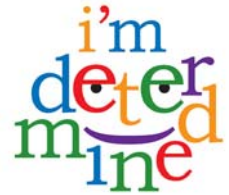


Organizing Topic: Self-Advocacy (*Skills necessary to be able to speak up or defend a cause or person.*)



Title: Don't Exclude Me!

Target Level: Middle School

Sample Related Standards of Learning:

Oral Language

ENG 8.1 The student will use interviewing techniques to gain information.

- a) Prepare and ask relevant questions for the interview.
- b) Make notes of responses.
- c) Compile and report responses.
- d) Evaluate the effectiveness of the interview.

Objectives:

- To raise awareness among students of accepting differences in others.

Prerequisite Understandings/Knowledge/Skills:

- Vocabulary to be used in the lesson. (bullying, solution, code of conduct, values, violent behavior, non-violent behavior, consequences, positive behavior, supportive behavior).
- Cooperative learning process.

Materials Needed:

- Teacher background information from literature. Sample websites include:
 - a) Bullying: Information for Parents and Teachers. Retrieved August 1, 2007, from Centre for Children and Families in the Justice System Website: www.lfcc.on.ca/bully.htm.
 - b) Goodman, R.F. Bullies: More Than Sticks, Stones and Name Calling. Retrieved August 1, 2007, from N.Y.U. Child Study Center Website: www.aboutourkids.org/aboutour/articles/bullies.html.
- Sample scenarios of people who don't respect others and bullying.
- White/black board, markers, poster board, graphic organizer of Venn diagram.

Time Frame: Two 90-minute periods.

Lesson Procedure:

1. Attention grabber: Presenter/teacher is bullied by another teacher and/or acts out a scenario in which the person is excluded from a group.
2. Brainstorming/identifying situations in which people are excluded or bullied. Teacher will record digitally, on board or on Smart Board for review.
3. Teacher will facilitate the development of a class code of conduct with regard to treatment of other students, including specific reference to bullying and exclusion of other students (non-violent, non-racist, and non-sexist ideas, values and behaviors should be included).
4. With student input, clearly define and record both desirable and unacceptable behavior. Record on a Venn diagram. Develop non-violent consequences for all bullying and aggressive behavior. Record behavior/consequences on poster board for classroom display.
5. Using co-operative learning groups, brainstorm possible positive, friendly, and supportive behaviors of students toward one another. Each group will record and share with the whole class.
6. In pairs, students create posters illustrating these positive, friendly and supportive behaviors.
7. In pairs, students role play friendly and supportive behaviors to deal with situations of exclusion and bullying.

Specific Options for Differentiating this Lesson:

- Provide scripts for hearing impaired students.
- Instead of creating a list (small group) or poster (large group) of positive, friendly and supportive behaviors, students can choose to role play, record a podcast, develop a power point presentation, write a poem or rap song, do a dance or create a story board.

Evaluation:

- Teacher created rubric for poster.
- Cooperative learning roles observation (self and teacher assessment).

Extending Understanding:

- Invite speaker such as Miss Virginia 2007 or any other adult who was excluded or bullied as a student.

- ❑ Develop a brochure to be shared with the student body, teachers, staff and parents. Include advice on actions suggested when students are exclusion or bullying is witnessed.