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| --- | --- | --- | --- |
| School Corporation: | Insert Your School Corporation Here | | |
| School Name: | Insert Your School Name Here | | |
| Contact: | Insert Your Name Here | | |
| **Indiana Student Standards for Guidance Addressed** | | | |
| Standard(s) addressed: | 9-12.3.1 Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g., parents, crisis hotlines, school counselors). | Indicator(s)  addressed: | 9-12.3.1 Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g., parents, crisis hotlines, school counselors). |
| **Instructional Development** | | | |
| Grade Level(s): | The audience for this particular lesson is the entire 6th grade through 8th grade classes. | | |
| Title: | Dateline NBC *My Kid Would Never Bully* | | |
| Summary: | First, the middle school students will come to a classroom or computer lab during one class period, approximately 50-60 minutes for two days. Next, the students will watch the Dateline NBC *My Kid Would Never Bully.* The students will then complete the Dateline NBC worksheet (attached). Lastly, after the students have completed the worksheet, go over the answers with the students. | | |
| Time Frame: | 50 – 60 minutes/2 days | | |
| Procedure: | * Reserve a computer lab or classroom for 2 days to complete this activity. * Introduce yourself to the class. * Ask each student to complete the pre-lesson survey. * Explain to the students why they are watching these video clips and completing the worksheet. * Show the students the Dateline NBC *My Kid Would Never Bully* video. The video clips can be found on YouTube by searching for Dateline NBC *My Kid Would Never Bully.* * Have the students complete the Dateline NBC worksheet. * Discuss the worksheet answers with the students and start a conversation about what the students thought of the video. * Then ask each student to complete the post-lesson survey. * Collect the worksheets from the students. * Thank the students for their attention and completing the guidance lesson. * Make sure the computer lab or classroom is put back in its original order. | | |
| **Evaluation** | | | |
| How will mastery of the guidance indicator(s) be evaluated? | 1. Students were given a pre- and post-lesson survey to complete. The surveys can consist of five statements and a Likert scale for them to evaluate each statement. 2. The feedback on the post-lesson survey can question whether the students felt the video and worksheet was useful in helping them become more educated on the topic of bullying. | | |
| **Learning Resources** | | | |
| Resources needed:  e.g., technology resources, media resources, books, web sites | * Pre-lesson Survey * Computer * Projector * Pencils/Pens * Worksheets * Post-lesson Survey | | |
| Citation(s):  You may include copyrighted materials in “resources needed,” but do not reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here. | Pepper, G. (Director) (2011). Dateline nbc "my kid would never bully" [Web]. Retrieved from http://www.youtube.com/watch?v=TsBFVRWBu2g | | |
| Collaborative Partners:  e.g., advisory teachers, other teachers, community resource people |  | | |
| **Contact information *(optional)*** | | | |
| Telephone: |  | | |
| E-Mail: |  | | |

**Pre-Survey**

**Scale of 1 to 5: 1 being never true, 3 being sometimes true, 5 being very true**

1. I know what bullying is. \_\_\_\_
2. I know the different types of bullying. \_\_\_\_
3. I know the role a bystander plays in a bullying situation. \_\_\_\_
4. I know how to handle a bullying situation. \_\_\_\_
5. I know how to identify bullying. \_\_\_\_

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**Post-Survey**

**Scale of 1 to 5: 1 being never true, 3 being sometimes true, 5 being very true**

1. I know what bullying is. \_\_\_\_
2. I know the different types of bullying. \_\_\_\_
3. I know the role a bystander plays in a bullying situation. \_\_\_\_
4. I know how to handle a bullying situation. \_\_\_\_
5. I know how to identify bullying. \_\_\_\_

**Dateline NBC “My Kid Would Never Bully” Worksheet**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you think Rosalind Wiseman, author of *Queenbees and Wannabees*, meant when she says that “**bystanders (ones who stand by and do nothing) are the most important element to stopping bullying from happening**”?
2. How was Jessica bullied? Give at least two examples of actions by others.
3. What happens when the bully brings in an accomplice (one who helps)? The nicer the bully is, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is to fight back.
4. Why was it so bad that they took Jessica’s picture?
5. When guys bully, they try to make their victim feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. What did you see the boys (actor boys/bullies) do or hear them say?
7. What did you see the boys (non-bullies) do to **stop** the bullying behavior?
8. What happens when the coach GOES AWAY?
9. What do you think of Lilly’s actions?
10. What do you think of Katie’s comments about the fact that: **“This was more than just about what her mom would think… I’m going to think about what happened in here and bring it to my real life…”**
11. What do you think this video is trying to teach you?