

GRADE 8 | LESSON 5
**POWER IN COMMUNITY – BUILDING A SAFE
SPACE FOR US ALL**

LESSON SUMMARY

LESSON 5: POWER IN COMMUNITY – BUILDING A SAFE SPACE FOR US ALL

- In this lesson, students will explore strategies to support safe environments and respectful treatment of everyone in the school community. Students will identify behaviors they observe in their own life that infringe on the rights of others and apply a decision-making model to develop a plan of action steps to safely, legally and respectfully promote dignity and respect for all people.

LEARNING OBJECTIVES

DECISION-MAKING

- Apply a decision- making model to various sexual health decisions. (NSES PR.8.DM.1)

ADVOCACY

- Advocate for safe environments that encourage dignified and respectful treatment of everyone. (NSES PS.8.ADV.1)
- Develop a plan to promote dignity and respect for all people in the school community. (NSES ID.8.ADV.1)

LEARNING OBJECTIVES

INTERPERSONAL COMMUNICATION

- Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault. (NSES PS.8.IC.1)

GOAL-SETTING AND SELF MANAGEMENT

- Describe strategies to use social media safely, legally and respectfully. (NSES HR.8.SM.2)
- Develop a plan to stay safe when using social media (NSES HR.8.GS.1)

ADVANCE PREPARATION

MATERIALS

- Per student or Class Set copies of “Communication Styles Anchor” (from Lesson 2)
- Per student copies of *Making a Difficult Decision Worksheet*
- Student notebooks or scrap paper

ACTIONS

- Ensure pedagogical familiarity and comfort with lesson plan
- Plan where students will write T-Charts
- Ensure functioning of audiovisual setup
- Test video playback
- Questions? Contact Michele Rusnak or a district STEM Coach.

WARM UP

Method: Think-Pair-Share

Provide thinking time then ask students to share their thoughts with a partner.

WHAT IS AN ALLY? (TEACHER)

Ally (noun)

Plural:

Allies

What does the word “ally” mean to you?

In what ways have you heard the word “ally” used in school, the news, media or conversation?

After students share, solicit some responses from the class. Accept all reasonable responses.

Lesson Preview: During this lesson we will explore what it means to be an ally and ways we can take action to be an ally to others.

WHAT IS AN ALLY?

Ally (noun)

Plural:

Allies

What does the word “ally” mean to you?

In what ways have you heard the word “ally” used in school, the news, media or conversation?

HOW TO BE AN ALLY

INSTRUCTIONS: HOW TO BE AN ALLY

- Tell students that today they are going to reflect on ways they can be an ally to someone who may be experiencing bullying, harassment, abuse or assault.
- While students create their T-chart, introduce the video.
 - Evelyn from the Internets is an Austin-based “digital storyteller”. Her video *How to Be an Ally* provides her view of what it means to be an ally and what actions can be helpful to someone experiencing discrimination.
 - While you watch, you will take notes on the approaches that Evelyn suggests. Later, you will make your own plan for how you might be an ally in a real-life situation.
- After students watch the video, facilitate a class discussion.

How to Be an Ally

By Shutting Up

By Speaking Up

Create a T-Chart on your paper with these titles.

As you watch the video, make a list of the strategies Evelyn and her "friend" recommend for ways to be an ally.

Watch for
ways to be an
ally by...

1. Shutting up
2. Speaking up



DISCUSSION: HOW TO BE AN ALLY (TEACHER)

- In what situations do Evelyn and her “friend” suggest it is important to “shut up and listen”?



- Why is it so hard to speak up (instead of simply “reporting back”)? Speaking up is hard because we don’t always know to address the situation.

- Do you have to be an “authority” in order to speak up? Speaking up doesn’t necessarily mean using your voice as an authority, because you don’t know it all. It’s about using your voice as an avenue, as a springboard to uplift the voices of all those people you have been listening to.

- What methods do Evelyn and her “friend” suggest for “speaking up”? Taking action can look like...Sharing an article with somebody, retweeting somebody, giving credit where credit is due for the thoughts and the ideas and the reasoning behind new ways of thinking.

Understanding the delicate balance between shutting up (and listening) and speaking up on their behalf can help you be a better friend, a better partner, a better person.

Evelyn ends the video by asking these two questions.

- How can someone be a better ally to you?
 - How do you plan on being a better ally to someone else?
- During the second part of class, you will be creating your own plan for being an ally.

DISCUSSION: HOW TO BE AN ALLY

- In what situations do Evelyn and her “friend” suggest it is important to “shut up and listen”?
- Why is it so hard to speak up (instead of simply “reporting back”)?
- Do you have to be an “authority” in order to speak up?
- What methods do Evelyn and her “friend” suggest for “speaking up”?

HOW TO ADDRESS BULLYING

INSTRUCTIONS:WHAT IS BULLYING?

Guide students in making a T-chart to record ways to address bullying.

After the video, solicit responses for ways to address bullying...

1. In Person
2. Online

Additional discussion points:

- Bullying hurts, harms or humiliates a person.
- Bullying is a way for someone to get power and control.
- It is important to keep asking for help until someone listens or the situation changes.
- One way to help is to be kind to those who have been bullied.
- Bullying causes serious impacts. The hurts can be emotional or physical.

Ways to Address Bullying

In Person

Online

Create a T-Chart on your paper with these titles.

As you watch the video, make a list of the strategies it recommends you take in response to bullying online or in person.

Watch for
ways to
address
bullying...

1. In Person
2. Online



MAKING AN ACTION PLAN

INSTRUCTIONS: PROBLEMS WE SEE

- In groups of 2-3, students will discuss situations they have observed that might constitute bullying or harassment. Before they begin, the teacher will remind them to speak in general terms and maintain the confidentiality of the people involved in the situations.
- Each group will decide on one real-life situation to use for their task.

PROBLEMS WE SEE

What situations have you observed that might be considered bullying or harassment?

- To respect privacy, speak of people in ways that do not identify who they are.
- No NAMES or other identifying information

INSTRUCTIONS: DEVELOPING A PLAN

Pre-plan how you will get students in groups.

To save time, you could complete parts 1 – 3 as a whole class and then have students complete #'s 4 – 7 on their own.

Circulate to assist students as they complete the “Making a Difficult Decision Worksheet.”

This activity will serve as their “exit ticket” for this lesson.

Worksheet

Making a Difficult Decision Worksheet

Goal: Make a difficult decision by considering the alternatives; choose an alternative that is right for you.

1. Here's the problem:

2. Here are my alternatives to address the problem:

Alternative #1:	Alternative #2:
Communicate with a trusted adult about the situation.	Use social media to advocate for dignified and respectful treatment of everyone.
Alternative #3:	Alternative #4:

3. Each alternative has positive and negative consequences. Here are the ones I know about or think are likely.

	Positive Consequences (short & long-term)	Negative Consequences (short & long-term)
#1		
#2		
#3		
#4		

4. My values that are relevant to this decision are:

5. Other people affected by my decision are:

6. Based on all of the above, the best alternative for me is:

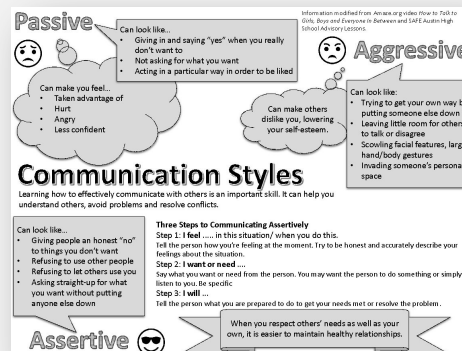
7. My plan to ensure my own safety and the safety of others is:

DEVELOPING A PLAN

Pick one of the situations you discussed.
What might you do to address this situation?

Resources:

- “Communication Styles” anchor
- ”How to Be an Ally” T-Chart
- “Ways to Address Bullying” T-Chart



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#4		

As a Group:

#1 Problem

#2 Alternatives

#3 Consequences

4. My values that are relevant to this decision are:

5. Other people affected by my decision are:

6. Based on all of the above, the best alternative for me is:

7. My plan

On Your Own:

#4 Values

#5 People

#6 Best Alternative

#7 Safety Plan

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Passive



Can look like...

- Giving in and saying “yes” when you really don’t want to
- Not asking for what you want
- Acting in a particular way in order to be liked

Can make you feel...

- Taken advantage of
- Hurt
- Angry
- Less confident

Can make others dislike you, lowering your self-esteem.



Aggressive

Can look like:

- Trying to get your own way by putting someone else down
- Leaving little room for others to talk or disagree
- Scowling facial features, large hand/body gestures
- Invading someone’s personal space

Communication Styles

Learning how to effectively communicate with others is an important skill. It can help you understand others, avoid problems and resolve conflicts.

Can look like...

- Giving people an honest “no” to things you don’t want
- Refusing to use other people
- Refusing to let others use you
- Asking straight-up for what you want without putting anyone else down

Three Steps to Communicating Assertively

Step 1: I feel in this situation/ when you do this.

Tell the person how you’re feeling at the moment. Try to be honest and accurately describe your feelings about the situation.

Step 2: I want or need

Say what you want or need from the person. You may want the person to do something or simply listen to you. Be specific

Step 3: I will ...

Tell the person what you are prepared to do to get your needs met or resolve the problem.

Assertive



When you respect others’ needs as well as your own, it is easier to maintain healthy relationships.

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7. My plan to ensure my own safety and the safety of others is: