

Learning Experience for Brave Curriculum: Lesson #10

Social Studies 7

Valley Stream Memorial Junior High School

I. Learning Context: *Quality Circle: Keeping it Going in Social Studies 7*

- *Social Studies 7*
- *NYS Learning Standards 5*
- *This lesson will be used as part of the BRAVE curriculum and will take approximately 1 class period to complete. It should be the tenth lesson of the unit. The students should already have a basic knowledge of the concepts of BRAVE LEADERSHIP and the BRAVE Core Values (taught in JH Health). The students should also have participated in a quality circle in JH Health. At Memorial the BRAVE LEADERSHIP concepts and skills are reinforced in quality circle activities that rotate through the other subject areas over the course of the year. Our goal is to present BRAVE as a school-wide effort to promote the concept of a shared responsibility in our school for creating and maintaining a safe and caring environment for all.*
- *Lesson objectives:*
 - 1) *Students will be able to apply the basic concepts of BRAVE and the BRAVE LEADERS' strategies to help solve bullying/harassment problems.*
 - 2) *Students will be able to acquire and apply the knowledge and skills needed to create and maintain a safe and caring environment.*

II. Procedure:

- A. The members of the Pupil Personnel Services will be invited in to assist the teacher with the quality circle activity.
- B. As a do now the students will be asked to answer the following question:
What can we do to make our school a place where everyone feels safe?
- C. A discussion will follow to allow the students to express their feelings.
- D. The teacher will review the basic concepts of BRAVE by asking the students the following questions:
 1. What do the letters in BRAVE stand for? Explain what it means.
 2. What are the BRAVE Core Values? Explain what each value means.
- E. The teacher will ask the following question to the student to emphasize the concept of shared responsibility of all community members when bullying/harassment occur:
Who is responsible for making our school a place where everyone feels safe?
- F. The teacher will review with the students the strategies they can use when they observe bullying/harassment situations. The teacher will ask students to describe the BRAVE LEADERS' solutions they could use to solve bullying problems in positive ways.
- G. The teacher will ask the following questions to emphasize the power of the bystanders to change a bullying/harassment situation:
 1. When bystanders observe bullying happening and use these BRAVE LEADERS' strategies (acting like a leader not a follower), what message(s) are they sending to the bully?
 2. Also, what message(s) are they sending to the victim?
 3. If we want our school to be a safe place for everyone, what messages should we send to the bully and victim?
- H. The teacher will review the BRAVE Quality Circle Guidelines.

- I. The teacher will select an activity for the quality circle. The teacher can design a lesson or the teacher can choose one of the following activities:
1. **A 'Town Meeting' Style Quality Circle activity:**
similar to the JH Health BRAVE Lesson #6
 2. **"Vote With Your Feet" activity:**
 - a. The students will be given the opportunity to show how they would respond to bullying situations.
 - b. Each corner of the room should have one sign with the following action:
 - (1) ignore--do nothing
 - (2) stand up to the wrong doer
 - (3) reach out/be nice to the victim
 - (4) tell someone/get help
 - c. The teacher will read aloud a bullying situation.
 - d. The students will then move to the corner with the action that best describes how they would respond to the bullying situation.
 - e. The teacher should ask representatives from each group to explain their choices.
 - f. The teacher should ask each group the following question:
Would the action make the bullying situation better for the victim or worse?
 - g. The above procedure should be followed for the next three bullying situations.
 3. **"The Telephone Game" activity:**
 - a. The teacher will quietly tell one student a brief story.
 - b. The student will then quietly repeat the story to another student.
 - c. The students will quietly repeat the story to each other until every student has heard the story.
 - d. The last student to hear the story will say what he/she heard.
 - e. Most likely the story will not be exactly the same as what the teacher told the first student.
 - f. The teacher should ask the students: Why did this happen? (Do people not listen? Do people not talk clearly? Do some people make things up to change the story?)
 - g. A discussion should occur about how rumors get started.
 - h. The teacher should distribute the discussion questions for the students to write their answers.
 - i. A discussion should follow asking these questions:
 - (1) How do rumors get started?
 - (2) How can rumors affect the victim?
 - (3) Are rumors a form of bullying?
 - (4) What would a BRAVE Leader bystander about rumors?
(Remember the BRAVE LEADERS' solution--Rumors Stop With Me)
 - j. The teacher will repeat the above procedures letter a to d telling a different story to see how the students do the second time around.
- J. For closure, the students will participate in the following think/pair/share activity:
1. Students will work in pairs to discuss the following questions:
 - a. Who has the most power to change a bullying situation?
Is it the bully? Is it the victim? Or, is it the bystander? Explain your answer.
 - b. Explain what the person you mentioned in your answer to question #1 can do to make a bullying situation better.
 - c. What can you do to make our school a caring and safe place for everyone?
 2. As time allows, the teacher will call on students to share their partners' answers to the questions.

III. Instructional/Environmental Modifications: *Due to the nature of this lesson, this activity accommodates to all levels of ability and learning. The teacher should plan to have the room set up in a circle to facilitate the class discussion if the teacher decides to do the "town meeting" style quality circle. The activity the teacher decides to do will determine whether to group the students and what the size of the groups should be. If group work is to be part of the activity, the teacher should form the pairs/groups prior to the lesson if there are known students who cannot work together.*

IV. Time Required: One class period to compensate all areas of explanation, instruction, implementation, and assessment.

V. Materials:

- BRAVE handout
- BRAVE Core Values handout
- BRAVE LEADERS' Solutions handout
- BRAVE Quality Circle Guidelines
- Vote With Your Feet Activity handout
- Telephone Game Activity handout
- Telephone Game Discussion Questions handout

VI. Assessment Strategies:

- Class Discussion
- Teacher Observation
- Telephone Game Discussion Questions

VII. Resources:

- BRAVE Instructor Manual from the Alliance for School Mental Health North Shore/LIJ Health System
- All other reproducible materials are attached.

NAME:
PERIOD:

SUBJECT:
DATE:

BRAVE QUALITY CIRCLES

We will have a chance to talk about bullying/harassment. We will also discuss what you want to do to make this a safe school for everyone.

Notice your reactions to bullying situations.

- Ask yourself am I doing the **BRAVE** thing?
- Am I acting as a **BRAVE LEADER**?
- How can I be part of the solution?

QUALITY CIRCLE GUIDELINES

- Present the situation
- **DO NOT** use names
- Focus on the bystander(s)
- One person talks at a time
- Everyone listens to each other
- Treat each other with RESPECT
- Confidential--**DO NOT** repeat what is said here

TELEPHONE GAME ACTIVITY

DIRECTIONS:

1. Teacher will read the following story quietly to a student:

Story:

While leaving the PE locker room after class, Blair saw an open locker containing an iPod. He closed the locker.

2. Students will quietly repeat the story to each other until every student in the class has heard the story.

3. The teacher will ask the students: Why did the story change?

4. The teacher will distribute the Telephone Game Discussion Questions for the students to write their answers to the questions:

- (1) Do you tell your friends rumors that you've heard?
- (2) How does a rumor affect students?
- (3) What could happen?
- (4) Do you think students purposely change stories?
- (5) Do you think rumors are a form of bullying?
- (6) Do you think spreading rumors help the situation for the victim or make it worse?
- (7) How would feel if you were the victim of a rumor?
- (8) What would a BRAVE LEADER bystander do if he/she heard a story about someone?

5. The teacher will discuss the above questions with the class.

6. The teacher will repeat steps #1 and 2 telling the following story to see how students do the second time around,

Story:

During lunch John moved to Philip's table to talk to him.

NAME: _____ SUBJECT: _____
PERIOD: _____ DATE: _____

TELEPHONE GAME **DISCUSSION QUESTIONS**

Directions: After hearing the results of our telephone game, answer the following questions.

1. Do you tell your friends rumors that you've heard?

2. How does a rumor affect students?

3. What could happen?

4. Do you think students purposely change stories?

5. Do you think rumors are a form of bullying?

6. Do you think spreading rumors help the situation for the victim or make it worse?

7. How would feel if you were the victim of a rumor?

8. What would a BRAVE LEADER bystander do if he/she heard a story about someone?