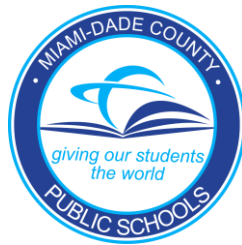


Miami-Dade County Public Schools

The School Board of Miami-Dade County, Florida

Ms. Perla Tabares Hantman, Chair
Dr. Lawrence S. Feldman, Vice Chair
Dr. Dorohy Bendross-Mindingall
Mr. Carlos L. Curbelo
Mr. Renier Diaz de la Portilla
Dr. Wilbert "Tee" Holloway
Dr. Martin Karp
Dr. Marta Pérez
Ms. Raquel A. Regalado

Ms. Alexandra Garfinkle, Student Advisor



Mr. Alberto M. Carvalho
Superintendent of Schools

Ms. Milagros R. Fornell
Associate Superintendent
Curriculum and Instruction

Ms. Ava Goldman
Administrative Director
Office of Special Education and Educational Services

Ms. Deborah A. Montilla
District Director
Division of Student Services

Miami-Dade County Public Schools
Moving On: Transition for 5th Grade Students

TABLE OF CONTENTS

Introduction.....1

LESSON 1
Getting Ready for Middle School
Promotion Requirements.....3

LESSON 2
Getting Prepared
Getting It Together.....13

LESSON 3
Self-Knowledge and Self-Acceptance
Confronting/Resolving Fears and Insecurities.....29

LESSON 4
Interpersonal and Communication Skills
New People, New Experiences.....41

LESSON 5
My Personal Reflection Guide for Personal Goals (Directions for Facilitator).....51

ELEMENTARY



MIDDLE

This page has been intentionally left blank.

Moving On: Transition for 5th Grade Students

INTRODUCTION

The transition from elementary to middle school is challenging for all students as a number of environmental, personal, social, psychological, and physiological changes are imposed on them. Both anecdotal and empirical evidence suggest that student achievement on standardized tests declines significantly in reading and mathematics during this critical period.

In an effort to minimize the challenges and maximize student achievement, **Moving On: Transition for 5th Grade Students** has been developed. Specific issues have been identified by school guidance counselors, teachers, parents, and students that fall within four domains: educational, personal/social, community/health, and career awareness.

In order to support the 5th grade elementary students' transition to the 6th grade, four lesson plans, with classroom and home learning activities, have been developed based on the Division of Student Services **Standards-Based Student Development Program (SBSDP)**. The **SBSDP** incorporates specific standards, benchmarks, and learner outcomes and is aligned to the standards and benchmarks developed in the State of Florida and by the American School Counselor Association. The four lesson plans are:

Lesson #1: Getting Ready for Middle School: Promotion Requirements. Students will learn about the Middle School Program of Study and the course requirements needed for promotion to senior high school. The activities are a follow-up to subject selection and provide elementary students and their parents an opportunity to review subject selection and options available for advanced coursework. The lesson also provides a "preview" of the middle school experience.

Lesson #2: Getting Prepared: Getting It Together. Students will recognize that having an organized backpack, agenda, and notebook(s) lead to better grades and higher achievement. Recognizing that in middle school the students will have multiple classes, students will be provided with organization tools to assist in that much needed area.

Lesson #3: Self-Knowledge and Self-Acceptance: Confronting/Resolving Fears and Insecurities. This lesson helps students create an awareness of the fears and insecurities that are common to students entering middle school. It also helps to boost their self-confidence by teaching them skills to deal with many of those concerns.

Lesson #4: Interpersonal and Communication Skills: Meeting New People and Making New Friends. Entering a new middle school with many new faces, both students and adults, requires interpersonal and communication skills for a multitude of new interactions. From asking directions to a class to conversing with a new face across a lunch-room table, students will be able to develop self-confidence and strategies that will make the transition to middle school more successful.

Lesson #5: My Personal Reflection Guide for Personal Goals. This is a culminating activity that provides the student with an opportunity to review the concepts taught during the first four lessons. The guide can be used by the student to share concerns and hopes with their parents as they reflect on the upcoming transition period.

Interwoven into each lesson are literacy skills in the areas of language arts/reading and mathematics. Accommodations have also been incorporated into the instructional design in

order for all students to fully benefit from the activities. Finally, each lesson has a parental component intended to extend the “conversation” about issues facing the 5th grade elementary student transitioning into middle school.

The materials and lessons have been developed by counselors and teachers from Miami-Dade County Public Schools (M-DCPS). All of the lessons are intended to be a foundation for Student Services School Guidance Counselors. The lessons may also be incorporated into classroom instruction as part of an overall, global strategy of addressing the multiple transition issues faced by the students throughout our district.



ACKNOWLEDGEMENTS

Mr. Melvin Duerson

Educational Specialist/Graphic Design
Curriculum Development and Instructional Support

Ms. Mary Floyd

Educational Specialist
Division of Student Services

Ms. Lucia C. Herrera

Instructional Supervisor
Division of Student Services

Ms. Leslie S. Sullivan-Cuellar

Educational Specialist
Office of Exceptional Student Education

Ms. Angelica Yanez

Educational Specialist
Division of Student Services

Getting Ready for Middle School Promotion Requirements LESSON 1

Description: Students will learn about the Middle School Program of Study and the course requirements needed in middle school for promotion to senior high school.

Objectives: Students will be able to:

- Use the Middle School Curriculum Bulletin as a resource for information.
- List the course requirements and electives needed during the three years of middle school.
- Identify the requirements needed for promotion to senior high school.
- Identify senior high school courses that may be taken while in middle school.
- Identify the three high school graduation options.
- Identify concerns related to course requirements in middle school.

Standards-Based Student Development Program Benchmark(s):

Benchmark ED 1.3

Understand that educational attainment relates to the selection of middle and senior high school subjects, courses of study, and post-secondary educational opportunities.

Accommodations:

- Read materials aloud.
- Use visual information (words, charts, graphics, etc.) to present information, in addition to the information provided in the School Curriculum Bulletin.

Instructional Time: Approximately 1 hour or one block period.

Preparation/Instructional Materials:

- **Handout: What Do You Know About Middle School? Quiz**
- **Handout: Middle Grades Student Progression Plan**
- **Handout: My Notes on Middle School Requirements**
- **Handout:** The annual **School Curriculum Bulletin** containing information from the District's Student Progression Plan. (Document to be secured from Middle School.)
- **Handout: Middle School Requirements**, if not part of Curriculum Bulletin.
- **Handout: Senior High School Graduation Options**, if not part of Curriculum Bulletin.
- Review **Handout: What Do You Know About Middle School? Quiz**
- Prizes

Springboard Activity:

Explain to the students that they are going to take a middle school quiz. The quiz is about what courses are needed to be promoted from middle school to senior high school. Instruct the students to hide their responses because there will be a prize given at the end of the class for the students who have the most responses correct.

- Distribute **Handout: What Do You Know About Middle School? Quiz**

Core Activities:

1. Allow students to share concerns related to taking courses at the middle school level. List concerns.
2. Explain to the students that you will review the quiz answers at the end of the session. (You may want to provide prizes to the students who had the most correct responses.)
3. Explain to the students that in today's lesson they will learn about and address concerns related to course requirements of middle school.
4. Distribute the **Handout: My Notes on Middle School Requirements**. Instruct the students that as they listen today, they should take **NOTES** about things they need to remember. All of the notes will be reviewed at the end of the lesson. (Stop periodically during the presentation to ask students to volunteer what they have recorded to this point.)
5. Guide the discussion toward the acknowledgement of increased academic requirements and address students concerns about transitioning into middle school.
6. Distribute and guide the students through the **Curriculum Bulletin**, informing them of the importance of the information listed.
7. Write the following three (3) terms on the board: **promotion, placement, and retention**. Ask the students to write down the definitions of what they think these words mean. Have students volunteer their definitions and review the concepts with the entire class.
8. Discuss and explain that students in grades 6, 7, and 8 are required to enroll in a minimum of 18 annual courses during their three years in middle school: 12 required credits and six (6) elective credits. Review the chart in the Curriculum Bulletin that explains those courses.
9. Discuss the promotion requirements from one grade to the next and for promotion to senior high school.
10. Inform students of the availability of high school courses that may be taken at the middle school level for acceleration and how to register for those courses.
11. Inform and review with students the three high school graduation options that will be available to them in senior high school.
12. Review the quiz responses and distribute prizes.
13. Distribute **Handout: Middle School Reflection**. Students will write a reflection about transitioning to middle school. Provide sufficient time for completion and ask volunteers to share their thoughts.

Assessment: Each student will be able to list the courses they will be taking in middle school and the requirements for promotion to senior high school.

Follow-up Activities/Home Learning/Parent: To reinforce positive learning resulting in a more successful middle school experience:

- Students will review the Curriculum Bulletin with parents/guardians and discuss courses that may be taken during middle school. The students will share with parents the list of courses they have created.
- Students will share the **Handout: Middle School Reflection** with parents, ask the parents to make comments, and return the writing assignment to the school guidance counselor.

This page has been intentionally left blank.

WHAT DO YOU KNOW ABOUT MIDDLE SCHOOL?

QUIZ

Write your answer in the box on the right. If you are not sure, take a guess. Do not share your answer with anyone else.

QUESTIONS	PRINT YOUR ANSWERS
1. How many courses do you have to take in Grade 6?	
2. A credit is what you earn if you pass one class for the entire school year. True or False?	
3. You can take senior high school courses when you are in middle school. True or False?	
4. Language Arts is an elective class. True or False?	
5. In order to be promoted from middle school to high school, how many credits you will need?	
6. A Curriculum Bulletin explains the courses that you can take in middle school and in senior high school. True or False?	
7. Everybody has to take the same electives. True or False?	
8. If you pass a class for the entire year, you receive one credit. True or False?	
9. The word that means you have not passed all of your courses and will have to remain in the same grade is: Promotion Retention Placement	
10. The plan that shows you which classes you have at what time of the day is called your: Electives Required Courses Schedule	

Number of answers correct: _____

This page has been intentionally left blank.

Name: _____ Date: _____

Period: _____ Teacher: _____ Counselor: _____

My Notes on Middle School Requirements

What is a credit? Explain.

What are required courses? _____
Give four (4) examples.

What are electives? _____
Give four (4) examples.

Identify one (1) senior high school course I can take in middle school.

List four (4) things I still need to know more about middle school requirements.

Parent/guardian signature: _____

This page has been intentionally left blank.

This page has been intentionally left blank.

**Getting Prepared
Getting It Together
LESSON 2**

Description: Students will recognize that having an organized backpack and notebook leads to better grades and higher achievement.

Objectives: Students will be able to:

- Communicate in writing a cause and effect relationship between self-organization and effective learning.
- Create a plan to develop better organizational skills.

Standards-Based Student Development Program Benchmark(s):

Standard ED 3.1

Know common study skills and habits that contribute to effective learning.

Standard PS 1.6

Understand the concept of personal responsibility.

Accommodations:

- Break the information into steps or key components and monitor the student's comprehension as it is presented.
- Repeat, paraphrase, and summarize all important points, particularly at the conclusion of each section.

Instructional Time: Approximately 1-2 hours or one block period

Preparation/Instructional Materials:

- Poster board, markers, or overhead/acetate to record answers.
- **Handout: How Organized Are You?**
- **Handout: Cause and Effects of Being Organized.** (Note that there are **four (4)** different cause and effects handouts.)
- **Handout: Plan for Getting It Together**
- Review the assignment with the mathematics teacher who will assess the plan and provide extra credit.

Springboard Activity:

Read the following scenario to students and ask them to write how the problem could have been prevented.

Britney Spears is about to start shooting her Pepsi commercial. She is about to go on to the sound stage when she realizes she cannot find her music in her music backpack. She has looked in her dressing room. She has looked in her limo. She has looked everywhere!

This is the third and last time the commercial has been scheduled, and if she is not ready, she will lose \$1,000,000. What should Britney have done to prepare for the commercial?

Ask students to volunteer to share their answers.

Explain that just as Britney needs to be organized in order to succeed as a performer, they need to be organized in order to succeed as students.

Core Activities:

1. Ask students to generate ways that they are organized and record answers on the board, poster board, or on an acetate using an overhead.
2. Distribute **Handout: How Organized Are You?** Read aloud the directions and allow 5 minutes for students to complete the inventory.
3. Instruct students to determine a personal score by adding up the numbers they circled for each question. Ask students to share how this information helps them identify areas to improve.
4. Review the concept of cause and effect with students. Explain that causes and effects can be either positive or negative. (Example: You always do your homework, so you do well on tests. You usually forget to turn in your homework, so you get lower grades in class.) Ask students to generate causes that results in a positive and/or negative effect.
5. Explain to students that being organized directly affects how well they do in school and other areas of life. There is a direct cause and effect relationship between personal organization and school success.
6. Place students in cooperative groups of two (2) to three (3) students. Each group will be directed to complete the **Handout: Cause and Effects of Being Organized**. (There will be four (4) different handouts so that several concepts are covered.) Instruct students to **read the causes and generate two (2) effects for each cause** in their groups.
7. Have groups share their causes and effects.
8. Instruct students to return to their individual seats. Distribute the **Handout: My Plan for Getting It Together**. Explain that they will create a personal plan to help them become better organized. Instruct students to use the **Handout: How Organized Are You?** in order to generate responses.

9. The **Handout: My Plan for Getting It Together** and the **Handout: How Organized Are You?** will be shared with parents and returned to the school guidance counselor.

Assessment: Each student will create a plan to become better organized. The plan will be assessed by their school guidance counselor and/or the classroom teacher.

Follow-up Activities/Home Learning/Parent: To reinforce positive behaviors and habits that will result in a more successful middle school experience:

- The parents will review the student's plan to become better organized, sign the plan and remind the student to return the plan to his/her school guidance counselor.
- Before the student leaves home, the parent can review what is in the student's backpack. Any materials and tools that are not needed that day can be eliminated. Anything that is required can be included in the bookbag.

This page has been intentionally left blank.

How Organized Are You?

This is a survey to see how organized you are.

Circle 1 if the statement is **never true**.

Circle 2 if the statement is **sometimes true**.

Circle 3 if the statement is **often true**.

Circle 4 if the statement is **always true**.

1	I check for my supplies the night before school.	1	2	3	4
2	I have a dictionary, a good light, and study tools at home.	1	2	3	4
3	I bring everything from home that I need for school.	1	2	3	4
4	I check to be sure I have my assignments before the end of the class.	1	2	3	4
5	I check to make sure I have the right books before going home in the afternoon.	1	2	3	4
6	I have the phone number of one classmate in each of my classes.	1	2	3	4
7	At the beginning of each week, I think about what I need to accomplish.	1	2	3	4
8	I clean out my book bag at least twice per month.	1	2	3	4
9	I have a notebook or folder for each class.	1	2	3	4
10	I always have an extra pencil or pen in my book bag.	1	2	3	4
11	When I have a major project due, I mark tasks to be completed on a calendar.	1	2	3	4
12	I have a ruler and a pencil sharpener in my book bag.	1	2	3	4
13	I have a daily planner or assignment book where I can write down my assignments every day.	1	2	3	4
14	I do homework the night before, not just before class.	1	2	3	4
15	I check my daily planner every day.	1	2	3	4
16	I check my book bag in the morning before I leave from home to make sure I have my assignments that are due.	1	2	3	4
17	The papers in my notebooks are neat and orderly.	1	2	3	4
18	I get supplies before they run out (like more paper).	1	2	3	4
19	I have my homework ready on the day it is due.	1	2	3	4
20	I study on a regular basis.	1	2	3	4

Add up your points: _____

- 70-80 You are totally organized and ready to learn!
- 50-69 Just a few areas that need to improve!
- 30-49 Improvement is needed.
- Below 30 Help is definitely required!

This page has been intentionally left blank.

This page has been intentionally left blank.

This page has been intentionally left blank.

#3 Cause and Effects of Being Organized

In your groups, read the three (3) causes and generate two (2) effects that might occur for each cause.

Example: **Cause:** You left your math book at school.
 Effects: You will not be able to complete your homework.
 You can't study for a test.

CAUSE	EFFECTS
You never have a ruler, a calculator, a pen, or a pencil with you in class.	1. _____ _____ 2. _____ _____
You usually wait to start a big project until the night before it is due.	1. _____ _____ 2. _____ _____
You start your homework when you get home from school.	1. _____ _____ 2. _____ _____

This page has been intentionally left blank.

#4 Cause and Effects of Being Organized

In your groups, read the three (3) causes and generate two (2) effects that might occur for each cause.

Example: **Cause:** You left your math book at school.
 Effects: You will not be able to complete your homework.
 You can't study for a test.

CAUSE	EFFECTS
You forget what your assignments are almost every day.	1. _____ _____ 2. _____ _____
If you do not understand your assignment or how to complete your homework, you ask the teacher before you leave school.	1. _____ _____ 2. _____ _____
Your planner is so small that you always lose it.	1. _____ _____ 2. _____ _____

This page has been intentionally left blank.

Name: _____ Date: _____

Period: _____ Teacher: _____ Counselor: _____

My Plan for Getting It Together

List four (4) problem areas where you need to be better organized and make a plan to solve each problem.

Example: **Problem:** I need to bring supplies to class every day.
 Plan: I am going to get all of my supplies over the weekend and put them in my bookbag.

Problem #1: _____

Plan: _____

Problem #2: _____

Plan: _____

Problem #3: _____

Plan: _____

Problem #4: _____

Plan: _____

Share this plan with your parent(s) and return this assignment to your school guidance counselor.

Parent/Guardian Signature: _____

This page has been intentionally left blank.

Self-Knowledge and Self-Acceptance
Confronting/Resolving Fears and Insecurities
LESSON 3

Description: This lesson helps students create an awareness of the fears and insecurities that are common to students entering middle school. It also helps to boost their self-confidence in learning ways to deal with many of those worries.

Objectives: Students will be able to:

- Understand that everyone has fears and insecurities in everyday life, including those transitioning into middle school.
- Discuss those personal/social concerns specific to entering middle school.
- Identify persons in their school whom they can contact for help with issues, concerns, and problems.
- Discuss situations where bullying or harassment has occurred and analyze effective/non-effective ways of handling such behaviors.

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 1.1

Understand the difference between acceptable and unacceptable behavior.

Benchmark PS 1.2

Understand the consequences of personal behavior.

Benchmark PS 1.4

Identify situations in which peer pressure might affect adherence to or violation of acceptable social norms.

Benchmark PS 2.3

Recognize that everyone has problems in everyday life.

Accommodations:

- Provide a handout defining the new terms (i.e. insecurities, harassment) that will be used in the lesson and review the terms prior to the day of the presentation.
- Arrange the students in a circle.
- Create student pairs.
- Read materials aloud.

Instructional Time: Approximately 1-2 hours or one block period.

Preparation/Instructional Materials:

- Poster board, markers, or overhead/acetate to record responses.
- **Handout: Bullying**
- **Handout: What Should You Do?**
- **Handout: Answers to What Should You Do?**
- **Handout: Our Creative Story About Bullying**
- School guidance counselor might want to instruct students to contact the student services department, as needed for help on this or other topics.

Springboard Activity:

Using an overhead project/acetate or poster board and markers, record student responses to the following question:

What worries you when you think of middle school?

Core Activities:

1. Review the springboard responses that students have shared, noting the most repeated concerns. Explain to students that the lesson today is about addressing fears that students may have about entering middle school.
2. Circle the responses that relate to bullying and harassment and ask students to raise their hands if they believe that this is one of their concerns about entering middle school.
3. Focus on the concepts of fears of bullying and harassment.
4. Ask and discuss: Have you observed acts of bullying and/or harassment in school? Or do you fear that you might be a victim of bullying or harassment?
5. Distribute **Handout: Bullying**
6. Allow students to answer the three questions on their own.
7. Ask for volunteers to share their answers with the class. This will usually generate much discussion and reveal many ideas and opinions about proper ways of dealing with such situations.
8. Distribute **Handout: What Should You Do?**
9. Have students complete the **Handout: What Should You Do?**
10. Distribute **Handout: Answers to What Should You Do?**
11. Review the questionnaire, using the answer page for guidance and discussion. Discuss the difference between acceptable and unacceptable behaviors and how peer pressure sometimes contributes to unacceptable behaviors.
12. Discuss the importance of taking charge of our own behaviors and reactions to the behaviors of others.
13. Discuss the importance of personal responsibility, for the well-being of both ourselves and others.
14. Place students in groups of 2-3 students. Instruct the students to write a creative short story about someone who was bullied in middle school and to incorporate two strategies used to stop the bullying. The characters in the story must have names. Allow 20-30 minutes to complete the writing assignment. Distribute the **Handout: Our Creative Story About Bullying** and read the directions to the students.

15. Ask volunteers to share their stories. Review the strategies students incorporated into their stories.
16. Review the concepts of personal responsibility and acceptable and unacceptable ways of dealing with the behaviors of others.

Assessment: Students will write a creative short story.

Follow-up Activities/Home Learning/Parent: To reinforce positive behaviors and habits that will result in a more successful middle school experience:

- Students will discuss with their parents the issue of bullying/harassment and the ways to properly address it as discussed in class. They may share stories with each other of past experiences.
- Instruct students to find an article in their local newspaper that deals with the issue of bullying/harassment. The article could be about one country harassing another, an athlete bullying another athlete, or any other story related to the topic. Instruct students to share the article in their social science class. Additional credit can be given if the student brings in a map of where the incident is occurring. (The content for sixth grade social science is world geography.) Contact the social science teacher beforehand as part of their preparation for this lesson.

This page has been intentionally left blank.

BULLYING

Read the following and think carefully before you write down your responses.
Remember to write in complete sentences.

1. Were you ever a bully? How did it make you feel? Explain.

2. Have you ever been a victim of bullying? How did it make you feel?
Explain.

3. Have you ever witnessed someone being bullied? How did it make you feel? Explain.

This page has been intentionally left blank.

WHAT SHOULD YOU DO?

What should you do when someone bullies you? Read each idea and decide if you think this is something you might do. Check "Yes" if you would, "No" if you wouldn't, or "Not sure."

From *The Bully Free Classroom* by Allan L. Beane, Ph.D., copyright © 1999 Free Spirit Publishing Inc., Minneapolis, MN; 800/753-7323 (www.freespirit.com) This page may be photocopied for the individual, classroom, or group work only.

When someone bullies you, you should	Yes	No	Not Sure
1 Cry			
2 Tell a friend			
3 Tell the bully's parents			
4 Run away			
5 Try to get even with the bully			
6 Tell a teacher			
7 Stay home from school			
8 Hit, push, or kick the bully			
9 Stand up straight, look the bully in the eye, and say in a firm, confident voice, "Leave me alone!"			
10 Hunch over, hang your head, and try to look so small the bully will stop noticing you.			
11 Laugh and act like you just don't care			
12 Stand up straight, look the bully in the eye, and say in a firm, confident voice, "Stop it! I don't like that."			
13 Tell your parents			
14 Threaten the bully			
15 Stay calm and walk away			
16 Call the bully a bad name			
17 Shout, "Cut it out!" as loudly as you can			
18 Ignore the bully			
19 Tell a joke or say something silly			
20 If other people are nearby, join them so you're not alone			

This page has been intentionally left blank.

Answers to WHAT SHOULD YOU DO? When someone bullies you, you should:

1. **Cry** Best answer: **NO**
Bullies love having power over others. They enjoy making people cry. When you cry, you give them what they want. On the other hand, you might be so upset that you can't help crying. If this happens, get away as quickly as you can. Find a friend or an adult who will listen and support you.
2. **Tell friend** Best answer: **YES**
Make sure it's a friend who will listen, support you, and stand up for you. And don't just tell a friend. Tell an adult, too.
3. **Tell the bully's parents** Best Answer: **NO**
Some kids become bullies because their parents bully them. The bully's parents are more likely to believe their child than you. They might even get defensive and blame you.
4. **Run Away** Best Answer: **NOT SURE**
If you feel you're in real danger—for example, if you're facing a gang of bullies—then run as fast as you can to a safe place. At other times, it might be better to stand your ground and stick up for yourself. Follow your instincts!
5. **Try to get even with the bully** Best Answer: **NO**
The bully might get angry and come after you again. Plus getting even makes *you* a bully, too.
6. **Tell a teacher** Best Answer: **YES**
Most bullying happens when adults aren't likely to see or hear it. Your teacher can't help you unless you share the problem.
7. **Stay home from school** Best Answer: **NO**
Unless you feel you're in real danger, you should never stay home from school to avoid a bully. Remember, bullies love power. Imagine how powerful they feel when they can scare someone away from school! Plus staying home from school gets in the way of your learning and hurts you even more.
8. **Hit, push, or kick the bully** Best answer: **NO**
Since bullies tend to be bigger and stronger than the people they pick on, chances are you'd get hurt. Plus you might get in trouble for fighting
9. **Stand up straight, look the bully in the eye, and say in a firm, confident voice, "Leave me alone!"** Best answer: **YES**
Bullies don't expect people to stand up to them. They usually pick on people who don't seem likely to defend themselves. So they're surprised when someone acts confident and strong instead of scared and weak. This might be enough to make them stop.

10. **Hunch over, hang your head, and try to look so small the bully will stop noticing you.** Best answer: **NO**
This gives bullies what they want - someone who appears more scared and weak.
11. **Laugh and act like you just don't care.** Best answer: **NOT SURE**
Some bullies will give up if people don't react, but others will bully harder.
12. **Stand up straight, look the bully in they eye, and say in a firm, confident voice, "Stop it! I don't like that."** Best answer: **YES**
See #9
13. **Tell your parents.** Best answer: **YES**
Tell them what is happening and ask for their help.
14. **Threaten the bully.** Best answer: **NO**
The bully might get angry and come after you even harder.
15. **Stay calm and walk away.** Best answer: **YES**
Walk toward a crowded place or to a group of your friends.
16. **Call the bully a bad name.** Best answer: **NO**
This will only make the bully angry and that is bad news for you.
17. **Shout "Cut it out!" as loudly as you can.** Best answer: **YES**
This may surprise the bully and give you a chance to get away. Also, other people hear you and this gives the bully an audience he or she does not want.
18. **Ignore the bully.** Best answer: **NO**
Bullies want a reaction from the people they are bullying. Ignoring them might lead to more or worse bullying.
19. **Tell a joke or say something silly.** Best answer: **NOT SURE**
Sometimes humor can diffuse a tense situation. Be careful not to tell a joke about the bully or make fun of him or her.
20. **If other people are nearby, join them so you're not alone.** Best answer: **YES**
Bullies generally don't pick on people in groups. They don't like being outnumbered.

Interpersonal and Communication Skills
New People, New Experiences
LESSON 4

Description: This lesson helps students develop strategies and confidence as they confront new people and situations in unfamiliar surroundings in middle school.

Objectives: Students will be able to:

- Verbalize that everyone has to deal with new situations and meet new people at every stage of their lives.
- Dramatize situations that they might encounter in the new middle school setting.
- Identify persons in their school whom they can contact for help with issues, concerns, and problems.

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 2.3

Recognize that everyone has problems in everyday life.

Benchmark PS 3.4

Understand that growth and change is a normal part of life.

Accommodations:

- Provide a handout defining the new terms (e.g. scenario, exhibit, narrative, writing prompt) that will be used in the lesson and review the terms prior to beginning the presentation.
- Create student pairs.
- Read materials aloud.

Instructional Time: Approximately 1-2 hours or one block period.

Preparation/Instructional Materials:

- **Handout: New School Scenarios**
- **Handout: Writing Assignment Prompt**
- **Handout: Who Can Help?**

Springboard Activity:

Using an overhead projector/acetate or poster board and markers, record student responses to the following question:

What are some positive strategies for meeting new people or dealing with new situations?

Core Activities:

1. Review the springboard responses that students have shared, noting the most repeated responses. Review the strategies students used to meet new people, e.g.. with a smile, introducing themselves, etc. Add other strategies that people use to get comfortable in new situations, e.g. ask questions, listen, etc.
2. Explain to students that the lesson today is about addressing some of the situations the students may encounter during the first week in their new middle school.
3. Explain to the students that they will meet new students next year when they attend middle school. The students will have to cope with new situations and will have to ask questions to get answers. In order to make it easier to meet new students and deal with new situations, we are going to participate in “role playing” in order to practice and act out some of these possible situations.
4. Each group’s performance will be judged by the rest of the class.
5. Have students count off 1, 2, 3, 4 and 5. Group all of the “1s” together, all of the “2s”, etc. Groups of three (3) to four (4) students are optimal for this activity.
6. The school guidance counselor will serve as a timekeeper. The class will judge which group was the most realistic in their presentation.
7. Using the **Handout: New School Scenarios**, divide or cut the paper giving each group one scenario. Review the directions with the students. Each group will be given one (1) scenario to act out. Each student should have a role and the students can make up additional roles if necessary. Allow approximately three (3) minutes for rehearsal and two (2) minutes for acting out the scene.
8. Randomly ask each group to come up and act out their scenario.
9. By a raising of hands or clapping, the class will indicate which group gave the best performance.
10. The school guidance counselor will lead the class in a group discussion about the strategies used in each scenario.
11. Distribute the **Handout: Writing Assignment**. Read the scenario to the students and instruct them to complete the writing assignment. Allow appropriate time for students to think and write.
12. Ask for volunteers to read their writing assignments aloud.
13. Review strategies that would be helpful in new situations.
14. Distribute **Handout: Who Can Help?** Explain that teachers and parents are aware that there are challenges ahead and that people are available to help each student. Allow students time to complete the activity and review.

Assessment: Students will write a narrative essay based upon challenges they might encounter in middle school.

Follow-up Activities/Home Learning/Parent: To reinforce the development of an effective problem-solving model:

- Students will watch a television program with their parents in which a teenager has a problem and solves it within the half-hour sit-com episode. The students will be asked to identify the problem and the solution that teenager used. Students will report to their teacher on this home learning experience.
- Instruct students to find an article in their local newspaper that deals with the issue of a problem that is occurring in another country. The article could be about poverty, war, natural disasters, or any other problem the country may be experiencing. Instruct students to share the article in their class. The student can write a short essay about the country, the problem, and how the country is addressing the problem. Additional credit can be given if the student brings in a map of where the incident is occurring.

This page has been intentionally left blank.

NEW SCHOOL SCENARIOS ACT THIS OUT!

Select **one (1)** of the scenarios that your group will act out. Every student in the group must have a part. Add more parts or different roles if you need to do so. You will have three (3) minutes to rehearse and two (2) minutes to put on your skit. Students will vote on the best skit and the winning group will receive a prize.

Before you begin your skit:

**Introduce all of the members of your group
State which number scenario you are going to act out.**

- #1 It is the first day of middle school and many students are coming into the building. You know that you are supposed to go to room 204 and your best friend is in room 205. Your friend says that the rooms are in the back of the building, but you think the rooms are on second floor. There is a security guard and an older student about 10 feet ahead of you. You hear a bell that is letting you know you only have one more minute to get to class.

- #2 It is the first day of school and you were given your schedule in the morning. The teacher had everybody copy their schedule on a piece of paper. After you leave your first period class, you notice that you cannot find your schedule and you don't know where to go. You think your next class is Language Arts in room 130. There are many students in the hallway. You decide to ask a few people for help.

- #3 You enter your mathematics class for the very first time. You do not recognize anybody else in the room. The teacher is in the hall outside of the classroom instructing students to get into class and take a seat. You see a couple of empty seats but they all have bookbags on them because other students are saving the seats for someone else. Everybody else in the room seems to know each other.

- #4 You are in the lunchroom for the very first time. You line up to get your lunch and you see your best friend just coming into the lunchroom. You want to ask the security guard if it is okay to sit with your friend. An older student is in front of you and you are considering asking if she thinks it's a good idea to ask the security guard to change your place in line so that you can eat lunch with your best friend.

- #5 After your first day of classes, everybody goes back to homeroom to review what happened to them the first day. Three students are called upon to share their first day experiences. (In your group, three students will take a lead role and share what happened to them on their first day of class.)

This page has been intentionally left blank.

This page has been intentionally left blank.

WHO CAN HELP?

Think about all of the people who work in a school. If you need help, who could you ask to assist you or provide you with information? Write in the space provided who you think can help.

1. You don't have a bus pass. _____
2. You are being bullied. _____
3. You don't understand an assignment. _____
4. You were absent from school. _____
5. You have a personal problem. _____
6. You lost your lunch money. _____
7. You want information on advanced courses. _____
8. You want to get a physical education uniform. _____
9. You want to participate in after-school clubs. _____
10. You lost your report card. _____
11. You want to get a library book checked out. _____
12. You need paper towels in the bathroom. _____
13. You want to do a report for science. _____
14. You lost your homework assignment. _____
15. You need a lunch application. _____
16. You want to learn to use a computer. _____
17. You left your bookbag in the cafeteria. _____
18. Someone is always teasing you. _____
19. You lost an important notice that has to go home. _____

This page has been intentionally left blank.

My Personal Reflection Guide for Personal Goals
Directions for Facilitator
LESSON 5

My Personal Reflection Guide for Personal Goals is intended to be used as a review/culmination of the concepts taught in **Moving On: Transition for 5th Grade Students**.

- Review with students that they have participated in activities and lessons that addressed getting ready for the next step in their lives; transition to middle school.
- Review the lesson titles that were presented to students previously:
 - Lesson 1: Getting Ready for Middle School: Promotion Requirements**
 - Lesson 2: Getting Prepared: Getting It Together**
 - Lesson 3: Self-Knowledge and Self-Acceptance: Confronting/Resolving Fears and Insecurities**
 - Lesson 4: Interpersonal and Communication Skills: New People, New Experiences**
- Instruct the students to generate a list of the activities that they participated in during these lessons. Record the responses using an overhead/acetate and/or chart paper.
- Instruct the students to identify some of the concepts they learned as a result of these activities. Examples are:
 - Are you more organized?
 - Do you have strategies for meeting new people and dealing with new situations?
 - Do you have some strategies for dealing with bullying?
 - Do you know which courses that you are required to take?
- Instruct the students that each of them will complete a personal reflection guide. This guide will assist them in moving on or transitioning to the next level.
- Distribute the **Handout: My Personal Reflection Guide for Personal Goals**. Instruct the students that they are to complete this assignment honestly and that it is intended only for them. They may share if they wish. They will have about 30 minutes to complete this activity.
- When you have determined that the students have sufficiently completed the assignment, ask for volunteers who might wish to share their reflections.
- As a home learning assignment, instruct the students to find and paste their picture in the space provided. This reflection guide may be shared during the extended year exhibition activities.
- Instruct the students to place the document in a safe place at home. Next year, review the reflection guide and think about what changes they need to make.

This page has been intentionally left blank.

My Personal Reflection Guide for Personal Goals

My name is _____ and I
am ____ years old. Next year I will be attending
_____ middle school and I am
_____ about going to the 6th grade. One thing
I am sure about middle school is that it is going to be
_____.



I plan to _____ so that I will have a
very good school year. In order to get ready for the next school year, during the summer
I will _____.

When I think about myself, I know that I can _____.

I enjoy _____ and _____ and will be able to do these
things while I am in middle school. I plan to make new friends next year and will do that
by _____.

I will not forget about my old friends and will _____.

I know that middle school might present challenges to me. If I need help, I will
_____ or
_____.

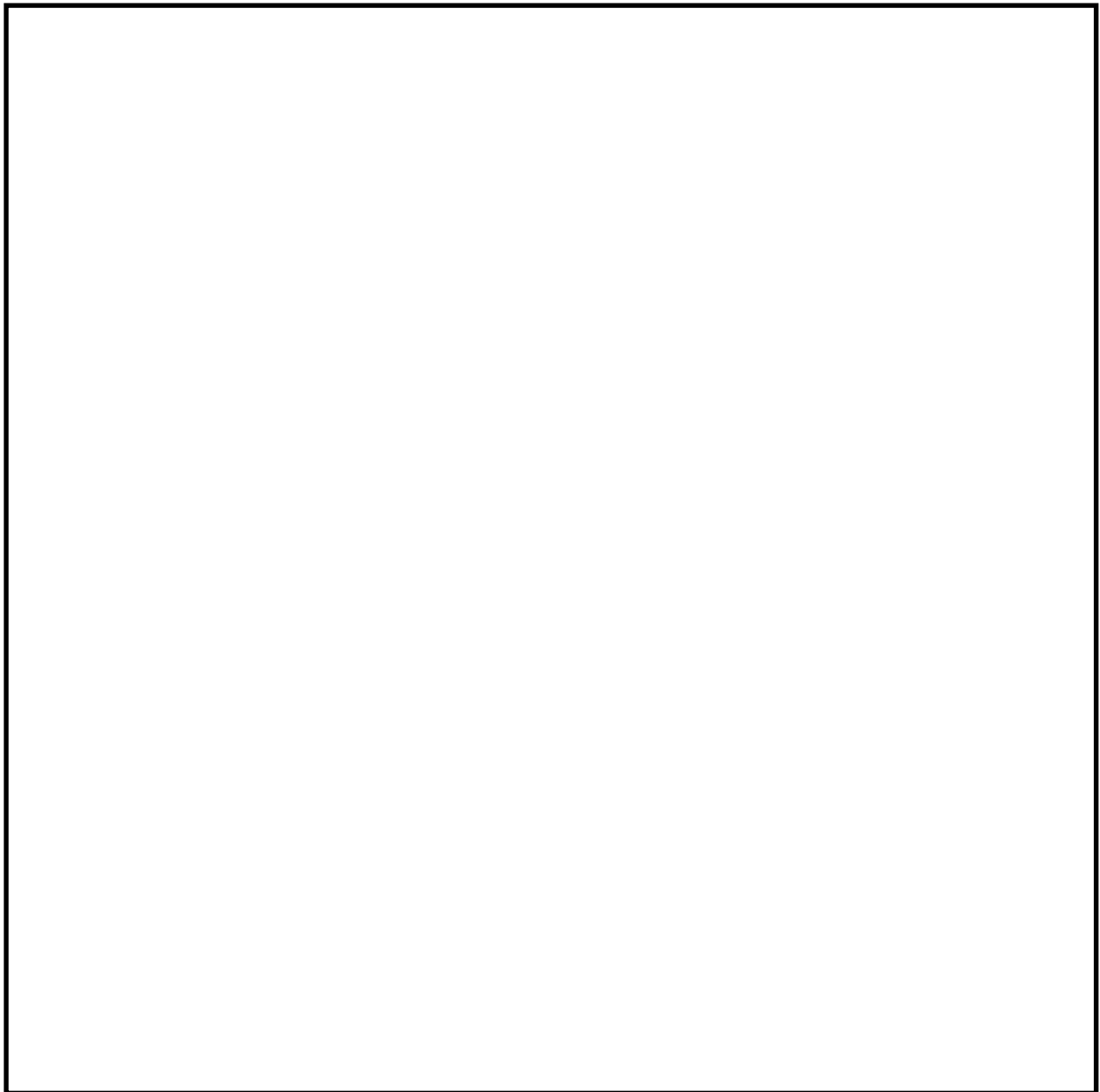
The area that I might need help in is _____ but
_____ can be a good person to go to.

I see myself in the future as _____.

List three (3) ways you can prepare yourself for middle school:

1. _____
2. _____
3. _____

In the box below, draw a picture of how you see yourself at the end of *Grade 6* next June. Include in your picture your friends, your academic achievements, your clothes, your interests, and how you feel.



Non-Discrimination Policy

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin, for programs or activities receiving Federal financial assistance from the Department of Education.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules [6Gx13-4A-1.01](#), [6Gx13-4A-1.32](#), and [6Gx13-5D-1.10](#) - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.

