BULLYING IN SCHOOLS: CAUSES, IMPACT, SOLUTIONS

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INTRODUCTION: In Tuesday of the Other June, June's mother April says: "People can be little-hearted, but turn the other cheek, smile at the world, and the world'll surely smile back."

But sometimes, it seems like the world does not smile back. Throughout the story, we witness the pain and anxiety that June experiences due to The Other June's bullying. She has trouble eating, sleeping, enjoying activities that she previously enjoyed, and confiding in her mother, which takes a toll on their relationship.

Bullying is the abuse and mistreatment of someone vulnerable by someone that is perceived as stronger or more powerful. This is a problem for many students in New York City public schools, including our own. Principal Gates has been monitoring the problem of bullying in our school very closely, and wants our class to help him create a solution.

TASK: For this assignment you will work collaboratively to raise awareness within your school community on the need to create a safe learning environment for ALL youth.


You will work **collaboratively** to conduct research on the topic of bullying, its causes, impact and potential solutions. You will prepare a visual and verbal presentation to raise public awareness and convey your message to your peers and school community.

 1. You will create a google slides presentation that will introduce the problem to your audience and offer several solutions and your recommendation for the best solution. Your presentation must include graphics, present your research, and offer solutions. The presentation must include at least 10 slides, with an additional slide citing all of the sources used.

 Your group will use the Public Policy Analyst (PPA) Tool as an outline for your products

PROCESS: To complete this project you will need to follow the six (6) steps of the
[Public Policy Analyst (PPA) Tool](#).

STEP 1: You will be placed in **groups** to complete the gathering of information for the PPA worksheets. **Each member of the group will have a specific role.   Your group roles are as follows:**
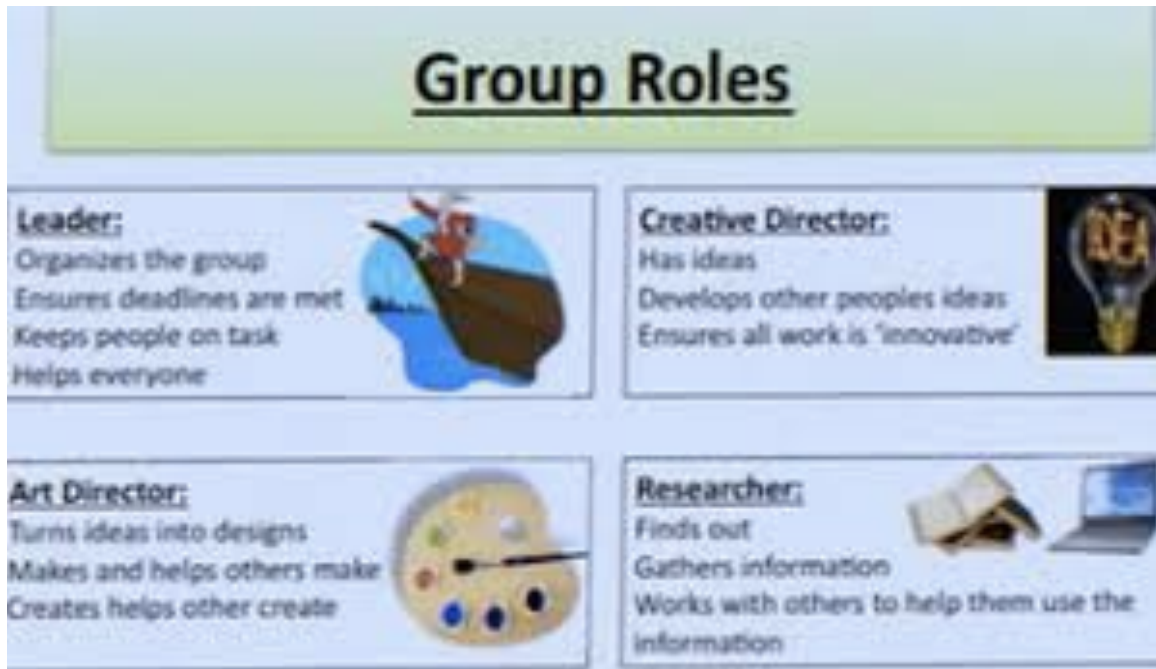
*Leader – This student will organize the group. He/She will ensure that deadlines are met, keeping everyone on task. This student will help and support all the group members.

*Researcher - This student will lead the research by guiding the other members to the web pages. He/She will assign information from the resources and collect information that will be used to complete the PPA worksheets

*Creative Director - This student will assist the group in generating and developing their ideas. He/She will keep the others abreast of the aim of the assignment, and will ensure that all the work is "innovative."

Art Director - This student will cover all the aspects of layout, design, and photography. He/She will discuss design and layout ideas with the other group members and will oversee the designing of the google slides presentation.

All group members are required to contribute to the completion of the worksheets AND completion and presentation of the slides.

STEP 2: Along with the information from your research, follow the Public Policy Analyst (PPA) 6 Step Process. Complete the worksheets and allow them to guide you with your slide presentation and bumper sticker project.

1. **Define the Problem**: Identify and explain the problem that you are researching. Ensure that you can convey why this condition is undesirable.

Worksheet #1 (Define the Problem)

2. **Gather Evidence:** The goal of your research is to find proof that this problem actually exists. You can use statistics, primary or secondary sources, articles from newspapers or magazines, blogs, podcasts, etc.
Consider the following questions:
   - What is bullying? What does it look like?
   - What are different forms of bullying?
   - What percentage of students suffer from bullying in schools (statistics)?

Interviews:
   - You will formulate a series of questions on the topic of bullying and interview 4-5 of your peers and/or teachers. Interviews will be recorded and included in the presentation

Experiment:
   - You will design a social experiment, wherein you will create a bullying scenario in a public space and observe and record public reaction to the scene.

Guiding Prompts include:
   - **Do other students become involved? If so, how?**
   - **Is the behavior encouraged or discouraged?**
   - **Do any adults become involved? If so, how?**
   - **How is the scenario resolved?**
   - **What are your observations and thoughts on the outcome of the experiment?**

Worksheet #2 (Gather Evidence)

3. **Identify Causes**: Why do some children bully? Why are some children bullied? What are some of the consequences of bullying? What groups are identified as targets of bullying?

Worksheet #3 (Identifying the Causes)

4. **Evaluating Existing Public Policies**: Find policies that already exist regarding bullying. What do these policies say? Who do they benefit? Do they address the issue of how bullying can be prevented? Do these policies need to be changed?

Worksheet #4 (Evaluating Existing Public Policies)

5. **Developing Solutions**:   Formulate new/original public policy alternatives (solutions) for your social problem. What are some alternatives you think will solve or help with the problem that exits?

Worksheet #5 (Developing Solutions)

6. **Select Preferred Policy**:   Ask yourself how realistic the proposed solution is? How likely would it be to lessen the problem? Are there any obstacles that can prevent it from working? Is there anything that can be done to overcome those obstacles?

Worksheet #6 (Selecting the Best Policy)
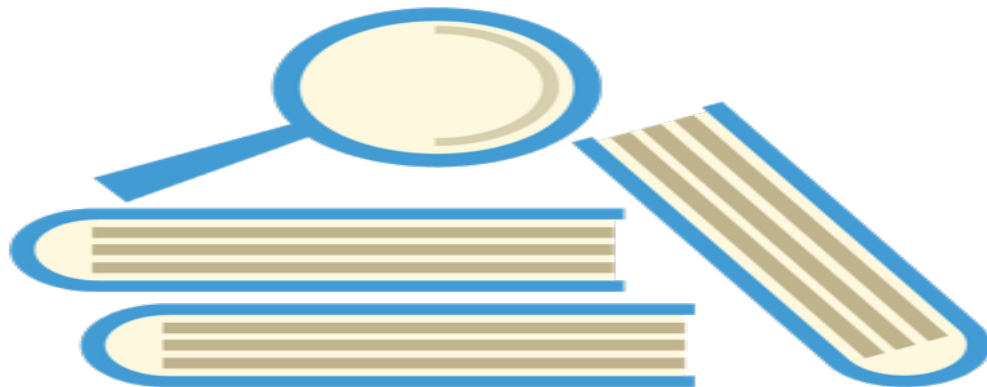
RESOURCES:

Bullying and School Climate

Gender-Related Bullying and Harassment: A Growing Trend

[LGBTQ Youth](#)

[Violence Prevention – Safer Schools, Safer Communities](#)

[Sexual Orientation Bullying: Definition and Prevention](#)

[Bullying Statistics: Anti-Bullying Help, Facts, and More](#)

[New Study: Rates of Anti-LGBTQ School Bullying at "Unprecedented High"](#)

[Youth Bullying because of perceived sexual orientation widespread and damaging](#)

[Bullying in Schools](#)

[Safe Schools Laws](#)

[School Anti-Bullying: State Maps of Laws and Policies](#)

[Bullying & Safe Schools for LGBT Students](#)

[Title IX Protections from Bullying and Harassment in Schools](#)

[New York State Education Department](#)

[New York City Department of Education](#)

EVALUATION:

Grading Rubric for a Power Point Project

Name: _____

	5	4	3	2	1
Content	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult to follow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.	Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting.	Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.	Presentation has no flow. No tools used. Insufficient number of slides.
Slide Transitions	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	No transitions used.
Pictures, Clip Art & Background	Images are appropriate. Layout of images is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.
Technology Connection	Comprehensive use of technology is apparent.	General understanding of technology.	Acceptable understanding of technology.	Little understanding of technology.	No understanding of technology.

Name: _____ Score: _____

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	• Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection	• Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection	• Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	• Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	• Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	• Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or or statistics, which do not adequately support the subject; includes very thin data or evidence	• Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	• Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	• Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points	• Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points	• Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

CONCLUSION:　　　CONGRATULATIONS!!! You have completed your Web Quest study on the problem of bullying and its impact on both the kids who are bullied and the ones who bully others. Not only have you succeeded in your task of becoming socially aware of this issue, you have raised awareness of this problem in your school community and have also discovered possible solutions to improve it. In the process, you have simultaneously learned and implemented the Public Policy Analyst (PPA) Tool to evaluate civics, citizenship, and governmental systems in order to become a public policy creator, consultant, or lobbyist.

STANDARDS:

English Language Arts Standards » Reading: Informational Text » Grade 7

Key Ideas and Details:
CCSS.ELA-Literacy.RI.7.1

Craft and Structure:
CCSS.ELA-Literacy.RI.7.6

Integration of Knowledge and Ideas:
CCSS.ELA-Literacy.RI.7.7
CCSS.ELA-Literacy.RI.7.8

English Language Arts Standards » Writing » Grade 7

Production and Distribution of Writing
CCSS.ELA-Literacy.W.7.4
CCSS.ELA-Literacy.W.7.6

Research to Build and Present Knowledge:
CCSS.ELA-Literacy.W.7.7
CCSS.ELA-Literacy.W.7.8
CCSS.ELA-Literacy.W.7.9

English Language Arts Standards » Speaking & Listening » Grade 7

Comprehension and Collaboration:
CCSS.ELA-Literacy.SL.7.1
CCSS.ELA-Literacy.SL.7.2

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.7.4
CCSS.ELA-Literacy.SL.7.5
CCSS.ELA-Literacy.SL.7.6