



DCTL School #19

Extended Learning Day Project

Bullying Awareness: Public Service Announcements



Project Learning Targets

- I can describe ways each one of us can prevent, identify, and intervene on bullying behavior.
- I can analyze data and statistics about the effect of bullying on individuals and communities and make inferences and conclusions about the impact of bullying on those who are bullied, those who bully others, and bystanders.
- I can develop ways members of the DCTL School #19 community can contribute to a positive and respectful school environment by creating a public service announcement educating a targeted audience.

Name: _____

Extended Learning Day Leaders: _____



DAY1: Bullying Awareness Project: Public Service Announcement (P.S.A.) Project Overview



Project Outline & Overview

You will create a Public Service Announcement (PSA) for members of the School #19 community in which they will learn about:

- preventing bullying behavior
- identifying bullying behavior
- intervening on bullying behavior
- ways in which all individuals can contribute to a positive and respectful school environment

You have a choice of product for the PSA. All products must meet the criteria in the Final Product Checklist below. **You may also work in pairs to complete this P.S.A final project within your Family Crews.**

Final product choices (PICK ONE!)

- ☐ Poster for the hallway, other areas in School #19
- ☐ Script- news report script to be read for #19 morning announcements
- ☐ Town Hall Skit & Presentation for delivery to Middle School #19 students
- ☐ Town Hall Skit & Presentation for delivery to Lower Grade #19 students
- ☐ PPT/Slides Presentation to be shared with all Family Crews

Final Product Checklist:

- ☐ **Message- what are you teaching others about bullying?**
 - ☐ Clear (statement you want people to remember)
 - ☐ Relevant (addresses an issue at School #19 or school in general)
- ☐ **Evidence & Information - what facts are you using to communicate your message?**
 - ☐ Evidence-based (from research, statistics, and/or outside sources)
 - ☐ Evidence supports message (the reason why you should do whatever the message is telling)
- ☐ **Presentation**
 - ☐ Neat and organized - looks professional and well done
 - ☐ Message is clear and immediately recognizable
 - ☐ Eye catching - captures audience attention

DAY1 (cont'd): Bullying Awareness Project: Public Service Announcement (P.S.A.) Project Overview & Definition

Directions: Watch short film [“The Bully”](#) (6:37). Then, gist and annotate the article below entitled “What is Bullying?” from source: stopbullying.gov website.

What Is bullying?

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious effects that create lasting problems. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Gist Section 1:

What are the types of bullying?

There are three types of bullying:

1. **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
2. **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
3. **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures

Gist Section 2:



DAY 2: Bullying Awareness Project: Effects of Bullying

Directions: Watch short video part 1 [“Words Do Hurt”](#) (2:57). Then, gist and annotate the article below entitled “What is Bullying?” from source: stopbullying.gov website. Then, watch [part 2 “Words Do Hurt”](#) (3:24)

What are the effects of bullying?

Bullying can affect everyone—those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide. It is important to talk to kids to determine whether bullying—or something else—is a concern.

Gist Section 1:

What are the effects on kids who are bullied?

Kids who are bullied can experience negative physical, school, and mental health issues. Kids who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.
- A very small number of bullied children might retaliate through extremely violent measures.
- In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

Gist Section 2:

What are the effects on kids who bully others?

Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:

- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property, and drop out of school
- Engage in early sexual activity
- Have criminal convictions and traffic citations as adults
- Be abusive toward their romantic partners, spouses, or children as adults

What are the effects on bystanders (people who witness bullying)?

Kids who witness bullying are more likely to:

- Have increased use of tobacco, alcohol, or other drugs
- Have increased mental health problems, including depression and anxiety
- Miss or skip school

Gist Section 3:

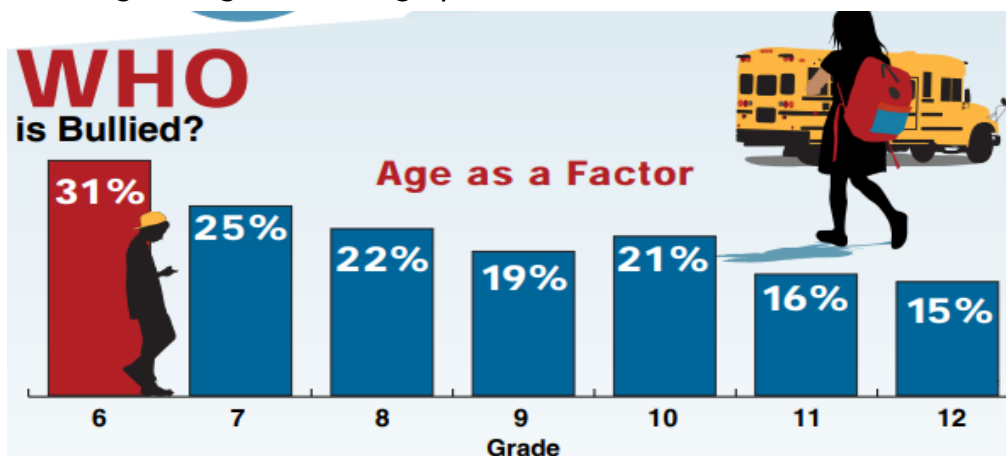
SHORT TERM EFFECTS OF BULLYING

- Low self-esteem
- Depression
- Anxiety
- Absenteeism
- Doing poorly in school

DAY 3: Bullying Awareness Project: National Statistics and Analyzing Graphs

Directions: Watch video [“10 Staggering Facts about Bullying”](#) (3:02). Then, Analyze the graphs below related to National statistics on bullying. Complete the sentence frames adding your own thinking/analysis that go along with each graphic.

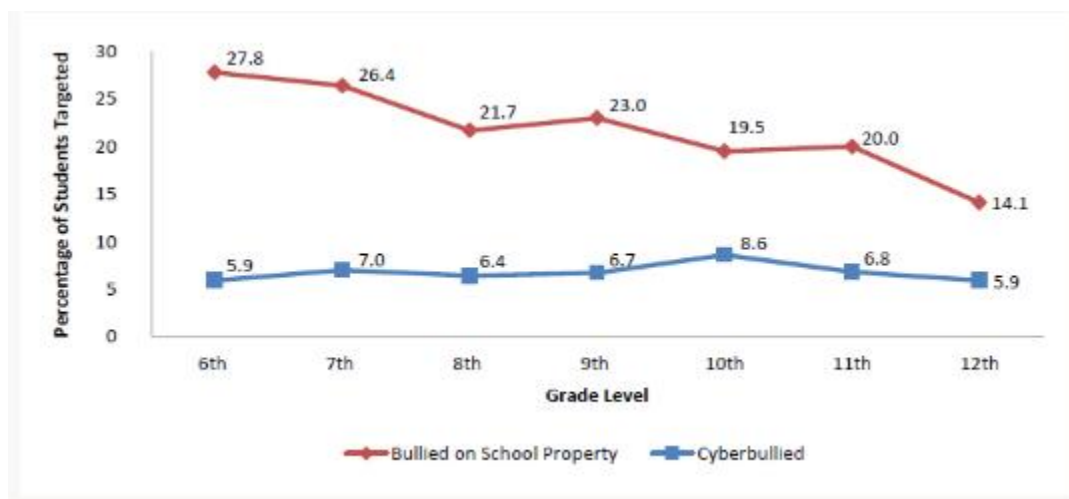
#1



¹U.S. Department of Education, press releases, new data show decline in school based bullying," U.S. Department of Education, accessed August 2017, <https://www.ed.gov/news/press-releases/new-data-show-decline-school-based-bullying2016>. ²Cyberbullying

After analyzing the information in this bar graph provided by the U.S. Dept. of Education in 2017, I can infer that..._____.

#2

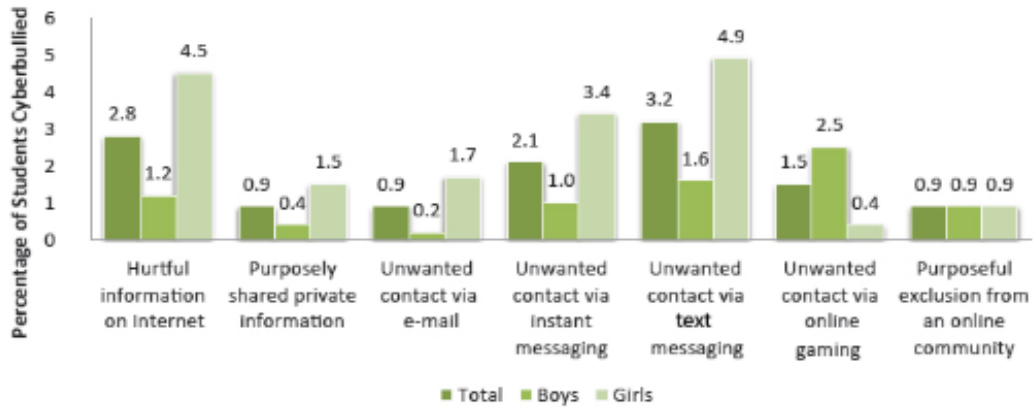


Source: U.S. Dept. of Education, 2015

When analyzing both line graphs, I note that the trend of students “bullied on school property” is..._____.

compared to the number of students “cyberbullied.” This reveals that..._____.

#3



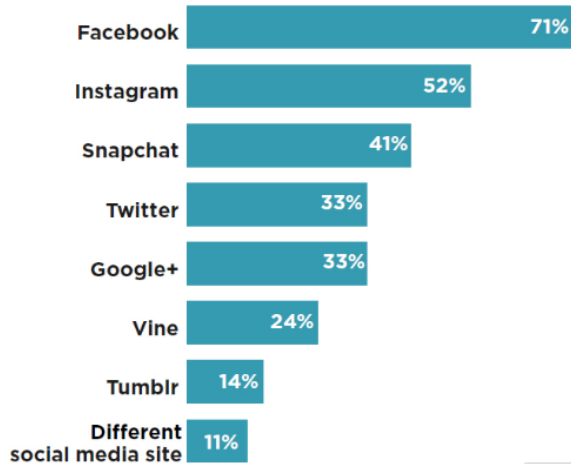
Source: U.S. Dept. of Education, 2015

After analyzing the information in this bar graph provided by the U.S. Dept. of Education in 2015, I can draw the following conclusions:

1. _____
2. _____
3. _____

#4

Percentage of all teens 13 to 17 who use ...



The information in the graphic on the left is important to consider when analyzing bullying because...

Source: A. Lenhart, 2015 *Teens, Social Media & Technology Journal*

Have you witnessed or experienced bullying on any of these social media platforms? Explain.

DAY 4: Bullying Awareness Project: Rough Draft & P.S.A Project Planning

Directions: Watch the informational video [“Five Ways to Stop Bullying”](#) (3:06). Finish the sentence starters after considering the questions below to plan your P.S.A.

Final product choices (PICK ONE!)

- ☐ Poster for the hallway, other areas in School #19
- ☐ Script- news report script to be read for School #19 morning announcements
- ☐ Town Hall Skit & Presentation for delivery to Middle School #19 students
- ☐ Town Hall Skit & Presentation for delivery to Lower Grade #19 students
- ☐ Slides Presentation to be shared with all Family Crews

ISSUE- What is the topic for your PSA? What is the problem you will be addressing?

The topic of my public service announcement is...

I am addressing the problem of...

in my P.S.A.

AUDIENCE- Who is the intended audience for your PSA? Who are you trying to teach or warn?

The intended audience for my P.S.A. is...

Through my P.S.A., I am trying to teach/warn_____ that they must...

MESSAGE- What do you want others at School #19 to know? What is your message?

I want others at School #19 to know...

The message in my P.S.A. is...

EVIDENCE & FACTS- What evidence will you use to support your message? Where will you find this evidence? How will you know this evidence is reliable?

I have chosen the following pieces of evidence/facts to support the message in my P.S.A.:

1. _____

2. _____

3. _____

I know my evidence is reliable because...

GRAB YOUR AUDIENCE'S ATTENTION- What is a creative question, motto, logo, phrase and/or visual you can use to help communicate your message?

A large rectangular box with rounded corners and a blue border, designed for a creative response. It features a decorative scroll-like element at the top left and a circular logo-like element at the bottom left.

DAY 5: Bullying Awareness Project: Final Draft of P.S.A Project

Directions: Watch the video [“Ted Talk: ‘To this day’ for the bullied and beautiful”](#) by Shane Koyczan (end at 5:09). Then, using your rough draft/planning pages from Day 4 (and days 1, 2, 3), create your final product P.S.A. If you choose the first option, the poster, use the space below to sketch out your poster:

Final Draft: PSA Creation Checklist

You may also work in pairs to complete this P.S.A final project within your Family Crews.

Final Product Checklist:

- ☐ **Message- what are you teaching others about bullying?**
 - ☐ Clear (statement you want people to remember)
 - ☐ Relevant (addresses an issue at School #19)

- ☐ **Information- what facts are you using to communicate your message?**
 - ☐ Evidence based (from source for statistics, reading, experiment, or outside sources)
 - ☐ Supports message (the reason why you should do whatever the message is telling)

- ☐ **Presentation**
 - ☐ Neat and organized (looks professional and well done)
 - ☐ Eye catching (captures audience attention)