LESSON PLAN by: Kyler Kearby

Lesson: Bullying and its effects

Grade and course: 8th grade mathematics

Performance Objective:
When the students research the effects of bullying and how to handle bullying itself, they will understand this gained knowledge through creating skits of situations related to bullying in which they will identify three effects of bullying and two ways in regards to handling bullying.

Assessment:
The students will be assessed informally based on a series of bullying-related questions that the teacher asks while they are preparing their skits. The teacher will evaluate the students on whether or not they can identify three effects of bullying and two ways on how to handle bullying.
The students will be assessed formally based on a rubric that corresponds to the bullying-related skits that they perform.

Advanced Preparation by Teacher:
- Review and make sure the lesson applies to entire classroom
- Reserve computer lab
- Type and print off enough copies of the “Bullying Workshop” handout
- Create and print off “Questionnaire” sheet (attached)
- Make rubric for “Bullying Skits” (attached)

Procedure:

Introduction/Motivation:
First, say to the students, “Lately, we have been discussing negative numbers and the fact that when a positive number is multiplied by a negative number, the product becomes a negative number. From this, you could say that negative numbers more or less bully positive numbers. How would you feel if you were in the shoes of positive numbers? (Bloom: Comprehension). Explain to the students that bullying is a horrible and nothing positive comes from bullying; yet, it is something that occurs every day. In order to understand how the positive numbers feel, tell the students that today they will perform research on the effects of bullying. Ask the students, “When a negative number is multiplied by a positive number, is the product positive or negative?” (Bloom: Knowledge). The product is negative and from this, positive numbers have no defense as they cannot turn a negative number into a positive one through multiplication. However, tell the students that they can defend against bullying or handle it in a proper manner; therefore, they will also research how to handle bullying. Tell the students that after performing research they will be able to display this knowledge through acting out skits.
Step-by-Step Plan:

1. Pass out the “Bullying Workshop” handout to each student. Read the procedures and answer any questions the students may have. Next, take the students to computer lab. Make sure the students are performing their researching on the two following websites: www.bullypolice.org and www.bullycide.org. Remind them that they should be looking for the effects of bullying and also the ways to handle bullying. Walk around the room and make sure the students are staying on task. (Gardner: Bodily-Kinesthetic, Interpersonal and Intrapersonal)

2. After twenty-five minutes have passed, take the students back to the classroom. Have the students get into groups of three. Tell the students to start brainstorming ideas for their skits. Remind them that they need to identify three effects of bullying and two ways to handle bullying in their skits. Then, give them time to practice their skits. While they are practicing their skits, walk around the room and ask each student about the effects of bullying and ways on how to handle the act. Ask them questions from the “Questionnaire” sheet and write these answers down. (Gardner: Bodily-Kinesthetic, Interpersonal and Verbal-Linguistic)

3. Once the groups have had adequate time to brainstorm and practice their skits, have them perform their skits in front of the class. (Gardner: Bodily-Kinesthetic, Interpersonal and Verbal-Linguistic)

Closure:
After each group has performed their skits, have the students go back to their original seats. For the remaining time left, find out what the students have learned from this little workshop. Ask them, “Do you now understand how it feels to be a positive number when bullied by a negative number? What will you take away from today’s lesson on bullying and its effects?” (Bloom: Application)

Adaptations/Enrichment:

Student with a learning disability:
While researching, provide the student with a partner to work with. Make sure to provide clear and precise instructions and also write these instructions on the board.

Student with a behavioral disorder:
Place the student in a group who he or she works well with. If the student becomes frustrated at any point, provide the student with another task such as running an errand or taking a short break to the drinking fountain.

References:

Bullying Workshop

Bullying occurs on an everyday basis, especially in school. Throughout our lives, we have all experienced bullying from both sides. I am sure that we can all agree that bullying is not good from either side. The objective for this workshop is to simply get you more familiar with the effects of bullying and learn ways to handle being bullied.

**Instructions:**

1. Research the following two sites: [www.bullypolice.org](http://www.bullypolice.org) and [www.bulycide.org](http://www.bulycide.org). Look for the effects of bullying and also how to properly handle bullying.

2. After completing your research, get with your group and discuss the different effects of bullying and ways to handle bullying.

3. Prepare a skit in which you identify three effects of bullying and two ways in regards to handling bullying.

4. Now, put what you learned into practice and perform your skit!
Questionnaire

Questions:

A. If a bully called another student a name such as “fat boy” or “nerd,” how do you think that student would feel? (Bloom: Application)
B. How could a student handle the situation of continuously being picked on by a bully? (Bloom: Application)
C. If your younger sibling was punched by a bully, how would you tell them to handle the situation? (Bloom: Analysis)
D. If a bully stole your seat in class, how would you solve this problem? (Bloom: Synthesis)
E. Think of an occasion in which you bullied another person. How do you think this person felt? (Bloom: Analysis)

Instructions: Ask the students two of these questions and record their answers. Be sure to ask each student one question that relates to the effects of bullying and another question that relates to handling bullying itself.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Question 1:</th>
<th>Question 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Question:</td>
<td>Question:</td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
<tr>
<td>Student B</td>
<td>Question:</td>
<td>Question:</td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
<tr>
<td>Student C</td>
<td>Question:</td>
<td>Question:</td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
<tr>
<td>Student D</td>
<td>Question:</td>
<td>Question:</td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
</tbody>
</table>
## Bullying Skits

Teacher Name: **Mr. Kearby**

Group: ________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effects of Bullying</strong></td>
<td>Group identifies three or more effects of bullying</td>
<td>Group identifies two effects of bullying</td>
<td>Group identifies one effect of bullying</td>
<td>Group does not identify any effects of bullying</td>
</tr>
<tr>
<td><strong>Ways to Handle the Effects of Bullying</strong></td>
<td>Group identifies more than two ways on how to handle the effects of bullying</td>
<td>Group identifies two ways on how to handle the effects of bullying</td>
<td>Group identifies one way on how to handle the effects of bullying</td>
<td>Group does not identify any ways on how to handle the effects of bullying</td>
</tr>
</tbody>
</table>