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## Thematic Unit

### Bullying:

### Students Actions and Potential Consequences

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**Rational:**

Bullying has become a very present and dangerous past time in schools for some young people. Every school has some issue with bullying, and students are facing these issues every day. Students in my 7<sup>th</sup> grade class are facing some of these same issues. Walking around school the last few years, I have noticed that bullying is becoming more of a problem. Students don't report these incidents for fear of the actions that may happen because of telling. Some teachers don't acknowledge there is a problem and fail to stop these actions from happening. The purpose of this unit is to inform students of affects of bullying. I want student to understand the different types of bullying that accrue in and out of school. The purpose is to also introduce different forms of literature to students. These different forms are novels, poems, internet and news articles.

With this unit, student will be shown the very serious affects that bullying can have on other people. This unit will also provide students with comfort and safety to know they can report any wrong doings. Not only is this unit providing comfort to students, it is also allowing students to work with other sources like documentaries and televisions shows as a text. Research has shown that using different text while using allows students to make personal connections to the text. They also retain more information because they are interested in the activity they are working on. (Boyd, J. (2004). A Different kind of [text] book: using fiction in the classroom. Scholarship of teaching and learning.). As stated previously, this unit is coming at a time when I have seen an increase in this behavior. For this reason I developed this unit. This is also the reason why these students are learning it as well.

During class, students will be shown a series of clips dealing with students being bullied at school. These clips are going to be from the television show *Meet the Browns* by Tyler Perry

and *Hanna Montana* produced by The Disney Channel. The reason students will be shown these clips because the students that are portrayed in these television shows are about the same age as my students are now, and they deal directly with the same issues my students face every day.

*Meet the Browns* provides some comic relief with such a serious topic that is needed, however, it does not miss the point that students can and do fall victim to senseless crimes when bullying is involved. This episode also points out how often the signs that students are not dealing with being bullied well by teachers. I will show this to my students so they can point out what could have been done differently by the teacher to help prevent this situation. Also, what other students could have done to stop this young man from pushing this kid over the edge. However, more importantly than all of this, I want students to see what a potential consequence of bullying can be. Students need to know how their actions affect other people. Along with a portion of this episode of *Meet the Browns*, I will show an episode of *Hanna Montana*. I understand that this show may seem juvenile in a sense; however, it provides an excellent point about bullies, students must inform adults of what is going on. There are some situations that students cannot handle on their own, and it is their duty to report what is going on with them. If students don't report it, it can't be dealt with accordingly. In this episode, Miley Cyrus tries to take care of the bully without being a snitch, however, it is only by telling the principle that the bully is finally taken care of and students no longer have to worry about her messing with them anymore. I want students to understand that this show had a positive outcome. No students were seriously hurt, and they all lived to tell the tell another day. However, this was not the case in *Meet the Browns*. Even though all the students lived, they were placed in a very dangerous situation that did not accrue in *Hannah Montana*. I want students to understand the different consequences to these actions.

Using the documentaries will help students to develop empathy for their peers and hurting someone else's feeling. Documentaries tell a story that an article or television show can't. They put a human face and very real emotions to a problem that plagues schools across the country. By using this type of text, I want students to recognize that people do have feelings, and people are different from themselves. However, I don't want them to think that they are any better than another person because of these differences. I also want students to recognize the similarities that they may have with persons who are different from themselves. I am trying to establish culturally responsive pedagogy by showing the differences in people, however, showing that people are really not all that different. If students understand that just because someone does not look like them, does not make that person a target for bullying of any kind. Helping students understand these concepts will help to defuse bullying in my class first, and school second.

The movie *Mean Girls* is being shown as another example of how a person is affected by bullying and how a person can become a bully. The movie is a great example of these two ideals. I also want more comic relief with this topic as well, and I know this film can provide that as well.

This unit is all about students understanding who they are and who they can affect. It is my hope that after this unit is complete, students will not tolerate any type of bullying in any form from anyone. Also, it is my hope that students can recognize the signs that someone is being bullied and they have the confidence to report what they see, or even read. I want students to learn from this unit that there is more than one type of bullying, and just because it does not happen at school, doesn't mean it is not happening. Bullying is a real problem and in too many

cases leads to students taking their own lives or being killed. It is my hope that this unit will plant the seed to change in students one at a time.

**Goals/Objectives:**

The goal of this unit is for students to become aware of the seriousness of bullying and its effects on other people. Also, students will develop respect of people who are different from themselves. Students will also expand and develop knowledge of current and emerging technologies. Another goal is for students to use text they would normally not use or consider using in daily life. Students will use print, internet and documentaries to gain a better understanding of the subject matter.

**Students Will Be Able To...**

- Orally state the meaning of bullying.
- Verbally state different ways bullying accrues.
- Write one instance of bullying they have seen or experienced.
- Orally state a definition for bullying.
- Verbally give examples of bullying.
- Write different examples of bullying.
- Orally compare and contrast two examples of bullying.
- Verbally give 3 different classroom rules.
- Write down at least one rule they favor most.
- Listen to classmates' rules.
- Vote on classroom rules.
- Listen to a portion of the book being read aloud.
- Read the book silently.
- Identify the main characters.
- Produce a Public Service Announcement.
- Identify bullying in different text (i.e. movies, news articles, television shows, and documentaries).
- Read and discuss news articles with peers.
- Discuss issues in documentaries with the class.



**Sunshine State Standards:**

Standard Number	Description
LA.7.1.6.1:	use new vocabulary that is introduced and taught directly;
LA.7.1.6.2:	listen to, read, and discuss familiar and conceptually challenging text;
LA.7.1.7.1:	use background knowledge of a subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organizations of a reading selection;
LA.7.1.7.2:	analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of text and understand how they affect meaning;
LA.7.1.7.3:	Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.7.1.7.4:	identify cause-and-effect relationships in texts;
LA.7.1.7.5:	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.7.1.7.6:	analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.7.1.7.7:	compare and contrast elements in multiple texts;

LA.7.3.1.1:	generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
LA.7.3.1.2:	Making a plan for writing that address purpose, audience, main idea, and logical sequence;
LA.7.3.1.3:	using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style
LA.7.3.2.1:	developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;
LA.7.3.2.2:	Organizing information into a logical sequence and combining or deleting sentences to enhance clarity;
LA.7.3.5.1:	prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.7.3.5.2:	use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document;
LA.7.4.1.1:	write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone.

LA.7.4.3.1:	write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence
LA.7.4.3.2:	include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony);
LA.7.5.2.1:	use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
LA.7.6.3.1:	analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.7.6.3.2:	demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience;
LA.7.6.3.3:	distinguish between propaganda and ethical reasoning strategies in print and non-print;
LA.7.6.4.1:	select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations);
LA.7.6.4.2:	evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

## Unit Outline:

Week 1:

Day 1: Monday

- Lesson Plan attached

Day 2: Tuesday

- Lesson Plan attached

Day 3: Wednesday

- Lesson Plan attached

Day 4: Thursday

- Lesson Plan attached

Day 5: Friday

- 2-3 minutes for attendance.
- 3 minutes for short reading quiz
- 3 minutes to review the previous day's lesson.
- 30 minutes to watch clips of *Mean Girls*
- 10 minutes to discuss the video; student reactions.
- 6 minutes to wrap up and assign homework
- Homework: read the next 20 pages in the novel. ( Saturday, and Sunday)

Week 2:

Day 6: Monday

- 2-3 minutes for attendance
- 5 minutes for reading quiz
- 10 minutes for class discussion about the book. Do students like the book so far? Are they reading about events they have witnessed before? What don't they like about the book?
- 15 minutes for group discussion. Students will be placed in groups of 4, and will discuss what they have read in the book so far. Each group will also share what they have discussed with the class at the end of this time.
- 10 minutes for students to share what they have discussed as a group with the class.

- 12 minutes to wrap up the days lesson and discuss homework for the evening.
- Homework: read the next 10 pages in the novel.

#### Day 7: Tuesday

- 2-3 minutes for attendance
- 5 minutes for reading quiz
- 30 minutes for student group work
  - Student will be placed in groups of three or four and they will chose one character in the novel to discuss at length. After students have discussed this one character per group, each group member will write a narrative about this character describing his/her home life and how it relates to this person either being the bully or bullied.
- 10 minutes to discuss what each group member has written and why.
- 7 minutes to turn in class work, wrap up the day's activities and assign homework.
- Homework: read next 10 pages in the novel.

#### Day 8: Wednesday

- 2-3 minutes for attendance
- 10 minutes for class discussion about bullying in school
- 20-30 minutes for watching a documentary on school bullying
- 10 minutes to discuss what was seen in the video
- 2 minutes to assign homework
- Homework: read next 10 pages in the novel

#### Day 9: Thursday

- 2-3 minutes for attendance
- 15 minutes to write: Was the movie and the book similar or different? Why or why not?
- 30 minutes to get into groups and discuss what has been read and what was seen in the movie.
- 7 minutes to wrap up the day's activity and assign homework.
- Homework: read next 10 pages in the novel.

#### Day 10: Friday

- 2-3 minutes for attendance
- 20 minute discussion on the book: do you like the book so far? Why or why not? Do you feel the book is relevant to your life? Why or why not? Would you recommend this book to a friend? Why or why not? Can you see yourself as a character in this book? (We will

not be doing an in depth conversation about the book until it is finished. Remind students of this. You just want to get a consensus of their feelings about the book.)

- 25 minutes to tell students what their final project will be for this unit, define what a public service announcement is. Also to allow students to see examples of different public service announcements about various things using the PBS website.
- 7 minutes to wrap up the day's activity and assign homework, students will also be given the class determined rules and consequences if these rules are broken. Students must sign it and have their parents sign as well and return it to class on Monday.
- Homework: read next 20 pages in the book. Also, remind students they should be caught up on their reading because the book will be finished by the following Wednesday. There will be a formal assessment on the book. Also, both parent and student must sign the class determined rules and return it to class on Monday.

Week 3:

Day 11: Monday

- 2-3 minutes for attendance
- 5 minutes for reading quiz, collect all signed student determined rule sheets and file them at a later time.
- 35 minutes for discussing the final group project. At this time, the project will be explained in great depth. Each part of the project will be explained and the group evaluations that will take place at the end. Also, students will be informed of what they will be graded on.
- 10 minutes for summary of the day's activities. Also, assign homework.
- Homework: read next 10 pages in the book.

Day 12: Tuesday

- 2-3 minutes for attendance: have desks in groups as students come in and have them sit anywhere.
- 5 minutes for reading quiz
- 10 minutes to review what was discussed on the previous day.
- 5 minutes to have all students to stand up and place them in their groups and have them sit together.
- 20 to discuss possible topics the group will use for the PSA. Also, students may exchange phone numbers if possible.
- 12 minutes to wrap up any final discussions the groups are conducting. Also, to inform students that a test will be given on the book on Thursday and a review will take place on Wednesday. Also assign homework.
- Homework: read last 10 pages of the book

Day 13: Wednesday

- 2-3 minutes for attendance
- 40 minutes for test review. Students will be informed that this will be a short answer test. Each answerer needs only 3 to 5 sentences if they can help it. Every student will need to bring something to write with. Paper will be provided. During this time, students may also ask questions about the book that they did not understand or what further understanding on.
- 12 minutes to assure students that the test will not be difficult if they had been reading. Also, students will be given a few minutes after all other activities have been completed to talk with group members about the group project. Homework will be assigned.
- Homework: study for test.

Day 14: Thursday

- 2-3 minutes for attendance
- 40 minutes for assessment on the novel that was read by the class. If all students have finished this before the time is called, students will be allowed to sit with group members and discuss their projects.
- 12 minutes for students to sit with group members and discuss the final group project. No homework will be given on this day.
- Homework: none.

Day 15: Friday

- 2-3 minutes for attendance
- 15 minutes for students to get into group and finalize what they will do their PSA's on.
- 2-3 minutes for walking to the media center.
- 15 minutes for media specialist to show students how to use the camera equipment, and sign up for editing times in the media center.
- 15 minutes for students to experience working with the cameras. And wrap up the day's activity. Assign homework
- 2-3 minutes to return to class
- 1 minute to collect belongs for the next class
- Homework: work on project

Week 4:

Day 16: Monday

- 2-3 minutes for attendance

- 10 minutes for discussion about the possible outcomes of being bullied: Can bullying hurt other people? How would you feel if you were being bullied? How would you feel if you were the bully? How would you feel if you saw what was happening and did nothing?
- 3 minutes for the teacher to pass out a copy of *The Road Not Taken* by Robert Frost, while reciting it to the class.
- 30 minutes to discuss what the poem is saying and tie it into making good decisions about standing up for those who are being bullied. Letting students know they could do this by telling a teacher, guidance counselor, or parent about what is going on, convincing the student who is being bullied to tell someone like the SRO. Inform students that they are not to engage in a conflict with anyone, and if this should happen, leave the situation before it escalates into something big, and inform an adult.
- 12 minutes to wrap up the day's activity and assign homework.
- Homework: students will write an essay about a time when they did not follow their peers in an activity or action. How did this make you feel when you were doing it? How did you feel after? This will be counted as a quiz grade.

#### Day 17: Tuesday

- 2-3 minutes for attendance
- 5 minutes to pass up homework from the previous night. It is worth a quiz grade.
- 5 minutes to place students in groups for group work.
- 3 minutes to give students directions about the group work.
- 30 minutes to work in groups to discuss the poem and how it relates to bullying. Also, students will be given articles to discuss as well. They will point out all persons who did not do as all others had in those stories, *The Road Not Taken*.
- 9 minutes to wrap up the day's activity and assign homework.
- Homework: Students will draw on prior knowledge to determine 3 different instances of bullying they witnessed. They will write them down and bring them to class ( this will not be graded)

#### Day 18: Wednesday

- 2-3 minutes for attendance
- 15 minutes for discussion about previous night's homework.
- 30 minutes for final group project; each group will meet with the teacher to discuss their ideas for their PSA. The teacher must approve all ideas before filming can begin.
- 7 minutes to wrap up the day's activities and to assign homework.
- Homework: work on project

#### Day 19: Thursday

- 2-3 minutes for attendance



- 10-15 minutes for any last minute questions about the project. Also during this time, students will be told where they can film on campus if they would like to do so.
- 20-25 minutes to tie in all the articles, the book, television shows/movies and poem into each other for final understanding. Students may also ask questions during this time as well about what has been covered.
- 5-10 minutes for post test on what bullying is.
- 2 minutes to wrap up and assign homework.
- Homework: work on final project and bring all materials that are needed for it to class tomorrow.

#### Day 20: Friday

- 2-3 minutes for attendance
- 45 minutes for students to put together all props and scenes, and if they are ready to film their PSA. If not, at this time, students should be getting ready to film on Monday.
- 7 minutes to wrap up the day's activities and assign homework
- Homework: work on project.

#### Week 5:

#### Day 21: Monday

- 2-3 minutes for attendance
- 45 minutes for students to finish filming, or start filming their PSA's. Also, remind students that it must be view by all group members for final approval. So they must manage their time wisely.
- 7 minutes to remind students that the film must be edited at the time they chose. And assign homework.
- Homework: work on project

#### Day 22: Tuesday

- 2-3 minutes for attendance
- 45 minutes for final filming and or beginning the editing process. If students have finished editing their groups PSA, they may do their groups evaluation and turn them in. Also, they may help other groups finish their projects as well.
- 7 minutes to remind students that this is the final day of filming and all equipment must be returned to the media center today. Also, remind students to use their time slots wisely when editing their film. Assign homework.
- Homework: work on final project

#### Day 23: Wednesday

- 2-3 minutes for attendance
- 2-3 minutes to remind students that this is the final day for editing and the PSA should be done by the end of the period.
- 40 minutes for students to finish editing their final projects and gain their groups approval. If they are done before the end of the period, they may do their groups evaluations.
- 9 minutes to wrap up the day's activities, and provide some positive reinforcement for students about their projects. Also, let students know that on Thursday and Friday, we will be having a film festival with popcorn and juice to watch everyone's PSA's. Assign homework.
- Homework: None

#### Day 24-25: Thursday and Friday

- 2-3 minutes for attendance
- 5 minutes to arrange desks into theater style seating.
- 10 minutes for the first group to set up their PSA and other students to get juice and popcorn.
- 2-5 minutes for first presentation
- 10 minutes for group to explain why they chose the one they did, and for any questions the class may have. Also at this time, the next group will be setting up their presentation.
- 2-5 minutes for second presentation
- 10 minutes for group to discuss why they chose the one they did, and for audience questions.
- 7 minutes to clean up the mess, and remind the two remaining groups that will be going on the following day to be ready. Assign homework.
- Homework: If you have not presented your PSA, work on it. If you have presented it, you have no homework.
- Homework for Friday: Have a safe and fun weekend!

**Day 1: Monday****Grade: 7****Purpose/Rational:**

The purpose of this lesson is to make students aware of bullying in schools and the consequences it can have on everyone. I am doing this lesson now because there has been a rise in students reporting instances of bullying in the school and in my class. I chose to do this lesson with these students because they are now at the age that they are trying to fit into some type of crowd in school. Due to the fact that these students are trying to fit in, they will do just about anything to be accepted into the group. This could be anything from making someone feel bad about themselves to bullying another student. I am attempting to show students the potential outcomes of this behavior by having class discussions and explaining in detail what bullying is.

**Sunshine State Standards:**

- LA.7.1.6.1: use new vocabulary that is introduced and taught directly;
- LA.7.1.6.2: listen to, read, and discuss familiar and conceptually challenging text;

**Objectives:**

- Orally state the meaning of bullying.
- Verbally state different ways bullying accuses.
- Write one instance of bullying they have seen or experienced.

**Materials:**

- Smart board
- Computer/projector
- Pen/Pencil
- Paper
- List of terms/different forms of bullying

**Resources:**

- <http://www.youtube.com/watch?v=6ScEmgiBAvo>

**Anticipatory set:**

Students will watch an episode of Hanna Montana about bullying. They will only watch, there is no need to write anything down.

**Teaching Procedure/Strategy/Activities:**

<b>Time</b>	<b>Teacher</b>	<b>Student</b>
5 Minutes	<p>The teacher will show a short clip of Hanna Montana on youtube.com on bullying.</p> <p>The teacher will instruct students to just watch. The teacher will also take attendance at this time.</p>	<p>Students will watch a video clip of Hanna Montana on bullying on youtube.com.</p> <p>Students will only be watching the video clip.</p>
6 Minutes	<p>The teacher will give a pre test to determine students' prior knowledge about bullying and its effects on those around them.</p>	<p>Students will take a pre test to determine what they know about bullying and its effects on other people.</p>
2 Minutes	<p>The teacher will collect the pre-test when students have completed them.</p>	<p>Students will return all pre-test to the teacher when they are complete.</p>
15 Minutes	<p>After all students have passed in all pre-test, the teacher will discuss what students know about bullying by asking questions to students. The teacher will ask: what is bullying? How can it hurt other people? Have you ever been bullied? Have you been the bully? How did it make you feel? How do you think other people felt because of this?</p> <p>If students are reluctant to answer the questions, the video will be discussed first to break the ice.</p>	<p>Students will answer questions posed by the teacher about bullying. If students are reluctant to answer, the video will be discussed first to break the ice.</p>
2 Minutes	<p>The teacher will divide the</p>	<p>At this time students will get</p>

	class into predetermined groups.	into groups the teacher has placed them in.
15 Minutes	After students are in groups, the teacher will then provide handouts with situations on them. The teacher will instruct students to answer who the situation is about. Why is this situation important to this person, and is this bullying?	Students will read the worksheets they are given and will determine the answers to the questions the teachers posed.
10 Minutes	The teacher will wrap up the day's activities and answer any questions students may have about the lesson. Also the teacher will assign homework if there is any.	The students will ask any questions they may have about the day's activity. They will also get their homework if there is any.

### **Summary:**

A final discussion will take place about what bullying means, and what it means to be a bully. Also, students will be informed to bring back to class the activity that was done today so they can be shared with the class during the next period. Any questions about the day's activities will be answered at this time.

### **Assessment:**

An informal assessment will be given at the end of this unit to determine if students understand what bullying means and its effects on other people.

### **Evaluation:**

The evaluation will take place during the next class period when students present the answers their group came up with for their situations.

**Homework/Follow-Up Assignment:**

For homework, students will bring back the activity they completed in class that day for the next class period. Also, students will write down one sentence that describes your level of safeness in school. This assignment is worth 5 points.

**Situation 1**

Kelly is walking to her locker between classes. On her way there, a group of girls see her and call her over to where they are. Kelly is very excited because she is the new girl in school and really wants to make new friends. The group of girls seems friendly at first, however, they start to make fun of her hair and her skin. They tell Kelly that she thinks that she is all that because she is light skinned with very long hair. Kelly turns to leave and walks to her locker. This really hurts her feelings and she decides to keep to herself from now on.

**Situation 2**

Amy is walking home one afternoon from school with her older sisters. She is the youngest of three children and is always being made fun of. When Amy and her sisters get home, her sisters tell her to do all of their chores because they don't want to do them. Amy refuses to do their work and her sisters tell her if she does not do them, they will tell their parents that boys have been calling the house for her and she has been sneaking out at night when they think she is asleep. Amy sees no other way to keep them quiet, so she does their chores.

**Situation 3**

Mike is walking down the hall and sees a 6<sup>th</sup> grader looking lost. Mike asks the kid what his name is and where he is trying to go. The kid answers Dan and he wants to get to his social studies class. Mike knows who the teacher is because he had him last year. Mike also knows that this teacher does not let late students into his room after class has started. With this knowledge, Mike gives Dan directions to the gym on the other side of campus. Mike also decides that this kid will be his victim for the year as well. Dan is late to class and has to go to ISS because of Mike.

**Situation 4**

Elizabeth is walking in the mall and sees a girl crying. She stops and asks the girl why she is crying. The girl tells her that a group of girls was just making fun of her and her clothes. Elizabeth asks where these girls were and the girl points to Elizabeth's friends. Elizabeth realizes that this took place while she was in another store. The girl asks her to walk with her to call her mother, but Elizabeth hesitates and the girl realizes that she is with the group of girls. She quickly runs away from Elizabeth. Elizabeth feels ashamed and confused about what has just taken place.

**Situation 5**

Randy attends a birthday party for one of his friends at a local park. Randy and his mom really looked and took time to find his friend a nice birthday gift. When it came time to open gifts, Randy realized he left his name off of the card by mistake. Randy was about to tell his friend of his simple mistake when someone in the audience made a comment about the gift being dumb. Randy quickly put his head down and closed his mouth. Randy now feels like he should not have come to the party. His friend agreed with the comment made by a kid in the audience as well.

### **Situation 6**

A teacher walks into a class and sees two students jumping on one student named Max. All the other students were encouraging the two students jumping on Max to keep going. When the two students were pulled off Max, he was not moving. Max was also not responding to being shaken or his name being called either. 911 had to be called because the Max was unconscious due to being beaten. The teacher sends all the other students to ISS while emergency medical help is being given to Max. After Max is taken to the hospital, and his parents are notified. The teacher writes the entire class a referral because they encouraged the other two students to beat Max and did not try and stop it.



**Day 2: Tuesday****Grade: 7****Purpose/Rational:**

The purpose of this lesson is to help students to become familiar with the affects of bullying and how it affects not only the person being bullied, but those around them. I chose this lesson because there has been an increase of reports being made about students being bullied in my class and in the school. I chose these students because they are trying desperately to fit into a group of people of some type. Some students don't quite know who they are and if they are comfortable in their own skin. Due to this being an issue, students will do whatever they have to do to impress a group of "cool" kids, and be part of that clique. I am teaching this lesson now because at this point in the school year, a safe classroom environment has been established and I now have a clear understanding of how my students react to situations. Students need to know that bullying is not ok and it can be very dangerous, this is the message this lesson is out to establish.

**Sunshine State Standards:**

- LA.7.1.7.1: use background knowledge of a subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organizations of a reading selection;
- LA.7.1.7.2: analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of text and understand how they affect meaning;
- LA.7.1.7.3: Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.7.1.7.4: identify cause-and-effect relationships in texts;
- LA.7.1.7.5: analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

**Objectives:**

Students will be able to...

- Orally state a definition for bullying.
- Verbally give examples of bullying.
- Write different examples of bullying.

- Orally compare and contrast two examples of bullying.

**Materials:**

- Smart board
- Previous day's activities
- Computer/projector
- Paper
- Pen/Pencil
- Video Sheet

**Resources:**

- <http://www.youtube.com/watch?v=U9eu82GXcJo&feature=related>
- <http://www.youtube.com/watch?v=Uf1GLtnZDa4&feature=related>

**Anticipatory Set:**

As students walk into the room, instructions will on the board for them to take out a sheet of paper, and write down what they can remember about the Hanna Montana youtube.com clip. They will have 3 minutes to free write about the episode.

**Teaching Strategies/Procedure/Activity:**

<b>Time</b>	<b>Teacher</b>	<b>Students</b>
3 Minutes	The teacher will instruct students to free write about the Hanna Montana clip that was seen on the previous day. This is how attendance will be taken for the day.	Students will free write about the Hanna Montana clip that was seen on youtube.com the previous day.
6 Minutes	The teacher conduct a discussion with students about what they wrote on the video clip.	The students will discuss what they have written about the video clip.
10 Minutes	After the clip discussion, the teacher will lead the class into the presentations from the	Each group from the previous day's activity will present their scenario to the class and

	previous day's activity.	their answers to the questions.
15 Minutes	The teacher will show a video clip from the sitcom <i>Meet the Browns</i> on youtube.com. The teacher will pass out video sheets for students to fill out while watching the clip from the show.	Students will watch the clip and fill out the video sheet that will be given to them by the teacher.
10 Minutes	The teacher will hold a discussion with students about what the video's message is. The teacher will also go over the video sheet with students and answer any questions they may have about it.	Students will participate in a short class discussion about the video clip. Also, students will review their answers to the video sheet with the teacher. Students may also ask questions about what they saw.
11 Minutes	At this time the teacher will wrap up the day's lesson and answer any final questions that students may have. Also the teacher will assign any homework. The teacher will collect all video sheets at this time.	Students will listen to the summary of the day's lesson. They may also ask questions at this time as well. Students will be assigned homework at this point if there is any. Students will turn in their video sheets at this time.

**Summary:**

A final discussion will take place about the video clip that was seen. This discussion will draw connections to bullying and its consequences. Also, during this time, students may ask any questions if they have any. Homework will also be assigned at this point if any is assigned.

**Assessment:**

The assessment will take place when students take the post-test about bullying.

**Evaluation:**

The evaluation will take place when students turn in their video sheets at the end of the period.

**Homework:**

Write down three classroom rules that can help prevent disrespect of other classmates.

Video Sheet: *Meet the Browns: Meet the Trouble Maker*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is the name of the teacher?

**Ms. Simmons**

2. What is the name of the bully?

**Andrew**

3. Who is Jeffery?

**The student being bullied**

4. How did the bully taunt Jeffery?

**He called him fat, he called him a virgin from Virginia,**

5. What did Jeffery tell the teacher happened to his eye?

**He fell**

6. What did the bully call Jeffery?

**G-off**

7. What happened when Jeffery got “Thug”?

**He pulled out a gun**

8. How did the teacher handle the situation?

**Any answer about the video will be accepted.**

**Day 3: Wednesday****Grade:** 7**Purpose/Rational:**

The purpose of this lesson is to allow students to help establish a safe classroom environment. Student input is vital in their success. When students help to determine class established rules, they feel accountable when these rules are broken. I chose this lesson because students were somewhat amused with the video yesterday about bullying and somewhat disturbed by it as well. I chose these students because of the reactions I got from the video clip. Also, they had lots of questions about the consequences of the actions of all students involved. After the video, I decided it was important for students to help create rules for the class to follow.

**Sunshine State Standards:**

- LA.7.3.1.1: generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.7.3.1.2: Making a plan for writing that address purpose, audience, main idea, and logical sequence;
- LA.7.3.1.3: using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style
- LA.7.3.2.1: developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;
- LA.7.3.2.2: Organizing information into a logical sequence and combining or deleting sentences to enhance clarity;

**Objectives:**

Students will be able to...

- Verbally give 3 different classroom rules.
- Write down at least one rule they favor most.
- Listen to classmates' rules.
- Vote on classroom rules.

**Materials:**

- Previous night's homework
- Smart board
- Computer/projector
- Pen/Pencil
- Paper

**Resources:**

- None

**Anticipatory Set:**

Students will write 5 things they think the teacher should have done to avoid the gun being brought into the class. Students will have 3 minutes to write.

**Teaching Strategies/Procedure/Activity:**

Time	Teacher	Students
3 Minutes	The teacher will have instruction on the board for students to write 5 things they think the teacher could have done differently to prevent the student from bringing the gun into the classroom. This is how attendance will be taken	Students will write 5 things they think the teacher could have done differently to prevent the student from bringing the gun into the classroom.
15 Minutes	The teacher will instruct students to take out their homework assignment. As students are taking out their work, students may go up to the smart board and write one rule they think is most important of their three they wrote for the classroom.	Students will take out their homework from last night. They will also put one rule on the board they feel is the most important of all the three they came up with.
20 Minutes	After all students have placed their one rule on the board, the teacher will review every rule	Students will provide feedback to the teacher while a review of all the rules is

	with the class, and condense those that are the same.	going on.
11 Minutes	After the review is complete, students will vote on the most important rules for the class. After the voting has taken place students will write down these rules and returned them the next day.	After the review is complete, students will vote on the most important for the class. Students will also write these rules down and bring them back tomorrow.
6 Minutes	The teacher will assign homework, and wrap up the days lesson. Also, any questions that students may have about the assignment will be answered at this point.	Students will listen to the wrap-up of the day's activity. Students will also be given their homework as well. Students may ask any questions they may have at this time.

**Summary:**

This will be a short wrap up of the day's activities. Students will ask questions at this time if they have any about what took place today. Also, at this time, homework will be assigned to students.

**Assessment:**

The assessment will take place when students are given a post test on bullying.

**Evaluation:**

The evaluation will take place when students bring back the signed copy of the rules on the previous day.

**Homework:**

Students will write down the classroom rules that were voted on. Students will take home these rules and read over them, they will also sign them to signify they understand what is required as a student in the class.



**Day 4: Thursday****Grade:** 7**Purpose/Rational:**

The purpose of this activity is to allow students to see examples of bullying in literature. Also, I chose this for students to understand the person who is being bullied and how they feel about it. I chose these students because this book would appeal to both boys and girls. I also think it will facilitate a lot of class discussion. I chose this book because it directly deals with what the unit is dealing with, bullying and its potential consequences on other people. I chose this lesson as an introduction to this novel. I want to draw interest in the novel with this activity. This book will help students gain an understanding of what others may go through in school.

**Sunshine State Standards:**

- LA.7.1.7.6: analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.7.1.7.7: compare and contrast elements in multiple texts;
- LA.7.5.2.1: use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;

**Objectives:**

Students will be able to...

- Listen to a portion of the book being read aloud.
- Read the book silently.
- Identify the main character.

**Materials:**

- Class set of *The Truth about Truman School*

**Resources:**

- None

**Anticipatory Set:**

Students will turn in homework and pick up a typed copy of the class rules to take home and have their parents sign. Students will return this by Monday. Students will also take a book from the desk in the front of the room.

**Teaching Strategies/Procedure/Activities:**

<b>Time</b>	<b>Teacher</b>	<b>Students</b>
3 to 5 Minutes	The teacher will take attendance. The teacher will also instruct students to turn in homework and take a new rules sheet for parents to sign and a book.	Students will turn in homework and take another rules sheet for parents to sign and return by the following Monday. Also students will take a copy of the novel we will read.
10 Minutes	The teacher will take this time to review the previous day's activity. Any questions or comments that were not addressed during the previous class will be addressed now.	Students will ask any questions or make comments about the previous day's activities at this time.
15 Minutes	After the discussion is complete, the teacher will read the first chapter of the book will be read aloud for students to listen to. After the reading is complete, a short discussion will take place about what was heard.	Students will listen to the first chapter of the book being read to them by the teacher. After the reading is completed, students will give their initial impressions of the book.
15 Minutes	At this point, the teacher will take down the book numbers that students have. After this is complete, the second chapter will be read by student volunteers.	Students will give the teacher the number of the book they picked up. After all student numbers have been given for the books, the second chapter of the book will be read by

		student volunteers.
10 Minutes	The teacher will wrap up the days lesson and assign homework to students. Also, any questions about the activities will be answered at this point.	The students will listen to a summary of the day's lesson and ask any questions they may have. Also students will be given their homework assignment.

**Summary:**

A short summary will be given of the day's activities. Also, any questions students may have will also be answered at this time. Homework will also be assigned at this point as well.

**Assessment:**

The assessment will take place when students are tested on the novel.

**Evaluation:**

The evaluation will take place during the next class period with a quiz on the homework chapters.

**Homework:**

Students will read the next 10 pages in the novel. Also, students will have parents read and sign the classroom rules and return by Monday of the following week.

## Appendix:

### News Articles:

Parents: Cyber Bullying Led to Teen's Suicide

<http://abcnews.go.com/GMA/story?id=3882520>

A Boy the Bullies Love to Beat Up, Repeatedly

[http://www.nytimes.com/2008/03/24/us/24land.html?\\_r=1](http://www.nytimes.com/2008/03/24/us/24land.html?_r=1)

High school classmates say gunman was bullied

<http://www.msnbc.msn.com/id/18169776/>

Schoolyard bullies get nastier on line

<http://www.emailthis.clickability.com/et/emailThis?clickMap=viewThis&etMailToID=1904140871>

### Documentaries:

Columbine 1999

<http://video.yahoo.com/watch/438551?fr=yvmtf>

The Torture of Anti-Gay Bullying

<http://abcnews.go.com/video/playerindex?id=7366805>

### Public Service Announcements:

The Museum of Broadcast Communications

<http://www.museum.tv/eotvsection.php?entrycode=publicservic>

Multiple examples of public service announcements

[http://video.google.com/videosearch?q=educational+public+service+announcements&hl=en&rlz=1T4DKUS\\_enUS307US320&um=1&ie=UTF-8&ei=XeIVS5DIPI60tgf7xaj0BA&sa=X&oi=video\\_result\\_group&ct=title&resnum=4&ved=0CBgQqwQwAw#q=educational+public+service+announcements&hl=en&rlz=1T4DKUS\\_enUS307US320&um=1&ie=UTF-8&ei=XeIVS5DIPI60tgf7xaj0BA&sa=X&oi=video\\_result\\_group&ct=title&resnum=4&ved=0CBgQqwQwAw&view=2&start=20&qvid=educational+public+service+announcements&vid=4598269348538323680](http://video.google.com/videosearch?q=educational+public+service+announcements&hl=en&rlz=1T4DKUS_enUS307US320&um=1&ie=UTF-8&ei=XeIVS5DIPI60tgf7xaj0BA&sa=X&oi=video_result_group&ct=title&resnum=4&ved=0CBgQqwQwAw#q=educational+public+service+announcements&hl=en&rlz=1T4DKUS_enUS307US320&um=1&ie=UTF-8&ei=XeIVS5DIPI60tgf7xaj0BA&sa=X&oi=video_result_group&ct=title&resnum=4&ved=0CBgQqwQwAw&view=2&start=20&qvid=educational+public+service+announcements&vid=4598269348538323680)

*Day 17:*

The Road Not Taken

BY ROBERT FROST

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

<http://www.poetryfoundation.org/archive/poem.html?id=173536>

Reading Quiz: Day 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Do you like Zebby? Why or why not?
2. Why is truthabouttruman.com so popular?
3. Who is Amr?
4. Do you like Amr so far in the book?

Reading Quiz: Day 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Who is Briana?
2. What does Briana do?
3. What do you think should go on the website to get people interested?
4. Who is Trevor?
5. Why do you think Trevor does not have many friends?

Reading Quiz: Day 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Who do you think anonymous is?
2. Lilly has rules about when she can use the computer at home and when she can't. Name two rules.
3. Why does Hayley want to start a cheerleading squad at Truman?
4. Do you think Truman will get a cheerleading squad? Why or why not?



Reading Quiz: Day 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Was there a big deal about the picture that Zebby left on truthabouttruman.com? Why or why not?
2. What does Trevor mean when he says, “popular kids could choose to use their powers for good.”?
3. What happened to Trevor at this point in the book?
4. Why did lots of kids turn and look at Lilly during the beginning of 6<sup>th</sup> grade?
5. Was Lilly popular at her last school?

Reading Quiz: Day 12

Name: \_\_\_\_\_

Date \_\_\_\_\_

1. What does it mean to be popular?
2. Give an example in the book of someone spreading rumors about another person.
3. Why does Lilly not tell her mom what she found online?
4. Why did Reece break up with Lilly?
5. What do you think Hayley is going to do?

Day 14

Truth about Truman Test

Class Period: \_\_\_\_\_

Name: \_\_\_\_\_

Date \_\_\_\_\_

1. Why is truthabouttruman.com so popular?
2. Who is Amr?
3. Who is Briana, and what does she do?
4. Lilly has rules about when she can use the computer at home and when she can't. Name two rules.
5. Why does Trevor not have any friends?
6. Who started the cheerleading squad at Truman? Why did she start it?
7. Was there a big deal about the picture that Zebby left on truthabouttruman.com? Why or why not?



## **Cyberbullying Discussion Guide**

1. Do you think cyberbullying is a serious problem or do you think it's no big deal?
2. Do you think the media makes cyberbullying look worse than it actually is?
3. Do you think people have the right to say whatever they want about others on the Internet? Explain.
4. Do you think people present themselves differently online than they do in person? How so? Why would a person want to act differently online than they would in person?
5. Have you ever bullied anyone online? Why did you do it?
6. Have you ever been bullied online? Did you tell anyone it was happening? What did you do?
7. Why do you think teens are reluctant to tell anyone if they're being bullied online?
8. Have you ever watched a friend of yours bully someone else online? Did you say anything about it to your friend? Why or why not? And if you did, what happened when you did?
9. Do you think cyberbullying is worse than any other kind of bullying? Why or why not?
10. Why do you think people bully others online?
11. Do you think people who bully others online are the same people who bully on the playground? Explain.
12. When does a "joke" become an example of cyberbullying?
13. Do you think schools have a right to get involved in cyberbullying incidents? Why or why not?
14. Do you think cyberbullying will be a bigger problem ten years from now or do you think it will be a smaller problem? Why do you feel that way? What about 25 years from now? What about 50 years from now?
15. What can we do about cyberbullying? How can we prevent it? How do we stop it once it's occurred?

Copyright © 2008, Dori Hillestad Butler [http://www.thetruthabouttruman.com/cyberbullying\\_discussion.pdf](http://www.thetruthabouttruman.com/cyberbullying_discussion.pdf)

Bullying Pre-Test

Class Period: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is a bully?
2. Who is a bully?
3. What is a bully free zone?
4. What is cyber bullying?
5. Is bullying a crime?
6. What is an innocent bystander?
7. Who are targets of bullies? Why?
8. Do you consider yourself to be a bully?





## Grading Rubric for Public Service Announcement:

### Multimedia Presentation Rubric

Name: \_\_\_\_\_

	Excellent - 4	Good - 3	Satisfactory - 2	Needs Improvement - 1
Subject Knowledge	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.	Some subject knowledge is evident. Some Information is confusing, incorrect, or flawed.	Subject knowledge is not evident. Information is confusing, incorrect, or flawed.
Citing Sources	All sources are properly cited.	Most sources are properly cited.	Few sources are properly cited.	No sources are properly cited.
Organization	The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct.	The sequence of information is logical. Menus and paths to most information are clear and direct.	The sequence of information is somewhat logical. Menus and paths are confusing and flawed.	The sequence of information is not logical. Menus and paths to information are not evident.
Originality	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness.	The work is an extensive collection and rehash of other people's ideas, products, and images. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, and images. There is no evidence of new thought.
Technical	Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	Project runs adequately with minor technical problems.	Project runs minimally. There are many technical problems when viewing the project.	Project does not run satisfactorily. There are too many technical problems to view the project.

## Public Service Announcement

The purpose of this project is for students to understand the meaning of what a public service announcement is, and how they can affect an issue and audience. Also, students will be able to work with audio equipment and gain experience using the equipment, also students will apply what they have learned to produce a public service announcement.

The public service announcement will be at least 2 minutes long, and no longer than 5 minutes. It must be on the effects of bullying and with a positive or negative outcome. It must be school appropriate. There will be no vulgar language, no sly remarks of sexual orientation or references thereof. The public service announcement is not limited to the people in your group. You may use outside persons if they are needed. However, these persons must be approved by the teacher.

Roles in this project:

- Producer/editor
  - Your job is to film the public service announcement. You will be responsible for all audio/video equipment. You will need to be present at all meetings your group may have outside of class, if it is possible. You will also be working with the Director to edit the public service announcement. You must present it to all group members for final approval before showing it to the class.
- Announcer
  - You will be portraying the voice over in the public service announcement. You will be the invisible actor. You must speak clearly at all times. Also, you must be confident in what you are saying in order to convince the class of your point. You will be responsible for attending all meetings with group members outside of class, if at all possible.
- Director/editor
  - You will be responsible for scheduling group meetings. You will also be the person to keep the group on track during meetings. You will direct the public service announcement while it is being filmed. After it is filmed, you and the Producer will edit the public service announcement. You must present it to all group members for final approval before showing it to the class.
- Actors/writers
  - You will be writing the script, and acting in the public service announcement. You will be responsible for writing every actors lines in the public service announcement. When the script is being written, ALL group members need to be in attendance. This will allow all students to have input, and it will reduce confusion and conflict within the group.
- Set Crew

- You will be responsible for the set design. You will do all prop set up, and scene changes if there are any. You must be present when the Writers, Producers, and Actors are meeting to know what the public service announcement will be about and what the set should be and where.

This project is worth 100 points. Your group will be evaluated on the following:

- Group interaction
- Originality of the script
- Time regulations
- Group evaluations (will be given out at the end)
- Explanation of public service announcement.

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