

Promoting Positive Peer Relationships

Middle School Bullying

Classroom Resource

Teacher's Guide Preview Extracts

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The Lesson Plans

The Classroom Resource is designed with the flexibility to meet a number of needs. The options range from the recommended application of the Eight-Lesson Plan supplemented with a refresher session six months later, through to simply using the films as a compliment to programs your school might already be implementing.

Most lesson plans include optional classroom activities and optional homework assignments that can be used at the discretion of teachers. The decision to implement these extension activities depends upon the amount of time available and the particular instructional goals of the teacher.

Option A (Recommended)

- Step 1: Begin by using the **Eight-Lesson Plan** working with the film deemed most relevant for your students. Make the best of the homework exercises offered at various stages within the plan.
- Step 2: Consider the application of selected Optional Activities to extend this plan depending upon the time available.
- Step 3: Working with the same students approximately six months later, use the **Five-Lesson Plan** with the second film.

Option B

- Step 1: Use the **Five-Lesson Plan** working with the film that's most relevant for your students, making good use of the homework exercises offered within the plan.
- Step 2: Working with the same students approximately six months later, view the second film (*Play Version*) and have the students identify the main bullying incidents, then as a homework exercise explore what the main characters might have done to avoid the bullying or lead to more positive outcomes.

Option C

Implement the **Eight-Lesson Plan** working with the film that's most relevant for your students, making good use of the homework exercises offered within the plan.

Option D

Implement the **Five-Lesson Plan** working with the film that's most relevant for your students, making good use of the homework exercises offered within the plan.

Option E

If your school is already working with an extensive bullying prevention program: prepare the students by using the Lesson One from the Eight-Lesson Plan, working with the film that's most relevant for your students. It is recommended that this be followed by showing the last segment from the *Segmented Version* – to provide some closure to the story.

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powerful; Chrissy may be scared that Ally will pick on her.]

- Why did Ally believe Holly? [Encourage the students to discuss the possibilities... It is unclear, but may include: Ally feeling better about herself by picking on someone else; enjoying conflict; etc]
- Why did Chrissy support Holly? [Chrissy may be scared that Ally will pick on her; because she is closer to Holly than Selena.]
- What is going on for the boys? [Jackson is angry that he got into trouble, and blames Adam.]
- How do you think Jackson is feeling? [Angry; irritated.]

i TEACHER SUPPORT INFORMATION FOR *SEGMENT B*

- Bystanders play a critical role in bullying, so it is important that the students understand step by step how Jackson's and Ally's friends contribute to the situation, and also how Adam's and Selena's friends play a role by not supporting them.
- Chrissy was present in the early scene when Selena told Ally that she liked her shirt.
- After Chrissy supports Holly in the lie, they look at each other as if they had conspired together.

Student Debriefing

At the end of the session:

- Explain to the students that they will continue working through the film *segment by segment* in the next lesson.
- Re-emphasize that they will later see a resolution for the two main characters.
- Remind students that the school counselor, psychologist, and/or social worker is available if they want to talk about the film or any personal reactions they may have experienced.
- Also, ask the students to hold onto the hand-out to use in later lessons.

Optional Classroom Activity

Have students write a letter to Adam, giving him advice about how he can most effectively deal with Jackson. After students have written their letters, put students into pairs. Ask students to exchange letters with their partners and read the advice that their partner offered. Then each pair can talk more about how Adam could best improve his situation.

Optional Homework

Have students write a letter to Selena, giving her advice on how she can most effectively deal with her situation with Ally and the other girls in the group.

Lesson Three – *Film One*

Core Objectives

- To continue a detailed analysis of what happens in the film by revisiting the film they viewed in the previous two lessons.
- To continue exploring – step by step – what happens to the main characters' relationships as the story progresses.
- To continue expanding student understanding of how bullying develops, and the roles played by bullies, victims, and bystanders.
- To advance students' ability to compare and contrast, using characters from the film.
- To advance students' research skills in terms of researching an issue and evaluating data.

Resources

- DVD
- Spare copies of the *Film One – Main Characters* hand-out

Student Briefing

Before starting:

- Ensure the students have their photocopied *Film One – Main Characters* hand-out.
- Explain that they will continue looking at the film *segment by segment*.

Begin Lesson Activity – *Segmented Version* continued

Load the DVD, select *Film One*, then *Segmented Version*, then *Segment C*.

Segment C

▶ **PLAY SEGMENT C**
(Duration 1 minute 35 seconds)

- || **PAUSE THE FILM AT THE *END SEGMENT C* PROMPT**
Briefly summarize what we have learned in *Segment C*.
- Jackson spills food on Adam.
 - Selena asks Holly and the other girls about the lie.
 - Ally bumps Selena in the cafeteria.



? SEGMENT C QUESTIONS

- How do you think Adam is feeling? [Unhappy; unsupported; annoyed.]
- How did Joey, Akshay and Justin react when Jackson spilt food on Adam? [Laughed.]
- How do you think Selena is feeling? [Confused; hurt.]
- How did Holly, Kiara, and Izzy react when Selena was trying to find out who lied to Ally? [Holly appeared uncomfortable; Kiara was somewhat dismissive and Izzy was curious.]

Segment D

- ▶ **PLAY SEGMENT D**
(Duration 4 minutes 45 seconds)

- || **PAUSE THE FILM AT THE END SEGMENT D PROMPT**
Briefly summarize what we have learned in *Segment D*.

- Jackson tries to embarrass Adam in front of a girl.
- Jackson throws Adam's book out the window.
- Selena has fun with Nikki and Kiara.
- Ally sets up Selena by encouraging her to say negative things about Jerome.

? SEGMENT D QUESTIONS

- What is going on for the girls? [Encourage students to explore... Includes: Ally witnesses Selena having fun with Nikki and Kiara – which annoys her; and Ally conspires to turn Nikki and Kiara against Selena.]
- Why did Selena say negative things about Jerome when encouraged by Ally? [To earn the approval of Ally after being treated badly by her.]
- Why did Nikki and Kiara not question why Ally had put Selena on speaker-phone? [Encourage students to explore... Includes: Nikki and Kiara found Selena's words so offensive that they neglected to think about Ally's motives.]
- What is going on for the boys? [Encourage students to explore... Includes: Jackson embarrasses Adam in front of girl; Jackson approached by counselor; and Jackson throws Adam's book out window.]
- How supportive were Joey and Akshay when Jackson and his friends took Adam's book? [Encourage students to explore...]
- Why didn't Adam tell the teacher that Jackson threw the book out the window? [Afraid of being further victimized; code of silence/not tattling.]

D

i TEACHER SUPPORT INFORMATION FOR SEGMENT D

- Nikki and Jerome are dating.
- Jackson told the counselor that all was well at home, but we know from previous viewing that his parents are having difficulty.

Segment E

- ▶ **PLAY SEGMENT E**
(Duration 3 minutes 22 seconds)

- || **PAUSE THE FILM AT THE END SEGMENT E PROMPT**
Briefly summarize what we have learned in *Segment E*.

- Jackson's parents are divorcing, and Joey encourages Adam to use this information against him.
- When Jackson annoys Adam in class, Adam embarrasses him.
- Nikki, with the support of Kiara and Jerome, confronts Selena about what she said about Jerome.

? SEGMENT E QUESTIONS

- Why did Adam stand up for himself in the classroom? [Possibly emboldened by Joey's encouraging him to do something; revenge, in a relatively safe environment (classroom).]
- What role does Joey play in Adam standing up to Jackson? [Encouraged him by suggesting he use the information about the divorce.]
- What is going on for the girls? [Nikki and Kiara and Jerome now against Selena.]
- What do you think about Nikki's response? [Encourage the students to explore... Possibly includes: over-reacting or justified?]

Student Debriefing

At the end of the session:

- Explain to the students that they will continue working through the film *segment by segment* in the next lesson.
- Re-emphasize that in the next lesson they will see what happens for the two main characters.
- Remind students that the school counselor, psychologist, and/or social worker is available if they want to talk about the film or any personal reactions they may have experienced.
- Also, ask the students to hold onto the hand-out to use in later lessons.

E

Optional Classroom Activity

Have pairs of students create two Character Comparison Graphic Organizers: one for Jackson and Ally, and another for Adam and Selena. Students should fill in descriptions of each character's attributes in the graphic organizer. After the organizer has been completed, students should discuss how the similarities and differences of the two characters.

Here are examples of blank Character Comparison Graphic Organizers (*refer to the Additional Resources section at the back of the book for copy-friendly versions of the tables*):

	ALLY	JACKSON
ATTRIBUTE ONE:		
ATTRIBUTE TWO:		
ATTRIBUTE THREE:		

	SELENA	ADAM
ATTRIBUTE ONE:		
ATTRIBUTE TWO:		
ATTRIBUTE THREE:		

Optional Homework

Ask students to research "Bullying Prevention" on the Internet or in a library. Based on this research, each student should write a brief report describing one method or strategy that an organization, a school, school district, or the government is implementing in order to reduce bullying. They should include in the report an evaluation of whether they think this is an effective strategy to prevent bullying.

Lesson Four – Film One

Core Objectives

- To continue a detailed analysis of what happens in the film by revisiting the film the students viewed in the previous lessons.
- To continue exploring – step by step – what happens to the main characters' relationships as the story progresses.
- To continue expanding the students' understanding of how bullying develops, and the roles played by bullies, victims, and bystanders.
- To advance students' skills in reading non-fiction for the purpose of acquiring information.
- To build students' creative writing abilities in poetry for self-expression.

Resources

- DVD
- Spare copies of the *Film One – Main Characters* hand-out

Student Briefing

Before starting:

- Ensure the students have their photocopied *Film One – Main Characters* hand-outs.
- Explain that they will conclude looking at the film *segment by segment*.

Begin Lesson Activity – Segmented Version continued

Load the DVD, select *Film One*, then *Segmented Version*, then *Segment F*.

Segment F

▶ **PLAY SEGMENT F**
(Duration 3 minutes)

|| **PAUSE THE FILM AT THE END SEGMENT F PROMPT**
Briefly summarize what we have learned in *Segment F*.

- Selena talks to Izzy about Ally.
- Selena tries to talk to Ally about what happened with Nikki.
- Jackson steals Adam's essay about his grandmother's funeral.



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Once a student has correctly answered the question, write “Stepped on toe” on the left of the board. We are going to create a three-column table, with a list of the specific incidents in which Adam was bullied down the left, Adam’s response in the center and suggested options to the right.

- What was Adam’s response when Jackson stepped on his toe? [No response – the teacher became involved.]

To the right, write “No Response”.

- What could Adam have done after Jackson stepped on his toe? [Talked to Jackson calmly and in a confident manner – without retaliating.]

To the right, list the students’ suggestions for dealing with the first incident.

Next, ask the students to list the other incidents in which Adam was bullied. Have them list them on the left below “Stepped on toe”. Do not space the list too tightly as you will need room to add their suggested options to the right later.

- What could he do once things really started to get out of hand? Let’s look at some of the things that happened and then we’ll see how Adam might have been able to deal differently with them.

After you and the students have generated the list of things that happened (in the left column of the table below), put students into groups of three and have them fill in a blank version of the remaining columns in the table below (*refer to the Additional Resources section at the back of the book for copy-friendly versions of the main tables*). The table might end up as follows.

WHAT DID JACKSON DO?	ADAM’S RESPONSE	WHAT COULD ADAM HAVE DONE?
Stepped on toe	No response	<ul style="list-style-type: none"> • Talk to Jackson calmly and in a confident manner – don’t retaliate
Bumped him outside the school	No response	<ul style="list-style-type: none"> • In a confident voice ask Jackson why he is acting like a bully
Spilt food on him in cafeteria	No response	<ul style="list-style-type: none"> • Tell his friends that he didn’t like being laughed at • Talk to friends, acknowledge that they may be scared of Jackson, but tell them how he felt • Plan with friends what to do if a similar situation happened again • Talk to counselor, teacher • Talk to parent

Commented on his shirt	No response	<ul style="list-style-type: none"> • Show no reaction
Stole his book and threw it out the window	Tried to retrieve the book, then yelled at Jackson when the book went out the window. He also said nothing happened to the teacher.	<ul style="list-style-type: none"> • Talk to teacher • Practice how would respond e.g. to say in a strong voice that it was bullying behavior and this time / next time he will talk about it with an adult
Flicked his neck repeatedly in class	Made comment to embarrass Jackson	<ul style="list-style-type: none"> • Talk to teacher, explaining what has been going on • Talk to Jackson later and tell him what he will do if it happens again (e.g., talk to the teacher)
Stole his essay – and tore it	No response	<ul style="list-style-type: none"> • Talk to teacher • Talk with friends about how to respond if bullying occurs • Ask Joey to go with him to the teacher and explain what has happened
Mocked him when he tried to talk to him at the skate park	Persisted with calm questioning, then reacted and commented on Jackson’s parents’ divorce	<ul style="list-style-type: none"> • Try to ignore the provocation and not react
Attacked him in the park	Ran and was beaten	<ul style="list-style-type: none"> • Do not retaliate • Go straight to any teacher (with Joey)

Now let’s look at Selena:

- What other ways could she deal with the situation? [Again, encourage the students to start to explore the general options.]
- Let’s look at what Selena could have done when Ally first started picking on her – what was the first thing Ally did to Selena? [Accused her of lying about the shirt.]

As we did with Adam, once a student has correctly answered the question, write “Accused her of lying about the shirt” on the left of the board. We are going to create another table for Selena.

- What was Selena’s response when Ally accused her of lying? [Defended herself without becoming aggressive.]

To the right, write “Defended herself without becoming aggressive”.

- What could Selena do when Ally accused her of lying about the shirt? [Talk to the other girls – calmly, non-accusatory; Tell Ally how she feels, and learn from how Ally responds; ask advice of teacher or parent.]

To the right, list the students’ suggestions for dealing with the incident.

- What could she do once things really started to get out of hand? As we did with Adam, let’s look at some of the things that happened and then we’ll see how Selena might have been able to deal with them.

As a guide, the table might end up as follows.

WHAT DID ALLY DO?	SELENA’S RESPONSE	WHAT COULD SELENA HAVE DONE?
Accused Selena of lying about the shirt	Defended herself without becoming aggressive	<ul style="list-style-type: none"> • As a group, talk to the other girls calmly, without seeking retribution • Tell Ally how she feels, and learn from how Ally responds* • Ask advice of teacher or parent
Bumped Selena in the cafeteria	Tried to ignore it	<ul style="list-style-type: none"> • Talk to Ally when she has calmed down • Ask advice of teacher or parent
Set her up on the phone to undermine her friendship with Nikki and Kiara	Fell into Ally’s trap and said mean things about Nikki and Jerome. Then when confronted by Nikki and Co. the next day, denied it, then defended herself – somewhat forcefully.	<ul style="list-style-type: none"> • Calmly apologize to Nikki and Jerome, and explain that she didn’t mean any harm, that Ally had led her on, and she was seeking her approval • Ask advice of teacher or parent
Denied responsibility when Selena tried to talk with her in the bathroom	Started talking calmly, then reacted and called Ally a “bitch”.	<ul style="list-style-type: none"> • Continued to remain calm, say her piece and leave • Ask advice of teacher or parent
Set her up with Akshay and put the photo of them on the web site	Upset, told her mother, and didn’t want to return to school. Allowed her mother to intervene.	<ul style="list-style-type: none"> • Talk to the girls involved about how she felt after viewing website

[*Not just what she says, but how she says it. For example if Ally gets even more angry it may mean talking to her directly isn’t the best approach.]

If there is insufficient time, this lesson can be completed as a homework exercise.

Student Debriefing

At the end of the lesson:

- Ask the students to create a personal list of support people they can confidentially talk with about bullying situations – including caring adults at school.

Optional Classroom Activity

Put students in groups with two students to a group. Have each group create a list of rules for students to follow both in and out of the classroom that they believe would reduce the problem of bullying at their school. They should make a variety of rules in order to affect the behaviors of potential bullies, victims and bystanders.

Optional Homework

Each student should edit and revise one of the rules that they created in the above activity so that it is completely correct in terms of spelling, grammar, and sentence structure. Then, make a poster with that rule on it, adding any art work or other poster decorations they think would make it an attractive and eye-catching poster. After collecting these posters, the teacher can select the best ones to display throughout the room or building.