

# AVB LESSON OUTLINES

## Lesson 1

1. Introductions – “Me the first month of middle school”  
Think/draw/feeling word/name on a post-it
2. Brainstorm the word “conflict”
3. Folders – write definitions to A, V, and B
4. Read the skit
5. Who played the A, V, and B. “Which role would you have played?”
6. Conflict Log – complete in class

## Lesson 2

1. Share conflict logs
2. Media Conflict – What are forms of media and why is violence a part of media?
3. Facts: 28% of people think it is real 72% knows it is not. Average middle school watches more than 3 hours a day of TV = more than 22 hours a week. By graduation of HS = 22,000 hours of TV compared to 11,000 hours of class time. By 18, seen 18,000 TV murders and 800 TV suicides.
4. [What do these words describe](#): legitimate, justified, rewarding, effective, clean, heroic, manly, funny, and pleasurable.
5. Read “Trouble in the Halls”. How could this end?
6. Have students make new ending in small groups (skits)
7. Do some skits if time

# Lesson 3

1. Share more skits if needed.
2. “What’s Your Belief” cards. In small groups have students discuss if they agree, disagree or sometimes agree/disagree with the beliefs. Explain why they feel this way. NO RIGHT ANSWERS!!!!
3. Discuss each card in big group
4. Complete handout for one of the cards.

## Lesson 4

1. What does the expression 'a fight in your head' mean to you?
2. Guide the discussion to include "How do you feel?" "What do you think about?" "What types of thoughts do you have?"
3. Role play "Cool Heads" and "Hot Heads"
4. Introduce the Think First Model (overhead)
5. Handout or overhead "Check for Danger" – you can go over this as a big group.
6. Handout: "Thoughts and Feelings" – students are to complete this in class or for HW
7. Go over #6 if there is time

## Role Playing Expectations

1. Appropriate material
2. Scenes will be non-violent
3. No physical actions.

## Lesson 5

1. Go over the handout from lesson 4 – have some share if they want
2. Read “ Edmund’s Wild Jacket”
3. Explain that when we are upset, we experience a rush of emotions and feelings. They are signals!
4. Brainstorm how do you feel physically when you are upset? “HOT HEADS”
5. Go over the first step to the Think-First model – KEEP COOL
6. What can we do stay cool?
7. What are thoughts that we have to stay cool? These are problem-solving bystanders’ thoughts rather than aggressors or victims.
8. Pass out “What’s in you Head” situations 1- 5. Pass out all five in the same class so they are all being worked on.
9. Have students share if they want.

## Lesson 6

1. Review step one of the Think-First model – KEEP COOL. Have the students write the first step on their folders with some ideas of how to keep cool.
2. Introduce the second step – SIZE UP THE SITUATION.
3. Overhead: SIZING UP THE SITUATION Have students write step two on folders with the four suggestions.
4. Foul Play: Read the scene to students and explain that they will be acting out the scene (review role play expectations). There are two scenes pass both out.
5. Ask for volunteers to act out both scenes. You can have the students fill out the observation sheets and discuss or you can just discuss if the scenes effectively sized up the situation.
6. Examine the “baggage” we all bring with us into a conflict situation. We can’t always see or know what someone has gone through. Discuss a “BAD” morning.
7. Handout: “My Baggage” - have the students will out the sheet if they do not have baggage give them one from the baggage tags.

## Lesson 7

1. Review the first two steps of the TFM.
2. In small groups, have students complete “What’s going on here?” There are three situations each of them out in the same class.
3. After the groups have completed the questions, they are do role-play the endings.
4. Remind the students of the role-playing expectations.
5. Ask for volunteers to perform their skits.
6. Have the students complete the observation sheet and discuss it with the class.
7. Have the students complete the A PERSONAL GOAL handout in class or for homework if needed.

## Lesson 8

1. Ask students what are the goals they would like to reach. What the overhead of 'Goals and Pathways' on the overhead.
2. Explain the difference between short term and long-term goals. "How does fighting interfere with your goals?"
3. Have the students add step 3 of the TFM on their folders with the points from the "Thinking it Through" overhead.
4. Read "Evelyn's Story" How are her long-term goals effected and short term ones?
5. Either complete "Identifying Evelyn's Options and Consequences" as a handout or on the board.

## Lesson 9

1. Pass out different “Deal with This!” situations to each small group. Have them complete the handout with the same title.
2. Have each small group role play endings to their situation. Remind them of the expectations.
3. Each group is going to be scored according to the rubric. Have the rubric available to the students before they start the skits.
4. Have volunteers perform their skits. Debrief the outcomes and scores.
5. **IMPORTANT:** Either for HW or in class the students have to have the handout – Spreading Rumors – completed for the next lesson.

# Lesson 10

1. Place the TFM on the overhead and point out the fourth step – DOING THE RIGHT THING
2. Have two students read the skit “The Rumor” scene
3. Debrief the scene with questions about:
  - \* hot-headed
  - \* cool-headed
  - \* more information
  - \* define problem
  - \* bystander
  - \* goal
  - \* best option
4. Have the same kiddos read scene 2.
5. Have the students complete handout “How well did they do?” Go over - if time and needed.
6. Have students write step four on their Folder with the “Guidelines for Taking Action” ideas
7. Sticks and Stones – handout complete for HW or in class CAN DO FIRST THING NEXT LESSON

# Lesson 11

1. “Sticks and stones have break my names will never hurt me.” Is this true? When do names or words lead to violence?
2. Talk about TONE OF VOICE, GESTURES, and FACIAL EXPRESSIONS are like words that can hurt.
3. They can lead to violence.
4. Have a set of three students pick either Scenario 1 or 2 to role-play.
5. As you are going over the expectations, remind the students that they need to exaggerate the role-playing.
6. Have each group of students complete the handout “How Well Did They Deliver the Message?” on one of the other groups so that all groups are getting feedback.
7. Go over “I” statements. Have the students practice using them in situations that you give them. (Personally, I do not like using ‘you’ in an “I” statement. I like to use the format: I am \_\_\_\_\_ (emotion) when \_\_\_\_\_ (event) because I \_\_\_\_\_ (feeling).)

# Lesson 12

1. This is a conclusion to the program and we can discuss what we want to do

LEGITIMATE

JUSTIFIED

REWARDING

EFFECTIVE

CLEAN

HEROIC

MANLY

FUNNY

PLEASURABLE