

## **Grade 8 Language Arts Learning Plan – Bullying Prevention Toolkit**

By the time middle school students are in Grade 8 they have more than likely personally felt the impact of bullying. It is because of this that I feel like a Language Arts Learning Plan on the kinds of bullying, the impact of bullying on individuals and ultimately, the ways in which youth can educate themselves and others on how not to be a bully or a bystander would be particularly relevant. This learning plan would culminate the week prior to Pink Shirt Day, which is an officially recognized day to promote the awareness of the impact of bullying in schools, and occurs on the last Wednesday of February every year. The students would be tasked with creating anti-bullying posters to display around the school in areas where bullying happens frequently. Students would have discovered this information through a mapping exercise and survey exercise to glean authentic data from the real experiences of students attending the school. As an alternative to creating an anti-bullying poster, the students could have the choice of creating a video to be shown at an anti-bullying assembly. The video could illustrate one or all of the four main types of bullying; verbal, physical, social and cyber. This video could also be shown to other groups that may be interested in knowing about where bullying takes place in the school environment or who are interesting in the student's perspective on bullying in their school in general. These stakeholder groups might include the principle, counsellors and other school educators (including E.A.'s who monitor the hallways and school yards at lunch) or might include parent groups. This unit acknowledges the funds of knowledge that students have with regards to bullying behaviours in their school and with their age group and understands that authentic youth involvement is the key for real change to happen.

I feel like there are several steps that have to take place before the students are ready to create their final anti-bullying posters or anti-bullying video clips. These steps build on the personal knowledge students have with regards to the bullying culture of their school and include structured learning moments that involve language arts (writing and creating), mathematics (surveying and probabilities), arts education (communication and self expression through art ) and social responsibility (promoting health and well being of self and school community).

Activities that inform the final project include;

1. brainstorming as a class on the definition of 'what is bullying?' and watch a film or series of YouTube videos on being an upstander, bullying,

Examples of short films to use include.....

### **Strain – anti-bullying short film (11min)**

directed and cinematography by Chia-Yu Chen

<https://youtu.be/tXI79v0l-QE>

### **Anti-Bullying Animated Short Film Project (6 min)**

created and written by Fabian Gutierrez

<https://youtu.be/YyDJafzuUK4>

### Cyber-Bullying; Just a Little Fun (10 min)

film by OK, Inc.

<https://youtu.be/jKA1KzwyhtU>

- write in reflection journal about feelings generated by watching the videos

Journal Prompts might include.....

What does it mean to be loyal?

Describe how you would feel if you found out that your friend was spreading rumors about you?  
What would you do?

Describe a time when you were teased, how did you feel? What did you do?

Describe a time when you saw someone else being bullied. What did you do? How did it make you feel?

Describe what it means to 'do the right thing'.

List three qualities of a good friend and state why.

What do you think about the fact that some people who are bullied attempt to take their own lives?

What does the term 'mean girls' mean to you?

Great reference for a definition on 'what is bullying?'

<https://bullyingnoway.gov.au/NationalDay/ForSchools/LessonPlans/Documents/what-is-bullying-years-10-12-option-1.pdf>

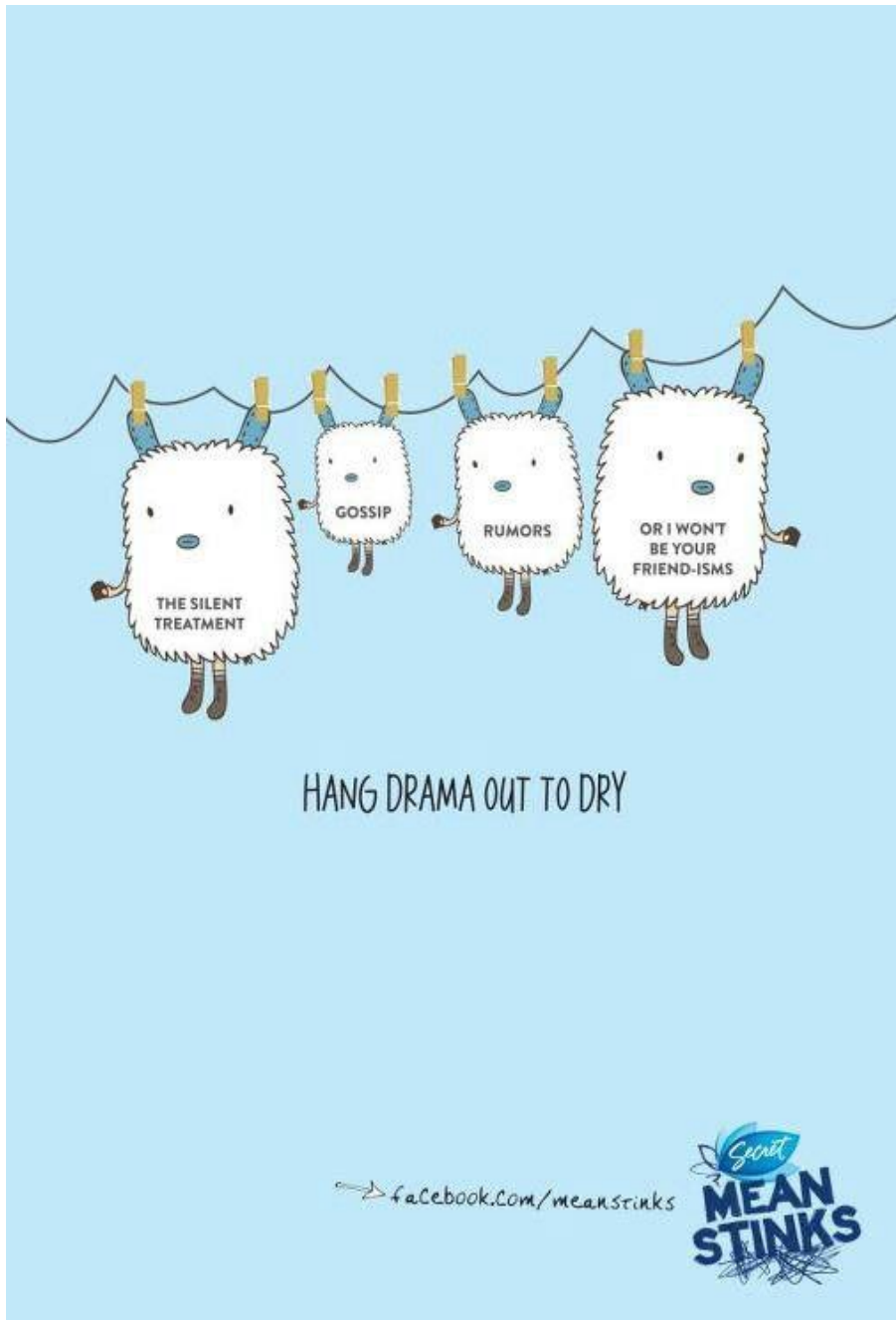
2. Conduct student survey (15 – 20 students each) to discover how many students have experienced the four types of bullying (verbal, physical, social, cyber). Integrate with Mathematics 8 curriculum to discover what percentage of students have experienced the different types of bullying.

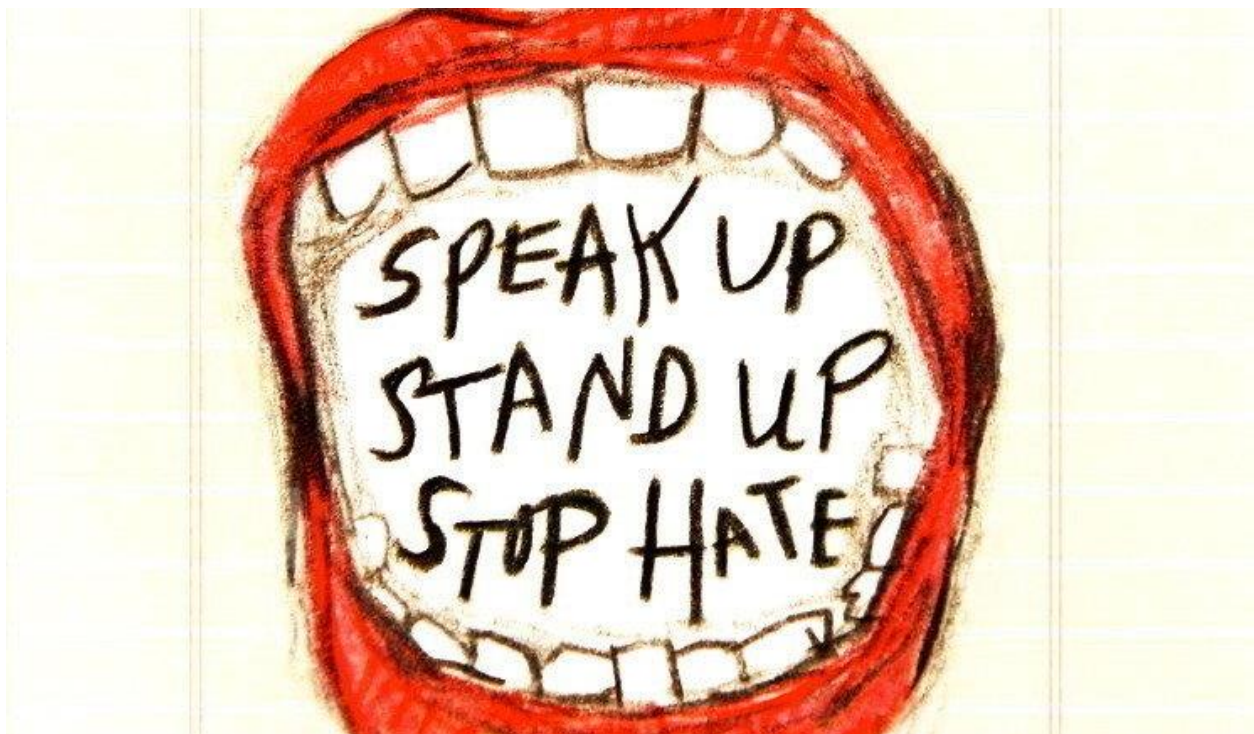
- Bullying Survey Worksheet

<https://worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=2&id=370&link1=31&link2=370>

3. Mapping exercise of the school and surrounding property to use the actual student funds of knowledge to discover the physical locations where bullying takes place
  - Create layout map of the school and surrounding property and have students walk around the school marking on the map where bullying happens.
4. Create final project to be presented to class, and then displayed in the school (posters) at the locations that were discovered to be places of bullying from the mapping exercise (or to be displayed at another location as specified by the students), at an anti-bullying assembly (videos) or to stakeholder groups including principle, teachers and EA's and/or parent group.
  - Anti-Bullying Poster Examples → discuss with class the message and delivery in each one, who is the intended audience?, note the use of images and text, talk about what makes an interesting slogan,









## Grade 8 Language Arts with a focus on Bullying Prevention

<p><b>Grade 8</b></p> <p>Timeline → 1 month culminating on Pink Shirt Day which is the last Wednesday in February</p> <p>The last Wednesday in February each year is now the official day to recognize the impact of bullying in schools and in society in general.</p>	<p><b>Big Ideas</b></p> <p>-Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p>- Texts are socially, culturally, and historically constructed</p>
<p><b>Curricular Competencies</b></p> <p><u>Comprehend and connect (reading, listening, viewing)</u></p> <ul style="list-style-type: none"><li>• Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages</li><li>• Construct meaningful personal connections between self, text, and world</li><li>• Synthesize ideas from a variety of sources to build understanding</li></ul> <p><u>Create and communicate (writing, speaking, representing)</u></p> <ul style="list-style-type: none"><li>• Exchange ideas and viewpoints to build shared understanding and extend thinking</li><li>• Select and use appropriate features, forms, and genres according to audience, purpose, and message</li></ul>	<p><b>Content</b></p> <p><u>Story/text</u></p> <ul style="list-style-type: none"><li>• elements of visual/graphic texts</li></ul> <p><u>Strategies and processes</u></p> <ul style="list-style-type: none"><li>• writing processes</li></ul> <p><u>Language features, structures, and conventions</u></p> <ul style="list-style-type: none"><li>• presentation techniques</li></ul>

<b>Curricular Integration</b>	<b>Purpose of Learning Unit</b>
<p><b>Arts Education 8 (poster creation)</b> <u>Communicating and documenting</u></p> <ul style="list-style-type: none"> <li>Use the arts to communicate, respond to and understand environmental and global [and social] issues</li> </ul> <p><u>Exploring and creating</u></p> <ul style="list-style-type: none"> <li>Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences</li> </ul> <p><b>Applied Designs, Skills and Technologies 8 (video creation)</b> <u>Media Arts</u></p> <ul style="list-style-type: none"> <li>digital and non-digital media technologies, their distinguishing characteristics, and their uses, including layout and design, graphics and images, and video production techniques for using images, sounds, and text to represent characterizations and points of view of people, including themselves, as well as settings and ideas</li> <li>influences of digital media, including on communication and self-expression</li> </ul> <p><b>Mathematics 8 (surveying exercise)</b> <u>Reasoning and analyzing</u></p> <ul style="list-style-type: none"> <li>Use reasoning and logic to explore, analyze, and apply mathematical ideas</li> </ul> <p><u>Understanding and solving</u></p> <ul style="list-style-type: none"> <li>Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> </ul> <p><u>Connecting and reflecting</u></p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to each other and to other areas and personal interests</li> </ul> <p><b>Physical and Health Education 8 (mapping of the school exercise)</b> <u>Social and community health</u></p> <ul style="list-style-type: none"> <li>Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</li> <li>Propose strategies for responding to discrimination, stereotyping, and bullying</li> </ul>	<ul style="list-style-type: none"> <li>- To initiate a dialogue with students and between students on the effects of bullying, the types of bullying they know about and/or experience and some ideas of how to deal with it.</li> <li>- To develop writing skills by keeping a reflection journal. Reflections written on videos shows, literature shared on the topic (read aloud), class discussions.</li> <li>- To create an anti-bullying message in the form of a poster, video, graphic narrative, poetry, song/rap, board game appropriate to present to a younger class or other stakeholder group (eg. the PAC)</li> <li>- To promote collaboration with peers to create poster or video for final project</li> <li>-For students to share their extensive knowledge on the bullying that takes place within their school and to ultimately have an affect on the bullying culture</li> <li>-To learn how to use video production techniques to relay a message and to learn to adapt that message to varying audiences.</li> <li>-To explore feelings of personal identity and social justice issues.</li> </ul>



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| <ul style="list-style-type: none"><li>• Create strategies for promoting the health and well-being of the school and community</li></ul> |  |
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### **Culminating Task**

Students can choose what they will create as their final representation of their learning. Allowing them autonomy in this process will increase student engagement and buy in and make the project relevant to the student's real world experiences.

Some ideas for the final representation of learning could be art work (poster) maybe incorporating text, digital presentation (slide show, movie), graphic narrative (comic strip style), song, board game...

This final representation of their learning on the subject can then be displayed around the school (posters) or shared at an anti-bullying assembly, to other classes or to stakeholder groups (videos), to either shed light on the bullying culture of the school or to talk to peers about strategies on how to deal with bullying.

These lessons will take place in a number of different environments. I feel like initial discussion about the topic of bullying should be discussed outside in a neutral and relaxing space because the topic can be reactive for individuals. The teacher needs to work to make the space psychologically safe in order for students to feel like they can share their personal stories. Creating a community in the classroom that is welcoming of all the different voices that are going to be present is essential. Written work on the topic is mainly done in the classroom (journal reflections). The survey and mapping exercises happen within the school and surrounding school grounds but involve the students moving around the school and actively seeking out conversations with other students. The poster and video creation would happen in the classroom, although portions of the video creation might happen at the student's home, out in the community or on school grounds.

Materials required....

- youtube videos and screen to project them onto
- journal to write down reflections, or loose leaf pages that are then inserted into Language Arts duo-tang or binder
- worksheets from the websites provided for the student survey
- a school and surrounding grounds layout map
- poster board and art supplies to construct the anti-bullying posters
- use of student phones with video capabilities or classroom tablets capable of recording video
- access to imovie, or Davinci Resolve video editing, or another video production software

### Adaptations and Extensions


I feel that by allowing student choice with regards to the final project and how they wish to represent their learning over the unit then adaptations and extensions will be naturally incorporated because students will choose to represent their learning in a way that is already adapted to their specific abilities. Students who struggle with writing the reflective journal entries can have the option of using a voice to text program on the classroom chrome books. Additionally, students can choose to have minimal text included on their final posters and instead create something more visual. During many of the activities, students are able to work in small groups which promotes collaboration and support between group members.

### Assessment


I plan to use a number of different assessment tools appropriate to the different activities offered during the course of this learning plan. I would continuously do short check-in's to make sure the students are on the right track, have any questions and are engaging in the activities. I would use connect to criteria self assessments to have students self reflect on whether they are meeting the criteria for the student survey and mapping exercise (Appendix 1 & 2). I would use rubrics to assess the poster and video projects as this format enables a more precise evaluation of the student's specific strengths (Appendix 3 & 4). I would be careful to keep my assessments on the final representation of learning to assessments on content, knowledge and presentation rather than on specific artistic ability.

Subtask Expectations	Assessment	Resources	Accommodations: Modifications
<p>Define bullying</p> <ul style="list-style-type: none"> <li>- class brainstorm on definition and types of bullying</li> <li>- watch videos</li> <li>- write journal reflections</li> <li>-use journal prompts</li> </ul>	<p>Conference Check-in's</p> <p>(to make sure everyone is comfortable writing the reflections)</p>	<p>YouTube videos</p> <ol style="list-style-type: none"> <li>1. <b>Strain – anti-bullying short film (11min)</b> <a href="https://youtu.be/tXl79v0l-QE">https://youtu.be/tXl79v0l-QE</a></li> <li>2. <b>Anti-Bullying Animated Short Film Project (6 min)</b> <a href="https://youtu.be/YyDJafzuUK4">https://youtu.be/YyDJafzuUK4</a></li> <li>3. <b>Cyber-Bullying; Just a Little Fun (10 min)</b> <a href="https://youtu.be/jKA1KzwyhtU">https://youtu.be/jKA1KzwyhtU</a></li> </ol>	<ul style="list-style-type: none"> <li>-students who have trouble with lots of writing could use the tablet voice to text or speechnotes software</li> <li>-students who feel uncomfortable or anxious speaking up in class can have their opinions heard during the conference check-in</li> </ul>
<p>Student Survey</p>	<p>Self-assessment (connect to criteria)</p> <ul style="list-style-type: none"> <li>- See Appendix 1</li> </ul>	<p>Worksheetplace.com</p> <ul style="list-style-type: none"> <li>- Bullying Survey</li> <li>- Bully Survey Analysis</li> </ul>	<ul style="list-style-type: none"> <li>- students can work in small groups to help those who have trouble writing or are feeling anxious speaking to unfamiliar students</li> </ul>
<p>Map the bully zones in the school</p> <ul style="list-style-type: none"> <li>- introduces mapping skills</li> </ul>	<p>Self Assessment (connect to criteria)</p> <ul style="list-style-type: none"> <li>- See Appendix 2</li> </ul>		<ul style="list-style-type: none"> <li>- students can work in small groups to complete the maps</li> </ul>
<p>Final Project</p> <ul style="list-style-type: none"> <li>-class discussion → analyze messages and artwork in examples of anti bullying posters</li> <li>- anti bullying poster (this will be the suggested culminating activity if the student needs guidance choosing an option)</li> <li>-videos about bullying, poem, boardgame, song, or any other representation piece that reflects what they learned over the unit</li> </ul>	<p>Rubric (Holistic)</p> <ul style="list-style-type: none"> <li>- See Appendix 3</li> </ul> <p>Rubric (Analytic – for video)</p> <ul style="list-style-type: none"> <li>- See Appendix 4</li> </ul>		<ul style="list-style-type: none"> <li>- I feel that because the final project incorporates such a range of student choice, that students will choose to represent their learning in a way that is already adapted to their specific abilities.</li> <li>- students can choose to work in small groups or individually</li> <li>- students who are anxious presenting before the class can present to the teacher one on one</li> <li>- students who need an extension activity could think about doing more than one representation of their learning (video AND graphic story)</li> </ul>

## Appendix 1 - Criteria for Student Survey Self-Assessment

<b>Expectations / Criteria</b>	
Did you survey 15 – 20 students?	
Did you record their answers on the worksheet?	
Did you calculate percentages of total students surveyed with regards to the four types of bullying?	
Did you add your groups findings to the total findings worksheet for the class?	

## Appendix 2 - Criteria for Bullying Locations – School Mapping Exercise

<b>Expectations / Criteria</b>	
Did you locate at least 8 locations on the school map where bullying takes place?	
Did you record the locations neatly on your school map?	
Did you add your locations to the classroom master map?	

### Appendix 3 – Holistic Rubric for Final Poster Project

Criteria	Extending (4)	Proficient (3)	Developing (2)	Emerging (1)
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Content</b>	Includes original, interesting and engaging art, graphics, text or other media	Includes interesting and engaging art, graphics, text or other media. Content may be borrowed from poster examples examined in class.	Includes art, graphics, text or other media however, image relationship to topic is unclear or confusing.	Poster is unfinished, art, graphics, text or other media unfinished or not present.
<b>Conventions</b>	No spelling errors Text proportional to poster dimensions	No spelling errors Text may be too small or too large depending on poster dimensions	A few spelling errors. Text on poster not easily readable	Many spelling errors Text on poster missing or unreadable
<b>Required Elements</b>	Slogan is positive and makes sense. Slogan is original	Slogan is positive and makes sense. Slogan can be borrowed from examples we went over in class.	Slogan is included but may be confusing.	Slogan is missing.
<b>Presentation</b>	Comfortable presenting. Voice quality, eye contact and knowledge of topic excellent. Able to clearly explain how poster relates to specific anti-bullying message.	Mostly comfortable presenting. Personal effort evident even if some nervousness Voice quality, knowledge of topic and eye contact demonstrated Able to explain how poster relates to specific anti-bullying message.	Unsure and possibly unprepared for presentation. Voice difficult to hear, or hurried Some knowledge of topic although has difficulty relating the poster to a specific anti-bullying message.	Unprepared and so unable to complete presentation. Unable to relate the poster to an anti-bullying message.

## Appendix 4 – Analytic Rubric for Final Video Project

Criteria	Extending	Proficient	Developing	Emerging	Mark /100
Group Cooperation	<p>All students contributed equally to the video. Students stayed on task at all times. Students worked with each other in a friendly manner.</p> <p>8-10 points</p>	<p>All students contributed a fair share to the project, though some workloads varied. Students had to be reminded occasionally to stay on task. Students made an effort to include all group members in the process.</p> <p>6 – 8 points</p>	<p>Most students contributed a fair share to the project. Some students were left out of the process. Students needed to be reminded to stay on task frequently.</p> <p>4 – 6 points</p>	<p>Students needed to be reminded to stay on task frequently. One or two people did all the work. Students argued with one another or left some students out of the process.</p> <p>0 – 4 points</p>	/10 points
Storyboard	<p>Students completed storyboard on time. Storyboard is thorough and matches the video.</p> <p>12 - 15 points</p>	<p>Students completed the storyboard on time, but some items are not thoroughly described. Storyboard matches the video.</p> <p>9 – 12 points</p>	<p>Students completed the storyboard but handed it in late. Storyboard is mostly complete but may be missing important video components</p> <p>7 – 9 points</p>	<p>Students did not complete a storyboard or storyboard did not match video.</p> <p>0 – 7 points</p>	/15 points
Introduction	<p>The introduction is motivating, and hooks the viewer from the beginning.</p> <p>4-5 points</p>	<p>The introduction is clear and coherent and evokes moderate interest/response from the viewer.</p> <p>2-4 points</p>	<p>The introduction may not relate entirely to the concept of the video. Elicits some interest from the viewer.</p> <p>1 – 2 points</p>	<p>The introduction does not orient the viewer to what will follow.</p> <p>0-1 points</p>	/5 points
Subject Content	<p>Subject knowledge is evident throughout the video. All information is clear,</p>	<p>Subject knowledge is evident in much of the video. Most information is clear,</p>	<p>Subject knowledge evident in portions of the video. Some information is clear and correct</p>	<p>Subject knowledge is not evident. Information is confusing, incorrect, or flawed.</p>	/30 points

	appropriate and correct. 24-30 points	appropriate, and correct. 16 – 24 points	and some is confusing or has errors. 9 - 15	0-9 points	
Production	Tape is edited. Video runs smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea. Shots and scenes work well together. Graphics explain and reinforce key points in the video. 8 – 10 points	Tape is edited. A variety of transitions are used and most transitions help tell the story. Most of video has good pacing and timing. Graphics are used appropriately. 6 – 8 points	Tape is edited. Some transitions are used correctly while some detract from the story. Graphics are used occasionally. Viewer can mostly follow the flow of the video 4 – 6 points	Video is of poor quality and is unedited. There are no transitions added or transitions are used so frequently that they detract from the video. There are no graphics. 0 – 3 points	/10 points
Subject Content	Subject knowledge is evident throughout the video. All information is clear, appropriate and correct. 20 - 25 points	Subject knowledge is evident in much of the video. Most information is clear, appropriate, and correct. 15 - 20 points	Subject knowledge is evident in some of the video. Information mostly correct but can be confusing at times and occasionally has errors 9 - 14	Subject knowledge is not evident. Information is confusing, incorrect, or flawed. 0-8 points	/25 points
Sources	All elements from other sources are accurately documented. 4-5 points	Almost all of the elements taken from other sources are documented; however, some documentation may be inaccurate or missing. 3 - 4 points	Only a few of the elements taken from other sources are documented. In many cases, source citing is inaccurate or missing. 1 – 2 points	There is no information regarding sources 0 points	/5 points