



LESSON PLAN: SITUATION RECREATION

OVERVIEW:

This lesson is designed for students to reflect on a name-calling experience, why it happened and how it could have ended differently. Students will engage in discussions around safe ways to end a name-calling situation and develop an alternate ending to a real life name-calling situation. Students will be given the opportunity to create a diorama representing their alternate scenario.

OBJECTIVES:

- Students will be able to share a reflection on a name-calling situation they have experienced.
- Students will be able to engage in discussion around possible safe endings to a name-calling situation.
- Students will be able to describe what a scene without name-calling can look like.
- Students will create dioramas expressing their alternate ending to name-calling.

AGE/EXPERIENCE LEVEL: Grades 4-5

TIME: 40-70 minutes (1-2 class sessions)

MATERIALS: shoe sized boxes, constructions paper, scissors, glue, tape, clay, string, glitter, paper clips, paint, markers, crayons, color pencils.

Procedure:

Part 1 – Introduction (5-10 Minutes)

Goal: Students will be introduced to the activity and begin reflecting on a name-calling experience.

Preparation: Have copies of the *Staying Safe* handout and sample diorama that are included in this lesson plan. Have students sit in a comfortable community setting, such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. Respect each other, speak one at a time and so on.



Activity: Introduce the students to the activity and explain the different components. Explain to the students that they will be reflecting on a name-calling experience and creating a diorama showing an alternate scene. Handout and review with the students the *Staying Safe* handout and sample dioramas

Part 2 - Reflections (5-10 Minutes)

Goal: Students will engage in individual reflection of a name-calling situation in which they were involved.

Preparations: Invite students to sit where they can write comfortably

Activity: Ask students to think of a time they were either involved in or witnessed a name-calling situation. Ask students to write down as many details about the scenario as they can remember while you engage them in thought.

Suggested questions:

- When did this situation happen?
- Where did it happen?
- Who else was there?
- How did it end?
- How did you want it to end?
- What could have been done differently?
- What is a safe way to end a name-calling situation?

Part 3 –Scenario building (5-10 Minutes)

Goal: Students will sketch the alternate endings for their scenario.

Preparation: Have pencils and paper accessible to students. Provide space for students to work comfortably.

Activity: Students should reflect on the previous writing activity and begin to create a visual representation of their safe ending. They should draw what the alternate ending will look like. Let students know that they should keep in mind that they will be transforming this sketch into a diorama.



Part 4 – Creative Expression (15-25 Minutes)

Goal: Students will create dioramas from their sketches.

Preparation: Provide space for students to work comfortably. Provide students with art materials for this project. If possible, cover work areas with newspaper.

Activity: Have students use the available materials to create their safe ending scenarios in their dioramas. Have students follow these steps:

1. Where is this scene taking place? *Suggestion:* Use markers, color pencils, paint, or construction paper to create the background for the diorama.
2. What does the scene look like? Are there trees, buildings or other objects in the background? *Suggestion:* Use construction paper and clay, along with other items such as paper clips, sticks and so on to add items to the background and the scene.
3. Who is involved in your scene? *Suggestion:* Use construction paper or clay to create the people who are in the scene. For construction paper, use tape and glue sticks to make them stay in place. For clay, push the clay down on a dry surface to make them stay in place.
4. What are they saying? Students may choose to include dialogue in their scene. *Suggestion:* Write out the dialogue on a paper to stick on the side of the box, or create text bubbles and hang them with string/thread from the top of the diorama.
5. As students are creating their dioramas, engage them in thought about their scenes and why they chose to use certain words or phrases. Students can work alone or together in small groups.

Part 5 –Closing (10-15 Minutes)

Goal: Students' dioramas will be displayed and students will share their dioramas.

Activity: Display students' dioramas in the classroom or school. If time allows, ask students if they would like to share their Dioramas with the class. Have students present and explain their scene. Display the Dioramas in the school.



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