

# Learning Experience for Brave Curriculum: *Lesson #5*

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## **I. Learning Context: *BRAVE Goes To Hollywood***

- *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 fifth lesson of the unit. The students should already have a basic knowledge of the concepts of BRAVE and the components of bullying/harassment. In the previous lesson, the students were introduced to the BRAVE LEADERS solutions to bullying problems.*
- *Lesson objective: Students will be able to apply the BRAVE LEADERS' solutions to bullying situations.*

## **II. Procedure:**

- A. As a Do Now the students will be ask to list as many of the BRAVE LEADERS' solutions they can remember from our last class lesson.
- B. A discussion should follow allowing the students to take turns listing a BRAVE LEADERS' solution and explaining what is meant by each solution. The teacher will encourage further discussion by asking the following question:  
Explain why all of the BRAVE LEADERS' solutions are positive ways to solve bullying problems. The teacher will elicit comments from the class.
- C. The teacher will put the students into eight groups of approximately 3 to 4 students. The number of students in each group may vary depending on the number of characters in each script (scenario). There are four scripts. Two groups will be assigned the same script to finish the ending and to role play the scenario. This is done so that the students will have an opportunity to see different BRAVE LEADERS' solutions used to solve the same bullying situation.
- D. The teacher will announce to the class that today you are going to have an opportunity to become screenwriters and apply the BRAVE LEADERS' solutions to some incomplete scripts. The teacher will explain that the scripts are about bullying. The teacher will inform the students that they will have two tasks to complete today. One is to write a happy ending to the bullying script your group is assigned. The teacher will remind the students that they should use the BRAVE LEADERS' solutions (and that they should try to use more than one solution) to solve the bullying problems in their scripts in positive ways. Their second task will be to act out their scripts for the class. Each skit should be about 2-3 minutes.
- E. The teacher will distribute the BRAVE- Screenwriters/Skits Rubric. A discussion will follow to be sure all students know what their responsibilities are for this activity how they will be graded.
- F. The teacher will distribute the "Finish the Script" worksheets to the students. The teacher will explain to the students that the word and thought bubbles are numbered to illustrate their sequence in the script. The teacher will instruct the students to write their endings in a script format. The students will now finish their scripts.
- G. Each group will role play their scripts. The two groups with the same scenario will act out their skits one after the other. This way the class will have an opportunity to see different BRAVE LEADERS' solutions used to solve the same bullying problem.

- H. After each skit, a discussion of the following questions should occur:
1. Which character(s) in the scenario acted like a BRAVE LEADER bystander?
  1. What BRAVE LEADERS' solutions did the group use?
  2. Was the ending a happy ending? In other words, did the ending solve the bullying problem in a positive way making the situation better not worse for the victim?
- I. After each set of the same scenario, the following questions should be asked:
1. Are there any other BRAVE LEADERS' solutions that might also have worked to solve the bullying problem?
  2. Did one solution seem to work better than another? If yes, explain why?
- J. The procedures in G, H and I should be followed for the other three scenarios.
- K. For closure, the students will participate in the following think/pair/share activity:
1. Students will work in pairs to discuss these 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.
  - 2.. As time allows, the teacher will call on students to share their partners' answers to the questions.
- L. Homework: The teacher will distribute the BRAVE-Module 2 Homework-Solutions Wheels. The students are to complete the assignment at home. Students can work with a family if they choose to.

**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:**

- BRAVE LEADERS' solutions handout
- BRAVE Screenwriters/Skits Rubric
- Finish the Script worksheets
- BRAVE-Module 2 Homework-Solutions Wheels

**VI. Assessment Strategies:**

- Class Discussion
- Teacher Observation
- BRAVE Screenwriters/Skits Rubric
- Finish the Script Worksheets
- BRAVE -Module 2 Homework-Solution Wheels

**VII. Resources:**

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

