that's what i am
Educator's Resource Guide

SECTION 2
How to Use this Program

In this section:
• How to Use This Program
• Meeting National Education Standards
• Essential Questions
• Suggested Unit Framework
• Resource Section
As an educator, you will watch That’s What I Am and think to yourself, “I could teach my students so many things using this film!” You are right, and that is exactly the purpose of this turnkey resource guide. With this guide, the most impactful scenes from the film have been identified and are available to educators at no cost. Learning Themes have been developed to enable you to use the video clips for a multitude of instructional purposes ranging from teaching a unit about bullying to kicking off a school-wide, anti-bullying campaign to supplementing your character education program. Nine Pillars of Character are exemplified throughout the film. These traits are essential human qualities that help one deal with the issue of bullying. Learning about and understanding these character pillars will help students prevent, mitigate, and curtail bullying, and reduce school violence.

GETTING STARTED IS EASY!

1. Familiarize yourself with the film: Read the synopsis provided in Section 1. For more information about the film and characters go to www.thatswhatiammovie.com

2. Review the Video Clips provided on the website in Section 1, use the Video Clip Overview Chart to familiarize yourself with the clips.

3. Review the Learning Themes in Section 3, select the lessons that work for you, download the clips that you will need, and get started.

4. Review the Resource Section provided in Section 2 to learn more about the issues addressed in this film.

Although the Learning Themes and Activities promote cross-curricular collaboration, they are organized by core content area enabling you to quickly locate activities that accompany the subject matter you teach. You can use any number of the activities to supplement your instruction around the topics explored in this film or design your own teaching unit using the framework provided in this section. In Section 3, the instructional activities are organized by Learning Theme. They are cross-referenced on the next page in order to help you locate an activity for a particular content area, character pillar, or Video Clip.
How to Use this Program

Educator’s Resource Guide

Section 2

How to Locate Activities by:

Character Pillar
Empathy (page 32)
Dignity (page 35)
Courage (page 39)
Friendship (page 43)
Morality (page 47)
Advocacy (page 51)
Responsibility (page 55)
Resiliency (page 59)
Identity (page 62)

Main Topic Area
Bullying (pages 32, 35, 39, 55, and 59)
Cyberbullying (pages 43, 47, and 51)
Equality (pages 55, 59, and 62)

Core Content Area
Language Arts (pages 32, 43, 47, 55, and 59)
Social Studies (pages 35, 39, 47, 59, and 62)
Health (pages 32, 35, 51, and 62)
Technology (pages 43, 47, and 51)

That’s What I Am Scenes
Use the Video Clip Overview Chart provided in Section 1 on Page 7.
# MEETING NATIONAL EDUCATION STANDARDS USING THE THAT’S WHAT I AM LEARNING THEMES

<table>
<thead>
<tr>
<th>NATIONAL STANDARDS</th>
<th>Learning Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-12)</td>
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<tr>
<td>Speaking and Listening Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td>Speaking and Listening Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<tr>
<td>Presentation of Knowledge and Ideas Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
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<tr>
<td>Presentation of Knowledge and Ideas Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
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<tr>
<td>Language Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td>Language Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>Language Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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<tr>
<td>Reading in History/Social Studies Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
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## NATIONAL STANDARDS

<table>
<thead>
<tr>
<th>National Standards</th>
<th>Learning Themes</th>
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<tbody>
<tr>
<td><strong>Standards for the English Language Arts (Grades K-12)</strong></td>
<td>1   2   3   4   5   6   7   8   9</td>
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<tr>
<td>Standard 4: Students adjust their use of spoken, written, and visual</td>
<td>•   •   •   •   •   •   •   •   •   •</td>
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<tr>
<td>language (e.g., conventions, style, vocabulary) to communicate effectively</td>
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<td>with a variety of audiences and for different purposes.</td>
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<tr>
<td>Standard 5: Students employ a wide range of strategies as they write and use</td>
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<tr>
<td>different writing process elements appropriately to communicate with</td>
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<tr>
<td>different audiences for a variety of purposes.</td>
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<tr>
<td>Standard 6: Students apply knowledge of language structure, language</td>
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<tr>
<td>conventions (e.g., spelling and punctuation), media techniques, figurative</td>
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<td>language, and genre to create, critique, and discuss print and nonprint</td>
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<td>texts.</td>
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<td>Standard 7: Students conduct research on issues and interests by generating</td>
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<td>ideas and questions, and by posing problems. They gather, evaluate, and</td>
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<td>synthesize data from a variety of sources (e.g., print and nonprint texts,</td>
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<td>artifacts, people) to communicate their discoveries in ways that suit their</td>
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<td>purpose and audience.</td>
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<td>Standard 8: Students use a variety of technological and information</td>
<td>•   •   •   •   •   •   •   •   •   •</td>
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<td>resources (e.g., libraries, databases, computer networks, video) to gather and</td>
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<td>synthesize information and to create and communicate knowledge.</td>
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<td>Standard 12: Students use spoken, written, and visual language to</td>
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<td>accomplish their own purposes (e.g., for learning, enjoyment, persuasion,</td>
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<td>and the exchange of information).</td>
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<td><strong>National Health Education Standards (Grades 6-8)</strong></td>
<td>1   2   3   4   5   6   7   8   9</td>
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<tr>
<td>Standard 1: Students will comprehend concepts related to health promotion</td>
<td>•   •   •   •   •   •   •   •   •   •</td>
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<td>and disease prevention to enhance health.</td>
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<td>Standard 2: Students will analyze the influence of family, peers, culture,</td>
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<td>media, technology, and other factors on health behaviors.</td>
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<td>Standard 4: Students will demonstrate the ability to use interpersonal</td>
<td>•   •   •   •   •   •   •   •   •   •</td>
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<td>communication skills to enhance health and avoid or reduce health risks.</td>
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<td>Standard 5: Students will demonstrate the ability to use decision-making</td>
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<td>skills to enhance health.</td>
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<td>Standard 6: Students will demonstrate the ability to use goal-setting skills to</td>
<td>•   •   •   •   •   •   •   •   •   •</td>
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<td>enhance health.</td>
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<td>Standard 8: Students will demonstrate the ability to advocate for personal,</td>
<td>•   •   •   •   •   •   •   •   •   •</td>
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<td>family, and community health.</td>
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# National Curriculum Standards for the Social Studies (Middle Grades)

<table>
<thead>
<tr>
<th>National Standards</th>
<th>Learning Themes</th>
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<tbody>
<tr>
<td><strong>Time, Continuity, and Change:</strong> Learners will be able to evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Time, Continuity, and Change:</strong> Learners demonstrate understanding by developing a project or exhibit for a class museum representing a historic era or event.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Individual Development and Identity:</strong> Learners will understand how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Individual Development and Identity:</strong> Learners will understand perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Individual Development and Identity:</strong> Learners will be able to ask and find answers to questions about how individual identity forms and changes.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Individual Development and Identity:</strong> Learners will be able to identify biases that can influence a person’s perceptions of other individuals, including individuals belonging to groups with different physical, social, or cultural characteristics.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Individual Development and Identity:</strong> Learners will demonstrate understanding by creating identity portraits that describe the factors that make them unique and shape development.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Individuals, Groups, and Institutions:</strong> Learners will understand concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural differences, competition, cooperation, conflict, race, ethnicity, and gender.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Individuals, Groups, and Institutions:</strong> Learners will demonstrate understanding by using computer-based technology and media/communications research, and presenting findings in illustrations or essays about social conflict.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Power, Authority, and Governance:</strong> Learners will understand that rights are guaranteed in the U.S. Constitution, the supreme law of the land.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Power, Authority, and Governance:</strong> Learners will demonstrate understanding by preparing and implementing an action plan addressing a local public issue or problem.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Science, Technology, and Society:</strong> Learners will demonstrate understanding by discussing current and past issues involving science and technology, and their consequences for society.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Civic Ideals and Practices:</strong> Learners will understand concepts such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td><strong>Civic Ideals and Practices:</strong> Learners will be able to develop a position on a public issue, and defend its evidence.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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# National Standards

## National Standards for Civics and Government (Grades 5-8)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Learning Themes</th>
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</thead>
<tbody>
<tr>
<td>5: What are the Roles of the Citizen in American Democracy?</td>
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</table>

## Contents of Historical Thinking Standards for (Grades 5-12)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Learning Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Chronological Thinking</td>
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</tr>
<tr>
<td>3: Historical Analysis and Interpretation</td>
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</tr>
<tr>
<td>5: Historical Issues - Analysis and Decision-Making</td>
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</tr>
</tbody>
</table>

## U.S. History Content Standards (Grades 5-12)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Learning Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: The struggle for racial and gender equality and for the extension of civil liberties. The student understands the Second Reconstruction and its advancement of civil rights.</td>
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## National Educational Technology Standards for Students

<table>
<thead>
<tr>
<th>Standard</th>
<th>Learning Themes</th>
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<tbody>
<tr>
<td>Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</td>
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<tr>
<td>Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</td>
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<tr>
<td>Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</td>
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<tr>
<td>Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</td>
<td>• • •</td>
</tr>
</tbody>
</table>

## Sources of Content and Curriculum Standards

- Center for Civic Education, National Standards for Civics and Government, 2007
- National Council for the Social Studies, National Curriculum Standards for Social Studies, 2010
- National Council of Teachers of English and International Reading Association, Standards for the English Language Arts, 1996
- National Joint Committee on National Health Education Standards and National Cancer Society, National Health Education Standards, 2007
- National Governors Association Center for Best Practices and the Council of Chief State School Officers, Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, 2010
ESSENTIAL QUESTIONS

Essential questions represent big ideas and are designed as interpretive, open-ended provocations for inquiry, discussion, and debate. Ideally, they are used as advance organizers to help students see universal patterns, connections, and themes that underlie the more discrete parts of our curriculum. The following essential questions can be used to help students learn about themselves, peers, and their society as they reflect upon them and ways in which the film That’s What I Am addresses them.

1. What is bullying? How does it show up in various forms in your school or life?

2. What is cyberbullying? How is it different from in-person bullying? How is it the same? How can it be prevented or stopped?

3. Why does bullying occur? To what extent is it inevitable? To what extent can it be avoided?

4. How do bullies affect their victims? To what extent can bullying have long-term or lasting effects upon victims’ self-esteem, psychological development, and emotional well being?

5. To what extent is bullying a reflection of the times in which it occurs? For example, how are conditions in your school today different from—or similar to—those depicted in the film?

6. How is bullying a manifestation of power and its abuses? Why do some individuals or groups attempt to wield power over others who lack it?

7. What can you do if you are being bullied? How can you take steps to resist bullying—and find help to battle it?

8. What are the psychological needs individuals have that leads them to become bullies? To what extent can they be helped to avoid this outcome?

9. Why is starting or spreading rumors a form of bullying? How are individuals affected by this process?

10. Who wins—and who loses—when bullying occurs? As the film implies, to what extent does everyone lose when an environment tolerates or encourages bullying?

11. How can educators help their students address the issue of bullying? To what extent can educators help to minimize or prevent bullying in their classrooms and schools?
ESSENTIAL QUESTIONS (continued)

12. What are the responsibilities of parents and guardians in addressing the issue of bullying? How should they respond when they see their child being a bully? What can they do if their child is being bullied?

13. As the film suggests, bullying can take many forms. What types of bullying occur as a result of resentment, personal slights, jealousy, and a desire to victimize others who seem different or odd?

14. To what extent do you agree with Mr. Simon’s various statements and recommendations:
   a. “Discover each other's strengths—and capitalize on them…”
   b. “Believe in yourself—Tell yourself that you have the heart and soul of what you want to be.”
   c. “Human Dignity + Compassion = Peace.”

15. What does it mean to be tolerant? Why does Stanley G. emphasize the importance of tolerance? To what extent should we have sympathy or tolerance for the beliefs and practices of those who are different from us? What can happen when we fail to practice tolerance?

16. What is the meaning of the film’s title, That’s What I Am? How can we learn to accept ourselves, as well as accepting the uniqueness of others?

17. Can countries or political organizations be bullies? To what extent has bullying changed throughout history?

18. What would the world be like if there was no bullying?

19. How can we lay the groundwork for helping future generations live in a bully-free world? What can we do as individuals and as groups to help this dream become a reality?
SUGGESTED UNIT FRAMEWORK: PLANNING TOOL

The suggestions in this Unit Framework are provided as a Planning Tool to assist you in planning a comprehensive unit centered on the film. The lesson plans in Section 3 are based on the complimentary Video Clips that accompany this program. The lesson plans provide step-by-step procedures utilizing many of the ideas in this framework. If you choose to show the entire film, you could tailor the lesson plans (using the complimentary clips as reinforcement) and/or use the suggestions below to create your own Unit Plan.

STAGE ONE: DESIRED RESULTS

Mastery Objectives: Students will be able to:
1. Explain the causes of bullying and present oral as well as written analysis of its effects upon its victims.
2. Present solutions to the problem of bullying in a persuasive essay or oral presentation.
3. Compare and contrast contemporary and historical examples of bullying, including written and oral analysis of its various forms and enduring impact.

Essential Questions:
1. What is bullying? Why does it occur?
2. To what extent is bullying inevitable? To what extent can it be eliminated?
3. What are the effects of bullying upon its victims? To what extent can bullying have long-term effects upon an individual’s psychological health and emotional well being?
4. How can the victims of bullying find viable ways to overcome it and its effects?
5. What are the responsibilities of students, educators, parents, and community members in relationship to the phenomenon of bullying and the need to prevent it in schools today?
6. To what extent is the prevention of bullying the responsibility of the educational community?

STAGE TWO: ASSESSMENT EVIDENCE

Suggested Culminating Performance Tasks:
1. Ask students to form investigative teams responsible for researching and preparing a “solution paper” to address one or more of the causes of bullying. As a team of researchers, students should use print and electronic sources to determine: (a) What current theorists suggest are the causes of bullying in educational settings; (b) What those theorists indicate are the psychological, emotional, and relational effects of bullying upon the individual victim; and (c) Solutions to the problem of bullying that research
studies have proven effective in various school settings. At the conclusion of this research process, students can share their solutions and recommendations to the class in an oral presentation or in a written analysis.

2. As a community service project, engage students in discussing evidence they have experienced or observed about bullying in their own school. When students reach consensus about the extent to which bullying is present in the school—including an analysis of why it is showing up there—they will then create public service announcements as part of an anti-bullying campaign. The announcements can be electronic (e.g., part of the school website), televised (e.g., as part of the school’s daily video announcements), or in poster or brochure format. Students can then study the effects of this campaign upon the attitudes and actions of their peers.

**Suggested Pre-Assessment Ideas:**
There are many pre-assessment/diagnostic strategies teachers can use to introduce the film That’s What I Am and facilitate student discussion of its implications. They include:

1. Asking students to do a pre-writing activity in which they create a personal definition for the term “bullying.” (see Learning Theme 1, page ??)

2. Encouraging students to write journal entries in which they reflect upon instances of bullying they have experienced first-hand.

3. Using a listen-think-pair-share discussion process in which students reflect upon and explore key essential questions: Why do people bully others? What are the long-term effects of bullying upon the victim—and the bully? In your opinion, what can educators do to help students minimize bullying and its effects?

4. Encouraging students to share examples of bullying they have witnessed in their school, their community, and in the literature and media they have read or viewed.

**Suggested Formative Assessments:**

1. Encourage students to keep a journal or reflective log as they participate in viewing the film—and subsequent discussions and follow-up activities. How does their understanding
of bullying change as a result of these experiences? To what extent do their perceptions and understandings remain the same?

2. Use exit slips and other closure activities to encourage students to reflect upon their perceptions, judgments, and analyses of issues discussed in class that day.

3. In anticipation of students working on one or both of the summative assessment tasks presented, model and scaffold various skills and processes students can use to explore various aspects of bullying: e.g., (a) problem-solution prompts; (b) class consensus building about how to identify a problem and come up with viable solutions to it; (c) strategies for using electronic and print materials that have a solid research base; and (d) investigating the concepts of validity and reliability in research studies.

4. If you are using the film as a part of a more comprehensive unit on the issue of bullying or the themes of power, authority, and their abuses, use one or more of the recommended essential questions as a tool for monitoring students’ changing reactions—and for providing on-the-spot feedback to encourage their progress.

I Ideas for Independent Study Projects and Follow-Up Tasks:
The film—and the richness of its characters, plot elements, and themes—provides an ideal springboard for possible independent study projects and investigations. Here are just a few possible starting points. Students might:

1. Investigate bullying through the ages, focusing upon a specific historical incident or era and reporting on it to the class.

2. Discuss and analyze the theme of bullying in literature, selecting a particular author or genre of literature and exploring how this theme is presented.

3. Create a visual or performing art product (e.g., drawing, poster, painting, sculpture) or performance (e.g., dance, musical performance, pantomime, dramatic scene) depicting some aspect of the theme of bullying and its impact upon its victims.

4. Investigate ways in which school organizations (e.g., Student Council, Parent/Student Teacher Association) can address the issue of bullying within the local school or community.

5. Work across grade levels (including high school to middle, middle to elementary) to develop strategies for helping students to cope with bullying-related issues. Ideas might include, for instance, ways in which student orientation programs, counseling services, and other support programs can help students transition from one level of schooling to another—and be truly informed about how to deal with bullying if they encounter it.
English Language Arts: This unit can make an ideal complement to work with literary analysis or film study. Specifically, That's What I Am can become the focus point as the unit’s primary text, with students investigating such critical issues as characterization, theme, conflict, plot structure, and critical analysis with the film as the unit organizing tool.

Social Studies: The film can become a powerful catalyst for a variety of Social Studies units, including use in Psychology courses (e.g., the psychological and social causes and effects of bullying); Sociology courses (e.g., the social causes of bullying and cultural uniquenesses and universals); and History courses (e.g., bullying as a theme in world and American history; political power and the theme of bullying; the enduring legacy of bullying in historical development).

Counseling Services: Guidance counselors and social service workers in schools can use That's What I Am as a vehicle for promoting student discussion of bullying—and ways in which it can be addressed or prevented. Specifically, counselors can use it to help students empathize with the victims of bullying—and how (even unconsciously) we can fail to realize how devastating and enduring the psychological and emotional effects of bullying can be. This resource can also be a powerful means for helping students brainstorm and institute strategies for coping with bullying—and helping one another overcome its impact.

1. Ideas for Interdisciplinary Focus Areas:
   - English Language Arts: This unit can make an ideal complement to work with literary analysis or film study. Specifically, That's What I Am can become the focus point as the unit’s primary text, with students investigating such critical issues as characterization, theme, conflict, plot structure, and critical analysis with the film as the unit organizing tool.
   - Social Studies: The film can become a powerful catalyst for a variety of Social Studies units, including use in Psychology courses (e.g., the psychological and social causes and effects of bullying); Sociology courses (e.g., the social causes of bullying and cultural uniquenesses and universals); and History courses (e.g., bullying as a theme in world and American history; political power and the theme of bullying; the enduring legacy of bullying in historical development).
   - Counseling Services: Guidance counselors and social service workers in schools can use That's What I Am as a vehicle for promoting student discussion of bullying—and ways in which it can be addressed or prevented. Specifically, counselors can use it to help students empathize with the victims of bullying—and how (even unconsciously) we can fail to realize how devastating and enduring the psychological and emotional effects of bullying can be. This resource can also be a powerful means for helping students brainstorm and institute strategies for coping with bullying—and helping one another overcome its impact.

2. Introducing the Unit:
   - Use one or more of the suggested essential questions to trigger initial student discussion and interest.

3. Suggested “Hook” Start-Up Activities:
   - Show the first few episodes of the film and ask students to discuss the characters’ varying reactions.

4. Ideas for Promoting Student Discourse, Discussion, and Collaborative Problem Solving:
   - Show the film in segments. Observe the “10-2” rule: For every ten minutes or so of film viewing, stop and ask students to reflect, think, pair, share—or engage in some type of reflective writing activity.

   - Ask students to make predictions about what will happen as a result of the events presented in a particular episode. Encourage them to monitor the accuracy of their predictions—and change them as new evidence emerges in the film.

   - Encourage students to engage in situational empathy, asking them such questions as: How would you feel if you were ____________? What would you do if you were confronted with ____________? What advice would you give ____________?
SUGGESTED UNIT FRAMEWORK: PLANNING TOOL (continued)

• Ask students to engage in comparison, contrast, classification, and analogical reasoning throughout their viewing of the film. For example, why does a certain character view the events in one way while others perceive the same events differently? How would you classify the themes, conflicts, and characters in this film? What analogies (including metaphors, similes, figurative comparisons) can you generate to represent such themes as bullying, compassion, tolerance, prejudice, etc.?

• Introduce the suggested independent study and culminating performance tasks presented in Stage Two. Encourage students to reflect upon these upcoming tasks as they view the film and engage in discussions about it.

5. Moving Toward More Independent Work and Project-Based Learning:

• Throughout the unit, encourage students to complete a range of formative assessment tasks aligned with culminating performance tasks, projects, and independent study options.

• Continue to encourage students to reflect on their changing—or unchanging—attitudes, beliefs, and judgments about various aspects of the theme of bullying and its effects.

• Provide opportunities for students to engage in problem-solving and decision-making activities aligned with the independent performances expected during the culminating activities and projects.

6. Using Curriculum Compacting, Tiering, and Scaffolding:

• While using the film as a catalyst for student discussion, debate, and investigation, be sure to allow for varying student readiness levels, interests, and learning profiles.

• Whenever feasible, encourage students to bring into class discussions and presentations their personal backgrounds, experiences, and perceptions—dignifying them as independent learners and human beings.

• Be sensitive to students’ affect and interactive reactions during sensitive discussions—including parts of the film that may have particular personal meaning or significance to them. If feasible, a co-taught unit involving a content teacher and a counselor is an ideal staff configuration for exploring this important theme.

• Where feasible, make use of available school-based and community resources (including possible guest speakers and mentors) to reinforce ways in which students can become pro-active in confronting bullying and its effects.

7. Concluding the Unit:

• Provide time for students to share their culminating products and performances with peers. Encourage students to reflect upon (in writing and orally) what they have gained from the unit, including their perceptions and judgments about the film, related class discussions, and their participation in required (or optional) culminating projects and independent study options.
“Bullying fosters a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims and create conditions that negatively affect learning, thereby undermining the ability of students to achieve their full potential.”


Bullying is a widespread and serious problem for students and the school community. Bullying can be physical, verbal, or emotional and is usually repeated over a period of time. When technology is used to harass, threaten, embarrass, or target another person, it is referred to as cyberbullying. Both face-to-face and cyberbullying can have devastating effects on children.

Students are bullied for a number of reasons including prejudice and discrimination. Students can be targets of bullying based on gender, race, religion, sexual orientation, and physical attributes such as weight. We can address these underlying causes of bullying and violence by teaching students about equality, tolerance, respect, human dignity, and compassion.

Effects of Bullying on Students

• Depression
• Low self-esteem
• Health problems
• Physical injury
• Increased anxiety
• Suicidal thoughts
• Lowered academic achievement
• Absenteeism

Defining the Issue

• According to the National Center for Education Statistics (www.nces.ed.gov), about 32 percent of 12- to 18-year-old students reported having been bullied at school during the school year.

• According to the U.S. Department of Health and Human Services (www.hhs.gov):
  • 56 percent of students have personally witnessed some type of bullying at school.
  • There are no differences in rates of bullying for urban, suburban, or rural communities.
  • The overall percentage of students being bullied does not vary based on school size.
  • Boys and girls are just as likely to be involved in bullying.
RESOURCES SECTION (continued)

- According to i-SAFE America (www.isafe.org):
  - 42 percent of kids have been bullied while online.
  - 58 percent of kids have not told their parents or an adult about something mean or hurtful that happened to them online.

- According to its National School Climate Survey, the Gay, Lesbian and Straight Education Network (www.glsen.org) found that 38 percent of students experienced physical harassment at school based on sexual orientation and 26 percent based on gender expression.

FEATURED RESOURCES

**Bully Free: It Starts With Me**
The National Education Association's anti-bullying initiative, identifies adults who will step up and pledge to help any bullied student who comes to them. NEA, in turn, provides those adults with the resources they need to be an effective advocate in bullying intervention and prevention.

[www.nea.org/home/BullyFreeSchools.html](http://www.nea.org/home/BullyFreeSchools.html)

**bNetS@vvy**
A comprehensive Internet safety website brought to you by the NEA Health Information Network in partnership with Sprint. The goal of the program is to help tweens, parents, guardians, educators, and other adults better understand the risks and benefits associated with Internet use.

[www.bnetsavvy.org](http://www.bnetsavvy.org)

**be a STAR**
Provides educational resources to promote awareness about bullying and encourages students to Show Tolerance And Respect.

[www.beaSTARalliance.org](http://www.beaSTARalliance.org)

SUGGESTED READING

“Nationwide Study of Bullying: Teachers’ and Education Support Professionals’ Perspectives”
National Education Association
[www.nea.org/assets/img/content/Findings_from_NEAs_Nationwide_Study_of_Bullying.pdf](http://www.nea.org/assets/img/content/Findings_from_NEAs_Nationwide_Study_of_Bullying.pdf)

“Depression High Among Youth Victims of School Cyber Bullying”
National Institutes of Health
RESOURCE SECTION (continued)

“Bullies Operate Anonymously on Popular Social Network” by Nirvi Shah
Education Week, Apr. 6, 2011 (Vol. 30, #27, p. 12-13)
www.edweek.org/ew/articles/2011/03/30/27formspring.h30.html?qs=Bullies+Operate+Anonymously+on+Popular+Social+Network

“Dear Colleague Letter Harassment and Bullying (October 26, 2010)
Background, Summary, and Fast Facts”
U.S. Department of Education
www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201010.pdf

“School Bullying is Nothing New, But Psychologists Identify New Ways to Prevent It”
American Psychological Association
www.apa.org/research/action/bullying.aspx

“Measuring Bullying Victimization, Perpetration, and Bystander Experiences:
A Compendium of Assessment Tools”
U.S. Centers for Disease Control and Prevention

RECOMMENDED WEBSITES

Anti-Defamation League
Anti-bullying and anti-cyberbullying training, curriculum and resources for teens, school educators, youth providers, and adult family members.
www.adl.org/combatbullying

Boys and Girls Club of America
Partner of bNetS@vvy, focusing on open communication about online safety for young people by offering free tools from experts addressing the perils youth commonly encounter online and encourage positive dialogue with adults about Internet safety.
www.bgca.org

Common Sense Media
Resources used to provide reliable ratings on media programming and expertise around child advocacy, public policy, education, media, and entertainment.
www.commonsensemedia.org
Cyberbullying Research Center
Provides up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents.
www.cyberbullying.us

Facebook Safety Division
Providing users with updates and information to help keep them and their families safe while using Facebook or surfing on the Internet.
http://www.facebook.com/safety

Family Online Safety Institute
Provides tools and methods in the field of online safety that also respect free expression.
www.fosi.org

International Bullying Prevention Association
Supports and enhances quality, research-based bullying prevention principles and practices in order to achieve a safe school climate, healthy work environment, good citizenship, and civic responsibility.
www.stopbullyingworld.org

National Organization for Youth Safety
A collaborative network of national organizations and federal agencies that serve youth and focus on youth safety and health.
www.noys.org

National Parent Teacher Association - Connect for Respect
National PTA’s initiative to encourage PTAs across the country to lead conversations in their school communities about bullying.
www.pta.org/bullying.asp

National Center for Missing & Exploited Children
Partner of bNetS@vvy providing information for parents, guardians, and educators to assist kids in safe online practices.
www.netsmartz.org/Educators
RESOURCE SECTION (continued)

**National Crime Prevention Council**
Provides tools that communities can use to learn crime prevention strategies, engage community members, and coordinate with local agencies.
www.ncpc.org

**Southern Poverty Law Center, Teaching Tolerance**
Provides free educational materials to teachers and other school practitioners in the U.S. and abroad. Dedicated to reducing prejudice, improving intergroup relations, and supporting equitable school experiences for our nation's children.
www.tolerance.org/teach

**U.S. Department of Health and Human Services**
StopBullying.gov provides information from various government agencies on how kids, teens, young adults, parents, educators, and others in the community can prevent or stop bullying.
www.stopbullying.gov

**RESOURCES FOR STUDENTS**
www.kidshealth.org/teen
www.nsteens.org
www.pbskids.org/itsmylife/friends/bullies
www.stopbullying.gov/teens
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TRUE EDUCATOR INC.

Dr. Fran Prolman Founder and President

True Educator, Inc. provides professional development and customized consultative services to educators around the world. Dr. Prolman works diligently to impact the lives of children by providing the highest quality training for the educators who serve them. Dr. Prolman’s 30 years as a teacher, staff developer, administrator, university instructor and author, contribute to her unparalleled depth of professional expertise. Her commitment is to serve the education community by providing meaningful support for educators. For more information, please visit www.trueeducator.com.

be a STAR Alliance

WWE and Creative Coalition Founding Members

The mission of be a STAR is to ensure a positive and equitable social environment for everyone regardless of age, race, religion and sexual orientation through grassroots efforts beginning with education and awareness. be a STAR stands for ‘Show Tolerance And Respect’ and will promote positive methods of social interaction and encourage people to treat others with respect and as equals because everyone is a star in their own right. For more information, please visit www.beaSTARAlliance.org

Thank you to all of the dedicated educators in the world who work tirelessly every day to communicate the important messages of anti-bullying, tolerance, and respect to their students and everyone in the school community.