

Lesson Plan by Cayla Davenport

Lesson: Conflict Roles

Length: Approximately 30-45 minutes

Grade Intended: Third Grade (Beginning of Unit)

Academic Standard(s): 3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays. (Core Standard)

Performance Objectives: Given roles and having watched the video, students will present a situation of conflict with an appropriate resolved conclusion.

Assessment: The student will write his/her part into the group's script, and the script will be turned in with a title. There must be speaking parts for each member of the group, and the presentation must last a minimum of two minutes.

Advanced Preparation by Teacher: Acquire the YouTube video "Anti-Bullying PSA: The Price of Silence" and "Know What? Bullying hurts!"

Assign roles for each student and form groups of three and four.

A video camera to record for possible future use of the presentations

Procedure:

Introduction/Motivation: YouTube video "Anti-Bullying PSA: The Price of Silence"

Step-by-Step Plan:

- 1) Ask the students what they thought of the video
- 2) Discussion
- 3) As a class, identify the roles in the video
 - a. Bully(s)
 - b. Victim(s)
 - c. Mediator(s) or the Go-Between Person(s)
 - d. Onlooker(s)
- 4) Ask students if they have/had similar experiences
 - a. What role did they play?
 - b. Was it resolved? Why or why not?
- 5) Have students look through the "Know What? Bullying hurts" handout and pick one activity to do in class.
 - a. Have students discuss with a partner which one they picked, why they picked it, and what they learned.

- b. Have students take the rest of the handout home to complete.
- 6) Have the students form the groups you created prior to lesson
 - a. Some groups have three and some have four
 - b. The groups vary in numbers to simulate realistic situations
- 7) Give each student his/her role in the group
 - a. Roles vary depending on the possible scenarios
 - b. Some bullies are male, some female and sometimes multiple bullies
 - c. Possibly multiple victims
 - d. There will not always be onlookers
 - e. Mediators or Go-Betweens can be either gender and any age.
- 8) Allow approximately ten or fifteen minutes for group planning and script writing.
 - a. Each group should title their presentation
 - b. Each presentation should last at least two minutes and include speaking parts for each student.
 - c. Presentations should be based off possible real life scenarios.
- 9) Once groups complete the writing of their presentations, take turns presenting their script to the class.
 - a. After each presentation, the class will identify the role of each of the students in the group.
 - b. Then the class will discuss the likes/dislikes of the presentation and other effective ways to resolve the situation.

Closure: After all the presentations are complete, each student will write down which role they identified with most and which one they want to be; they will turn this in but will not be graded on it.

Adaptations/Enrichment:

Enrichment- Challenge them to have more speaking lines.

Adaptations- Can take the script up with them during the presentation to look off of.

Self- Reflection:

Did the students seem to enjoy themselves?

Should I add more to the lesson? Get rid of some?

Did the lesson focus too much on whole group, and not enough on independent work?

Was the lesson too simple for some students? Too challenging for others?

References:

<http://www.youtube.com/watch?v=wY7Gvq0P4hc>

“Know What? Bullying hurts!” Handout