

THAT'S WHAT I AM

Educator's Resource Guide



SECTION 3

Teaching Plans

Grade Level 6-8

LEARNING THEME 1:

I AM ANTI-BULLYING, THAT'S WHAT I AM

THINK ABOUT IT

ACTIVITY 1: Opinion Triangles

(Estimated Time: 15 minutes)

- **Post** three signs labeled "Bullying," "Not Bullying," and "Unsure" on three separate classroom walls.
- **Show Video Clip 1** and ask students if they think the scene is an example of bullying. Do not mention whether or not you feel the clip is an example of bullying (let students decide first). Ask students to stand in front of the sign that matches their answer.
- **Discuss** with students standing in front of the same sign, why they think the clip does or does not show bullying or why they are not sure.
- **Repeat** the process using Video Clips 2, 3, and 4.

DISCOVER IT

ACTIVITY 2: Looks Like/Sounds Like/Feels Like Chart

(Estimated Time: 10 minutes)

- **Write** the word "Bullying" on a piece of chart paper or the board. Beneath the title, draw a three-column organizer and label: "Looks Like," "Sounds Like," and "Feels Like."
- **Discuss:** What does bullying look like, sound like, and feel like based on what you observed in the Video Clips.
- **Record** students' ideas on the chart in the appropriate column. Have students add the same ideas to Student Activity Sheet 1.
- **Discuss:** Have students ever been bullied or witnessed a bullying incident? What did bullying look like, sound like, and feel like based on your personal bullying experience.
- **Record** student's ideas on the chart in the appropriate column. Have students add the same ideas to Student Activity Sheet 1.

Character Pillar

- Empathy

Learning Topics

- Introduction to Bullying
- Explore Empathy

Core Content Areas

- Health
- Language Arts

Additional Curriculum Integration

Social Studies

Estimated Total Length

55 minutes

Student Materials:

- Student Activity Sheet 1
- *That's What I Am* Reflective Journal (Page 1, Empathy)

THAT'S WHAT I AM

Educator's Resource Guide

LEARNING THEME 1: I AM ANTI-BULLYING, THAT'S WHAT I AM

WRITE IT

ACTIVITY 3: In Your Words

(Estimated Time: 5 minutes)

- **Direct** students to complete Student Activity Sheet 1.
- **Invite** students to share their definitions of bullying with the whole class.

BUILD IT

ACTIVITY 4: Building Character – EMPATHY

(Estimated Time: 15 minutes)

- **Discuss:** When students watched the film clips, how do they feel about what happened to the characters? Did they feel sad or upset? That feeling is called empathy. Empathy is the ability to understand and feel what another person is feeling. Perhaps you felt sorry for Karen, Stanley, and Norman because they were being bullied. People need empathy to understand what others are going through.
- **Tell** students they're going to watch another clip from the film and determine which characters are showing empathy for Stanley.
- **Show** Video Clip 6.
- **Assign** partners and have students discuss each character in the Video Clip and whether or not they displayed empathetic behavior towards Stanley.
- **Discuss** the answers with the whole group. (Possible Answers: Karen and Andy are showing empathy for Stanley because they understand how much it means to him to sing in the talent show and are encouraging his decision. Norman cares about his best friend and is trying to protect him, but does not empathize with how much singing means to Stanley.)
- **Remind** students about the importance of listening and showing empathy for their classmates and friends who have been bullied.

Video clips

Video Clip 1 BULLYING EXAMPLE 1



Video Clip 2 BULLYING EXAMPLE 2



Video Clip 3 BULLYING EXAMPLE 3



Video Clip 4 ADVOCACY



Video Clip 6 EMPATHY



LEARNING THEME 1:

I AM ANTI-BULLYING, THAT'S WHAT I AM

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 5 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 1, Empathy).

TALK ABOUT IT

Open-ended discussion stems for Video Clips

- Was it easy to determine if the incidents you watched were bullying or not?
- How does your school define bullying?
- How do your parents define bullying?
- Is Andy's dad a bully? Andy's dad does care about him, is it possible to bully someone that you really care about?

LINK IT

Prepare students for the next Learning Theme. In the scenes with the bullying incident, did anyone notice the story was focused on a character who was not the bully or the person being bullied (e.g., Andy's reaction in the pants squirting incident). This is because there are three levels of involvement in a bullying situation: victim, bully, and bystander. This dynamic is called the Bullying Triad. Students will learn more about the Bullying Triad in the next Learning Theme.

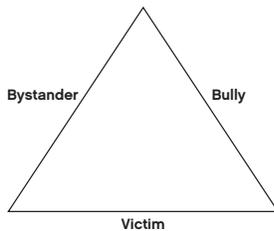
LEARNING THEME 2: FROM BYSTANDER TO STANDING UP

THINK ABOUT IT

ACTIVITY 1: Agree or Disagree

(Estimated Time: 15 minutes)

- **Write** the following statement on the board and ask students if they agree or disagree: "There are two sides in a bullying situation."
- **Direct** the students who agree with the statement to share what they believe the two sides are. (Possible Answers: the bully and the person being bullied.) Provide students with the terminology, "victim" to describe the person being bullied.
- **Direct** the students who disagree with the statement to share how many sides they think there are in a bullying situation. (Possible Answers: three, the people who are watching are also a part of it.) Provide students with the terminology, "bystander" to describe the person(s) watching the incident take place.
- **Draw** a triangle on chart paper or the board.



- **Label** each side of the triangle with the terms: "Bystander" (left side), "Victim" (bottom), and "Bully" (right side).
- **Refer** to the labeled triangle and introduce the "Bullying Triad". The Bullying Triad reminds us that there are three levels of involvement in a bullying situation.
- **Tell** students that they're going watch three bullying incidents from *That's What I Am* and identify which role of the Bullying Triad the characters are fulfilling.
- **Show Video Clips 1, 4, and 10** and have students complete side one of Student Activity Sheet 2.

Character Pillar

- Dignity

Learning Topics

- Understand Bullying Roles:
 - Bully – Victim – Bystander Triad
- Strategies for Victims
- Strategies for Bystanders
- Explore Dignity

Core Content Areas

- Health
- Social Studies

Additional Curriculum Integration

- Language Arts

Estimated Total Length

55 minutes

Student Materials

- Student Activity Sheet 2
- *That's What I Am* Reflective Journal (Page 2, Dignity)

LEARNING THEME 2: FROM BYSTANDER TO STANDING UP

DISCOVER IT

ACTIVITY 2: Three-Person Interviews

(Estimated Time: 15 minutes)

- **Explain:** To prevent and stop bullying, bystanders need to intervene; they need to change their involvement from just standing by to standing up.
- **Ask:** Why should bystanders get involved? (Possible Answers: help to keep the school safe, to help others, to be able to concentrate on learning.)
- **Ask:** How can bystanders stand-up for the victims of bullying incidents? (Possible Answers: ask an adult for help, ask the bully to stop, distract the bully to give the victim a chance to walk away, attempt to reason with the bully.)
- **Divide** the class into small groups of three.
- **Conduct** Three-Person Interviews. Working in three-person groups, have students:
 - Assign each member of the group a letter: A, B, and C.
 - A students pretend to be victims
 - B students pretend be bystanders
 - C students pretend to be bullies
 - Students interview each other and answer the questions from the perspective of the role they were assigned.
 - Interview procedure: (1) B interviews A and C listens; (2) A and B interview C; and (3) C interviews A and B.
 - Interview questions:
 - B asks A: When you are being bullied, what can I do to help? What are you wishing the people watching would do for you? How can I help you? What can I do to go from being a bystander to standing-up for you?
 - A and B ask C: When you are being a bully, what do you really want? What are you really trying to accomplish? What is the best way to get you to stop?
 - C asks A and B: How do I make you feel when I am bullying you or when you are watching me bully someone?

Video clips

Video Clip 1 BULLYING EXAMPLE 1



Video Clip 4 ADVOCACY



Video Clip 10 BULLYING EXAMPLE 5



Video Clip 5 DIGNITY



LEARNING THEME 2: FROM BYSTANDER TO STANDING UP

WRITE IT

ACTIVITY 3: In Your Words

(Estimated Time: 5 minutes)

- **Direct** students to complete side two of Student Activity Sheet 2.

BUILD IT

ACTIVITY 4: Building Character – DIGNITY

(Estimated Time: 15 minutes)

- **Discuss:** When students watched the Video Clips, how did they feel about what happened to the victims? In clip 4 specifically, how did they feel about what happened to Karen? Did they feel compelled to do something for Karen, like Stanley did? That feeling is called compassion. Compassion is when you feel so much sorrow or inspiration for a person you are compelled to act.
- **Show** Video Clip 5.
- **Ask:** How did Mr. Simon show compassion for Karen?
- **Direct** students to meet with a partner and discuss: What do you think Mr. Simon meant by the equation “Human Dignity + Compassion = Peace”? Why do you think he chose that moment to share such a powerful equation with the class? Discuss the answers with the whole group.
- **Discuss:** What is human dignity? If Jason valued human dignity would he have harmed Karen the way he did? If you were a student in Mr. Simon’s class during this scene, how would you have felt as you listened to the things he said (e.g., Karen needing to go the doctor, him not being able to teach)? (Possible answers: The peace equation means that if every person in the world believes every human being has a right to ethical treatment and would have the feeling of sorrow for someone being harmed, then the world would be peaceful, and there would be no bullying. If you have compassion and human dignity, you would not be capable of bullying someone.)

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 10 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 2, Dignity).

LEARNING THEME 2: FROM BYSTANDER TO STANDING UP

TALK ABOUT IT

Open-ended discussion stems for Video Clips

- In the Video Clip of Karen being whipped with a jacket, Norman goes to Mr. Simon for help. If you were in Norman's position, what adult would you go to for help?
- Why do you think Stanley let Jason down without hitting him? How did Stanley demonstrate human dignity in this scene?
- In the Video Clip of Stanley being squirted in the pants, by the look on Andy's face, how do you think he was feeling when he watched Stanley being bullied?
- What do you think Andy was thinking when he was watching Stanley get squirted in the pants? It looks like Andy was upset. Why do you think he chose to remain silent?

LINK IT

The National Education Association has a campaign against bullying called "Bully Free: It Starts With Me." With this campaign, caring adults in student's lives are asked to take a pledge to be the one caring adult who students can come to (i.e., Mr. Simon). If Mr. Simon was a teacher today, do you think he would join the "Bully Free: It Starts With Me" campaign and take the pledge? Teachers: If you have taken the pledge, let your students know. If you would like more information go to <http://www.nea.org/home/BullyFreeSchools.html> .

LEARNING THEME 3: BULLYING THEN AND NOW

THINK ABOUT IT

ACTIVITY 1: Meet Stanley

(Estimated Time: 15 minutes)

- **Tell** students they're going to see three bullying incidents from *That's What I Am* all involving the same character, Stanley, who is also known as Big G.
- **Show Video Clips 1, 9, and 11.** (Please note context: Video Clip 11 shows a scene where a bully is preparing to throw tomatoes at Stanley while he sings at the talent show, and Andy stops the actual bullying to occur.)
- **Write** the title "Bullying Then" on the top of a piece of chart paper or on the board. Beneath the title, draw a three-column organizer and label: "Methods/Forms," "Topics," and "Effect/Impacts."
- **Discuss** the various methods used for bullying observed in the Video Clips. What is the bully doing to the victim? (Possible Answers: yelling, teasing, intimidation, bodily harm)
- **Discuss** and chart the various topics/reasons for bullying observed in the Video Clips. What is the victim being bullied for? (Possible Answers: physical attributes, for being different, for being smart, dating someone the bully used to date)
- **Discuss** and chart the effects/impacts of bullying. How might these incidents affect the victim in the long and short term? (Possible Answers: humiliation, embarrassment, fear, stress, anxiety, stomach aches, absenteeism, poor grades). How might this bullying incident impact the school community? (Responses: other students will not feel safe, no school pride, concerned adults, and diminished level of community respect.)

DISCOVER IT

ACTIVITY 2: Name That Time Period

Estimated Time: 20 minutes

- **Record** five time periods on the board: "1960 – 1969", "1970 – 1979", "1980 – 1989", "1990 – 2000", "2000 – now"
- **Assign** student partners and have students decide which time period

Character Pillar

- Courage

Learning Topics

- Compare and Contrast Historical and Contemporary Examples of Bullying
- Examine the Forms/ Methods, Topics/Reasons, and Effects/Impacts of Bullying
- Explore Courage

Core Content Areas

- Social Studies
- History

Additional Curriculum Integration:

- Health
- Language Arts

Estimated Total Length

70 minutes

Student Materials

- Student Activity Sheet 3
- *That's What I Am* Reflective Journal (Page 3, Courage)

LEARNING THEME 3: BULLYING THEN AND NOW

the film takes place. Partners should discuss the clues in the film that can help them decide.

- **Direct** each pair to share the period they chose with the whole class. As choices are given, keep a tally on the board beneath the time period.
- **Reveal** the correct time period (1960 – 1969) and discuss results (did most of the students choose correctly?) and clues (what in the Video Clip helped them to figure out when the film took place?). How could they tell for sure the film did not take place today?
- **Discuss:** Does the same type of bullying still take place today? Are students still bullied using the same methods, for the same reasons, and does bullying still have the same effect?
- **Divide** students into small groups and provide each group with markers and chart paper. Working in small groups, have students:
 - Select a group recorder.
 - Title the poster: "Bullying Now."
 - Reproduce the three-column chart you used during the first activity ("Methods/Forms," "Topics," and "Effect/Impacts").
 - Describe a bullying incident they were personally involved with (e.g. they were the victim or bystander and/or the person bullied was a close friend or family member—ask students to refrain from sharing the names of other students involved).
 - For each incident described, fill in the three-column organizer.
 - Share the posters by conducting a "Museum Walk." Post the posters around the classroom and provide students with time to walk around and see what each group recorded.
- **Discuss** with the whole group: How has bullying changed? What new methods, reasons, and effects are there with bullying today?

WRITE IT

ACTIVITY 3: In Your Words

Estimated Time: 10 minutes

- **Direct** students to complete Student Activity Sheet 3. Have students base their answers on their observations from the film (from Activity 1) and Museum Tour (Activity 2).

Video clips

Video Clip 1 BULLYING EXAMPLE 1



Video Clip 9 BULLYING EXAMPLE 4



Video Clip 11 FRIENDSHIP



Video Clip 12 COURAGE



LEARNING THEME 3: BULLYING THEN AND NOW

BUILD IT

ACTIVITY 4: Building Character – COURAGE

(Estimated Time: 15 minutes)

- **Direct** students' attention to Stanley again. Discuss the role Stanley played in each Video Clip (e.g. victim or bystander). Are there characters like Stanley in schools today?
- **Tell** students they're going to see one additional Video Clip of Stanley. They are going to see what Stanley went on to do after Andy stopped Ricky from bullying him (by throwing the tomato).
- **Show** Video Clip 12.
- **Discuss:** How is Stanley able to go through what he goes through on a day-to-day basis and still stand on stage in front of the whole school and sing such a beautiful song? (Answers: He is brave. He has courage.)
- **Discuss:** How is Stanley able to "turn the other cheek" when he is bullied, and stand-up to bullying when he is the bystander? (Possible Answers: Stanley has courage. Courage is being able to act in accordance with one's beliefs in difficult situations. Non-violent responses require a great deal of courage.)
- **Explain:** When Stanley performed at the school talent show, it was less about confidence and performing, and more about courage. It was Stanley's way of showing everyone he would stay true to himself despite the challenges thrown at him.
- **Assign** partners and have students discuss how Stanley demonstrated courage in each of the earlier Video Clips. There are many ways in which courage is a useful trait to possess.

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 10 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 3, Courage).

TALK ABOUT IT:

Open-ended discussion stems for the Video Clips

1. In the Video Clip where Ricky punches Andy in the stomach (Video Clip 9), why do you think Dan left Andy sitting on the bench alone at the beginning of the scene? Dan and Andy appear to be friends; would you have left your friend behind in that situation, just because a bully tells you to? How could having courage help Dan to be a better friend?

LEARNING THEME 3: BULLYING THEN AND NOW

2. In the Video Clip where Andy stops Ricky from throwing tomatoes at Stanley (Video Clip 11), why do you think Mr. Simon (teacher) and Mrs. Kelmer (principal) react in the manner they do. Do you feel their response was fair and/or appropriate?

LINK IT

Did your students name cyberbullying as one of the ways bullying has changed from the 1960s to today, or list the Internet or texting as a bullying method? Cyberbullying will be addressed in Learning Themes 4, 5, and 6. For more information about cyberbullying visit www.bnetsavvy.org.

LEARNING THEME 4: JEFFERSON MIDDLE SCHOOL GOES DIGITAL

THINK ABOUT IT

ACTIVITY 1: Friendship in the Digital Age

(Estimated Time: 15 minutes)

- **Tell** students having friends and being a good friend is a very important part of life. The film *That's What I Am* is a film about friendship.
- **Ask** students if they think communicating with friends was important to middle school students 50 years ago.
- **Ask** students to name some ways friends would have communicated with each other during school and outside of the school day in 1960.
- **Ask** students to name some of the ways they use to communicate with their friends today that were not available in 1960.
- **Create** a graph representing the students' most commonly used methods to communicate with their friends today.
- **Write** the phrases: "House Phones," "Written Notes," "Talking Face to Face," "Texting," "Instant Messaging," "Video/Picture Messaging," "Emails," "Chat Rooms," "Forums," "Gaming," and "Social Networking" across the bottom of a piece of horizontal chart paper.
- **Provide** each student with three small sticky notes. Review each communication form ensuring students know what they are (e.g., some students may not know what a land line phone, or house phone is). Have students choose the three communication methods they personally use the most to "stay in contact" with their friends.
 - Have students go to the chart and place a sticky note above each of the three chosen methods, and return to their seats.
 - Once all students have marked their selections, discuss the results.
- **Discuss:** Do students think the addition of Internet and cell phones to our lives has helped us to be better friends? Why or why not?
- **Discuss** the other benefits of the Internet and cell phones (e.g., safety, research, convenience).

Character Pillar

- Friendship

Learning Topics

- Introduction to Cyberbullying
- Identify the Similarities and Differences Between Cyberbullying and Face-To-Face Bullying
- Explore Friendship

Core Content Areas

- Language Arts
- Technology

Additional Curriculum Integration:

- Health
- Social Studies
- Math

Estimated Total Length

90 minutes

Student Materials

- Student Activity Sheet 4
- *That's What I Am* Reflective Journal (Page 4, Friendship)

LEARNING THEME 4: JEFFERSON MIDDLE SCHOOL GOES DIGITAL

- **Discuss** the challenges of the Internet and cell phones (e.g., cyberbullying, risk to safety and security, too much screen time).
- **Explain** cyberbullying. Cyberbullying is the use of technology to harass, threaten, embarrass or target another person.
- **Ask** students if they have ever been targets of cyberbullying? The film, *That's What I Am* shows examples of how students can help protect each other from face-to-face bullying as well as how sometimes a bystander in a bullying situation should act more like a friend would act. It is just as important to be a friend when someone is being cyberbullied.

DISCOVER IT

ACTIVITY 2: Guess the Top Five

(Estimated Time: 15 minutes)

- **Tell** students they're going to try to guess the top five differences between face- to-face and cyberbullying.
- **Assign** partners. Have each pair discuss and record their guesses of the top five differences onto blank paper.
- **Reveal** the answers. Have students place a tally at the top of their papers when you reveal a difference they also had on their lists.

Answers: Differences between face- to face bullying and cyberbullying:

- Face-to-face bullying stops when you are at home but cyberbullying can happen at anytime.
 - Cyberbullies have the capability to remain anonymous.
 - When bullying is not face-to-face, the language can be even more hurtful and aggressive.
 - Cyberbullying often has a larger audience than face-to-face bullying. It spreads faster and to more people.
 - A cyberbully can threaten but cannot inflict personal harm.
 - Cyberbullying can lead to physical harm.
- **Ask** (by show of hands) how many pairs correctly guessed one or more of the differences; two or more of the differences; and so on. Where there any pairs that correctly guessed all five?

Video clips

Video Clip 11 FRIENDSHIP



For small group viewing:

Video Clip 2 BULLYING EXAMPLE 2



Video Clip 1 BULLYING EXAMPLE 1



Video Clip 4 ADVOCACY



LEARNING THEME 4: JEFFERSON MIDDLE SCHOOL GOES DIGITAL

- **Analyze:** What are some of the differences between the students' lists and your list?

WRITE IT

ACTIVITY 3: In Your Words

(Estimated Time: 45 minutes)

- **Tell** students they're going to work in small groups to re-write a scene from the film, *That's What I Am*. Their task is to watch the scene and modernize it by changing the setting to the present and the form of bullying to cyberbullying (instead of face-to-face).

Small group procedure:

- Watch assigned Video Clip.
- Discuss the roles of the Bullying Triad which were explained in Learning Theme 2 (e.g., who plays the victim, bystander, and bully). Does the bystander stand up for the victim?
- Discuss the form of bullying (e.g., yelling, teasing, intimidation, bodily harm).
- Discuss the reason the victim is being targeted (e.g., physical attributes, for being different, for being smart, dating someone the bully used to date).
- Discuss the impact of the bullying (e.g., humiliation, embarrassment, fear, stress, anxiety, stomach aches, absenteeism, lack of concentration in school).
- Think to yourself: What would happen if the method used in the bullying incident was cyberbullying instead of face-to-face bullying. Independently complete Student Activity Sheet 4.
- Share answers with your small group.
- Agree as a small group about how to re-write the scene. Create a poster with the new "script".
- Each small group shows the original Video Clip and presents their new "script" to the class.
- Be prepared for "Author's Chair" (i.e., questions from classmates following your presentation).

LEARNING THEME 4: JEFFERSON MIDDLE SCHOOL GOES DIGITAL

BUILD IT

ACTIVITY 4: Building Character – Friendship

(Estimated Time: 5 minutes)

- **Show** Video Clip 11.
- **Explain:** Andy stopped Stanley from being bullied by Ricky because he was treating him as a friend. Through empathy and admiration, Andy formed a friendship with Stanley. He decided to stand up for his friend rather than just be a bystander while Ricky bullied Stanley by throwing tomatoes at him during his performance. Friendship is to make and keep a friend through mutual trust and understanding.
- **Direct** students' attention to the newly created film scenes they developed and presented in Activity 3. Discuss whether or not the bystander in each scene was acting like a friend or not. If the bystander had acted like a friend, how would the impact or effect of the bullying change?
- **Explain:** In every bullying situation where you are the bystander (face-to-face or cyberbullying) you should ask yourself, what would I do if this was happening to my best friend? Whatever you would do for your best friend is what you should do for anyone who is being bullied. Bullying is wrong no matter who it happens to.

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 10 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 4, Friendship).

TALK ABOUT IT

Open-ended discussion stems for the Video Clips

- What are the similarities and differences between friendship and a relationship of acceptance/respect? How does one lead to another?
- Why is it good to be friends with people who are different than you in some way?

LINK IT

Many students will complete the assignment in this learning theme by building on previous personal experiences with cyberbullying. Sharing experiences and solutions can be a beneficial learning tool for fellow students, teachers, and parents. It can be equally valuable for the students who suffered a bullying incident. To learn more how you and/or your students and their parents can share cyberbullying stories, experiences, and solutions visit www.bnetsavvy.org.

LEARNING THEME 5:

HOW TO RECOGNIZE BULLYING: WHEN IT IS NOT FACE-TO-FACE

THINK ABOUT IT

ACTIVITY 1: Rise Above Rumors

(Estimated Time: 10 minutes)

- **Show Video Clip 7.**
- **Ask** students if they can identify the bullying victim in Video Clip 7 (Answer: Mr. Simon).
- **Discuss** Why is Mr. Simon a bullying victim? (Possible Answers: A rumor was spread about Mr. Simon regarding private information about his personal life; the rumor was intended to cause harm to Mr. Simon when it was started by Jason Freel.)
- **Point out** that Mr. Simon was also bullied because the subject of the rumor was his sexual orientation. As the rumor continued he was defamed for being gay. Targeting someone because they are different from you in some way is also a form of bullying. Mr. Simon rose above the bullying by refusing to respond to the rumor. Through this approach, Mr. Simon was modeling the importance of showing respect and tolerance.
- **Explain:** Mr. Simon was also demonstrating morality. Morality means knowing the difference between right and wrong and being willing to choose and stand up for what is right. Mr. Simon made an ultimate personal sacrifice (his teaching job) in order to preserve his morality. He would not deny the rumor about being gay because of his belief that it shouldn't matter. In other words, a great teacher is a great teacher no matter what their gender, age, race, religion, or sexual orientation may be. Mr. Simon says, "It is for the sake of the children that I won't deny it," because he believes he would be sending the wrong message to students, that it is okay to be intolerant of someone who is different from you. Spreading a rumor about someone is a form of bullying both in face-to-face and cyberbullying situations.
- **Tell** students they're going to learn more about some specific forms of cyberbullying in order to help them know when electronic communication has crossed the line and it is time to get help. Sometimes it is easier to identify bullying when it takes place face-to-face.

Character Pillar

- Morality

Learning Topics

- Recognize Cyberbullying
- Explore Morality

Core Content Area

- Social Studies
- Language Arts
- Technology

Additional Curriculum Integration

- Health

Estimated Total Length

120 minutes

Student Materials

- Student Activity Sheet 5
- Internet access
- *That's What I Am* Reflective Journal (Page 5, Morality)

LEARNING THEME 5:

HOW TO RECOGNIZE BULLYING: WHEN IT IS NOT FACE-TO-FACE

WRITE ABOUT IT

ACTIVITY 2: In Your Words

(Estimated Time: 10 minutes)

- **Assign** each student a term from the Cyberbullying Terminology Chart.
- **Direct** students to complete Student Activity Sheet 5 independently.
- **Direct** students to meet in small groups with other students who were assigned the same term, share answers to questions 1 – 6, and agree on a definition, synonym, and sentence to share with the whole class. Have each small group share their term with the whole class; (1) give the definition; (2) sentence; (3) synonym; and (4) tell whether or not it is cyberbullying.
- **Direct** students to record the information about the terms as they listen to each group's answers.

DISCOVER IT

ACTIVITY 2: IT'S THE LAW OR IS IT?

(Estimated Time: 80 minutes)

- **Discuss:** Are there rules and laws that cover aspects of bullying and cyberbullying?
- **Ask** students: What is the purpose of a rule, regulation, or law?
- **Ask** students to name some authorities that have laws and regulations that pertain to bullying. (Answers: school regulations, state laws, U.S. Constitution, United Nations Universal Declaration of Human Rights) If possible, provide students with excerpts of each.
- **Explain:** While there are laws that protect against bullying and in some cases cyberbullying, the laws about cyberbullying are vague. Sometimes it can be challenging to determine when electronic communication is cyberbullying and when it is not.
- **Discuss:** Some people say it is unconstitutional to create laws against verbal and written forms of face-to-face and cyberbullying because it is a violation of First Amendment rights, do you agree or disagree? Why would people think that?

Video clips

Video Clip 7 MORALITY



LEARNING THEME 5:

HOW TO RECOGNIZE BULLYING: WHEN IT IS NOT FACE-TO-FACE

- **Discuss** the First Amendment of the United States Constitution:
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
- **Discuss:** Is freedom of speech an absolute right? Can you say whatever you want, whenever you want? (Answer: The First Amendment as interpreted by the Supreme Court is not a license to say whatever you want whenever you want, especially in school. In some circumstances your right to free speech can be limited if it infringes on the rights of others.)
- **Discuss:** Does the First Amendment make it unconstitutional to create laws against bullying? Assign students to write a five-paragraph persuasive essay stating their position on that question.
- **Review** the components of a persuasive essay.
 - Introduction**
 - Identify the topic and give your opinion statement
 - Hook your reader
 - Tell the reader what you are going to tell them (briefly introduce three arguments you will give in support of your opinion)
 - Body (Three paragraphs)**
 - Write one paragraph for each argument, add details and evidence
 - In at least one of your three paragraphs address a possible counter argument from your reader
 - Conclusion**
 - Tell the reader what you told them (summarize the three main supporting arguments)
 - Summarize your opinion statement again
 - Hook your reader again (end with a question, prompting your reader to decide if they were persuaded or not)
- **Provide** students time in the computer lab to access the Internet to find supporting evidence for their essays. If possible, bookmark websites in advance.
- **Exchange** papers once the essays are published. After reading each other's papers, have students discuss if they agree or disagree about the issue.

BUILD IT

ACTIVITY 4: Building Character – MORALITY

(Estimated Time: 10 minutes)

- **Discuss:** Is it wrong to say bad things about a person? Even if it is not legally wrong or against the rules doesn't mean it is not morally wrong. Remember, morality means knowing the difference between right and wrong and being willing to choose and stand up for what is right. Morality is like an internal

LEARNING THEME 5:

HOW TO RECOGNIZE BULLYING: WHEN IT IS NOT FACE-TO-FACE

compass that steers you in the right direction. (Teachers note: Sometimes morality can be taken to mean a person who is concerned with regulating the morals of others or a person who thinks that they are superior, neither of these two meanings is intended by this activity.)

- **Discuss:** Why is it important to be a moralist when communicating on the Internet? (Possible Answers: You are often your own judge, so you have to be accountable to yourself when deciding the right and wrong thing to do. You will also have to decide for yourself if something wrong is happening to someone else, in other words if another person is being cyberbullied, your moral compass will guide you to take action. You could choose to ignore the situation and no one may ever know, being a moralist means that wouldn't matter because you would know.)
- **Direct** students' attention to Mr. Simon and Video Clip 7 again. Ask: Why is Mr. Simon a moralist? (Answers: He refused to deny the rumor that he was gay even though it meant he had to resign, he chose to do the right thing for the students - showing them it does not matter how you are different - the right to be treated with respect and dignity belongs to everyone.) For Mr. Simon, giving in would have encouraged bullies to believe it is okay to bully someone based on their gender, age, race, religion, or sexual orientation.
- **Discuss:** When you, as a bystander, choose not to get involved in a bullying situation, what message are you sending to the bully? Getting involved in a bullying situation is your moral obligation. If you are unsure of what to do, one way you can help to protect a bullying victim in any type of situation is by asking an adult for help.

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 10 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 5, Morality).

TALK ABOUT IT

Open-ended discussion stems for the Video Clips

- Why is starting or spreading rumors a form of bullying? How are individuals affected by this process?
- What would the world be like if there was no bullying?

LINK IT

This Learning Theme provides a great opportunity to partner with your colleagues for cross-curricular instruction. Consider breaking this Learning Theme into three sections to be taught by three content area teachers simultaneously. Involve a Technology teacher (research cyberbullying terminology), Civics or History teacher (research the cyberbullying from a legal aspect), and Language Arts teacher (compose the persuasive essay) in order to make anti-bullying an integrated school-wide priority.

LEARNING THEME 6: RESPONDING TO CYBERBULLYING?

THINK ABOUT IT

ACTIVITY 1: What is a Cyberbully Bystander to Do?

(Estimated Time: 10 minutes)

- **Show** Video Clip 4.
- **Discuss:** The roles of the Bullying Triad (identify the victim, bystanders, and bully).
- **Discuss:** What did the bystanders do to help the victim? Later on in the scene (not shown on Video Clip), Norman goes to get Mr. Simon for help. Andy is asked by Norman if he thought it was funny, and responds with an empathetic, "No." Both of these actions are important for a bystander to take. Andy may not have done anything in that moment, but as the film continues, he continues to do more to stand up for victims of bullying. He becomes even more empathetic when he becomes a bullying victim himself.
- **Explain:** In many cases, bystanders do not respond in a cyberbullying situation because they are unsure of what to do. Victims have limited strategies as well, they can avoid reading and/or not respond to cruel messages, but victims need to know what to do as well.

DISCOVER IT

ACTIVITY 2: Mail Bag

(Estimated Time: 30 minutes)

- **Tell** students they're going to participate in an activity to get ideas from each other about what they can do.
- **Provide** each student with a white envelope. On the front of the envelope ask them to describe a specific cyberbullying incident. Provide an example (e.g., a student posts an embarrassing video of a fellow student on a video sharing website, other students view and respond to the video with cruel comments).
- **Remind** students that cyberbullying incidents can involve texting, instant messaging, video/picture messaging and posting, emails, chat rooms, forums, gaming, and social networking. Forms of bullying include harassing, stalking, flaming, impersonation, outing, exclusion, hate speech, photo-shopping, and denigration.

Character Pillar

- Advocacy

Learning Topics

- How Does the Bullying Triad Apply to Cyberbullying?
- Strategies for Victims
- Strategies for Bystanders
- Explore Advocacy

Core Content Area

- Health
- Technology

Additional Curriculum Integration

- Language Arts
- Social Studies

Estimated Total Length

100 minutes

Student Materials

- Student Activity Sheet 6
- *That's What I Am* Reflective Journal (Page 6, Advocacy)

LEARNING THEME 6: RESPONDING TO CYBERBULLYING?

- **Remind** students that the people who make the rude comments about the video are just as much of a bully as the student who posted the video in the first place.
- **Provide each** student with ten index cards.
- **Collect** the envelopes and randomly redistribute them.

Mail Bag Procedures:

- Have students read the cyberbullying scenario described on the front of the envelope. Students suggest one thing that the victim and one thing that the bystander in the scenarios could do. Record suggestions on the two note cards (labeled "Victim" and Bystander"). Place suggestions into the envelope and pass the envelope to the person seated next to them.
- The next student reads the scenario and two suggestions and adds two additional suggestions to the envelope. Continue the process until the envelope has been read by five students (and has five bystander and five victim suggestions).
- Return each envelope to the original author of the scenario.
- Students read the suggestions and choose their favorite bystander and victim suggestion.
- Students share their two choices with the whole class while you record the suggestions onto two charts labeled "Strategies for Victims" and "Strategies for Bystanders".
- Supplement the list as needed to include key strategies (e.g., telling an adult who can help; removing the video from the website; posting a comment in support if the victim).

WRITE IT

ACTIVITY 3: In Your Words

(Estimated Time: 40 minutes)

- **Tell** students they're going to plan their own cyberbullying workshop.
- **Review** the planning steps on Student Activity Sheet 6.
 - Choose a topic
 - Decide on your target audience
 - Determine the style of your session
 - Choose a location

Video clips

Video Clip 4 ADVOCACY



LEARNING THEME 6: RESPONDING TO CYBERBULLYING?

- Plan the agenda
- Methods of marketing
- Choose a moderator
- Expert involvement
- Make it fun
- Ask for feedback

Teachers: These steps have been adapted from the online article, "How To Host Your Own Internet Safety Session" by bnetsavvy.org. To read the article in its entirety, please go to www.bnetsavvy.org/wp/how-to-host-your-own-internet-safety-session/

- **Divide** students into small groups and provide each group with markers and chart paper. Working in small groups, have students: (1) complete Student Activity Sheet 6; (2) develop a separate, one page word-processed hand-out; and (3) develop a poster to advertise the workshop (including a workshop title, artwork, key topics, and slogan for the workshop).
- **Provide** students with time in the computer lab or utilize computers in the classroom to access the Internet to conduct research for their workshops. If possible, bookmark websites in advance.
- **Remind** students to incorporate what they learned about cyberbullying as a result of Learning Themes 4 and 5.
- **Remind** students to incorporate visual teaching aids (e.g., Video Clips from the film *That's What I Am*) to help support their key workshop points (e.g., the effects of cyberbullying are just as hurtful as the effects of face-to-face bullying).
- **Remind** students to examine existing national anti-bullying campaigns (e.g., the be a STAR Alliance website at www.beastaralliance.org and the NEA's "Bully Free: It Starts With Me" at www.nea.org/home/BullyFreeSchools.html in order to include additional resources for their workshop.
- **Post** posters around the classroom and school.
- **Schedule** at time for each small group to host their workshop. Help students advertise, coordinate, and secure a small audience (e.g., if their targeted audience is teachers, try to get three or four other teachers at the school to come to your classroom for the workshop).

BUILD IT

ACTIVITY 4: Building Character – ADVOCACY

(Estimated Time: 10 minutes)

- **Direct** students' attention to Stanley and Video Clip 4 again. As a bystander in a bullying situation,

LEARNING THEME 6: RESPONDING TO CYBERBULLYING?

Stanley chooses to be an advocate. Advocacy is supporting or standing up for something or someone in the face of adversity. Stanley chooses to be an advocate because he has empathy for others. Empathy is the ability to imagine the feelings and thoughts of another human being.

- **Discuss:** As an advocate, how does Stanley maintain dignity in the way he handles Jason (bully)?
- **Discuss:** Stanley also has a strong belief that it is important to show tolerance and respect for others regardless of age, race, religion, and sexual orientation. By taking action in the bullying situation he is protecting Karen and standing up for what he believes in as well. Karen is being treated cruelly and Stanley will not stand for that.
- **Ask:** What won't you stand for?

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 10 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 6, Advocacy).

TALK ABOUT IT

Open-ended discussion stems for the Video Clips

- Can bullying have long-term or lasting effects upon victims' self-esteem, psychological development, and emotional well being?
- Why does everyone lose when an environment (e.g., school or online community) tolerates or encourages bullying?
- How can teachers help their students address the issue of bullying?
- How can parents help their children address the issue of bullying?

LINK IT

Are there students who have chosen teachers, parents, or community members as the target audience for their workshop? If so, remind them to talk about the National Education Association's anti-bullying campaign, "Bully Free: It Starts With Me." Students can suggest teachers go to www.nea.org/home/BullyFreeSchools.html to take the pledge. If teachers take the pledge to listen to bullied students who approach them and take action to stop the bullying, NEA will provide them with free resources to help support anti-bullying.

LEARNING THEME 7: RESPECT: THE BULLYING ANTIDOTE

THINK ABOUT IT

ACTIVITY 1: The Words of Dreams

(Estimated Time: 25 minutes)

- **Tell** students they're going to see a Video Clip from the film, *That's What I Am*, where the two main characters are students working on a class project. The assignment involves choosing a word from a poem that means the same thing to both students and writing a short story about it.
- **Show Video Clip 8.** As students watch, have them write down words they hear the two characters, Andy and Stanley, discussing. (Possible answers: prejudice, tolerance)
- **Explain:** Andy and Stanley were discussing a poem called "I Dream A World" by Langston Hughes. Hughes was an American poet, novelist, and playwright known for his insightful portrayals of African American life from the twenties through the sixties.
- **Read** the poem to the students. As you read, have students write more words onto their list. They may list words they hear and words the poem makes them think of. (Possible answers: respect, freedom, peace, love, race, greed, wretchedness, joy)
- **Ask** students to share the words they have written down on their lists with the class.
- **Chart** students' responses.
- **Ask** students to look at the list and think of other terms that relate to the words. (Possible answers: discrimination, dignity, stereotyping, equality, civil rights, bullying, anti-bullying, advocacy, diversity)

I DREAM A WORLD

by Langston Hughes

I dream a world where man
No other man will scorn,
Where love will bless the earth
And peace its paths adorn
I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor avarice blights our day.

A world I dream where black or white,
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head
And joy, like a pearl,
Attends the needs of all mankind-
Of such I dream, my world!

Character Pillar

- Responsibility

Learning Topics

- Identify Positive Behaviors and Characteristics that Build Understanding and Respect for Diversity
- Identify Negative Behaviors and Characteristics that Create a Hostile, Unsafe, and Inequitable Environment
- Explore Responsibility

Core Content Area

- Language Arts

Additional Curriculum Integration

- Health
- Social Studies

Estimated Total Length

70 minutes

Student Materials

- Student Activity Sheet 7
- *That's What I Am* Reflective Journal (Page 7, Responsibility)

LEARNING THEME 7: RESPECT: THE BULLYING ANTIDOTE

- **Add** the new words to the chart.
- **Link** the words that provoke students to think of other words by drawing a line between them (e.g., draw a line from prejudice to stereotyping, if a student said one word made them think of the other).
- **Review** the chart. After all of the words students can think of have been listed on the chart, discuss the meanings of the words. Are there any words students are unsure of the meaning? If so, clarify the meaning or have students research the terms as necessary.
- **Assign** partners and give each pair a piece of chart paper and markers.

Working with a partner:

- Assign students the task of creating a poster by organizing the words into some type of structure that explains how the words relate to one another (e.g., opposites, cause/effect, cycle, hierarchy).
 - Identify a new word or phrase, and/or use a word that is already on the chart as the "Title" or "Heading" for their organizer.
- **Direct** each pair of students to share their poster with the rest of the class and explain why they organized the terms in the way that they did.

DISCOVER IT

ACTIVITY 2: Continuum of Respect

(Estimated Time: 10 minutes)

- **Tell** students you would like to show them a graphic organizer that uses several of the words generated in Activity 1. Your organizer shows how the words relate to the topic of bullying.
- **Draw** the Continuum of Respect (from Student Activity Sheet 7) onto chart paper or the board.
- **Explain** the Continuum of Respect. Minor disrespectful behavior may seem harmless at first, but it is not. Disrespectful behavior toward your peers leads you down the road of bullying.

Video clips

Video Clip 8 RESPONSIBILITY



LEARNING THEME 7: RESPECT: THE BULLYING ANTIDOTE

- **Discuss:** Why do people bully their peers? (Possible Answers: There are many reasons, but prejudice and lack of understanding and tolerance of people who are different leads people to bully and mistreat others. People's differences make them targets, when differences should truly be respected and celebrated.)
- **Point out** that in the film *That's What I Am*, victims are targets of bullying mainly because of the way they look. Treating people differently based on their physical attributes is a form of prejudice. Teasing, taunting, and name-calling someone because of the way they look is also a form of bullying.
- **Explain** that an antidote is something that prevents or counteracts injurious or unwanted effects.
- **Ask:** Why can respect be considered a bullying antidote?

WRITE IT

ACTIVITY 3: In Your Words

(Estimated Time: 15 minutes)

- **Direct** students to complete Student Activity Sheet 7.
- **Assign** students to small groups.

Working with a partner:

- Have students research current events about bullying, respect, and tolerance.
- Have each group member locate an article (from a magazine, newspaper, or the Internet) and bring it to the group meeting for discussion. (Either assign the task of locating the article as homework from the night before or allow time for Internet access during class.)
- Have each student share their current events and discuss how they relate to the Continuum of Respect.

BUILD IT

ACTIVITY 4: Building Character – RESPONSIBILITY

(Estimated Time: 10 minutes)

- **Direct** students' attention to Video Clip 8 again. In addition to discussing the word for their assignment, Stanley is also teaching Andy about tolerance. Stanley's message is that it is our responsibility to let people be who they are.
- **Explain:** Responsibility means to respond when appropriate and to be accountable for your actions. When you are responsible, you are trusted.
- **Discuss:** Human beings deserve to live in a world like the one described in the poem, but whose responsibility is it to ensure this freedom is protected?

LEARNING THEME 7: RESPECT: THE BULLYING ANTIDOTE

- **Ask** students if they have ever heard the saying, "If you are not part of the problem, you are part of the solution"? How does this statement apply to bullying? What can students do to be a part of the solution?
- **Ask:** Whose responsibility is it to ensure your school is safe and bully-free? (Answer: It is as much the responsibility of the students, as it is the teachers and other adults.) It is all of our responsibility to not stand for bullying, and show tolerance and respect instead.

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 10 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 7, Responsibility).

TALK ABOUT IT

Open-ended discussion stems for the Video Clips

- Stanley tells Andy prejudice means different things to different people and he wouldn't understand because no one is prejudiced against him. Do you agree with his statements? Why would prejudice mean different things to different people?
- When Stanley explains tolerance to Andy, he says it means you don't even have to like people who are different, you just have to leave them alone. Why do you think Stanley feels that way? Do you agree with Stanley's definition of tolerance?

LINK IT

Diversity can be defined as the sum of the ways people are both alike and different. For helpful information, a short list of strategies and tools, and suggestions for how to find out more about diversity, view the National Education Association Diversity Tool Kit at <http://www.nea.org/tools/18834.htm>

LEARNING THEME 8: RESILIENCY: LESSONS FROM THE PAST

THINK ABOUT IT

ACTIVITY 1: Bullies Bully?

(Estimated Time: 10 minutes)

- **Show Video Clips 1, 2, 4, and 7.**
- **Discuss** and chart student responses: In the examples of bullying shown in the Video Clips, why were the victims targeted? (Possible Answers: Stanley, Karen, and Norman are targeted because of differences in physical attributes and stereotyping because of their academic abilities; Mr. Simon is targeted for revenge by Jason and because of his sexual orientation.)
- **Discuss** and add to the chart: What are some reasons that students are targets of bullying today? What are some other reasons students have been targets of bullying in the past? (Possible answers: race, gender, religion, ethnicity, disability.)

DISCOVER IT

ACTIVITY 2: We Shall Overcome

(Estimated Time: 10 minutes)

- **Show Video Clip 8.**
- **Assign** partners and have students discuss: Why did Stanley say "People are prejudice for all kinds of reasons, Negroes just happens to be one of the majors"?
- **Have** students share answers with the whole group and key-in on answers that have to do with racism and discrimination.
- **Ask** students if anyone can remember or guess the time period the film takes place. (Answer: 1960's.)
- **Discuss** the connection between Stanley's statement and the time period and/or historical context in which the film takes place. (Possible Answers: The Civil Rights Movement was a major historical event during the time when the movie takes place; the Civil Rights Act of 1964 prohibits discrimination of all kinds based on race, color, religion, or national origin. Martin Luther King, Jr. was a civil rights activist.)
- **Explain** the significance of the Civil Rights Movement.

Character Pillar

- Resiliency

Learning Topics

- Examine Individuals Who Have Overcome Adversity in the Past
- Explore Resiliency

Core Content Area

- Language Arts
- Social Studies

Additional Curriculum Integration

- Health
- Technology

Estimated Total Length

80 minutes

Student Materials

- Student Activity Sheet 8
- *That's What I Am* Reflective Journal (Page 8, Resiliency)

LEARNING THEME 8: RESILIENCY: LESSONS FROM THE PAST

WRITE IT

ACTIVITY 3: In Your Words

(Estimated Time: 40 minutes)

- **Ask** students to name other time periods or historical events in the past where people were bullied, oppressed, victimized, or treated unjustly. (Possible answers: Holocaust, Japanese Internment Camps, Apartheid, Tiananmen Square Protests, Revolutionary War, Immigrant Struggles, Suffrage Movement, Great Depression.) Discuss and chart.
- **Explain:** Often in historical bullying situations, we are familiar with the leaders and the heroes. The heroes are in essence bullying victims who have shown strength and resiliency. Resiliency is the ability to bounce back from challenging and painful situations.
- **Ask** students if they can think of anybody in history or anyone famous who has shown remarkable resilience in the face of great challenges? (Possible answers: Martin Luther King, Jr., Helen Keller, Harriet Tubman, Aung San Suu Kyi, César Chávez, Elizabeth Cady Stanton, Desmond Tutu, Mohandas K. Gandhi, Joan of Arc) Add responses to the chart.
- **Direct** students to select and describe their own "Champion of Resiliency" award winner on Student Activity Sheet 8. They can choose someone from the time periods, historical events, or heroes listed on the chart or conduct their own research.
- **Provide** students with time and access to the Internet to select and research their champion.
- **Direct** students to create an award and computer-based presentation to introduce their champions to the rest of the class. Host an in-class awards assembly and have students give their presentations.

Video clips

Video Clip 1 BULLYING EXAMPLE 1



Video Clip 2 BULLYING EXAMPLE 2



Video Clip 4 ADVOCACY



Video Clip 7 MORALITY



Video Clip 8 RESPONSIBILITY



LEARNING THEME 8: RESILIENCY: LESSONS FROM THE PAST

BUILD IT

ACTIVITY 4: Building Character - RESILIENCY

(Estimated Time: 10 minutes)

- **Show Video Clip 14.**
- **Discuss:** How is Mr. Simon a Champion of Resiliency?
- **Discuss:** What would have happened to Andy if he had not been assigned to be partners with Stanley?

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 10 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 8, Resiliency).

TALK ABOUT IT

Open-ended discussion stems for the Video Clips

- What would the world be like if there was no bullying?
- What can we do to help future generations to live in a world free of bullying?
- What can we do as individuals and as groups to help this dream become a reality?
- Can countries or political organizations be bullies? How does bullying exist in world affairs today?

LINK IT

To involve, inform, and educate parents and the school community about this important topic, invite them to the school for a "Champions of Resiliency Living Wax Museum" night. A living wax museum is a fun, creative way to have students share what they have learned. It is a collection of historical figures represented by students who have researched and will dress up like the person they chose. As visitors tour the "museum" they get to ask the "statues" questions about their lives.

Video clips

Video Clip 9 BULLYING EXAMPLE 4



Video Clip 14 RESILIENCY



LEARNING THEME 9:

WHO YOU ARE: LESSONS FROM YOURSELF

THINK ABOUT IT

ACTIVITY 1: I am a writer, that's what I am

(Estimated Time: 10 minutes)

• **Show Video Clip 13.**

• In the film, *That's What I Am*, three characters display a strong sense of self identity: Mr. Simon, Stanley, and Andy. Identity means having a sense of self. When you have identity, you stay true to who you are and what you believe in. Mr. Simon and Stanley are two characters who displayed a sense of self throughout the film. Andy gained a sense of identity throughout the film.

• **Explain:** In order to have a sense of identity, you need to focus on your strengths and have passion for something you like to do.

• **Discuss:** In the beginning of the film, Mr. Simon assigns partners for the final project. He tells students he wants them to discover each other's strengths and capitalize on them. What do you think Mr. Simon meant by that statement? Why do you think he chose to assign partners rather than let students choose their own?

• **Ask:** What is strength? What are some examples of strengths?

• When Andy is assigned Stanley for his partner, he tells Mr. Simon he does not think he is the right partner for Stanley. Mr. Simon encourages Andy by asking him if he likes writing, which he does. Mr. Simon explains to Andy that he must define himself by his passion. If you enjoy something and you are good at it, then you must use it to define yourself as what to be. Mr. Simon gave Andy a challenge that would enable him to define his strengths, his passion, and develop his own identity.

• **Show Video Clip 1 and 11.** These two Video Clips show Andy's role as a bystander in a bullying situation at the beginning of the movie and at the end.

• **Discuss:** By discovering his strengths and finding his passion, what did Andy learn about himself? How did self identity enable him to stand up for what he believes in and display dignity for a fellow human being?

Character Pillar

- Identity

Learning Topics

- Personal Goal Setting
Regarding Bullying,
Respect, and Equality
- Explore Identity

Core Content Area

- Health
- Social Studies

Additional Curriculum Integration

- Language Arts

Estimated Total Length

70 minutes

Student Materials

- Student Activity Sheet 9
- *That's What I Am*
Reflective Journal
(Page 9 , Identity)

LEARNING THEME 9: WHO YOU ARE: LESSONS FROM YOURSELF

DISCOVER IT

ACTIVITY 2: I am a singer, that's what I am

(Estimated Time: 10 minutes)

- **Show Video Clip 6.** In this clip, Norman is trying to talk Stanley out of singing in the talent show. Just before his performance, Norman asks Stanley why he has to do it and Stanley responds by saying, "Because I am a singer Norman, that's what I am". Stanley has a passion for singing and his strength is his identity. It is his sense of self that enables him to handle the cruel treatment he is subjected to with grace and dignity.
- **Show Video Clip 12.** In this clip, Stanley is singing in the talent show. Stanley wrote his own song, entitled *Go Ahead and Dream*, what do you think the song means? During the clip, have students jot down ideas about the meaning of the song.
- Have students share their ideas with a partner, and then share with the whole group. (Possible Answers: The song is about keeping calm in the face of adversity. The song is about allowing you to dream about what the world could be like.)
- **Discuss:** Andy and Stanley choose to do their final project about the word tolerance. They picked that word from a poem about a dream for a tolerant world (*I Dream a World* by Langston Hughes – lyrics provided in Learning Theme 7). Do you think the poem and Stanley's song are connected? What do you think Stanley learned by working with Andy and vice versa (Possible answers: Andy encouraged Stanley to keep on dreaming of his ideal world because he showed Stanley that people can change; Stanley was a role-model for Andy.)

WRITE IT

ACTIVITY 3: In Your Words

(Estimated Time: 25 minutes)

- **Direct** students to complete Student Activity Sheet 9. Direct students to meet with five different partners, sharing one point of their STAR with each partner.
- **Discuss** as a whole group: As students shared their strengths,

Video clips

Video Clip 6 EMPATHY



Video Clip 12 COURAGE



Video Clip 13 IDENTITY



LEARNING THEME 9:

WHO YOU ARE: LESSONS FROM YOURSELF

passions, uniqueness, role-models, and purpose (what they stand for) with each other, did they notice any similarities? How can you make an effort to learn more about your classmates? How did it feel to hear what your classmates stand for?

- **Display** the stars on a classroom bulletin board entitled, "I AM A STAR, THAT'S WHAT I AM". At the bottom of the bulletin board post the phrase, "Show Tolerance And Respect". For more information about the be a STAR Alliance go to www.beaSTARAlliance.org.

BUILD IT

ACTIVITY 4: Building Character – Identity: I am a teacher, that's what I am

(Estimated Time: 10 minutes)

- **Direct** students' attention to Mr. Simon and Video Clip 13 again. Point out where Mr. Simon says, "I am a teacher, that's what I am."
- **Discuss:** How did Mr. Simon's self identity as a teacher and a moralist help him to show resiliency in the face of adversity? (Possible Answers: Mr. Simon's priority was being the best teacher he could be, that is who he was; when he was faced with rumors about his sexual orientation he refused to respond even though it led to him resigning his teaching position at Jefferson Middle School; Mr. Simon realized that if he responded to the rumors he would be "teaching" his students that it is okay to bully others based on their differences. By staying true to who he was he was able to overcome the adversity and teach his students one of the most important lessons they could ever learn.)
- **Explain:** It is wrong to judge people based on differences (perceived or evident).

REFLECT ABOUT IT

ACTIVITY 5: Journal Writing

(Estimated Time: 10 minutes)

- **Direct** students to complete *That's What I Am* Reflective Journal (Page 9, Identity).

TALK ABOUT IT

Open-ended discussion stems for the Video Clips

- Mr. Simon also said, "Believe in yourself, tell yourself you have the heart and soul of what you want to be." What do you think that statement means?
- What is the meaning of the film's title, *That's What I Am*?
- How can we learn to become self-accepting—as well as accepting of the uniqueness of others?

LEARNING THEME 9:

WHO YOU ARE: LESSONS FROM YOURSELF

- Eleanor Roosevelt said, "No one can make you feel inferior without your consent." How does this quote apply to Andy, Stanley, and Mr. Simon?

LINK IT

Take action - give students the same assignment Mr. Simon gave his students in the film. Assign students partners. Have students review various poems about respect and equality and select a word that means the same thing to both of them. Partners work together to compose a short story about the word. Consider publishing a class book containing all of the short stories. Use the book as the basis for a schoolwide anti-bullying campaign centered on the theme of "letting people be who they are." Link your schoolwide anti-bullying campaign to the NEA's "Bully Free: It Starts With Me" campaign for educators, parents, and community members. For more information go to <http://www.nea.org/home/BullyFreeSchools.html>

THAT'S WHAT I AM

Student Activity Sheet 1

Name _____ Date _____

WHAT IS BULLYING?

1. Complete the organizer.

Bullying

Looks Like	Sounds Like	Feels Like

Definition 1:
Merriam-Webster

- To treat abusively.
- To effect by means of force or coercion.

Definition 2:
dictionary.com

- Habitually badgering and intimidating smaller or weaker people.

Definition 3:
Encarta World English Dictionary

- The process of intimidating or mistreating somebody weaker or in a more vulnerable situation.

2. Write your own definition.

Bullying is: _____

THAT'S WHAT I AM

Student Activity Sheet 2

Name _____ Date _____

WHAT IS THE BULLYING TRIAD?

1. Complete the organizer.

VIDEO CLIP #1

Bystander(s): _____ Bully(ies): _____

_____ Describe the incident: _____

Victim: _____

VIDEO CLIP #2

Bystander(s): _____ Bully(ies): _____

_____ Describe the incident: _____

Victim: _____

VIDEO CLIP #3

Bystander(s): _____ Bully(ies): _____

_____ Describe the incident: _____

Victim: _____

2. Write your own definitions.

Victim:

Bystander:

Bully:

THAT'S WHAT I AM

Student Activity Sheet 2 (cont'd)

Name _____ Date _____

3. Complete the chart.

List the bystanders	Did the bystander "stand up" for the victim?	If so, what did the bystander do to stand up for the victim? If not, what could the bystander have done to stand up for the victim?
Clip 1		
Clip 2		
Clip 3		

4. Make a list.

These are the adults who can help if I am the victim or bystander in a bullying situation.

5. Answer the question.

What is one way you will help to prevent bullying at your school?

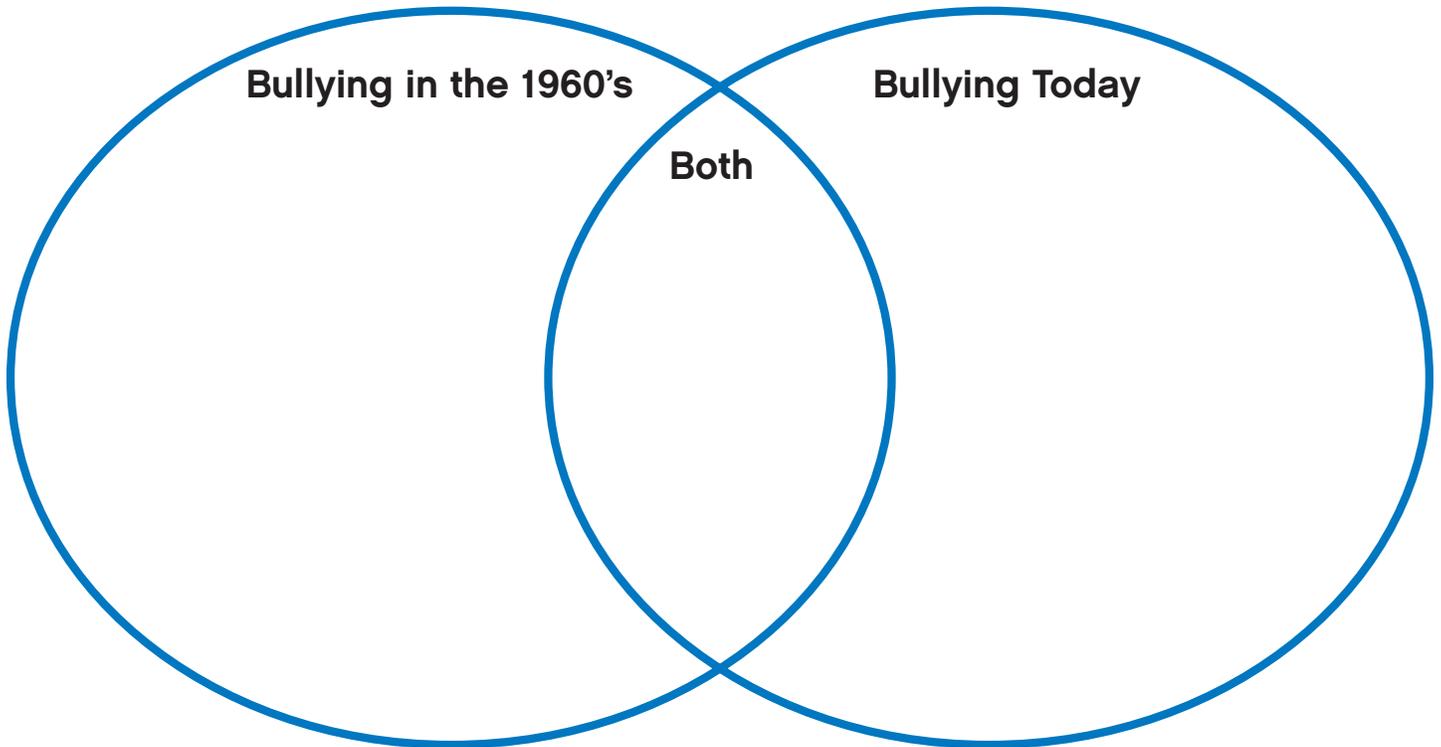
THAT'S WHAT I AM

Student Activity Sheet 3

Name _____ Date _____

BULLYING THEN AND NOW VENN DIAGRAM

1. Complete the organizer.



2. Answer the question.

How has bullying changed since 1960? How have the methods and topics bullies use changed in the last 50 years?

Family Connection: Talk about the changes in bullying over the last 50 years with your family at home. Have you ever asked your parents or older brothers and sisters if they were bullied? Discuss what happened, how they felt, and what they did to resolve it?

THAT'S WHAT I AM

Student Activity Sheet 4

Name _____ Date _____

JEFFERSON MIDDLE SCHOOL GOES DIGITAL

1. Describe the bullying scene at Jefferson Middle School in the 1960's that you watched from the film *That's What I Am*.

2. Describe the bullying scene you watched if the setting were changed to today. Change the scene so that the (1) characters (bully, victim, bystander); (2) topic or reason for attack; and (3) outcome/impact to the victim stay the same and the method of bullying changes to cyberbullying.

Bully: _____

What did the bully do (type, text etc.) and how (phone, email, social network) and what was the bullying about?

Victim: _____

What is the impact? How does the victim feel? How does the victim respond?

Bystander: _____

How does the bystander respond? Does the bystander stand up for the victim?

3. Answer the question.
In your words, what is cyberbullying?

THAT'S WHAT I AM

Student Activity Sheet 5

Name _____ Date _____

HOW TO RECOGNIZE BULLYING WHEN IT IS NOT FACE-TO-FACE

CYBERBULLYING TERM SCAVENGER HUNT

1. The term I am assigned to find is

2. I think this term means

3. Go to www.bnetsavvy.org and locate "Say What? A Glossary of Tech Terms, A-Z". Locate your assigned word and record the definition on the Cyberbullying Terminology Chart (next page).

4. Do you think this term is a form of cyberbullying? _____
Why or why not?

5. What is a synonym for this term that refers to bullying in a face-to-face situation?

6. Write a sentence using the term.

THAT'S WHAT I AM

Student Activity Sheet 5 (continued)

7. Listen as your classmates define their assigned terms and record the definitions on the Cyberbullying Terminology Chart.

Cyberbullying Terminology Chart

Term	What does it mean?	Is it cyberbullying? Why or why not?
Denigration		
Exclusion		
Flame		
Happy-slapping		
Cyber-harassing		
Hate Speech		
Impersonation		
Outing		
Photo-shopping		
Cyber-stalking		

Family Connection: Discuss these cyberbullying terms with your family at home. Do you have a family plan for dealing with cyberbullying and staying safe on the Internet? For more information (including family contracts) visit www.bnetsavvy.org.

THAT'S WHAT I AM

Student Activity Sheet 6

Name _____ Date _____

RESPONDING TO CYBERBULLYING

1. Plan a Cyberbullying Workshop.

Planning Steps	Your Plans:
Choose a topic	Cyberbullying
Decide on your target audience (Peers/fellow students, younger students, parents, teachers, school administrators, community leaders)	The topic you will discuss is cyberbullying. An important question to ask is who can benefit from the discussion? Who is your workshop going to be for?
Determine the style of your session (open forum, panel discussion, Q&A, group activities, all of the above)	Once you know who your target audience will be, determine how you want to conduct your session. If you have a small group, having an open forum may work well. If you have invited an expert to attend, a panel discussion or question & answer session is very beneficial. Your session will be ½ hour. Do you have time to incorporate various discussion styles? What will the style of your session be?
Workshop location (classroom, library, playground, cafeteria, auditorium)	Once you have determined who your target audience will be you must choose a location to accommodate the size of your targeted attendees. What is your planned location? What is your plan for getting permission to use this location?
Plan out the agenda for the session(session details, objectives, session, time frame) AGENDA:	Creating an agenda for your Internet safety session can serve as a guide for how the session should flow. At the beginning of the session, you should plan to go over the session objectives, explain what events, if any, have led to the session, and what you hope they will gain from it. Remember to discuss the positive aspects of the Internet, not just the negative. What is your time frame? What do you want participants to learn as a result of the session? When presenting your workshop, what will each group members role be? Prepare detailed notes explaining what you will do and say in the session for each agenda item:

THAT'S WHAT I AM

Student Activity Sheet 6 (continued)

Planning Steps	Your Plans:
Methods of marketing	Design a poster to advertise your workshop. What else could you do to get people to come?
Choose a moderator	Which group member will be the session moderator? Having a moderator is important for staying on topic and keeping time. The goal is to maintain order and encourage participation. The moderator may also take notes to ensure important questions or comments are recorded.
Expert involvement (police officers, lawyers, researchers, professors, community members).	When talking about an important issue like Internet safety, it's always best to have an expert to fall back on. They add validation to the session as well as clear up any myths that may arise. Expert opinions can come from anyone who has day-to-day involvement or experience with Internet safety topics. They should share what works well and things to avoid. Identify an expert who you could involve in your session:
Make it fun (door prizes, Internet safety quiz, snacks)	Internet safety is an important topic but that doesn't mean you can't have fun with it. Remember your objectives for your session while creating a fun environment. Door prizes are a great way to get audience participation. Providing a quiz and prize is a good opportunity to learn and have fun at the same time. Depending on the time frame for your session you may want to provide drinks or snacks. What will you do to make your session fun?
Ask for feedback (evaluations, comment/suggestion box, survey, discussion, etc.)	It is always important to get feedback from your audience. Figure out the best method of gathering information. Most participants will probably find a discrete survey or evaluation to be the best method of providing suggestions for improvement. Another option is to set aside the last 15 minutes of the session for open discussion of what worked best and what didn't work well. Make sure you have a dedicated person to take notes to refer back to when planning your next Internet safety session. How will you get feedback from your participants?

- Using the computer, create a one-page hand-out with your agenda and key information. If you are using a survey or feedback form, that will need to be created on the computer as well. Provide your teacher with a master copy so he or she can make copies for your workshop.
- Create a poster to advertise your workshop including the title, program slogan, and an overview of what the workshop will cover.
- Work with your teacher to schedule your workshop and invite targeted audience members to attend.

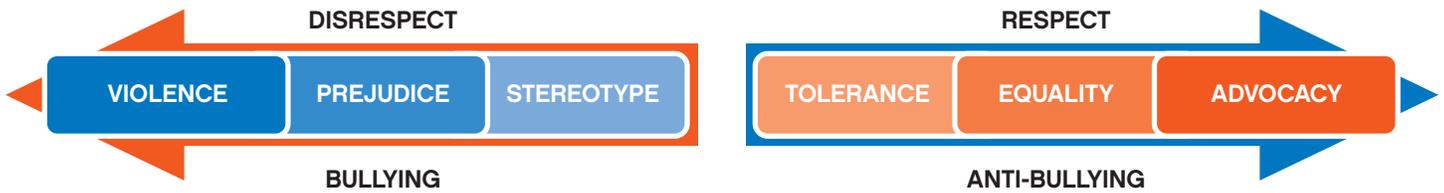
THAT'S WHAT I AM

Student Activity Sheet 7

Name _____ Date _____

RESPECT: THE BULLYING ANTIDOTE

CONTINUUM OF RESPECT



1. In your own words, explain what the Continuum of Respect represents:

2. Stanley dreams of a world where people show tolerance toward one another's differences. Describe the world you dream of:

THAT'S WHAT I AM

Student Activity Sheet 8

Name _____ Date _____

RESILIENCY: LESSONS FROM THE PAST

1. Choose a Champion of Resiliency Award Winner:



2. You will present this award to your CHAMPION OF RESILIENCY at an awards show, what will you say to introduce your champion to the audience?

Summary of their life and achievements:

THAT'S WHAT I AM

Student Activity Sheet 8 (continued)

Describe the type of adversity your "Champion of Resiliency" overcame:

Possible examples:

- Violence
- Discrimination
- Stereotyping
- Hate Speech
- Prejudice
- Teasing/taunting
- Genocide
- Segregation
- Oppression

Name the specific challenges your Champion faced:

Why was your Champion a target of unjust treatment?

(Examples: gender, age, race, religion, sexual orientation, physical attributes, disabilities)

Who was the bully or aggressor?

Who were the bystanders? How did the bystanders hurt or hinder the road to resiliency?

THAT'S WHAT I AM

Student Activity Sheet 9

Name _____ Date _____

WHO YOU ARE: LESSONS FROM YOURSELF

1. Make a collage on the template below: Answer the questions, cut and glue pictures around the star to go with your answers.

I AM A STAR, THAT'S WHAT I AM!

My Strengths:

My Passion:

My Role Model:

My Uniqueness:

What I Stand For:

Glue a picture of yourself here

THAT'S WHAT I AM

Student Activity Sheet 9 (continued)

2. To be a STAR means to show tolerance and respect for others. In your own words, what are the meanings of respect and tolerance?

3. What are your personal goals for showing tolerance and respect for others?
