

# Learning Experience for Brave Curriculum: Lesson #1

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JH Health

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## **I. Learning Context: Defining and Understanding Bullying/Harassment**

- *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 first lesson of the unit.*
- *Lesson objective: 1) Students will be able to explain what is BRAVE.  
2) Students will be able to describe what is bullying/harassment.  
3) Students will be able to identify the different components of bullying/harassment.*

## **II. Procedure:**

- A. As a "Do Now" students will do a spider map on bullying/harassment.  
The teacher will ask for a student to write a "class" spider map on the board. The recorder will elicit ideas about bullying/harassment from the class and write them on the board.
- B. Once the class has express their ideas about bullying/harassment, the teacher will encourage further discussion by asking the following questions:
  1. Is it bullying if someone hurts you by accident?
  2. What is the difference between teasing a friend and harassment?
  3. Is bullying always physical?
- C. The teacher will distribute a copy of the definition of bullying/harassment to the students. The teacher will ask the class to explain what each of the components of bullying mean.
  - . Following the discussion a poster defining the essential components (ingredients) of bullying/harassment will be put up in the room.
- D. The teacher will put the students in groups of 4-5.
- E. The teacher will distribute large poster size paper and markers to each group.
- F. The teacher will instruct the students to take 5 minutes to brainstorm and record examples of each of the three essential ingredients(forms) of bullying:
  1. Examples of intentional and purposeful aggression
  2. Describe incidents that cause physical, emotional, or social harm to others.
  3. Examples of the ways in which some people have more power than others.  
(The teacher should stress that no names are to be mentioned.)
- G. The teacher will then instruct one member of each group to put their posters up at designated locations of the room.
- H. The teacher will distribute a Gallery Walk worksheet with the three components of bullying written on it. Students in their groups will rotate around the room visiting each location at the directions of the teacher. Students will categorize the examples of bullying they see on each group's' poster by writing the examples under the components of bullying they believe the examples match.. Once each group has had a chance to see all of the other groups' posters, the groups will be asked to return to their seats. Teacher will collect the Gallery Walk worksheets
- I. As a closure activity, the teacher will read aloud some of the examples of each of the components of bullying/harassment the students wrote on their Gallery Walk worksheets. After the teacher reads an example, the teacher will ask the students to put their thumbs up if they agree the example matches the component or put their thumbs down if they disagree.

- J. The teacher will introduce the concepts of BRAVE and the BRAVE CORE Values. The teacher will distribute the BRAVE and BRAVE Core Values handouts. A discussion will follow explaining each handout. The teacher will introduce the idea of shared responsibility for creating a caring and safe environment by asking the students the following question:  
Who is responsible for making our school a place where everyone feels safe?
- K. After students respond to the question, the teacher will announce that over the next several days, we will be doing a number of activities that will help answer this question.
- L. Homework: Complete Concept Mapping Activity 8-3 using your textbook.

**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:**

- A Person is Guilty of Bullying/Harassment Definition Handout
- Gallery Walk Worksheet--Essential Ingredients of Bullying/Harassment
- BRAVE handout
- BRAVE Core Values handout
- Concept Map 8-3
- Large Poster Paper (one for each group)
- Markers for each group

**VI. Assessment Strategies:**

- Class Discussion
- Teacher Observation
- Class Spider Map
- Gallery Walk Worksheet--Essential Ingredients of Bullying/Harassment
- Thumbs Up/Thumbs Down Activity
- Concept Mapping 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.

NAME: \_\_\_\_\_

HEALTH

PERIOD: \_\_\_\_\_

DATE: \_\_\_\_\_

## **GALLERY WALK:**

# **ESSENTIAL INGREDIENTS OF BULLYING/HARASSMENT**

**Directions:** Under each of the essential ingredient of bullying/harassment sections, write the examples that match that ingredient of bullying you see listed on the posters.

### **Intentional and Purposeful Aggression**

### **Incidents that Cause Physical, Emotional, or Social Harm to Others**

### **Ways in Which Some People Have More Power Than Others**