

Lesson Plan: Dealing with Gossip

Date: 11/04/18

Grades	Objective(s)	Embedded Literacy	Start Here (Hook)
10-12	-Define gossip and explain why people gossip -Identify the consequences of negative gossip -Apply evaluation guidelines to different pieces of gossip & identify how to respond	Purposeful reading with Guiding Questions	Humans are naturally drawn to talking about one another; if we are inclined to do this, how can we first pause and think about what is our intention, what purpose does it serve, and what harm it might cause.
Theme(s) Gossip			
Duration 30 mins.			

Bell Ringer Activity: [Give students Handout 3.12.1 to complete the following Bell Ringer question]

-When has gossip been a problem in your life, or a friend's?

Team Building Telephone Activity (4min): [Break students up into groups of four. Start a "Telephone Game" by whispering in one person's ear in each group. "Sandy saw Cindy and Eric going to lunch on Friday at Zia's. She also thought she saw them kiss in line, but she couldn't be quite sure. On Monday she saw Cindy going to lunch with Noah, and she saw them coming back from lunch holding hands." Have the last person say out loud what they heard. Explore how this game relates to gossip.]

Introduce Lesson and Essential Questions (1min)

Today we will explore the pros and cons of gossip--and when and how to resist it.

[Ask one or more student to read the essential questions.]

-Why do people gossip?

-what effects does gossip have on ourselves and others?

-How can we be positive change agents against gossip?

Think-Pair-Share Activity (5 min)

[Have students do a think-pair-share on the questions, then discuss as a class.]

-What is gossip?

-Is it good, bad or both? [Have students vote by holding their thumbs up, down, or mid-level, then explore viewpoints].

-Why do you think people gossip?

Socrates's "Test of Three" Legend Reading & Discussion Activity (5 min)

[Read the story aloud about the Test of Three-or have two students take the role of Socrates and his acquaintance.]

Discussion Q's

-What are Socrates' three tests?

-Do you agree or disagree that this would be a good way to decide to pass on gossip?

Why or Why Not?

Small Group Activity: Evaluating & Responding to Gossip (10 min)

[Present the "Test of Three+One Gossip Guidelines" for evaluating gossip and discuss each item.]

Work in small groups and apply the guidelines to evaluate each scenario and decide how you would respond. Be prepared to demonstrate your responses.

Dealing with Gossip



Bell Ringer

When has gossip been a problem in your life or a friend's life?



Notes:

What is gossip?

Why was gossip important historically?



Small Groups: Evaluating and Responding to Gossip

Use the guidelines to evaluate each scenario and decide how you would respond.

Test of Three + One Group Guidelines

TRUTH: Is it fact or rumor? (Consider the source.)

GOODNESS: Will it hurt or cause other negative consequences for the person?

USEFULNESS: Is there any potential benefit in repeating it? (e.g., safety)

EMPATHY: How would you feel if the subject of the gossip were you, or a friend of yours?



Scenario #1

Someone in one of your classes said that your ex-girlfriend/boyfriend got drunk and hooked up with "so-and-so" at a party.

Scenario #2

You keep hearing that one of your teammates must be taking steroids because he looks like the Hulk.

Scenario #3

A friend tells you a student with high grades cheats a lot.

Scenario #4

You hear someone has a gun in his locker.



Reflection/Application

The next time someone tries to share gossip with you, how do you plan to respond?

Socrates "Test of Three" Legend

[Wisdom from Greek Philosopher Socrates (469-399 BC)]



One day the great philosopher Socrates came upon an acquaintance, who ran up to him excitedly and said, "Socrates, do you know what I just heard about one of your students?"

"Wait a moment," Socrates replied. "Before you tell me, I'd like you to pass a little test. It's called the Test of Three. Before you talk to me about my student, let's take a moment to test what you're going to say. The first test is TRUTH. Have you made absolutely sure that what you are about to tell me is true?"

"No," the man replied, "actually I just heard about it."

"All right," said Socrates. "So you don't really know if it's true or not. Now let's try the second test, the test of GOODNESS. Is what you are about to tell me about my student something good?"

"No, on the contrary..."

"So," Socrates continued, "you want to tell me something bad about him even though you're not certain it's true?"

The man shrugged, a little embarrassed.

Socrates continued, "You may still pass though because there is a third test – the filter of USEFULNESS. Is what you want to tell me about my student going to be useful to me?"

"No, not really..."

"Well," concluded Socrates, "if what you want to tell me is neither true nor good nor even useful, why tell it to me at all?"



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