

# Learning Experience for Brave Curriculum: Lesson #11

Math 7

Valley Stream Memorial Junior High School

## I. Learning Context:

- Math 7
- NYS Learning Standards 1,3,7
- *This lesson will be used as part of the BRAVE curriculum and will take approximately 1 class period to complete. It should be the eleventh 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. **"Always, Sometimes, Never" Bullying Survey activity:**
    - a. Students should have 3 different color cards on their desk.  
green card = *Always*  
purple card = *Sometimes*  
pink card = *Never*
    - b. The PPS member will read the first question. The students will hold up one of the 3 color cards depending on how they want to respond to the question.
    - c. The PPS member will count the number of students who answered green, purple, or pink.
    - d. Students under the direction of the teacher will then calculate the percentages of *Always, Sometimes, and Never* for each question.
    - e. The procedures in letters b to d should be repeated until all questions have been asked; all students' responses have been tallied and recorded; and percentages of *Always, Sometimes, and Never* have been calculated.
    - f. The PPS member should lead a discussion on what the results of the survey say about bullying.
    - g. The PPS member should also ask the students how they feel about the results of the survey on bullying.
    - h. The PPS member should ask the students what they think can be done to stop bullying in our school.
  3. **Cyber-bullying and Internet Use Survey:**
    - a. The students will take the survey.
    - b. The teacher and member of the Pupil Personnel Services should be available to help if the students should have questions about some of the terms.
    - c.. Students will tabulate the results with the help of the teacher.
    - d. The teacher and PPS member should discuss the results of the survey with the students.
    - e. A discussion will follow of the questions below:
      - (1) What are some positive and negative uses of today's technology?
      - (2) Do you consider sending a negative text or IM; sending or posting online cruel gossip or rumors about a person; or intentionally excluding someone from an online group to be forms of bullying?  
Explain your answer.
      - (3) How would you feel if someone sent a negative text or IM, or posted online cruel gossip or rumors about you or someone you knew?
    - f. Students should be asked what they think a BRAVE Leader bystander would do if a friend was asking him/her to join in with others and send a negative message to someone online.
- 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
- *Always, Sometimes, Never* Bullying Survey
- Green, Purple, and Pink Cards
- Cyber-bullying and Internet Use Survey

**VI. Assessment Strategies:**

- Class Discussion
- Teacher Observation.
- *Always, Sometimes, Never* Bullying Survey
- Cyber-bullying and Internet Use Survey

**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