

Bullying

1. Question & Research Task

Part of growing up is creating and fostering strong relationships with your peers. It is important to know when you have a [friend](#) versus a [bully](#). Bullying is a worldwide concern that spans across schools from primary to college. Bullying comes in many forms including verbal, physical, and cyber.

Let's think about these questions:

How can we identify bullying?

What can you do if you are being bullied?



Image Source: blogspot.com

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

What are the characteristics of a friend versus a bully?

2. Information Sources

Choose several of these information sources to complete the Student Activity on Slide 3.

When it's required, your teacher/librarian will provide you with login information.

[BrainPOP Cyberbullying](#)

[Teens Against Bullying](#)

[Stop Bullying NOW](#)

[Dealing with Bullying](#)

[The Truth about Bullying: Infographic](#)

[Dealing with Bullies](#)

[Bullying](#)

[What is Bullying](#)

[BCPS Rule 5580: Bullying/ Cyberbullying](#)

[Internet Bullies: Keep Yourself Safe](#)

[Start Smart: Bullying and What You Can Do](#)

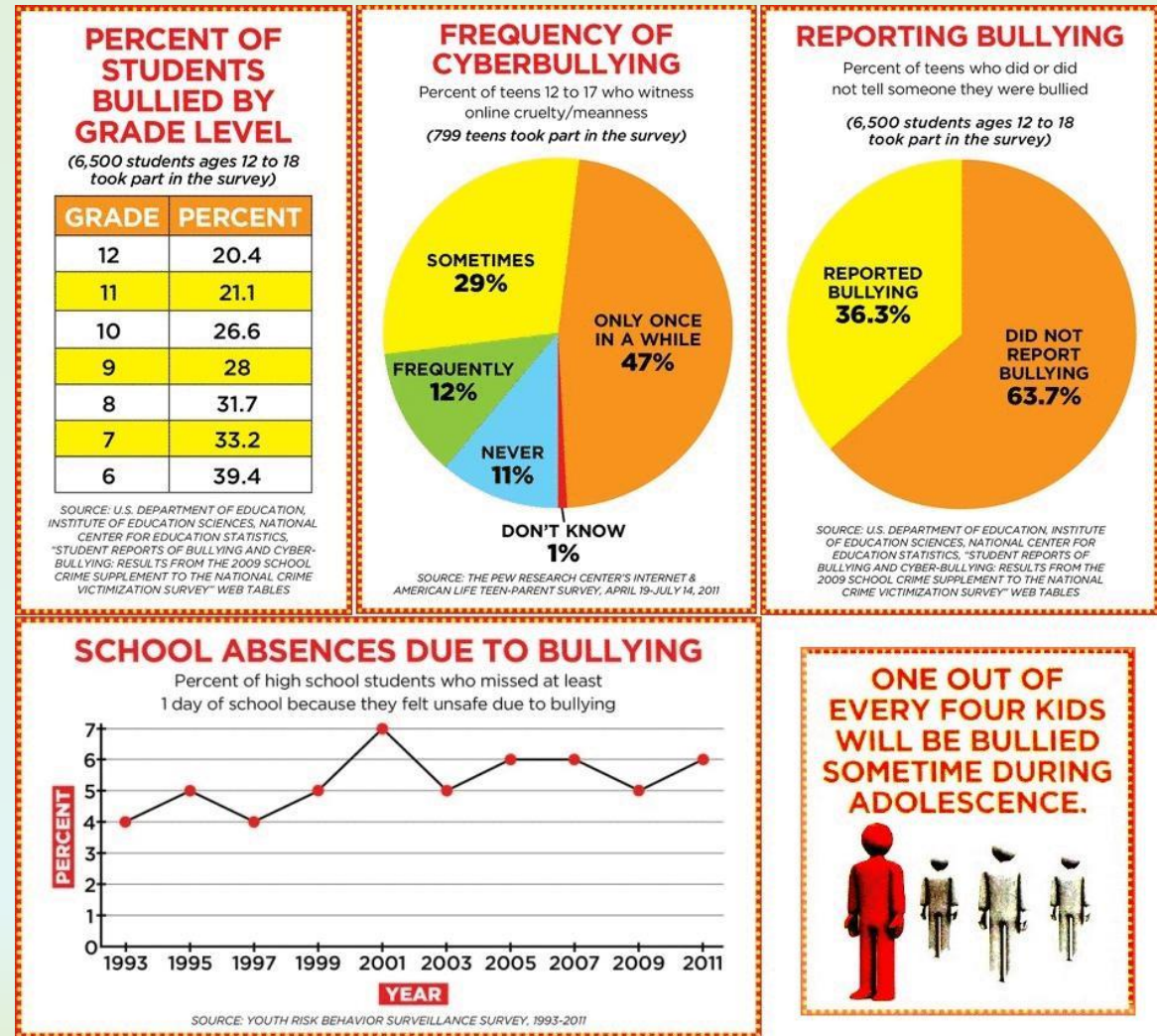


Click the image to view a BrainPop video about bullying.

3. Student Activity

After viewing the [BrainPOP Bullying](#) video complete the [quiz](#) on BrainPop.

Bullying is occurring more frequently. It is important to understand the characteristics of a bully compared to the characteristics of a friend. Use the resources on Slide 2 to gain more of an understanding of bullying. As you explore the resources complete [Bullying PSA Note-Taking Organizer](#).



Click the image to enlarge the graphs. See your teacher/librarian for ProQuest SIRS Discoverer login information.

Image Source: SIRS Discoverer

4. Assessment Activity

What are the characteristics of a friend versus a bully?

First, using information you have learned about **verbal bullying**, **physical bullying**, and **cyber bullying**, work with a partner to create a PSA identifying the characteristics of bullying versus the characteristics of a friend.

Use the [rubric](#) to help you plan your PSA.

Then, complete the [Bullying Reflection](#)



Click to view a [video](#) of teens talking about bullying from Teens Health.

5. Enrichment Activities

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StopBullying.gov Webisode 1: KB's First Day



Click on the image to view a video about bullying of a middle school student cartoon character.

Activity 1:

View the webisodes on the left about a middle school student who is bullied. Complete the quizzes after each webisode.

Activity 2:

Complete the [Cyberbullying Organizer](#) to describe a similar cyberbullying situation for each real-life bullying situation displayed.

Activity 3: [Apply Your Bullying Knowledge](#)

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

[MCCR Standards for ELA Grades 6-8](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

- I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

- I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

- I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

- I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

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Grade 6-8 Health: Personal Health

Objective: Students will conduct brief, focused research in order to overcome/prevent bullying and promote positive healthy relationships/friendships.

Time Frame: Two 45 - minute periods or 1 90 - minute period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- This Research Model is created for Middle School students in 6th-8th grade. It has been created to expand on the student's wealth of knowledge about bullying: physical, verbal, and cyberbullying, friendship, strategies to deter bullying, and supports for bullied individuals. The topics within the research model coordinate with the Health Education topics for 6-8 grade.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)