

Relational Aggression Lesson Plan (2nd Semester)
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
Definition of RA and Forms of RA (attached)
RA roles (master attached, compliments of Jan Davis)
You're a bully... handout (attached)
Beyond I Messages handout
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.

Refer back to previous lesson: AVB-RA, roles in cliques, and role playing skits.

Introduce the questions on butcher paper posters and distribute around the room.

Students should consider the questions from individual and a community perspectives.

What are the roles of cliques GVMS?

What are some positive things about cliques GVMS?

What are some negative things about cliques at GVMS?

Why do girls belong to cliques at GVMS? (Does everyone belong to one, is there any choice?)

Why do boys belong to cliques at GVMS? (Does everyone belong to one, is there any choice?)

How can we stop bullying at GVMS?

Students write on the posters with markers.

Review the poster comments with students.

Learning Activities

Review the definition of relational aggression (see if students remember).

Review list of forms of RA.

Discussion: Do students think cliques contribute to or deter bullying?

Review with class the RA roles from the previous lessons. Review that these roles were oriented toward girls and that the class came up with different role names for groups of boys. The boy role titles were: King, Snitch, Poser, Henchman, Floater, Bystander, and Target.

Review that the class previously performed role-playing skits to show typical bullying situations at GV and how to deal with them for a positive outcome. When students filled out the questionnaire at the end of the last lesson, they indicated they wanted to make up their own skits and perform them.

Divide the class into single gender groups of 3-5 boys and 2-3 girls.

The groups with boys will take the list of boy role names and write descriptors for the roles (using the girl descriptors as an aid). They may change the name of any of the roles and add or delete descriptors to fit the roles. The boys will come together as a whole group after about fifteen minutes to finalize a class list and agree on one set of roles and descriptors that describe groups of teen boys.

The groups of girls will begin writing 3-5 minute scenarios that can be used for role-playing. Introduce the *You're a bully and Beyond I Messages* handouts. The students may use the bullying handout for ideas and must incorporate the at least one of the *Beyond I Messages* strategies into each scenario. Students write at the top how many actors are needed for each scene.

The next day the girls receive envelopes with the mixed up roles and descriptors for boys and try to sort them out (teacher must create after boys complete their part). The boys write their own scenarios and may read the ones the girls wrote for inspiration. Boys also receive the *You're a bully and Beyond I Messages* handouts and follow the same directions as the girls.

Role Playing: Using student-generated scenarios, have groups of students choose and practice a role-play. Students perform skits for the class.

Closure

Ask: What can students do to reduce bullying at GV? What are you (students) willing to do? What changes are needed? How can we inspire others to see and act on bullying? One of the most important things students can do is report to a trusted adult what they see and hear.

Have students write on the feedback question handout and turn in.

Student Assessment:

Observation of participation and role play, written response in handout, and group posters.

Definition of RA and Forms of RA

Relational Aggression is any behavior that is intended to harm someone by damaging or manipulating relationships with others (Crick & Grotpeter, 1995).

Forms of RA

Exclusion

Lies

Ignoring

Humiliation

Mean Gossip

Intimidation

Spreading Rumors

Alliance building

Insults

Taunts

Teasing

Cyberbullying

Manipulative Affection

THE PLAYERS IN RELATIONAL AGGRESSION:

The Queen:

- Not intimidated by other girls
- Manipulates affection
- Friends do what she wants
- Charming to adults
- Doesn't take responsibility for hurting others
- Right and wrong are defined by the loyalty around her
- **IMAGE IS EVERYTHING** - works hard to maintain it

The Sidekick:

- Allows queen to tell her how to dress, think, feel,
- Allows herself to be pushed around by queen
- Lies to protect the queen
- **POWER DEPENDS ON THE CONFIDENCE SHE GAINS FROM THE QUEEN**
- She can change behavior - BUT the queen would most likely find new sidekicks

The Gossip:

- **Secretive**
- **Appears to be friends with everyone**
- **Good communicator**
- **Seems nice, trustworthy, BUT uses confidential information to improve her position within the group**
- **Not trusted by the girls when they figure her out**

The Floater:

- **Moves from group to group**
- **Doesn't exclude people**
- **Not competitive**
- **Self-esteem is not based on one group**
- **Not "too" of anything (pretty but not "too" pretty)**
- **Like the queen, but she does not gain anything from conflict**

Torn Bystander:

- **Usually will have to choose between friends**
- **Very accommodating**
- **Peacemaker**

- **"Goes along to get along"**
- **Apologizes for the queen**
- **Will miss out of an activity so she will not be teased**
- **Hides accomplishments to fit in group (mostly academics)**

The Wannabe:

- **Others' opinions and wants are important to her**
- **Can tell the difference between her wants and what the group wants**
- **Desperate to have the "right" look**
- **Loves to Gossip**
- **Feels good when others come to her for help**

The Target:

- **Helpless to stop other girls' behavior**
- **Feels excluded and isolated**
- **Rejects people at first to hide feelings of hurt**
- **Vulnerable, humiliated and may change to fit in**
- **May see the costs of "fitting" in and stay outside of group**

You're a bully if you do any of these things to someone else:

- * You call them names
- * You make up stories to get them into trouble
- * You tell other people not to be friends with them
- * You make remarks about their culture, religion or colour
- * You make remarks about their disability or medical condition
- * You leave them out when you're choosing a games team
- * You take away their possessions or demand money from them
- * You hide their books or bag
- * You send them nasty text messages or make silent calls to their phone
- * You make threats about nasty things that will happen to them
- * You make remarks about them liking other boys or other girls. This is called homophobic bullying

- * You spread rumors about them
- * You take their friends away leaving them on their own
- * You hit them, kick them, trip them up or push them around
- * You make remarks about their looks or weight
- * You don't choose them to be your partner in class
- * You tell them you're busy and then go off to enjoy yourself with other people
- * You damage their property
- * You make jokes about them when you can see they're upset
- * You indulge in horseplay when you know they are not enjoying it
- * You're going along with the crowd who are doing any of these thing

<http://www.bullying.co.uk/>

Beyond I Messages

Three Strategies for Dealing with Relational Aggression

The SEAL Strategy

1. Stop and breathe, think, listen
 - decide if this is a small problem or a bigger challenge
 - decide when and where to talk to other(s)
2. Explain- put into words what happened and what you want
3. Affirm- acknowledge that you have a right not to be treated that way
4. Lock in the friendship or lock out of the friendship

The Art of Apology

- Take the right tone of voice
- Clearly state what you did wrong (focus only on what you did wrong)
- Victim does not apologize first
- Give the apology without the expectation of a return apology
- The other person must say thank you for the apology or it is meaningless
- Remember- you do not have to be friends

Reporting to a trusted adult

This is a powerful strategy that many teens overlook. Reporting is one way to stand up to a bully. Reporting is not snitching.

- Reporting is in the best interest of all and makes the problem smaller.
 - The less acts a bully commits, the less trouble he or she will get in
 - The sooner the reporting happens, the sooner the bully can receive help
 - The sooner the bullying is reported, the sooner the victim will find relief

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?