

Sample Lesson:
Grade 10 English

Sample Lesson Plans from Trashback

Before Reading Activities:

Whole Class Discussion and Predictions

Divide the class into groups of three or four students to answer these questions. Once each group has had time to explore the issues, have students return to their regular seats and share their ideas in a whole class discussion. The **Before Reading Activities** will end with a clear definition of bullying added to the students' notebooks.

Small Group:
20 minutes
Whole Class Discussion:
25 minutes to take up and make notes on definition

1. When we hear the term "bullying", we sometimes think of a big person threatening or physically hurting a smaller person. Everyone knows this kind of violence is wrong, but it continues to happen. In addition, there are many kinds of bullying that are more subtle, and therefore do not draw the same attention as physical violence. What are some of these other kinds of bullying? How widespread are they in your school?
2. Describe a situation in which you were hurt, but someone said, "It's just a joke!" How did you feel? What is an appropriate response to this kind of situation?
3. Are practical jokes bullying, or just plain fun? When does a practical joke cease to be funny?



4. Define the term "bullying" by stating exactly what it is.

As it is important that all students understand the concept of bullying, the teacher will be prepared to provide a complete definition of the term. The following details are stated in *Shaping Safer Schools: A bullying prevention action plan*, November 2005:

Bullying is a dynamic of unhealthy interaction. It is a form of repeated aggression used from a position of power. It can be physical, verbal, or social.

Bullying may be a relationship problem. Students who bully are learning to use power and aggression to control, and distress others. Students who are repeatedly bullied are trapped in an abusive relationship. As a relationship problem, bullying requires relationship solutions.

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After Reading Activities:

Exploration of Issues, Collaborative Learning, Small Group Presentations

Graffiti Exercise:

40 minutes to
organize and visit
all work stations
30 minutes to
present and make
notes

For further detail for this kind of activity, the teacher can refer to *Think Literacy*, pages 66 – 69. This is called Graffiti Strategy. The purpose of this activity is to collect data, to involve students in collaborative learning, and to produce a foundation on which further discussions and activities can be based.

Format:

- Divide the class into five different groups. Have students move their desks to create a workstation for each group.
- Give each group a different coloured marker, and instruct them to use this marker to add information to the chart paper they will be given. When the group moves to the next workstation, the coloured marker will go with them.
- The teacher will give each group a piece of chart paper, with the assigned topic on top. (See below for topics: Questions 8-12)
- Tell the students that they have five minutes to write their answers to the question on the chart paper. Each time the group goes to a new piece of chart paper, the recorder will be a different person in the group.
- When the time is up for each session, tell the students to leave the chart paper behind and move to the next workstation and chart paper. Be sure to take the marker, and hand it to the next recorder. They now have five minutes to read what is there, to add comments, question marks, disagreements, or additional points.
- When students have completed all five questions and have returned to where they started, they will prepare to report on the information. They should look at the ideas on the chart paper, and identify what they see as key points. In each group, a displayer and a reporter will be chosen to present to the class.
- As the presentations are taking place, all students in the class should be making their own notes about key ideas and points.
- The chart pages may be displayed on the walls of the classroom for further use in discussions.