

Teacher's Guide: Bullying

Recommended Grade Level: 5-8

(also applicable to grades 9-12 for students requiring significant support in learning)

Suggested Time: About 50-60 minutes spread over one or more class periods, plus additional time to complete a writing assignment

Goals

Following are the big ideas that students should take away after completing this lesson:

- Bullying stops people from feeling free to participate in their society and hurts our democracy.
- People may prevent bullying by speaking out against it.

Vocabulary

(See definitions on page 6.)

- cyberbullying
- democracy
- intervene
- limit
- society

Key Literacy Strategies

Following are the primary literacy strategies students will use to complete this activity:

- Making inferences (screens 4, 6, 7, writing assignment 3)
- Determining important information (screens 7 and 8)
- Categorizing basic facts and ideas (screen 10)
- Constructing summaries (writing assignment 1)
- Making connections (writing assignment 2)

Note: In addition to the key literacy strategies listed above, students will also use each of these strategies to complete this lesson:

- Monitoring comprehension
- Synthesizing
- Making predictions
- Developing vocabulary
- Connecting prior knowledge to new learning
- Developing a topic in writing
- Identifying and using text features (photographs, captions, diagrams, and/or maps)

Overview

Bullying is a student-directed learning experience. However, while students are expected to work through the lesson on their own, teachers should be available to keep the lesson on track, organize groupings, facilitate discussions, answer questions, and ensure that students meet all learning goals.

The following is a summary of the lesson screens:

- Screen 1: Students think about who in their society is bullied, and who does the bullying.
- Screen 2: Students read a brief summary of what bullying is, with some examples. They then learn that they will explore the concept of bullying as a failure of democracy.
- Screen 3: Students learn what the goals are for the lesson, which strategies they will be using to complete the lesson, and the important vocabulary words they will use during the lesson.
- Screen 4: Students watch two videos. The first shows teenagers talking about being bullied or being a bully. The second is a short, student-made PSA (public service announcement) about bullying. After watching both videos, students write their thoughts on how bullying might limit kids' participation in school sports or other groups.
- Screen 5: Students watch a video about cyberbullying and how to respond to it. Students then write their opinion on whether cyberbullying is different from other types of bullying.
- Screen 6: Students read about how democracy begins at the local level, at home, at school, and online. This local democracy determines how free people are to participate at school, in groups, or in sports.
- Screen 7: Students read a PDF text describing how bullying impairs democracy, and what democratic freedoms we must protect from bullying. Then they write a response to the question, "Does bullying make a society less free?"
- Screen 8: Students answer three multiple-choice questions to show their comprehension of what bullying is and how it affects a democratic society.
- Screen 9: Students complete an interactive vocabulary activity, and then choose two words from the vocabulary list and write a new sentence for each word. These tasks demonstrate their understanding of the meanings of the words.
- Screen 10: Students use an interactive activity to highlight information in a text that answers two questions about freedom of expression.

Final

Assignment: Students select and complete a writing assignment about the lesson topic.

Before the Lesson

- ❑ Go through each screen of the lesson, including all the interactive activities, so that you can experience ahead of time what students will be doing. As you go through each screen, jot down your own expectations for students' responses.
- ❑ Determine if students will be working individually or in pairs on the lesson. Some students may be able to work independently with little or no support. Students who are less familiar with the subject area or who struggle with literacy skills may benefit from working with another student. An effective way to do this is to pair a stronger student with a less able reader. You can also have students work individually on certain tasks and in pairs on others, depending on their experience and needs. If students will be working in pairs on any portion of the lesson, let them know if they will be expected to type in their notes individually or together.
- ❑ Provide instruction on key vocabulary (vocabulary words are defined in the lesson on screen 3, and on page 6 of this guide).
- ❑ Determine what students already know and think about bullying. Why are some people bullied? Why are some people bullies? How does bullying take away our rights in a democratic society? Record their ideas on a chart. This will give you a sense of students' possible misconceptions and the background knowledge they have before beginning this lesson. If time allows, return to the chart after students have completed the lesson to add new learning and correct misconceptions. Note: You may want to record their new learning in a different-colored ink so they can see how much they've learned.
- ❑ Arrange computers with Internet access so students can work individually or in pairs.
- ❑ Before students begin, suggest a timeline for completing the lesson, mention the different types of media they will encounter, and let them know how you expect them to submit their work. You may want to provide an outline of this information on a chart, chalkboard, or whiteboard, or as a handout.

Lesson Assessments

The following are descriptions of the lesson features that will be part of the packet of materials that students will submit. Students will use the packet for reference when writing their final assignment. It also serves as a formative assessment tool to monitor students' work as they are progressing through the lesson.

- **Notes** - Students write their ideas in response to a prompt on screens 4, 5, and 7. If time allows, review their notes before students begin their writing assignment.
- **Multiple-choice questions** - Students complete the three questions on screen 8. Walk around to make sure students answer all three questions before they continue. If students click to go to the next page before they finish, their work on the quiz will not be saved.
- **Match It!** - Students complete an interactive vocabulary activity on screen 9. They begin by dragging the vocabulary terms into the correct sentences. After they finish and save

their work, they will be able to check their answers against an answer key. When they are done, they will be asked to choose two vocabulary words and write a new sentence for each word. Sentences should demonstrate a clear understanding of the meaning of each word. An inappropriate response would be “Bullying hurts society.” An appropriate response would be “Bullying takes away people’s freedom to participate in society.”

- **Highlight It!** -Students complete the comprehension activity Highlight It! on screen 10. They will read a selection and then highlight specific information that answers two questions about the reading. Students will not be able to check their answers online, so you will need to provide them with correct answers when they are finished with the lesson. You can choose to review the answers as a class or return the corrected packet of materials to students before they begin the final assignment.

The following are some of the statements students may select to answer each question:

Question 1: What are some examples of freedom of expression besides speech?

Highlighted information to answer question 1 should include clothes, hairstyles, tattoos, piercings, and accessories, such as armbands. These items are considered to be expressions because they make statements about what the people who wear them believe about political or social issues.

Question 2: What kinds of issues have students used their freedom of expression to support?

Highlighted information to answer question 2 should include that students used black armbands to protest against the Vietnam War. T-shirts with messages about certain causes or groups of people were worn to support those causes or groups, and make a political statement.

- **Final Assignment** - Students complete one final writing assignment. You can choose to let students make their own selection, or assign one according to your goals for the lesson. Use the rubric on page 7 to assess the writing assignments.

Lesson Aids and Extensions

Use the following suggestions to help students if they are stuck on a particular screen, as follow-up discussions to reinforce learning, and to prepare students for completing their writing assignments.

- **Watching Videos** - Encourage students to watch the videos more than once. After the initial viewing, provide students with a specific content focus to frame their next viewing(s) of the video. This will help them draw connections between the main topic and the information that the videos have to offer. To learn more about best practices for viewing videos in the classroom, check out Effective Video-Based Lessons (<http://www.teachersdomain.org/resource/vtlpd.pd.hints.frfofo/>).

- **Participating in Discussions** - Organize class discussions or encourage students to talk about their questions in pairs. You may want to use the following discussion starters:
 - o What are some examples of bullying and how do they take away people’s personal freedoms?
 - o What does it mean to say that democracy starts in our own school and neighborhoods?
 - o What makes cyberbullying particularly hurtful?
 - o What can drive people to bully?
 - o What are some ways you can stop bullying when you see or hear about it?
- **Reading the PDF Text** - Before they read the PDF text on screen 9, ask students to make predictions about which events will be the hardest for Julian to overcome.
- **Sharing Student Work** - It may be motivational, and a further learning opportunity, for students to post their final essays so that their classmates, peers, and/or parents can see them. This may also provide an opportunity for students to comment on and discuss each other’s essays.

If you do not already have access to an online writing community, Teaching Matters™ provides TeXT, free classroom publishing tools that allow teachers and students to create and publish their own online eZine. More information and a free signup are available at Teaching Matters: TeXT (<http://text.teachingmatters.org>).

- **Reflection and Self-Assessment** - After students have turned in their writing assignments, you can choose to have them assess their learning. Bring students together as a whole class or in small groups to discuss the questions below. You may want to return to the chart of their ideas developed before the lesson and record their new learning. You may also have students respond individually to the questions, and then convene the class to discuss the chart.
 - o What did you learn?
 - o What was surprising?
 - o What questions do you still have?
 - o What was the easiest for you to understand and do?
 - o What was the most difficult?

Vocabulary Definitions

cyberbullying

Cyber is something done on a computer or within a computer network. Posting insults online is cyberbullying.

intervene

Taking action to stop something. We can intervene when someone is being bullied.

democracy

A system of government or organization of people in which everyone has the right to participate in their society.

society

A group of people who live together with similar traditions, ideals, or nationality, and under one government.

limit

Putting boundaries on someone or something. You can limit the number of hours you spend online.

Final Assignment Rubric Bullying

1. Write in your own words how bullying affects a democratic society.
2. “Sticks and stones may break my bones, but words will never hurt me.” This is an old saying that many young children are taught. Describe a situation in which this saying is true. Then describe a situation in which it is not true. Use examples from the videos and the reading passage in the lesson to support your ideas.
3. Situations in which bullying takes place often involve a “victim,” a “bully,” and a “witness.” Can you explain how different people play different roles in those events?

4	3	2	1
Provides a clear and accurate response to the question. Ideas are elaborated, with three or more relevant supporting details from the reading passage, video, and other materials in the lesson.	Provides an adequate response to the question. Topic and ideas are generally well organized, with two relevant supporting details from the reading passage, video, and other materials in the lesson.	Provides a generally accurate response, with one supporting detail from the reading passage, video, and other materials in the lesson.	Provides an inaccurate response to the question or fails to address the question. May include misinterpretations. Understanding of the topic is not apparent.
Uses at least three vocabulary words (or a form of the vocabulary words) from the lesson, and uses them all correctly.	Uses two vocabulary words (or a form of the vocabulary words) from the lesson, and uses them both correctly.	Uses one vocabulary word (or a form of the vocabulary word) from the lesson, and uses it correctly.	Does not use any vocabulary words, or uses vocabulary words incorrectly.

Scoring the Rubric

Here are two suggestions for scoring the final assignment rubric. Select the option that best meets your needs or develop your own grading system.

Option 1: This option provides one score for each submitted assignment.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric), for a total maximum score of 8. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
7-8	A	Excellent
5-6	B	Good
4	C	Adequate (Fair)
3 or below	D	Minimal

Option 2: This option provides two scores for each submitted assignment: one for written content and one for the use of key vocabulary. An advantage of separate scores is that you can weight students' comprehension and composition differently than you do their knowledge of vocabulary. It can also help you identify specific needs for future instruction.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric) and then score them separately. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
4	A	Excellent
3	B	Good
2	C	Adequate (Fair)
1	D	Minimal

The final grade may look like this: A/B (A for content and B for vocabulary use).