Pushed Too Far

How do we, as youth, instill anti-bullying culture in our school communities?

Bullying is a widespread problem among our schools and communities that can lead to increased fighting and violent futures for both the victims and bullies themselves. DoSomething.org reported that one in seven students in grades K-12 is either a bully or a victim of bullying. How can youth change these statistics and contribute to a positive school environment?

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LESSON PLAN OVERVIEW

Estimated Time: 1-2 days, depending on structure and length of class	**Grade Level:** Middle school students, 7th – 8th grades

Materials: Discussion Space, Pen/Pencil, Paper, Internet access

Standards
GNG's work is directly linked to preparing students for college and career readiness through the Common Core standards. While our work is centered on Common Core standards, we also meet National Standards for Civics & Government and Technology.

Please refer to the GNG website (www.gng.org) for specific standards.

Lesson Overview
As a best practice, teachers should integrate the full lesson plan. This lesson plan is divided into three best practice steps. Educators should approach the lesson using all steps collectively as each step is built cumulatively upon the other.

1. **Step #1** students will **LEARN** as they *acquire background knowledge* about the effects of bullying and the ways people have successfully created anti-bullying environments.
2. **Step #2** students will **ACT** as they *participate* in a class project and *prepare* for the Interactive Videoconference (IVC).
3. **Step #3** students will **REFLECT** and connect on how this topic personally impacts them and the world around them, including accessing *additional resources* to further learn about the topic.

Learning Objectives & Outcomes
Program Goal: To provide students with insight on the consequences of bullying and to introduce students to ways that individuals and communities have created successful anti-bullying cultures in their communities.

LEARNING OBJECTIVES	LEARNING OUTCOMES
• Identify different forms of bullying. • Explore the effects bullying has on individuals and communities. • Apply the information to international contexts. • Investigate and analyze solutions others have created. • Engage in critical thinking and discuss how to create anti-bullying environments.	• Gain familiarity with different forms of bullying and the effects it has on individuals and communities. • Understand multiple perspectives and contribute productively to a group discussion about bullying and its effects. • Learn how to work as a team member to solve a social problem. • Demonstrate their knowledge by creating solutions to a complex issue.

Pulse: Pushed Too Far

"How do we, as youth, instill anti-bullying culture in our school communities?"

Bullying is a problem that has roamed through our school hallways and corridors for as long as even our parents can remember. However, in the 21st century classroom, bullying is moving beyond the brick and mortar school walls of our campuses into social media outlets such as Facebook and Twitter. Cyberbulling has been a prominent challenge as seen through the headlines from Lancaster, CA to Seoul, Korea.

Bullyingpreventionnow.com

Bullying can be a challenging topic to address. The following guiding questions can further support student learning and reflection:

- In what forms does bullying exist in my (school) community?
- What measures (if any) are being taken against bullying?
- Is bullying accepted in my school?
- How does bullying affect me?

Program Activities				
		Activity	**Page**	**Estimated Time**
LEARN		Teen Bullying: A Global Problem? Group research and learning	5	60 minutes
		IVC #1	6	30 minutes preparation 60 minute IVC + 30 min. dial-in
ACT		Creating an anti-bullying campaign	7-12	60 minutes
		IVC #2	13	30 minutes preparation 60 minute IVC + 30 min. dial-in
REFLECT		Reflect and Connect: Debrief & Take Action	14-15	15 minutes

LEARN

Teen Bullying: A Global Problem?	
TIME 60 minutes or more, depending on use of in-class or take home assignments	**MATERIALS** Internet, notebook, access to library
OVERVIEW Students will work in groups to learn about bullying culture in throughout the world. Students will then share their findings and reflect upon the affects of bullying found in their own lives.	

INSTRUCTIONS
 	
1. **Divide the class into 3-6 groups:** Assign each group to one of the following regions:
    o North America
    o South America
    o Europe
    o Middle East/North Africa
    o Africa
    o Asia
 	
2. **Group Research**: Students in each group should research and identify at minimum five news articles that showcase teen bullying in the regions. Articles should showcase news stories from different countries within the region. As a group, students should keep in mind:
    • What key words will help me find information about my topic?
    • What sources will I use (news, blogs, print media, internet new sources, etc.)? Are my sources credible? How do I know?
    • What similar characteristics, if any, can be found through between the various articles?
    • What can be said about bullying in my region?
 	
3. **Group (or Individual) research**: Students should now research and learn about how others are taking measures against bullying. The following resources showcase how others are standing up against the issue.
    Middle School students stand up to bullying
    ➤ Middle School Students Dream Up an App to Fight Cyberbullying - A Platform for Good http://www.aplatformforgood.org/blog/entry/middle-school-students-dream-up-an-app-to-fight-cyber-bullying
 	
    A High School stands up to bullying
    ➤ Queen Creek High School Football Players Protect Chy Johnson, Bullied Student With Special Needs - Huffington Post [3:22]. http://www.huffingtonpost.com/2012/10/29/queen-creek-football-players_n_2039212.html?utm_hp_ref=school-bullying
 	
4. **Reflect:** Bring the groups together to have a classroom discussion in the following:
    • Share your group's findings with the class (similar characteristics/factors across bullying).
    • What are the similarities that can be found across the different groups?	

IVC #1 Preparation and Outline	
TIME IVC Outline Preparation: 30 minutes (before IVC) IVC #1: 60 min. + 30 min. dial-in = **90 minutes TOTAL**	**MATERIALS** Paper, pen/pencil, notebook, agenda
OVERVIEW The outline below will be used as a guide for discussion during the first IVC. Have students review and complete this outline prior to IVC #1.	

INTERACTIVE VIDEOCONFERENCE #1: GUEST SPEAKER DISCUSSION	
Day	
Date	
Tech Dial-in Time	_____:_____ (Hour: Minute AM / PM)
Conference Start Time	_____:_____ (Hour: Minute AM / PM)

Interactive Videoconference Outline:

I. **Introduction and Greetings (10 minutes)**
GNG facilitator welcomes all participating students to the third IVC meeting. One representative from each school shares:

> ➢ Number of students participating in today's IVC:
> ➢ Your school location
> ➢ Something interesting that has happened in your community since the last IVC:
> ➢ Why bullying in an important issue to address in your community:

II. **LEARN: Guest Speaker (25 minutes)**
GNG facilitator will introduce the guest speaker and provide a brief overview of his/her experience.

Drawing from the information students have learned about the effects of bullying and the role that youth can have in creating an anti-bullying environment, students will record three thoughtful and reflective questions for our guest speaker. GNG facilitator will guide a discussion between the guest speaker and the students.

> *Guiding Questions:*
> • What motivated you to get involved in anti-bullying issues?
> • What does your organization do to help create an anti-bullying environment?
> • What are some of the most effective solutions to bullying that you are familiar with?
> • What can students do to better create an anti-bullying environment?

III. **Conclusion (5 minutes)**
GNG facilitator thanks all students and teachers for participating and reminds participants to prepare for the next module and the collaborative project.

ACT

Creating an anti-bullying campaign	
TIME 60 minutes in-class planning *30 minutes additional preparation (outside of class if needed)*	**MATERIALS** Team Roles, p. 8 Project Guide, pgs. 11 - 12

OVERVIEW

Students will select a type of bullying that is a problem in their school or community (cyberbullying, cultural bullying, bullying students with disabilities, etc.). Students will create an anti-bullying strategy for their chosen bullying problem. This activity is formatted to encourage students to think critically about a problem in their school and create a solution.

INSTRUCTIONS

1. **View Sample Project:** Based upon the intended goal of their own project, have students select one of the six projects below to view/read/observe:

Awareness	*OneLENS: Public Service Announcement* http://www.youtube.com/watch?v=Xn3aCGUG1qs&list=SP9807DC6DB80322F1	*YouthLINKS: Collaborative Mural* http://www.youtube.com/watch?v=mhPU1MjJr1A&list=PLJo_lhg1LV0CuEU-sia2PqevX0F8ebsMO
Advocacy	*One Million Bones: Join the Movement!* http://www.youtube.com/watch?v=FFukmsLLG0k	*ETN: Student Interactive Theater* http://www.slideshare.net/mollyjlevine/etn-vocational-school-student-interactive-theater
Action	*Not in Our Town!* http://www.niot.org/node/4936	*Shumate Middle School, STOMP Out Bullying Campaign:* http://www.thenewsherald.com/articles/2012/05/23/news/doc4fbc105f4d2ba723260472.txt?viewmode=fullstory

After exploring the projects, have students answer the following either in small groups or as a class:
What did this project make you feel, think, or want to do as a result of viewing?

_____

_____

What elements of this project helped it reach its goal of awareness, advocacy or action?

_____

_____

What could have been strengthened to better reach the project goal?

_____

_____

In what ways do you think this project impacted its school and community?

_____

_____

2. **Team Roles:** It took more than one person to complete the project you viewed. Have students indicate what roles they think individuals played in completing the project they viewed, referring to the Team Roles below for guidance.

☐ **Group Leader**

You make sure all group members stay on task and meet deadlines! You are also responsible for communicating with your partner group and/or GNG and SOLA staff, as needed. As the group leader, you should keep your peers focused and on schedule, making sure your project stays on topic, is action-oriented, and involves positive collaboration, feedback, and reflection with your partner group.

☐ **Research Committee**

As part of this team, you will conduct or lead background research on the chosen topic, which includes finding similar projects for inspiration and comparison. You should share what you learn with the Content Creation Committee to make sure the project is accurate, relevant to your chosen topic, and has the information necessary to make it successful.

> *Example: In a project to reduce your community's trash output, the research committee might research how much trash the community currently produces, where the trash goes, what current recycling options exist in the area, etc.*

☐ **Logistics Committee**

As part of this team, you will make sure that the group has all necessary supplies and materials needed for project and your community event. You will also coordinate any travel needs, event planning and/or any venue reservations required.

> *Examples: Reserve venue for film screening/exhibition/community event; hire bus or translations services; recruit volunteer to assist with film editing, etc.*

☐ **Content Committee**

As part of this team, you will coordinate the creation of content of the project. This doesn't mean you have to create all of the content yourselves; similar to the Research Committee, other group members may be assigned roles in the creation process.

> *Examples: Storyboard, draft, and collect materials for project, which could be film, photos, posters, letter writing templates, mural, etc.*

☐ **Documentation Committee**

As part of this team, you will visually document the project – in its creation and/or completion. You will make sure it can be easily shared with online and in person audiences

> *Examples: short film, time-lapse photography, or other means.*

☐ **Outreach Committee**

As part of this team, will raise awareness about your project: engage in PR, social media, and or press media campaigns. You should also plan a community event, in coordination with the Logistics Committee.

3. **Activities and Materials:** Ask students – What materials or resources do you think the project team needed?

   Have students imagine that they were on that project team. In small groups or as a class, record all of the steps, materials, resources, and roles students think were needed to make the sample project successful.

Activity (Step)	Materials/Resources Needed	Committee Responsible
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

4. **Now it's your turn! Identify Project Activities and Team Roles for Your Own Project:**
   Using their notes on what made the sample project successful, have students list team roles, step-by-step process, and the materials/resources needed to complete their own project.

   Encourage students to be as specific as possible in outlining steps. Remind them to include deadlines with the IVC dates in mind!

   Have students use the **Team Roles** (p. 8) to make sure **every person in the group has a role** in the collaborative project. If applicable, be sure students are prepared to discuss team roles with their partner school.

5. **Project Guide:** Using the information recorded in step 4 above, students will complete the

Project Guide (pgs. 11 - 12) to record this information.

6. **Narrative Project Outline:** It is important that students are able to describe the story of their project. As a group, have student create a narrative outline for the project. Project outlines could be in the form of:
   - Image criteria/subject list for photo story
   - Argument points for letter-writing campaign
   - Storyboard for a short film
   - Bulleted narrative of theatre/radio piece
   - Interview questions for live debate

7. **Presentation, Feedback, Revision:** Have students present their narrative project outline to their peers for feedback in class. Presentations should be 5-8 minutes in length and give peers a sense of the narrative, story, or argument that the project will tell.

8. **Project Implementation:** After feedback is shared, the class will choose 1 project to move forward with. Plan when you will showcase this project to the community (whether the school or larger community). You will share this project with your peers during the second videoconference!

Project Guide

*The **Project Guide** will lead the development of your project.*

A. Project Overview
Refer to Format Options, page 7, for additional guidance.

Topic: _____

Title: _____

Goal: ☐ Awareness ☐ Advocacy ☐ Action

Driving Question (DQ): _____

_____

Objective: *Based on your DQ and goal, what do you hope to achieve with your project?*

_____

Project Type: ☐ Campaign ☐ Documentary ☐ Event ☐ Public Service Announcement
Media Output: ☐ Visual Arts ☐ Performing Arts ☐ Writing ☐ Event-Based
       Specific output (for example: radio piece, blog, photo story): _____

B. Target Audience

Who is the target audience? (ex: peers, teachers, community, family, country)

_____

Why is this an important target audience?

_____

How will we share our project with our audience? (ex: In local events? Online?)

_____

C. Team Roles
Refer to Team Roles, page 8, for additional guidance

Student Roles: *Record your group's roles here.*

    Group Leader: _____

    Research Committee: _____

    Logistics Committee: _____

    Content Committee: _____

Documentation Committee: _____

Outreach Committee: _____

D. Activity and Materials Chart

Record the step-by-step process for completing your project in the chart below, taking into account all student roles. Specify the materials you need, deadline for each step (keep the milestone deadlines in mind!), and committee responsible for each activity.

Activity (Step)	Materials/Resources Needed	Deadline	School Responsible	Committee Responsible
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

IVC #2 Preparation and Outline	
TIME IVC Outline Preparation: 30 minutes (before IVC) IVC #2: 60 min. + 30 min. dial-in = **90 minutes TOTAL**	**MATERIALS** Paper, pen/pencil, notebook, agenda, campaign project guide
OVERVIEW The outline below will be used as a guide for discussion during the fourth IVC. Have students review and complete this outline prior to IVC #2.	

INTERACTIVE VIDEOCONFERENCE #2: PEER-TO-PEER DISCUSSION & ACTIVITY SHOWCASE	
Day	
Date	
Tech Dial-in Time	_____:_____ *(Hour: Minute AM / PM)*
Conference Start Time	_____:_____ *(Hour: Minute AM / PM)*

I.   **Introduction and Greetings (5 minutes)**
GNG facilitator welcomes all participating students to the second IVC meeting. One representative from each school shares:

➢ Number of students participating in today's IVC:
➢ Something interesting that has happened in your community since the last IVC:
➢ An interesting fact you learned from the last IVC

II.   **ACT: Presentation of Anti-Bullying campaign (20 minutes)**
Students will share their project work plans and GNG facilitator will guide the conversation amongst participants. Questions may include:
-   Have you learned about or experienced any bullying situations that motivated you to implement your class project?
-   Do you think the anti-bullying examples that we have discussed would work in your schools and communities? Why or why not?
-   What role should youth play in creating an anti-bullying environment? What role should adults play in creating an anti-bullying environment?

➢ Write additional questions/comments here:

III.   **Conclusion (5 minutes)**
GNG facilitator thanks all students and teachers for participating and reminds participants that all collaborative projects must be completed by the next, and final, IVC.

REFLECT

Reflect & Connect	
TIME 15 minutes *(Either immediately following or shortly after IVC)*	**MATERIALS** Pen, paper, internet access to online platform

OVERVIEW

Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students' reflections in mind.

INSTRUCTIONS

1. **REFLECT** on your Conversation:
- What were some of the similarities and differences between the anti-bullying campaigns?
- How did feedback from your peers influence your plans for finalizing your project?
- Complete the **Student Reflection Survey**: http://www.surveymonkey.com/s/R8QVZCD
- Complete the **Educator Reflection Survey**: http://www.surveymonkey.com/s/RVLQG6R

2. **CONNECT** on Google Plus:

- Visit the Pulse+ Community to continue the conversation: https://plus.google.com/communities/107560589114643213566/stream/bba3bdd6-cd2f-4528-bb62-0843e7678e71
  - o What did you learn about bullying in other communities?
  - o What is your answer to the driving question: How do we, as youth, instill anti-bullying culture in our school communities?

TAKE ACTION – BECOME A GLOBAL CITIZEN!

OBJECTIVE: "Take Action" empowers students to move beyond the lesson plan and Interactive Videoconferences (IVCs) and continue their learning experience to become active global citizens. Students may choose to engage in a "Take Action" activity, project, or choose to design one of their own.

Become a Global Citizen!

Below is a list of resources that can help you engage in civil action by presenting information about current global issues, the means to connect with other people concerned with similar issues, and most importantly, to help you take the next step turning interest into action. Students may choose to join in on existing causes or start their own.

Organizations and Additional Resources:

Not in Our Town and Not in Our School

http://www.niot.org/
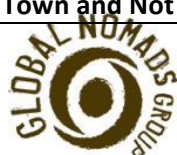
Not in Our Town is an organization that encourages schools, communities, and leaders to fight against intolerance and create communities where all can feel included.

stopbullying.gov
http://www.stopbullying.gov/

Government website that discusses more about what bullying is and how you can prevent or respond to bullying.

STOMP Out Bullying
http://www.stompoutbullying.org/

STOMP Out Bullying helps teens to prevent and stop bullying, cyberbullying, and other digital abuse through sharing information, ideas, and resources.

The BULLY Project
http://www.thebullyproject.com

Social action campaign that uses the film BULLY and other educational resources to inspire anti-bullying environments in schools and communities across the country.

Facing History and Ourselves

http://www.facing.org/

Organization that seeks to combat prejudice, indifference, and misinformation through education and civic learning.