

Not In Our School: Bullying Prevention Month, October 2015

“Take the Pledge” Lesson Plan

I pledge to stand up to all forms of hate, bigotry, and bullying. I will not stay silent in the face of intolerance based on race, ethnicity, sexuality, gender, religion, ability, or any other factor. I will work together with my neighbors to create safer, more inclusive communities for all.

— *The Not In Our Town Pledge*

Introduction

This lesson guide is designed to help students make meaning of the **Not In Our Town/Not In Our School Pledge** as part of Bullying Prevention Month, October 2015. Following the lesson, extension activities are provided for students to make their own artistic rendition of what it means to “picture the pledge.”

This lesson plan incorporates useful teaching strategies that link to the Common Core State Standards including:

- Identifying and defining key vocabulary: hate, intolerance, law enforcement, target, stereotype, upstander.
- Assigning students a quick write, a short writing assignment on one or more of the questions presented in this lesson plan, an essay, or a script.
- Asking students to do a "Think, Pair, Share," working with a partner to discuss questions.

Exploring the Pledge

Briefly explain the primary themes of the pledge. The words in the pledge have deep meanings. Define and discuss the true meanings of the words below. Write the students' ideas on a blackboard or flipchart.

- *hate*
- *bullying*
- *bigotry*
- *race*
- *ethnicity*
- *gender*
- *sexuality*
- *religion*
- *upstanders (people who speak up and stand up for themselves and others to stop harm from taking place)*

Have students do a “Think, Pair, Share” on the following question:

- *What does it mean to not stay silent in the face of intolerance based on race, ethnicity, sexuality, gender, religion, ability, or any other factor?*

Have students do at least one quick write with the following prompts:

- *Envision a safe and inclusive school. What would it look like? How would students treat each other? What would the staff do?*

- *What can I do with fellow students to create a safer more inclusive community for all?*

Help students take the pledge online at www.NIOT.org/pledge/download. Have the students discuss how to share the pledge with others at school and in their community. Make an action plan for teaching others about the pledge and getting fellow students to sign.

Warriors *Not On Our Ground* Public Service Announcement (PSA)

After discussing the pledge, show the Golden State Warriors PSA, [Not On Our Ground, Not In Our Town \(https://www.niot.org/notonourground\)](https://www.niot.org/notonourground).

Description of the film: *In a PSA titled "Not On Our Ground, Not In Our Town," players, including NBA All-Stars Stephen Curry and Klay Thompson, publicly share their commitment to stand up to bullying. Draymond Green, Shaun Livingston, and Coach Steve Kerr join the call.*

After watching the PSA, engage students in a dialogue using some or all of the following questions (include at least one writing prompt):

- *What part of this PSA strikes you the most?*
- *Who is the intended audience for this PSA? Do you think this PSA successfully gets its point across?*
- *What do the Warriors mean when they say, "What you say affects people, whether it is online or in person?"*
- *Since an upstander is someone who speaks up and stands up, do you think the Golden State Warriors are upstanders? How can they best use this PSA to make change?*
- *How big an issue is bullying at your school? How have you been impacted by bullying?*
- *Have you witnessed an act of bullying in the last few months? Take a moment to describe the event (without naming the people involved).*
- *What are the solutions to bullying? To cyberbullying?*

"Take the Pledge" Extension Activities

Choose one or more of the following activities to extend the lesson.

Extension Activity 1: Have students create art projects or performance pieces where they "picture the pledge." Watch these videos for ideas!

1. [Art Students Picture a World Without Intolerance \(https://www.niot.org/nios-video/art-students-picture-world-without-intolerance\)](https://www.niot.org/nios-video/art-students-picture-world-without-intolerance)

Students in art classes design compelling posters about confronting intolerance and stereotyping.

2. **[Students Map Bully Zones to Create a Safer School](https://www.niot.org/nios-video/students-map-bully-zones-create-safer-school)**
<https://www.niot.org/nios-video/students-map-bully-zones-create-safer-school>
Students open the conversation about how to create a safer school, and towards the end, create a flash freeze demonstration to raise awareness about bullying.
3. **[Spoken Word Poetry: "What Kind of Asian Are You"](https://www.youtube.com/watch?v=VoP0ox_Jw_w)**
https://www.youtube.com/watch?v=VoP0ox_Jw_w
Alex Dang performs in the 2013 National Poetry Slam.
4. **["Play With Me" Anti-Bullying Video](https://www.youtube.com/watch?v=bmN2CQ6qhGc)**
<https://www.youtube.com/watch?v=bmN2CQ6qhGc>
In this video, a five-year-old remakes Sam Smith's "Stay With Me" song; many popular songs can be re-written with an anti-bullying message.
5. **[To This Day: Spoken Word Poem About Bullying](https://www.youtube.com/watch?v=li6L_Aux9RU)**
https://www.youtube.com/watch?v=li6L_Aux9RU
Hilarious and haunting, poet Shane Koyczan puts his finger on the pulse of what it's like to be young ... and different.

Extension Activity 2: Write essays, poems, and reflection pieces about being an upstander. Have students view one of the films below and write about how they too can be an upstander.

1. **[Profile of a Youth Leader](https://www.niot.org/nios-video/profile-youth-leader-alana)**
<https://www.niot.org/nios-video/profile-youth-leader-alana>
As a high school student, Alana Garrett mentored fourth grade students and taught them how to prevent and stand up against bullying as part of a Not In Our School project. In this video, she also shares her story of evolving from a person who was bullied into an anti-bullying activist and leader. Alana is now studying sociology at Baldwin Wallace University and is a community organizer for the Children's Defense Fund where she is working to stop violence among youth in inner city Cleveland.
2. **[Keep Your Head Up: Stand Up to Bullying](https://www.niot.org/nios-video/keep-your-head-stand-bullying)**
<https://www.niot.org/nios-video/keep-your-head-stand-bullying>
Not In Our School (NIOS) has joined forces with amazing artists from KutRoc Records, Kitarah, Maverik, and Mateo, who show students how to stand up to bullying with the anti-bullying song, "Keep Your Head Up." This video combines the voices of youth with the song's lyrics. It illustrates the power of youth speaking up and taking the lead in the Not In Our School movement, which inspires hope and motivates everyone to be upstanders as a force for change.
3. **[Oakland High Students Stand Up to Hate](https://www.youtube.com/watch?v=aOUQlqURO3k&list=PLW9qJN0IXHKzU0Yfvz1vApCapYUdJdG6F&index=3)**
<https://www.youtube.com/watch?v=aOUQlqURO3k&list=PLW9qJN0IXHKzU0Yfvz1vApCapYUdJdG6F&index=3>
After agender teen Sasha Fleischman is set on fire on an Oakland bus, local high school students hold a No Hate basketball event.
4. **[Auto Body Shop Owner Repairs Hearts After Hate Attack](https://www.niot.org/nios-video/auto-body-shop-owner-repairs-hearts-after-hate-attack)**
<https://www.niot.org/nios-video/auto-body-shop-owner-repairs-hearts-after-hate-attack>

When Quality Auto Paint & Body owner, Richard Henegar, hears that a local college student is the victim of an anti-gay hate attack, he decides to help. Not only does Richard repair Jordan Addison's vandalized car by painting over the anti-gay slurs and replacing windows and tires, but he brings his entire community together. Talk show host Ellen DeGeneres learns of this generous act and invites the two men to talk about their experience on national television. Richard is also honored by his alma mater, Lord Botetourt High School, with the creation of the the Richard Henegar Kindness Award to highlight how one person can make a difference.

Extension Activity 3: Produce a Public Service Announcement. Have the students make their own PSA.¹

1. Watch [Break Bullying](https://www.niot.org/nios-video/breakbullying) to get ideas. (<https://www.niot.org/nios-video/breakbullying>)

The Public Service Announcement (PSA) “Break Bullying” depicts adults in an office environment re-enacting the director’s personal bullying experience from middle school. His point: *If we would not stand for this in the office, why do we stand for it happening to kids in schools?*

It is a call to action for everyone to take bullying seriously. Students and teachers alike are reporting visceral responses to the PSA. You will hear a few bleeps—but those bleeps, unedited, are what kids experience daily in their schools.

2. PSAs are usually about 30 seconds long or less. Have students **use these questions to guide the production process**:
 - *What type of words should flash across the screen to convey your message or goal?*
 - *Think of a catchy phrase or slogan.*
 - *How do you convince people to listen to your message?*
 - *What are your facts? How will you share these facts dramatically?*

3. **Finalize the content and make a storyboard and script for the PSA.** Students need to determine the content of their PSA. They can make notes on the [PSA Script Outline sheet](http://www.readwritethink.org/files/resources/lesson_images/lesson1069/psa_outline.pdf). (http://www.readwritethink.org/files/resources/lesson_images/lesson1069/psa_outline.pdf)

Use the information in the PSA Script Outline to [make a storyboard](#)

(<http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html?main-tab=2#glossary>) and shot list for the video. A storyboard is like a comic book with panels of sketches that show the plans for the scenes **and** actions. The storyboard can be turned into a script that includes

¹ This lesson was adapted from the [International Reading Association readwritethink website](http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html?main-tab=2). <http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html?main-tab=2> - tabs

dialogue and description of the scenes, in addition to a shot list that identifies the camera angle for each shot in the film.

4. **Make a plan for filming the video.** For some background information, watch [Shotlists and Storyboards on the Nortel LearnIT: Video Production website.](http://www.nortellearnit.org/technology/Video%20Productions/) ([http://www.nortellearnit.org/technology/Video Productions/](http://www.nortellearnit.org/technology/Video%20Productions/))
5. **Additional things to do before filming** include:
 - *Arrange to use a digital video camera.*
 - *If more than one person is needed for the video, ask friends to play parts.*
 - *Collect any props you will need.*
6. **Rehearse and film the PSA.** Arrange time to rehearse before filming. Once the video is filmed, you can help students edit the PSA using [Windows Movie Maker](#) or another editing program. Save the video, and encourage the students to share it with friends and family.
7. **Evaluate the work.** Have students refer back to the goals of their PSA and determine whether they were accomplished.
8. **Share the PSA.** We love to post student productions on our website. Send links of the videos (YouTube, TeacherTube, etc.) to Not In Our School (NIOS): info@niot.org.

To have the films published on the NIOS site, [have students get parental releases](#) for everyone involved in the film production. Please contact us to at info@niot.org to get releases.