

Bullying

1. Question & Research Task

Watch the video on the right by clicking on the image.

While viewing the video, think about the questions below.

- What is bullying?
- What are some ways that kids can be bullied?
- Where can bullying take place?
- Who does bullying affect and how does it make them feel?



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

Image Source: stopbullying.gov

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

How can you appropriately respond to and prevent bullying?

2. Information Sources

Choose two or more of the information sources linked here to complete the Student Activity on Slide 3.

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

[Dealing with Bullies](#)

[What is Bullying- Videos](#)

[Cyberbullying](#)

[Bullying](#)

[Internet Bullies: Keep Yourself Safe](#)

[What is Bullying?](#)

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Click on the image to view a BrainPop movie about bullying.

Image Source: brainpop.com

3. Student Activity

Let's learn a little more about bullying and how it can affect the way you feel and act. As you explore, fill in your [Note taking sheet](#).



Click the picture below for an Anti-Bullying Commercial already on T.V.

Image Source: blogspot.com

4. Assessment Activity

How can you appropriately respond to and prevent bullying?

Ready, Set, Action!

Work with a partner or a small group to create a [comic strip](#) or commercial about bullying or cyberbullying.

Read the [rubric](#) to see what you must include in your project and how you will be graded.

CYBERBULLYING

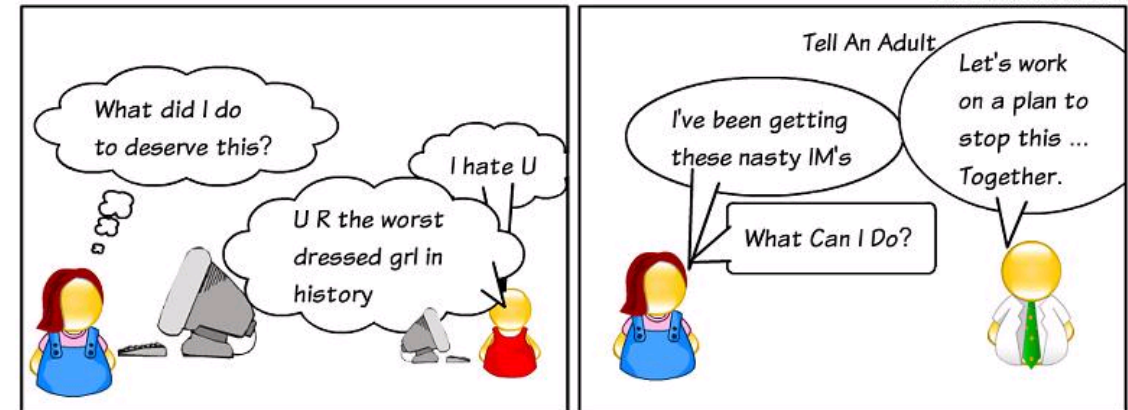


Image Source: wikispaces.com

5. Enrichment Activities



Image Source: [Wikimedia.org](https://www.wikimedia.org/)

- Use the Destiny catalog to find more books and resources about bullying. Access Destiny through BCPS Digital Content found in the [Apps Portal](#).
- Listen and sing along to a [song](#) that uses positive words to talk to a bully.
- Draw a poster sending a message about bullying.

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.

[MCCR ELA Standards for 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.

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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.

Time Frame: Two 45-minute periods or One 90-minute periods

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 lesson can be taught as whole group or students can work with partners. The assessments could also be completed in partners or small groups.
- 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](#)