

Learning Experience for Brave Curriculum: Lesson #2

By Stephanie Ginsberg

JH Health

Valley Stream Memorial Junior High School

I. Learning Context: Identifying Bullying Behaviors: Gathering Evidence

- *Junior High Health (adapted from the BRAVE Instructor Manual North Shore/LIJ*
- *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 second lesson of the unit. The students should already have a basic knowledge of the concepts of BRAVE and the components of bullying/harassment.*
- *Lesson objective: 1) Students will be able to identify bullying behaviors.
2) Students will be able to identify different degrees of bullying/harassment.*

II. Procedure:

- A. As a "Do Now" students will be asked to describe different types of bullying.
- B. A discussion will follow to review the components of bullying learned in the previous lesson.
- C. The teacher will put the students in groups of 3-4.
- D. The teacher will announce that the students will be acting as "detectives" looking for evidence of bullying/harassment for an upcoming trial.
- E. The teacher will then distribute the "Baseball Scenario" comic strip. The teacher will ask for volunteers to role play the characters in the scenario (characters: The narrator, Simon, Becca, Alexis, Angel, Bill, Mike, Timmy, and Louis).
- D. The teacher will direct the students to look for bullying/harassment behaviors they observe in the scenario which will be the case for our upcoming trial. The students will then role play the "Baseball Scenario".
- E. The teacher will then distribute the Evidence Identified: Module 1 "Mock Trial" sheet.
 1. The teacher will discuss the directions for completing the sheet.
 - a. The students are to identify evidence of bullying behaviors they observe. To help them identify the different forms of bullying/harassment behaviors, the students can refer back to the A Person is Guilty of Bullying/Harassment Sheet listing the components of bullying/harassment (given to them in the previous lesson). Also if necessary, the students can refer back to their copies of the scenario.
 - b. The students are to discuss which characters they believe used bullying behaviors against Simon.
 - c. In the space provided on the Evidence Identified Sheet, the students are to list the evidence of bullying behaviors each of the main characters may or may not have used against Simon--Main Characters: Alexis, Becca, Timmy, and Louis. (For the purpose of saving time, the students will be recording the evidence of bullying behaviors for four of the main characters in the scenario. The students will be putting only these four characters on trial. Though Louis did not bully Simon, Louis is going to be put on trial to represent what a BRAVE leader would do in a bullying situation. The presentation of the evidence of Louis' BRAVE actions during the trial will be an introduction to the BRAVE Program Module 2: Developing Bully-Prevention Skills.

- d. Using the evidence collected, the students are to determine the fate of the main characters. The teacher will explain each of the degrees of bullying/harassment behaviors. Then the students are to determine which character should be charged with the following charges:
 - (1) Bullying in the First Degree-
 - (2) Bullying in the Second Degree-
 - (3) Accessory to Bullying-
 - (4) Not Guilty-
2. In their groups, the students will complete the worksheet by listing the evidence of bullying behaviors and assign the charges of bullying for Alexis, Becka, Timmy, and Simon.
- F. The teacher will ask for a volunteer to go to the board to be a recorder. The groups will have an opportunity to describe the evidence of bullying behaviors they identified, and to explain the component (ingredient) of bullying the behaviors represent. The groups will also explain the charges they assigned to each of the characters. The recorder will write the names of the character and the charges that each group has assigned them.
- G. A discussion will follow and final bullying charges for each character will be decided on by the class. The teacher should ask the class which of the four characters should be charged with:
 1. bullying in the first degree? Explain, why?
 2. bullying in the second degree? Explain, why?
 3. accessory to bullying? Explain, why?
 4. not guilty of bullying? Explain, why?
- H. The teacher should explain that these charges will be the basis of the cases of bullying that will be presented in our upcoming trial.
- I. For closure, the students will be asked to take out a piece of paper to write an exit ticket: Describe one evidence of bullying behavior you observed today, and explain what ingredient of bullying (from our definition of bullying) does that bullying behavior represent.
The exit ticket will be collected.

III. Instructional/Environmental Modifications: Due to the nature of group work, this activity accommodates to all levels of ability and learning. If need be, the instructor should form pairs/groups prior to lesson. For example, if there are known students who cannot work together, the teacher should create the groups prior to lesson accordingly.

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

V. Materials:

- "Baseball Scenario" comic strip
- Evidence Identified: Module 1 "Mock Trial" worksheet

VI. Assessment Strategies:

- Class Discussion
- Teacher Observation
- Evidence Identified: Module 1 "Mock Trial" worksheet
- Exit Ticket: Describe one evidence of bullying/identify what component (ingredient) the behavior represents.

VII. Resources:

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

NAME: _____ HEALTH _____
PERIOD: _____ DATE: _____

EVIDENCE IDENTIFIED: MODULE 1 "MOCK TRIAL"

- DIRECTIONS:**
1. Read the comic strip and identify evidence of bullying behaviors you see.
 2. Discuss which characters you believe used bullying behaviors against Simon.
 3. In the space provided list some of the evidence of bullying behaviors each character may or may not have used against Simon.
 4. Using this evidence, determine the fate of several of the Sluggers' Characters. Read the definitions below and determine which character should be charged with the following charges:
 - Bullying in the First Degree** (Character directly bullies others, or forced others to become involved in bullying.)
 - Bullying in the Second Degree** (Character helped the bully in some way, even though, he/she did not lead the bullying.)
 - Accessory to Bullying** (Character acted in a way that allowed bullying to happen, even if he/she did not directly help the bully.)
 - Not** Guilty (Character's actions did not help the bully in any way.)

CHARACTERS:

1. **Alexis**

a. Evidence of bullying behaviors:

b. Should be charged with:

2. **Becka**

a. Evidence of bullying behaviors

b. Should be charged with:

3. **Timmy**

a. Evidence of bullying behaviors:

b. Should be charged with:

4. **Louis**

a. Evidence of bullying behaviors:

b. Should be charged with:
