

An AVB Supplemental Lesson Plan  
"Priscilla and the Wimps"  
Jan Davis - AVB Support Teacher  
Middle School Level - ASD

Objectives:

Students will:

1. be able to identify characters from "Priscilla and the Wimps" and the roles they play in the conflict.
2. be able to understand how these roles effect the outcome of the conflict.
3. be able to apply the Think-First Model of decision making to Priscilla and how she could have made better choices.

Gathering:

Students will participate in a gathering that involves the students volunteering to answer, "Has there ever been a time when you or someone you know was a bystander in a conflict and was able to have a positive effect on the situation?" The teacher may have to talk about or ask for a review of the term: **Bystander** (One who is nearby during a conflict - plays a pivotal role in conflict resolution.) **Problem Solving Bystander** (One who helps to end the conflict in a non-violent way.) This continues until all who wants to share has.

ALTERNATIVES:

1. Students will answer the question in a journal or as a writing piece (remember to read all of them).
2. Students will follow the KIM format for "bystander".

Lesson:

1. The teacher will read "Priscilla and the Wimps" by Richard Peck aloud. (We are awaiting permission to make copies.) The short story is found on pages 42-45 in Sixteen: Short Stories by Outstanding Writers for Young Adults. **EACH MIDDLE SCHOOL HAS BEEN PROVIDED A COPY OF THIS BOOK BY MIDDLE SCHOOL LEVEL**

2. Either as the teacher is reading the story or when the story is over have the students complete the attached chart on who played what role during the bullying situation. This can either be as a handout, on the board, or as an overhead ([there are two attached formats to pick from](#)).
3. Have the students give support from the story for which role each character plays.
4. As a whole group, discuss the choices the students made.
5. At this time, one may need to go over the exact AVB term definitions. ([see attachment](#))
6. Handout a copy of the Think-First Model of decision making and discuss if Priscilla followed the four steps. How could she have made better choices? **Step three: Think It Through - what other options did Priscilla have and what are the positive and negative consequences of each options.** ([Attached is a graphic organizer that can be used if wanted.](#))
7. During this part of the lesson it is so important to hit home that ***fighting is the very last solution to a conflict and more importantly, that in the school environment there are so many other options that there is no reason to fight.***

#### Closure:

Students will reflect on the options that one has at school to prevent a fight or to settle a conflict in a non-violent way. It would be ideal for each student to have a plan of action for when they find themselves involved in a conflict at school. This can be simply done in their head, in a journal, as a pair and share or as a whole group if they care to share.

#### Quotes for Response: ([Quotes are attached](#))

1. "I admit it. I'm five foot five, and when the Kobras slithered by with or without Monk, I shrank. And I admit this, too: I paid up in a regular basis. And I might add; so would you" (page 43)
2. "This practically blows the Kobra away. First he's chopped by a girl, and now she's acting like she doesn't know Monk Klutter, the Head Honcho of the World. He's so amazed, he tells her, "Monk Klutter." (page 44)

3. "Monk's not happy with this answer, but by now he's spotted Melvin, who's grown smaller in spite of himself. Monk breaks his own rule by reaching for Melvin with his own hand. "Kid," he says, "you're going to have to educate your girl friend." (page 45)

Evaluation:

1. Students can use the KIM strategy for Aggressor, Victim/Target, Bystander, and Problem-Solving Bystander.
2. Students can write "Chapter Two" to the short story including the consequences Priscilla can face due to her choices.
3. Students can illustrate through a comic strip (see attachment) how Priscilla could have made a better choice about how to solve the conflict at school.
4. Students can write a script and perform the skit that demonstrates another option(s) that would have led to positive consequences for Priscilla and allowing for the conflict to be settled in a non-violent way.

Credits:

AVB Terms and Think-First Model from Aggressors, Victims, and Bystanders: Thinking and Acting To Prevent Violence (1994) and Taking Action to Stop Bullying: A Literacy-Based Curriculum Module (2004) both are published by Education Development Center, Inc.

Resources:

Peck, Richard. "Priscilla and the Wimps." *Sixteen: Short Stories by Outstanding Writers for Young Adults*. Ed. Donald R Gallo. New York: Dell Publishing Company, Inc. 1984

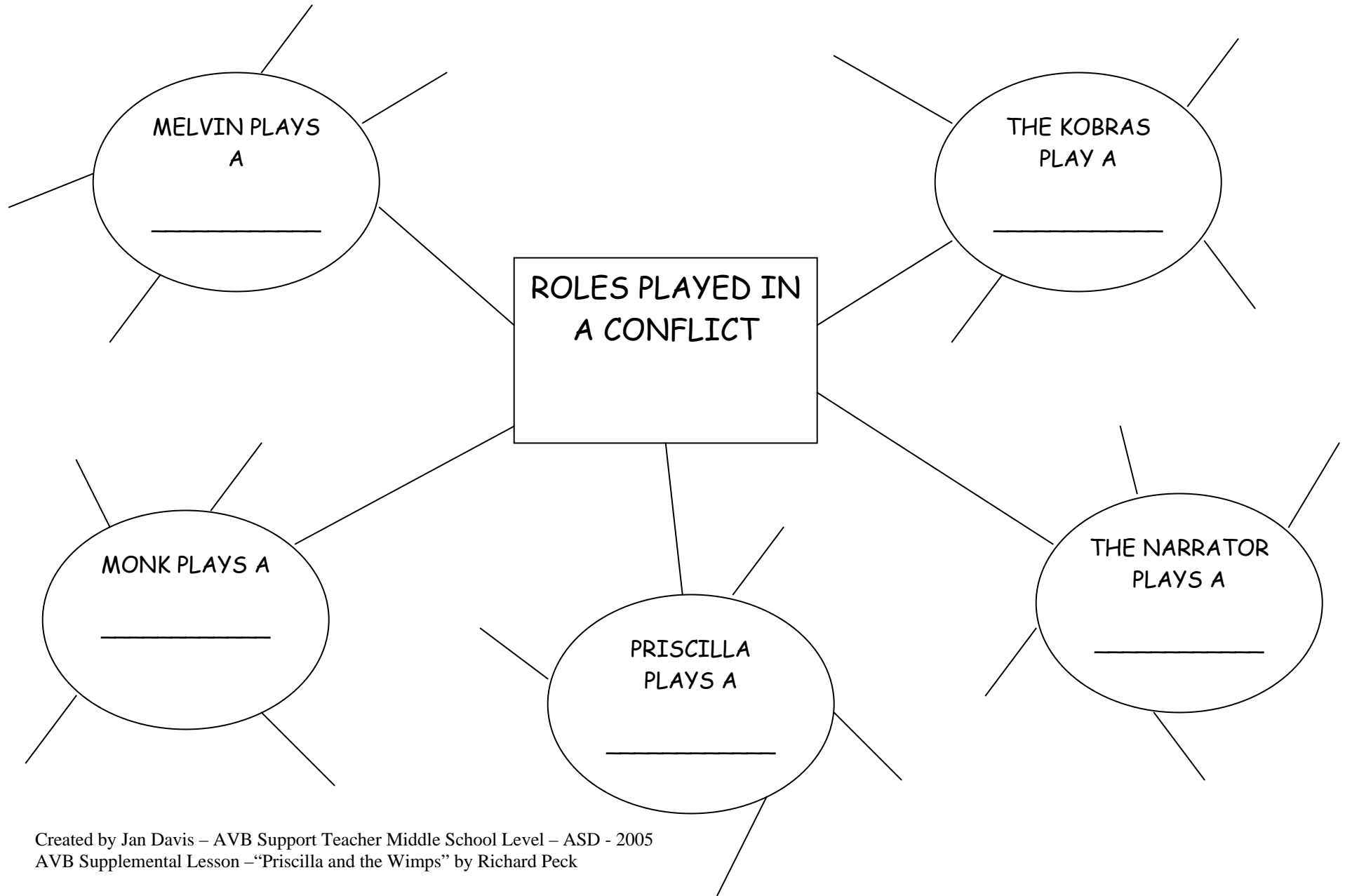
### Who Played What Role?

Complete the chart to reflect which role the characters played in the conflict. In the space provided give evidence to support your role choice.

	Aggressor	Victim/Target	Bystander	Problem Solving Bystander - non-violently
Narrator				
Monk				
The Kobras				
Melvin				
Priscilla				

### Who Played What Role?

Complete the graphic organizer to reflect which role the characters played in the conflict. In the space provided give evidence to support your role choice.



## Definition of Roles Played in Bullying Situations

**Aggressor:** One acting in a hostile manner (bully) - provoke others - starts fights - repeats behavior over time.

**Victim:** One that the aggression is aimed at (target) - physically or verbally attacked, excluded or made fun of by an aggressor

**Bystander:** One that is nearby during a conflict - plays a pivotal role in conflict resolution. If the bystander encourages or just watches the bullying, he or she is making the situation worse.

**Problem-Solving Bystander:** The bystander acts in a non-violent way, he or she can calm or resolve the situation.

Definition of Roles in Bullying Situations from Aggressors, Victims, and Bystanders: Thinking and Acting To Prevent Violence (1994) and Taking Action to Stop Bullying: A Literacy-Based Curriculum Module (2004) both are published by Education Development Center, Inc.

## What Else Could Priscilla Have Done?

List other options Priscilla could have chosen to do to solve the conflict. List as many positive and negative consequences you can think. Finally, pick the option you think you would pick and explain why.

	OPTIONS FOR PRISCILLA	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES
1.			
2.			
3.			
4.			

If I were in Priscilla's shoes, I would have done

The reason why is

## Quotes for Response from "Priscilla and the Wimps"

By Richard Peck

1. "I admit it. I'm five foot five, and when the Kobras slithered by with or without Monk, I shrank. And I admit this, too: I paid up in a regular basis. And I might add; so would you" (page 43)
2. "This practically blows the Kobra away. First he's chopped by a girl, and now she's acting like she doesn't know Monk Klutter, the Head Honcho of the World. He's so amazed, he tells her, "Monk Klutter." (page 44)
3. "Monk's not happy with this answer, but by now he's spotted Melvin, who's grown smaller in spite of himself. Monk breaks his own rule by reaching for Melvin with his own hand. "Kid," he says, "you're going to have to educate your girl friend." (page 45)

Created by Jan Davis - AVB Support Teacher Middle School Level - ASD - 2005  
AVB Supplemental Lesson - "Priscilla and the Wimps" by Richard Peck

Peck, Richard. "Priscilla and the Wimps." Sixteen: Short Stories by Outstanding Writers for Young Adults. Ed. Donald R Gallo. New York: Dell Publishing Company, Inc. 1984