

Art Educator	Tanya Steinberg
School	Bancroft Elementary
Level	Grade 4 and Grade 5
Course	English Language Arts, Visual Arts
Time Frame	Three lessons

1. Educational & Instructional Aims

- a. **Rationale:** The main goal of this lesson is to raise awareness around the issue of bullying, to tell an authentic story (personal or made up) that treats the issue of “feeling less than,” and to identify and build new forms of personal empowerment that strengthen the individual’s self esteem in the fight against bullying.
- b. **Specific Objectives:**
- To understand the types of situations and places where bullying take place and use the video *To This Day* as a foundation to begin our discussions about bullying
 - To have a place to openly share personal experiences through voice, art and in writing
 - To provide a forum for creative expression around issues of bullying and aggression towards another
 - To develop strategies for change - how to push back and to assist others in the face of bullying so that they and others never experience bullying again
 - To create a written piece of work in graphic format that depicts a bullying situation (personal or not) that has a positive resolution
 - To develop skills to identify and fight against bullying in their home or school community
 - To use group brainstorming and group/individual art activities to express thoughts and ideas related to bullying in all its forms and for students to become comfortable discussing these issues openly with their peers
- c. **Guiding Question/ Stimulus for Creation:**
- Have you ever experienced bullying or aggression in either position?
 - What makes a safe place and how can we contribute to making safe spaces?
 - How can each individual contribute to creating safe spaces?
 - In what way can the school/classroom environment become a place where students feel free to express themselves and to be open to change?
 - What makes you feel safe?
 - Have you ever felt unsafe?
 - Are you willing to tell your personal story? To another student? To the whole class?
 - In what interactive setting would each student feel most comfortable?

2. Links to the Curriculum

- a. **Broad Areas of Learning:**
- i. Health and Well-Being
 - ii. Media Literacy

iii. Citizenship and Community Life

b. Educational Aim/ Focuses of Development:

- i. As a member of a community of readers, s/he continues to take risks and to make personal connections to the texts s/he reads, hears, and views, and begins to respond to the interpretive processes of her/his peers.
- ii. S/he produces self-expressive, narrative and information-based texts that reflect her/his interests, personal choices and purposes, for a familiar audience of peers, family and trusted adults.
- iii. In peer/teacher discussions, s/he asks questions about the text as a way of seeking clarification and enrichment of her/his interpretations.
- iv. Uses language as a means of exploring, expressing and developing thoughts, feelings and ideas. S/he selects from a growing repertoire, appropriate and effective methods to produce, order, expand and judge spoken texts for a familiar audience. In familiar classroom situations, the student uses various roles when communicating effectively.

○ **Cross Curricular Competency(ies):**

- Exercises critical judgment
- Organizes his/her work
- Communicates effectively
- Works in a team

3. Subject Specific Competency(ies) :

- **ELA Competency 1:** To read and listen to literary, popular and information-based texts.
 - **ELA Competency 2:** To write self-expressive, narrative and information-based texts
 - **ELA Competency 3:** To represent his/her literacy in different media
 - **ELA Competency 4:** To use language to communicate and learn
 - **Visual Arts Competency 2:** To produce media works in the visual arts
 - **Creating personal image:** Creating work based on personal expression
Key Features:
 - Once students have identified and discussed the different issues associated with bullying, they will be asked to write a story, illustrated in graphic novel format that depicts a situation of bullying (personal or other). Here their ideas will be expressed. The target audience will be their peers and other members of the school community
- Creating media image:** See key features above

4. Interdisciplinary

- This lesson can be used to teach English Language Arts, the Visual Arts or any subject that focuses on the changing nature of society, community and diversity in all walks of life as bullying is an issue that crosses all disciplines and environments.

5. Vocabulary and Concepts: (examples)

Bullying - Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

Personal empowerment - to give power to, or to enable oneself

Self-esteem - confidence in one's own worth or abilities; self-respect.

6. Adaptations for Diverse Learners and Enrichment Activities

This lesson can be easily adapted to all levels since it allows the students to express themselves through whole class and small group discussion, including personal storytelling and through the visual arts. Student interaction is central to this lesson. In addition, because the story is to be told in graphic format, students who have difficulty writing can represent the story completely with images. It is thus an area for easy differentiation.

7. Materials and Equipment

- Smart Board or chart paper
- Youtube Video: *To This Day*, by Shane Koyczan
- High quality drawing paper
- Paper with printed cartoon format
- Lined paper for notes
- Pencils, colored pencils, markers

8. Lesson

- a. Show the video *To This Day*, by Shane Koyczan which is a visual arts and spoken word presentation based on his personal experiences with bullying
- b. Whole group discussion focusing the significant elements of the video, the meaning of bullying and ask students to tell personal stories (if students wish) of their own thoughts and experiences with bullying anywhere in their life
- c. Identify different words and language associated with bullying (eg. the examples above) and have students develop a list of words they associate with bullying and which they can use as they write their stories. Record their words on the Smart Board or chart paper.
- d. Here one could create a whole class mind map with the word "Bullying" in the centre as a way of recording their responses.
- e. Group/paired writing/drawing activity – Have students work either in pairs or small groups to create a graphic story (writing and images) that describes a situation of bullying that ultimately has a positive outcome. Use personal

experience or make up a story. And remember to include the central story elements – setting, characters, plot, and conclusion.

- f. Paired/group presentations and discussion of graphic stories

9. **Assessment**

- Visual Arts Rubric - Evaluation of the artwork itself is secondary to the ideas and themes represented in the images.
- Writing (ELA) rubric
- Anecdotal comments based on participation in whole class discussion as well as observation of paired and group work. Throughout the lesson the teacher(s) will record observations of small group free-flowing discussions as the students do their artwork.

10. **Cultural References and Bibliography**

- Youtube Video: *To This Day*, by Shane Koyczan

11. **Final Notes**

Stimulus for Creation: - The central idea of presenting this lesson is openness – to sharing, discussing difficult issues and enlightening students. The lesson will be introduced through discussion format so that students become familiar with what bullying is and become comfortable telling their stories about how bullying may have affected their lives. The paired/group collage activity is both a means to create a story, a visual arts piece and to allow students to a forum for discussion in different formats format.

Work Time: The LES will be consist of three lessons:

- Introduction to the theme and whole class discussion, watch video and discuss
- Writing and art activity
- Whole class discussion and presentation or acting out of stories

Final Outcome: Shared interaction and presentation of group projects

12. Closure and Integration: The final discussion of completed stories and spoken reflections of what students have learned and how their thinking may have changed throughout the lessons