

# Art Advisory Guide

## Bullying and Violence Prevention Grade Level: **High School**

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# **Bullying and Violence Prevention**

## **A Note to the Teacher**

These videos address serious themes of bullying and depression. Educators should be extremely sensitive to students in the class who may be experiencing bullying, or those who have struggled with depression or suicide. It is suggested that the teacher preview the videos and lessons, and then decide whether or not to conduct these lessons with the support of counselors and/or school social workers. Only begin the activities if it seems the class has adequately processed each video segment.

# Civil Wars, Part 1

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://connectwithkids.com/civil-wars-4/>

### Essential Question

Why is it important to distinguish the difference between civil and uncivil behavior?

## Introduction

Every generation boasts its fair share of teens who cheat, curse, fight, harass, vandalize or behave in other disrespectful ways. "Gangs... violence... carjackings... muggings – and they're children. A lot of them are children," says Kathy Shields, a teacher.

But do today's teens make up the most uncivil generation to date? Some parents and educators believe they do.

In *Civil Wars* you will see how some schools, families, and individuals work through every day challenges in order to create a code of civility.

Over the next five lessons, we will discuss civility and incivility in our school and community.

We will watch a video segment, have a discussion about it, and then complete an activity to get you to think about your civil and uncivil behaviors that you, your peers, and the adults in your life exhibit.

## Teacher

Begin by explaining that the lesson is going to focus on civility.

1. Read the summary of the video: *Civil Wars, Part 1* will explore why kids today are deemed less respectful than they were 30 years ago.
2. Ask the students: What is your definition of civility? Write answers on the board.
3. Provide the following definition for students: **civility (n.):** courtesy and politeness in words and actions,
4. View the video segment about civility.
5. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

## Discussion Questions

1. What are some examples of civil behavior? What are some examples of uncivil behavior?
2. The video states that life today seems to be a choice between respect and uninhibited self-expression. How do you see this choice in behavior patterns today?
3. Why is it sometimes easier to act uncivilly than to act civilly?
4. Create a 5-7 word sentence or headline that expresses the message of this section of *Civil Wars*.

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

# Activity: Your Personal Brand

## Materials

- Article, “Choose Fonts for Your Personal Brand” by Susan Chritton
- *Civil Wars* Font Support worksheet
- Pencils/pens

## Teacher

In this unit, students will study and create lettering. Lettering is the art of drawing letters. Choosing the right kind of letters for different statements is very important for supporting the message of the words, creating the feeling behind the message, and making the right impression.

This unit will also talk about the students’ personal brand – the mark, style or design – other people associate with a person, often based on behavior or character. One question students will be asked to think about is: How is your personal brand like the font or the lettering you choose for words?

Before drawing letters, the class will look at an article about fonts, the kinds of letters that are provided on most computer writing programs.

1. Read the article, “Choose Fonts for Your Personal Brand” by Susan Chritton from *Personal Branding for Dummies*.
2. Discuss the article using the following questions:
  - Do you agree or disagree with the statement the author makes in the first paragraph about how typeface makes a first impression? Why or why not?
  - In your opinion, what is the most important point the author makes in this article regarding fonts and the impression fonts make? Why?
  - Why is consistency in fonts on documents or websites important?
  - How does the choice of font support a brand?
  - Compare this article about the message a font sends to the message you send with your behavior, whether civil or uncivil.
  - We will use the ideas in this article to frame our lettering projects. How might you consider the same ideas in forming your behavior? How does that behavior form your personal brand?
3. To put this into practice, look at the worksheet and discuss how the font of each sentence supports or is in contrast with the statement being made. If it does not support the statement, how would you change it and why?
4. Think of the fonts used in each sentence as an expression of the civility or incivility of the statement. How does it compare or contrast to the intention of the words?

## Conclusion

Review the themes in the lesson. Discuss: How is your personal brand like the font or the lettering you choose for words? Why is it important to distinguish the difference between civil and uncivil behavior?

## Article: “Choose Fonts for Your Personal Brand” by Susan Chritton, from *Personal Branding for Dummies*

Your personal font is very much like your personal handwriting. The typeface you choose for your written materials (including your online materials) makes a strong impression – an impression that occurs before your audience reads a single word of what you’ve written.

A font can show professionalism, a casual attitude, authority, or a creative flair. The fonts you choose to use in your materials need to reflect your personal brand qualities.

Think about some handwriting stereotypes for a moment. Pretend that you’re playing a word association game, and someone is naming different professions. Your job is to describe their handwriting. Your responses may look something like this:

- Doctor: Illegible scratches
- Architect: Structured and neat
- Accountant: Small and precise
- Romance novelist: Curlicue letters with lots of flair

While not even a doctor wants to use a font that mimics illegible scratches, an architect or accountant creating a website may want to consider associations like “structured and neat” and “small and precise” when considering what fonts to use.

If an architect or accountant chooses fonts with curlicues and lots of flair, the target audience may not quite know what to make of that presentation. Ditto with a romance novelist who chooses a small, precise font (or a square, chunky font); the people looking at that person’s materials may be confused instead of impressed.

At a site like MyFonts, you can peruse font options and look for those fonts that create the impression you want. Consider the following tips when making your selections:

- **Message and feeling:** Fonts show mood and emotion. A rounded font makes a somewhat casual and relaxed impression. Fonts with straight lines in the serif format feel reliable and trustworthy. A heavy font shows boldness, confidence, and strength, whereas a lighter font presents a softer message. Open fonts give the impression that you are an open, accessible person.
- **Clarity and readability:** Above all else, your font must be legible in both online and printed documents. All the time you spend considering a font’s mood and emotion will be wasted if the reader can’t quickly and easily figure out what you’ve written!

When choosing a font for a website, simpler is better because you want the site to open easily across all computer platforms.

- **Less is more:** Choose no more than two or three fonts to use in your materials. You’d never want to mix that many fonts in one document, and you want to use the same font(s) consistently in all your materials. Also, be careful to keep the font size fairly consistent within a given document so that the reader’s eye isn’t jumping back and forth between large and small text.

Fonts fall into two basic categories:

- **Serif:** Serif fonts have tops and tails at the ends of the letter strokes. These fonts are often used for print documents and are considered more classic style fonts. Most books are printed in a serif font because it lessens eye strain.
- **Sans serif:** Sans serif fonts have a cleaner feel because they don't feature any extra marks at the ends of the letters. These fonts tend to have a more casual feel, and they have become the standard for online copy because they're easier to read on a screen.

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Worksheet: Civil Wars: Font Support

How does the font selected for each statement below support or contrast with the meaning behind the words?

**97% of all students say they've cheated.**

*Four out of five students say they've experienced sexual harassment in school.*

*We are a civilization that celebrates the fast break, the quick climb.*

*Teachers say kids are less respectful than they used to be.*

**Life today seems to be a choice between respect and uninhibited self-expression.**

**Are we the most uncivil generation in history?**

**How can we win the battle both at home and in school?**

**I'M SUPPOSED TO BE SELF-CENTERED. I'M A TEENAGER.**



# Civil Wars, Part 2

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/civil-wars-4/>

### Essential Question

How do we express the themes of civility and isolation in the way we draw letters and words?

### Teacher

Begin by explaining that the lesson is going to continue the topic of civility.

1. Read the summary of the video: In this section of *Civil Wars*, experts say feelings of isolation may cause less civil or respectful behaviors.
2. Review the definition of civility. **civility (n.):** courtesy and politeness in words and actions
3. View the video segment *Civil Wars, Part 2*.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Describe Michelle's sense of isolation and how it influenced her behaviors.
2. Experts say that "incivility results from isolation — people having a lack of connection and unaccountability to others." Agree or disagree with this statement and explain why. Do you ever feel isolated? Who are you accountable to?
3. Why do you think so many adults believe that teens today are more rude and disrespectful? How do teens see adults as uncivil? Cite examples from the video as well as your own experiences.
4. How is self-control related to civility? Can you have one without the other? Explain.

### Notes

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# Activity: Isolated Lettering

## Materials

- Rulers
- Paper (If grid paper is available, use that)
- Pencils
- Erasers
- Paper tape for temporary mounting on wall
- If possible, access to a computer with word processing capabilities to check fonts. If not, have several different kinds of print (text books, posters, brochures, etc.) with a variety of fonts available for reference.

## Teacher

In this lesson students will begin lettering.

1. Make sure each student has a ruler, a piece of paper, a pencil, and an eraser.
2. Ask students to brainstorm words that stand out from the video and write them on the board. Some choices might include: civility, isolation, angry, connection, rage, surrounded, respect. How do these words represent the message and theme of *Civil Wars, Part 2*?
3. There are basically three steps to lettering:
  - Select the font you want to work with.
  - Measure and block out the word in pencil so the letters are spaced according to your plan.
  - Ink over your letters.
4. Choose a word from the brainstorm list and choose a font or style of lettering. What kinds of lines will best suit the mood, message, and feeling you wish to create for your word? Straight or curved lines? Serif or sans serif letters? Heavy letters or light? Letters with large openings or tightly closed letters? Bubbled letters or stick-like? Why?
5. For this first piece, students will use what is referred to as rectangular spacing. Ask them to think about the paper they used to use as elementary students when they first learned to write. It had a top line, a bottom solid line, and a dotted line going across just above the middle of the space between the top and bottom. Why was that line there? (**Note:** This is to determine where all the horizontal lines of the letters will go.) Why is this referred to as rectangular spacing?
6. Students should select the area of the paper where they want the word to be and lightly draw guidelines: a baseline, a top line, and a mid-line. The mid-line will help organize all of the horizontal lines of the letters, keeping them, generally, on the same plane.
7. Give them time to sketch their letters/words.
8. Check for blocking: the placement of the letters. Do the letters in the word feel like they are spaced correctly? Why is this important?
9. Check the letters to make sure the letters touch the guidelines appropriately and the vertical lines are parallel to each other. Use a ruler if necessary.
10. If students are pleased with their sketches, have them use a pen to trace over the lines. Fill in any areas that need it. What are some ways to protect the paper from being smudged while lettering?

11. Erase the guidelines and other pencil lines that still show.
12. Students who finish quickly should letter another word or try their hand at a shape other than rectangular for lettering the same or a different word.
13. When everyone is done, mount the students' work in an exhibit space for observation and discussion.
14. Ask students:
  - How did you choose the word?
  - How does the lettering in each word reflect the civil or non-civil feeling of the word?
  - How do these words and their lettering express isolation?
  - Which of these words represents your personal brand of civility? Why? How?

## Conclusion

If someone were to enter this classroom and see this 'exhibit' would that person recognize the themes of civility and isolation? Why or why not?

How do we express the themes of civility and isolation in the way we draw the letters of words?

In the next lesson, we will letter longer words and phrases.

## Notes

[illegible]

# Civil Wars, Part 3

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/civil-wars-4/>

### Essential Question

How do rules and models of civility help shape our own behaviors and attitudes?

### Teacher

1. Begin by explaining that the lesson is going to continue the topic of civility.
2. Read the summary of the video: Cotswold Elementary is a school that focuses on character building through the exemplary behavior of the teachers. They know the importance of character education in order to build model citizens early in life.
3. View the video segment *Civil Wars, Part 3*.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. *Civil Wars, Part 3* describes a character education program at Cotswold Elementary School. What are the three (3) steps teachers follow? How was character education taught during your elementary school years? How did it make a difference?
2. How did the adults model civil behavior in the schools in the video? How do the adults you know at school and at home model civil behavior? How do they model incivility? Have you been consciously aware of adult behavior as being civil or uncivil? Explain your answers.
3. How would you define a “model citizen”?
4. This segment describes the special friendship that developed between two elementary school girls. How does this story connect to your current experience in school? Do people go out of their way to create friendships? Do people go out of their way to be civil so that friendships can start? How does this affect your community?

# Activity: Rules of Civility

## Materials

- Copies of “George Washington’s First 30 Rules of Civility”
- Pencils
- Paper
- Rulers

## Teacher

1. Today’s lesson will focus on selecting a phrase about civility. Students will analyze the material and choose one of the rules to work on today and for the next two sessions.
2. Distribute “George Washington’s First 30 Rules of Civility” and go around the room having students read them out loud, one at a time.
3. Have students ‘translate’ the rules from the 1760s to current vernacular.
4. Discuss, using the following questions:
  - Do the same rules apply to today? Why or why not?
  - How can we adapt the rules? How would you say the rule in current vernacular?
  - Which of these rules — in current vernacular — have you heard before? Has it been directed at you in particular or someone else? Explain.
  - How would following these rules help people remain civil?
  - Do you think they were successful back in George Washington’s time? Why or why not?
5. Ask each student to select one of the rules, either in the language of George Washington or in current vernacular, and record their choices. No rule may be repeated more than two (2) times in the same class. This will be the phrase they will work on in their next lettering exercise.

**Note:** Challenge students with lettering experience to select one of the longer ‘rules’.

6. Review the three (3) basic steps to lettering from the last session:
  - Select a font/sketch the font to work with.
  - Measure and block out the word in pencil so the letters are spaced according to your plan.
  - Ink over your letters.
7. Allow students to begin working on lettering their choices if there is time.

## Conclusion

Ask: How do rules and models of civility help shape our own behaviors and attitudes? How will the font you choose reflect and support the meaning of the rule of civility? In the next lesson, we will continue this project.

# George Washington's First 30 Rules of Civility

1. Every action done in company ought to be with some sign of respect to those that are present.
2. When in company, put not your hands to any part of the body that is not usually discovered.
3. Show nothing to your friend that may affright him.
4. In the presence of others, sing not to yourself with a humming noise, nor drum with your fingers or feet.
5. If you cough, sneeze, sigh, or yawn, do it not loud, but privately. Speak not in your yawning, but put your handkerchief or hand before your face and turn aside.
6. Sleep not when others speak. Sit not when others stand. Speak not when you should hold your peace. Walk not when others stop.
7. Put not off your clothes in the presence of others, nor go out of your chamber half-dressed.
8. At play and at fire, it is good manners to give a place to the last comer, and affect not to speak louder than ordinary.
9. Spit not in the fire, nor stoop low before it. Neither put your hands into the flames to warm them, nor set your feet on the fire, especially if there be meat before it.
10. When you sit down, keep your feet firm on the ground and even, without putting one foot on the other or crossing them.
11. Shift not yourself in the sight of others, nor gnaw your nails.
12. Shake not the head, feet, or legs. Roll not the eyes, lift not one eyebrow higher than the other. Wry not the mouth, and bedew no man's face with your spittle by approaching too near when you speak.
13. Kill no vermin such as fleas, lice, ticks, etc., in the sight of others. If you see any filth or thick spittle, put your foot dexterously upon it. If it be upon the clothes of your companions, put it off privately, and if it be upon your own clothes return thanks to him who puts it off.
14. Turn not your back to others, especially in speaking. Jog not the table or desk on which another reads or writes. Lean not upon anyone.
15. Keep your nails clean and short, and your hands and teeth clean, yet without showing any concern for them.
16. Do not puff up the cheeks, loll not out the tongue. [Do not] rub the hands or beard, thrust out the lips or bite them, or keep the lips too open or too close.
17. Be no flatterer. Neither play with any that delight not to be played with.
18. Read no letters, books, or papers in company. When there is a necessity for doing so, you must ask leave. Come not near the books or writings of another, so as to read them, unless desired, nor give your opinion of them unasked. Look not when another is writing a letter.
19. Let your countenance be pleasant, but in serious matters somewhat grave.
20. The gestures of the body must be suited to the discourse you are upon.
21. Reproach none for the infirmities of nature, nor delight to put them that have infirmities in mind thereof.
22. Show not yourself glad at the misfortune of another, though he were your enemy.

23. When you see a crime punished, you may be inwardly pleased, but always show pity to the suffering offender.
24. Do not laugh too loud or too much at any public spectacle lest you cause yourself to be laughed at.
25. Superfluous compliments and all affectation of ceremony are to be avoided; yet where due they are not to be neglected.
26. In pulling off your hat to person of distinction, such as noblemen, justices, churchmen, etc., make a reverence, bowing more or less according to the custom of the better bred and quality of persons. Amongst equals, expect not always that they should begin with you first, but to pull off the hat when there is no need is affectation. In the manner of saluting and re-saluting in words, keep to the most usual custom.
27. Tis ill manners to bid one more eminent than yourself be covered, as well as not to do it to whom it's due. Likewise, he that makes too much haste to put on his hat does not well, yet he ought to put it on at the first, or at most the second time of being asked. Now, what is herein spoken, of qualification in behaviour in saluting, ought also to be observed in the taking of place, and sitting down for ceremonies which, without bounds, is troublesome.
28. If anyone comes to speak to you while you are sitting, stand up although he be your inferiour. And when you present seats, let it be to everyone according to his degree.
29. When you meet with one of greater quality than yourself, stop and retire, especially if it be at a door or any straight place, to give way for him to pass.
30. In walking, the highest place in most countries seems to be on the right of him whom you desire to honour. Therefore, place yourself on the left of him you desire to honour. If three walk together the middle is the most honourable. The wall is usually given to the most worthy if two walk together.

A complete listing of the "Rules of Civility" can be found at [www.virginia.edu/gwpapers/civility/transcript.html](http://www.virginia.edu/gwpapers/civility/transcript.html). **Source:** *George Washington: A National Treasure* made possible by a grant through the Donald W. Reynolds Foundation

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# Civil Wars, Part 4

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/civil-wars-4/>

### Essential Question

How does establishing a set of rules or a personal mission statement for behavior influence civility?

### Teacher

1. Begin by explaining that the lesson is going to continue the topic of civility.
2. Read the summary of the video: The Falkenberry household and schools such as Lydiksen Elementary make sure that character building and learning respect, civility, etc. are part of their every day learning and are a part of their curriculum at school.
3. View the video segment *Civil Wars, Part 4*.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. The family in this segment created a family mission statement. How does this impact civility?
2. What important values have your parents taught you? Do you always live by these values? Explain.
3. If you have children, will you hold them to the same standards of behavior that your parents expect from you? Why or why not?
4. One of the teachers refers to making the rules for behavior a “priority for the culture.” How would you make character education and civility a “priority for the culture” at your school and in your community?

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# Activity: George Washington's Rules for Civility, Part 2

## Materials

- Pencils
- Paper
- Rulers

## Teacher

1. Students will continue working on lettering of one of George Washington's Rules, but first discuss the rules and words the Falkenberry family and the different schools used to teach civility.
  - What were the six (6) words one school taught every day? (**Note:** honesty, responsibility, respect, compassion, integrity, and self-discipline.) Why are these words important to civil behavior?
  - One school refers to the "100 little things" they do to reinforce civil behavior. Name a few of the 100 things they mention. What might be some of the 100 things that could happen at this school? Why?
  - What is one of the Falkenberry mission statement reminders? How did it affect their daily lives?
  - How do the words and the 100 little things and the Falkenberry family mission statements compare and contrast to George Washington's "Rules for Civility"?
  - How could you apply any of the words/rules/ statements to your own life? Why?
  - Would the same font you are using for your George Washington project work for those words/ rules/statements? Why or why not?
2. Review the three basic steps to lettering:
  - Select a font/sketch the font you want to work with.
  - Measure and block out the word in pencil so the letters are spaced according to your plan.
  - Ink over your letters.
3. Have students continue working on lettering.

## Conclusion

**Ask:** How does establishing a set of rules or a personal mission statement for behavior influence civility? In the next lesson, students will continue this project.

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# Civil Wars, Part 5

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/civil-wars-4/>

### Essential Question

How does civility extend to art exhibits – and other walks of life?

### Teacher

1. Begin by explaining that the lesson is going to continue the topic of civility.
2. Read the summary of the video: Constantly in trouble, and surrounded by people who were looking out for her, Michelle DiTizio was finally tired of the bad behavior and began to turn her life around.
3. View the video segment *Civil Wars, Part 5*.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. In this segment, what does Michelle say helped her to change her uncivil behavior? Do you believe her? Why or why not?
2. When your teachers or administrators deal with uncivil behaviors at school, does it appear they are supporting the student or only disciplining the student? Explain your answer.
3. Do you get the impression that teachers at your school are “looking out for you”? Explain.
4. In the video, Michelle says that it “just got easier to be good.” Have you experienced this to be true? Explain your answer.
5. The narrator in the video ends this section stating, “Consequences for bad behavior. Applause for good behavior. And along the way, people who care about you and expect you to do the same.” Comment on how this summation applies or does not apply to your experiences in school.

# Activity: Civil Exhibition

## Materials

- Pencils and pens
- Paper
- Rulers
- Erasers
- Paper tape to mount projects

## Teacher

1. Today students will complete lettering of the George Washington Rules projects and mount their work in an exhibition. They will also create their own rules of civility for viewing the exhibit.
2. Review the three basic steps to lettering and note that everyone should complete step c in the next 15 minutes:
  - Select a font/sketch the font you want to work with.
  - Measure and block out the word in pencil so the letters are spaced according to your plan.
  - Ink over your letters.
3. At the end of the allotted time, mount their projects in an exhibit. (**Note:** Placing works on table tops with no other distractions often works as well as mounting on walls.)
4. Ask students to determine rules of civility for viewing an exhibition. How should they behave? What will be the rules for commenting civilly on the different pieces?
5. What would they title their exhibition? Would that be evident to anyone walking in the room? Why or why not?

## Conclusion

Ask: How does civility extend to art exhibits? Why is this important to know? Should these same rules apply to other experiences in life? Why or why not? Review the theme of the video and ask students to consider the role civility plays in their lives.

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# Sticks and Stones, Part 1

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

### Essential Question

How does a still life picture convey the themes of verbal bullying and harassment?

### Note

This content of this video addresses serious themes of bullying and suicide. Educators should be extremely sensitive to students in the class who may be experiencing bullying, or have struggled with depression or suicide. When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/or school social workers. Only begin the activity if it seems the class has adequately processed each video segment.

### Introduction

*Sticks and Stones* tells true stories from teens who were bullied with name-calling, gossip, nasty emails, and exclusion. This kind of torment often hurts more and leaves deeper emotional scars than physical bullying. The video tells the true story of Ryan Halligan who committed suicide as a desperate escape from daily teasing and taunting as well as from other teens that faced verbal bullying and harassment.

Over the next five (5) lessons we will discuss how bullying affects the victims.

We will watch a video segment, have a discussion about it, and then complete an activity to get you to think about what lies in the wake of bullying.

### Teacher

1. Begin by explaining that the next five (5) lessons will focus on verbal bullying, teasing and harassment. It will also show that sometimes bullying and teasing can contribute to depression, sadness, and in some instances, suicide. Let students know that due to the serious nature of the video they may want to discuss this further with another adult, parent, or school counselor.
2. Explain that bullying and teasing is not a new problem. Ask students if they have witnessed physical bullying or verbal bullying and ask for descriptions.
3. Given the nature of this video, it is important to provide the following information about bullying:

Dr. Dan Olweus, a world-renowned expert in the field of bullying prevention and program developer of one of the most recognized bullying prevention programs in the world defines bullying as: Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

Dr. Olweus says that bullying is peer abuse.

Ask students what this means. Have students share some examples of bullying behavior.

**Bullying involves:**

- Involves an aggressive behavior
  - Typically involves a pattern of behavior repeated over time
  - Imbalance of power or strength
4. Ask students what is meant by an “imbalance of power.” Explain that it may be size, social status, and intellectual ability. There are many things that can make someone more powerful than others.
  5. Read the summary of the video: In *Sticks and Stones, Part 1* students discuss bullying issues.
  6. View the video.
  7. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

## Discussion Questions

1. Identify the different types of bullying that are discussed in this first video segment. Which, in your opinion, is the worst? Why?
2. Do you think verbal bullying is common in your school? Explain your answer.
3. Alison Goller says, “People at the school feel...everybody gets made fun of.” Is that your experience? Explain.

## Notes

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# Activity: Introduction to Still Life

## Materials

- Picture: *Still Life with a Skull and a Writing Quill*, 1628, Pieter Claesz (Dutch, 1596/97–1660)
- Information about Still Life Art from: [http://www.getty.edu/education/teachers/classroom\\_resources/curricula/esl2/esl2\\_still\\_life\\_overview.htm](http://www.getty.edu/education/teachers/classroom_resources/curricula/esl2/esl2_still_life_overview.htm)
- Pen
- Paper

## Introduction

Explain that over the next five (5) lessons, students will analyze and create still life art. They will create a still life sketch as a way to depict the emotional components of verbal harassment. In the first activity students will have the opportunity to understand meaning in still life art.

Share the following information from the J Paul Getty Museum about still life.

[http://www.getty.edu/education/teachers/classroom\\_resources/curricula/esl2/esl2\\_still\\_life\\_overview.htm](http://www.getty.edu/education/teachers/classroom_resources/curricula/esl2/esl2_still_life_overview.htm)

Still Life: A type of art whose subject is a group of natural objects (such as game, flowers, vegetables, or fruits) and man-made objects (such as containers) usually placed on a tabletop with a tablecloth. A still life is a depiction of an arrangement of diverse inanimate objects, including plants, artifacts, and items of food (especially fruit and game). The arrangement is often apparently random and is usually within a domestic setting.

Still life works are primarily associated with oil painting, but are also made in other media, including mosaic, watercolor, and photography. Still life offers artists the opportunity to exhibit their skills in creating complex compositions and in depicting a variety of textures.

One theme often portrayed in still life paintings is *vanitas*, which is concerned with the fragility of man and his world of desires and pleasures in the face of the inevitability and finality of death. It refers to the vanity of earthly possessions, to fleeting time, and to decay. The objects selected for still life are symbolic and represent a theme, message or commentary on life in general.

## Teacher

1. Break students into groups of five.
2. Have them select a recorder and a reporter.
3. Display the still life by Pieter Claesz.
4. Ask students to answer the questions below.
5. Have each group report back to the class.
  - What is the subject matter (focus or theme)?
  - Why do you think the artist choose these particular objects?
  - What themes might the objects represent?

**Note:** If students have a difficult time analyzing the picture, have them describe what they see and how the picture makes them feel.

## Conclusion

Summarize the theme of the lesson and the definition of bullying. Ask students to think about what objects could be used as the subject of a still life about verbal bullying and harassment. Explain that in the next lesson, the students will identify and describe these objects. Over the next four lessons student will create a still life sketch to represent the feelings associated with teasing, exclusion and name-calling.

Explain that the next lesson will focus on learning more about the impact of verbal bullying and online harassment. They will also as a class select objects to be used for their still life sketch.

*Sticks and Stones, Part 2* tells the story of The Halligan family. The family and experts discuss cyberbullying - the bullying that resulted in the suicide of 13-year-old Ryan Halligan.

Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Teacher

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

# Sticks and Stones, Part 2

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

### Essential Question

What impact can cyberbullying have on a person?

### Note:

This video contains sensitive material and describes the suicide of Ryan Halligan.

### Teacher

1. Begin by explaining that this lesson focuses on cyberbullying and the impact it can have on young people. Let students know that due to the serious nature of the video they may want to discuss this further with another adult, parent or school counselor.
1. **Define Cyberbullying:** According to the website stopbullying.gov, cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.
2. Review the definition of bullying from the previous lesson. Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

Dr. Olweus says that bullying is peer abuse.

#### **Bullying involves:**

- an aggressive behavior
  - a pattern of behavior repeated over time
  - power or strength
3. Read the summary of the video: The Halligan family and experts discuss cyberbullying — the bullying that resulted in the suicide of 13-year-old Ryan Halligan.



4. View the video.
5. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

## Discussion Questions

1. Do students at this school experience “cyberbullying”? If so, do most kids tell their parents? Why or why not?
2. Did the bullying Ryan experienced meet the definition of bullying given above? Explain.
3. What forums exist for youth to harass each other on line?
4. The video explains that it is important for students who are bystanders or who witness online bullying speak up and tell someone. Agree or disagree and explain your answer.

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

# Activity: Still Life Sketches

## Materials

- Paper
- Pen

## Teacher

1. Explain that in last session, students learned about still life art and examined objects in one painting. In this lesson, students will focus on selecting objects that could be used as the subject of a still life sketch about verbal bullying and harassment.
2. Break students into the same groups as the previous session.
3. Have them select a recorder and a reporter.
4. Have students brainstorm a list of objects that can symbolize the emotions connected to teasing, cyberbullying, and verbal harassment.
5. Have each group report back to the class.
6. Write a list of all the objects on the board. As a class, have students review the list and add additional items. These can be obvious, such as a computer, cell phone, pen and paper with hurtful words on it, or less obvious such as sticks and stones.
7. Individually, each student should select three (3) objects and answer the following:
  - Why did you choose these objects?
  - What do the objects symbolize for you?
  - How might you arrange the objects for a still life sketch?

**Note:** Depending on the class size and availability of materials, the teacher can select the objects based on what has been shared, or have students bring in their own objects for individual use. The teacher can have the students get together in groups and create 4-5 arrangements to be sketched. To keep it simple, no more than three (3) objects are suggested.

## Conclusion

Summarize the theme of the video and review the definition of cyberbullying. Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Explain that the next video is about the story of a gay student who shares his bullying experiences, as well as some senior citizens who describe the pain they still feel today about being bullied over 50 years ago. Explain they will begin to sketch to sketch their still life.

## Notes

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# Sticks and Stones, Part 3

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

### Essential Question

Why do the victims of bullying blame themselves?

### Teacher

1. Begin by explaining that this lesson focuses on the serious topic of how verbal bullying contributes to depression, feelings of suicide, and for some victims, the desire for revenge.
2. Remind students to think about one person with whom they can continue this conversation at home or in school.
3. Ask the students for the definition of bullying they learned in the last two lessons.
4. Read the summary of the video: *Sticks and Stones, Part 3* is the story of a young man who is gay who shares his experience of being bullied his entire life as well as some senior citizens who describe the pain they still feel today about being bullied over 50 years ago.
5. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. The young man in the video says that although he had been physically bullied, "the ugly names hurt the most." Why do you think that is?
2. Did what Marvin experience meet the definition of bullying? Explain.
3. Why do you think the senior citizens can still recall being teased and called names?
4. Why do young people blame themselves for being teased?

# Activity: Still Life Sketch: First Draft

## Materials

- Objects for the still life sketch
- Pencil or charcoal
- Paper

## Teacher

**Note:** In this lesson students begin to sketch the still life objects. The class can sketch a still life of the same objects, or, if possible, small groups of students can use the same objects, or students can create their own individual arrangements.

**Note:** The teacher can use personal instructions for sketching still life.

The following instructions will need to be shared:

- Arrange objects.
- Agree on the placement of the objects.
- Spend a few minutes observing the objects and the arrangements.
- Check the proportions.
- Sketch out the basic shape.

Students will have the next two (2) sessions to complete the sketch.

## Conclusion

Summarize the theme of the video. Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this.

Explain that *Sticks and Stones, Part 4* is the story of a female teen who shares the rumors and sexual harassment she faced and a subsequent lawsuit against the school system.

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# Sticks and Stones, Part 4

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

### Essential Question

When does bullying become harassment?

## Introduction

**Note:** This video contains sensitive material about sexual harassment. It shows explicit language that was used verbally and online to sexually harass one young female.

## Teacher

Begin by explaining that this lesson focuses on the serious topic of when verbal teasing becomes sexual harassment.

1. Read the following definition of harassment from stopbullying.gov website: Although bullying and harassment sometimes overlap, not all bullying is harassment and not all harassment is bullying. Under federal civil rights laws, harassment is unwelcome conduct based on a protected class (race, national origin, color, sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment. Harassment is against the law.
2. Remind students that there are specific guidelines against bullying and harassment in the school and share them.
3. Read the summary of the video: *Sticks and Stones, Part 4* is the story of a female teen who shares the rumors and sexual harassment she faced and a subsequent lawsuit against the school system.
4. View the video.
5. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

## Discussion Questions

1. Which, in your opinion, was worse: the verbal, personal teasing Alison Goller had to endure at school or the hateful web page about her? Why?
2. How do rumors get started? How are they prolonged? Why do people participate in rumor spreading? What does it take to stop a rumor?
3. When did the verbal abuse Alison face become harassment?
4. What is in place in this school to address bullying and harassment? What else can be done to address this in schools? How can administrators, teachers and parents help?

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Sticks and Stones, Part 5

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/sticks-and-stones-cv/>

### Essential Question

How can people reach out to those who have been the victims of verbal bullying, physical bullying, cyberbullying, and harassment?

### Note

This content of this segment reviews all the stories that address serious themes of bullying and suicide. Educators should be extremely sensitive to students in the class who may be experiencing bullying, or have struggled with depression or suicide.

### Teacher

1. Begin the lesson by explaining that this lesson summarizes the last four lessons.
2. Read the summary of the video: *Sticks and Stones, Part 5* is the last segment in this video and summarizes the content of the previous four (4) segments. Experts review the signs of bullying and discuss actions to take.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. What are the warning signs that someone is suffering from bullying?
2. Do most people still trivialize bullying? Explain your answer.
3. What would you do (or have you done) if you knew a friend was being teased or harassed?
4. What are some steps to take if you if you witness verbal, cyber, or physical bullying?



# Activity: Still Life Sketches: The Final Product

## Materials

- Objects for still life
- Pencil
- Paper with still life sketch

## Teacher

1. Explain that in today's session students will complete their still life sketches and then share with a partner.
2. Think Pair Share:
  - Have students break into pairs and analyze each other's sketches.
  - Are they similar? In what way?
  - How do they look different?
  - Does each one see the objects in the same way?
  - What is significance of the objects and how does it relate to bullying and harassment?
  - What is the significance of the different point of view for the sketches? How do different points of view relate to bullying and harassment?

## Conclusion

Summarize the theme of all five (5) lessons.

1. Encourage students to reach out to others they think may be experiencing verbal bullying, physical bullying, and cyberbullying, and identify ways they can be part of the solution in their school.
2. Have students think about how they might help address verbal bullying in school.
3. Ask students to list ways they could help and write theme on the board.
4. Reinforce the following: If you are being bullied: tell an adult or ask your friends to help you. If you witness bullying, and there is no danger to you: stand next to or speak up for the person. If you can't do this: comfort the person being bullied and offer friendship and find an adult who can intervene.

Underscore the serious nature of the content and remind students that they can talk to other adults about this. Ask them to think about one adult they could go to if they feel the need to discuss this topic.

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# Invisible Weapons, Part 1

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/invisible-weapons-cv/>

### Essential Question

How can we use abstract expressionism to depict bullying?

### Note

The content of this video addresses serious themes of bullying and suicide. Educators should be extremely sensitive to students in the class who may be experiencing bullying or have struggled with depression or suicide. When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/or school social workers. Only begin the activity if it seems the class has adequately processed each video segment.

### Introduction

It's not only sticks and stones but also words — relentless, harsh and painful — that are a bully's weapons. According to many authorities, bullying has become an epidemic in America's schools, with 3 of 4 students saying they've been bullied or harassed and 1 in 10 saying it happens to them every day.

*Invisible Weapons* offers a look at boys and girls who torment other children, featuring interviews with bullies, their victims, and bystanders.

Over the next four (4) lessons, we will discuss some thorny questions about bullies, the victims of bullies, and those who witness bullying.

We will watch a video segment, have a discussion about it, and then complete an activity to get you to think about the role you play in incidents of bullying.

### Teacher

1. Begin by explaining that the lesson is going to focus on bullies, victims, and witnesses to bullying.
2. Read the summary of the video: In *Invisible Weapons, Part 1* kids talk about their experiences with bullying, whether they are the bullies, the victims, or the witnesses to bullying.
3. Ask the students: How has your definition of 'bully' changed over the course of the last few units?

4. View the video segment.
5. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

## Discussion Questions

1. Why don't bystanders do anything when they witness bullying?
2. In the video, what statements do the teenagers use for defending their silent witness behaviors? Do the statements sound familiar? Why or why not? What are other reasons for not standing up for a friend when he or she is being bullied? What experience have you had in this arena?
3. What is the difference between "standing by" and "standing up?"
4. The experts talk about a "tipping point" that pushes people to do get "the uninvolved involved" where bullying is concerned. Design a description of a tipping point for someone your age.

## Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

# Activity: Abstract Emotions

## Materials

- Paper
- Markers
- Examples of Abstract Expressionism:
  - *Rider* by Willem de Kooning at [www.Whitneymuseum.org](http://www.Whitneymuseum.org)
  - *The Journey* by Morris Graves at [www.Whitneymuseum.org](http://www.Whitneymuseum.org)
  - *Black Reflections* by Franz Klein at [www.metmuseum.org](http://www.metmuseum.org)
  - *Autumn Rhythm* by Jackson Pollack at [www.metmuseum.org](http://www.metmuseum.org)

## Teacher

In this unit, students will study and create art in the style of Abstract Expressionism.

1. Showing the examples of works of art listed in the materials section, tell students about the history of Abstract Expressionism.

**Abstract Expressionism** is an art movement that began in New York after World War II. It reflected the mood of disillusionment brought about by the destruction and dehumanization of war. Artists expressed themselves through color and brush strokes. It is non-representational and non-objective art, which means that there are no actual objects. Instead of painting objects, artists painted emotions that objects inspired in them, painting the emotional experience rather than physical reality. They would distort things to get the emotional effect, and yet artists saw their interpretations as accurate representation of the objects that inspired their paintings.

2. As you show the paintings, ask students to describe what they notice about each piece. Discuss how the qualities of Abstract Expressionism are evidenced in each work of art.
  - What emotions are evoked by the paintings?
  - How do the titles relate to paintings themselves?
  - Describe the brush strokes and colors you see in each painting.
  - How do the brush strokes create movement in the paintings?
  - How do the brush strokes create an emotional effect?
3. Ask students to think of how confidence can be a tool to discouraging bullies.
  - What does confidence look like?
  - What skill, talent, or trait do you have that brings you confidence?
  - What colors and brush strokes do you associate with confidence? Why?
4. Select a symbol to represent confidence. Students can create an original symbol or use a symbol from geometry or trigonometry. The symbol should dominate the drawing (it can be repeated).
5. Instruct students to use color to emphasize the expression of feeling, emotions, and thoughts about confidence. Ask students to explain their color choices.
6. Have students title their works and share with the group. Ask the group to determine how the artwork supports the theme of confidence as a deterrent to bullying in *Invisible Weapons*.

## Conclusion

## How can we use Abstract Expressionism to depict bullying?

Summarize the theme of the lesson. Remind students that they can talk to trusted adult if they feel they need to further discuss the topic.

## Notes

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# Invisible Weapons, Part 2

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/invisible-weapons-cv/>

### Essential Question

How do differences among people help or prevent dealing with bullying in a school or a community?

### Teacher

1. Begin by explaining that the lesson is going to continue on the topic of bullying.
2. Read the summary of the video: Sarah Nadler was bullied all through middle school and found it hard to open up to her parents about the bullying she was going through.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Describe the different ways bullying affected Sarah. Why do you think Sarah felt it was her fault?
2. Sarah never told her parents. Why do you think she and others like her keep experiences with bullies to themselves?
3. How important is it to tell someone if you know someone is in danger? Who would you tell? Why?
4. On a scale of 1-10 with ten being very aware, how would you rate your awareness of the suffering caused by being bullied at your school? Explain your answer.

### Notes

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# Activity: The Differences Among Us

## Materials

- Paper (appropriate for the color medium)
- Pencils
- Markers or watercolor paints
- Objects from their pockets, backpacks, the room shelves, etc.

## Teacher

1. Ask students to form groups of no more than five (5) and brainstorm and record the different emotions students felt while watching the video. Compare and contrast the emotions expressed. Explain that these will be used to create another work in the style of Abstract Expressionism.
2. Ask students to recall the elements of Abstract Expressionism and how artists use color to express emotions.
3. Have groups gather objects found in the class or objects they have with them (i.e., keys, phones, etc.) to represent these emotions and arrange several of the objects so everyone in their small group can see them. Have the groups discuss the emotion their grouping expresses.
4. Tell them to use the elements of Abstract Expressionism to sketch and then color one or more of the objects. Remind them that they do not have to draw the objects as they really look; the objects can be exaggerated and distorted based on their interpretation.
5. Have students share their artwork and explain how they used the objects and color to express an emotion. If they distorted or changed the object, have them explain why. Encourage them to reflect on the different interpretations of the objects used within their own groups. How is this similar or different from their own emotional reactions to the video?

## Conclusion

How do differences among people help or prevent dealing with bullying in a school or a community? Review the themes in the lesson and remind students to talk with a trusted adult if they need to discuss the topic more deeply.

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# Invisible Weapons, Part 3

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/invisible-weapons-cv/>

### Essential Question

Compare and contrast how the elements of a painting are important for delivering a message to how group efforts are important to stopping bullying at school.

### Teacher

1. Begin by explaining that the lesson is going to continue on the topic of bullying with the third part of *Invisible Weapons*.
2. Read the summary of the video: See what happens when the bully says she's sorry and how Doug Archibald stood up for his sister when she was being bullied.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Do bystanders have a responsibility to report bullying when they see it? Why or why not?
2. What are some possible reasons why students don't report?
3. Why do you think others are more willing to speak up?
4. Do friends influence your decision to get involved? How?
5. What can the school do to encourage students to get involved?
6. How would you rate your school's efforts to help create an environment that helps students support each other?

### Notes

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# Activity: Stand Up

## Materials

- Paper (appropriate for the color medium)
- Pencils
- Paints
- Copies of a photograph of the school (will be torn up or glued on final project)
- Examples of abstract expressionism (used in lesson #1)
  - *Rider* by Willem de Kooning at [www.Whitneymuseum.org](http://www.Whitneymuseum.org)
  - *The Journey* by Morris Graves at [www.Whitneymuseum.org](http://www.Whitneymuseum.org)
  - *Black Reflections* by Franz Klein at [www.metmuseum.org](http://www.metmuseum.org)
  - *Autumn Rhythm* by Jackson Pollack at [www.metmuseum.org](http://www.metmuseum.org)

## Teacher

1. Show the examples of artwork listed above once again and ask students to comment on how the artists used the elements of Abstract Expressionism in each. Tell students they are going to select one of the artists and follow that artist's style to create their next painting.
2. Student work should include an abstract image to represent what students can do to stop bullying. It should include an image for each of the following:
  - An anti-bullying committee
  - Someone stopping bullying by intervening
  - Someone getting help from an adult or adults
  - Someone showing support for students who are bullied
3. Students will incorporate a photo of their school into their art. Ask them to think of how they can use the photo and still be true to Abstract Expressionism so the photo fits into the overall composition.
4. Have students share the various elements of their work including color, position of the photo, and how they interpreted each of the concepts they had to include.

## Conclusion

Compare and contrast how the elements of a painting are important for delivering a message to how group efforts are important to stopping bullying at school. Review the themes in the lesson and remind students to talk with a trusted adult if they need to discuss the topic more deeply.

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# Invisible Weapons, Part 4

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/invisible-weapons-cv/>

### Essential Question

How can we use art to express feelings?

### Teacher

1. Begin by explaining that the lesson is going to continue on the topic of bullying with the fourth part of *Invisible Weapons*.
2. Read the summary of the video: Experts say that it is important to recognize signs of bullying in victims before they take matters into their own hands and fight back with acts of violence.
3. Review the definition of “spectator responsibility.” What does it mean, and how does it impact them as students and citizens of a community? Write answers on the board.
4. Ask students to consider spectator responsibility when viewing *Invisible Weapons, Part 4*.
5. View the video segment.
6. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. What did this section of the video have to tell us about spectator responsibility?
2. What were some of the labels used to bully the victims in the video? Did some of the students in the video accept the labels other put on them? Explain your answer.
3. Ask students to define “stereotype” (defined as a widely held but fixed and oversimplified image or idea of a particular type of person or thing.) What does the video have to say about stereotyping?
4. How does stereotyping happen in this school?
5. What are some of the labels placed on students? Is labeling fair? Explain your answer.
6. What are some ways to move beyond stereotypes?
7. Why is building self-confidence so important when an individual is faced with being bullied, excluded or left out? How does building self-confidence break a stereotype?

# Activity: Abstract Stereotypes

## Materials

- One large piece of heavy weight paper (the class canvas)
- Copies of geometric shape handout
- Pencils
- Paints/markers
- Scissors
- Glue

## Teacher

1. Students will work in their small groups for discussion and creating art, but they will work as a full class to create one example of Abstract Expressionism.
2. Distribute the geometric shapes handout, one to each student.
3. Students are to color the geometric shapes so that they express emotions and feelings connected to an experience they had being bullied, being the bully, or witnessing bullying. Students should discuss their color choices with their small groups as well as the experiences that influence their choices.
4. When all geometric shapes are filled with color, students should discuss and plan how they will position the shapes on the class canvas. Have students come up to the class canvas and place their shapes in a way they determine expresses their feelings about bullying. The artwork should fill as much of the canvas as much as possible.
5. After all color shapes have been placed, ask what the piece needs to feel complete. Where might they add lines or other color? How would other elements support the anti-bullying theme of the artwork?

## Conclusion

Have students share with the class the feelings and emotions they were trying to express and connect it to students in the video.

## Notes

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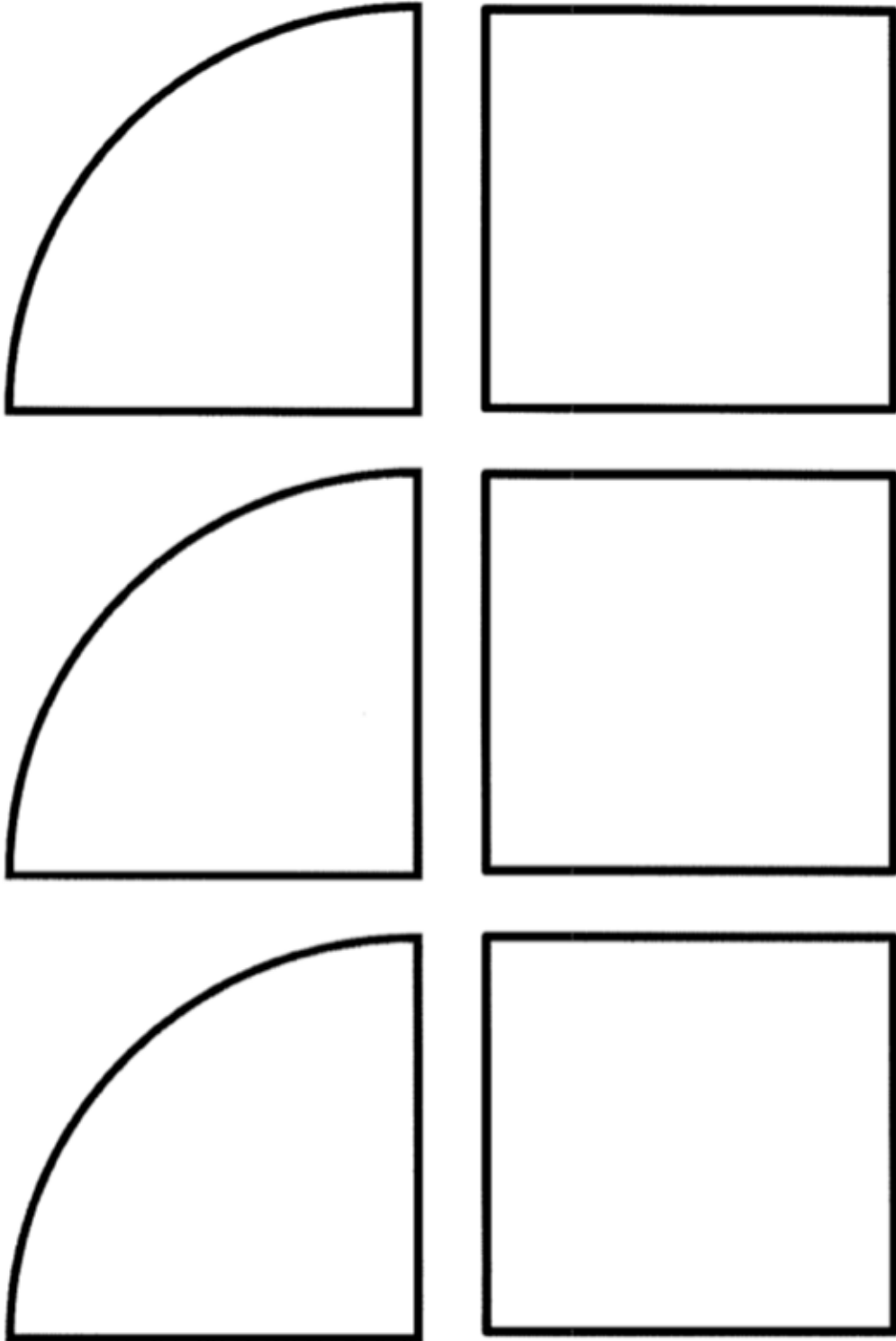
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## Geometric Shape Handout



# Silent Witness, Part 1

## Bullying and Violence Prevention Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/silent-witness-cv/>

### Essential Question

How are situations and feelings about bullies, victims, and bystanders expressed in comics?

### Note

The content of this video addresses serious themes of bullying and depression. Educators should be extremely sensitive to students in the class who may be experiencing bullying or have struggled with depression or suicide. When presenting this video, it is suggested that the teacher conduct these lessons with counselors and/or school social workers. Only begin the activity if it seems the class has adequately processed each video segment.

### Introduction

Bullying continues to plague an untold number of children in the playgrounds and hallways of American schools. But there are ways for kids to protect themselves. *Silent Witness* explores several scenarios of the non-violent methods parents and educators are teaching kids to stop the bullying, ways that can help them not be the target of bullies.

Over the next five (5) lessons we will discuss things we can do to stop bullying and help the victims of bullies.

We will watch a video segment, have a discussion about it, and then complete an activity to encourage you to think about the your own actions when faced with a bully or a situation involving bullies.

### Teacher

1. Begin by explaining that the lesson is going to focus on bullies, victims, and witnesses to bullying.
2. Read the summary of the video: In *Silent Witness, Part 1*, kids talk about their experiences with bullying, whether they are the bullies, the victims, or the witnesses to bullying.
3. Ask the students: What is your definition of a bully? Write answers on the board.

4. Provide the following definition for students: **Bully (noun):** A person who hurts, intimidates, or continuously bothers smaller, weaker, or more vulnerable people.
5. View the video segment.
6. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

## Discussion Questions

1. Why don't bystanders do anything when they witness bullying?
2. What statements do the teenagers in the video use for defending their silent witness behaviors? Do the statements sound familiar? Why or why not? What are other reasons for not standing up for a friend when he or she is being bullied? What experience have you had in this arena?
3. What is the difference between "standing by" and "standing up?"
4. The experts talk about a "tipping point" that pushes people to do get "the uninvolved involved" where bullying is concerned. Design a description of a tipping point for someone your age.

## Notes

[illegible]

# Activity: Bullies in Comics

## Materials

- Article, “Tuesday’s Top Ten Comics: Bullies Beware!” by The King, from the website Comics Kingdom, [www.comicskingdom.com](http://www.comicskingdom.com)
- Access to the Internet OR newspapers with comic strips OR comic books (**Note:** many comic strips run online; printing several out beforehand is another option — see those comics mentioned in the article listed above)
- Paper and pencils

## Teacher

In this unit, students will create comic strips that depict bullying scenarios and what people their age can do to stop bullying in the schools and in the community.

1. Ask students about their experience with comics. Do they read the comics in newspapers or in collections? Do they read comic books? Do they see movies based on comic books? Ask them to explain their answers.
2. Why are comics, manga, comic books, graphic novels, and movies based on comics so popular?
3. Ask students to describe what comics have to do with bullies. How do you justify using a literary art form that is based on a word that means humorous to depict bullying?
4. Break students into pairs and distribute the article “Tuesday’s Top Ten Comics: Bullies Beware!” by The King, from the website Comics Kingdom [www.comicskingdom.com](http://www.comicskingdom.com).
5. Students are to read the article with a partner. The partners will highlight the three (3) most important statements made about comics and/or bullying in the article and be prepared to defend their answers.
6. If means to use the Internet is available OR if newspapers and/or comic books are available, ask students to find a comic strip or portion of the comic book that depicts bullying and be prepared to share with the group.
7. Gather as a class to discuss and share their findings on bullies in comics. Use any of the following questions as well as your own for the discussion:
  - Did you look for and/or find any of the comics named in the article? Why or why not?
  - Does the comic strip/comic book depict bullying in a realistic way? Why or why not?
  - Describe the bully, the victim, and the bystanders.
  - Who wins the situation? Why?
  - Is there humor involved? Why or why not?

## Conclusion

Ask: How are situations and feelings about bullies, victims, and bystanders expressed in comics? We will continue discussing and creating comics about bullying in this unit.

# Article: Tuesday's Top Ten Comics: Bullies Beware!

March 17, 2015 by The King  
Category: Tuesday's Top Ten  
Hello Comics Royals!

(In this article), Kurt Kolka, Comics Kingdom guest blogger and author of ["Bullying Is No Laughing Matter,"](#) takes an introspective look at bullying on the comics pages and picks his collection of comics on bullying. When I was a kid, I was bullied quite frequently. Reading comics in newspapers and comic books were my escape from the fear I felt.

In (one comic strip) "Take it From the Tinkersons," we see Tillman Tinkerson having another snappy comeback for his bully, Kyle, and being able to walk away from the situation. Tillman also exudes confidence as he faces his bully, another plus. Studies in bullying have shown that kids who do not show their fear and can make jokes about a bully's remark, showing they are not hurt by it, often can walk away as Tillman does. Bullies like to see fear and hurt from their victims. When this is taken away, there is no longer a reward in bullying.

If you've been reading comics for a while, then you know, like I do, that bullying has been an essential part of some comic strips for years. The relationship between Dagwood and Mr. Dithers in "Blondie" comes to mind immediately. We've seen it played out with hilarity many times.

Another strip we've seen bullying behavior is in **"Beetle Bailey."** Comic characters return to normal the next day; real people may not. Physical wounds will heal in time, but emotional ones not so easily.

(The **Dennis the Menace**) artwork which Ron Ferdinand donated inspired a whole school! Miller Elementary School in southeast Michigan used the idea of a "Fence of Friends" to create a whole anti-bullying assembly. Projecting comic...to a wall, they had the children create fence boards with their names. Each board touched another's whom they were friends with (even teachers), creating a fence of friendship.

Back in high school in the '70s, there was one strip everyone was talking about — **"Funky Winkerbean."** Students sat around the newspaper racks in the school library discussing what was happening in Funky's world regularly, and the same types of situations which were happening in our world at the time. Today is no different.

Back in high school in the '70s, there was one strip everyone was talking about — **"Funky Winkerbean."** Students sat around the newspaper racks in the school library discussing what was happening in Funky's world regularly, and the same types of situations which were happening in our world at the time. Today is no different.

I remember when I was growing up, my Dad always had to read **"Judge Parker"** before he allowed me to read the comics section. He loved it so much that I got an original piece of "Judge Parker" art signed by former artist Harold LeDoux for his 80th birthday several years ago. When I sought out comic creators for the anti-bullying project, writer Woody Wilson was one of my first contacts. And, he was glad to help us out.



The first comic book my grandfather bought me as a kid was “Batman” drawn by Joe Giella. Joe was THE “Batman” artist for many years during the ‘60s and ‘70s. Only in recent years did I learn he was still drawing and that he drew “Mary Worth.” While I didn’t correspond with Joe for the book, I did with writer Karen Moy. She not only helped supply me with the strip for the book, but she was a constant encourager to me throughout the whole process of putting the book together. Between the influences of her and Joe, they have now endeared me to “Mary Worth” on a daily basis as well.

I hated “The Pajama Diaries.” That’s because it had replaced “Judge Parker” in an area newspaper a few years ago. Of course, this was before I had even read “The Pajama Diaries” or corresponded with cartoonist Terri Liebenson. It was when Terri submitted her strip for the book, I felt I had to check out her comic. Terri’s sincerity as an artist and comic creator soon won me over. Not long after her first contact with me, I added “The Pajama Diaries” to my favorites list at Comics Kingdom. Recently, as I’ve become a freelance writer and artist, I have come to appreciate the dilemmas faced by her character, Jill, even more.

In 1969, my sister bought me a Phantom comic book when I was sick. The Phantom was known to take a stand against bullies. (There) is a short story from a Gold Key comic book where The Ghost Who Walks assists a boy being bullied. The Phantom shows this boy what we see on the outside of a bully is not what is going inside. Bullies are often fearful and insecure, choosing to pick on others to satisfy their need for power.

To learn more about “Bullying is No Laughing Matter” or to purchase a copy, check out our website at [www.BullyingIsNoLaughingMatter.com](http://www.BullyingIsNoLaughingMatter.com). The website was not created just for children and teens either. Teachers and other youth workers can make use of its comic strips for presentations and discussions on bullying.

## Notes

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# Silent Witness, Part 2

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/silent-witness-cv/>

### Essential Question

How do comic strips tell bullying stories?

### Teacher

1. Begin the lesson by explaining that the lesson is going to continue on the topic of bullies, victims, and bystanders.
2. Read the summary of the video: In *Silent Witness, Part 2*, Kyle Finn shares his experience of being bullied in school and how it hurt when his friends watched but did nothing to stop it.
3. Ask the students: How has your definition of 'victim' changed during this unit?
4. View the video segment.
5. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Describe Kyle Finn's story. How was he victimized by bullies? Why? What did his friends do? Why?
2. What "differences" make kids targets of bullies?
3. How do bullies sense fear in a prospective victim?
4. What is perhaps the hardest part of being a parent of a bully's victim? Explain your answer.
5. Kyle says, "People who appear to be good people can actually be cruel people." Cite evidence from the documentary to explain his statement. Does this statement apply to your school and/or community? Explain your answer.

# Activity: Story Time

## Materials

- Copies of single and multiple frame comic strips handout
- Paper and pencils

## Teacher

1. Have students form working pairs. These will be their partners for creating their comic strips about bullying. In this session, they will concentrate on creating a plan for their comic strip.
2. Discuss the steps every good comic strip creator uses for planning a comic strip.
  - a. Write a script.
    - What is the story you want to tell?
    - Who are the characters?
    - Are the characters people, animals, insects, superheroes, etc.?
    - What is the problem?
    - Where will it take place?
    - What are the events in the story?
    - How can you keep the story simple?
  - b. Decide on your format – how many panels or frames and rows will you need to tell your story? (See examples.)
  - c. Plan your panels – which parts of your story will fit in each panel?
  - d. Plan your text and images.
    - Which characters will be in each panel?
    - Will they have text bubbles?
    - Do you need word banners above or below the images?
3. Distribute the comics handout and discuss the storyline of each.
  - Who are the characters?
  - What is the problem?
  - What are the events – what happens?
  - What will happen in the next strip (if it is continued)?
4. Students work with partners to plan their anti-bullying comic strips with emphasis on creating a storyline. If they are ready, they may begin sketching their comics.

## Conclusion

Ask the students to define how their comic strips tell stories about bullying. Collect their work to use in the next session.



Single Frame – “Beetle Bailey” by Greg and Mort Walker



Double Frame – “Curtis” by Ray Billingsley



4-Frame, “Calvin and Hobbes” by Bill Watterson

# Silent Witness, Part 3

## Bullying and Violence Prevention

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/silent-witness-cv/>

### Essential Question

How can a person be an agent of change?

### Teacher

1. Begin by explaining that the lesson is going to focus on bystanders.
2. Read the summary of the video: Stanzi Sanders was bullied and teased in school. While she was being bullied, other kids and even friends didn't do anything but watch.
3. Ask the students: How has your definition of bystander changed over the course of this unit?
4. View the video segment.
5. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. The counselor asks the students, "What is the difference between tattling and telling?" Craft your own response.
2. Describe Stanzi's illness and how it led to being bullied. What role did her friends play? How did the bullying affect her personal development? Explain the words, "Bullying changes the victim."
3. One of the students interviewed says she lives by one of her favorite quotes: "Be the agent of change you want to see in the world." How does this apply to bullying? Is this an easy code to live by? Why or why not?
4. What is the role of courage in changing the attitudes toward standing up to bullying? Explain your answer.

# Activity: The Great Frame Up

## Materials

- Paper, pencils
- Sticky notes (**Note:** Have a variety of sizes: 3-inch squares, 3x5-inch rectangles, etc.)
- Rulers

## Teacher

1. Explain that students will continue to work on their comic strips.
2. The partners should have completed their story plan so they can begin creating the images for a storyboard of their comic strip.
3. Explain the purpose of a storyboard: it is a graphic organizer used to create a sequential order of frames for images, words, and ideas. Often, when stories or comics are laid out in storyboard form, the writers see if the sequence makes sense for the message and rearrange their original order. It is called “previsualization,” a step used in creating comics, commercials, films, etc.
4. Distribute paper and 2-8 sticky notes, depending on the number of frames they decided upon in the last session, to each set of partners.
5. They will use each sticky note as one frame in their story. On each sticky note, they should do a rough sketch of each frame’s images and words. They should spend no longer than one minute on each frame – it is not the final product.
6. When their sticky note frames are ready, they should mount them on paper. Many artists choose to mount them vertically down the left side of the paper, leaving space on the paper to write their ideas and reactions on the right.
7. Is the bullying message clear? What needs to change? Be added? Be deleted?
8. If the partners feel their storyboards are ready, they should begin to draw their comic strip.
9. Review the steps of drawing a comic strip:
  - a. Draw frames in pencil. It is a good idea to use a ruler to measure and draw straight lines.
  - b. Sketch the characters in pencil.
  - c. Add speech bubbles — in pencil. It is a good idea to use a ruler to create lines within the speech bubbles to keep the words on a balanced plane.
  - d. Add backgrounds and scenes — in pencil.
  - e. Go over the pencil lines of the drawings in dark, permanent ink.
  - f. Add text — pencil first, then ink.
  - g. Add color.
10. Save their work in a class folder.

## Conclusion

How can a person be an agent of change? How can a comic strip be used toward that change?

# Silent Witness, Part 4

## Bullying and Violence Prevention Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/silent-witness-cv/>

### Essential Question

How do we make anti-bullying a priority in schools and in our community?

### Teacher

1. Begin by explaining that the lesson is going to focus on the changes that are necessary to make bully-prevention a priority.
2. Read the summary of the video: Sometimes it does require a parent to step in and talk to their kid's school about how to change the bullying climate in the school.
3. Ask the students: What is your definition of climate? Write answers on the board.
4. Provide the following definition for students: **climate (n)**: the prevailing attitudes, standards, or environmental conditions of a group, period, or place
5. View the video segment.
6. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Describe Bill Ehrenreich's story. What was the event that changed his mother's life?
2. How did Bill's mother talk to the school district? Did it work? Would it be effective in your school district if a parent did this? Why or why not?
3. The Fox School District took several steps toward creating an anti-bullying climate:
  - a. The administration acknowledged the problem.
  - b. They made prevention a priority for everyone.
  - c. They trained all teachers to recognize bullying and how to respond.
  - d. They established anti-bullying groups for students.
  - e. They set out confidential bullying boxes.
  - f. Teachers made videos of their own bullying experiences .

4. Discuss the effectiveness of this plan. How could you apply this program to your school? Would it be effective? Why or why not? What would you do differently? Why?

## Notes

[illegible]



# Activity: Step by Step

## Materials

- Storyboards, comic strips from last session
- Paper and pencils
- Pens (black ink) or fine point markers
- Colored pencils, water colors, crayons, other means of adding color to comic strips.

## Teacher

1. Explain that students will continue working on their comic strips today. If they feel they are finished, they should create a follow up comic strip to continue the story.
2. Remind them of the steps of drawing a comic strip:
  - a. Draw frames in pencil. It is a good idea to use a ruler to measure and draw straight lines.
  - b. Sketch the characters in pencil.
  - c. Add speech bubbles — in pencil. It is a good idea to use a ruler to create lines within the speech bubbles to keep the words on a balanced plane.
  - d. Add backgrounds and scenes — in pencil.
  - e. Go over the pencil lines of the drawings in dark, permanent ink.
  - f. Add text — pencil first, then ink.
  - g. Add color.
3. Go around the room and check in with each group to make sure both partners are somehow involved in the creation.
4. Ask each group to verbally expand the story of their comic strip. What happened before? What will happen after?
5. Save their work in a class folder.

## Conclusion

Ask students how the steps in the comics creation process helped or hindered them. How is this like the steps the administration and teachers had to take to help prevent bullying? Which steps could they have eliminated? Why? Which steps would you have eliminated in creating your comic strip so far? In the next session, they will finish their comics and create an exhibit.

## Notes

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# Silent Witness, Part 5

## Bullying and Violence Prevention Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/silent-witness-cv/>

### Essential Question

How does art elicit conversations about bullying?

### Teacher

1. Begin the lesson by explaining that the lesson is going to focus eliciting conversations about the roles we play in bullying.
2. Read the summary of the video: Students discuss different ways in which they can make a change to the bullying problems at their school.
3. Ask the students: What is your definition of improvisation? Write answers on the board.
4. Provide the following definition for students: **improvisation (n)**: the act of doing, making, or saying something without any previous preparation or a script
5. View the video segment.
6. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. What is "social improvisation" or "social theatre?" Do you think it is a positive step toward changing attitudes toward bullying? Do you think it is effective? Why or why not?
2. The experts say, "Students are learning about the power they have to stop bullying and learning how telling not only protects victims, it can protect them, too, from one day becoming victims themselves." Do you agree or disagree with this statement? Why? What is "the power" you have in regards to bullying?
3. Mary Ann Byrne, a school counselor, says, "There's not a person in this country that's not involved in [bullying]. You're either the bully, the victim, or the bystander. And we're all affected by it." Respond to this quotation and explain your answer. How are we "all affected by it"?

# Activity: Bullies on the Wall

## Materials

- Comic strips from last session
- Ink pens or markers
- Erasers
- Paper tape to mount exhibit
- Sticky notes (one per student)

## Teacher

1. Students will complete their comics and mount them for an exhibit in the classroom.
2. Remind them to ink over lines and erase the pencil marks.
3. Set up an exhibit around the room using walls or desk space as appropriate. Before viewing the exhibit, review the rules of civility for viewing and commenting on an exhibit.
4. Give students time to peruse the exhibit on their own. When time is up, ask them to go and stand by a comic strip that they think strongly supports an anti-bullying message. Ask students to support their choice. What do they see? What words are used?
5. Facilitate a discussion as to how students used a humorous tone or a serious tone in their comic strips. How is each effective?
6. Ask students about the audiences for the different comic strips. Who would read this comic? What age group does it appeal to most? Why?
7. Ask students to return to their own comic strip. Their final task is to create a question that they would like their readers to think about while or after looking at their comic strip. The question should require the responder to use more than three (3) words in their answer. Have them write their question on a sticky note and post it next to their comic strip.
8. Why is this an important step for an exhibit?

## Conclusion

Ask students to discuss: How does art elicit conversations about bullying? Decide what to do with comics — are they worth presenting to the school publication? Why or why not? Review the themes of the five (5) sections of the video. Ask students to discuss the most powerful ways they know to tackle the issue of bullying in schools and in the community.

## Notes

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