

Learning Experience for Brave Curriculum: Lesson #12

By Stephanie Ginsberg
JH Health
Valley Stream Junior High School

I. Learning Context: Quality Circle: "The Graduation Speech"

- JH Health
- NYS Learning Standards 1,2,3
- *This lesson will be used as part of the BRAVE curriculum and will take approximately 1 class period to complete. It should be the twelfth and last lesson of the unit in the 7th grade. The students should already have a basic knowledge of the concepts of BRAVE LEADERSHIP and the BRAVE Core Values. The students should have participated in quality circles that started in JH Health; and then rotated through English 7, Social Studies 7, and Math 7. This last quality circle returns to JH Health. The quality circles have rotated through the different subject areas to help promote the concept of a shared responsibility in our school for creating and maintaining a safe environment for all. The purpose of quality circles is to provide on-going opportunities for the students to apply and practice the basic concepts of BRAVE and the BRAVE LEADERS' solutions.*
- *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 teacher should have the desks arranged into a circle. Students can choose to sit where they wish. The members of the Pupil Personnel Services will be invited to assist with this quality circle because the story is about a young person who committed suicide as a consequence of being bullied for years. The purpose of this lesson is to reinforce the BRAVE concepts of Belief in the Rights and Value of Everyone and the BRAVE Core Values of CARE (Community, Action, Responsibility, and Empathy). The emphasis of this lesson is the idea that it is the shared responsibility of all of us to create and maintain a safe and caring school environment for all.
- 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 explain that today we are going to read a story about bullying and harassment.
- J. The students will read the "The Graduation Speech" by Cheryl Costello-Forshey from the following book:
Chicken Soup for the Teenage Soul on Tough Stuff.
- K. The teacher will distribute to the students The Graduation Speech discussion questions handout.
- L. The students will be given an opportunity to write their responses to the questions.
- M. The students will be paired off to share their responses with another student.
 - . The teacher and the member of the Pupil Personnel Services should circulate around the room to participate in the discussions with the pair groups.
- N. A full class discussion of the questions will follow. The emphasis of this discussion should be what could have been done to alter the outcome.
- O. The teacher will collect The Graduation Speech discussion questions.
- P. The teacher will return the BRAVE Pledge Sheets to the students and ask them to assess how well they are doing at fulfilling their pledges.
- Q. 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 ideas do you have about what all of us can do to be a more caring and respectful school?
 - 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. The teacher should also allow students to chose their partners for the pair groups to help create a comfortable environment to discuss this sensitive topic. Also due to the sensitivity of the topic, the teacher should request the assistance of members of the Pupil Personnel Services.*

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' Solution handout
- BRAVE Quality Circle Guidelines
- The Graduation Speech story
- The Graduation Speech discussion questions handout
- Students' BRAVE Pledges (from the first quality circles in JH Health)

VI. Assessment Strategies:

- Class Discussion
- Teacher Observation
- Student Participation
- The Graduation Speech discussion questions

VII. Resources:

- BRAVE Instructor Manual from the Alliance for School Mental Health North Shore/LIJ Health System
- Chicken Soup for the Teenage Soul on Tough Stuff
by Jack Canfield, Mark Victor Hansen, Kimberly Kirberger
Health Communications, Inc.
Deerfield Beach, Florida
- All other reproducible materials are attached

The Graduation Speech Activity

1. Have students read "The Graduation Speech" story by Cheryl Costello-Forshey from the following book: Chicken Soup for the Teenage Soul on Tough Stuff p.212-215.
2. Then have students react to the questions on the worksheet.
3. Have students work in pairs to share their responses to the discussions questions. (Teacher and member of the Pupil Personnel Services should circulate the room to participate in the pair group discussions)
4. A full class discussion of the questions will follow. This discussion should focus on what could have been done to alter (change) the outcome,

