

Relational Aggression Lesson Plan
AVB – 8th Grade
Debbie Neil - GVMS

Alaska Content Standards:

Skills for a Healthy Life, Standard C: Students should understand how well-being is affected by relationships with others.

ASD Social Emotional Learning Standards:

Goal 3: Students will show a strong sense of social awareness.

Objectives:

Students can read social cues.

Students demonstrate consideration for others and a desire to positively contribute to their community.

Topic: AVB: Relational Aggression

Materials and Preparation:

- Butcher paper and markers
- PowerPoint presentation (slide handouts attached)
- Envelopes with RA roles (master available from Jan Davis)
- Role Play scenarios (write for your school)
- Assertive Communication* sheet (attached)
- Copies of front covers of RA novels for bulletin board
- Copies of feedback question handout (attached)

Activities:

Introduction/Warm-ups

Re-establish that this classroom is a safe place.

Share the objectives of the lesson.

Show introductory, interactive, PowerPoint presentation.

Introduce the questions on butcher paper posters hanging around the room:

What cliques exist at GVMS?

What are some girl issues at GVMS?

What are some boy issues at GVMS?

Where does bullying happen at GVMS?

How do girls bully?

How do boys bully?

Give students a marker and have them write on the posters.

Review the answers with students.

Learning Activities

This lesson on relational aggression asks us to think about how we relate to each other, to think about the positive and negative outcomes for our behavior. Specifically, how do our actions influence relationships between other people? Often our actions have

unintended consequences, today we want to begin bringing a new level of awareness to our actions.

Have you ever heard the rhyme “Sticks and stones...”? Well, it’s not true is it? In fact words can often hurt us on a much deeper, longer lasting level than sticks and stones. Share list of forms of RA.

*Now we’re going to explore the roles different people play in relational aggression. Form groups of 4-6 (try single gender or mixed groups). Each group will get an envelope. Share the RA role titles. Find the seven roles and then sort the descriptor strips into the role groups. After awhile stop students and check in. If they want help, tell them how many strips should be under each role. Finally, stop students and give the answers, groups may fix as the answers are given. Students put strips back in envelopes and return to teacher. Debrief by sharing that people rarely play one role. Often people play different roles at different times or with different groups. **END LESSON ONE (45 MIN.)***

Lesson Two: Have students pair share what the definition of RA is. Have some pairs share their definitions. Continue: *The RA roles we worked with are typically attributed to groups of girls. Do you think all those roles are present in groups of boys?* List the role names on the board and have the class decide what roles are present in groups of boys. Would they rename any of the role titles? Should we add any role titles? Would the descriptors of the roles be the same or different for boys? Would they be able to write the roles attributes? What about mixed groups? The class could develop role and characteristics for groups of boys, depending on their answers and time available for a third day. For now, continue on-

Ask students, *Who has the power to stop bullying and relational aggression at our school?* Discuss with student how they are really the only ones with the power to create real change in this arena.

Role Playing: Using attached scenarios, have groups of five to six students plan a skit to show what they would do. Read or summarize *Assertive Communication* handout to assist students in brainstorming what they would do. Perform skits for the class.

Closure

Ask students if they would add anything to the butcher paper posters. Have students write on the feedback question handout. On the back of the sheet they might define RA or do this activity: *Everyone has been disrespectful or treated others unfairly at one time or another. It is important to know o you could have acted differently. Write about a time you acted in a way that hurt or threatened someone else’s relationship with a peer. Pretend that you could turn back time and write about how you could have acted differently.* Give writing time. Ask if anyone wants to share.

(If a third day is available: Do book talks on several of the novels provided by the district to support the AVB curriculum, talk about the novels in context of relational aggression. Have copies of the covers of the novels to use in creating a bulletin board. In groups students create posters about RA to display on bulletin board.)

Student Assessment:

Observation of participation and role-play, written response in workshop notebook, and group posters.

Additionally activities that the students desired and would be valuable:
Writing boy clique role titles and descriptors in groups and comparing/sharing with class
Students writing their own skits and performing

Additional activities that might be valuable (I haven't received student input on these ideas yet):

Making posters- anti bullying or RA

Playing the social emotional learning games (such as the card game Jan has)

Team building games that build positive, inclusive leadership and roles

Name: _____

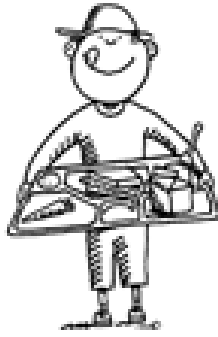
Period: _____

Date: _____

What “stuck with you” from these two days of AVB activities? (What did you get out of it, what did you learn, what will you remember?)

What was the best part of the two-day lesson?

What could have been improved or added to make this lesson even better?



In the lunchroom you are standing in line for hot lunch. Two students enter the lunchroom and join the line with their friend who is three people in front of you. What do you do?



In the crowded hallway at school, you see someone get bumped and drop her books and binder, stuff goes everywhere. Other students walk around the mess as the person bends down to collect their things. You do not know this person. What do you do?



In the locker room, you see one of the younger students at school. A group of older students are around him. They've taken one of his shoes and are tossing it back and forth to each other. One of the tosses goes wide and the shoe lands at your feet. What do you do?



You're having lunch with some friends. One of your friends points to a girl sitting at the next table. She starts whispering insults about the girl to your group. Your friends start laughing out loud. You know that the girl must be able to tell that your table is talking about her. Another insult is thrown, louder this time. Again, your friends laugh. What do you do?



You are walking down the crowded hall with a friend. Your friend accidentally bumps into another student who is walking the opposite direction. After the bump, your friend turns around and looks at whom he/she bumped. Upon seeing the person, he/she says, “Ewww, gross.” What do you do?