

Activity Adaptations for Social Distancing

TGFV – Social Perspectives Grade 8

General Activity Adjustments

Paired and Group Activities - Workbook activities that instruct the students to work with a partner or in small groups can be done individually or as a class. Instead of collecting the student workbooks at the end of each lesson, ask the students to keep their workbooks in their backpack or locker.

Role Plays - Select student volunteers to read the scripts aloud from their desks.

Move-around-the-room Activities that require the students to stand by a display card to indicate their answer can be done with the students remaining at their desks. Display the cards on the board at the front of the room and assign a number to each card such as **One, Two, or Three**. Write the number above the corresponding card on the board. Read the scenarios aloud to the students and ask them to show their answers by holding up one, two, or three fingers.

Adjustments by Lesson/Activity

Lesson 1 **The Architect:** *Setting Reachable Goals*

Activity 1: Goal-Setting Scramble

Conduct the **Goal-Setting Scramble** as a class. Display one set of the Goal-Setting Scramble puzzle using a projector. For the first round, invite one student to the front of the classroom to attempt assembling the puzzle. For the second round, invite a different student to attempt assembling the puzzle.

Lesson 2 **iDecide:** *Making Responsible Decisions*

Activity 4: Phone Home

Conduct **Spend or Save?** as a class. Display a Spend or Save? Game Board using a projector. Put the class into two teams to play from their seats. Designate a game pawn to each team. Place the game pawns on the Start space on the game board. Place the deck of Spend or Save? Game Cards face down in the Scenario Cards space on the game board. At each team's turn, draw a card, read it aloud, and follow the instructions. If a card with a number is drawn, that team must identify what influenced the decision in the scenario.

Lesson 4 Press Send: *Effective Communication*

Activity 4: Putting It All Together

Play **Listen Up!** as a class. Invite four volunteers to come, one at a time, to the front of the classroom to take a turn being the speaker. The rest of the class will be the listeners. Each speaker will identify which Image (1, 2, 3, or 4) the speaker is describing so the listeners know which image number to shade in their workbooks.

Lesson 5 Friend Request: *Bonding and Relationships*

Activity 5: The Buddy System

Play **The Buddy System** as a class. Select one student volunteer to be the Friend in Need. Ask this student to leave the room or to cover their ears and put their head down so they cannot hear or see which classmates provide an answer. Read a Buddy System Scenario Card to the class. Select five students to share one friendship quality they would offer to the Friend in Need. Each student needs to provide a different quality. Quickly write these answers on the board. Then, ask the Friend in Need to come back into the classroom or uncover their ears and lift their head. Ask the Friend in Need which quality from the board they would choose for their situation. Once the Friend in Need chooses an answer, the classmate who gave this answer now becomes the Friend in Need. Keep a list on the board of the qualities that are chosen. Once a quality is chosen, it may not be used again. Continue the game as time allows.

Lesson 6 Compatibility: *Respect for Self and Others*

Activity 1: The Sum of Us

Complete the workbook page 13 activity **We All Fit In** as indicated in the teacher's script with the exception that students will remain in their seats for the scavenger hunt. Encourage the students to raise their hands to share their answers as a class. When the students hear a different view point than theirs, the students can write that student's name on the line in their workbook.

Activity 2: Louder than Words

Play **Louder than Words** as the teacher's script indicates with the exception that students will not draw a card from the deck. Draw a card for the student volunteers before they come to the board to illustrate the action on the card. To keep social distancing in effect between you and the student volunteer, place the card face up near the board where the student volunteer can read it but the class cannot.

Lesson 9 **What's the Deal?:** *Identifying and Managing Bullying Situations*

Activity 4: What's the Deal?

Play **What's the Deal?** as a class. Distribute one What's the Deal? Resource Handout to each student and keep one for yourself. Read a What's the Deal? Situation Card to the class. Select one student volunteer to play the role indicated on the Situation Card, the Target, Bully, or Witness. Ask this student to leave the room or to cover their ears and put their head down so they cannot hear or see which classmates provide an answer. Select three students to choose a response from the appropriate category on the Resource Handout. Write these student answer numbers on the board. Ask the student volunteer to come back into the classroom or uncover their ears and lift their head. Read the options to the student volunteer and ask him or her to choose the best response. Once the student volunteer chooses an answer, the classmate who gave this answer now becomes the new Target, Bully, or Witness for the next scenario. Be sure to cross off the chosen answers and instruct the students to do the same. This is to avoid using the same answers more than once.

What's the Deal Resource Handout

Bully

1. If I think I am better than others, I can just get over myself.
2. If I make a threat, I can think of an excuse to back down and say something like, "My teacher needs to see me right away."
3. If I want to be popular and have friends, I can start by respecting others.
4. If I want to be tough, I can try out for the wrestling team.
5. If I make a threat, I can ask a teacher to help me figure out a way to back down.
6. If I want to be funny, I can make a joke about something rather than someone.
7. If I started a rumor, I can own up to it and make it right by telling the truth.
8. If I call someone names, I can stop and commit to using the person's name.
9. I can choose to get recognition by encouraging others rather than harassing them.
10. I can recognize that proving to others that I am the "strongest" is not a healthy way to make friends or build my self-confidence.
11. I can empathize with my target. Seeing my behavior through their eyes, helps me to know how they feel.
12. I can own up to my behavior and apologize to the person I am picking on.
13. I can choose to demonstrate physical strength in positive ways like joining a sports team.
14. I can accept other people's differences. Who am I to judge?
15. I can avoid hanging out with others who bully.
16. I can recognize that most people do not respect my bullying behavior, even if no one confronts me about my actions.
17. I can ask for help from a trusted adult. Together we can make a plan to change my behavior.
18. I can recognize that people will like me and accept me for who I am not for my bullying behavior.

Target

1. I can use humor and say, "I like taking trips but only on planes."
2. I can use humor and say, "You're good with making up names, you should go into advertising."
3. I can remember that this is not my fault. I don't deserve to be bullied, and I need to take action so it will stop.
4. I can document cyber-bullying and show it to a trusted adult and then delete the bully from my contacts.
5. I can alert teachers, counselors, or administrators to the bullying behavior.
6. I can be assertive and say to the bully, "I really don't care what you think."
7. I can steer clear of the person demonstrating the bullying behavior.
8. I can confidently walk away from the bullying behavior.
9. I can recognize that there are people in my life that accept and support me for who I am, no matter what anyone else says.
10. If someone spreads rumors about me, I can say to the person, "We don't have to like each other, but you need to stop spreading rumors about me."
11. I can find friends who will support and stick by me.
12. If I tend to hang out alone, I can participate in school activities to make new friends and build a stronger support system.
13. I can remember that it is okay to be shy and quiet, but I can also be assertive when it's necessary so no one mistakes my quietness for weakness.
14. If I alert an adult to the bullying behavior and nothing is done, I can find another trusted adult to help me.
15. I can review my body language to make sure that I communicate self-confidence. **I Will:** stand tall, look people in the eye, and speak up. **I Won't:** look down at the ground, bite my nails, or walk with my hands in my pockets.
16. I can stare someone right in the eye if I have to. Sometimes that's all it takes to show confidence.
17. I can remember that I am important. I matter to my friends and family even if someone treats me like I matter to no one.
18. If someone makes fun of something I do or wear, I won't change who I am just because someone else doesn't like it.

Witness

1. I can be a positive influence on the bully and suggest something like, "You might make a good leader. You should think about joining student government."
2. I can support the target and say, "Don't worry about it. Come hang out with me."
3. I can offer the target a way out of the situation and say, "Hey, the teacher needs to see you right away."
4. I could ask a coach to talk to the bully about working out aggression on a sports team rather than by harassing others.
5. I can avoid laughing and joining in the bullying behavior.
6. I can assert myself and say something to the bully like, "People would respect you more if you stopped pushing them around."
7. I can be caring but honest with the bully and say, "I like you but hate how you treat others."
8. I can alert a trusted adult to the bullying behavior.
9. I can invite the target to join in a school activity so they can feel like they belong and are supported by many students.
10. I can be a positive influence on the bully. It would help if they knew people care about them around here.
11. I can be a positive influence on the bully. I can ask the bully to get more involved and help out with a school activity to build their self-esteem.
12. I can put the pressure back on the bully by asking, "What is wrong? You are so aggressive. Do you need help?"
13. I can be a positive influence on the bully and make a suggestion like, "You're really strong, maybe you should try out for the football team."
14. I can choose not to spread rumors, and I can influence others to do the same.
15. If someone is being left out, I can include them in activities.
16. I can influence my peers to demonstrate respect for each other and to reject bullying.
17. I can support the target and say, "Don't believe it. Some people just like to hear themselves talk."
18. I can document the cyber-bullying and show it to a trusted adult and then delete the bully from my contacts.