

LEARNING FROM THE CHALLENGES OF OUR TIMES:

**Global Security, Terrorism,
and 9/11 in the Classroom**

Elementary School

Lesson Plans & Themes

Unit II

From the Playground to the World Stage: Violence, Aggression and Terrorism

Unit II: From the Playground to the World Stage

Grade Levels: K-5

Time: 30+ minutes

Lesson EII-5: Power of Hurtful Words & Responding to Them

Interdisciplinary Connections:

Character education, literacy

Objectives:

- Students will recognize how hateful words make them feel and how they impact others as well.
- Students will identify strategies to use to respond to hurtful words.

Key Terms:

Hurtful

Hateful

Feeling good

Strategy

Sad

Materials:

- Drawing of sad and happy face
- Poster paper (to make class rules)
- Note-taking paper for students

Activities/Procedures:

- Show a picture of a sad face. What words make you feel sad?
Optional: In one of the circles, have students draw a sad face.
- What words make you feel happy? Draw a happy face in another circle.

Classroom Activity:

- Ask students to think of words that make them sad or angry. Students write the words on a slip of paper anonymously and the teacher collects the slips of paper.
- Selects words from the slips of paper (avoiding those not appropriate for the grade level) and writes them underneath the picture of the sad face on a board, chart paper, or overhead projection. After selecting words from the slips of paper, fold them in half and staple them shut as students are working in groups.
- Students get into pairs or small groups and discuss the questions:
 - How do these words make you feel?
 - What would you do if you were called one of these words?
 - How could you let the person know how the word(s) make you feel?
 - Share responses with the large group.
- The class collectively decides on the best ways for responding to hurtful words, and together they create class rules to display in the front of the classroom.
- Now discuss words that make students feel good/happy.
- To conclude the lesson on hurtful words, the students come up randomly and take the top paper from the notes on hurtful words, crumple it up, and throw it in the trash.

Evidence of Understanding:

The class collectively decides on the best ways of responding to hurtful words. Together the students create class rules to display in the front of the classroom.

Extension Activities: Taking Action and Giving Service:

- Ask students to discuss: “What would you do if you heard someone else being called these words?” Talk about being an upstander. (Discuss the difficulties of being an upstander as well as the reasons why we need people – and ourselves – to be upstanders.)
- Read *Words Are Not for Hurting* by Elizabeth Verdick.
- Connect this lesson with the lesson on Chrysanthemum.

However, for this lesson, distribute a paper doll to each student rather than a heart. Read aloud from the list of hurtful words/actions that the class created and bend a piece of the paper doll’s arm or leg or crumple the body a little bit. Then read aloud from a list of words/actions that are happy and make the students feel good. Each time a happy/feel good word/action is read, the students should unbend and smooth one of the wrinkles made in the body of the paper doll.

After completing the reading of the words, ask the students to study the paper doll very carefully and to notice any wrinkles and/or crumpled parts of the doll that remain despite efforts to smooth them out. Discuss how hurtful words/actions can damage a person and how the damage may endure just as the wrinkles on the paper person cannot all be removed.

Unit II: From the Playground to the World Stage

Grade Levels: 1-3

Time: 45 minutes

Lesson EII-6: Making Choices: Bystander, Perpetrator (Bad guy), Victim, Rescuer (Hero)

Interdisciplinary Connections:

Social studies, character education, art, literacy

Objectives:

- Students will be able to identify and explain the roles of individuals in a threatening situation.
- Students will be able to identify the choices of the individual in a threatening situation.
- Students will be able to understand the implications of making assumptions.
- Students will be able to appreciate the value of friendship.

Key Terms:

Bystander

Bad guy

Victim

Hero

Bullying

Assumptions

Prejudice

Skog

Materials:

- *The Island of the Skog* by Steve Kellogg
- Drawing paper, crayons or markers, journals

Activities/Procedures:

- Ask students the question: "What scares you? What frightens you?"
- Ask students to describe their answers in writing and then draw an image representing what frightens them.
- Take student volunteers to share their description and/or image with the class. (If available, teacher may use an elmo to project the images on a screen.)
- What is an island? Show pictures of an island.
- How do you usually get to an island?
- What is a "Skog"? What do you think it looks like?
- Have students draw a "Skog" and hang up their pictures.

Classroom Activity

- Introduce story and ask students to listen to the story of the "skog."
- Read the story to the class.
- Think-pair-share activity focusing on discussion questions one at a time:
 - Why did the mice leave their home?
 - What should they have done before they left and sailed on the boat?
 - Why did they attack the stranger or Skog before they knew who it was?
 - What lesson do you think the mice and the Skog learned?

Who was under that costume?
Where is the Skog going?
Why was the Skog afraid of mice?
Do you think the mice will be happier here than at their old home? Why?

- Discuss as a class:
 - Who are the bystanders, bad guys, victims, and heroes in this story?
 - Was the Skog misunderstood by the mice? If so, how?
 - Did the mice pre-judge the Skog?
 - What was the Skog?
 - What kinds of things do you think the Skog likes to do?
- Look at the pictures of Skogs students drew at the beginning of the lesson. Ask the students if they think their pictures resemble the Skog in the story.

Evidence of Understanding:

- Discuss what students will need to take along if they go on a journey to an island.
 - Make a list of all the items they need.
 - Give students large bulletin board paper.
 - Have them work in groups to draw an island and include what they need to survive.
 - Have them explain their island.
 - What are some reasons people would choose to leave their homeland and travel to live in a new land?
 - How do you expect to be greeted in your new homeland? How would you view and greet strangers who have come to live in your neighborhood?
- Ask each student to write about these various questions and about possible problems.
 - What happens if there is a bad storm? Are you prepared to take care of yourself?
 - What if you run out of food?
 - What happens if people get sick?
 - What will you do if you meet a Skog?

Extension Activities: Taking Action and Giving Service:

Other videos, films, or stories about friendship and prejudice that you may consider sharing with the students and discussing with them:

Chato's Kitchen by Gary Soto, illustrated by Susan Guevara

Crow Boy by Taro Yashima

Fourteen Rats & a Rat-Catcher by James Cressey, illustrated by Tamasin Cole

Here Comes the Cat by Frank Asch & Vladimir Vagin

Moon Man by Tomi Ungerer

Unit II: From the Playground to the World Stage

Grade Levels: 3-5

Time: 60 minutes

Lesson EII-7: Making Choices: Bystander, Perpetrator, Victim, Upstander

Interdisciplinary Connections:

Character education, literacy, art

Objectives:

- Students will be able to identify and explain the roles of individuals in a threatening situation.
- Students will be able to identify the choices of the individual in a threatening situation.
- Students will be able to discuss what the individual should do in the threatening situation to help others.

Key Terms:

Bystander

Perpetrator

Victim

Survivor

Rescuer (Hero, Upstander)

Materials:

- *The Terrible Things* by Eve Bunting
- Drawing paper, crayons or markers

Activities/Procedures:

- Ask students the question: What scares you? What frightens you?
- Ask students to describe their answers in writing and then draw an image representing what frightens them.
- Take student volunteers to share their description and/or image with the class. (If available, teacher may use an overhead projector/elmo to project the images on a screen.)

Classroom Activity:

- Teacher introduces story and asks students to listen to what the forest animals in the story are scared of or frightened by and what the forest animal's reactions are to their fears.
- Teacher reads the story to the class (not necessary to show pictures from the book).
- Think-pair-share activity focusing on discussion questions one at a time:
 - What do we know about the "Terrible Things?" How do we know that?
 - Do we know who the "Terrible Things" are?
 - What are they trying to do? Why?
 - How does that make you feel?
 - What does Little Rabbit do? Why?
 - How do you think the Little Rabbit feels? What in the text makes you think that?
 - Do you think the Little Rabbit could have done anything differently?
 - Could the Little Rabbit have made a different choice? What? How?
 - If Little Rabbit does go tell the others about the Terrible Things, will they believe him? Why or why not?

What will they decide to do?

- Discuss as a class: Who are the bystanders, perpetrators, victims, and rescuers in the story?

Evidence of Understanding:

- The students will work in their buddy groups to rewrite the ending of the story to reflect what the Little Rabbit might have done differently to change the outcome for the better. Share with the class. Teacher records endings on chart paper. Class comes to consensus on which options are best. Follow up with a journal entry.
- Students individually will draw a picture illustrating an alternative positive outcome to the story.

Extension Activities: Taking Action and Giving Service:

- Use "*Facing Fear: Helping Young People Deal with Terrorism and Tragic Events*" by the American National Red Cross, Washington, DC, 2001. (www.redcross.org and type title into search box. Click item. PDF takes time to download.)
- Upstanders in real life – have students identify people in their own lives who stood up for another person and have them write a story or a letter to that person.