

HPE Activities and Assessments Task Force

Middle School Health (6-8th grade) – Personal Safety

LESSON INFORMATION

Lesson Title: “End The Bullying” Role Play and Public Service Announcement

Purpose of the Lesson:

In this lesson, students will use role-play to explore bullying issues and their emotional consequences. Students are encouraged to empathize with one another and to practice empathic responses. At the end of the lesson, students will engage in a discussion about the consequences of bullying and create a public service announcement.

Objective:

- Students will analyze the safety of their school environment; apply necessary strategies to prevent and minimize harassment, abuse and bullying; demonstrate a variety of ways to report bullying; and understand the importance of responsible character development.

Grade Level:

- Middle School Health (6-8)

Grade-Level Expectations:

Functions and Interrelationships of Systems

FS2C6 Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others.

FS2C7 Formulate scenarios that will illustrate potential problems or difficult situations.

Risk Assessment and Reduction

RA2A7 Assess school environments for potential unsafe situations and recommend corrective action.

Health Maintenance and Enhancement

ME4A6 Recognize that life management skills can be applied to personal situations that adolescents encounter.

ME4A7 Analyze and evaluate how the decision making process can help an individual in life situations

ME4A8 Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional.

ME4B6 Apply and assess conflict/mediation strategies to a variety of conflict situations

ME4E6 Formulate a personal and school-wide plan to address and reduce bullying.

Content Standard(s):

- HPE2, HPE 5

Process Standard(s):

- Goal 1.1, 1.2, 1.4, 1.5
- Goal 2.1, 2.3, 2.7
- Goal 3.2, 3.3, 3.4, 3.6
- Goal 4.1, 4.3, 4.5, 4.6, 4.7

Time needed to Teach this Lesson/Unit:

- 4-8 days (50 minute classes)
- This lesson could be shortened by not adding the public service announcement
- This lesson could be extended by allowing students time in a computer lab to edit their public service announcement into a photostory, Microsoft MovieMaker, or iMovie

Learning Targets:

1. Students will be able to identify bullying behaviors and self-reflect on the topic of bullying.
2. Students will demonstrate they know when to involve an adult in a bullying situation.
3. Students will be able to practice skills such as eye contact, and demonstrate self - confidence.
4. Students will demonstrate mutual respect for one another.
5. Students will be able to evaluate methods of bullying prevention.
6. Students will work cooperatively in a role playing situation.
7. Students will determine in a bullying situation and the severity of choosing to be in an innocent bystander.

LESSON DESIGN:

Day 1:

- Write on the board : “Identify the areas in your school where bullying occurs”
- Each student will have a map of their school on their desk. Using a pen or pencil, students mark where bullying occurs. (Don’t forget to mark outside and the buses).
- Using a Smartboard/Activeboard/Chalkboard/Posterboard have students come up and mark their findings on the “classroom map”.
- Using a ‘talking stick’ or ‘talking ball’ have the students pass the item to finish his/her thoughts or scenarios to the following questions.
 - Is bullying harmful? Why?
 - Is bullying an issue in our school?
- Show PowerPoint or lecture on bullying (example included as Resource A: Bullying PowerPoint)

Day 2:

- As students walk into the classroom, give them a number. (Groups should be 4-5 people)
- Place corresponding numbers on a cluster of desks around the room so students can go to their specified group.
- Each group will have a card at their desk (See Resource B)
- Students will follow the directions to develop a specific role play scenario.
- If time permits some role plays may be performed on Day 2.

Day 3:

- Finish role plays
- Reflection/ideas to discuss after each of the role plays.
 - What could have been done differently in this situation?
- This information can be posted on a blog and students may complete this work in class using a computer lab, mobile lab or at home using their home computer (if available).

Day 4-8:

- Develop a public service announcement (See Resource C)
 - Can be a poster (Resource D) or videotaped commercial
- Homework: Blog two suggestions on the teacher’s blog that could help get rid of bullying in your school. (These questions can be provided as a worksheet and/or discussion)
 - What do you think could be done differently in any of the role playing scenarios in order to avoid conflict?
 - How would you describe how each of the characters in your role play might feel?
 - What do you think bystanders could do if they would see this scenario?
 - Should there be a consequence for being an innocent bystander?
 - Why do you believe bullies bully others?
 - What should happen to these bullies? Should they be punished? Do they need help?
 - If most people think bullying is not acceptable, then why does it persist?
 - Please share other comments or concerns regarding your beliefs concerning bullying.
 - Devise a plan or suggest specific ways to resolve the issues of bullying in our school.
 -

ASSESSMENT: (directions and how to score or evaluate)

Role Playing Assessment (Resource A): Scoring Guide

| 5 | 3 | 1 |
|---|---|---|
| All group members participate equally. Students identify a bullying behavior. | All group members participate. The bullying behavior isn't clearly stated. | Only 1 or 2 group members participate or no behavior is indicated or demonstrated. |
| Group members help each other as needed and students demonstrate eye contact and confidence. | Group members help each other as needed. The role play is somewhat uncomfortable confidence is lacking. | Only 1 or 2 group members speak and can be understood. Role play behaviors are confusing. |
| Information is presented in an organized way and has fluency. | Information is presented but it is choppy and doesn't flow or give the audience a clear understanding of content. | Information is presented in a disorganized way and is confusing. |
| Role play includes many details such as bullying behavior and when to involve an adult | Role play includes some details but doesn't identify specific bullying behavior or when to involve an adult for help. | Role play includes few or no details. Neither the behavior nor adult help is identified. |
| Role play scenario is easy to understand and easy to follow and demonstrates a method to prevent bullying, consequences of being a bystander. | Role play scenario and points can be understood and 2 of the three are identified (see 3 pts) | Role play is disorganized and incomplete. One requirement is identified. |

Differentiated Instruction:

- Role playing scenario modifications could include prompts given by the teacher cueing students to respond to the prompt in an appropriate manner.
- Role playing scenario modifications could include modeling other students' appropriate responses.
- Blogging modifications could include verbal or written responses to the same questions.
- Blogging modifications could include visual planners.
- Public service announcement modifications could include requiring students to create a poster utilizing healthy and unhealthy images and requiring them to differentiate between the two.

Technology and Materials Needed:

- Computer/Projector to show PowerPoint
- Resources A-D (included)
- Computer lab to blog (if choose to use this part of lesson)
- Digital video cameras to create public service announcement footage
- Computer lab to create iMovie, MovieMaker project
- Poster paper, scissors, glue, markers, colored pencils, healthy and unhealthy images to cut out.

Writer(s) of this Lesson/Unit:

- Heather Crain – Lee's Summit R-7 School District
- Aron A. Potter – University of Central Missouri
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Resource B:



What are you
staring at??!!

Prepare a 3-5 minute role play based on the opening line above.

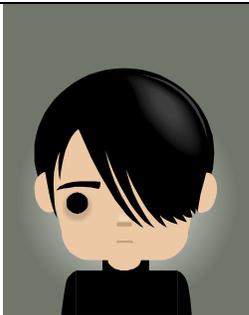
Decide who will play each character and write a detailed script.



Leave me alone!

Prepare a 3-5 minute role play based on the opening line above.

Decide who will play each character and write a detailed script.



I need some
help.

Prepare a 3-5 minute role play based on the opening line above.

Decide who will play each character and write a detailed script.



I am scared...

Prepare a 3-5 minute role play based on the opening line above.

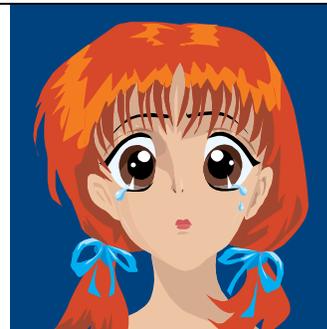
Decide who will play each character and write a detailed script.



I showed him!

Prepare a 3-5 minute role play based on the opening line above.

Decide who will play each character and write a detailed script.



Why don't they
like me?

Prepare a 3-5 minute role play based on the opening line above.

Decide who will play each character and write a detailed script.

Resource C:



Anti-Bullying Public Service Announcement



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Introduction: Bullying is a problem that knows no boundaries and can have detrimental effects on the person being bullied as well as the school environment! It can happen in school, at home, online or via electronic devices. Young people are dealing with a wide variety of bullying situations. So, what can be done?

Your class has been asked to learn about bullying and create a one minute public service announcement that can help to reduce the incidence of bullying in your community.

Task: Students are asked to critically and personally respond to a number of print accounts, media accounts, picture accounts and visual accounts of bullying. Responses will be a dramatized response via digital video.

Group Products Produced:

- ✓ a one-three minute oral/visual response to Bullying via digital video

Process:

Step 1: Exploring the Topic of Bullying

1. As a group, you will have had an opportunity to reflect on a number of issues related to bullying. Familiarize yourself with the types of bullying you've witnessed, write a reflection outlining a few key thoughts and emotions that come to mind when you consider the issue of bullying.
2. As a group, discuss the information that was provided to you in the lecture material and individually write a written response to what you saw in the PowerPoint presentation and what affected you most.
3. Infer the types of bullying that students are struggling with. Decide what information you would like to gather.
 - a. What questions do you have about bullying?
 - b. What type of information will assist you and your classmates in answering those questions?
 - c. What are some strategies to solve these problems?
4. Create an anti-bullying message and promote positive character education.

Step 2: Creating a public service announcement (40 points)

1. Your group will be filming a one- three minute public service announcement to inform your school community about a key issue or solution to the problem of bullying. As a group you must reach consensus on the plan for the one minute broadcast, including the catchphrase you would use to highlight your message.
2. Use the Task Tips Guide to decide on the roles that each person will play in the production of your media product.

Multi-media Presentation: Role Cards

Each group member will be assigned one of the following roles:

Producer-Director

- restate the task to ensure the team's understanding of the expectations
- coordinate the team product development
- encourage participation by all team members in the selection of an appropriate theme, title, slogan
- ensure that assigned tasks are in line with the interests and abilities of individuals in your group.

Costuming & Properties Coordinator

- take informal inventory of props/costumes
- guide your group in the selection and creation of costumes/props appropriate to the task
- ensure the safe return of props/costumes following performance or recording session
- assist in the creation of cue cards, scenery, and props appropriate to the task.

Script Writer

- record the lines and scene directions for the group production on the template provided
- collaborate with Producer-Director in staging your 60 second performance
- include parts that allow participation by each interested group member
- complete a storyboard plan for the production

Audio-Visual Expert

- effectively frame the performance
- use the audio visual equipment provided to capture your group production
- communicate with team members to ensure an understanding of scene structure
- select appropriate background music and sound effects
- assist in the creation of cue cards, scenery, and props appropriate to the task.

3. Create the final version of your public service announcement using Microsoft MovieMaker or iMovie.
4. Share your public service announcement with a real world audience (the class). Possible options could be showing the PSA's during school or scrolling announcements.



Anti-Bullying

Public Service Announcement

Scoring Guide



Copyright: Heather A. Crain

Evaluation: Group Members

Producer-Director: _____

Script Writer: _____

Costuming and Properties Coordinator: _____

Audio Visual Expert: _____

Scoring Guide and Project Expectations:

| | 5 points | 3 points | 1 point |
|---|---|---|---|
| <p>Word Choice</p> <p>(Precision in the use of words, a passion for words, combined with skill in choosing words that create impressions or pictures in the audiences' heart and mind.)</p> | <p>Precise, vivid, natural language paints a strong, clear, and complete picture in the reader's mind. The creator's message is remarkably clear and easy to interpret, phrasing is original-even memorable- yet the language is never overdone. Lively verbs lend the writing energy and power, striking words or phrases linger in the creators memory, often prompting connections, memories, reflective thoughts, or insights.</p> | <p>The language communicates for the most part; it gets the job done. Most words are correct and adequate, even if not striking. A memorable phrase here or there strikes a spark, leaving the reader hungry for more. Familiar words or phrases give the text an "old comfortable couch" kind of feel. Attempts at colorful language are full of promise, even when they lack restraint.</p> | <p>The creator struggles with a limited vocabulary, searching for words or phrases to convey meaning-or overwrites as if trying to impress. The writing reflects more than one of these problems: vague words and phrases (nice, wonderful, impactful) convey only general sorts of messages, redundancy inhibits clarity and creativity, clichés or jargon, words used incorrectly, trouble grasping concepts.</p> |
| <p>Idea Development</p> <p>(Ideas are the heart of the message, the main thesis, impression, or story line of the piece, together with the documented support, elaboration, anecdotes, images, or carefully selected details that build understanding and readers attention.</p> | <p>The presentation is clear, focused, purposeful and enhanced by significant detail that captures the viewers interest.</p> <p>Creates a vivid impression, clear points or tells a story. Presentation contains info that makes the topic understandable and interesting. Quality details expand thinking and engage the audience.</p> | <p>The creator has made a solid beginning in defining a key issue, making a point, creating an impression, or sketching out a story line. More focus and detail will breathe life into this presentation. It is easy to see where the creator is headed. The audience can grasp the big picture. There may be too much information or irrelevant info so creator may need to be more selective. The presentation makes a clear, general statement.</p> | <p>The presentation is sketchy or loosely focused. The reader must make inferences in order to grasp the point or piece together the information. The presentation reflects numerous problems.</p> |
| <p>Organization</p> <p>(Organization is the internal structure of the piece. Strong organization begins with a purposeful, engaging lead and wraps up with a thought-provoking close. In between, the writer takes care to link each detail or new development to a larger picture, building to a turning point or key revelation and always including strong transitions.</p> | <p>The order, presentation, or internal structure of the piece is compelling and moves the reader purposefully through the text. The organization showcases the central theme or storyline; details seem to fit right where they are placed-though the order is often enlivened by a surprise or two; an inviting lead draws the reader in; a satisfying conclusion ties up loose ends and leaves the reader with something to think about; pacing feels natural and right; the writer knows when to linger over details and when to get moving; organization flows so smoothly the reader does not need to think about it.</p> | <p>The organizational structure guides the reader through the text without too much confusion. Sequencing and placement of details seem reasonably appropriate and workable, given the main theme or story line; the introduction and conclusion are recognizable and functional; predictable moments, unfortunately, outweigh surprises; transitions are usually present but sometimes reinforce obvious connections; structure may be so dominant that it smothers ideas or voice; the piece has a developing sense of balance; the writer is still sorting critical information from filler.</p> | <p>Ideas, details, or events seem loosely strung together. The reader struggles to discover a clear direction or purpose. the writing reflects more than on of these problems:</p> <p>There is no identifiable structure to carry the reader from point to point; no real lead sets up what follows, not real conclusion wraps things up; missing or unclear transitions force the reader to make giant leaps; sequencing feels more random than purposeful; writing does not build to a high point or turning point.</p> |

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| <p>Voice</p> <p>(The presence of the writer on the page. When the writer's passion for the topic and concern for the audience are strong, the text virtually dances with life and energy, and the reader feels a strong connection to both writing and the writer.</p> | <p>The writer's energy and passion for the subject drive the writing, making the text lively, expressive, and engaging. The tone and flavor of the piece fit the topic, purpose, and audience well. Clearly, the writing belongs to this writer and no other. The writer's sense of connection to the reader is evident, narrative text is open, honest and revealing; expository or persuasive text is provocative, lively and compelling.</p> | <p>The writer seems sincere and willing to communicate with the audience on a functional, if somewhat distant, level. The writer has not quite found his or her voice but is experimenting; moments here and there amuse, surprise or move the reader; the writer often seems reluctant to let go; though aware of an audience, the writer only occasionally speaks right to that audience; the writer often seems right on the verge of sharing something interesting then backs away.</p> | <p>The writer seems significantly distanced from the topic, audience, or both as a result, the text may lack life, spirit, or energy. The writing reflects more than one of these problems: The writer does not seem to reach out to the audience or to anticipate their interests and needs; the writing takes no risks and does not involve or move the reader; the writer does not yet seem sufficiently at home with this topic to personalize it for the reader.</p> |
| <p>Creativity</p> | <p>The creator demonstrates a vast knowledge of the PowerPoint program using clip art, pictures, imbedded video, narration as well as animation within the project in order to capture the viewer's attention. However, the additional creative outlets are not overdone or overbearing.</p> | <p>The creator demonstrates a basic knowledge of the PowerPoint program using clip art and pictures and may or may not use animation or video. The presentation keeps the viewer informed but may not leave much of an impact.</p> | <p>The creator shows little knowledge of the PowerPoint program and uses plain text or clip art to try to engage the viewer. The presentation was essentially just "thrown together".</p> |
| <p>Length</p> <p>(length of presentation)</p> | <p>The service announcement is 45 seconds to 1 minute, not to exceed one minute in length.</p> | <p>The service announcement is 30 to 45 seconds.</p> | <p>The service announcement is under 30 seconds.</p> |

Comments:

Conclusion:

Now that you have completed the task, reflect on the experience by considering the following:

- What have you learned?
- Did anything in this task trouble you?
- What might you do differently given the opportunity to do a similar task again?