



Overview

Students can choose to be positive role models in school and help younger students be more academically and socially successful. Recalling their own experiences, students can develop empathy for younger students.

Objectives

Students will be able to:

- Understand the importance of being a positive role model
- Identify actions that will inspire younger students
- Apply empathy skills
- Define *ally* and identify when and how to be one

Lesson at a Glance

Part 1

Partner exchange: Inspiring others in daily lives.

Video: Real Voices interviews with teens about how older students made a difference in their lives.

Group exchange: Remembering starting high school and how it felt.

Video: Real Voices interviews with teens about how they use leadership in positive ways.

Class discussion: Talking about how empathy can be a guide for positive action.

Partner activity: Coming up with tips for Year 7s.

Part 2

Partner activity: Creating a simple puzzle and guiding the other partner to complete it while his or her eyes are closed.

Class discussion: Talking about how to offer support by being an ally and situations when someone might need an ally.

Class activity: Brainstorming situations in which someone might need an ally.

Supplies and Equipment

- DVD player and monitor or computer with projector and screen
- Clipboard and Observational Assessment Form if doing the observational assessment
- Two small pieces of tagboard or cardboard (approximately four inches square) per pair of students

Lesson Preparation

- Copy Handout 2A: Tips for Year 7s, one per pair of students.
- Cut the cardboard into 10-cm squares, two per pair of students.
- Optional: Copy the 'I'm Inspired!' homework, one per student.

Lesson Materials

- Year 8 DVD, Lesson 2 segment
- Handout 2A: Tips for Year 7s
- Optional: 'I'm Inspired!' homework

Digital lesson materials!

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www.secondstep.org

Teaching Notes

Reusing puzzles: If you have more than one class, the puzzles students create in your first class can be put in envelopes and re-used with other classes.

Presenting the tips: Think in advance about how the tips for Year 7s might be presented to the younger students. Some ideas might be:

- Having students give presentations in Year 7 classrooms
- Posting tips on a school Web site
- Creating flyers
- Making and displaying posters
- Publishing the tips in a school newsletter

As time allows in the lesson, ask for your students' input. You may need to check the tips before they are handed off to another teacher or other students.

Using Lesson Content Every Day

Before school assemblies or other times when younger students will see the Year 8s all together, discuss how the younger students may perceive them. Help students set standards for how they want to be perceived.

Watch groups carefully to see if a natural leader emerges. Provide coaching to this person about the best ways to coordinate effective group work.

Be watchful for the student who acts as a leader but does not delegate tasks and ends up doing the majority of the work. Coach the group about how to divide up the tasks at hand.

When assigning groups, place students thoughtfully. When it is appropriate, put a student who wouldn't normally be a leader into a group that would facilitate practising leadership skills.

Emphasise that students can be allies to each other during academic tasks and learning. Have students articulate or demonstrate their learning strategies (for example, how they study for tests or how they plan a big project) to one another and offer each other support.

Why This Lesson Is Important

Students can develop and increase empathy and perspective-taking skills by reflecting on their own struggles and achievements when they first started high school. This lesson is intended to help older students embrace their role as leaders and role models within the school. The goal is to increase empathic, responsible and helpful behaviour and reduce aggression, including bullying, against younger students.

Being an ally is one way students can help others, including younger students, even if they are not friends with those they assist. By thinking of ways to promote the success of Year 7s in their school, students explore strategies to show responsible leadership and support for others.



You will need:

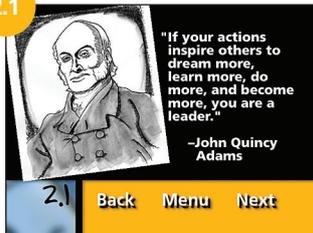
- Year 8 DVD, Lesson 2 segment
- Handout 2A: Tips for Year 7s, one per pair of students

Total Time **25 minutes**

Outline

Select the Lesson 2 menu, then select 'Begin'.

2.1



Introduce the quote and the lesson.

Discuss how Year 8s have the opportunity to decide to be positive role models.

Script and Instructions

Before class starts, display the introductory screen.

2 minutes

Who was John Quincy Adams? (He was the sixth president of the United States.)

He was nicknamed 'Old Man Eloquent' because of his powerful speeches against slavery.

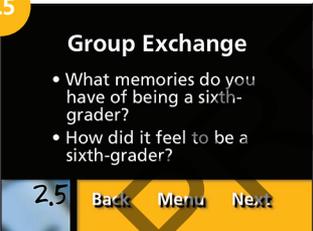
I would like you to begin thinking about this quote and what kind of a leader you think John Quincy Adams might have been. We will talk about your ideas in a few minutes.

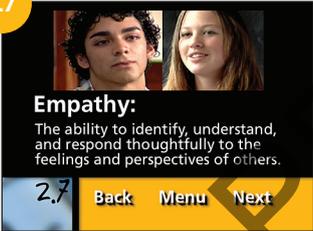
You have the power and the opportunity to decide to be positive role models by how you act.

How do you think the younger students at this school see you? (They might look up to us. They notice what we do. They look to us for how to act. They learn about high school from us.)

Today we will be talking about how you can make a difference as positive role models in our school. Now, let's think about what John Quincy Adams might have had in mind when he said these words about leadership: 'If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.'

Outline	Script and Instructions
<p>2.2</p> <p>Partner Exchange</p> <p>What kinds of day-to-day actions do you think John Quincy Adams had in mind?</p> <p>2.2 Back Menu Next</p> <p>Introduce the partner exchange.</p>	<p style="text-align: right;">4 minutes</p> <p>I would like you to do a partner exchange about the day-to-day things you do that you think John Quincy Adams had in mind.</p> <p>Ask students who have had the <i>Second Step</i> program in previous years to describe a partner exchange.</p> <p>A partner exchange is a quick way to have everyone in the class think and then talk about a question. You will talk with your partner about a specific question. After one minute of discussion, I will call on a few students at random to report ideas you came up with.</p> <p>Read the quote and the question aloud.</p> <p>What is one example of something you might do every day that John Quincy Adams might have had in mind?</p> <p>Take one example from the class.</p> <p>Now take about one minute to exchange your ideas with your partner.</p>
<p>Have students do the partner exchange.</p>	<p>Give students one minute to complete the partner exchange.</p>
<p>Call on a few students at random to report.</p>	<p>Students may identify the following actions: How you treat other students. How committed you are to your schoolwork. Your participation in school activities and events. Your attitude and behaviour during sporting events. The way you treat teachers. How honest, hardworking or kind you are.</p> <p>These day-to-day actions are characteristics of good role models, and they can truly make a difference for you and others.</p>

Outline	Script and Instructions
<p>2.3</p>  <p>Introduce the video.</p> <p>Have students watch the video.</p> <p>Video length: 2:05 minutes</p>	<p style="text-align: right;">1 minute</p> <p>Let's watch some interviews with students talking about how older students made a difference by reaching out to them when they were younger.</p> <p>Play the video.</p>
<p>2.4</p>  <p>Discuss the interviews.</p>	<p style="text-align: right;">1 minute</p> <p>How did these students feel when the older student reached out to them? (Relieved, glad, connected, thankful, more confident, less anxious.)</p>
<p>2.5</p>  <p>Introduce the group exchange.</p>	<p style="text-align: right;">6 minutes</p> <p>We just heard some students remembering how older students reached out to them when they were younger.</p> <p>Now use a group exchange to think about when you were in Year 7, the youngest in the school. Note: Replace 'Year 7' with another year if it is more appropriate for your school.</p> <p>Take two minutes and consider these questions:</p> <ol style="list-style-type: none"> 1. What memories do you have of being a Year 7? 2. How did it feel to be a Year 7? <p>Move in closely so everyone is included. I will call on individuals to report, so use the communication skills we talked about last time to make sure you are listening to everyone's perspective. You will have two minutes.</p>

Outline	Script and Instructions
<p>Have students do the group exchange.</p> <p>Call on a few students at random to report.</p>	<p>Give students two minutes to complete the group exchange.</p> <p>Using a random selection process of your own choosing, call on students to report on their discussion. If students do not mention feeling somewhat powerless, ask them if they felt like they had any power in school.</p>
<p>2.6</p>  <p>Introduce the video.</p> <p>Have students watch the video.</p> <p>Video length: 1:36 minutes</p>	<p style="text-align: right;">2 minutes</p> <p>As Year 8s, you have more power in this school than the Year 7s. You might feel like using your power to tease or intimidate younger students, as you may have been teased or intimidated when you were younger. But as Year 8s, you also have an opportunity to decide to use your power and position in the school in positive ways.</p> <p>Let's watch some interviews of older students telling how they used their power in positive ways. While you are watching, I want you to think about what might have caused the teens to take the actions they did.</p> <p>Play the video.</p>
<p>2.7</p>  <p>Explore how empathy can be a guide for action.</p>	<p style="text-align: right;">3 minutes</p> <p>These students decided to take action in their schools. Let's think more about why they did that.</p> <p>Choose a student to read the definition of <i>empathy</i> on the screen. (The ability to identify, understand and respond thoughtfully to the feelings and perspectives of others.)</p> <p>How do you think empathy might have helped these students decide to take the action they did? (They remembered what it was like to be younger students. They might have thought about what it would be like to be in the other person's shoes. They might have thought about how they would have liked to be treated.)</p> <p>Remembering how it feels to be a Year 7 and acting on that understanding in a positive way with younger students is showing empathy for them.</p>

Outline	Script and Instructions
<p>2.8</p>  <p>Partner Activity Tips for Sixth-Graders</p> <p>2.8 Back Menu Next</p> <p>Introduce the partner activity.</p> <p>Handout 2A: Tips for Year 7s</p> <p>Have students do the partner activity.</p> <p>Call on students at random to report.</p>	<p style="text-align: right;">6 minutes</p> <p>Empathy can help guide your actions by helping you decide to be a positive leader and make a difference for other people.</p>  <p>Distribute Handout 2A.</p> <p>You're going to get together with your partner, discuss the questions on Handout 2A, and then write down the answers you come up with. First you'll talk about what you've learned since you were in Year 7 that you wish you had known then, and then you'll write three guidelines for Year 7s.</p> <p>You will have three minutes.</p>  <p>Give students three minutes to complete the partner activity. Observe and coach as necessary.</p> <p>Have students report their tips. Discuss how these tips will be given to Year 7s.</p>
<p>End of Part 1. Conclude here, or continue on to Part 2.</p>	<p>Today we talked about how you have the opportunity to choose to be positive role models in the school. Remember how it felt to be the youngest in the school? This is an opportunity to change that experience for others by being a role model.</p> <p>Review the main points of the lesson:</p> <ul style="list-style-type: none"> • Being a positive role model means empowering others by how you act every day. • Year 8 is a time when you can decide to be a positive role model. • Empathy can be a guide to acting as a positive role model. <p>Next time we will explore another way to make a difference here at school.</p>

You will need:

- Year 8 DVD, Lesson 2 segment
- Two small squares of cardboard (approximately 10 cm square) per pair of students
- Optional: 'I'm Inspired!' homework, one per student

Total Time **25 minutes**

Outline	Script and Instructions
<p>If presenting the lesson in two parts, select the Lesson 2 menu on the Year 8 DVD, then select 'Part 2'.</p> <div data-bbox="204 629 549 887"> <p>2.8B</p> <p>Review</p> <ul style="list-style-type: none"> • Being a leader means empowering others by how you act every day. • Eighth grade is an opportunity to decide to be a positive leader. • Empathy can be a guide to acting as a positive leader. <p>2.8B Back Menu Next</p> </div> <p>Recap Part 1 of this lesson.</p>	<p>Last time we talked about how, as Year 8s, you have the opportunity to decide to be positive role models in school and to use your power to make a difference by how you act every day.</p> <p>Review the main points of the lesson:</p> <ul style="list-style-type: none"> • Being a leader means empowering others by how you act every day. • Year 8 is an opportunity to decide to be a positive leader. • Empathy can be a guide to acting as a positive leader.
<div data-bbox="204 1048 549 1305"> <p>2.9</p> <p>Partner Activity</p> <p>Puzzle Challenge</p> <p>2.9 Back Menu Next</p> </div> <p>Introduce the partner activity.</p> <p>Squares of cardboard</p>	<p style="text-align: right;">8 minutes</p> <p>Offering someone support is another way to show empathy. Let's explore how you can support or help someone in a way that makes a difference.</p> <div data-bbox="644 1196 751 1330"> </div> <p>Give each pair of students two squares of cardboard.</p> <p>We'll practise offering support in a puzzle challenge with your partner. First decide which of you will be Student 1 and which will be Student 2.</p> <ol style="list-style-type: none"> 1. Student 1 closes his or her eyes. 2. Student 2 tears one card into three pieces to make a simple puzzle. 3. Student 1 keeps his or her eyes closed and puts the puzzle together with the spoken guidance, or support, of Student 2. 4. Student 2 cannot touch the puzzle. <p>When Student 1 has completed the puzzle, switch roles and do the challenge again using the other square.</p> <p>You will each have three minutes to do the puzzle.</p>

Outline	Script and Instructions
<p>Have students do the activity.</p>	 <p>Give the first student in each pair three minutes and remind them to switch. Give the second students three minutes. Observe and coach as necessary.</p>
<p>2.10</p>  <p>Discuss how support was offered.</p>	<p style="text-align: right;">4 minutes</p> <p>Write the title ‘How to Offer Support’ on the board. Ask the students these questions:</p> <ul style="list-style-type: none"> • How did your partner offer you support with the task? • Which of the things he or she did made it easier? • Which things made it harder? • What could he or she do differently another time? <p>List students’ ideas as they mention them. Aspects to reinforce include:</p> <ul style="list-style-type: none"> • Using empathy • Being respectful • Offering encouragement • Using clear communication • Active listening • Not taking over
<p>2.11</p>  <p>Introduce and discuss the concept of being an ‘ally’.</p>	<p style="text-align: right;">3 minutes</p> <p>There is a name for the role of supporting someone—even someone you don’t know well. When you offer support you are being an ally to someone.</p> <p>In Stepping Ahead, we define an ally as someone who consciously decides to support another person because it is the right thing to do. You do not have to be friends with someone to be his or her ally.</p> <p>How do you think being an ally is connected to empathy? (When you decide to be an ally, you’re thinking about someone else’s situation or how they’re feeling.)</p> <p>Do you have to be friends with someone to offer them support as an ally? (No.)</p> <p>What are some benefits you can think of to being an ally? The benefits could be to your school, your friends or yourself. (Communities and/or schools where people are allies are friendly, safe, supportive. When you are an ally, you can feel good about doing the right thing, helping others. When you support others, others are more likely to support you. You might form new friendships by being an ally. You can build and strengthen friendships by being an ally.)</p> <p>In the first set of interviews, we heard students talk about how older students had reached out to them in small, everyday ways. These older students were being allies to the younger ones.</p>

Outline	Script and Instructions
<div data-bbox="204 286 263 340" style="background-color: #FFD700; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">2.12</div> <div data-bbox="236 309 549 542" style="background-color: #333; color: white; padding: 10px; border: 1px solid #555;"> <p style="margin: 0;">Class Discussion</p> <p style="margin: 0; font-size: 0.9em;">What are some situations when someone might need an ally?</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 5px;"> 2.12 Back Menu Next </div> </div> <p style="margin-top: 10px;">Brainstorm all the situations where a younger student or even another Year 8 might need an ally.</p> <p style="margin-top: 20px;">Explore both serious and more everyday situations when someone needs an ally.</p>	<div data-bbox="1385 264 1493 293" style="background-color: #FFD700; padding: 2px 5px; font-size: 0.8em; float: right;">8 minutes</div> <p style="margin-top: 10px;">What are some situations when younger students might need an ally?</p> <p style="margin-top: 10px;">What are some situations when students your age might need an ally?</p> <p style="margin-top: 10px;">List students' ideas on the board.</p> <hr style="border: 0.5px solid #FFD700; margin: 10px 0;"/> <p style="margin-top: 10px;">Sometimes you can tell that people need an ally because they look sad or upset. But sometimes it's hard to tell. Some people don't outwardly show that they're upset, or they don't feel comfortable asking for help. How might you be able to tell that this kind of person needs an ally? (Knowing about a difficult situation can alert you to the fact that someone might need support. You could ask questions.)</p> <p style="margin-top: 10px;">After we did the puzzle challenge, we listed ways you can offer support. When you know someone needs an ally, you can offer support by having empathy, actively listening, using clear communication, being respectful and being encouraging. Refer to the previously generated 'How to Offer Support' list on the board for more ideas about how to support an ally. If students have additional ideas, you may add them to the list.</p> <p style="margin-top: 10px;">How might this type of support help the people who need you as an ally? (When someone listens and offers encouragement, it could help them feel like things will turn out OK.)</p>

Outline	Script and Instructions
<div data-bbox="113 286 167 338" style="background-color: #f4a460; border-radius: 50%; width: 34px; height: 23px; display: flex; align-items: center; justify-content: center;">2.13</div> <div data-bbox="193 327 399 356" style="background-color: #2d3748; color: white; padding: 5px;">Leaders and Allies</div> <div data-bbox="172 367 426 479" style="background-color: #2d3748; color: white; padding: 5px;"> <ul style="list-style-type: none"> • Being a leader means empowering others by how you act. • You can decide to be a positive leader. • Empathy can guide you. • You can decide to be an ally. </div> <div data-bbox="164 490 212 519" style="background-color: #2d3748; color: white; padding: 2px 5px;">2.13</div> <div data-bbox="228 495 349 519" style="background-color: #f4a460; padding: 2px 5px;">Back Menu</div> <p>Summarise the lesson.</p>	<div data-bbox="1284 264 1399 293" style="background-color: #f4a460; padding: 2px 5px; text-align: right;">2 minutes</div> <p>In this lesson we explored how you as older students can empower the younger, new students. You can do this by the way you choose to act and the attitude you have towards school and others. In this way, you can become positive role models in our school.</p> <p>Review the main points of the lesson:</p> <ul style="list-style-type: none"> • Being a leader means empowering others by how you act. • You can decide to be a positive leader. • Empathy can guide you. • You can decide to be an ally.
<p>Optional: 'I'm Inspired!' homework</p>	<div data-bbox="549 736 655 875" style="border: 1px solid #ccc; padding: 5px; width: 67px; height: 62px; background-color: #f9f9f9;">  </div> <p>Distribute and explain the 'I'm Inspired!' homework.</p>
<p>Using Lesson Content Every Day</p>	<p>Remember to incorporate the Using Lesson Content Every Day suggestions into daily academic tasks.</p>

PREVIEW ONLY