

# Learning Experience for Brave Curriculum: Lesson #4

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## **I. Learning Context: *Making It Better Not Worse***

- *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 fourth lesson of the unit. The students should already have a basic knowledge of the concepts of BRAVE and the components of bullying/harassment. The students have also participated in mock trials in which they put bullies on trial. The trials provided the students with the opportunity to begin to comprehend the impact bystanders can have on bullying situations.*
- *Lesson objective: Students will be able to identify and describe ways bystanders can make bullying situations better not worse for the victim.*

## **II. Procedure:**

- A. As Do Now students will be asked to think back to our mock trials and answer the following:
  1. Describe some of the actions Louis took to help make the bullying situation better Simon.
  2. Describe some of the actions the rest of the characters could have taken to stop the bullying, and to make the situation better not worse for Simon.
- B. A discussion will follow giving the students an opportunity to share their responses.
- C. The teacher will explain to the class that today we will have an opportunity to talk about some different solutions to bullying situations.
- D. The teacher will distribute the You Can Make it Better...Or Worse Worksheet.
- E. The teacher will put the students into groups of 2-3.
- F. The teacher will ask a student to read to the class:
  1. the first bullying situation;
  2. then the negative solutions (what actions can make it worse)  
(a discussion should follow allowing the students to give reasons why these actions can make the situation worse);
  3. and finally, the positive solutions (what actions can make it better)  
(a discussion should follow allowing the students to give reasons why these actions can make the situation better).
- G. The teacher will ask the students to list what actions they would do if they were in this situation. The teacher will ask the students to circle the solutions to make it better that would feel comfortable for them.
- H. The teacher will ask a student to read to the class:
  1. the second bullying situation;
  2. then the negative solutions (what actions can make it worse)  
(a discussion should follow allowing the students to give reasons why these actions can make the situation worse);
  3. the positive solutions (what actions can make it better)  
(a discussion should follow allowing the students to give reasons why these actions can make the situation better).

- I. The teacher will then ask the students to list what actions they would do if they were in this situation. The teacher will ask the students to circle the solutions to make it better that would feel comfortable for them.
- J. The teacher will instruct the students to complete the third and fourth situations with their groups. The students should list on their worksheet:
  - 1. the actions that can make each situation worse;
  - 2. the actions that can make each situation better;
  - 3. and, what actions they would do in each situation.
- K. Once the groups have completed the handout, a discussion should follow giving the students an opportunity to share their negative and positive solutions to the third and fourth bullying situations. The teacher will select a student to record the positive solutions on the board.
- L. The teacher will point out to the students to look at how many different positive solutions can be used to make the same bullying situation better.
- M. The teacher will ask the students the following questions:
  - 1. Were Becka and Timmy acting as followers or leaders in our baseball scenario? Explain your answer.
  - 2. Was Louis acting as a follower or leader in our baseball scenario? Explain your answer.
- N. The teacher will emphasize that when a person acts to make a bullying situation better, he/she is acting as a BRAVE leader.
- O. The teacher will distribute the BRAVE LEADERS solution handout to the students.
- P. The teacher will ask the students to read and explain each of the possible solutions.
- Q. The teacher will ask the following questions:
  - 1. Do all solutions work in every situation? Explain your answer.
  - 2. Is there more than one solution to make a bullying situation better?
- R. Closure: The students will be asked to take out a piece of paper to write an exit ticket: List at least one of the BRAVE LEADERS solutions Louis used in the baseball scenario to help make the situation better for Simon. The exit ticket will be collected.
- S. Homework: Complete Re-teaching Activity 8-3 "Harassment"

**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:**

- You Can Make it Better ...Or Worse worksheet
- BRAVE LEADERS handout
- Re-teaching Activity 8-3

## **VI. Assessment Strategies:**

- Class Discussion
- Teacher Observation
- You Can Make it Better...Or Worse worksheet
- Exit Ticket-List at least one BRAVE LEADERS solution Louis used to help Simon.
- Re-teaching Activity 8-3

## **VII. Resources:**

- Textbook 2007 Teen Health Course 3
- BRAVE Instructor Manual from Alliance for School Mental Health North Shore/LIJ Health System
- All other reproducible materials are attached.