
RAINY RIVER DISTRICT SCHOOL BOARD

Anti-Bullying Program



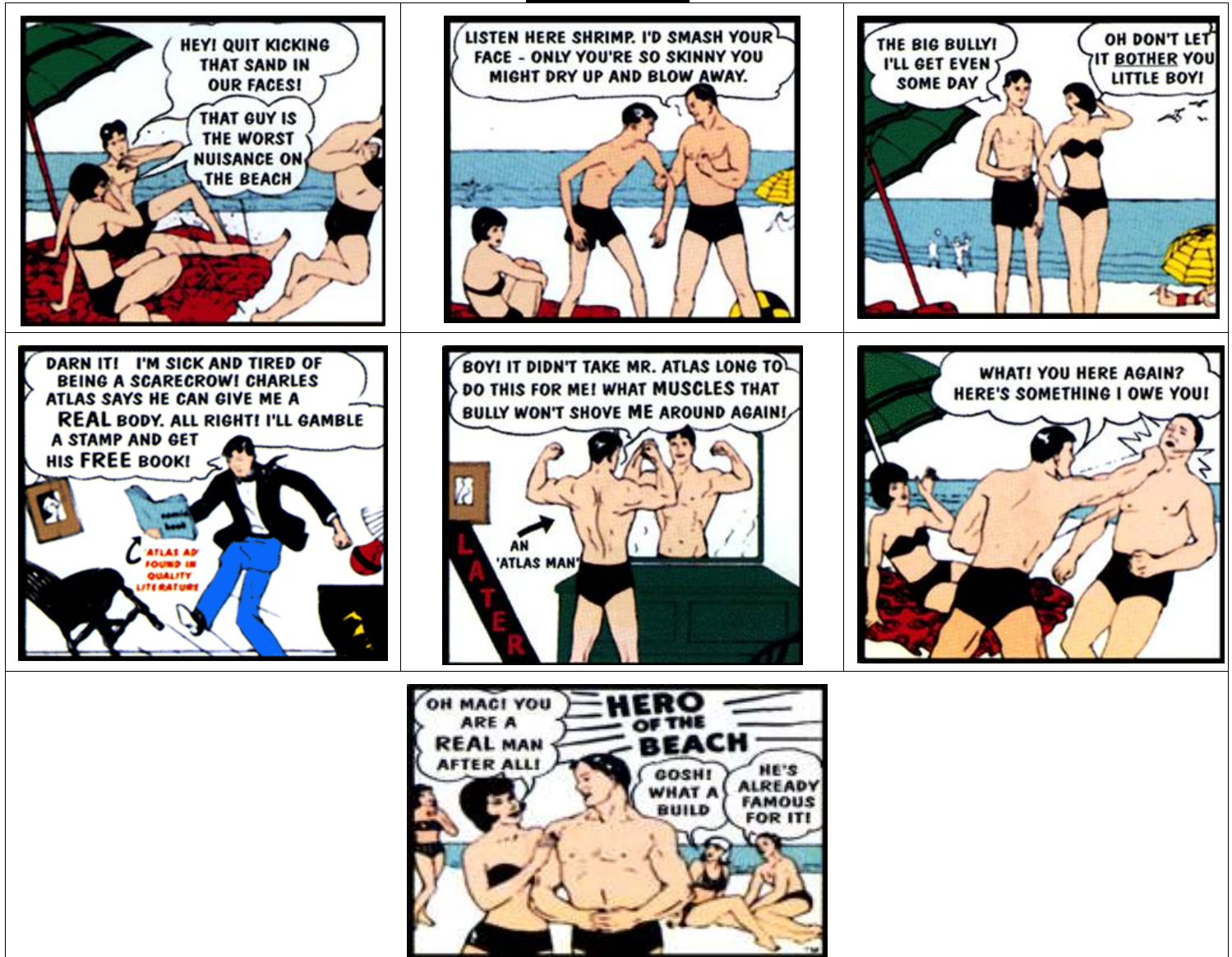
Grade 8

Media Messages
and Bullying

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Media Messages and Bullying (Appendix A)



The above comic strip appeared in many comic books in the 1970's and 1980's

Student Worksheet (Appendix B)

In your own words, describe the events

In your opinion, what message is this comic strip giving with regards to bullying and physical aggression?
Give examples.

As a group, discuss what could Skinny have done to better resolve the conflict?

In the comic strip, what is Skinny's point of view? Why does he do what he does?

Skinny's girlfriend doesn't help resolve the situation. What could she have done to help?

Why does the bully pick on Skinny?	

Lesson Plan

Lesson Objectives/Expectations

After completing this lesson, students will realize how media can influence behaviour in society. By analyzing the behaviour of each character within the comic strip, students will discover/discuss how the bullying could have been avoided, and how the resulting aggressive behaviour was inappropriate.

Curriculum Link(s)

Gr. 8 Health and P.E Expectations - Overall

- analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance

Gr. 8 Healthy Living

- analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety
- identify support services (e.g., the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them

Gr. 8 Drama and Dance - Overall

- interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques (e.g., "forum theatre")

Gr. 8 Drama and Dance - Specific

- write in role, analysing the subtext of a script and the attitudes and points of view of the characters portrayed
- select appropriate themes that deal with specific situations and that are aimed at a specific audience
- produce pieces of writing in which they reflect on their experiences in drama and dance, and in which they show their ability to analyse and find solutions to problems in real life
- demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations

Lesson Summary

Each student will receive a copy of the Charles Atlas comic strip (Appendix A), and the worksheet provided (Appendix B).

They will examine and describe the perspective/point of view of various characters within the comic strip.

Students will brainstorm on how the conflict could have been resolved.

Eg. What other options did Skinny have?

Where else could Skinny have done to get help?

Culminating Task/Assessment

Students will have discussed and determined a better way of resolving the conflict as described in the comic strip.

Drama and Dance Activity - students will act out and dramatize their revised version of the comic strip to show a better way of resolving the conflict.

A rubric will be developed for the drama activity.

This **does not** need to be a formal assessment.

Links to Prior Knowledge

The Teacher may want to show his/her class the video

Anger: Alternatives to Aggression and Violence

The topic of bullying and strategies for dealing with bullying and bullies will have been discussed.

Special Considerations

A television and VCR must be booked to show the VHS taping.

Physical space for the drama activity is required.

Notes to Teacher

Any special advice you may have for the teacher should be given here.

Resource List

VHS Resource available at Central Library

Theme: Conflict Resolution

Anger: Alternatives to Aggression and Violence

Teaching/Learning Strategies

The following lesson can be broken down into two 1 hour blocks (1.5 hours can be allocated for Part II if the teacher deems necessary.) The lesson can be done as two separate lessons on two different days or it can be done in one afternoon.

Part I

Schedule ½ an hour to view the film/video Anger: Alternatives to Aggression and Violence, before beginning discussion on the topic of bullying.

Students will be working in groups of 3 or 4.

Have students try to come up with their own definition of bullying (8mins).

Provide students with the definition of bullying, and discuss the topic of bullying (7mins).

Discuss what media is and whether or not students think that media can promote aggressive behaviour or bullying. Have groups try to provide examples of media influenced bullying (15 mins).

Part II

Briefly review information contained in Part I of this lesson (if you're doing this as another lesson on a different day) (5 mins).

Distribute Appendices A and B. Read aloud and discuss the cartoon (10 mins).

Have students complete the worksheet either within the group setting or individually (20 mins). This completed worksheet must be handed in at the end of the lesson.

Group the students again (if the worksheets were working individually.) Have students compare information on their completed worksheets, and ask them to reenact the cartoon from Appendix A with an appropriate solution to the bullying situation (25 mins to 1

hour).

A rubric for assessing the drama activity can be used (not provided).

Adaptations

Students who refuse to take part in the drama activity can choose to write a drama script in place of the drama activity.