The Skin I’m In

Grade Level 3rd

Competency HEALTH

5. Demonstrate the ability to use interpersonal communication skills to enhance health.

   a. The student will demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.

   b. The student will apply ways to properly communicate care, consideration and respect for self and others.

Content Strand Mental Health

Integrated Subject Area(s) Language Arts

Duration 35 minutes

Materials Construction Paper, pencils

Description Put in “You’ve Gotta Move” DVD Skin I’m In

Activity 1: Charades –“Be Somebody”
Divide into teams. Play charades using the following ex. or make your own.
Additional topics: Negative attitudes, teasing, being judgmental.

1.  Get good at controlling your life:
   + Someone offers drugs or cigarettes / turn away.
   - Throw a fit /count to 10
   + Make good grades/show report card or books
   + Encourage your friends/talk to them

2.  Feeling Successful
   + Pat yourself on the back
   + Smile/act happy
   - Unsuccessful/wring hands/give yourself a pep talk

3.  Asking for help
   - Plead on your knees/show sincerity
   + Raise hand
   + Write a note

4.  Getting along with others
   + Shake hands
   + Pat on back
   + Hug
You’ve Gotta Move Supplemental Lessons

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+ Help with books
- Fight
- Make rude comments or gestures

5. Cooperating
- Whisper rumors
- Turn away when someone approaches you
+ Share books, toys
+ Include others in your circle
+ Tug of War Game

Activity 2 One Person, Many Roles
Help students to explore the roles that they have played in the past when teasing or bullying has occurred. Distribute a piece of construction paper to each student and divide it into 4 parts and label square (A-target; B-perpetrator; C-bystander; D-ally). Ask each student and ask them to spend 5-10 minutes filling in each square (with words or pictures). Tell students that you will not be collecting the worksheets or asking them to show it to others, and encourage them to be completely honest. When students have finished, introduce the vocabulary that corresponds with each square (A-target; B-perpetrator; C-bystander; D-ally). Ask for volunteers who would like to share one of their squares with the class. Ask each volunteer why s/he chose that particular square, how it felt to be in that role, and what was positive or negative about the way s/he responded in that particular situation. Help the class to see patterns in the way different students have behaved when teasing or bullying occurs. Highlight constructive responses to bullying that come up, and reinforce the importance of being a friend and ally to peers who are the targets of bullying.

Assessment
Teacher will assess students’ communication skills and comprehension skills, and students’ abilities to participate in class discussion

Integrated Subject Area(s) Language Arts

Competencies and Objectives
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

3. The student will express, communicate, or evaluate ideas effectively.

4. The student will use Standard English to communicate.
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Health

3. The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

a. Demonstrate ways (i.e., conflict resolution) to avoid and reduce threatening situations.
b. List personal rights and responsibilities of individuals at home and school.

6. The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

7. The student will demonstrate the ability to advocate for personal, family, and community health.

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Grade Level 4th

Competency HEALTH

3. The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Content Strand Mental Health

Integrated Subject Area(s) Language Arts

Duration 35 minutes

Materials YGM “Who Wants to Be a Millionaire?” Game

Description Put in “You’ve Gotta Move” DVD Skin I’m In

Activity 1: “Who Wants to Be a Millionaire?”
Divide into teams. Select one team captain for each team to read the questions. Each team can have one representative or play as a team. Only one “life line” may be used and it is connected to the participating team. Team with most points wins the game. Play the game using the provided examples or make your own.

Activity 2: Social Grouping Game
Help students to explore the dynamics of exclusion and inclusion by examining the patterns that they use to group themselves. Place a colored sticker on each student’s forehead without letting them see the color. Use four different colors—one white stickers and an even mix of the other three. (The student who receives the white sticker should be capable of handling a simulation about exclusion and not someone who is typically teased or excluded). As each student receives a sticker, direct him/her to roam around the room in silence. Once all of the students are "roaming," instruct them to "find their group" without asking any questions and without verbal communication of any kind. When students are finished, use the following questions to debrief:

- What were the strategies you used to find your group? Why did you group in this way?
- What did it feel like to be pushed into a group or told by someone else to go into a group?
- What did it feel like to direct people to go into a group or not go into another group?
- Did you like the group you were in? Would you rather have been in another group?
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- What about the person who is not in a group? Why didn't anyone accept that person into their group? What did it feel like for the person who wasn't accepted into the group?
- Are there any similarities between the way you grouped and treated one another during this activity and the way you group and treat one another in the playground and other social situations?

Help students to see that they grouped by color because it seemed natural or easy, or because they assumed it was the "right" way to satisfy the task. Make the connection to the "easy" or superficial ways in which they often group socially, and to how this may lead to exclusion and cliques. Give students an opportunity to try the dot game again, and to group in a variety of creative ways that do not exclude anyone. Challenge students to think about the ways that they group outside the classroom, and to work toward inclusive behavior in social situations.

Assessment

Teacher will assess students’ communication skills and comprehension skills, and students’ abilities to participate in class discussion.

Integrated Subject Area(s)

Language Arts

Competencies and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

3. The student will express, communicate, or evaluate ideas effectively.

4. The student will use Standard English to communicate.

Health

5. Demonstrate the ability to use interpersonal communication skills to enhance health.
   a. The student will demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
   b. The student will apply ways to properly communicate care, consideration and respect for self and others.

6. The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

7. The student will demonstrate the ability to advocate for personal, family, and community health.

Adapted from **A WORLD OF DIFFERENCE® Institute** Anti-Bias Study Guide (Elementary/Intermediate level. New York: Anti-Defamation League. © 2000.)
You’ve Gotta Move Supplemental Lessons

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Grade Level 5th

Competency HEALTH

5. Demonstrate the ability to use interpersonal communication skills to enhance health.

a. The student will demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
b. The student will apply ways to properly communicate care, consideration and respect for self and others.

Content Strand Mental Health

Integrated Subject Area(s) Language Arts

Duration 35 minutes

Materials paper, pencils

Description Put in “You’ve Gotta Move” DVD Skin I’m In

Activity 1: “Choose Your Life” Game Show

Students or teacher selects a panel of 3 students. Panel is given a topic. Students on the panel discuss the topic with one another and plan their responses. One student provides appropriate characteristics for the topic. The remaining two members of the panel provide false responses. The class identifies the panel member with the correct responses. Students may use examples or make their own.

Example: I like this about myself:

Panel member# 1 1. I hit anyone who bothers me.
2. I am a tough guy/girl.
3. My friends and I are members of a rough gang.
4. I always look cool.

Panel member# 2 1. I am very smart.
2. I read a lot of books.
3. I have good handwriting.
4. I always make good grades.

Panel member# 3 1. I try to never hurt anyone’s feelings.
2. I am a good friend to everyone.
3. I never say bad words.
4. I am unique.
Activity 2: Being an Ally
Help students to explore safe and realistic ways in which they can act as an ally to peers who are the targets of name-calling and bullying. Introduce the term ally and ask students to define it (someone who helps, supports, or speaks out on behalf of someone else). Label a sheet of chart paper, "Being an Ally," and divide it into two columns titled "Risks" and "Benefits." List students' ideas about the risks of being an ally. Ask students what benefits may have come from behavior (e.g., the teasing stopped, Jane felt supported, Stephanie felt proud, both girls made a new friend). List students' ideas about the benefits of being an ally. Tell students that although there are risks involved in being an ally, there are always safe ways that we can help others. Ask students to suggest high-risk and low-risk ways that students might be an ally to Jane. Divide the class into groups of four. Instruct each group to brainstorm low, moderate, and high levels of alliance. Allow each group to share their ideas on a bulletin board. Reinforce the importance of finding ways-small or large-to be an ally to others when name-calling or bullying occurs.

Assessment
Teacher will assess students’ communication skills and comprehension skills, and students’ abilities to participate in class discussion.

Integrated Subject Area(s)
Language Arts

Competencies and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

3. The student will express, communicate, or evaluate ideas effectively.

4. The student will use Standard English to communicate.

Health

3. The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

6. The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

7. The student will demonstrate the ability to advocate for personal, family, and community health.

“Who Wants to Be a Millionaire?” Game

Question #1 – Answer the following question for $100.00.
Why do people often focus on weaknesses and negative qualities instead of positive attributes?
- A) All people like to be negative.
- B) People assume that everyone is weak.
+ C) Our own negative attitudes influence the way others treat us.
- D) It’s the thing to do.

Question #2 – Answer the following question for $1,000.00.
Why should you report an incident or seek help from an adult when someone is being bullied?
+ A) No one should be intentionally physically or verbally hurt by another person.
- B) So that you can get them in trouble.
- C) To make yourself look good.
- D) None of the above.

Question #3 – Answer the following question for $10,000.00.
Which of the following are “an act of kindness”?
- A) Cleaning your room.
- B) Doing your homework.
+ C) Being involved in your school and community to help others.
- D) Asking someone else to do a job for you.

Question #4 – Answer the following question for $100,000.00.
How can one assert body language?
- A) Look at people in the eye when speaking to them.
- B) Slouch when standing
- C) Speak firmly
+ D) Answers A & C.

Question #5 – Answer the following question for $100,000,000.00.
What can you do to like the “Skin you’re in”?
- A) Be proud of your name.
- B) Note that if people don’t like you, then that’s their loss.
- C) Love yourself.
+ D) All of the above.