

<b>Art Educator</b>	<i>Patrizia Battaglia &amp; Genevieve Lepori</i>
<b>School</b>	<i>Royal Vale School &amp; Bancroft School</i>
<b>Level</b>	<i>Grade 6</i>
<b>Course</b>	<i>ERC / Language Arts / Visual Arts</i>
<b>Time Frame</b>	<i>3 days</i>

1. **Educational & Instructional Aims**

a. **Rationale:** The students will explore the concept of bullying.

b. **Specific Objectives:** The students should learn the following:

**CATEGORIES**

1. Defining the bully and the victim and their characteristics

- personality traits, likes/dislikes, family history, traumas suffered, strengths/weaknesses

2. Where does bullying occur?

- school grounds, outside of school, home, extra-curricular activities, online

3. Who to see for help?

- parents, friends, trusted adult, adult in community (eg: swim coach), guidance counselor, administrator, support groups

4. What is a safe place and where can you find one?

- school, organization, sports group, similar interest groups, home

5. Long-term consequences of bullying

- depression, anxiety, suicide, body image, eating disorders, low grades, self esteem

6. What are the by-standers responsibilities? (you are neither the victim or the bully. What do you do?)

- tell a trusted adult, talk to victim, seek support, be a good friend, stand up for victim

c. **Guiding Question/ Stimulus for Creation:** How can we visually represent one of the above aspects of bullying

2. **Links to the Curriculum**

a. **Broad Areas of Learning:** diversity, inclusion, celebrating our unique selves, open thinking, use of language,

b. **Educational Aim: Individuals as members of society**

Gives examples of prejudices, generalizations or stereotypes that are present in society

(Prejudice: he is certainly the one who did it because he is the leader of his group; Generalization: my neighbour likes hunting, therefore all men like this activity; Stereotype: children who come from this neighbourhood are more intelligent than children from other neighbourhoods)

Names the possible effects of prejudices, generalizations and stereotypes (e.g. there could be discrimination, rejection, injustice, categorization)

c. **Focuses of Development:** *Choose the area that fits most*

**Cross Curricular Competency(ies):**

- Organizes his/her work
- Communicates effectively

3. **Subject Specific Competency(ies):**

- **Appreciates works of art** (*Reflection, Reaction, Connection*)

**Key Features:** ensure the poster represents the assigned aspect of bullying

4. **Interdisciplinary**

*English Language Arts - Oral communication, writing*

*Visual Arts – Represent in drawing the various aspects of bullying*

5. **Vocabulary and Concepts: Essential Knowledge**

Bully

Victim

Bystander

Words that are misused: fag, gay, dyke, nerd, dumb, retard, stupid, faggot, ugly, slow

Tease

Stereotype (gender, racism, sexism, ageism)

Empathy

Violence

6. **Adaptations for Diverse Learners and Enrichment Activities**

*This lesson can be expanded by adding research categories to explore. Bullying is complex and can touch upon so many aspects of our lives. Students can focus on mental health issues that arise out of bullying. Students who require adaptations or modifications can focus on one subsection of a category listed above.*

7. **Materials and Equipment**

*Dictionary*

*Chart paper*

*Large markers / pencil crayons*

*Poster Paper*

*Computer*

*Smartboard*

8. **Assessment**

*Students will work on posters that illustrate the assigned category.*

9. **Cultural References and Bibliography**

*Optional Book: "Being Jazz"*

*CBC link to "Bry Bitar"*

*"It Gets Better" Campaign by Brian Savage*

10. **Preparation**

**Stimulus for Creation:**

Have you or anyone you know been teased for breaking a gender stereotype?

Eg) you are a boy who figure skates? You are a girl who plays hockey?

1. Discussion on teasing/making fun because of a stereotype

2. Discussion on teasing due to the type of family you have

- write down a list of words that someone has called you or you have heard that are hurtful (fag, gay, retard, slow, dyke, stupid, faggot, nerd, dumb, ugly)

3. Define “bullying” (an action) and “intimidation” (a feeling I have because of....)

4. Define who is the bully? Lack Empathy •Jealous •Violence and Abuse at Home •Seeking Popularity & Attention  
•Seeking Power •Retaliation

- Who is the victim? What qualities do they possess?

5. Where does bullying occur? (school grounds, outside of school, online)

Introduce Video Bryan Bitar / Bry Bitar

- CBC link to Bry at Royal West who is transgendered

6. Discussion about Bry

7. Who to see for help (family, peers, teacher, trusted adult, trusted role model, kids help phone, “jeunessejecoute.ca)

**Learning Activities: Visual Arts Language and Transforming Gestures:**

11. **Performance:**

**Complex Task:** Students will brainstorm in groups and focus on a specific category of bullying/intimidation. Each group will brainstorm on a poster the various aspects of their category. Students will decide which ideas to represent visually on their poster, and draw their individual work on an assigned space on the poster.

**Work Time:**

1 hour – discussion

30 min. – group discussion on category assigned

1 hour – poster work

**Clean-up:** *Each group of students is responsible for cleaning up their own workspace*

**Final Outcome:** *A Poster visually representing one of the 6 categories above*

12. **Closure and Integration:**

Students’ brainstorms are evident on poster planning paper. Their individual ideas are visually represented on an assigned space on the poster. The messages (words and pictures) represented are obvious and clear, using vocabulary words discussed and matching images.