

Instructor: Jeremy Sloate

LESSON PLAN

Unit name: Bullying **Lesson #** 1 **Grade:** 8

Equipment/supplies: Smart-board, the Video, "Bullied." hand out with discussion questions, copy of the first amendment.

Major concept or skill learned: Students will understand the U.S Constitution's 1st amendment, and steps to take if they are a bystander, or victim of bullying.

Initiation: Good Afternoon everyone! Today we will be covering a new topic. We will be starting our bullying unit. By a show of hands who here has witnessed, or been a victim of bullying before? If you were a witness or "bystander" what did you do? if you were a victim what did you do? Today I will explain how to handle bullying in the proper way.

Who here has heard of the United States Constitution before? Who would like to take a guess on what the "1st Amendment" is? Under the First Amendment, a school is both safe and free when students, parents, educators, and all members of school community address their political and religious differences with civility and respect. A safe school is free of bullying and harassment.

Today we will be watching a movie called, "Bullied" which is a true story. Pay particular attention to what teachers and administrators do, and the consequences the victim suffers.

Introductory Activity

Std(s)	Objective	Assessment
2	Students will be able to analyze the effects bullying has on mental and emotional health.	Discussion questions

Time: 60 Minutes

Description of learning experiences:	1) organization: Students will watch the movie, "Bullied" and keep in mind the first amendment, the role of bystanders and administrators.
Differentiated Instruction: Have students take notes on which parts of the movie violates the first amendment.	

Lesson Focus

Std(s)	Objective	Assessment
5	Students will demonstrate the ability to use decision making skills to enhance health.	Classroom discussion
8	Students will demonstrate the ability to advocate for personal, family, and community health.	Classroom discussion

Time:

<u>Description of learning experiences:</u>	1) Organization: Teacher directed discussion questions <i>a) What did Jamie hope to accomplish by filing the lawsuit against his school?</i> <i>b) What do you think Jamie felt on a typical day in middle and high school?</i> <i>c) What role did bystanders or witness play in Jamie's bullying?</i> <i>d) What are some misconceptions about bullying that still exist?</i> <i>e) What is the constitutional basis for Jamie's case?</i> <i>f) What are Jamie's key messages when he speaks at school assemblies?</i>
Differentiated Instruction: Have students write out the answers as opposed to open class discussion.	

Time: 15-20 minutes

Closure: To recap, how can we stop bullying? What should the bystander do? What should a teacher or administrator do? Next class, we are going to create an anti bullying project to advocate putting an end to bullying!

Lesson Analysis: