

I. Bullying – What It Is
Mass Media

Activity 1

| What I KNOW about bullying | What I want to LEARN about bullying | What I LEARNED about bullying |
|--------------------------------------|--|---|
| | | |



This is a school _____.

Write down below what a school bully looks like.

| |
|--|
| <p>Vocabulary: mean look balled up fists dirty-looking unfriendly</p> <p>Useful expressions: His _____ (to be verb) _____.</p> <p>(part of the body/speech/clothing article) (adjective)</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> |
|--|

4. _____.

Activity 2

What do bullies do? When they bully, what do they do?

1. Watch this video clip from the award-winning movie "West Side Story."



<http://www.youtube.com/watch?v=m8R9GiLmSw> West Side Story Prologue 0:00 / 8:37

As you watch the video clip, answer the following questions:

- a. What are the two street gangs called? _____ and _____
- b. What acts of bullying do these street gangs do? Write these acts down as you watch the video clip?

Vocabulary:

gang (-s) graffiti bully (-ies) grab (grabbed)

dribble (dribbled) chase (chased) trick (tricked)

drop (dropped) boo (booed)

(continued)

Useful expressions: The gang _____ ...
(verb)

One of the gangs _____...

| | |
|---------------------------------------|----------|
| | (verb) |
| The two gangs/Both gangs | _____... |
| | (verb) |
| A gang member/One of the gang members | _____... |
| | (verb) |
| 1. | _____. |
| 2. | _____. |
| 3. | _____. |
| 4. | _____. |
| 5. | _____. |
| 6. | _____. |
| 7. | _____. |

Activity 3

What is bullying ?

- **Bullying is when someone does things to you repeatedly that you don't like.**

a. Has someone kept doing things to you that you didn't like? Yes _____

No _____ (v)

b. What thing (s) did he or she do to you?

● **It can be hitting, pushing or saying things that make you feel sad inside.**

a. Were you hit? Yes _____ No _____ (✓)

b. Who hit you? (you may circle more than one) : father mother
brother sister

cousin friend classmate other children other people

c. Where were you hit? head face arm body legs other parts
of the body

d. Why were you hit?

you wronged someone you hurt the one who hit you

you hurt someone's friend for no reason

e. Write the story about the time you got hit. Include WHO hit you?
WHERE and WHEN you were hit? WHY you were hit?

● **If they don't stop when asked, THEY ARE BULLIES !!☹**

Activity 4

II. Bullying -- a Widespread Problem

Effects of Bullying on its Victims

SHORT NARRATIVES

First Reading Passage

When I got bullied

When I was bullied I was very annoyed and sad. I was sad at school and sad at home. I did not want to come to school. At one point I went to look at another school but I stuck to this school and I'm glad of it now I'm not being bullied.

Anonymous

1. Read the title. What is it saying to you? _____

Which words tell you that? _____

2. How did he feel when he was bullied?

a. **very annoyed** (guess the meaning) _____

(dictionary meaning) _____

b. **sad**

Where was he **sad**? at _____ and at _____

3 Did he like going to school? Yes _____ No _____ (✓)

What words tell you that he didn't like going to school?

1. The writer says, 'he **stuck** to his school.'

What do you think he is saying? _____

What makes you think he is saying that? _____

2. He says that he is glad that he is **not** being bullied anymore.

Why do you think the bully stopped bullying him? _____

3. Group Interaction

Share with each other whatever experiences you've had of bullying. It doesn't matter whether you were the bully or you were the one bullied. (3 members=3 minutes; 4 members=4 minutes)

Answer the following questions:

- Where did it happen? When did it happen?
- Who was the bully? Who was bullied?
- What happened?
- How did you feel what it happened?
- Is bullying still going on? What do you feel about it now?

Activity 5

Second Reading Passage

Who bullied me!!

☹ I got bullied by girls and boys. I was very upset and wanted my parents to change my school. I talked to my parents and explained how I was feeling. I tried lots of times to talk to the bullies but nothing worked. They wouldn't listen. I am really glad I talked to an adult. Another child in my school helped me and spoke to the children that were making me feel sad. I had a meeting with my head teacher and told her everything. Now because of that I'm not bullied any more. If I was ever bullied again I would always tell someone and not keep it to myself. 😊

Anonymous

1. Why was the writer 'upset' and wanted his parents to change his

school? _____
_____.

2. Did you ever ask your parents to go to another school? Yes ___ No

___ (v)

What made you ask them this? (Circle one.)

you were being bullied you had no friends your teacher was
unkind your school was too far other reason? _____

3. Did you change school? Yes _____ No _____ (v)

What made you decide that way?

_____.

4. What did he talk to some people about? _____
_____.

5. Fill in the chart.

| People he talked to | What he said | How the people responded . (Write NOT GIVEN if the response is not written about.) |
|----------------------------|---------------------|---|
| | | |
| | | |
| | | |
| | | |

6. Near the end of the paragraph, the writer wrote this: ‘Now because of **that** I’m not bullied anymore.’ What is **that**?
_____.

7. In the future when someone bullies him, what would he do?

_____.

8. Group Interaction (3 members=3 minutes; 4 members=4 minutes)

Answer this question:
If someone bullies you, what would be the best thing to do?
Why?

9. Oral Presentation

A member of the group would present his group’s answers to the two questions to the entire class. (1 minute)

Activity 6

Third Reading Passage

Just because I am short...

One of the main things that bothers me is when people make fun of my height. Just because I am short doesn't mean that I can't do all sorts of different things. Whenever somebody makes fun of my height it sometimes puts my confidence at a lower level. They think they are just teasing and that that I really don't care, but I do care. It usually hurts me even when people supposedly think they are just joking around. The people that say this need to listen to an old phrase the way that I say it, "Sticks and stones can break my bones, and words can really hurt me." Sometimes I'll brush people off and continue with whatever I was doing. I didn't mind people joking about my height the first eight or so times, but eventually it really gets on my nerves. **I just want some of my friends to know that it's not easy being short. I would like them to see and know how it would feel to be my size. I can't wait until I get taller than all of them and then I'll show them how it felt, because they will be smaller and will see my perspective. I want my friends to understand that not all people are as perfect as**

they are, or as they think they are. Someday I hope they are taught a lesson not to make fun of people. (Trujillo, 191-192)

Joey, 13

1. Just because I am short...



The short boy above said, **“Just because I am short...”**

Other people say, **“Just because he is too tall...”**

Use the phrases **“Just because I am...”** OR

“Just because he/she is...”

and state your own clauses....

1. _____
2. _____
3. _____
4. _____

The short boy said in full, “**Just because I am short** doesn’t mean that I can’t do all sorts of different things.”

Use your previous clauses and add another clause that starts with “doesn’t mean that I/he/she can’t...”

EXAMPLE: **Just because she is too tall** doesn’t mean that she can’t find a man who’s taller than her.

1. _____
_____.
2. _____
_____.
3. _____
_____.

| previous clause + another clause | your meaning |
|--|--|
| 1. Just because I am short doesn’t mean that I can’t do all | The boy isn’t ashamed to admit that he’s short and |

| | |
|-----------------------------|---|
| sorts of different things.” | can't do everything, but he still thinks he can do different things. |
| 2. | |
| 3. | |
| 4. | |

Whenever somebody makes fun of my height it sometimes puts my confidence at a lower level. They think they are just teasing and that that I really don't care, but I do care. It usually hurts me even when people supposedly think they are just joking around. The people that say this need to listen to an old phrase the way that I say it,

“Sticks and stones can break my bones, and words can really hurt me.”

What this old saying or adage means: I can be hurt if you hit me with sticks and throw stones at me, but if you can really hurt me by hitting me and throwing words at me.

Somebody got hurt when he heard words saying, “You're short!” He wrote...

Whenever somebody makes fun of my height it sometimes puts my confidence at a lower level.”

Create sentences like the one above. Start this way: **Whenever somebody...**

1. _____

2. _____

Activity 7

POEMS

First Poem

Bruises, by Jennifer Langston

The bruises aren't talked about, They are just ignored. We all know where they came from And they hurt me like a sword.

I'm in my room crying now Sitting alone on my floor I don't know what to do, But right now I am just so sore.

The bruises on the outside They really don't hurt that much It's the pain I feel on the inside That's really hard for me to touch

No one knows about this secret of mine But, there are some people who know Those are the people, who live here, They see the bruises come and go.

My sister, she just stands there And watches it all happen She then goes to her room I know she too is saddened.

I know it's all my fault, Because if I had never yelled, That hand would have never raised That hand that pounds me down to hell.

It really doesn't happen much Just once every now and again I'll say or do something wrong Then the cycle, it all begins.

Well, I really must go now I hear them coming down the hall I don't know what is going to happen, I really hope they don't hit me at all.

-Jennifer L (<http://kithp.50webs.com/poems/poem2.html>)

Observation:



1284r-1406 fotosearch.com

Pre-Reading:

1. Look at the photo. The girl's face has bruises.

Describe what the bruises look like. _____

_____.

2. If you've had a bruise before, on which part of your body was it? _____

_____.

3. Draw that part of your body and the bruise you got. Color the bruise so it looks real.

1. How did you get the bruise? (Circle one or more causes.)

someone bullied you you had an accident you had a fight

2. PAIR WORK: Share with a classmate how you got the bruise. (1 minute)

Answer the following questions to help you share your experience.

| Your Questions | Your Answers |
|----------------------------------|--------------|
| When did it happen? | |
| Where did it happen? | |
| What happened? | |
| How did you get the bruise? | |
| What was your response after you | |

| | |
|-----------------|--|
| got the bruise? | |
|-----------------|--|

Activity 8

While-Reading

1. Fill in your Personal Response (your thoughts and feelings).

| Lines from the Poem | Personal Response (your thoughts and feelings) |
|---|---|
| The bruises aren't talked about, They are just ignored. We all know where they came from And they hurt me like a sword. | <hr/> <hr/> <hr/> <hr/> <hr/> |
| I'm in my room crying now Sitting alone on my floor I don't know what to do, But right now I am just so sore. | <hr/> <hr/> <hr/> <hr/> <hr/> |
| The bruises on the outside They really don't hurt that much It's the pain I feel on | <hr/> <hr/> |

| | |
|--|-------------|
| <p>the inside That's really hard for me to touch</p> | <hr/> <hr/> |
|--|-------------|

The bruises on the outside They really don't hurt that much It's the pain I feel on the inside That's really hard for me to touch

No one knows about this secret of mine But, there are some people who know Those are the people, who live here, They see the bruises come and go.

My sister, she just stands there And watches it all happen She then goes to her room I know she too is saddened.

Answer the following questions:

1. What does the writer say about which hurts more -- the bruises outside or the bruises inside? Why do you think that is so?

2. What is "this secret of mine" that the writer is talking about?

3. Who are the people who know about the secret? Give an example. _____

I know it's all my fault, Because if I had never yelled, That hand would have never raised That hand that pounds me down to hell.

It really doesn't happen much Just once every now and again I'll say or do something wrong Then the cycle, it all begins.

Well, I really must go now I hear them coming down the hall I don't know what is going to happen, I really hope they don't hit me at all.

| Lines from the Poem | Personal Response (your thoughts and feelings) |
|--|---|
| <p>I know it's all my fault, Because if I had never yelled, That hand would have never raised That hand that pounds me down to hell.</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>It really doesn't happen much Just once every now and again I'll say or do something wrong Then the cycle, it all begins.</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Well, I really must go now I hear them coming down the hall I don't know what is going to happen, I really hope they don't hit me at all.</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Activity 9

Post-Reading

Second Poem

No One There

Kirsty

“I don't want to go to school today,”
“Feeling sick again like yesterday”
Beating myself up over fright
Crying myself to sleep at night
Wishing, praying you don't find me
I'll hide in the shadows silently
I'm hungry today; please don't take my lunch money
You laugh and joke but really it's not funny
You punched me hard; I just took my last breath
Is this the end? My painless death?
I've wanted to do it myself for years
But all I could do was produce more tears
<http://circle.nypo.org/kirsty.html>

Pre-Reading

There are times when you don't want to go to school. What times don't you want to go to school?

Start with: I don't want to go to school when _____.
(reason)

| |
|--------------------|
| 1. _____ _____. |
| 2. _____ |

_____.

Oral Activity:

Pair work

Talk with a classmate about the times when you don't want to go to school. (2 minutes)

While-Reading

A student said this. "I don't want to go to school today,"

Why? **Circle the words below that show the feelings of the student.**

| Feeling Words in Poem | Write about the feelings of the student. |
|---|--|
| "Feeling sick again like yesterday" Beating myself up over fright Crying myself to sleep at night | |

Getting to know the bully. **Read about the bully and write what you think of him.**

| What the bully does to the student. | What you think of the bully. |
|--|------------------------------|
| Wishing, praying you don't find me I'll hide in the shadows silently I'm hungry today; please don't take my lunch money You laugh and joke but really it's not funny You punched me hard; I just took my last breath | |

What does he think of his life?

| Thinking of his death | Your thoughts about “painless death” |
|---|---|
| Is this the end? My painless death ? I've wanted to do it myself for years But all I could do was produce more tears | The poet thought about his painless death because _____ _____ _____ _____. |

Post-Reading

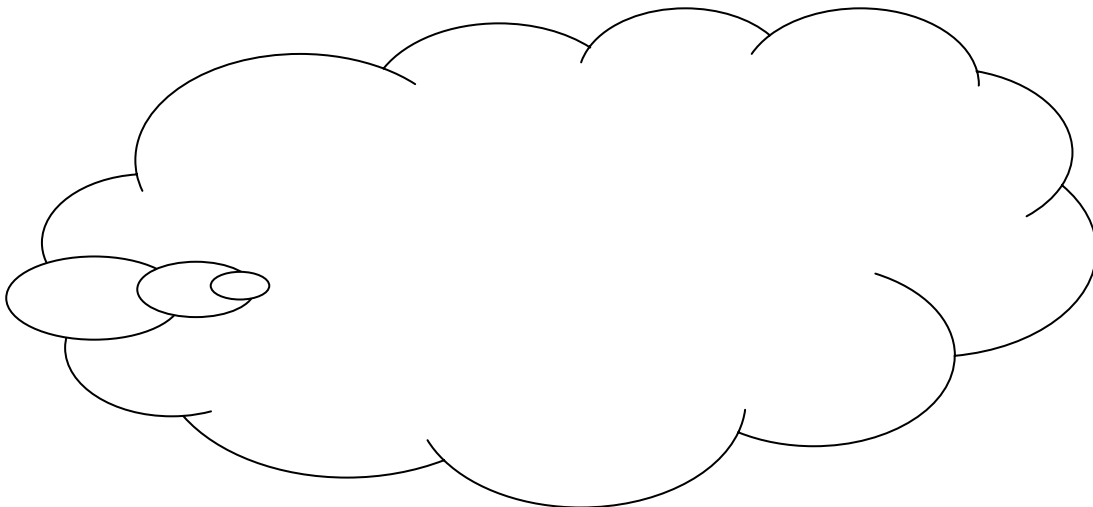
Role-Play

Practise a role-play with two characters. One is a victim of a bully who is also thinking about painless death. The other one is a friend who helps this victim.

Pre-Viewing

Activity 10

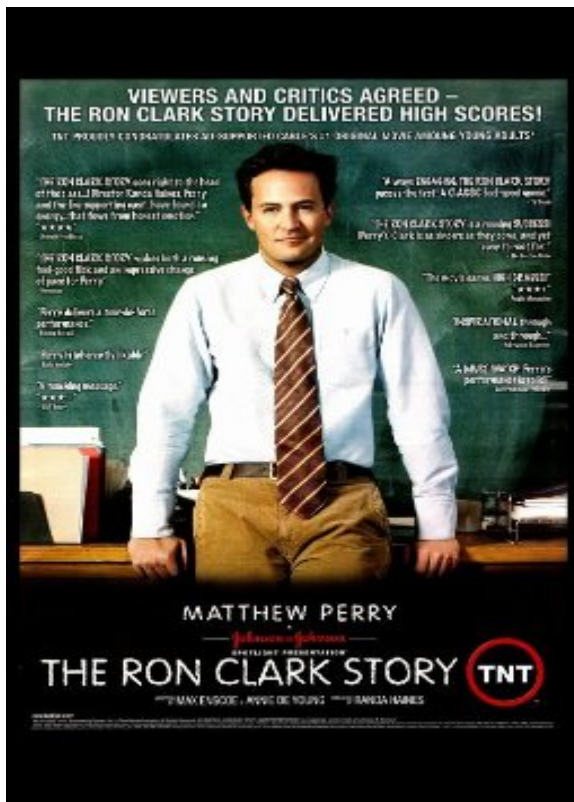
THE TEACHER HAS A VERY IMPORTANT ROLE TO STOP BULLYING. He should know who is being bullied, and he should help. **Write in the cloud how a teacher can help someone being bullied.**



Look at the movie poster below of a famous teacher in America named Ron Clark. Watch the video clip between him (played by popular “Friends” actor Matthew Perry) and a young student who was asked by his teacher to be with the trash.

http://www.youtube.com/watch?v=Hppg4raRsqE&feature=Playlist&p=4DE2B5CE221BEEE9&playnext=1&playnext_from=PL&index=12

The Ron Clark Story 1 of 8 You Tube



<http://www.imdb.com/media/rm3556477440/tt0473389>

QUESTION: What do you learn about Mr. Clark as you follow the story?

THE TEACHER SHOULD **NOT** BULLY THE STUDENT. Teachers are only human beings and sometimes they get upset or a little angry. Watch the video clip about a teacher who does not just get upset, but he gets very angry at Teyshan.

(http://www.youtube.com/watch?v=Hppg4raRsgE&feature=Playlist&p=4DE2B5CE221BEEE9&playnext=1&playnext_from=PL&index=12) Time: 8:24-9:08

The Ron Clark Story – 1 of 8

AS YOU WATCH THE CLIP, ANSWER THE FOLLOWING QUESTIONS:

What is the setting? _____

Who are the characters? _____

What's the story? _____

How did the teacher bully the student? _____

Why do you think he bullied the student? _____

QUESTION: When a teacher gets upset because his student is very naughty, do you think he can bully that student? Why?

ACTIVITY 11

STUDENTS SHOULD NOT BULLY THEIR CLASSMATE. Watch the video clip. In the school toilet, Jamaica is bullied by three girls because she's not like them.

The Ron Clark Story 4 of 8 Time: 00:01-01:00

<http://www.youtube.com/watch?v=0ErxFE-NOSs&feature=related>

QUESTION: How do you think Mr. Clark will help Jamaica?

THE TEACHER SHOULD ADVISE THE STUDENT BEING BULLIED.

This is how Mr. Clark helps Jamaica.

<http://www.youtube.com/watch?v=5ltcfQVy6I&feature=related>

The Ron Clark Story – 8 of 9 Time: 00:01-0016

a. What does Mr. Clark say to her? _____

_____.

b. Do you think he said the right thing to her? Why? _____

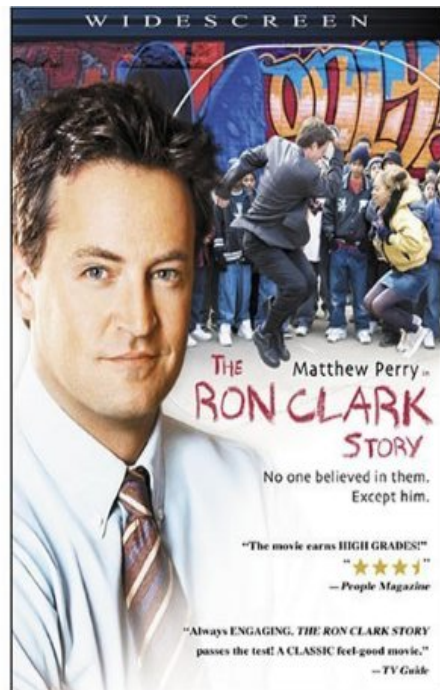
_____.

Group Interaction

Think of ways you can be like Mr. Clark in helping your classmates who are being bullied?

ACTIVITY 12

Posters



<http://www.imdb.com/media/rm1335136768/tt0473389>

<http://www.imdb.com/media/rm2604962304/tt0473389>

If you look at the backgrounds of the two posters. The students of Mr. Clark are relating differently with him..

1. In which poster are the students friendly to him?

Poster at Left _____ Poster at Right _____

Why did you choose that poster?

2. Which of the two ways of relating – the friendly and the unfriendly -- happened first? (✓)

Poster at Left _____ Poster at Right _____

What's the reason for your choice?

_____.

Based on the two posters, how do you think the movie ended? Why do you think so?

_____.

Write your ending for the story here.

_____.

Group Activity

Make a poster that asks people to stop bullying. Make it interesting and convincing.

Drama Activity

1. Role-play a bullying situation.
2. Role-play with the bullying situation resolved.

Group Interaction Rubric

| Rating Scope | 1 | 2 | 3 | 4 |
|---|---|---|--|--|
| Quality of Information & Content | Information has little or nothing to do with the main topic or simply restates the main concept | Information clearly relates to the main topic. No details and/or examples are given | Information clearly relates to the main topic. It provides at least 1 supporting detail or example | Information clearly relates to the main topic and adds new concepts, information. It includes several supporting details and/or examples |
| Critical Thinking & Organization | Does not respond to questions posed by the facilitator. | Responds to questions but does not engage in premise reflection. | Critical thinking and premise reflection is demonstrated in discussion by the individual only. | Enhances the critical thinking process consistently through premise reflection and difference questioning of self and others. |
| Participation | Responds to the discussion facilitator only. | Rarely interacts or responds to other members of the online community. | Responds to other members of the online community. | Encourages and facilitates interaction among members of the online community |
| Language | Both vocabulary and expressions are hardly adequate. | Both vocabulary and expressions are used satisfactorily. | Both vocabulary and expressions are used well. | Both vocabulary and expressions are used very well |
| Total | | Comments | | |

Adapted from https://academictech.doit.wisc.edu/ORFI/otr/images/discussion_rubric2.pdf

Oral Presentation Rubric

| TRAIT | 4 | 3 | 2 | 1 |
|--|--|---|--|---|
| NON-VERBAL SKILLS | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. | Consistent use of direct eye contact with audience, but still returns to notes. | Displayed minimal eye contact with audience, while reading mostly from the notes. | No eye contact with audience, as entire report is read from notes. |
| | Movements seem fluid and help the audience visualize. | Made movements or gestures that enhance articulation. | Very little movement or descriptive gestures. | No movement or descriptive gestures. |
| | Student displays relaxed, self-confident nature about self, with no mistakes. | Makes minor mistakes, but quickly recovers from them; displays little or no tension. | Displays mild tension; has trouble recovering from mistakes. | Tension and nervousness is obvious; has trouble recovering from mistakes |
| VERBAL SKILLS & LANGUAGE | Demonstrates a strong, positive feeling about topic during entire presentation. | Occasionally shows positive feelings about topic. | Shows some negativity toward topic presented. | Shows absolutely no interest in topic presented. |
| ENTHUSIASM INTELLIBILITY PRONUNCIATION | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. |
| CONTENT | Student demonstrates full knowledge by answering all class questions with explanations and elaboration. | Student is at ease with expected answers to all questions, without elaboration. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not have grasp of information; student cannot answer questions about subject. |
| SUBJECT KNOWLEDGE ORGANIZATION | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is no sequence of information. |
| MECHANICS | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Student's presentation has four or more spelling and/or grammatical errors. |

Adapted from http://www.readwritethink.org/lesson_images/lesson416/OralRubric.pdf

Play Assessment Rubric

| Category | Exceeds Expectations 3 | Meets Expectations 2 | Needs Improvement 1 |
|--|--|---|---|
| Content & Drama Map | Highly effective use of the interactive tool to map a novel's conflict, characters, resolution, and setting. Information and details are accurate and complete. | Mostly effective use of the interactive tool to map a novel's conflict, characters, resolution, and setting. Information and details are mostly accurate and complete, with only one or two errors. | Minimal and ineffective use of the interactive tool to map a novel's conflict, characters, resolution, and setting. Maps are lacking much information and details and/or have many errors. |
| Written Work: Grammar & Mechanics | Almost no errors in grammar usage, capitalization, punctuation, and/or spelling. | Minimal errors in grammar usage, capitalization, punctuation, and/or spelling. | Multiple errors in grammar usage, capitalization, punctuation, and/or spelling. |
| Play Preparation & Performance | Student is very effective and/or takes a leadership role within the group to prepare for the play, in rehearsal, during setup, and in preparation of scripts. Student makes an excellent effort in his/her role as actor, director, or writer. | Student works effectively within the group to prepare for the play, in rehearsal, during setup, and in preparation of scripts. Student makes a good effort in his/her role as actor, director, or writer. | Student works ineffectively or does not participate within their group to prepare for the play, in rehearsal, during setup, and in preparation of scripts. Student makes little or no effort in his/her role as actor, director, or writer, or hinders the group's efforts. |

http://www.readwritethink.org/lesson_images/lesson1118/Play%20Assessment%20Rubric.pdf

http://www.readwritethink.org/lesson_images/lesson1076/rubric.pdf



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Poster Session Rubric

| CATEGORY | 4 | 3 | 2 | 1 |
|------------------------------|--|---|---|---|
| Coverage of the Topic | Details on the poster capture the important information about the topic and increase the audience's understanding. | Details on the poster include important information but the audience may need more information to understand fully. | Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand. | Details on the poster have little or nothing to do with main topic. |
| Use of Graphics | All graphics are related to the topic and make it easier to understand. | All graphics are related to the topic and most make it easier to understand. | All graphics relate to the topic. | Graphics do not relate to the topic. |
| Organization | Information is very organized with clear titles and subheadings. | Information is organized with titles and subheadings. | Information is organized, but titles and subheadings are missing or do not help the reader understand. | The information appears to be disorganized. |
| Layout and Design | All information on the poster is in focus and can be easily viewed and identified from 6 ft. away. | Most of the information on the poster is in focus and the content easily viewed and identified from 6 ft. away. | Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away. | Much of the information on the poster is unclear or too small. |
| Sources | All sources (information and graphics) are accurately documented. | All sources (information and graphics) are accurately documented, but there are a few errors in the format. | All sources (information and graphics) are documented, but information is incomplete or many are not in the desired format. | Some sources are not accurately documented. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |

| | | | | |
|---------------------|---|--|--|--|
| Presentation | The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience. | The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye contact with the audience. | The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience. | The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience. |
|---------------------|---|--|--|--|

Rubric developed with materials from the RubiStar Web site: <http://rubistar.4teachers.org/index.php>