Aug 2014

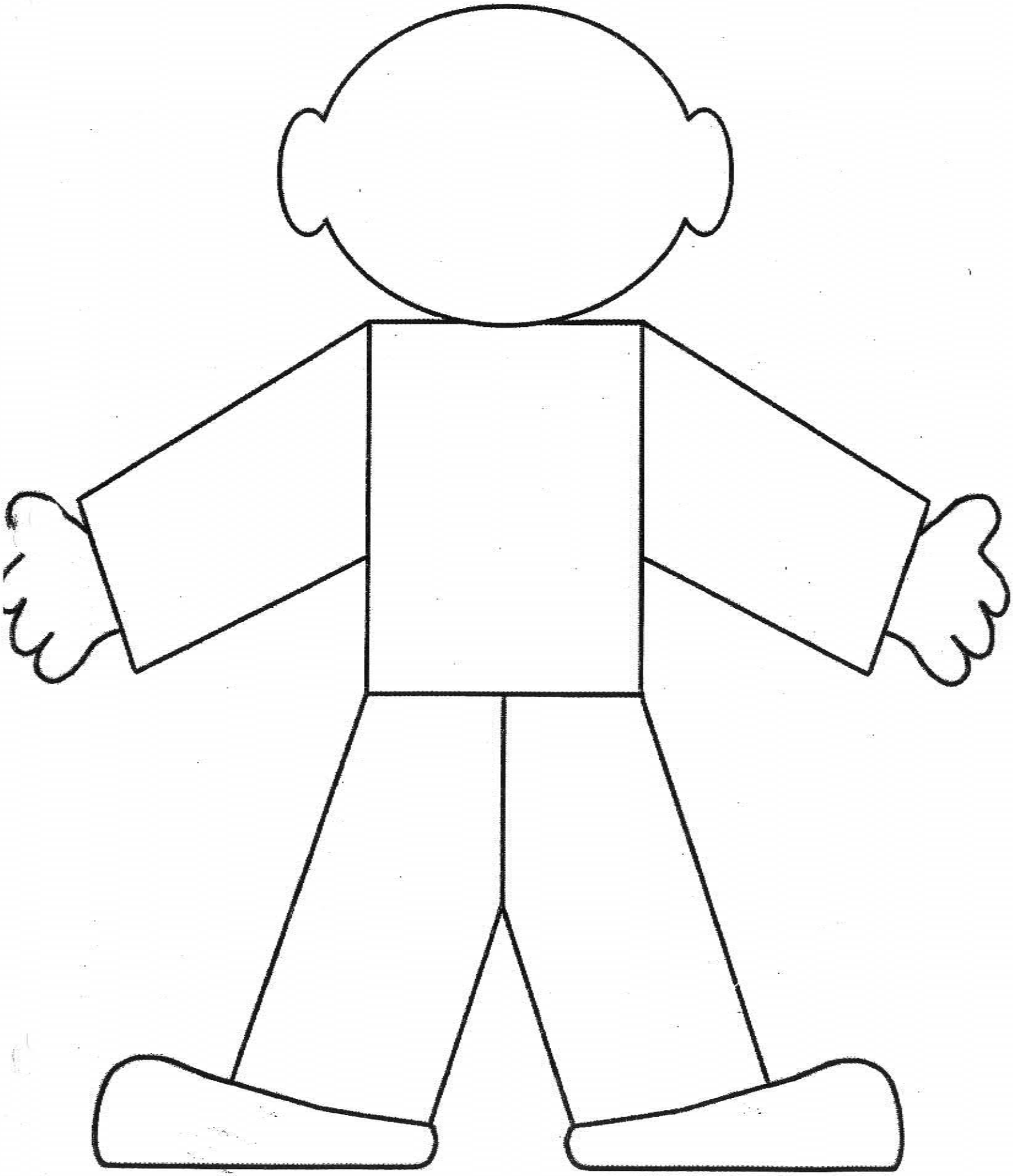
~ September 2014 ~

Oct 2014 ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 *Introductions *Reading Schedules *Collect Paperwork *Lockers	3 *Seating Charts *Purpose of Advisory *WWMS Questions *Locker Practice HW – Agenda Check	4 *Agenda Check *Team 2 Criteria for Incentives, Remind, Power School	5- PBIS *Wrap-up weekly "odds & ends" *Team Building Activity	6
7	8– PBIS *Community Meeting – weekend update, how is school going, etc. *Agenda Update -have students add WWMS activities to their agenda	9 *Pieces of Me -on the person students can write, list, draw what they are good at, favorite things, family info., what they what to do this year, etc.	10 Early Release - Announcements	11 *Pieces of Me - continue	12- PBIS *Share - Pieces of Me w/the class, post in classroom, discuss what they found in common w/ classmates	13
14 *If you need paper for an anchor chart, I have a ton☺	15– PBIS *Community Meeting *Bullying – Create a class definition, traits of a bully, why bullying occurs, etc. (hang up anchor chart)	16 *Bullying – "Diary of a Wimpy Kid", this will be shown over the network for the rest of the week →	17	18	19 - PBIS	20
21	22– PBIS *Community Meeting *Bullying – Discuss or list types of bullying from the movie and types of bullying students see on a daily basis	23 *United Streaming – "Not Just a Guy Thing" 30 minutes	24 Early Release - Announcements	25 *United Streaming – "Welcome Back, Devon!" 32 minutes	26- PBIS *Bullying Wrap-up – use discussion questions provided from the two videos	27
28	29- PBIS *Community Meeting *Bullying Acrostic – ideas on how to stand up for yourself, for others, stop bullying, etc.	30 *Bullying Acrostic -complete, share, select two from your class, give them to Stephanie to hang in our hallway and bathrooms	**Notes:** *We will be giving each student their login and password to be able to check Power School during Advisory – we will be going twice a month to a lab, students will check their grades, we will conference with them, and they will have a reflection form to use to monitor their progress, both academically and socially *United Streaming – www.unitedstreaming.com (login: urteam3, password: 4403) – just in case you need this☺			

Recycling cute student

Name _____ Date _____



Bullying: Not Just a Guy Thing

Synopsis

Are school bullies always boys? Middle school student Amy would answer with a resounding, "No!" The unmerciful daily teasing by fellow student Stacie and her all-girl posse of bullies reduces Amy to tears, causes her to avoid other students and even to fear coming to school. Stacie's bullying behavior is contrasted with straightforward advice from teachers and student counselors who discuss what bullying is, and how targeted students can – and should – take steps to end the harassment. Students learn that when bullies are confronted, it helps them realize that they are doing something wrong and gives them the opportunity to change their negative behavior. Amy's situation changes for the better when another student, Lita, befriends her and share her own experiences as a target of bullying behavior. With support from Lita, Amy successfully confronts Stacie and her posse about their bullying. When Stacie's conscience is awakened during a dream where her fellow students accuse her of bullying Amy, she later confesses her bullying behavior at a school assembly, leading to an emotionally dramatic turn-around in the lives of both students. The school's observance of a Bully-Free Awareness Week provides a fitting framework for the story.

Questions to ask before viewing

1. Have you ever been bullied? What did the bully say or do to you? How did it make you feel?
2. What do you think would happen to you if you reported a bully to your teacher or other adult?
3. Do you think that bullies hurt other people in order to feel good about themselves? Why or why not?

Questions to ask after viewing

1. Why are you not considered a tattletale if you report a bully to a teacher or other adult? (You owe it to yourself and the bully to say something, so the bully will stop bothering you, and so he/she will have the chance to change his/her behavior.)
2. How did Stacie and her friends bully Amy? (They called her names, played mean tricks on her and spread untrue rumors about her.)
3. How did Amy respond to being bullied? (She cried, she avoided other students, she feared come to school and refused to get on the school bus.)
4. What should you say to someone who is bullying you? (I don't like this. I don't want you to talk to me that way and I don't want you to intimidate me.)
5. What is the best thing you can do for a bully?(Let bullies know that they are being bullies so they can change their behavior.)
6. What did Stacie realize during her dream? (That Amy was a good person, that Stacie was bullying her and hurting her feelings and that bullying was wrong..)
7. What did Stacie do when Amy didn't accept her note of apology? (She confessed her bullying behavior at a school assembly and asked Amy to forgive her.)
8. What should you do if you report a bully to a teacher or other adult and nothing happens? (Tell someone else until you find someone who believes you and stops the bullying.)
9. What should you do if you see someone else being bullied? (Talk to the person being bullied and report the bully to a teacher or other adult.)
10. When bullying was defined in the video, what was said about power and emotions? (The bully is more powerful and more emotionally detached than the person being bullied.)

Annotation

When new student Amy is teased daily by Stacie and her all-girl posse of bullies, she becomes upset and afraid to come to school. Stacie's bullying behavior is contrasted with straightforward advice from teachers and student counselors about bullying and how to end the harassment. After coaching from new friend, Lita, Amy successfully confronts Stacie, leading to an emotionally dramatic turn-around in the lives of both students.

Length
30 Minutes

Subject Areas
Character Education, Values and Self-Esteem, Conflict Resolution

Audience Level
Grades 4-8

Catalog Number
2856-EN-VID-NR

Related titles in the AIMS collection
#2663-EN-VID: Teen Files Flipped: Bullies, Loners and Violence
#2552-EN-VID:No Way … to Treat Others
#2496-EN-VID: Bully No More: Stopping the Abuse
#2497-EN-VID: Teasing: It's No Joke

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Bullying: Not Just a Guy Thing

Objectives

- To define bullying and bullying behavior
- To illustrate bullying behavior and its effect on the targeted individual
- To suggest practical steps to take to stop the bullying
- To show that bullies can be of either gender
- To emphasize the importance of reporting bullies so that the lives of the targeted individual *and* the bully can be improved

Welcome Back, Devon

Synopsis

The problem of bullying is addressed through real interviews with students who have been targeted by bullies, interspersed with a dramatized bullying incident. Devon, a small, shy middle school student suffers harassment from three classmates who threaten, hit and extort money from him. Nicole, a student videotaping a school project in the hallway, sees and records an episode of Devon's tormentors in action, but does not show it to anyone. When the bullies corner Devon in the washroom, he hits his head and falls into a coma. The bullies flee; Devon is discovered and taken to the hospital in an ambulance. Nicole and another witness come forward and the boys are arrested in front of their fellow students. When Devon is released from the hospital, the entire school welcomes him back with an assembly to help stop bullying. In addition to the story, comments from teachers, counselors and law enforcement personnel reassure students that they have both adult support and legal recourse against bullies.

Questions to ask before viewing

1. Have you ever been laughed at, excluded, pushed around, etc.? Why? How did you feel?
2. Have you ever laughed at, excluded, pushed around, or otherwise mistreated somebody else? Why? How did you feel?
3. What do you think a person who is being bullied should do about it? What should a person do who sees someone being bullied?

Questions to ask after viewing

1. What did the bullies do to Devon? (hit him, threatened him, threw a ball at him, took his lunch money, etc.) Why do you think the bullies chose to pick on Devon specifically? (Answers will vary, may include: He was younger, smaller, wore glasses, almost certainly wouldn't fight back, etc.)
2. What does Chief Deputy Burns say the state requires schools to do about bullying? (They must have a rule that targets bullies, turn them over to the police, etc.)
3. How did some of the students who were interviewed say they avoided bullies? (going to class by a different way, hiding in a classroom until the bullies had passed, etc.) How did Devon try to avoid the bullies? (by pretending to be sick)
4. One of the students said he was bullied by the "popular kids." Why would those who have the advantage of being popular want to bully others? (Answers will vary.)
5. What happened while Nicole was videotaping in the hallway? (She caught the boys harassing Devon on tape.)
6. The program mentioned fear of retaliation. What is retaliation and why are people afraid of it? (Retaliation means getting back at someone, hurting someone for hurting you. If someone gets back at you, you could suffer physically, emotionally, socially, etc.)
7. What did the bullies finally do to Devon? (caused him to hit his head, serious injury, etc.) How did they plan to get away with it? (by lying, saying that they were at PE.)

8. Did they get away with it? (no) Why not? (Nicole and another witness came forward and told what they knew.) What happened to the boys? (They were arrested and taken into custody in full view of their classmates.)
9. What happened when Devon came back to school? (There was an assembly in his honor.) What did some of the signs against bullying say? (Don't be silent about bullying. Speak up! Report bullying before it gets to you, too. Bullying can ruin lives. Treat others with respect.)
10. Some people think that hurting those smaller and weaker shows strength and superiority. Does it? (no) What does? (Answers will vary.)

Annotation

The problem of bullying is addressed through real interviews with targeted students interspersed with dramatized scenes. Devon, a small, shy boy, suffers intimidation by three classmates. A witness who fears retaliation says nothing. But when Devon is seriously injured, the witness comes forward and the bullies are arrested with their classmates looking on. The entire school welcomes Devon back with an assembly to help stop bullying. Comments from law enforcement officials reassure students that they have legal recourse against bullies.

Length
15 Minutes

Subject Areas
Health and Guidance, Life Skills, Character Education

Audience Level
Grades 5-8

Catalog Number
2896-EN-VID

Related titles in the AIMS collection
#2541-EN-VID McGruff's Bully Alert
#2663-EN-VID Teen Files, Flipped: Bullies, Loners, and Violence
#2497-EN-VID Teasing: It's No Joke
#2856-EN-VID Bullying: Not Just a Guy Thing
#2496-EN-VID Bully No More: Stopping the Abuse
#2543-EN-VID The Teen Files: Surviving High School

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Discussion Guide

Welcome Back, Devon

Objectives

- To assure bullied students that they are not alone
- To discuss sources and methods of help for students targeted by bullies
- To encourage those who witness bullying to come forward
- To inform viewers about the legal consequences of bullying

What is Bullying?

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions by one or more other students. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another.

Dan Olweus

Bullying at School

Bullying can take many forms:

- *Verbal*—threatening, taunting, teasing, name-calling, sexual comments
- *Physical*—hitting, pushing, kicking, pinching, restraining
- *Psychological*—making faces, making demeaning or dirty gestures
- *Social*—exclusion, isolation, rumors

Types of Bullying Behaviors

Physical Aggression:	Hitting, kicking, destroying property
Social Aggression:	Spreading rumors, excluding fro group, silent treatment
Verbal Aggression:	Name calling, teasing, threatening, intimidating phone calls
Intimidation:	Graffiti, a dirty trick, taking possessions, coercion
Written Aggression:	Note writing, graffiti, threatening e-mails or IMs

Sexual Harassment: Comments or actions of a sexual nature which are unwelcome and make the recipient uncomfortable. Examples: rumors of a sexual nature, inappropriate touching, grabbing, comments about someone's body

Racial of Ethnic Harassment: Comments or actions containing racial or ethnic content which are unwelcome and make the recipient feel uncomfortable. Examples: ethnic jokes, racial name calling, racial slurs.

Normal Conflict versus Bullying

NORMAL CONFLICT	VERSUS	BULLYING
Equal power; friends	vs.	Imbalance of power; not friends
Happens occasionally	vs.	Repeated negative actions
Accidental	vs.	Purposeful
Not Serious	vs.	Serious - threat of physical harm or emotional or psychological hurt
Equal emotional reaction	vs.	Strong emotional reaction on the part of the victim
Not seeking power or attention	vs.	Seeking power; control
Not trying to get something	vs.	Trying to gain material things or power
Remorse -takes responsibility	vs.	No remorse - blames victim
Effort to solve the problem	vs.	No effort to solve the problem

Dealing With Bullies Is Everyone's Responsibility

It is up to everyone in the school to stop hurtful and teasing behavior. When you and other kids decide that it is time to stand up to a bully, you can really make a difference. When you mobilize and take action, you can help put an end to bully behavior. Wouldn't you like to have a school with no bullies?

What can be done to stop bullies from harassing others? List your ideas here:

- _____
- _____
- _____
- _____
- _____
- _____

What can *you* do to stop bullies?

- _____
- _____
- _____
- _____
- _____
- _____

Cross out any ideas that involve violence or retaliation. When you use violence against a bully, you are doing the same thing you want him (or her) to stop doing. Besides, violence usually makes things worse.

Go back and look at each of your ideas. Ask yourself, "Will this idea really work to stop a bully?" Put an X beside any idea that probably will not work.

Now, pick your five best ideas and number them #1 to #5. Make your very best idea #1. That's the idea you should try first!