



Units for Building Character

GRADE SEVEN

Harassment

Targets:

A Review of Anti-Bullying Concepts

Exploring Group Dynamics

Fairness and Friendship

What is Harassment and How Do I Deal With It?

Speakers' Corner



Intermediate Targets

Grade 7	Grade 8
Exploring Group Dynamics	Exploring Group Dynamics
Fairness and Friendship	Moral Conscience
What is Sexual Harassment and How Do I Deal With It?	Harassment and Power
Speakers Corner	How Do I Fit In?
Unit Extensions	I am Going to Make a Difference

Expectation List

Language - Oral and Visual Communication

Students will:

- express and respond to a range of ideas and opinions concisely, clearly and appropriately;
- use eye contact, variations in pace, appropriate gestures, and such devices as the “pause for effect” in presentations;
- listen and respond constructively to alternative ideas or viewpoints; and
- express ideas and opinions confidently but without trying to dominate discussion.

Language - Oral and Visual Communication

Students will:

- explain how harassment relates to personal safety;
- describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment); and
- identify people and resources that can support someone experiencing harassment.

Health and Physical Education - Healthy Living

Students will:

- explain how harassment relates to personal safety (Health and Physical Education);
- describe harassment and identify ways of dealing with it (eg. By communicating feelings and reporting incidents of harassment) (Health and Physical Education).

Unit Overview

Task Content

The tasks in this unit will cover:

- a) signing a contract
- b) CD ~ Bullying Concept Review
- c) Book ~ Don't Laugh at Me
- d) case studies;
- e) review of the roles people play in bullying situations;
- f) respect for individual differences;
- g) definition of harassment;
- h) a creation of a list of resources to assist someone who is being harassed; and
- i) a speaker's corner for students to voice their opinions about harassment.
- j) Videos ~ It's a Girls World

Task Summary

Throughout this unit, students will explore group dynamics as they reach adolescence. The concepts of fairness and friendship will be discussed with the intention of students coming to the conclusion that it is important to be respectful of individual differences. Students will also define harassment and be able to articulate people and resources that can assist someone who is being harassed.

Culminating Task Assessment

Students will demonstrate their knowledge of friendship and harassment by stating an opinion about a given topic using a speaker's corner format.

Background Information: Intermediate

Bullying Overview

Bullying is a negative social interaction in which aggression and power are combined.

What are the defining elements of bullying?

1. There is a power imbalance between bully and victim. The power imbalance can take several forms. Among them are:

role: superior position in hierarchy vs. inferior position

size: bigger vs. smaller

number: many vs. one

social status: leader of peer network vs. outsider

ability: skilled vs. novice

ethnocultural/religious: majority vs. minority

2. The bully intends to cause distress/hurt.
3. The victim experiences distress/hurt.
4. The bullying actions are repeated over time.

What are the different types of bullying behaviours?

Bullying behaviours range from mild to severe.

1. Physical

Physical aggression such as biting, hair pulling, pinching, punching, spitting, etc.. It also includes damaging another person's property.

2. Verbal

Abusive telephone calls, extorting money or material possessions, intimidation or threats of violence, name calling, racist remarks or teasing, sexually suggestive or abusive language, spreading malicious or false rumours.

3. Relational

Indirect relational bullying can be manipulative, sneaky and subtle. It includes manipulating relationships, and ruining friendships; purposely excluding, ignoring and isolating someone, and sending (often anonymous) poisonous notes.

Direct relational bullying is often accompanied by verbal and physical bullying. Rude gestures and making mean faces are examples.

In general, boys tend to use more direct (ie. physical) types of bullying and girls tend to use more indirect (ie. relational) forms of bullying.

What are the different roles people play in a bullying situation?

- **victim or target***
- **bully***
- **bystander*:** people who communicate approval of the bully by joining in, standing close to the bully, laughing, etc.

onlooker - people who are present and witness the bullying episode

intervenor - an individual who helps the victim

*These are the three basic roles in a bullying situation.

Highlights from Bullying Research

(Pellegrini et. al., 1999; Pepler & Craig, 1995; O'Connell et. al., 1999)

Anonymous Surveys

- 7-15% of students report bullying others during the current school term
- 10-20% of students report being bullied during the current school term
- 83% of students report it is unpleasant to observe others being bullied

Observational Research of Playground Interaction

Bullying occurs approximately every 7 minutes on school playgrounds.

Peers are present in 85% of bullying episodes on school playgrounds, and play the role of onlooker (54% of the time), bully supporter (21% of the time), or intervenor (25% of the time).

What are the signs of being bullied?

Aside from the obvious signs that indicate physical bullying such as bruises, torn clothing, missing personal items (hat, jacket, school supplies), look for other signs.

- **Avoidance:** Children who are being bullied avoid certain areas of the school, want to arrive late, stay close to the teacher on duty, stay in the classroom at lunch time, or go to the nurse/office at recess because they don't feel well. Sometimes children may try to avoid school by claiming to be ill, or refuse to go to school altogether.
- **Distress:** Although they may claim that nothing is wrong, victims may exhibit distress by changes in sleep patterns and in attitude about school. Poor concentration, increased academic difficulties, increased activity level, or increased sensitivity to small problems or frustrations may be other signs.
- **Withdrawal:** Children who are experiencing bullying may withdraw from their family and friends because of shame and embarrassment, and damage to self-esteem. They may be reluctant to join new groups or to try new experiences.
- **Teasing/Taunting:**
 - Teasing** is playful, and enjoyed by both parties. Usually in one-on-one or small group situations with close friends.
 - Taunting** is hurtful and not enjoyed by one party, one person has the power. This usually occurs in larger group situations.

What should children do to become intervenors?

Children need to know that by doing "nothing" they are part of the problem. To be an effective intervenor, they can choose from the following.

- 1) Confront the bully in an assertive, but nonaggressive manner. Label the behaviour as bullying and tell the bully to stop.

- 2) Report the bullying to school staff.

Tattling/Telling

Tattling happens when someone is trying to get someone else into trouble.

Telling happens when someone is trying to get someone out of trouble.

- 3) Use humour or distraction to stop the bullying behaviour.
- 4) Provide comfort and support to the victim.

What should victims do?

Victims usually cannot solve the bullying problem on their own because of the power imbalance. Victims should be encouraged to choose the most appropriate of the following actions:

- If possible, ignore the bullying and walk away (ignoring works best when bullying is mild.) Possible strategies to use to cope:
1) count to 10 2) find someone to talk to 3) find another friend
- Communicate with the bully in an assertive, nonaggressive manner. For example, "That hurts my feelings, and I want you to stop." (*Make sure you use appropriate language on how you feel and what is expected of the bully.*)
- Report the bullying to a trusted adult at school.

Developmental Gains Related to Junior/Intermediate Anti-Bullying Curriculum

- Early adolescents are actively constructing new identities that accommodate the significant changes in their mental and physical selves.
- Friendships play a crucial role in identity formation because close friendships provide support and consolidation for the identity adolescents are constructing (Cairns & Cairns, 1994).
- Clusters of close friends become more tightly knit, and the resultant peer clusters develop norms and behavioural similarities, which either support or compete with those of other social influences such as the family or school (Cairns & Cairns, 1994).
- Clusters of close friends become highly exclusive, as adolescents group themselves based on similarities in aggression, academic and athletic ability, timing of puberty, popularity, etc.

Units for Building Character
Grade 7

- Within clusters of friends, strong reciprocal forces operate on all members, promoting conformity with respect to lifestyle choices (modes of dress, preferred music, etc.). Desire to be part of the group may weaken inhibitions against direct and indirect bullying.
- Breaches or deviations from group conformity pressures form a basis for ridicule, teasing, and exclusion.
- Adolescents judge one another by the company they keep. Because their identities are not yet consolidated, they are often reluctant to associate with peers who might detract from the social identity they desire. Bullying at this age may be a clumsy attempt to differentiate themselves from peers who do not conform to their desired social image.
- Adolescent friendships are frequently "reshuffled" as adolescents mature at different rates, and develop interests, values, and identities that take them in new and different directions.
- Increases in interactions with opposite-sex peers usher in themes of sexual attractiveness, popularity, and rivalry that may give rise to bullying behaviour. A breach in trust within an intimate friendship is a common precipitating factor for indirect bullying.

References

Cairns, R.B., & Cairns, B.D. (1994). Lifelines and Risks - Pathways of Youth in our Times. Cambridge: Cambridge University Press.

O'Connel, P., Pepler, D. & Craig, W. (1999). Peer involvement in bullying: insights and challenges for intervention. Journal of Adolescence, 22/4, 437-452.

Pellegrini, A.D., Bartini, M. & Brooks, F. (1999). School bullies, victims and aggressive victims: Factors relating to group affiliation and victimization in early adolescence. Journal of Educational Psychology, 91/2, 216-224.

Pepler, D.J. & Craig, W.M., (1995). A peek behind the fence: Naturalistic observations of aggressive children with remote audiovisual recording. Developmental Psychology, 31/4, 548-553.

Note: All of the above Background Information was contributed by Joanne Cummings of the LaMarsh Centre for Research on Violence and Conflict Resolution. Joanne served as a consultant for this writing process.

List of Subtasks

1) Exploring Group Dynamics

- a) Ground Rules for Discussion - Students will review the rules and sign the contract to ensure a safe and open environment for discussion.
- b) Review Lesson - Using the Bullying Concepts Review CD, students will explore all the Bullying terminology needed to begin this unit. Introduce the book and song, Don't Laugh At Me.
- c) Using a case study, Anna, students will explore the issue of social exclusion, the pitfalls of a group identity and diffusion of responsibility within a group.

2) Fairness and Friendship

- a) Students will interview a person about their similarities and differences and discuss the advantages and disadvantages of associating with people who are similar and/or different.
- b) A number of group projects
- c) Watch video, *It's a Girl's World*, with discussion questions

3) What is Harassment and How Do I Deal With It

- a) Students will explore a list of behaviours to generate discussion about how one defines sexual harassment and will apply these skills in their response journals.
- b) Watch video, *Talking About Sexual Harassment* with discussion questions
- c) Guest Speaker - OPP - presentation about online harassment
- d) Projects - harassment in the workplace, stand up to sexual harassment
- e) Possible extension activities

4) Speaker's Corner

Students will demonstrate their knowledge of friendship and harassment by stating an opinion about a given topic using a speaker's corner format.

Exploring Group Dynamics

LESSON 1, 2, 3, 4, 5 & 6

Time Required

- four 30 minute lessons

Description

Students will review the rules and sign the contract to ensure a safe and open environment for discussion.

Using the Bullying Concepts Review CD, students will explore all the Bullying terminology needed to begin this unit.

Expectations

Students will:

- express ideas and opinions confidently but without trying to dominate discussion (Language).

Teaching/Learning Strategies

- small groups
- students working as a whole class
- discussion
- think/pair/share

LESSON 1

Materials

- BLM Ground Rules for Discussion Contract
- Bully Free Classroom page 20
- Bullying Concepts Review CD
- projector

1. Ground Rules for Discussion

- a) Discuss the Ground Rules for Discussion
- b) Read ***Our Classroom is a Place Where*** from Bully Free Classroom (in the resource kit)
- c) Students sign the contract

2. Show 1st slide of CD

- a) divide into small groups (let students choose, better discussion with friends)
- b) brainstorm group definition for bully, bullied, bystander, and the bullying cycle
- c) as a whole group, define each

Ground Rules for Discussion Contract

1. **Respectful Listening:** I agree to give everyone respect, including myself. I agree to listen to others in the group without interruptions, and I expect that others in the group will listen to me. When I want to speak when we are all assembled; I will raise my hand. When we are taking turns by going around the circle, I will wait until it is my turn.
2. **Keep Confidentiality:** I agree to keep what comes up in the group to myself. This means I won't repeat what someone says without his/her permission, even to other members of the group outside the meeting.
3. **No Put-Downs:** I agree not to put down, make fun of, minimize, or attack other people.
4. **Offer Amnesty:** I agree not to blame, or "get back at" later anyone for what he/she says in this group. Exception: If someone says that he/she is being hurt now, or is going to hurt him/herself or someone else, I will get that person help by talking to an adult.
5. **The Right to Pass:** I agree to do my part to make the group work, but I have the right not to talk in the group when I don't want to.
6. **Respect Feelings:** Everyone in the group will sometimes feel hurt, sad, bored or angry. These feelings are part of the healing and change process. I agree to respect my feelings and the feelings of other group members.
7. **Trying on the Process:** I agree to try on the process of this group. I don't have to agree with it or accept it, just try it on.
8. **Taking Care of Myself:** I agree to take charge of my own needs. I will make myself comfortable and I will ask for help when I need it. I will try and have fun during the process.
9. **Working Inclusively:** I agree to work with all group members. I understand that when we break into pairs or smaller groups, it will always be done randomly, so that we will have opportunities to work with everyone in the group.
10. **We Value Honour and Diversity:** I agree to respect the differences that others bring to this process, and honour the experiences and perspectives of others.

I have read and understand the above concepts. I agree to abide by the above courtesies when participating in any classroom or group discussion.

Student's Signature _____

Date _____

LESSON 2

Materials

- Bullying Concepts Review CD
 - projector
 - “What If?” scenarios, **Ignore It?** and **The Big Talker**
 - School Code of Conduct
1. Show slides 2, 3, and 4
 - a) discuss picture (Who is really the bully and why?)
 2. Show slide 5 ~ **Key concept ~”A bully is not by how they look, but by how they act.”**
Show slide 6 ~ discuss
 3. Show slide 7 ~ definitions - types of bullies or bullying?
Show slide 8 ~ verbal
Show slide 9 ~ Relational - Indirect/Direct
Show slide 10 ~ Victim - **Key points: repeated, negative, one or more**
 2. Show slide 11 ~ Bullying Cycle - **Key points: targeting, initiating, escalating, everyday behaviour**
 3. Show slide 12 ~ Choices of a Bystander - **Key points: to be proactive, walk away and tell or intervene (if it is safe)**
 4. Show slide 13 ~ Victim Identification - **Key points: taunting/teasing**
2 - “What If?” scenarios, **Ignore It?** and **The Big Talker**
 5. Show slide 14 ~ You Can Help By ... - **Key points: identifying feelings, reporting, supporting friendships**
 6. Show slide 15 ~ Could Bring in School Code of Conduct

Ignore It?

Wade is not tall for a basketball player but he's very coordinated on the court. Usually, if he can get the ball, he'll make a basket. Now Will and Jason, two guys who were players last year but didn't make the team this year, are taunting Wade constantly and making jokes about his size. Wade's girlfriend Angel says he should ignore Will and Jason. They're just jealous because they're not playing.

Think About It

Do you agree with Angel?

What might happen if the taunting continues?

What would you do if you were Wade?

The Big Talker

Frank is always putting everybody down and talking about how good he is. No matter what someone does, he could have done it better. No matter how much someone knows, he knows more. Frank loves to see other kids react to his putdowns. He feels good when they feel bad.

Think About It

Is Frank a bully?

What can happen if his teasing and taunting continue?

*How could you use humor to respond to Frank?
What else could you do?*

LESSON 3

Materials

- Bullying Concepts Review CD
- projector
- BLM quote slide 16
- history of Columbine Shooting

1. Show slide 16 ~ BLM quote
2. Show slide 17 ~ Pledge of Columbine High School
 - a) might want to start with some background knowledge of the incident
 - b) show the pledge - look at what they did
 - c) create a personal pledge of how you will treat others

Extension: instead of a list, make it a writing assignment focusing on the beginning, middle and end

**Quote taken from Barbara Coloroso's book called
" The bully, the bullied, and the bystander"**

It is the deadliest combination going:

Bullies who get what they want from their target,
bullied kids who are afraid to tell,
bystanders who either watch, participate, or look away,
and adults who see the incidents as simply teasing, and a normal
part of childhood.

LESSON 4

Materials

- Bullying Concepts Review CD
 - projector
 - Don't Laugh At Me book and CD (*This book is located in the intermediate kit*)
 - CD player
 - Bully Free Classroom (also in intermediate kit)
1. Show slide 18 ~ Cover of book Don't Laugh At Me
 - a) Read the book
 - b) React ~ discussion - What are you feeling?
sad, upset for the others, disappointed because I have done this before
Bully Free Classroom page 48 **50 Words That Describe Feelings**
 - c) Play the song
Extension: **Music appreciation - How did the song make you feel?**
Art: Draw/Paint feeling to the music
 - d) Analyze the book
discussion - Character Identification
How do you relate with other people/characters?
How do you react when you see someone who is different?
Possible reactions - What to do?

LESSON 5

Time Required

- 60 minutes

Description

Using a case study, students will explore the issue of social exclusion, the pitfalls of a group identity and diffusion of responsibility within a group.

Expectations

Students will:

- express ideas and opinions confidently but without trying to dominate discussion (Language).

Materials

- BLM story, “Anna”
- BLM questions for Think/Pair/Share
-

Teaching/Learning Strategies

- students working in small groups
- students working as a whole class
- discussion
- think / pair / share
- response journal

1. Discussion

Teacher reviews the types of bullying (verbal, physical, indirect) and discusses the roles people play in a bullying situation:

- a) bully
- b) bullied
- c) bystander

2. Case Study

Read the case study, “Anna”

a) Think / Pair / Share

Students respond to the following questions individually and then share their responses with a partner and then the class.

- b) **Introduce the Response Journal.** Students will retell and reflect on a group situation in which they chose not to take responsibility.

Assessment

- observation
- response journal
- questions and answers (oral or written)
- anecdotal record

The teacher will use the case study, discussion, and response journal as diagnostic tools that will direct further instruction.

Adaptations

Case study can be read individually, as a class, or in small groups.

Notes to Teacher

The response journal is a possible communication and assessment tool that is used throughout the unit.

Case Study - Anna

I had finished grade 7 when I really started to think about Anna and what we had done to her. If I had to do it again, I would do things differently but I can't, it's too late.

I was in grade 7 when Anna came to our school from a province out West. Pam, the "leader" of my little group of friends, welcomed Anna with a snooty little "Oh, hi!", as Mr. Holden introduced her to the class. Everyone knew Pam; Fashion queen, gossip queen, decision-making queen. In fact, everyone knew each other because we all had been in the same class since kindergarten, everyone except Anna.

The day things began to change started out the same as every Friday. Mr. Holden was about to read the writing assignment of the week. For years it was Kathleen's story that was read, since she was the best writer of the class. Kathleen wrote mostly about her life at the riding stables. Most of us had never been to the riding stables but with Kathleen's descriptive paragraphs, we all could feel the excitement of riding and jumping.

However, that Friday Mr. Holden began to read Anna's story. Anna's story was different. Anna's story talked about an elderly woman in a neighbourhood who used to make cookies and mittens for girls and boys in the neighbourhood. In the summer when parents were busy, this elderly lady made lemonade and turned her sprinkler on for all of the children in the neighbourhood. It turns out all the kids went on to work in far away places helping underprivileged kids. The kids in the neighbourhood listened to the old lady's message. "If everyone does a little bit, it lightens the load."

Well the message in hindsight was good. As a group, however, we just couldn't understand the concept of an elderly lady being helpful. Pam started the mime while Mr. Holden was still reading Anna's story. The rest of us, like sheep, copied her actions and soon we were all laughing. The class just lost control. The rest of the story was never read. One of those things I regret not hearing.

Mr. Holden kept us all in for recess and Anna went out alone. Sometimes I wish Mr. Holden had told us how terrible we had been and what we were doing to Anna. Then again, we probably wouldn't have listened. We were Pam's girls and he was not going to change us.

A week later, I was assigned a partner project with Anna. I had to go to her house to work on our presentation. The phone rang while I was there. It was for me. It was Pam pretending to be an elderly lady asking me if I wanted some cookies. The laughing that followed was so loud that Anna's mom overheard. I hung up feeling a bit unsettled, because I was beginning to enjoy my time with Anna. She was smart

but fun too.

Anna's mom asked me a question I never answered, "Why don't you girls like Anna? She likes you." I was never given the chance to really say sorry to Anna for what my friends and I did to her. Anna's parents moved her to another school. I really don't know how she is doing. But I still regret what we all did.

Questions

1. Why do you think Pam started the mime?
2. What role did Kathleen play in the story?
3. Why did the author choose not to stand up for Anna when Pam called her house?
4. When people witness or take part in a bullying situation in groups, they have a tendency not to feel as guilty about the action. Social psychologists call this way of thinking "Diffusion of Responsibility." The author felt guilty about bullying Anna. What could she have done differently?

LESSON 6

Time Required

- 30 minutes

Description

Students will compare and contrast good and poor communication skills

Expectations

Students will:

- Express and respond to a range of ideas and opinions concisely, clearly and appropriately.

Materials

- Scenario cards
- two chairs: one with “good communication skills” and “poor communication skills.”
- self assessment on communication skills

Teaching/Learning Strategies

1. Divide students into groups based on the numbers in the scenario cards.
2. Give each group a scenario card and instruct them to come up with a tableau based on the scenario card. Tableau: a frozen picture where no one moves or speaks. Give them 5 minutes to organize.
3. Come together as a class. In turn, have each group posed for the tableau. While the group is still posed, brainstorm who is demonstrating good communication skills and who in the tableau is demonstrating poor communication skills. Also discuss why. Chart answers under good and poor communication skills.
4. Discussion:
Once the tableaux are done and the chart is complete, discuss the different ways people communicate: using verbal (what it sounds like) and non-verbal skills (what it looks like). These come out in:

- ▶ Facial expressions (non-verbal)
- ▶ Voice and tone (verbal)
- ▶ Eye contact (non-verbal)
- ▶ Posture/gestures (non-verbal)

Have the students come up with as many ideas for each as they can.

TABLEAU CARDS

FIVE STUDENTS Scenario: Three students are sitting at a table, while two are standing behind. Student #1: sit across from the other two, looking at one with your mouth open as though talking Student #2: sit at the table with your eyes focused on Student #1, and smile. Student #3: sit at the table with your eyes looking at student #4 and 5, look angry Students #4 and #5: stand close to one another behind those seated at the table, looking at those sitting at the table, but student #4 is whispering to student #5

TWO STUDENTS Scenario: One student is sitting, listening to an adult. Student #1: Sit in a chair, slouching back and looking at the ground. Student #2: Stand in front of Student #1 with your arms folded, staring down at Student #1

FOUR STUDENTS Scenario: Four students are hanging out together. Student #1: Stand with your mouth open like you're talking, looking at one of the students. Students #2, 3, and 4: Stand looking at Student #1

SIX STUDENTS Scenario: Students are standing in a group talking, deliberately excluding one from the group. Student #1,2,3,4, and 5: Stand in a semi-circle. Student #1 will stand with and open mouth, like you're talking. Student #2, place your hand on Student #1's shoulder, and look at him/her. Student #3, 4, 5 will be looking at Student #1, smiling. Student #6: stand off to the side of the group, looking at them.

FIVE STUDENTS Scenario: Students are in the classroom listening to the teacher give a lesson Student #1: You are the teacher, standing in front of the classroom, pointing at the blackboard. Students #2,3, and 4: You are sitting at your desks, watching the teacher. Student #5: You are gazing out the window.

SELF ASSESSMENT ON COMMUNICATION SKILLS

NAME: _____

	VERBAL	NON-VERBAL
What do I do well when speaking and listening.		
What do I need to do better when speaking and listening		

Fairness and Friendship

LESSON 1

Time Required

- 40 - 60 minutes, if you decide to do projects more time is needed

Description

Students will interview a person about their similarities and differences and discuss the advantages and disadvantages of associating with people who are similar and/or different.

Expectations

Students will:

- express and respond to a range of ideas and opinions concisely, clearly, and appropriately (Language); and
- express ideas and opinions confidently but without trying to dominate (Language).

Materials

- BLM “We are Different and I Respect That”
- BLM “Fairness and Friendship
- Extension Project Cards
 - a) The “Where to Find a Friend” Guide
 - b) Who Needs a PAL Poll? (great data management activity)
 - c) Who’s In? Who’s Out? Rap
 - d) Once Upon a Friendship
 - e) Creative Friends

Teaching/Learning Strategies

- students working as a whole class
- students working in pairs
- discussion
- interview

1. Whole Class Discussion

- a) Review Ground Rules for Discussion Contract.
- b) As an introduction to this activity, talk about how people can be alike or different in several ways (e.g., religions, personality, etc.).
- c) Emphasize to students that it is okay to be different. We need to respect individuality and celebrate our differences.
- d) Distribute blackline master "We Are Different and I Respect That!"
- e) Divide students into pairs to interview their partners for 5-10 minutes. Upon completion, students will introduce their partners to the whole group, describing the ways in which they are similar and the ways in which they are different from each other.

2. Debriefing

- a) Discuss the adage, "Birds of a feather flock together." Is this true?
- b) Do people form cliques because they are similar, or do people become more similar because they hang out together?
- c) "You can judge a person by the company they keep." Is this true?
- d) What might be the consequences of this belief? Are you more inclined to associate with someone you admire, so you can be judged as similar? Are you less inclined to associate with someone because you don't want to be judged as similar to that person?
- e) What are the advantages/disadvantages of associating with people who are similar?different?

3. Journal Response

Students respond in their journals using the blackline master "Fairness and Friendship"

4. Other Options or Extensions/Group Projects

- a) The "Where to Find a Friend" Guide
- b) Who Needs a PAL Poll? (great data management activity)
- c) Who's In? Who's Out? Rap
- d) Once Upon a Friendship
- e) Creative Friends

Assessment

- observation response journal

Through the interviewing process and debriefing session, the teacher will be able to determine whether or not students are expressing and responding to a range of ideas and opinions, confidently, without trying to dominate the discussion. This assessment will inform further learning situations.

Notes to Teacher

During the debriefing session, it would be the following points that need to be emphasized:

1. Adolescents construct their identity by socializing with people who are similar to them.
2. This cluster of close friends becomes closely knit and develops norms.
3. People who do not “fit” the group norms are sometimes ostracized and ridiculed.
4. Adolescents then shift away from viewing friends as people with whom one shares activities to the more abstract notions about providing trust, support, advice, etc. Social exclusion by female peer networks increases in early adolescence and is experienced as a devastating blow to self-esteem and identity.
5. Most people outgrow the need for exclusive friendship groups. As they become more confident and develop a sense of who they are, they enjoy relating to a variety of people and are less inclined to restrict themselves to a single group of friends. They recognize that true friendship is inclusive rather than exclusive, and is never achieved at the expense of others.

We Are Different and I Respect That!

Interview your partner to determine how you are similar and how you are different. Place the information in the chart below. You may use the following topics as guidelines for discussion.

- personality
- culture
- important life events
- interests and hobbies
- personal style

NAME: _____ PARTNER'S NAME: _____

[illegible]

Fairness and Friendship

NAME: _____

During adolescence, the tendency for friendship groups to become cliques can be quite strong. No one wants to be an outsider, and some young people feel that it's worth giving up part of their freedom to be themselves in order to belong. They are willing to live by the rules of the clique, which might include dress, interests, and attitudes toward school, taste in music, behaviour, and values.

Refute or support this statement. Use examples to support your opinion.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Once Upon a Friendship

Create a picture book for young children on the topic of friendship - how to find a true friend and be a true friend.

To get started, look at picture books on the theme of friendship in a library or bookstore. Remember that the words and ideas need to be fairly simple.

Create pictures to go with the story. You can make drawings, paintings, cutout figures - any style you like and that helps communicate the big idea of the story.

Present your finished book to classmates. Read your story to a younger child you know, or discuss with your teacher how you can present your book to a group of younger students.

Creative Friends

Express what friendship means to you. Here are some ways to do it.

- Compose a poem about a real or ideal friend. Choose free verse or a form such as haiku.
- Write an essay about friends in a movie, TV show, or book that you think communicates something important about having a friend or being a friend.
- Create a piece of art such as a painting, drawing, sculpture, or collage on the theme of friendship.
- With a partner, make up a dance about “friends”.
- Write a song about “a friend who accepts you for who you are.” You can write words to fit a familiar tune or write your own words and music.

Share your finished creation with classmates.

Who's In? Who's Out? Rap

Create a song (a ballad, a rap, etc.) or a poem that describes the ups and downs of friendships. Address these topics.

- the good things about being tight with a group
- what it's like when a group won't let you in or throws you out
- how to move on and make new friends

Brainstorm for feeling words and examples that other students will understand and identify with. Practice the finished rap and perform it for your class.

The "Where to Find a Friend" Guide

Let's say you're a new student or someone who is looking for a new group of friends. What are good ways to make friends in your school and community?

Be the experts. Put together a "Where to Find a Friend" Guide to places and activities where kids can meet other kids with similar interests.

Try:

- **Clubs at school**
- **Sports activities in school and in the community**
- **Community activities such as a drama or musical group that's open to students**
- **Volunteer work that students your age can do**

For each activity:

- **Write a short description of what it's about**
- **Note whether anyone can join or if you have to try out, such as for a team**
- **Give the schedule - where, when, and how often it meets**
- **Explain how to join or how to get more information**

Share you finished guide with classmates. Talk with your teacher about having copies available to give to new students in your school or keep in the guidance office.

R-E-S-P-E-C-T

What does it mean to show respect? For each letter in the word respect, write a word, phrase, or sentence that shares a thought or action that's about showing respect. Here are two ideas to help you get started.

R is for relationships - respect is key.

E is for everybody - that's who deserves respect.

S is for ...

P is for ...

E is for ...

C is for ...

T is for ...

If you get stuck, you can write a poem in a different style, such as a haiku, to share your ideas of what it means to respect others. Or write a song or a story.

Who Needs a PAL Poll?

Find out how other kids in your school are dealing with friendship issues. Survey kids in other classes on the topic of friends and cliques. Here are some questions you might ask:

- Are a lot of kids stressed over problems with friends?
- How often do kids get rejected by cliques?
- Do kids feel there are adults they can talk to about these problems?
- Do students need a place (or program) in school to help them talk to other kids about their feelings?

Work together to decide on the specific questions to ask. Be sure everyone asks the same questions, so your results are more reliable.

Keep responses anonymous but ask respondents to mark their survey with M for male and F for female. People are more likely to answer honestly when their names are not used on a survey.

Compile the responses and evaluate the results. Discuss recommendations your class might make based on the survey, such as a need for student or conflict managers, or ways to improve a program that already exists. With your teacher's okay, present your ideas to the principal.

Fairness and Friendship

LESSON 2

Time Required

- 90 minutes

Description

It's a Girl's World is a video

PREVIEW VIDEO BEFORE WATCHING WITH STUDENTS.

SECTION: 1-4 IS FOR ELEMENTARY STUDENTS.

SECTIONS: 5 - 6 FOR SECONDARY STUDENTS ONLY

(Do not show to any student younger than Grade 9. This section is part of the high school curriculum).

Video is divided into short clips, each with questions for student discussion.

What is Harassment and How Do I Deal With It?

LESSON 1

Time Required

- 60-80 minutes

Description

Students will explore a list of behaviours to generate discussion about how one defines sexual harassment and will apply these skills in their response journals.

Expectations

Students will:

- listen and respond constructively to alternative ideas or viewpoints (Language);
- explain how harassment relates to personal safety (Health and Physical Education); and
- describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment) (Health and Physical Education).

Materials

- BLM What is Sexual Harassment?
- BLM “Harassment Scenario”
- Charter of Rights and Freedoms
www.canada.justice.gc.ca/loireg/charte/const_en.html
- York Region District School Board - Policies
www.yrdsb.edu.on.ca
- Rainy River District School Board - Policies
www.rrdsb.com

Teaching/Learning Strategies

- students working as a whole class
 - students working in small groups
 - response journal
 - discussion
 - case study
1. **Class Discussion**
 - a) Teacher starts the lesson by placing the following statement on the chalkboard or chart paper.
“We are good people. We deserve a school environment that is safe, affirming and respectful of all people. No one has the right to harass us sexually or otherwise. No one “deserves” harassment. We have the legal right to be free of harassment. We can support and take care of ourselves and each other.” (Charter of Rights and Freedoms and school policies)

Units for Building Character

Grade 7

- b) Using the above quote and their own knowledge, students answer the question - How does harassment relate to personal safety?
2. Small Group Discussion
- a) Divide the class into small groups of 4 - 6. You may choose to divide the class into gender-specific groups so that students have an opportunity to discuss this issue in private, in order to break down a sense of isolation and to experience peer perspective.
- b) Students work through the black line master What is Sexual Harassment? and decide as a group if the behaviours are always harassing, never harassing, sometimes harassing.
- c) Take up the exercise and work through misconceptions (e.g., "It's a joke. She asked for it. It's a compliment, it's not a big deal.).

3. Class Discussion

- a) Students reconvene as a class and compare answers on several issues.
- b) Define sexual harassment. When you are finished, you can compare your classroom definition to the one given.
- Sexual harassment is any unwanted, uninvited remarks, gestures, sounds or actions of a sexual nature that make a person feel unsafe, degraded or uncomfortable. It creates an intimidating, hostile or offensive school environment.*

4. Journal Response

Students use the black line master "Harassment Scenario" to respond in their journals.

Assessment

- response journal observation

The teacher should assess student responses during the class and small group discussion as well as student responses in their journal to determine whether or not they are progressing towards achieving the expectations.

Adaptations

Students may be given the opportunity to work with a partner to discuss the "Harassment Scenario" before writing a response.

Notes to Teacher

- a) Any one of the issues in this lesson or unit may be close to the personal experiences of students and may trigger responses. It is very important that the classroom is a safe place to discuss these issues and that work has been done on respecting each person, what they say and their right to confidentiality.
- b) It is advisable to review your Board policy for harassment prior to beginning this lesson.
- c) Students may want to explore the Charter of Rights and Freedoms as an extension activity.

What Is Sexual Harassment?

Please indicate whether you think each of these kinds of behaviours are ALWAYS, SOMETIMES or NEVER harassing. Be prepared to discuss the reasons for your choices.

	Always	Sometimes	Never
Comments on one's body, dress or personal appearance			
Physical contact (hugging, patting)			
Jokes with sexual themes			
Whistling, catcalls			
Prolonged staring at a person's body			
Put downs			
Defamatory gossip			
Invitations for dates			
Disturbing phone calls			
Use of terms like "honey", "chick", "sexy", "dear"			
Stalking			
Nasty comments about the way someone dresses			

Harassment Scenario

Kevin is a grade 7 student. Yesterday his friend Trish came up behind him and walked him to his class. Then she patted him on the bum and said, "Your desk is right here - just sit down."

What behaviours tell you this is sexual harassment?

Who is the harasser?

Who is being harassed?

What can the person being harassed do?

Why is the harasser behaving like this?

What could an observer do?

According to school policy what happens next?

What is Harassment and How Do I Deal With It?

LESSON 2

Time Required

-30- 40 minutes

Description

Middle school students talk in their classroom about sexual harassment as it affects their everyday school life.

Materials

- Video - *Talking About Sexual Harassment* (this is in the Sunburst Kit in Central Library)
- discussion questions
- BLM Flirting or Sexual Harassment?
- Guest Speaker - OPP
- Possible Projects - BLM Sexual Harassment in the Workplace
 - BLM Stand Up to Sexual Harassment
- Activity Sheets- Using Gossip to Harass
 - When is it Harassment?
 - Wrong!
 - Sexual Harassment: Visual, Verbal, Physical
 - Cause and Effect
 - Sexual Harassment: Do's and Don't's
 - It's Personal: Understanding Sexual Harassment
 - Flirting or Sexual Harassment?
 - What I Know About Harassment

Teaching/Learning Strategies

- brainstorming
- whole class discussion
- video

1. Review what sexual harassment is from previous lesson.

2. Watch the video.

- a) As you show the video, you may want to pause to invite students to comment on behaviours they see and points made by the on-screen facilitator.

Possible Discussion Questions

1. What are kinds of peer behaviours that you consider to be sexual harassment?
2. Amanda Combs tells us that students often think sexual harassment is no big deal. Do you agree? Why or Why not?
3. Define sexual harassment.
4. What are some of the differences between sexual harassment and teasing?
5. The expression “Boys will be boys” is often used as an excuse for unacceptable male conduct. Is it a valid excuse? Why or why not?
6. What are some ways to prevent sexual harassment when you go online?
7. What are some of the physical and emotional effects of sexual harassment?
8. Would you feel comfortable standing up to the harasser if you saw someone being sexually harassed? Why or why not? What could you do if you felt uncomfortable confronting a harasser?
9. How does flirting differ from sexual harassment?

Teaching

3. Flirting or Sexual Harassment?

4 scenarios to follow ~ Read the following situations to the students and they must decide, flirting or harassing.

Extensions

This would be a good place to have the police come in a speak with students about online harassment.

Project - Sexual Harassment in the Workplace

If you need more activities see Sunburst Kit, Stand Up! Speak Out! Located in Central Library.

Flirting or Sexual Harassment

Read each scene. Tell what you think is happening, flirting or sexual harassment.
Give a reason for each answer.

Audra sits by Ray in homeroom. Ray is wearing a new blue plaid shirt. Audra stops by Ray's desk on her way to her own and says, "Ray, I like your shirt. Blue is my favourite colour!" Ray smiles. When Audra sits down, he turns around to talk with her.

Jeanne is at a table by herself in the library. Bernie and Drew sit down a few chairs away from her. "Hey, you don't mind, do you?" Bernie asks. "Beautiful girls like you shouldn't be alone." Jeanne looks irritated at being disturbed, but then she laughs at Bernie's grin, and goes back to work. Bernie pulls out a book and starts reading. They end up walking to their next class together.

Mia is getting constant e-mails from Monty. He started by writing, "I know you like me." Mia wrote back that she liked him as a friend. Then Monty started commenting on her hair and her body. She asked him to stop. He wrote back that she is just a tease. "You know you love it!"

Jay rides the same bus as Melody and Rachel. They come up behind and play with his hair. They squeeze his arms, squealing about his muscles. They pat his butt. It embarrasses him. He has tried to ignore them but they won't leave him alone.

Project

Sexual Harassment in the Workplace

Interview a family member or other adult you feel comfortable with on rules against sexual harassment where he or she works. Here are some questions you might ask:

- How does your company define “sexual harassment”?
- What happens if someone is accused of sexual harassment?
- Do you think that setting rules against sexual harassment has helped to decrease it where you work?

Take notes on the conversation and report back to your class on what you learn. As a group, compare responses and try to answer these questions:

- Do most companies have a similar definition of sexual harassment?
- Do most companies have rules against sexual harassment?
- Do most workers think that rules help stop sexual harassment?

Finally, discuss this question: How can learning about sexual harassment at the workplace help you understand sexual harassment at school?

Stand Up to Sexual Harassment!

Design murals to display in the hallways or the cafeteria that can inform other students in your school about sexual harassment and how to stop. Here are possible topics for you group murals:

- ★ Explain what sexual harassment is and the different types: verbal, visual, and physical.
- ★ Identify causes and effects of sexual harassment.
- ★ Give victims of sexual harassment ideas how to respond. Be sure to cover the strategies you've learned for dealing with sexual harassment.
- ★ Tell students who observe others being sexually harassed what they can do to help and why sexual harassment is everybody's problem at school.
- ★ Emphasize the importance of respecting others and respecting yourself as a way to stop sexual harassment at school.

Make your goal to inform fellow students that sexual harassment is not funny, it's not cool, and it's not harmless teasing. But remember the comfort factor. Check with your teacher to be sure the words and images you use are appropriate.

Using Gossip to Harass

Kids talk about other kids all the time. But when does the talk become harassment? Analyze each of these situations. Be ready to share your answers.

1. Dillion and Juan made plans to go to the movies. Dillion never showed up. It's not the first time he's done this to Juan. He makes plans, then he forgets or changes his mind. Juan tells his friends Denzelle and Bryce that Dillion is a jerk. "He didn't show up because he is a liar. You can't trust him," Juan grumbles.

What is happening in this situation?

What do you think might happen next?

Is Juan trying to use gossip to harass Dillion? Why or why not?

2. Lorraine is a top student in Spanish class and a favourite of the teacher, Mr. Sanchez. She gets the highest score on just about every test. She's proud of her ability until Leah and Ariel start whispering about her. Lorraine is adopted. She has dark hair and dark eyes. Leah and Ariel decide that she "must have come from Mexico or one of those places where people are poor and speak Spanish." They call Lorraine "barrio baby" just loud enough for her to hear.

What is happening in this situation?

What do you think might happen next?

Are Leah and Ariel trying to use gossip to harass Lorraine? Why or why not?

When Is It Harassment?

What's the difference between harmless teasing and harassment such as vicious gossip, taunting, bullying, (being excluded; "the silent treatment")? Read each situation. Answer yes or no to whether someone is being harassed - picked on in a harmful way. Give a reason for your answer and be ready to defend it.

- Andy tells Jonathon that he got a D on the geometry test. Jonathon tells Rory later that day that Andy is failing geometry.

Is this harassment? Why or why not?

- Lily didn't finish her science homework so she asked to borrow Jessica's. Jessica wouldn't do it, even after Lily begged. So Lily started a rumor that Jessica's parents practically do her homework for her.

Is this harassment? Why or why not?

- Jennifer, Rachel, Denise, and Amanda have been friends since third grade. Jennifer has started taking ballet lessons and made a lot of friends in her new class. Rachel, Denise and Amanda are more interested in sports. Lately, they've been drifting apart. When Jennifer tries to call her friends, they are usually busy.

Is this harassment? Why or why not?

- Allison likes Rob and so does Marion. Lately, Marion has noticed that everybody is "busy" whenever she suggests doing something, like studying together or going to a movie. She sees kids look at her and whisper. Allison won't speak to her and they have lockers next to each other.

Is this harassment? Why or why not?

- Ian plays on the basketball team. He wears his socks pulled up all the way up. Everyone on the team teases him about it but he does it for good luck. His team nickname is "Socks."

Is this harassment? Why or why not?

- Tammi has a pretty smile that shows a mouth full of braces. Gavin calls Tammi "metal mouth" whenever he sees her. She doesn't like it but she tries to laugh it off. Her friends think that Gavin teases her to get her attention.

Is this harassment? Why or why not?

- Nicki is a little overweight and trying to diet. Mandy and her friends, who are all thin, say Nicki is their friend, too. At lunch, they wave pizza and potato chips under Nicki's nose as she eats her lowfat yogurt and carrot sticks. They point to the ugliest clothes in fashion magazines "Just right for you, Nicki." They tease her in gym class because she can't run as fast as they can.

Is this harassment? Why or why not?

Stand Up! Speak Out! Preventing Bullying & Harassment Curriculum Module Grades 5-9

Wrong!

These kids have some mistaken ideas about sexual harassment. Use what you've learned to set them straight.

Jon: "If I flirt with a girl or give her a pat or a hug and she tells me to leave her alone, I know she's just playing hard to get."

The truth is:

Sarah: "If a group of kids 'pants' somebody or snaps a girl's bra, it's funny. Everyone knows it's a joke."

The truth is:

Mickey "People say sexual harassment is about power. It's not. It's just teasing about somebody's body...getting people to loosen up."

The truth is:

Todd "If you tease a girl by telling her she's 'hot' or you tease a guy by calling him 'Mary' and they ignore you, then it doesn't bother them."

The truth is:

Carrie "How can love notes be sexual harassment? If you like somebody, you should tell them."

The truth is:

Dawn "If I hear somebody is 'doing it' and I tell a friend, we're just gossiping. And gossip isn't harassment. It's just talk."

The truth is:

Ted "Sexual harassment is when a boss makes a pass at somebody at work."

The truth is:

Sexual Harassment: Visual, Verbal, Physical

Sexual harassment isn't just touching that's unwanted and repeated. Read each situation and identify the type of sexual harassment.

Check **visual**, **verbal**, or **physical**.

<u>Visual</u>	<u>Verbal</u>	<u>Physical</u>	
			1. A rumor spreads all over the school that Elise is popular because "She gives guys what they want."
			2. Someone keeps putting dirty magazine pictures inside Andi's locker.
			3. Kirk writes a gross message about Joy in the boy's bathroom. When the janitor cleans it off, he writes it again.
			4. Lily hates gym because of Stefanie and Melanie. Today they took her bra while she was showering and when she came out, they waved her bra to show everyone how small she was.
			5. Terrel ties to 'pants' Walter on the bus.
			6. Somebody keeps leaving a recording of moaning and heavy breathing on Amber's cell phone voicemail.
			7. On the field trip to the aquarium, Ron ends up sitting next to Sophie. He keeps rubbing up against her, even though she keeps moving away.
			8. Aaron wanted to sit with Sophie on the bus ride, but Sheree pulled him into the seat next to her, wrapped her arms around his neck, and wouldn't let go. It's not the first time.
			9. Barr is always telling dirty jokes at the lunch table. These embarrass Ryan, but he's afraid if he says anything Barry will call him a "fag."

Cause and Effect

These statements are all about causes and effects of sexual harassment. Write T if you think the statement is true. Write F if you think it is false. Be ready to defend your answers.

- _____ 1. Kids sexually harass others to feel powerful.
- _____ 2. Kids who are sexually harassed feel powerless to stop it.
- _____ 3. Someone may not realize they are sexually harassing another person.
- _____ 4. Sexual harassment is just an immature way of telling someone you like them.
- _____ 5. Kids use sexual harassment to humiliate others in order to make themselves feel good.
- _____ 6. Sexual harassment is not likely to occur when kids respect each other.
- _____ 7. Kids in a group are more likely to tell each other that sexually harassing another student is wrong and they won't do it.
- _____ 8. Feeling bad about one's self is not an effect of sexual harassment.
- _____ 9. Kids who are harassed may be sick a lot because they feel tense.
- _____ 10. Kids who are harassed may be upset at the moment but then they forget about what happened.
- _____ 11. Most kids who are sexually harassed don't have a problem talking about it to adults.
- _____ 12. Kids who are sexually harassed asked for it.
- _____ 13. Sexual harassment is usually about boys going after girls.
- _____ 14. Being sexually harassed makes you feel like others are attracted to you.

Sexual Harassment: Do's and Don'ts

Write **Do** or **Don't** to start each sentence and give a strategy for responding to sexual harassment. Write an explanation for each strategy. Be ready to discuss it with classmates.

1. _____ ignore sexual harassment.
2. _____ be afraid to state clearly that you don't like the behaviour.
3. _____ keep a record of incidents and who was involved.
4. _____ seek support from friends.
5. _____ get involved if you see someone being sexually harassed.
6. _____ go to an adult about a problem, especially if it is with another adult at school.
7. _____ stand up to sexual harassment to protect your own self-esteem or someone else's.

What I Know About Harassment

Circle the letter to the best answer to complete each statement.

1. Being harassed can make kids feel all of the following except:
 - a) popular
 - b) depressed
 - c) angry
 - d) lonely
2. Kids harass others for all of the following reasons except to:
 - a) be part of the group
 - b) feel powerful
 - c) show empathy
 - d) seek revenge out of anger or jealousy
3. All of the following are true about sexual harassment except:
 - a) it can be visual, verbal, or physical
 - b) it can be boy on boy, boy on girl, girl on girl, girl on boy
 - c) it happens because someone likes someone else and doesn't know how to show it
 - d) it is a way of humiliating others
4. Gossip becomes harassment when:
 - a) a lie deliberately spread about someone
 - b) a story damages someone's reputation and self-esteem
 - c) a rumor causes someone to be shunned, feel depressed, do worse in school
5. Kids use cliques to harass others when they:
 - a) hang out with friends they like
 - b) exclude a group member with taunts and put-downs and pressure everyone in the group to shun the person, too
 - c) decide to leave one group and join another they feel more comfortable with
 - d) all of the above
6. The best way to stand up to harassment is to:
 - a) put yourself in the place of the person being harassed
 - b) take appropriate action, such as standing up to a harasser or telling an adult
 - c) refuse to go along with spreading hurtful rumors, taunting, excluding, bullying, pantsing, and so on
 - d) all of the above

Flirting or Sexual Harassment?

Read each scene. Tell what you think is happening by underlining flirting or sexual harassment. Give a reason for your answer.

1. Audra sits by Ray in homeroom. Ray is wearing a new blue plaid shirt. Audra stops by Ray's desk on her way to her own and says, "Ray, I like your shirt. Blue is my favourite colour!" Ray smiles. When Audra sits down, he turns around to talk to her.

Flirting or Sexual Harassment?

2. Jeanne is at a table by herself in the library. Bernie and Drew sit down a few chairs away from her. "Hey, you don't mind, do you?" Bernie asks. "Beautiful girl like you shouldn't be alone." Jeanne looks irritated at being disturbed, but then she laughs at Bernie's grin, and goes back to work. Bernie pulls out a book and starts reading. They end up walking to their next class together.

Flirting or Sexual Harassment?

3. Mei is getting constant e-mails from Montero. He starts by writing, "I know you like me." Mei, wrote back that she liked him as a friend. Then Montero started commenting on her hair and her body. She asked him to stop. He wrote back that she is just a tease. "You know you love it!"

Flirting or Sexual Harassment?

4. Jay rides the same the bus as Melody and Rianna. They come up behind him and play with his hair. They squeeze his arms, squealing about his muscles. They pat his butt. It embarrasses him. He has tried to ignore them but they won't leave him alone.

Flirting or Sexual Harassment?

Speaker's Corner LESSON 1

Time Required

- 80 - 100 minutes

Description

Students will demonstrate their knowledge of friendship and harassment by stating an opinion about a given topic using a speaker's corner format.

Expectations

Students will:

- use eye contact, variations in pace, appropriate gestures, and such devices such as the "pause for effect" in presentations (Language);
- listen and respond constructively to alternative ideas or viewpoints (Language);
- explain how harassment relates to personal safety; (Health and Physical Education)
- describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment) (Health and Physical Education); and
- identify people and resources who can support someone experiencing harassment (Health and Physical Education).

Teaching/Learning Strategies

- students working as a whole class
 - students working in small groups
 - concept clarification
1. Whole Class Discussion
 - a) The teacher introduces the task using the information below and the rubric.
 - b) Special emphasis needs to be placed on oral and visual presentation skills (e.g., pause for effect, eye contact) because these skills were not addressed throughout the unit.
 - c) The teacher divides the students into groups of 2-3.
 2. Small Groups

In their groups, students will review the criteria to be included in their "speaker's corner" and create a script using the information in the rubric as a guideline.

SPEAKER'S CORNER

In groups, students will stand in front of the class and will have two minutes to present their opinion of harassment to the class.

CRITERIA

- Length = 2 minutes
- Skills to be demonstrated = uses eye contact, variations in pace and gestures, explains how harassment relates to personal safety, identifies ways of dealing with harassment.
- Group members must contribute equally in the presentation.
- Examples may be used. Fictitious examples that are realistic are to be used rather than real examples.
- Ideas of some possible starters for your speech =
Harassment Hurts
Why Pick On _____ ?
Cat calls are disgusting
She better not make one more comment about

Assessment

- observation
- classroom presentation
- rubric

During this culminating activity, assessment will take two forms:

The teacher will evaluate the speaker's corner using the rubric

The students will self-evaluate their presentation using the rubric

Adaptations

Videotaping of the "speaker's corner" may help students deal with performance anxiety.

Notes to Teacher

This activity could also be videotaped and presented to the class. This is the way the City TV Speaker's Corner is done.

It may be helpful to show clips of City TV's Speaker's Corner as exemplars for performance.

Some individuals feel very uncomfortable speaking in front of a class. Please provide more lead-up activities as you feel is necessary.

Teachers may need to review format of script writing.

Units for Building Character
Grade 7

Student Name: _____

Date: _____

Expectation for this Subtask to Assess with this Rubric:

Students will:

- use eye contact, variations in pace, appropriate gestures, and such devices as the “pause for effect” in presentations;
- listen and respond constructively to alternative ideas or viewpoints;
- explain how harassment relates to personal safety;
-

describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment); and

- identify people and resources that can support someone experiencing harassment.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Physical and Health Education - Understanding of Concepts	- shows understanding of few of the required concepts taught (definition of harassment, how to deal with it, and sources to support it)	- shows understanding of some of the required concepts taught (definition of harassment, how to deal with it, and sources to support it)	- shows understanding of most of the concepts related to harassment (definition of harassment, how to deal with it, and sources to support it)	- shows understanding of all or almost all of the required concepts related to harassment (definition of harassment, how to deal with it, and sources to support it)
Language - Communication	- communicates poorly, using eye contact, variations in pace and gestures with teacher assistance	- communicates with some clarity, using eye contact, variations in pace and gestures	- communicates clearly, using eye contact, variations in pace and gestures	- communicates clearly and precisely, using eye contact, variations in pace and gestures
Language - Reasoning	- listens and responds constructively to alternative ideas or viewpoints with assistance	- listens and responds constructively to alternative ideas or viewpoints with only occasional assistance	- listens and responds constructively to alternative ideas or viewpoints with little assistance	- listens and responds constructively to alternative ideas or viewpoints with little or no assistance

Possible Extensions for Unit:

- “Real Kids” on Harassment
- Create a Respectful School
- Interview a Safety Professional

Other resources are available in the Sunburst Kit called:

Stand Up! Speak Out! Preventing Bullying and Harassment Curriculum