

Learning Experience for Brave Curriculum: Lesson #6

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I. Learning Context: Quality Circle: "Town Meeting" Style

- *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 sixth 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 lessons, the students were introduced to the BRAVE LEADERS' solutions, and the students were given the opportunity to practice applying the BRAVE LEADERS' strategies to solve bullying problems. The intentions of qualities circles are to provide on-going opportunities for the students to apply and practice the basic concepts of BRAVE and the BRAVE LEADERS' solutions. The hopeful end results of the qualities circles are to create and maintain a caring community. To encourage the partnership of the family and school working together to promote bully-free schools, a Launch & Learn CD "Help Prevent Bullying- A Guide for Parents" will be given to the students to take home for their parents to view.*
- *Lesson objective: 1) Students will be able to recall and describe bullying situations that have occurred in our school.
2) Students will be able to apply the basic concepts of BRAVE and the BRAVE LEADERS' strategies to help solve bullying/harassment problems that happen in our school.
3) 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. The circle will enable all students to see each other to facilitate the class discussion. This type of quality circle is similar to a town meeting where the community members assemble to discuss issues occurring in their community. Since a school is a community, the students will assemble to discuss the bullying/harassment issues occurring in their school. The members of the Pupil Personnel Services will be invited in for this lesson to assist the teacher with the quality circle. Their presence also helps to send a message to the students that there is a shared responsibility in our school to help create and maintain a safe environment.
- 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.
 3. What word do the first letters of the BRAVE Core Values spell?
 4. Why do you think the people who wrote this program would want the BRAVE Core Values to spell the word CARE?

- 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 explain that today we are going to discuss how things are in our school. This discussion is called a quality circle.
- I. The teacher will explain what is a quality circle. The teacher will say that a quality circle is an opportunity for students to discuss the following:
1. bullying situations they have observed in our school;
 2. what did the bystanders do;
 3. what message(s) did the bystanders send to the bully and victim;
 4. what message(s) did the bystanders want to send to the bully and victim;
 5. what the bystanders could have done to make the situation better for the victim(s);
 6. what each of us can do to make this school a place where everyone feels safe.
- J. The teacher will distribute the Quality Circle Guidelines handout to the students. The teacher will ask students to read and explain each of the following guidelines the class will use when discussing bullying situations observed in our school:
1. Present the situation
 2. **DO NOT USE NAMES**
 3. Focus on the bystanders(s)
 4. One person talks at a time
 5. Everyone listens to each other
 6. Treat each other with RESPECT (remember what BRAVE stands for)
 7. CONFIDENTIAL--**Do not** repeat what is said here (remember the BRAVE LEADERS' solution--Rumors Stop With Me).
- K. The teacher will ask the students this question: Over the last few weeks, have any of you seen any bullying or harassment in school? (If the students do not respond, then ask the following questions to encourage discussion:
1. Where does bullying occur in our school?
 2. Has anyone seen any bullying in the cafeteria? in the halls? in the locker rooms? in the restrooms? in classrooms?
 3. Have there been situations when someone has been left out?
- I. When a student starts to describe a situation, the teacher will ask the following questions to encourage the student to talk and to focus the discussion on the role of the bystander(s):
1. What happened? (The student will briefly describe the situation.)
 2. Who was there? (Remember--please do not mention names.)
 3. What did the bystander(s) do?
 4. What message(s) did the bystander(s) send to the bully and victim?
- The following questions will be asked to the entire class:
5. What messages do we want to send to the bullies and victims in our school?

6. How could the bystanders have acted differently to send these messages to the bully and victim? (What BRAVE LEADERS' strategies did they use or could have used?)
- J. Repeat procedure I --as time allows.
- K. Closure: 1. The teacher will distribute the My BRAVE Pledge sheet. The teacher will ask the students to think about the following questions to help them write their pledges:
 - a. What are you willing to do to make our school a place where everyone feels safe?
 - b. What can you do to be a BRAVE Leader?
 - c. What are you willing to do or what will you stop/avoid doing?
2. The students will write and sign their pledges. Students do not have to share their pledges with the other students.
3. The teacher will collect their pledges. The pledges will be return to the students during the last quality circle of the year. The students will then have an opportunity to see how well they followed their pledges.
- L. Homework: The teacher will distribute the Launch & Learn CD "Help Prevent Bullying- A Guide for Parents" to the students to take home for their parents to view. The students will return the CD to the teacher during next class.

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 need be, the teacher should form smaller groups for classes with students who would work more comfortably with a smaller number of students. The teacher should request more members of the Pupil Personnel Services to assist with the smaller groups.*

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
- My BRAVE Pledge
- Launch & Learn CD "Help Prevent Bullying- A Guide for Parents"

VI. Assessment Strategies:

- Class Discussion
- Teacher Observation
- My BRAVE Pledge

VII. Resources:

- BRAVE Instructor Manual from the Alliance for School Mental Health North Shore/LIJ Health System
- All other reproducible materials are attached.
- Launch & Learn CD "Help Prevent Bullying- A Guide for Parents" Channing Bete Company, Inc

NAME: _____ HEALTH _____
PERIOD: _____ DATE: _____

BRAVE QUALITY CIRCLES

We will have a chance to talk about bullying situations that happen here at Memorial. 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

