

**Overview**

Students can learn to cope effectively with peer conflicts and other stressors by deliberately changing how they think, act, and feel. For example, positive self-talk is a useful strategy for facing and coping with challenges.

**Objectives**

Students will be able to:

- Understand that coping means consciously doing something positive to handle stress
- Understand that avoiding dealing with stress can make feelings worse
- Understand how positive self-talk can change your attitude
- Identify coping strategies (calming down, getting support, taking action)

**Lesson at a Glance****Part 1**

**Video:** Real Voices interviews about stress.

**Class discussion:** Understanding the emotional and physical effects of stress.

**Partner activity:** Recognizing personal signs of stress.

**Video:** “The Paper.” A girl does not cope well with stress about having to write a history paper.

**Group exchange:** Discussing the video.

**Part 2**

**Video:** Real Voices teens talking about how they cope with stress.

**Class discussion:** Coping with stress.

**Partner activity:** Shifting attitudes.

**Class discussion:** Learning strategies for coping with stress.

**Supplies and Equipment**

- DVD player and monitor or projector and screen
- Clipboard and Observational Assessment Form if doing the observational assessment

**Lesson Materials**

- Grade 7 DVD, Lesson 10 segment
- Handout 10A: My Personal Signs of Stress
- Staying in Control poster
- Handout 10B: Shifting Attitudes
- Coping with Stress poster
- Action Steps poster
- Optional: “Don’t Stress!” homework

**Lesson Preparation**

- Prepare a personal example of a typical stressful situation in your life as a teacher.
- Display the Coping with Stress, Action Steps, and Staying in Control posters at the front the room.
- Copy Handout 10A: My Personal Signs of Stress, one per pair of students.
- Copy Handout 10B: Shifting Attitudes, one per pair of students.
- Optional: Copy the “Don’t Stress!” homework, one per student.



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**Teaching Notes**

This is a good time to reassign students to new groups. As before, be aware of group dynamics and make sure all students feel safe in their groups.

**Using Lesson Content Every Day**

When faced with a stressful situation in the classroom, model coping using strategies from the Coping with Stress poster. For example: “I’m feeling stressed about getting ready for a science project. I don’t have all the background information I need, and I’m not sure where to get it. I will ask the school librarian if he can help me.”

Plan ahead to review these coping strategies in the days or weeks leading up to events such as a big test, a project due date, or student performances.

Encourage students to notice their self-talk in the forethought, performance, and self-reflection phases of any learning task. For example, in the forethought phase of a big project, ask, “What are you saying or thinking to yourselves about this upcoming project?” Help them figure out how to change any negative self-talk to positive self-talk. Go to [www.secondstep.org](http://www.secondstep.org) for more information about self-regulated learning.

**Why This Lesson Is Important**

Stress is not always bad. The challenges students encounter in early adolescence help them grow and mature. The skills and lessons they learn from adapting to new circumstances and coping with new stressors can help prepare them for the future.

Students who cannot cope effectively with stress, however, have difficulty focusing and working in school and are at risk for emotional and behavioral problems. Stress can have a cumulative effect. When students become overwhelmed by stress, their ability to cope deteriorates, rendering them even less effective at handling further challenges.

In this lesson, students learn to view stressful situations as challenges that require coping rather than as harmful threats. This orientation is especially important in interpersonal conflicts, where a constructive perspective can result in problem solving, but a negative perspective can lead to aggression.

Some strategies students use to handle stress make things better, and some make things worse. Students increase their risk of depression and other stress-related problems when they react to stress by blaming themselves or ignoring, denying, worrying about, or trying not to deal with the problem. Effective coping involves positive action to cope with the stressor. Students can cope effectively by doing something concrete to change the situation, using self-talk to change their attitude about the stressor, using skills learned in this program to cope with the emotions caused by a situation, and reaching out to others for support.



Total Time **25 minutes**

**You will need:**

- Grade 7 DVD, Lesson 10 segment
- Personal example of a typical stressful situation in your life as a teacher
- Staying in Control poster
- Handout 10A: My Personal Signs of Stress, one per student

Outline	Script and Instructions
<p>Select the Lesson 10 menu, then select "Begin."</p> <p><b>10.1</b></p>  <p>Introduce the video.</p> <p>Have students watch the video.</p> <p>Video length: 1:45 minutes</p>	<p>Before class starts, display the introductory screen.</p> <p style="text-align: right;"><b>1 minute</b></p> <p><b>Let's start today by listening to what some students have to say about what stresses them out.</b></p> <p>Play the video.</p>
<p><b>10.2</b></p>  <p>Introduce the lesson topic.</p>	<p style="text-align: right;"><b>1 minute</b></p> <p><b>These students talked about some things that stress them out. Raise your hand if some of these things sound familiar to you.</b></p> <p><b>Today we will talk about how to deal with stress in a positive and effective way. Dealing with stress in a positive way leaves you better prepared to make good decisions. It can help you feel more in control of your life.</b></p>

Outline

Script and Instructions

5 minutes

10.3

Stress affects you emotionally and physically.

10.3 Back Menu Next

Discuss the effects of stress and the importance of recognizing one's individual signs of stress.

[Staying in Control poster](#)

Write two headings on the board: “Emotional” and “Physical.”  
Record students’ ideas underneath them.

**When you are stressed, what are some of the *emotions* you feel?**  
(Anxious, overwhelmed, depressed, frustrated.)

**In addition to affecting you emotionally, stress affects you *physically*. Your body can send you stress signs that might seem like other physical problems. In fact, you might not even recognize that it is stress that is causing the problems.**

**What are some examples of physical signs of stress?** (Stomach aches, headaches, muscles feeling tight, feeling nauseous/losing appetite.)



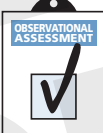
Use a personal example of a stressful situation and talk about how the stress affected your body, thoughts, and feelings. Example: There are papers to grade or a school evening event that coincides with a personal commitment. There is just not time for everything. Effects might include: tension headache, scattered thoughts, feeling of anxiety.

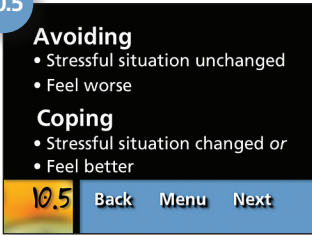
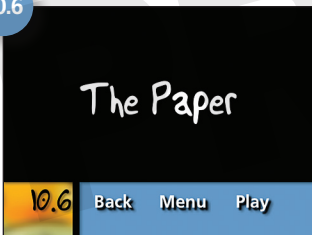
**Last time, we discussed the Steps for Staying in Control and learned how they can help us manage our emotions.**


Refer to the Staying in Control poster and briefly review the steps. Remind students about the centered breathing technique.

**Those steps can also help us deal with the emotional and physical symptoms we feel when we are stressed.**

**Just as with managing our emotions, dealing with stress begins by knowing and then noticing our individual signs that we are being affected by stress.**

Outline	Script and Instructions
<p>10.4</p>  <p>Introduce the partner activity about signs of stress.</p> <p>Handout 10A: My Personal Signs of Stress</p>	<p style="text-align: right;">10 minutes</p> <p><b>Now you will do a partner activity about the signs of stress.</b></p>  <p>Distribute and read through the instructions on Handout 10A.</p> <p><b>On your own:</b></p> <ol style="list-style-type: none"> <li>1. Think of a recent stressful situation.</li> <li>2. Think about how the stress affected you emotionally and physically.</li> </ol> <p><b>Together:</b></p> <ol style="list-style-type: none"> <li>3. Write down at least two emotional and two physical ways that stress affects people.</li> </ol> <p><b>You will have three minutes.</b></p>
<p>Have students do the partner activity.</p>	 <p>Give students three minutes to complete the activity. Observe and coach as necessary.</p>
<p>Call on students at random to report about the effects of stress.</p>	<p><b>Now let's add to our list of effects.</b></p> <p>Call on students at random and add any new ideas to the lists on the board.</p> <p>Other examples might include:</p> <p><b>Physical:</b> can't sleep, sleep too much, eat too much or can't eat, get jumpy, body feels tense, skin breaks out.</p> <p><b>Emotional:</b> worried, depressed, desperate, upset, agitated, confused, negative, hopeless.</p>

Outline	Script and Instructions
<p><b>10.5</b></p>  <p>Introduce the two ways of responding to stress.</p>	<p style="text-align: right;">1 minute</p> <p>Researchers have found that there are two ways people typically respond to stress.</p> <p>One way can be labeled <i>avoiding</i>. Avoiding dealing with stress leaves the stressful situation unchanged and usually makes people feel worse.</p> <p>The other way is <i>coping</i>. Coping involves changing the stressful situation <i>or</i> doing something to feel better and more in control.</p> <p>Note: Young people don't always have the power to change a stressful situation, especially if the situation has to do with adults in their lives.</p> <p>The word <i>coping</i> means doing something positive about the stress. We are going to be learning more about coping.</p>
<p><b>10.6</b></p>  <p>Introduce the video and viewing task.</p> <p>Have students watch the video.</p> <p>Video length: 1:53 minutes</p>	<p style="text-align: right;">2 minutes</p> <p>But first let's learn to recognize what avoiding looks like by watching a story about a girl named Kate who finds herself in a stressful situation. She uses many different ways to avoid dealing with the stress.</p> <p>As you watch, notice all the ways she avoids dealing with the stressful situation or makes herself feel worse. Afterward you will do a one-minute group exchange about what you noticed.</p> <p>Play the video.</p>

Outline	Script and Instructions
<p>10.7</p>  <p>Introduce the group exchange.</p>	<p style="text-align: right;">5 minutes</p> <p>Now do a group exchange about what you noticed in the video.</p> <p>Read the screen aloud.</p> <p><b>You will have one minute.</b></p>
<p>Have students do the group exchange.</p>	<p>Give students one minute.</p>
<p>Call on students at random to report what they noticed.</p>	<p><b>What are some of the ways you noticed Kate avoiding dealing with her stress or making herself feel worse?</b></p> <p>List student responses on the board.</p> <p>Responses should include:</p> <ul style="list-style-type: none"> <li>• Distracting herself (with TV, calling a friend, talking to friends, reading a magazine)</li> <li>• Using negative self-talk and self-blame (“I can’t remember anything,” “I hate research,” “I bet Misha’s done her report”)</li> <li>• Putting off dealing with the situation</li> <li>• Doing nothing</li> <li>• Considering copying her brother’s report</li> <li>• Pretending it isn’t happening</li> <li>• Daydreaming (“I wish summer were here”)</li> </ul>
<p>End of Part 1. Conclude here, or continue on to Part 2.</p>	<p><b>Today we discussed how stress affects our body, mind, and emotions. We learned that noticing our signs is the first step in dealing with stress. We identified behaviors that are part of avoiding dealing with stress.</b></p> <p>Review the list of avoiding behaviors on the board.</p> <p><b>Next time, we will talk more about coping with stress.</b></p>






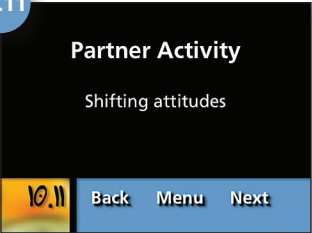

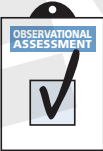
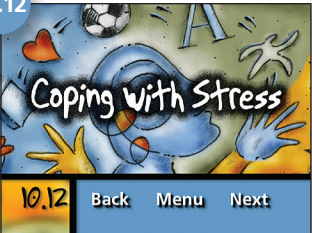
Total Time **25 minutes**

**You will need:**


- Grade 7 DVD, Lesson 10 segment
- Coping with Stress poster displayed
- Handout 10B: Shifting Attitudes, one per pair of students
- Action Steps poster
- Optional: "Don't Stress!" homework, one per student

Outline	Script and Instructions
<p>If presenting the lesson in two parts, select the Lesson 10 menu on the Grade 7 DVD, then select "Part 2."</p> 	<p>Last time, we discussed how stress affects our body, mind, and emotions. We learned that noticing our signs is the first step in dealing with stress. We identified behaviors that are part of avoiding dealing with stress.</p>
<p>10.8</p>  <p>Introduce a positive attitude as a key to coping.</p> <p>Introduce the video.</p> <p>Have students watch the video.</p> <p>Video length: 2:15 minutes</p>	<p style="text-align: right;">5 minutes</p> <p>Now we will talk more about coping. Coping means doing something positive to deal with stress.</p> <p>Studies have found that one way to deal with stress is to approach the stressful situation as a challenge or a problem that can be solved rather than a situation that is overwhelming and will never end.</p> <p><b>If you approach the stressful situation as a challenge or a problem that can be solved, how would it affect you?</b> (You wouldn't feel stuck. You would be more hopeful. You would start thinking of things to do.) If students don't mention it, say: "You would have a more positive attitude."</p> <p><b>We have learned that having a positive attitude is helpful when problems arise with other people. A positive attitude is also helpful when dealing with stress.</b></p> <p>Let's watch an interview with some students who have discovered some positive ways to deal with stress.</p> <p>Play the video.</p>

Outline	Script and Instructions
<p>10.9</p>  <p>Discuss the video.</p>	<p style="text-align: right;">1 minute</p> <p><b>What are some of the ways these students cope with their stress?</b> (Have a positive attitude. Set goals. Get organized. Tell themselves everything will turn out all right. Realize that they will feel better soon.)</p> <p><b>Habib mentioned that for him, positive self-talk is the key. What did he say to himself to help him cope?</b> (“I can do it.”)</p>
<p>10.10</p>  <p>Discuss coping with stress using the poster.</p> <p><a href="#">Coping with Stress poster</a></p>	<p style="text-align: right;">3 minutes</p> <p>Refer to the poster.</p> <p><b>Just as we used positive self-talk for managing our emotions, we can also use it to calm ourselves down and help us think clearly when we are stressed. It helps you shift into a positive attitude so you can approach the stressful situation as a challenge.</b></p> <p><b>We discussed how Kate, the girl in the video, used a lot of negative self-talk. She could have used <i>positive</i> self-talk to change her attitude. One example would have been simply to say “I can cope.” What are some other examples?</b> (I can figure it out. I know I can do this. Everyone forgets once in a while. It’s not too late. If I work hard, I can write the report in time.)</p> <p><b>What might be the result of her using positive self-talk?</b> (It would give her confidence. It would boost her spirits. She would see the situation as manageable. She would be able to think more clearly. She might be able to focus on her work.)</p> <p><b>Once you have made a positive statement that you can cope, you can ask yourself, “What can I do?” This shifts you further into a positive attitude where you approach the stressful situation as a challenge or problem that can be solved.</b></p> <p><b>What are some other questions that would work to shift you into a problem-solving attitude?</b> (What is the problem here? What can I learn from this? What positive action can I take?)</p>

Outline	Script and Instructions
<p><b>10.11</b></p>  <p>Introduce the partner activity and give instructions.</p> <p><a href="#">Handout 10B: Shifting Attitudes</a></p> <p>Have students do the activity.</p> <p>Call on pairs to tell the class their responses as time allows.</p>	<p style="text-align: right;"><b>10 minutes</b></p> <p>Now you will do a partner activity about shifting your attitude.</p>  <p>Distribute Handout 10B and read through the instructions:</p> <ol style="list-style-type: none"> <li>1. Choose two of the already filled-in negative attitude boxes.</li> <li>2. Read the negative self-talk.</li> <li>3. Brainstorm positive self-talk for the same situations.</li> <li>4. Write your best ideas in the positive attitude boxes.</li> <li>5. Fill in the blank negative attitude box with a situation of your own, and write positive self-talk for the same situation.</li> </ol>  <p>Give students five minutes to complete their handouts. Observe and coach as necessary.</p>
<p><b>10.12</b></p>  <p>Continue going through the poster.</p>	<p style="text-align: right;"><b>5 minutes</b></p> <p>Refer to the poster.</p> <p>Once you have shifted your attitude, there are three main kinds of coping strategies that help:</p> <ul style="list-style-type: none"> <li>• Use calming-down strategies.</li> <li>• Get support.</li> <li>• Use the Action Steps.</li> </ul> <p>Sometimes you do all three.</p> <p>These are all things we learned about in earlier lessons.</p>

Outline	Script and Instructions
<p>Briefly review calming-down strategies.</p>	<p><b>Who remembers the kinds of calming-down strategies that we talked about last time?</b></p> <ul style="list-style-type: none"> <li>• Doing something physically active</li> <li>• Doing something relaxing</li> <li>• Thinking about something else</li> <li>• Using centered breathing</li> <li>• Using positive self-talk</li> </ul> <p><b>Let’s think of a stressful situation one of you might face and discuss how you might use one or more of the calming-down strategies to help cope.</b> (Students offer ideas about a stressful situation and ideas for how to use calming-down strategies to cope. You may do this as a whole class activity or a group exchange, having students report ideas.)</p> <p><b>It is important once you have calmed yourself down to return to doing something positive about the stress. We saw the girl in the story doing all sorts of relaxing things—not as a way to calm herself down, but as a way to distract herself and avoid the situation.</b></p> <p><b>Another way to calm down strong feelings is to talk to someone about them or write about them in a journal. When you write about your feelings, also write down some positive self-talk or identify what else you can do to calm down. It is very important not to bottle up your feelings.</b></p>
<p>Briefly review getting support.</p>	<p>Refer to the poster.</p> <p><b>Who can you talk to about your feelings and get support from?</b> (Friends, family, trusted adults, or professionals like doctors and counselors.)</p> <p><b>Who could the girl in the story have turned to for support?</b> (Her brother, teacher, mom, or a friend.)</p>
<p>Briefly review using the Action Steps.</p> <p>Action Steps poster</p>	<p>Refer to the Action Steps poster.</p> <p><b>You can use the Action Steps to come up with an action plan for the situation.</b></p> <p><b>What actions could the girl in the story have taken?</b> (She could have rearranged her babysitting or asked someone else to do it. She could have asked the librarian to help her with the research. She could have sat down with her brother and had him help her.)</p>

Outline	Script and Instructions
<p><b>10.13</b></p> <p><b>Coping with Stress</b></p> <ul style="list-style-type: none"> <li>• Use calming-down strategies.</li> <li>• Get support.</li> <li>• Use the Action Steps.</li> </ul> <p>Sometimes you do all three.</p> <p><b>10.13</b> Back Menu</p> <p>Summarize the lesson.</p> <p>Optional: “Don’t Stress!” homework</p> <p>Using Lesson Content Every Day</p>	<p style="text-align: right;">1 minute</p> <p>In this lesson we learned that coping with stress means doing something positive to deal with the stress.</p> <p>Review the Coping with Stress poster.</p> <p>Knowing how to deal with stress is an important skill for handling situations maturely. It is also an important component of learning how to be in control of your own life and make good decisions.</p>
	<p> Distribute and explain the “Don’t Stress!” homework.</p>
	<p>Remember to incorporate the Using Lesson Content Every Day suggestions into daily academic tasks.</p>



### 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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**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:**

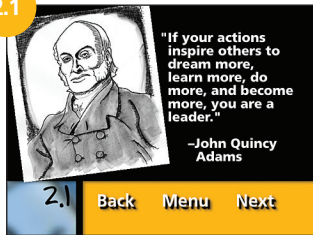
- Year 8 DVD, Lesson 2 segment
- Handout 2A: Tips for Year 7s, one per pair of students

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.**

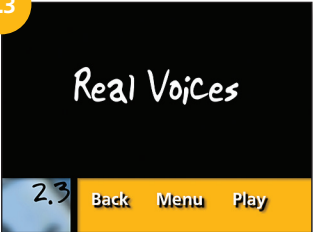
**You have the power and the opportunity to decide to be positive role models by how you act.**

**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><b>2.2</b></p> <div data-bbox="140 309 453 539"> <p><b>Partner Exchange</b></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> </div> <p>Introduce the partner exchange.</p>	<p style="text-align: right;"><b>4 minutes</b></p> <p><b>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.</b></p> <p>Ask students who have had the <i>Second Step</i> program in previous years to describe a partner exchange.</p> <p><b>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.</b></p> <p>Read the quote and the question aloud.</p> <p><b>What is one example of something you might do every day that John Quincy Adams might have had in mind?</b></p> <p>Take one example from the class.</p> <p><b>Now take about one minute to exchange your ideas with your partner.</b></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><b>These day-to-day actions are characteristics of good role models, and they can truly make a difference for you and others.</b></p>

Outline	Script and Instructions
<p><b>2.3</b></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;"><b>1 minute</b></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><b>2.4</b></p>  <p>Discuss the interviews.</p>	<p style="text-align: right;"><b>1 minute</b></p> <p><b>How did these students feel when the older student reached out to them?</b> (Relieved, glad, connected, thankful, more confident, less anxious.)</p>
<p><b>2.5</b></p>  <p>Introduce the group exchange.</p>	<p style="text-align: right;"><b>6 minutes</b></p> <p><b>We just heard some students remembering how older students reached out to them when they were younger.</b></p> <p><b>Now use a group exchange to think about when you were in Year 7, the youngest in the school.</b> Note: Replace 'Year 7' with another year if it is more appropriate for your school.</p> <p><b>Take two minutes and consider these questions:</b></p> <ol style="list-style-type: none"> <li><b>1. What memories do you have of being a Year 7?</b></li> <li><b>2. How did it feel to be a Year 7?</b></li> </ol> <p><b>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.</b></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><b>2.6</b></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;"><b>2 minutes</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p>Play the video.</p>
<p><b>2.7</b></p>  <p>Explore how empathy can be a guide for action.</p>	<p style="text-align: right;"><b>3 minutes</b></p> <p><b>These students decided to take action in their schools. Let's think more about why they did that.</b></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><b>How do you think empathy might have helped these students decide to take the action they did?</b> (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><b>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.</b></p>

Outline	Script and Instructions
<p><b>2.8</b></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;"><b>6 minutes</b></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><b>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.</b></p> <p><b>You will have three minutes.</b></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><b>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.</b></p> <p>Review the main points of the lesson:</p> <ul style="list-style-type: none"> <li>• Being a positive role model means empowering others by how you act every day.</li> <li>• Year 8 is a time when you can decide to be a positive role model.</li> <li>• Empathy can be a guide to acting as a positive role model.</li> </ul> <p><b>Next time we will explore another way to make a difference here at school.</b></p>

Total Time **25 minutes**

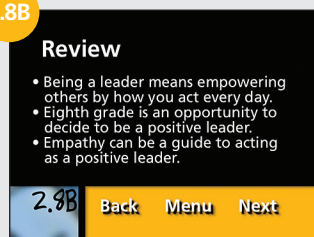
**You will need:**

- 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

#### Outline

If presenting the lesson in two parts, select the Lesson 2 menu on the Year 8 DVD, then select 'Part 2'.

2.8B



Recap Part 1 of this lesson.

#### Script and Instructions

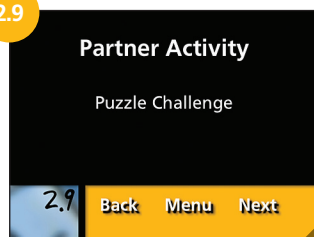
**Last time we talked about how, as Year 8s, you have the opportunity to decide to be positive role models in school and to use your power to make a difference by how you act every day.**

Review the main points of the lesson:

- 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.

8 minutes

2.9



Introduce the partner activity.

Squares of cardboard

**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.**



Give each pair of students two squares of cardboard.

**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.**


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.

**When Student 1 has completed the puzzle, switch roles and do the challenge again using the other square.**

**You will each have three minutes to do the puzzle.**

Outline	Script and Instructions
<p>Have students do the activity.</p>	<div data-bbox="549 293 655 450" data-label="Image"> </div> <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>
<div data-bbox="113 495 169 551" data-label="Text"> <p>2.10</p> </div> <div data-bbox="140 517 453 752" data-label="Image"> </div> <p>Discuss how support was offered.</p>	<div data-bbox="1289 472 1402 506" data-label="Text"> <p>4 minutes</p> </div> <p>Write the title 'How to Offer Support' on the board. Ask the students these questions:</p> <ul style="list-style-type: none"> <li>• <b>How did your partner offer you support with the task?</b></li> <li>• <b>Which of the things he or she did made it easier?</b></li> <li>• <b>Which things made it harder?</b></li> <li>• <b>What could he or she do differently another time?</b></li> </ul> <p>List students' ideas as they mention them. Aspects to reinforce include:</p> <ul style="list-style-type: none"> <li>• Using empathy</li> <li>• Being respectful</li> <li>• Offering encouragement</li> <li>• Using clear communication</li> <li>• Active listening</li> <li>• Not taking over</li> </ul>
<div data-bbox="113 1055 169 1111" data-label="Text"> <p>2.11</p> </div> <div data-bbox="140 1077 453 1312" data-label="Image"> </div> <p>Introduce and discuss the concept of being an 'ally'.</p>	<div data-bbox="1289 1032 1402 1066" data-label="Text"> <p>3 minutes</p> </div> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>How do you think being an ally is connected to empathy?</b> (When you decide to be an ally, you're thinking about someone else's situation or how they're feeling.)</p> <p><b>Do you have to be friends with someone to offer them support as an ally?</b> (No.)</p> <p><b>What are some benefits you can think of to being an ally?</b> <b>The benefits could be to your school, your friends or yourself.</b> (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><b>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.</b></p>

Outline	Script and Instructions
<div data-bbox="209 286 261 338">2.12</div> <div data-bbox="236 309 549 539"> <p><b>Class Discussion</b></p> <p>What are some situations when someone might need an ally?</p> <p>2.12 Back Menu Next</p> </div> <p>Brainstorm all the situations where a younger student or even another Year 8 might need an ally.</p> <p>Explore both serious and more everyday situations when someone needs an ally.</p>	<div data-bbox="1385 264 1493 293">8 minutes</div> <p><b>What are some situations when younger students might need an ally?</b></p> <p><b>What are some situations when students your age might need an ally?</b></p> <p>List students' ideas on the board.</p> <p><b>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?</b> (Knowing about a difficult situation can alert you to the fact that someone might need support. You could ask questions.)</p> <p><b>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.</b> 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><b>How might this type of support help the people who need you as an ally?</b> (When someone listens and offers encouragement, it could help them feel like things will turn out OK.)</p>

Outline	Script and Instructions
<p><b>2.13</b></p> <p><b>Leaders and Allies</b></p> <ul style="list-style-type: none"> <li>• Being a leader means empowering others by how you act.</li> <li>• You can decide to be a positive leader.</li> <li>• Empathy can guide you.</li> <li>• You can decide to be an ally.</li> </ul> <p><b>2.13</b> Back Menu</p> <p>Summarise the lesson.</p>	<p style="text-align: right;"><b>2 minutes</b></p> <p><b>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.</b></p> <p>Review the main points of the lesson:</p> <ul style="list-style-type: none"> <li>• Being a leader means empowering others by how you act.</li> <li>• You can decide to be a positive leader.</li> <li>• Empathy can guide you.</li> <li>• You can decide to be an ally.</li> </ul>
<p>Optional: 'I'm Inspired!' homework</p>	<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