

<b>Grade 5</b>		<b>Strand: Communication</b>	
<b>Lesson Title: Stand Up and Be Strong!</b>			
<b>Problem Solving Competency</b> I can stand up for myself and be strong.			
<b>Social Competencies</b> (from 40 Assets)  Interpersonal Competence Peaceful Conflict Resolution		<b>Positive Identity</b> (from 40 Assets)  Personal Power Self Esteem Positive View of personal future	
<b>What's it about?</b>  Balancing the needs of both parties is an essential but often challenging part of constructive problem solving. Problem solvers need an understanding of the importance of balance and the skills to help them achieve it.		<b>Big Idea and Learning Goal</b>  In order to address their own interests and needs in relation to those of others, children need the ability to assert themselves in a confident and respectful manner. Assertiveness skills can be learned, practiced and improved.	
<b>Building on Prior Learning and Experience</b>  As part of the <i>Tools For Life</i> program for Grade 3, students learned how “I feel” statements can help them to stay calm and communicate their feelings clearly and appropriately. In Grade 4, students analyzed and developed “I” statements using a set of agreed upon criteria.			
<b>Getting Started</b>  <b>Pairs</b> Students will consider the following scenarios. The structure described below may be helpful for processing the scenario.  1) Situations are posted or uncovered one at a time. 2) Students imagine themselves in the “shoes” of the person in each scenario as it is read. 3) Students consider each situation for one minute and then take another minute to describe or represent their initial response or reaction on a notepad.  ➤ You want to be alone but a friend wants to be with you. ➤ A classmate teases you and calls you a name. ➤ An older kid wants the snack you brought for your morning recess. ➤ Friends ask you to join them in stealing money from another kid’s backpack. ➤ Your younger sister keeps bugging you when you are trying to play a video game.  <i>Note: Scenarios relevant for a specific group can be substituted or added. Video clips can be used instead of the scenarios or along with them.</i>  <i>Suggest to students that we can choose how to react or respond to situations like the ones above.</i>			

*Some of the most common ways of responding can be defined as:*

- Mean = doing something to hurt another person (physically or emotionally) or using force or threats to make somebody do something they don't want to do
- Giving in = going along with what someone wants you to do even though you would rather do something else.
- Strong = being nice and respecting the other person while standing up firmly for yourself (your rights, your interests) (NCR, NSW, AU [www.ncr.org](http://www.ncr.org))

*Invite students to consider their immediate responses to the scenarios above, identify responses that might fit under each category and explain why.*

*Activate student thinking by posing questions such as:*

- Which category seems to fit with the work we have been doing on solving problems?
- Why is it important for us to be strong and firm as well as nice and respectful?
- When might the other kinds of responses be appropriate?

*Suggest to students that they keep those categories in mind as they take a look at another situation.*

### **Note: Take a Break**

This lesson can be addressed over two days as time constraints and learners' attention span dictate. This may be an appropriate spot to summarize learning and continue with the remaining activities at a later time. Learners could be invited to keep the categories in mind as they observe people in real life and in the media over the next few days. Learners could then share their observations and thinking before moving on to the next activity.

### **Working on It**

- Option 1 Several students are invited to prepare the role play in advance and present it to the class.
- Option 2 The scenario can be read to or by students.
- Option 3 A video clip of a relevant scenario can be used.

### **Choices Role Play: Scenario Cards**

Students will view the Choices Scenario or another selected scenario.

The action will be frozen at an appropriate point. (e.g., Freeze the action while Victoria is still trying to convince Latoya to help her carry out her plan.)

*Activate students' thinking by posing questions such as:*

- What is happening?

Students describe what is going on as objectively as possible.

- How do you think the characters are feeling?

Students infer what characters might be feeling?

- What are Latoya's choices?
- What are some different ways that she could deal with the situation?

*Record students' ideas. Prompt students to stretch their thinking to get a wide variety of possibilities.*

- What do you think Latoya should do? Why?
- How easy or how challenging do you think it would be to make the best choice?
- What might you do in that situation?

*Invite the volunteers (different students may wish to take over at this time) to replay the scenario, acting out one/or more of the ideas proposed by the class.*

*The volunteers can select any of the choices, not necessarily the "best" one. Scenarios can also be replayed in small groups in order to actively involve all learners.*

### **Pairs**

*Invite students to consider one of Latoya's options and identify possible consequences of that choice. Discuss the importance of consideration of consequences.*

**Responding:** Write about it, Talk about it, Represent it

### **Individual/Pair/Small Group**

Students select one of the following options.

- Role play an option that shows how we can be strong.
- Rate the various options from most desirable to least desirable and explain their thinking.
- Represent strong choices by drawing, creating a series of tableaux etc.
- Create a response to Latoya's situation for an advice column.

### **Sharing**

#### **Whole Group**

Volunteers share their responses. Observers affirm their efforts.

### **Revisiting**

- teacher modeling
- authentic situations/teachable moments
- additional practice with scenarios
- analysis of video clips, print media etc.
- class meetings

### **Feedback about the learning**

How might what we learned about today be helpful to you?

What would you like to find out?

### **Resources you may need**

Choices Scenario

**Suggested links to curriculum**

This lesson will directly support learning in the following areas of curriculum:

**Health and Physical Education**

**Living Skills Strand**– Personal Skills, Interpersonal Skills and Critical & Creative Thinking Skills

**Healthy Living Strand** – Personal Safety and Injury Prevention

This lesson will provide a context for learners to apply, practice and/or consolidate learning from other areas of the curriculum.

**Language**

**Oral Communication Strand** – Listening to Understand, Speaking to Communicate

**Arts**

**Drama Strand** – Creating and Presenting, Reflecting, Responding and Analyzing

**Suggested links to Learning Skills and Work Habits**

**Responsibility**

Sample Behavior: takes responsibility for and manages own behavior.

**Collaboration**

Sample Behaviors: responds positively to the ideas, opinions, values, and traditions of others; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

**Initiative**

Sample Behavior: recognizes and advocates appropriately for the rights of self and others.

**Self-regulation**

Sample Behavior: assesses and reflects critically on own strengths, needs and interests.