envelope and keep it as a reminder of all their good qualities.

Variations

- Decorate the envelopes with the craft supplies and keep them on each family member's bedroom door for continuous comments. Parents can initiate this by putting one comment in each child's envelope each day. This is especially useful

when a child is having a bad day or is having trouble in an area (Math, Social skills) to be reminded of their good qualities.

Ideas:

- excellent at math
- determined
- wonderful leader
- creative
- has lots of friends
- understanding
- independent
- self-directed
- enthusiastic
- happy
- sweet
- honest
- caring
- great problem solver

Family Game: The Cost of Sarcasm

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing, 1998.

Objective

- To understand how sarcastic and negative comments affect others and to realise how often we make negative comments without even realising that others may be hurt or offended by what was said.

Materials

- Board games involving money such as Monopoly[®], Payday[®], or Life[®].

Description

Play the board game as per usual rules. However, whenever anyone makes a negative or sarcastic comment during the course of the game they lose \$100 (or any significant denomination decided upon before hand). Even the slightest roll of the eyes can be a penalty! Whenever such a comment is made, the first person to call out that person's name may take the money away from them and keep it. If the owner of the comment wishes to appeal his penalty, a family vote must be taken.

Variations

- Use play money alongside a game that does not ordinarily use money. For example, If you were playing Scrabble[®] each person could start the game with \$500 play money and lose/win money as the game is played. The winner of Scrabble[®] would win \$500, but may not be the overall winner if another member collected more money during the game, by catching sarcastic comments.
- If you do not have play money or do not wish to use it, you could change the rules so that negative comments result in a loss of points or missing a turn.
- This format can be used for negative habits such as nail biting or swearing as well to help the person become aware of his/her habits.