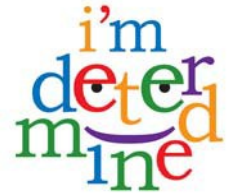


**Organizing Topic:** Self-Advocacy (*Skills necessary to be able to speak up or defend a cause or person.*)



**Title:** Don't Exclude Me!

**Target Level:** Middle School

**Related Standards of Learning:**

English

Communication: Speaking, Listening, Media

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, accurately report, and publish 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:

- 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](http://www.lfcc.on.ca/bully.htm).
- 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](http://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.